

Supercible BASIC: Model 50-Minute Lesson Plan

This section provides a model lesson structure for a 50-minute *Supercible BASIC* class. The sequence balances independent reading, review of previous material, focused practice, and the introduction of new homework through active reinforcement. The flow ensures that every student is engaged, that target language is practiced in multiple ways, and that class ends with a short, memorable game.

1. Entry and Self-Reading (10 minutes)

As students enter the classroom, they immediately begin **self-reading** using books that have been assigned for independent practice. This trained routine allows the class to start smoothly without waiting for instructions.

During this time, the teacher corrects homework and has short individual conversations with students. In the final 5 minutes of this block, the teacher checks each student's progress one-on-one, sampling 6–7 pages from their book (for example, out of a 20-page text). This ensures that reading goals are being met consistently.

2. Review of Previous Homework Target (10 minutes)

The teacher introduces the day's oral practice by revisiting the homework theme. For example, if the homework focused on **play + sports**, the teacher writes the model question on the board:

"What sports do you play?"

Students take turns answering with personal examples (e.g., *I play soccer, I play dodgeball, I play baseball*). This ensures maximum participation, either by going around the room in order or by calling on volunteers depending on classroom dynamics.

Teaching Tip: At this stage, the teacher introduces the role of *do* directly. By presenting it as a simple equation—**do + play = play**—students can see why *do* disappears in the answer. Explaining *do* as “so many times” frames it in a logical, almost mathematical way, which resonates with learners accustomed to structured problem-solving.

3. Negative Form Practice (4 minutes)

To extend the structure, the teacher shifts to the negative form:

"What sports don't you play?"

Students each provide a quick answer (e.g., *I don't play tennis*). This short practice emphasizes contrastive thinking and helps students internalize both positive and negative sentence forms.

4. Question Practice and Pair Work (8 minutes)

The focus then shifts to student-generated questions. First, students ask the teacher several questions (e.g., *Do you play tennis? Do you play soccer?*). This provides a live model.

Next, students work in pairs, taking turns to ask and answer. Pair work creates higher volume practice, builds fluency, and shifts responsibility for learning onto the students themselves.

5. Expansion (5 minutes)

To keep the structure flexible and meaningful, the teacher may extend the practice beyond sports into either **games** or **instruments** (choose one for time).

Examples:

- *Do you play UNO? Do you play tag?*
- *Do you play piano? Do you play guitar?*

The teacher elicits a short list from students, clarifies new words with gestures or examples, and cycles through question-and-answer practice.

6. Homework Introduction and Guided Practice (8 minutes)

The teacher now introduces the new homework target. For example, moving from *play* to *go (places)*:

“Where do you go? → I go to the park.”

Students open their workbooks and complete **1–2 bottom questions per page** (typically across two pages). This ensures that homework expectations are clear and that students can demonstrate comprehension before leaving class.

During this time, the teacher circulates and checks student answers, correcting any misunderstandings.

7. Closing Game (5 minutes)

Class ends with a short, high-energy game that reinforces the new homework structure. The game should be **easy to set up, quick to play, and easy to clean up** (under five minutes). Options include:

- *Kurohige (Pop-up Pirate)*
- *Frog Balance*
- *Potato Drop*
- Any other simple classroom game

Students must use the new question and answer structure (e.g., *“Where do you go?” → “I go to the park.”*) in order to take their turn in the game. This creates a lively finish while ensuring that target language is reinforced.

Why this works

- Starts with a familiar self-reading routine.
- Builds confidence by reviewing old material before introducing new.
- Uses multiple practice modes (individual, whole-class, pair work, written, and game).
- Ends with reinforcement of the new homework target in a playful, memorable way.