
Kumamoto Prefecture

ALT Lesson Wiki & Activities Guide



How to use this Wiki

The underlined items in the **Contents** are hyperlinks, so they can be clicked to access the materials directly. The Kumamoto ALT lesson plans are still in the process of being compiled, so in the meantime you can access more lesson plans and game ideas at the links below:

<https://www.altopedia.net/>

Formerly known as *Englipedia*, this website is a repository of activities for ES, JHS and SHS. You can find activities via textbook listing or tags.

<https://www.altwiki.net/lesson-plans-and-games>

A variety of activities for ES and JHS.

https://akitajet.com/wiki/Teaching_resources

The Akita JET lesson wiki, which contains teaching resources for ES, JHS and SHS, as well as a variety of other useful links for ALTs.

<https://tokyojet.wikia.org/wiki/Category:Lessons>

The Tokyo JET lesson wiki, which has activities divided by grade as well as skill, level and activity type.

http://www.kumamoto-kmm.ed.jp/kyouzai/web/tab_menu1.htm

Scroll down to the 英語 section to find tablet activities for ES lessons.

<https://www.toolsforeducators.com/>

A website where you can create worksheets like word searches, board games, crosswords, etc.

<https://kumamotojet.com/reiwa/skills-development-conference-sdc/>

Materials from previous SDC conferences, including activity ideas for ES, JHS and SHS.

Contents

Warm-up activities / games

ES Activities

Evolution

What's the Sound?

Gesture Game

Kahoot Quiz

SHS Activities

Scattergories

Captain's Coming

Speaking Practice

Lessons

ES Activities

Colors

Alphabet

Do You Have A Pen?

What Do You Want? Parfait Lesson

5th grade Semester Review

Where do Sea Turtles Live?

English crafts

Phonics blending hop-scotch

JHS Activities

Have to / don't have to, must / must not

Codenames

SHS Activities

Hamburgers with Perspective

Poetry Lesson

Halloween Monsters

Obama Speech Listening Activity

Communicating with Gestures

Present Continuous

English Outside the Classroom

ES Activities

Poster with a question

Short conversations with ALT

English Boards

English Wall

SHS Activities

Manga Translation

Scavenger Hunt

Color Scavenger Hunt

Warm-up activities / games

ES Activities

Evolution

ALT: Eva Marie Olson

Grade / language level: ES

Textbook / specific lesson:

Goal:

Preparation:

Class time:

Activity Description:

I often use Evolution when a class needs a game or a warm-up for review. It can be adapted for most topics and levels. I write the levels on the board - Levels 1, 2, 3, and 4 and decide the corresponding vocabulary/sentence, for example Level 1 is "I want to be a pilot," Level 2 is "I want to be a nurse," etc. You can decide the level or you can ask the students what they want to have at each level. Everyone starts out at Level 1, and when the timer starts students find a partner and play Rock, Paper, Scissors. If they win in Rock, Paper, Scissors they advance to Level 2, if they lose they stay at the same level. Students can only play against students who are at the same level as them. Students who get past Level 4 (they were at Level 4 then won in Rock, Paper, Scissors) sit down since they finished all the levels! At the end of the given time check which students got to which level by having them raise their hand - if they got to Level 4, they're the winners! The students really like this game and they enjoy getting up and moving around and playing Rock, Paper, Scissors and they get to speak and practice English as well!

What's the Sound?

ALT: Elisabeth DeSona

Grade / language level: ES

Textbook / specific lesson:

Goal: To practice phonics and pronunciation

Preparation:

Class time:

Activity Description:

This game is designed for practicing phonics and pronunciation, and being able to distinguish sounds in English, especially those that students may not be as familiar with. Start off by practicing the two target sounds with the class, such as L and R, or V and B. Each sound will be assigned a hand (either left or right). After sufficiently reviewing, the students lay down their heads and the ALT says a word that starts with one of the sounds. While students keep their heads down, they have to raise the hand that corresponds to the correct sound. The students will then lift their heads and check the correct answer with the ALT.

This game takes very little time and is often very fun for the students. It can be made more difficult for more advanced students by focusing on sounds in the middle of a word, word families, or hard-to-distinguish minimal pairs.

Gesture Game

ALT: Bérénice Jeanne

Grade / language level: ES (small or big classes)

Textbook / specific lesson:

Goal: Adaptable

Preparation: Cards

Class time:

Activity Description:

Divide the class in 2 teams. You need 2 decks of cards. If it's a big class, each student comes up front, looks at one card and makes the others guess. For a small class they can do as many cards as they can in 1 minute before the next student comes. The first team to end all their cards is the winner. It's mostly great for vocabulary.

Kahoot Quiz

ALT: Victoria Legge

Grade / language level: ES

Textbook / specific lesson:

Goal:

Preparation: Tablets

Class time:

Activity Description:

I like to utilize the website www.kahoot.com to create small 10 question trivia games for my kids. It's free to use for teachers and since all my kids have tablets, they can log onto the website (www.kahoot.it and input the number for my game) and play individually. It's easy to use and a great resource for teachers that I found out about in teacher college.

SHS Activities

Scattergories

ALT: Matthew Mihelic

Grade / language level: SHS

Textbook / specific lesson:

Goal:

Preparation: Category lists (provided below)

Class time:

Activity Description:

Make copies and cut the three lists apart.
Give each student a paper for one of the lists at a time.

You will have a letter for each round that students have to use to think of words that fit the categories.

Ex: The letter is B → List 1. Animals – bear

Use a random number generator to choose a number from 1~20 to choose what letter you will use. It's best to leave out q, u, v, x, y, z. You can also just choose letters that will be easy for the students' level.

Give 3-5 minutes for each round.

You can reuse the same list for multiple rounds; just have different letters.

After the time is up go around and have students share what they wrote and get points for each correct word they wrote.

If you want to make it competitive, only give points if their word is unique. If two or more students have the same word, neither gets a point.

List 1	List 2	List 3
1. Cities	1. Famous people	1. A boy's name
2. A girl's name	2. Countries	2. Things you wear
3. Fruits	3. Sports	3. Heroes
4. Animals	4. Books	4. Things in the sea
5. Jobs	5. Things you throw away	5. TV Shows
6. Things at school	6. Villains	6. Things you shouldn't touch
7. Disney Characters	7. Drinks	7. 4 Letter words

Captain's Coming

ALT: Kristina Butke

Grade / language level: SHS

Textbook / specific lesson:

Goal:

Preparation:

Class time:

Activity Description:

This is a theater game that is often used as a warm-up before a performance. It is a modified version of Simon Says with a sailor/pirate theme. There is a caller who says the key phrase, and the sailors, who have to do an action with each phrase:

- ★ Bosun's whistle (don't say this phrase; make a whistling sound) - players shout "Captain's Coming!"
- ★ "All Hands on Deck" - students stand in salute
- ★ "At Ease" - when players can relax their poses
- ★ "To the ship!" - players face right
- ★ "To the shore!" - players face left
- ★ "Abandon Ship!" - players jump and then crouch on the ground, like jumping overboard
- ★ "Ahoy, mermaid!" - players put their hands on their hips, roll them, and say seductively, "Hellooooo, sailor!"
- ★ "Avast, me hearties" - students shout "aaargh!" like a pirate
- ★ "Land, ho!" - students cheer and applaud

The caller mixes these orders up as they see fit (they can also speed them up) and students who make mistakes have to sit down. You can continue until one student is left, or call an end to the game whenever you wish.

