



# Lesson Plans & Activities by Elementary ALTs

Nara Prefecture  
2019

Autumn Skills Development Conference

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# Lesson Plans & Activities for Elementary Schools

## Nara Prefecture 2018

### Skill Development Conference



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# Phonics and Letter Association

## Overview

<b>Your Name &amp; School</b>	Adrian W., Shimoichi Elementary School
<b>Target Grade</b>	Elementary( 3rd ), JH( ), SH( ), Any grades
<b>Lesson Topic</b>	ABCs and phonics
<b>Lesson Focus (circle all that apply)</b>	Reading <b>Writing</b> Speaking <b>Listening</b>
<b>Lesson Aim(s)</b>	<ul style="list-style-type: none"> <li>● Students will learn to associate a letters pronunciation with its letter</li> <li>● Students will be able to write a letter from only hearing the pronunciation of said letter</li> </ul>
<b>Preparation &amp; Required Materials (please attach)</b>	<ul style="list-style-type: none"> <li>● Laminated uppercase alphabet cards with magnets on the back (in order to place on blackboard)</li> <li>● A scan and print out of the "Alphabet Jingle" found in <i>We Can! 1</i> page 76. (Or any list of ABCs and words works too)</li> <li>● (Not necessary really) Computer or CD and CD player. Any means to plat ABC Song in class</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min.	Greeting/Warm Up	<ul style="list-style-type: none"> <li>- Greet Students</li> <li>- "Hey y'all! How are you?"</li> <li>- "I'm good/sleepy/hungry"</li> </ul> <p style="color: red;">"What's up?!" warm up: Explain "What's up" to students if they don't know (it's a</p>	<ul style="list-style-type: none"> <li>- Greet Students</li> </ul> <p style="color: red;">"What's up?!" warm up: High five and say "What's up?!" to students and ALT</p>	<ul style="list-style-type: none"> <li>- Greet ALT</li> </ul> <p style="color: red;">"What's up?!" warm up: High five fellow classmates, JTE and ALT while saying "What's up?!" * 3<sup>rd</sup> grade loved this; now they always greet me</p>

		<p>casual greeting among friends)</p> <ul style="list-style-type: none"> <li>- High five JTE and students individually while walking around saying "What's up!" enthusiastically</li> </ul>	<p>*Make sure kids don't get too crazy ; this gets the kids up and going real quickly</p>	<p>like this when I see them in passing around school</p>
10 min.	<p>Lesson review/warm-up</p> <p>ABC Song</p> <p>ABC pointing game</p>	<ul style="list-style-type: none"> <li>- Place laminated uppercase alphabet cards on blackboard in order.</li> <li>- Sing ABC song while pointing at letters</li> <li>- The students will most likely know the song, but if they are having trouble, play an ABC song/video of your liking on the classroom TV/projector/CD Player</li> <li>- Once students can manage the ABC song without the aid of the</li> </ul>	<ul style="list-style-type: none"> <li>- Sing song with students</li> <li>- Say the name of the letters with students, support any</li> </ul>	<ul style="list-style-type: none"> <li>- Sing ABCs with ALT</li> <li>- Say the name of the letter that is pointed at</li> </ul>

		music, play the pointing game with students. ALT can randomize the selected letters	student that is having trouble	
15 min.	<p>Teach Phonics Phonics Pointing Demo * Do smaller or larger increments based on the frequency you meet your students/based on their ability. I meet my 3<sup>rd</sup> graders infrequently but they are quite smart so I did 13 letters</p> <p>- Demo With Words</p>	<p>- While pointing at letter, pronounce the letters sound three times and then say the name, "a a a A(y)", "b b b B(ee)" and so on</p> <p>- Pass out "Alphabet Jingle" print out. From there say the pronunciation of the letter and then the word provided on the sheet, "a a Apple", "b b Bear"</p>	<p>- Participate with students and support any students struggling</p> <p>- Do same as before</p>	<p>- Mimic the ALT's way of saying the pronunciation/letter name</p> <p>- Do same as before</p>
5 min.	<p>Phonics Pointing Game</p>	<p>- Mix up letters that are on the board (take the letters that you did learn off the board)</p> <p>- Point to letter and see if students can</p>	<p>- Participate with students and support any students struggling</p>	<p>- Say the pronunciation of the letter that is being pointed at</p>

		<p>produce the pronunciation</p> <ul style="list-style-type: none"> <li>- If students can't give them a hint by slowly pronouncing the letter</li> </ul>		
10 min.	<p>Phonic Chalk Board Race</p> <p>* The first round may go a bit slow, but after the game picks and after a round or two the students will start to remember and be able to produce answers faster.</p>	<ul style="list-style-type: none"> <li>- Divide class into two teams</li> <li>- Have students line in two lines faces the board</li> <li>- Collect the cards from the board and stand behind the row of students</li> <li>- Say pronunciation of the letter</li> <li>- If students are struggling, after the third or fourth time pronouncing the letter, the ALT may show the spoken letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Help keep the kids quiet and under control</li> </ul>	<ul style="list-style-type: none"> <li>- Kids listen to pronunciation of the letter given by the ALT</li> <li>- Once they figure out which letter is being pronounced they write the letter on the blackboard.</li> <li>- The first to correct understand and write the letter on the board winds</li> <li>- Winner goes to the back of the line</li> <li>- If students are struggling, they may look back at the ALT for a hint</li> </ul>

<p>30 se c. - 1 mi n.</p>	<p>Goodbye</p>	<p>- Say "Goodbye!", "Peace Out!", "See you!" or whatever the preferred Goodbye is</p>	<p>- Say "Goodbye !", "Peace Out!", "See you!"</p>	<p>- Say "Goodbye!", "Peace Out!", "See you!" or whatever the preferred Goodbye is</p>
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# Intonation, Rhythm, and Colors

## Overview

<b>Your Name &amp; School</b>	Jay Dela Fuente / Takamuchi Elementary School
<b>Target Grade</b>	Elementary( 3 ), JH( ), SH( ), Any grades
<b>Lesson Topic</b>	I like red.
<b>Lesson Focus</b>	<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>
<b>Lesson Aim(s)</b>	Noticing the diverse ways of thinking and difference between Japanese and English intonation and rhythm, be familiar with the expression of colors and what you like.
<b>Preparation &amp; Required Materials</b>	Digital materials and worksheet

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2 min	Greeting I'm ~. How are you?	ALT gives a greeting to the whole class and greetings to several students individually.	Teacher gives a greeting to the whole class.	Respond and greet everyone.
3min	[Let's sing] The rainbow song. Digital materials	ALT sings with the Students.	Teacher sings with students.	The students will sing together with the music.
5 min	Students draw what they like on their worksheet . And complete their self-introduction sheet. Worksheet Colored pencil	While the students are working, the ALT goes and speaks to each students like "Oh,you like ~. That's good." And "Do you like ~ ? "	Teachers asks students to draw what they like and what they don't like on their worksheet. What do you like? What colour? Etc.	Students draw what they like on their worksheet. And complete their self-introduction sheet.



