

Lesson Plan

Date: June 15, 2004

Class: 2-3 Number of Students: Boys: 18 Girls: 22 Total: 40

Textbook: MAINSTREAM II Lesson: 4 “Gravity” part 3

Aim of this lesson: To let the students understand why you can't pick up a dollar bill that's right in front of you.

Allotted Class Periods for this lesson: 5 lessons

This class is the 3rd period of the allotted periods.

Objectives as Teacher: To encourage students' interaction To spend as much time on reading activity as possible Objectives for Students: To read the textbook aloud To try to memorize each English sentence Teaching Points: Reading Exercise			
Procedures:	Time	Assumptions	In-Class Observation
Greetings & Last Sentence Dictation Students write down the last sentence they hear just after the teacher stops CD.	5min.	This will work as a check whether the students have practiced reading at home.	This is the first time doing this kind of activity, so it took more time than I had expected. However, the students got the knack of it very quickly.
Check of the workbook Students come to get the answer to the front if they have completed the workbook. The teacher will move around and check if they have prepared for the lesson.	5min.	Workbook will help the students understand the textbook. Teacher's check will prevent students from being lazy.	There is a time lag among the students. Some are very quick and others are not. It seems that much time is necessary to check all the answers of the workbook. I have to keep all the students busy. What should I do?
Fill in the blanks of E-J translation questions Students come to the front to get a question sheet when they finished checking the workbook. Then, when they finished the question, they come to the front again to get the answer. The teacher plays the CD for the students who have finished the question to check the pronunciation.	10min.	E-J translation question will save the time putting each sentence of the textbook into Japanese.	It seems that quiet activity continued for too long a time. If you see only this part of the reading lesson, it looks like a quiet reading class, where the students are not allowed to speak or talk.
Pre-reading activity The students practice reading aloud by themselves. The students listen to CD with the focus on the words that they don't know how to pronounce	2min. 2min.	These activities will help them focus on the words that they find difficult to pronounce	It is regrettable that not all the students are reading aloud. How should I change this situation?

Choral Reading The students repeat after the teacher	5min.	Students make clear how to read each sentence by repeating after the teacher	When I moved around in the classroom, I found that most of the students speak quite clearly
Pair Reading Practice The students make pairs and practice "Look up and Read" by turns. If they have time, they try to put Japanese sentence into English.	10min.	This practice will encourage students to speak out English and help them to remember each sentence in English.	In this part of the lesson, the students seems to be engaged in reading practice in a positive manner. To keep them from getting bored, there should be some variations in this pair work activity.
Fast Choral Reading The students repeat after the teacher.	2min.	The students get used to fast pace of English reading, which will help them practice shadowing.	Many students are speaking faster and louder.
Shadowing The students shadow after the CD.	2min.	The students read English sentences at a natural speed.	Here I found that I was 4 to 5 minutes behind the schedule.
Fast Reading The students stand up and try to read the textbook as fast as they can. When they finish reading, they sit down.	2min.	This exercise will help the students practice shadowing.	To save time, I did not ask the students to stand up, instead to remain seated and practice fast reading.
Shadowing Once again, they shadow after the CD.	2min.	More students will get used to the natural speed of English reading	I omit this part of the lesson, to finish the lesson within 50 minutes.
J-E translation exercise The students put the Japanese sentences on the translation sheet into English on their notebooks	3min.	After reading the textbook so many times, the students can put most of the Japanese sentences into English.	This part of the lesson is originally homework, but by giving the students some time to write English sentences in the lesson, more students try to finish their translation at home. Most of the students concentrated on their work.

Journal after the lesson

Although there are some rooms to be desired, I think the lesson went well in general. The words in the textbook that I should cover in one lesson are not so many. (*Please see the attached file,テキスト英文) I wanted to spend as much time as possible on choral reading practice. For the former half of the lesson, it looks too quiet for a reading lesson, but the students read the textbooks aloud in the latter half of the lesson.

First of all I incorporated LSD (Last Sentence Dictation), which had been introduced by Mr. Osa. This is my first time to do this. I had to explain to the students what I was going to do in Japanese, but they understood pretty well. I gave them three sentences, but just one sentence may be enough to check the students' reading practice at home. I can grade the papers while the students were checking their answers in the workbook.

To save the time for Japanese translation, I strongly ask the students to do a workbook for the reading lesson at home. (*Please see the attached file,ワーク画像 1 , 2) If they are well prepared, I don't have to spend much time explaining what each English sentence means.