Speaking Practice

ALT:	Eric Freigang
Grade / language level:	SHS
Textbook / specific lesson:	
Goal:	To give students the opportunity to practice using the grammar and vocabulary they are learning verbally
Preparation:	Conversation questions, chalkboard
Class time:	10 - 15 minutes

Activity Description:

I usually do this activity at the beginning of each of my classes as it's a good way to get students moving and the JTE involved in the class. At the beginning of this activity, I present the students with a series of questions related to something a native speaker might talk about in everyday conversation. Topics can range from "What's your favorite TV show?" to "How was your weekend? What did you do?".

When the ALT first introduces these questions, they will read the question and then the students will repeat after them. After the students understand the pronunciation of each question, the JTE and the ALT will model the conversation. The JTE can then call on students to check for understanding about what was talked about.

The students are then all told to stand up with a partner and to practice the conversation. Once a pair of students finishes practicing, that pair may sit down. Once all pairs are sitting, students are then given the chance to volunteer to present their conversation to the class. In the case of shy classes, numbers are chosen at random. After a student gives a presentation, their name is checked off for the year. The goal is that all students present their conversation at least once.

****In the spring of each year, you can plan to have a speaking or conversation test using the questions they practiced in this morning conversation practice. The idea is that it is similar to Eiken interview questions, but still relaxed enough to match normal everyday conversations that native speakers might have****

Lessons

ES Activities

Colors

ALT:	Annie Baum
Grade / language level:	ES 1st grade
Textbook / specific lesson:	N/A
Goal:	Learn the names of colors and grammar point, "Do you like...?"
Preparation:	<p>Materials:</p> <ul style="list-style-type: none">• big color flashcards• Print out small color flashcards (1 for each student in the class)<ul style="list-style-type: none">◦ Printing color cards and laminating is nice for future lessons• Copies of the coloring sheet for every student (provided below)• Phonics flashcards/ phonics slideshow
Class time:	45 minutes

Lesson / Activity Description:

ABCs

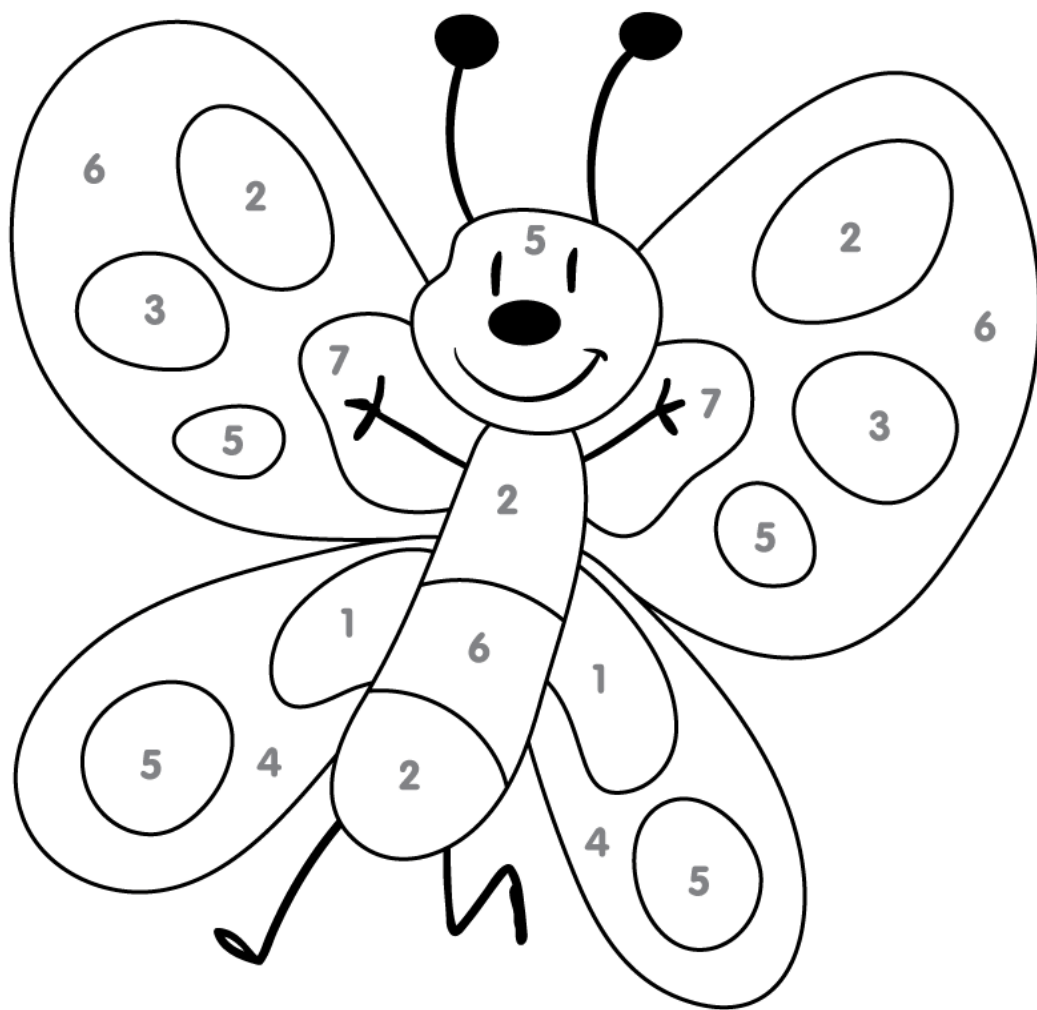
- Alphabet cards (5 mins)
 - Review the letters they know
 - Add 5 new ones
 - Drill them until they know them
 - Put all of them together
 - Test them out of order
 - Dream kids English slow version (will be about 1-2 mins)
 - Phonics (2-3 mins)

Nice to meet you song from fun kids English (2-3 mins)

- First time, watch the video and perform the movements for the kids
- Second time, kids join

Learn colors

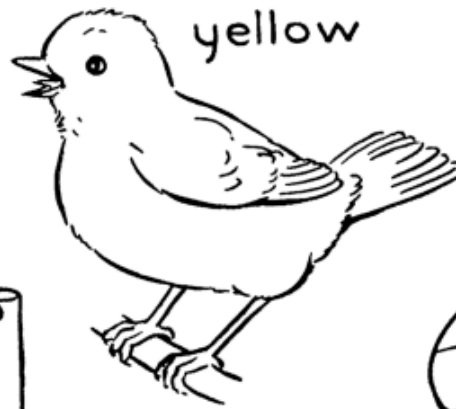
- Go over color flashcards (5 mins- listen and repeat)
 - Red, yellow, blue, white, black, green, orange, pink, purple
- Iro Oni (6 mins)
 - Call out color names and kids have to run around the room and touch something that is the same color
 - Green! Kids rush to find something green.
 - I recommend having bigger flashcards to show the kids as they play
- Color this, color that (10 mins)
 - Hand out the coloring sheet
 - Call out the colors the kids have to use for certain numbers or objects (I've included both options in the materials)
 - Project a big version so you can point to the objects
- Color basket (10 mins)
 - Print out 3-4 color cards, pass them out, make sure everyone knows their color. Take turns calling out one of the colors (kids with that color must find a new seat- think musical chairs). Call out colors and everyone has to move. Make sure you have one less seat than players (30 players = 29 seats)
- Review cards on the board one last time (2-4 mins)
 - Play memory (put four cards on the board)
 - Have the kids look, listen and repeat the target words
 - Remove those cards and see if they can remember the order that the cards were in



USE THE RIGHT COLORS.



