

# Developing Lesson Planning Skills

## JHS: LESSON PLAN PROFORMA

<b>TEACHER--</b> Group 2: 涂家誠(Tony)、陳智文(Sean)、張承郁(Jenny)、陳怡君(Vicky)	
<b>DATE OF LESSON:</b> 7/28	
<b>TIME/LENGTH OF LESSON:</b> 45 mins	
<b>CLASS LEVEL:</b> 8 <sup>th</sup> graders	<b>NUMBER OF LEARNERS:</b> 20
<b>AVERAGE AGE:</b> 14	
<b>CLASS PROFILE:</b>	
<ol style="list-style-type: none"> <li>1. More than 80% of the students are indigenous.</li> <li>2. Students' English level gap is huge.</li> <li>3. Differentiated Cooperative Instruction is applied in class.</li> <li>4. Students need to finish their own tasks according their English level.</li> </ol>	
<b>TOPIC &amp; CONTEXT:</b>	
<p>★Past Continuous:</p> <ol style="list-style-type: none"> <li>1. To help the students learn the grammar of past continuous.</li> <li>2. To help the students be familiar with the sentence pattern and do exercises.</li> </ol>	
<b>TIMETABLE FIT:</b>	
<ol style="list-style-type: none"> <li>1. Students have learned past tense.</li> <li>2. Students have learned present continuous.</li> <li>3. Students will learn how to put past tense and continuous in one sentence.</li> </ol>	
<b>Lesson aim(s)</b>	<p><b>Main linguistic aims:</b></p> <ol style="list-style-type: none"> <li>1. Students can use past continuous to describe something that happened at some time in the past.</li> <li>2. Students can use past continuous with “when clauses.”</li> </ol> <p><b>Subsidiary aims:</b></p> <ol style="list-style-type: none"> <li>1. Students can recognize a reversed order time expression.</li> <li>2. Students can use the sentence pattern to share their daily experiences.</li> </ol>
<b>CORE TASK:</b>	
<b>Pre-task:</b>	
<ol style="list-style-type: none"> <li>1. Ask Ss what they did yesterday and shared their experiences to the whole class.</li> <li>2. T writes down some sentences based on their experiences and invites Ss to figure out the same features.</li> <li>3. T induces Ss to share their findings about the grammar, past continuous, which will be taught today.</li> </ol>	
<b>Main-task:</b>	
<ol style="list-style-type: none"> <li>1. After teaching the sentence pattern, T will give a worksheet to Ss.</li> <li>2. Different worksheet will be delivered to Ss based on their English level.</li> <li>3. T will play a grammar video to Ss to teach today's lesson.</li> <li>4. Ss need to work with group members to finish the gap questions on the worksheet.</li> </ol>	
<b>Post-task:</b>	
<ol style="list-style-type: none"> <li>1. Each group needs to write down two characters, time, events, places.</li> <li>2. Then, T will collect all the pieces of paper from each group.</li> <li>3. T asks Ss to draw a lottery and to make a sentence according to past continuous.</li> <li>4. Each group needs to come to the stage to share their sentences they made.</li> </ol>	

<b>MATERIALS:</b> video, pieces of paper, worksheet, poster		
<b>Challenges of the task</b>	<b>ANTICIPATED PROBLEMS</b>	<b>SOLUTIONS</b>
<b>Linguistic Demands</b>	<ul style="list-style-type: none"> <li>• Ss are unable to pronounce the words and sentences</li> <li>• Ss are unable to use any of the receptive and productive language skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ss starts practicing from simple productive language skills like listening and speaking to build up interests and confidence</li> <li>• T adds receptive language skills to make Ss practice more on the topic</li> </ul>
<b>Cognitive Demands</b>	<ul style="list-style-type: none"> <li>• Huge gap level between students</li> <li>• Ss are hard to cooperate with classmates</li> </ul>	<ul style="list-style-type: none"> <li>• T assigns differentiated-level tasks to Ss</li> <li>• T assigns Ss to have heterogeneous groups and to play different roles in the groups.</li> </ul>
<b>Engagement Demands</b>	<ul style="list-style-type: none"> <li>• Ss are afraid of making mistakes</li> <li>• Fast learners are not willing to engage in the task</li> </ul>	<ul style="list-style-type: none"> <li>• T connects daily life experience and lets Ss do the simple exercise in order to build up their confidence</li> <li>• T assigns more challenging tasks for fast learners or lets them tutor their peers</li> </ul>
<b>Interactional Demands</b>	<ul style="list-style-type: none"> <li>• Ss have difficulty cooperating with their peers</li> <li>• Ss have difficulty cooperating with T</li> </ul>	<ul style="list-style-type: none"> <li>• T uses different grouping strategies to guide Ss to get familiar with teamwork</li> <li>• T uses daily check-in strategies to make bonding with Ss</li> </ul>
<b>Physical Demands</b>	<ul style="list-style-type: none"> <li>• T spends much time gaining control of the class</li> <li>• Ss do not behave well in class</li> </ul>	<ul style="list-style-type: none"> <li>• T reviews the ground rule with Ss and remind them often</li> <li>• T makes the lesson plan busy for Ss to work on and leaves them little blank time to get distracted</li> <li>• T constantly reminds Ss to focus on tasks</li> </ul>

**POINTS YOU WANT TO WORK ON IN YOUR TEACHING**

- Ss are unable to pronounce the words and sentences
- Ss are unable to use any of the receptive and productive language skills
- Huge gap level between students
- Ss are hard to cooperate with classmates
- Ss are afraid of making mistakes
- Fast learners are not willing to engage in the task
- Ss have difficulty cooperating with their peers
- Ss have difficulty cooperating with T
- T spends much time gaining control of the class
- Ss do not behave well in class

**Planning - Procedure:**

<b>TIME STAGE (min)</b>	<b>PROCEDURE &amp; MATERIALS</b>	<b>OBJECTIVE</b>	<b>INTERACTION</b>
1	<ul style="list-style-type: none"> <li>Ss are divided into heterogeneous groups. Each group include level A, B, C students. Each level plays different roles.</li> </ul>	Introduction	Differentiated group work
1 4	<ul style="list-style-type: none"> <li>T gives Ss a specific time, such as 6 pm last night, 10 am yesterday morning</li> <li>Each group writes down one thing they did at that specific time on the mini whiteboard and shares with the class</li> </ul>	Pre-task 1	Differentiated group work
1”30 1”30	<ul style="list-style-type: none"> <li>T adds sentence patterns based on Ss’ sentence to make the complete past continuous</li> <li>Ss share their observation about the two sentence patterns, past simple and past continuous</li> </ul>	Pre-task 2	Teacher lecturing Differentiated group work
5 5 6 5 10	<ul style="list-style-type: none"> <li>Ss watch a grammar teaching video and fill in the gap questions on the differentiated worksheet</li> <li>Ss discuss the grammar form in the groups and share the patterns with the class</li> <li>Ss complete sentence pattern exercise on the worksheet with their group members</li> <li>Ss in each group come up with random “subject,” “verb or action” and “specific time” notes and T mixes them according to the three categories</li> <li>Ss take turns drawing lottery from the three categories and read out loud the correct past continuous sentence pattern, such as My teacher/(is) read(ing)/at 6pm yesterday.</li> </ul>	Main task	Media assistance Differentiated group work
5	<ul style="list-style-type: none"> <li>Ss review sentence pattern by taking notes in their textbook</li> <li>Ss complete sentence pattern exercise in their textbook</li> </ul>	Post task	Self-evaluation exercise