

Lesson Plans
& Activities
by Elementary School
ALTs and HRTs

***Nara Prefecture
2017 ALT
Skill Development
Conference***

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Lesson Plans & Activities for Elementary Schools Nara Prefecture 2017 Skill Development Conference



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Head, Shoulders, Knees and Toes

Overview

School & Name	Tenkawa Elementary School, Sarah Beydoun
Lesson Focus	To learn the names for (some of) the different parts of the body
Lesson Topic	The body
Target Grade	Elementary (1st-4th grade)
Preparation & Required Materials (If any, please attach.)	<ol style="list-style-type: none"> 1. Picture of a child with all the words in the song labelled in English and Japanese. (I just drew mine) 2. A simple version of "Head, Shoulders, Knees and Toes," I like the one from Super Simple Songs on Youtube because it has animals doing aerobics. https://www.youtube.com/watch?v=WX8HmogNyCY

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 min	<ol style="list-style-type: none"> 1. Review: <ul style="list-style-type: none"> • How are you • Numbers 	Ask everyone how they are. Quiz kids on different feelings and on the numbers 1-12.	<p>Translate the English if it gets too confusing.</p> <p>Convince the shy students to participate.</p>	Participate
10 min	<ol style="list-style-type: none"> 1. Hand out the Picture 2. Go over the words in the picture in English and Japanese. 3. Quiz them on it. You say "head," so they have to touch their heads, etc. 	<p>Draw a person on the board and label the parts of the body during review.</p> <p>Quiz the kids.</p>	Translate the English if it gets too confusing.	<p>For the 1st and 2nd graders, just try to listen.</p> <p>For 3rd grade+, try to memorize.</p>

5 min	<p>Break: play stop slow go</p> <ol style="list-style-type: none"> 1. Students start at the back of the class, ALT at the front. 2. ALT says slow or go and the kids can move towards him/her. 3. ALT says stop and anyone who moves needs to go back to the back of the room. 4. First person to touch the ALT wins and is It next. 	<p>Explain the game if the kids don't know it through a demonstration.</p> <p>Restart the game if students get to rough, or if someone makes it (especially hard to play by saying "stop" every half second).</p>	<p>Explain in Japanese if the students still don't understand.</p>	<p>Have fun and come back to class with some energy.</p>
5 min	<p>Quiz again to refresh student's memory, gradually getting faster.</p>	<p>Quiz the students. After 2 seconds reveal the answer.</p>	<p>Also participate!</p>	<p>Guess.</p>
5 min	<p>Practice the song so it's not completely unfamiliar at first. Start really slow and try to get to normal speed.</p>	<p>Direct the kids to stand up.</p> <p>Sing the song and do the gestures, the students will catch on.</p>	<p>Do the same as the ALT, though they don't have to sing. HRT's participation helps get the students participating too.</p>	<p>Stand up, try to follow the song.</p>
10 min	<p>Play the video a few times, until the students get the song stuck in their heads.</p>	<p>Stand next to the students, singing along and gesturing.</p>	<p>Stand next to the students, singing along and gesturing.</p>	<p>Do the gestures, sing if they can.</p>
5 min	<p>Super brief review quiz.</p> <p>Goodbye greetings.</p> <p>If there's a little bit of time and the students want to listen to the song again, that's even better.</p>	<p>Only go over the gestures again twice at most.</p> <p>Ask everyone how they are again.</p> <p>Say thank you</p>		<p>Say goodbye.</p>

What color do you like?

Overview

School & name	Oyodo Midorigaoka Elementary School, Oyodo Sakuragaoka Elementary School, Oyodo Kibogaoka Elementary School, Choua Moua
Lesson Focus	Asking others what color they like
Lesson Topic	What color do you like?
Target Grade	ES 4 th (can be adjusted for 5 th and/or 3 rd)
Preparation & Required Materials	<ul style="list-style-type: none"> ● Color flashcards ● Number cards (1~depends on how many students you have) ● Colored pencils (have students bring their own) ● Color mini cards

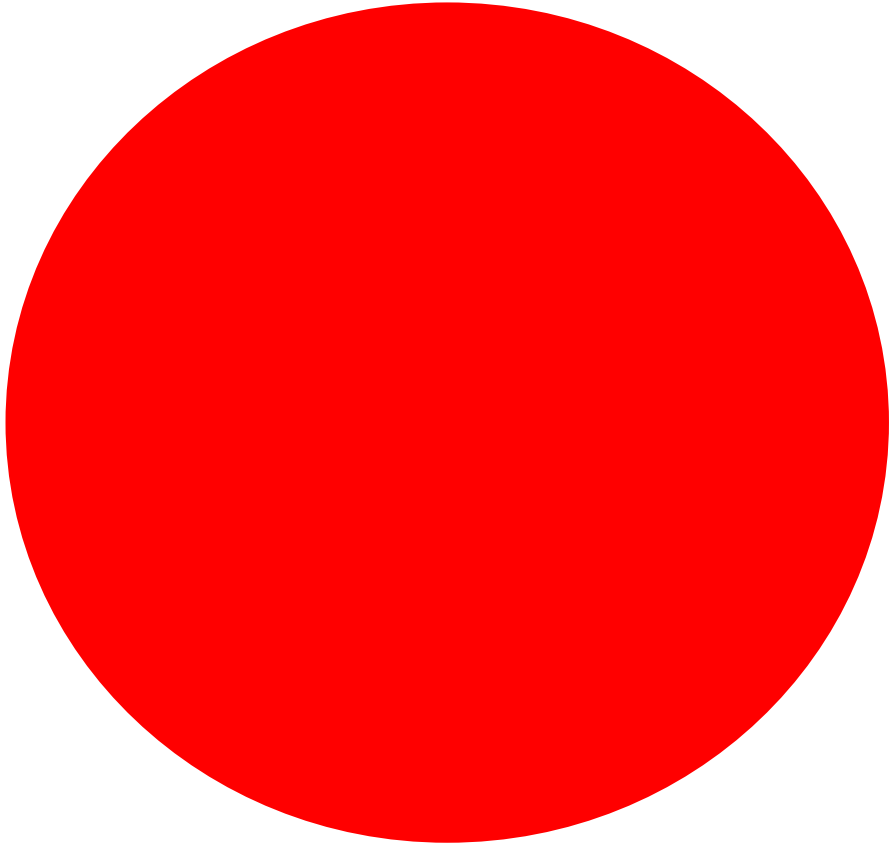
Activity (in detail)

Time	Activity/Steps (& Materials as needed)	ALT will...	HRT will...	Students will...
3 mins	Greeting	-Greet students: Good morning! How are you?	-Greet students	-Greet ALT and HRT
2 mins	Review: Colors Q&A: What color?	-Ask question: What color?	-Show color flashcards	-Answer question
5 mins	Dialogue/Q&A: What color do you like? I like ~ .	-Introduce dialogue/Q&A -Lead in pronunciation	-Explain dialogue/Q&A in Japanese (if necessary)	-Repeat after ALT and practice dialogue/Q&A
5 mins	Dialogue Chant -Split class into 2 teams (A &B) -While clapping to rhythm (feel free to create your own rhythm), have team A ask	-Lead in clapping and chanting	-Explain rules (if necessary) -Show color flashcards -Chant along	-Clap and chant along with team and teacher(s)

