

Lesson Plan(1)

Date: July 2, 2004

Class: 1-2 (Advanced group)

Number of Students: Boys: 7, Girls: 16, Total: 23

Textbook: Vivid ENGLISH COURSE I

Lesson: Review works of Lesson 3 “Fingers, Chopsticks, or Forks” and Lesson4 “Mariah Carey”

Aim of this lesson:

To have students check their understanding of the story.

To make points clear so that students can review them effectively before the exam.

Allotted Class Periods for this lesson:

*The teaching procedure of Lesson 3 and Lesson 4 in the textbook had already been finished by the end of June. The aim of today's lesson is to give students another chance to have a look at important points that should be stressed in preparing for the exam.

Objectives as Teacher:

To give clear instructions and explanations.

Objectives for Students:

To be able to use important expressions fluently both in writing and in reading

To have a clearer idea of points to be stressed in their review work at home

Teaching Points:

Grammar and structure (To-infinitives, Gerunds, Passive Mode, Past Perfect Tense)

Comprehension (Demonstrative Pronouns, Anaphoric Expressions)

Procedures:	Time	Assumptions	In-Class Observation
Supplementary worksheets *Teacher gives the explanation, using a CD player as an aid. *Students check the answers. *Reading exercise (new words and important expressions)	50 min.	More time should be spent consolidating students' understanding. Students should be able to review important points by themselves at home.	Some students just copied what they saw on the blackboard, or filled in their worksheets with what the teacher said or what other students said, without any preparation at home. (The worksheet had been distributed in the previous lesson as homework.)

Journal after the lesson

*Messy, unorganized blackboard writing. --- Started in the middle, went rightward, and then jumped to the left. Grammar points, comprehension points, and important words and phrases appeared randomly. Everything should have been kept un-erased until the end of lesson.

*Exposure to English is very small. --- Explanation was given exclusively in Japanese. Students just listened to teacher's explanation, taking notes. Reading exercises took place sporadically, but not as intensively as had been expected. CD listening didn't seem successful in terms of intensive “listening” practice. Students didn't have to pay attention to what they hear, as they had already heard the same thing in the previous lessons.

Lesson Plan(2)

Date: September 14, 2004

Class: 1-2 (Advanced group)

Number of Students: Boys: 7, Girls: 16, Total: 23

Textbook: Vivid ENGLISH COURSE I

Lesson: Lesson 5 "Frogs Are Disappearing"

Aim of this lesson:

To introduce new words and phrases through communicative activity

Allotted Class Periods for this lesson:

1 st Period --- Part 1	Today	5 th Period --- Part 3, Part 4
2 nd Period --- Part 1, Part 2		6 th Period --- Part 4
3 rd Period --- Part 2		7 th Period --- Communication, Study Points, and Exercises
4 th Period --- Part 3		8 th Period --- Extended writing activity

Objectives as Teacher:

To get students involved in the group activity

To make clear explanation, possibly by giving instructions in English

Objectives for Students:

To describe what they see in pictures without naming them.

To use English as a tool for exchanging information.

To read about small animals in danger around the world.

Teaching Points:

Information Exchanging Activity (Boys vs. Girls) *introduce new words

Comprehension

Reading Practice

Procedures:	Time	Assumptions	In-Class Observation
1. Exam (from a word book)	5		
2. Picture Description (Game)	20		
3. Introducing new words and phrases	10	Introducing new words through a game might make students more active and feel involved.	Students did much better than I had expected. To be able to say a word, if not spell it correctly, should have its place.
4. Reading Comprehension	10		
5. Reading Practice	5	To practice shadowing might be interesting.	Just after the game, students seemed to have lost interest.

Journal after the lesson

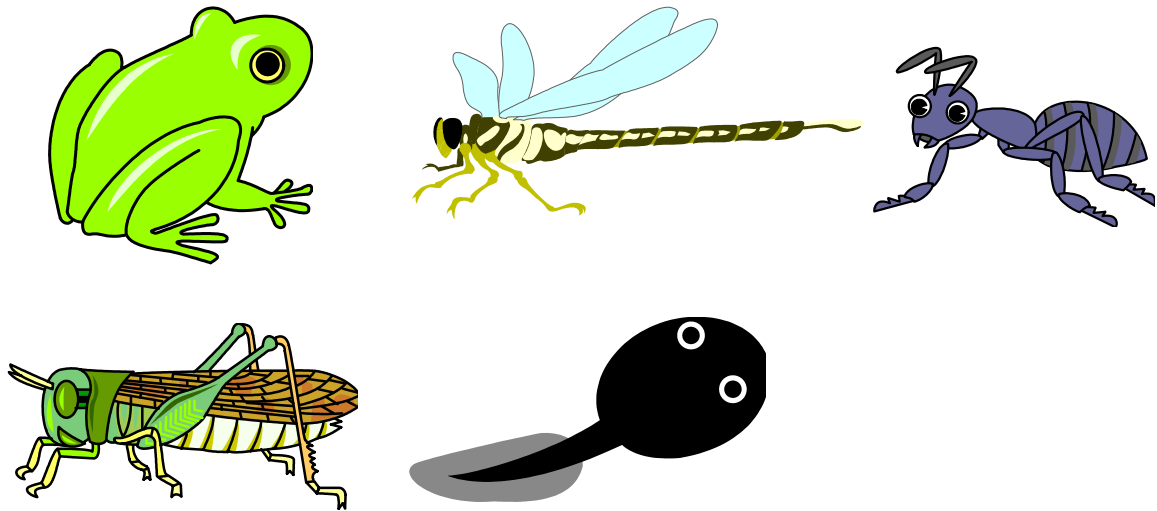
*I did the same activity for three different classes. For the students in B Class, the problem seemed to be rooted in their vocabulary. Advanced students came up with various good expressions. Small changes in general rules were made according to students' proficiency level, but students were more active than I had expected.

