

Hello Teachers,

It is always my hope that we are constantly improving our program. This manual is the next big step in that direction. The purpose of this manual is to supply you with the necessary tools and aids that you need to navigate your way through the Samyook Language School Junior program. It is also the aim of this manual to provide you with clear and thorough instructions on how you can successfully teach our methodology.

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Junior Program Teaching Supervisor

SDA JUNIOR ENGLISH PROGRAM

Junior English Program Textbook Introduction

These are the targeted ages, general objectives, time periods and packages of each textbook.

Books	Age	General Objectives	Time Period	Set
ABC Hunter	5-7	<ol style="list-style-type: none"> 1. Students will get used to the sounds of English through stories, songs, and chants. 2. Students will have fun with stories, songs, and chants. 3. Students will learn around 400 vocabulary words, including essential words and basic sentences. 4. Students will be introduced to the letters of the alphabet. 	4 terms *	Music Box Concept Book Alphabet Book Activity book CDs, Tapes
Yes I Can	7-9	<ol style="list-style-type: none"> 1. Students will develop their listening skills while hearing common English words and phrases. 2. Students will learn practical English while studying different topic areas. 3. Students will learn key sentences, vowels and consonants. 4. Students will enhance their reading skills through phonics. 5. Students will acquire around 700 vocabulary words. 	9 terms *	Student Book Storybooks Big Books Flash cards CDs, Tapes
English Time	10-15	<ol style="list-style-type: none"> 1. Students will learn practical English while studying different topic areas. 2. Students will develop their listening skills while listening to many different stories. 3. Students will intensively study listening through a great amount of workbook practice. 4. Students will work up to middle-school English. 5. Students will acquire around 2,300 vocabulary words. 	18 terms *	Student Book Workbook CDs, Tapes Storybooks
Into Series	11-15	<ol style="list-style-type: none"> 1. Students will study intensive courses in grammar, speaking, and reading. 2. Students will prepare for school tests and other tests including TOEIC, TOEFL etc. 3. Students will enhance their listening, speaking, reading and writing skills. 	4 terms *	<i>Into Grammar (1-4)</i> Workbook Tapes

Objectives for Each Level

SDA Junior Textbooks are part of a balanced program which develops listening, speaking, reading and writing. Starting with listening, each textbook helps the students develop and improve their English skills.

SERIES	THE OBJECTIVES IN DETAIL	TOPIC
ABC Hunter Listening Speaking	<ol style="list-style-type: none"> 1) Students will have fun with English songs and chants. 2) Students will talk using basic sentences from stories. 3) Students will read and say the alphabet. 4) Students will recognize the letter that words start with. 	
YIC 1-3 Listening	<ol style="list-style-type: none"> 1) Students will understand the stories. 2) Students will understand the consonant sounds. 3) Students will talk using concept words. 4) Students will speak using key sentences. 	
YIC 4-6 Listening Speaking	<ol style="list-style-type: none"> 1) Students will understand the stories. 2) Students will understand the vowel sounds. 3) Students will read words through phonics. 3) Students will speak using key sentences. 	
ET B Listening Speaking	<ol style="list-style-type: none"> 1) Students will understand the stories. 2) Students will develop speaking skills. 3) Students will master decoding skills in reading. 4) Students will learn more than 180 words. 5) Students will dictate through copy practice. 	Me My family My friends My school
ET C Listening Speaking Reading	<ol style="list-style-type: none"> 1) Students will learn communicative and practical language. 2) Students will understand the stories. 3) Students will develop good pronunciation. 4) Students will practice dictation. 	School Life
ET D Listening Speaking Reading Writing	<ol style="list-style-type: none"> 1) Students will understand the stories. 2) Students will have more practice in speaking. 3) Students will write and compose in English. 4) Students will understand English grammar. 	Society
ET E All Aspects of Language	<ol style="list-style-type: none"> 1) Students will expand their reading skills. 2) Students will talk freely. 3) Students will be prepared for middle-school English. 4) Students will be introduced to Content English. 	Environment
ET F Applied Language Skills	<ol style="list-style-type: none"> 1) Students will spend time reading and writing. 2) Students will speak and write ideas freely. 3) Students will be prepared for TOEIC and middle-school grammar. 	Overseas Language Program

JUNIOR TEACHERS' GUIDELINES

The Foreign Teacher's Role

1) To encourage students to learn English.

