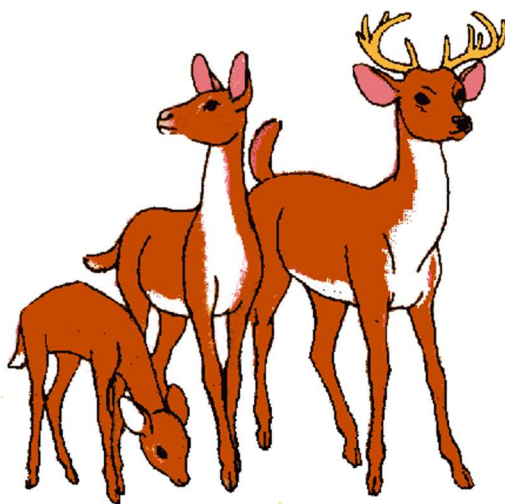


Lesson Plans & Activities by Elementary School ALTs

Nara Prefecture
2018 Autumn
ALT Skill Development Conference



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Lesson Plans & Activities for Elementary Schools Nara Prefecture 2018 Skill Development Conference



Table of Contents

Months of the Year (ES 1-2)	3
Clothes Mountain (ES 2)	6
What food do you like? (ES 3)	11
Alphabet [lesson 2 out of 3] (ES 4)	16
What's this? (ES 5)	23
Can you do this? (ES 5)	27
What time do you usually get up? (ES 5-6)	34
My Town (ES 6)	37
"I can/I can't" - We Can 1, Chapter 5 [Lesson 2] (ES 6)	40
My Higashiyoshino Tour Guide (ES 6)	49

Months of the Year

Overview













Name & School	Casey A., Kurotaki Elementary and Junior High
Target Grade	Elementary (1 st and 2 nd)
Lesson Topic	Months of the Year
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● Students learn the months of the year. ● Learn what month their birthday is in. ● Say the phrase “My birthday is in_____.”
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Months of the Year flashcards ● Days of the week flashcards ● “When is your birthday” worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 - min	Warm up song: Play Head, Shoulders, Knees, and Toes song to get warmed up.	Lead students in greetings and warm up song Sing and lead the song mimicking the along with the instructions.	Sing along if she wants.	Dance and sing to get ready for lesson.
5 min	Greetings and warm up: Have students answer basic greetings and questions, “Good Morning, My name is____, How are you? I am_____.”	Lead students in greetings and warm up song	Support in Japanese if necessary	Listen and respond to ALT

5 mins	Review previous lesson: Go over the days of the week. Students repeat after ALT practicing their pronunciation. Sing the days of the week song.	Have students repeat after ALT and lead the days of the week song.	Support in Japanese if necessary.	Repeat after ALT. Sing as loud as they can. Use their big voice.
10 mins	Introduce the Months of the Year: Have students repeat after ALT. Practice the phrase "My birthday is in ____" Sing the months of the year song.	Model pronunciation for students and help each student practice the phrase "My birthday is in ____"	Help explain in Japanese and support students in their practicing of the phrase "My birthday is in ____"	Repeat after ALT and use their big voice when singing the months of the year song. Try to say the target phrase the best they can.
15 mins	Worksheet: Explain the worksheet and have students write down the birthdays of people in the classroom and that they know I.E Mom, Dad, brother, sister, other students.	Assist students in writing down birthdays and practice saying the months that they are in.	Help students write down and say the months of the year	Write down the birthdays of other students and people they know.
5 mins	Cool down/Wrap up: Ask the students whose birthday is in each month. Ask one more time when their birthday is and give them a choice of stickers.	Ask students whose birthday is in each month.	Support students when asked whose birthday is in each month.	Respond to the ALT about whose birthday is in each month. Say the target phrase one more time.
?	If there is extra time: Play hot potato using past vocabulary or ask "When is your birthday?"	Play music and stop music on students who haven't gone yet.	Support in Japanese if necessary.	Pass around elephant and respond to ALT's question.

When is your birthday?

January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Clothes Mountain

Overview

Name & School	Bethany S, Yamazoe Village BOE
Target Grade	Elementary 2 nd Grade (can be used for 1~4)
Lesson Topic	Clothing
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To teach the students clothing words for an eventual shopping lesson.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Clothing Flashcards (link in lesson plan) ● Music CD ● Clothing (prepare at least two articles of clothing for each vocabulary word)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 min	Greetings Hello to each other and teachers Hello song (1x) How are you? 1 by 1— teachers split the class in half and ask each student "How are you?"	Greet the class and sing the hello song with students. Ask half of the group "How are you?"	Same as ALT	Say hello to teachers and each other Sing Hello Song Answer "I'm ~"
10 min	Songs 7 Steps (1x normal, 1x with clapping) Alphabet Song (1x normal, 1x with clapping) Days of the Week (1x listen, 1x normal, 1x with gestures)	Sing with students and teach gestures for Days of the Week song	Sing with students	Sing the songs and do gestures
2 min	Phonics Phonics chant (A, ah ah, B, buh buh, C, kk kk, etc.)	Lead the phonics chant	Chant with students	Repeat after the ALT

