A decorative border made of several yellow pencils with pink erasers, arranged in a rectangular frame around the text. The pencils are oriented vertically on the left and right sides, and horizontally at the top and bottom, with some crossing each other.

Lesson Plans & Activities by Senior High School ALTs

Nara Prefecture
2016 Skill Development
Conference

Lesson Plans & Activities for Senior High School ALTs
Nara Prefecture 2016 Skill Development Conference



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Housework

Overview

| | |
|---|---|
| Name | Amber Jackson |
| Lesson Focus | Housework/ Chores |
| Target Grade | High School, 2nd Year |
| Preparation & Required Materials | SAILING Textbook and Worksheets related to textbook material |
| Evaluation Method | Students should be able to describe chores that they or their parents do; Housework Quiz |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|----------------|--|---|--|--|
| 8 mins | Introduction: - Introduce Housework vocabulary - Survey Students to see what they do around the house | - Say vocab for students (Students will repeat) | - Translate if necessary, - Help with explanation | - Practice saying new vocab words |
| 15 mins | Worksheet & Discussion Have students complete worksheet, then discuss housework they like/dislike with a partner when they finish | - Explain worksheet - Check answers - Help students | - Check answers, - Help if needed | - Complete worksheet. - Discuss housework with a partner |
| Remaining time | Play Charades with chore vocabulary le: Vacuum the floor, do the laundry, water the plants, wipe the windows, feed the pet, do the dishes, make the bed, take out the garbage, clean the bathtub, walk the dog | - Keep score, - Provide chores for students to pick | - Keep score | - Pick a chore to act out with partner. - Class will guess! |

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <ul style="list-style-type: none"> ● Allow discussion during worksheet, ● Bigger Charades teams to make discussion easier (More opinions) |
| Making the activity harder | <ul style="list-style-type: none"> ● NO JTE translation |

Let's Do The Housework

1. In my house, we _____ the housework.
2. My mom does the _____ and _____ the windows.
3. My dad is very strong, so he _____ out the _____.
4. My little brother is very young! He likes to _____ the dog.
5. I help too! I _____ the plants and _____ the floor!

Let's Do The Housework Worksheet (Answers)

1. In my house, we **____(share)_____** the housework.
2. My mom does the **____(dishes/ laundry)_____** and **____(wipes)_____** the windows.
3. My dad is very strong, so he **____(takes)_____** out the **____(trash/ garbage)_____**.
4. My little brother is very young! He likes to **____(feed)_____** the dog.
5. I help too! I **____(water)_____** the plants and **____(Vacuum)_____** the floor!

Housework Information Gap: Person A

| | | |
|--|---|--|
| When you do laundry, you do this with your clothes after they dry. | | You use this machine to clean the floor. |
| | When the toilet and bathtub are dirty, you do this chore. | |
| When you do this chore, you put away small things here and there. | | X |

Housework Information Gap: Person B

| | | |
|--|---|--|
| | When your pet is hungry you do this chore. | |
| You put plates, cups and chopsticks or knives and forks on the table for this chore. | | You do this chore after dinner to make dirty things clean again. |
| | So that flowers don't die, you do this chore. | X |

Housework Information Gap: Person A

ANSWER KEY

| | | |
|---|--|--|
| When you do laundry, you do this with your clothes after they dry. A: Fold | | You use this machine to clean the floor. A: Vacuum |
| | When the toilet and bathtub are dirty, you do this chore. A: Clean | |
| When you do this chore, you put away small things here and there. A: Tidying up | | X |

Housework Information Gap: Person B

ANSWER KEY

| | | |
|---|---|---|
| | When your pet is hungry you do this chore. A: Feed the pet | |
| You put plates, cups and chopsticks or knives and forks on the table for this chore. A: Set the table | | You do this chore after dinner to make dirty things clean again. A: Wash the dishes |
| | So that flowers don't die, you do this chore. A: Water the plants | X |

Travel –Likes and Dislikes

Overview

| | |
|---|--|
| Name | Christopher Hill |
| Lesson Focus | 1. Connecting sentences using the conjunction because 2. Forming questions 3. Vocabulary 4. Basic conversation 5. Foreign currency. |
| Target Grade | SHS - Year 1 & 2 |
| Preparation & Required Materials | Jeopardy Cards – print off, laminate/add magnets "Because" handout "Buy Candy" handout (candy store signs and *some candy for the activity) Foreign currency |
| Evaluation Method | Evaluate handouts Evaluate spoken English |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-----------|--|--|--|---|
| 5-10 Mins | Warm-up Activity: What are you bringing on holiday? The activity begins with all the students standing. One at a time each student will repeat the phrase written on the board "I'm going on holiday and I'm bringing _____.". They can fill in the blank with any item they think is appropriate. If they are correct they have one of five options. They can sit down themselves, or, have students to their right, left, in front, or behind them sit down. No repeat words are allowed. | -select students -provide help where needed | -select students -provide help where needed | -Think of an item -Volunteer their answer using the provided sentence then select who sits down. |
| 15 Mins | Activity: Because! Using the provided handout students will complete five sentences using 'because'. Some students will be chosen to read their answer aloud to the class. | -review and assist students with their answers | -review and assist students with their answers | -Complete the handout -Read their answers to the class |

| | | | | |
|------------|--|--|--|---|
| 10-15 Mins | Activity: (Jeopardy Game): Students will work in groups (approx. 5-6). 7-10 answers to questions will be placed face down on the board. One at a time the ALT will turn the questions over. Students should work with their group to write down a question that fits the revealed answer. When a group thinks they have the correct question they should raise their hands. If correct they will receive a point and we will move on to the next question, and so on. Once all the answers have been revealed and solved the group with the most points wins. | -reveal the answers and read them aloud to the class (repeat if necessary) | -repeat the answers to the class if necessary -assist the ALT with identifying which groups raise their hands first | -Work with their group to write down correct questions -Read their questions aloud to the class |
| 10-15 Mins | Activity: Buy candy from me! The ALT will show and pass around foreign currency to the students while explaining its value relative to the Japanese Yen. They will have 5 minutes to work in pairs and study/complete the handout. At the end of 5 minutes selected students will have the opportunity to use the foreign currency to buy candy from a pretend store run by the ALT at the front of the class. They may use their handout as reference if it is needed. | -show and tell students about the foreign currency -run the pretend store | -assist students with the handout -ask the ALT questions about costs of items from their country | -work with a partner to practice the conversation -complete the money chart -volunteer to buy candy |

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <ol style="list-style-type: none"> 1. Make the questions/answers for the Jeopardy game easier. 2. Use round figures for the candy store prices. 3. Provide more examples for the "Because" or "Jeopardy Game" activities |
| Making the activity harder | <ol style="list-style-type: none"> 1. In the "Because" activity give the students a word minimum that must be met 2. Make the questions/answers for the Jeopardy game more difficult 3. Make the candy store conversation more difficult |

BECAUSE!

Complete the sentence after the conjunction "because". For example:

"I like the ocean because I love to swim."

1. I like the beach because

2. I have never been to Nepal because

3. I like the mountains because

4. I want to go to Hokkaido because

5. My friends and I like Universal Studios Japan because



BUY CANDY FROM ME!

Canada does not have 1cent (1¢) and no 50cent (50¢). The \$1 is called a 'loonie' because there is a Loon bird on the back of the \$1. The Loon is Canada's national bird.



FRONT

BACK



A (Shopkeeper): Hello

B (You): Hi, Can I buy this please?

A: That will be _____.

B: Here you go.

A: Thank you.

PLEASE COMPLETE THE CHART BELOW USING EXACT CHANGE.

| | \$5.00 | \$2.00 | \$1.00 | \$0.25 | \$0.10 | \$0.05 |
|---------------------------------|--------|--------|--------|--------|--------|--------|
| EXAMPLE: 1 PIECE (\$1.65) | | | 1 | 2 | 1 | 1 |
| 1 PIECE (\$1.80) | | | | | | |
| 2 PIECE (\$3.95) | | | | | | |
| 3 PIECE (\$8.75) | | | | | | |

\$8.75



3 Piece Set

\$3.95



2 Piece Set

\$1.80



1 Piece

**I am from Toronto,
Canada.**

I like to travel.

**No, I have never
been
to Mexico.**

**I visited London
15 years ago.**

**I like backpacking
because I love
nature.**

**Yes, I have heard
of Iceland.**

**California is in the
United States of
America.**

JEOPARDY!

JEOPARDY!

JEOPARDY!

Pronunciation R & L

Overview

| | |
|---|--|
| Name | Jeffrey Anderson |
| Lesson Focus | Pronunciation and listening comprehension |
| Target Grade | First year in Senior High School (can be used in JHS or other SHS levels) |
| Preparation & Required Materials | <ul style="list-style-type: none"> ● Presentation with pictures of the mouth ● Worksheet with minimal pairs, tongue twisters and partner activity. |
| Evaluation Method | None |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|---------|---|---|---|---------------------------|
| 10 mins | Introduction and explanation of the two sounds. | Explain what pronunciation is and why it's necessary (I give examples of my bad Japanese pronunciation). Show diagram of the mouth and where the tongue goes for each sound. Have students repeat the sounds "la la la la laa" and "grrrr" like a bear. | Help students to make the right sounds. Give explanation if needed. | Listen. Repeat sounds. |
| 5 mins | Minimal Pairs | Explain what a minimal pair is. Practice saying the pairs with students. | Help students pronounce the words. | Repeat after ALT |
| 5 mins | Minimal Pair Listening Game | Say a minimal pair twice and students have to raise their right hand for an R-word and their left hand for an L-word. Practice first. Then students play the game; everyone stands up and if you get it wrong you sit down. | Help explain game. | Participate in game. |
| 5 mins | Minimal Pair pronunciation | Quiz students on their pronunciation. Tell them if it is correct or not. | Support | Repeat minimal pairs. |

| | | | |
|------------|-----------------------------------|---|--|
| 5 mins | Which is the rock? | <p>Explain and model activity</p> <p>Two possible questions and answers:</p> <ol style="list-style-type: none"> 1. A: "Which is the lock?" B: "There's a gold key in it." (Point at the lock.) 2. A: "Which is the rock?" B: "There's a green frog sitting on it." (Point at the frog.) | In pairs students test each other's pronunciation and comprehension by quizzing each other on which sound they are making. |
| 20 mins | Battleship | <p>Explain and model activity</p> <ol style="list-style-type: none"> 1. Go over the pronunciation of the words on the sheet and any meanings they don't know. 2. Draw your battle ships on the top grid. 1 ship is 1 square, 1 is 2, 1 is 3 and 1 is 4. Make sure they keep their ships secret! 3. Have them ask their first question to guess where their partner's ships are. Emphasize that they are practicing the pronunciation they just learned. 4. The partner responds "yes" if their ship is there and "no" if it is not. The student who asked marks where they guessed on the bottom grid. 6. Then the other student asks and they repeat until one student wins and guesses the location of all the other player's ships. | Students play battleship in pairs concentrating on their pronunciation of the L & R words. |
| Extra time | Tongue Twisters and common words. | If there is time go over some common r/l tongue twisters like "red lorry, yellow lorry" and common words like "hello" and "English." | Repeat the tongue twister. Practice saying common words with the L. |

Modifications

| | |
|-----------------------------------|--------------------|
| Making the activity easier | Simpler vocabulary |
| Making the activity harder | Harder vocabulary |

How to pronounce

L



The tip of the tongue touches the gum ridge (behind the teeth).

R

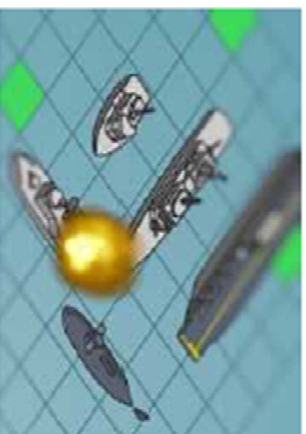


The tongue pulls back in the mouth without touching the top.

BATTLESHIP

Me:

| | | | | | | | | |
|----------------------|---------------|-------------|---------------|-----------|--------------|---------------|-------------|--------------|
| Do you have a ...? | rock | lock | lamp | ramp | red letter | library label | night light | rabbit |
| Do you play? | soccer | basketball | ping-pong | drums | violin | trumpet | piano | rugby |
| Do you pray for ...? | peace | rain | end to hunger | good luck | good weather | good grades | friendship | love |
| Are you wearing...? | glasses | shirt | jacket | belt | sandals | jewelry | earrings | scarf |
| Have you been to..? | San Francisco | Los Angeles | Nara | Brussels | Cairo | France | Russia | Rio Janeiro |
| Do you eat...? | raw fish | lasagna | lettuce | fruit | mushrooms | lollipops | spicy food | foreign food |



Them:

| | | | | | | | | |
|----------------------|---------------|-------------|---------------|-----------|--------------|---------------|-------------|--------------|
| Do you have a ...? | rock | lock | lamp | ramp | red letter | library label | night light | rabbit |
| Do you play? | soccer | basketball | ping-pong | drums | violin | trumpet | piano | rugby |
| Do you pray for ...? | peace | rain | end to hunger | good luck | good weather | good grades | friendship | love |
| Are you wearing...? | glasses | shirt | jacket | belt | sandals | jewelry | earrings | scarf |
| Have you been to..? | San Francisco | Los Angeles | Nara | Brussels | Cairo | France | Russia | Rio Janeiro |
| Do you eat...? | raw fish | lasagna | lettuce | fruit | mushrooms | lollipops | spicy food | foreign food |

Minimal Pairs

Initial sound

led red

light right

long wrong

lamp ramp

lap wrap

late rate

lay ray

leader reader

lied ride

long wrong

flee free

lock rock

load road

lighter writer

End sound

deal dear

real rear

heal here

Middle sound

collect correct

blush brush

fly fry

play pray

alive arrive

glass grass

clown crown

Tongue Twisters

1. Library Label

2. Red lorry, yellow lorry

3. Rural Juror

Which is the rock?
Handout



Which is the rock?
Handout



Biodiesel Adventure!

Overview

| | |
|---|---|
| Name | Joseph Lawrence Doyle |
| Lesson Focus | Learning to discuss and write about environmental strategies and alternative energy. |
| Target Grade | Senior High School Year 1 |
| Preparation & Required Materials | <ul style="list-style-type: none"> ● Running Dictation worksheets ● Running dictation answer sheets (for front and back of room) ● Bingo worksheets (from <i>PlanetEigo</i>), plus stamp for completed rows! |
| Evaluation Method | Monitor accuracy of student speaking skills. Evaluate accuracy and content of student writing on worksheet after class. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------------|--|--|--|---|
| Before Class | Running dictation answers are placed at front and back of room (use magnets). | Place the answers. | | |
| 2 mins | Greeting | Greet students. Writes date in English on the board. | Greet students. | Greet teachers. |
| 20 mins | Running dictation game in order to answer questions about biodiesel. Rules: In pairs, students janken to determine who will be the runner/writer. The runner must go to the front or back of the room and memorize as much of the "answer" text as possible, and | Pass out worksheets. Read questions from worksheet aloud. Monitor accuracy of written answers. | Pass out worksheets. Explain running dictation rules, answer any questions. | Receive worksheets. Janken to decide role in running dictation game. The loser is the runner and the winner is the writer. Students swap roles after ten minutes to answer second question. |

| | | | | |
|----------|--|---|---|--|
| | dictate the answer to the writer, who must fill in the answer space as accurately as they can. | | | |
| 13 mins. | Environmental Bingo | Demonstrate Bingo question exchange. Stamp student worksheet after student completes a bingo row. | Explains unfamiliar words, such as "disposable" or "charity." Models question and answer with ALT. | Try to complete rows on bingo sheet by finding other students who can answer "Yes" to Bingo questions. |
| 14 mins | Cool-down writing exercise "What's your opinion?" | Give example response. Monitors the room by walking around and asking students who appear to be struggling if they need help. | Monitor student activity and provide assistance if anyone appears to struggle or has a question. Choose some students to share answers. | Students give their response to questions in the spaces provided on their worksheet. Some students can share answers (time permitting) |
| 1 min | Worksheet collection | Evaluate responses after class. | Collect worksheets from students. ALT and JTE will evaluate responses after class. | Turn in worksheets. |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> ● Remove a sentence from running dictation answers. ● Have just one question for end-of-class writing task. |
| Making the activity harder | <ul style="list-style-type: none"> ● Add another row to Bingo sheet. ● Add another sentence to running dictation answers. |

Biodiesel Adventure!

Please write the answers during running dictation!

1. What is biodiesel fuel?

2. Where is biodiesel fuel most popular?

What's your opinion?

Do you think it is a good idea to use biodiesel fuel? Why or why not?

Is recycling and reusing materials important for you? Why or why not?

Biodiesel Adventure

Question 1

Biodiesel is a renewable fuel that can be manufactured from algae, vegetable oils, animal fats or recycled restaurant grease. It can be produced locally in most countries.

Biodiesel Adventure

Question 2

Biodiesel is used by millions of car owners in Europe, particularly in Germany. Three percent of diesel fuel used in Germany is biodiesel, so biodiesel has become the number one alternative fuel in Germany.