The Korean teachers are more involved in classroom management, grading, passing and repeating the students, and giving the foundational understanding of class material. The foreign teachers' role is more to motivate them. Help them discover that learning English is important and interesting. Foreign teacher should smile and be kind to students. Students enjoy English when they like their English teacher.

2) To help students develop their speaking skills.

The foreign teachers spend most of their time developing the students' speaking skills. When English is spoken in the classroom, the students' learning moves beyond what the textbook can give them. They are immersed in a complete English environment. Teachers should expose the students to English as much as possible.

Along with exposing students to English, teachers should also encourage them when they ask and answer questions in English. When speaking English is an enjoyable experience, they will do it more often. It is especially important that the foreign teachers not speak Korean in the classroom, even though they may think it is necessary at times. Once students think that the foreign teachers can speak Korean, they will not work so hard to speak to them in English.

2) To join the children's mission programs, camps, and other English activities.

The foreign teachers should join and encourage students to join the children's mission programs. The Korean teachers' role in these programs is important, but so is the role of the foreign teachers. The Korean children enjoy the foreign teacher's presence in meetings. Kindness and a warm welcome from their foreign teacher will give them inspiration to come more often. The lessons they learn from these programs will not be forgotten.

Teaching Guidelines

- 1) Teaching Process:** All teachers should follow the institute's plan for the order in which the levels are taught. Teachers should not expand on or skip through any level.
- 2) Textbooks:** The use of any other textbooks or any copied materials from other textbooks is not allowed, with the exception of grammar and TOEIC classes. Other textbooks may only be used in TOEIC classes when the local director and the Textbook Development Office approve.
- 3) Schedule:** Teachers should use the fixed schedule for the term, including the schedule for lesson plans and homework. Teachers must receive schedules on the first day of the term. Foreign teachers should not teach without first having a schedule from the Korean teacher.
- 4) Teaching Procedure:** The foreign teacher should only teach the parts of the textbook mentioned in the guidelines.
- 5) Teaching Method:** Teachers should follow all guidelines listed in the manual.
- 6) Tests:** Test can only be given using test material that comes from Samyook Language School.
- 7) Class Preparation:** Teachers should be prepared for a class at least thirty minutes before it begins.
- 8) Teacher Cooperation:** The foreign teacher and the Korean teacher should work together during the time that the foreign teacher is in the classroom. Both teachers must be present and actively participating in the class.
- 9) Classroom English:** The Korean teacher must use classroom English except when Korean is needed to explain some difficult ideas.
- 10) Teaching Particular Levels:** Foreign teachers are to teach in all levels of the Junior English Program. However, when there are not enough teachers to cover all of the classes in the Junior Program *ABC Hunter*, *Phonics*, and the *Into Grammar* series are the first to be excluded.

Classroom Guidelines

The following chart lists twelve guidelines that teachers should follow when teaching in the Junior English Program:

Number	Guidelines
1	Teach according to the lesson plan.
2	Prepare well before class.
3	Correct any pronunciation mistakes the students make.
4	Don't force students to memorize the spelling of the words they are learning. Encourage them to speak first. They will learn spelling later.
5	Be sure that each child gets a chance to speak during Practice Time.
6	Your instructions should be clear.
7	Keep all students involved in the class. Don't allow anyone to be inattentive.
8	When modeling speech, please speak at your natural speed. Don't speak unnecessarily slow, emphasizing each word.
9	Speak English. The more you speak English, the faster the students will learn.
10	Be creative in your activities, or the students will lose interest.
11	Try to explain all vocabulary in English, not Korean.
12	Don't try to explain the grammar.

Teacher Teamwork

These are the top five recommendations on what teachers can do to improve teamwork.

