

<b>Date</b>	2/9/2016	<b>Unit</b>	Lesson 2
<b>Unit Objectives</b>	Students will be able to buy appropriate items in flea market by asking <ul style="list-style-type: none"> <li>• <u>questions to identify objects using demonstrative pronouns</u> → Today's objective!</li> <li>• how much items cost</li> </ul> Students have to ask questions politely (since they are dealing with a stranger) adding "Excuse me." and "Please." Students receive a product with both hands when a shop keeper gives it.		
<b>Grammar Objectives</b>	Numbers from 100-100,00. How much is this? Demonstrative pronouns		
<b>What students learned in previous class</b>	Lesson 2 vocabulary, numbers 100-100,000, "how much is the item?" are introduced in the previous class. 46 hiragana letters and their combinations are introduced.		

Time	Lesson Resources/Technology Integration	Class Content	Cultural Reference
10:00		Greetings. Collect homework.	Check if students are turning homework using both hands.
10:02	PPT Picture Cards	Review by asking class and calling on individual students <ul style="list-style-type: none"> <li>• Numbers from 100-10,000</li> <li>• " How much is the bicycle? " "It is 35,000 yen."</li> </ul>	
10:05		Pre-Introduction Lesson 2 Grammar 1 by reviewing Lesson 1 Grammar 1-2 by asking class to translate E into J and calling on individual students <ul style="list-style-type: none"> <li>• My major is Japanese.</li> <li>• Is your major Japanese?</li> <li>• What is your major?</li> </ul>	Check if students are repeating a subject when they know what it is.
10:08	Realia PPT Picture Cards	Introduction Lesson 2 Grammar 1 <i>kore</i> (refers to something that is close to a speaker) <i>sore</i> (refers to something that is close the person the speaker is talking to) <i>are</i> (refers to something that is far away from both the speaker and the person he/she is talking to)  Holding a textbook, I say "This is a book." Ask students to hold the book. And I say "That (one) is a book." Then, looking at a book on the table that is located far away from both	Emphasize that <i>sore</i> does not function as same as "that one" in English by showing PPT slides.

		students and instructor, I say “That one over there is a book.” Ask students “Is this a book?” And check if students answer correctly using “That (one) is a book,” not “This is a book.” Then ask students “What is this?” And check if they say “That is a book,” not this is a book. Repeat the same Q and A with a school telephone, instructor’s cell phone and a phone on a picture card.	
10:15	PPT	Review new vocabulary using the Lesson 1 grammar. Students need to read hiragana (a review practice – preparing for hiragana recognition quiz tomorrow) to answer the questions. Pointing at a picture on a PPT slide, ask students “What is this?” And check if they answer correctly. Instructor moves closer to students and lets them know a picture in PPT slide is now “that one over there.”	Emphasize that <i>sore</i> does not function as same as “that one” in English by showing PPT slides.
10:20	PPT Small picture cards	Group practice(Group of three) with picture cards. Before they start, instructor shows them how to practice using PPT. The person who is holding a card will ask “What is this?” His/her partner will answer “That (one) is <u>the name of the item.</u> ”	Emphasize that <i>sore</i> does not function as same as “that one” in English by showing PPT slides. When instructor collects envelopes in which the small picture cards are placed, check if students use both hands to hold the envelop.
10:35	PPT Textbook	Pair practice: TX p. 72 B “What is that one over there?”	
10:40	PPT Textbook	Class Answer checking: TX p. 72 B “What is that one over there?”	
10:45	A picture card “bicycle” White Board	Showing a picture card of a bicycle, instructor asks students “What is this?” Students answer orally and then write the answer in hiragana. Ask a student who finishes first to write the sentence on the board.	
10:49	Biweekly Schedule	Tell students HW (WB p. 21) and Vocab Quiz#3 tomorrow.	

Homework	Students review what they learned in class by doing their homework for formative assessment: HW Pass/NP If students make more than two mistakes, students have to correct their mistakes and submit the homework again until they get “Pass.” Review hiragana for hiragana quiz #3 tomorrow ⇒ Summative assessment: Hiragana Quiz #3 for recognition of hiragana Students can use textbook website ( <a href="http://genki.japantimes.co.jp/self_en">http://genki.japantimes.co.jp/self_en</a> ) to practice with hiragana.
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