

Teaching Plan

- 1 Date / Time Thursday, November 16 2023 / 9:45~10:35
- 2 Grade Class 7-3 (7th grade, 31 students)
- 3 Textbook NEW HORIZON English Course I,
 Unit6 Foreign Artists in Japan
- 4 Goals of this lesson
—To get to know each other better, students organize facts, their thoughts and feelings about their favorite person and talk about them using simple words, phrases and sentences, and answer questions from others.

5 Lesson Criteria

Knowledge and skills	Abilities to think, make decisions and express themselves	Independent Attitude toward Study
<Knowledge> · Students understand the form, meaning, and usage of sentences with pronouns and the interrogative word “which” and “whose”. <Skill> · Students acquire the skill to tell others about people they are interested in and to answer questions from them. This includes organizing facts, their own feelings about a person, and their understanding of sentences using simple words and phrases, including pronouns, “which”, “whose”, and other simple words and sentences containing interrogative words that they have learned so far.	Students organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences, and answer questions from others.	Students are trying to organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences, and answer questions from others.

6 Teaching Procedure of this Program (6 hours)

Period	Learning contents and Activities	Criteria	Evaluation Method
1	<p>■ Students know the goal and the lesson plan about this unit.</p> <p>-To know the goal about this unit.</p> <p>-To check expressions and devices used in elementary school to communicate and set self-objectives for the unit and measures to achieve the objectives.</p>		
2	<p>■ Students talk about their school teachers with each other, paying attention to word order.</p> <p>① To know the use of the objective case of pronouns through understanding the contents of the textbook.</p> <p>② To talk about their school teachers.</p> <p>A: This is Toyota Kanako. Do you know her?</p> <p>B: Yes, I do. She is our English teacher.</p> <p>A: That's right. She plays basketball. She likes Matsumoto Jun.</p> <p>B: I see. When is her birthday?</p> <p>A: It's November 24th.</p> <p>B: I see.</p>		
3	<p>■ Students talk about their favorite foods, asking questions related to the other person's answers.</p> <p>① To talk about their favorite foods.</p> <p>② To know how to use questions using "Which ..., A or B?" through understanding the contents of the textbook.</p> <p>③ To talk about ① again.</p> <p>A: Which do you like, okonomiyaki or takoyaki?</p> <p>B: I like takoyaki.</p> <p>A: Nice. Why do you like takoyaki?</p> <p>B: I like the sauce. It's delicious.</p> <p>A: I see.</p> <p>B: How about you? Which do you like, okonomiyaki or takoyaki?</p> <p>A: I like okonomiyaki, especially Fuchu yaki.</p> <p>B: That's nice. Why do you like Fuchu yaki?</p> <p>A: It's crispy.</p> <p>B: I see.</p>		

4	<p>■ Students talk about their belongings, asking relevant questions, and adding information.</p> <p>① To talk about whose belongings they are.</p> <p>② To know how to use interrogative sentences using "Whose ... is this?" through understanding the contents of the textbook.</p> <p>③ To talk about ① again.</p> <p>A: Whose pocket is this? B: It's Doraemon's. He has many good items. A: I see. Do you want his pocket? B: Yes! I want to use "dokodemo door." How about you? A: Me, too. I want it.</p>		
5	<p>■ Students organize their thoughts and feelings about their favorite person, and talk about them.</p> <p>① To organize their facts, thoughts and feelings about their favorite person onto notes.</p> <p>② To talk about their favorite person.</p> <p>③ To think about ways to talk continuously using various techniques, such as answering questions from others or asking relevant questions.</p> <p>④ Based on ③, talk about ① again.</p> <p>A: This is Togashi Yuki. Do you know him? B: Yes, I do. He is a basketball player. A: That's right. He is a basketball player. He is 167 cm tall. His birthday is July 30th. He is good at 3 point shooting. And he is a captain of the national team. Do you like him? B: No, I don't. I like Hiejima Makoto. A: Really? When is his birthday? B: Well... I don't know. A: OK.</p>		
6 (Today)	<p>■ To get to know each other better, students organize facts about their favorite person, their thoughts and feelings, and talk about them using simple words and sentences, and answer questions from others.</p> <p>① Based on what they have learned so far, students talk about their favorite person.</p> <p>② Reflect on the status of achievement of self-objectives and clarify the next tasks.</p>	A, I	Observation Video Evaluation card
In later class	Performance Test	K, A, I	Rubric

Evaluation: K=Knowledge and skills A=Abilities to think, make decisions and express themselves I=Independent Attitude toward Study

7 Content of the Lesson

(1) Today's goal

- To get to know each other better, organize facts about their favorite person, their thoughts and feelings, and talk about them using simple words and sentences, and answer questions from others.