10 min	<p>Learn Clothes</p> <p>Missing Card Game—put all flashcards on blackboard and have students close their eyes. Take away 2-3 cards and ask the students what's missing.</p> <p><i>Flashcard link:</i> https://www.teacherspayteachers.com/Product/-30-Colored-Clothes-Flashcards-for-Young-Learners-in-PDF-format-247422</p>	Say the clothing names and then lead Missing Card Game	Repeat clothing names with students Help students with pronunciation	Repeat clothing names and play Missing Card Game Say names of missing cards
15 min	<p>Clothes Mountain Game</p> <p>Team game where students run in pairs to a clothing pile (mountain) and find the piece that the ALT says. If there is space, have the students dress each other!</p>	Say the clothing name and help students find it if they have trouble	Help students if they have trouble	Listen carefully and find the clothing the ALT says
5 min	<p>Review</p>	Check the clothing names with students again	Help check clothing names	Say clothing words and ask questions



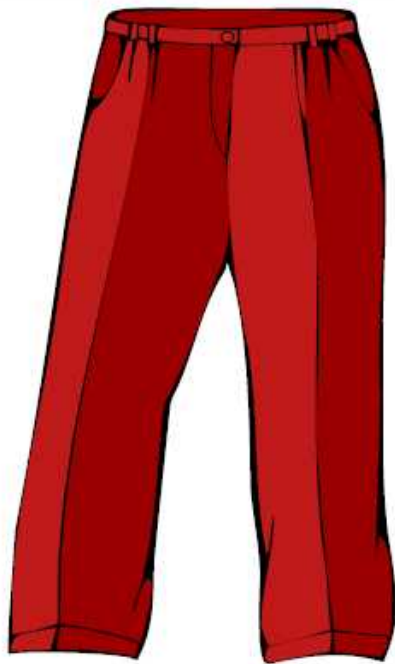
dress

8&D



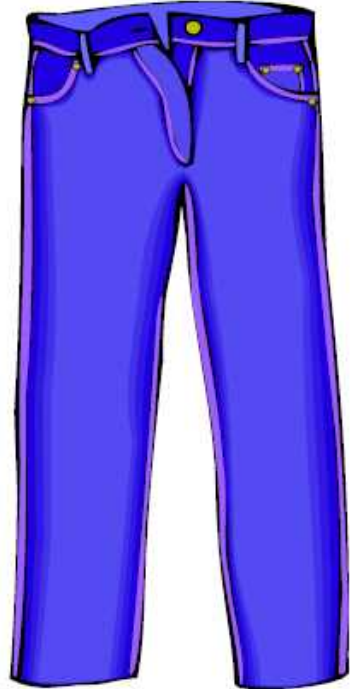
skirt

8&D



pants

8&D



jeans

8&D



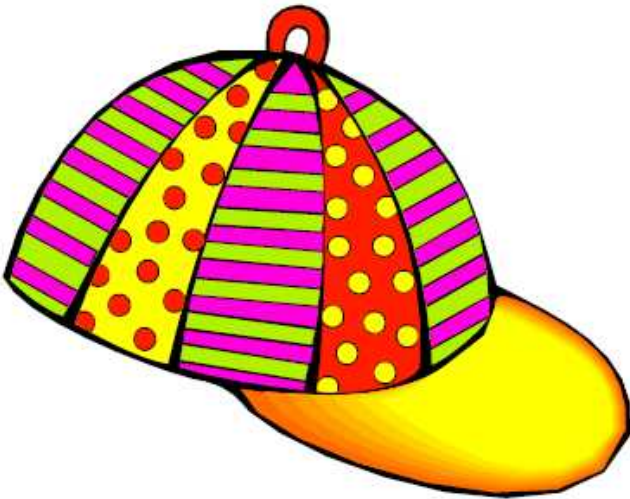
jacket

S&P



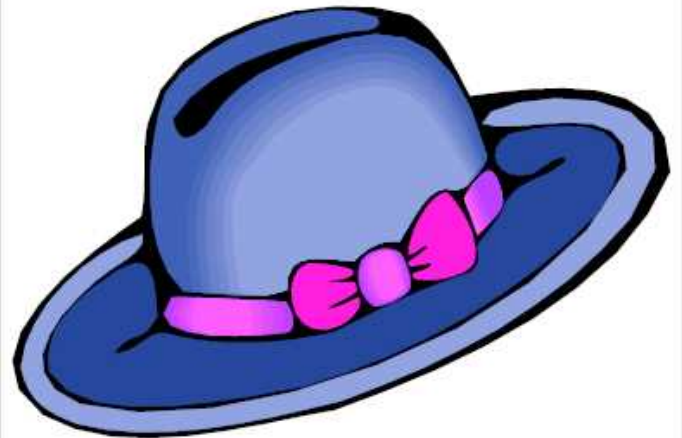
coat

S&P



cap

S&P

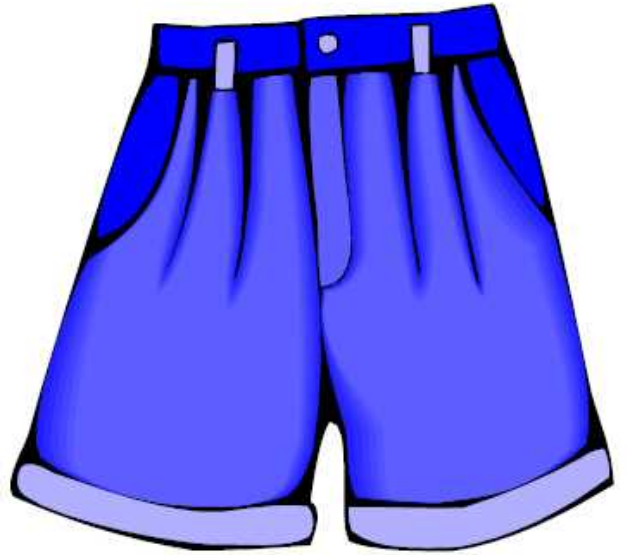


hat

S&P



shirt



shorts



t-shirt



pajamas

What food do you like?

