

## Teaching Plan

- 1 Date / Time            Friday, October 24    2025 / 9 : 45 ~ 10 : 35
- 2 Grade Class            I -A (1st grade, 39 students)
- 3 Textbook                NEW HORIZON English Course I,  
                                  Unit 6 A *Rakugo* Performer from the U.K.
- 4 Goals of this Lesson  
    -To get to know each other better, students can spontaneously talk about their favorite person, such as facts, their own thoughts, and feelings.

### 5 Lesson Criteria

Knowledge and skills	Abilities to think, make decisions and express themselves	Independent attitude toward study
<Knowledge> · Students understand the structure of sentences using pronouns (objective case, possessive case) and interrogatives such as <i>whose</i> and <i>which</i> . <Skills> · Students acquire the skill to talk about their favorite person using simple words and sentences with pronouns (objective case, possessive case) and interrogatives such as <i>whose</i> and <i>which</i> .	To get to know each other better, students talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using simple words and sentences.	To get to know each other better, students are trying to talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using simple words and sentences.

### 6 Teaching Procedure of this Lesson (6 hours)

Period	Learning Contents and Activities	Criteria	Evaluation Method
I	■ Know the objectives of the lesson and have a prospect for learning. ① Talk in pairs about their favorite subject. ② Through the interaction between the ALT and the JTE, confirm how to keep a conversation going by using backchannel responses and asking for confirmation.		

	<p>③Based on the points in ②, once again talk about their favorite subject. (Video recording)</p> <p>A : <u>I like science.</u> <u>It's interesting.</u> Do you like science?</p> <p>B : No, I don't. I like English.</p> <p>A : <u>Oh, really?</u> I like English, too.</p> <p>B : Why do you like it?</p> <p>A : <u>It's very interesting.</u> I study it every day.</p> <p>B : Oh, I see. I listen to English songs every day.</p> <p>A : <u>English songs?</u> <u>That's great.</u></p>		
2	<p>■Talk about their favorite athlete, such as facts, their own thoughts, and feelings.</p> <p>①Talk in pairs about their favorite athlete.</p> <p>② Through understanding the content of the textbook, notice and understand how to use pronouns (objective case, possessive case).</p> <p>③Through the interaction between the ALT and the JTE, notice the importance of including facts and their own thoughts to get to know each other better, and make improvements.</p> <p>④Based on the points in ③, once again talk in pairs about their favorite athlete.</p> <p>A : <u>I like Rui Hachimura.</u> <u>He is cool.</u> Do you know him?</p> <p>B : No, I don't. Who is he?</p> <p>A : He is a basketball player.</p> <p>B : Oh, I see. Is he a good player?</p> <p>A : Yes. <u>He plays in America.</u> <u>I want to watch his games.</u></p> <p>B : Oh, really?</p>		
3	<p>■Talk in pairs about belongings by asking and answering questions.</p> <p>①After looking at photos or real objects and having conversation between the teacher and the students about belongings, talk in pairs.</p> <p>② Through understanding the content of the textbook, notice and understand how to use the question word (<i>whose</i>).</p> <p>③Confirm the importance of asking and answering questions to continue and develop the</p>		

	<p>conversation.</p> <p>④Based on the points in ③, once again talk in pairs about belongings.</p> <p>A : <u>Whose baseball is this?</u></p> <p>B : It's mine.</p> <p>A : <u>Do you play baseball?</u></p> <p>B : Yes, I do. I play it every day at school. I like it very much. Do you like baseball?</p> <p>A : <u>Yes, but I don't play it. Who is your favorite baseball player?</u></p> <p>B : I like Ohtani Shohei. He is cool.</p>		
4	<p>■Talk in pairs about their favorite season by asking questions and adding information in response to the partner's questions.</p> <p>①Listen to the interaction between the ALT and the JTE about their favorite season, and then talk in pairs.</p> <p>② Through understanding the content of the textbook, notice and understand how to use the question word (<i>which</i>).</p> <p>③Through the interaction between the ALT and the JTE, notice and confirm the importance of adding information in response to the partner's questions to develop the conversation.</p> <p>④Based on the points in ③, once again talk in pairs about their favorite season.</p> <p>A : <u>Which do you like, summer or winter?</u></p> <p>B : I like winter. I am good at snowboarding.</p> <p>A : Oh, I see.</p> <p>B : How about you?</p> <p>A : <u>I like summer. We have summer vacation. And we can swim in the sea.</u></p> <p>B : That's good. Where do you swim?</p> <p>A : <u>I go to Matoba beach. It's very beautiful.</u></p>		
5	<p>■Talk in pairs about their favorite singer while asking related questions.</p> <p>①Listen to the interaction between the teacher and the students about their favorite singer, and then talk in pairs.</p> <p>②Take up a model pair, and through whole-class interaction, notice and confirm the importance of</p>		