*No time left for reading practice. I wonder if I spent too much time in picture description activity. Reading comprehension check should have been more intensive. Translation dominated the last 15 minutes of today's lesson.

Today's activity

- *One of the group members (=player) sit in front of the classroom, facing their group members. He/She can't see the picture on the blackboard.
- *The other members give hints in English for the player to guess what it is. Words, phrases, or sentences, anything is OK, but they can't use the name of the object (actually an animal in this lesson).
- *Success in 1st trial --- 50 points. Success in 2nd trial --- 40 points, etc.
- *Hints in Japanese --- penalized 5 points off the total score
- *Answer in Japanese --- penalized 5 points off the total score

Pictures used in the lesson



*Frogs and tadpoles are OK. But what about “Frogs are decreasing in number all over the world”, “The frogs suddenly disappeared in 1980”, or “The female frogs brought up their tadpoles in their stomachs.”? If only we could describe these in an impressive pictures!

Lesson Plan(3)

Date: September 21, 2004

Class: 1-2 (Advanced group)

Number of Students: Boys: 7, Girls: 16, Total: 23

Textbook: Vivid ENGLISH COURSE I

Lesson: Lesson 5 "Frogs Are Disappearing"

Aim of this lesson:

To introduce new words and phrases through communicative activity

Allotted Class Periods for this lesson:

1st Period --- Part 1

5th Period --- Part 3, Part 4

2nd Period --- Part 1, Part 2

Today 6th Period --- Part 4

3rd Period --- Part 2

7th Period --- Communication, Study Points, and Exercises

4th Period --- Part 3

8th Period --- Extended writing activity

Objectives as Teacher:

To get students involved in the group activity

To make clear explanation, possibly by giving instructions in English

Objectives for Students:

To gather information and send it to other group members in English.

To use English as a tool for exchanging information.

To read about small animals in danger in Japan.

Teaching Points:

Information Gathering Activity (4 group competition) *review Part 1

Reading Comprehension

Reading Practice

Procedures:	Time	Assumptions	In-Class Observation
1. Exam (from a word book)	5		
2. Information Gathering (Game)	20	4 or 5 reporters walk around the classroom to collect information only by memorizing it. 1 scribe should write down what he/she hears reporters tell him/her. Everyone should be involved in the activity.	Some reporters didn't tell the words or the sentence as real "words" or "sentence." They just spelled the alphabets in the words one by one.
3. Reading about decreasing animals in Japan	15	Preparation workbook should help students understand the story well.	Homework assignment system doesn't work properly. Many students don't prepare for lesson.
4. Comprehension (Q & A)	5		Students didn't seem enthusiastic.
5. Reading Practice	5		

Journal after the lesson

*Activity went better than I had expected. Students followed the rules and used English as a tool for exchanging information. But in some cases students just spelled out the words orally, without saying it as a real word. It should be assumed that in those cases students didn't understand the sentence well, much less think about the correct orders of the sentences they had gathered.

*The big problem is Comprehension check and reading practice. Students don't answer the questions. They don't practice reading the story aloud. There's a long way to go before creating an active classroom when it comes to reading aloud or actually speaking English.

Today's activity

*Students get into 4 groups of five or six people. One student should be a scribe, who can write but cannot walk. The other students should be reporters, who can't write but can walk around the classroom freely to collect information.

*Five sentences are typed out on small different sheets of paper. Three sets of five sheets, or fifteen sheets of paper, are stuck on the walls.

*Reporters walk around the classroom, memorize the sentence, and go back to their group to report it to the scribe orally.

*After collecting all pieces of information, group members sit together to decide correct order of the five sentences for the purpose of making up a perfect story.

*5 points for speed, 5 points for correct ordering, and another 5 points for spelling accuracy.

Small sheets of paper stuck on the walls in the classroom. (Three sets of five = 15 in total)

The number of frogs is decreasing all over the world.

It shows that there are big changes in the environment.

For example, there once lived a strange kind of frog in Australia.

The female frogs brought up their tadpoles in their stomachs.

But we cannot see them any more. They died out in 1980.

×3 sets