

Lesson Plan – 02-24



Lesson Plan Level:	JHS Year 2
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Theme:	“Arashi is the most popular ~ in Japan.”
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	Time	Vocabulary/Grammar Point	Content
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 02-24</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Answer!</p> <p>Teacher: Which music group is the most popular in Japan? Student: Arashi is the most popular music group in Japan.</p> <p>Students practice the target sentence as a class.</p> <p>Students: Arashi is the most popular music group in Japan.</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <i>Arashi is the most popular ~ in Japan.</i></p> <p>A: Which music group is the most popular in Japan? B: Arashi is the most popular music group in Japan.</p> <p><u>Vocabulary:</u> famous, interesting, 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 examples model.</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 three teachers for #4.</p> <p>Students pair up and decide who does A or B. Do the role-play. Switch back and forth from #1 to #4.</p>
Activity #2	15 mins	<p><u>Grammar point:</u> <i>Arashi is the most popular ~ in Japan.</i></p> <p><u>Vocabulary:</u> sport, snack, 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>

			<p>Teacher tells students to look at the middle/bottom portion and have them practice reading out the questions. Then, students write the answers.</p> <p>Next, students do the reading section at the top of the worksheet. Put the sentences in order from 1-5.</p> <p><i>(*With projector, show the example model and the answers.)</i></p>
Activity #3	10 mins	<p>Review all grammar points from Activity #1 & #2.</p> <p>And, homework!</p> <p>A: Which burger is the most delicious, the A, the B, or the C?</p> <p>B: The Mos Cheeseburger is the most delicious of the three.</p>	<p>(Back-side) Worksheet:</p> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice.</p> <p>Students do the survey with their classmates and the writing section.</p>
Conclusion Additional Homework OR Next day warm-up 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>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: A blog guest on ALT Training Online - Team-Teaching in English: Working for Students (December 20th, 2017) http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</p>		

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