Environment Bingo

Teacher Directions: Have students ask each other whether or not they do the recycling activities listed in the bingo sheet below. Mark every "yes" with a circle.

| | | | |
|---|--|--|---|
|  <p>Do you say "no" to plastic bags and "yes" to paper bags?</p> |  <p>Do you recycle old containers?</p> |  <p>Do you recycle aluminium cans?</p> |  <p>Do you turn the lights off?</p> |
|  <p>Do you ride your bike to school?</p> |  <p>Do you recycle milk cartons?</p> |  <p>Do you turn off the water when brushing your teeth?</p> |  <p>Do you recycle books?</p> |
|  <p>Do you give old clothes to charity?</p> |  <p>Do you recycle glass?</p> |  <p>Do you use recycled paper?</p> |  <p>Do you recycle plastic soft drink bottles?</p> |
|  <p>Do you recycle newspapers?</p> |  <p>Do you say "no" to disposable chopsticks?</p> |  <p>Do you recycle cardboard boxes?</p> |  <p>Do you encourage others to recycle?</p> |

Student Name (名前)

Class (クラス)

Number (出席番号)

Describing Food

Overview

| | |
|---|---|
| Name | Kiera Woods |
| Lesson Focus | Expanding students' vocabulary, especially sensory words/adjectives used to describe food so that students can improve their ability to be specific and express themselves more clearly in English. |
| Target Grade | Senior High School 3 rd years |
| Preparation & Required Materials | Handouts, 3 A4-sized color food pictures, stickers |
| Evaluation Method | Observing during discussions, preparations, and the game; going over handout and reading Ss written descriptions. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-------|---|--|---|--|
| 2 min | JTE/ALT will greet Ss and introduce topic of the lesson, food. | Ask Ss what their favorite food is. Ask them why. If they answer "because it's delicious," ask them to give more detail. | Explain that the topic for today will be about describing food. Explain that using adjectives is important for conversations. | Briefly talk about their favorite food and describe it. |
| 3 min | Prompt students with pictures of different foods and ask the students to describe them. Have students use words describing appearance, smell, texture, taste. | The ALT will write down the adjectives or descriptions used on the board. | JTE will prompt students with pictures or names of foods and ask the students to describe them. | SS will describe the foods the ALT presents. |
| 5 min | Using the handout, we will begin with pair discussions. | Pass out handout, read the prompt out loud and explain it, and listen to different discussions | Explain pair discussion process, listen to discussions and help if ss want to express something in English but can't | Discuss the prompt in pairs. Think about their ideas for one minute, and discuss in English for two, ask questions as needed |

| | | | | |
|--------|---|---|--|--|
| 10 min | Food Words! Students will work together to place the words in Part 2 of the handout into the correct category. Encourage dictionary use. | Describe words in English using examples, or get a student who knows to explain to Ss | Define words in Japanese if necessary, | Work in pairs or small groups to organize adjectives into their categories |
| 5 min | Go over the answers of the handout and define the words. English/Japanese is okay, we want the Ss to understand the meaning. | Prompt students for answers, review pronunciation | Prompt students for meanings | Provide answers and definitions they know |

Answer Key: Activity 2

| Appearance | Texture | Smell | Taste | Origin |
|------------|---------|--------|--------|----------|
| round | soft | weak | bitter | Chinese |
| green | crispy | strong | yummy | Indian |
| clear | chewy | smelly | sour | American |
| colorful | greasy | | salty | Western |

| | | | | |
|--------|---|---|---|--|
| 10 min | Food Charades – Step 1: Ss write sentences describing a secret food. Each student should be encouraged to have fun with their description. Explain that this will be used in a game. | Encourage students to use dictionaries, but also assist in descriptions | Encourage students to use dictionaries, but also assist in descriptions | Ss prepare a verbal description of a food, with at least two or three sentences and many adjectives. |
| 10 min | Step 2: Group the Ss into teams of 5 and have Ss come up and read their description. The team that guesses the name of the food correctly first gets a point (own team can't score). The team with the most points at the end wins. | Keep a tally of the teams' scores | Pass out stickers to the winning team | Ss should take turns describing their food, and all the other Ss try to guess the food. |
| 5 min | Questions/Wrap up Explain how the game was a good example of how if you give a description of something, people can figure out what you mean. | Give closing comments | Give closing comments | Ask questions about any words they still don't understand, explain why |

| | | | | |
|--|--|--|--|--------------------------|
| | | | | adjectives are important |
|--|--|--|--|--------------------------|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | Less/easier words in the Food Words activity, requiring only two sentences for food charades, having a list of foods to choose from to describe. |
| Making the activity harder | "Challenge words" in Food Charades for Ss to describe on the spot, more/harder words in Food Words activity, requiring a certain number or types (like smell, taste, texture) of adjectives in descriptions |

Name: _____ Class 3- _____ Student Number _____

Part 1: Introductory Discussion

In pairs, please discuss the question below and write notes in the box if you need to.

"You meet a foreigner that has never eaten Japanese food. What Japanese food should they try first? Describe it in English."

Part 2: Food Words!

For this activity, write each adjective into the category it belongs to.



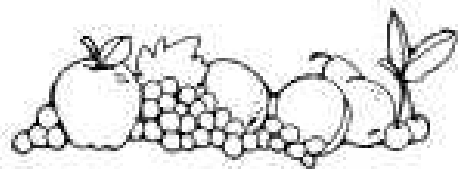
| Appearance | Texture | Smell | Taste | Origin |
|------------|---------|-------|-------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Name: _____ Class 3- _____ Student Number _____

Part 3: Describing Food

Within the box below, please write 2-3 descriptive sentences describing any food. Be creative and use many kinds of adjectives! Also, keep the name of the food a secret! ☺

Food: _____



Other Notes:

Use the space below to write some notes about the new vocabulary you learned today.







A Piece of Cloth, Part 3, First Paragraph

Overview

| | |
|--|--|
| Name | MacAllister Mawson |
| Lesson Focus | Understanding the textbook section, with a focus on vocabulary |
| Target Grade | First year high school |
| Preparation & Required Materials (If any, please attach.) | <ul style="list-style-type: none"> ● Questions to ask students about the section prepared in advance ● Worksheets printed ● Prezi presentation to remind students of topics and give hints to difficult questions |
| Evaluation Method | Evaluate spoken English Check writing assignment for grammar and content |

Activity (in detail)

| Time | Activity (& Materials as needed) | ALT will... | JTE will... | Students will... |
|------|---|---|---|--|
| 25 | Speed Dating: Students talk about simple topics (what's your favorite subject in school, what did you do last weekend) in pairs for a set amount of time, then move on to a new partner. For this lesson we did one minute per pair, 30 seconds for each student to speak. After talking to their partner, a couple of students speak with the JTE in front of the class about the topic | Explain activity, provide conversation topics, time conversations | Help explain activity, talk with students after each topic is finished, possibly help time conversation | Talk to their partner, talk to the teacher |
| 5 | Students repeat after ALT to read through Part 1: first, the ALT reads the section, timing himself or herself with a stopwatch; then, in pairs, students play janken to see who goes first; when the ALT says "go," the janken-winner begins to read, and if said janken-winner finishes in less time than it took the ALT, he/she gets a stamp on his/her stamp sheet. In the interest of time, their partner signs the stamp sheet in lieu | Explain task, model reading | Give pronunciation notes, possibly read the section instead of the ALT | Try to read quickly and fluently |

| | | | | |
|-----------------------------------|--|--|--|---|
| | of an actual stamp. Then, the partners switch roles and repeat the process. | | | |
| 20 | <p>The class works through the section by answering questions about the text.</p> <p>Usually, for each sentence, the ALT will ask the class one or two comprehension questions and call on students who raise their hand to answer. The questions may include questions about grammar points, and/or vocabulary. (see "Section Questions")</p> <p>During this time, and based on the questions and answers, students fill in the answers on the "Follow Along" handout for later review.</p> | Ask students questions, call on students to answer, repeat answers for the whole class, give students stamps | Explain difficult points and grammar, encourage participation, prompt students to take notes or underline key sections in their textbook | Listen, pay attention, answer questions, take notes |
| If extra time, until end of class | Students can get started on their homework, writing a paragraph | Explain writing prompt | Help explain writing prompt | Start writing |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> ● Easier speed dating topics ● Easier comprehension questions ● Speak slower |
| Making the activity harder | <ul style="list-style-type: none"> ● Harder speed dating topics ● Harder comprehension questions ● Speak faster |

“A Piece of Cloth” - Part Three

Goals:

- Understand vocabulary and meaning of Lesson Four, Part Three
- Write a paragraph about the meaning of tragedy

A. Speaking: Speed Dating

ALT will show a topic on the screen. Think about your answer, then:

1. With your partner, play rock-paper-scissors to see who goes first
2. Talk for thirty seconds about the topic, without stopping!
3. After both people have spoken, move to a new partner

Space for Notes

B. Writing

Do you agree or disagree with the following statement? Why? Answer in ~50 words.

- We should try not to be sad after a disaster. Instead, we should focus on the future.

_____ (words)

Follow Along – Lesson 4, Part 3

② ...he experienced the "flash of light."
a

a. "flash of light"

Which phrase has the same meaning?

1. moment of understanding
2. lightbulb turning on
3. atomic bomb explosion (explosion == 爆発)

④ This atomic bomb experience came to hold a deep meaning for him.
a b

a. come to V

Ex. I came to understand the value of healthy eating.

Ex. After beginning high school, students come to know the importance of studying.

Which phrase has the same meaning?

1. V was difficult or expensive
2. V happened after a long time, it took time for V to happen
3. V arrived from someplace else

b. ~ holds a [deep] meaning (for ΔΔ)

Ex. The painting holds a deep meaning for the artist.

Which phrase has the same meaning?

1. ~ is important (to ΔΔ)
2. ~ can hold things (with ΔΔ)
3. ~ is hard to understand (for ΔΔ)

Rewrite ④:

Miyake Issey was () his experience with the atomic bomb.

⑥ When he was in school, he was deeply impressed with the designs of the railings of the two Peace Bridges.
a

a. be (deeply) impressed (with ~)

Ex. I am deeply impressed with the stories that you wrote.

Which phrase has the same meaning?

1. be confused (by ~)
2. be disappointed (by ~)
3. be moved (by ~)

Rewrite ⑥:

Miyake saw the two Peace Bridges when he was (). Each Peace Bridge has a special railing. Miyake was () the designs of the railings.

Lesson 4, Part 3 – Section Questions (ALT question guide)

Paragraph One

1. When was Miyake Issey born? Where?
(7) In 1938, in Hiroshima?
2. What happened when Miyake was seven? What year was it?
(7) The atomic bomb was dropped on Hiroshima. 1945?
3. What is the “flash of light?” → Follow Along ②
(7) The effect of the atomic bomb. A bright flash of light that came before the fire and the destruction.
4. What happened to his mom? When?
(7) She died from radiation sickness. Miyake was less than ten years old.
5. What is “This atomic bomb experience?” (underlined part (1))
(7) Seeing the atomic bomb fall on his city (the “flash of light”), and then seeing his mother die because of radiation sickness.
6. What does “came to ~” mean? → Follow Along ④
(7) It means ~ happened over time, maybe even over months or years. We use this with many verbs: “came to realize,” “came to understand,” “came to use,” etc.
7. Why does “hold a meaning” mean?
(7) For something that is important to us, we can say that it “holds meaning” for us. We also that it “has meaning.” The word ‘hold’ has many different uses in English.

Paragraph Two

1. What was Miyake’s first important experience in Hiroshima?
(7) Experiencing the atomic bombing
2. What does “deeply impressed with something” mean? → Follow Along ⑥
(7) Moved by. The thing left a strong impression. The thing made them feel strong emotions.
3. What was he deeply impressed by?
(7) The designs of the railings on the Peace Bridges.
4. What are the Peace Bridges?
(7) Two bridges in Hiroshima. They were built in honor of the atomic bombing.
5. Who designed the railings?
(7) Isamu Noguchi
6. What do we know about Isamu Noguchi?
(7) He is Japanese-American, and he is a sculptor
7. What is the theme of the bridges?
(7) Life and death. Peace Bridge = Life, West Peace Bridge = Death.
① PB makes you think of a sunrise and the future, and the other a sunset and the past.
8. What does “symbolize” mean? What does “represent” mean?
(7) A symbolizes B means that A is a symbol of B. When you see A, you should think about B.
(1) Here, “represents” and “symbolizes” have the same meaning.
9. Which bridge has which theme?
(7) Peace Bridge → living, West Peace Bridge → dying

10. What did Miyake learn from the bridges? → Follow Along ⑩

(7) The joy of expressing ideas through design.

① Expressing ideas through design = using design to share your thoughts and opinions. Here, "through" means "using" or "with."

Paragraph Three

1. Why did Miyake become a designer?

(7) Because of those two experiences

2. What are the two things he experienced?

(7) The atomic bomb

(1) The design of the Peace Bridges

3. What does "try never to do ~" mean?

(7) Always try to avoid ~. Don't do ~.

4. What does "defined by his past" mean? → Follow Along ⑫

(7) His personal history is all you need to know about him. His history is the only thing that matters about him.

5. Why didn't he share his thoughts on the "flash of light?"

(7) He wanted people to look at his design, not his history. He wanted to talk about the future and make new things. *He wanted to be famous for his art, not famous for his past.*

(1) If he shared his past, people would only think about him from that perspective. He didn't want people to have that image of him.

(ウ) Miyake: "I did not want to be labeled 'the designer who survived the atomic bomb,' and therefore I have always avoided questions about Hiroshima. They made me uncomfortable."

6. What did Miyake think about design? → Follow Along ⑬

(7) It had to be future-oriented.

① That is, design has to be new and interesting. Design should be about the future. We shouldn't use design to talk about the past.

7. What did Miyake try to do? How?

(7) To bring people beauty and joy.

(1) By making clothes.

Interactive Shopping Game/Lesson

Overview

| | |
|--|---|
| Name | Megan Johnston |
| Lesson Focus | Buying and selling using English and foreign money |
| Target Grade | SHS- 1 st and 2 nd years |
| Preparation & Required Materials (If any, please attach.) | <ul style="list-style-type: none"> ● 50 Merchandise cards - drawn or printed (example attached) ● "Shopping list" item name cards that correspond to merchandise ● Fake foreign money (I cheaply ordered fake American dollars bills and coins in a realistic size online, but this could also be printed off) ● 50 Price Tags with random values (drawn or printed) ● Large printed examples of foreign currency to post on the board. ● Dialogue page that includes helpful phrases for shopping (optional) |
| Evaluation Method | <ul style="list-style-type: none"> ● Evaluate spoken English ● Evaluate correct use of currency ● Evaluate buying and selling dialogue key phrases |

Activity (in detail)

| Time | Activity (& Materials as needed) | ALT will... | JTE will... | Students will... |
|---------|---|---|---|---|
| 2 mins | Break into Groups Out of 40 students, there should be 10 groups total in sets of 4 (if uneven, one group can be 5 people). Divide groups in half. 5 groups are "shoppers" and 5 are "sellers" or store owners. | Greet students, introduce the subject, and instruct students to break into groups. | Facilitate understanding and help group students. | Form groups and move their desks together. Each group will be designated as shopper or seller . |
| 10 mins | Game Explanation and Setup Goal: The "shopper's" goal is to finish their shopping list while saving the most money. The "seller's" goal is to make the most profit. (The top shoppers and sellers will win a small prize at the end of class) Setup: Each team gets a "target dialogue" page ~Shoppers are paid a determined unit of each currency. [For example: 100,50,20,10,5,1 dollar bills] | Explain the goal of the game and hand out money and shopping lists to the shopper groups. | Facilitate understanding and pass out merchandise and shopping tags to seller groups. | Shoppers groups receive money and shopping list cards, seller groups receive merchandise and price tags. |

| | | | | |
|---------|--|--|--|--|
| | <p>+ Half Dollars (.50), Quarters (.25), Dimes (.10), Nickels (.05) and Pennies (.01)]</p> <p>~Next, shopper groups choose 4 names at random out of the bag. This is their shopping list.</p> <p>~Store owner groups choose 10 clothing cards and 10 price tags at random. These are their store products. Their desk is their "storefront."</p> | | | |
| 7 mins | <p>Using images on the blackboard, the ALT will demonstrate how to recognize, count and use American money.</p> <p>~Contrast and compare to yen</p> <p>~Decimal system</p> <p>~Making a dollar with change</p> | <p>Show money and explain using the printed examples on the board</p> | <p>Help the students understand by comparing the values to yen.</p> | <p>Learn how to use the foreign currency and respond to sample questions.</p> |
| 6 mins | <p>Small Demonstration</p> <p>The ALT and JTE give a small demonstration. One will be the "seller", the other will be the "shopper". The seller takes one clothing card and one price tag from the pile. The shopper talks with the seller using the target dialogue and purchases the clothing. Repeat and switch to show various dialogue examples. Explain further if necessary.</p> | <p>Acts as seller or shopper during the short demonstration</p> | <p>Acts as seller or shopper during the short demonstration</p> | <p>See an example of how to play the shopping game</p> |
| 20 mins | <p>Let's Go Shopping!</p> <p>Only English is allowed for this game! Try your best!</p> <p>Students freely play the shopping game, with JTE and ALT helping students with any money troubles while reinforcing target dialogue. [For a fun consequence, the ALT and JTE can charge 1 dollar for each use of Japanese]</p> | <p>Monitor gameplay, reinforce target dialogue, and help students in trouble</p> | <p>Monitor gameplay, reinforce target dialogue, and help students in trouble</p> | <p>Students will engage in a realistic shopping scenario with their peers, while actively utilizing the skills learned in class.</p> |

| | | | | |
|--|--|--|--|--|
| | At the end of class, have students count their money and award prizes to the top seller and shopper group. | | | |
|--|--|--|--|--|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <ul style="list-style-type: none"> ● Use less money and merchandise (eliminate coins) ● Use simple prices on tags (even or rounded values) ● Give more examples of gameplay ● Supply a target dialogue "cheat sheet". |
| Making the activity harder | <ul style="list-style-type: none"> ● Do not supply a target dialogue page ● Give more complicated prices to make change for (like \$57.99) ● Confiscate one dollar for every instance of Japanese. |

LET'S GO SHOPPING!

[entering a store]

Seller:

Hello! Can I help you find anything?

Shopper:

Yes, I'm looking for a _____ (t-shirt, watch, baseball cap, dress, cardigan)
or

No thanks, I'm just looking.



.....

[making a sale]

Seller:

~How are you today? / How's the weather outside?