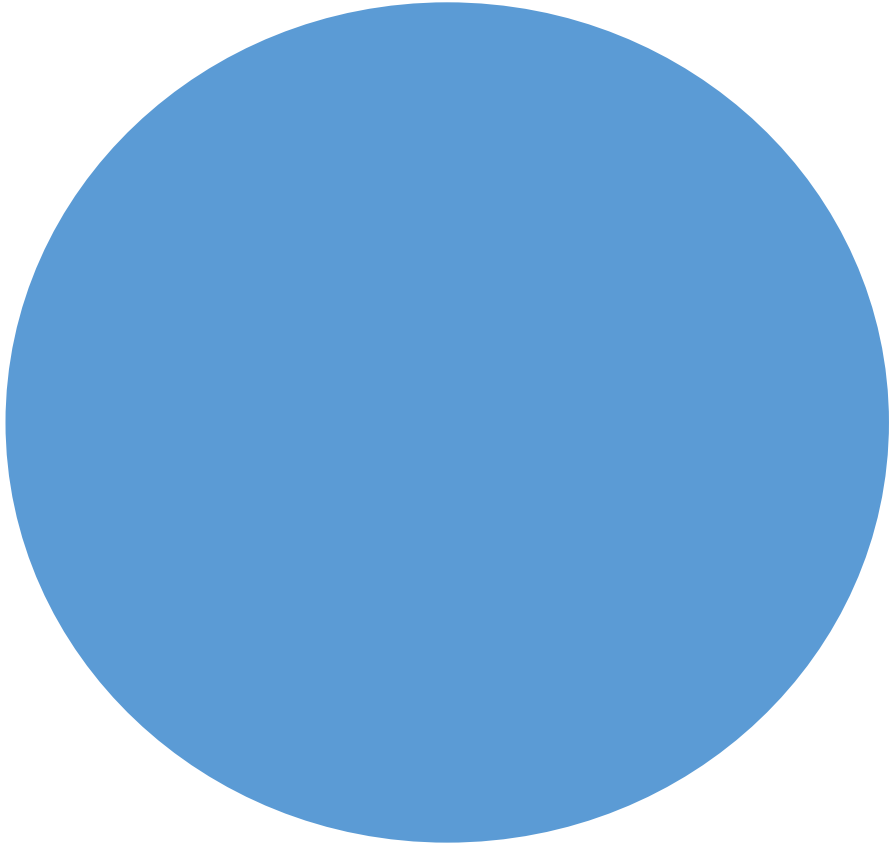
	<p>question "What color do you like?" and team B answer "I like ~ [color shown on flashcard]."</p> <p>-Team A and B switch roles</p>		with ALT and students	
5 mins	<p>Random Attendance Number Game</p> <p>-ALT/HRT will randomly pick a number card</p> <p>-Student whose attendance number is the same as the chosen number card has to answer the question "What color do you like?"</p> <p>-Repeat for another 5~10 times (or as many times as you'd like)</p>	<p>-Randomly pick number cards</p> <p>-Ask question "What color do you like?"</p>	<p>-Explain rules (if necessary)</p> <p>-Randomly pick number cards</p>	<p>-If chosen, answer "I like ~ ."</p>
10 mins	<p>Red Light, Green Light Game</p> <p>-Students choose 3 different colored pencils and stand at one side of the classroom, hiding the colored pencils behind their backs</p> <p>-ALT/HRT stands on opposite side with his/her back to students</p> <p>-Students ask, "What color do you like?"</p> <p>-ALT/HRT answers, "I like ~ (color of choice)."</p> <p>-Students repeat after ALT/HRT and take a step forward if they are holding a colored pencil that is the same color as the color chosen (number of steps can be adjusted based on ALT/HRT's choice)</p> <p>-Repeat steps 3~5</p> <p>-ALT/HRT may turn around to see how far and how many</p>	<p>-Stand on opposite side of students with back to students</p> <p>-Answer, "I like ~ (color of choice)."</p> <p>-Turn around to see how far and how many students have moved forward</p>	<p>-Explain rules (if necessary)</p> <p>-Make sure students are moving forward if holding chosen color</p> <p>-Make sure students keep their colored pencils hidden from the ALT's view</p> <p>-Make sure students are asking question and repeating after ALT</p>	<p>-Choose 3 different colored pencils and stand at one side of the classroom, hiding colored pencils behind their backs</p> <p>-Ask ALT/HRT, "What color do you like?"</p> <p>-Repeat after ALT/HRT and take a step forward if they are holding a colored pencil that is the same color as the color chosen</p> <p>-Students must make sure to</p>

	<p>students have moved forward after every 3 turns (this, too, can be adjusted, but may be best to keep it above 3)</p> <p>-First student to reach/touch ALT/HRT first wins</p>			<p>keep colored pencils hidden from ALT/HRT's view</p>
10 mins	<p>Not my color! Game</p> <p>-Split students into groups of 4~5</p> <p>-Give each group and ALT a set of color mini cards (10 different colors)</p> <p>-Students choose a color card from the set and hold it so that the ALT can't see (the remaining cards are to be faced down/hidden from ALT's view)</p> <p>-When students are ready, have them stand up</p> <p>-HRT will then ask ALT, "What color do you like?"</p> <p>-ALT will randomly select a color card and answer, "I like ~ (color card chosen)."</p> <p>-If students are holding the said color card, they must repeat after the ALT and sit down</p> <p>-Last student standing wins</p>	<p>-Randomly select a color card and answer, "I like ~ (color card chosen)."</p>	<p>-Explain rules (if necessary)</p> <p>-Ask ALT, "What color do you like?"</p> <p>-Make sure students are repeating after ALT</p>	<p>-Split into groups of 4~5</p> <p>-Choose a color card from set and hold it so that the ALT can't see</p> <p>-Stand up when ready</p> <p>-Repeat after ALT if holding the said color card and sit down</p>
5 mins	<p>Group Bingo</p> <p>-Split students into groups of 4~5</p> <p>-Give each group and ALT/HRT a set of color mini cards (10 different colors)</p> <p>-Each group must choose only 9 cards and line them up 3 by 3 (bingo layout)</p> <p>-When everyone is ready, students will ask ALT/HRT "What</p>	<p>-Hand out sets of color mini card to students</p> <p>-Randomly pick a color card and answer, "I like ~ [color of chosen card]."</p>	<p>-Explain rules (if necessary)</p> <p>-Randomly pick a color card and answer, "I like ~ [color of chosen card]."</p>	<p>-Split into groups of 4~5</p> <p>-Choose 9 color mini cards from set and line them up 3 by 3</p> <p>-Ask question "What color do you like?"</p> <p>-Flip chosen</p>

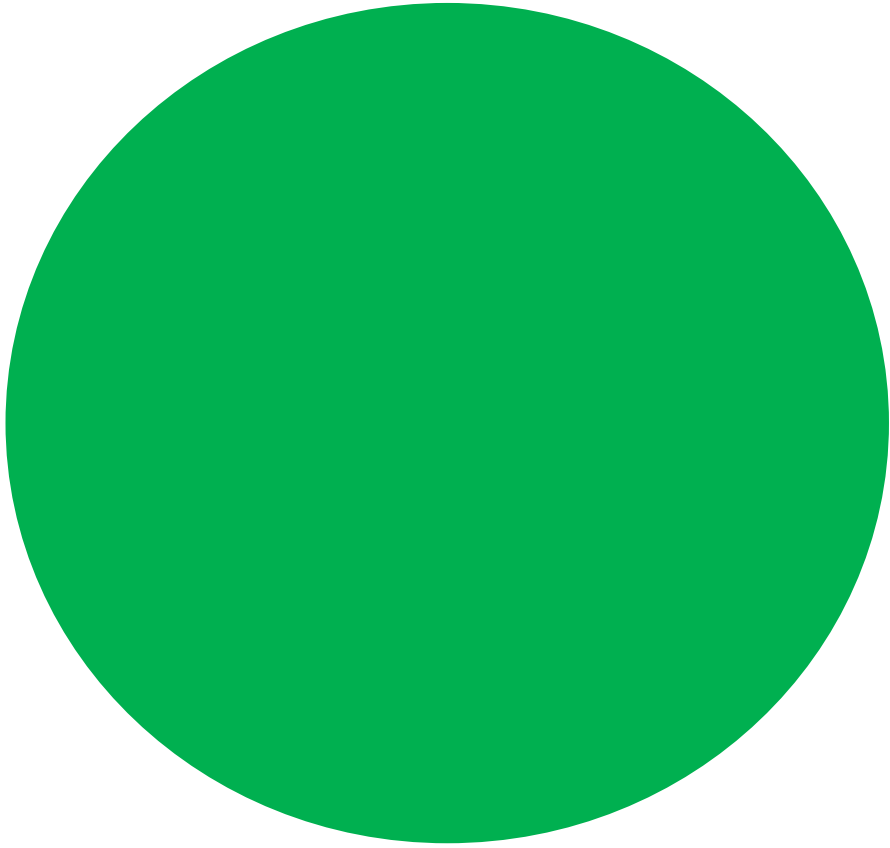
	<p>color do you like?"</p> <p>-ALT/HRT will randomly pick a color card and answer, "I like ~ [color of chosen card]".</p> <p>-If students have the chosen card, they must flip that card upside down while repeating after ALT/HRT</p> <p>-Repeat steps 4 and 5 until a group gets bingo (or even blackout if you want)</p>			<p>color card if have it while repeating after the ALT/HRT</p>
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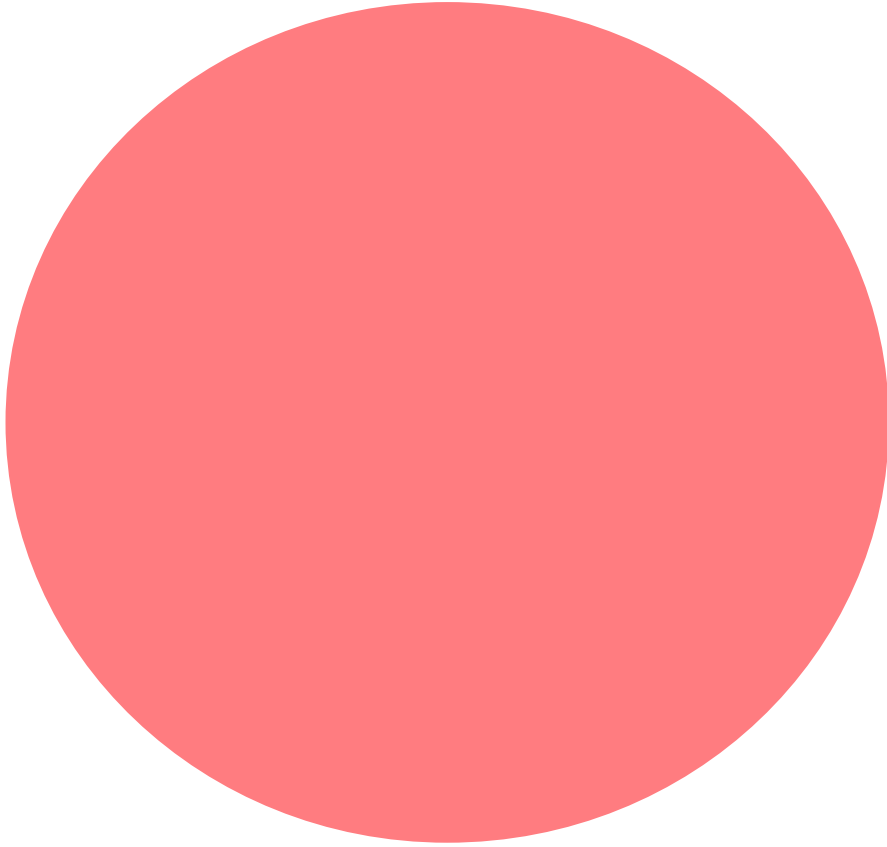
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blue