(2) Today's criteria

Standpoint	Criteria
Abilities to think, make decisions and express themselves	Students organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences, and answer questions from others.
Independent Attitude toward Study	Students are trying to organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences, and answer questions from others.

(3) Today's Lesson Outline

Procedure	Points that Require Special Attention	Evaluation (Ways)
1 Greetings 2 Show Today's Goal		
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> To talk about your favorite person continuously using various techniques. </div>		
3 To check the methods that students can talk continuously. ① Think about content and order that the listener is easy to understand. ② Add one sentence to your answer.	<input type="radio"/> Tell the students that this is the end of the unit and give them an image of how the goals of the unit can be achieved.	

<p>③ Ask relevant questions to your partner's answers.</p> <p>4 Pair Talk</p> <p>A: This is Togashi Yuki. Do you know him?</p> <p>B: Yes, I do. He is a basketball player.</p> <p>A: That's right. He is a basketball player. He is 167 cm tall. His birthday is July 30th. He is good at 3 point shooting. And he is the captain of the national team. Do you like him?</p> <p>B: No, I don't. I like Hiejima Makoto.</p> <p>A: Really? Why do you like Hiejima?</p> <p>B: Well... His step is very cool.</p> <p>A: I see. He is a good player, too.</p> <p>5 Representative Presentations and Feedback</p> <ul style="list-style-type: none"> - Nominate pairs who have useful expressions and answers and present them. - Share the good points of the pairs who presented. - Check the expressions that you wanted to say but could not, and think about them as a whole. <p>6 Pair Talk</p> <ul style="list-style-type: none"> - Change pairs and record the video. Examples of student interactions (b evaluation) <p>A: This is Togashi Yuki. Do you know him?</p> <p>B: Yes, I do. He is a basketball player.</p> <p>A: That's right. He is a basketball player. And he is a captain of the national team. He is 167 cm tall. He is small but he is good at 3 point shooting. His birthday is July 30th. I want to be like him. Do you</p>	<p>○ Tell students who have difficulty with talking to use the notes on the Jam board to interact.</p> <p>○ ALTs will also be involved in the activity to pair up with students.</p> <p>○ In order to make the students understand that the expressions they want to say can be supplemented by what they have already learned, refer to the contents of the textbook and confirm what they have already learned.</p>	<ul style="list-style-type: none"> - Students organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences,
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<p>like him? B: No, I don't. I like Hiejima Makoto. A: Really? Why do you like Hiejima? B: Well... His step is very cool. Do you know "Hiejima step"? A: Yes, I do. He is a good player, too. ※ Continue and develop the conversation in response to the other person's speech.</p>		<p>and answer questions from others. (Observation, video, their evaluation) - Students are trying to organize facts, their thoughts and feelings about their favorite person and talk about him/her using simple words and sentences, and answer questions from others. (Observation, video, their evaluation)</p>
<p>7 Evaluation - Watch the video to see how it differs from the performance of Unit2</p>		<p>- Clarify the perspective of reflection.</p>
<p>Examples of student evaluation Today I could achieve Today's Goal. After listening to Ms. ○○, I thought I must change the order in which I spoke, so I did. The next person, Mr. △△, told me that my speech was easy to understand, so I thought the order in which I delivered my speech was important.</p>		

Evaluation of this unit

Compared to the first semester, I could answer the questions in sentences rather than words. I think this is because we have had so many exchanges. I had a lot to talk about because he was my favorite person, but I realized that I had to think carefully about the order in which I should communicate to get my message understood. Sometimes I still can't think of relevant questions, so I would like to review questions with interrogatives again.