~This is on sale!

~Who are you buying for today? (Is it a gift?)

~Would you like to try it on?

~That looks great on you! / You will love this. / This color matches your eyes.

(compliments)

.....

[making a purchase]

Shopper:

~ Excuse me, how much is this?

~ OK, I'll take this one.

~ Sorry, that's too expensive.

~ I'm looking for something cheaper.

~ Can you give me a discount?

~ I'll give you \$_____ for it.

Seller:

~Your total is _____ dollars and _____ cents.

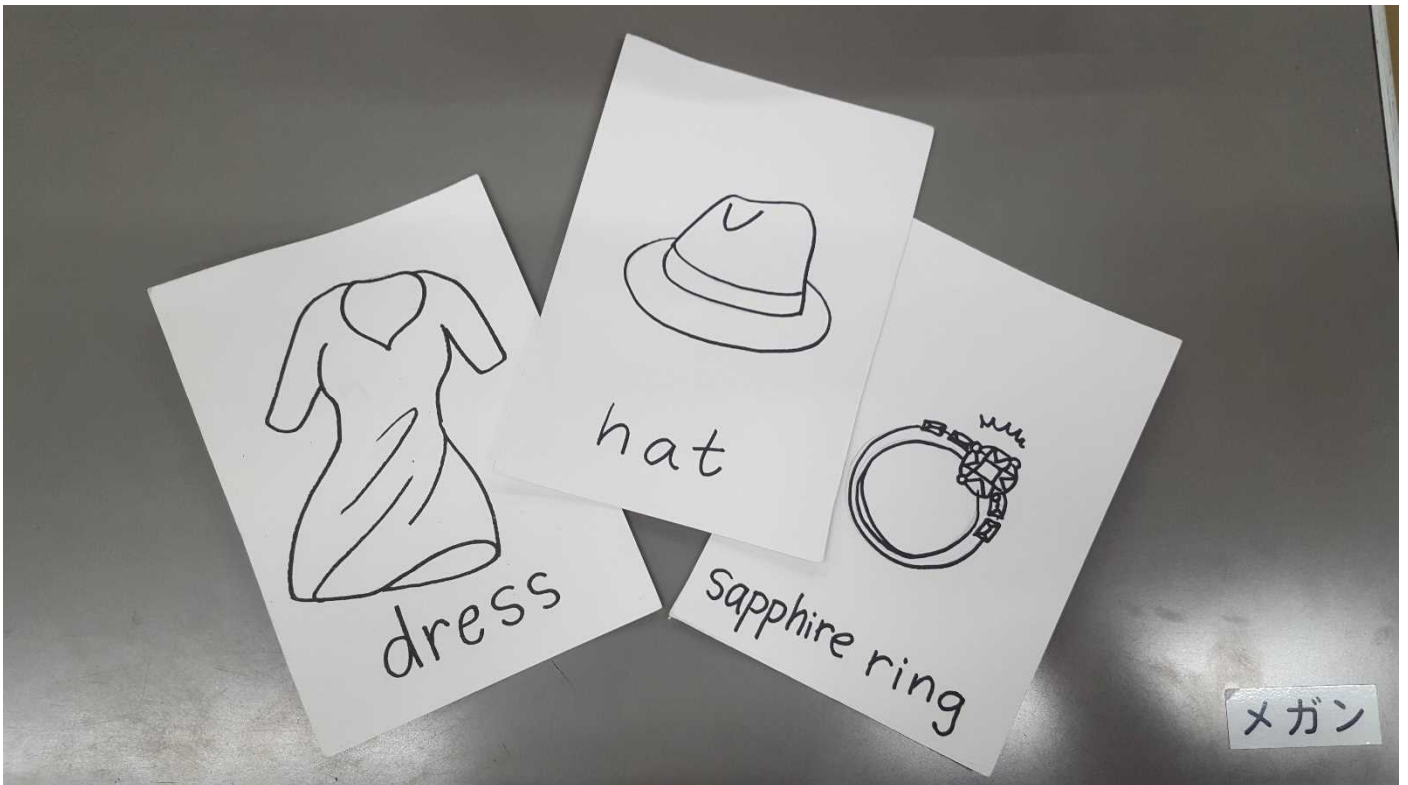
~Thank you! Have a great day!

Sample Resources

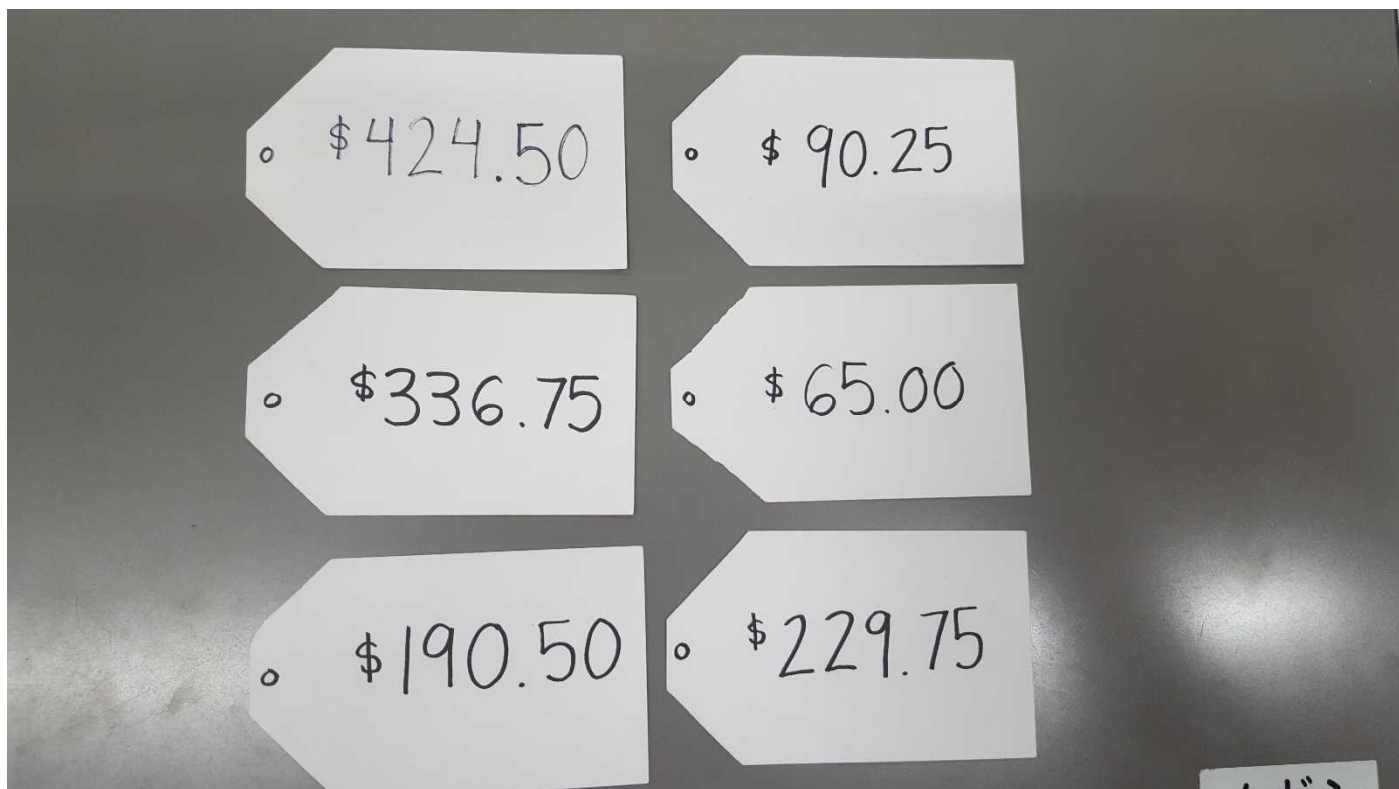
Money



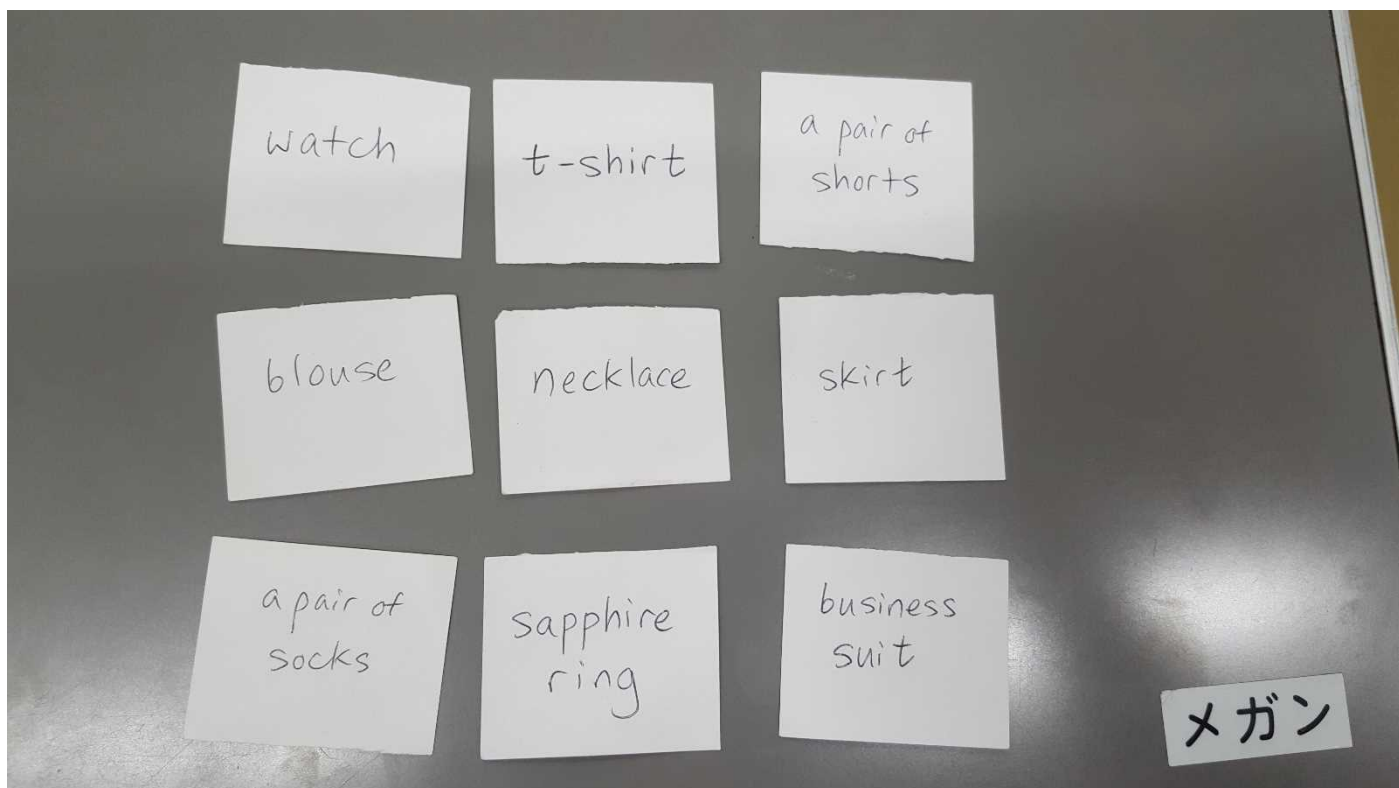
Items



Price tags



Shopping list items



TED Talk: Weird or Just Different?

Overview

| | |
|---|--|
| Name | Melissa Capel |
| Lesson Focus | Free thinking, discussion, and listening comprehension. |
| Target Grade | High school (any year) |
| Preparation & Required Materials | Handout, internet connection, computer or laptop, and a projector or TV. Connect _____ to https://www.ted.com/talks/derek_sivers_weird_or_just_different?language=en |
| Evaluation Method | Score presentation groups based on voice volume, content, and teamwork. 5 points for each category, giving a total of 15 points. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|------------|---|---|--|---|
| 10 minutes | Introduce the topic and warm-up questions. Allow students time to answer the questions before sharing. | Introduce and clarify the questions. Walk around and help students. | Walk around and help students. Clarify in Japanese if necessary. | Work in pairs to discuss and answer the questions. They should share their ideas with each other. Discussions in Japanese are fine. |
| 10 minutes | Explain the comprehension questions then play the video twice with English subtitles. Allow students to answer the questions. Play video once more with Japanese subtitles. | Facilitate activity and support students who may need help. Review answers as a class. | Support students who may need help. | Listen carefully and answer true or false for the comprehension questions. Volunteer answers. |
| 20 minutes | Group discussion questions. | Help students answer questions and clarify questions with examples. | Walk around and help students answer the questions. Clarify in Japanese if necessary. | In groups of 3 or 4, choose 3 questions to discuss and answer. Prepare to share answers with the |

| | | | | |
|------------|---------------|--|--|---|
| | | | | class. |
| 10 minutes | Presentations | Listen to students and provide feedback and comments | Listen to students and provide feedback and comments | Share answers with the rest of the class as a group. Every group member should speak. |

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | Only show the video with Japanese subtitles. Have students choose 1 group discussion question instead of 3. |
| Making the activity harder | Only show the video with English subtitles Have students ask questions to presenters and provide feedback. Give students an opportunity to ask the teachers the group discussion questions. 😊 |

Name: _____

Class: _____ Number: _____

TED Talk #1: Weird or just Different?

Warm-up Questions:

1. What do you think is unique to Japan?
2. Is it a good thing for countries and cultures to be different?
3. Do you know anything about other countries that seems strange to you?

Comprehension Questions:

True or false?

1. In Japan, streets are named exactly the same way as they are in other countries?
2. There are some doctors in China that you pay when you are healthy, and don't pay when you are sick.
3. Houses in Japan are numbered in the order of when they were built.

Group Discussion Questions:

In groups, choose three questions and discuss them. Remember: there is NO wrong answer. Just discuss and write your thoughts!

1. Which cultural differences did you think were the most interesting? Why?
2. Do cultural differences make one country better than another? Why or why not?
3. Which country do you think is most different from Japan? Why?
4. If you could change something about your country, what would it be and why?
5. What do you think is the best way to learn about another country?

Making Presentations

Overview

| | |
|--|--|
| Name | Misa Baum |
| Lesson Focus | Making presentations about Japan and Japanese Culture |
| Target Grade | SHS 1 st year |
| Preparation & Required Materials (If any, please attach.) | <p>Presentation tips and Assignment Worksheet (attached)</p> <p>Markers and Paper for each group</p> <p>NOTE: It would be better to split presentations into 2 or 3 lessons to allow students more time to potentially research, plan and practice and give them more grammatical/ topical support</p> |
| Evaluation Method | Observe and comment on presentations |

Activity (in detail)

| Time | Activity (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|--|--|--|---|
| 5 min | <p>Presentation tips</p> <p>Presentation Tips Handout</p> | <p>Give presentation tips and demonstrate</p> | <p>Ensure understanding, translate if necessary</p> | <p>Understand the tips</p> |
| 20 min | <p>Plan 2 min presentation about Japan/Japanese culture</p> <p>Topics (2 groups/topic): Food, Anime, Holidays/Events, Famous Places</p> <p>Assignment sheet</p> <p>Paper and markers for visuals</p> | <p>Introduce activity: A short presentation to foreign audience about Japanese Culture</p> <p>Help groups with presentations</p> | <p>Put students in 8 groups of 5 students</p> <p>Give groups a topic</p> | <p>Plan a presentation: write a script, make visuals (markers and paper) and practice</p> |
| 20 min | <p>Presentations</p> <p>Visuals made by students</p> | <p>Give feedback on presentations</p> | <p>Give feedback on presentations</p> | <p>Give presentations</p> <p>Listen to presentations</p> |

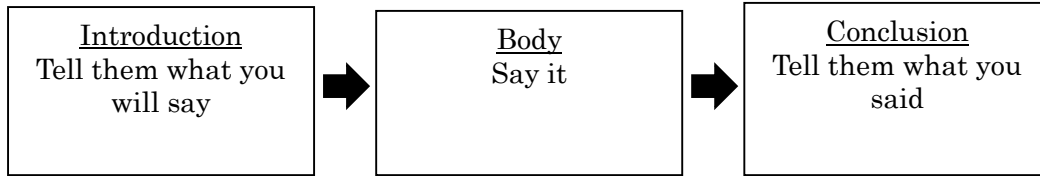
| | | | | |
|------------|--|---|--|---------------------------------|
| Extra time | <p>Provided more information about the Nara AJET Scholarship and encourage studying abroad</p> <p>Nara AJET Scholarship Handout/Class Poster (from AJET Council)</p> | <p>Give information about AJET Scholarship in English</p> | <p>Encourage students to apply for scholarship/study abroad (in Japanese if necessary)</p> | <p>Listen and ask questions</p> |
|------------|--|---|--|---------------------------------|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <p>More scaffolding to help students write script</p> <p>More time for preparation and practice ie more than one class period</p> |
| Making the activity harder | <p>More complex topics (more time would be helpful)</p> <p>Add question and answer to the presentations</p> |

Five Presentation Tips

1. **Structure your presentation to tell the audience your key points 3 times.**



2. **Give your audience something simple to look at.**

Write or use pictures for your key points

3. **Have relaxed body language.**

Move your body and arms, smile, and look at the audience.



4. **Make your voice interesting.**

Keep the audience interested by using different speeds and tones when you speak.

5. **Practice!**

Practice will help you have better body language and more interesting speaking.

Presenting, Japan!

Congratulations! Your whole group won AJET scholarships and are going to do a homestay in the US! Your hosts have asked you to make a short, 2-minute presentation about Japan or Nara. You have 15 minutes to plan and practice your presentation. Use the Five Presentation Tips to make a great presentation that will impress your hosts.

Steps:

1. Choose a title: _____
2. Write a script!
3. Make your visuals (writing or pictures) using the paper and pens
4. Practice!

