



Kumamoto Prefecture ALT

Lesson

Anthology

2023-24



Foreword

Every year we ask for lesson ideas from our talented ALT's and gather them all in one place!

We hope that by sharing these lesson plans, we can support new and veteran ALTs alike, to make useful, engaging lessons and make our learner's experience the best it can be.

Please feel free to use these lessons, or variations of, to enhance your lessons, and inspire your students!

(The lesson plans included in this document are included as they were submitted, so as to preserve the original ALTs work. **Some images have been removed for copyright purposes**)

Also, as a bonus, learn a little about Yōkai

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The Golden Record

Alison Gaylord

Goal: Students will consider what images, sounds, and other media are best to portray information about life on Earth to alien civilizations. (50 Minutes)

Before class, share the presentation in google classroom, as either a) an assignment, or b) a copy able link in the classroom stream. Each student should have their own version of the presentation that they can edit.

Listening Skills

Speaking Skills

Writing Skills

	Description	ALT	JTE
Warm-Up 5 min	Students will find their birthday image taken by Hubble using the NASA website , share it with a partner, and discuss if they believe life beyond Earth exists.	Either teacher will share the link to the NASA website on google classroom. Both teachers will walk around the classroom, and share interesting images of galaxies, nebulae, stars, etc.	
Golden Record Remastered 5-10 min presentation + 35-40 min activity	Students will listen to a presentation about the golden record and what it contains. Students will use their chromebooks to create their own golden record with an image, sound, and song. Once they are finished they will explain their choices to a partner , and students may volunteer to share their record with the class. Students can take pictures with their chromebooks, or find pictures, songs, and sounds online to include in their presentation. Materials: chromebooks, Presentation.	The ALT will present about the Golden Record, its purpose, and what it contains. The ALT will share an example of their own golden record, including an image, song, and sound, and explain why they chose each piece of media.	The JTE will aid in student understanding by asking questions and providing translations as necessary, as well as sharing their own ideas.

Note: if students do not have chromebooks, this activity can still be done on paper.

Asking Questions—Invitations

Ariel Pace

- **Asking Questions Invitation Lesson Topic:** Who, What, When, Where, Why?
- **Goal:** Have students learn and practice asking and answering questions in English **(50 -minutes)**
- **Materials:** Invitations, Question Worksheets.

	ALT	JTE	Students
Greeting	Greets students	Greets students	Greets Teachers
Ask me, Ask you. (5 minutes)	Have students write a question to ask classmates.	Instruct students to get into groups of 4.	Then students ask classmates and switch cards.
Invitation Investigation. (20 minutes)	Hand out worksheets and invitations. Instruct students to read the event invitation and find:		Students listen to instructions and will have 5 minutes to find information from the invitation cards.
	Whose Invitation? When Is it? Where is it? What can you do there? Would you go to the event? Why or why not?		
	Students will rotate the invitations four times.		
Review Answers. (5 Minutes)	Review the Answers		Check Answers
Review Game. (10 minutes)	Will ask questions about the invitation contents.	Ask questions	Student groups must answer the questions, The group that answers the questions correctly wins the game.
Closing (5 Minutes)			

Asking Questions—Invitations

Worksheet Example

Use the table below to write your answers to each of the questions:

1. Whose invitation is it?
2. What kind of invitation is it?
3. When is the event?
4. Where is the event taking place?
5. Would you go? Why or why not?

	#1	#2	#3	#4
Who?				
What?				
When				
Where				
Why?				

English with Movies

Armalene Manalaysay

Objective	<p>To prepare students for their Eiken listening exam.</p> <p>To review grammar point from Lesson 4 Part 3 (comparative and superlatives).</p> <p>To encourage students to practice their listening skills further by watching foreign films.</p>
Materials	<p>Worksheet (for students)</p> <p>Chromebook (for students)</p>
1. Introduction ~10 minutes	<p>ALT will show two examples of English and Japanese media and their translated titles.</p> <p>Students will do a practice conversation</p> <p>Do you watch movies or TV shows in English?</p> <p>Yes, what is your favorite? No, why not?</p>
2. Comparative and Superlative Quiz ~15 minutes	<p>Different characters from different movies and TV shows will be used to practice the comparative and superlative grammar point.</p> <p>Students will go to Gimkit to play the review game.</p>
3. Listening Activity ~20 minutes	<p>Students will watch two scenes from Harry Potter twice. One with Japanese subtitles and one with English subtitles. Students must complete their worksheet by the end.</p> <p>The answers will be checked together at the end of the class.</p>

Kappa

Maybe the most popular Yōkai of all?
The cucumber loving, river dwelling Kappa can be found all over Kumamoto, but in particular the Yatsushiro area reports a lot of sightings of this cheery but sometimes dangerous creature.



English with Movies

Worksheet Example

Part 1. Fill in the blanks by choosing words from the box. (You can only use each word once)

Vernon: You're never going back to that 1. _____.
You're never going to see those freaky 2. _____ of
yours again. Never!

Ron: Hiya, Harry.

Harry: Ron, Fred, George, what are you all doing here?

Ron: 3. _____ you, of course. Now, come on.
Get your trunk!

Ron: You'd better stand back. Let's go!

Petunia: Oh!

Vernon: Now, what the heck's he doing?

Vernon: Potter!

Dudley: Dad! 4. _____ !?

George: Go, go, go, go!

Ron: Come on. Come on, Harry! Hurry up!

Vernon: Petunia, he's 5. _____ !

Dudley: Get him, Dad!

Ron: I've got you, Harry!

Vernon: Come here!

Harry: Let go of me!

Vernon: Oh no, boy! You and that bloody 6.
_____ aren't going anywhere!

Harry: 7. _____ !

Ron: Drive!

Vernon: No! No! No! No!

Dudley: Dad!

Ron: 8. _____ , Harry, Happy
Birthday!

friends

get off

school

rescuing

by the way

escaping

pigeon

Part 2: Arrange the sentences in the order
they happen. (Hint: One is wrong)

- A. The teacher (Lupin) helps Harry.
- B. Harry sees a clown.
- C. Hermione answers the teacher's ques-
tion correctly.
- D. The teacher (Lupin) is afraid of the
moon.
- E. Everyone practices saying "Riddikulus".
- F. Ron is scared of spiders.
- G. The spider turns into a clown.

What is your Favourite Story?

Carson Christofferson

Objective: Students practice conversation by explaining their favorite stories

Materials:

- PowerPoint Presentation
- “How Does the Story End?” Worksheet
- “My Favorite Story” Worksheet

(Warm up) PowerPoint Presentation Part 1: “How Does the Story End?”	<i>ALT uses PowerPoint to tell a story about a forest fire.</i> <i>The students choose and write their own ending to the story. Was the fire “put out,” or did the fire “burn everything?”</i>	15 minutes
“My Favorite Things” Song	<i>ALT uses PowerPoint to teach students about a song called “My Favorite Things.”</i> <i>ALT reads the lyrics, and then plays the song/video.</i>	5 minutes
PowerPoint Presentation Part 2: “What Is Your Favorite Story?”	<i>ALT uses PowerPoint to explain the assignment and show examples.</i>	5 minutes
Favorite Story Worksheet	<i>Students answer questions about their favorite story.</i> <i>This can be a story from a book, a video game, a movie, etc.</i> <ul style="list-style-type: none"> ● What is your favorite story? ● Who is the main character? ● Why do you like the story? 	20 minutes
Assessment	<ul style="list-style-type: none"> ● Students practice English conversation by asking each other questions from the worksheet. ● Some students will share their writing out loud with the entire class. 	5-10 minutes

Teacher Duties:

ALT presents the PowerPoint

JTE may translate or ask questions to create a class conversation

Poetry Analysis Lesson

Damon Christensen

This unit, meant to be taught over the course of a couple of months, seeks to teach basic poetic and literature analysis techniques to high school students.

Cut each poem out onto a separate piece of paper. Arrange the poems at the front of the class. Randomly determine an order of students and let them choose a poem. Remind them that usually, *shorter poems are more difficult* because there is simply less that one can say about it, generally.

Students will each choose a poem from the list below. They will learn analytic techniques, common themes, rhythm and rhyme, and history when necessary to understand the contents and structure of the poems throughout 3-4 classes.

At the end of the unit, students will give a short (3-5 minute) presentation, usually on Google Slides, displaying their mastery of the content. Grades are to be given on common presentation skills (diction, eye contact, stance) and grasp of analytic techniques (displayed by summarizing how the author expresses their message).

This lesson is *not* meant to teach core English grammar or fluency, but to encourage engaging with English on the cultural and artistic level. Thus, I personally allow students to present in Japanese or English, whichever they are comfortable with.

In the remaining space, I'll try to articulate my high-school level understanding of common poetic analytic techniques. Further info on these can be found online; I personally recommend googling these terms and poems and reading what scholars have written about them, if you want to get a grasp of these techniques.

The first is rhyme. Rhyme is obviously crucial in western poetry (except when it isn't, like in free verse) but there are also many kinds of rhyme. If you read this, tell me and I'll give you a hundred yen. For example, slant rhyme can be used to give a sense of uneasiness or being off-balance to the reader.

The first technique I teach is rhyme scheme. Google this one; diagramming a poem's rhyme scheme usually reveals some information and is simple enough for the students to get a big help from. Most rhyme schemes are simply in adherence to whatever traditional form of poem is being used (sonnet, limerick, whatever) but sometimes the rhyme is broken for effect.

Rhythm is another big one. Poems *usually* come in lines, and lines *usually* come in sets of paired stress syllables. The order of stress determines whether the pair is an iamb (unstressed-stressed), a trochee (stressed-unstressed) or a third weirder, more sinister thing. The number of pairs determines the meter of the verse; i.e. five of unstressed-stressed pairs would be *iambic pentameter*, which is what Shakespeare always wrote in and is considered by some to be the most "natural" English meter.

Sounds can be repeated for effect. Assonance and consonance can lend various aspects to a poem.

Color symbolism comes up in some poems; colors can symbolize basically whatever you want to, if you can say your interpretation confidently enough.

Many of these poems assume a certain level of historical awareness regarding major events and moments; we've got Charge of the Light Brigade next to The Second Coming next to We Wear the Mask. Students will *need* to understand something about the Crimean War, post-WWI Euro-intellectuals, and Jim Crow-era American racism in order to comprehend these poems.

I recommend allowing or even scheduling one-on-one time with each student to ensure understanding of some of these issues. Also, some of the poems say <REDACTED> but that's okay because you're not back home. Finally, this lesson is meant to show students that English can be more than a boring school subject. Try to have some fun with it, will you? Thanks, and good luck!

Memory Essay Lesson

Lauren Chidel

Goals: Students will be able to plan their essay in English, learn the general format for writing a story in an essay, and practice writing an essay within 30 minutes.

Materials: Chromebook, Outline/essay worksheet, Model answers worksheet

Time	Activity	ALT	JTE
10 min	Self Intro 10 minute self intro to students, includes a mini quiz and 1 minute for questions at the end. Students will talk with partners to plan a question. Need at least 1-2 questions from the class.		Encourages students to come up with a question and have 1-2 students ask.
10 min	Planning and Read Model Answers Give worksheets 5 mins: Students will have 5 minutes to plan their essay by answering the questions. 5 mins: Students will review a general essay framework, and review ALTs example together	T1, explain how to plan and write the general essay. Explain model answer. Assist students in planning during 5 minutes planning time Explain model answer handout	Help pass out worksheets Assist students around the classroom during planning. If a student is undecided in their outline, JTEs will help them choose what to write about. Assist with understanding/
30 min	Essay Writing Time Students will write their essays on the worksheets provided to answer the prompt "write an essay about a school event or club activity that impressed you the most in 80-100 words."	Walk around the classroom, assist students when they need help	Walk around classroom, assist students when they need help

Notes:

If students cannot decide on a school memory, JTEs will automatically assign one to them. [E.g. tell them to write about last week's culture festival.] They should have at least the first and second question of the outline answered by 5 minutes.

Musical Melodies

Jose Cruz

Intro and greetings

Greeting the students and having a bit of small talk on any subject.

Intro to topic, Music.

We will listen to English music today!

We review vocabulary

Students get into groups (ideally 3).

Each student will take a turn with one song and use the worksheet to write as many words as they can hear in the first minute of one of the three songs.

We will listen 2 times (one minute each time) then time to review with lyrics

We read together each song, check out any new words or phrases then listen to the whole song, singing along for the first minute with lyrics in hand.

Songs –

Main Songs to review and study

One Direction – *One Thing*

BTS – *Butter*

Ylvis – *The Fox (What Does the Fox Say?)*

Other songs if there is time.

Tangled – *I've got a dream*

Teen Beach Movie – *Cruisin' for a Bruising*

Daft Punk – *One More time*

Avicii – *The Night's*

After listening to each song we have a practice conversation standing up, and then listen to any of the other extra songs if there is time.

Practice conversation

What is your favorite song?

My favorite song is _____, How about you

My favorite song is _____.

I would like to hear it someday.

Musical Melodies

Worksheet Example

Vocabulary Review

Music – The combination of sounds, one can sing to it, and dance to it.

Lyrics – These are the words of the song.

Playlist – The list of songs to play in a row. Maybe for a party or personal use.

Rhythms – these are the patterns of the beats, they set the pace and flow.

Beats – Steady and repeating tunes, you can clap to them easy.

Chorus – The part of the song that gets repeated a lot. Easy to sing along.

Melody – Is a tune, when musical notes are connected and sound nice.

Listen to the music and write down as many words that you can hear.

Conversation Practice with Partner

What was your favorite song today in class?

My favorite song was _____, I want to hear it again. How about you?

I really liked _____. I think it will be a good karaoke song!

We have to sing it someday and practice.

WH Questions Interview

Julie Pearl Guanzon

Objectives:

At the end of the discussion, the students are expected to: a. answer comprehension questions about the story using Kahoot; b. read about the story of “Kurikindi” in pairs accurately; c. present an original ending to the story.