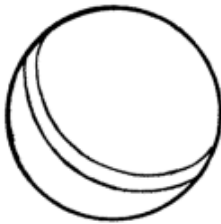
red



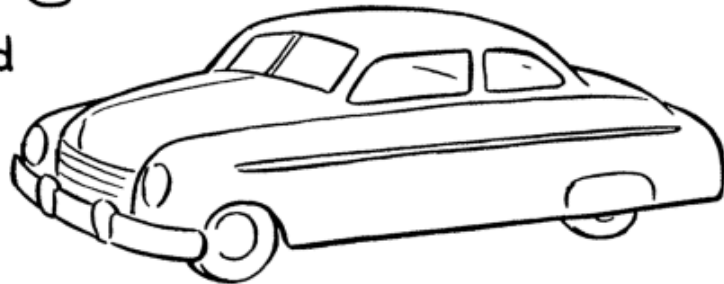
yellow



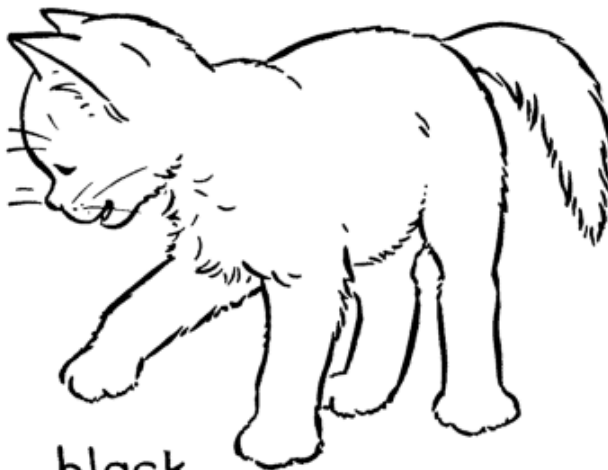
blue



green



orange



black



purple



brown

Alphabet

ALT:	Sheena Moore
Grade / language level:	ES 3rd grade or 4th grade
Textbook / specific lesson:	<i>Let's Try 1, Unit 6 - Alphabet, Lesson 1/4</i> OR <i>Let's Try 2, Unit 6 - Alphabet, Lesson 1/4</i>
Goal:	Students should be able to recognize the letters of the alphabet. Students will also practice the phonics of each letter.
Preparation:	Textbook; Alphabet flashcards; Students' alphabet flashcards (located in the back of their textbook); Bingo card (provided below)
Class time:	45 minutes

Lesson / Activity Description:

Greetings (2 mins)

Review weather, day, month)

Sing the ABC song (1 min)

Today's Goal (2 mins)

The HRT will write the lesson's goal on the board and the students will write it in their review cards

Flashcards (5 mins)

Introduce the flashcards to the students and have them repeat each letter. I also have them do the phonics of each letter.

Textbook (10 mins)

Have the students open their textbook to page p.22-23 and point at each letter. Afterwards, have the students repeat each letter and then search for the picture that corresponds with the letter.

Let's Watch and Think (5 mins)

The students will watch several short videos that associate with the lesson

Students' alphabet flashcards (5 mins)

This can be done individually or in pairs, but have the students arrange the alphabet cards in the same order as what is on the board.

Activity: Alphabet Bingo (10 mins)

Give the students a bingo card and have them write all of the letters on the cards. After finishing the teacher will start the game by randomly choosing letters from the flashcard set. The students then have to circle the letter with a red pencil, when the students get bingo, the teacher will reward them with a sticker or have the class clap for the winners.

Review (5 mins)

The students will write what they learned in that lesson.

Alphabet Bingo Card

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Do You Have A Pen?

ALT: Allan Cleverley

Grade / language level: ES 4th grade

Textbook / specific lesson: *Let's Try 2, Unit 5 - Do You Have a Pen?, Lesson 1/4*

Goal:

Preparation:

Class time:

Lesson / Activity Description:

For this lesson instead of using picture cards I will bring a pencil case and a tray with all the stationery used in the lesson. I can usually borrow a pencil sharpener and calendar from the teacher.

Greetings (5 minutes)

Show my tray and ask "what's this?" for each item in the tray, starting from the easier ones (pencil, eraser). (10 minutes)

Each time I will also ask the students to show their own. Of course they won't have a stapler, calendar etc but I still ask. Sometimes you will get an interesting response (like pencil cases that are held closed by a magnet)

Keyword game (5 minutes)

For the first lesson I will only focus on the easier stationery (on the left page of the textbook – pencil, eraser, pencil case, ruler, glue stick, pen.

Let's chant (5 minutes)

Is difficult the first time so start with only answering "yes I do, no I don't". Then only say the name of the stationery "pencil! Eraser! Pencil case!" If they are confident, sing the whole thing once.

Shopping list game (15 minutes)

Put a tray with all the stationery on a desk. Students will line up and I will tell them my “order”, what I want from the “shop”. E.g. “eraser, pen, notebook”. They get the items and I will tell them if they are right. Instead of explaining the game you can have a volunteer come up and try. They should understand what to do.

Three items is a good amount. More confident students can do four or five. If they make a mistake I will repeat the order once more. If you have a second tray of items you can split the class in two and have the teacher do the game at the same time.

Looking back, goodbye (5 minutes)

What Do You Want? Parfait Lesson

ALT: Kelley Gathright

Grade / language level: ES 4th grade

Textbook / specific lesson: *Let's Try 2, Unit 7 - What Do You Want?, Activity 1 (expanded as final activity)*

Goal:

Preparation: Listed below

Class time: 45 minutes

Lesson / Activity Description:

Materials needed:

A large quantity of printed fruits, flavored ice cream, and whipped cream (or whatever candies and toppings you want to offer) cut individually (in squares. Children can later cut them precisely).

A picture of an empty bowl for each student.

The students will need scissors, glue, and potentially colored pencils.

Warm up and greetings: 5 min

(How are you? Date, weather, day. Hello song or other song if preferred)

Quick vocab check and chant: 5 min

(What Do You Want Chant. Use magnetic flash cards to play Missing Game / Memory / Fly Swatter Game)

Explanation of activity: 5 min (teachers cooperation or good Japanese skills are required)

For this activity, the children will be split into at least 2 groups that will take turns 'selling' fruit and ice cream and 'buying' fruit and ice cream. You may need more depending on class size. Designate an area either in the classroom or outside for 'booths' to be set up. A couple desks put together or a spare table works. The goal for the 'sellers' is to say "Hello," "I

have~," "What do you want?" "How many?" and "Here you are." To this end, having them work in pairs is helpful. The goal for the 'buyers' is to say "Hello," "I want~," "(number), please," "thank you," and "Goodbye." I encourage the sellers to really get into their roles, hawking their fruits and ice cream with phrases like "Yummy fruit," "Fresh peaches," etc. I limit the students to 'buying' two of each item from a booth at a time to prevent too many shortages.