Notes

Object Adjectives (III – Review Games)

Overview

| | |
|---|---|
| Name | Peter Church |
| Lesson Focus | Reviewing adjectives for describing objects |
| Target Grade | JHS, SHS |
| Preparation & Required Materials | <p>Pework: Object Adjectives I & II (see page 64 (page 66/225 of PDF)) of Nara Prefecture Lesson Plans & Activities for Senior High School ALTs: https://naraqjet.files.wordpress.com/2015/12/shs-lesson-plans-pdf.pdf</p> <p>Objects to describe (if doing the blindfold/eyes closed describe activity)</p> <p>Treat if carrying over the “My Perfect Treat” exercise</p> <p>Timer if doing team-timer style games</p> <p>Point keeper (Typhoon Cards, Castles, Give and Take, a point keeper of your choice)</p> <p>Handouts (attached)</p> |
| Evaluation Method | Two main components are team games—use your favorite scorekeeping mechanic (Castles, Typhoon Cards, Give and Take, etc.) |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|---|--|-------------|---|
| ? | Complete any carryover work from Object Adjectives I or II (for example, “My Favorite Treat” if started but not completed). | Request students to take out/complete incomplete work. Collect work. | | Complete work |
| 15-20+ | <p>“I Spy” team game:</p> <ul style="list-style-type: none"> - Assign teams - Do a couple of rounds with ALT or JTE describing objects in the room using the adjectives in Obj. Adj I & II - Keep score using score mechanic (either “fast-hand” or “team timer” type, depending on class) - After a couple of ALT/JTE rounds, hand “brainstorming” sheet to teams. Teams will list | <ul style="list-style-type: none"> - Assign teams - Do first rounds of I Spy describing objects in room and keeping score - Hand around brainstorm sheet and collect - Read off team-submitted objects, lead game, keep score. | | <ul style="list-style-type: none"> - Listen to adjective descriptions - Guess objects - Brainstorm objects (and optional adjectives for each) - Volunteer |

| | | | |
|--------|--|--|---|
| | <p>some objects in the room (visible to all, such as "blackboard", "desk", etc.</p> <p>ALT/JTE collect team brainstorm sheets. We then do more rounds of I Spy with team-submitted objects in room.</p> | | |
| 15-20+ | <p>Adjectives Dice team game—teams take turns (or fast hand) indicating objects that meet criteria assigned by die throw. Die will be thrown twice: first, to establish the object type (ex: Food, Animal, Anything, etc.); second, to establish the adjective (ex: Fuzzy, Hard, Red, etc.) Team then has to come up with an object in the category that matches the adjective (ex: Animal + Long = Snake; Food + Fuzzy = Peach, Kiwi, etc.)</p> <ul style="list-style-type: none"> - We hand around paper with die designations to teams, and also write on board - Teams take turn throwing die to establish category and adjective, and teams try to produce an object to match. Game can be played in "fast hand" style or "team timer" style. - Points are kept using chosen point mechanic. | <ul style="list-style-type: none"> - Explain game - Hand around sheet showing die designations - Run game - Keep points - Keep time (if using timer) - Provide hints/encouragement | <ul style="list-style-type: none"> - Come up with objects to match categories and adjectives - Volunteer |
| Extra? | <p>If extra time, do un-introduced business from prior lessons if any (such as "My Perfect Treat") or can do additional activities:</p> <ul style="list-style-type: none"> - Let's Make a Deal—ALT/JTE describes an object, students/teams try to produce | <ul style="list-style-type: none"> - Decide on additional material - Explain - Hand around and collect any materials - Run activity | <p>Depending on activity, students will:</p> <ul style="list-style-type: none"> - Read/write - Volunteer - Describe verbally |

| | | | |
|--|--|--|---------------------------|
| | <p>an object that matches. ("We want something small, firm and white." (Student could produce an eraser.))</p> <p>- Blindfold/Eye Close object describe—student comes to front, puts on blindfold or closes eyes, and describes an item handed to him/her (three or more adjectives). Note: bring objects.</p> | | <p>- Think creatively</p> |
|--|--|--|---------------------------|





































Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | Go team by team with timer giving ample time for teams to discuss and say objects. Can give teams opportunity to steal, etc. |
| Making the activity harder | <p>I Spy—choose harder to identify objects; choose objects the students are less likely to know the English name for (such as "podium" versus "desk". Ask teams to offer objects and descriptions, example: "Blackboard: long, hard, tall, green, etc."; can require x# of adjectives per object; ask students to describe the I Spy objects at the front (requires them to read the team-submitted papers and vocalize the vocabulary).</p> <p>Adjectives Dice—Assign more difficult/more narrow categories ("Fruits" vs. "Food", "Clothes" vs. "Anything"); Assign more categories (six categories vs. three categories); Assign more difficult adjectives; Assign additional die rolls for more adjectives (Animal + Long + Furry = Weasel).</p> |

Object Adjectives III

Goals: Part Three—Review basic adjectives to describe objects.

| | | |
|-------------------|---|-----------------------|
| Activity 0 | Time: 5 min | Skills: L |
| | Outline: Housekeeping | |
| | ALT: Hand out name cards | JTE: Roll call |
| Activity 1 | Time: 15-20 | Skills: L/S/W |
| | Outline: Students submit object ideas—we play team "I Spy" | |
| | ALT: Explain activity; hand out/collect object idea sheets; describe objects; keep score. | |
| | JTE: Circulate and encourage; explain in Japanese as necessary. | |
| | Notes: We will play "I Spy". First, students will be put into teams and come up with some objects inside the classroom that can be seen by everyone. ALT will collect the slips with words and then one by one will describe the objects using the adjectives we recently practiced. Students/teams will raise their hands to try to guess the correct | |















| | object. If they get it correct, they will get a point (Castles, etc.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------------|---|---------------|--|----------|--|--|-----------|--|---|---|--------|---|---------------|--|--|--|---|-------|--|--|--|---|-----|---|---|------|---|--------|--|--|--|---|------|---|---|-------------------------|---|-------|
| Activity 2 | Time: 15 - 20 | | Skills: L/S/W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Outline: Dice Game with adjectives. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALT: Explain; encourage participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | JTE: Explain in Japanese; encourage; participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Students remain in their groups. For second game, I will write two columns on the board: Category, and Adjective. Then teams will take turns rolling the die 2x. The first roll determines the Category. The second roll determines the adjective. The team then has to try to name an object from the category that matches the adjective. Example: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table><tr><th colspan="2">Category</th><th></th><th colspan="2">Adjective</th></tr><tr><td></td><td></td><td>Animal</td><td></td><td>Furry / Fuzzy</td></tr><tr><td></td><td></td><td></td><td></td><td>Heavy</td></tr><tr><td></td><td></td><td></td><td></td><td>Red</td></tr><tr><td></td><td></td><td>Food</td><td></td><td>Smooth</td></tr><tr><td></td><td></td><td></td><td></td><td>Long</td></tr><tr><td></td><td></td><td>Wild Card (Anything)</td><td></td><td>Bumpy</td></tr></table> | | | | | Category | | | Adjective | |  |  | Animal |  | Furry / Fuzzy | | | |  | Heavy | | | |  | Red |  |  | Food |  | Smooth | | | |  | Long |  |  | Wild Card (Anything) |  | Bumpy |
| | Category | | | Adjective | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | Animal |  | Furry / Fuzzy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | |  | Heavy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | |  | Red | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | Food |  | Smooth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | |  | Long | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | Wild Card (Anything) |  | Bumpy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Example—if a student rolled a “2” and then a “3”, s/he would name a “Food” that is “Red” (apple, strawberry, cherry, tomato, etc.) Teams have a time limit to name an object for each. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activity 3 | Time: Final/Extra | | Skills: L/S/W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Outline: Extra time? We can choose from the following: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALT: Decide activity; describe; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | JTE: Explain in Japanese; encourage; participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none">- Blindfold Adjectives—volunteers come up, put on a blindfold, are handed objects and describe the objects in adjectives.- Move into next lesson “How do you like my . . .”; brainstorm qualitative adjectives. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Brainstorm

Brainstorm

[illegible]

Adjective Dice

| Category | | Adjective | |
|---|----------------------|---|---------------|
|  | Animal |  | Furry / Fuzzy |
|  | |  | Heavy |
|  | |  | Red |
|  | Food |  | Smooth |
|  | |  | Long |
|  | Wild Card (Anything) |  | Bumpy |
|  | |  | |















Roll the die two times (2X)

This determines the Category and Adjective

Example:

 Animal +  Long = Snake

Adjective Dice

| Category | | Adjective | |
|---|----------------------|---|---------------|
|  | Animal |  | Furry / Fuzzy |
|  | |  | Heavy |
|  | |  | Red |
|  | Food |  | Smooth |
|  | |  | Long |
|  | Wild Card (Anything) |  | Bumpy |
|  | |  | |















Roll the die two times (2X)

This determines the Category and Adjective

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 Animal +  Long = Snake

Adjective Dice

| Category | | Adjective | |
|---|----------------------|---|---------------|
|  | Animal |  | Furry / Fuzzy |
|  | |  | Heavy |
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|  | Food |  | Smooth |
|  | |  | Long |
|  | Wild Card (Anything) |  | Bumpy |
|  | |  | |















Roll the die two times (2X)

This determines the Category and Adjective

Example:

 Animal +  Long = Snake

Adjective Dice

| Category | | Adjective | |
|---|----------------------|---|---------------|
|  | Animal |  | Furry / Fuzzy |
|  | |  | Heavy |
|  | |  | Red |
|  | Food |  | Smooth |
|  | |  | Long |
|  | Wild Card (Anything) |  | Bumpy |
|  | |  | |

Roll the die two times (2X)

This determines the Category and Adjective

Example:

 Animal +  Long = Snake

Shipwrecked

Overview

| | |
|---|---|
| Name | Rachael Hutchinson |
| Lesson Focus | For students to gain confidence expressing their own ideas in English |
| Target Grade | SHS, any level. Could do at JHS |
| Preparation & Required Materials | Worksheet, Dictionaries if needed |
| Evaluation Method | ALT and JTE assist with sentence construction as the activity progresses. Strict evaluation is not desirable as this lesson is aimed at fostering creativity and expression, and building confidence. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-------------|--|--|---|--|
| 2 mins | Greet students and ask them to make groups. I used groups of four but anything from 2-6 should work. | Greet students, give instructions to make groups | Support ALT, give further instruction if needed | Greet ALT, make groups |
| 2 mins | Introduce the scenario of a shipwreck by telling a dramatic story wherein the groups (which are to think as one person) end up shipwrecked on a deserted island. Tell them of any resources this island has/lacks (you can choose – are there trees? Are there coconuts in the trees?) Then ask students if they can guess what shipwrecked means. | Tell story. Ask question | Clarify any difficult points | Listen, and indicate anything they didn't understand. Answer question. |
| 2 mins | Give students worksheet and go over the new vocabulary words with the students | Ask students the Japanese for difficult vocab | Check the students answers and provide Japanese if needed | Volunteer answers |

| | | | | |
|-----------|--|-------------------------------|-------------------------------|--------------------------------------|
| 25-30mins | Groups complete worksheet - decide which three items they would save from the boat and why. Dictionary use encouraged. | Circulate and assist students | Circulate and assist students | Discuss ideas and complete worksheet |
| 10mins | Each group shares their work with the rest of the class | Direct students | Assist ALT | Read work aloud to class |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | For my lower level classes I provided useful vocabulary and sample sentence structures that they could use. This did lessen the creativity however as they just copied. |
| Making the activity harder | For higher levels, they will automatically use more complex grammar etc. which makes it harder. You could set a minimum amount of sentences. I found the students really wanted to express their ideas so really pushed themselves anyway. |

Shipwrecked!

You are on a sinking ship. You can only take 3 things with you to the desert island. What will you take?

A cell phone

A friend

A rope

A bottle of water

A dog

A hammer

A lighter

A cat

A pencil and paper

A radio

An axe

A spare pair of pants

A blanket

A knife

A first aid kit

A family photo

A book

A fishing rod

Item 1. _____

Item 2. _____

Item 3. _____



Why did you choose these items? Explain your decisions.

Name _____ Class _____ Number _____

Helpful vocabulary:

Burn

Rescue

Raft

Grill

Shelter

Save

Chop

Catch

Company

Tie

Survive

Warmth

Build

Heal

Thirst

Sentence ideas

- We chose....
- ...because...
- We will use the _____ to...
- A(n) _____ can...

Cabin Relay

Overview

| | |
|---|--|
| Name | Rachel Stuart |
| Lesson Focus | <ul style="list-style-type: none"> ● Simulation activity ● Speaking, listening ● Asking for something |
| Target Grade | SHS |
| Preparation & Required Materials | <ul style="list-style-type: none"> ● Have airplane items for students to ask for: a collection of magazines, cups, chopsticks, water bottles, juice bottles, bathroom key |
| Evaluation Method | <ul style="list-style-type: none"> ● Evaluate proper question format ● Evaluate listening/comprehension (did student get the right item?) |

Activity (in detail)

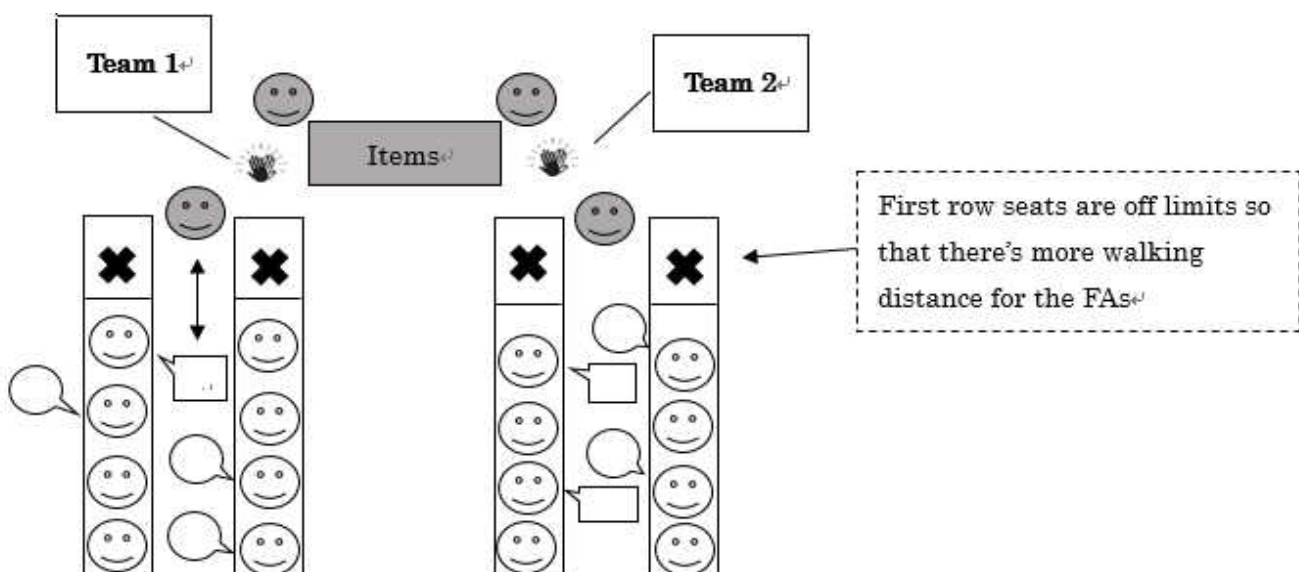
| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|--|--|---|--|
| 2 mins | Greeting | Greet students: Hello, how are you?...date ...weather, etc. | Greet students | Greet teachers |
| 5 mins | Warm up activity Talk about travelling, mediums of transportation, airplane staff and the importance of language skills for plane staff! | Lead a small discussion to introduce them topic | Help with discussion, especially new words | Answer questions/volunteer ideas |
| 7 mins | Explain simulation game; being a flight attendant ① Divide the class into 2 teams and align them in four rows (see extra materials) ② Assign two SS from each team to be the “flight attendants” (FA); the remaining students are “passengers”(P). ③ Using key phrases, the Ps order items, while the FAs serve them. ④ The FA will switch after every request has been completed, | Explain game and rules, run through a sample dialogue with the JTE DIALOGUE: P: Excuse me! FA: Good afternoon, ma’am/sir, how can I help you? P: Can I have a | Help with explaining the game and rules, run through a sample dialogue with the JTE | Listen, ask questions if anything is unclear |

| | | | | |
|------------|--|--|--------------------------------|--|
| | <p>moving up and down the rows.</p> <p>⑤ The team with the most items in the end are the winners.</p> <p>Rules:</p> <ul style="list-style-type: none"> - Ps must raise their hands to call on the FA - Ps can only order 1 item at a time - FAs must first go and find out what the P wants before retrieving the item - FAs can only serve one P at a time - FAs must walk; no running or diving | <p>bottle of water?</p> <p>FA: Certainly, please wait one moment. <i>*goes and gets the water*</i></p> <p>FA: Here you are.</p> <p>P: Thank you!</p> <p><i>*FA goes back to tag the other FA*</i></p> | | |
| 15-35 mins | Play game | Monitor, assist when necessary | Monitor, assist when necessary | Play the game Using the sample DIALOGUE above. |
| 1 min | Closing – count up items, declare a winner | Ask how many items each team has | Ensure teams are honest | Count their items and state the total. |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> ● Write the dialogue structure on the board for students to use as a reference |
| Making the activity harder | <ul style="list-style-type: none"> ● Have more diverse items for students to request |

