LESSON GUIDE

Global English Campus

Academic

Goal

The goal of the hybrid learning model is for students to participate equally in speaking, reading, active listening, and writing across a variety of structured academic topics. Students should be able to read an academic English text, answer questions about what they have read, and summarize what they have learned in their own words. Students will achieve this by:

1. Taking turns being the student conductor; asking for volunteers to read and answer questions.
2. Participating as non-conducting students; reading and answering questions.
3. Practicing extemporaneous speaking and spontaneous expression through content-specific discussion questions.
4. Writing original summary sentences.

Materials

• Classroom Materials:
- • Computer controlled by classroom teacher
- • Wide angle webcam focused on students in classroom
- • Smart board or projection of native English teacher displayed where students can see
- • Microphone and speaker system for audio exchange between students and native English teacher
- • Printer for optional GEC supplementary worksheets
• Individual Student Materials (or per group of 5 students):
- • Tablet or internet learning device to access online study material
- • Physical or digital translation tool
- • Digital or physical writing materials

Roles

• Native English Teacher: works with students in real time via live video conference.
• Classroom Teacher: monitors students and facilitates classroom management.
• Student Conductor: facilitates lessons by prompting student participants to read and answer questions; prompts student vocabulary researcher to translate key words.
• Student Vocabulary Researcher: finds and gives translations for key words when prompted by student condutor; acts as a student participant.
• Student Participant: participates in lessons by reading and answering questions when prompted by the conductor.

Note: Student roles should change for each class period so that all students are given the opportunity to be conductors, vocabulary researchers, and participants.

Lesson Objectives

1. Terminal Objectives: Students will be able to
   a. Give instructions and commands as a conductor of class discussions.
   b. Read academic paragraphs and answer questions as participants in a class discussion.

2. Enabling Objectives: Students will be able to:
   a. Ask for volunteers to read individual paragraphs.
   b. Ask for volunteers to answer questions about each paragraph.
   c. Ask for volunteers to express opinions about open ended questions on the topic.
   d. Identify and ask for translations of key vocabulary words.
   e. Read individual paragraphs.
   f. Answer academic questions related to paragraphs read.
   g. Answer open ended, topic-specific questions.
   h. Provide translations for key vocabulary words.

3. Instructional Objectives:
   a. Reading: Students can read three sentence paragraphs aloud in a classroom setting.
   b. Writing: Students can write summary sentences about an academic topic.
   c. Speaking: Students can give answers to academic and opinion based questions verbally in a classroom setting.
   d. Listening: Students can demonstrate active listening ability through active participation in a classroom setting.

Lesson Structure

GEC lessons will be delivered three times per week. Students will have 20 minutes with the native English teacher during each class. Remaining class time will be independent study facilitated by student conductors and monitored by classroom teacher.

Lessons will follow an A - B - C format. Lesson A is the first lesson of the week, lesson B is second, and lesson C third.

Regular academic lessons may be supplemented with additional independent-study grammar lessons as time allows.

Lesson A: Academic

Estimated Time: 5 minutes   **Lead:** Classroom Teacher   **Support:** none
Materials: none

1. Welcome: Teacher welcome's the students and instructs them to take out needed materials.

> **Classroom Teacher Speaking Prompts**
> • "Hello students, how are you today?"
> • "Did you finish your assignments from the last lesson?"
> • "Did you find any part of your self-study challenging?"

2. Group Students (5-6 Students per group)

> **Classroom Teacher Speaking Prompts**
> • "Please get into your groups."
> • "Groups should have 5 or 6 students."

3. Assign students roles. Each group needs one conductor and one vocabulary researcher.

> **Classroom Teacher Speaking Prompts**
> • "Group 1, who wants to be the conductor today?... Thank you."
> • "Conductor 1, please get out a tablet for your group."
> • "Group 1, who wants to be the vocabulary researcher today?... Thank you."
> • "Group 2, who wants to be the conductor today?... Thank you."
> • "Conductor 2, please get out a tablet for your group."
> • "Group 2, who wants to be the vocabulary researcher today? Thank you."
> • "Group X, …."

