<table>
<thead>
<tr>
<th>Date</th>
<th>2/9/2016</th>
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<tbody>
<tr>
<td>Unit</td>
<td>Lesson 2</td>
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| **Unit Objectives** | Students will be able to buy appropriate items in flea market by asking  
  • questions to identify objects using demonstrative pronouns Today’s objective!  
  • how much items cost  
  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. |
| **Grammar Objectives** | Numbers from 100-100,00.  
  How much is this?  
  Demonstrative pronouns |
| **What students learned in previous class** | 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. |

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<tr>
<th>Time</th>
<th>Lesson Resources/Technology Integration</th>
<th>Class Content</th>
<th>Cultural Reference</th>
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| 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  
  • Numbers from 100-10,000  
  • “How much is the bicycle? “It is 35,000 yen.” | |
| 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  
  • My major is Japanese.  
  • Is your major Japanese?  
  • What is your major? | | Check if students are repeating a subject when they know what it is. |
| 10:08 | Realia  
  PPT  
  Picture Cards | Introduction Lesson 2 Grammar 1  
  *kore*(refers to something that is close to a speaker)  
  *sore*(refers to something that is close the person the speaker is talking to)  
  *are*(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 sore does not function as same as “that one” in English by showing PPT slides. |
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<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>10:15</td>
<td>PPT</td>
<td>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 sore does not function as same as “that one” in English by showing PPT slides.</td>
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<tr>
<td>10:20</td>
<td>PPT</td>
<td>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 the name of the item.” Emphasize that sore does not function as same as “that one” in English by showing PPT slides. When instructor collects envelops in which the small picture cards are placed, check if students use both hands to hold the envelop.</td>
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<tr>
<td>10:35</td>
<td>PPT</td>
<td>Textbook Pair practice: TX p. 72 B “What is that one over there?”</td>
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<tr>
<td>10:40</td>
<td>PPT</td>
<td>Textbook Class Answer checking: TX p. 72 B “What is that one over there?”</td>
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<td>10:45</td>
<td>A picture card “bicycle” White Board</td>
<td>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.</td>
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<tr>
<td>10:49</td>
<td>Biweekly Schedule</td>
<td>Tell students HW (WB p. 21) and Vocab Quiz #3 tomorrow.</td>
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**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 (http://genki.japantimes.co.jp/self_en) to practice with hiragana.