20min	<p>Presentation time</p> <p>Let's introduce yourself.</p> <p>Cards(Color,sports,drink,food,and vegetable)</p> <p>Worksheet</p>	<p>ALT will move around the classroom and assist the students.</p>	<p>Please draw your favorite things on your worksheet.</p> <p>Teacher ask students to make a group of 4-5 students.</p> <p>Students are asked to do self-introduction in the group.</p> <p>Please make a group of 4 or 5.</p> <p>Please talk about yourselves.</p> <p>I like ~./I don't like~. Thank you.</p> <p>OK?</p> <p>The teachers stops the activities temporarily in the middle of activities and introduces good practices in front of everyone.</p> <p>The students asks a few students to come to the front and ask each one of them to do the presentation of what he/she like and what he/she doesn't like.</p>	
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3min	Review today's lesson	Praise the attitude of trying to use English and the good achievement students made during the lesson.	Praise the attitude of trying to use English and the good achievement students made during the lesson.	Students will listen and respond to the teacher's questions
2min	Goodbye song Greeting	The ALT sings with the students. Greeting	The teacher sings with the students. Greeting.	Sing with the music.

# (Do you have, Day 1: Go Fish!)

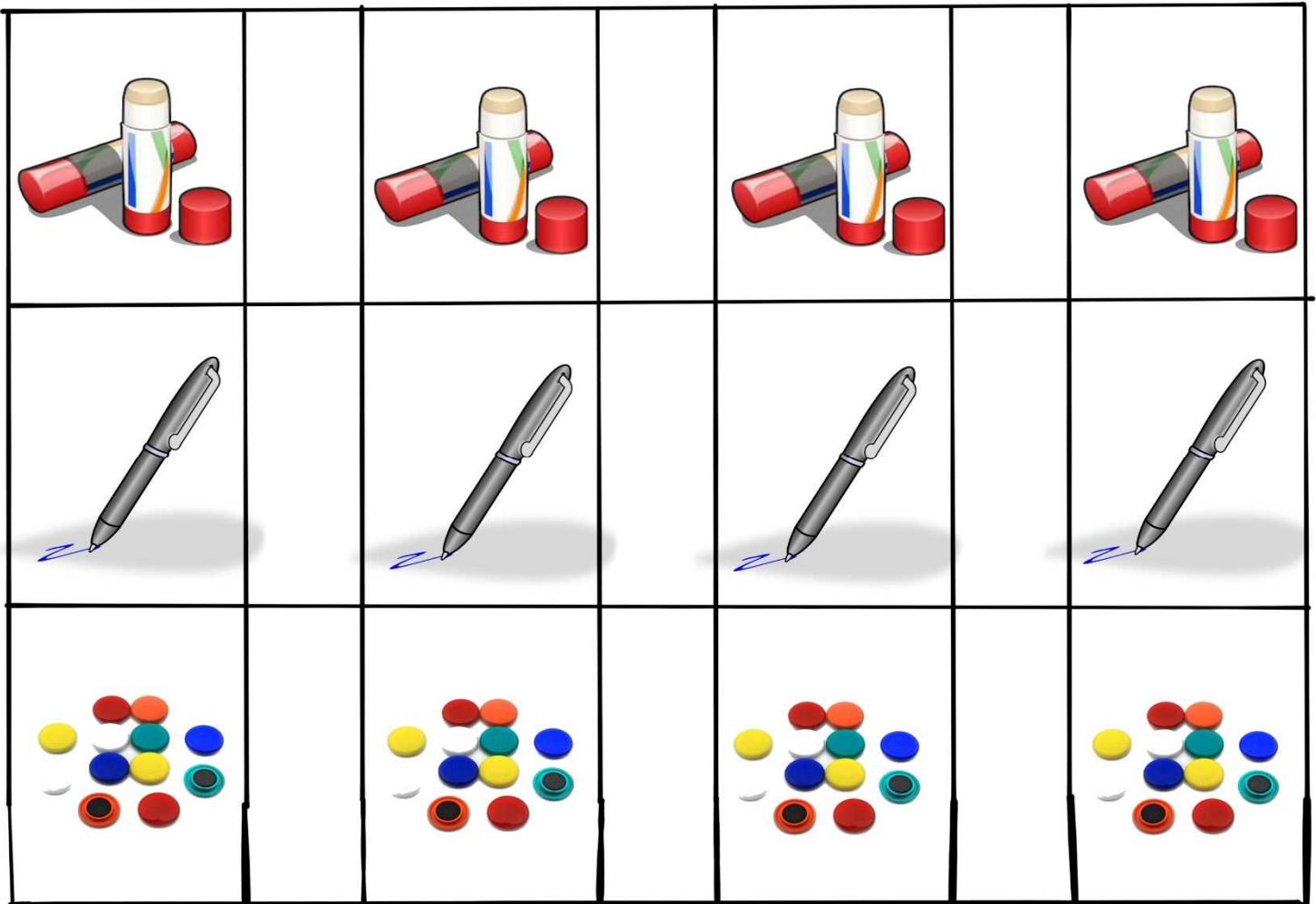
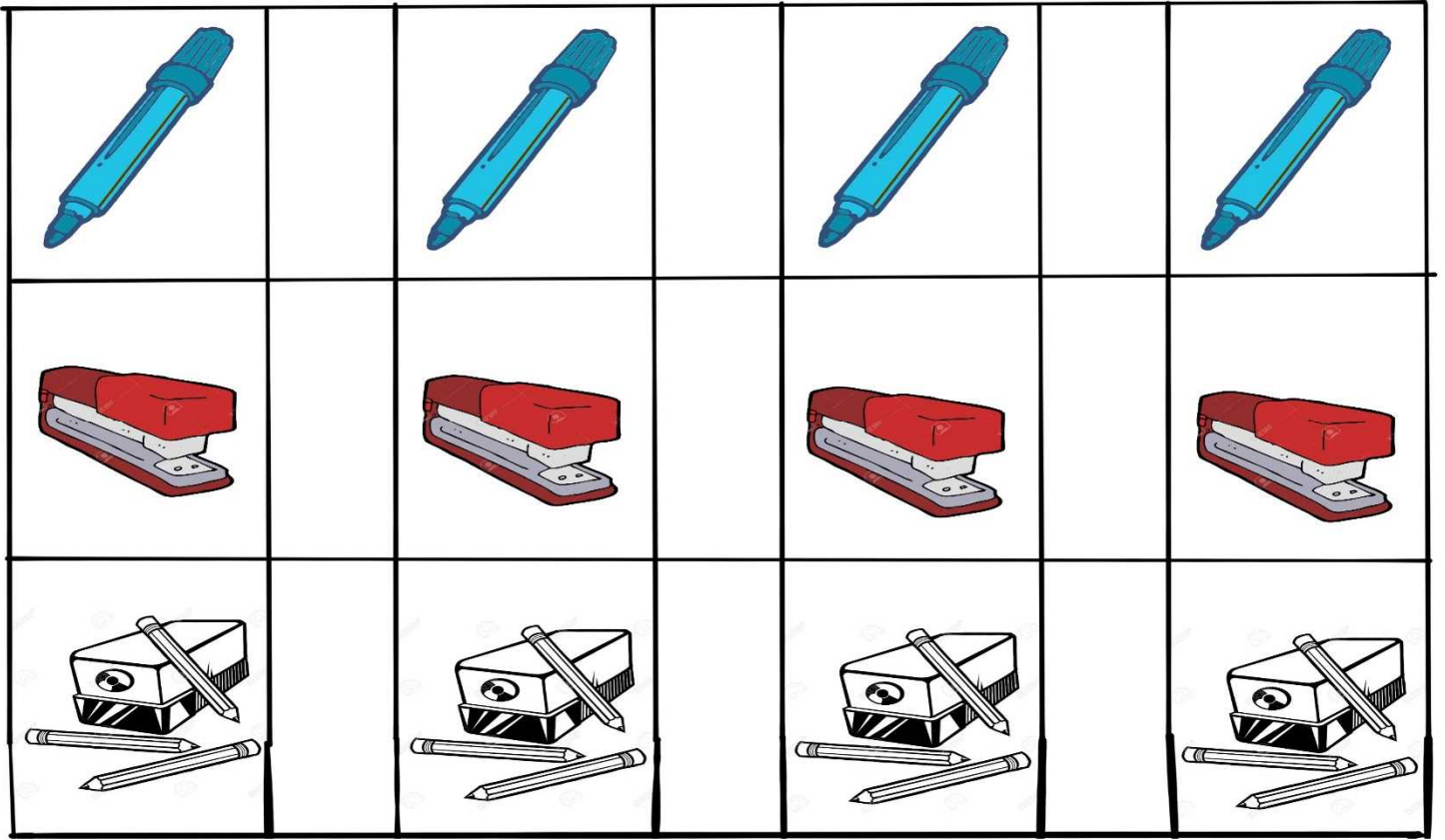
## Overview