4. Classroom Setup
   a. Display academic lesson page on projector / smart board.
   b. Display conductor script.
   c. Position webcam to display students.
   d. Connect necessary audio devices.
   e. Enter the online live classroom and display native English Teacher Video on the projector/smart board.
   f. Ensure students have notebooks out and ready for the lesson.

Lesson A: Academic

Estimated Time: 20 minutes   **Lead:** GEC Teacher   **Support:** Classroom Teacher

Materials: GEC Lesson (What Do Animals Need?)

1. Introduce Lesson.

GEC Teacher Script

- "Hello students, how are you today?"
- "Who are my conductors today? What are your names?... Thank you."
- "Today we are going to learn about (What do Animals Need?)"
- "Please write today's lesson topic at the top of your paper."
- "Raise your hand if you already know something about (Animal Needs)."
- "Thank you for sharing, (student names)."

Classroom Teacher Duties

- Ensure students are writing
- Choose 2-3 students to answer Native Teacher's question
- "(Student name), please share."

2. Model* Town Hall Meeting
   a. First page is discussed as a class following the town hall format.
   b. Native teacher asks discussion questions.

GEC Teacher Script

- "You will find today's lesson in our classroom under (course name) > (subtopic)> (lesson name). Click the ebook and select A1."

GEC Native Teacher

GEC Native Teacher

GEC Teacher Script

• "Let's begin with page one. [I will be the first conductor today.] or [Can I have a volunteer to be our first conductor today?]"
(Follow Conductor Script Below)
• "I will ask the discussion questions."
• "(Ask question), please write your answer to this question in your notebook."
• "Now share what you wrote with your group."
• "Does anyone want to share their answer with the class?"

Classroom Teacher Duties

• Assist in choosing a student volunteer to be conductor
• Ensure students are writing in notebooks.
• Choose 2-3 student volunteers to answer the question.

Conductor Duties

1. "(Name), please read this question."
2. "(Name), please read this paragraph."
3. "(Name), what is the Japanese word for (x vocabulary word)?"
4. "Please write (x vocabulary word) and the translation in your notebook."
5. "I will ask question (a/b/c). (Read question)"
6. (Name), please answer this question.

Classroom Teacher Role

1. Highlight question if necessary
2. Highlight paragraph if necessary
3. Assist in providing translation as needed "The Japanese Translation for (x vocabulary word is ….)"
4. Ensure students are writing word and translation in notebook
5. Highlight question if necessary
6. Highlight answer to assist students when necessary

3. Give Instructions for self study time

GEC Teacher Script

• "Thank you so much for your time today. I will leave you now."

• "Next, you need to continue the town hall discussion in your groups. Your group's conductor is the leader now."

Classroom Teacher Duties

• Close live classroom when native English teacher is finished.

*As students get more comfortable with the town hall meeting (after 2-3 lessons), no model is needed. Native English teacher should observe and support the discussion of the first lesson page.

Vocabulary words

Paragraphs and Questions

What Do Animals Need?

survive
-
live
keep living

breathe
-
wind
blow

space
-
area
room

find
-
locate
discover

LEGEND
● Word ● Synonym

1. What are two animal *needs*?
1. Animals need things to *survive*. We need *food*. We need *water*.

2. What else do animals need?
2. We need more than food. We need to breathe. All animals need *air*.

3. What is needed to *move*?
3. Animals need *space*. They need to *find* food. They need to do other things too.

▶ What Do Animals Need Animation

Review Questions

REVIEW QUESTIONS:
a. What are two animal needs?
b. What else do animals need?
c. What is needed to move?

Do you think human needs are different than animal needs? Why or why not?

Discussion Questions

Can you describe your personal space?
_____
_____
_____
_____
_____
_____
_____

Lesson A: Academic

Estimated Time: 35 - 45 mins   **Lead:** Conductor   **Support:** Classroom Teacher
Materials: GEC Lesson (What Do Animals Need?)