Rank	Recommendations for Foreign Teachers	Recommendations for Korean Teachers
1	<p>Foreign teachers should be punctual.</p> <p>They rotate through three classes per hour. Sometimes they spend too much time in a certain class. Please try to leave on time from each class, so that the time in following classes is not cut short.</p>	<p>Korean teachers should provide the foreign teacher with lesson plans before class.</p> <p>Korean teachers should help the foreign teachers be prepared for class. The lesson plans are the same for each term. Only the dates change.</p>
2	<p>Foreign teachers should be aware of the class schedule (Term Plan/ Weekly Plan).</p> <p>Please look at the sample term/lesson plans ahead of time. Know what the class is studying. Briefly check what to teach in each class, instead of asking the Korean teacher when arriving in the classroom.</p>	<p>Korean teachers should have control of the students in their class.</p> <p>Teachers should maintain discipline in their classrooms. If the Korean teacher can't control the class, the foreign teacher will have difficulties teaching.</p>
3	<p>Foreign teachers should adequately prepare for each class.</p> <p>Foreign teachers need to know what to teach before each class starts. Have ideas for how to teach the lessons. Read stories ahead of time and think of how to make them interesting for the students.</p>	<p>Korean Teachers should follow the Teacher's Manual.</p> <p>Some Korean teachers are not following the exact schedule or policies outlined in the manual. For consistency, please follow the manual.</p>
4	<p>Foreign teachers should be more active and less lethargic when teaching.</p> <p>When the foreign teacher is energetic and enthusiastic, the students will be more interested and have a better time.</p>	<p>Korean teachers should speak more English!</p> <p>Korean should only be used when English explanations have failed to remove students' confusion.</p>
5	<p>Foreign teachers should follow the required dress code.</p> <p>Sometimes foreign teachers wear clothing that is not appropriate in their role as missionaries. Please be aware of the school's dress code policies.</p>	<p>Korean teachers must NOT leave the classroom.</p> <p>Teachers should never leave the class while the foreign teacher is teaching. Foreign teachers need the Korean teacher's help in managing the classroom.</p>

TEACHING AIDS

Performance Skills Grading Guide

This is the grading guide used for each book. Students should receive six grades for every lesson. The assessment tool below should be seen as a code, which indicates where your students are in the language acquisition process.

POINTS	DESCRIPTION	CONTENTS
9-10	Excellent	<ol style="list-style-type: none">1. Student can respond in a grammatically correct fashion.2. Student has proper intonation and pronunciation.3. Student can respond in a timely manner.4. Student can speak at a natural speed.
7-8	Very Good	<ol style="list-style-type: none">1. Student can respond in a grammatically correct fashion.2. Student has proper intonation and pronunciation.3. Student can respond and speak at a natural speed.
5-6	Pass (Average)	<ol style="list-style-type: none">1. Student can respond in a grammatically correct fashion.2. Student has decent intonation and pronunciation.3. Student can speak and respond at a natural speed.
4	Below Average	<ol style="list-style-type: none">1. Student struggles to respond in a grammatically correct fashion.2. Student's pronunciation is difficult to understand.3. Student has difficulty giving a proper response.
2-3	Weak	<ol style="list-style-type: none">1. Student struggles to respond in a grammatically correct fashion.2. Student's pronunciation is difficult to understand.3. Student struggles to speak.
1	Very Weak	<ol style="list-style-type: none">1. Student cannot respond in a grammatically correct fashion.2. Student has poor pronunciation that is difficult to understand.3. Student struggles to speak.