Overview

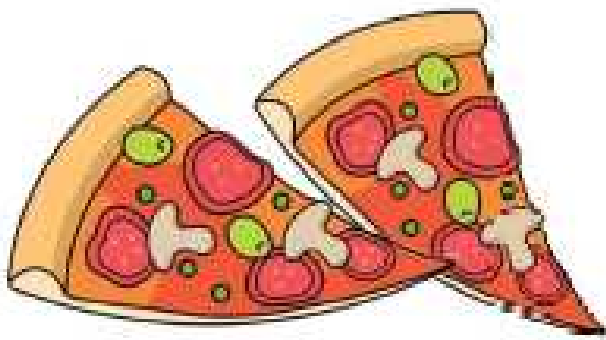
Name & School	Kassondra P., Totsukawa Board of Education (Elementary + JHS)
Target Grade	Elementary (3rd)
Lesson Topic	What food do you like?
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Say what foods we like and ask what foods others like.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Large food vocabulary flashcard s (up to 12 words) ● Small food vocabulary cards (2+ of each depending on class size)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 min	Warm-up Conversation ① A: How are you? B: I'm ___, and you? A: I'm ___. (previously studied conversation point) B: (answer, then repeat question) A: (answer) Thank you, bye! B: Thank you, goodbye!	Walk around, engage in conversation and help struggling students	Walk around, engage in conversation and help struggling students, keep an eye on the time	Engage in English conversation with their classmates.
10 min	<u>REVIEW: Food vocabulary and "Do you like ~" + "Yes, I do / No, I don't / Eh, so-so."</u> <u>MATERIALS: large flashcards and a whiteboard/chalkboard</u> Review the new vocabulary by showing the students the large flashcards and prompting them	Help say the words in English and correct pronunciation. Choose cards to take off and help call on the students.	Help put the flashcards up on the board, and choose cards to take off. They should also help call on students.	Say the words of vocabulary in English. Play the Disappearing Vocab game by remembering

	<p>to say the words in English.</p> <p>Then, have the students close their eyes while the teacher takes some cards off the board. When they open their eyes, they have to remember the vocabulary in order to return the cards to the board. Appx 2-3 rounds.</p> <p>For "Do you like," simply prompt the students to recall the previous class and go over pronunciation a few times.</p>	<p>Help prompt the students in English by giving them parts of phrases re: do you like.</p>	<p>Help prompt the students in Japanese re: do you like</p>	<p>which cards were on the board and saying which ones are missing.</p> <p>Collectively recall the conversation grammar from the previous class.</p>
10 min	<p><u>GAME: Food Karuta</u></p> <p><u>MATERIALS: Large Flashcards</u></p> <p>The teacher asks the students, "Do you like ~?". When a student takes the right card, they have to answer the teacher with "Yes, I do," "No, I don't," or "Eh, so-so."</p> <p>*In a large class, students may be separated into teams to play with the large cards, or they may play with small cards in smaller groups.</p>	<p>Ask the students "Do you like," prompt for answer, help struggling students with pronunciation.</p>	<p>Help prompt for answer. In cases when the class is larger, and children are playing in groups, the teacher should receive some students' answers.</p>	<p>Listen for the vocabulary and hit the right card. When they do, they need to answer the question in English.</p>
5 min	<p><u>NEW GRAMMAR: What food do you like? // I like ~.</u></p> <p>Introduction of how to ask what thing in a specific category another person likes. In this case, food.</p> <p>Also practice the phrases 'Okay, here!' and 'Sorry, no!' in preparation for the next game.</p>	<p>Help with pronunciation and some explanation in English.</p>	<p>Help explain that you can insert a topic between 'what' and 'do you like' to be specific. What color, animal, food, etc.</p>	<p>Listen and repeat the words after the ALT.</p>

10	<p><u>GAME: 'What food do you like' card exchange.</u></p> <p><u>MATERIALS: small food cards</u></p> <p>Each student gets 2-5 cards, depending on the card to student ratio. Students should walk around and ask each other what food they like, as so:</p> <p>A: What food do you like? B: I like ~. ←(if A has the food, they say 'Okay, here!' and give the card up.)</p> <p>B: What food do you like? A: I like ~ ←(if B doesn't have the food, they say 'Sorry, no!')</p> <p>Each pair of food made is one point!</p>	<p>Listen in on exchanges and help with pronunciation/etc.</p> <p>Help pass out cards to students.</p> <p>If there are enough cards/ not enough students, participate in the game.</p>	<p>Listen in on exchanges and help with pronunciation/etc.</p> <p>Help pass out cards to students.</p> <p>If there are enough cards/ not enough students, participate in the game.</p> <p>At the end of class, ask for how many pairs each student made.</p>	<p>Receive cards and try to make pairs of the same card by engaging in English conversation with their classmates.</p>
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Pizza