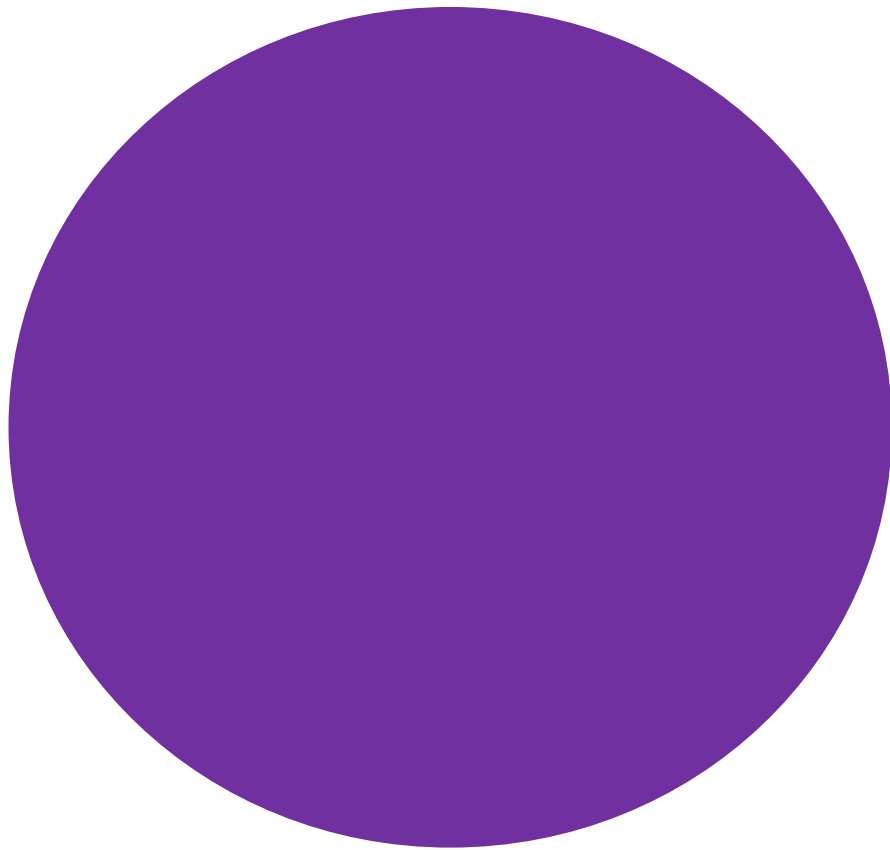


green

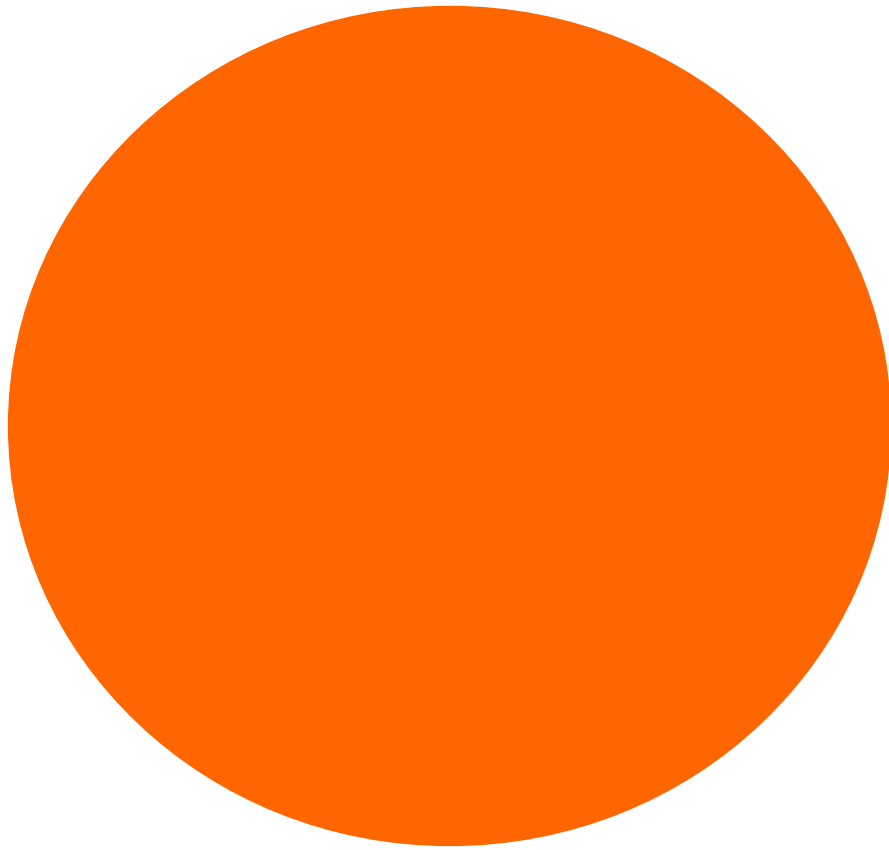


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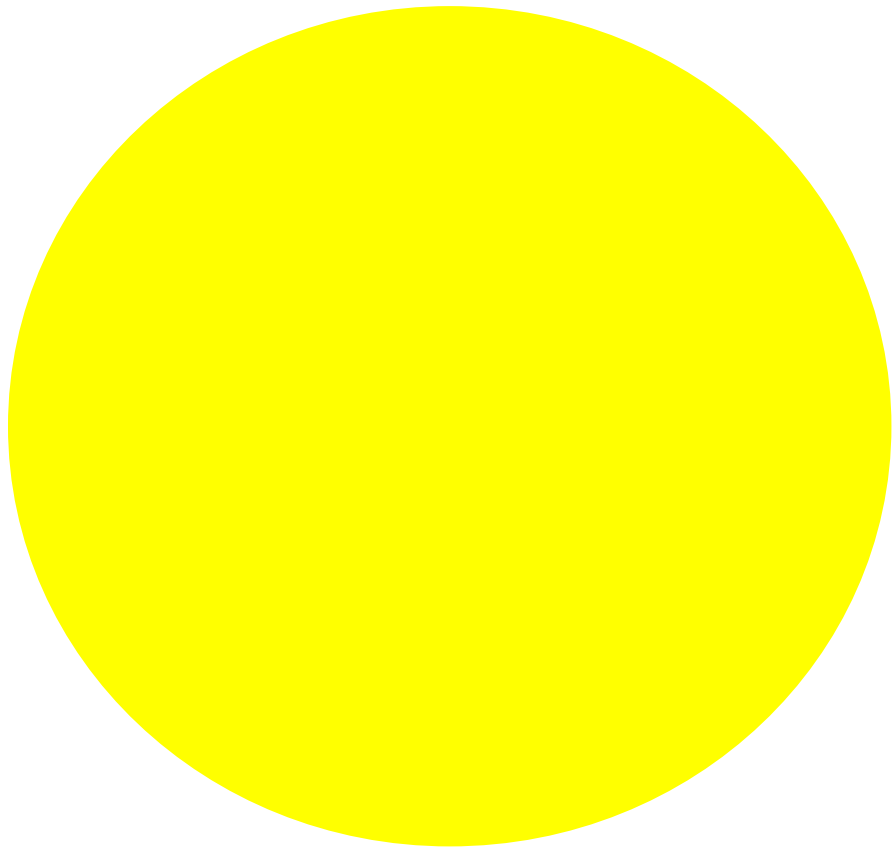
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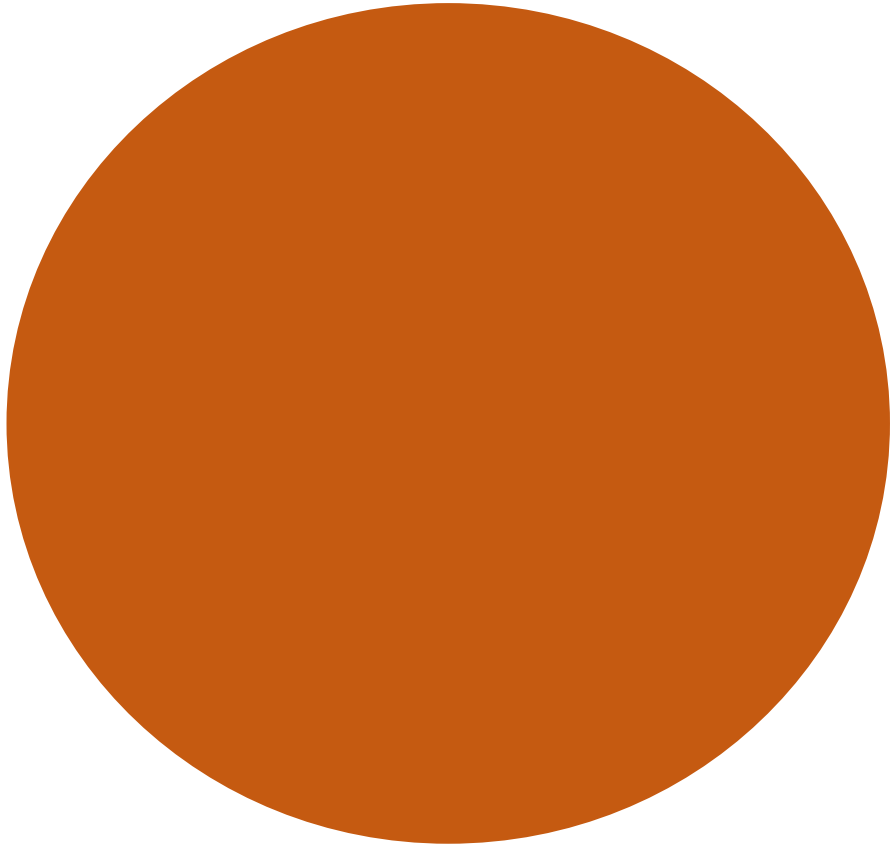
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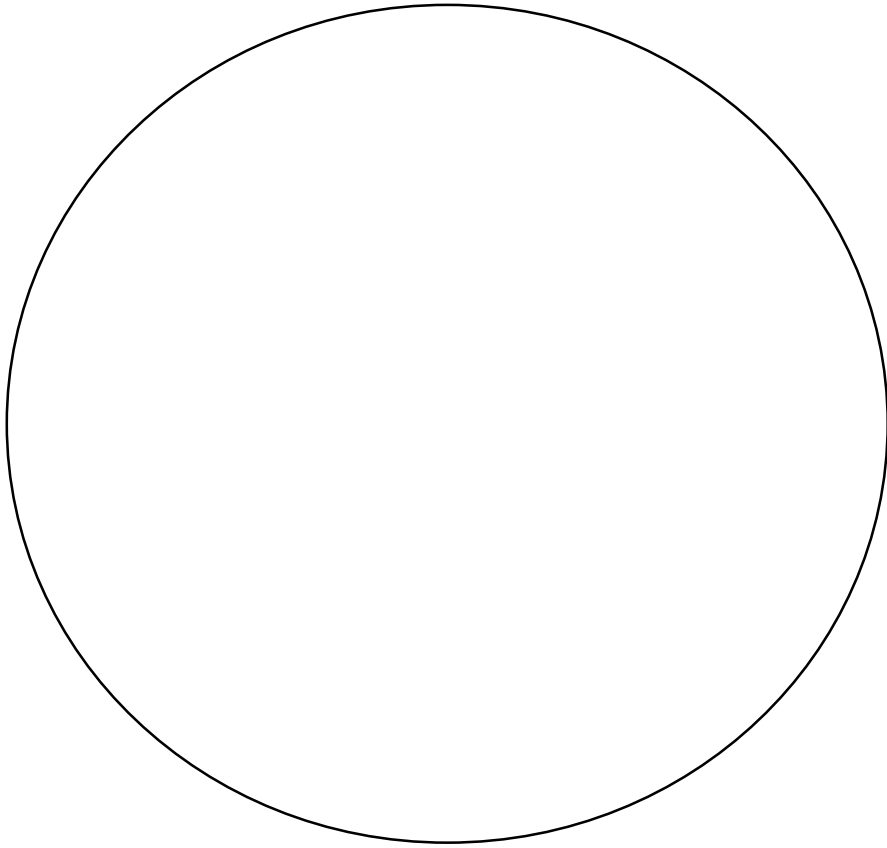
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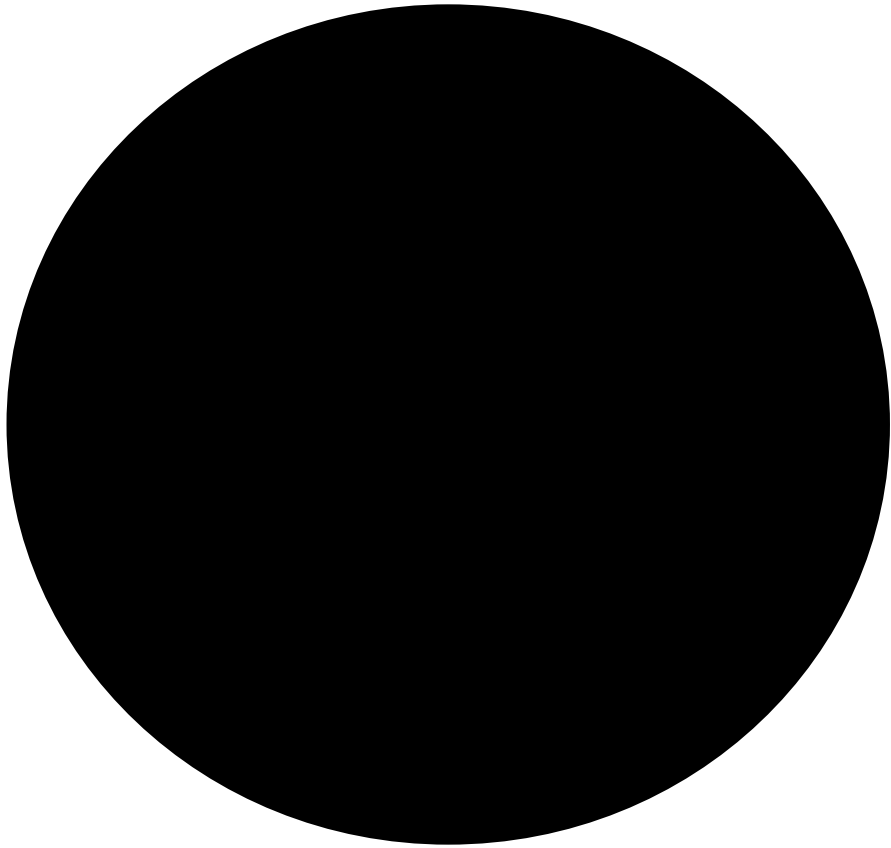
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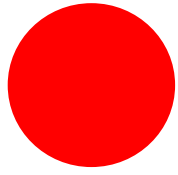
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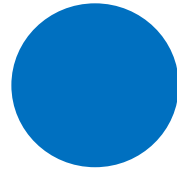
white



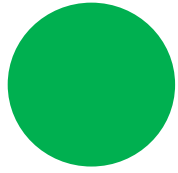
black



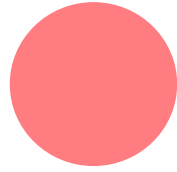
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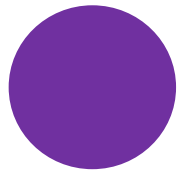
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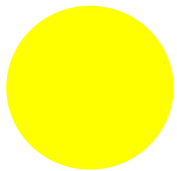