1. Students (conductors) pull up the ebook for the lesson on their tablet. Classroom teacher helps as needed.

Classroom Teacher Speaking Prompts

- "Conductors, please open the ebook for this lesson."
- "Does anyone need help?"
- "Please begin with page 2."

2. Students continue through remaining* lesson pages using town hall style discussion.
3. Class ends and students put materials away until the next class.

Conductor Duties
1. "(Name), please read this question."
2. "(Name), please read this paragraph."
3. "(Name), what is the Japanese word for (x vocabulary word)?"
4. "Please write (x vocabulary word) and the translation in your notebook."
5. "I will ask question (a/b/c). (Read question)."
6. "(Name), please answer this question."
7. "I will ask the discussion questions. (Read Question)."
8. Ask all group members:
"(Name), what do you think?"
"How about you (Name)?"

Classroom Teacher Role
- Monitor student groups.
- Help conductors follow scripts if needed.
  - "Can you read this (part of the script)?"
  - "Can you choose a student to read?"
  - "Can you choose a student to answer the question?"
- Ensure students are writing in their notebooks.
  - "Please write the word and the translation so you can remember it.

*It is not critical for students to complete all 5 pages of the lesson. Student engagement and expression are most important. If the students are doing a good job discussing, sacrifice the need to complete all pages.

Independent Study Time

Lesson B: Academic

Estimated Time: 5 minutes	**Lead:** Classroom Teacher	**Support:** none
Materials: none		

Warm up

1. Welcome: Teacher welcome's the students and instructs them to take out needed materials.

> **Classroom Teacher Speaking Prompts**
> - "Hello students, how are you today?"
> - "Do you remember what you discussed in the last lesson?"
> - "What else do you want to learn about this topic?"

2. Group Students (5-6 Students per group)

> **Classroom Teacher Speaking Prompts**
> - "Please get into your groups."
> - "Groups should have 5 or 6 students."

3. Assign students roles. Each group needs one conductor.

> **Classroom Teacher Speaking Prompts**
> - "Group 1, who wants to be the conductor today?... Thank you."
> - "(Group 1 Student Conductor), please take out your tablet and log into your GEC account."
> - "Group 2, who wants to be the conductor today?... Thank you."
> - "(Group 2 Student Conductor), please take out your tablet and log into your GEC account."
> - "Group X, ..."

4. Classroom Setup
   a. Display conductor script.
   b. Position webcam to display students.
   c. Connect necessary audio devices.
   d. Enter the online live classroom and display native English Teacher Video on the projector/smart board.

Lesson B: Academic

GEC Native Teacher

| **Estimated Time:** 20 minutes | **Lead:** GEC Teacher | **Support:** Classroom Teacher |

Materials: GEC Lesson (What Do Animals Need?)

1. Introduce Lesson.

GEC Teacher Script

- "Hello students, how are you today?"
- "Who are my conductors today? What are your names?... Thank you."
- "Today we are going to continue learning about (academic topic)."
- "Raise your hand if you can remember something about (academic topic)."
- "Thank you for sharing, (student names)."

Classroom Teacher Duties

- Ensure students are writing
- Choose 2-3 students to answer Native Teacher's question
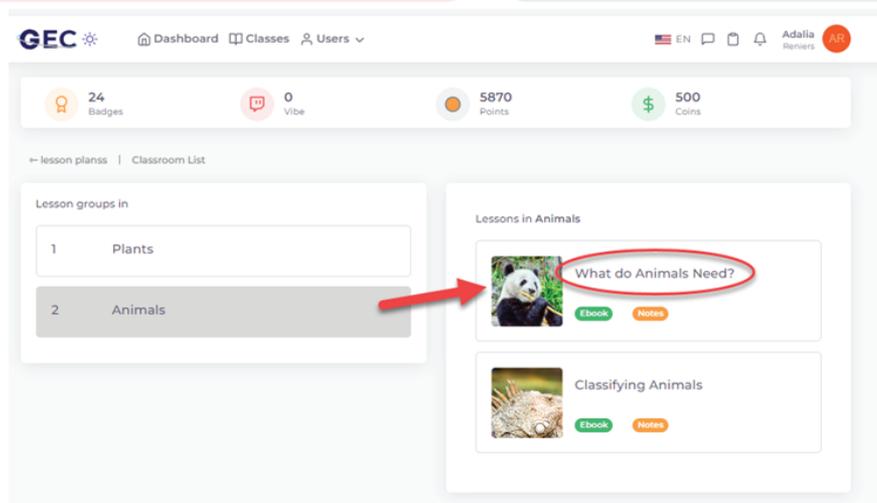- "(Student name), please share."