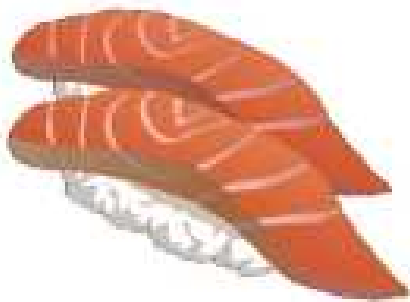
Salad



Spaghetti



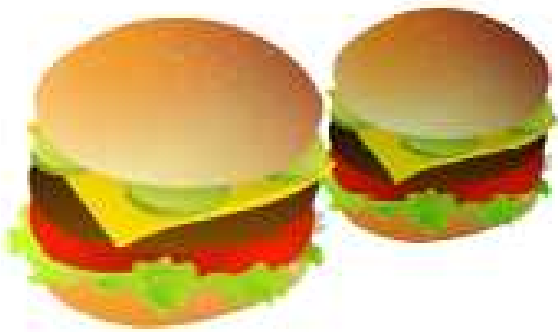
Cotton Candy



Sushi



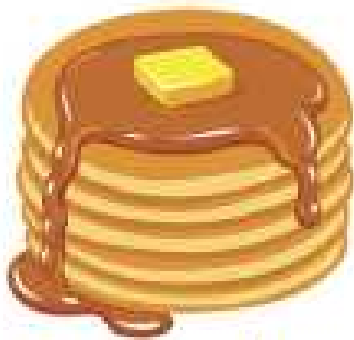
Tomatoes



Hamburgers



Hamburger Steak



Pancakes



Pudding



French Fries



Popcorn

Alphabet (lesson 2 out of 3)

Overview

Name & School	Choua M., Oyodo Midorigaoka, Sakuragaoka, & Kibogaoka ES
Target Grade	Elementary (4th)
Lesson Topic	Alphabet
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will remember the alphabet through repetition. Students will practice pronouncing the letters of the alphabet. Students will practice writing the letters of the alphabet.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Alphabet Flashcards ● Balls ● Alphabet mini cards ● Alphabet Writing Practice Worksheet ● Reflection Sheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
3 mins	Greeting	-Greet students: Good morning! How are you?	-Greet students	-Greet the ALT and HRT
2 mins	Small Talk	-Talk to the HRT about the chosen topic for the week	-Talk to the ALT about the chosen topic for the week	-Listen to the ALT and HRT's conversation and try to figure out what they are talking about
5 mins	Alphabet Flashcards	-Lead in pronunciation	-Make sure students are repeating after ALT	-Repeat after the ALT

5 mins	<p>ABC Song: (use the song most familiar to you and your HRT)</p> <p>I use the ABC song that follows the Ten Steps Song rhythm:</p> <p>ABCDEFGG</p> <p>HIJKLMN</p> <p>OPQ</p> <p>RST</p> <p>UVW</p> <p>XYZ</p>	-Lead in singing	-Sing along with the ALT -Make sure students are singing	-Follow the ALT's lead
10 mins	<p>Bomb Letter Game</p> <p>-HRT will decide on a bomb letter</p> <p>-Split students into groups of 4</p> <p>-Each group gets a ball</p> <p>-The student holding the ball starts by saying the first letter of the alphabet</p> <p>-Students can say up to two letters, for example Student 1 can say A ONLY or A, B</p> <p>-After saying one or two letter(s), the student passes the ball to the next student</p> <p>-Repeat until a student is forced to say the bomb letter</p>	-Explain game to students -Demonstrate game with the HRT -Assist students when needed	-Explain game to students in Japanese if necessary -Demonstrate game with the ALT -Supervise and assist students when needed	-Listen to the ALT/HRT's explanation -Say alphabet letters, then pass the ball
10 mins	<p>Standing Alphabet</p> <p>-Each student will be given an alphabet mini card (or two cards, depending on the number of students)</p> <p>-Level 1: A-Z</p> <p>-Starting with A, ALT/HRT will say the letters of the alphabet</p> <p>-The student holding the said letter must stand up and repeat after ALT, then sit down</p>	-Explain activity to students -Demonstrate with the HRT	-Explain activity to students in Japanese if necessary -Demonstrate with the ALT	-Stand up when one's own letter is said and repeat after the ALT before sitting back down

	<p>-Repeat until Z</p> <p>-Level 2: Random Alphabet</p> <p>-ALT/HRT will say a random letter</p> <p>-Students holding the said letter must stand up and repeat after ALT, then sit down</p> <p>-Repeat until all 26 letters are said</p> <p>- (OPTIONAL) Level 3: Time Them!</p> <p>-Time students saying their letters (starting with A, ending with Z) without the ALT/HRT's help to see how much they know their letters</p>			
5 mins	<p>Alphabet Writing Practice</p> <p>(the first half A-M; students will practice writing the second half N-Z during the next class)</p> <p>(all the letters of the alphabet, if your students are advanced enough)</p>	<p>-Supervise students and check students' writing</p>	<p>-Supervise students and check students' writing</p>	<p>-Practice writing letters (the first half of the alphabet)</p>
5 mins	<p>Reflection Sheet</p>	<p>-Supervise and collect sheets to check</p>	<p>-Supervise and collect sheets to check</p>	<p>-Fill in reflection sheet</p>

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P	Q	R	S	T
---	---	---	---	---

U	V	<u>W</u>	X	Y
---	---	----------	---	---

<u>Z</u>				
----------	--	--	--	--

Class () Number () Name ()

外国語活動 ふり返しカード
今日の授業についてのご感想：

- ☆ 今日は何を勉強しましたか？

- ☆ 何が楽しかったですか？ (どうしてですか?)

