

Lessons:
ELEMENTARY

Names of teachers: (T1) Mr. Noguchi
(T2) Ms. Sae Munda

Class/Grade/Language level: Grade 5 Elementary school/ basic level

Textbook and specific lesson: English Notebook I; lesson on “Do you have~”

Goal: Practicing **Do you have ~? + Conversation at the shop.**

Preparation: 4-5 small white boards, white board markers, small food cards, fake currency coins.

Class time: 45 minutes

This was my second class for the “Do you have ~?” pattern. In the first lesson, the kids had already practiced the structure well.

The food cards for the lesson were the common bento items in Japan (e.g., rice, yakisoba, grilled fish, gobo-salad, pickles, tempura, sausages, fruits, etc.) The kids also practiced saying the names of these items in the first class. For this lesson I fixed the price for each item and taught an additional pattern “How much?” The activity was to make a “500 yen bento” It was a group activity and kids played both customers and the shopkeepers.

The activity goes this way.

1. Make groups of 4-5 students each. Lunch groups should be a good idea.
2. On the white board, students design their own bento. They also give a name to it. They have to remember that the bento should not exceed 500 yen.
3. Now, they get 500 yen (fake of course!)
4. Each team also gets some food cards. From these cards, they can pick up things that they need for their teams’ bento before the game begins. The remaining cards can be sold to other teams.
5. Turn by turn, one student from each team will go (along with the money) to the other team and buy stuff that they need to complete their bento.
6. The remaining team members become shopkeepers and sell the stuff to the students coming to them from the other teams.
7. After all the teams complete their bentos, they count the money that they have. That amount minus 500 yen is their profit! 😊

So the whole conversation will go as follows:

Shopkeeper: Good morning!

Customer: Good morning. Do you have tempura?

Shopkeeper: Yes, I do.

Customer: How much?

Shopkeeper: 100 yen.

Customer: OK. Tempura please.

(Customer exchanges money with tempura)

Shopkeeper: Thank you. Good bye.

(別紙様式 3)

For the LESSON PLAN BOOK: EIGO NOTO - LESSON FIVE: ITEMS OF CLOTHING

Name(s) of Teacher(s) _____

Class/Grade/Language Level 5 (ELEMENTARY)

Textbook and specific lesson EIGO NOTO - LESSON FIVE "I DON'T LIKE BLUE"

Goal: For students to learn the names of clothing and also using colours.

Preparation: Presentation, bring clothes from home

Class time: 45 minutes

① GREETING and WARM UP - 5/10 minutes

- Hello! How are you? Are you happy/sad/angry/hungry/cold/hot..?
- What's the weather? What's the day?
- Total Physical Response - shout commands at the students such as 'stand up!', 'Run!', 'Eat nato!', 'Brush your teeth' - Good listening activity that energises students at the same time!

② CLOTHES FROM ENGLAND - 10 minutes

- small power-point presentation showing famous figures from England (past and present) teaching them the names of the clothes they are wearing in the pictures.

③ ES CHECK UNDERSTANDING - 5 minutes

- Check understanding by asking students what I'm wearing, what the HRT teacher is wearing and what other students in the class are wearing (e.g. - Grey shorts, white shirt, yellow socks...)

④ EIGO NOTO LESSON 5 'LET'S LISTEN 1' - 10 minutes

- Have students turn to p. 30-31 and have them listen to ALT & HRT converse and guess which pair they are in the picture.

⑤ CLOTHES RELAY - 10/15

- Divide class into teams - using rows or teams is a good idea. Ask them to move tables and chairs to the back of the room and sit down in their teams in straight lines. Then place different items of clothing at the front of the class. Then ask the first student from each team to come outside the class with you. Tell them the name of an item of clothing, for example "red dress". The student then must return to their team, after the count of three whisper the name of the clothing to the next student. This continues down the line until the last student. This student must then run to the front and pick up that item of clothing saying it's name. Then fastest team wins. The student at the front then moves to the back and the game continues.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Bradford Reed Knappe

Class/Grade/Language Level 6年生

Textbook and specific lesson 6th Grade English Text, Chapter 6

Goal: To practice grammar point and expose students to world music

Preparation: World Map w/ romaji and katakana, CD, Transportation and Country (flag) picture cards, Printed Handout

Class time: 45 minutes

1. Greeting/Aisatsu: (2-3 mins) Good morning class; How are you today?; How's the weather?
2. Introduce Grammar Point / Vocab: (5 mins) "I want to go to ~" "by (means)"
ALT and JTE do short demonstration/interview: "Where do you want to go? I want to go to ~" (repeat 2x)
Have students guess the meaning, then explain.
3. Warmup/ Activity 1 (10 mins) Introduce and practice 8 familiar countries. Have students repeat.
Then, using the maps on the printout, have students interview each other:
In pairs, students janken to determine order, then present (I want to go to~) to each other, then move onto the next student. The aim being to collect 5 or so of friends' destinations.
4. Main Activity: Travel / World Music Game
Explain that students will be going on a musical voyage. Review boat, train, and plane.
For each successive destination, play musical chairs using an upbeat folk / ethnic song unique to that country.
The student left standing makes a simple demonstration of the grammar point, then chooses the next form of transport - plane, boat or train
As the game progresses, students trace the route on their worksheet maps with their pencils.
Optionally, one or two simple facts about each destination may be presented between rounds.
5. Conclusion/Review
Teachers explain which countries they like/want to visit.
Students break into groups (4-6, depending on class size) then discuss favorite destination for 2-3 minutes, then present to the class, time permitting.

