TEACHING PLAN

1. Date: Wed, March 19
2. Class: 1st Graders (small size class 24 students) Intermediate level
   Some students aren’t good at reading in rhythm. Teachers walk around and help them by making rhythm.
   In case they couldn’t read out in rhythm, teachers give them a URL that has a sound of read out the sentences. Students practice reading out at home along the sound.
   Then teacher make them read out each at the next class.
3. Subject & Textbook (Teaching material):
   NEW CROWN 1 Let’s Read 1 “Alice and Humpty Dumpty” Lesson 6.
4. Aims of this lesson:
   The students will
   (1) be able to understand the content of the story
   (2) be able to read out the story with a rhythm.
   (3) be able to remember a part of the dialogue and perform it in front of the class.
5. Evaluation criteria of this lesson:
   (1) Interest, willingness, and a positive attitude towards communicating in English
       ① to read the story repeatedly.
       ② to understand and read properly.
   (2) Ability to express themselves in English
       ① to be able to read out the story with a rhythm
       ② to be able to remember and speak out the dialogue like the characters.
   (3) Ability to understand English
       ① to be able to understand the content of the story.
   (4) Knowledge and understanding of language and culture
       ① Appropriate knowledge of English grammar, usage, words that they have already learned.
6. Allotment:
   1st period
   Evaluation of (1) (3) (4)
   • Introduction to the new story
   • Checking new words meanings
   • Reading the story silently
   • Answering ‘Read and Think’ questions
   • Filling in the blanks of summary of worksheet
- Writing their own Japanese translation
Teacher checks whether students understand the story and read repeatedly to translate or fill in summary.

2nd period (this lesson)
- Line or Row game of asking questions from the story
Evaluation of (1)(2)(3)(4)
- Presentation of their Japanese translation
- Reading out practice with a rhythm
- Remember a part of the dialogue
- Presentation of pair talking.
Teacher checks whether students understand the story, read out with a rhythm and speaking the dialogue like the characters.

7. Aims of this period
(1) Students are expected to be able to read out the story with a rhythm, practice reading out repeatedly and translate correctly.
(2) Students are evaluated by checking their reading voice, presentation, and the translation.
*Students might misunderstand the words because they will hear them linked together.
*The associated language skills are
- knowledge of pronunciation of each word.
- skills to remember some sentences.

8. Teaching Procedure

<table>
<thead>
<tr>
<th>Procedure (time)</th>
<th>Students' Activities</th>
<th>Teacher's Activities &amp; Teaching Points</th>
<th>Evaluation</th>
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</thead>
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<tr>
<td>Greeting</td>
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<tr>
<td>Warm Up Line or Raw game (10min.)</td>
<td>Each student raises his hand and answer the question. If he could answer correctly, he can choose line or raw. If he choose line, students sitting in line includes him can sit down.</td>
<td>Teacher ask questions from the story and choose a student raising his hand. Ex) What does the rabbit hold?</td>
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<tr>
<td>Presentation of</td>
<td>Students read out</td>
<td>Teacher says some</td>
<td>(3) Ability to</td>
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<td>Japanese translation (10min.)</td>
<td>their translation just one sentence each.</td>
<td>comment to their translation. Teacher collects the notebooks they wrote the translation and check the contents.</td>
<td>understand English (4) Knowledge and understanding of language and culture</td>
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<td>Review of new words from the previous lesson (3min.)</td>
<td>Students repeat after teachers and guess the words for items from the story. Ex) rabbit, watch, wall, belt, tie</td>
<td>Teachers show the some words that is used in the sentences. Showing the item itself and the written word.</td>
<td>(4) Knowledge and understanding of language and culture ① Appropriate knowledge of English grammar, usage, words that they have already learned.</td>
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<td>Reading practice (10min.)</td>
<td>Students listen to the reading CD(or teacher’s reading) of the story. They repeat after the CD (or teacher) They do the shadowing along the CD (or teacher). Students read out one sentence each.</td>
<td>Teacher switches the CD player (or read out). Teacher make them repeat after CD (or teacher). Pay attention to reading rhythmically and help students to read rhythmically. Teacher make all students read out one sentence each.</td>
<td>(2) Ability to express themselves in English ① to be able to read out the story with a rhythm</td>
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| Presentation of dialogue (8min.) | Students make pairs and practice the dialogue. Students perform their dialogue in front of class. | Teachers encourage them to remember the sentences, speak in loud voice, do the gesture and speak like each character. | (2) Ability to express themselves in English
① to be able to remember and speak out the dialogue like the characters. |
| Conclusion (1min.) | Look back their attitude and how they progressed their English skill by today's lesson. | Teachers gives them self-assessment cards. After students finished writing, teachers collect them. | (1) Interest, willingness, and a positive attitude towards communicating in English.
② to understand and read properly. |
Alice and Humpty Dumpty

Run, run, run.
The rabbit holds his watch.
"I'm late. I'm late. I'm late."
He runs into a hole.

Alice follows the rabbit.
She falls into the hole.
Down, down, down.
She goes to Wonderland.

"Oh, what is that?" she asks.
"An egg is on the wall."
"I'm not an egg," it says.
"My name is Humpty Dumpty."

"Your belt is strange," she says.
"It's not a belt, dear girl."
"Then what is it, my friend?"
"A tie. It's around my neck."

Read and Think

A. 次の問いに答えよ。
   ① ササキはなぜ走っているのですか。
   ② アリスはどのようにして不思議の国のへ来ましたか。
   ③ アリスが失い物を見つけたものは何でしたか。
   ④ アリスがベルトだったと思うものは何でしたか。

B. リズムがよかったところや、内容がおもしろかったところはどの部分ですか。話し合おう。