	<p>asking related questions to continue and develop the conversation.</p> <p>③Based on the points in ②, once again talk in pairs about their favorite singer.</p> <p>A : I like Yoasobi. They are very popular singers. Do you know them?</p> <p>B : Yes, I do. I like them, too.</p> <p>A : Oh, really? <u>What song do you like?</u></p> <p>B : I like many of their songs. I sing them at karaoke.</p> <p>A : That’s nice. <u>Who is your favorite singer?</u></p> <p>B : I like Ado.</p> <p>A : Me, too. I like listening to her songs. <u>Do you like listening to her songs?</u></p> <p>B : Yes. I listen to them every day.</p>		
<p>6 (Today)</p>	<p>■To get to know each other better, talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings.</p> <p>①Listen to the interaction between the ALT and the JTE about their favorite person, and then talk in pairs.</p> <p>②By listening to a model pair or the interaction between the ALT and JTE, confirm what is necessary to continue and develop the conversation.</p> <p>③Based on the points in ②, once again talk in pairs. (Video recording)</p> <p>④Reflect on the learning of the lesson.</p> <p>A : <u>I like Ren Meguro. He is good at singing.</u> Do you know him?</p> <p>B : Yes, I do. He is very cool.</p> <p>A : He is a member of Snow Man. <u>Do you know Snow Man?</u></p> <p>B : Yes, I do. I watch them on TV. How about you?</p> <p>A : I watch them on TV, too. <u>They are interesting.</u></p> <p>B : I think so, too. <u>Which Snow Man song is your favorite?</u></p> <p>A : I like “Brother Beat” .</p>	<p>K,A,I</p>	<p>Observation, Video Recording, and Reflection Sheet</p>

	B : I like that song, too. A : Oh, I see. <u>I like listening to their songs.</u> <u>Do you like listening to their songs?</u> B : Yes, I do. A : <u>Why don't we listen to them together?</u> B : Sounds great.		
In later class	Performance Test	K,A,I	Observation, Video Recording, and Reflection Sheet

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, students can talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings.

### (2) Today's criteria

Standpoint	Criteria
Knowledge and skills	<Knowledge> · Students understand the structure of sentences using pronouns (objective case, possessive case) and interrogatives such as <i>whose</i> and <i>which</i> . <Skills> · Students acquire the skill to talk about their favorite person using simple words and sentences with pronouns (objective case, possessive case) and interrogatives such as <i>whose</i> and <i>which</i> .
Abilities to think, make decisions and express themselves	To get to know each other better, students talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using simple words and sentences.
Independent attitude toward study	To get to know each other better, students are trying to talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using simple words and sentences.

(3) Today's Lesson Outline

Procedure	Points that Require Special Attention	Evaluation (Ways)
<p>1 Greetings 2 Teacher Talk  3 Confirm today's objective</p>	<p>◆ Listen to the interaction between the JTE and the ALTs. After that, the JTE and the ALTs interact with the students and connect this to the language activities of the lesson.</p>	
<p>To get to know each other better, students can talk spontaneously about their favorite person, such as facts, their own ideas, and feelings.</p>		
<p>4 Talk in pairs [ 1st time]</p>	<ul style="list-style-type: none"> <li>○ Talk about their favorite person.</li> <li>◆ For students who find the interaction difficult, the JTE and the ALTs support them by showing previously learned material or by using an expression sheet.</li> <li>○ After the interaction, students share what they wanted to say (facts, their own thoughts, or feelings).</li> <li>○ Choose a pair who, while asking related questions, added information to develop the conversation, and share with the whole class.</li> <li>◆ Confirm that interrogatives can be used to help ask related questions.</li> <li>◆ In order for students to express what they wanted to say, the JTE and the ALTs support them by using the expression sheet or providing assistance.</li> </ul>	

<p>5 Talk in pairs [2nd time]</p> <p>6 Listen to the demonstration by the JTE and the ALTs</p>	<p>○ Based on point 4, talk about their favorite person with a different partner.</p> <p>○ Listen to two conversations (JTE &amp; ALT, ALT &amp; ALT), compare them, and think about and confirm which conversation helps them get to know each other better.</p> <ul style="list-style-type: none"> <li>• Asking related questions.</li> <li>• Adding information when responding to the partner's questions.</li> <li>• Expanding the topic. (In terms of both content and language)</li> </ul>	
<p>7 Talk in pairs [3rd time]</p>	<p>○ Based on what has been learned so far, talk about their favorite person with a different partner, and record a video.</p>	<p>◎ Students understand the structure of sentences using pronouns (objective case, possessive case) and interrogatives such as <i>whose</i> and <i>which</i>.</p> <p>◎ Students acquire the skill to talk about their favorite person using simple words and sentences with pronouns (objective case, possessive case) and</p>

		<p>interrogatives such as <i>whose</i> and <i>which</i>.</p> <p>【 Knowledge and skills】 (Observation / Video)</p> <p>◎ To get to know each other better, students talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using simple words and sentences.</p> <p>【 Abilities to think, make decisions and express themselves】 (Observation / Video)</p> <p>◎ To get to know each other better, students are trying to talk spontaneously about their favorite person, such as facts, their own thoughts, and feelings, using</p>
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		simple words and sentences. 【 Independent attitude toward study】 (Observation / Video / Reflection Sheet)
8 Fill in the Reflection Sheet	<input type="radio"/> Based on today's objective, watch the video recorded in the first lesson and reflect on the points that have been achieved and the points that need improvement.	
<p>Examples of student evaluation</p> <p>“I was able to achieve today's objective. I realized that depending on how I ask questions, the conversation can continue, and I can get to know the other person better.”</p> <p>“I found that asking ‘Who is your favorite singer?’ makes the conversation expand more than asking ‘Do you like ~ ?’.”</p>		
<p>Evaluation of this lesson</p> <p>“Compared with the video we recorded before, at first I just tried to keep the conversation going, but by adding something about myself to the questions and by asking questions using what, who, which, etc. I was able to expand the conversation and get to know my friend's information better.”</p> <p>“Since I practiced a lot, even when I was at a loss, I was able to ask back without panicking and gained confidence. Sometimes I cannot ask questions that help expand the conversation to draw out my partner's information, so I want to review the interrogatives we learned more thoroughly.”</p>		
9 Greetings		