(別紙様式 3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Katie Leung

Class/Grade/Language Level Elementary 6th grade

Textbook and specific lesson English Note 2 Lesson 1 (3rd or 4th hour)

Goal: Learning the phonics and recognizing the alphabets

Preparation: Ask the students to cut out the alphabet cards from the textbook before class starts to save time. Otherwise no other preparation needed.

Class time: 45 mins

1. Greetings (3 mins)

I do the standard, "Hello, how are you?" greeting and after their response ("I'm fine, thank you. And you?") I ask them who is cold, hot, sleepy, hungry, happy, sad, angry, and sick along with exaggerated gestures so to review greeting related vocabularies.

2. ABC song (5-10 mins)

The CD provides a fast and slow version and the students get pretty excited about the challenge. I sometimes split the class in half and have them sing the alphabets alternatively and that can be quite challenging to keep up (for example, this side sings A, C, E etc.; the other side sings B, D, F etc.) My elementary school is quite big with four classes per grade, so my 6-1 homeroom teacher asks the class to sing so loud that 6-4 can hear them. The students love any excuse to make noise.

3. Review the alphabet (5 mins)

Reviewing the alphabets and checking the students' pronunciation. They often get confused with alphabets that look alike. Make sure to remind them of ones that look similar.

4. Karuta (10 mins)

Split them into groups of 4 and play karuta. You can add rules such as, holding their hands up on their heads and *otetsuki*, penalty of sitting out the next round if you touch the wrong card. Add words that would make them slip, for example, say *strawberry* instead of S. Again, using this game to check if they can put the sound of the alphabet to the letter. Make sure to leave similar sounding alphabets at the very end, such as C, Z, G etc. Have the HRT say a couple.

5. Telephone (10 mins)

Using the rows that they are sitting in, tell the students that that is their team. This is optional but, ask them to decide an animal team name in English. I usually gather the students at one end of the rows and tell them three alphabets with similar sounds, such as B, D, F etc. The students then whisper this along the row and the person at the end has to find the correct cards and stick them on the board in correct order. You can add more alphabets as they get the hang of it. Again, incorporate the HRT.

6. Final review (5-10 mins)

Select a few alphabets and stick them on the blackboard. Review them with the students and have them go to sleep. Take one or two of the cards off and tell the students to wake up. Have them read the ones remaining on the board again and ask them which ones are missing. Repeat this a few times with different alphabets.

7. Goodbye (2 mins)

Some HRTs ask the students for their feedbacks of the lesson. It's great to get the students' thinking and really helpful to hear what they've enjoyed and what they didn't, though they probably won't tell you the latter.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) _____ Lloyd Abercrombie and Mr. Otsuka _____
Grade/Language Level _____ Sixth grade- elementary school _____
Textbook and specific lesson _____ Eigo Noto- "I want to go to Italy" _____
Goal: _____ Familiarize kids with national flags and how to describe things in English _____
Preparation: _____ 10 mins. _____
Class time: _____ 2 classes of 50 mins. _____

After using Eigo Noto to familiarize the students with phrases like, "I want to go to ~," "I like ~," "I want to ~," etc. Pass out some blank white paper. They will need colored pencils and their geography textbook. They find a country/flag that seems interesting and draw it on the paper. On the back they write where they want to go and why. Then they present their flag and deliver they're little speech in groups. Lastly, the teacher collects all the papers and puts them on the blackboard four at a time. The kids to whom the flags belong come up and give hints, e.g. "My flag is red, white and blue." Then the children sitting in their seats raise their hands to guess which flag it is. They come up to the blackboard and point saying, "Is it this one?"

Grade: 6

Textbook: Eigo Note 2 – Lesson 6

Goal: To familiarize the students with various *countries' flags* and *coins*. To introduce the grammar point “*I want to go to ~.*”

Preparation:

- 1) gather 10 coins or bills from different countries
- 2) print out flashcards of the corresponding countries' flags
- 3) get 10 envelopes to put your money in (The office at your school probably has a stack of already-used envelopes that you can re-use for this activity. Ask the office workers if they have some you can use!) and number the envelopes
- 4) make a simple numbered worksheet (1 ~ 10) for the coin activity
- 5) bring along a CD with funky upbeat instrumentals

Class time: 45-50 minutes

Lesson:

- 1) **Introduce the 10 countries' flags and practice pronunciation.** Stress the differences between spoken Japanese and English. For example, if a word has three syllables, ask the students which syllable do you think should be stressed.

Ca na da	Ca na da	Ca na da
- - /	- / -	/ - -

Just by giving these three examples the students will understand that spoken Japanese and English differ greatly. And hopefully they will remember where the stress is put in each word of the countries that we practice.

2) *Coin Activity*

Instructions:

- ① Make groups of 3 or 4 and put your desks together. (Pass out the worksheets and one envelop to each group while doing this.)
- ② In the envelopes there is money from these countries (pointing to the flag flashcards). First, please open the envelope and take out the coin. Pass the coin around and everyone have a look at it.
- ③ Write in English or Japanese which country you think the coin is from. (**I like to use flashcards with the spelling of the country below the flag because students are more willing to try and write in English if the spelling is in front of them. It's a good chance for those students interested in writing to give it a try since writing isn't a part of elementary school lessons.**)
- ④ Next, after one minutes passes, pass the envelopes clockwise to the next group and try the next one. Make sure you write the country name beside the number that matches the number on the envelope.