2. Demonstrate navigation to online study materials via screen share.

GEC Teacher Script

- "Today you will be completing an online study for (What Do Animals Need?)."
- "You will find the lesson under (course name), (subtopic)."
- "When you find the lesson, you will start."
- "Let's do a few problems together."

"[I will be the first conductor today.] or [Can I have a volunteer to be our first conductor today?]" (Follow conductor script below.)

Classroom Teacher Duties

- Choose student volunteers to be the conductor.

GEC Native Teacher

3. Complete the first 4-5 questions as a class

Conductor Duties

1. "(Name), please read this information."
2. "(Name), please read this question."
3. "(Name), what do you think the answer is?"
4. "Good job, (Name). You were right!" or "Looks like we were wrong. That's ok. Let's try again."

GEC Teacher Role

1. Highlight if necessary
Advance page
2. Highlight if necessary
Advance page
3. Ask probing questions to spark thinking if needed. Select answer chosen by student. Advance page
4. Advance Page
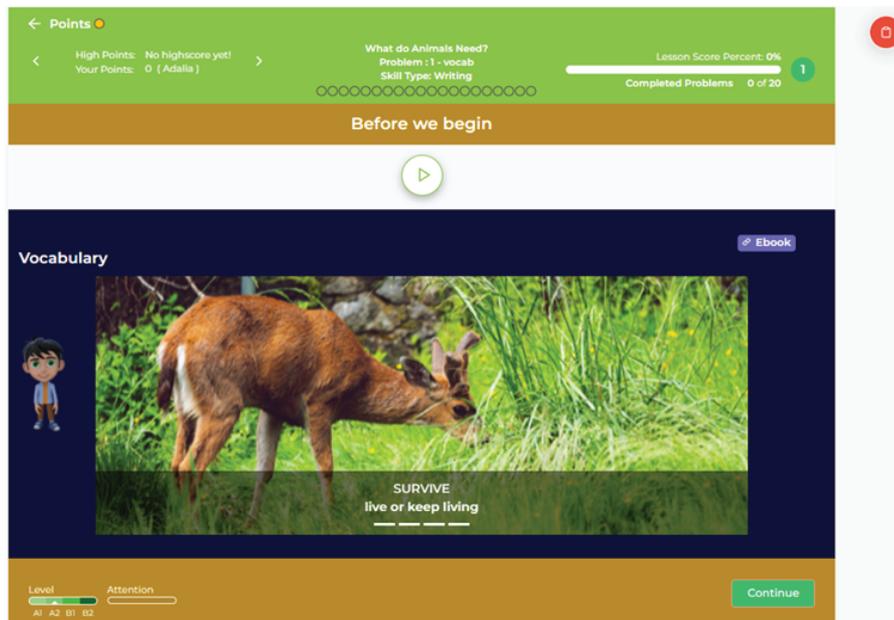
4. Give instructions for independent study time.

GEC Teacher Script

- "Thank you so much for your time today. I will leave you now."
- "Next, you need to finish these online study questions."
- "Conductors, are you logged into your accounts on your tablets?"
- "Work through the questions as answers as a group, following the conductor's lead."

Classroom Teacher Duties

- Close live classroom when native English teacher is finished.

Lesson B: Academic

Independent Study Time

Estimated Time: 35 - 45 mins   **Lead:** Conductor   **Support:** Classroom Teacher

Materials: GEC Lesson (What Do Animals Need?)

1. Student conductors lead their groups through completion of the online lesson.

Conductor Duties
1. "(Name), please read this information."
2. "(Name), please read this question."
3. "(Name), what do you think the answer is?"
4. "Good job, (Name). You were right!" or "Looks like we were wrong. That's ok. Let's try again."

