

Day 7

Wed, May 28th, 2014

[2.11 Feel-think-do]

-Benefits: Giving feedback to the whole group; dealing with feelings about a given topic to clarify thought and take action.

-Students: Elementary to advanced; teenagers and adults.

-Time: 20-30 minutes

-Preparation: Put three chairs at the front of the class and have the students grouped near the chairs.

1. Establish that the chairs represent: 'I feel that ...' (negative); 'I think that ...', and 'I feel that ...' (positive). Explain that anybody can give an opinion at any time but must sit in the appropriate chair to do so.
2. Introduce the subject you want feedback on. (When we did this in class we chose grammar because we felt it was an issue which split that particular class; some hated it but wanted to do more of it because they thought it was useful, some loved it and felt good at it. Other topics might be homework, spelling, group work, tests, correction, etc.) Point out any constraints from the school rules that affect the area you've chosen for feedback.
3. If necessary give a few examples around your chosen subject, sitting in the appropriate chair. For grammar I started by saying: I feel grammar is pretty boring. And then: I know grammar is a necessary sort of glue.
4. Withdraw as much as possible and let the students come up, sit down and speak when they want to. Often there is a pause at the beginning before the students 'take responsibility' and realize that you, the teacher, are sitting it out. If you intervene at this stage you might delay or sabotage the process. (Giving them three minutes to jot down their thoughts might help if you have a shy class.) Take notes of what's said.
5. Let the students carry on for 10-15 minutes, as long as the flow is there. Try not to intervene.
6. Give students your summary of their feedback from your notes. Check they agree and don't want to add anything. Add your own opinion if you want to.
7. Then negotiate with the students on what to do; more grammar homework or whatever.
8. A good follow-up is often a grammar review or a specific lesson which covers whatever area you have dealt with in the feedback, to demonstrate that you have taken note of it.

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[Adaptation/variation]

-Before the activity, students can get into pairs and share some of their feelings and thoughts to support their actual speaking in the activity.

-Several guiding questions can be provided in order to help students' process of thinking.

-The teacher and the students can discuss and list some vocabulary words that can be used for positive and negative feelings.

-Before the actual activity, the teacher can give certain topic to groups and ask some groups to come up with feelings about the topic and other groups to come up with thoughts about the topic.

*This should help students distinguish feeling and thoughts.

-Students can write a follow-up journal entry or have an open discussion online

-The activity can be applied shortly after each major lesson or activity in class.

Lesson plan

Fri, July 11th, 2014: Week 2 (Day2)

♦ Beginning & Ending/ Outlining

[Attendance & What's on top? (8 min.): by Astha

9:35-9:43	-Check attendance
(8 min.)	-what's on top?

[C&C guideline & rubric (20 min.)]

9:43-9:10:03	-take out rubric
(20 min.)	-explain procedure
	-divide ss into two groups (7 people)
	-give time to go over rubric (1-2 minutes)
	-line up
	-Memorizing.
	-Winning team: sign-up for presentation
	-Meanwhile, mention how presentation will be done

[Announcement (5 min.)]

10:03-10:08	-homework.
(5 min.)	-blog post partners
	-questions?

[Beginning & Ending discussion (17 min.)]

10:08-10:20	-Handout example essay
(12 min.)	-read together in class (one paragraph take turns)
10:20-10:27	-Assign four groups (Beginning 3/4, Ending 3/4)
(5-7 minutes)	-Discuss.
	-Move and report
10:27-10:30	-Briefly add comments

[Looping (Prewriting)]

10:30-10:50	-Allow students to ask questions. (5 minutes)
(20 min.)	-Work on their own free writing.

Lesson plan

Mon, July 21st, 2014: Week 3 (Day3)

♦ Class Excursion: Berkey Creamery

[Attendance Checking/Improve Berkey Creamery(20 min.)]

9:35-9:55	-Check attendance
(20 min.)	-Allow ss to order something.
	-Let ss sit with their blog post partner (2 groups of table)
	-ss discuss how to improve Creamery with partner.
	-share in small group.

[Think & Feel (20 min.)]

9:55-10:15	-C&C assignment evaluation.
(20 min.)	-Talk about C&C assignment with our partner.
	-make 3 claims for think & feel
	-Share with the small group.

[Topic brainstorming (25 min.)]

10:15-10:40	-let students brainstorm as many possible topics as possible.
(25 min.)	-If a student has decided a topic, distribute looping sheet.

*Homework: looping outline/check ANGEL.

Lesson plan

Fri, Aug 1st, 2014: Week 5 (Day2)

♦ AB Evaluation & Problem/Solution mini presentation

[Attendance Checking] By Alex

9:35-9:40	-Check attendance
(5 min.)	-What's on top?

[AB Evaluation (20 min.)]

9:40-9:45	-Give ss individual time to think about it.
(5 min.)	-Explain the process
9:45-9:55	-ss are encouraged to voluntarily express their feelings & thoughts
(10 min.)	*clarify feeling & thoughts if necessary
9:55-10:00	-give feedback to ss' answers
(5 min.)	-share and give suggestions

[Mini presentation] (33-35 min.)

10:00-10:03	-explain the task
(3 min.)	-distribute ss' outline with comments
10:03-10:10	-ss design their own mini-poster
(7 min.)	
10:10-10:13	-explain feedback process
(3 min.)	-divide ss into 2 groups
10:13-10:23	-ss take turn presenting their mini poster
(20 min.)	-each students are required to provide feedback twice

[P/S guidelines & rubric (20 min.)]

10:23-10:26	-allow ss to take time reading the guideline & rubric
(3 min.)	
10:26-10:40	-give quiz questions
(14 min.)	-ss can sit down when given the correct answer
	-add explanation if necessary
10:40-10:43	-go over ss' questions
(3 min.)	

[Announcement] (5 min.)

10:43-10:50	-announcement & reminder
	-rearrange desks