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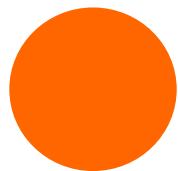
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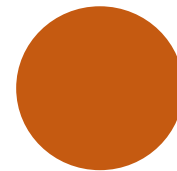
purple



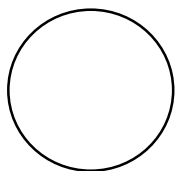
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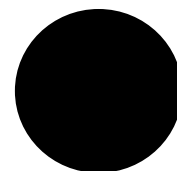
orange



brown



white



black

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16

1 7	1 8
1 9	2 0
2 1	2 2
2 3	2 4
2 5	2 6
2 7	2 8
2 9	3 0

Numbers Pronunciation Practice: “-ty” and “-teen”

Overview

School & Name	Shimoichi Elementary School, Jordan Lambert
Lesson Focus	To have students speak more English in class
Lesson Topic	Numbers + Pronunciation difference between “-teen” and “-ty” numbers
Target Grade	Elementary (5th-6th grade) , JH(), SH(), Any grades
Preparation & Required Materials (If any, please attach.)	<ul style="list-style-type: none"> ● Number flashcards (13-19 and tens) ● “Pigs” worksheet ● “Info gap” worksheet ● gold coins or fake money, etc.