Step by Step Teaching Methodologies

Modeling	<ol style="list-style-type: none"> 1. The foreign teacher and Korean teacher model the dialogue together. 2. Students watch the role-play without looking at their textbooks. 3. The teachers should model a clear and natural conversation. 4. Good modeling saves time and helps students understand better.
Brainstorming	<ol style="list-style-type: none"> 1. Have the students read the titles and look at the pictures going along with the dialogue or story. Have them talk about what they see. 2. Then ask questions while looking at the pictures. In higher levels use the brainstorming questions that go along with the cover page of each lesson. 3. (Higher Levels: ET E & F books) 4. Ask questions like "Where is it?" "Who are they?" "What's happening?" Without introducing new vocabulary, have the students talk about what they think might be happening in the story.
Fluency Practice	<ol style="list-style-type: none"> 1. Class Practice: Repeat together as a class, two or three times. 2. Group Practice: Divide the class into two groups, such as right and left. One group is A and one is B. Assign a role to each group ("Group A is Nuri," "Group B is Yohan"). When you go through it once, you may switch parts. 3. Pair Practice: After finishing group practice, put students into pairs. Have them practice the dialogue with each other. Don't forget to ask them to speak loudly, clearly, and quickly. 4. Both teachers (Foreign and Korean) will over see the discussion by roaming the room and listening to the students. *Sometimes keep time (Ex: "Students, please do it within 30 second.") 5. Individual Practice: Ask three or four pairs to model what they have learned for the class.
Repetition Drills	<ol style="list-style-type: none"> 1. Have the students repeat vocabulary words and key sentences after you. The second time through, have them close their books. 2. Speak slowly the first time through. On the second time through, speak at your normal speed. *Make sure to focus on pronunciation and intonation
Substitution Drills	<ol style="list-style-type: none"> 1. Give the students a sample sentence. 2. Have them repeat the sentence after you. 3. Then have the students substitute as you give them the cue words. (Example: "I like dogs." Then: "cats"- I like cats.) 4. Do the drills with the students' books open and then with their books closed.

<p>Conversation Drills</p>	<ol style="list-style-type: none"> Put the students in pairs or groups of three. Have the students talk to each other using the conversation in the book. Encourage them to practice loudly, quickly, and correctly. The foreign teacher and Korean teacher will oversee the discussion by roaming the room and listening to the students.
<p>Story telling & Comprehension Check-Up</p>	<ol style="list-style-type: none"> Please make the story interesting and exciting by using as many expressive words, pictures, and as many hand motions as possible. (Extra materials provided by Korean teacher....pictures, flash cards, etc.) Ask some questions while you are telling the stories to help the students understand better. <ol style="list-style-type: none"> Ask comprehension questions like: <i>What did he say? What did he do?</i> After telling the story, give them a test using ten comprehension checkup questions. Have the students write their answers on a sheet of paper. Have them hand in the answer sheets. The Korean teacher will grade the test. Story scripts and questions are included in the manual.
<p>Conversation Checkup</p>	<ol style="list-style-type: none"> Put them in pairs to answer the questions together. While the students are practicing, you will go around and ask two questions to each student. Look at the manual, then choose questions to ask each student. The Korean and foreign teacher will grade their performance. <ul style="list-style-type: none"> If teachers do not use the textbook for testing (i.e. questions from this manual or teacher asking their own questions) then the foreign teacher must test all of the students Be sure to test all of the students
<p>Guided Conversation Practice</p>	<ol style="list-style-type: none"> Put students into pairs or groups of three Have them practice the guided conversation questions. After five minutes the students will change partners. Change every five minutes until the end of practice time. Both teachers (Korean and foreign) will walk around and check each group. <p style="text-align: center;"><u>Evaluation</u></p> <ol style="list-style-type: none"> Each student will receive an English Time assessment sheet. During conversation practice mark the errors made by the students. After marking return the sheet to the students as feedback.
<p>Conversation Practice Test</p>	<ol style="list-style-type: none"> Put students in to pairs and have them practice the conversation. Go to each pair and assign numbers of questions for a student to read. The partner will answer the questions. Then the two students will switch. <p>Ex: "Okay Kevin read question number and two and John you will answer."</p> <ol style="list-style-type: none"> Listen and grade students according to the grading scale.