Cabin Relay – Room set up



Shopping List

Overview

| | |
|---|---|
| Name | Roger Munoz |
| Lesson Focus | Speaking |
| Target Grade | SHS |
| Preparation & Required Materials | Pictures of different foods (laminating helps), price cards for pictures of food, handouts with food menus, play money, worksheets |
| Evaluation Method | <ul style="list-style-type: none"> - Evaluate use of proper grammar - Evaluate spoken English - Evaluate cooperation in activities |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|--|---|---|-----------------------------|
| 2 mins | | Ask students about what it is like to eat out at a restaurant. If some of the students work in restaurants, ask about that as well. | Help students answer questions | Try to answer questions |
| 3 mins | Show the different pictures of foods to the students. It helps to use this time to show different types of foods from other countries to keep them interested. | Ask the students about the different food pictures. | Help the students | Try to answer questions |
| 5 mins | Show the dialogue between clerk and customer in a restaurant | Act as the clerk in a restaurant. A name tag or some indicator helps for this | Act as the customer. | Listen to the demonstration |
| 5 mins | Hand out the play money and go over how currency from your country works. (ex. \$1 is 100 cents, \$13.32 means 13 dollars and 32 cents). I find it easier to have the students come up and get the money themselves. | Quickly explain about the currency conversion | Clear up any confusion for the students | Collect the play money |

| | | | | |
|------------|--|--|---|-----------------|
| 5 mins | Learn shopping terms as a class | Go over the words with students | Demonstrate the words with the ALT and translate if necessary | Learn terms |
| 15-20 mins | Students break into groups of clerks and customers and are given shopping lists. Each student will try to complete their group's shopping list in the allotted time. The fastest group to complete their shopping lists should be rewarded | Help the students to complete their shopping list and stay on task | Help the students complete their shopping list and stay on task | Do the activity |
| 5 mins | Students will randomly be chosen to demonstrate their shopping dialogue | Try to give incentive for demonstration | Help students with their dialogue | Do the dialogue |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> - Limit the options - eliminate the group and shopping list aspect and have students work in pairs |
| Making the activity harder | <ul style="list-style-type: none"> - Make the shopping lists more complex (introduce different shop types) - Have students negotiate prices / haggle - Give the stores limited quantities of items, make the students ask about stock |

English UNO

Overview

| | |
|---|--|
| Name | Sara Sengpanya |
| Lesson Focus | Students can practice reading, listening, and speaking (and most importantly, having fun!) through this well-known, popular card game. Also good for reviewing any vocabulary or grammar. |
| Target Grade | SHS (Possible with all levels in SHS although I've only done this activity with my second and mostly third years) |
| Preparation & Required Materials | <ul style="list-style-type: none"> • UNO cards – These can be pretty pricey to buy (unless you brought them from home or if you're lucky and have them already at your school) but the students love UNO so once you have them, you can use them on multiple occasions. <ul style="list-style-type: none"> ◦ I use two sets of UNO cards for a class of 12 students. I split the class into two groups and each group will use a pack. With large classes, if buying UNO cards is too expensive, you can always make your own. • A set of question (or target grammar) cards – These can have either English trivia questions or anything you need the students to review. <ul style="list-style-type: none"> ◦ You can write your questions on slips of paper, fold them, and put them in a little box or bag to grab them from. (Which is what I do) ◦ You can also have students write their own questions. • Prizes – For students who win UNO! |
| Evaluation Method | <ul style="list-style-type: none"> • Check proper pronunciation when students are reading the question cards • Make sure students understand the meaning of the questions • Make sure students respond appropriately, ideally in full sentences. • Make sure students understand the rules of English UNO |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... |
|--------------|--|---|
| Before class | <p>Prepare English UNO rules. Write them on the blackboard so that the students can refer to it when needed.</p> <p>You can also type the rules, print them out and hand them out to each group.</p> | <p>Write the following on the blackboard:</p> <p>*0-9, skip, reverse = Question card</p> <p>Draw 2 = Two question cards</p> <p>Red = student to your left</p> <p>Yellow = student to your right</p> <p>Green = choose a student</p> <p>Blue = (your name) and/or (JTE)</p> <p><i>*Notice that I didn't include "Draw 4," "Draw 4 Wild," or "Wild" cards. I did this because I didn't want too many different rules going on during game play. You can add more rules as you like, as long as it's easy for the students and JTE to understand.</i></p> |
| 2 min | Greetings | <p>Mine usually goes:</p> <p>"Good morning!" or "Good afternoon!"</p> <p>"How are you?"</p> <p>"How's the weather?"</p> <p>"What's the date today?"</p> <p>"What day is it today?"</p> <p>"What did you do during your weekend?" etc.</p> |

| | |
|---|---|
| <p>About 5 min for rules; the rest of class time is used to play the game</p> | <p style="text-align: center;"><u>How to play English UNO</u></p> <p><i>You can explain the rules to your students in English but also feel free to have the JTE help explain some of the rules.</i></p> <p>Announce that the class will be playing English UNO! Go over rules together and make sure the students understand everything.</p> <p><i>I know this seems like a lot, but the actual game play runs very smoothly- A lot of my students already know how to play UNO, so the additional rules for English UNO weren't a problem for them to understand. In fact, the majority of them were able to jump in without needing to ask additional questions.</i></p> <p>English UNO is played like regular UNO with the exception of the added rules to practice English.</p> <p>1. Students will divide into groups of 6-8. After dividing and sitting together in a circle around their desks, each group will receive a pack of UNO cards. Students will shuffle the deck and pass either 5 or 7 cards to each student in their group. The rest of the deck will be placed in the center.</p> <p>In addition to the UNO cards, each group will also receive a set of question cards in English. <i>(For my classes, I used a mix of questions ranging from fun trivia to ones like "Name three countries in English." Of course, you can use whatever questions you think the students should use.)</i> Set these cards next to the UNO cards in the center.</p> <p>2. Students can determine who will start by playing janken. The first student starts, and flips the first card of the UNO deck in the middle. Like regular UNO, they should play an appropriate card that matches either the color or number/type.</p> <p>3. Once the student has played his/her card, they'll draw one question card (or two if they played "Draw 2") and refer to the board to see who they need to ask their question to. (Please see above, under "ALT will...") The student will ask the question to the designated student. If the designated student can answer the question with the appropriate answer, nothing happens. If they get the question incorrect or if they can't answer, they must draw one UNO card. The student next to the starting student will then go next.</p> |
|---|---|

| | |
|--|---|
| | <p>The gameplay will always be the same. <i>(I have the students start clockwise but obviously "reverse" cards will have a play into this)</i> Questions will be fired everywhere across the group but game turn should always be consistent. (Either going clockwise or counterclockwise)</p> <p>If a student plays a blue card (which I designated as having to ask a question to either me or the JTE), if the ALT/JTE answers the question incorrectly, the student who asked must take an UNO card. If the ALT/JTE answers correctly, nothing happens.</p> <p>4. English UNO will usually take up the entire class period, but by then, usually a student has won.</p> <p><u>Additional Notes:</u></p> <ul style="list-style-type: none"> • If a student plays a "Draw 2" card, they have to draw two question cards and ask both to the designated person. (Of course, you don't have to use this rule in your version) • You can be as flexible as you'd like with this activity. You can review certain grammar points, have questions that have the students practice spelling, do something holiday-related. There are many possibilities! |
|--|---|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <ul style="list-style-type: none"> • Don't designate colors and just have students ask the person next to them. • Provide very easy English question cards. |
| Making the activity harder | <ul style="list-style-type: none"> • Provide challenging English question cards. • Don't use question cards; have students think of their own questions. Some examples I've seen students do before in the past: <ul style="list-style-type: none"> ▪ "When is my sister's birthday?" ▪ "What is 黑板 (blackboard) in English?" ▪ "How old is my father?" <p><i>(As you can see, my students really like to stump each other)</i></p> |

English UNO

Question card examples

| | | | | |
|--|--|---|---|--|
| Please name three school subjects in English. | Name a country you want to visit and why. | When is White Day? Answer: March 14th | What is the capital of America? Answer: Washington D.C. | How do you say 「水族館」 in English? Answer: Aquarium |
| What is your favorite holiday and why? | What is your favorite color? | Please say all seven days of the week in English. | Please write a 5-letter word on the blackboard. (Any word is OK!) | Name three Japanese prefectures that begin with the letter "K." |
| What is the capital of Japan? Answer: Tokyo | Name three foods or drinks that start with the letter "O." | How old is Sara? | When is Sara's birthday? | Please count from 20 to 1 in English. |
| How do you spell "February?" | How do you say 「アメリカへ行ったことがありますか」 in English? | Name an American band or singer. | When is my birthday? | What is the biggest country in the world? (size) Answer: Russia |
| How many legs does an octopus have? | Please name three animals from Africa. | Who is the youngest in the classroom? | When is Christmas? Answer: December 25 th . | What are you going to do after school? |

Have you Ever~? Vocabulary Review

Overview

| | |
|---|--|
| Name | Shante Moore |
| Lesson Focus | Two part split (Grammar part "Have you ever~?") and Vocabulary recap |
| Target Grade | Senior High School |
| Preparation & Required Materials | Prepare a survey worksheet and a word search sheet without a vocabulary list |
| Evaluation Method | Select students to present in class |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|---------------|--|--|--|---|
| 5~7minutes | Students will be handed a (Have you ever~?) worksheet. They will write their name and await further instructions. The JTE and ALT will provide a demonstration for the activity. After the demonstration, the ALT will select a line of students. The ALT will ask the students "Have you ever~" Once the students answer, they will sit down. This should only be performed once or twice (1 or 2 lines) depending upon the size of the class. | Answer the questions provided by the JTE using the model grammatical points. The format for answering the question is "Yes, I have. I have X before" or "No, I haven't. I have never X". Then will select a line of students at random to answer a question. | Introduce the topic to the students. The JTE will give a quick explanation on how to answer each question writing the grammatical points on the board. After the explanation, the JTE will ask the ALT several questions in a demonstration. | First follow along with the demonstration. Then await to see if they are called on. If they are, they will stand up and answer the ALT's questions. Then sit down after they have answered. The students who are not standing up will follow along and pay attention. |
| 15~20 minutes | Pair Work. The ALT and JTE will help the students move their desks so that students will be facing each other. For example Line 1 and Line 2 will now be a pair with their desks facing | During pair work, the ALT will walk around to listen and monitor the students' | Provide instructions for this activity. If students are unclear on the activity, the JTE | Have their seats arranged to participate in the pair work activity. Student A will ask |

| | | | | |
|---|--|--|--|--|
| | together. If there are not enough pairs, the ALT or JTE will also participate in the activity. Students will be given several minutes to ask each other the questions provided on the worksheet. After time is up, only one student will move down one seat to their right. So, one line of students will be consistently moving whereas the other line will stay seated. | progress. | will clarify any confusion. During the pair work, make sure the students are participating in the activity. Tell students to change partners every few minutes. The students should have a chance to have at least 3 partners for this activity. | student B "Have you ever~" with a particular example on the worksheet. The student will then answer "Yes, I have. I have done X." Or "No, I haven't. I have not done X". After Student A finishes asking all the questions, then the roles will change. Then Student B will ask the same questions to Student A. |
| 5 minutes | Randomly select a pair of students to demonstrate in front of the class. | Decide which pair will perform the activity. While the pair performs, the ALT will listen and correct the students if necessary. | Encourage the selected pair to stand up to demonstrate. The JTE will also inform the students which pair should read. | Talk in front of the class if selected for the demonstration. The rest of the class will listen to the pair performing. |
| 18~20 minutes (The remainder of class) | Word Search. Students will be given a word search sheet with no vocabulary available. Whereas the ALT and JTE will have the word search with the vocabulary and answers. Students will be given a specific word to search for within a given time (approximately 20~30 seconds). If the students find the word before the time runs out, they will raise their hand. Once | Give a word for the students to find. The ALT will also be in charge of the timer. After the time is up, the ALT will give points the students who found the word. | Give the Japanese translation to the given word. If the students have trouble with spelling, the JTE will write the word on the board. After the time is up, the JTE will give | Search for the words to find. Once they have found the word, they will raise their hand and wait until the timer is up and the point has been given. If a student was unable to find |

| | | | | |
|--|---|--|---|--|
| | the timer is out, the ALT or JTE will check to see if the word was found. If so, the students receive points. | | points to the students who have found the word. | the word, they will have to wait until the next round to earn points. Students are not allowed to raise their hands AFTER the time goes off. |
|--|---|--|---|--|

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <p>For Activity 1 (Pair work): Students will only answer by saying "Yes, I have" or "No, I haven't"</p> <p>For Activity 2 (Word Search): The possible answers will only be from right-to-left, and up-to-down format. No diagonals or backwards. The said words will be written on the board before the timer starts.</p> |
| Making the activity harder | <p>For Activity 1 (Pair work): Students will have to make their own questions to ask their partners. Also, the students must answer in a full sentence. The students can also engage in further conversation during demonstrations. For example, if one of the questions was "Have you ever been to Tokyo Disneyland before?" If the answer is "Yes" then other questions can be asked such as "With whom did you go with? Did you enjoy it? When did you go?" and so forth.</p> |

Class Survey Have you ever ~ ?

Example:

Person A: Have you ever made Okonomiyaki?

Person B: Yes, I have. I have made Okonomiyaki before. / No, I haven't. I have never made Okonomiyaki.

| | | | | |
|-----------------------|--|--|--|--|
| Name: | | | | |
| Studied overseas? | | | | |
| Driven a car? | | | | |
| Swam in a river? | | | | |
| Gone to a concert? | | | | |
| Played an instrument? | | | | |
| Been on a boat? | | | | |

Word Search

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

| | | | | |
|---|---|---|---|---|
| ① | ② | ③ | ④ | ⑤ |
| ⑥ | ⑦ | ⑧ | ⑨ | ⑩ |
| ⑪ | ⑫ | ⑬ | ⑭ | ⑮ |
| ⑯ | ⑰ | ⑱ | ⑲ | ⑳ |
| ㉑ | ㉒ | ㉓ | ㉔ | ㉕ |
| ㉖ | | | | |

Expressing and Understanding Emotions

Overview

| | |
|---|--|
| Name | Simarjit Kular |
| Lesson Focus | <ul style="list-style-type: none"> ● Emotions ● Conversation technique: changing statements into questions |
| Target Grade | First years SHS |
| Preparation & Required Materials | "Find someone who" worksheets |
| Evaluation Method | N/A |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|------------|--|--|--------------------------------------|--|
| 15 Minutes | Warm up: "Find Someone Who..." -Needed: "Find Someone Who..." Worksheets. -Show the worksheet to the students and explain how to form the statements into sentences. -Demonstrate once with the JTE. -Tell the students that a classmate may only sign their worksheet once. | -Answer questions that students ask. | -Answer questions that students ask. | -Walk around the classroom and ask their classmate, the ALT and the JTE questions from their worksheet. If the classmate answers yes, they sign the worksheet. |
| 15 Minutes | Activity: "Mime....You seem to be" -ALT brainstorms different emotions with the students on the blackboard. -Students pair up and face each other. -One student mimes an emotion and the other student must guess what emotion the student is expressing using "You seem to be..." Alternate. | -Brainstorm emotions with students and write them on the blackboard. -Demonstrate with the JTE. | -Demonstrate with the ALT. | -Brainstorm emotions with the ALT. -Pair up and mime an emotion to their classmate. Alternate when indicated by ALT. |

| | | | | |
|---------------|---|--|------------------------------------|--|
| 20 Minutes | <p>Activity: "What we learned about our classmates... with emotion"</p> <p>-Students choose one new thing they learned about a classmate through the warm-up activity.</p> <p>-One by one, the students stand up and state "I learned that..." and finish by telling the class the new fact they learned.</p> <p>[Review 3rd person versus 1st person verb endings]</p> <p>-Before a student starts, the ALT yells out an emotion that was brainstormed earlier. The student must act out that emotion while telling the class what they learned.</p> | <p>-Explain the activity and show the students how to form the sentence by using "I learned that...".</p> <p>-Yell out an emotion before each student presents their findings.</p> | <p>-Provide support if needed.</p> | <p>-Choose something they did not previously know about a classmate from the warm up activity.</p> <p>-Present their findings to their class while acting out the emotion the ALT yells out.</p> |
|---------------|---|--|------------------------------------|--|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | -Students are not required to show emotion while presenting what they learned about a classmate in the activity "What we learned about our classmates". |
| Making the activity harder | -Students ask their classmates a follow up question during the warm up "Find Someone Who..." and fill out their finding in the more information box. |

Find Someone Who...

| Find Someone Who... | Name | More Information |
|---|------|------------------|
| ...loves watching horror films. Ex: Do you love watching horror films? | | |
| ...needs to buy a new phone. Ex: Do you need to buy a new phone? | | |
| ...goes fishing. | | |
| ...hates dancing. | | |
| ...likes doing homework. | | |
| ...plans to go abroad next year. | | |
| ...wants to learn a new language. | | |
| ...likes watching T.V. in the evening. | | |
| ...doesn't enjoy flying. Ex: Do you not enjoy flying? | | |
| ...likes traveling. | | |
| ...enjoys doing housework. | | |
| ...would like to try a new hobby. | | |
| ...doesn't like getting up early. | | |
| ...thinks doing exercise is boring. | | |
| ...prefers to stay home on the weekend. | | |
| ...doesn't like shopping for clothes. | | |

Jobs

Overview

| | |
|---|--|
| Name | Tayler Skultety |
| Lesson Focus | Vocabulary/writing/reading/speaking |
| Target Grade | SHS |
| Preparation & Required Materials | Preparation of riddle cards, matching worksheet, dream job worksheet |
| Evaluation Method | none |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-------------|---|---|--|--|
| 15 | Matching worksheet Students will be given matching worksheet – they must match the picture to the vocabulary word. | Explain the worksheet Circulate through room and provide students with hints to answers when needed. Review answers when most students have finished. | Circulate through room and provide students with hints to answers when needed. | Students will match the numbered vocabulary words with the correct picture. |
| 20 | Riddles Students will form teams of 4-6 depending on class size. Riddle cards will be placed at the front of the class. One member from each group will come up to take one riddle card at a time. Riddle cards each have three sentences that are attributed to a certain job. The first team to solve all the riddles wins OR the team to have solved the most riddles after a certain time wins. | Explain the riddle game Circulate through room and provide students with hints to answers when needed | Circulate through room and provide students with hints to answers when needed and assist with any translation needs. | Students will work together in teams to solve riddles comprised of three simple sentences. |

| | | | | |
|----|---|---|---|--|
| 15 | Dream Job worksheet Students will be given the "Dream job" worksheet. Students will be given 10 minutes to write a simple sentence about their dream job. Students will be asked to share their answers with the class for extra credit (stamps) | Explain the activity Circulate and prompt students with questions and assist with any vocabulary knowledge gaps. | Circulate through room and prompt students with questions while assisting with any translation needs. | Write a simple sentence about their dream job. Afterwards, they will share with the class. |
|----|---|---|---|--|

Modifications





















| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> ● Make riddles shorter. ● Provide fill in the blank sentence structure for dream job worksheet. |
| Making the activity harder | <ul style="list-style-type: none"> ● Make riddles more challenging. ● Remove example sentences on dream job worksheet and allow for more original writing. |

Name:

Class:

JOBS

Please match the correct jobs to the correct picture

| | | | | |
|--|---|---|--|---|
| 1.  | 2.  | 3.  | 4.  | 5.  |
| 6.  | 7.  | 8.  | 9.  | 10.  |
| 11.  | 12.  | 13.  | 14.  | 15.  |
| 16.  | 17.  | 18.  | 19.  | 20.  |

- a. hair dresser b. teacher c. chef d. nurse e. flight attendant f. police officer
- g. firefighter h. banker i. announcer j. photographer k. businessman l. farmer
- m. singer n. doctor o. fashion designer p. veterinarian q. athlete r. lawyer
- s. musician t. construction worker

Job riddles and answers

I play an instrument. I have concerts. I am artistic.