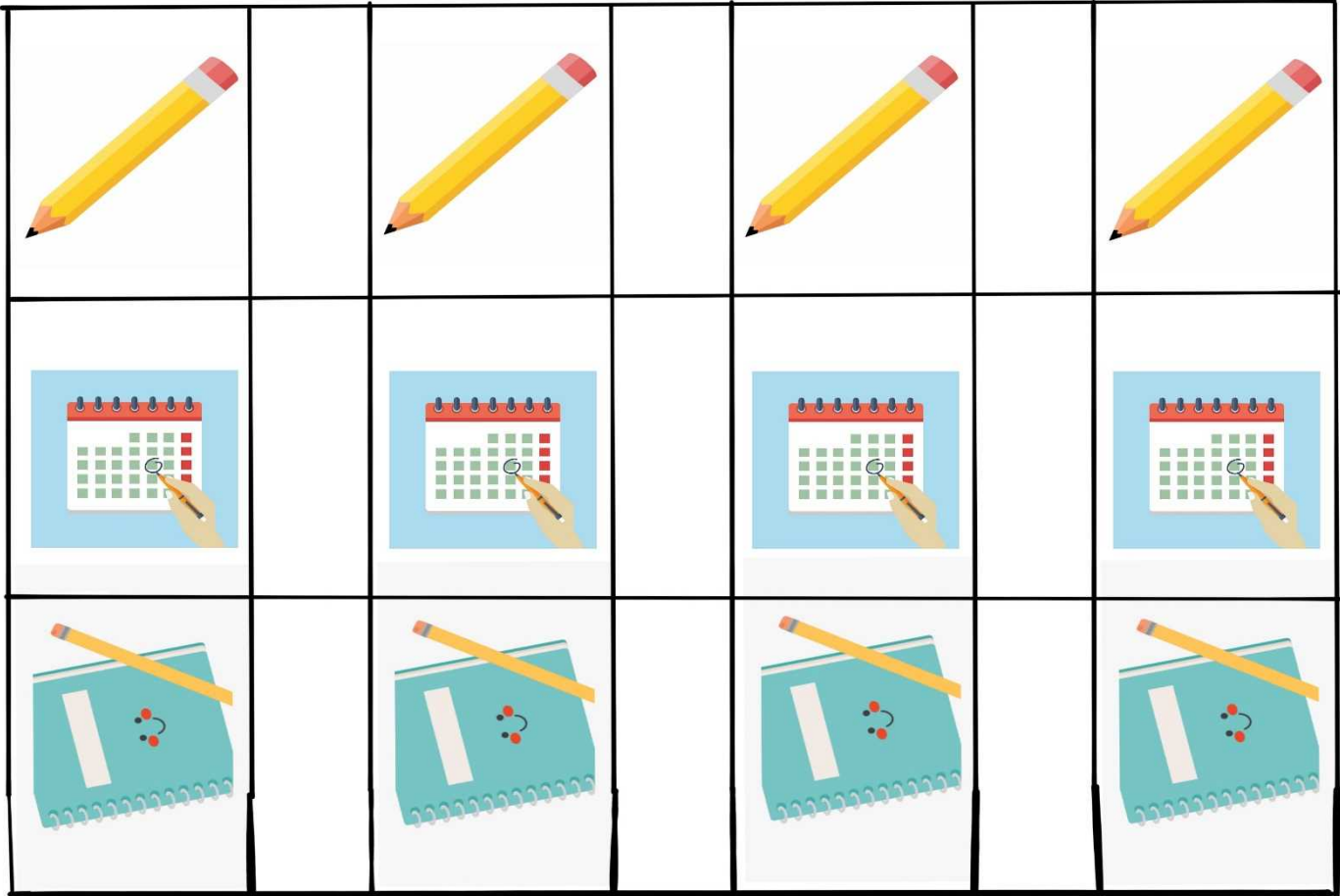
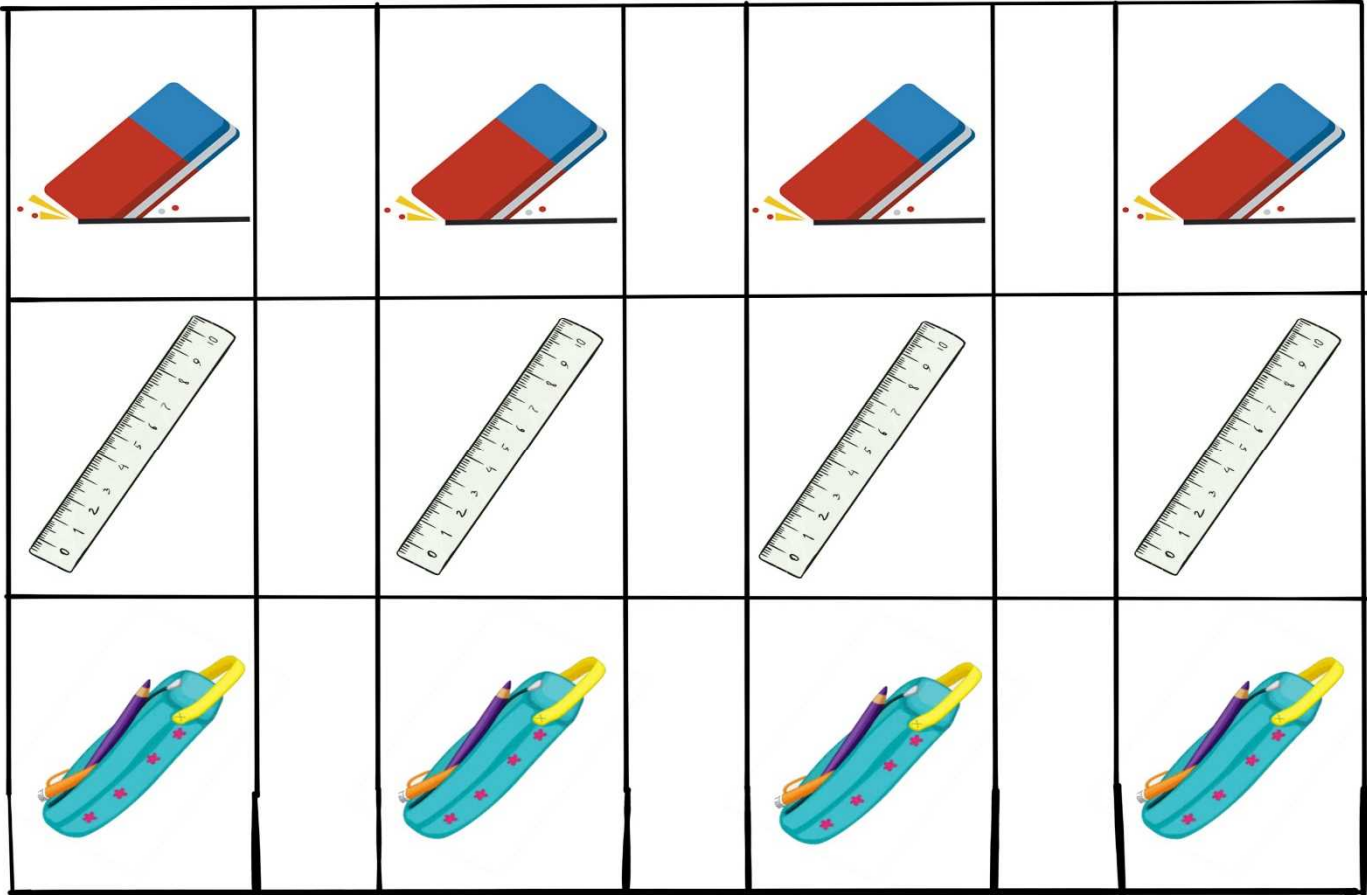
<b>Your Name &amp; School</b>	Justin J., Higashiyoshino Elementary School (東吉野小学校)
<b>Target Grade</b>	Elementary( 3 <sup>rd</sup> /4 <sup>th</sup> ), JH(                    ), SH(                    ), Any grades: <b>Go Fish can be used to reinforce "Do you have?"/vocabulary on most ES and JHS grade levels</b>
<b>Lesson Topic</b>	Do you have? (Day 1)  Note: Even though it's only 3 <sup>rd</sup> and 4 <sup>th</sup> grade, no one, even the HRT's, uses Japanese in the classroom. We have modeled this classroom style to other HRT's and members of the BOE. Thus far it has been successful.
<b>Lesson Focus</b> (circle all that apply)	<b>Reading    Writing    <b>Speaking</b>    <b>Listening</b></b>
<b>Lesson Aim(s)</b>	<b>Vocabulary (school items, p. 18 and 19 in "Let's Try 2", singular and plural)</b>  <b>Do you have ~?, Yes, I have a/2/3 ~(s)?, No, I don't.</b>
<b>Preparation &amp; Required Materials</b> (please attach)	Go Fish Cards (laminated), pencil case full of all vocabulary words

