Teaching Plan

Supposed Date: May 10th, 2015

1. Age/ grade : 10th grade (the first year of Senior High School)
2. Language proficiency level : lower middle
3. Specific needs : About one month passed since they enter the high school. Students started engaging in club activities. Some students get tired and some students start difficulty in learning by themselves. Facilitating cooperative atmosphere is necessary. And, It will be ideal for students to be active during the class both physically and mentally.
4. The main activity today : Scanning important points in the shortened version of the texts (which is posted on the wall), and telling them to group members.
(I cited this activity from presentation in the class of teaching practicum-Jan.23.)
5. Possible anticipated problems during the lesson: This class is a little complicated and they may have problems with instructions. Therefore, I will try to make clear instruction and simple demonstration.
6. Material: Lesson 2 「Shoes for a Dream」(Sanseido 「My Way English Communication I」)
7. Objectives
   * Students will scan about a text.
   * Students will summarize the text using a picture

(2) 展開 (Allotment)

<table>
<thead>
<tr>
<th>Time</th>
<th>Specific Activities</th>
<th>Points to note</th>
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</table>
| Explanation 5 min | • Ss make groups of 6
• T divide Ss into three pairs in the group (No1, No.2, No.3).
• In pairs, Ss do Rock Paper Scissors (RPS)
• T start explanation of today’s activity
  "Today, you are going to read a short version of lesson 2 in groups. What I want you to do is to read the article on the wall and share the information in your group.” | • T already put three sheets on the walls of the classroom, on which short version of texts are written.
• Winners in pairs take roles of reading the text on the wall later and losers are expected to stay at their desk and wait for information. |
<table>
<thead>
<tr>
<th>Activity 1: Scan information on the wall and take notes on handout in pairs.</th>
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<tbody>
<tr>
<td>Winners of Rock Paper Scissors (RPS) go to get information and losers stay at their desk waiting for information and they write down what the partner brought.</td>
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<tr>
<td>Ss A go to Part 1, Ss B go to Part 2 and Ss C go to part 3 in the group</td>
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</tbody>
</table>

**Activity 2: Share it in groups with roles**

- Three pairs are divided into Speakers, Discussion leaders, and Reaction makers
- Discussion leaders ask questions
- Loser of the RPS take in charge of discussion. Winners of the RPS support.
- As, Bs and Cs, take turns to experience

- Checking words
  - Before starting the activity, let's check some words that you may not know.
  - And, you can use dictionary during activity.
  - Words:
    - 'Kenya', 'collect' 'look forward to', 'bare feet' 'victory' 'as soon as' 'receive'

- Using Flash card on computer
  - Just a short practice.

- T tell Ss they don't need to memorize everything. They read and go back to their group to share the information.
<table>
<thead>
<tr>
<th>What information do you have?</th>
<th>all the roles (Speakers, Discussion leaders, and Reaction makers).</th>
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</thead>
<tbody>
<tr>
<td>Speakers speak (Children in Kibera had no shoes.) Reaction Makers react (Did they? Wow!)</td>
<td>T prepares classroom language to show reaction.</td>
</tr>
<tr>
<td>Students fill in the graphic organizers.</td>
<td>T puts importance on visualizing why Takahashi decided to participate in the program and how her thinking changed after taking part in the program.</td>
</tr>
</tbody>
</table>

| Sum-up | 5 min. |
My Way English Communication I Lesson 2 Shoes for a dream

Your group member:
No1( ) ( ) No2( )
No3( ) ( )

Part 1
Takahashi Naoko

Important!

Part 2

Smile! bare ( )
bare infections

= tool for Victory!

Part 3

Reactions

Morris

→ →