

The image shows a book cover for a 'Teacher's Journal & Lesson Plan'. The cover is black with white text. The title 'TEACHER'S JOURNAL & LESSON PLAN' is written in a large, bold, sans-serif font. Below the title, the author's name 'TEREZA DUBSKY' and the identification number 'UČO: 487664' are written in a smaller, white, sans-serif font. The book is placed on a wooden surface. To the right of the book is a black mesh pencil holder filled with several blue pencils. The background is a wooden wall with vertical planks. There are decorative horizontal bars at the top and bottom of the image: a grey bar on the left, a pink bar in the middle, and a grey bar on the right at the top; and a solid grey bar at the bottom.

# TEACHER'S JOURNAL & LESSON PLAN

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## LESSON 1: LANGUAGE AND LANGUAGE LEARNING BACKGROUND

### Language functions by Roman Jakobson:

- Referential
- Expressive
- Conative
- Poetic
- Phatic
- Metalingual

### Common forms and functions of language

- Informative – communication of information
- Expressive – feelings, attitudes
- Directive – purpose of causing

### Language system

- Grammar
- Vocabulary
- Pronunciation
- Spelling
- Functions

### Language skills:

- Listening
- Speaking
- Reading
- Writing

## LESSON 2: THE TEACHER

- Teacher and his role and responsibilities evolve with time and circumstances. There is no definition which would be exact to define what / who is the teacher.
- Roles and responsibilities common for a teacher:
  1. Is a good listener and observer
  2. Respect all his/her students and is fair
  3. Gives a positive feedbacks
  4. Inspire and supports student's confidence
  5. Is patient and empathetic
  6. Has a sense of humour
  7. Is organised

**RAPPORT:** is a relationship between teacher and student

- Celebrate success
- Respect students (knowing the students – different needs and abilities, remember the names, ..)

### ROLES ACCORDING TO J. HAMMER

- Assessor
- Corrector
- Organizer
- prompter

**REFLEXION:** most important teacher's attribute

- a mental process of trying to structure or restructure an experience to gain a better understanding.



## LESSON 2: EPOSTL – EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES

- To encourage you to reflect on competences a teacher strives to attain and on the underlying knowledge which feeds these competences;
- to help prepare you for your future profession in a variety of teaching contexts;
- to promote discussion between you and your peers and between you and your teacher educators and mentors;
- to facilitate self-assessment of your developing competence;
- to provide an instrument which helps chart progress.



1. As learners of language in school, you already have had a lot of contact with teaching. What aspects – teacher's qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

Experiences of being taught	
Positive:	<ul style="list-style-type: none"> <li>→ class dynamics: to keep a good atmosphere in the class</li> <li>→ creating safe and pleasant space</li> <li>→ knowledge</li> <li>→ challenging</li> </ul>
Negative:	<ul style="list-style-type: none"> <li>→ not prepared for the lesson</li> <li>→ being unfair and unnecessarily strict</li> <li>→ disorganised → presentations were not structured - "user friendly"</li> <li>→ lack of communication skills: pedagogy communication</li> </ul> <p>(Try to analyse why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)</p>

2. a) What aspects of teaching are you most looking forward to?

- 1) exploring the children world
- 2) learning from children
- 3) reflecting my lessons → seeing children learning
- 4) preparing lesson plans → looking for ideas and testing them out

- b) What aspects of teaching are you least looking forward to?

- 1) if the class does not work → children are not focus → being able to stay calm
- 2) constant question: Am I a good teacher?



