

Casey Staack
Japanese II
11/16/10

て-form

Objectives:

Students will be able to use the TE form to delineate a sequence of events in a single sentence. (Bloom's Taxonomy Knowledge, Comprehension, Application)

Materials:

1. Flashcards
2. Projector
3. Overheads
4. Shopping activity papers

Set:

1. Opening Ceremony (あいさつ) Students will have been trained on what this is and how to do it. The class "nichyoku" will be posted. Ask that student to perform the ceremony. (3 mins.)
2. Bellowwork: As students come in, have them partner up and quiz each other on the TE form of the verbs and their English meaning. (5 mins.)
3. Using the flashcards, drill the students as a group calling on random students to answer. (5 mins.)
4. Discuss goal for the day. Tell students that today they will practicing TE-form to delineate a sequence of events. (1 min.)

Process:

1. Students will first perform an activity very much like the one during their last class. Hand out the "To Do" lists and the job cards. Have the people with job cards come up to the front of the class. Have the other students line up and perform the activity noting in what order they completed their "To Do" lists. (20 mins)
2. Debrief the activity
"Who finished their shopping?"
"Who couldn't find all the items on their list?"
"What couldn't you find?"
"Did you find anything that was too expensive?" (3 mins.)
3. Discuss the rules for using the TE form in narrating a sequence of events in a sentence, include punctuation. (10 mins.)
4. Have the students take out a piece of paper. Tell them that they are to write one sentence on what they did during the last activity to complete their "To Do" lists. Have students write the sentence. Discuss scoring for the sentence. (15 mins.)
5. Put up sequence overhead. Have the students write sentences for each

sequence of events described on the overhead. (15 mins.)

6. Have students peer review each others sentences **orally** before reading. Have the students sign each others papers once they have peer reviewed it. Write this on the board, "When you finish, take out your 'Can Do List' and begin marking off the sentences that we've studied. Make some notes on how you would say them in Japanese and begin practicing saying the sentences out loud." (Until end of period)
7. Closing Ceremony.

Assessment:

The written sentences narrating sequences of events will be collected and assessed.

Closures:

Students will have learned how to use the ㇿ-form to narrate a sequence of events.

Adaptations:

Reflection:

What did they learn?

Students reinforced their learning of the TE form of verbs and use the TE form to construct single sentences that narrate a series of 3 events in sequential order.

How do I know?

While working on the writing assignment, I walked around the room and looked at the students papers. While looking at the papers, I could see that the students were correctly constructing the sentences. Also, I chunked the assignment into 3 parts. The first part was where the students wrote about their shopping activity. The second chunk was using an overhead that had pictures of two young boys performing a series of actions, where I had the students write a single sentence about what the boys were doing. In the third part of the assignment, I had students choose 3 activities from a list of 14 pictures of verbs and write a single sentence explaining in past or present tense, what they did. While checking each student for completion of the chunks, I could see that students were making correct sentences. At the end of the class, I called on a few students and had them read their sentences. The sentences were correct. Having graded the assignments, I can say that the class average score on the papers was 78%. This is a huge improvement from the pre-test where students were unable to form the sentences.

What worked?

The shopping activity again worked really well. The students finished the activity much faster than I expected and were able to navigate the conversation relatively smoothly. Using the shopping activity review to transition into writing the sequential sentences was a stroke of genius on the part of Mrs. Tanabe. I

will likely use this method until I retire to do this unit.

What didn't work?

What are the strengths of the lesson?

The shopping activity review transitioning to the sequential sentence structure strategy worked brilliantly. The activity at the end where students choose 3 verbs and write a sentence worked well too. I allowed the students to use their

creativity and take some ownership of the activity.