To check, ask for volunteers and arrange the flags on the board in the correct order.

(**Students get really into this, as it is often their first time to see foreign money!**)

3) **Grammar Point** – Teachers do a short skit

ALT: I want to go to ~. How about you? Where do you want to go?

HRT: I want to go to ~.

Check to see if they understand and explain the meaning. Practice “Where do you want to go?” and “I want to go to ~.” with the students repeating after you. Try this with some music with a funky beat! (**Usually I start the music and review the country name pronunciation and then insert the names into today’s grammar point. I encourage them to dance, and move their bodies while repeating/singing along. The students are usually really into this especially if I am getting into it too! I often hear the students chanting what we learned in the hallways throughout the day. If they have fun doing something, they will remember it!**))

- 4) ***If there is any time left. . try a speaking exercise*** such as: Give the students x minutes and have them find a partner and do “rock, paper, scissors”. The winner will ask “ Where do you want to go?” and the loser answers. Each time the student wins, they get one point. See how many points they can get in x minutes and give a prize to the students who get the most points!

5) ***Review of today’s points and closing***

It may seem that the role of the HRT is very minimal in this lesson, but they can add a lot to this lesson. The HRT can help with making sure the students understand the instructions for the activities, explaining about the differences between spoken Japanese and English, putting flashcards on the board and adding anything they wish to the lesson!

(別紙様式3)

平成21年度外国語指導助手中間期研修会の提出資料 For the LESSON PLAN

<p>Name(s) of Teacher(s) _____ Shikha Shivani and Ms. Iwanaga</p> <p>Class/Grade/Language Level 6th graders</p> <p>Textbook and specific lesson: English textbook 2. What time do you~?</p> <p>Goal: Make students get the clear vision of the use of the time and the way of asking it</p> <p>Preparation: picture cards, small cards, interview sheet, song,</p> <p>Class time: 1 hour</p>			
. Activity	ALT	JTE	Material
1. Greetings Hello. I'm good,sleepy	hello. How are you?		
Let's sing 1. 20 steps 2. What time do you~? (self composed)	Participate while doing the gestures		CD player
3. Let's listen to the skit	<p>Presentation of a skit introducing the Target sentence</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>H: What time do you~? At ~</p> </div> <p>H: ~ sensei,What time do you go to school? A: At~ What time do you go to school? H: At~ Repeat the skit twice.</p>		
4.Let's practice Get up, eat breakfast, go to school, go home, eat dinner, take a bath and go to bed..	make kid's repeat using the gestures for the proper pronunciation and intonation using chants.		picture cards CD player
5. Let's play (a) karuta (b) interview game A sheet with the names Of students and ALT and HRT will be given to the Kids and will go to as Many kids asking the Question using the cards.	make the pronunciation to let kids choose the appropriate Card. participate in the game with the students.	make sure that the kids are following the rules.	several sets of small cards. 1. Sheet 2. pencil 3. small cards.
6. Greetings Good-bye. See you.	Good-bye. See you.	Good-bye. See you	

“My Day” Lesson

This is often a difficult subject for elementary schoolers. It involves not only making short phrases, like “change my clothes,” “brush my teeth,” etc., but also involves the aspect of time: “I wake up at 6:30.”

I start out every class with a song. If you can find it, “This is the Way” is very useful. Singing is followed by gesture chants.

Next I play a game of “Simon Says.” The kids both repeat and gesture after me. First we play a traditional game, where the kids are out if they gesture when I don’t say the “simon says” part. The second round I speed it up. Last round, I do the wrong gesture, and kids who take too long or gesture incorrectly have to sit down. For example, I’ll say, “Simon says Get Up!” but do the gesture for “Go to Bed.” To make it more exciting, I let them stand on their chairs or desks, depending on the class. Then if they get 1 wrong, they move down to the chair or to standing, respectively. 2 wrong and they have to sit down or stand. 3 wrong and they sit on the floor or sit in the chair.

After, we briefly practice numbers 1-60, especially in increments of 5, in preparation for the next game.

Time Relay Race Game

Prior to class, I wrote random times on slips of papers and put them in a bag. For example: 12:00, 5:30, 3:45, etc. I also drew 2 large chalkboard clocks on the blackboard with numbers but no hands.

Then the class was split into 2 teams. The teams each lined up in order. The first child on each side picked a random time from the bag, and read it to the next kid in line. That kid rushed to the board and drew the hands on the clock. The first student to draw the correct time earns his/her team a point.

Time Relay Race with “My Day” Action

This is the same game as above, but also includes cards with the “my day” actions. The first student in line picks 2 cards, one with the time, and one with the action. He tells the next kid in line, “I (action) at (time).” Again, that kid rushes to the board and draws the hands on the clock. Bu then, she/he has to say the phrase, “I (action) at (time)” and do the correct gesture with the (action) part.

These games can be difficult for the students, and they work best when you can spread them out over 2 or 3 lessons. Having stickers as incentives also works wonders for student motivation.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Luke Casey

Class/Grade/Language Level Elementary 3rd year class

Textbook and specific lesson Teaching British animal names

Goal: _____

Preparation: _____

Class time: 45 minutes

I made large and small flashcards and created a fake country side scene.

