

Lesson: What are you doing? Grade: 1

Creation date:
February 17,
2020

Lesson Goal (めあて): Student's use "What are you doing?" to get information and relay the information to a 3rd party.

SKILLS	input	output	Key Grammar: What are you doing?	
	READING	WRITING	I am ~ing. _____ is ~ing.	
	LISTENING	SPEAKING	Materials	<ul style="list-style-type: none"> Worksheets, 1 per student
warning				
At this point the students should be able to ask you a question 1-on-1. If you're worried then change the worksheets to A and B roles only and the students will come talk to you in pairs, PairA and PairB. This will alleviate stress of talking to you on their own. But... at this point you should have a good feel of your students and they should be comfortable talking to you.			Optional Materials	<ul style="list-style-type: none"> Action cards Demonstration cards Dice

	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?		

Lesson: What are you doing? Grade: 1

Creation date:
February 17,
2020

<p>Warming up 2-3 minutes</p>	<p>I want to review the previous lesson's grammar: ___ is ~ing...</p> <ol style="list-style-type: none"> Hand out worksheets. Direct the attention to the warming up section. The subject and object of the sentences is written, the students can read it. They need to fill in the be verb and the ~ing verb. Draw a picture on the chalkboard. Student who understands the answer raises their hand. I reward those students with a sticker. Write the answer on the chalkboard so everyone can write as well. <p>My sentences are:</p> <ol style="list-style-type: none"> Pikachu is watching soccer. Kumamon is punching Funassi. Doraemon is closing Dokodemo Door. Jam Oji-san is washing Anpanman. Anpanman is eating Baikinman. <p>Feel free to change the verbs. If you want to change the subjects and DO then you will have to edit the worksheet.</p>	<p>Use these verbs: Play, eat, drink, read, cook, write, speak, touch</p>	<p>JTE calls on students to answer.</p>
<p>Introduction to lesson 5 minutes</p> <p>Note: This also demos the activity.</p>	<p>TL:DR Ask JTE "What are you doing?" get the answer and then write (JTE name) is ~ing... on the chalkboard.</p> <ol style="list-style-type: none"> Write "Wh_ _ _ _ _ you do _ _ _ ?" on the chalkboard. Tell the students to listen to your conversation with the JTE. Ask the JTE, "What are you doing?" JTE answers, "I am eating ramen." (does eating gesture) Write, "I am eating ramen." under the questions. Repeat the question and answer. Ask the students if they understand. Fill in the "What are you doing?" Practice and repeat with the class. Write the JTE name under the "I am eating ramen." sentence. Ask the students what be verb you use with a name. Circle the "eating ramen." from the sentence above and write it below: "JTE name is eating ramen." 	<p>All English.</p>	<p>JTE checks for understanding.</p>
<p>Introduction to Activity 3-5 minutes</p>	<p>TL:DR Explain how to do the game in as few words as possible.</p> <p>I will write verbatim approximately what I will say to introduce the activity. (I will note my actions in parentheses)</p>	<p>Write a scoreboard on the chalkboard.</p>	<p>It is important for the JTE to understand what the students need</p>

	<ol style="list-style-type: none"> 1. We are going to do an activity in groups. First, I want you to decide who is A, B, C, and D in your group. (I put up the A, B, C, and D cards on the chalkboard.) 2. Group 1 stand up. (Then I assign A-D to the 4 students. If there are only 3 students I assign one student 2 letters.) 3. Now, you can have 20 seconds, please decide who is A, who is B, who is C, and who is D. (Give 20 sec. If I'm worried they haven't done it, I will then ask A to raise their hand, then B, C, and D. To make sure they are sorted.) 4. (I will put the ABCD cards on the chalkboard.) First, A comes to me (ALT). A asks, "What are you doing?" Then A listens to the answer. A remembers the answer. A goes back to the group and tells the group. Then, the group has to write "ALT name is ~ing." on their worksheet. (will be doing gestures and also showing the students on their worksheets where to write. 5. Next, B stands up and comes to me and asks, "What are you doing?" Then C. Then D. 6. After you write ABCD go to JTE and show your answers to him/her. And each student say the answer as well. 7. Then Roll this dice for your points. <p>At this point I will stop and check they understand. JTE will assist.</p>		to check.
Activity X ¹ minutes	Set a timer for however long you want them to play. I prefer to give the JTE 10 minutes at the end of class to go over the grammar and write it down in their notebooks. If you JTE is amenable to this this structure really helps solidify the activity's content.		
Closing 10 minutes	<p>My JTE will use this time to sum up and have them write in their notebooks.</p> <p>If you are using a sticker reward system give out rewards to the winning groups.</p>		

¹ X = (Time to class is over – 10 minutes for closing)