Lesson Plan for SDC

Setting: I used this activity at my Jr. High School with my 3rd Year classes. For material

reference, my school uses the **Sunshine English Course 3** book by **Kairyudo** for 3rd Years (and subsequently **Course 1** and **2** for their respective grades). This particular lesson is a review over Program 6.2.

For clarification, 6.2 dealt with sentences such as “I like this dog   raised

in London” and “I like this winter cap   designed   in Italy.”

Inspiration: I reviewed the examples that the book gave in order to get an idea of what it

wanted the students to learn. After that, I looked over the items that I had

available to me as an ALT at my school. There are several props and things that

have been made by and left for ALTs here so I had good stock from the start. I

ended up using a fishing set (the rods were made from chopsticks that have a

string attached to them with a magnet at the end and the fish were paper cut outs

that were laminated with a picture of some type of food on one side and a hole

punched out for the mouth where a metal paper clip is attached) and

small country cards (these were just very small paper cut outs that had a country

name and their flag on them).

Main Activity: Every student would receive a worksheet. At this point, make sure that you have

your materials at the ready because when you explain the directions, you’ll use

the props to help demonstrate how to use them.

Explanation---*Fish for a word and write a sentence about it. Use the country cards to*

*help finish your sentences. You must use the verbs* ***buy****,* ***grow****, or* ***make***

*correctly.* Go over the given example with the students and after that,

create a new example using the props so that the students have a better

idea of what to do and write it on the blackboard.

Start with “I like” and then use the fishing rod to fish out a food item (e.g.

peaches). Write down the food item so your sentence now reads

“I like the peaches”. Next, randomly pick a country card (e.g.

Canada). Now the sentence will read “I like the peaches \_\_\_\_\_\_\_\_\_

in Canada”. Here, one can ask the class which word should go in the

blank space. Buy, grow, or make? For this example, buy or grow would

work but not make (you can’t make a peach). Finally, make sure that they

put down the correct form. Therefore, the final sentence shall be

“I like the peaches bought in Canada.”

After the explanation and demonstration, split the students up into six groups. Pass out the props and make sure that the students leave the fish food-side down (i.e. with the food hidden from immediate view). This is to make the act of

fishing a lot more fun since it’ll be a slight mystery as to what food may pop up

(Child: “Gee whiz! I caught a wild pizza!”<-----That’s about what you want….

though it’ll probably be in Japanese [and with a slightly less archaic exclamation] unless your kids are just that advanced.).

In my case, there were about 6 kids per group. That means you want no less than 8-9 fish per group so it doesn’t get stale too quickly. The students will share the fishing rod so just one per group, which means everyone can take turns in fishing. The country cards can be face up or face down. This can be left to your or the student’s discretion. Once all of the materials are passed out, allow the students to get started!

When the kids have mostly finished (I think this took around 20 minutes but it could’ve been more) I simply asked each group to give me one of their sentences. You can do this by having them write them up on the board after they finish their worksheets and then have the whole class go through each sentence together when everyone has finished or just skip that and ask each group orally.

JTE Role: The JTE’s role is mostly support for this position and emphasization. They can

help iron out any potential misunderstandings as well as help you with your

explanation of the activity. The JTE knows the students quite well and so is a

big help in deciphering what is and isn’t working and how to disburse wrinkles.

It’s important to go over the plan with them before class so that they know what

you’re doing and what you’re going to do. By doing this, it allows them to be able

interject or add supporting examples to your activity without being confused on

where you’re going or without needing to ask you what you want them to do.

Their extra set of eyes, ears, and prowess in class discernment as well as critical

knowledge on what may and may not work can make the lesson go extremely

smoothly.

Reflections: On the classes that I used this activity on, the students showed great

enthusiasm and enjoyed it. The JTE and I walked around and observed how the

students were doing while helping out wherever we were needed. You can even

use this as an opportunity to give the students some interesting information

depending on the questions they ask (a student asked me where Wales was and

I took the opportunity to not only explain where it was but to also explain how it’s one of four countries a part of the United Kingdom).

Unfortunately, this requires that several props are already available or they must be made. It can be a bit of work, but these items (the fishing set and the country cards) can be used in many other lessons as supplementaries, main lesson material or pretty much whatever else you desire. Thank you for your time and good luck!