Subject Matter • Topic: Little Hero (An open-ended story)

Lesson Requirements: • Laptop, E-board • Chromebook I

	JTE	ALT	TIME
Greetings	Greets the students	Greets and asks the students how they are doing. Explains the outline and objective of the lesson for the day.	5 Mins
Motivation	Reminds the students about their assigned reading. J T E translates instructions into Japanese when needed. Sets-up the application needed to be used for fast reading practice.	Tells students to open their books and pairs them accordingly. In pairs students shall read one sentence each. They shall correct each other when one makes a mistake in pronunciation while reading. Instructs the students to focus on the e-board practice reading. Tells students to open their Chromebook and use Kahoot for the story comprehension question. Proceeds with asking the questions through Kahoot. Appreciates the winners of the Kahoot game.	10 min
Guided Practice	Explains the instructions in Japanese when needed.	Discusses to the class that the story is open-ended; thus students need to provide an original ending for the story. Shows the template on how to create their own story ending using the e-board. Explains how the students should create their own story ending. They will be given 10 minutes to prepare through google slides.	10 mins
Evaluation	Gives comments to the students presentations.	Asks the students to finish their preparation and start their presentation. Corrects students mistakes when necessary.	20 mins
		The ALT gives comments at the end of the lesson and congratulates the students for a job well done.	3 mins

The World in English

Matthew Trecek

Goal:

To give students a better understanding of the names of various countries in English and expand their knowledge of global geography.

Materials:

World Map in Japanese

You can project a map on the blackboard, but I found that a physical map worked very well.

Some kind of pointer or stick

I used a bear claw back-scratcher that I picked up at Donki.

Cards with the names of various countries

English on the front, Japanese on the back.

Color code the cards by picking Easy/Medium/Hard countries.

These can be handmade or printed out!

Lesson Rundown:

At the beginning of class, I introduce myself to the students once again, then say something along the lines of:

“Alright, who can tell me where I’m from?” (America)

With the map up on the board, I’ll move the pointer around and eventually they’ll say STOP or OVER THERE, most likely in Japanese, but that will be ok.

Then, I ask the students if they know where certain countries are by using the Japanese names for those places.

Once they guide me to that country, I ask if they know how to say it in English.

“Alright, now who can tell me where Nihon is?” (Move the pointer around until they say stop)

“And what is Nihon in English?” (Japan)

Repeat this a few more times, getting a bit more difficult each time. For example:

Japan → China → Australia → France → Egypt → Eswatini

Now that I’ve established that at least some of the students know where a few of the countries are, I move on by taking out some flash cards with the names of countries in Japanese and English. I hold the card up (English face), say the country, have them repeat the name in English, then see if anyone can guess what the equivalent Japanese name is. I start off with really easy ones, then move onto the more difficult countries with completely different sounding names. Once someone gets the country, I point it out on the map.

Finally, I move onto the activity, which should take up the majority of this short lesson.

The World in English

(Continued)

Activity:

Geography Game

In this activity, two teams will race to the board to point out countries that they draw from different piles. The cards are in English, but the map is in Japanese. It challenges their knowledge of the world and teaches them the names of various countries in English. This activity also requires a fair bit of geography knowledge on behalf of the ALT.

Split the Country Cards in half, making sure that there are an equal number of easy, medium, and hard cards in each pile (You can mix the cards together to create random spikes of difficulty, or you can have the difficulty gradually increase).

Split the students into 2 teams, making sure that there are an equal number of people in each group.

Lay the cards English-face-up in two stacks on either side of the map. Make sure that the students do not look at the other sign of the card.

The ALT must sit or squat underneath the map with the pointer in hand, ensuring that everyone is able to see them.

On "Go!" have one student from each team walk to the front of the room and draw a card. They will then attempt to find that country on the Japanese map. If they think they've found it, they need to confirm it with the ALT – If it's correct, they can go back to their seat and the next student will be able to draw a card.

If a student is unable to find the country after three tries, they can put their card at the bottom of their pile and draw from the top.

The game ends when the first team runs out of cards! That team will win and get one point. Play as many times as time allows!

Variation

It might be fun to assign point values to each of the Easy, Medium, and Hard color categories (1/2/3 points, 2/4/6 points, etc.).

In this case, take all of the cards and split them into their difficulty classes. The JTE must sit at a desk near the front of the room. With each stack hidden, the student will have to ask for an Easy, Medium, or a Hard card.

The game continues as normal, but the ALT must be keeping track of the score for each team.

Set a timer for 10 minutes.

The team with the highest score at the end of 10 minutes wins.

The World in English

(Continued)

Lesson Tips and Tricks

This lesson works great on days with shorter class times. It can also be tied into a presentation about the countries of the world. That would beef it up quite a bit!

I tried this lesson with my first year high school students. They had a lot of fun, and I think they learned a lot. I have to imagine that third year students might be a little more reluctant to participate in a game like this.

The countries I used for my cards (mine were hand-made):

Easy

Japan*	Australia	France
Brazil	South Korea*	China
Italy	India*	Thailand*
Germany*	Canada	Mexico
Indonesia	Vietnam	Philippines
Russia	Spain	Ireland
Mongolia	Ukraine	Malaysia

Medium

Netherlands*	North Korea*	United Kingdom*
Switzerland*	South Africa*	The United States of America*
Egypt	Singapore	Turkey*
Kenya	Peru	Argentina
New Zealand	Madagascar	Vatican City
Panama	Cuba	Morocco

Hard

Eswatini	Kyrgyzstan*	United Arab Emirates*
Seychelles	San Marino	Montenegro
Ghana	Guyana	Fiji
Barbados	Martinique	Andorra

*Countries with slightly/radically different names between English and Japanese.

Note that many of the easier countries are ones that are nearby Japan.

Many of the * Countries in the Medium category are there because their names are quite different from what the average Japanese 1st year high school student may be aware of, yet aren't obscure enough to be located in the hard category.

Travelling Abroad

Rebecca Allum

Primary Lesson Aims	<ul style="list-style-type: none"> ● To expose students to different countries. ● To expose students to country's with different English-speaking accents. ● To introduce the use of mind-maps in planning.
Secondary Lesson Aims	<ul style="list-style-type: none"> ● Comprehension practice. ● To improve on creating group projects.
Anticipated difficulties	Issues understanding a new accent.
Solutions for difficulties	Script of the dialogue will be shown last.
Teaching Materials	Computer, Projector. Worksheets, student's computers.

Timing	Stage/Procedure	Purpose of activity
1mins	Greetings Students will do their everyday greetings and be given their worksheets.	To gain the students immediate attention and interest. Set the pace of the class.
8mins	Warm-up exercise Flag to the country. 6 groups of 5-6 will be created and students will compete to answer the correct country's name to go with the flag. Groups will choose their countries.	To start the class with vocabulary the students are familiar with.
2mins	Introduction to Lesson Video example of the activity by a foreigner speaking with a different accent in English.	To model the conversation and allow for exposure to different accents.
5mins	Answering worksheet questions part 1 Students will answer the questions based on the video and ALT will correct them in real-time.	To ensure the students understand the material read.
5mins	Explanation of making a mind map Students will be taught how to make a simple mind map. JTE will assist with translating and explaining anything complex.	To engage students in actively practising writing. To allow students to practise group work, planning and speaking.
15mins 8mins 7mins	Mind Map Exercise: X Country Students will use the country selected for their group to create an individual mind map. The group will decide which 2 reasons they will be doing for their country and each member will do a mind map using these 2 reasons. A student will be chosen as the scriptwriter for the group. A student will be chosen as the presenter. The best mind map/maps will be chosen for each group's presentation.	
12mins	Presentations Each group will be given 2minutes to present.	
2mins	Questions If students had any questions about the lesson.	
2mins	Cool down (Should time allow) Students will speak within pairs about places they have visited within Japan using a dialogue prompt.	These words will be used in a future lesson.
1mins	Conclusion/End of Class Good bye and any after class questions.	

Cultural Lesson on Diwali

Sherwin Nana

Goal: To be able to research and speak about Diwali in South Africa.

Activity	Description	ALT	JTE
Greetings 1 min	JTE and ALT greet the students and guests. Ask about how they are. Greet the guests.	Greetings Writing	Greetings Writing
Introduction of the topic question 3 min	I will introduce the topic. Then, JTE will write down the goals for today's topic. Next, I will ask the students a question. What is your favorite event In October?	Introduc- tion	Help ALT with writing the goals on the chalkboard
Warm-up 1 min	I will show and explain the warm-up activity. Students will talk in pairs After they are done, the ALT or JTE will Pick one of the students	Instructions and expla- nation	Supervising class and helping the students if needed. JTE will pick a student
Phase 1 of the presentation Halloween. 2 min	A quick explanation about why we don't celebrate Halloween in South Africa: I will introduce an important holiday called Diwali.	Explanation	Demonstration
Explaining today's Activity	I will ask students to take their chrome books out to take notes and explain today's main activity.	Explaining and helping the students	Supervising class and helping the students, and clarifying if necessary
Phase 3 Diwali 20min	I will give a presentation about Diwali—for example, the date, objects, food, clothes, and 1 video.	Explanation and pre- senting	Helping the ALT if the students do not understand the content
Questions 2 min	Students will get time to ask questions	Answering questions	Answering questions
Special rules 2 min	I will tell the students about special rules they must use before starting their research.	Explaining the rules	
Research time 15 min	Students will research their chosen topics and prepare to speak with their partner.	Helping the students with their research and preparation.	
Speaking time 4 min	Students will get time to speak with one another about their chosen topic		
Students presentation	If there is extra time after the lesson, we will pick a pair of students to talk about their topics		Picking students

Travelling Abroad

Denver Dauthe

Level: SHS (variable skill levels)

Lesson time: 50min

Materials: Presentation, Worksheets, Cut-up paper squares or tokens for the game

1) Warm-Up (3-5min)

Play any warm-up of your choice to get the students moving and using English. My go-to is Tate Yoko (column&row) game where students can have their column/rown sit down after answering a question in English.

2) Hook (2min)

Ask your students if they are interested in traveling abroad. Have them first discuss with each other, then ask their opinions directly. If they are interested, ask about where they want to go. If they are not interested, ask them why. Not wanting to travel is perfectly fine, and reasons such as being too busy studying and working to travel are valid.

3) Lesson (15-20min)

Talk to the students about different ways you can travel abroad, and be sure to include some specific examples tailored to your country!

I like to be sure to highlight studying abroad to academic classes, but you can use whatever is most relevant to your students. For example, if you have a Business course, you could talk about taking overseas business trips, or if you have an Agricultural course, you could talk about exchange programs like WWOOF.

[Here's a link to an example presentation.](#) (Intermediate-Advanced level students)

3) Activity Preparation (5min)

Divide the students into pairs and begin to explain today's activity. The goal of the activity is to get students thinking about different countries. You can change the worksheet to feature whatever grammar is most relevant to the students, but for this example, we are having students practice moving the verb before the subject. (You are happy -> Are you happy?) Model the game with the JTE before beginning.

4) Activity (10-15min)

Have the students play the game with each other. (details on next page)

Travelling Abroad

(Continued)

Playing the game (countries version of Guess Who):

Materials:

- 1) Worksheet below for each student
- 2) Little cut-up squares of paper or other tokens that students can use to cover countries they have eliminated

How to play:

Divide the class into pairs to play against each other. For more fair play, students should place a divider between them such as a tablet or textbook.

Model the question form with the JTE, explaining how the verb and subject of the sentence switch places when asking a question.

Model one round of the game with the JTE. Emphasize that you can only ask 1 question per turn, and must use that 1 question to guess the opponent's country when you think you know it; you can't guess on the same turn you ask a question.

The information below is useful for students' first time playing; they can usually figure out the country just by using those questions. However, encourage them to ask out-of-the-box questions, such as location on the map provided ("is your country South?"), colors on the flag ("Is your country's flag red?"), or even questions about popular culture for advanced students ("Is your country famous for soccer?").

If there's time leftover after two rounds, you can end the game and consider having the students work together as one big team to guess the teachers' chosen country at the end (this is not back-and-forth; just go through each student/pair to have them ask a question to the teachers)

******This lesson can also be used as the first lesson or supplement to a first lesson in a series about international countries/cultures. The game can be a good jumping off point for students to have to pick a country they have to do research on, etc.

Halloween Lesson

Hayley Kirley

Wiki Lesson Title: Halloween Lesson with Scary Stories

Name(s) of Teacher(s): Hayley Kirley, Yukimi Takao

Class/Grade/Language level: Grade 5 and 6 Elementary School

Textbook and specific lesson: After Unit 5, New Horizon grade 5 (Halloween time)

Goal: The goal is to share American scary stories with students so that they can get interested in English stories and experience different scary stories. The main goal is to help them engage with English through fun storytelling.

Preparation: This lesson requires projection technology to present a PowerPoint as well as support with translation when needed. This lesson is also improved with props like a flashlight and a mirror. It is very important that the ALT explains the stories to the JTE beforehand so that they can offer explanations when needed.

Class time: This lesson takes around 15 minutes. After that, there is time to play a Halloween game or do some other Halloween craft or activity.

Halloween Lesson: First, I explain the origins of Halloween and what we do in America on Halloween. I explain where it comes from, what it is about, and a bit on why we wear costumes. So, Halloween is from Ireland. It is about change, the changing season, light to dark, hot to cold, and then people become monsters. Then, I explain that we wear costumes to trick the monsters into thinking we are also monsters. Last, I do a short demonstration of trick or treating with the JTE or homeroom



Yamawaro

In exchange for food, these friendly Yōkai will help out humans with any kind of work. Afterward, they may even let you join in their Sumo Wrestling Competitions. Keep an eye out for them if you are in the Kuma area!

Scary Stories

Hayley Kirley

Scary Stories: I turn off the lights and close the curtains for the scary stories. I also like to put the flashlight under my face to introduce scary stories. After that, I use other props so I don't use the flashlight the entire time.

The scary stories I like to tell are "Bloody Mary" and "The Hook Man." First, I explain that "Bloody Mary" is a witch and this is a spell. For the spell, you go into a dark room by yourself and say "Bloody Mary" three times as you look in the mirror. Then, she appears behind you.