Answer: Musician

I serve food. I wear white. I work in a kitchen.

Answer: Chef

My job is dangerous. I wear a hardhat. I help people.

Answer: Firefighter

I talk a lot. I use my voice. People listen to me.

Answer: Announcer

I give medicine. I am kind. I like animals.

Answer: Veterinarian

I work at a desk. I am good at counting. I like money.

Answer: Banker

I have good style. I work in a salon. I wash, brush, and dry.

Answer: Hair dresser

I serve food. I am usually a woman. I work in the sky.

Answer: Flight attendant

I am famous. I wear a uniform. I can jump high.

Answer: Athlete

I like children. I use chalk. I have class.

Answer: Teacher

I work outside. I feed people. I like animals. .

Answer: Farmer

I help people. I wear white. I give medicine.

Answer: Doctor

I work outside. I wear a hard hat. I make things.

Answer: Construction worker

I talk a lot. I like justice. I help people.

Answer: Lawyer

I work at a desk. I like money. I wear a suit.

Answer: Businessman

I am usually a woman. I am kind. I help people.

Answer: Nurse

I have good style. I make thinks. I like clothes.

Answer: Fashion designer

My job is dangerous. I like justice. I wear a uniform.

Answer: Police office

I am famous. I use my voice. I have concerts.

Answer: Signer

I am artistic. I have a camera. I say "cheese"

Answer: Photographer

What is your dream job?

Write about your dream job!

貴方が将来したい仕事を書いてください！

Example sentences

I want to be a farmer because I like being outside.

I want to be a mangaka because I like drawing.

I want to be an athlete because I like sports.



What is your dream job?

Write about your dream job!

貴方が将来したい仕事を書いてください！

Example sentences

I want to be a farmer because I like working outside.

I want to be a mangaka because I like drawing.

I want to be an athlete because I like sports.



Famous Landmarks Around the World

Overview

| | | | |
|--|---|--|--|
| Name | Tia Braham | | |
| Lesson Focus | Discussing famous landmarks (buildings) around the world and the countries in which they are located. | | |
| Target Grade | Senior High School (First Grade) – English Conversation Class | | |
| Preparation & Required Materials (If any, please attach.) | Timer, picture cards with world famous landmarks, labels with names of the landmark and country, 'famous landmarks' worksheet, the memory game cards, point sheet and stickers. | | |
| Evaluation Method | -Check worksheet for correctness -‘Memory Game’ results | -Oral evaluation -Creative design/description check | |

Activity (in detail)

| Time | Activity (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|--|---|--|---|
| 2 mins | Greeting | -Greet students -Ask about their week/weekend. | -Greet students. | -Greet ALT and JTE. |
| 2 mins | 'Famous Landmarks Around the World' worksheet. | -Give students the worksheet and explain. | -Assist with giving students the worksheet. | -Listen to explanation. |
| 3 mins | Activity 1: Speaking Marathon! Warm up; students make pairs and talk with each other for 1 min each about the topic 'Famous landmarks you've visited (want to visit) and where they're located -Set timer to 1 minute (repeat). | -Ask students to make pairs and talk for 1 minute each about the topic. | -Help students to find a partner/make pairs. | -Talk with partners about the warm up topic. |
| 5 mins | Activity 2: World famous landmarks Place pictures and labels of world famous landmarks on the board; students must arrange labels under each picture correctly to show the name of the landmark and the country. | -Ask students to volunteer to label world landmarks with the name and also the country of location. -Circulate and | -Give hints. -Give stickers/points to volunteers. -Circulate and help students to complete | -Volunteer to label world landmarks. -Collect a point for volunteering and place on point sheet. -Label the |

| | | | | |
|---------|--|--|---|--|
| | Students to complete the labeling on the worksheet as well. -Picture cards/labels. -'famous landmarks' worksheet. | help students to complete worksheet. | worksheet. | landmarks on the worksheet. |
| 4 mins | Review and learn world landmark names and locations as a class. | -Review the labels placed by students. -pronunciation practice of landmark names and country names. | -Assist with the review. | -Learn correct names. -Practice pronunciation. |
| 6 mins | Quiz the students on the names of the landmark and their locations. [Remove the pictures of landmarks from the board but leave the labels; jumble the picture cards.] -picture cards/labels. | -Show students landmark pictures one by one; ask them to name the landmark and the country. | -Give hints if necessary. | -Review landmark names and names of countries. |
| 10 mins | Activity 3: The Memory Game! Students will work in small groups of 3 taking turns flipping mini landmark picture cards and name cards in order to find matching pairs. -memory game cards. | -Circulate and monitor group activities. | -Circulate and monitor group activities. | -Take turns finding matching pairs of landmark cards and name cards. |
| 15 mins | Activity 4: Introduce a landmark! Students must work in their groups to introduce a famous landmark and write a description about it; include things like the name, what it is famous for, where it is located, how many people visit it each year, and so on. | -Circulate and monitor group activities. -Assist with grammar questions if needed. | -Circulate and monitor group activities. -Assist with grammar questions if needed. | -Draw and describe a famous landmark. |
| 2 mins | Wrap up ** Students could present in the next class. | -Collect designs and descriptions. -Say goodbye. | -Collect designs and descriptions. | -Submit designs and descriptions. -Say goodbye. |

Modifications:

| | |
|-----------------------------------|---|
| Making the activity easier | <p>Activity 2:</p> <ul style="list-style-type: none">● Add the city along with the country to the labels. Example, the Statue of Liberty - New York City, USA.● Use less picture cards and labels.● Give hints to the students to help them choose the answer. <p>Activity 3:</p> <ul style="list-style-type: none">● Reduce the number of memory cards to make it easier for lower levels. <p>Activity 4:</p> <ul style="list-style-type: none">● Allow students to complete the activity as homework so that they have more time to prepare. |
| Making the activity harder | <p>Activity 2:</p> <ul style="list-style-type: none">● Remove the country from the labels and ask the students to give those answers later. So, the labels would only contain the name of the landmark; for example, the Statue of Liberty. <p>Activity 3:</p> <ul style="list-style-type: none">● Instead of students matching picture cards to descriptions, have students match the name of the landmark to the name of the country. For example, Taj Mahal = India.● Talk about famous landmarks in Japan and in the ALT's home country. <p>Activity 4:</p> <ul style="list-style-type: none">● Students could memorize the description for their chosen landmark and do a group presentation. |

Topic: Famous Landmarks Around the World (Sample Worksheet)

Name: _____ Class: 2-_____ Student Number: _____

Activity 1: Speaking Marathon!

Speak to your partner for 1 minute about world famous landmarks (buildings) that you have visited (or would like to visit) and where they are located.

Person A will speak first then Person B – each person should speak for 1 minute.

RULES:

- Don't give up and use Japanese!
- Don't stop talking until 1 minute is over!
- Talk about anything, just keep going. 😊
- Listen to your partner.
- Don't worry about mistakes!



Activity 2: World Famous Landmarks!

Take a moment to look at these pictures. Do you know these famous landmarks? Label the pictures with the correct name and place by choosing from the box below.

Christ the redeemer, Brazil

The Great Wall, China

Big Ben, UK

Eiffel Tower, France

Sydney Opera House, Australia

The Statue of Liberty, USA

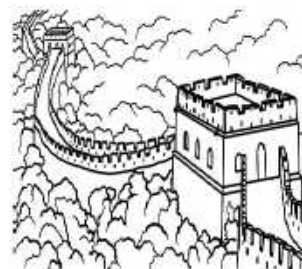
a.



b.



c.



d.



e.



f.



Name: _____ Class: 2-_____ Student Number: _____

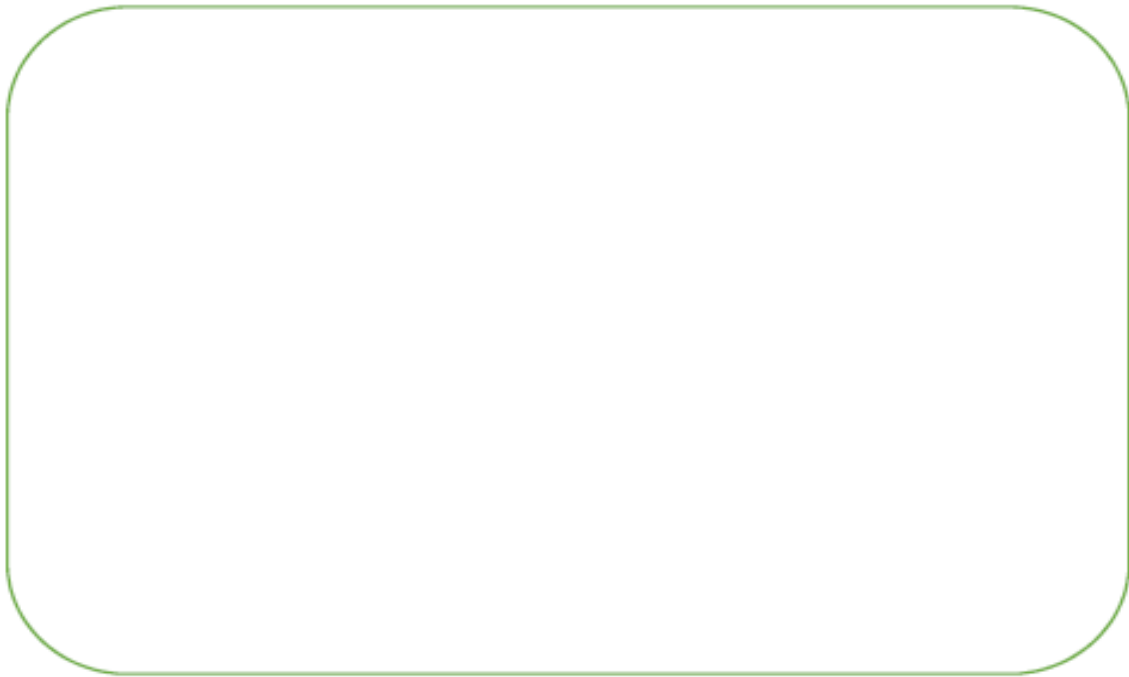
Activity 3: The Memory Game!

Make small groups of 3 and play a game of memory with your partners. The person who can match the most cards correctly, wins. Good luck!

Activity 4: Introduce a landmark!

Choose a landmark with your group that you would like to introduce. Draw a great picture and write as much as you can about your famous landmark. Include things such as name, location, what it is famous for, and how many people visit there. Write at least 5 sentences.

Drawing:



Description:

Name: _____ Class: 2- _____ Student Number: _____

Picture cards and Picture card labels for board – Sample (Activity 2)




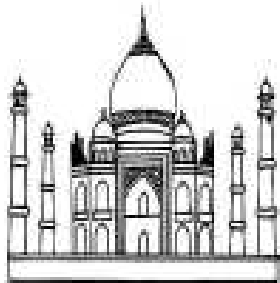


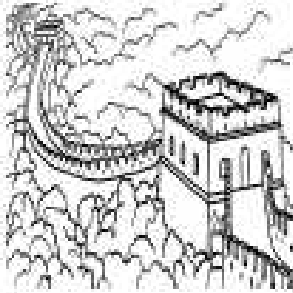


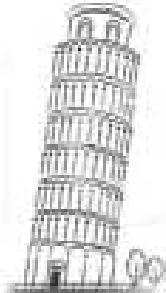
Eiffel Tower
France

Topic: Famous Landmarks Around the World (Sample Worksheet)

Name: _____ Class: 2-_____ Student Number: _____

The Memory Game – **Sample** cards (Activity 3)

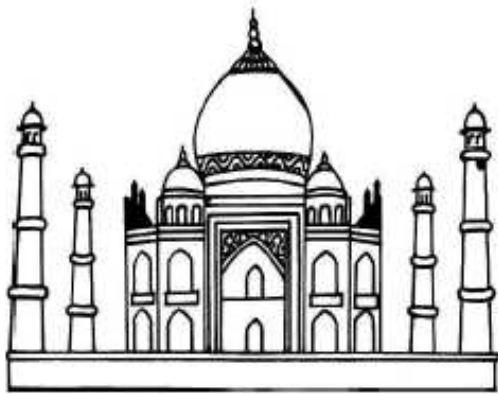
These cards should be cut into strips. Students will shuffle them and turn them face down on the desk, taking turns to flip two cards each to find the matching pairs.

| | | | |
|---|---|--|---|
| Eiffel Tower France | Taj Mahal India | Statue of Liberty USA | Big Ben England/UK |
|  |  |  |  |
| The Great Wall China | Sydney Opera House Australia | Christ the Redeemer Brazil | The Leaning Tower of Pisa Italy |
|  |  |  |  |

Topic: Famous Landmarks Around the World (Sample Worksheet)

Name: _____ Class: 2-_____ Student Number: _____

Landmark Drawing and Description – **Sample** (Activity 4)

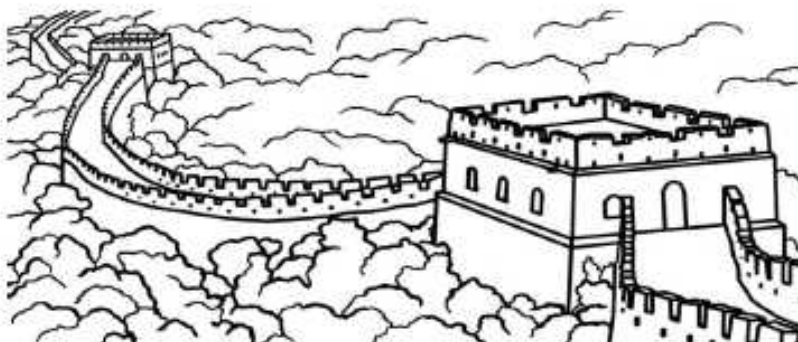


Taj Mahal:

Many people say that the Taj Mahal is the most beautiful building in the world. It was built in 1631 by the emperor Shah Jahan.

The Eiffel Tower:

The Eiffel Tower is the most famous landmark in France and is known around the world as a symbol of France. It is a popular tourist sightseeing spot, with over 5 million visitors every year.



The Great Wall of China:

The Chinese people worked on the Great Wall of China for more than 1700 years. Today, the wall is still standing. Amazing!




Point Sheet



Don't be shy!

