

Teaching Plan

Ishioka Commercial High School
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1 Textbook: Vivid English Communication I (Daiichi Gakushusha)
Lesson5 Being Cute to Survive

2 Aims of this lesson

- Students will become positive to communicate with their partners in English.
(Interest, willingness, and a positive attitude)
- Students will retell the story and write their retelling stories.
(Ability to express themselves in English)

3 About this lesson

(1) Lesson Survey

In this lesson, students learn about “Cuteness”. I have students think about differences between cute things and beautiful things and advantage of cuteness.

I teach students about “Writing brief passages on information, ideas, etc., based on what one has heard, read, learned and experienced from education guideline” (III. English Communication I 2. Contents (1)). And also I want to foster positive attitude toward communication in English. As for grammar, I teach participles as modifiers and relative pronoun (subjunctive case).

(2) Class Survey

In this class, most students think that they are not good at English. They tend to have negative attitude to English. They can read aloud, but they hesitate to talk in English. So I want to foster positive attitude to English. In my lesson, I have adopted many pair works. When they tackle them, they enjoy them. Now I want students to have positive attitude to speaking English. As for grammar, I use fun activities to practice it. In order to solve the problem, I make use of Story Map and retelling in every part. Story Map helps students retell the story. Retelling is difficult because students must retell with only short preparation, but I want them to try it. Also in every part, I have students write the retelling story as homework. In this homework, they have enough time for preparation.

(3) Teaching Survey

The main aim of this lesson is “to be able to retell the whole story and write their retelling stories”. In the last period (6th period), we will do performance test. In this test, students will retell the story to their partners and write their retelling stories. The story is not from textbook. It is new for students, but it is related to this lesson. To achieve the aim, I will teach students as follows. In the 1st period of this lesson, I will tell students the aims of this lesson. And also I will tell about the performance test to have them know the purpose of this lesson. In every part, I will have students draw story maps to organize information. I think Story Map is a useful and it help them retell the story. And I will teach useful expressions and have students retell the story. They don’t know many expressions. Input of expressions is necessary.

(4) CAN-DO list Writing

Graduated	To be able to understand the required information accurately and communicate information properly in English
3 rd grade	To be able to write opinion, idea and thought accurately To be able to write short essay
2 nd grade	To be able to write opinion, idea and thought about things which they are interested in To be able to write diary
1 st grade	To be able to write opinion, idea and thought about the textbook in simple English. To be able to take memo in English

(5) Activities in every part

1) Aims

- a. To organize information
- b. To get used to telling information with only short preparation
- c. To retell the story which they have studied

2) Contents

①	Story Map	To foster positive attitude To enhance the ability to organize information
②	Retelling	To give chance to speak English with only short preparation To make atmosphere to help their partners
③	Writing the retelling story (homework)	To write organized information To write using their own expression

4 Teaching plan for this lesson and evaluation plan

(1) Evaluation Criteria of this lesson

①Interest, willingness and a positive attitude toward communicatin	②Ability to express themselves in English	③Ability to understand a foreign language	④Knowledge and understanding of language and culture
Students will be able to communicate positively with their partners in English.	Students will be able to retell the story and write their retelling stories.		

(2) Teaching plan and evaluation plan

Period	Aim / Learning Activity	Evaluation Criteria	How to evaluate and Steps for PT PT= Performance test
1 st	a. SS draw Story Maps about “Cute” and “Beautiful”. b. T teaches important grammar, “participles as modifiers” and “relative pronoun (subjunctive case)” and has SS practice them. c. SS get to know the skills they acquire and the contents they understand. T tells about performance test.		T tells SS about performance test. (content and evaluation) No evaluation
2nd This period	a. SS read the text (Part1) and do information transfer activities. b. SS draw Story Map about Part1. c. SS retell Part1 to their partners. d. SS do “Find someone who...” to practice grammatical points. e. T gives SS homework. SS write the retelling story as homework.	① ②	To observe activities SS get used to organize information with Story Map. SS practice retelling. To check homework
3 rd	a. SS read the text (Part2) and do information transfer activities. b. SS draw Story Map about Part2. c. SS retell Part2 to their partners. d. SS do “Survey” to communicate with many friends. e. T gives SS homework. SS write the retelling story as homework.	① ②	To observe activities SS get used to organize information with Story Map. SS practice retelling. To check homework
4 th	a. SS read the text (Part3) and do information transfer activities. b. SS draw Story Map about Part3. c. SS retell Part3 to their partners. d. T gives SS homework. SS write the	①	To observe activities SS get used to organize information with Story Map. SS practice retelling.

	retelling story as homework. e. SS discuss difference between cute things and beautiful things in pairs and groups.	②	To check homework
5 th	a. SS practice reading the text aloud. b. SS draw Story Map about this lesson. If SS can, they add their idea and opinion to Map. c. SS retell this lesson to their partners. d. SS talk about “Which do you like cute things or beautiful things? Why?” in groups. e. T gives SS homework. SS write the retelling story as homework.	①	To observe activities SS review this lesson and find useful expression for PT. SS gather opinions which is useful for PT.
6 th	Performance Test	②	Performance Test

5 How to evaluate

(1) Interest, willingness and a positive attitude toward communicating

Students will be able to communicate positively with their partners in English.