First round of selling: 10 min

Have the first team of 'sellers' take their positions at their booths, two to at least one fruit or item. Set a timer and allow the 'buyers' to peruse the goods.

Second round of selling: 10 min

Now trade off the 'buyers' and 'sellers' to allow the remaining students to get their materials.

Crafting time: 8 min

Now the students can finish putting their parfaits together. I encourage students to name their parfaits to make it more interesting.

Reflection time: 2 min

Have the students write their reflection sheets and do the farewells. Hang the parfaits outside the classroom for fun.

5th grade Semester Review

ALT:	Kelley Gathright (with Koga-sensei)
Grade / language level:	ES 5th grade
Textbook / specific lesson:	1st semester review
Goal:	Review of <i>New Horizon 5</i> , Units 1, 2, 3: Verb WANT, lowercase alphabet; say birthday / spell own name
Preparation:	Small cards/papers with the letters of every student's first name; <u>board</u> with the names and characters and cards with their names
Class time:	45 minutes

Lesson / Activity Description:

1. Good morning, how are you ? Daily questions (weather, time, date, day)
2. Question time: everyone stands up and raises his / her hand to answer the question. If it's OK, the student can sit down.
(What do you want for your birthday ? When is your birthday ? How do you spell your name ? Whatdo you like ? Do you like~?)

3. Review the alphabet / spell / want

- Shuffle the letter cards and distribute them to the students.
- The students get up, and try to gather all the letters of their name. They meet someone, play Rock, Paper, Scissors, and the loser starts:
What do you want ? I want aplease.
Here you are / Sorry.
Thank you.

When they have all the letters, they go to 1 teacher who asks them "What's your name?", then "How do you spell your name?"

If OK – go and sit down.

If not OK – try again.

4. Review the months and how to say the day

To review, write the questions with them on the board and repeat.

What do you want for your birthday?

What color/animal/event do you like?

When is your birthday?

They get into groups, each person receives a “board”, and each group a deck of cards with the names on the board.

They take a card, other can ask one after one a question, they say the name if they have guessed who it is and receive the card if they are right. The one with the most cards in the end wins.

Where do Sea Turtles Live?

ALT: Eva Marie Olson

Grade / language level: ES 6th grade

Textbook / specific lesson: *New Horizon 6, Unit 5 - Where do Sea Turtles Live?, Lesson 5/8*

Goal:

Preparation:

Class time:

Lesson / Activity Description:

Greetings

Ask students: How are you? Students ask the ALT and HRT as well, then ask the students How's the weather? What day is it today? What's the date today?

Alphabet Time

Students complete worksheets that Elementary Schools in my town use that focus on a different letter each day.

Let's Sing!

Sing "We all live on the Earth" as the song from the digital textbook plays on the smartboard.

Today's Goal

Everyone reads out the goal for the day that has been written on the board by the HRT.

Practice the key sentences

Practice asking: What do (sea turtles) eat? And the answer: (Sea turtles) eat (jellyfish).

First do as a whole class, then divide half of class into ALT team and HRT team. One group, for example, the ALT's team asks: "What do ____ eat?" And the HRT's team responds - "____ eat ____." Then the ALT and HRT switch teams and practice again, so the students get a chance to practice both the question and the answer.

協力ゲーム - Cooperation Game

Divide students into groups of 5 or 6. Each group gets a set of the animal cards from the back of the textbook (have been cut out and collected by the teacher beforehand.)

Set a timer for 2 or 3 minutes.

Students place the cards in a pile face down and decide with rock, paper, scissors who goes first. The first student chooses a card, flips it over and says (if the card was "sea turtle") "Sea turtles eat jellyfish." If the student who chose the card doesn't know how to make the sentence, the other students in the group can help. Check what groups finished saying all the cards in full sentences within the given time frame, and give those groups a "Good job!" and a round of applause to celebrate.

Interview game

Students choose (without looking!) one animal card from the cards used in the previous game.

Students write on a small piece of paper what the animal that they chose eats - for example if they chose "Bear" they could write 魚 or さかな or "fish." They fold up the paper and the teacher collects the papers.

Distribute an interview worksheet to the students.

Students walk around the classroom, find another student, and show their animal card to their partner. If the student has a bear card their partner asks: "What do bears eat?" The student carrying the bear card answers: "Bears eat fish." Then they switch and the other student asks. The students write down their partner's name and the food on their interview sheet.

At the end of the game, the teacher randomly chooses two pieces of paper from the papers collected before - one slip becomes 3 points - whoever interviewed someone and got that answer gets three points each for that item. For example if "fish" was drawn as the 3-point answer anyone who wrote down fish on their sheets from their interviews gets 3 points for every "fish." The next paper drawn is worth 2 points, and the rest are 1 point. You can also double the points if boys interviewed girls and girls interviewed boys, etc. Write the points and what food items get what points on the board so the students can see it easily and

calculate. Then check how many points by having the students raise their hands for 0-10 points, 10-20 points, 20-30 points, etc. This game is really fun and the kids like it a lot!

Reflection time

Students complete the reflection card for the day's lesson.

Finish!

Say thank you and see you next time

English crafts

ALT: Kelley Gathright

Grade / language level: ES

Textbook / specific lesson:

Goal:

Preparation: Materials listed below

Class time:

Lesson / Activity Description:

Simply enjoying crafts with kids and talking has been a great way to get the kids curious. So, offer to teach a craft to some kids. Most elementary schools have some club activities, some of which may include handmade crafts. You can approach these and offer to help out in general, or ask your school if you could possibly do a special activity.

My recommendation is Halloween crafts. Simple things like paper plate monster masks or Jack-O-Lanterns are easy and pretty fun for the kids. Whatever you choose, the goal in this case is less language and more cultural exchange. If you can, do a quick presentation first to introduce a bit more about whatever your craft subject is with pictures.

Paper plate masks or jack-o-lanterns

Materials

- Paper plates
- Paint and brushes (or fingers, but that gets messy)
- Newspaper (to contain the mess)
- Scissors
- Hole puncher
- String (to tie on the mask or to hang the jack-o-lanterns)

Optional

- Glue
- Whatever else you have on hand to decorate!

- Pipecleaners
- Confetti
- Origami

Procedure

(Decide ahead of time what you are doing: mask or lantern) Make a couple of examples to show for inspiration, and hand out supplies, explaining the process as well. (If possible, get a teacher's help to explain).

Eyes for masks need to be cut before it is decorated, some with holes for strings.

And enjoy what the kids create!

Phonics blending hop-scotch

ALT: Kelley Gathright
Grade / language level: ES 1st - 6th grade
Textbook / specific lesson:
Goal:
Preparation: Materials listed below
Class time:

Lesson / Activity Description:

Materials

- Alphabet cards (you may need duplicates)
- Tape
- Dice (extra large cardboard dice are fun)

(or just play outside and draw the letters in the dirt or with sports chalk)

Setup and rules

Lay out the letters in a column, alternating between single letters and target blended pairs (ex. T+H, S+H, C+H, O+O, etc.), to a maximum of 6, taping them down securely. Next, have everyone practice the pronunciation (not the names) of the selected letters together, before having the children take turns tossing the dice, then hopping across the correct number of letters, calling out the pronunciation as they land.