Put your hand up!

| | | | | |
|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 |  |

Name () Class () No ()

Introducing the Scientific Method

Overview

| | |
|---|---|
| Name | Khoi Do |
| Lesson Focus | <ul style="list-style-type: none"> Learning/Reviewing Concepts of the Scientific Method in English Designing a Simple Experiment |
| Target Grade | SHS - 1 st years |
| Course | SUPER SCIENCE ENGLISH |
| Preparation & Required Materials | <ul style="list-style-type: none"> Lecture PowerPoint Presentation Designing Your Experiment (Worksheet) |
| Evaluation Method | <ul style="list-style-type: none"> Evaluate worksheet, "Designing Your Experiment" |
| Additional Notes | <ul style="list-style-type: none"> This is the first of three lessons. In this lesson, students will learn/review the basic concepts of the scientific method in English and brainstorm/design a simple experiment to apply the concepts learned. The goal of this course is to develop skills necessary for students to effectively communicate their scientific research in English. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-------|---|--|---|--|
| 2 min | Greeting | Greet students | Greet students | Greet ALT/JTE |
| 4 min | Introduce the scientific method: (Lecture PowerPoint Presentation: Slides 1-2) | Briefly explain scientific method: what it is used for and why it is important | Observe, aid with explanation when needed | Learn/review basic concepts of scientific method |
| 3 min | Explain Activity: (Designing Your Experiment worksheet) <ul style="list-style-type: none"> ALT will walk through each step of the scientific method with the students Each step corresponds to a section on the worksheet | Explain overall activity: Students will apply scientific method to design a testable experiment that addresses a | Hand out "Designing Your Experiment" worksheet, aid when needed | Understand general objectives of activity |

| | | | | |
|--------|--|---|--|---|
| | <ul style="list-style-type: none"> For each step of the activity, ALT will provide an example | provided question in English | | |
| 5 min | <p>Selecting a Question: (Lecture PowerPoint Presentation: Slide 3)</p> <ul style="list-style-type: none"> Questions form the crux of the scientific method Questions fuel scientific progress/innovation Questions are derived from observations Students are provided a list of simple questions (i.e. Which breakfast food provides the most energy?) from which they will select one | <p>Explain the connection between observations and questions, Inform students to choose one question (provided on the back-side of worksheet) that they would like to investigate</p> | <p>Observe and aid students with questions that they do not understand</p> | <p>Select a question from the list of questions on the back-side of worksheet and fill in the "Question" section of worksheet</p> |
| 5 min | <p>Forming a Hypothesis: (Lecture PowerPoint Presentation: Slide 4)</p> <ul style="list-style-type: none"> Hypotheses are proposed explanations for a presented inquiry Educated guesses What do <u>you</u> think is the answer to your question? "I hypothesize that... because..." 1 sentence | <p>Explain how to develop a hypothesis from a question, provide basic hypotheses-related sentence structure, provide an example hypothesis</p> | <p>Observe and help students write their hypotheses</p> | <p>Develop a hypothesis based on chosen question, write down hypothesis in "Hypothesis" section of worksheet</p> |
| 15 min | <p>Designing an Experiment: (Lecture PowerPoint Presentation: Slide 5)</p> <ul style="list-style-type: none"> Students will design a simple experiment that will test (prove/disprove) their hypothesis | <p>Explain how to design an experiment, provide an example experimental design based on selected example</p> | <p>Aid students to organize their ideas, help students with difficult translations</p> | <p>Design an experiment to test hypothesis in "Experiment" section of worksheet, use a dictionary (and ALT/JTE) for</p> |

| | | | | |
|-------|--|--|----------------------------|---|
| | <ul style="list-style-type: none"> • I.e. "Step 1..., Step 2 ..., etc." • Give students as much time as possible to create their experiments | question, help students with their experimental design as they are working | | difficult translations |
| 5 min | <p>Data/Analysis: (Lecture PowerPoint Presentation: Slide 6)</p> <ul style="list-style-type: none"> • Because students will not be able to physically carry out their experiments, this section will be a report of specific numbers/variables that students will measure based on their experimental design • "For my analysis, I will measure..." • 1-2 sentences | Explain data/analysis section, provide an example data/analysis | Aid students with activity | Report variables that will be measured in "Data/Analysis" section on provided work sheet |
| 5 min | <p>Conclusion: (Lecture PowerPoint Presentation: Slide 7)</p> <ul style="list-style-type: none"> • Students will form a conclusion assuming a correct hypothesis • Conclusions are based on acquired data • What does the data tell you? • "If [something]..., then I conclude that..." • 1 sentence | Explain conclusions section, provide an example conclusion | Aid students with activity | Write a conclusion assuming a correct student hypothesis in the "Conclusion" section of worksheet |
| 5 min | <p>Discussion: (Lecture PowerPoint Presentation: Slide 8)</p> <ul style="list-style-type: none"> • Students will discuss the relevance of their conclusion | Explain the discussions section, provide an example discussion | Aid students with activity | Write about the relevance of the experiment and future questions in the "Discussion" |

| | | | | |
|-------|---|------------------------------|-------------|--------------------------|
| | <ul style="list-style-type: none"> Students will provide further questions that can be investigated based on their conclusion 1-2 sentences | | | section of the worksheet |
| 1 min | Closing: (Lecture PowerPoint Presentation: Slide 9) | Finish lesson Say goodbye | Say goodbye | Say goodbye |

Important Vocabulary

- Scientific Method
- Question
- Hypothesis
- Experiment
- Data
- Analysis
- Conclusion
- Discussion

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | Focus more on each step of the scientific method. For example, spend an entire lesson on forming hypotheses from questions or an entire lesson on designing experiments etc. |
| Making the activity harder | Provide questions based on complex topics. Or, ask students to form their own questions. |
| For non-science teachers | <p>(1) For Questions and Hypotheses: Change lesson title to Questions and Answers/Cause and Effects. Play a modified version of "Typhoon". ALT will ask simple questions and students will answer with "I think... because..." sentences, vice versa</p> <p>(2) For Conclusions: Plan a "mystery" themed activity ALT can play a game where he/she will provide clues and students have to solve something like: identify a student, find an object in the classroom, guess that animal, etc.</p> <p>Depending on student English level, ALT can play Taboo.</p> |

Name _____
Super Science English

Date:

SCIENTIFIC METHOD - DESIGNING YOUR EXPERIMENT

Question

Hypothesis (What do you think is the answer to your question?)

[I hypothesize that...] _____

Experiment (How can you test if your answer is correct/incorrect?)

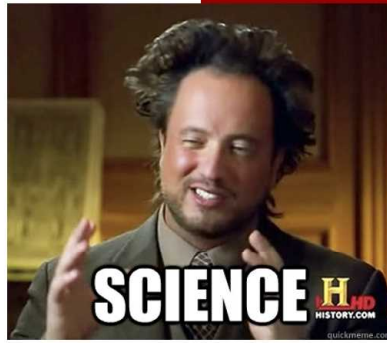
Data/Analysis (What part of your experiment will you examine?)

Conclusion (What will your data tell you?)

Discussion/Further Questions (How can other people use your discovery? What are more questions for future experiments?)

QUESTIONS

- (1) What is the fastest route from my house to Seisho?
- (2) What breakfast gives the most energy?
- (3) What is the most popular food at Seisho?
- (4) What joke makes students laugh the most?
- (5) What most annoys my best friend?
- (6) What time of day do I feel most awake?
- (7) Which is the best baseball team in the Japanese league?
- (8) What is the most popular manga/anime at Seisho?
- (9) When is the best day and time to go grocery shopping?
- (10) Do wounds heal faster with a Band-Aid?
- (11) Which is more popular: takenoko no sato or kinoko no yama?
- (12) Does the color of light affect the speed of plant growth?
- (13) Does vegetable juice make hair grow faster?
- (14) Which has the most delicious onigiri? Family Mart, 7 Eleven or Lawson?
- (15) Which Seisho teacher can jump the highest?
- (16) Which vegetable gives you the strongest muscles?
- (17) Which music genre is the least popular at Seisho?
- (18) Which one is the most dangerous? Earthquake, tsunami or typhoon?
- (19) Are people who play a musical instrument smarter?
- (20) Do video games increase reflexes?
- (21) Which car is best for the environment? Toyota, Honda, Nissan or Subaru?
- (22) Which martial art style is the most useful?
- (23) As a Japanese-speaker, which language is the hardest to learn?
- (24) Where is the best place to catch Pokemon on Pokemon Go?
- (25) Which style of ramen is the most popular?
- (26) Which age group goes to the Aruru mall the most?
- (27) What sport is the most difficult?
- (28) Does wasabi prevent disease?
- (29) Are pillows bad for your neck?



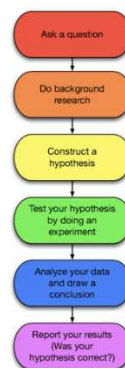
Scientific Method



What is the scientific method?

- Steps that scientists use to learn about the world.

The Scientific Method



Question

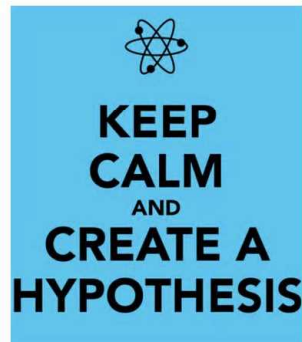
- Make an observation
- Ask a question
- Choose your question (5 min)**

Example:

- (13) Does vegetable juice make hair grow faster?



Hypothesis



- What do you think is the answer to your question?

- I hypothesize that...

- **Make your hypothesis. (5 min)**

Example:

- I hypothesize that vegetable juice makes hair grow faster.

Experiment

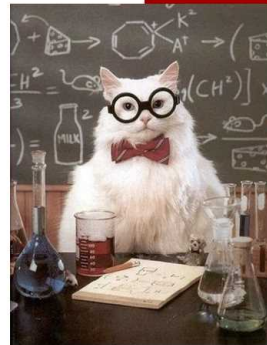
- How can you test if your hypothesis is correct/incorrect?

- Step 1, Step 2, Step 3...

- **Design your experiment (10 min)**

Example:

- Step 1 Get 10 volunteers
- Step 2 Measure hair length of all 10 volunteers
- Step 3 Give vegetable juice to 5 volunteers everyday for 1 month
- Step 4 Do not give vegetable juice to other 5 volunteers everyday for 1 month



Data/Analysis

- What are you measuring? Counting? What is your data?

- I will...

- **Write your analysis (5 min)**

Example:

- I will measure the hair growth of all 10 volunteers after 1 month.



Conclusion

- What does your data/analysis tell you?
- If ..., then I conclude that [correct hypothesis].



- **Write your conclusion. (5 min)**

Example:

- If vegetable group has longer hair than non-vegetable group, then I conclude that vegetable juice makes hair grow faster.

Discussion

- How can people use your discovery?
- What are more questions you can investigate?



- **Write your discussion (5 min)**

Example:

- If people want to grow their hair, they should drink vegetable juice.
- Does fruit juice make hair grow faster?



Congratulations! You used the scientific method!



TV Programmes

Overview

| | |
|---|---|
| Name | Tracy Waugh |
| Lesson Focus | <p>Learning the different types of television programmes: Comedy, News, Game shows, Documentary, Weather Forecast, Movies, Sports Programmes, Soap Operas, Cartoons</p> <p>Learning the adjectives for describing television programmes: boring, interesting, frightening, annoying, exciting</p> <p>Learning the adjectives for describing people's feelings: bored, interested, frightened, annoyed, excited</p> |
| Target Grade | SHS – Second and Third Grade |
| Preparation & Required Materials | <p>TV programmes flashcards</p> <p>Work sheets with various exercises and activities to complete</p> <p><i>Note: this lesson is one part of a 3-week lesson plan, it will focus on learning the types of TV programmes and how to describe them. Other weeks would focus on describing people's feelings and combining the two concepts.</i></p> |
| Evaluation Method | <ul style="list-style-type: none"> ■ Evaluate students understanding of the definitions of the TV programmes ■ Evaluate students ability to read and understand a TV guide listing ■ Evaluate students' listening comprehension skills ■ Evaluate the correct usage of adjectives relating to people's feelings as opposed to adjectives describing TV programmes e.g. bored vs boring. |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|--------|--|---|--|-----------------------------------|
| 2 mins | - Greeting | - Greet the students | - Greet the students | - Greet the JTE and ALT in return |
| 3 mins | <ul style="list-style-type: none"> - Give hints and get students to guess the topic for the lesson - Introduce the topic of the lesson | <ul style="list-style-type: none"> - Hint at the topic through mimes and gestures - Introduce the topic | - Explain the topic for the lesson in Japanese | - Guess the topic of the lesson |

| | | | | |
|---------|--|---|---|---|
| 5 mins | <ul style="list-style-type: none"> - Show flash cards of the different types of TV programmes and solicit the answer in English from the students | <ul style="list-style-type: none"> - Show each flash card to the class - Hint at the programmes using mimes and gestures - Solicit the answers from the students | <ul style="list-style-type: none"> - Provide an explanation in Japanese where necessary - Write the names of the TV programmes on the board | <ul style="list-style-type: none"> - Give the correct name for the TV programmes shown, in English |
| 6 mins | <ul style="list-style-type: none"> - Hand out work sheet and direct students to complete the first exercise. | <ul style="list-style-type: none"> - Hand out worksheets - Explain the instructions for exercise 1 and allow students to do the exercise | <ul style="list-style-type: none"> - Clarify the instructions for the exercise in Japanese | <ul style="list-style-type: none"> - Complete the exercise |
| 2 mins | <ul style="list-style-type: none"> - Check the answers | <ul style="list-style-type: none"> - Check the answers – solicit the answers from individual students | | <ul style="list-style-type: none"> - Provide the answers to exercise 1 |
| 10 mins | <ul style="list-style-type: none"> - Direct students to exercise 2 | <ul style="list-style-type: none"> - Explain the instructions for exercise 2 and allow students time to complete it | <ul style="list-style-type: none"> - Clarify the instructions for the exercise in Japanese | <ul style="list-style-type: none"> - Complete the exercise |
| 5 mins | <ul style="list-style-type: none"> - Check the answers | <ul style="list-style-type: none"> - Check the answers – solicit the answers from individual students | <ul style="list-style-type: none"> - Provide an explanation in Japanese where necessary | <ul style="list-style-type: none"> - Provide the answers to exercise 2 |
| 10 mins | <ul style="list-style-type: none"> - Direct students to exercise 3 – listening comprehension activity | <ul style="list-style-type: none"> - Explain the instructions for exercise 3 - Read the comprehension passage | | <ul style="list-style-type: none"> - Listen and complete the exercise |

| | | | | |
|--------|--|--|--|--|
| | | Twice (slowly for the first time and then at normal speed the second time) | | |
| 2 mins | - Check the answers | - Check the answers – solicit the answers from individual students | | - Provide the answers to exercise 3 |
| 4 mins | - Translate the passage to Japanese | | - Translate each sentence of the passage to Japanese | - Write the meaning of the passage in Japanese |
| 1 mins | - Final remarks before the end of the lesson | - Give my thank-you and goodbye to the class | - Give final remarks | - Give their goodbyes |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | <ul style="list-style-type: none"> ● Reducing the number of missing letters for the students to unscramble the words for the types of TV programmes ● Substitute the 'unscramble the letters' exercise with a 'word search' activity ● Match the TV programmes with key related terms as opposed to definitions |
| Making the activity harder | <ul style="list-style-type: none"> ● Remove the letters for the 'unscramble the letters' exercise (1) ● Remove the word bank for the 'filling in the blanks' of the comprehension passage exercise ● Ask different students to provide the translation of the comprehension passage, sentence by sentence |





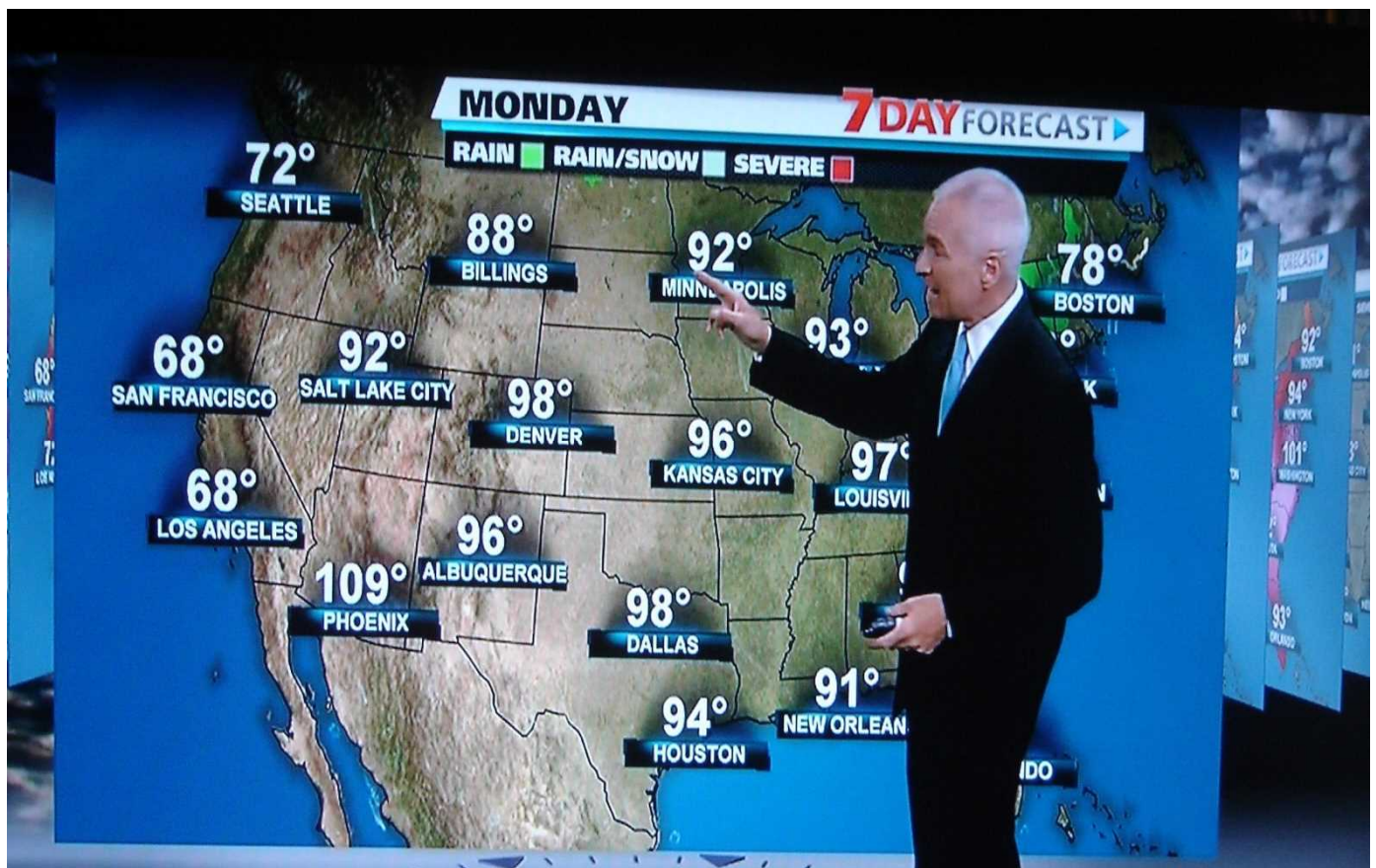


Quiz show(game show)





In what TV programme are they?





