

Lesson Plan – 02-15



Lesson Plan Level:	English Level 2
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Theme:	“I think that ~.”
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	Time	Vocabulary/Grammar Point	Content
Introduction	10 mins		<p>Teacher instructs students to do the Eigo Ganbare vocab warm up.</p> <p>Go to: Eigo Ganbare Classroom Portal Find: Lesson 02-15</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Answer!</p> <p style="padding-left: 40px;">Teacher: What do you think of school lunch? Student: I think that it's delicious.</p> <p>Students practice the target sentence as a class.</p> <p style="padding-left: 40px;">Students: I think that it is delicious.</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <i>I think that ~.</i></p> <p>A: Do you like school lunch? B: Yes, I do. <i>I think that</i> it is delicious. (No, I don't. <i>I think that</i> it is not delicious.)</p> <p><u>Vocabulary:</u> useful, delicious, 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>Teacher tells students to match the pictures with the words. (<i>*With projector, show the answers.</i>)</p> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice. After that, students choose “O” for yes or “X” for no and write it in the dotted box.</p> <p>Students pair up and decide who does A or B. Do the role-play. Switch back and forth from #1 to #6.</p>
Activity #2	15 mins	<p><u>Grammar point:</u> <i>I think that ~.</i> <i>So, I hope that ~.</i></p> <p>A: Do you like school lunch? B: Yes, I do. <i>I think that</i> it is delicious. <i>So, I hope that</i> we can have it again.</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>Teacher have students practice reading the</p>

		<p><u>Vocabulary:</u> delicious, not delicious, and so on</p>	<p>questions, then tells them to write the answers. (*With projector, show the example model.)</p> <p>With the teacher, students practice reading the last sentence of each question twice.</p> <p>Students pair up and decide who does A or B. Do the role-play. Switch back and forth from #1 to #3.</p>
Activity #3	10 mins	<p>Review all grammar points from Activity #1 & #2.</p> <p>And, homework!</p>	<p>(Back-side) Worksheet:</p> <p>IT Education! Students listen to the passage and then, summarize what it is about. Teacher gives a Q & A quiz. Then, students do a debate chat activity in groups.</p>
Conclusion Additional Homework OR Next Team-Teaching Review Activity	+ 10 mins		<p>Teacher instructs students to do an online interactive quiz and self-study lessons at home to review what they have learned in class.</p> <p style="text-align: center;">OR</p> <p>Next team-teaching lesson, students do the quiz with a school's tablet as a quick warm-up activity.</p> <p>Go to: Eigo Ganbare Classroom Portal</p> <p>Alternatively, teacher can opt to have their students to do a more lively and challenging quiz. Competition!</p>
Materials / Preparation		Flashcards, worksheets, and digital materials	<p>Digital materials: *Eigo Ganbare Drive *Eigo Ganbare Classroom Portal *Eigo Ganbare Answer Keys/Examples</p>
Notes		<p>*Teacher refers to JTE or ALT. They take turns in team-teaching.</p> <p>Source: A blog guest on ALT Training Online - <i>Team-Teaching in English: Working for Students</i> (December 20th, 2017) http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</p>	

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