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
	Vocabulary Review	Have students repeat words. ALT will point to pictures from the book AND hold up the same item from their pencil case.	Assist with pronunciation, and mimic students' role until they fully understand.	Repeat after ALT, and will hold up item from the vocabulary from their pencil case.

	<p>Let's chant and teacher role play</p>	<p>Help students sing along to the Let's Chant (p. 19, Let's Try! 2), then will slowly role play the grammar with the JTE.</p>	<p>Help students sing along to the Let's Chant, then will slowly role play the grammar with the ALT.</p>	<p>Sing along to Let's Chant, then watch and repeat teachers in role play.</p>
	<p>Go Fish! – Students will be placed in groups of 4.</p> <p>Cards are comprised of vocabulary words instead of typical go fish cards.</p> <p>Rules to the game:  <a href="https://bicyclecards.com/how-to-play/go-fish/">https://bicyclecards.com/how-to-play/go-fish/</a></p> <p>Students are asked to use “Do you have ~?”, “Yes, I have a(n)/2/3 ~(s).”, and “No, I don't. Go fish!”</p>	<p>Explain the game by playing with the JTE. Students will repeat necessary phrases.</p> <p>ALT will help/play with students to ensure successful use of grammar.</p>	<p>JTE will play demo of the game with the ALT.</p> <p>JTE will help/play with students to ensure successful use of grammar.</p>	<p>Students will watch demo of game and will repeat necessary phrases.</p> <p>Students will play Go Fish! In small groups to do repeated practice of the grammar.</p>





# What's the time?

## Overview

<b>Your Name &amp; School</b>	Jacie Y., Senzai ES, Tanbaichi ES, Nikaido ES, Yamanobe ES
<b>Target Grade</b>	Elementary( 4-6 ), JH( ), SH( ), Any grades
<b>Lesson Topic</b>	Time
<b>Lesson Focus</b> (circle all that apply)	Reading    Writing <span style="border: 1px solid black; padding: 2px;">Speaking</span> <span style="border: 1px solid black; padding: 2px;">Listening</span>
<b>Lesson Aim(s)</b>	<b>Students will be able to understand and feel comfortable reading and saying different times in English.</b>
<b>Preparation &amp; Required Materials</b> (please attach)	Make flashcards with different times written on them. For example, 1:00 p.m. & 12:00 a.m.

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min.	Beginning Greetings	Say good morning and ask questions. <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What day of the week is it?</li> <li>• What is today's date?</li> </ul>	Say good morning and ask questions. <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What day of the week is it?</li> <li>• What is today's date?</li> </ul>	Say Good Morning to both the ALT and JTE. They will also answer the three questions together as a class.