## LESSON 3: CLASSROOM MANAGEMENT

- Correctly planned arrangement of the class results in the good class atmosphere, class discipline and therefore to a better learning experience and a learning process. IF possible it is better to have smaller groups of students, especially for language learning.
- It is important to set up the class according to the needs of the lecture (the topic) and based on the teacher's knowledge of the students. Who sits where, next to who etc.
- Teacher's appearance: teacher should carefully choose her / his outfit – clothes teacher wears results into how the teacher feels. Also the appearance to students - gives a “start” to the lessons.
- Educational communication: voice and gestures and being clear (giving instructions – always check that students understood the task)
- Classroom interaction: talking time, engaging students to interact – asking questions makes children alert and it assures the teachers students are following and focus. Language learning process should involve student's active participation (spoken activities).

## LESSON 4: LESSON PLANNING

- Lesson plan = framework of the lesson (know exactly what will happen next)
- Lesson planning must outline the aims of the lesson – we can clearly identify the learning goals. To measure the lesson quality and set goals we use SMART planning (Specific, Measurable, Attainable, Realistic and Time-Appropriate).
- COHERENCE – is one of the most attributes of lesson planning. The lesson should be structured in a sensible structure.
- Teacher should be able to accept and react to so called Magic Moments and use them for a student's benefits. Good teacher is able to be flexible during the class according to the classroom atmosphere.
- What is important during the English lesson: **Engage** (students are interested) - **Study** (what is the study element – what we teach at given lesson) - **Activate** (engage the students)

### How to write the lesson plan:

1. Student group definition
2. Goals / aim of the lesson
3. Time plan
4. Props and materials
5. Pre and after lesson coherence.

## LESSON PLAN: ENGLISH DRAMA CLASS: STRUCTURED DRAMA

LESSON TYPE	CLASS DESCRIPTION	CROSS CURRICULUM	SKILLS LEARNED
Structured drama: Jack and the Beanstalk	<ul style="list-style-type: none"> <li>- children 5 years old</li> <li>- English speaking children (level B2)</li> <li>- 15 children / group</li> </ul>	<ul style="list-style-type: none"> <li>- literature</li> <li>- nature and science</li> <li>- drama</li> <li>- civics</li> </ul>	<ul style="list-style-type: none"> <li>- still images</li> <li>- think about responsibilities</li> <li>- decision making and defending own opinions</li> <li>- ability to recognise and decide between right and wrong</li> <li>- role playing</li> </ul>
	GOALS	TIME	MORALS OF THE STORY (OUTCOME)
	<ul style="list-style-type: none"> <li>- to develop children's ability of storytelling</li> <li>- social interaction between the group</li> <li>- getting to know one another better</li> <li>- work in teams</li> <li>- speaking and presentation skills; still images</li> <li>- role playing</li> <li>- learning about family and its function</li> </ul>	<ul style="list-style-type: none"> <li>- 120 min</li> <li>- split into 2 x 60 min lesson</li> </ul>	<ul style="list-style-type: none"> <li>- family and its structure</li> <li>- children and pet animals</li> <li>- market – place to sell and buy</li> <li>- safety – talking to strangers</li> <li>- Listening to parent's advice</li> </ul>
STORY ADAPTATION	<p>Jack climbs up and sees a beautiful castle. The castle belongs to a giant family. Jack walks around the magnificent gardens and sees a hen which lays golden eggs. He thinks if he should take some but decides not to because we all know it's wrong to steal. Then he hears a giant's steps and a horrifying riddle:</p> <p>"Fee! Fie! Fo! Fum! I smell the blood of an Englishman. Be he 'live, or be he dead, I'll grind his bones to make my bread! Jack gets frightened and runs away, down the beanstalk. Following morning Jack sits under the massive beanstalk and suddenly one of the golden eggs falls down. Jack picks it up and decides to return it to Giant. Despite he is very scared he climbs back up to the cloud castle and finds the Giant. He returns the egg; Giant is very happy and amazed by Jack's bravery and honesty. As an award Giants presents Jack with one golden egg and Jack and Giant become very good friends.</p>		