I was instructed to plan and conduct a lesson about animals. The children already knew many famous animals like lions and tigers so I decided to do the lesson about animals found in my country (England). I introduced around eight new animals using the flashcards and asked the students to repeat after me. Many of the animals were new to the children. I tried to fit in interesting facts about each of the animals using other illustrations and impressions of the animals.

After this we practiced with karuta. We then did a simple matching game where the students had a card and would call out the animal on it and if they were holding the same card as me they won a British wildlife sticker.

After this I made a puppet show type affect with a large backdrop picture of the British country side and held up the animals like puppets. The kids had to shout "I can see a ____." as if they were nature observers.

The kids enjoyed the lesson and they learnt a lot about my country and the wildlife there.

Name: Taylor Casey

Class/Grade/Language Level: 1st-4th grade (Elementary School)

Textbook and specific lesson: Sports Lesson

Goal: to learn new vocabulary and grammar

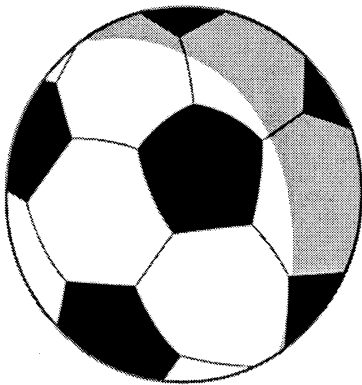
Preparation: flashcards (10 minutes), Interview Game worksheet (10 minutes)

Class Time: one class

1. Greeting
2. Warm-up/Song (anything)
3. Sports vocabulary with flashcards: Have students volunteer to go to the front of the class and gesture a secret sport. See if the other students can guess the sport and tell them the name in English.
4. Keyword Game
Students make pairs and put an eraser in the middle of them. The teacher tells the students the keyword and calls out vocabulary words. When the teacher calls out the keyword, students try to be the first to grab the eraser.
5. Gesture Game
Students make lines. Everyone faces towards the front except the last students in the line. The teacher shows the last students one of the sports flashcards. The students must gesture the sport to the person directly in front of them. When the first student in the line sees the gesture, he/she should raise his/her hand and tell the teacher the name of the sport in English. It's a race to see who can be the first team to name the sport.
6. Chant and explain grammar: Do you like OO (sport)? Yes, I do./No, I don't.
7. Interview Game (with worksheet)
--Students walk around the room and interview other students.
A: Hello. **B:** Hello.
A: Do you like OO? **B:** Yes, I do./No, I don't.
(B signs his/her name by the O or X under the picture of the sport.)
(O=Yes, I do. X=No, I don't.)
A: Thank you.
B: Do you like OO?
A: Yes, I do./No, I don't. (A signs his/her name by appropriate O or X.)
B: Thank you.
A and B: See you.
--At the end, ask the students how many signatures they have or give a prize to whoever is able to get signatures for all the blanks on the worksheet.

Do you like OO?

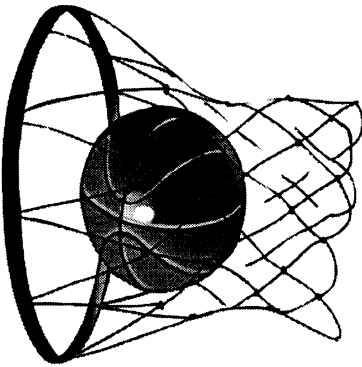
soccer



O:

X:

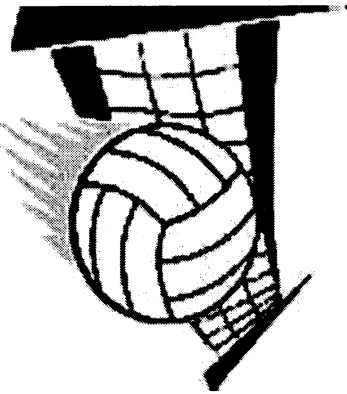
basketball



O:

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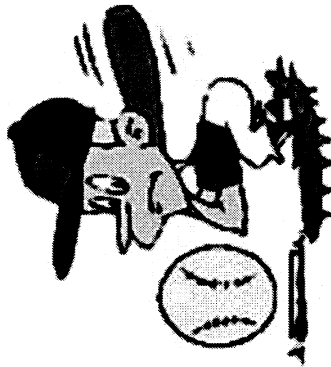
volleyball



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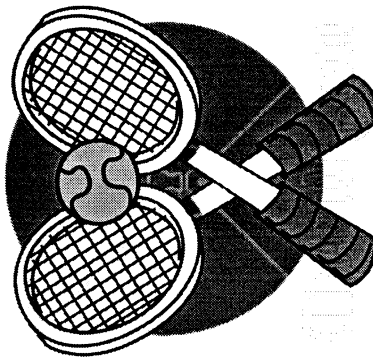
baseball



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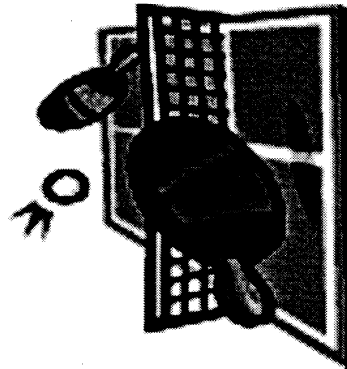
tennis



O:

X:

table tennis



O:

X:

swimming



O:

X:

skiing



O:

X:

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) _____ Kristen Kalb _____

Class/Grade/Language Level _____ 5/6 nensei _____

Lesson _____ Class Survey _____

Goal: "Do you like _____ or _____"? "I like _____".