- ☆ 何が難しかったですか？ (どうしてですか?)

- ☆ そのほか (がんばったことやうまくできたことなど)

- ☆ ALT に質問があれば、ここに書いて下さい。

What's this?

Overview

Name & School	Marissa R., Yamanobe, Senzai, Nikaido, & Tanbaichi ES schools
Target Grade	Elementary (5th)
Lesson Topic	How to ask what something is, Describing objects/things
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● students will learn how to ask "What's this?" ● students will learn how to answer by saying "It's a ___" ● students will make their own quiz questions and then present them to the class
Preparation & Required Materials	<ul style="list-style-type: none"> ● interesting items (anything is okay as long as the students are able to describe it using words they know) ● eye mask, scarf or something that can be used as a blindfold ● small sheets of paper ● We can 1 (Hi Friends 1 section) textbook

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 mins	Greeting with the JTE and ALT *What day of the week is it? *How is the weather? *How are you? Then students greet each other in pairs or groups by asking "How are you?"	Greet the students Ask them about the day of the week, weather, etc. Support students during pair/group work	Greet the students Support students during pair/group work	Greet the ALT and JTE Answer the ALT's questions Greet their classmates in pairs or groups

7 mins	<p>Review the vocabulary from this chapter, have students repeat the words 1-2 times.</p> <p>Have the students make pairs/groups and one person, at a time, points to one of the vocab words in the textbook (Hi Friends pg. and asks "What's this?" then the other student(s) must answer with "It's a ___".</p>	<p>Pronounce the words and have students repeat</p> <p>Support groups/pairs as they practice</p>	<p>Break the students into groups/pairs and support them as they practice</p>	<p>Repeat after the ALT</p> <p>Practice in pairs/groups taking turns asking "What's this?" and answering "It's a ___"</p>
5 mins	<p>Activity 1: 3 hint quiz</p> <p>ALT and JTE give 3 hints quiz questions to students. For example,</p> <p>hint #1 red</p> <p>hint #2 fruit</p> <p>hint #3 sweet</p> <p>(answer is strawberry)</p> <p>Then the JTE and ALT ask the students "what's this?" Gradually make the quiz questions harder</p>	<p>Give 3 hints quiz questions</p>	<p>JTE can also give some quiz questions if they feel comfortable</p>	<p>Students listen to the quiz questions, they can also discuss what they think the answer is with their partner, and then guess the answer</p>
8 mins	<p>Activity 2: once the students get the hang of the quiz, now it's time for them to make their own 3 hint quizzes. This can be done individually (each student creates their own quiz), in pairs, or in groups depending on class size. Hand students small sheets of paper and tell them to write numbers 1-3 and create their own quiz question(s). (I usually have them make 2 quiz questions)</p> <p>(Try to encourage the students to write some of the hints in English if they know the words. For example, red. However, Japanese is ok.)</p>	<p>Tries to explain the instructions in English</p> <p>Support students as they try to make their quiz questions</p>	<p>Ask students if they understand instructions. Explain in Japanese if necessary.</p> <p>Put students into pairs or groups, if necessary.</p> <p>Support students with quiz question(s)</p>	<p>Students create their own 3 hint quiz question(s) either individually, in pairs, or in groups. They have to write out the hints on paper.</p>

8 mins	<p>Activity 3: Quiz time! After the students finish making their own quizzes, it's time for them to share. Ask for some volunteers and have them read the question(s) out loud, then ask the rest of the class "what's this?" then the rest of the students try to guess and answer by saying "it's a ___" If there are no volunteers the JTE can pick students by calling out their assigned seat numbers.</p>	Support students as they present their questions. If they can't pronounce something help them.	Choose some volunteers to read their questions to the class.	Try to guess the answers
8 mins	<p>Activity 4: What's this? Have a box full of random, interesting items (some can be from the textbook like a ruler, or beaker and then others shouldn't). Ask for a volunteer, one at a time, and then have them put on the eye mask/blindfold. The JTE will pick an object from the box and students have to try to get the blindfolded student to guess what it is by giving them hints in English. After a 2-3 hints, the JTE can give the object to the blindfolded student to let them feel it and then they guess. The class will ask the blindfolded student "what's this?" and the blindfolded student has to guess. It's ok if they get the answer wrong as long as they use the phrase "it's a ___"</p>	Support students with giving English hints Support blindfolded student	Choose volunteers and pick objects from the box Support students with giving hints Support blindfolded student	Blindfolded student has to guess what the object is The rest of the class will try to think of hints to help the blindfolded student guess
	<p>Activity 5: (if time permits) "What's this?" rhythm clap game. Have students make groups and sit in a circle. The 1st person says "what's this?" and everyone claps twice *clap clap* then the next person can pick any item (from the textbook or not) and say "it's a ___" and then everyone</p>	Do a demo for the rhythm clap game with the JTE. Walk around checking on students.	JTE does a demo with the ALT for the rhythm clap game. Put students into groups.	After watching the demonstration, the students split into groups and try.