The version of "The Hook Man" I like to tell is open-ended. I tell it like this: a boy and a girl are on a date. They go for a drive in the woods. They listen to the radio. The radio says, "A hook man escaped from prison. Be careful in the forest." Then, their car breaks down. The boy says, "I will go get help." The girl says, "Don't go! There is a hook man! I'm scared!" The boy says, "It's okay. Don't worry." Then he leaves by himself. The girl waits, and waits, and waits. Then she goes to sleep. The next morning, she wakes up. Still there is no boy. So, she opens the car door, then closes it. And, there is a hook on the car door handle! So, where did the boy go? No one knows.

Notes on the scary stories: For the scary stories, I use a small mirror to describe how "Bloody Mary" works and have the kids repeat after me. I like the JTE to explain what "bloody" means and then also ask the children if they would try it. Then, I use different voices and gestures to explain "The Hook Man" story. I have a short animation in my powerpoint to explain that the Hook Man escaped jail, but I think it is helpful for the JTE to further explain what that part means. Also, the kids like it when I really exaggerate the difference between the girl and boy characters when they are speaking. It is also even better when the JTE matches my delivery when translating these parts. Takao-sensei was really good at only translating when needed and not the whole story.

I always tell the stories in present tense so they can recognize common verbs. Dramatic pauses are also very important for storytelling so it is **very** helpful to practice many times. I made a script that I followed exactly, but this would not necessarily be needed for everyone. I have done these in middle school as well and included questions to check their understanding. However, I took those out for elementary school so that they could just enjoy the story. In one of the 6th grade classes, students wanted to ask questions about the story. I answered these but I think it is fun for some of the story to stay open-ended so that students can imagine what happened themselves. So, when they asked what happened to the boy I told them I don't know.

Here we go Unit 2 Part 1

Lily Feast

Goal: Students will be able to utilize past perfect form, and select the grammatically correct conjugation of “have”.

1. Reading Introduction

- Students will start by listening to the passage on page 22 of “Here We Go! (3)” two times. The first time, utilize the recording. The second time, the ALT will slowly read the passage.
- The ALT should then ask the students what they understood from the passage. What words were challenging? What happened in the story?
- The students will then read the passage in small groups, each taking on the role of a character.

2. Introduce Vocabulary

- Using the flashcard function, introduce the new vocabulary for the unit. Have the students repeat the new words aloud at least two times. Additionally, check their comprehension by confirming meaning and pronunciation.

3. Brief Grammar Presentation

- Utilizing the attached powerpoint, ALT’s will give a brief explanation of past perfect form.
- Using the examples in the powerpoint, students will be asked to correctly identify which variation of “have” is grammatically correct according to the sentence.

4. Worksheet

- Have students individually complete the attached worksheet in order to check their comprehension. The ALT can walk around, and help students with any difficult sections
- After they have completed their worksheets, have them check answers/help those around them.

Here we go Unit 2 Part 1

Worksheet Example

Part One: 文章を並び替えてください

(1) book / hasn't / she / that / read

(2) finished / they've / the / already / homework

(3) just / I / arrived / have / home

(4) has / finally / watched / the / he / movie

(5) washed / hasn't / the / she / dishes

Part Two: 翻訳してください

(1) 彼らはもう朝ごはんを食べました。

(2) 彼はその食べ物を食べたことはありません。

(3) 私はやっとホテルに着いた。

Part Three: 下から、最も適当な言葉を選んでください。

has		played		haven't		already		have		hasn't
-----	--	--------	--	---------	--	---------	--	------	--	--------

(1) She hasn't _____ that game.

(2) He has _____ eaten dinner.

(3) I _____ finally cleaned my room.

(4) She _____ just watched that movie.

(5) They _____ finished their homework yet.

(6) He _____ done kendo before.

Colours

Andre Thomas

Objective: Students will be able to say different colours in English and which ones they like.

Target Vocabulary: Red; orange; yellow; green; blue; purple; pink; brown; white; black

Key Phrases: "What colour do you like?"; "I like ____"

Required Materials: Flashcards for feelings, weather, days of the week and colours; computer with internet.

1. Do daily greetings with the students.

- Review feelings vocabulary.
- Briefly practice and repeat with gestures.
- Have students guess the feeling after the ALT gestures it.
- Have students gesture the feeling after the ALT says it out loud.
- Ask students to do Janken with 3-5 people (winner starts "How are you?") and sit down when done (HRT and ALT do a quick model).

2. Ask about the weather

- Practice 2-3 times while using gestures decided upon by the students in previous lessons.

3. Ask what day it is

- Briefly review days of the week.
- Sing days of the week song and gesture (2 times).

4. Introduce colour vocabulary

- Go through each word slowly and clearly while HRT explains it in Japanese.
 - Go through them 2-3 times with students repeating (make sure to also go in a random order so students memorise the individual colours rather than the order in which they appear).
 - Play a "missing game" or "keyword game" to confirm that students remember the difficult words (such as brown, purple, yellow and white).
 - Now introduce the key phrases ("What colour do you like?"; "I like ____") and model with HRT. Ask students what they think the conversation was about.
- Explain the meaning of each sentence to the students and have them repeat.
- Have students ask the person next to them what colour they like and visa versa.
 - Play "Colour Touch" game.
 - Move tables and chairs to the back of the classroom and have students.

stand freely and in any position. Select one student to answer the question. All students chant together: "What colour do you like?". The selected student answers "I like ____" and then students should try to touch an object in the room that is of the same colour as fast as possible. The last student to touch an object becomes the next student to answer.

Holiday Lesson

Austin Funnel

Class/Grade/Language Level: Tested and Approved at Elementary-JHS

Textbook and Specific Lesson: None, cultural lesson related to a holiday in the ALT's home country.

Goal: Introduce and familiarize the students with different holidays and cultural traditions, introduce new words associated with the holidays and traditions.

Preparation: Create presentation (PowerPoint, Prezi, etc) about the holiday to be taught about.

Class Time: Entire class, can be stretched or shortened based on length of presentation and desired amount of game time.

Outline: Before Class-

1. As the holiday is approaching (Thanksgiving, Christmas, Easter, 4th of July, etc), create a presentation introducing the major traditions of the holiday, the cultural implications, and how people in your home country feel about the holiday. You can also include personal touches, such as how your family celebrates the holiday, or if your hometown/area has an interesting tradition or event. *[obviously the presentation is tailored differently depending on the specific grade/English level being taught]*

a. Include in the presentation vocab slides pertaining to the holiday.

b. Be sure to leave time for questions after the presentation but before the game.

c. At the end of the presentation devise some sort of game related to use of the vocab or cultural aspects that were covered in the presentation (a very popular and fun game that I have done before is basically a classroom version of Pictionary; students from Grade 5 all the way to Grade 9 loved it, and it's very easy to set up and explain. All you need is a blackboard/whiteboard) *[obviously the vocab and/or cultural aspects are tailored differently depending on the specific grade/English level being taught]*.

In Class-

2. While covering the presentation, talk at a rate and use English of a level specific to the grade/English level.

3. Go through the presentation and vocab, then have some time for questions related to the holiday.

4. After question time, review the vocab and any cultural aspects relevant to the game.

5. Explain and play the game. (for Pictionary I have found that it is generally best to split the classroom into 2 or 3 teams, make sure that different people are able to draw each time, adding a 'steal' aspect if the guessing team gets the answer wrong initially can be fun as well).

6. If there is time remaining after the game, or if you would like to include this regardless, review the vocab/cultural aspects once more for better retention.

Compare a native and non-native singer

Bethany Harris

Brief Summary	Students listen to a native speaker and a non-native speaker of English perform the song "Let me Down Slowly." Then, the two versions are compared and contrasted through student discussion and worksheets.
Proficiency	CEFR A1: Beginner, Basic reading and communication skills
Age Group	Junior High School; 12-14 years old
Goals and Objectives	<p>Goals: Students begin to develop an understanding of the importance of intelligibility over native speaker pronunciation.</p> <p>Students gain confidence in their own English pronunciation.</p> <p>Students become more positive toward accents in English.</p> <p>Objectives: Students can comprehend lyrics sung by both a native and a nonnative speaker by writing down familiar English words they hear.</p> <p>Students discuss the similarities and differences between the two singers and form an opinion about native speakerism through classroom discussion.</p> <p>Students then apply knowledge from the lesson to find their own song that is sung by a non-native speaker of English.</p>
Materials	Computer, projector, speakers, internet, Listening Activity Worksheets 1 and 2

Time	Students' Actions	Teachers' Actions
Intro. 2 min.	Greeting Answer warmup questions	Ask students: How are you? What day is it? What is the date? How is the weather?
Warmup Pre-Listening 5 min.	Answer the discussion questions with a partner Be prepared to share	<p>Put students in pairs and put discussion questions on board, be prepared to translate into Japanese if students do not understand.</p> <p>What kind of music do you like?</p> <p>Do you listen to any non-Japanese (foreign) music?</p> <p>What foreign music do you like?</p> <p>What Japanese music do you like?</p> <p>Have students volunteer answers.</p>
Listening Activity 10 min.	Listen to 2 versions of "Let me Down Slowly" Write down any English words understood	<p>Tell students they will be listening to 2 versions of an English song: one sung by a native speaker and the other being a cover by a non-native speaker.</p> <p>Pass out "Listening Activity 1" worksheets.</p> <p>Instruct students to write down any words they can understand while the music plays.</p> <p>Play 2 versions of Alec Benjamin's "Let me Down Slowly" on YouTube. Don't show the video so students cannot see who is singing.</p> <p>Version 1 (J. Fla Cover): https://www.youtube.com/watch?v=M4h1T59BeM0</p> <p>Version 2 (Alec Benjamin): https://www.youtube.com/watch?v=nvZoCC-DaIQ</p>

Compare a native and non-native singer

(continued)

Listening Activity 2 10 min.	Vote on which version is the native speaker Fill in the lyrics while listening to the songs	Ask students which version they think is the native speaker and which is the non-native speaker. Pass out Listening 2 worksheet. Instruct students to try and fill in the blanks for the lyrics as they listen. Play each version of the song.
Post-Listening Activity 13 min.	Answer the discussion questions in small groups Share answers with each other and the class	Go over answers for worksheet. Reveal version 1 is a cover by South Korean singer J. Fla and version 2 is the original song by the American singer Alec Benjamin. Put students in groups of 3-4 for discussion and ask the following questions, use Japanese if necessary: Did you like the song? Why or why not? Which version did you like better? Could you understand both versions of the song? Did you notice any differences between J. Fla's version and Alec Benjamin's version? How do you feel about non-native English speakers singing in English? Would you like to sing in English or another language?
Closing 5 min.	Think about what song they would like to bring to class next time	Praise what students did well. Explain homework assignment. Find a song that you like sung by a non-native speaker or covered by a non-native speaker English. Bring to class next time and share. Show students example of assignment: Dynamite by BTS: https://www.youtube.com/watch?v=gdZLi9oWNZg

Tako Nyudou

In recent years, this humanoid Octopus Yōkai has become very rare, but in Ushibuka, fisherman who catch one instead of a regular octopus have been known to befriend them.



Halloween in America

Christina Streitz

Theme: Halloween

Age range: Jr. High School

Duration: 35-50 minutes (depending on speed/depth covered)

Regular Class Opening (5 minutes)

Greeting

Date, Day, Weather, Time

Easy Conversation Practice ("What will you do this weekend?")

Halloween Powerpoint (30-40 minutes)

What is Halloween?

History

Old and Modern Traditions

Halloween Quiz Game

Materials: white-boards, markers (paper can be substituted)

Break into groups

4-6 groups ideal, but flexible for class size

Let the groups name themselves, adds to the fun

Keeping tally of points, groups all write their answers.

Point values up to preference, but 10 points for Q1-3, 20 for Q4-6, 30 for Q7-8, 50 for Q9 and 100 for Q10 worked well. Bonus question points are whatever would make it interesting.

Announce a winner! (stickers make a great prize)

Questions, Reflection, and Ending Greeting (5 minutes)

Apples to Apples

Colin Maurer

For JHS or SHS

Goal: Vocabulary/having fun

Preparation: Before the first play, there is some preparation required, after that, just bring the cards and English-Japanese dictionaries.

Takes about 30 minutes, including explanation.

Description:

After buying the Junior version of Apples to Apples, check every card and remove cards which students have nearly no chance of knowing (Examples: Skeletor, a scrunchie, substitute teachers).

Split the class into groups of about six students and give each student four noun cards. Choose a judge for each group and give them an adjective card. Students give the judge the noun card from their hand that most closely matches the adjective card that the judge has. The judge chooses the best noun card, and the student who submitted it gets to keep the adjective card, scoring a point.

The judge rotates each round, and students draw one new card every round to maintain a 4-card hand. The game ends when the ALT decides it's over, or after a set amount of time. The student with the most adjective cards in each group wins.

A variant of this game involves using the first 20 minutes of class to create custom cards on slips of paper marked "noun" or "adjective." These cards can then be used for Apples to Apples instead of the normal cards. I have had more luck, however using the official cards.

Mastering Lowercase Letters

Frankie Yelverton - Misato Town

Grade	4年生
Unit	6
Lesson Description	In this lesson, students will practice identifying and arranging English lowercase letters.
Lesson Sequence	<ol style="list-style-type: none"> 1. Introduction (English greeting to all teachers and "How are You?" to all students) 2. Basic Questions (How's the weather today?; What day is it today?; What's today's date?; What time is it?; What season is it?) 3. Songs (Months of the Year & "Take me home, country roads") 4. Alphabet Phonics (Modeling/Call-and-Response to keyboard metronome) 5. Let's Watch and Think (Textbook p. 22-23) 6. Activity: Students will work in groups to find hidden lowercase letters depicted in a town scene in 7. Activity: Students will work in pairs for 3-4 minutes to place lowercase letter cards in the correct order.
Summary	This lesson is part of an ongoing effort to familiarize elementary students with letter identification and using these letters to create new words.

