

Creating Your Own JHS Lesson

Aims:

- 1) To teach students how to use imperative sentences
- 2) To let students know both classroom rules and traffic rules
- 3) To ask students to list their own rules to reduce the number of ‘zombie pedestrians’

Materials	Teachers’ own teaching materials		
Grade	7 th grader		
Time	45 minutes	Date	Nov. 23. 2019

Procedure

Task	Procedure	Time (min)
Pre task 1	<u>Lecture (3 mins)</u> 1. To briefly introduce the sentence pattern ‘imperatives’ 2. To tell the purpose of use of this sentence pattern <u>Listing (2 mins)</u> 1. To ask students to write down as many rules as possible 2. To warm up	5
Pre task 2	<u>Matching (5 mins)</u> 1. To ask students to match the pictures with the rules 2. To ask students to play the ‘missing’ games	5
Pre task 3	<u>Jigsaw reading (background knowledge building)</u> 1. To divide a group into 3 jigsaw groups (6 people/group)(1 pair/jigsaw group)(1 min) 2. To assign each jigsaw group to read their segments and take notes at the same time (1 min) 3. To ask each jigsaw groups to share their reports with the group members (3 mins) *The purpose of this task is to build up background knowledge of traffic accidents, caused by the smartphone users on the wheel.	5

	(please refer to Appendix A)	
Main task	<p>A. <u>Problem finding (group discussion) (differentiation reading)</u></p> <ol style="list-style-type: none"> 1. To divide students in the same group into two group (group A for stronger learners/group B for weaker learners) (1 min) 2. To ask them to read the articles at their levels (3 mins) 3. To ask each group to finish the comprehension questions and finish the charts (3 mins) 4. To ask them to share the problems and solutions they found (2 mins) 5. To give students feedback and move on to the next step(1 min) <p>*The purpose of the task is to equip students with reading strategies and, meanwhile, to narrow down the problems and list the solutions from different countries. (please refer to Appendix B)</p> <p>B. <u>Solution making (poster)</u></p> <ol style="list-style-type: none"> 1. To ask students to read the article about ‘zombie pedestrians’ together from the PPT (3 mins) 2. To ask students to brainstorm the solutions to the problem (3 mins) 3. To ask students to write down the rules to stop the problem and the sentence should be written in ‘imperatives form.’ (7 mins) 4. To ask group to share their posters with other groups (if had time) / or just post it on the white board (2 mins) <p>*The purpose of the task is to ask students to integrate what they have learned in class and use imperative sentences to make effective rules. (please refer to Appendix C)</p>	25
Post task	<ol style="list-style-type: none"> 1. To play the ‘SWAT’ games in order to review the classroom rules. (4 mins) 2. To assign homework and quickly review the sentence patterns (imperatives) by introducing the worksheet (1 min) <p>(please refer to Appendix D)</p>	5

Differentiation

- **Tasks for fast finishers**

Each student will get every article in the worksheet. Faster learners can read every article and give some support to group members in discussion.

- **Support for weaker learners**

1. There are 5w1h questions added in the worksheet. Weaker learners can depend on the questions and try to find the answers.
2. In poster making section, weaker learners can be assigned as a writer or a drawer.

- **Challenge for stronger learners**

1. There are no Chinese translation in the article for stronger learners.
2. Teachers can assign stronger learners as the speakers or group leaders for their groups.

- **Relationship to learning styles**

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	Tasks	Learning Styles
Pre Tasks	Lecturing	Visual auditory kinesthetic
	Listing	kinesthetic
	Matching	Visual/ kinesthetic
	Jigsaw reading	Visual/ auditory
Main Task	Problem-solving Creative tasks (poster)	Visual/ auditory/ kinesthetic
Post Task	Grammar teaching	Auditory/ kinesthetic

- **Sample differentiated materials**

Please refer to Appendix B

- **Extra notes**

- Resources:

- <https://www.dailymail.co.uk/news/article-7270097/Several-people-injured-car-crashes-crowds-cemetery.html>
- <https://www.nhtsa.gov/road-safety/teen-driving>
- <https://www.ala.co.uk/connect/mobile-phone-use-responsible-for-car-write-offs/>
- <https://www.japantimes.co.jp/news/2019/09/13/national/crime-legal/japan-tightens-rules-smartphone-use-driving/#.XcfBqegzZPY>
- <https://www.bbc.com/news/uk-39118523>