Alternatives

Team Battle! Make two columns of whatever length you want, and split your class into two teams. Then set a timer for 2 minutes (or more, depending on class size) and see how many children can make it to the end before they run out of time. Kids who don't roll a high enough number to get through the first time must stand to the side until their turn comes again, then they resume from where they stopped until they reach the end.

Warm up rush! If your kids enjoy this and get the hang of it, it makes for a good warm up or ongoing challenge. Simply lay out the cards, set a timer, and see how many children can get

across at the start of class. Record the results and see how they do and improve over the semester, or give them goals to reach for special rewards, like stickers.

JHS Activities

Have to / don't have to, must / must not

ALT: Victoria Legge

Grade / language level: JHS 3rd grade

Textbook / specific lesson: Have to / don't have to, must / must not

Goal:

Preparation:

Class time:

Lesson / Activity Description:

Students will learn how to use have to/don't have to and must/must not.

This is a great lesson for cultural exchange, learning new vocabulary as well as the above grammar point.

The ALT must create a powerpoint presentation about their home country and school life. Each slide will have one sentence with the target grammar point.

For example:

You don't have to wear a school uniform.

You have to ride the bus.

You must not enter the staff room.

You must not call out to a server at a restaurant.

The students will be surprised at what life is like in the ALTs home country and/or school. This works best, and the students are more interested in your presentation, when ALT includes pictures of their country/school/self as a student in JHS. Many students will laugh at you as a student, but don't take it personally. You can then create a worksheet of your home country's customs/school life vs Japan's. Have a list of sentences and students will circle Japan or your home country for whichever sentence relates to each country.

Codenames

ALT:	Simona Husarova
Grade / language level:	JHS 3rd grade and up. The provided vocabulary is for JHS 3rd graders but it can be modified / more time can be spent explaining word meanings for younger grades
Textbook / specific lesson:	Vocabulary is from JHS <i>Here We Go! 1 - 2</i>
Goal:	To think more broadly about the meaning of English words
Preparation:	Vocabulary (I would recommend at least 100 words. The game already has 400+ words); two tablets; TV. The lesson can be done with just one tablet / phone / laptop and a blackboard if other technology is unavailable
Class time:	At least 25 minutes but you can spend a whole lesson on it depending on how long it takes to explain, how many rounds you do, and how much students participate

Lesson / Activity Description:

NOTE: This game is ideally played with the ALT and JTE as spymasters, so it might be difficult to do if the JTE's English level is too low. I think it's possible for the ALT to act as spymaster for both teams, but it might change the dynamic of the game.

Codenames ([https://en.wikipedia.org/wiki/Codenames_\(board_game\)](https://en.wikipedia.org/wiki/Codenames_(board_game))) involves two teams versing each other, using their Spymaster's hints, to find all of their own team's words while avoiding the opposing team's words, the neutral words, and the black word, which immediately ends the game.

The game is played via <https://horsepaste.com>. The existing English option contains 400+ words. There is also a Japanese option, so I'm sure a variation of it could be played with low level classes where the hints are given in English but the answers are in Japanese, or students play in groups with other students acting as spymasters and using the Japanese grid but giving English hints.

I made a custom list of words using the *Here We Go!* textbooks for 3rd graders, which I will provide below. There are 226 words. When you choose the Custom option, make sure to deselect the English option. You can also change the name of the room.

I play this game using two tablets. Anyone can join the game if they type in the horsepaste URL plus the name of the room you create. **The URL is case sensitive.** One tablet shows the Player screen and is displayed on the TV for students to see. The other tablet shows the Spymaster screen and is only visible to the ALT / JTE. Go through the words to make sure the students understand all of them. Make sure to emphasise that they need to think outside the box e.g. the hint “animal” could be something simple like ‘cat’ and ‘rabbit’, but it can also apply to words like ‘vet’ and ‘zoo’. In a classroom without a TV, you could write up all the words on the blackboard and use your own device as the Spymaster screen.

In the original game the hints should only be one word, but I have used phrases and sentences too. When a student chooses a word, you can tap on it on the Player version and it will be displayed on the screen (or colour it in if using a blackboard). If students don’t guess all the words from their previous round (e.g., if you said “animals 3” and they only found two words before their turn ended), you can say “infinity” when you say the next category (e.g., “school infinity”) which will allow them to choose words from the current category as well as the previous category (i.e., they can choose “animal” and “school” words until they choose to pass their turn or until they choose a word which is not their own colour). I opted to not use infinity, and would just repeat the previous hint if they still had two or more words left in that category.

The main issue with this game is that in larger classes some students choose not to participate. I found that it was always the same 3-5 students on each team putting up their hands, so it might be helpful to further divide each team into groups and make one person from each group answer, etc. This game might also not work with classes of very quiet / shy students.

Vocabulary:

Spring, summer, winter, autumn,
Uniform, blackboard, desk, pencil, book, bag, test, homework, notebook, scissors, chalk,
Science, English, music, math, art, history,
Bed, TV, house, umbrella, camera, bag, cup, dictionary, kitchen, bedroom, knife, spoon, fork,
chopsticks, racquet, comic, phone, clock, sofa, watch, window, bath, diary, fan, lunchbox,
bottle,
key, ticket, calendar, brush, tablet,
Concert, party, festival, marathon,
Rain, sun, snow, storm, moon, cloud, fire, rainbow, snowman,
Mountain, sea, river, sky, night, flower, tree, forest,
Star, triangle, square, circle, diamond,
Hospital, library, hotel, pool, amusement park, zoo, restaurant, cafe, museum, station,
school, bus
stop, castle, bakery, shrine, temple, gym, church,
Pyramid, tower, statue,
Piano, guitar, violin, drum,
Bicycle, park, train, bus, aeroplane, skateboard, taxi,
Carrot, watermelon, strawberry, mushroom, lettuce, apple, potato, tomato, lemon, onion,
Breakfast, lunch, dinner,
Honey, chocolate, ice cream, cake, pancakes, donut, cookie, jam,
Coffee, tea, juice, water, milk, green tea,
Pizza, ham, spaghetti, egg, rice, bread, cheese, salad, sandwich, popcorn, chips,
Mouth, eyes, hands, teeth, knees, nose, ears, shoulders, heart,
Shoes, hat, jacket, glove, dress, jeans, glasses, scarf, necklace, earrings, sneakers, ring,
Japan, Australia, France, Korea, Italy, Spain, Singapore, Egypt, Germany, Taiwan,
Horse, chicken, rabbit, giraffe, tiger, elephant, snake, bear, penguin, koala, cat, dog, sheep,
fox,
turtle,
Spider, butterfly, bee, ant, ladybug, fly,
Shark, fish, jellyfish, whale, dolphin, starfish, turtle, octopus,
Teacher, artist, vet, singer, doctor,
Baseball, soccer, volleyball, basketball, tennis, fishing,
Grandmother, brother, uncle, cousin, mother, father, children,

SHS Activities

Hamburgers with Perspective

ALT:	Adam Pool (with Miyaguchi-sensei, Esaki-sensei, Takeuchi-sensei)
Grade / language level:	SHS 1st grade
Textbook / specific lesson:	BE English Textbook. Kahoot quiz is a review of Chapter 9-13
Goal:	A little revision of past grammar. Speaking test preparation for telling one's opinion and thinking about other perspectives
Preparation:	Setting up Kahoot Quiz, Google Classroom set-up. CHROMEBOOKS. Worksheet (provided below)
Class time:	50 minutes