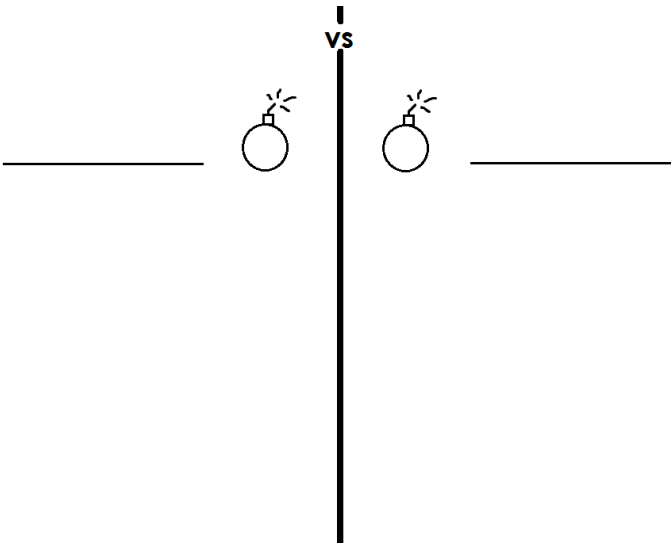
Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
1 min.	<u>Greeting</u>	Greet each other and the class + a few students individually. Ask about the date, “how are you?”, etc.		Greet teachers.
1 min.	<u>Warm up 1 - Gestures</u> Students do gestures that correspond to different classroom actions (listen, raise your hand, etc.) Can also add new vocab/grammar if relevant (wake up, eat, etc.)	Say the action & gauge how well students are remembering the meaning/gesture. Do gestures.	Do gestures, monitor participation and understanding, encourage students.	Do gestures.
2 min.	<u>Warm up 2 - Circle Race</u> In groups, students race to ask/answer “How are you?” around the circle. The first student starts by asking their neighbor, who then answers using [“I’m...” + an appropriate gesture] and passes the question	Monitor groups to make sure they are doing the activity correctly and speaking loudly/clearly.		Do the activity. Try to be the first group to finish and sit down.

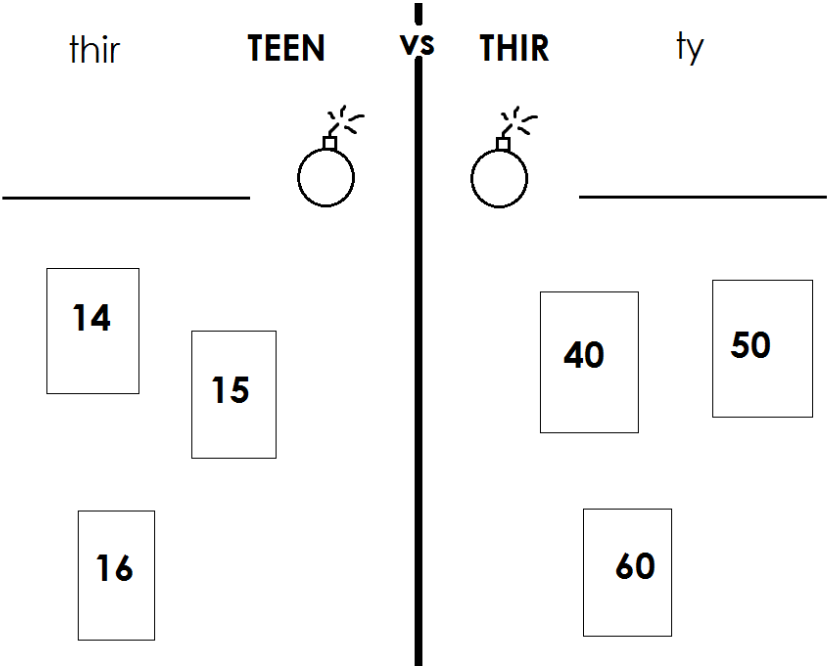
	to the next student.			
1 min.	<u>Song</u> - Days of the week	Lead song at different speeds.	Sing song, encourage class.	Sing song.
1 min.	<u>Flashcards</u> (13-19, 20, 30, 40, etc.) Alternate "-teen" & "-ty" (13 then 30, 15 then 50, etc.).	Show flashcards and model pronunciation.	Repeat with students, encourage class, monitor pronunciation and participation.	Answer and repeat. Practice making a clear difference between "-teen" and "-ty" numbers.
5 min.	<u>Intro topic ("- ty" vs "-teen")</u> Draw a line down the center of the board and tell students there are 2 types of numbers. Slowly draw the diagram (attached). Don't explain yet, but let students make some guesses. Demonstrate sorting some numbers and then explain how "-ty" words have the stress (cartoon "bomb" & gesture) on the 1st syllable vs on the last for "-teen" words.	Lead board work & explanation, demonstrate difference in stress/pronunciation.	Encourage students. Help where needed with explanation and ask ALT questions if they see a point for potential/common confusion (throughout explanation/following activities.) Monitor student pronunciation.	Try to guess what the pattern is and sort some numbers as a class.
1 min.	<u>Pronunciation Practice</u> Practice sorting some number flashcards as a class.	Sort numbers on board with help from class. Model pronunciation and gesture.	Encourage students, help class sort numbers.	Sort numbers as a class. Practice pronouncing words and showing where stress is

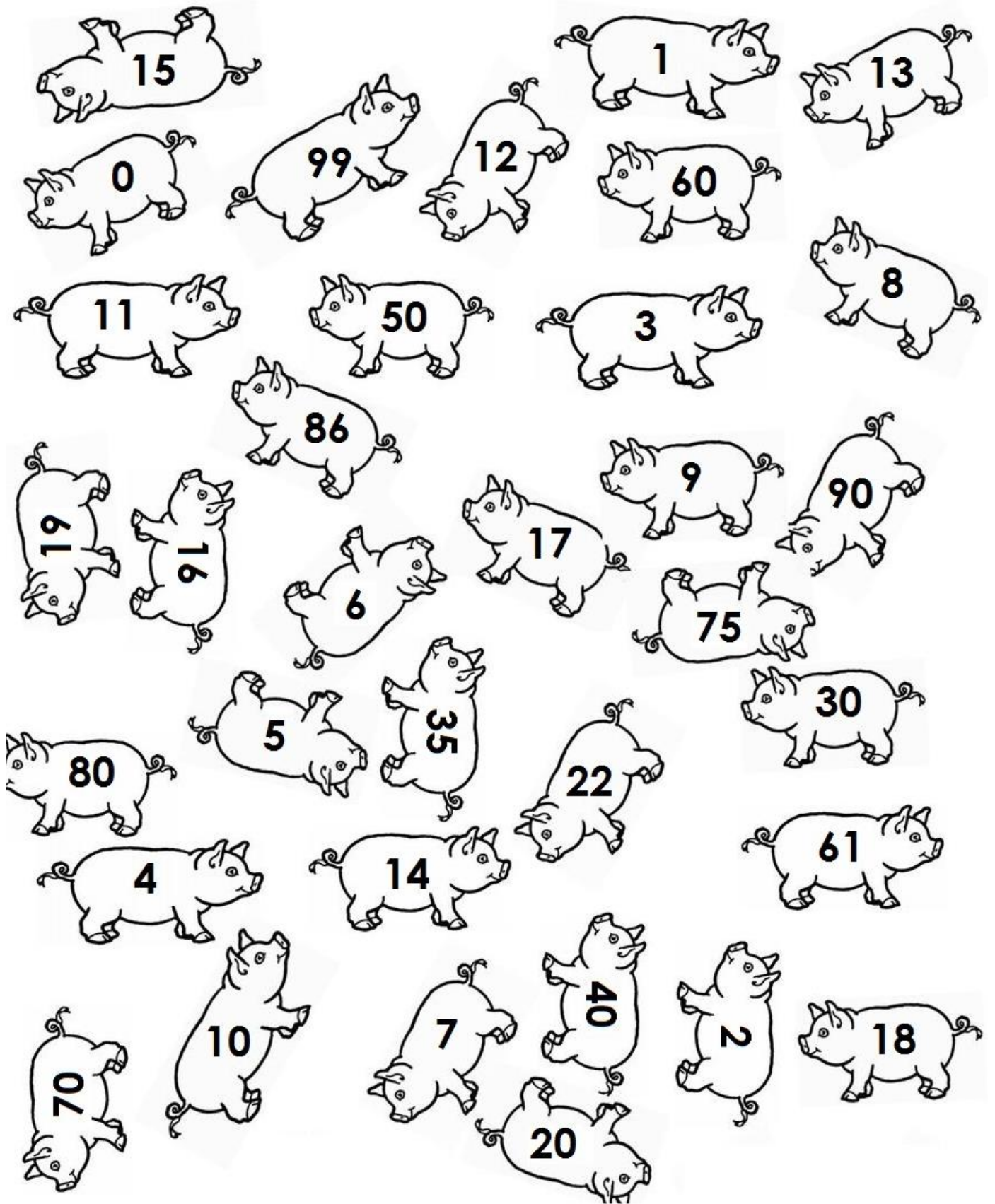
				using gestures.
5 min.	<u>Number sorting</u> Have some volunteers come up to the board and sort numbers into the correct column, then say the number and show the stress with gestures.	Encourage volunteers or pick students to come to the board. Guide activity and help students if struggling.		Sort numbers on the board, help classmates, repeat pronunciation / gesture.
5 min.	<u>"Pigs" Pointing Game</u> Pairs share 1 worksheet between them. Each student picks a color. Call out a number and the first student to put their finger on it wins that pig and can color it in. Whoever has the most pigs at the end wins.	Call out numbers.	Encourage students, monitor groups.	Play game.
1 min.	<u>Pigs Discussion</u>	Ask who won, how many pigs, etc.		Answer questions.
20 min.	<u>Info gap - Open the Safe</u> Pairs of students attempt to open the safe, but each student only has part of the code. When a code is finished, go to a teacher to get answer checked. If correct, get a "gold coin" (up to 5)	Demonstrate/explain activity. Pass out papers (Worksheet A to half the students and B to the other half). Monitor progress, encourage students. Check answers and hand out rewards.		Use whatever English they can to communicate what numbers they have or are missing in an attempt to complete codes (No looking at your partner's paper!)
5 min.	<u>Reflection</u> See how many coins pairs got, reflect on class as a whole	Ask reflection questions, say goodbye.		Reflect on class, say goodbye.

