

Lesson Plan – 01-15



Lesson Plan Level: English Level 1

Theme:

“Does he / she have ~.”

| | Time | Vocabulary/Grammar Point | Content |
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| Introduction | 10 mins | | <p>Teacher instructs students to do the Eigo Ganbare Phrasebot vocab warm up.</p> <p>Go to: Eigo Ganbare Classroom Portal Find: Lesson 01-15</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to students. Answer!</p> <p>Teacher: Does Justin Bieber like hip-hop? Student: (Raise their hand if yes. Next, raise their hand if no.)</p> <p>Students practice the target sentence as a class.</p> <p>Students: Does he like hip-hop? Yes, he does.</p> |
| Activity #1 | 15 mins | <p><u>Grammar point:</u> Does he / she have ~.</p> <p>A: Is he/she a boy/a girl? B: Yes, he/she is. (No, he/she isn't.) A: Does he/she have ~? B: Yes, he/she does. (No, he/she doesn't.) A: Is he/she ~? B: Yes, he/she is. (No, he/she isn't.)</p> <p><u>Vocabulary:</u> Miki, Ming, and so on</p> | <p>Students review vocabulary words and repeat after the teacher. (<i>*English words with Japanese translation are displayed onto the projector. Turn off the audio feature.</i>)</p> <p>(Left-side) Worksheet:</p> <p>Teachers demonstrate the “Guess who?” activity to students. Then, with the teacher, students practice the conversational dialog twice. After that, students choose their favorite person and mark “X” in the dotted box.</p> <p>Students in pair play the activity and guess their pair’s character.</p> |
| Activity #2 | 15 mins | <p><u>Grammar point:</u> He doesn't ~.</p> <p>A: Does he like hip-hop? B: Yes, he does. He likes hip-hop. (No, he doesn't. He doesn't like hip-hop.) A: Is he Justin Bieber? B: Yes, he is.</p> | <p>Students review vocabulary words and repeat after the teacher. (<i>*English words with Japanese translation are displayed onto the projector. Turn off the audio feature.</i>)</p> <p>(Right-side) Worksheet:</p> <p>Teachers do 3 different role-play demonstration with each other. Then, with the teacher, students</p> |

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| | | (No, he isn't.) <u>Vocabulary:</u> Ichiro Suzuki, Tiger Woods, and so on | practice the conversational dialog twice. Students pair up and decide who is A or B. Do the role-play. Switch back and forth from #1 to #4 for A, B, and C. |
| Activity #3 | 10 mins | Review all grammar points from Activity #1 & #2. And, homework! | (Back-side) Worksheet: Teachers demonstrate how the Valentine's activity is played with an "O" and "X" card. Students in six groups play and each member use the card to guess the cultural differences of Valentine's Day. |
| Conclusion Additional Homework OR Next Team-Teaching Review Activity | + 10 mins | | Teacher instructs students to do an online interactive quiz and self-study lessons at home to review what they have learned in class. OR Next team-teaching lesson, students do the quiz with a school's tablet as a quick warm-up activity. Go to: Eigo Ganbare Classroom Portal Alternatively, teacher can opt to have their students to do a more lively and challenging Kahoot quiz. Competition! |
| Materials / Preparation | Flashcards, worksheets, and digital materials Digital materials: *Eigo Ganbare Drive *Eigo Ganbare Classroom Portal *Eigo Ganbare Answer Keys/Examples | | |
| Notes | *Teacher refers to JTE or ALT. They take turns in team-teaching. Source: A blog guest on ALT Training Online - <i>Team-Teaching in English: Working for Students (December 20th, 2017)</i> http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html | | |

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