

## Lesson Plan – 03-15



Lesson Plan Level:	JHS Year 3
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Theme:	<b>“Mozart was ~ who ~.”</b>
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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 03-15</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Guess!</p> <p style="padding-left: 40px;">Teacher: Who is this? What did he do? Student: He is Mozart. He played the piano.</p> <p>Students practice the target sentence as a class.</p> <p style="padding-left: 40px;">Students: Mozart was a musician who played the piano.</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <b>Mozart was ~ who ~.</b></p> <p><b>A or B:</b> Mozart was a musician <b>who</b> played the piano.</p> <p><u>Vocabulary:</u> became, wrote, 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 demonstration of the tic-tac-toe activity with each other. Then, with the teacher, students practice the target sentence twice.</p> <p>Students pair up and do the activity.</p>
Activity #2	15 mins	<p><u>Grammar point:</u> <b>The boy who ~ is ~.</b></p> <p><b>A:</b> Excuse me. The boy <b>who</b> plays soccer, who is he? <b>B:</b> That is Jun. <b>A:</b> Oh, I see. The boy <b>who</b> plays soccer is Jun. <b>B:</b> That’s right. The boy <b>who</b> plays soccer is Jun.</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 a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice.</p>

		<p><u>Phrases:</u> goes shopping, makes dinner, and so on</p>	Students interview 4-5 classmates and do the role-play.
Activity #3	10 mins	<p>Review all grammar points from Activity #1 &amp; #2.</p> <p>And, homework!</p>	<p>(Back-side) Worksheet:</p> <p>IT Cultural Learning!</p> <p>Teacher reads a story passage, then students write the answers. After that, a discussion about it.</p> <p>Students enjoy watching the AR video.</p> <p>(Front-side) Worksheet:</p> <p>Students do the writing section.</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><b>Digital materials:</b> *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><b>Source:</b> A blog guest on ALT Training Online  - Team-Teaching in English: Working for Students (December 20<sup>th</sup>, 2017)  <a href="http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html">http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</a></p>		

# The Classroom Portal

