

Lesson Plan for B1U4 How do I know my students?

Basic Information			
Name	管博	Subject	English
Class Type	Reading for Writing	Class	S205
Teaching subject	How do I know my students?		
Teaching material	Book1 Unit4 Body language - Reading for Writing		
Analysis of the teaching			
Teaching Objectives			
By the end of the class, students will be able to:			
1) recognize body language in classroom and tell its meanings			
2) describe body language and infer its meanings			
3) write a passage to describe body language of someone			
4) understand the importance of body language in classroom			
Analysis of the teaching material			
This passage is a teacher’s sharing about knowing his students by their classroom body language. Students may be shy to talk, but their body language reveals what is going on in their minds. Teachers can adjust class activities, remind distracted students, or talk to students in trouble individually to help them to learn. For structure, the first paragraph acts as the “hook” to attract readers, and give the point in paragraph 2 briefly. Paragraph 3-5 provide examples to support the point. Paragraph 6 is a conclusion: emphasize the importance of body language in classroom and stress the duty of teachers. The author writes the passage in a humorous tone, presents a loving attitude in emotion, and attach great importance to trust and understanding between teachers and students.			
Item	Content		Solutions
Key Points	Students learn expressions to describe body language in classroom and infer its meanings.		Organize activities to expose students to the target language. Enable students to practice the target language in talking and writing.
Difficult points	Write a passage to describe a person’s body language and give their impression of the person’s feeling or personality.		Provide necessary expressions, structure, and a sample writing

Analysis of the learners				
Students have got some knowledge and learnt basic expressions about body language. But they are not familiar with body language in classroom, and find it hard to write a passage to describe a person’s body language.				
Teaching procedures				
Teaching steps	Teaching content	Teacher’s activities	Students’ activities	Purposes
Step1 Lead-in (3mins)	Picture Talking	Share pictures of four students in class and ask Ss: Q: Who is focused in class? Why? display expressions to describe body language	Express their own ideas. Learn expressions to describe body language	To elicit the topic and prepare for the reading part.
Step2 Pre-readi ng (1min)	Make a prediction	Ask Ss to make a prediction of the content: Q: How do teachers tell their students’ performance in class?	Predict by the picture and title	To practice the reading strategy-predictin g the content.
Step 3 While- reading (15mins)	3.1 Fast reading: read for structure	Guide Ss to read for main ideas: find the topic sentence of each paragraph Guide Ss to read for structure: divide the passage into several parts. T presents the structure and organization.	Find the topic sentence of each paragraph Divide the passage into several parts.	Ss get the main idea of each paragraph Ss learn the structure and organization of the passage
	3.2Detailed reading	Match body language and meanings Fill in the blanks with verbs to describe body language.	Find the target language in the passage and finish the tasks.	Ss get familiar with the target language. To realize aim 1.
	3.3 Make inferences	Q: Is body language important in classroom? What should the teacher do when students are bored, distracted, or troubled?	Share their opinions on the topic. （based on the passage）	Ss develop the ability of comprehension and critical thinking. To realize aim 4.

Step4 Post- Reading (3mins)	Discussion and Sharing: learn to describe body language	Ask Ss to describe body language of the character in the pictures.	Practice the target language by picture talking.	To realize aim 2. Prepare for the writing task.
Step4 Writing (10mins)	Writing Task: to describe the body language of the character	Guide Ss to finish the writing task. Give support to make it easier.	Write a passage to describe the body language of the person, and explain his/her body language. Give impression of the feelings and personality of the person.	To realize aim 3.
Step 5 Assessme nt (5mins)	Presentation and Assessment	T and Ss assess students’ work together according to the standards.	Peer assessment. Learn expressions and writing skills from peers.	Learn the standard of assessment.
Step 6 Homewor k (1 min)	Homework	T gives homework: make a story according to pictures.	apply what they learn to story writing	more practice and application of the target language
Ending (1min)	Emotional Education	Remind Ss to notice teachers’ body language and send their care for teachers when needed.	learn the importance of trust and understanding between teachers and students.	attach importance to the trust and understanding between teachers and students.

Blackboard Writing Design
<div>Unit 4 Body Language</div> <div><div>How do I know my students?</div><div><div><div>P1-P2 introduction</div><div>P3-P5 body</div><div>examples of body language and what they imply</div><div>P6 conclusion</div></div><div><div>general</div><div>specific</div><div>general</div></div></div><div>how to describe a character’s body language</div><div>body language+ meaning+ impression of the person</div><div>assessing standard:</div><div><div>character identified (2 points)</div><div>clear description (5 points)</div><div>impression + explanation (3 points)</div><div>correct grammar, spelling (5 points)</div></div></div>
Reflection
<div>新教材中的 Reading for writing 课型不同于传统的阅读教学，强调读写结合，先读后写，让阅读为写作服务。在 40 分钟的时间限制下，本课中教师在处理阅读篇章时着重挖掘与 body language 及其意义相关的表达，为后续的写作打下基础，省略了部分简单表层信息的问答题和对文章个别词句的深挖(常规教学中这部分内容会放在 language points 中)。在读后环节，学生先进行口头输出，再进行书面表达，教师根据学生的基础搭建支架，帮助学生完成活动任务。习作评价环节，老师给出评价标准，引入 peer assessment 让同学互相打分，促进其合作学习。最后，情感价值观方面，引导学生构建良好的师生关系。学生从更加积极的角度看待老师的工作和付出，营造师生共同努力，互相鼓励，充满正能量的教学氛围。</div> <div>本课课件风格明显，采用剧情化整体设计，教师花费了大量心思收集整合素材，利用学生熟知的漫画人物形象，巧妙组合形成一条故事线。漫画人物形象的使用既增加了课堂的吸引力，也与 classroom body language 的主题高度契合，是很好的尝试。</div>