Lesson / Activity Description:

Part	Total Time	Students	Teachers
Part 1: Kahoot quiz warm up! We got Chromebooks at our School so we make the most of them! I use this for getting the students ready to use English. I feel it loosens up the class and some of the nervousness dissipates. The students love Kahoot so once in a while (not every lesson) we have a review of the latest Grammar through Kahoot.	15 Minutes	Students answer the questions about English grammar on the Board. (You may need to allow extra time if it is the students' first time using Kahoot).	Before the lesson, familiarize yourself with Kahoot and make a simple quiz! ALT really just has to run the quiz and act like a game show host. It is pretty fun and the students will enjoy the competition. JTE can join in with Grammar explanations if the students get the

			questions wrong.
Part 2: Hamburger structure Quick Review A review of the speaking test answer structure.	5 minutes	Students can listen and take notes if they want.	ALT reviews the structure of how the speaking test topics should be discussed.
Part 3: “Who should survive” game! This activity ties in to getting the students thinking about other people’s opinions, or other perspectives etc. They will use this skill in the writing and speaking tests. Also it is quite fun and the students come up with great ideas.	20 minutes	Students think about who should stay on the desert island and who should not. First why each example person should and then why they should not. The main point of this is for the “other perspective” part of the hamburger structure.	ALT and JTE help with vocabulary and English and also pick students to share their ideas
Part 4: Writing task Gather ideas! ALT gives the students the writing/speaking topic. This will likely be a topic that comes up in the end-of-term test.	5 minutes	Using padlet the students share their ideas for everyone to see	Usually I give my example for the topic first. ALT’s and the JTE help students with coming up with ideas and the English needed.
Part 5: Let’s discuss!	5 minutes	Students pick some of the ideas from the padlet wall use these and say their opinion in pairs in hamburger structure	JTE can pick volunteers to present to the class.

End of Lesson: Give assignment.	2 minutes (or however long is left).	Students can start writing the assignment if they have time!	ALT and JTE can answer questions and clarify things for the assignment.
Homework: Students then write their opinion as a short essay using the notes they created as a homework task. The students complete it and the ALT marks it. They can then use this as something to practice for the test as the topics in the lesson become the test topics.		Students write their opinions and submit through google docs!	ALTs will mark the writing and feedback.
Final notes			
Depending on how fast the students are, the Kahoot quiz can be shortened! All this can be done without Chromebooks. (on paper quiz, on the blackboard idea sharing etc.)			

Lesson 5 – Hamburgers with Perspective!

Part 1: Quiz warm up!

Type this address into your computer!

www.kahoot.it

Then wait for more instructions!



Part 2: Hamburger Structure Review!



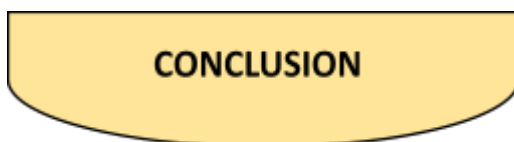
Say your opinion.



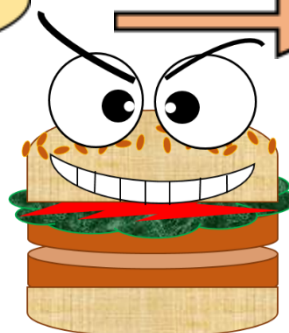
Give reasons for
your opinion.



Think of other
people's opinions or
views.



Say your opinion
again.
(to summarize)



Part 3: Thinking about other perspectives!

Discussion Activity

Who should survive?

The Story...

A small ship has been hit by a storm. Everybody must escape to an island. BUT, the life boat only has space for 3 people. You must choose which 3 people can get on the life boat.

They may be on the island for years.

The People

The Doctor

- One of the best Doctors in the world.
- Now 85 years old.
- Has a bad memory.

The Lawyer

- 35 Years old and very clever.
- His hobby is building things.
- Is very lazy.

The Student

- 25 years old and very healthy.
- Studies Politics.
- Is a member of the Judo Club.

The Famous Chef

- Knows lots about food.
- Gets angry at people easily.
- Has many fans around the world.



FIRST

In groups think of a reason why each person should be saved!

<u>The Doctor</u>	<u>The Lawyer</u>
•	•
<u>The Student</u>	<u>The Famous Chef</u>
•	•



NEXT

In groups think of a reason why each person is not needed!

<u>The Doctor</u>	<u>The Lawyer</u>
•	•
<u>The Student</u>	<u>The Famous Chef</u>
•	•

おまけ！

Who do you think should be saved?

1.	2.	3.
-----------	-----------	-----------



Part 4: Today's Writing Task!

Today's Topic: Is it better to live in the countryside or a big city?

Let- share some ideas on PADLET! -> (link)



Lesson 5 – Hamburgers with Perspective

Assignment sheet

Type your answer below using hamburger structure!

When you are finished press “提出”

I will check and send back to you!

Please write 50 words minimum by next weeks lesson.

Today's Topic: Is it better to live in the countryside or a big city?
Answer:

Poetry Lesson

ALT: Matthew Mihelic

Grade / language level: SHS

Textbook / specific lesson:

Goal: Teach what similes and metaphors are; explain what English Haiku are like

Preparation: Video, [PowerPoint presentation](#). Worksheet (provided below)

Class time:

Lesson / Activity Description:

Warm up video clip from Dead Poet's Society – 5 minutes

Activity 1: simile and metaphor – 5 minutes

Teach what similes and metaphors are

Go over definitions

Give a few examples

Activity 2: Battleship with simile and metaphor – 15 minutes

Explain/demonstrate how to play the game battleship

Each student has a sheet with two grids

The top row of the grid has nouns

The left column of the grid has sentence parts for making a simile or metaphor

Draw 3 ships on the grid, 1 using 1 square, 1 using 2 squares, and 1 using 3 squares

Take turns guessing where their opponent's ships are

Make guesses by saying a complete sentence using the nouns and sentence parts plus finishing the sentence with their own thought

Say hit if the guess was correct, miss if it was incorrect, you sunk my ship if they hit all parts of a ship.

A player wins when all of their opponent's ships have been sunk

Students make pairs

Play battleship using the worksheet

Activity 3: English Haiku explanation – 5 minutes

Explain what English Haiku are like

Show some examples of different types

Activity 4: Writing an English Haiku – 10 minutes

Students write an English Haiku of their own

It can be any style they want

Activity 5: Reading their Haiku – 15 minutes

Make groups of 4-5

Each student reads their Haiku to the group

Choose a member to read theirs to the entire class and write it on the board

Class____ Number____ Name

Poetry

Activity 1: simile and metaphor

Similes and metaphors are figures of speech.

Figure of speech- A word or phrase that is used differently than normal to create an effect.

simile- comparing two things using like or as

The boy is like a wild animal.

She was as fast as lightning.

metaphor- a word or phrase used to talk about an unrelated object

Music is my medicine.

Books are oceans of information.

Activity 3: English haiku

An English haiku is a short 3 line poem.

They usually describe a moment in time or a scene.

There are different types of English haiku.

Common characteristics:

- Focus on nature or the seasons
- Imagery is important
- No rhymes
- Little or no punctuation

Some have specific structures

5 syllables in the first line, 7 in the second, and 5 in the third: 5-7-5 style

The wind blows slowly
leaves fly in the open air
calm are the fall days

Activity 4: Writing a haiku

Write an English haiku of your own.

