SDC 1 H30

10-19-2018

3:25-4:00

Cooperative Lesson Planning (35m)

        Goal: to emphasize and exercise team planning,

an essential component to effective team teaching.

1. Introduction (5m)

        Transition from “Utilizing ALTs” to emphasizing the importance of letting the ALT in on the planning process. This helps the ALT be not only more prepared coming to class, but also gives them the opportunity to help with any material preparations. In turn, this leads to more effective team teaching, as both the ALT and JTE are optimally prepared. The sense of involvement and responsibility also promotes ALT morale, fostering more impactful interactions with students.

* ***This is also allows the ALT to be better prepared for emergency situations where they have to teach alone*** (sick days, student issues to attend to). Instead of having a “game and activity class” without any objectives, the ALT can continue on according to curriculum. At best, the JTE comes back and moves into the next lesson, at worst, the JTET returns and the students have been prepared by the ALT having introduced them to the current lesson. Then the JTE can reinforce it and teach concepts the ALT couldn’t.
* ***Gives the ALT an idea of JTE preferences*** and how they like to teach material to the students.
* ***Gives ALT’s knowledge about the long term goals and the “big picture”***. Knowing the long term goals and later objectives/activities could help ALT’s better assist JTE’s on present day lesson. E.g. Even after activities have been explained, there are sometimes miscommunications and it isn’t team taught correctly. With knowledge of the future plans, the ALT might better understand how to implement or model the activities with the JTE.
* ***Gives the ALT time to create additional activities*** that complement the activities the JTE has planned in the future. Also gives time for the ALT to prep materials and learning aids.
* ***Gives the ALT confidence to execute the plans***. Being able to sit down with the teacher more than 5 minutes before class allows us to ask questions, clarify and better understand the activities. This allows us to team teach more efficiently and deliver simple, enjoyable activities that allow for more student practice time.

     2.  Pair/Group Work (20m)

        A. Divide into pairs or groups (depending on ratio of JTE/ALT)

        B. Assign each group a lesson from a book the JTE is familiar with

        C. After JTE decides the goal of the unit and each lesson, groups discuss an

             activity or game for each that can be used to learn and practice target language

  (vocabulary and/or grammar), including roles of JTE/ALT. This should

  emphasize the ALTs role as an assistant and resource for JTEs vision.

     3.  Sharing Results (2m)

        A group will be selected to exemplify the exercise.

     4.  Comments (5m)

        With any leftover time, we will ask what about some of the difficulties JTEs and

        ALTs face in communicating and planning together.

*Selected Lessons for Workshop*

Elementary School

*Let’s Try 1                        Let’s Try 2                                We Can 1*

-Unit 3 “How many?”        -U.2 “Let’s Play Cards.”                -U.2 “When’s your b-day?”

-Unit 4 “I like blue.”                -U.4 “What time is it?”                -U.5 “She can run fast.”

-Unit 6 “ALPHABET”        -U.7 “What do you want?”                -U.6 “I wanna go to Italy.”

-Unit 8 “What’s this?”        -U.8 “This is my fav. place.”        -U.7 “Where’s the treasure

*We Can 2*

-U.1 “This is me!”

-U.4 “I like my town.”

-U.5 “My Summer Vacation”

-U.8 “What do you want to be?”

Middle School

*New Crown 1                        New Crown 2                New Crown 3*

-Lesson 3 “I like soccer.”                -L.2 “Peter Rabbit”                -L.2 “France”

-Lesson 5 “Our New Friend”        -L.4 “Enjoy Sushi”                -L.5 “Places to Go”

-Lesson 7 “Sports for Everyone”   -L.8 “India, My Country”        -L.7 “English for Me