TEACHING PLAN

1. Date: Thursday March 19, 2015
2. Class: Grade 10 (1st year high school) Level: Intermediate
3. Subject & Textbook (Teaching material):
   English Communication I
   *Element English Communication I (Koishika)*
   Lesson 1 Samura and English

4. Objectives of this Unit
   The students will
   (1) be able to skim the passage and determine the main idea of the text.
   (2) be able to scan for a specifically stated detail.
   (3) be able to retell the story of this lesson by using pictures.
   (4) be able to make a presentation by stating their opinion with reasons.
   (5) be able to write 100 word passage with a topic sentence, details and appropriate transitions.

5. Evaluation criteria of this unit:
   (1) Interest, willingness, and a positive attitude towards communicating in English
       ① Participate actively in language activities [observation]
       ② Stands up straight, looks relaxed and confident with eye contacts [presentation]

   (2) Ability to express themselves (oneself) in English
       ① speak (write) accurately about their thoughts and ideas. [Oral presentation test / Writing project]
       ② make a short presentation with a main idea, and details. [Oral presentation test]
       ③ Write a 100 word passage with a topic sentence and supportive sentence by using appropriate transitions. [Writing project]

   (3) Ability to understand English
       ① Read (listen to) and determine the gist or main idea of the text (skim) [test]
       ② read (listen to) and scan for a specifically stated detail (scan) [test]
       ③ read (listen to) and understand information accurately [test]

   (4) Knowledge and understanding of language and culture
       ① Appropriate knowledge of English grammar, usage, and words. [test]
       ② Show sophisticated ideas by using rhetorical strategies. [writing project]
6. Allotment:
   1st lesson
   2nd lesson (this lesson)
   3rd lesson
   4th lesson
   5th lesson
   6th lesson
   7th lesson
   8th lesson
   Self-introductions / Review the class syllabus / Ice-breakers
   Pre-reading: Activate prior knowledge
   During reading: Top-Down reading: Skimming
   During reading: Top-Down and Bottom-up: detailed reading [part 1]
   During reading: Top-Down and Bottom-up: detailed reading [part 2]
   During reading: Top-Down and Bottom-up: detailed reading [part 3]
   During reading: Top-Down and Bottom-up: detailed reading [part 4]
   Post reading: summarize the lesson / give opinions on text
   Writing: Write your opinion with a reason and details.
   Oral Presentation test

7. Objectives of this period:
The students are expected to
   (1) activate their schema on what Fukuzawa Yukichi experienced when studying abroad.
   (2) read and grasp the gist of the passage.

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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<tbody>
<tr>
<td>(Greeting)</td>
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| Warm Up (5 min.) | Small Talk           | "What did you do on the weekend?"
                    |                      | - Talk in pairs for 2 min.           |             |
                    |                      | - 2-3 students will report what they have talked in pairs. |             |
| Review (5 min.)  | Classroom rules      | - Check the classroom rules that were demonstrated in the previous lesson. |             |
| Presentation     | Activate students' schema
| of new material  | 1. Predict from pictures
   (15 min.)      | 2. Predict from key words | Show a picture of Fukuzawa Yukichi.
                    |                      | 1. Think-ink-pair-share
<pre><code>                |                      | - Write what they know about Fukuzawa Yukichi on a mind map. |
                |                      | - Share what you know about him in pairs. |
                |                      | - Look at the lesson title and predict the content of the passage. |
                |                      | - Share the prediction in pairs. |
                |                      | - Look at the pictures on pp.6-7 and predict the content of the passage. |
                |                      | - Share the prediction in pairs. |
                |                      | (1)                      |             |
</code></pre>
<table>
<thead>
<tr>
<th>Comprehension (20 min.)</th>
<th>Jigsaw activity</th>
<th>Glist the main idea</th>
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<tr>
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<td>1. Four corners</td>
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<td>2. Share in groups</td>
<td>- Summary of the whole lesson was cut into four passages. Each passage is put on the wall.</td>
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<td>3. Summarize</td>
<td>- Make a group of four. Each student will read a passage on the wall and write key words on a handout.</td>
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<td>2. Share in groups</td>
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<td>- Each student is given a role. Student A: Tell the main idea of the passage</td>
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<td>Student B: Scribe</td>
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<td></td>
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<td>Student C: Make reactions</td>
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<td>Student D: Ask questions/ English monitor</td>
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<td>- Take turns and tell group members what their passage is about.</td>
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<td>3. Summarize the passage in accordance with the information Ss have heard.</td>
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<td>Consolidation (5 min.)</td>
<td>Reflection</td>
<td>- Check whether the prediction is reflecting the main ideas of the passage.</td>
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<td>- Self-assess whether Ss actively participated in group activities.</td>
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BRAINSTORMING: What do you know about Fukuzawa Yukichi?

1. Write as many things as you know about Fukuzawa Yukichi.
2. Look at the title of this lesson, "Samurai and English." Guess what happened to Fukuzawa Yukichi. Add to the chart below.
3. Look at pictures on page 6 and 7. Guess what happened to him and add some more information.
4. Share the information with your partner. Add information to your chart.

KEY WORDS

Fukuzawa Yukichi  English  The US  eager to do
pronunciation  Kanrin-maru  again and again  learn better
fascinating  language tool  experience  lead A into B
next era

CATEGORIES

|------|-------|--------|----------------|

PREDICTION  What is happening in the text? Write 2-3 sentences. Use as many of the key words as possible

Today, we are going to read about...

1st year No. ( ) Name ( )