Preparation: Materials needed: CD, 20- 30 items to compare, small coins (1 yen or pennies) and about 20-30 small cups

Class time: _____ 45 minutes _____

1. Greeting (3 minutes) - Hello
How are you?
What day is it today?
What's the date today?
How's the weather today?
What time is it?
2. Song (2-3 minutes) (Choose a song that helps reinforce what the students have been learning recently)
3. Review previous lesson (5 minutes)
4. Introduce Vocabulary (The goal of this lesson is to practice the grammar point and comparison between two items-. You can use any vocabulary you'd like - colors, animals, fruits, food, popular characters, sports, etc.)
5. Introduce Grammar and practice " Do you like _____ or _____? I like _____."
6. Activity- Class Survey

Divide the class into 2 groups. Half of the students will "shop", while the other half will conduct the survey. If you have 20 students you will need 10 desks (30 students=15 desks, etc.). Set the desks up around the perimeter of the room and leave the center open for "shopping". Place 2 items to compare at each desk, and a voting cup in front of each item. Give the shoppers 1 coin for each station(desk), The students sitting will ask the shoppers- "Do you like _____ or _____?" The shoppers will answer "I like _____.", while placing 1 coin in that items cup. When the shoppers have finished voting at each station, have the students change roles.

After all students have finished- count the coins at each station and announce the class results.

*The students really enjoyed being able to express their opinion and see what items were the most popular overall.

7. Review
8. Closing- Goodbye everyone!

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Jason
Class/Grade/Language Level 小学校 4th grade
Textbook and specific lesson Stationery
Goal: Teach names of stationery
Preparation: Flashcards for stationery
Class time: 45

5 min: Warm-up: Greeting and how are you? As class, with JTE, then individually (with a few students)

12 min: Teach: names of stationery (eraser, scissors, ruler, pen, pencil, bag, pencil case, etc.) & It's a/an

7 min: Game: Key word game (during drill, students grab eraser when they hear key word)

7 min: Game: Row column: (show picture first student to raise hand and answer correctly (it's a/an ~) gets to sit down, last one standing's row/column then stands up (ask that student a question individually, so they're not last again)

8 min: Game: guessing game: (students are 1 team, JTE ALT the other. 1. Draw some kind of picture for teacher's/students on board, give funny/interesting team names or let students pick. 2. Pick a flashcard at random and students have one guess what it is. If right students get a point, if wrong teachers get a point. 3. discard that flashcard (so the options are fewer) and pick another. Rotate with JTE 4. if teacher is winning, tell students how to ask for a hint (Hint please!, it's blue and white. Eraser!)

6 min: Review and goodbye: final review. What's this?, have repeat if any problems. Praise them for their hard work. Goodbye.

For the Lesson Plan Book

Name of Teacher: Cassandra Sandoval

Class/Grade/Language Level: Elementary School (Grade 1-3)

Goal: Color, animal and vocabulary review. Stringing a simple sentence with the right order and stress.

Preparation: Brown Bear, Brown Bear book or big, colorful pictures .

Class time: 45 – 60 minutes.

You might find this book, or other children's stories like it in your dusty closets. This is an idea for how you can use them for games or simple sentences, getting them to pronounce the words with the right tone and accent. Or you can also simply print off pictures and tell the story your way.

I. Introduction: Brown Bear, Brown Bear

Go through the colors at the beginning of the book and make sure that the kids know all the colors. Most students will know the colors. You can introduce the animals and the people as they come up in the story.

II. Read the story

Introduce the brown bear as a color first, then as an animal. Tell them the meaning of: *"What do you see?" (Nani wo mimasu ka?)* Then, read the story in your best *sing-songy* voice, while prompting the kids to answer the color, then the animal in that order: "white dog", "yellow fish". Then go through it again without prompting the kids, just show them the picture and have them answer. Say, *"I see a ___"* and have them answer. They will quickly get the hang of it. If there is time, and the class is small, then you can go through it again, and instead of saying the names and the colors, teach them sounds and gestures. "I see a *bark, bark* looking at me." "I see a *fish sucking noise, fish-sucking noise* looking at me." They will love this new take on the story!

III. Action Game

Have them stand up and say, " sensei, sensei, what do you see?" and have them repeat after you. They will have the tone and the words memorized. Using colors, animals, and simple words tell them one thing that you see in the classroom. "I see a green ball." or "I see a pink elephant." Have them run and touch it. You will be surprised at how many simple words they know. They will go crazy, jumping and screaming in unison, "Cassandra sensei, Cassandra sensei, what do you see?" If they understand colors and words well enough, you can have the students switch off and call out what they see. The first person to find the object, gets to be "it". Make sure that they say, "I see a ___!" using the correct word order and tone. At the end, I like to finish with, "I see a teacher looking at me!" which is always a fun surprise for the homeroom teacher to be chased by screaming, excited children! And it diverts them from hanging on you, so you can make your getaway. ☺

Topic: Directions such as “go left”, “turn right”, etc.

Grade: Elementary School 4th through 6th grade.

Purpose: This lesson plan will teach the kids practical directions and give them solid experience using them. It is not difficult to set up, and the kids love it. I’ve done this at multiple schools and perfected the process, so hopefully you can avoid some of the common mistakes that I did at first.