It can use the 5-7-5 style or not.

- 1.
- 2.
- 3.

Activity 2: Battleship

Goal of the game: sink the other player's ships

Rules:

Draw 3 ships on your board (one is 3 squares, one is 2 squares, and one is 1 square)

Take turns guessing what squares your opponent's ships are in

You have to say a complete sentence using square A, B, C, or D plus square 1, 2, or 3, plus your own idea.

If your opponent guesses a correct square, say "hit"

If your opponent guesses a wrong square, say "miss"

If your opponent guesses the last square for your ship, say "you sunk my ship"

Your squares

Draw your ships here and mark your opponent's shots

	1. is like (a) <u>noun.</u>	2. is (a) <u>noun.</u>	3. is as <u>adjective</u> as (a) <u>noun.</u>
A. A student			
B. School			
C. Time			
D. Chocolate			
	1. is like (a) <u>noun.</u>	2. is (a) <u>noun.</u>	3. is as <u>adjective</u> as (a) <u>noun.</u>
A. A student			
B. School			
C. Time			
D. Chocolate			

Opponent's squares

Mark your hits and misses here

Halloween Monsters

ALT: Kristina Butke

Grade / language level: SHS

Textbook / specific lesson:

Goal:

Preparation:

Class time:

Lesson / Activity Description:

First part of the activity: Make a PowerPoint with images of famous Halloween monsters. Have students name the monster in Japanese and English. Then, at the end of the PowerPoint, include slides that show images of important vocabulary needed for the second half of the activity: shapes, sizes, textures, body parts.

Second part of the activity: Choose 4 monsters from the slideshow for students to draw. JTE does 2 and ALT does 2. Using the vocabulary from the slideshow, the JTE and ALT describe the monster (without saying its name) piece by piece -- students draw the monster one part at a time. For example: "This monster has an oval head and large, pointy ears." Then students draw those items before the description continues. At the end of the monster description, students guess what monster they drew and share their work with their classmates. Crazy pictures and pictures with mistakes are encouraged! Do not let students wait until the end of the description to draw. They need to draw as the monster is being described. These pictures are supposed to look imperfect and hilarious.

Obama Speech Listening Activity

ALT: Damon Christensen

Grade / language level: SHS

Textbook / specific lesson:

Goal:

Preparation: Worksheet (provided below) and Internet-capable TV (We used ELMO TVs)

Class time: 40-50 minutes

Lesson / Activity Description:

Students will use YouTube's speed and caption settings to build listening skills in a multi-step scaffolded process. The speech is broken into three parts, listed on the worksheet, which also has questions to ensure comprehension. The parts will be played thrice each – the first time with no assistance, the second time at .75 speed, and the third time at .75 speed and with auto generated subtitles turned on. YouTube may need to first be set to English to do this.

First, distribute worksheets. Caution students to not read the back of the worksheet (the speech transcript) until the end of class. Find the video linked below: "Obama Hiroshima" should pull it up. The speech starts at 2:50. <https://www.youtube.com/watch?v=tNzt7gVz56c>

After the third round of each part, take a short break and allow students to share answers with each other. Afterwards, elicit and give answers and explain any new vocabulary.

Note that the last part is quite long, so I recommend only watching it twice – once with no assistance, and once with subtitles and .75 speed.

At this point, I like to change YouTube's language back to Japanese and watch the Japanese version linked below. Allow them to freely read the transcript on the back.

オバマ広島 should produce this video: https://www.youtube.com/watch?v=c32_LCVdjzc

Emphasize at the end of class that the students can easily do this on their own and use this method as a self-study tool for any YouTube video they're interested in.

Obama Speech Worksheet

Listening segments:

2:50-4:17

1. Translate the following to Japanese.

“Mankind possesses the means to _____ itself”.

2. Obama says that we come to Hiroshima for two reasons. What are they?

To ponder a t_____ f_____ and to _____ the _____.

4:17-5:31

3. Obama gives four examples of reasons for war. What are they?

A. Scarcity of _____

B. H_____ for _____

C. Nationalist f_____

D. R_____ zeal

5:31-8:00

4. The civilizations that fought in World War II were the
w_____ and _____ of nations.

5. According to Obama, what is humanity's core contradiction? Using your own words, please explain below.

Obama Speech: Transcript

Do not read this side until the end of class!!

Seventy-one years ago, on a bright cloudless morning, death fell from the sky and the world was changed. A flash of light and a wall of fire destroyed a city and demonstrated that mankind possessed the means to destroy itself.

Why do we come to this place, to Hiroshima? We come to ponder a terrible force unleashed in a not-so-distant past. We come to mourn the dead, including over 100,000 Japanese men, women and children, thousands of Koreans, a dozen Americans held prisoner.

Their souls speak to us. They ask us to look inward, to take stock of who we are and what we might become.

It is not the fact of war that sets Hiroshima apart. Artifacts tell us that violent conflict appeared with the very first man. Our early ancestors having learned to make blades from flint and spears from wood used these tools not just for hunting but against their own kind. On every continent, the history of civilization is filled with war, whether driven by scarcity of grain or hunger for gold, compelled by nationalist fervor or religious zeal. Empires have risen and fallen. Peoples have been subjugated and liberated. And at each juncture, innocents have suffered, a countless toll, their names forgotten by time.

The world war that reached its brutal end in Hiroshima and Nagasaki was fought among the wealthiest and most powerful of nations. Their civilizations had given the world great cities and magnificent art. Their thinkers had advanced ideas of justice and harmony and truth. And yet the war grew out of the same base instinct for domination or conquest that had caused conflicts among the simplest tribes, an old pattern amplified by new capabilities and without new constraints.

In the span of a few years, some 60 million people would die. Men, women, children, no different than us. Shot, beaten, marched, bombed, jailed, starved, gassed to death. There are many sites around the world that chronicle this war, memorials that tell stories of courage and heroism, graves and empty camps that echo of unspeakable depravity.

Yet in the image of a mushroom cloud that rose into these skies, we are most starkly reminded of humanity's core contradiction. How the very spark that marks us as a species, our thoughts, our imagination, our language, our toolmaking, our ability to set ourselves apart from nature and bend it to our will — those very things also give us the capacity for unmatched destruction.

Communicating with Gestures

ALT: Lewis Marks

Grade / language level: SHS

Textbook / specific lesson:

Goal:

Preparation: Gesture cards (provided below), [PowerPoint](#)

Class time:

Lesson / Activity Description:

1) Introduce what you are going to do in the lesson. (4 mins)

You have time to do any warm you'd like to include.

2) Karuta (15 mins)

Have the students make groups and give each group a set of gesture cards that they spread out on their table. Let the students know that they will be playing Karuta. When you gesture, the students must grab the correct card and show it to you. Then reveal the answer on the slide. Each card is 1 point and at the end the student with the most points wins that game.

3) Karuta round 2 (8 mins)

Play again, but this time have one of the students become the gesturer. After they gesture and a card has been taken, the gesturer role moves to the person on their left. Do this until all cards have become points. The student with the most points wins that game.