## ENGLISH DRAMA CLASS: INTRODUCTION TO A LESSON & LEAD IN

STAGES & STEPS	ACTIVITY	ACTIVITY DESCRIPTION AND TEACHER' S ROLE	STUDENTS ROLE AND ACTIVITY GOAL
Warm-up	<p>Introduction to the activity: Jack and the Beanstalk</p> <p>Warm up game No.1:</p> <ul style="list-style-type: none"> <li>- Walking like animals</li> <li>- Walking like the characters from the story</li> <li>- Time: 6 min</li> </ul>	<p>Asking questions:</p> <ul style="list-style-type: none"> <li>- Introducing the book:</li> <li>- Do you know the story?</li> <li>- Do you like it / dislike it?</li> <li>- Can you name the characters and objects from the book?</li> </ul>	<p>Children activity:</p> <ul style="list-style-type: none"> <li>- PHA</li> <li>- role playing</li> <li>- still images (frozen poses)</li> </ul> <p>Activity Goal:</p> <ul style="list-style-type: none"> <li>- to get familiar with words from the story</li> <li>- getting to know the characters,</li> <li>- still images – learning to stay in a pose</li> </ul>
	<p>Warm up game No.2:</p> <ul style="list-style-type: none"> <li>- Word stretch game: words from the story</li> <li>- Time: 3 min</li> </ul>	<p>Children stand up and make sure they have enough place around them.</p> <p>Teacher says words with different number of syllabuses.</p> <p>Teacher chooses words from the story: Jack, stranger, mother, beanstalk, bravery, giant's family, climbing, golden hen, etc.</p>	<p>Children activity:</p> <ul style="list-style-type: none"> <li>- children pretend to stretch the words and when they reach the end of the word then they clap</li> </ul> <p>Activity Goal:</p> <ul style="list-style-type: none"> <li>- to get familiar with words from the story</li> <li>- getting to know the characters</li> <li>- syllabic education – getting to know the words</li> </ul>
	<p>Warm up activity No.3:</p> <ul style="list-style-type: none"> <li>- Learning a riddle from the story:</li> <li>- Time: 5 min</li> </ul>	<p>Teacher and children learn the riddle from the story.</p> <p>“Fee! Fie! Foe! Fum! I smell the blood of an Englishman. Be he 'live, or be he dead, I'll grind his bones to make my bread!</p>	<p>Children activity:</p> <ul style="list-style-type: none"> <li>- Learning the riddle</li> </ul> <p>Activity Goal:</p> <ul style="list-style-type: none"> <li>- Text memorising</li> <li>- Learning a part of the story</li> </ul>
Pre-drama	<p>Warm up activity No.2:</p> <ul style="list-style-type: none"> <li>- Character's flash cards colouring</li> <li>- Time: 7 min</li> </ul>	<p>Teacher will give children flash cards with picture of main characters (colour sheet). Children will colour their flash cards.</p>	<p>Children activity:</p> <ul style="list-style-type: none"> <li>- Colouring</li> <li>- Talking in pairs about the different characters</li> </ul> <p>Activity Goal:</p>

