

Lesson Plan – 02-21



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| Lesson Plan Level: | JHS Year 2 |
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| Theme: | “B is heavier than A.” |
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| | 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 Click on: Lesson 02-21</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Answer!</p> <p>Teacher: Which is heavier, (a) or (b)? Student: (b) is heavier than (a).</p> <p>Students practice the target sentence as a class.</p> <p>Students: (b) is heavier than (a).</p> |
| Activity #1 | 15 mins | <p><u>Grammar point:</u> <i>B is heavier than A.</i></p> <p>A: Which is heavier, (a) or (b)? B: (b) is <i>heavier than</i> (a). A: I think so, too.</p> <p><u>Vocabulary:</u> easy, ugly, 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 choose the best answer and then, write “>” or “<” in the dotted box. (<i>*With projector, show the examples model.</i>)</p> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice.</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>B is heavier than A.</i></p> <p>One sunny day, a dog was walking along the river. He had a bone in his mouth. When...</p> <p><u>Vocabulary:</u> slow, better, 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>(Right-side) Worksheet:</p> |

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| | | | <p>Teacher tells students to look at the middle portion and have them practice reading out the questions. Then, students write the answers.</p> <p>Next, teacher tells the students to do writing portion at the bottom of the worksheet. Student follow the pattern as in the sentence example.</p> <p>Lastly, students do the reading section at the top of the worksheet. Put the sentences in order from 1-7.</p> <p><i>(*With projector, show the answers.)</i></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, have a discussion about the cultural events and etc.</p> |
| <p>Conclusion</p> <p>Additional Homework</p> <p>OR</p> <p>Next day warm-up activity</p> | + 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 day, 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 Kahoot quiz. Competition!</p> |
| Materials / Preparation | <p>Flashcards, worksheets, and digital materials</p> <p>Digital materials: *Eigo Ganbare Phrasebot *Eigo Ganbare Quizlet *Eigo Ganbare Answer Keys/Examples *Eigo Ganbare Classroom Portal</p> | | |
| Notes | <p>*Teacher refers to JTE or ALT. They take turns in team-teaching.</p> <p>Source: <i>A blog guest on ALT Training Online</i></p> <p>- <i>Team-Teaching in English: Working for Students (December 20th, 2017)</i></p> <p>http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</p> | | |

The Classroom Portal