Description: Basically, this lesson has three parts that include a general warm up, a quick game of Simon Says, and a treasure hunting game through a maze made out of chairs and desks.

Materials needed:

1. Card with a picture of an arrow
2. Classroom with lots of desks (at least 15 is fine). Note that your regular classroom is fine too.
3. Print out of a treasure chest picture
4. About 5 or 6 blindfolds of different colors. I bought my blindfolds at the Daiso – they are cheap, reuseable, and they had a wide variety of colors available. Note that the number of blindfolds can be adjusted for the total size of the class. Every team gets 1 blindfold and I tend to put about 3 or 4 kids in one team. Avoid placing more than 4 kids on one team as they will become quite noisy once the game starts. Even moreso if the teams are large.

Min.	Activity / Instructions	Purpose / Type	Materials / Notes
5	<i>Warm Up</i> – Do whatever you normally do for a warm up. My personal favorite warm up activity is to ask the kids what their favorite sports are and then act out those sports as a class. This is good because it gets them standing and helps to wake them up. But feel free to do any warm up as long as it gets the kids excited.	N/A	N/A
5	<i>Review Directions</i> – Using the card with a picture of an arrow, point the card to an appropriate direction and say the direction in English. The students should repeat after you every time. I include the following directions: up/down/left/right/forward/backward	In most classes that I’ve encountered, some of the kids already knew most of the directions. We need to review anyway just to refresh their memory and to introduce English directions to students who may not be familiar with them yet.	You will need the card with a picture of an arrow. Note that this greatly helps introducing more abstract concepts like up/down/left/right. The students can easily see which direction you are referring to and they will catch on quickly.
10	<i>Simon Says</i> – Have all the students stand up and play Simon Says as an entire class. You are the leader at first. Start off slowly and simply so that students can understand what is happening. Your goal is to focus on making the students follow directions	We’ve introduced directions, but we need to introduce some verbs to go with those directions. At a minimum you should include “go” , “turn”	There are no materials necessary, but you can greatly simplify the process of learning this game if you explain the game Simon Says to your

	<p>like “go forward” or “turn left”. If a student makes a mistake, then he/she must sit down. After a couple of rounds with you being the leader, appoint a student to be a leader. If the game gets stale at any point, then just switch leaders.</p>	<p>and “touch” since we will use these in the next activity, but you can also use anything else that they are already familiar with.</p>	<p>JTE beforehand. Simon Says actually closely resembles a Japanese game called Taro Says, and telling this to your JTE/class may actually help alleviate any communication barriers you may find.</p>
25	<p><i>Treasure Hunting Game</i> – Put your students into teams. Try to make groups of 3 or 4 members per team, and give every team 1 bandana. Name the team after the color of their bandana. Make the students move to one side of the classroom and select the farthest desk on the opposite side to be your “treasure place”. Place the picture of the treasure on this desk.</p> <p>In this game, only 2 teams can play per turn, so go ahead and select the 2 teams that will start. Make both teams blindfold one member.</p> <p>Next, randomly move the desks to create a maze. Feel free to let your students help you – they will definitely enjoy doing it. The 2 previously blindfolded people should not be able to see this process.</p> <p>At this point you should have the teams made, the treasure placed, and the desks randomly arranged. Place the 2 blindfolded students at a similar starting location for the sake of fairness. The non blindfolded members from both teams can tell directions to their respective blindfolded team member, but they are not allowed to touch the team member under any circumstance.</p> <p>The first team to reach and touch the treasure wins! Give them a point on the blackboard, select the next 2 teams to go and have them both blindfold a member in advance. Every team that is not currently playing can help you rearrange the desks again.</p> <p>Repeat the previous steps as necessary!</p>	<p>This game gives practical simulated experience at giving directions in English. It is important to make sure that the kids are actually speaking English directions rather than Japanese ones! I usually tell the kids that there is a rule where I will send a team back to the starting line if I hear any Japanese directions spoken. Make sure to enforce this rule.</p>	<p>You will need your 5 or 6 bandanas (possibly more, depending on the size of the class) and the picture of the treasure chest. Please make sure to wash the bandanas at home after using them at school.</p>

[Final Notes:] I've done this game at 2 different schools before and throughout multiple classes. It works well in any size class as long as you respect the size limit for teams and limit the game to 2 teams per turn. Failure to do so will result in a VERY loud class as students will tend to shout more if many people are actively playing the game at the same time. Yep, this happened to me once. But never again :p . Follow my steps closely, and you will always have a smooth experience using this lesson plan. Your kids will love learning directions too.

Meals Lesson

Holly Schneidmiller

Kumamura ALT

Grade Level: Elementary School 1st and 2nd grade

Prep time: 1 to 2 hours depending on the number of cards you make & class size

Preparation: For this lesson you will need 4 big cards with the words breakfast, lunch, snack and dinner. I like to make the cards with foods children recognize and can easily identify each meal. You will also need several smaller cards with the same pictures. Print the pictures, glue each of them to a color backing, punch a hole in each card and twist a piece of wire through each card. Also take some wooden chopsticks and tape a piece of string to each. On the end of each string should be a paper clip bent into a hook. These materials are for the 'fishing game'.

After greeting the class I ask the students what they had for breakfast (in Japanese).

Next I ask what each meal card is in Japanese and teach them the English for each meal.