Shapes and Colours

Jasmin Jones

Lesson Planning	
Standard/Objective <i>What will students know and be able to do as a result of this</i>	Students will be able to recall shape and color names.
Assessment (Formative) <i>How will you assess this standard/objective? This is matched to the above standard/</i>	Students will participate in Fruits Baskets game at the end of the lesson to demonstrate the objective. Prior, students will do a paired activity using the target language of 'I want...'
Anticipatory Set <i>How will you engage students in learning and</i>	Students will read and repeat learned shapes and colors. Then participate in activities to engage with the content in groups.
Content Delivery How will the lesson include such activities as: <ul style="list-style-type: none"> ● Connections to prior knowledge ● Vocabulary development ● Reading ● Discussion ● New information 	<ul style="list-style-type: none"> ● Read and repeat <ul style="list-style-type: none"> ○ Students will read and repeat shape and color names. In addition to the target language of 'I want...' ● Song <ul style="list-style-type: none"> ○ Students will continue to engage with color and 'I want...' songs. ● Pair activity (Shirt Design) <ul style="list-style-type: none"> ○ Students will participate in a paired activity where they have to tell one another what colored shape they would like for the shirt they are designing. ● Fruits Basket <ul style="list-style-type: none"> ○ Students will be assigned a shape and either the color red or blue (color can be changed depending on size of class and the teachers liking). The person in the middle of the fruit basket circle will say "I want a (color) (shape) and the students with that assigned color and shape will have to stand up and try to switch seats. Students also have the option to say , 'Fruits Basket' where all students will have to stand up and switch seats.
Guided Practice <i>What strategies will be used to model and practice new skills, concepts, or content?</i>	<ol style="list-style-type: none"> Students will model the language structure as modeled by the T1 and T2. <ol style="list-style-type: none"> 'What do you want' and 'I want....' Read and repeat color and shape names.
Differentiation <i>How will you differentiate instruction for all levels of learners? What interventions will you need to employ?</i>	Those students who cannot speak will be evaluated by their listening skills and asked to point at the color and shape said by the T1 or T2.

Movies

Elijah Kelly

Background information: Title: Listing your favorite movies, and defining key traits about your favorite characters. Course/level: High intermediate/ low to mid advanced. Class time: 50 min Goals My main goal of this lesson is to help the student grow accustomed separating things based on category, and giving descriptions. Objectives: <ul style="list-style-type: none"> . The student will be able to organize items into categories. . The student will be able to further elaborate on organized items. . the student will be able to define and recognized key traits. Materials and Equipment: Dictionary, Worksheet A, Worksheet B		To do before class (teacher): Write these questions on the board. Think of a few movies that you like or would like to watch. From the movies that you have watched, do you remember any characters you liked? If so, why did you like those characters? Bring to class: Worksheet A, Worksheet B
Time	Procedures	Notes/ Comments
5min	Warm-up: Tell students that today's class will be about movies that they have seen or would like to see, and their favorite characters. Have the students read these prompts on the board: Think of some movies that you have seen, or would like to watch. From the movies that you have watched, did you like any of characters in those movies? If so, why did you like those characters? Have some students volunteer to give their opinions, and write the names of the movies on the board.	Warm-up options: The teacher could make a worksheet with these questions. Then have the students work in pairs to interview with each other. The teacher could also encourage participation by listing some of their own movies, and favorite characters.
25 min	Presentation: Draw a list on the white board depicting different movies genres/categories (action, sci-fi, comedy, etc.) Ask the students about their movie choices and how each movie made them feel. Have the students volunteer to go up and separate each movie into a category. Once completed, draw a second list depicting different character traits (brave, lazy, funny, etc.) Have student volunteer once again to separate their favorite characters based off their traits.	If students are having a hard time separating the movies or characters, the teacher can help them. (include titles to such as ex. "star gate, sniper 2," have student categorize) (can have student research an actor, and the movies they played in).
15min	Practice #1 Have the students separate into group to complete Worksheet A worksheet. Once completed, have the teacher review the Answers with the students. Have the teacher ask if the students had any trouble answering the questions: Feedback: The teacher could give hints to help the students determine which category a movie belongs in.	
5min	Closing Tell students: Though it may seem small, learning how to categorize things in English can be very helpful in situations that require to search through various items like in a store, or shopping online. Now that you all have learned how to categorize motives and characters, I am sure that you will enjoy this next activity. Distribute Worksheet B (as homework).	

New Horizon Unit 6

Stephen Kenney

Class/Grade/Language Level: Grade 5

Textbook and specific lesson *New Horizon Elementary 5*, Unit 6, “What would you like?”, pages 54-55

Goal: Students will start to learn how to order at a restaurant in English by understanding the story of the unit.

Preparation: Dessert and taste / flavor flashcards, lyrics for “What would you like?” song.

Class time: 45 minutes

Greeting

- How are you?
- What day is it today? What is today’s date?
- How is the weather?
- What time is it?
- Small talk (JTE and ALT model the small talk.) What food do you like? I like _____. Why? It’s _____.
(delicious / sweet / salty / etc.)

Practice new words

- ALT goes through dessert and taste flashcards and reads each twice.

Starting Out

- Students watch all four videos in the Starting Out section and have to write the correct number next to the corresponding letter.

Let’s Sing

- Hand out lyrics for “What would you like?” song.
- ALT first reads the lyrics for the song. Students repeat and the JTE explains the meaning.
- Sing the “What would you like?” song three times, each time encouraging more student participation.



Abura-Sumashi

The Spirit of an oil thief who fled to the mountains of the Amakusa area. It's very rare to see one, but they have been known to respond to travelers who call out to them.

Do you have a pen?

Ivan Yatsko

ES 4th grade Textbook: Let's Try 2

Unit: Unit 5 – Do you have a pen?

Unit Goal: Students will be able to draw a stationery gift to their classmate.

Lesson 1 would have introduced the unit with a following premise:

JTE wants to give ALT a gift of a pink eraser, but the ALT already has 5 erasers and ALT does not like pink. JTE asks students what should have they done before giving a gift? Answer would be to ask first if they have one, and figure out what the ALT doesn't have.

Lesson 2 Goal: Students will learn to use "Do you have a ____?" to ask their classmates if they have a certain stationery item.

Time	Activity details	Special Notes
3 min	Greeting Say hello, how are you etc. Make students ask JTE, ALT, HRT (if present) how they are feeling. Ask date, day, weather	Depending on class size, ask certain students on how they are feeling.
5 min	Vocabulary card review: Keyword Game Line up large size vocabulary cards onto the blackboard. One word becomes the keyword. Students pair up and place an eraser in the middle of the desk. When game starts, the students put their hands on their head. ALT says vocabulary words, if not keyword, students repeat the word. If keyword, students race against their partner to pick up the eraser. Repeat for a few rounds.	There should be 12 vocabulary cards in this unit. Line up either 2x6 or 3x4 on the blackboard. Students may get a little too excited so let them cool down between rounds.
7 min	Review the problem from the last lesson with the eraser gift. Play and sing the "Do you have a pen?" chant, and ask the students if they can figure out the "Do you have a ____?" question. Write today's goal on the blackboard: 「友達の持ち物を尋ねることができる」 Students will write in 振り返り sheet.	If students struggle with figuring out the phrase, just repeat it together with different stationery as in the chant and it will probably ring a bell.

Do you have a pen?

(continued)

5 min	Activity: Students' pencil cases "Do you have" Ask students to take out their pencil cases. JTE/ALT ask "Do you have ____?" (insert stationery name) and students answer "Yes, I do." or "No, I don't."	Students will almost never have a magnet or stapler so those are good for a "No, I don't" answer.
7 min	Activity: Guess what the JTE and ALT have Split the 12 cards into 2 groups of 6. First the JTE takes one of the groups. JTE hides the cards under table, etc. JTE selects 3 cards. Instruct students to raise their hands and ask JTE "Do you have ____?". Then, repeat as the whole class. JTE reveals whether they have the stationery that the students ask. Repeat until all 3 are discovered. Repeat for ALT.	Students can also use their own vocabulary cards if they already cut them. This will help them remember what they already asked.
13 min	Activity: Pair-guessing Same idea except this time they do it themselves Students use the same 2 groups as the JTE and ALT used to make the guessing easier. Students do a total of 4 guessing games before switching partners.	First do side, then front-back pairs. Alternatively, a worksheet can be used to allow students to stand up and freely move around. Saves clean-up time for cards and allows for more students to talk with each other.
5 min	振り返り sheet Students fill out what they thought about their lesson.	Ask students to be specific in their 振り返り. Of course they're 4 th graders, but instead of 「難しかったです」 they can at least write 「staplerの発音が難しかったです」. It will help them later on!

Next Lesson

Lesson 3: Students will use a worksheet to interview each other on what stationery they have/don't have. They will choose one to draw for their partner, and then follow up by using "Do you like" and "Do you want" questions to make them look really nice with their favorite colors and characters.

Alphabet Lesson

Jason Mushinski

Level ES 3rd Grade

Goal: It seems like everybody knows the alphabet song already (from preschool?), and most of the class knows the names of all the letters, so let's deviate from the textbook a little and help them recognize the letters individually, not just when they appear in the same order as the song. The easiest way to do this seems to be having them put the letters in order themselves.

Plan	Notes/retrospective
Greetings	
Review alphabet song.	Did it with and without 音声, and everybody could do it perfectly up until V W X Y Z and the English stuff at the end. VWXYZ seemed hard though, so maybe focus on these next time.
Pull out alphabet cards IN ORDER, have individual kids say their names (TELL THEM you're doing this beforehand, and tell them to ask a friend if they don't know the name of the letter), then put them up on the blackboard.	A couple kids didn't remember the names of the letters, or said made-up names that sounded alphabet-y (I can't remember any off the top of my head, but stuff like "tai" or "shee"), so doing it individually was a good call. A couple others had to sing through the whole song to figure it out (and still got it wrong a couple times), but that's okay.
Deliberately put them up in random order, then once they're all up call attention to that: "It's this order, right? *points to F* A... *points to Q* B... No? Okay, let's put them in order!"	
今日の目当て: アルファベットのじゅんばんをおぼえよう	
Have kids cut out alphabet cards from their textbooks, then ask how many minutes they'll need to put them in order on their desks (probably like five) No looking at the textbook unless they get stuck!	Didn't ask how much time they needed, but in retrospect that doesn't really matter. Some kids ended up finishing faster than others, and they started putting their cards in order without me asking. A bunch of them also chose not to look at the textbook for reference on their own, which I was impressed by. Then I told them they'd get a sticker when they finished and everybody FREAKED OUT and started lining up cards as fast as they could. Use stickers as a reward more often from now on.
Only made it this far before 振り返り time. My plan is always to have one or two extra games in reserve, because the lesson usually goes by faster than I expect, so this was actually a nice surprise/nothing important was left out.	
Then have them put the main board in order! One by one have them come up, find the next letter (A, B, C, etc.) and put it on the board in the correct spot.	
If there's time at the end play bingo or do the 仲間分け page in the textbook or something... maybe both!	
Leave five minutes for 振り返り at the end.	

What do you want?

John Hays

This lesson is based on the Let's Try 2 textbook for 4th Grade ES Students, Unit 7 "What do you want?"

The beginning of the chapter is a picture showing a farmers market with many vegetables on the left page and fruits on the right page.

Start by asking the students if they know any of the fruits and vegetables shown.

If they answer in Japanese compliment them for answering and then see if anyone in the class knows the English name, if not move on and repeat with other items the students know.

Put larger cards on the blackboard so the students can see easier, and then use a pointer stick to practice repeating the name of each item.

Have them say it in Japanese also after a few repetitions to create a link between the words in their head not just with the picture.

Also take the chance to ask students questions about each item like if they like them.

Now that we have created the foundation of the words for the students, use the fruit and vegetable cards in the back of their textbooks for the next part.

Give the students printouts of empty pizzas or parfaits, and tell them that they will be making a pizza with the vegetables, or a parfait with the fruits.

You may have time for both, but it is best to do one at a time.

After the students have made their pizza and/or parfaits, teach them how to ask each other what they want for each item with a focus on the phrases "What do you want?" and "I want X, please."

First demonstrate with your JTE with a conversation like:

"What do you want?"

"I want apples, strawberries, and grapes, please."

"Here you are."

"Thank you."

"You're welcome."

You can replace the ingredients with whatever you feel like.

Have them repeat this conversation after you a few times to get them used to the patterns.

Next have some volunteer students practice in front of the class based on this conversation.

Then have the students practice in pairs for a couple minutes.

To end the class have more pairs come to the front to practice, if there is time for everyone to share try and have everyone share, if not have volunteers present until time ends.

Halloween Around the World

Lily Nguyen



LESSON PLAN



Grade: 3rd-4th Grade

Subject: English

Date: Oct 31

Topic: Halloween Around The World

Lesson: Halloween Fun

Lesson Focus and Goals:

- Introduce students to the origin and practices of Halloween around the world
- Teach Halloween vocabulary

Materials Needed:

- Set of large Halloween vocabulary flashcards
- Halloween presentation/realia
- Link to Halloween run video:
<https://youtu.be/gGFKYTPCMvs?si=PyzTLjKWqPBz8xnF>

Learning Objectives:

Students will be able to explain how Halloween is practiced and use new vocabulary words with pictures

Structure / Activity:

- Opening Greeting and Daily Questions / Mario Skeleton Run warm-up video
- Halloween presentation using realia or video
- Review vocabulary using flashcards
- Split class into teams for charades and picture dictionary. Have one student from each team come up to the front of the room one at a time. The student chooses a flashcard from the deck. They have one minute to act out the card while their team guesses the word. If correct, their team gets one point. Each team gets a turn. Once they know the vocabulary well, switch to charades.
- Stickers to the winning team

Assessment:

- Content Checking Questions: final review of Halloween flashcards
- Review common mistakes



Introducing the Alphabet

Nicholas Navin

Class/Grade/Language Level: 3rd Grade

Textbook and Specific Lesson: Let's Try 1

Goal: Introduce and familiarize students with uppercase letters

Preparation: < 5 minutes

Materials: Cards of uppercase letters, textbooks

Greetings (1 min)

Hello, how are you?

Warm up - I'm a little teapot (3 min)

A quick song and dance to get the kids excited.

I did "I'm a little teapot," but anything works.

