

# Lesson Planning and Team Teaching HOW TO



Class	JTEs:	ALT
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Learning Objective:

**Target Area**   **Speaking**   **Listening**   **Reading**   **Writing**

Target Grammar:

Materials:

Procedure	Time	JTE	ALT

Assessment

Notes:

# Lesson Plan

- Not really that scary.
- A good lesson plan has:
  - A TOPIC
  - AN OBJECTIVE/ GOAL
  - TIMING
  - WHAT THE STUDENTS WILL DO
  - WHAT THE ALT WILL DO
  - WHAT THE JTE WILL DO

# Objective/Goal

- Easily Obtainable
- Have a time limit
- Use a verb that is observable and measurable (you can see/hear the result: create, label, draw, speak etc)

## Objective/Goals: Good vs Bad

- 1. Students will be able to label body parts.
- 2. By the end of the class, students will be able to label the different parts of the human body.

Class: <u>Tsunan Chuto 3<sup>rd</sup> Years</u>	JTEs: Kasai Sensei	ALT: Miranda
Learning Objective: By the end of the class, students will be able to label the different parts of the human body.		
Target Area <b>Speaking</b> <b>Listening</b> <b>Reading</b> <b>Writing</b>		
Target Grammar: Body Parts		
Materials: Markers, Tape, Life sized printouts of anime characters		

Be sure to fill in this information. It helps your JTE quickly see what your lesson is about and what you might need (T.V. or computer rooms might need to be reserved in advance!)

# STEP BY STEP

- Each lesson and lesson plan should have at the very least three parts:
- WARM UP
- ACTUAL LESSON
- CHECK FOR UNDERSTANDING/

# Warm Up

- A warm up is key to engaging students with the lesson.
- Usually a warm up connects with the lesson... sometimes it's a silly game that gets the students moving.

Procedure	Time	JTE	ALT
Warm Up: Students will sing and dance to the song "Head, Shoulders, knees, and toes." The song will get faster and the students must keep up with the correct <u>movments</u> .	<u>5 mins</u>	Monitor students.  Translate the rules/ vocabulary (head, shoulders, knees, toes) to students.  Dance to the song	Give directions.  Review vocabulary (head, shoulders, knees toes).  Dance to the song.



# The Lesson-y Bits

- Be sure your roles are clearly defined.
- Our Lesson- Please look at the handout.

# Check For Understanding

- How can you do this?
- Look at your objective. “By the end of the class, students will be able to label the different parts of the human body.”
- Some ways to do this:
  - If you have a worksheet collect it and check it.
  - Call on students to name body parts.
  - Tests that the JTE does and never tells you about.
- Our Assessment: JTE and Alt will monitor students during Simon Says and the Body Part race and make a note of students who may need extra help in studying body parts.

# Tips

- If a JTE doesn't understand something they WILL label it as too difficult and that means all your hard work is for nothing!
- Make explanations of activities clear and easy to read.
- Be sure to **DETAIL EACH STEP** of the activity so that it is easy to understand/follow.
- Have roles for **STUDENTS, JTE, AND ALT!**

# Tips

- Sometimes the lesson fails and you are left wondering what happened.
  - Talk to your JTE about what went wrong. Ask them what you (the ALT) can do different.
  - Pay attention to your student's strengths and weaknesses and play to that.
  - Sometimes you just have bad days. Deep breaths. It happens even to the BEST teachers.

# Plan a lesson

# What did you learn?

- What type of JTE did you have?
- How easy was it to plan the lesson?
- What would you want to change?

# Team Teaching

# So what is team teaching?

- More than one teacher teaching the same class at the same time.\*

\*Simple definition



# How do we do it?

- Splitting the material – Different teachers teach different parts of the lesson
- Main teacher and Assistant
- Speaker and translator
- Even split

# Which type will you be?

- Tape Recorder
  - The JTE plans the whole lesson. The ALT is used as a tape recorder to read off of a bit of paper. Sometimes the ALT is asked for activities but rarely.
- Half and Half
  - The desired option. The ALT and JTE sit down and plan out the lesson together. Both contribute ideas for the class.
- All on your own
  - The most likely situation. The ALT plans the full lesson with minimal to no input from the JTE.

# Who has the time?

- Finding time to plan is IMPORTANT
- Ask the JTE when they are free and make an appointment to meet
- Stay afterschool to meet if that is the most convenient for the JTE
- Utilise technology, email is a wonderful tool
- Give plenty of time to check over and change the plan

**Any Questions?**