1) How to evaluate: To observe activities

2) Decision of evaluation

A: SS communicate with their partners “positively” using “gestures and eye contact” effectively.

B: If SS cannot speak fluently, SS communicate with their partners “positively” looking at their Story Maps or memos.

C: SS communicate with their partners, but they look at the textbook and read some sentences in the text.

3) Procedure for students who get C

T has SS use useful expression lists as reference.

(2) Ability to express themselves in English

Students will be able to retell the story and write their retelling stories.

1) How to evaluate: Performance Test

2) Decision of evaluation

A: SS write the retelling story using their own expression. SS add “their opinion and thought” about the text.

B: SS write the retelling story using their own expression.

C: SS try to write the retelling story, but their expression is mainly from the text.

3) Procedure for students who get C

T writes useful expressions, paraphrases and thoughts on SS’ tests and gives them back to SS. SS write the tests again and submit them.

4) An example of A

Researchers in Oxford Univ. show the reason why babies and puppies are cute. The reason is that they evolved to survive. Big eyes, chubby cheeks and giggling are important things for cuteness. Sounds and smells attract people. Cuteness affects the brain. I’m so interested in sounds and smells of cute things. I like cute things, of course. I want to know if the beautiful things have advantage.

6 About Performance Test

(1) Content

SS write the retelling story about the new text related to this lesson. SS should use their own expression and useful expression they learned in lessons, and add their opinion and thought.

(2) Procedure

SS read the new text related to this lesson and draw Story Map in 10 minutes.

SS do janken with their partners. Winners retell the story first in 1minute. Losers retell the story after the winners.

SS write their retelling story. If SS can, they add their opinion and thought.

(In this performance test, T evaluate only SS’ written retelling story. Story Map and oral retelling are aids for performance test.)

7 This period

(1) aim(s)

- Students will be able to understand the text about cuteness.
- Students will be able to make mind map about cuteness and organize information.
- Students retell the story and communicate with their partners positively.

(2) Language focus Present participles as modifiers

- Ving + Noun, Noun + Ving...

(3) procedure

TIME	STAGE	AIM	PROCEDURE	INT
00:00	Greeting+ explain aim	To focus SS on today's lesson	T greets SS. T shows pictures and SS talk about it. T explains the aim of today's lesson.	T-SS
00:03	Pre-reading activity	To help to raise interest To have SS learn background knowledge which is helpful for understanding the text	Pairs ask each other about the topic. "What are cute things?" "Why are they cute?"	S-S
00:10	Pre-teaching vocabulary	To input key words and new words	T introduces key words and new words with power point. T asks SS some questions about key words.	T-SS
00:15	Checking Vocabulary	To check understanding of vocabularies	Pairs ask each other. "How many words can you remember?"	S-S
00:17	First Question	To have the students know the purpose of the reading	T asks SS a question to let SS know the purpose of reading. SS read 1 st paragraph and talk about the answer in pairs. "Why do people like baby animals?"	S-S
00:24	Charts	To comprehend the content of the text	Pairs read the 2 nd paragraph and complete the charts.	S-S
00:31	Story Map (Mind Map)	To organize information	SS read the whole text and draw Story Map (Mind Map) about the text.	S
00:38	Retelling	To have SS send information about the text to their partners	Pairs retell the text each other using Story Map.	S-S
00:43	Post reading activity Find someone who...	To have SS get familiar with participles as modifiers To have SS think about what they like	SS walk around the classroom to find someone who...	S-S
00:48	Self-evaluation Greeting	To have SS look back their attitude and performance	SS evaluate themselves.	S
00:50			T greets SS.	T-SS

Lesson 5 Part 1 Being Cute to Survive

1. Vocabulary : Learn key words and new words before reading.

2. First question : Read 1st paragraph and talk about the question with your partner!

3. Charts: Read the 2nd paragraph and complete the chart below.

Pandas	
Butterflies	
What may be more appealing to people?	

4. Read the text and draw Story Map!

Cuteness

1-1 No. Name:

5. Retelling: Retell the story to your partner!

6. Find someone who...!

Walk around and ask each question to a different person. Ask them a question using the phrases.

1. _____ likes a sleeping cat.
2. _____ likes a crawling baby.
3. _____ loves a baby panda eating bamboo leaf.
4. _____ takes a picture of a dog playing with a ball.
5. _____ wants to touch a sleeping rabbit.
6. _____ feels happy because he / she sees small children playing in the park.
7. _____ thinks that Mickey is cute because he hugs a small child.
8. _____ thinks that Mr. Yamamoto is cute because he wears Mickey tie!!!

Useful expressions
Question
likes a sleeping cat → Do you like a sleeping cat?
wants to touch a sleeping rabbit → Do you want to touch a sleeping rabbit?
Answer
Yes, I do. or No, I don't.