	claps twice again *clap clap* and continues around the circle. The goal is to keep the rhythm and not take too long to think of something. If someone messes up, they have to start from the beginning all over again. The team that goes around the most times wins. After the game finishes you can ask the students "how many times" they went around. (students can also gradually increase the speed if they feel comfortable)		Walk around and support students.	
4 mins	<p>Comment on today's class. Ask the students if there was anything too difficult.</p> <p>Review today's phrase once more. (or do reflection sheet)</p> <p>Farewell greeting</p>	<p>Make comments on today's class</p> <p>review phrase once more with students</p> <p>Greet students farewell</p>	<p>Comment on today's class</p> <p>Review phrase once more with students or hand out reflection sheet</p> <p>Greet students farewell</p>	<p>Review the phrase again.</p> <p>If there is a reflection sheet, students can fill that out.</p> <p>Greet teachers farewell.</p>

Can you do this?

Overview

Name & School	Charlie S., Tenri BOE
Target Grade	Elementary (5th)
Lesson Topic	What are you good at?
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To learn the phrases: “ Can you...?” “I can...” and “I can’t...” To have the students converse with each other in English
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Flashcards of animals ● Worksheet for “find someone who”

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 mins	Greeting	<p>“Good Morning/Hello/Good Afternoon”</p> <p>“What’s the weather today”</p> <p>“What’s the date today?”</p>	<p>“Good Morning/Hello/Good Afternoon”</p> <p>If children are struggling, will give them hints to answers.</p>	Reply to ALT in English
10 mins	Review hobbies: Swim, Piano, Draw etc- Gesture Game/Charades	<p>Perform gestures of different hobbies for students to guess.</p> <p>Then say the hobby that students have to gesture.</p>	<p>Help perform gestures of different hobbies for students to guess.</p>	<p>Guess what the hobby is.</p> <p>Perform gesture of Hobby that is said.</p>

15 mins	Who am I quiz	Will give one example phrase like "I can swim but I can't sing or fly, who am i?" then will give 2 more phrases.	Will help put flashcards on the board and review the animals in English.	Children have to guess which animal.
20 mins	Find someone who	Help Hand out worksheets. Write on board, "Can you....?" "Yes, I can" "No, I can't"	Explain that the students need to find someone who can do a particular activity. It cannot be just one person, the students should find several other people. They must say "Can you...?" and the answer should be "Yes I can" or "No, I can't".	Students participate in activity and talk with others in order to complete sheet.
5 mins	Goodbye!	Say Goodbye	Say Goodbye	Say Goodbye

Find Someone Who!

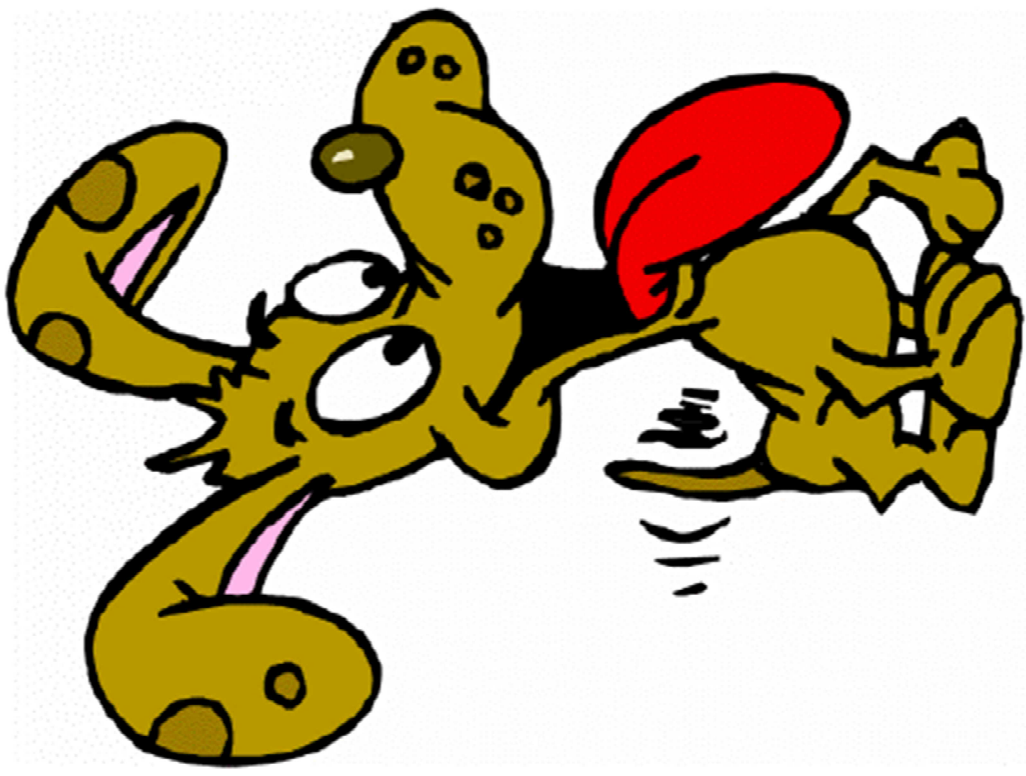
Swim	
Dance	
Sing Well	
Jump High	
Cook	
Play the Piano	
Skate	
Run Fast	
Play Baseball	