(Basic diagram)



(Sorting activity example)







15		50	13		
----	--	----	----	--	--

	70		17		18
--	----	--	----	--	----

	14			40	30
--	----	--	--	----	----

	19			60	16
--	----	--	--	----	----

16		80		19	
----	--	----	--	----	--





	17			60	14
--	----	--	--	----	----

16		19		90	
----	--	----	--	----	--

60		80	18		
----	--	----	----	--	--

50		15	13		
----	--	----	----	--	--

	18		90		14
--	----	--	----	--	----



Key

15	17	50	13	60	14
----	----	----	----	----	----

16	70	19	17	90	18
----	----	----	----	----	----

60	14	80	18	40	30
----	----	----	----	----	----

50	19	15	13	60	16
----	----	----	----	----	----

16	18	80	90	19	14
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Hi Friends! 2, Lesson 5 – Let's Go to Italy!

Overview

School & Name	Totsukawa-mura Dai-2 Elementary School, Kassondra Ptak
Lesson Focus	To have students speak more English in class
Lesson Topic	Let's go to Italy! Learning about other countries (in English)
Target Grade	Elementary (6th grade), JH (), SH (), Any grades
Preparation & Required Materials (If any, please attach.)	<ul style="list-style-type: none"> ● Textbook, Hi Friends! 2 ● Four-line lowercase ABCs banner ● ABC song track (on CD w/CD player, on computer) ● Projector / TV capable of hooking up to a computer, tablet, or phone. Powerpoint or other similar software. ● Feedback forms

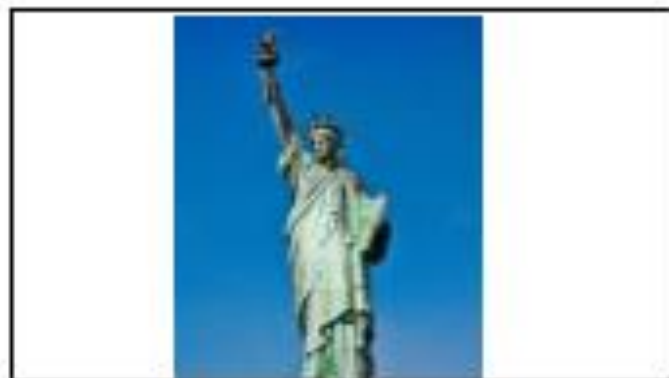
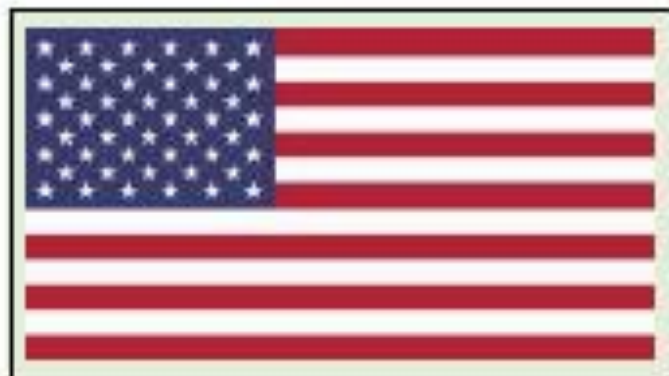
Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
15 min	Circle Greeting (Hello, How are you, I'm [blank], Thank you, Goodbye, etc)	Participate, greet students		Greet each other
	High-Five Game (in pairs) A: Give me five! (holds up hand mid-height) B: (gives five) A: Up High! (holds hand up high) B: (gives high five) A: Down low! (Holds hand out and below waist) B: (Tries to give high five) A: (dodges high five) Too slow!	Participate + correct English	Explain, help correct English	Play game with each other + ALT
	ABC Song & Game Put the four-line lowercase ABCs banner up on the blackboard with magnets. Play the ABC song once and have the students sing along, then demonstrate the game. On letters between 2nd and 3rd lines (up from the bottom) and do not descend to the 1 st or ascend to the 4 th lines, sit in your	Demonstrate, participate	Demonstrate, operate CD player	Sing along to song, then play the game

	chair. On letters that descend to the 1 st line, such as 'g', move from the chair to sitting on the floor. On letters that ascend to the 4 th line, like 'b,' stand up. On letters between the 2 nd and 3 rd lines, but have a portion that is above the 3 rd line (like 'i'), raise one hand while sitting. On letters that are both above the 3 rd and below the 2 nd line (like 'j', sit on the floor and raise one hand up.			
10 min	What Country Is This? (Picture Slideshow) -Have the students watch a picture slideshow. A food, a person, a place, and then the flag for each country is shown to the students (not necessarily in that order). The students guess which country these things are from, then repeat the correct English pronunciation after the ALT	Prompts students for English, demonstrates pronunciation, explains pictures (in English)	Creates slideshow, operates computer, asks 'What country is this?', explains pictures (in Japanese)	Guess which country, then repeat correct English pronunciation after ALT
15 min	"Country Quiz" Activity -Students gather in pairs or groups of 3 and look at pages 18-19 of their textbook. ALT reads each of the flag descriptions from Let's Play 2 on page 19 of the teacher's manual. Once students think they know what the answer is, they raise their hands and tell the teacher when prompted.	Say the prompts on page 19 of the Teacher's Manual of Hi Friends! 2. (Let's Play 2)	Explain the activity to the students, walk around and assist students.	Play activity, then follow ALT's example and make their own flag-description quizzes for each other.
	"Country Quiz" Part 2 -Students, modelling off the descriptions spoken by the ALT, give each other (in pairs/groups) similar flag quizzes.	Prompt and help with pronunciation	Help prompt.	
5 min	"Baby Shark" Song https://www.youtube.com/watch?v=A7Eji3lgNfw	Sing along, explain words with actions or simple English	Sing along, explain difficult meanings in Japanese	Sing and mime along, guess word meanings

	Feedback form and Farewell	Say goodbye	Say goodbye, hand out feedback form	Say goodbye, fill out form and hand back (in class or later).
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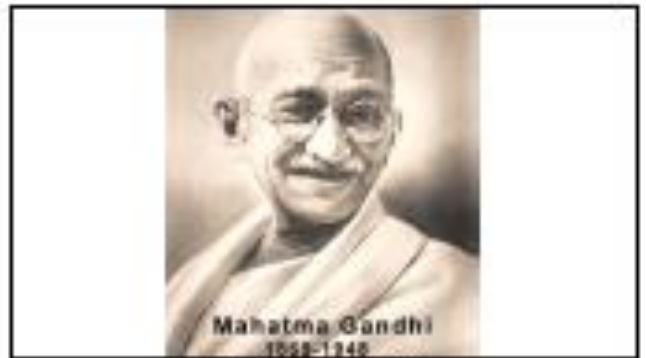
この国、
知ってる？



アメリカ合衆国

The United State of America

(The U. S.)



インド India





フランス
France





日本 Japan





中国 China



オーストラリア
Australia



エジプト
Egypt



ブラジル
Brazil





ギリシャ
Greece





スペイン
Spain



外国語活動 振り返りカード (月 日)

6年 名前 _____

今日のめあて

世界の国について知ろう。

ランク	世界の国について知る。 行ってみたい国を考える。
S すばらしい!	世界の国について、いろいろなことがわかった。もっと他の国について調べて、行ってみたい国を考えたいと思った。カサンドラ先生の話す英語がよくわかった。
A すごくいいね!	世界の国について、いろいろなことが分かった。もっと他の国のことも知りたくなった。カサンドラ先生の話す英語がよくわかった。
B いいね!	世界の国についていろいろなことが分かった。カサンドラ先生の話す英語がだいたいわかった。
C もう少し!	世界の国についてよくわからなかった。 カサンドラ先生の話す英語がよくわからなかった。

今日の達成度	S ・ A ・ B ・ C
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★今日の学習で分かったこと、初めて知ったこと、今度使ってみたいこと



Maze Races!

