

Lesson Goal (めあて): Students use English to differentiate between multiple characters.

SKILLS	input	output	Key Grammar: There are multiple uses for this, but generally speaking, First year: Who is that ~ ? Second year: Infinitives/Gerunds Third year: The ~ (verb)ing is ~ ./that/which/who
	READING	WRITING	
	<del>LISTENING</del>	<del>SPEAKING</del>	
warning			Materials <ul style="list-style-type: none"><li>Student worksheet, 1 per student</li><li>Picture sheet with characters</li></ul>
The method depends largely on gauging the class. If the class is loud and hard to control then I will print individual picture sheets for each group. At no point to the students stand or move around the classroom. For well-behaved classes we will incorporate classroom movement.			Optional Materials <ul style="list-style-type: none"><li>Cards of the different characters</li><li>A large print version of the worksheet</li></ul>

	Directions	ALT notes	JTE notes
Greetings 1 minute	Good morning/afternoon. How are you? What day is it? What's the date? How's the weather?		
Warming up 5-8 minutes	Rock-paper-scissors sit down game. 1. All students stand. 2. ALT asks grade level appropriate questions. 3. Students raise hands to answer. 4. Play R.P.S. if the student wins then their group can sit down, if the student loses then just the student who answered sits down.  There is no listening in today's main lesson so this is an opportunity for students to practice listening.	It helps to have the grammar they know memorized or keep a sheet of paper on hand with that info.	JTE pick the students to answer.
Introduction to lesson 2-3 minutes	TL:DR Students in groups get questions, either on cards they have to write down, or prepared on their worksheets. They have to find the answers on the picture card, then write the answers and check with a teacher before moving on to points.  1. Go over the grammar with JTE through modeling/RP 2. Write the target sentence on the chalkboard and check	Don't rush. Be simple and concise.	If the JTE wants to write Japanese have them do it after you verbally check for understanding. This way the

	<p>understanding. Run through several different subjects, verbs, and objects where applicable.</p> <p>E.g. Who is that boy? &gt; Who is that girl? &gt; Who is that girl with long hair?</p> <p>3. Hand out the worksheets. Go over the method of the activity.</p> <p>E.g. So step 1 make groups. Step 2 read question 1. Step 3 find the answer on the picture sheet. Step 4 write the answer. Step 5 check with a teacher. Final step get points.</p>		<p>students will be forced to think, and not just reading what is written.</p>
<p>Activity</p> <p>X<sup>1</sup> minutes</p>	<p>Students work in groups. For first year students I like to have the questions already on the sheet. For second and third year students I will give more freedom.</p> <ul style="list-style-type: none"> <li>Groups can draw cards with the questions or subjects on them and then from there they must write both the question and the answers on their worksheets.</li> <li>I will number the subjects in the picture and the students must decide which one to use and write about, E.g. I will have 2 number 1s, 2 number 2s, 2 number 3s, etc. and the students will have to decide between the two options each time.</li> </ul> <p>When students check their answers I like to make them read their answers aloud.</p> <p>Any point system works fine with this.</p>	<p>The ALT will be checking the answers and helping if the students get stuck.</p>	<p>The JTE can check answers, or help stuck groups, or if they have to translate into Japanese they will check Japanese.</p>
<p>Closing</p> <p>5 minutes</p>	<p>Acknowledge the winners. This depends on if this is an introductory lesson or one to practice already learned material. If it is the former then the JTE will likely wish to make the students do a summary in their notebooks. If not then use this time to ask new questions or say new sentences for them to check understanding through translation.</p>		

<sup>1</sup> X = (Time to class is over – 5 minutes for closing)