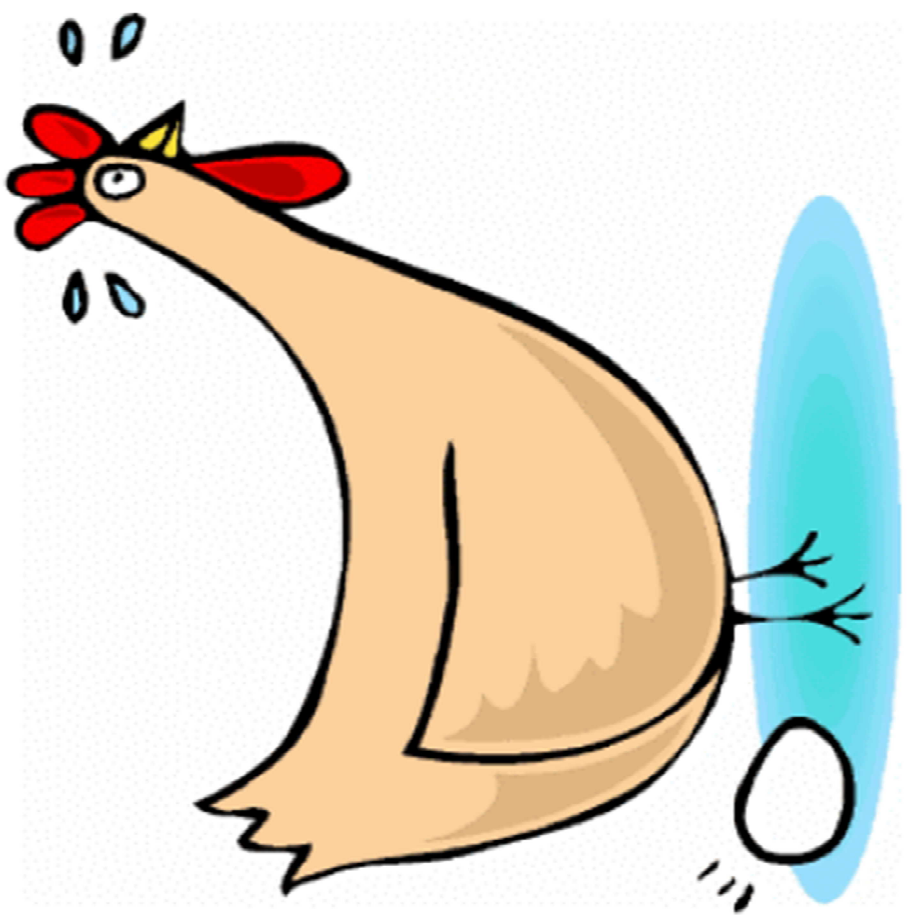
cat



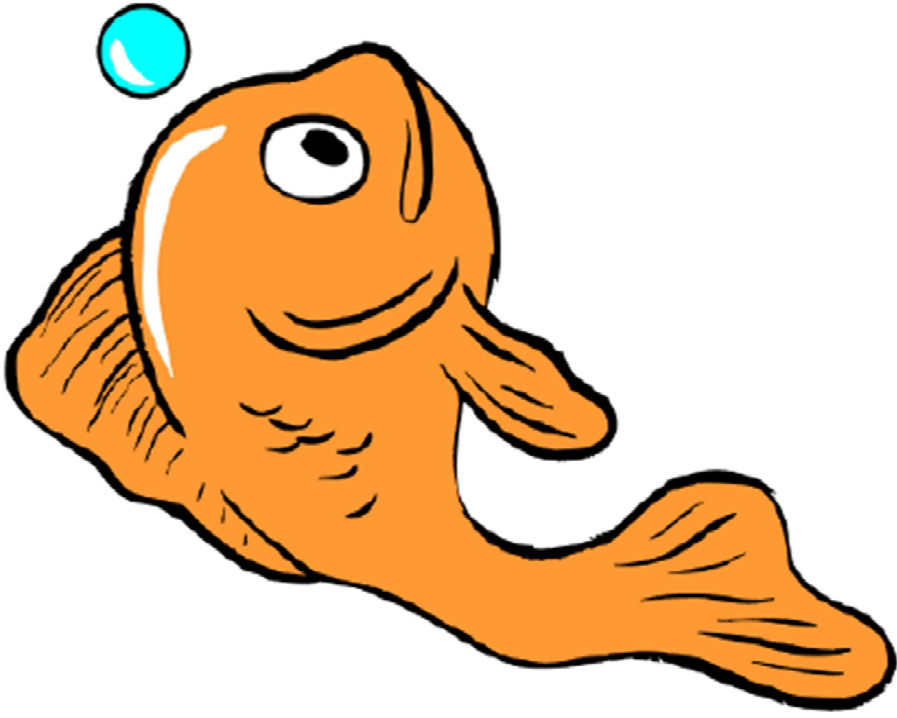
bird