Classroom Teacher Role
• Monitor students to ensure all are engaged.
• Optional Script
  • "(Name), have you answered a question yet?"
  • "(Conductor), is everyone helping answer questions?"
  • "(Name), let's focus now so you remember the answers for your homework later."

2. Participating students are assigned to complete the same lesson independently as homework.
3. Class ends and students put their materials away until the next class.

Lesson C: Writing

Estimated Time: 5 minutes   **Lead:** Classroom Teacher   **Support:** none
Materials: none

Warm up

1. Welcome: Teacher welcome's the students and instructs them to take out needed materials.

Classroom Teacher Speaking Prompts

- "Hello students, how are you today?"
- "Did you finish your assignments from the last lesson?"
- "Did you find any part of your self-study challenging?"

2. Group Students (5-6 Students per group)

Classroom Teacher Speaking Prompts

- "Please get into your groups."
- "Groups should have 5 or 6 students."

3. Assign students roles. Each group needs one conductor.

Classroom Teacher Speaking Prompts

- "Group 1, who wants to be the conductor today?... Thank you."
- "(Group 1 Student Conductor), please take out your tablet and log into your GEC account."
- "Group 2, who wants to be the conductor today?... Thank you."
- "(Group 2 Student Conductor), please take out your tablet and log into your GEC account."
- "Group X, …."

4. Classroom Setup
      a. Display conductor script.
      b. Position webcam to display students.
      c. Connect necessary audio devices.
      d. Enter the online live classroom and display native English Teacher Video on the projector/smart board.
      e. Ensure students have notebooks out and ready for the lesson.

Lesson C: Writing

Estimated Time: 20 minutes	**Lead:** GEC Teacher	**Support:** Classroom Teacher

Materials: GEC Lesson (What Do Animals Need?)

1. Introduce Lesson

GEC Teacher Script
- "Hello students, how are you today?"
- "Who are my conductors today? What are your names?... Thank you."
- "Today we are going to continue learning about (What Do Animals Need?)."
- "What do you think is most interesting about (Animal Needs)? Raise your hand."
- "Thank you for sharing, (student names)."

Classroom Teacher Duties
- Choose 2-3 students to answer Native Teacher's question
- "(Student name), please share."

2. Begin identifying main ideas and forming summary sentences.

GEC Teacher Script
- "Today you will write summary sentences about (What Do Animals Need?)."
- "Remember, the lesson can be found under (course name), (subtopic)."
- "When you find the lesson": (What Do Animals Need?), open the ebook."
- "Let's do page one together. We will start by reading it one more time. Who would like to conduct for me?"
- (Follow conductor script below.)

Classroom Teacher Duties
- Choose student volunteers to be the conductor.
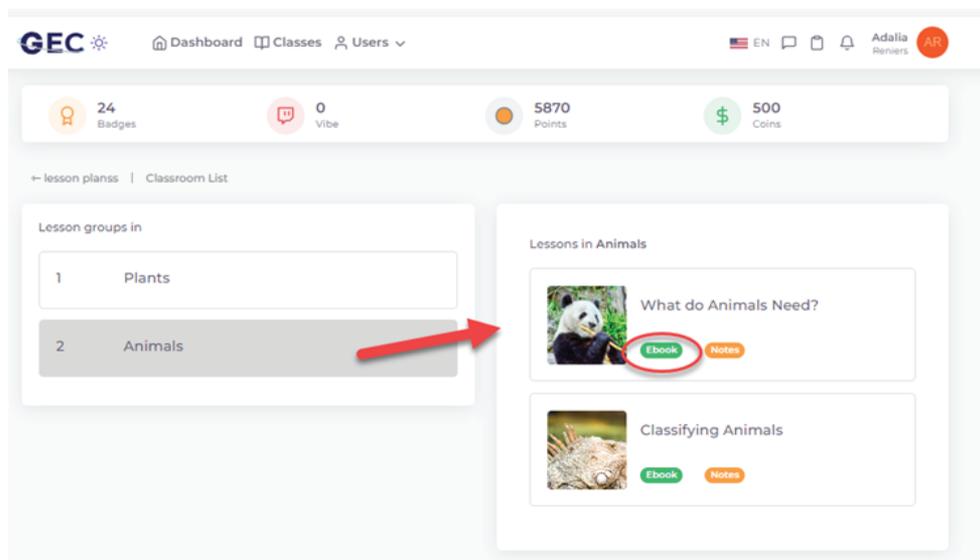
GEC Native Teacher