5 min.	Alphabet song	Sing along with the students to the alphabet song.	Sing along with the students to the alphabet song.	Sing the alphabet song as a class together.
3 min.	Explanation of today's topic		Explain to the students what today's topic is. The students will be learning how to read time and say it back.	Listen to the JTE and ask any questions they have.
15 min.	Going over different times	Help students by giving hints and also saying the correct answer as an English speaker.	Show flashcards of different times and ask students to guess how to say the time.	Try to guess how to say the time in English.
5 min.	Explanation of game	Go over how to say "What time do you get up?"	Explain to the students that they will go around and talk to their classmates asking "What time do you get up?" and their partner will answer in English.	Listen to the instructions and ask any questions they have.
10 min.	Activity/game	Go around asking students "What time do you get up?" and help students if they have any questions.	Answer any questions that the students may have on the game.	Go around asking their classmates "What time do you get up?" and their partner will answer the time in English.
2 min.	Ending greetings	Say goodbye.	Wrap up today's lesson and say goodbyes.	Say their goodbyes to the JTE and ALT.



# Cootie Catchers: Do you always take out the garbage?

## Overview

<b>Your Name &amp; School</b>	Jonathon L. – Kawakami Elementary School
<b>Target Grade</b>	Elementary ( 5 + ), JH ( ), SH ( ), Any grades
<b>Lesson Topic</b>	We Can! 1 Unit 4 (Lesson 5 or 6 in the unit): Making cootie catchers
<b>Lesson Focus (select all that apply)</b>	<b>Reading Writing Speaking Listening</b>
<b>Lesson Aim(s)</b>	<ul style="list-style-type: none"> <li>• Practice the phrase "Do you (always) (take out the garbage)"?</li> <li>• Review daily routines and household chores vocabulary             <ul style="list-style-type: none"> <li>• Practice using adverbs of frequency</li> </ul> </li> </ul>
<b>Preparation &amp; Required Materials (please attach)</b>	<ul style="list-style-type: none"> <li>- Square pieces of colored paper (A4 can be used and cut to square)</li> <li>- Colored pencils</li> </ul>

*This lesson is designed for students to creatively apply the vocabulary and phrases learnt in Unit 4 of We Can! 1. Students will first review the unit then make colourful cootie catchers that use the target phrase. Finally, they will use the cootie catchers with each other and with their teachers, practicing speaking and reading while also having fun.*

## Activity (in detail)

Time (min)	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
10	Talk: 5 minutes no Japanese <ul style="list-style-type: none"> <li>- Stopwatch or timer</li> </ul> → Students and teachers have a 5 minute conversation where no Japanese is allowed to be spoken. (you can continue the	Set a timer for five minutes and explain that they are not allowed to speak Japanese in that time. Then ask students easy questions that you know they are able to answer. Continue the after time is up.	Speak with the teacher, and help the ALT speak with the students	Listen to the teacher's question and reply in English.

	conversation after the 5 minutes using Japanese as help)			
5	<p>Phonics</p> <ul style="list-style-type: none"> <li>- Phonics cheat sheet that all the students keep with them</li> </ul> <p>→ Discuss the name and sound of a letter and have students try to think of words that use that sound.</p>	<p>Write the letter on the board and ask the students what the <b>name</b> of the letter is. Then ask what the <b>sound</b> is. Afterwards, pronounce the sound a few times, then write some example words, and ask the students to try read. Afterwards, try ask the students to think of other words using this sound.</p>	<p>Help control the class if needed.</p>	<p>Listen to the ALT and answer questions about the name and sound of letters. Then try read examples on the board, repeat after the teacher. Finally, try think of other words using the sounds.</p>
5	<p>Vocabulary review</p> <ul style="list-style-type: none"> <li>- Flashcards or flashcard software (like anki)</li> </ul> <p>→ Review vocabulary already learnt:</p> <ul style="list-style-type: none"> <li>• Adverbs of frequency: always, usually, sometimes, never</li> <li>• Household chores eg. 'take out the garbage'</li> <li>• Daily routines eg. 'go to school'</li> </ul>	<p>Use flashcards (or flashcard software) to show the target vocab to students, ask them to recall the word/phrase, then have the students repeat after you.</p>	<p>Help the ALT with explanations in Japanese if needed.</p>	<p>Say the vocabulary when they see the flashcard then repeat after the teacher.</p>

20	<p>Make cootie catchers</p> <ul style="list-style-type: none"> <li>- square pieces colored paper (or cut A4 paper so that they're square)</li> <li>- pencil</li> <li>- colored pencils</li> </ul> <p>→ Make cootie catchers that use the target vocabulary and phrases. If there is enough time, students can decorate them with color and pictures.</p> <p>How to make:  <a href="https://www.instructables.com/id/How-to-make-a-cootie-catcher/">https://www.instructables.com/id/How-to-make-a-cootie-catcher/</a></p>	<p>Sit around a table with all the students, and demonstrate, step-by-step how to make a cootie catcher, with the students copying each step. Finally write adverbs of frequency on the outside layer, and a daily routine/chore in the middle layer (can be a picture instead of writing). On the final layer, have a full questions such as "Do you (usually) (do the dishes)?"</p>	<p>Help struggling students to make the cootie catcher and help with writing the English inside the cootie catchers. Also, make their own cootie catcher if possible.</p>	<p>Copy the teacher's steps then think of and write frequency adverbs and daily routines in each layer. Finally, think and write a final question on the bottom layer.</p>
Remaining time	<p>Play with the cootie catchers</p> <p>How to play: see <i>the link above</i></p>	<p>Direct students to play with the cootie catchers with their classmates and teachers. Make sure as many students as possible try it out with you.</p>	<p>Help students and play with the students using their own cootie catcher.</p>	<p>Play with the cootie catcher with their classmates as well as with their teachers.</p>

Note: make sure to keep the cootie catchers and use them as a warm up/review for future lessons.

## Vocabulary, Phrases, and Commands

### Overview

Your name & School	AZADUR RAHMAN MUHAMMAD (ラハマン), IKARUGA EAST ELEMENTARY SCHOOL.
Target grade	Elementary ( G-5 and 6 ), JH (                    ), SH (                    ), Any grades
Lesson topic	<b>A:</b> What do you want to be? <b>B:</b> I want to be ~~~~~~
Lesson Focus (circle all that apply)	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Reading</span> Writing <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Speaking</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Listening</span>
Lesson Aim(s)	By the end of the lesson students should be able to remember most of the vocabularies, phrases and respond to commands.
Preparation & Required Materials (Please attached)	Find and print out large flashcards on Jobs and Occupations. Also, some flashcards on responses. For example: wow, great; nice dream; me, too; thank you; you're welcome and so on.