<p>Reading Checkup</p>	<ol style="list-style-type: none"> 1. In <i>Into Grammar</i>, there is reading checkup day. Check their fluency and accuracy. 2. Have two students stand up and read each number, asking and answering. <p>Example: "Cindy, and Tom, please stand up and read p.____ number 1 to 6."Cindy will ask. Tom will answer."</p> <ol style="list-style-type: none"> 3. After listening to each student read the sentences, grade based on the grading scale.
<p>Vocabulary Practice</p>	<ol style="list-style-type: none"> 1. Repetition Drill: *Using the words at the end of the reading for the lesson 2. Definition Check up: Check the vocabulary definitions that the student have done for homework. 3. If any definition is incorrect then correct the definition. <p>*Explanations should be as simple and clear as possible</p>
<p>Reading Practice</p>	<ol style="list-style-type: none"> 1. Have the students turn to the reading section of the lesson. 2. Ask the students to read sentence by sentence. Have every student read one line 3. When student read incorrectly correct them. <ol style="list-style-type: none"> a. Read the line correctly b. Have the whole class repeat the line. <p>*pay attention to pronunciation & intonation</p> 4. After going through the reading line by line have the students do the whole reading as a class. Stop them at anytime to correct mistakes. 5. Comprehension Check-Up: After the reading is finished go through the questions with the students to make sure that they understand the reading.

Activities for Drilling Vocabulary and Sentence Structures

Students enjoy games. While they are playing, they are unconsciously learning and actively using English. Use these games during review day or when you teach the TALK and STUDY parts, if possible.

1) Beanbag Circle: Have the class form a circle. Toss a ball or a beanbag to Student 1 (S1) and call out the name of a day. S1 repeats and says the next day of the week. Then S1 tosses the ball to S2, who adds another day of the week.

Example: Teacher: Friday
S1: Friday, Saturday
S2: Friday, Saturday, Sunday

Continue until all students have had a chance to participate. For large classes, play Beanbag Circle in groups so that more students can participate simultaneously.

2) Board Race: There are many variations on this activity, some of which involve having students compete to demonstrate their recall of new vocabulary, and others in which students compete to demonstrate their ability to use new structures while recalling new vocabulary. One variation is to divide the class into teams. Place a row of word or picture cards along the chalk or marker rail. Say one of the words; one student from each team races to the board to touch the correct card. The student then uses the new word in a sentence, using the newly learned structure. Another variation that works well with smaller classes is to have the class form a line near the board. The first two students in line come up to the marker rail. Give each student a pointer (such as a ruler or a marker). Call out one of the words. Students race to touch the card and repeat the word. The winning student remains at the chalk rail to challenge the next player. The losing student passes the pointer to the next student in line. Repeat the activity until all students have had a chance to compete at least once.

3) Charades: There are several ways to do this activity, which involves using gestures to express meaning. In its basic form, begin by placing word or picture cards facedown in a pile. One student takes a card from the top of the pile without showing it to the rest of the class. After looking at the card, the student acts out the word using gestures. The class must guess the action. Instead of using word or picture cards, you can simply whisper the word or phrase to the student. A variation of this activity is one in which students must guess what the acting student is doing by asking questions using the newly learned structure.

4) Back-to-Back Telephone: If possible, use toy telephones or old phones. Pair off students and give each student a phone. Have partners sit back to back and pretend they are talking on the phone. When facing away from each other, and when others are also speaking, students must speak very clearly and concentrate on what their partners are saying. Use this activity to practice the lesson's dialogue or conversation.

5) Silent Role-Play: In this activity, students role-play only with gestures and facial expressions, without any voice. They must make clear movements with their mouths. Children enjoy this activity.

6) Snowball Game: In this activity, six to ten students come up front as a group. They stand in a line. Each adds to what the former student says. Continue, using all the students. The first and correct team wins.

Example: S1: I like apples.
S2: I like apples and bananas.
S3: I like apples, bananas and mangoes.

7) Line Activity: When there is an important or difficult sentence, use this activity. Divide the group into two rows. In each group, the student on the left begins. When the teacher says, "Go!" the two teams start to ask and answer at the same time.

Example: S1: Are you ready for class?
S2: Yes, I am. Are you ready for class?
S3: Yes, I am. Are you ready for class?

Continue the to all the students in line finished. This will help every student speak loudly and have fun. Have the students talk as loudly and clearly as possible.

8) Simon Says: In this activity, give the students commands at random. If you say *please* before the command, the students should act out the command. If you do not say *please*, students should remain still. This game becomes a stronger listening exercise if you perform the action at the same time you are giving the command. The students will tend to follow your action rather than listen for the word *please*. Only the attentive listeners will remain at the end.