Lesson C: Writing

Conductor Script
1. "(Name), please read this question."
2. "(Name), please read this paragraph."

GEC Teacher Role
1. Highlight if necessary
Advance page
2. Highlight if necessary
Advance page

Paragraphs and Questions

What Do Animals Need?

| survive - | breathe - |
| live keep living | wind blow |

| space - | find - |
| area room | locate discover |

LEGEND
● Word ● Synonym

Do you think human needs are different than animal needs? Why or why not?

1. What are two animal *needs*?
1. Animals need things to *survive*. We need *food*. We need *water*.

2. What else do animals need?
2. We need more than food. We need to breathe. All animals need *air*.

3. What is needed to *move*?
3. Animals need *space*. They need to *find* food. They need to do other things too.

What Do Animals Need Animation

REVIEW QUESTIONS:
a. What are two animal needs?
b. What else do animals need?
c. What is needed to move?

Can you describe your personal space?
_____
_____
_____
_____
_____
_____

LESSON PLAN

GEC Native Teacher

3. Identify Main Idea
 a. Look at Title
 b. Look at Pictures
 c. Think about what the questions are asking

GEC Teacher Script
- "What is this page talking about?"
- "Discuss in your group."
- "Let's hear from our conductors."
- "Group 1, what do you think this page is about?... Thank you."
- "Group 2, what do you think this page is about? … Thank you."
- "Group X…"

Classroom Teacher Duties
- Ensure groups are discussing
- Encourage conductors to answer
 - "What did your group discuss?"
 - "Can you answer the teacher?"

4. Write a sample summary sentence via screen share.

GEC Teacher Script
- "Let's write a summary sentence."
- "Open to this lesson topic in your notebook."
- "Write Page 1 Summary."
- "Group 1 said this page is about _____, group said _____, Group 3 said… "
- "It seems like this page is all about _____"
- "Let's make a sentence about it.

Classroom Teacher Duties
- Ensure students have notebooks out
- Ensure students wrote "Page 1 summary"
- Ensure Students copy summary sentence.

5. Give instructions for independent study time.

GEC Teacher Script
- "Thank you so much for your time today. I will leave you now."
- "Next, you need to write summary sentences for the rest of the pages in this lesson."
- "Conductors, do you have the lesson page open on your tablets?"
- "Take another look at each page like we just practiced, and write a sentence to summarize."
- "Remember to look at the title, pictures, and questions to help you."

Classroom Teacher Duties
- Ensure conductors have lesson pages open.
- Close live classroom when native English teacher is finished.

Lesson C: Writing

Estimated Time: 35 - 45 mins	**Lead:** Conductor	**Support:** Classroom Teacher
Materials: GEC Lesson (What Do Animals Need?)		

1. Student conductors lead their groups through completion of summary sentences

Conductor Duties
1. "Please write Page # in your notebook."
2. "(Name), please read this question."
3. "(Name), please read this paragraph."
4. Ask all students:
"(Name), What do you think this page is about?"
"How about you, (name)?
5. "Great, this page is about _____. Write a summary sentence in your notebook."

Classroom Teacher Role
• Monitor students to ensure all are engaged.
• Ensure students are writing in their notebooks.
• Optional Script
  • "(Name), can you please write a sentence?"
  • "(Conductor), is everyone helping answer questions?"
  • "(Name), if you can't think of a sentence, write some important words."

2. Teacher checks notebooks for 5 summary sentences.

Note taker

Students can make notes in the notes section.

Independent Study Time