I put the 4 big cards on the floor and draw different symbols for times of the day (morning, noon, afternoon break, night). I then ask the students what meal they eat during different times of the day and place the card under each symbol in order. I review the cards again. For this activity you can have volunteers place the cards where they think it should go.

Now I place the cards around the room, and the children push their desks back. I call out a meal and they run to touch it.

For the fishing game I split the children into two teams. I place the smaller 'fishing game cards' on the floor face down so they can't see the pictures. I give the first person in each line a chopstick fishing pole and let them run to hook a card. When they hook a card they have to say the meal that they hooked before running to trade off their fishing pole to the next person in line. First line to finish is the winner. **Note:** I highly recommend laminating the cards so the wire doesn't rip out.

Next I have the students sit back down at their desks and I review the meal cards again.

To finish the class I have the children draw and color their favorite snacks onto a piece of paper. If there is time they can say what snacks they drew to the rest of the class.

Lesson Title/ Topic: Suitable for any lessons that utilize flashcards (e.g. here is "Christmas").

Name(s) of Teacher(s): Cecilio Vasconcelos.

Class/Grade/Language Level: First activity presented here is suitable for 1st to 5th grades (Elementary School), the second is suitable for 3rd to 6th grades (Elementary School).

Goal: To familiarize students with new vocabulary -and have some fun!

Preparation: Preparation time will vary depending on the number of keycards made (laminated is a MUST).

Materials: Laminated keycards of the vocabulary, magnetized at the back; two to four flyswatters; a soft ball; some chalk and a blackboard; a class of eager students.

Class time: 45 minutes

Greetings and Warm-up (5-8mins): After the greetings and "How are you?", I usually start with a warm-up that gets the students up and moving (if only to get rid of some of the excess energy). For the younger grades, singing a simple song with lots of actions (or actions made-up for the song...) is fine, while for older grades around (or two) of "Celio says..." (= 'Simon says...') works well.

Topic introduction (5-8mins): Introduce the day's topic. For 'Christmas', putting on a 'Santa's hat' is enough to get the students interested (haven't tried the full costume yet...). This is also a great opportunity to slip in a little cultural awareness into the lesson ('In Japan at Christmas time, it is winter and very cold, but from where I'm from, it is summer and very hot!').

Introduce new vocabulary (10-15mins): Hold up a flashcard. First get the students to guess what it is. Then tell them and have them repeat after you (about 3 to 4 times). Move on to the next card. (If you have placed adhesive magnets to the back of the flashcard, you can place it on the board behind you.) Once you have gone through all the flashcards (1st to 2nd grades: 9-10 cards; 3rd to 4th grades: 12-15 cards max; 5th to 6th grades: up to 20 - but 15 cards are better), revise them until the students can recognize the card without prompting (at least, for the next 5 minutes).

Activity/Game:

"Blackboard BATTANI" (1st to 3rd grades)

Spread the vocabulary flashcards on the blackboard. Have the students make between two (small classes) to four (large classes) teams. Have the students line up in their teams behind a designated point (ask before you draw a line in chalk on the floor!). Give the first student of each team a flyswatter. Call out a flashcard on the board. (The students with the flyswatters must then race to the blackboard and use their flyswatter to swat the card. Do tell the students BEFORE the game begins that they must swat 'gently', or else...). The student that swats the card gets a point for the team. Make sure that each student gets a turn to use the flyswatter. The team with the most points is the winner.

Tip: It helps to vary the number of points scored from swatting a flashcard, but let the students know!

"Blackboard BINGO!" (4th to 6th grades)

Place the vocabulary flashcards within a LARGE 3x3 drawn on the blackboard (you will need at least 9 cards). Have the students make two teams: an X-Team and an O-Team. Have the students line up in their teams behind a designated point (ask before you draw a line in chalk on the floor!). The first student from each team janken (in English, of course!) - the loser of janken goes to the back of the line. The winner of janken takes a soft ball, chooses a flashcard on the grid, says the flashcard chosen in English, and then throws the ball at the chosen block. If the student hits within the block, the card is removed and either an X or O is put in its place (depending on the team). A team needs to get three of their mark (X or O) in a row to get "bingo" and score a point. After a team scores a point, the cards are replaced in different blocks.

Consolidation and goodbyes (5mins): Do a quick review of the flashcards, award any prizes and tidy up.

Fnd.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Jacob Vawter

Class/Grade/Language Level: Elementary School (any grade)

Textbook and specific lesson: n/a _____

Goal(s): Learn basic verbs; Enjoy speaking English; learn about Thanksgiving

Preparation: Verb flashcards, small gamecards, short Thanksgiving/Nov. Holiday PPT (could use flashcards instead), scratch paper, cut lengthwise into half-sheets

Class time: 45 min (but will potentially run longer)

Intro: This is a lesson I used in November at Elementary School. It was fast-paced and kept the kids engaged, but can easily run over the 45-min standard for most elementary classes.