Detailed Teaching Procedures

ABC Hunter

Lesson Plans

ABC Hunter Teaching Procedures

Here are the instructions for how to teach during your assigned fifteen minutes in an *ABC Hunter* class.

* Music Box

Greeting (5")	<ol style="list-style-type: none"> 1. Have the students form two lines (You may shake hands with them). 2. Together, the Korean teacher and foreign teacher greet the students one by one. <p>Example: Teacher: How are you? / How are you doing?/ How is it going? Student: Great. / Super. / Very well. / Good. How about you? Teacher: I'm fine/very good. Thank you.</p>
Song / Chant (10")	<ol style="list-style-type: none"> 1. Repeat the words of the song one by one. Use motions if possible. 2. If there are action verbs, use motions. You can also play Charades or Simon Says. Before playing, make a semi-circle so all the students can be seen.

* Concept Book

Greeting (5")	<ol style="list-style-type: none"> 1. Have the students form two lines (You may shake hands with them). 2. Together, the Korean teacher and foreign teacher greet the students one by one. <p>Example: Student: Hello, Miss Johnson, Teacher: Good afternoon. How are you today? Student: Great. / Super. / Very well. / Good. How about you? Teacher: I'm fine/very good. Thank you.</p>
Book (10")	<ol style="list-style-type: none"> 1. Read the title. 2. Repeat the whole story two times. 3. Repeat the story every day. On the last day of the story, show students each page and have them read the story by themselves. 4. Pair activity (3rd day): Give the students the flash cards that match the story. In pairs, students can practice the conversation. <p>Example: Student 1: (Looking at <i>grandma</i> flash card) Grandma, do you love me? Student 2: Yes, I do.</p>

- Other ideas:**
- 1) Students can role-play using the Concept Book.
 - 2) The teacher can read the sentences incorrectly, and the students can correct the mistakes.
 - 3) As homework, students can tell their own story and have their parents dictate.

* Alphabet Book

Greeting (5")	<ol style="list-style-type: none"> 1) Have the students form two lines (You may shake hands with them). 2) Together, the Korean teacher and foreign teacher greet the students one by one. <p>Example: Teacher: Hello, do you like English Student: Yes, I do. What about you? Teacher: Yes, I like English. You can also practice the previous lessons' conversations.</p>
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**Alphabet
Book(10")**

- 1) Teach the words: Repeat each word (5 or 6 words a day).
- 2) Check their pronunciation.
- 3) Have the students practice writing on the board

Example: Tom, please write a big A on the board.
Cindy, please write a small b on the board.
However don't have them write whole words on the board.

Yes I can

Lesson Plans

Yes I Can, Books 1-3 Teaching Procedures

This is the detailed teaching lesson plan. The patterns are repeated over a five day cycle. You can apply this pattern in Books 1-3.

Key Concept Overview

At the beginning of each lesson make sure to look at the Key Concepts.

Key concepts are found opposite the table of contents page in all Yes I Can textbooks.

DAY	FOREIGN TEACHER	DETAILED EXPLANATION
1	<ul style="list-style-type: none"> • Greeting • Story Telling • I Can Learn 	<p>1. Brain Storming: Before reading the story ask students some questions about the story. Ask questions about the pictures on the cover pages.</p> <p>2. Story Telling: -Read the story once using the <i>Big Book</i> (If the Big Book is not available you can use the story script)</p> <p>3. I Can Learn: Practice the Key Concept words for the lesson. -Repetition Drill -Foreign teacher will make a question and an answer for the students based on the concept for the lesson.</p> <p>(From YIC Book 1.Lesson 1 Ex: Question- “What color is it?” Answer- “It is red.”)</p> <p>-Write the question and the answer on the board then have the students repeat it. -Next, follow the <u>Fluency Practice</u> teaching procedure.</p> <p>*If there is time you can do an activity</p> <p style="text-align: center;"><u>Suggested Activity</u> <u>Charades</u></p> <ul style="list-style-type: none"> • Using the words in the lesson, have the students act out the word. • Have the other students guess the word.(Put students into teams or have them guess individually) <p style="text-align: center;">*Feel free to make any variations...or plan your own <u>simple</u> activity.</p>
2	<ul style="list-style-type: none"> • Greeting • Story Review • I Can Talk 	<p>1. Story Review: -Read the story once. -Story Activity</p> <p><u>Suggested Story Activity</u> -Read the story aloud to the students. Read some of the sentences incorrectly. See if the student can catch the mistakes.</p> <p style="text-align: center;">*Feel free to make any variations...or create your own <u>simple</u> activity</p> <p>2. I Can Talk: Foreign teacher will make a question based on the picture or the answer on the page.</p> <p>(From YIC Book1.Lesson 1 Ex: Question- “Who are you?” Answer- “I am Kevin.”)</p> <p>3. Write the question and the answer on the board 4. Follow the <u>Fluency Practice</u> teaching procedure.</p>

