Lesson 2 Teaching Procedure

My School Days

[Allotment]

- 1st period:
  - Introduction of the material
  - Using the supplementary handout, the teacher explains idioms, phrases and structures covered in the text, and does a pronunciation check of the example sentences.
  - Have students become accustomed to the usage of the expressions in the handout.
  - Students' silent reading of the text
  - Reading of the text and pronunciation check
  - Have students guess the content with the teacher's assistance.
  - Explanation of the content by the teacher
  - Chorus-reading of the text

〈1st period〉

I. Introduction of the material 〔教科書本文の内容紹介〕

Do you read comic books?  What are your favorite comics?  (Ask and write their answers on the blackboard so everyone can see.) I like "ONE PIECE." Why?  Because they work together for their dreams, helping each other. (Write on the board "each other = お互い")

For them, friendship is very important. (Write on the board "friendship" and have students check the word in the dictionary.) Check the word "friendship" using your dictionary.  (Give time.) I like "ONE PIECE" because it is about friendship.

This lesson is about Tezuka Osamu."  Do you know him?  What cartoons did he draw?  (Ask.) You can say them in Japanese.  Good. "Tetsuwan Atomu" and "Black Jack" and many more.  This is a story about Tezuka Osamu when he was a child.

II. The teacher explains the expressions covered in the text.  (using a supplementary handout)

Take out your supplementary handout.  (Give instructions using gestures.) I'm going to read the example sentences aloud.  Everybody repeat after me. (The teacher model-reads the example sentences and has students repeat several times, checking the pronunciation of the new words in the sentences.)

(supplementary handout を使って、本文中の重要表現を示し、例文をコーラスリーディングで音読する。発音指導も行う。)

Turn to the expression "make fun of somebody."  (Read the example sentence aloud and have students follow you.)

The next expression "be called ～."  (Same as above)

Next. "through ～."  (Same)

Next. "become friends with somebody."  (Same)

The last expression in the supplementary handout "keep on ～ ing."  (After the chorus-reading, have students make one sentence using this expression.)  (作文+インタラクション) Now, make one sentence using this expression.  (Give time and then find volunteers to write their sentences on the blackboard.  If you think it possible, try to have a little interaction with the student who wrote it.  Don't forget to give them words of encouragement after that.) Good.  Good job!

III. Students' silent reading of the text 〔ここで初めて生徒は本文を読んでくる。本文の予習は禁止している。〕

(Give students 3 minutes to read and understand the passage.  Students are allowed to refer to the supplementary handout.)

(黙読の時間を3分与える。supplementary handout は見てもよいが、辞書は使わせない。)

You have 3 minutes.  Read the passage silently.  You can refer to the supplementary handout.

IV. Reading of the text and pronunciation check 〔本文の音読と発音指導〕

(Have students chorus-read the passage after the teacher, occasionally stopping for a pronunciation check.)

Now, I'll read and you repeat after me.

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V. Have students guess the content with the teacher's assistance.

Explanation of the content by the teacher
(The teacher helps students better understand the content by rephrasing the sentence, giving specific examples, or asking answer-inducing questions.)

First, take out your supplementary handout. (Wait until all the students have it on the desk.) In the textbook, you can find the expressions we previously checked in the supplementary handout. Underline these expressions in the textbook with a highlighter.

Give these instructions in Japanese! Give 3 minutes for this.

Now, let's read the story. (From here on, go on as you slowly read the text passage aloud, occasionally stopping for Q&A and a little interaction.) I was short and weak in school. My classmates often made fun of me. I was called "Tezuka Nakimushi." The word "short" is the opposite of "tall." (Write on the board "short ↔ tall," or draw a picture of a tall person and a short person on the blackboard.) "Weak" is the opposite of what? "Warm" is the opposite of "cold." (Ask.) Good. The answer is "strong." Comics were my only comfort. Let's check the word "comfort" in the dictionary. (Give time.) He was happy when he was reading comics. Mother bought me comic books every month. So I drew cartoons as well. "As well" means "also." "I drew cartoons as well" is the same as "I also drew cartoons." Does anybody in this class draw cartoons? (Ask.) Nobody? You like reading comics but you don't draw cartoons.

Through my cartoons, I became friends with Akashi. He was the toughest guy in our school. "The toughest guy" means "the strongest boy." But I was treated well by him because he really loved my cartoons. (Give time.) He was kind to me because he loved my cartoons. He said to me, "Live long and keep on drawing cartoons. Never give up!" You understand this part. At that time Japan was at war. Akashi left school and joined the army in 1944. He never returned. Why didn't he return? (Ask.) Yes. He died at war. Do you know when the war ended? (Ask.) The war ended in 1945. One year after Akashi joined the army. It's a sad story.

VI. Chorus-reading of the text
(Students chorus-read, following the teacher.)