Skit [Part A]- A Game Show! (4 min)

In the style of "Who Wants to be a Millionaire," T1 is the host and T2 is the contestant.

T1 gives increasingly harder questions and T2 has to answer them to get (an imaginary) money prize

Question examples:

1. Red (multiple choice, T2 has to point out the color red)
2. How many apples? (T2 has to correctly count the number of apples drawn on the board)
3. What sports do you like? (T2 has to answer "I like ~.")
4. Choose D (multiple choice, T2 has to point out the letter D from 4 letters)

But, as the students don't know the alphabet T2 has to pretend to not know the answer and deliberate over which to choose.

Part A ends with T2 stuck deliberating.

T1 and T2 should play up the reactions to the questions/getting money/ramping up the questions' difficulty to make it exciting for the students to watch the skit.

Today's Goal (1 min)

アルファベットの大文字になれよう

Song - ABC Song (2 min)

(From the digital textbook)

1st time - listen and watch, 2nd time - students can try to sing along.

Present - Body Alphabet (12 min)

Show alphabet cards and have students stand up and, as a class, try to come up with a way to use one's body to represent each letter and say each letter's name while doing so.

After introducing 5 letters, review the set of 5 that was just introduced.

After all 26 letters are introduced, (randomly) review the whole alphabet with body gestures.

Games (20 min)

Pointing game

Teacher says a letter and students have to point to it in their textbook [pg. 22-23] as fast as they can.

Can split the textbook into the left and right halves before doing the whole alphabet.

Ohajiki game

Students place down 1-2 erasers on the letters of their choosing in their textbooks [pg. 22-23]

Students call out "What letter?" and the teacher randomly chooses a letter to say.

If students placed their eraser on that letter, they have to remove their eraser.

Once all of a student's erasers have been removed, they stand up.

Last student sitting is the winner

Skit [Part B] (2 min)

Resuming from where Part A paused, T2 is deliberating on which letter to choose for the final question

Because students have been introduced to the alphabet, they can help T2 correctly pick the right answer and T2 wins the game show.

Alphabet Lesson

Sebastian Prus

Objective: Using the boomerang method, students gain confidence in recognizing letters of the alphabet.

Materials:

1. Whiteboard and markers
2. Alphabet flashcards
3. 2 or more fly swatters

Timer

Lesson Plan:

Introduction (10 minutes):

Introduce the objective of today's lesson: learning the English alphabet.

Show a set of alphabet flashcards one by one and pronounce each letter, prompting students to repeat.

Engage (10 minutes):

After watching, have students sing the ABC song and its variations from the We Can textbook.

Study (5 minutes):

Have the students cut out their alphabet cards and arrange them into alphabetical order.

Practice (10 minutes):

Bring out the fly swatters and explain the rules of the game, Word Slap.

Display the alphabet flashcards on the blackboard.

Call out a letter, and the students called up to the black board must slap the corresponding letters with their fly swatters.

The first student to slap the correct letter wins a point.

Game (25 minutes):

Play the Word Slap game. Time each round using a timer. Let them know the time after the round ends. Rotate throughout all the students in the class.

After each round, briefly review the letters covered and encourage students to practice pronunciation.

Conclusion (5 minutes):

Review the alphabet briefly.

Ask them to do their furikaeri sheets.

Monthly Community English

Ayomide Sanni

Class

Lesson Title: Seasons

Name of Teacher: Ayomide Sanni

Class/Grade/Language Level: Class consists of both Adults and high school students (English language level ranged between advanced beginner to Intermediate)

Textbook and specific lesson: PowerPoint presentation

Additional Resource: British Council – Teaching English; Rants and raves: Winter

Goal: Let's talk about our favorite season and least favorite season. Listen to an audio of someone else talking about their favorite and least favorite season.

Preparation: Activity worksheet based on listening activity from rants and raves, a large screen or projector to view PowerPoint together. Participants need writing materials.

Class time: One hour

Time	Activity	Goal
10 mins	Talk in English. Greetings, asking and describing how the week has been.	To warm-up and get into an English speaking and listening mindset.
2 mins	Discuss goal for the lesson using PowerPoint.	Using the slides made, discuss about the goals and what will be expected.
5 mins	Start lesson about favorite season	First, I describe about my favorite season and why in more than four sentences then give participants time to write or think about theirs and then each person presents also with over four sentences.
5 mins	Start lesson about least favorite season.	Same process as described above.
30 mins	Start activity	Describe the situation and let participants listen to the audio. (A woman in Britain is talking about her least favorite season). Ask them if they could understand the general meaning and what words they could hear. Hand out the activity sheet.
	Go through vocabulary for listening activity.	Participants read the vocabulary words out loud to check for pronunciation while looking at the meaning as well.
	Activity sheet	This involves breaking down the listening into bits and pieces and each piece is played at least three times while participants solve the questions. After each activity we review the answers. Activity sheet is attached below.
8 mins	Discussion and questions.	Hand out transcript of listening. Each participant reads a part of the transcript by paragraph. Discuss the overall meaning and answer questions.

Comments – By the end of the activity, participants realized that they could understand the listening compared to simply listening at first. It was an enjoyable process to have the listening broken down and come to an understanding by their own strengths.

Schools in Australia

Brett Edman

Year level: JHS 1 st Grade	Lesson: Schools in Australia	Textbook: Here We Go 1; Pg. 72	Section: <i>This is Our School</i>
Teaching Objectives:		Resources:	
Students gain an understanding of the major differences between the layout in an Australian school and their home school. Students practice using relative location phrases in the context of a school map.		Teacher device that runs PowerPoint or google slides. HDMI connection. Print out of game board (school map), OR PDF copy of game board to be shared over Lolio Note.	
Learning Outcomes:		Homework:	
Students learn how to use relative location phrases. All students engage with the collaborative practice game.		None, unless the JTE decides to assign anything specific.	
Target Grammar:		Vocabulary:	
[subject] is on/in/in front of/behind [location] [subject] is between [location 1] and [location 2] Are you in/on/in front of/behind [location]? Yes, I am / No, I'm not. Is he ... Are they... Yes, he/she is / Yes they are / No, he/she isn't / No they aren't.		Subject names: English, Languages, Social Science, History, Maths, Science, PE, Music, Technology, Cooking, Sewing Location words: on, in, behind, in front of, first/second/third. Special school locations: Principal, Nurse, Teacher, room, office, quadrangle (The Quad), sports field, gymnasium, canteen (school shop)	

Tanuki

Most common in the forests around Mt Shodai these trickster Yōkai (often classed as animals) will often transform into humans. You may have already met a Tanuki, but you will never know.



Schools in Australia

(continued)

Introduction: Show students a diagram with phrases that describe the Japanese school system and a diagram with phrases the Australian school system. Students read and discuss with a partner what they notice from the diagrams then share answers with the class.				
Teacher Activity	Time	Student Activity	Assessment	Materials
Greetings and introduction activity.	0:00; 5 min	Students read, think pair share, then volunteer answers.	Informal, verbal, raised hands.	PPT
Guided tour of an Australian school on YouTube. Student Q&A. Highlight multiple building "block" layout.	0:05; 5 min	Students watch and listen to a video tour of a school in Australia by Australian students and answer question from ALT about what they understand from the video.	Informal, verbal, raised hands	PPT
Pattern drill for location phrases "Brett Sensei is in/on/in front of/behind/between". Show slides moving Brett around the school.	0:10; 4 min	Students look at slides and repeat together the correct phrase based on the location of "Brett Sensei" on the map shown on the slides.	Listen and repeat format. Correct if errors detected.	PPT
Continue tour of Australian schools. Highlight that students do not have home rooms but teachers do. Introduce naming system for classrooms. B block, 1 st floor, room 4 = B14.	0:14; 4 min	Students watch, listen, and respond to comprehension check questions.	Informal, physical indication of true/false (maru/batsu)	PPT
Model the upcoming game. Teacher chooses a location around the school in secret (does not tell students). JTE asks questions to determine ALT's chosen location until discovered. Switch roles.	0:18; 7 min	Students watch JTE and ALT play hide and seek. Students get into groups and try to find ALT. Groups take turns asking questions like "Are you in [X Block]?" "Are you on the [Nth floor]?" until the ALT is found.	Informal, verbal, student questions and logical progression.	PPT
Introduce rules of the Schoolyard Hide and Seek game. Move around the classroom to check on student progress or join groups if students are struggling or disengaged.	0:25; 20 min	Students take turns at being the hider and seekers. Hider chooses a location secretly. Seekers ask questions until they narrow down the location. Hider gets more points the longer they stay hidden. Seekers get points for finding hider.	Informal, observations of students using grammar/vocab correctly.	PPT rules slide and map printout or PDF sent to student tablets.
Pack up. Tie this lesson's activity to the upcoming excursion. Remind students of upcoming lessons.	0:45; 5 min	Students discuss what they have learned in their groups and volunteer reflections with the class.	Informal, verbal, hands raised.	

Here We Go! 3 - Unit 6

Gene McAravey

- PART ONE:
 - Students form pairs.
 - Show them the pictures one-by-one.
 - Give them 20 seconds to talk in pairs and try to make a sentence that matches the picture, starting with 'There is.../There are...'
 - There is more than one correct sentence for each picture.
- PART TWO:
 - Students remain in pairs.
 - Explain the steps of the activity and show them the example.
 - Then send them the pictures via LoLoNote, and give them about 5-7 minutes to write their own 2-3 sentences based on the picture they chose and submit them via LoLo.
 - Check the submissions on the electronic whiteboard, correcting as needed.



Amabie

Kumamoto's most famous Yōkai. It first appeared a small coastal town almost 200 years ago, and as the legend goes, showing sick people a picture of Amabie will heal them! So, Amabie may be the only known cure for the common cold!

Here We Go! 6 - Unit 5 - He is famous. She is great.

Gerhardt Kachelhoffer

Introduction:

(10 Minutes)

Begin with your with normal (how are you? / how's the weather?) introduction.

In the previous lesson you should have discussed a famous Japanese people and what they are famous for.

Begin this lesson by introducing a famous person from your own country (or a family member/yourself).

It is important that you say what that person can do. Create three or four slides introducing this person. (See the last page for an example of this)

The slides may include that person's likes, wants and hobbies (one of each) The Famous person may be substituted by your own picture and information.

Answer the questions on page 26:

Review Vocabulary.

(5 minutes)

Have students repeat the unit words (all of the 'play', 'like' and 'want' cards).

Play a memory game.

(10minutes)

Divide the class into two halves. Each group choses three people to write answers on the board.

Each writer is given one category (I like/I play/I want). Students have to put their hands up and be chosen by the writer. They have to tell the writer one of the words that fit inside of that category.

For example I play table tennis (students may use they own answers as well).

The writer writes that word on the board (katakana and hiragana is fine). Each round is only one minute!

The team with the most words wins. As an example, play one round with your JTE using animals.

Here We Go! 6 - Unit 5 - He is famous. She is great. (Continued)

Part 1: Let's watch

(5 minutes)

After watching for the first time ask students who was in the video and what they understood watching it.

Question: What instrument can Yui play?

Answer – students should mark the piano as their answer.

Part 2: Let's listen

(5 - 10 minutes)

Listen to each of the three students. Choose the correct option for each person.

Repeat each person's audio at least one for students who are uncertain of the answer.

Answers (have students raise their hands and give you the answer):

Shouta: I play Baseball (A).

Lily: I like my brother very much (D).

Nick: I want a new soccer ball (B).

Game – Karuta (With a twist)

(10 minutes)

Students should each receive a pack of cards (or one per pair).

For this game, take only the first half of the cards that relate to play, want and have.

Next, students should flip cards until they find at least one of the key cards (play, want and have).

Once they do, only then can they find matching pairs and then store them under the correct category.

Each pair of cards is a single point.

For example

Cards are placed face down. The student finds the play card. That student may now find two of the same cards related to 'play'

e.g. I play soccer.

If two of the same cards are found before a key card, they cannot be banked.

Part 3: Let's chant

(5 Minutes)

Have student's first listen to the songs at normal speed.

Next have them sing along at a slower speed.

If there is time remaining, sing once again at normal speed.

Halloween Textures Guessing Game

Grace Varty

Language Level: JHS (all grades)

Goal:

To learn, through experience, words to describe textures in English.

To enjoy Halloween, and become more aware of Halloween-related English terms.

Preparation:

Different, Halloween-related items that are the different textures that you want the students to learn (e.g. a fluffy black cat toy, a rubbery fake bat, a hard plastic skeleton...). 6-8 items (=6-8 texture words) total is recommended.

Decorated containers for each of your items. A circular, bigger than hand-sized hole must be cut into the middle of the front or top-facing side of each container.

Cardboard boxes work well for this, but it is also possible to use sturdy, upright shopping bags and cover the top of them with cloth (and cutting the circular hole into the middle of said cloth).

Scissors, Halloween wrapping paper and tape for decorating each container

Cloth can also be used to both line the inside of your container and become a 'curtain' to help conceal the container's contents from view

English <-> Japanese glossary of texture vocabulary words (A3 size) to pin up for students' reference

A set of 'answer sheets' (showing photos of the contents of each container) per teacher

Numbered pieces of paper (foldable, with one per container)

Optional: Halloween-themed set pieces, lighting and music

Small prizes (for example, Halloween-themed stickers or erasers)

Hand sanitizer

A timer is also useful.

Secure a spare room with a blackboard/whiteboard and desks (plus pens/chalk and magnets) to hold the activity in.

If the room is small, prepare a sign stating a limit on the amount of people allowed to enter the room each time (for example, 5 people).

Class time: This is best done during lunch break or just after school, as setting up for the activity takes a lot of time and should be done away from the view of students. Allow for 1-2 mins to bring a group of students in and explain the task, then 3 mins to complete the task, and an extra 2 mins for revealing the answers and handing out prizes.