Name: _____

Class: _____ No: _____

Comprehension Passage



Everybody in my family is fond of watching TV. But our tastes are very different. My baby daughter loves cartoons, her favourite is Dragon Ball Z. My younger sister loves silly soap operas. All my brothers like action movies and my older sister loves chat shows. As for me, I enjoy watching comedies; they make me laugh a lot. All of us hate those boring advertisements.

Exercise 3: Use the words from the word bank to fill in the blanks in the text. Write the words in the blank spaces.

Everybody in my family is (1) _____.
watching TV. But our tastes are very (2) _____.
_____. My baby daughter loves (3) _____.
_____, her favourite is Dragon Ball Z.
My younger sister loves silly (4) _____.
_____. All my brothers like action (5) _____.
_____ and my older sister loves (6) _____.
_____ shows. As for me, I enjoy watching (7) _____.
_____; they make me laugh a lot. All of us
hate those boring (8) _____.

Name: _____

Class: _____

No: _____

Word bank

| | | | |
|----------|----------------|-----------|-------------|
| comedies | chat | fond of | soap operas |
| movies | advertisements | different | cartoons |

Write the meaning of the text in Japanese.

Everybody in my family is fond of watching TV. But our tastes are very different. My baby daughter loves cartoons, her favourite is Dragon Ball Z. My younger sister loves silly soap operas. All my brothers like action movies and my older sister loves chat shows. As for me, I enjoy watching comedies; they make me laugh a lot. All of us hate those boring advertisements.

Classroom Pictionary

Overview

| | |
|---|---|
| Name | Valerie Sloss |
| Lesson Focus | Vocabulary (especially fun with themed holiday words – I make special word sets for Halloween, New Year, and Christmas.) |
| Target Grade | Any |
| Preparation & Required Materials | A ziplock bag of words/phrases written on card (100yen stores have gift tag cards that are perfect for this), chalk, and a blackboard. Prizes/stickers if you want. |
| Evaluation Method | Peer evaluation |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|---------|---|---|---|--|
| 5-10min | Explain the activity: students will take turns acting out or drawing a word and the other classmates must guess the word. Do an example together as a class, ALT chooses a word, draws/acts and students guess. | Explain the activity. [You can reuse this activity as a warm-up/cool-down in many classes.] | Explain any difficult parts in Japanese if necessary. | Hopefully listen, and guess the example word correctly. |
| 5-20min | Students will take turns coming to the front and taking a word card to draw/act out. (Depending on the energy of the class, students who get the answer right will be next OR the ALT/JTE will choose the next drawer.) | Choose a word for each student appropriate for their English level, and make sure they understand it. | Translate the word to Japanese for the student if necessary or gives hints. | Draw or act out each word and raise their hands to guess. The drawer will choose who gets to answer. |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | Use easier words, or allow students to use gesture as well. |
| Making the activity harder | Use phrases ("excuse me") or abstract words (colours, flavours). |

Classroom Pictionary

Halloween Words

Easy

| | | |
|---------|-----------|---------|
| pumpkin | night | cosplay |
| bat | black cat | moon |
| candy | black | orange |

Medium

| | | |
|---------|----------------|---------|
| ghost | witch | devil |
| October | autumn/fall | vampire |
| Dracula | Jack-o-Lantern | zombie |

Difficult

| | |
|----------------|-----------|
| Dark | evil |
| trick or treat | graveyard |
| scary movie | nightmare |
| haunted house | werewolf |

Passive Voice Review

Overview

| | |
|---|---|
| Name | Ville Vang |
| Lesson Focus | Passive Voice Review |
| Target Grade | SHS (Grade 1) |
| Preparation & Required Materials | <p>Prep: Create passive and active sentences for activity 1 and search for and print out pictures for activity 2.</p> <p>Required Materials: Passive/Active sentences and famous landmark/culturally iconic pictures.</p> |
| Evaluation Method | <p>-Review previous knowledge of the passive voice.</p> <p>-Evaluate correct usage of the passive voice</p> <p>-Evaluate spoken language</p> |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|------------|---|--|--|---|
| 5 mins | Short Introduction <ul style="list-style-type: none"> Introduce passive voice topic First, briefly review the passive voice. Give example. Ask if the students understand the topic and if they have any questions regarding the topic. | -Shortly introduce and review the passive voice. -Ask Ss if they have any questions and answer any questions. | -Provide further explanations if needed. -Ask Ss if they have any questions and answer any questions. | -Listen carefully and ask any questions they have about the passive voice. |
| 20-25 mins | Activity 1: Typhoon Game <ul style="list-style-type: none"> Split students into teams (groups of 3-5 people) Explain rules of Typhoon Game (see <i>Typhoon Game Procedures</i>) Write down an active or passive voice sentence on the board and have the | -Set up for the Typhoon Game. -Write down sentences for Ss to answer on the board or keep track of scores. -Call on groups | -Split the class into groups of 3-5 people. -Write down sentences for Ss to answer on the board or keep track of scores. -Call on groups | -Get into groups. -Play the Typhoon Game and try to get as much points as possible for their groups. -Write down the passive sentences on a |

| | | | | |
|------------|---|---|--|--|
| | <p>students change that sentence into the opposite voice by first discussing with their team members.</p> <ul style="list-style-type: none"> Start with the first group and give them 20 seconds (or however long you deem necessary) to answer. If they cannot answer, then another team gets the chance to steal the answer. Go on to the next group and repeat the same steps. Group with the most points wins. <p>**Note: Provide students with scratch paper to help them write the passive sentences.</p> | to answer. | to answer. | piece of note paper. |
| 15-20 mins | <p>Activity 2: Guessing a word/phrase through explaining in the passive voice</p> <ul style="list-style-type: none"> Students will be paired for this activity. Students will stand up and face each other. Half of the class will face the blackboard, where there will be a picture of a famous cultural landmark or icon (e.g. Statue of Liberty, Todaiji Temple) Students who are facing the board will have to explain the picture to their partners (whose back are turned against the picture and cannot look at it) without | <p>-Explain the procedures.</p> <p>-Walk around and listen to students.</p> <p>-If students need help, provide hints.</p> <p>-Choose some students to share their passive sentences in class.</p> | <p>-Further explain the procedures if necessary.</p> <p>-Walk around and listen to students.</p> <p>-If students need help, provide hints.</p> <p>-Choose some students to share their passive sentences in class.</p> | <p>-Be paired up.</p> <p>-Try to explain a picture using at least two passive sentences or try to guess what the picture is.</p> <p>-Share their passive sentences to the whole class.</p> |

| | | | | |
|--|---|--|--|--|
| | <p>saying the actual name of the landmark or icon.</p> <ul style="list-style-type: none"> • The first two sentences they use to describe the picture must be in the passive voice. All sentences following can be either passive or active. • Once their partner has guessed the correct word/phrase, then they can sit down. • Once the majority or all of the students finished explaining and guessing, choose some students to share the passive sentences they used. • Afterwards, have students switch positions and place a new picture on the board. In this turn, students can be given with a new partner. • Repeat these steps as long as you think necessary. <p>**Note: Each picture rotation and sharing should take about 3-4 minutes. If students seem to have trouble explaining in the passive voice or students cannot guess the correct word/phrase, give hints</p> | | | |
|--|---|--|--|--|

Modifications

| | |
|-----------------------------------|---|
| Making the activity easier | <ul style="list-style-type: none">• Demonstrate the activities if possible.• Choose pictures that the students will have some knowledge about or are part of their culture.• Allow the students to discuss in Japanese.• Use easy simple sentences for Activity 1. |
| Making the activity harder | <ul style="list-style-type: none">• Activity 1: Use complex active and passive sentences.• Activity 2: Tell the students to only use passive sentences to describe the pictures. They are not allowed to answer or talk in Japanese. |

Typhoon Game Procedure

PROCEDURE:

1. Divide the class into teams. Two teams are preferable, but more can be used for larger classes.
2. Draw this grid on the board, but leave the boxes empty. You should have with you a copy of the grid with the T's and numbers filled in to use as a reference during the game (and, as the original author of this game pointed out, having the points written out beforehand prevents accusations of favoritism and cheating).

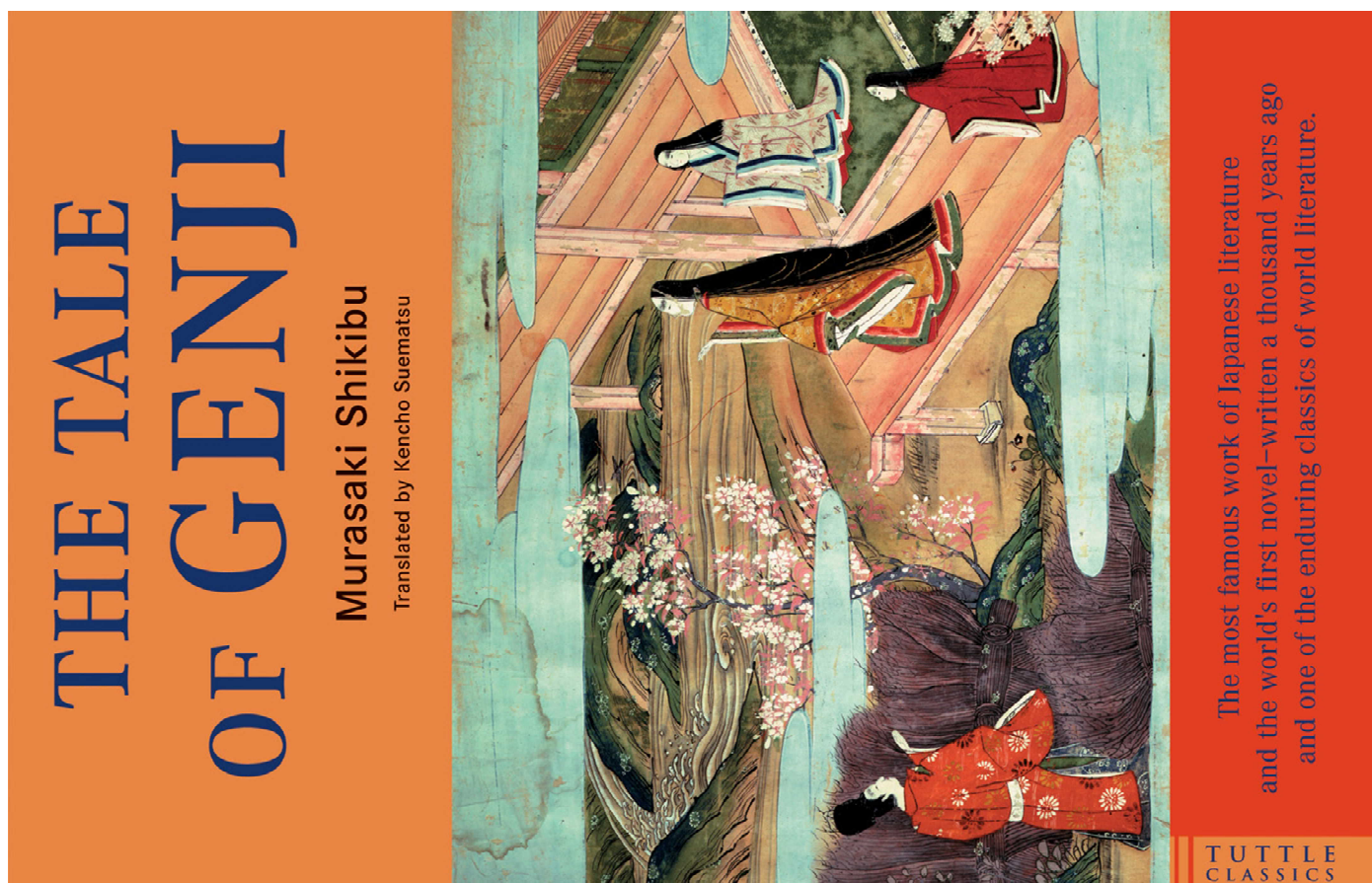
| | | | | | |
|---|---|----|---|----|----|
| | 1 | 2 | 3 | 4 | 5 |
| A | T | 1 | 5 | T | 10 |
| B | 6 | 14 | 2 | 6 | T |
| C | 4 | T | T | 12 | 10 |
| D | 9 | 11 | 1 | 7 | 4 |
| E | T | 4 | 3 | T | 15 |

3. Explain to the students how to play the game. (e.g. Students have to change active sentences into passive voice.)
4. To play the game, number the groups. For example, have groups numbered 1-5. Have group 1 and 5 *janken* (rock-paper-scissor) to see which team starts first. If group 5 wins, then group 5 starts with answering the first question. After group 5 answers or give up because they don't know the answer (in this case another group who raises their hands first can steal the chance to answer), then it is group 4's turn to answer the next question. Then group 3, 2, 1 and so on. This way, all the group gets a chance to answer. If a group answers correctly, then the group gets to choose a box from the grid on the board, battleship style (e.g. A-2). If the student chooses a box with a number, their team gets to build that many houses. If the student chooses a box with a T (Typhoon) in it, all of their team's houses (if any) are destroyed (i.e. erased) by a typhoon and the team is back to zero.
5. The team with the most houses at the end of the game is the winner.



You**Tube**





Tale of Genji

It was written in the Heian period.

It is made up of 54 parts.

This book is said to be the masterpiece of Japanese literature.

Many love relationships are described in it.

YouTube

It is found on the Internet.

Many videos can be watched for free.

Videos can be posted by everybody.

It is used by many people to earn money.

The Golden Pavilion

This temple was burnt to the ground by a mad monk in 1950.

This place was used as a setting in a novel by Yukio Mishima.

It was founded by Muso Soseki.

It was destroyed by fire several times during the Ōnin War.

Todaiji Temple

It was built during the Nara era.

It is located in Nara city.

It was built by Shomu Tenno.

The Great Buddha was built there.

Gyoki was called to build the Great Buddha.

Statue of Liberty

Made in Paris by the French sculptor Bartholdi.

A gift given from France to America to celebrate America's independence.

New York is where it is located.

Ideals such as peace, human rights, and democracy is what the monument symbolizes.

Question Words

Overview

| | |
|---|--|
| Name | Yentel Le Roux |
| Lesson Focus | Conversation skills (asking questions) |
| Target Grade | SHS year 1 |
| Preparation & Required Materials | Name cards, South African marketing material, video and 'question words worksheet' |
| Evaluation Method | Worksheet and presentation |

Activity (in detail)

| Time | Activity/Steps (& Materials as needed) | ALT will... | JTE will... | Students will... |
|-----------|---|---|------------------------------------|----------------------------|
| 3 minutes | <p>Writing words on the blackboard:</p> <ul style="list-style-type: none"> - Who - What - Why - When - Where - How <p>Materials: Chalk.</p> | Explain what question words are. Then write down six question words and ask them to repeat the words. | Translate, to Japanese. | Repeat six question words. |
| 2 minutes | <p>Play question words video:</p> <p>Materials: Screen, sound and any other equipment needed to play the video.</p> <p>https://youtu.be/FKol8wznKXs</p> | Play the video. | Watch the video. | Watch the video. |
| 3 minutes | Explanation. | Tell them that they have to get in groups of six. | Tell them to get in groups of six. | Get in groups of six. |

| | | | | |
|-------------|--|--|---|---|
| 4 minutes | Explanation. | Read out each example on the worksheet and say which question word was used in the sentence | Translate, explain in Japanese. | Listen. |
| 5 minutes | <p>Explanation.</p> <p>Give the questions a theme – the theme for this lesson was South Africa, so I gave the students promotional materials about South Africa in English and Japanese to inspire them.</p> | <p>Tell the students that they are to make six sentences. Each student has to make one sentence choosing one of the question words, and no one in the group is allowed to have the same question word. The students are allowed to use the South African Marketing material or their notes from the previous lesson as a basis to form a question.</p> | Translate, to Japanese. | Listen |
| 1/2 minutes | Hand out materials. | Hand out worksheets and marketing material. | Hand out worksheets and marketing material. | Receive the worksheets and marketing material. |
| 10 minutes | | Walk around and help the students if they struggle. | Walk around and help the students if they struggle. | Discuss amongst each other which question word each person will use and start |

| | | | | |
|------------|-------------------------------|---|--|--|
| | | | | forming their sentences. |
| 10 minutes | Explanation and presentation. | <p>Explain that each group will have to introduce themselves, say what their question word is and then ask their question.</p> <p>Answer students' question and monitor which group gave the best presentation.</p> | <p>Translate to Japanese.</p> <p>Monitor which group gave the best presentation.</p> | <p>Present their questions:</p> <p>'Hello my name is Yumi and my question word is Who.</p> <p>This is my sentence: Who is Nelson Mandela?</p> <p>Listen to students who present.</p> |
| end | | Give stickers to the group who had the best presentation. | | |

Modifications

| | |
|-----------------------------------|--|
| Making the activity easier | Let them ask anything instead of only asking questions about South Africa/my introduction. |
| Making the activity harder | Let each student write more than one sentence. |

Class (組): _____ Number (番): _____ Name (氏名): _____ Date (日付): _____

Conversation Skills

1: Question words to help with conversations:



What

Maekawa: What do you like about South Africa?

Takehana: I like the big five. The lion is my favorite.

Why

Nitta: Why is Table Mountain called Table Mountain?

Nakai: It is called Table Mountain because it is flat and looks like a table.

Where

Kimura: Where in South Africa would you like to go?

Fujii: I would like to go to Mac Mac waterfalls.

Who

Kitano: Who is the father of the nation in South Africa?

Fujiki: The father of the nation is Nelson Mandela.

How

Kato: How many official languages are there in South Africa?

Takai: There are eleven official languages.

When

Imoto: When did South Africa win the rugby world cup?

Nakamoto: South Africa won the world cup in 1995 and 2007

2. In your group use a question word to form a conversation. Each line is worth ten points if it is done correctly. You will present this in front of the class. The group with the most lines gets stickers.

South African promotional/marketing material

SAMPLES