<p>3</p>	<ul style="list-style-type: none"> • Greeting • I Can Understand • I Can Say It 	<p>1. I Can Understand: Read the script and have students circle the correct letter. Then after reading check to make sure that everyone has the correct answers.</p> <p style="text-align: center;"><u>Check Up Activity</u></p> <p>2. Say It: Repetition Drill (If there is time you can do an “I Can Say It” Activity)</p> <p><u>Suggested Activity</u></p> <p><u>Hang Man</u></p> <ul style="list-style-type: none"> • Use the words in the lesson to play this game. • Write blank lines for each letter of the word and have the children guess the letters until they can finally guess the word. • If they say a letter that is not correct then draw a part of the hanging man. • Continue until the students guess the word or the man us hung. <p><u>Charades</u></p> <ul style="list-style-type: none"> • Using the words in the lesson have the students act out the word. • Have the other students guess the word. <p style="text-align: right;">*Put students into teams or have them guess individually _____</p> <p>*Feel free to make any variations...or plan your own <u>simple</u> activity.</p>
<p>4</p>	<ul style="list-style-type: none"> • Greeting • I Can Say Review 	<p>1. I Can Say It Review:</p> <ol style="list-style-type: none"> a. Repetition Drill b. Review Activity: This activity should be done using the “I Can Say It” sections of the lesson. <p>* <u>Suggested activities</u></p> <p><u>Hang Man</u></p> <ul style="list-style-type: none"> • Use the words in the lesson to play this game. • Write blank lines for each letter of the word and have the children guess the letters until they can finally guess the word. • If they say a letter that is not correct then draw a part of the hanging man. • Continue until the students guess the word or the man us hung. <p><u>Charades</u></p> <ul style="list-style-type: none"> • Using the words in the lesson, have the students act out the word. • Have the other students guess the word. <p style="text-align: right;">*Put students into teams or have them guess individually _____</p> <p>*Feel free to make any variations...or plan your own <u>simple</u> activity.</p>

5

- Greeting
- Review

1. I Can Learn: Practice the Key Concept words for the lesson.

- Repetition Drill
- Foreign teacher will make a question and an answer for the students based on the concept for the lesson.

(From YIC Book 1.Lesson 1 Ex: Question- "What color is it?" **Answer-** "It is red.")

- Write the question and the answer on the board then have the students repeat it.
- Next, follow the **Fluency Practice** teaching procedure.

2. I Can Say It Review:

- Repetition Drill
- Review Activity: This activity should be done using the "I Can Say It" sections of the lesson.

***Suggested activities**

Hang Man

- Use the words in the lesson to play this game.
- Write blank lines for each letter of the word and have the children guess the letters until they can finally guess the word.
- If they say a letter that is not correct then draw a part of the hanging man.
- Continue until the students guess the word or the man is hung.

Charades

- Using the words in the lesson have the students act out the word.
- Have the other students guess the word.

*Put students into teams or have them guess individually

*Feel free to make any variations...or plan your own **simple** activity.

Yes I Can, Books 4-6 Teaching Procedures

This is the detailed teaching lesson plan. The patterns are repeated over a five day cycle. You can apply this pattern in Books 4-6.

Key Concept Overview

At the beginning of each lesson make sure to look at the Key Concepts.