Overview

School & Name	Gojo Board of Education, Breanna Pyle
Lesson Focus	Practicing speaking and giving directions
Lesson Topic	Basic Directions (turn left, turn right, go straight)
Target Grade	Elementary (6th), JH (1st/2nd [warmup portion only])
Preparation & Required Materials (If any, please attach.)	<ul style="list-style-type: none"> ● Maze (Digital or hand drawn) (See attachment) ● Projector, computer, and screen (Digital maze) ● Magnets, ideally with an arrow drawn on them for purposes of clarity ● Timer ● Paper

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5-10 min	<p>Maze warmup</p> <p>Brief review of vocabulary (go straight, turn right, turn left)</p> <p>Students are split into two or more teams. Taking turns to give directions, they race to see who will make it through the fastest.</p> <p>Materials: Maze, magnets, projector</p>	Control magnet movement on screen, following student instructions.	Control second magnet's movement OR keep charge of timer.	Line up and give the ALT/HRT directions, returning to the end of the line after their turn.
10 min	<p>In pairs, students draw their own mazes.</p> <p>Materials: paper</p>	Support as necessary	Support as necessary	Enjoy drawing mazes!

10-15 min	Two pairs combine and take turns going through each other's mazes.	Walk around supporting and encouraging English.	Walk around supporting and encouraging English.	As in the warmup, Pair 1 takes turns giving directions to Pair 2, who control the position marker (an eraser, etc) for their maze. After finishing one maze, they trade. If there is time, find a new partner.
5-10 min	Maze Revenge! Using the same maze/teams as at the beginning, students race again to give directions to the ALT/HRT and improve their times.	Control magnet movement	Control magnet movement/Time	Give the ALT/HRT directions in turn

Giving Basic Directions

Overview

School & Name	Kawakami & Higashiyoshino Elementary Schools, Lenny Benologa
Lesson Focus	Teaching students how to give basic directions on how to get from point A to point B.
Lesson Topic	Giving directions
Target Grade	ES – 6 th Grade
Preparation & Required Materials	<ul style="list-style-type: none"> • Hi, Friends! 2 Textbook (pg. 14-15) • PPT (Powerpoint) with pictures and names of various buildings and places • 2 blindfolds • One student's pencil case • A classroom with desks, chairs, and/or rearrangeable furniture

Activity (in detail)

Time	Activity (& Materials)	(T1) ALT will...	(T2) JTE will...	(T3) HRT will...	Students will...
3 mins	Greeting and Questions	<ul style="list-style-type: none"> - Greet the students - Ask the students the daily questions: - "How are you?" - "How's the weather?" - "What day is it today?" - "What's the date today?" 	<ul style="list-style-type: none"> - Ensure students understand. 	<ul style="list-style-type: none"> - Ensure the students are engaging. 	<ul style="list-style-type: none"> - Greet the teachers in English. - Answer the questions in English
7 mins	Warm-up: - Play "Simon Says"	<ul style="list-style-type: none"> - Explain the rules for "Simon Says" - Explain the gestures they will need to imitate. - "go straight" 	<ul style="list-style-type: none"> - Confirm students understand by asking them to explain rules and gestures in 	<ul style="list-style-type: none"> - Assist the JTE in case students don't understand - Ask if students have 	<ul style="list-style-type: none"> - Repeat words and gestures with the ALT - Correct students if

		<ul style="list-style-type: none"> - "turn right" - "turn left" - "stop" - "turn around" 	<p>Japanese.</p> <ul style="list-style-type: none"> - If students didn't understand, explain in Japanese. 	any questions	they need to be corrected.
8 mins	Location PPT	<ul style="list-style-type: none"> - Show students the "Places" PPT - 1st time: Have students repeat the words in English. - 2nd time: Have students recite the words, themselves. - If time allows, go through again and focus on difficult words for them to pronounce or remember say aloud. 	<ul style="list-style-type: none"> - 1st time: Ask the students what the pictures are, in Japanese. - 2nd time: Give students hints if they're struggling with some words. 	<ul style="list-style-type: none"> - Check to see if students find certain words difficult to say or remember. 	<ul style="list-style-type: none"> - Practice saying English words. - Try to memorize the words
10 mins	Hi Friends 2 Textbook (pg. 14-15)	<ul style="list-style-type: none"> - Review the 5Ws - Teach them "where", "Where am I?", "Where is Kiyoko?", and "At the ~" - Explain the activity on pg. 15 - Before the activity give students an example by giving them directions to a 	<ul style="list-style-type: none"> - Ask the students to explain what the ALT says in Japanese. - If they don't understand, translate into Japanese for them. 	<ul style="list-style-type: none"> - Assist the JTE - Check to see if students are confused or don't understand something. 	<ul style="list-style-type: none"> - Practice the listening activity on pg. 15 of Hi Friends 2.

		location on the map.			
15 mins	Giving directions via practical application	<ul style="list-style-type: none"> - Split the class into 2 teams. - Rearrange the tables and chairs to resemble a maze - In the center, place one student's pencil case - Blindfold 1 member from <i>both</i> teams. - One team must guide their team member to the pencil case. - The other team must guide their team member to tag the other student before they reach the pencil case. 	<ul style="list-style-type: none"> - Explain the rules in Japanese to save time - Ensure that students understand the rules. - Ask if students have any questions. 	<ul style="list-style-type: none"> - Make sure students are speaking English during the activity. - Help students if they become confused - Check for any problems with safety. 	<ul style="list-style-type: none"> - Use the English words and phrases they just learned to guide their team mate to the goal (i.e., pencil case or other student). - Or be guided by their classmates to their team's goal.
2 mins	Goodbye and Evaluation Forms	<ul style="list-style-type: none"> - Give students evaluation forms (every class). - Collect evaluation forms. - Say Goodbye 	- Say Goodbye	- Say Goodbye	<ul style="list-style-type: none"> - Complete and turn in class evaluation forms. - Say Goodbye to the ALT

Slide 1



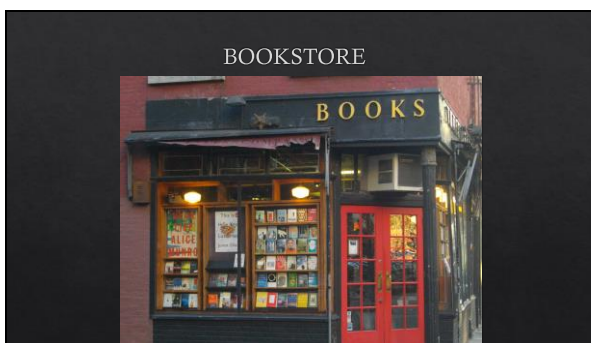
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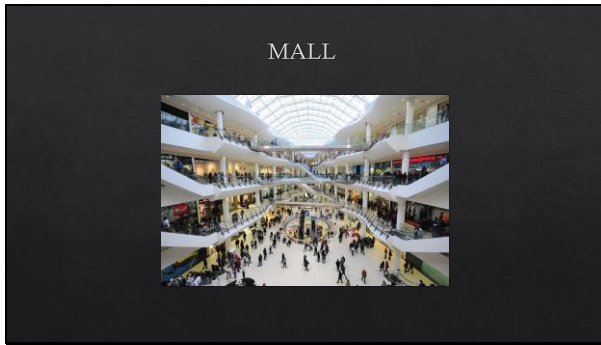
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Slide 4



Slide 5



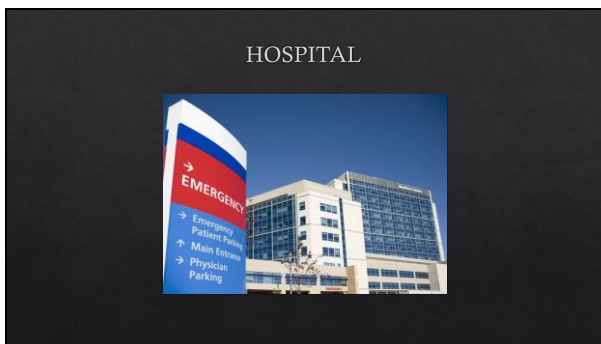
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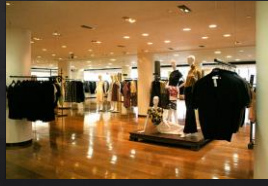


