

## Sample Lesson Plans

Reading**Background:**

Students can read and recognize the letters (Hiragana and Katakana) but are not able to read smoothly. It takes so much time to read because the students go back to find the meanings of vocabulary words in textbooks.

**Outcome/Rational:**

The students can get the images of what they are going to learn and some new information about the topics. Plus, they will be able to develop reading skills such as reading speed, vocabulary, grammar and how to use words. These skills are very basic step to learn language, so the teacher has to make the basement stronger and support their learning process. If students can get enough skills to read, they will have easier development in other activities.

**Teaching Plan:**

I would like to use understandable easy passages which are about routine actions, for example

ーわたしは、まいにちあさ7じにおきます。そしてあさごはんを7じはんごろたべます。すこしテレビをみます。そして8じにだいがくにいきます。げつようびとすいようびの9じからけいざいがくのじゅぎょうがあります。ひるごはんはカフェテリアでたべます。ごごはまいにちちゅうごくごのじゅぎょうがあります。うちにたいてい7じごろかえります。それからゆうしょくをたべて、テレビをみます。10じごろおふろにはいります。たいてい12じごろにねます。

In this reading session, my main focus will be “Learning to Reading” because the students are not ready to learn the contents by readings in Japanese yet. I will make study guides to support readings such as vocabulary lists and important grammar points.

For example:

**Vocabulary**

- ・まいにち – everyday
- ・あさごはん – breakfast
- ・けいざいがく – economics
- ・カフェテリア – cafeteria
- ・おきる – to wake up
- ・かえります – to go home

## Particles

- に – time, destination
- で – place of action and event

The students have to be prepared (be familiar with) new vocabularies before the reading session. In reading session, I will point out each student and let them read out every period. After they finish readings, I will ask them to confirm that how much they could understand the meanings of the contents and uses of the words.

I think most students cannot understand contents really well only by readings, and this is just an input session or transition to other parts such as writing, listening, speaking, grammar, and vocabulary.

## Writing

### **Background:**

Students can recognize Japanese letters, but they take time to write. In writing session, students can put out what they learned in reading session and will be able to write smoothly and speedy.

### **Outcome/Rational:**

They can shape the image from readings in this part, and they can try writing skills in this activity. Some students are still not familiar with Hiragana and Katakana, so they can make sure the letters by wiring sentences. From this activity, students will be able to express their feelings or actions in own sentences.

### **Teaching Plan:**

To start writing session, I want the students to practice their basic writing skills to review the previous reading session, so I will have translation session (ENG to JPN)

For example:

- I wake up at 9a.m.→ (わたしはあさ 9 じにおきます)
- I eat lunch at home→ (わたしはひるごはんはいえでたべます)
- I take a bath around 9p.m.→ (わたしは 9 じごろおふろにはいります)

Next, I want the students to write similar sentences in reading part which is about routine action (imitation writing in own action) . Or I will make questions about the actions, for example

Answer the questions in Japanese.

1. What time do you wake up?
2. Where do you eat lunch?
3. What time do you go home?.....

After students get their own answers, I will make pair and let them ask to the partner about the actions. One student has to read own sentences, and another student has to write it down from dictation.

## Aural Understanding

### **Background:**

I think this part and speaking part are the hardest parts to develop the skills because most students do not or cannot practice outside of the class. However, they have to get used to listen to Japanese.

### **Outcome/Rational:**

If I use similar kind of materials from readings, students are already familiar with the vocabulary words and grammar structure, so they can input the information, and same time, they can output and challenge their knowledge. From this activity, students will be able to improve their listening skills such as dictation, judging the words to use in certain situations and distinguishing the differences of intonations and phonemes between English and Japanese.

### **Teaching Plan:**

I will use same kind of sentence from reading for listening part, but I will change some parts such as time, places and objects. For example,

ーわたしは、まいにちあさ7じにおきます。そしてあさごはんを7じはんごろたべます。すこしテレビをみます。そして8じにだいがくにいきます。げつようびとすいようびの9じからけいざいがくのじゅぎょうがあります。ひるごはんはカフェテリアでたべます。ごごはまいにちちゅうごくごのじゅぎょうがあります。うちにたいてい7じごろかえります。それからゆうしょくをたべて、テレビをみます。10じごろおふろにはいります。たいてい12じごろにねます。

This is original sentences from reading.

ーわたしは、まいにちあさ9じにおきます。あさごはんはたべません。いつもテレビをみます。そして12じにだいがくにいきます。かようびからきんようびの12じはんからけいざいがくのじゅぎょうがあります。ひるごはんはきょうしつでたべます。まいにち3じからイタリアごのじゅぎょうがあります。うちにたいてい7じごろかえります。それからそとでともだちとゆうしょくをたべて、カラオケにいきます。12じごろシャワーをあびます。たいてい2じごろにねます。

These underlined italic words are changed.