Halloween Textures Guessing Game

(Continued)

Activity Description:

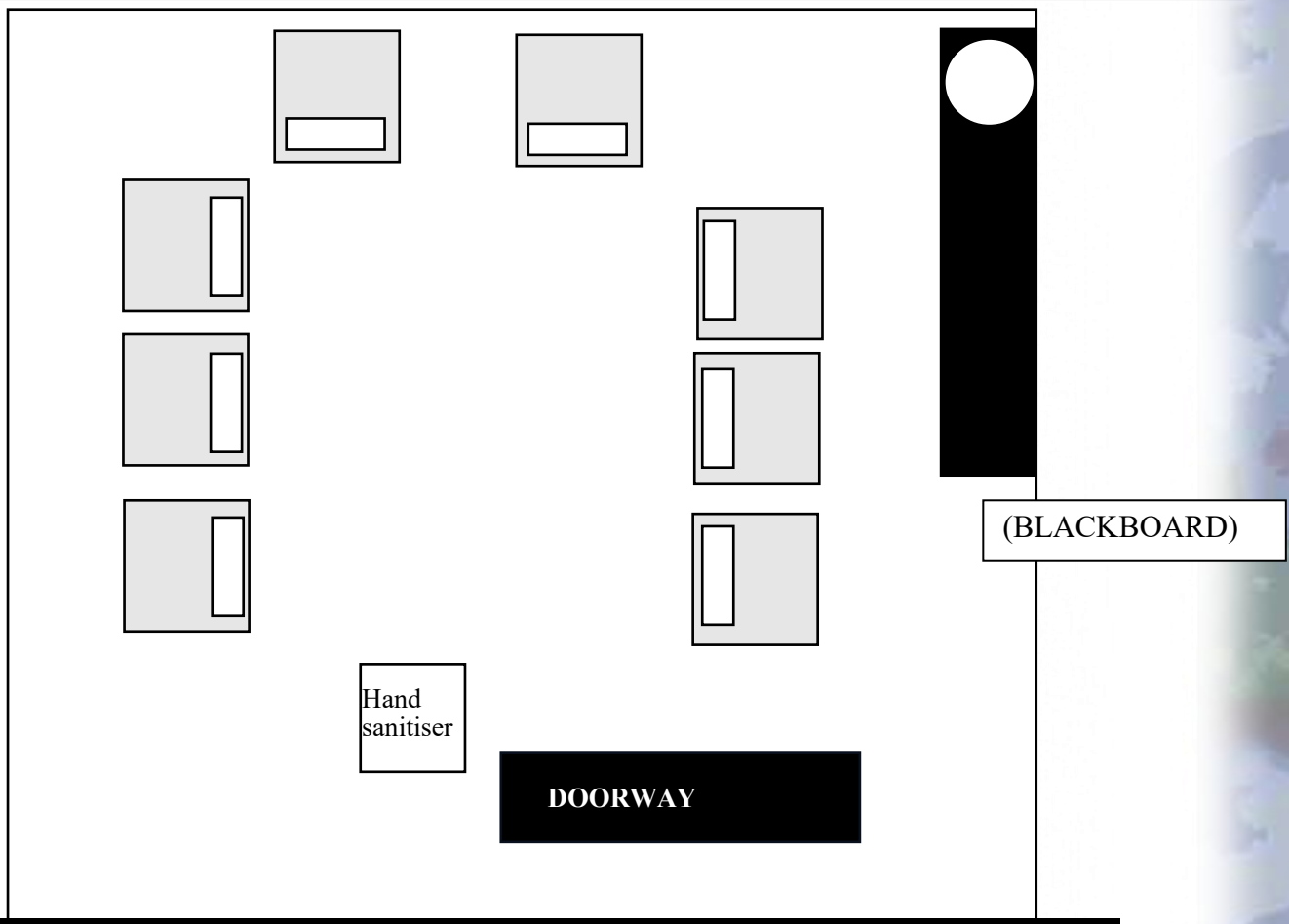
Preparation Notes:

The preparation stage is time-consuming, so it's best to start gathering materials weeks in advance of Halloween.

Decide on some texture words you want the students to experience and learn ('fluffy', 'smooth', 'hard', 'slimy' and so on) and get the items that match them. Make sure they will fit in your containers.

Prepare your containers (as described in the 'Preparation' section) and numbered pieces of paper. Assign each box a number.

Put your items in one container each and prepare your answer sheet accordingly. Assuming you have 8 boxes and a room with a blackboard, set up your room something like this:



Grey squares: desks with containers on them.

White rectangles: the numbered pieces of paper that you can fold up and put either on top or in front of your containers.

White circle: A3 Glossary, stuck with a magnet to the blackboard.

Halloween Textures Guessing Game (Continued)

Beside the A3 Glossary, it's best to split the blackboard into 2 sections. On top of the left side, write or affix this sign: "How does it feel? どんな感じでしたか?". Above the right side, write or affix this: "What is it? それは何でしょう?"

Feel free to add any Halloween decorations, lighting and music to make more of a Halloween atmosphere.

Activity Notes (for example, for 8 items):

This works best when two people (2 ALTs or 1 ALT and 1 JTE) are running the activity, so that one person can be introducing the activity to the 'incoming' group while the other person handles giving the answers and prizes to the 'outgoing' group.

Bring in 1-5 people at a time.

Have the group sanitise their hands, then explain the rules: there are 8 items in 8 boxes. Students must put one hand in a box at a time, without looking. They must then guess what that item feels like and write the appropriate box number next to the appropriate row of the A3 glossary sheet on the board. They will get one point per correct answer (plus more points if they can guess what the item in the box is).

Students can simply write the box number, or the texture word in Japanese/English, and the item's name in Japanese/English. Adjust the rules depending on the language level of the students.

After this explanation, go over the A3 glossary sheet words with the students, having them repeat the English words after you.

Set a 3 minute time limit and let the students start. Keep track of the answers they write down (pen and paper or your tablet is useful for this).

After 3 minutes have passed, stop the students, erase their answers from the board and take the group somewhere else to reveal answers and hand over prizes.

Room size:

If you have a big enough room, the students can be taken aside to one corner. If not, this can be done to one side in the corridor.

Teacher numbers:

As mentioned earlier, two people running the activity saves on time and helps the activity run more smoothly. The activity is doable with only one person running it, but you will need to allow for more time in between games to give instructions and later on reveal answers to students.

Take the answer reveal stage as another opportunity to confirm the new English texture/Halloween vocabulary with the students.

This is for you / English Crafts

Iona Fleming

Textbook/specific lesson: Let's Try! 1: Unit 7 'This is for you.'

Goal: Revise colour and shape vocabulary and learn about British culture.

Preparation: Materials listed below

Class time: 45 minutes

Lesson/Activity Description:

Students will practice vocabulary for colours and shapes through learning about UK culture. They will learn about the British royal family and then make their own crowns with paper 'jewels' of different shapes and colours.

Materials:

Yellow card cut into strips (and ideally with triangular cutting guidelines – see picture)

Pre-prepared 'jewels' (about 10 pieces per student): cut small circles, triangles, squares, rectangles, diamonds (and if you want to go the extra mile hearts and stars) out of coloured card. Don't cut individually (this will take forever), fold the card and you can make multiple at once.

Glue

Scissors

Coloured Pencils (for students who finish early)

Photos and videos of the royal family

Colour and shape big word cards

Lesson Plan:

Greetings, daily questions and songs. I usually play 1 or 2 songs at the start of class to consistently practice basic knowledge (days of the week, months, numbers, alphabet etc). (5 mins)

Introduce the British royal family simply through photos and a short video. Students react especially well to the palaces and horse drawn carriages. Ensure you show pictures of a crown and some jewels. During the presentation get students to pronounce simple topical vocabulary such as: crown, jewel, king, queen, prince, princess, palace etc. (10 mins)

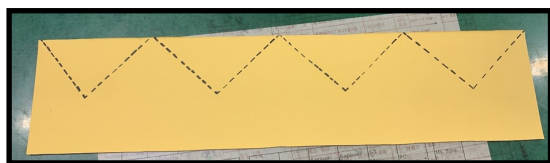
Do a word check of colours and shapes vocabulary with big word cards. (5 mins)

Explain craft activity. As you show the materials, get students to identify the shapes and colours in English. A simple explanation is below (although you will probably have to use some Japanese and/or gestures). (5 mins)

First, cut out the crown. Come to the front and choose 5-10 jewels. Set out your desired pattern. Stick the jewels down. Glue the ends of the crown together to make a circle. Encourage the students to ask for the jewels they want in English. When they come to the front ask 'What do you want?' and support them in replying using colour and shape vocabulary.

Start the activity. For students who finish early, allow them to add their own designs onto the crown with colour pencils. (20 mins)

If time at the end, you can get the students to volunteer to 'introduce' their crown to the class as a way to practice vocabulary. Suggest using 'I am (king, queen, prince, princess).', 'This is my crown.' and 'I have ... (3 blue diamonds, 2 red hearts etc).'



Do you have a pen?

Larissa Yu

Greetings (2 minutes)

Hello. How are you? How's the weather? What day is it?

Chants/Songs (5 minutes)

All songs can be found in the Let's Try and Here We Go online textbook.

Hello Song

play this several times, changing the feeling each time (ex: Happy, Sad, Hungry, Sleepy, Tired).

How's the weather? Chant

To review a previous unit (Sunny, Cloudy, Snowy, Rainy).

ABC Song (big letters)

I like to review the alphabets as I find it very important for learning the language.

Alphabet Jingle (Phonics Song)

Pulled directly from the Here We Go 1 (5th grade) online textbook, play the jingle for the students, it's good to have them know how to pronounce the alphabet as early as possible.

Numbers Song

To review the numbers as they will be counting in this unit.

Goal Check (2 minutes)

Check the goal for the new unit and have them read the title with you.

First, say it in English and then have them guess what the unit is about.

Explain to them the meaning in Japanese (the home room teacher can provide assistance if it's hard to explain in Japanese) Repeat the Unit title once they understood the meaning.

Demonstration Activity (20 minutes)

This activity can be discussed with your home room teacher beforehand to have both of you participating, but you can also do it completely on your own.

Prepare a large bag filled with different types of stationary (include materials that they need to know for the unit) Pencil, eraser, pencil case, ruler, glue stick, pen, notebook, calendar, stapler, pencil sharpener, marker, magnet Include more than one of each stationary so you can practice "How many ○○?" as this is review from 3rd grade.

Optional: you can include different colors to ask, "What color?" as this is also review from 3rd grade.

Pull out one item at a time with "What's this?" and go over vocabulary.

Most of them will say it in Japanese, so correct them and say it in English and then have them repeat after you. Ask them "How many?" and after the number is given, have them repeat after you.

Next, ask them, "Do you have ○○?" and have them pull out their OWN stationary. This is done to keep them engaged. Repeat this for all stationary until the bag is emptied out.

I like to drill the vocabulary into them by holding up and going over the previous stationary from the beginning after each new item is introduced. It is especially helpful for harder words, like "eraser" and "ruler."

Do you have a pen?

(Continued)

Review the Stationary Flashcards (2-3 minutes)

Now that they're used to saying the words, go over the flashcards. I usually have it up on the board before class starts to make things go smoother. This review should not take very long as it has been drilled during the demonstration activity.

Games (10 minutes)

Ask if any cards need clarification and repeat it a few times before starting any games. I discuss the games with my home room teacher as the activities can be done together to maximize experience and to avoid confusion.

Missing game (5 minutes)

Have all students put their head down, do this by saying "Good Night."

Remove a flashcard (or more) from the board.

Say "Good Morning." and have them put their head up.

Ask them what is "missing" and choose students with their hands up.

Repeat. Increase the level each time and remove more than one card once they get the hang of the game.

Optional: put the cards back on the board or leave it removed as you continue the game. It works either way and is based on preference.

Keyword/Karuta Game (5 minutes)

Have students make pairs and push their desks together. Make groups of three if there's an uneven number of students.

Each pair will use one textbook and one eraser. Have each pair open the textbook to Unit 5.

The ALT (or the teacher) will choose one word as the "keyword." I usually mark this with a colored magnet for the flashcards on the board to make things clear.

The students will then leave the eraser on the "keyword" within the textbook on a picture of the stationary chosen.

Students will repeat after you as you say ANYTHING other than the keyword.

I tease them a bit by repeatedly saying the same words faster each time, especially if the "keyword" flashcard is in between two other words. It makes them practice the words repeatedly and remain fun at the same time. If you place the flashcards right, you can have them repeat the words they have most trouble with.

Once the "keyword" is said, students within each pair will see who grabs the eraser the fastest.

Repeat with a different "keyword" each time.

Do you have a pen?

(Continued)

Spotlight Game/Guessing Game (An extra game for the next lesson or if there is time)

Pulled directly from altopedia, this is a PowerPoint [game](#) that is very straightforward. Mimicking a spotlight, the game uses this animation to create a guessing game for the students. Each stationary is unrevealed, with only parts of it shown through an animation “spotlight.”

Ask students, “What do I have?” after each animation.

Call on several students for answers before revealing the final answer. You can replay the animation if they ask to see it again.

Have the students give you the answer using “Do you have a ○○?” to familiarize with the key sentence for this unit.

End (1 minute)

Goodbye Song

Extra Game: I also created a blookey that I use at the end of the unit as review, warm-up, or whenever I had time left over. It functions the same as Kahoot, but with more creative games. The questions have pictures as answers and vice versa to make sure 4th graders are able to answer effectively as they cannot read or spell English words well.

Link: <https://dashboard.blooket.com/set/651cb9bdea71b131856f702b>

***Please note that this lesson is quite long and can be adapted into different ways. I created this lesson plan to use across several lessons and rearranging them where I see fit, especially the various activities I prepared. It is always better to have activities ready just in case. ***

Oni

Depending on who you ask, Oni and Yōkai are actually a little different from each other but still fall into the dangerous creature category. In this world, the Oni is usually an evil creature with a penchant for harming humans.



Minimal Pairs

Locsina Locsin

Grade / language level: SHS

Goal: To improve the pronunciation of distinct sounds (phonemes).