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will.....	Students will.....
4 Mins	<b>Greeting</b> (nothing is needed)	2. After leaders greeting, the ALT greets the class with following phrases: How are you? How is the weather? What day is it today? And What's the date today?		1. Class will start with leaders greeting "Let's start English class" while others repeat after them, and follow other instructions as well.
6 Mins	<b>Warm up</b> (Small talk)	ALT and JTE will give a demonstration by asking "How are you? And where do you want to go? And Why?" (which have taught recently) to each other.		Students will move around the classroom and have dialogue with at least three friends using the phrases demonstrated by the ALT and JTE.
3 Mins	<b>Today's goal</b> (written on the board)	ALT read the goal in English while the students repeat after him or her.	Explain the goal by JTE in Japanese	All students will read today's goal together.
10 Mins	<b>Activity 1</b> (flashcards on jobs and occupation)	At first drill the vocabularies for few times. Then drill the vocabularies with "I want to be ~~" few times.		Repeat after ALT to memorize the phrase.
5 mins	<b>keyword game</b> ( in a	Lead the game.	Lead the	Put an eraser on the

	pair)	When the JTE lead the game, ALT move around the classroom and encourage the inattentive students.	game, too.	desk between them, and repeat the phrase after ALT, and when the key sentences speak out by the ALT, students pick the eraser.
5 mins	<b>Let's listen and write</b> (worksheet)			Listen the audio and write down the occupation name.
7 Mins	<b>Activity 2</b> (Interview) (worksheet)	Practice the dialogue and demonstrate: A: What do you want to be? B: I want to be a dentist. A: Wow, nice dream. B: Thank you. A: You're welcome.	Demonstrate the dialogue with ALT.	Interview about five friends, and collect their sign on the interview sheet. (worksheet attached)
3 Mins	<b>Quick review and comments</b>	Praise the students and give feedback.	Same as ALT.	
2 Mins	<b>Greetings</b>	2. Stand by the door and greet the students with smile.	2. Same as ALT.	1. Leaders come to the front and finish the class with the phrase "Let's finish English class".

# Unit 8

## Unit 8-2

### Let's Read and Write

Grade    Class    Name

What do you want to be?

今日は一文全部を書き写  
の間をあけて、ていねい

I want to be a pilot.



I want to be \_\_\_\_\_.



teacher



soccer player



doctor



artist



zookeeper



florist



cook



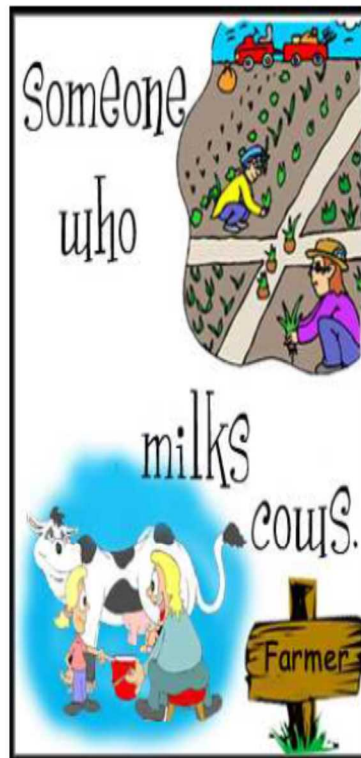
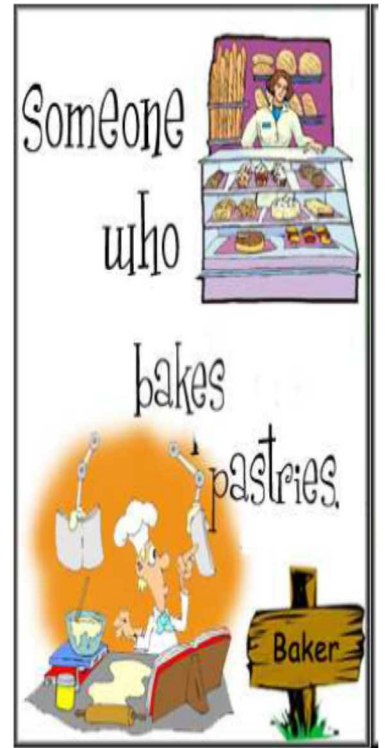
vet



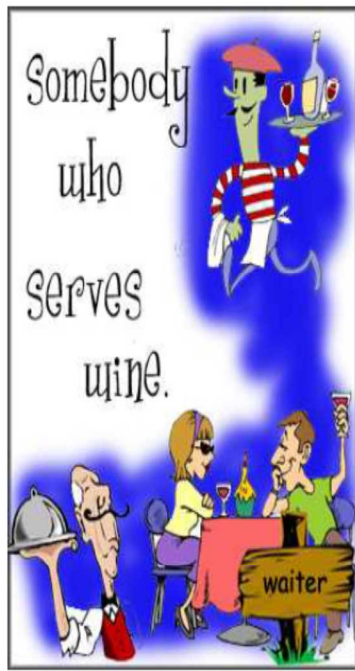
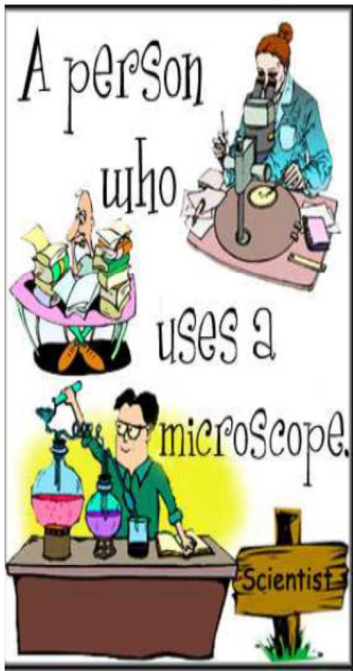
baseball player