Slide 8



Slide 9

DEPARTMENT STORE



Slide 10

POST OFFICE



Slide 11

PARK

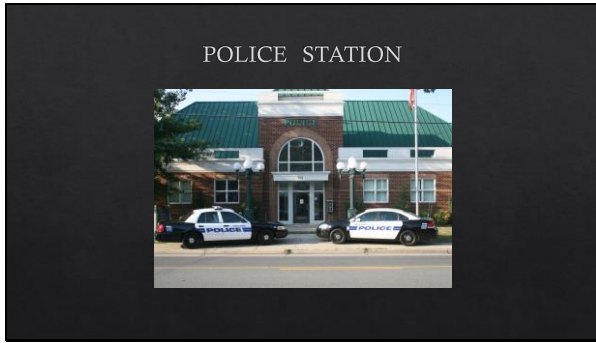


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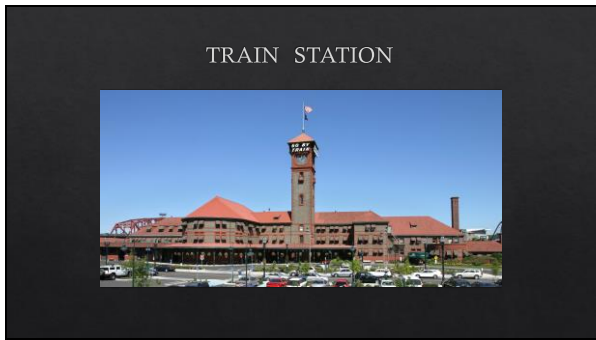
GAS STATION



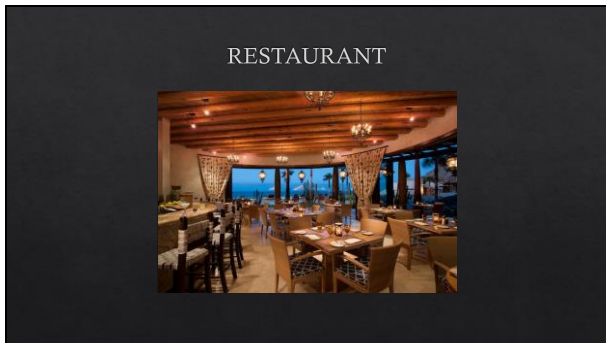
Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



What Time Do You Get up?

Overview

School & Name	Tenri City Elementary Schools (Senzai, Tanbaichi, Yamanobe, Nikaido, Ichinomoto), Marissa Rivera
Lesson Focus	To have students speak more English in class
Lesson Topic	What time is it? -learning how to count and tell time
Target Grade	Elementary (6th grade) , JH (), SH (), Any grades
Preparation & Required Materials (If any, please attach.)	<ol style="list-style-type: none"> 1. 1-60 small Number flash cards. There should be several sets (depending on the size of your class, 1 set per group, preferably laminated so they can be reused) 2. Small paper squares with numbers (they should be in pairs) 3. Hi Friends 2 Textbook

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
2 mins	Greeting	-Greet students "Good morning? How are you?" -"How's the weather?"	-Greet students	-Greet both ALT & JTE
8 mins	-Practice Numbers 1-60 . Use the Hi Friends Textbook pg. 22-23 -After that, the JTE will say a number in Japanese and the students must say it in English.	-Pronounce each number and have the students repeat -Explain the difficult pronunciations (for example thirteen vs. thirty) -help the students	-Walk around the room and support the students as needed -will say some numbers in Japanese (focusing on 15 vs. 50, 16 vs. sixty etc)	-students will repeat the numbers after the ALT while pointing at them in the textbook -must say the numbers in English that the JTE called out

10 mins	Card Game using 1-60 small Number Card sets. (Similar to I Declare War card game) The kids will be divided into groups and each group will receive a set of flashcards. They will shuffle the cards and then divide them equally among each person in the group. Then they will take turns drawing a card for each round, pronounce their number in English, and whoever has the bigger number gets to take all the cards that were played that round. If you run out of cards, you lose. The person with the most cards at the end wins. After the game is over, the ALT will ask the students how many cards they have by calling out numbers (ie. How many cards? 1 card? 2 cards? etc) and the students will raise their hands accordingly.	-Walk around as the students play and make sure they are all saying the numbers in English	-Divide the students into groups -Explain the rules of the game in Japanese -Walk around and support them as needed , make sure they saying the numbers in English	-say the numbers in English
9 mins	Using the small paper number squares, each student should receive a piece of paper with a number on it. There should be pairs for each number. (For example, there should be two number 40s, two number 50s, etc). Each student will then go around asking their classmates "what number?" until they find their pair. They must answer with their number in English. Once they find their matching pair they have to sit down.	-do demonstration with the JTE -ALT can also join the game and help students practice or walk around and monitor/support the students	-Explain the rules in Japanese and do a demonstration with the ALT -JTE can also join the game or walk around to support as needed	-ask "what number?" and answer in English in order to find their partner

15 mins	Using the numbers students learn, start teaching the proper way to say the time in English using various examples. First, ask the students "what time is it now?" Then teach them how to say the current time in English by saying "It's ___" (for example, "it's 5:45") Once they are able to do that, give some practice problems and then have them do the <i>Let's Listen 1</i> Activity in the textbook on pg. 22)	-Work with the JTE to teach the kids how to tell time -Support students during the listening activity	-Help the ALT explain how to tell time in English -Support students during the listening activity	-The students repeat after the ALT and answer the practice questions -Do the listening activity in the textbook
1 min	Closing	-Say "goodbye! See you next time!"	-Say goodbye	-say goodbye

Hi Friends! 2 Lesson 4. Turn right

Overview

School & Name	Sango Elementary School/Sango Kita Elementary School, Timothy Ochuba
Lesson Focus	To help students be familiar with expressions used when giving directions. Go straight, Turn right, Turn left. More focused on listening.
Lesson Topic	Learning how to give directions.
Target Grade	Elementary (6), JH(), SH(), Any grades
Preparation & Required Materials (If any, please attach.)	<ul style="list-style-type: none"> ● Picture cards, ● Hi Friends 2 Textbook

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3 mins	Greetings (Good morning/Good afternoon everyone) Opening Song(Open, shut them: https://www.youtube.com/watch?v=RNUZBHIRH4Y)	Greet students Sing with students	Greet students Sing with students	Greet HRT and ALT Sing song
8 mins	*Review names of places, eg; Station, School, Park, etc. *Make students say the names themselves	*Say the names using picture cards *Points to the students and they say the name HRT said in Japanese	*Repeat after ALT with students *At random, says the names of the places in Japanese. Eg: Koen	*Repeat after ALT *If pointed at, say the name of the place the HRT said in Japanese in English. Eg: HRT, Koen; Student, Park
10 mins	Introduce directions: Go straight, Turn right, Turn left	Teach the key expressions, go straight, Turn right, Turn left (Using gestures)	Demonstrate the instructions. Go straight-1 step. Turn right-just turn. Turn	*Repeat after ALT. * In groups, demonstrate the instructions in

			left-just turn	front of the class following ALTs instructions
10 mins	LISTEN – p.14,15 Students listen to directions and follow along in their textbooks	Explains how to follow the directions using textbook	Play the CD	Follow the directions in their textbooks
10 mins	*ALT gives directions GAME *ALT gives directions	*Gives directions *Gives directions		*Follow in their textbooks *Choose their own starting points at any intersection and follow ALTs directions. If they go outside the map, they are out
4 mins	Review names of places Closing greetings (Good bye everyone)	Greets students	Greets students	Greet ALT/HRT

Hi, friends ! 2 Lesson 4 – 3 “ Turn right”

Overview

School & Name	Totsukawa daini elementary school, Kariya Toyomi
Lesson Focus	To have students speak more English in class
Lesson Topic	Learning “ direction “ (go straight, turn left, turn right)
Target Grade	Elementary 6 th grade
Preparation & Required Materials	Pictures of a department store, a flower shop, a supermarket, a post office and so on.

Activity (in detail)

Time	Activity	ALT will	HRT will	Students will
8 min	Greeting	Greet students		Make a circle. A student greets on his/her left side in turn.
	High five	Students do “high five “ with ALT and HRT.		
5 min	Gesture of small letters, a to z	Students gesture small letters, a to z, on 4 lines over singing “ABC song “.		
7 min	Students review the words they learned last class. ALT shows pictures of a department store, a flower shop, a supermarket, a post office and so on. ALT ask students, “ What is this ? ” And ALT says the word of the picture, “ department store “.	Says the word clearly.	Repeat after the ALT with students.	Answer ALT's question and repeat after ALT.
5 min	(Hi, friends 2, page 16 to 17) Make a map. ALT and HRT demonstrate the English sentences students learn. They make a map on the black board.	Asks to HRT, “Where is a post office ?” “ It's a post office. Thank you. “	Answers to ALT, “ Turn left. Go straight. Turn right. What is it ? “	Watch ALT's and HRT's demonstration and listen to English.

12 min	Students find a partner. They make a map each other. They need the picture cards of page 49 , " Hi, friends 2 " .	Helps students with English.	Helps students when they don't understand English.	Make their map.
3 min	Some students give a presentation on their map.	Help their students' presentation.		Two students stand in front of the others. They demonstrate the direction .
3 min	Sing " Baby shark " .	Sing " Baby shark " with students.		Sing " Baby shark" .
2 min	Students write some comments they have learned.	Gather the hand out students have written.		Students write what they have learned.