Students have to find the differences between previous passage for reading and listening, and write it down. Or, I will make “fill in the blank” instead of finding differences.

For example:

—わたしは、まいにちあさ( )おきます。( )。( )テレビをみます。  
そして( )にだいがくにいきます。( )から( )の( )から( )のじ  
ゆうぎょうがあります。

## Speaking / Pronunciation

### **Background:**

Same as aural understanding, this is one of the hardest parts for students to develop, but also these are the most important parts because we cannot verbally communicate with other people without speaking and listening.

### **Outcome/Rational:**

Students will be able to learn how to make sentences and practice how to pronounce Japanese words. By memorizing the sentences, they can get the skills to find out the grammar structures to use in appropriate situations. From this activity, students will not hesitate to speak out even if they do not have enough confidence, and also this activity will make the students more confident.

### **Teaching Plan:**

Since speaking is an interactive way of communication, I would like to let them have conversation practice with dialogue.

Example:

Talking with friends at a café

A: このコーヒーはとてもおいしいですね。ところでいまからなにをしますか？

B: そうですね、きょうはひまなのでショッピングをしませんか？

A: いいですね！ なにかかいたいものはありますか？

わたしはぶんぼうぐをかいたいです。

B: わたしはふくががいたいです。では、アラモアナショッピングセンターにい  
きましょう。そこでばんごはんもたべましょう。

A: ああ、ばんごはんはちょっと。りょうしんとたべるやくそくをしましたので。

B: そうですか、わかりました。では、いきましょう。

After the practice, I will do role playing session. They can create the roles, but the scenario has to relate to “daily life.” Or I can give them the scenarios with roles, for example, husband and wife’s conversation during dinner time like “what did you do today?” Before the presentations, I will check and correct the sentences in the scripts. Students have to memorize the scripts.

## Vocabulary

### **Background:**

Vocabulary is “Necessary” to understand whole activity, especially for reading.

### **Outcome/Rational:**

Students will be able to know what they know or don't know in detail, and they can output their knowledge. Since vocabulary is main basement, they will be able to build up “Language” in their brain. This is daily routine activity, so they may think in Japanese when they have some kinds of action.

### **Teaching Plan:**

#### Translation practice **English to Japanese**

- verb - to eat \_\_\_\_\_ to watch \_\_\_\_\_ to take a bath \_\_\_\_\_
- noun- class \_\_\_\_\_ university \_\_\_\_\_ cafeteria \_\_\_\_\_

#### Translation practice **Japanese to English**

- verb - おきます \_\_\_\_\_ いきます \_\_\_\_\_ かえります \_\_\_\_\_
- noun - あさごはん \_\_\_\_\_ テレビ \_\_\_\_\_ まいにち \_\_\_\_\_

#### Connect the words have same meanings

		よみがな
• Sunday	• 火曜日	(            )
• Monday	• 土曜日	(            )
• Tuesday	• 水曜日	(            )
• Wednesday	• 月曜日	(            )
• Thursday	• 木曜日	(            )
• Friday	• 日曜日	(            )
• Saturday	• 金曜日	(            )

Put the six adverbs in order in Japanese. (always, usually, often, sometimes, not very often, not at all)

(            )→(            )→(            )→(            )→(            )→(            )

## Grammar

### **Background:**

Grammar structures between English and Japanese are different. In this activity, I would like to work on practicing uses of particles because it is the hardest part in grammar to distinguish small differences between each particle for beginning learners. Therefore students have to understand the meanings of each particle and how the particle forms in a sentence.

### **Outcome/Rational:**

Students will be able to get the ideas about uses of particles. So, they can use in conversation and writings with appropriate particles.

### **Teaching Plan**

I will make an example sentences with different particles, for example

わたしはえいがをみます。かようびはとしょかんに行きます。すいようびの  
ぜん11じにクラスに行きます。7じにうちにかえります。

Then, I will give them this questions.

- Put appropriate particle (は、が、の、に、を、で) in the blanks. If nothing is needed, put x in the blank.

テレビ( )みます。

きんようび( )としょかん( )行きます。

まいにち( )シャワー( )あびます。

ごごいちじ( )クラス( )行きます。

どようび( )はちじ( )えいが( )いきました。

うち( )にほん( )えいが( )あります。

ごじ( )うち( )かえりました。

## Sociolinguistics

### **Background:**

Of course, Japan and America has different culture and it is reflected in language. Therefore I want to inform the differences in languages

### **Teaching Plan: Informing**

In Japanese, we have different politeness in many different situations.

For example, we have many different ways to say “Good morning.”

To elders and higher ranking people in business- おはようございます。

In Casual situation or lower ranking people in business- おはよう。

To close friends- おっす