Sakura Science Seminar

¥LESSON PLAN (How to make the plan)

Basic Procedure for English lesson with Media

Objectives: Write down what students will be able to do at the end of the class.

Preparation: Write down the materials (text or media) needed for the class.

Outcomes: Write down the imagined results of an evaluation test at the end of the class.

Stimulusà Responseà Reinforcementà Confirmation

Student's Task	Teacher's Task
1) Challenge a problem that may occur in real life (Problem)	Make sure to raise interest in addressing the problem identified by the student
2) Think based on the knowledge the student already knows (Activation)	Have a response by asking good questions
3) Present examples (Show me, not tell me)	Help students practice/repeat their lines/response and help them move forward toward the goal.
4) Must actually apply what they learned (Let me)	Students will respond to good situations where they can apply their new learnings. So, apply Confirmation (evaluation) and reinforcement (retention progresses).

Atkinson-Shiffrin multi-store model
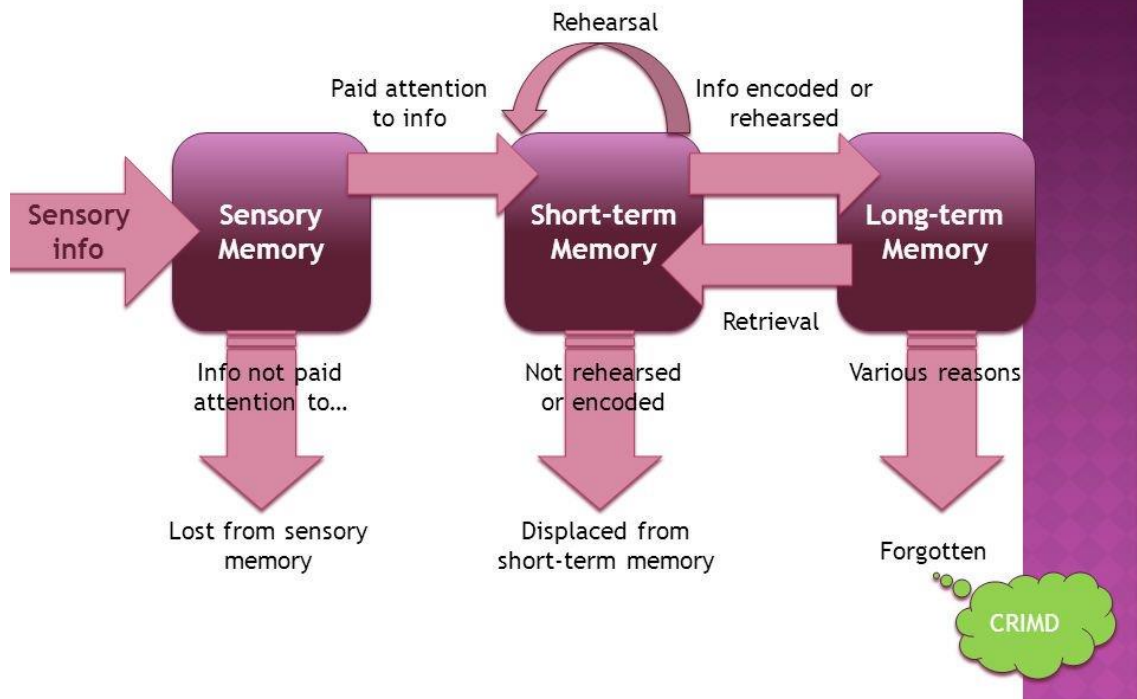
Summary
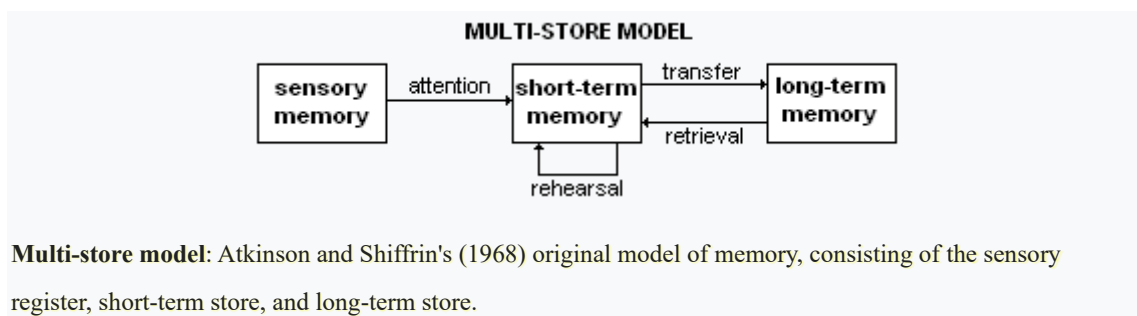
Multi-store model: Atkinson and Shiffrin's (1968) original model of memory, consisting of the sensory register, short-term store, and long-term store.

