

可児高校
Lesson Plan

Lesson Topic:	Day Schedule	Teacher:	ALT and JLT
Time Duration:	2 (45-50 min.) classes	Subject:	OCI, 1 st year SHS
Textbook:	True Colors, scenes 1 and 4	Level:	Low intermediate
Student Count:	40 (41)	Location:	Classroom

Objectives:

1. To be able to write a schedule in English
2. To ask questions about someone else's schedule
3. To answer questions about your own schedule
4. To display understanding of a schedule described in English in paragraph form

Materials:

- Schedule worksheet (1st and 2nd day)
- Classwork worksheet (1st day)
- Schedule paragraphs (2nd day) e.g. 5 (6) copies of 8 different paragraphs
- Prizes (1st and 2nd day)

Procedure:

Day 1

<ol style="list-style-type: none"> 1. Talk with the students about schedules and decide together what might be information they could put on a schedule of what they did the day before. An example can be "what time you woke up." The students should volunteer (or be volunteered to give) other things. All suggestions should be written on the board. 	15 min
<ol style="list-style-type: none"> 2. Pass out the schedule worksheet and have the students fill out their schedules from the day before. They should include as much detail as they can remember, but they should not be told explicitly what to include. They may use the things written on the board as a guide. 	15 min
<ol style="list-style-type: none"> 3. Ask the students questions about what they have written down. To find out who woke up the earliest: Ask what time the JLT woke up. See who woke up earlier than the JLT. Call on a student (who woke up earlier) to tell what time they woke up. See who woke up earlier than that student. Repeat until only one student is left. 4. Repeat for finding the student who woke up the latest. 5. The students who woke up the earliest and latest should then come to the front of class. They will get a prize and then should ask a new question (Who did _ the earliest/latest?) Have the students use the method in step 3 to find the answer. All students should keep a record of the questions and answers on their worksheets. 6. Repeat for the remainder of class. 	20 min

Day 2

<ol style="list-style-type: none"> 7. Pass out the fake schedule paragraphs and schedule worksheets. Have each student write out a schedule based on his/her paragraph, and take up the paragraph once the student says s/he is finished. 	10 min
--	--------

8. Tell the following story: the students will be spending a day with X classmates, but they don't know whom, yet. They should find their group using the schedule they have just written. The only way they can find others in their group is to ask questions (in English) about another student's schedule. They should not show their schedules to other students. The first Y groups to finish win a prize.	10 min
9. The students should get up, move around, and ask questions. 10. As groups finish, the ALT or JLT should check that everyone really has the same schedule by asking questions. If they all match, they should turn in their worksheets and be seated. Otherwise, they should continue to look.	25 min
11. If there is time remaining, the results should be announced.	5 min

Evaluation:

- Are the students volunteering proper scheduling ideas?
- Are the students able to write their own schedule?
- Do the students respond properly to the questions about their own schedules?
- Do the students ask classmates proper questions about their schedules?
- Are the students able to write the schedule expressed in their paragraph (day 2)?
- Are the students able to find their groups?

Note: schedule paragraphs may be made very similar to challenge higher-level students. Changing only one or two details in the middle of the paragraph will cause students to think they have found a group member if they aren't asking enough questions.