Outline:

1. Greeting and song – head, shoulders, knees and toes (5 min)
2. Vocab. Practice/drills – stand up, sit down, run, walk, come, go (5-10 min)
3. gesture game (10 min)
4. Thanksgiving Presentation (10 min)
5. Finger Football (10 min)

Detail:

1. **Gesture Game** – this is a great game, adaptable to many different lessons and a blast for the kids
 - (ア) **Prep. Mat.** – about 30-40 game cards (6-7 of each verb) There must be at least one card for each student. I use MS Word for my game cards, and print them at school on the nice laser printers. I use heavier-stock paper which I get from my BOE, then cut up the cards on the paper chopper
 - (イ) **Lead-up:** After vocab practice finishes, have students move desks and chairs to back of the room
 - (ウ) **Card prep:** Spread cards face-down on counter or table at one end of the classroom/teaching space
 - (エ) **Teams:** Have students line up in teams of five-ten, facing the counter/table where the cards are. There should be at least 1-2 meters between the students and the cards. After they're lined up, sit them down and explain the game
 - (オ) **The Game:** When you give the start, the first student in line on each team runs and grabs a card, then returns and gestures in front of the next person in line, who must say the proper verb in English. When the next member has said the right word, the student who did the gesturing goes to the back of the line with his card, and the student who just gave the answer takes off to grab a card, return, and gesture in front of the third in line. The relay goes on until all the members on a team have a card. Make sure students are not simply showing the card to their next teammate – they have to do the gestures. Teammates other than the next in line can help that person if he/she can't remember. Also, you and the HRT can mill about and help the students too (the kids will just run around you). When all the members on a team have finished and have a card, that team sits down. The first team sitting down is the winner! You should be able to play 3-4 rounds in under ten minutes.
 - (カ) **Clean-up:** Have students return the cards to you and bring their desks and chairs back
2. **Thanksgiving/November Holiday Presentation**
 - (ア) Depending on the technology and space available in your school(s), as well as your confidence with presentation set-up, this could be done as a PPT or typical flashcard-style presentation. Most of my elem. Schools have mobile projectors and screens. The one that doesn't has a TV hook-up in the computer room, which we reserve for English lessons when there will be a presentation. It's a pain to have to move your set-up from one classroom to another between classes, though, so trying to find a designated space where you can take each class for the presentation is best.

3. Presentation, cont'd.

(ア) My presentation had about 10 slides, covering the basics about Thanksgiving in the U.S. -

- ① When it occurs
- ② What we do (big family dinner)
- ③ Why we celebrate it
- ④ Typical dishes & desserts

(イ) The kids were pretty engrossed with the pictures of food, as most of them had never seen a cooked turkey, stuffing, cranberry sauce, or pumpkin pie

(ウ) I realize Thanksgiving won't be coming around again for another 11 months by the time this book comes out, but you could easily apply this formula to any major holiday or other cultural aspect you'd like to present

4. Finger [American] Football -

(ア) If class gets started on time and you move snap-snap through the rest of the lesson (it's a big 'if'), there should be enough time for some finger football - woot!

(イ) If you moved out for the presentation, return to classroom

(ウ) Have students make their lunchtime han with their desks

(エ) First remind students about what American Football is & explain that many Americans watch football on/around Thanksgiving

(オ) Pass out a half-sheet of paper to each student.

(カ) Then, demonstrate how to fold a paper football -

- ① http://www.associatedcontent.com/video/605/how_to_make_a_paper_football.html

(キ) Show them how to make uprights with their fingers and try to kick some field goals!



Conclusion: As with all the lesson plans in our book, this is simply a rendering of what worked well for me; I hope it has given you at least a few ideas for your own classes. Points that I felt were the biggest successes include the gesture game, as well as the change in atmosphere afforded by moving to a different room for the presentation. This is a jam-packed lesson, however, and the situation at each school and for each class must be considered - it takes 1st -graders a lot longer to move to a different room than it does 4th-graders. Ways of saving time might include cutting the warm-up song and keeping your vocab practice brief but intense.

Best of success with all your classes!

-Jake

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Theodore Wysor

Class/Grade/Language Level 3/4th grade

Textbook and specific lesson Clothing/phonics

Goal: clothing vocab and phonics

Preparation: 2 sets of clothes, phonics flashcards, students in their gym clothes

Class time: 45 minutes

Greeting 5-10'

Good morning / How are you?

How's the weather? and weather vocab review

Days of the Week song

4th grade only (month/day). Practice months with chant.

Phonics 10'

Review previously learned letters once or twice. (ex. BCDGPTVZ)

Introduce the new letters (ex. FLM)

Explain their sounds after having students guess what is similar about the group.

Practice old and new letters.

Clothing

Use one set of clothing and teach the vocab for the day. (Ex. t-shirt, sweater, hat, socks, pants, skirt, jacket, gloves, glasses)

*Use a rhythm to practice the vocab with the students.

Introduce the phrase "What are you wearing?" Use students as examples and practice the grammar as a class.

Game time

Divide the class into 2 teams. have them line up on opposite side. Put the two sets of clothes in the back of the room on the floor. Use the homeroom teacher if possible to demonstrate.

The first two students come to the front and wait for the instructions "Put on ~!" Once you finishing this they run back to their team's clothing set. The other students can shout to their teammate in only English about what to put on. When they have put it on they must run up and hi-five the ALT. The winner gets 1 point and a chance to answer the bonus question. On 3, both teams ask the winner "What are you wearing?" If the student can answer they get a bonus point, if not the loser gets a chance to steal the point. Keep going until the end of class. After one run through add a second piece of clothing to the instructions.

Comments

Most of the boys love getting the skirt command and the girls hate the socks. I picked up the clothes cheaply at a thrift store. The kids love this game and the crazier the clothing the more into it they get. I found an Uncle Sam hat for one team's hat. Enjoy.