Key concepts are found opposite the table of contents page in all Yes I Can textbooks.

DAY	FOREIGN TEACHER	DETAILED EXPLANATION
1	Greeting Story Telling I Can Listen	<p>Brain Storming: Before reading the story ask students some questions about the story. Ask questions about the pictures on the cover pages.</p> <p>Story Telling: Read the story once or twice for the students. Ask them questions to make sure that they understand.</p> <p>I Can Listen: If students have not already filled in the numbers in the proper order have them fill them in while you read the story.</p> <p>After reading the story, check to make sure that the students have put the right numbers with the correct pictures.</p>
2	Greeting I Can Learn Comprehension Check-Up	<p>I Can Learn:</p> <ul style="list-style-type: none"> -Repetition Drill -Substitution Drill -Conversation Drill -Individual Practice (drill each student individually) <p>Comprehension Check Up: Ask the comprehension questions at the end of the story. Have the students answer the questions to make sure all students understand the story.</p>
3	Greeting I Can Say It Comprehension Review	<p>I Can Say it: Repetition Drill</p> <p>Story Comprehension Review: Ask the comprehension questions from the story. Make sure that all the students know the answers and understand the story.</p>
4	Greeting I Can Learn I Can Read	<p>I Can Learn: Fluency Practice (class, group, pair, individual)</p> <p>I Can Read:</p> <ul style="list-style-type: none"> -Have the students repeat the words and the sentences. -Check to make sure students can read the sentences fluently. -Pay attention to and correct pronunciation and intonation
5	Greeting Conversation Check-Up	<p style="text-align: center;"><u>Conversation Check-up</u></p> <ul style="list-style-type: none"> • Put all students into pairs or groups of three • Have each group practice the "I Can Learn" section of the lesson • The Foreign teacher and Korean teacher will test each pair or group. • Give each student two sentences. • When one student asks the question the other will answer. <p>(Ex: Jenny please ask question 1 and 2 and Sarah will answer...etc.)</p> <ul style="list-style-type: none"> • After listening to the student's response mark the grade on the grade card or on a sheet of paper.

SDA Phonics

Lesson Plans

SDA Phonics Teaching Procedures

This is the detailed teaching process for one lesson. You can apply this pattern to any *SDA Phonics* lesson.

DAY	FOREIGN TEACHER	DETAILED EXPLANATION
1 & 3	Describing the words Checking the answers	<p><u>Word Description:</u></p> <ol style="list-style-type: none"> 1. Describe the words that go along with the pictures <u>at the beginning of the lesson.</u> (ex: Lesson 1 p. 4) 2. Words can be described using the simple sentences <u>on the fourth page of each lesson.</u> (ex: Lesson 1 p. 7) 3. Read each sentence then have the students give the answer. (Please use gestures and hand motions.) <p>Example: "It has a long tail" (use your hands to form a long tail).</p>
2 & 4	1. Studying 2. Activity	<p><u>Studying:</u></p> <ol style="list-style-type: none"> 1. Using the <u>eighth page of the lesson</u> you can ask questions or have students check true and false statements about each picture. (ex: Lesson 1 p.11) <p><u>Ask questions Example:</u> Teacher: "What do you see in Picture No. 1?" Students: "Pan. Fan" T: "Right! Where is the fan?" S: "It's on the pan." T: "Good!"</p> <p><u>Use True and false statements Example:</u> Teacher: "A pan is on a fan." Students: "NO! A fan is on a pan." T: "That's right."</p> <p>Or teacher can say correct sentences and student must answer yes or no.</p> <p>2. Activity: Pronunciation Checkup</p> <ol style="list-style-type: none"> a. Using the <u>sixth page of the lesson</u> choose one of the two words from each number and read it clearly. Read them all twice. (Example: "Number 1. Cab. Cab. Number 2. Hat. Hat.") b. Check the answers: Ask students "What is the answer to no. 1?"
Review	Reading Test	<p>Reading Test</p> <p>A) Use the "<i>Phonics Reading Test</i>" sheet. (You can get this sheet from your Korean teacher.)</p>