Introduction

Through practice, minimal pairs assist with the correct pronunciation, enabling us to distinguish the different sounds in two similar-sounding words. Here are some minimal pairs that you can focus on for each lesson:

- | | |
|----------------|------------------|
| 1. /j/ and /s/ | 6. /æ/ vs /ʌ/ |
| 2. /s/ and /θ/ | 7. /æ/ vs /e/ |
| 3. /z/ and /ð/ | 8. /i:/ and /ɪ/ |
| 4. /r/ and /l/ | 9. /əʊ/ vs /ɔ:/ |
| 5. /f/ and /v/ | 10. /ʊ/ and /u:/ |

Procedure

For this lesson, we will focus on /j/ and /s/ sounds.

1. Minimal Pairs

Demonstrate where to put the articulators (i.e. tongue, teeth, lips) and what to do with them to make the sound. Let the students practice the sounds.

Practice reading the minimal pairs. The students will repeat the minimal pairs after the ALT.

Next, instruct the students to play rock paper scissors (janken) with their partner. For the first round, the janken winner will say words from the minimal pairs, and the janken loser will answer either blue for /j/ column and red for /s/ column. For the second round, instruct the students to swap roles. Each round should last for at least one minute.

2. Tongue Twisters

Instruct the students to read each tongue twister three times.

3. Telephone Game

For the final part, explain to the class how to play the telephone game. For this game, you need to prepare one message (tongue twister) for each round. Here are some examples:

1. Selfish, shellfish
2. Sam's shop sells shoes.
3. She sells seashells by the seashore.

Here's a step-by-step guide on how to play the telephone game:

1. Divide the class into groups of five members or more.
2. Each group should form a line.
3. Ensure that everyone can easily whisper and hear each other.
4. Assign a message to the first student in each line.
5. The first student whispers it to the second student.
6. Step 5 repeats down the line.
7. Each person in the line can whisper the phrase only once to the person beside them.
8. The last person in the line announces the message aloud.
9. Compare the announced message with the original message.
10. Repeat the game with a new message, starting from a different person in the line.

This is my town.

Momo Nishikawa-Toomey

Goal: The ability to ask and answer whether a certain site is available within their region.

Preparation: Unit lesson card sets.

Class time: 45minutes

Lesson / Activity Description:

Greeting and refresher: (10minutes)

Ask students usual morning greeting e.g. how are you. And simply have the students repeat the ALT or HR teacher the new words from the unit vocabulary sets using the class room materials.

Textbook: (10~15mins)

- Let's watch - Run once. (Twice if need.)
- Let's listen - Run 3 times per audio. First time normal, 2nd time at 0.75 speed, then back to regular. ALT will read the text book if they continue to struggle.

Activity: Go fish! (~judge how long till the end of the lesson~:minutes)

Sentences you'll be using:

Do you have? (e.g. Do you have a stadium?)

We have a / We don't have a Go Fish!

** ~ The unit requires one to use the term "We" instead of "I"; first explaining the difference and purpose of usage is important. ~

First have the class set themselves up in groups (班). Then explain the rules either before and demonstrate after. Or demonstrate whilst explaining.

The aim of the game is to have as many set of location card as possible by asking players if they have a specific cards.

1 - shuffle the cards and hand out 5 cards per person. And place the remaining deck in the centre of the table. Look only at your cards and don't let anyone else see your set.

2 - The first person will ask any one person in the group "Do you have a (card name they want)"

3 - If the person asked has the said card, they must reply "We do have a" Then, they must hand over the requested card. They must handover every single one of the request card. So, if they have one, they will hand over one. If they have 2, they will hand over 2. So on and so forth.

4.5 - If they do not have the card, then they must say "We don't have a Go fish!" Then the person who asked for the card must then pick up a card from the centre pile.

5 - The next person will ask someone else. This will continue until time is up or there are no more cards left to ask for.

Subnotes

- If a full set of one site card is gathered, the payer must place those cards face up on the table for everyone to see. Those cards belong to that person and cannot be claimed by another.
- Once the card pile in the centre is gone, players no longer say go fish but continue to ask each other for cards.
- If it's a group of more than 5 students, 3 packs of vocabulary cards. Less than 5, 2 packs of vocabulary cards are recommended.

Future Tense Mash

Natasha Hall

Goal: To practice the grammar point “will”.

Preparation: You could prepare a worksheet with the MASH layout ready to go, but if not, the students just need some paper to write on.

Activity description

This activity is based off the popular schoolyard game “MASH”. The students should have studied the future tense previously, as this game is to reinforce the use of “will/won’t”.

First, put the students in pairs and explain that we will play a game to discover their future.

(If you do not know the rules of MASH: the word “MASH” stands for Mansion, Apartment, Shack and House. Write “MASH” at the top of the page. Then, choose 4 categories, such as job, country, hobby, pet, transport etc. Under each category, ask your friend to list 4 options. Once completed, ask them to choose a number between 3-10. Starting from the word “MASH”, count clockwise and cross off each option that lands on that number. When only one option remains, circle it, as that is your friends future. Continue until all categories are completed.)

Begin by explaining and showing the difference between Mansion, Apartment, Shack and House. Be sure to note that ‘mansion’ means something different in the West, and not the apartment-type buildings seen in Japan.

Then, explain the rules of the game. Perhaps take the first round slowly and get the students to fill in one category at a time with your supervision. Finally, it’s time to play.

The most important thing is getting the students to speak - any time an option is crossed out, encourage them to use the sentence “You won’t~” (e.g., You won’t live in a house). Once the final option has been decided, make sure they say “You will~” (e.g. You will have a pet dog). When the entire class has finished, encourage a few volunteers to read out their futures.

If you have time and want to throw in some writing practice, students can then write out their futures too. (e.g. I will live in a mansion. I will live in Canada. I will.....)

***might be necessary to confirm in some classes that this is just a fun game to avoid any upset students!**

MASH

Job

1. concierge
2. flight attendant
3. pizza delivery
4. doctor

Country

1. Kenya
2. France
3. USA
4. Canada

Pet

1. Turtle
2. Monkey
3. cat
4. Dinosaur

Hobby

1. Running
2. Game
3. Model kits
4. Gardening



Niall's FANTASTIC Lesson Plan

Niall Kenny

-Greeting: consists of saying hello or good morning to the class and then asking them "how are you?" and waiting for their response. After which they ask the teachers "how are you?"

Note: if the class seems a little unsure about pronunciation or the meaning spend an additional 2-5 minutes going through about 10 different "how are you" responses and their meanings. Asking the students individually to contribute their "how are you" responses and asking the class for the meanings. This is to insure the more knowledgeable students can contribute while the rest of the class can practice pronunciation so nobody gets left out.

Finally ask the students to ask their partner "how are you?" and when they are finished they can sit down. While students are sitting down the ALT asks the students that are sitting down "how are you?"

10-15 minutes: Previous unit questions review:

Focus on questions such as "do you like ____?" and "what ____ do you like?".

Ask to students to raise their hands if they know the answer and tell them you won't pick them unless they are quiet. Note: Always reward the students with stickers when they answer a question correctly.

Note: if a lot of students put their hands up. Tell them you will pick the students with the best smile. This can be a funny experience and relaxes the students.

Note: As stated in previous note funny experiences can help the students feel more at ease. So be sure to use silly questions and not just textbook questions such as "do you like baseball?", "what colour do you like?". Silly question examples: "Do you like chocolate ramen?", "Do you like sensei's hair?", "What umai-bo do you like?"

This will help the student differentiate the differences between similar questions such as "do you like sport?" and "what sport do you like?". Do this in every class because it's more often than not that a class will learn something and then forget it as soon as they begin the next unit.

10-20 minutes Unit explanation.

Play an alphabet jingle for them on TV interactive board. Found by pushing the little arrow at the bottom right or left, pressing どうぐ and then ジングル. There is 4 alphabet jingles here which also sound out the phonetic sound of the letter as well. Depending on the class you might want to play these 2 or 3 times as sometimes students that don't normally focus in class are drawn to the video and its images.

After the students sing along go through the alphabet pronunciation with them. Especially focusing on letters such as M, N and V, B as these can be particularly hard for the students to pronounce. To keep the students from falling asleep you can change the tone or volume of your voice to keep it silly. Or in other circumstances you can start clapping in 4/4 beat and then create a rhythmic back and forth pronunciation.

First do it in order and then randomly point at flashcards on the blackboard.

10-15 Gesture game or karuta.

First you do gestures of the letters and get the students to guess what letter. Then have the students come to the front of class in pairs to make gestures in pairs and give them a random card from a deck and then give them 1 minute to do the gesture (if there is no time limit the students could spend up to 5 minutes thinking about it).

Now that the students know how to do gestures split them into groups of 3. One director (takes photos with tablet) and 2 students to do gestures. Give each team a random letter card and have them upload their gesture to the teachers tablet to display on the TV. Set a time limit 3 to 5 minutes. Finally display each team's photo gesture to the class and have them guess what letter it is. You can also use the screens interactive marker to try and draw the letter on their photo.

Review Lesson

Nthatuoa Mabathoana

Lesson /Activity Description:

Children of any age love a good game and I've found that friendly competition really get my students inspired and ready to learn and get better, if its being better than their friends, then a win is a win...These are 3 games I have used for a revision at the end of the school year/term lessons that my children loved. These games show how much the children retained and what we can improve on.

First, split the class into 2 teams and have them pick their own team names and keep score tally. The winning team can get stickers if you had prepared some as prizes.

Game 1: Alphabet vocabulary race game - 10 minutes

Have the students line up in 2 rows, the ALT and JTE pick a team to stand with the teams. The ALT/JTE give the student in front of them a letter and the student says the first English vocabulary word they can think of. It can be anything or you can keep it in a category like fruits and vegetables (foods), occupation, animals, etc. The aim of the game is the first team to get to through all the students wins points 10 points. The game can run once or twice depending on time and the speed of the students.

Game 2: Dice Talking - 20 minutes

Split the children into groups of 4, 2 members of each team in a group. The children throw the dice and move their eraser the number of times on the dice. And answer the question before placing their eraser. The aim is to get to the end of the board.

1st place = 20 POINTS

2nd place = 15 POINTS

3rd place = 10 POINTS

4th place = 5 POINTS

Tally up the point from each drop and add it to the score board.

Game 3 : Fast questions - 5 minutes

This can act as a bonus round game/ warm up game or even a longer game for fuller lessons and can be adjusted.

The teams pick 3 people to answer questions and if the 10 seconds allocated for answers runs out they have 5 seconds to ask their team for help to answer the question. If the question is still wrong the other team can steal, same rules apply fro the other team.

The questions consist of vocabulary or lesson point from the lessons completed in 6th grade or even 5th grade. The correct answer wins 5 points.

Score tally up/ awards ceremony - 5 minutes

Tally up the score and announce the winner at the end of lessons.

Hand out stickers if you have incentives but otherwise congratulate the children, make it a point to acknowledge what they did remember and where they can improve.

What time is it

Rebecca Willis

ALT: Rebecca Willis

Grade level: ES 4

Textbook / Lesson: *Let's Try 2*, Unit 4 "What time is it?"

Goal: Learn to recognize and use the word "why" (while practicing time words).

Preparation: 0-20 minutes (if you have big vocabulary cards already or choose not to use them, this lesson can be done with no additional preparation).

Materials: big vocabulary cards ("wake up time," "breakfast time," etc), digital textbook + screen with speaker (if you don't have one in the classroom, you can still do this lesson if you have the Teacher Version 指導編 of *Let's Try 2*).

Greetings (2 min): Say hello, how are you, and ask about the weather and what day it is.

Vocabulary Review (3 min): Review the vocabulary for the unit using the big vocab cards. You may also want to remind them of AM/PM with the JTE's help for translation if they've forgotten.

Chant (5 mins): Use the "What time is it?" chant from the textbook. If the students still struggle with the pace, encourage them to focus on the response part of the chant this time ("It's 6 AM. It's wake up time."). While this is happening, the JTE should write today's goal on the board in Japanese.

Today's goal (2 min): Ask the students to read the goal and then copy it to their reflection sheets.

Let's Listen (scaffolding) (3 min): Prompt the students to recall the grammar for "I like." Then, play them the first problem from the Let's Listen activity on page 16. Rather than focusing on completing the clocks, ask them what they just heard or what happened in the conversation to draw their attention to the new word, "Why?" Use gestures to try and illicit the Japanese meaning from the students (*nande, naze, doushite*), or the JTE can explain it.

Let's Listen (10 minutes): Rather than just completing the clocks, the ALT or JTE should ask the students to also write memos (in Japanese) below each clock for the "Why" portion of the listening activity. This may necessitate playing each audio file two or three times. If the students are stuck, encourage them to talk to each other in pairs or small groups to figure it out. When reviewing the activity, the ALT should ask (for each clock/problem), "What time is it?" and then "Why?" to see if the students could succeed in hearing the reasons each character likes a certain time.

Activity (scaffolding) (5 minutes): Write the following script on the board based on the Let's Listen activity.

For classes who are weaker with English or take more time to complete activities, the final "I like..." can be omitted.

With the JTE's help, get the students to complete the あなた part of the table on page 17. Remind them to include AM/PM! Make sure to tell the students that they can put almost anything in front of time ("play time," "sports time," "YouTube time," "TV time," etc.). Then have them practice the conversation line-by-line in unison, filling in their own answers for the blanks.

Activity (10 minutes): Have the students share their times and reasons by doing this conversation in pairs. I typically ask each student to talk to at least one boy and at least one girl. If the students finish this quickly, have them sit back down and get volunteers to present their findings by telling the class about someone they interviewed (e.g. "Taro likes 6:00PM." [class: "Why?"] "It's dinner time.").

Reflection (4 minutes): Have the students fill out their reflection sheets.

Goodbye (1 minute): Say goodbye and thank you.

Let's Try 2 pages 22-23

Reynaldo Valdez

Goal: Understand the shapes and the phonics of the letters of the alphabet as well as letter pronunciation.

Preparation: Alphabet card deck (one per student) 4x4 bingo card grid (optional but not necessary), magnetic alphabet signs for the blackboard.

Class time :45 mins

Lesson Plan

Morning greeting (include 3 questions if possible (date, day and weather) (2-5 minutes).

Alphabet song (try to include variations from digital textbook if possible) (5-10 minutes).

Doing phonics with ALT: copy the teacher's alphabet phonics using the magnetic signs (repeat each letter twice) and put them on the blackboard. After finishing the repetition, start randomizing letter selection (5-10 mins).