3) Guess the gesture (8 mins)

Demonstrate with one team, all students come over to watch. Gather the cards together and shuffle them. Then look at the bottom of the deck. That is your gesture. You must do the gesture on that card and then other students must guess what gesture it is you're doing. The first student to guess correctly gets that card as a point. Then shuffle the deck and pass it to the student to the left of you. Continue play until all cards have become points. The student with the most points wins that game.

5) Create your own dialogue. (8 mins)

Again demonstrate with one team, all students come over to watch. Place the Hello card at the top left of the dialogue tree. Students separate the cards equally amongst each other. Like with text messaging, person A is on the left and person B is on the right. Students place their cards in any order to try to create a dialogue between two people (it usually ends up being hilarious). Then after they've created it, 2 students from each group must practice and present their dialogue to the rest of the class. The best performance wins!

Note: While all of this is going on, be sure to join in and enjoy the fun. Let your JTE also know that they are more than welcome to be part of a group. This is a really good relationship building lesson that you and your JTE can utilize to build stronger relationships with the students as well as the students relationships with each other.

Okay	Me
I can't hear you	You
What?	Hungry
Come here	Thirsty
I love you	Sleepy
Together	Happy
Hello	Angry
Wait	Look over there
Oh my god	How much?

Present Continuous

ALT: Eric Freigang

Grade / language level: SHS 1st grade

Textbook / specific lesson:

Goal: To review the target grammar of the present continuous verb form, and vocabulary that students are learning with the JTE and to further enhance their English writing, reading, listening and speaking skills through activities and repetition.

Preparation: [Present Continuous PowerPoint](#)
400 copies [Vocabulary 1 Handout](#)
400 copies [Mario Kart Rearrange Handout](#)
400 copies [Mario Kart Answer Key Handout](#)

Class time: 50 minutes

Lesson / Activity Description:

1. Warm-Up Conversation [listening/reading/speaking practice]

- Materials needed: computer; projector; powerpoint
- Expected time: 10 – 15 minutes
- Process:
 - Greet the class and introduce the class schedule for the day so students know what to expect
 - Introduce Speaking Practice Exercise Question for the day
 - Topic: “What did you do last weekend? (2 to 3 things)
With who? Where?”

2. Warm-Up Vocabulary [listening/reading/writing practice]

- Materials needed: computer; Vocabulary Handout; flyswatters
- Expected time: 10 – 15 minutes
- Process:
 - Have the class go through 16 to 20 vocabulary words from their current ユメタ ンJr.
 - after writing the English on their vocabulary handout, students will be broken into two teams

- Students can enjoy practicing vocabulary with the Flyswatter activity that we've used in previous classes
 - the class will be split into two teams (team A and team B)
 - the first student from each team will come to the board and be given a flyswatter
 - the ALT will then read off a word or phrase in English
 - the first student to hit the corresponding word in Japanese on the board will receive one point for their team
 - both students will then pass the flyswatter to a different person on their team
 - the team that reaches 5 points first wins

3. Main Activity – Rearrange Activity [speaking/listening practice]

- Materials needed: computer; powerpoint; Rearrange Handout
- Expected time: 20 minutes
- Process:
 - Before starting this activity, the ALT and JTE will review the target grammar of the present continuous form
 - students will then make groups of 4, 5, or 6, and will then be given a Mario Kart character
 - when the ALT says “GO”, each group will work together to solve “rearrange the sentence” problems one at a time
 - after writing an answer, one member from the team will show their answer to either the JTE or the ALT
 - if their answer is correct, they should move their character one space on the board
 - if their answer is wrong, they should go back to their group to fix it
 - the first three teams across the finish line can receive a prize



English Outside the Classroom

ES Activities

Poster with a question

ALT:	Allan Cleverley
Language level:	ES
Topic:	Any

Activity Description:

Make a poster with some kind of question. This is easiest with “what x do you like?” Attach a sheet of stickers to the poster and students can put one sticker on their answer. You can make the question relevant to the current unit and put it near that grade’s classroom. For example favourite colour for younger students, or subject for fifth grade. Use pictures to make it obvious.

To make it more interesting you could turn it into a quiz, like “what is x sensei’s pet?” and update the poster showing the correct answer after a week/two weeks.

Short conversations with ALT

ALT: Elisabeth DeSona

Language level: ES

Topic: Any

Activity Description:

At my elementary school, students are encouraged to have short conversations with me during their free time, whether between classes or during lunch break. I usually practice whatever grammar point they're working on with them one-on-one, and afterwards, the students earn stickers that they can add to their sticker sheet. Once they reach 10 stickers, they can receive a small prize from my prize box.

English Boards

ALT:	Eva Marie Olson
Language level:	ES
Topic:	Any

Activity Description:

The best non-class English Activity I have is my English Boards! I choose a theme, usually season or holiday, make a fun and colorful board display with English vocabulary, and put quizzes and coloring pages that the students can take. When I have time during lunch break I go and stand by the board and talk to the students about what's on the board and practice saying the words together and answer any questions they might have. I encourage them to take the quizzes and coloring sheets and give them stickers when they complete the quizzes! I'll often put up their completed coloring sheets near the board if there's space. The boards are fun to make and don't take up too much time, and the kids really love them!

English Wall

ALT: Victoria Legge

Language level: ES / JHS

Topic: Any

Activity Description:

I create an English wall every month and it is divided into sections. I will add pictures to make it easier to see the different sections. October is obviously Halloween-themed.



SHS Activities

Manga Translation

ALT:	Adam Pool
Language level:	SHS
Topic:	Any

Activity Description:

Since we now have access to Google classroom I can finally do something I have wanted to do for ages! Online manga translation! Using manga (you can make your own to avoid any potential copyright issues) get the students to translate into English. This can short Yonkoma manga for younger grades. They can submit through the google classroom and you can have prizes and display the best one every month or season on your English Board. Or for higher levels just have blank "fill in the captions" type manga. Either way it gets them trying out their English in a creative way!

Scavenger Hunt

ALT: Matthew Mihelic

Language level: SHS

Topic: Any

Activity Description:

Solve these riddles, find the place, thing, or person, and take a picture.

1. I have four legs, but I don't walk. I'm used when you're tired from walking. _____
2. We educate you in many subjects. You only need to find one of us for this game.

3. I have hands, but no arms, a face, but no mouth. I help you know when to go.

4. There are many stories for me to tell, but I am one of the quietest places you will find.

5. In me your writing utensils you keep. _____
6. Take me when you have a heavy load, or it's difficult to lift your knees. _____
7. I am alive, but rarely move on my own. I breathe, so you can too. _____
8. Ceremonies and games are held here. If it's hot, the water is also near. _____
9. I give you many choices, but all will get rid of your thirst. _____
10. On me you write, but not with a pencil. _____
11. Electronic or paper, I help you when you need to know the meaning.

12. You can find me in museums. The most famous of my kind is of a woman.

13. Here you learn about living things. There are a few of me, but any one is ok.

14. Only to winners am I given. There are lots of me here on display. _____
15. I get rid of your mistakes, but use me too much and I will also disappear. _____

Color Scavenger Hunt

ALT: Kristina Butke

Language level: SHS

Topic: Any

Activity Description:

Have students identify things outside their house that represent every color of the rainbow and write as many items as they can for each color. Then, have students choose one item for color and try to describe the item using as many of the senses (touch, sight, smell, etc.) as they can. They don't have to make full sentences unless they are higher-level students; lower-level students can just list as many descriptive words as possible.