To check their understanding of the textbook, I gave the students Japanese translation sheet. (*Please see the attached file,フレーズ和訳) The students needed more time than I had expected to fill in all the blanks. To save time, I should have made fewer blanks. However some students who are good at English looked bored because they finished earlier than other students. I have to find something to fill this gap. Today I played the CD for the quick learners. I told them to look at Japanese translation and listen to English at the same time.

Before getting into the choral reading practice, it took about 35 minutes. It took too much. I want to have at least 20 minutes for the students to practice several types of choral reading practice. I have to organize the time schedule for comprehension activity.

During the choral reading practice some students looked down and did not read aloud. In order to improve this situation I am thinking of using the "Smart Board." I would also like the students to use "Solid Audio" when they practice shadowing. Making use of these two device are the main theme for my Action Research in the year 2004.

Lesson Plan No.2

Date: Sep. 21, 2004

Class: 2-5 Number of Students: Boys: 11 Girls: 29 Total: 40

Textbook: MAINSTREAM II Lesson: 6 “Limits in Sports” part 3

Aim of this lesson: To let the students think how most of the recent improvements in sports records have been made.

Allotted Class Periods for this lesson: 5 lessons

This class is the 3rd period of the allotted periods.

<p>Objectives as Teacher: To encourage students' interaction To focus on “Look up & Read” by using a computer</p> <p>Objectives for Students: To read the textbook aloud To try to memorize each English sentence</p> <p>Teaching Points: Reading Exercise by using a computer and a projector</p> <p>Teaching Aids: a notebook computer (Power Point), a projector, a screen</p>			
Procedures:	Time	Assumptions	In-Class Observation
Greetings	1min.		This is the first lesson after three consecutive holidays, so the students' reaction was rather dull.
Check of the workbook Students come to the front to get the answer if they have completed the workbook. The teacher will move around and check if they have prepared for the lesson.	5min.	Workbook will help the students understand the textbook. Teacher's check will prevent students from being lazy.	As it is mentioned above, the students were slow in reaction. <u>It took much more time than I had expected.</u>
Silent Reading and the check of E-J translation Students come to the front to get English-Japanese translation sheet when they finish checking their workbook.	5min.	E-J translation will save the time putting each sentence of the textbook into Japanese.	Students are already familiar with this activity, and they checked the meaning of each sentence.
Pre-reading activity The students practice reading aloud by themselves. The students listen to CD with the focus on the words that they don't know how to pronounce	2min. 1min.	These activities will help them focus on the words which they find difficult to pronounce.	Some students were just mumbling, but most of them seemed to pronounce each word correctly.

Choral Reading The students repeat after the teacher	5min.	Students make clear how to read each sentence by repeating after the teacher	It seemed okay.
Pair Reading Practice The students make pairs, and in each pair, one student reads Japanese translation and the other student reads English counterpart. When they finish the first round, then they switch the part. Then, they practice “Look up and Read” by turns.	10min.	This practice will reinforce the students’ understanding of each English sentence and help them to remember each sentence.	As usual, the students seemed to be engaged in reading practice in a positive manner.
Flash Card Reading The students look at the screen and read English, and then they read it again without looking at English. Firstly all the students do this activity, then half of them do it, and another half of them do the same thing. <div style="border: 1px solid black; padding: 2px; display: inline-block;">Please read the attached file.</div>	10min.	Flash card will enhance the students’ memorization.	Some students enjoyed this activity, while others, especially those who sit in the back of the room did not. They said that they could not see the screen very well. It took much more time than I had expected.
Shadowing The students shadow after the CD.	2min.	The students read English sentences at a natural speed.	I was running out of time at this point, and the rest of the planned activities were cancelled.
Fast Reading The students stand up and try to read the textbook as fast as they can. When they finish reading, they sit down.	2min.	This exercise will help the students practice shadowing.	
Shadowing Once again, they shadow after the CD.	2min.	More students will get used to the natural speed of English reading	
J-E translation exercise The students put the Japanese sentences into English on their notebooks	5min.	After reading the textbook so many times, the students must be able to put most of the Japanese sentences into English.	

Journal after the lesson

I used a computer and a projector for the first time in my lesson. It took me some time to set up the device. It must have been difficult if I had had a lesson prior to this period. As a matter of fact I did not have a lesson. I brought a computer, a projector, and a screen to the class together with some cables beforehand. I realized that it was not as easy as I had expected.