## Interview sheet

<b>Name of the friends</b>	<b>Jobs or Occupations name</b>







Teacher



Pilot



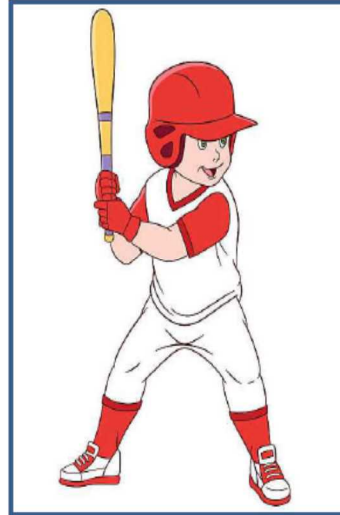
Cook



Vet



**Singer**



**Baseball player**



**Doctor**



**Police officer**



**Nurse**



**Office worker**

# (Who Am I? Quiz)

## Overview

<b>Your Name &amp; School</b>	Kassondra P. / Totsukawa Board of Education
<b>Target Grade</b>	<b>Elementary( 6<sup>th</sup> grade)</b> , JH( _____ ), SH( _____ ), Any grades
<b>Lesson Topic</b>	We Can! 2, Unit 3: "He is famous, She is great."
<b>Lesson Focus</b> (circle all that apply)	<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>
<b>Lesson Aim(s)</b>	<ul style="list-style-type: none"> <li>● Learn the selected phonics for the day</li> <li>● Using information learned about English word order (SVO) and utilizing their current knowledge of English, students should create and present their own 'Who am I?' Quiz.</li> </ul>
<b>Preparation &amp; Required Materials</b> (please attach)	<ul style="list-style-type: none"> <li>● We Can! 2, page 24 (Teacher's Book: pages 32-33)</li> <li>● Phonics Worksheet (as an example, CK has been attached)</li> <li>● Students bring their English notebooks/files to use.</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min.	English Conversation Time (Hello, How are you, + free conversation) >> 1 min per partner, 3 times.	Engage straggler students in conversation, help struggling pairs.	Engage straggler students in conversation, help struggling pairs.	Engage in English conversation with each other.
10 min.	CK Phonics Worksheet, pt 1	Give tips for where ck is in a word (usu @ end, following short vowel). Pronounce the sound / words for the students.	Write the date (day, month, ordinal) with student input, assist struggling students.	Write names / date on the paper, repeat after the ALT, take notes, try to pronounce each word, write each word 2x.

10 min.	We Can 2, p 24 Let's Listen 2	Read the script for the activity.	If comfortable reading English, alternate turns reading the script for the activity.	Take notes on what they understand (Japanese OK), try to guess the character.
10 min.	Who am I? Quiz Writing Using their knowledge of SVO, students should use the following sentences to create hints about their person: I have _____. I can _____. I like _____. I am _____.	Explain the activity. Help students create sentences, write unknown vocabulary on the board. Check sentences for errors/legibility.	Explain the activity. Help students create sentences, write unknown vocabulary on the board. Check sentences for errors/legibility.	Think of a person other classmates are likely to know and write hints about that person/character using the sentences provided.
10 min.	Who am I? Quiz Speaking Students should come up and present their quizzes to the class.	Help with pronunciation as needed.	If necessary, call on students to give their quizzes.	Read their Who am I? Quizzes out to their classmates.

Name: \_\_\_\_\_

# Digraphs: ck as in duck



Date 1: \_\_\_\_\_

**c** + **k** = **ck**  
(k)      (k)                      (k)

Copy the words below. 下に英語を練習しましょう。



duck

\_\_\_\_\_

.....

\_\_\_\_\_

.....

\_\_\_\_\_



neck

\_\_\_\_\_

.....

\_\_\_\_\_

.....

\_\_\_\_\_



rock

\_\_\_\_\_

.....

\_\_\_\_\_

.....

\_\_\_\_\_

Date 2: \_\_\_\_\_

Listen to the teacher say the words below. Circle the words you hear a 'ck' (k) sound in.

下の絵は英語で言います。「ck」の音が入っている絵に○をしましょう。

①



②



③



④



⑤



ea    \_ \_    h    \_ \_    n    \_ \_    \_ \_    g    j    \_ \_    t

\_\_\_\_\_

.....

\_\_\_\_\_

## (Consonants-子音 and Vowels-母音)

<b>Your Name &amp; School</b>	Ashley H. Tenkawa-mura Elementary School
<b>Target Grade</b>	Elementary( X ), JH( ), SH( ), Any grades
<b>Lesson Topic</b>	Consonants and Vowels
<b>Lesson Focus (circle all that apply)</b>	<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>
<b>Lesson Aim(s)</b>	<b>Have students understand how to read and speak words out by themselves.</b>
<b>Preparation &amp; Required Materials (please attach)</b>	Wide ruled paper for the students to write on.

### Overview

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	Greeting and Review	-Greet students -Review romaji combinations and words	-Ask students questions about romaji words	-Tell the teacher and ALT how they are doing, and participate in the review
10 min	Introduction	-Introduce the concept of consonants and vowels with them. -Use words that are similar in Japanese and English as practice.	-Help the ALT to explain the new terminology and concept to the students.	-Students will attempt to read words written using English spelling instead of romaji spelling.
10 min	Practice (distinguishing vowels and consonants)	-Will write words out on the board highlighting the first letter of each word.	-Can go around helping students still struggling with distinguishing the two	-Students will attempt to decide whether the first letter of each word is a vowel or consonant.

15 min	Game (Hangman)	<p>-Will draw out the lines for hangman that represent each letter in the word.</p> <p>-Give hints to the students (ex: this word has 2 vowels and 3 consonants)</p>	<p>-Can participate with the students in the game and try to guess along with them</p>	<p>-Students will try to guess which vowels and consonants are in the word. They can try to guess the whole word too.</p>
5 min	Review and Goodbye	<p>-ALT will quickly quiz students to try to read more complex words on their own. Ones that they might be familiar with.</p> <p>-Say goodbye to the students.</p>		<p>-Try to sound out words on their own.</p> <p>-Say goodbye</p>

## ( ``I like ~~~` Mystery game)

### Overview

<b>Your Name &amp; School</b>	<b>Casey A., Kurotaki-mura</b>
<b>Target Grade</b>	Elementary( <b>X</b> ), JH(     ), SH(     ), Any grades
<b>Lesson Topic</b>	I like ~~~
<b>Lesson Focus</b> (circle all that apply)	Reading    Writing <b>Speaking</b> <b>Listening</b>
<b>Lesson Aim(s)</b>	<b>Have the students practice their listening and speaking by understanding when someone says `I like ~~~` or ``I don't like ~~~`</b>
<b>Preparation &amp; Required Materials</b> (please attach)	

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 mins	Greetings and questions	Greet the students and ask them questions	Help students if they are shy or struggling	Respond to the ALT and help their friends if necessary.
8-10 mins	Practice phonics and sing the phonics song	Have students repeat after the ALT the correct pronunciation of letters and words and then lead the students in singing the phonics song. After singing the phonics song ask students individually what	Help if necessary.	Repeat after the ALT and sing in their big voice. Then, answer when the ALT asks them what sound the letter makes.



		sound the letters make.		
7-10 mins	Go over pages 16-17 in the ``Let`s Try`` textbook	ALT will lead the students in going through the activities in the textbook	Help students who are struggling and translate if necessary.	Follow along in their textbooks and then respond to questions that the ALT asks
20 mins	Play mystery game: Students will be given a police badge and told they are detectives in solving the crimes that happened since last class. Tell them that luckily the criminals were fools and left a list of things that they like and things that they don`t like at the scene of the crime.	ALT will give the students a sheet of paper to write down the things that they hear. After hearing one of the criminals list of likes and dislikes the students will go out in the room and look at the wanted posters to match up the lists. After 1 min and 30 seconds the student teams will come back and then revel who they think did it and why. The team with the most	Help translate the instructions for the ALT. Help the students out if necessary.	Follow the ALT`s instructions and have fun.

		points at the end of the game will win a prize.		
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# How many do you have?