Alphabet bingo: hand the cards out to the students and get them to pick 16 letters and set them as a bingo card (if there are no cards available, hand them a premade bingo card and tell the students to write the letters instead), award the students with the most bingos with a sticker. Repeat twice if there is time (10-20 minutes).

If there's extra time:

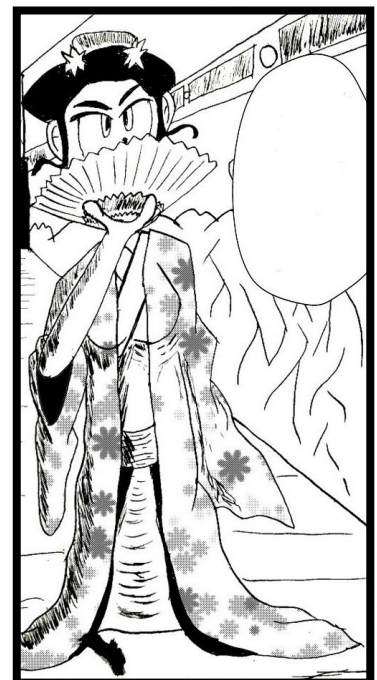
Get the students to open the textbook to page...

Students will pick one sign from the pages and go around asking each other what their sign is by guessing letters while using the question "Do you have a _____?" the student will reply with "Yes I do/ No I don't". After 3 or 4 questions, students will guess the sign. (students are free to roam the classroom).

The ALT or T1 will do a demonstration to show how it's played. Until the end of lesson).

Kuchisake Onna

Another classic Yōkai whose legend has reached movies and modern culture. Appearing as a beautiful woman, this Yōkai always hides the bottom half of their face, because, as the name suggests, their mouth is split from ear to ear. If you ever talk to one of these Yōkai, you are already dead.



Sarah Bauder

Length	Activity	Materials
5	Greeting, Daily questions, What Day is it chant.	Digital Textbook
10	Review Vocabulary with the students	Large Picture Cards
20	<p>2 Truths and a lie (or True True False for a more familiar title)</p> <p>~5 min. Prepare a loilonote card with 3 sentences of I like/ don't like unit vocabulary that the students can circle with their answers.</p> <p>Make sure they pick one of them to be a lie. Best to make a card of your own with the teacher for demonstration.</p> <p>Give the students a couple minutes to make their choices. If some students finish quickly have them duplicate the card and highlight the wrong answer to keep them a little busy.</p> <p>~ 10 min. Once everyone is ready have them stand up and find a partner.</p> <p>Do rock paper scissors, practice speaking by saying their sentences, and try to guess which one of their partners sentences is a lie. If they guess it right they get a point. (You can also adjust that if their lie isn't discovered they also get a point). Have them keep a tally of their points on the card.</p> <p>A/B: Hello</p> <p><i>Rock Paper Scissors</i></p> <p>A: I like Saturday, I don't like swimming, I like mushrooms.</p> <p>B: hmmm, I like mushrooms?</p> <p>A: That's right! / No, sorry.</p> <p><i>switch</i></p> <p>~5 min. At the end ask how many points they received. Then ask for some volunteers to do a demonstration. ~3 pairs worked well with the time I allotted for the activity but if the kids are eager more can work.</p> <p>(This activity works well for a variety of grammar points and at the 6th grade or JHS levels you can have the students write out</p>	<p>Loilonote</p> <p>Pre prepared sentences</p>
10	[Let's Watch and Think 1]	Digital Textbook
5	Furikaeri	

Who took my candy?

Brandon Huber

At my elementary schools, the teachers are more concerned with working through the textbook material very fast, as the English lessons are very infrequent. So I never get to plan entire lessons. Instead, I often plan warm up activities to begin the class with. If you are in a similar situation, this can be useful for you.

I like to use magic in the classroom a lot. This is a Halloween magic activity I do for all elementary school classes during Halloween week. It introduces them to some of the spooky monster names we use in English. I really recommend it!

Materials needed:

Paper, a brown paper bag (lunch bag size), colored markers, tape, and a laminator.

The activity:

You will tell the students you are scared when they ask, "how are you?" When they ask why you are scared, you tell them a story. Ask what things they know about Halloween. When trick or treating comes up, you will explain that children trick or treat and adults give out candy, but this year someone stole your candy. You think it was a monster! And this week you saw so many monsters. The students are introduced to the monster suspects, learning the English words for the monsters. Then, they become detectives that make decisions until only one monster remains, and no matter what decisions they make, the remaining monster will be the guilty one that stole your candy.

A video where I explain how to prepare and do the activity is linked below.

<https://youtu.be/ih-iRV7IkU?si=PeEiYWY2JAfWYtci>

Alphabet Grouping

Yuin Theng Sim

Class/Grade/Language Level Elementary Grade 4. Low Language Level, 3rd lesson

Textbook and specific lesson Unit 6 Alphabet

Goal: To spot similarities and differences between alphabet letters.

Preparation: Digital textbook, big alphabet cards, mini alphabet cards, tablet.

Class time: 45 minutes

5 mins.

Class greeting. The usual, (how are you, how's the weather, what's the day today)

Looking at the written reflection of the students from the previous lesson.

Pick up on the good points of their reflection.

5 mins.

Pair the students up and distribute one pack of cards to each pair of students. Ask them to line the cards in order from a to z (it'll be better if the cards were all messed up and not in order so that the students have a harder time to order them).

5 mins.

Play the alphabet song and alphabet chants, make the students point at the cards while singing the songs and chants. (this is to help them recognize the alphabet letters better)

10 mins Mini game.

Have the students pick 5 of their favorite alphabet letters from the cards. (you can make them janken to see who gets to pick first)

The teacher will randomly choose letters. (you can make it entertaining by revealing the card in different ways, showing a part of the card first or giving them a quick glimpse of the card only)

When one of the 5 letters they chose is called, turn the card over. The fastest to turn over all 5 cards wins (you can keep going until 3 or 5 kids win depending on class size).

15 mins

Alphabet groupings— Have the students line up all the mini cards again from a to z. Have one student of each pair take out their tablet and open Roiro note.

The students are to make as many groupings of alphabet letters as possible. They can use the same alphabet letter as many times as they want, the groupings can include as many cards as they wish. The groupings should not be based on the color of the card, but on things like shape or sound. Take a picture of each grouping on their roiro note. After 5 mins, have them stop and ask them to link all pictures on roiro note and send it to a 提出箱. Ask all the students take out their tablets and give them around 3-5 minutes to look through the other student's groupings. Lastly, the teacher should choose some of the groupings to look through together on the TV, sometimes prompting the class to think about why did some students choose to group the letters.

5 mins

Writing the reflection for this lesson.

Can/Can't Here we Go Unit 3

Ligaya Hooper

Greeting Students greet their neighbour Weather, day, date

Small talk [Keynote presentation] ALT introduces target grammar, can and can't. Grammar explanation by JTE.

New words [Review, page 34] Tate Yoko game [Large vocabulary flashcards] • in • classroom • hello • New York • and • swim • drum(s) • cannot • but • piano • cool

New words [Part 3, page 35] Check the meaning of each new word [Digital textbook flashcards] • flute • basketball • dance • well • run • fast • baseball

Listen: Listening exercise [Part 3, page 35] Listen, review and check the answers as a class. **Activity: Can you ○○ Bingo** Explain the activity in English. [Keynote presentation] Hand out bingo printouts. Read out each can you question as a class. Activity time.

Activity review: Check how many bingos each student completed.

Write: Review of what they have learned about themselves and their classmates. In their notebooks students write out 5 sentences using the target grammar. 1. I can play recorder. 2. Ken can run fast. 3. Marie can't drink tomato juice. 4. Tsubasa can fish. 5. Yuki can do *kendama*.

Onmyōji

Finally, if you ever come to feel that Yōkai are getting you down, just contact your nearest friendly Onmyōji who will be happy to help exorcise any supernatural creature that's ruining your day.



More Games and Activities

Written Shiritori - Stephanie Beltram

Grade level: Junior high school and up

Time 5-10 minutes

Supplies: whiteboards, markers, and erasers

Split the classroom into groups and leave a whiteboard and a marker at the end of each group. For first years I like to split them into groups where each person has a pair in the group.

Write the first word on the board then start the game.

Students have to write a word starting with the last letter of the previous word.

(smile -> eye). Then they pass the board up to the next student. The first white board with the words written correctly wins.

Kahoot - Andrea Caprotti

I like to utilize the app/website Kahoot 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 use their QR readers to join the game and play individually. It helps them stay focused on the lesson, because they know I will let them play a Kahoot at the end of the class.

Lucky Alphabet—Jonah Yoshimura

This is a simple game where students draw ABC cards until they draw the “lucky” or “unlucky” card(s). Students are encouraged to say the letter they draw, and the other students in their group are encouraged to repeat after the student who drew the card. Teachers and ALTs are encouraged to help the students with pronunciation or letters that students do not recognize.

Rules and Procedure

1. Divide students into groups of 2, 3 or 4.
2. Each group gets one set of ABC cards. Have the students shuffle the cards and place them face down on the desk.
3. Choose one letter and one game mode. Each game mode is described below.
 - a. **Mode A:** If a student draws the chosen letter, that student wins.
 - b. **Mode B:** If a student draws the chosen letter, that student loses.

Brett Edman

Schoolyard *Hide and Seek*



Rules:

Work in small groups. One person **hides**, the other people go looking.

When you are **hiding**:

Pick a **hiding spot** (any room, or the Gym, or the Sports Field)

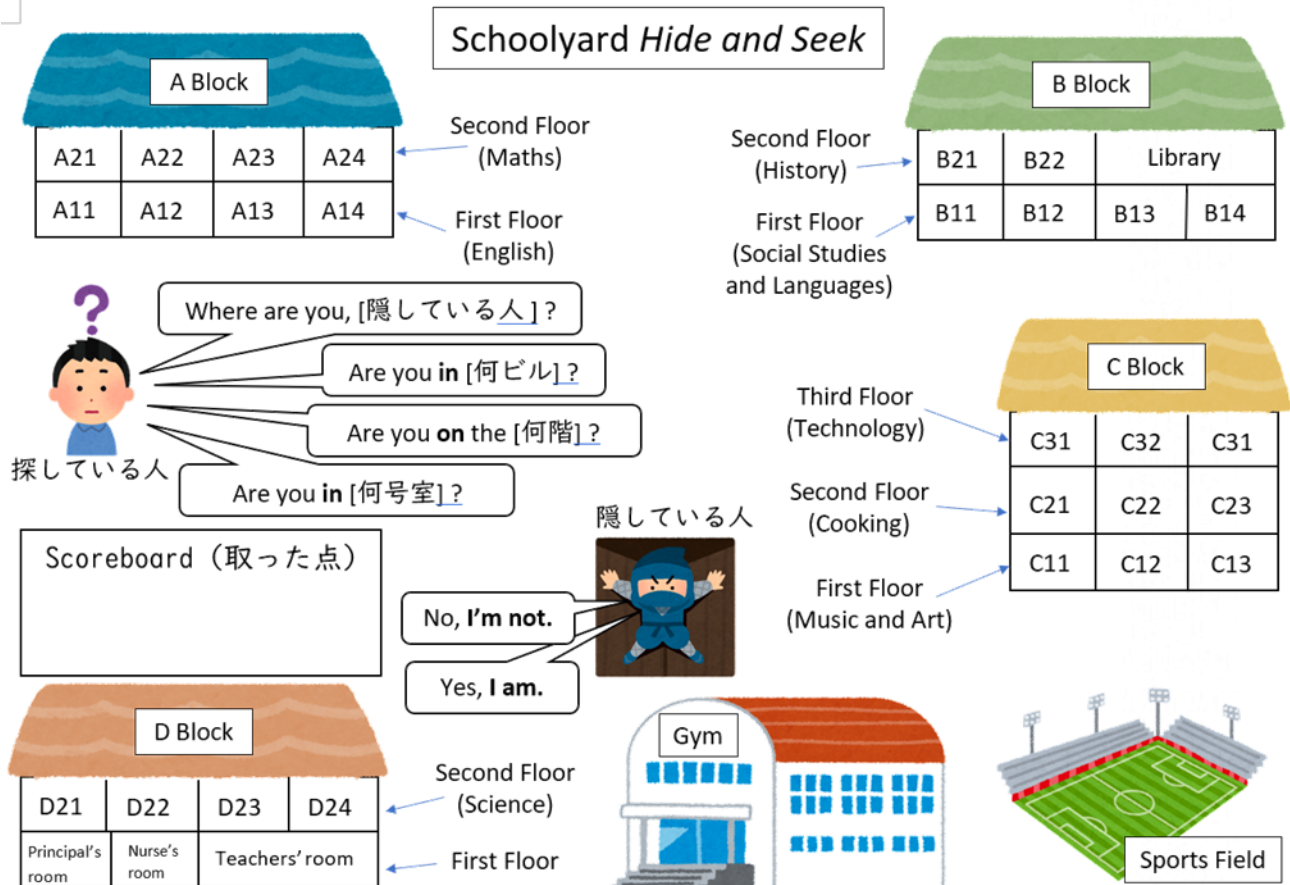
Answer the questions asked by the **seekers**. Every time you answer "no...", you earn **1 point**.

When you are **seeking**:

Ask the **hiding person** if they are in a place. If they say **yes**, you get **1 point**. If you find their **hiding spot**, you get **3 points**.

After you ask a question, let one of the other **seekers** ask a question.

Listen to the answers that each **seeker** gets.



Submissions

If you have anything you want to submit to the Lesson Anthology,

(or any questions/comments), please email

kumamotopa@gmail.com or kumamotocitypa@gmail.com

(Alternatively, if you would like to amend or remove your lesson plan,
please let us know).

Or if you see any mistakes let us know. We are not immune to the perils
of typos.



Compiled as a collaboration between the Kumamoto Prefecture and Kumamoto City JET Programme Prefectural Advisors.

Character Design by 亜多夢。 Some image effects taken from <https://fukidesign.com/>

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