Flash card reading was okay, but the impact on the students was not so strong, since it was, after all, the same activity that they always do with their partners. Some students said it helped a lot, while others said it didn't. Those who sat at the back of the classroom said that it was difficult to see the screen because it was rather bright in the classroom. I need a more powerful projector. That's a difficult problem. I don't think the school can afford it.

Through this lesson I learned that the environment in which we use a computer and other device is also important. Before we use those devices, we must check whether we can use them in an ordinary classroom setting.

Lesson Plan No.3

Date: Oct. 8 (Fri), 2004 (The 2nd Period)

Class: 2-5 Number of Students: Boys: 11 Girls: 29 Total: 40

Textbook: MAINSTREAM II Lesson: 7 “Visas for Life” part 3

Aim of this lesson: To let the students think how Mr. and Mrs. Sugihara issued visas for the Jewish refugees.

Allotted Class Periods for this lesson: 6 lessons

This class is the 3rd period of the allotted periods.

<p>Objectives as Teacher: To encourage students' interaction To focus on “Shadowing Practice” by using silicon audio device</p> <p>Objectives for Students: To read the textbook aloud To try to memorize each English sentence</p> <p>Teaching Points: Reading Exercise by using silicon audio device</p> <p>Teaching Aids: silicon audio device</p>			
Procedures:	Time	Assumptions	In-Class Observation
Greetings	1min.		
LSD Practice Students listen to the CD. The teacher puts pauses two or three times. The students write down the very last sentence that they listen to.	5min.	This activity will help the students focus on listening and serve as a checkup whether they have practiced reading the previous lesson at home.	The students showed a great concentration during this activity. The students who practiced reading at home could write down almost all the sentences perfectly, while those who has not did poorly.
Check of the workbook Students come to the front to get the answer if they have completed the workbook. The teacher will move around and check if they have prepared for the lesson.	5min.	Workbook will help the students understand the textbook. Teacher's check will prevent students from being lazy.	<u>The students have got accustomed to this activity, and it usually takes about 5 to 7 minutes to finish it.</u>
The check of E-J translation and Silent Reading Students come to the front to get English-Japanese translation sheet when they finish checking their workbook.	5min.	E-J translation will save the time putting each sentence of the textbook into Japanese.	
Individual Vocal Reading The students practice reading aloud by themselves, and check the word that they find it difficult to pronounce.	2min.	These activities will help them focus on the unfamiliar words.	The students usually highlight three to seven words in a part. Today most of the students seemed to pronounce each word correctly, however the voice is not big enough.

The students listen to CD with the focus on the words that they don't know how to pronounce	1min.		
Choral Reading The students repeat after the teacher	5min.	Students make clear how to read each sentence by repeating after the teacher	The students' voice was not as big as I had expected. I had to tell them to speak up.
Look up and Read Practice The students make pairs, and in each pair, one student tries to memorize each sentence by repeating it several times. When one students finishes, then the other student will do the same.	8min.	This practice will reinforce the students' understanding of each English sentence and help them to remember each sentence.	As usual, the students seemed to be engaged in reading practice in a positive manner.
Shadowing Practice Each pair has one silicon audio player and an earphone. The silicon audio player has English sentences. One student listens to each sentence and does shadowing practice, while other student check if his/her partner is shadowing correctly.	13min.	This activity will stimulate the students' listening ability, and also help them memorize each English sentence.	This was the third time that they practice shadowing by using this device, so most of them had accustomed to it and were doing very well. For some students the speed of the audio was too fast to shadow. I have to arrange the speed so that all the students can perform this kind of training.
Dictation exercise The teacher reads each English sentence in the textbook. The students write down each sentence in their notebooks	5min.	This activity will help them concentrate on listening, and check if the students have memorized each sentence.	I ran out of time, so this activity was not done.

Journal after the lesson

This is the third lesson since I began to use the silicon audio device. The students are getting familiar with the use of this device and they seem to enjoy this activity. However some students say that it is very difficult to shadow after the model reading because the speed is too fast to shadow. I think I have to provide several versions of the model reading such as natural speed version, slower speed version, much slower speed version.

I also have to think the allotment of each activity. This lesson focuses on the students' listening and speaking ability with the use of this device. I want to spend more time using this device. I have to omit some parts in the lesson. Now I am still thinking.

The voice of the students during this shadowing activity seems low that I expected. How can I encourage them to speak louder? Most of the students are okay, but some speaks in a really small voice. Even they practice many times, their voice is still small. I am at wit's end.