## ENGLISH DRAMA CLASS: DRAMA ACTIVITIES

	<p>Storytelling</p> <ul style="list-style-type: none"> <li>- Children sit / lay down on the carpet in the circle.</li> <li>- Teacher sits with them on the floor holding the book so every child can see the pictures.</li> <li>- Time: 10 min</li> </ul>	<p>Teacher reads the story.</p> <p>After the story: Asking questions after:          How was Jack? – was he a good boy, bad boy, was he kind, was he brave?          How was mum? -          How was the giant? –          What if Giant came down to the ground for the egg?          Why was Giant saying the horrid riddle?          Developing different story ending</p>	<p>Children activity:</p> <ul style="list-style-type: none"> <li>- Each child has his/her flash cards with 6 different characters.</li> <li>- During the story: children show the character every time they hear the character.</li> </ul> <p>Activity Goal:</p> <ul style="list-style-type: none"> <li>- Learning the story</li> <li>- Being able to talk about the story</li> <li>- Reflecting on the story ending</li> <li>- Imagination: what if questions</li> </ul>
Drama – still images	<p>IMAGE 1:</p> <ul style="list-style-type: none"> <li>- Mum, Jack and cow: mum telling Jack to take the cow to the market</li> <li>- Characters: Jack, mum, cow</li> <li>- Other: house, trees, a dog, bird, ...</li> <li>- Feelings: sad, disappointed, scared</li> <li>- Time: 5 min</li> </ul>	<p>Teacher narrates the story and children form the still images.</p>	<p>Children in groups form the still images.</p>
	<p>IMAGE 2:</p> <ul style="list-style-type: none"> <li>- Market, Jack meets a stranger</li> <li>- Characters: Jack, cow, a stranger, beans, market</li> <li>- Feelings: scared, exciting, loud, vivid,</li> <li>- Time: 5 min</li> </ul>	<p>Teacher narrates the story and children form the still images.</p>	<p>Children in groups form the still images.</p>
	<p>IMAGE 3:</p> <ul style="list-style-type: none"> <li>- Jack shows mum the beans</li> <li>- Characters: Jack, mum, beans</li> <li>- Other: house, trees, a dog, bird, ...</li> <li>- Time: 5 min</li> </ul>	<p>Teacher narrates the story and children form the still images.</p>	<p>Children in groups form the still images.</p>

## ENGLISH DRAMA CLASS: DRAMA ACTIVITIES

Drama – still images	<b>IMAGE 4:</b> <ul style="list-style-type: none"><li>- Growing stalk &amp; Jack climbing</li><li>- All children: growing as a stalk and claiming as Jack</li><li>- All children forming a castle together</li><li>- Time: 5 min</li></ul>	Teacher narrates the story and children form the still images.	Children in groups form the still images.
	<b>IMAGE 5:</b> <ul style="list-style-type: none"><li>- Jack hiding, in the garden and giant walking and singing the riddle.</li><li>- Time: 5 min</li></ul>	Teacher narrates the story and children form the still images.	Children in groups form the still images.
	<b>IMAGE 6:</b> <ul style="list-style-type: none"><li>- Jack giving back a Giant the golden egg</li><li>- Time: 5 min</li></ul>	Teacher narrates the story and children form the still images.	Children in groups form the still images.
	<b>IMAGE 7:</b> <ul style="list-style-type: none"><li>- Jack, mum and Giant dancing and celebrating their friendship.</li><li>- Time: 5 min</li></ul>	Teacher narrates the story and children form the still images.	Children in groups form the still images.

# ENGLISH DRAMA CLASS: CALMING DOWN & FOLLOW UP ACTIVITIES

<b>Calming-down</b>	Reflexion of the story	Teacher sits down with children and asks questions: <ul style="list-style-type: none"><li>- Taking care of your family,</li><li>- the value of goods</li><li>- taking other people's possessions?</li><li>- Did Jack ever get told off for stealing?</li><li>- Did the giant deserve his fall?</li></ul>	Children and teacher sit down on the carpet and
<b>Follow-up</b>	Follow up activity No.1: <ul style="list-style-type: none"><li>- Perfect pairs: Animals and products from animals</li><li>- Perfect pairs: Plants and products from plants</li></ul> Follow up activity No.2: <ul style="list-style-type: none"><li>- Looking at different seeds</li><li>- Planting the seeds and taking care of the plant (watch it grow)</li></ul> Follow up activity No.3: <ul style="list-style-type: none"><li>- Market: place where people buy and sell</li></ul> Follow up activity No.4: <ul style="list-style-type: none"><li>- Reading the book: Trust Me, Jack's Beanstalk Stinks!:: The Story of Jack and the Beanstalk as Told by the Giant (Other Side of the Story) by Eric Braun – but this story is contra story to the original so we need to keep in mind that I have adapted the story.</li></ul>		