- The three main memory banks are the sensory memory, short-term memory (STM) and long-term memory (LTM).
- Each of the memory banks differs in the way information is handled (encoding), how much information can be saved (capacity), and for how long (duration).
- Information passes from bank to bank in a straight way wherein an information from paid attention goes into the next memory bank.

- Information is received by the senses (touch, sight, hearing, smell and taste). It then enters the sensory memory banks. It enters the first memory bank, which saves a fleeting impression of the thing. If attended, this information enters the STM. If the information is given meaning (detailed rehearsal), it then passes on to the LTM.

The multi-banks model of memory was proposed by Richard Atkinson and Richard Shiffrin (1968). They proposed that memory consisted of three stores: a sensory register, short-term memory (STM) and long-term memory (LTM).

Story No19 What sport do you like best?   I like basketball the best.

Teacher's activities	Contents	Students' activities

1: Explain the target sentences in Khmer language.
 	
2: Present the PowerPoint presentation and play the video clips
 	
Example:
Today, you'll learn how to ask questions and how to answer about sports.
 	
Practice:
• Get four model expressions/sentences from the list shown in the PowerPoint presentation
• Write on the board the meaning of the words/sentences.
• Practice the correct pronunciation.
• Do the shadowing* method of practice.
• Play the game in teacher vs. student mode.
• Write on the board the words used after the game (5-7 words/expressions).
 	
Example of board writing:
What sports do you like ?
What sport do you like best? I like basketball the best.
Words: baseball, soccer, tennis, white
 	
3: Demonstrate how to practice English
 	
The teacher should demonstrate the correct pronunciation of words/expressions by
	Video clips and
	Target sentences on the board.
	Video clip: Two times
	
	With Khmer explanation from a Teacher.
	
	Check the words with both En and Kh.
	What / sport/do you like/ ?
	
	Pull out Students experience.
	  Do you like soccer?
	  Do you know basketball.
	  Do you like swimming?
	
	Target sentences on the board.
	What sports do you like?
	I like soccer.
		Repeat the target sentences.
		What sport do you like best?
		I like basketball the best.
		
		Memorize English sports word
		
		Watch the model conversation conducted by T and S.
		
		T: What sport do you like?
		S1:I like basketball.
		T: what sport do you like? **S2: I like succor.**
		
		Speak out overlapping with the contents.
		
		Make a group of 4
		S1:I like basketball.
		S2: what sport do you like? S3: I like succor. How about you?

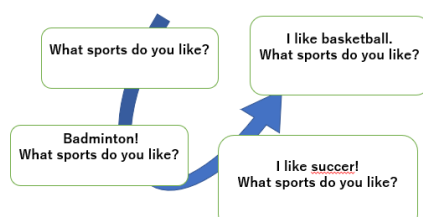|		
inviting 2 top students in class to practice the expressions aloud in front of their classmates. Example of a practice session: Student 1 asks, "What sport do you like best?" Student 2 answers, "I like basketball the best." Student 2 then asks a new question. Student 1 answers this time.t **4: Group the students and facilitate group practice in English** Make groups of 4 students. Have every student practice in groups by switching the name of sport. Question - answer - question – answer Interaction: What sports do you like? What sports do you like? I like basketball. What sports do you like? Badminton! What sports do you like? I like succer! What sports do you like? At the end of lesson (confirmation) Invite two students in front. Make then the cards: soccer , swimming. They practice as follows. A:what sports do you like ? B: I like succor. B: what sports do you like	**Phonics** **Interactive Learning** **Wrap up**	**S4: I like dancing. (Practice in terns; Switch the role)** **St: try to pronounce with the video.** Write down the target sentence and keywords.

A: I like swimming. # changing the name of Sport , they repeat 3 times.		

*Shadowing exercise is done by students repeating the expression/sentence aloud QUICKLY, IMMEDIATELY and ACCURATELY as they hear it after the teacher has read the expression/sentence. There is an overlap between the teacher and the students' speaking aloud. English shadowing (sometimes called "echoing") involves repeating a piece of English audio word-for-word as you listen.