

Day 4

Wed, May 21st, 2014

[3.12: My name's ... and I ...]

- Teacher introduces the teacher's name with explanation
- The teacher writes down on the board what students should talk about:
 1. My name is-
 2. More about my name
 3. About me
- Give examples of the teacher's. (preferred name, story about my name, meaning of my name)
- Allow students 30 seconds to think on their own.
- The teacher selects the first speaker and asks the first speaker to choose the next person to speak.
- Everyone in the class introduces themselves with a short description.

- CLT: the class shares unknown information
- SCT: students can be aware of the fact that there are different backgrounds for different names.
- Humanism: talking about their names can be personal, which also allows chances for students to express their feelings about their names as well.

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[Adaptation/variation]

- Instead of introducing their names as a whole class, students can do this activity in a group.
- The discussion can be extended to a journal assignment.
- A task can be added, such as memorizing five names with their descriptions.
- *Poem: Sandra Cisneros "My Name" can be used as an example or an opening.

Lesson plan

Wed, July 2nd, 2014: Week 1 (Day1)

◆ Class orientation & Extended Definition introduction

[My name is... (17min.)]

9:35-9:40 (4-5 min.)	-Welcome! In this class you need to...
	-T's name introduction
	-things to think about
	-individual time for ss to think about their name (1-2 min.)
9:40-9:52 (10-12 min.)	-instruction for group introduction
	-form 3 groups of 6 people
	-5 minutes
	-whole-class
	-one group member memorizes everyone's name and adjective in the group (including self)
	-prize if succeeded

[Diagnostic writing (23 min.)]

9:52-10:15 (20-23 min.)	-check attendance based on names introduced
	-inform ss that the attendance will soon be ss' job
	-brief writing session
	-inform that: it is not graded; just for the purpose of knowing more about ss; be as detailed as possible; no need to fill-up the entire pages.
	-20 minutes

[Extended definition practice (15 min.)]

10:15-10:20 (5 min.)	-what comes up to your mind when you see this word?
	-Friendship
	-Stand up, pair up
	-Think of a word that could describe friendship with partner; then sit down.
	-one example; little story
10:20-10:24 (4 min.)	-What meaning does this word have to you?
	-Lie/Lying
	-guidelines
	-2 minutes to think on your own.
10:24-10:30 (5-6 min.)	-round robin line-up (if possible) ** NEED TO CHECK CLASSROOM SETTING
	-tell your partner for 1 minute. What does lying mean to you?
	(If time allows) move clockwise. Tell your partner in 50 seconds.
	-Move clockwise. Tell your partner what you have heard in 40 seconds.
	-Back to seat.

[Closing & homework]

10:30-10:35 (5 min.)	-Extended definition
	-Homework list / Checklist provided later. Only today.
	-Homework 1&2: required reading & assigned group reading (group list on HW checklist)
	-Bring answer to the question written or typed
10:35-10:47 (12 min.)	-Homework 3: syllabus – distribute syllabus
	-Homework 4: topic list. Demonstrate ANGEL message composing.
	-Homework 5: office hour meeting. Practicing for future office hour if needed. Demonstrate.
	-Distribute HW checklist & office hour time table. Explain again briefly/ Any questions?