## Overview

<b>Your Name &amp; School</b>	Katherine A. – Midorigaoka, Sakuragaoka, Kibogaoka
<b>Target Grade</b>	Elementary(    o    ), JH(            ), SH(            ), Any grades
<b>Lesson Topic</b>	How many do you have?
<b>Lesson Focus</b> (circle all that apply)	Reading    Writing <b>Speaking</b> <b>Listening</b>
<b>Lesson Aim(s)</b>	<b>Teach students how to ask “how many x do you have?” and reply with “I have x amount” of an item.</b>
<b>Preparation &amp; Required Materials</b> (please attach)	Plural flashcards and Collection interview worksheet

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
-5	Greeting and Review: Review counting as a class. HRT and ALT clap and on each clap the students count together.	Clap along as the students count.	Clap along as students count.	Count along with class.
-10	Review plural vocab with flashcards. Use fruits. Mini game: show the flashcard for a brief second and see who can recall the word without the image.	Model correct pronunciation and cycle through the flashcards.	Walk around and check for correct pronunciation.	Repeat after ALT. Engage in active listening.

-10	<p>Introduce New Grammar</p> <p>Question: How many (x) do you have?</p> <p>Answer: I have (x).</p>	<p>Recite the way to ask and answer the question.</p>	<p>Translate as needed and clarify for those who don't understand.</p>	<p>Repeat after ALT. Ask questions.</p>
-15	<p>Collection worksheet:</p> <p>Worksheet has pictures of fruits. Students circle how many they "have". They decide. Then, they ask their classmates "how many (x) do you have?" When they receive the answer, they write their classmates' names and tally their numbers on the bottom. The first to tally 10 of each fruit wins.</p>	<p>Helps with pronouncing the dialogue.</p> <p>Explains how to fill the worksheet.</p>	<p>Helps with pronouncing and answering student's questions.</p>	<p>Circle how many fruits they have and interview their classmates.</p>
-5	<p>Sharing Time: HRT and ALT ask "who has (x) apples?" etc</p>	<p>Ask the students to raise their hands if they "collected" x amount of apples.</p>	<p>Same as the ALT.</p>	<p>Raise their hands and see how many classmates won the interview game.</p>



Bananas



Oranges



Apples



Peaches



Cherries



Strawberries

How many fruits do you have?

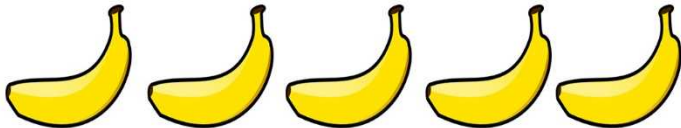
I have 3 apples.




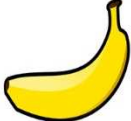

I have \_\_\_\_\_



I have \_\_\_\_\_



I have \_\_\_\_\_

Name			

## (Lesson title)

### Overview

<b>Your Name &amp; School</b>	INOUE Kooi Sian ( Ikaruga Elementary School )
<b>Target Grade</b>	Elementary(            ), JH(            ), SH(            ), Any grades
<b>Lesson Topic</b>	Have fun at Halloween
<b>Lesson Focus (circle all that apply)</b>	<b>Reading</b> <b>Writing</b> <span style="border: 1px solid black; padding: 2px;"><b>Speaking</b></span> <span style="border: 1px solid black; padding: 2px;"><b>Listening</b></span>
<b>Lesson Aim(s)</b>	<b>Get used to the Halloween culture</b>
<b>Preparation &amp; Required Materials (please attach)</b>	Picture cards: witch, black cat, Jack-o-lantern, ghost, bat, vampire, mummy, candies, pumpkin, skelton,spider,haunted house Word/sentences:" What areyou?" " I'm~" "trick or treat" "What do you want?" "I want~" / CD or video: Halloween song

### Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
5 mins	1)Greeting How are you? Day, date & weather  2)small talk about halloween & costume  3)Sing Halloween song	Follow   1)End of this month will be Halloween. Halloween is fun 3)I'll be a witch  Sing together	Follow   2)There are decorations of Halloween in the town too. I'll be spider man this year 4)What will you be, Kenta? (ask few students) 5)Let's sing the Halloween song	2 students lead, other students follow   I'll be mummy! I'll be ghost!   Sing together

3 mins	Review (picturecards)	7)Please repeat after me, okay? (drill picture cards)	6)Let's review words with picture cards(p.c)  8)Today's topic is `Have fun at Halloween'	Review  To understand today's topic
<b>Time</b>	<b>Activity (&amp; Materials)</b>	<b>ALT will...</b>	<b>JTE will...</b>	<b>Students will...</b>
8mins	Bingo (Picture cards, bingo sheet, small p.c)	Distribute bingo sheet, small p.c  3)I'll draw a card from the box, please ask me, 'What are you?', then I'll say "I'm a ~". Flip over the card I say like this. "Are you ready? Let's start!"	Distribute bingo sheet & small p.c 1) choose 9 cards & put on the sheet,ALT will draw the card, if you have the card, flip your card over. If you flipped all the cards, raise your hand and say `game!' 2) okay, please listen to (ALT).	Write name & choose 9 cards then put cards on the sheet  "What are you?"
18mins	Interview game (interview sheet)	2) demo with HRT [ ALT- What are you? HRT- I'm a skelton. ALT- Oh! It's cute. HRT- What are you? ALT- I'm a witch. HRT- Oh! It's scary ] 4) Lets practice with the p.c " It's cute!/ It's scary!/ It's funny!/ It's cool/ It's interesting	1) Explain rule & how to play. 2) `look at our demonstration' 3) Let's practice the sentences with ALT 5) lets start! 6) how many ghost? How many witch?.....	- decide a character of their own & circle the Halloween character in the sheet given. - practice sentences with ALT. - walk around find 3 girls & 3 boys to interview then put their name in the box 6) "2!" "4".....



11mins	<p>1)Trick or treat &amp; evaluation sheet (Halloween stickers)</p> <p>2)Greeting</p>	<p>Distribute evaluation sheet</p> <p>2)say "trick or treat!"</p> <p>3)look at our demo...</p> <p>A- trick or treat?</p> <p>H- What do you want?</p> <p>A- I want~</p> <p>H- Here you are.</p> <p>A- Thank you.</p> <p>follow</p>	<p>Distribute evaluation sheet</p> <p>1) please come to the front for Trick or Treat to get the sticker</p> <p>follow</p>	<p>Write evaluation sheet, go to 2 teachers by turn for "Trick or treat?"</p> <p>"Trick or treat!"</p> <p>"I want ~"</p> <p>"Thank you"</p> <p>2 students lead, other follow</p>
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《インタビューシート の例》

**Halloween**

( )

What are you? (あなたは何か?)

I am ~ (わたしは~です。)