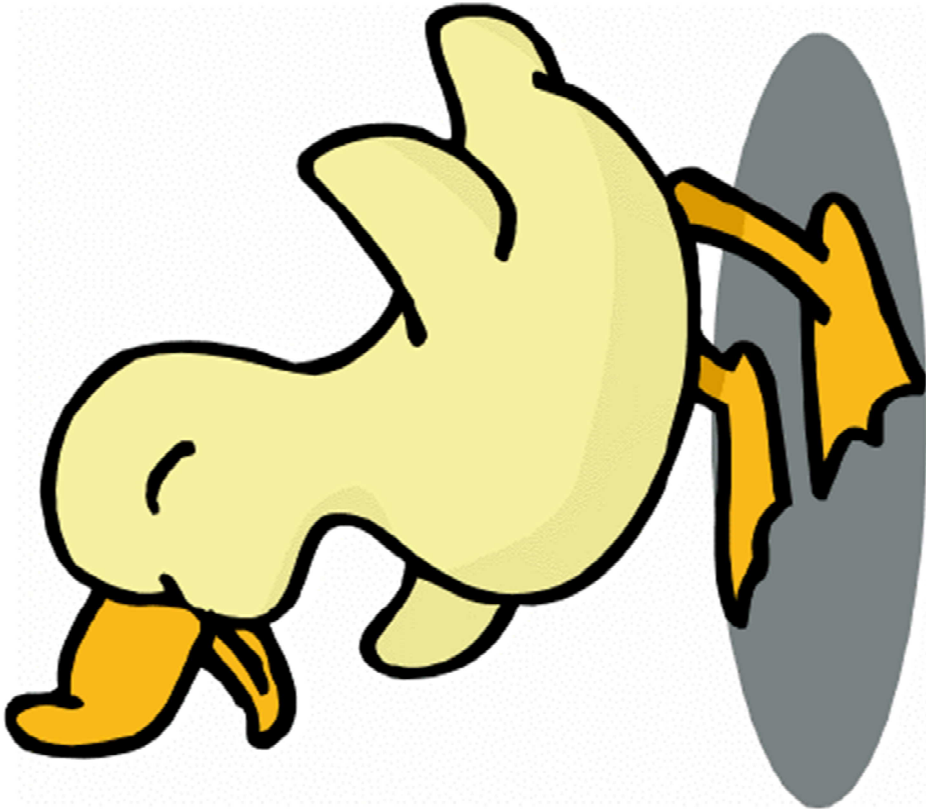
dog



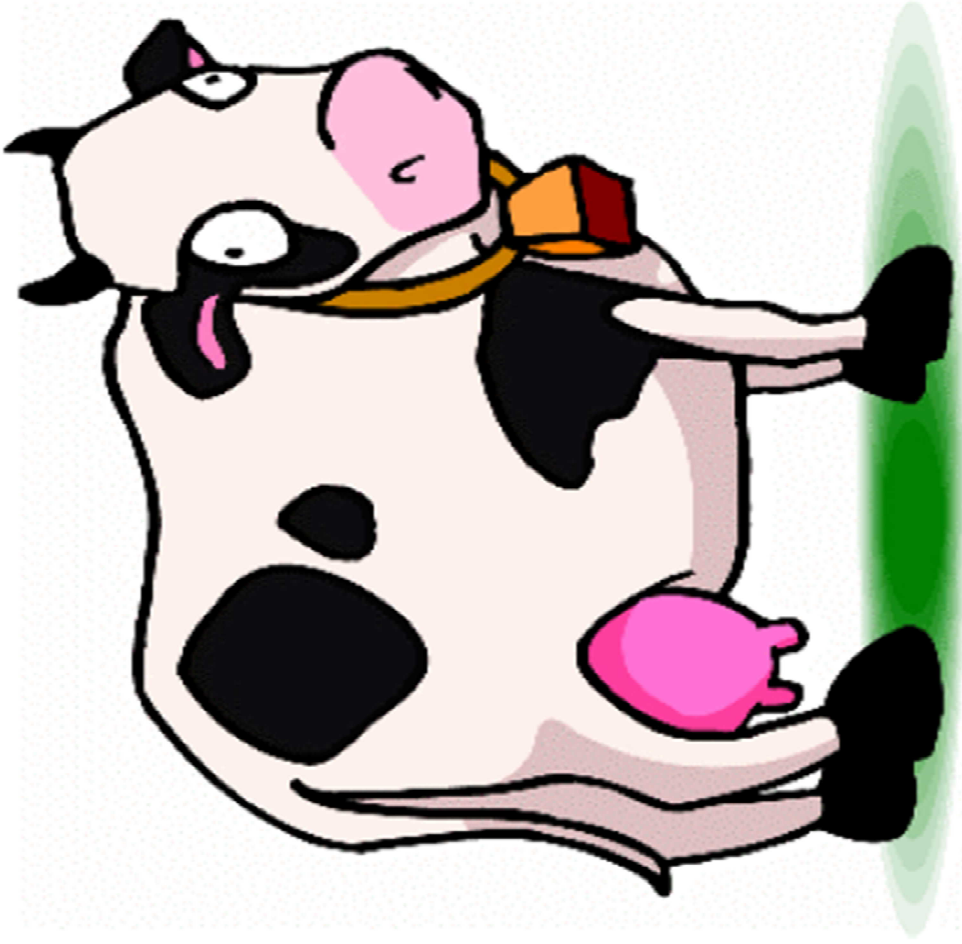
chicken



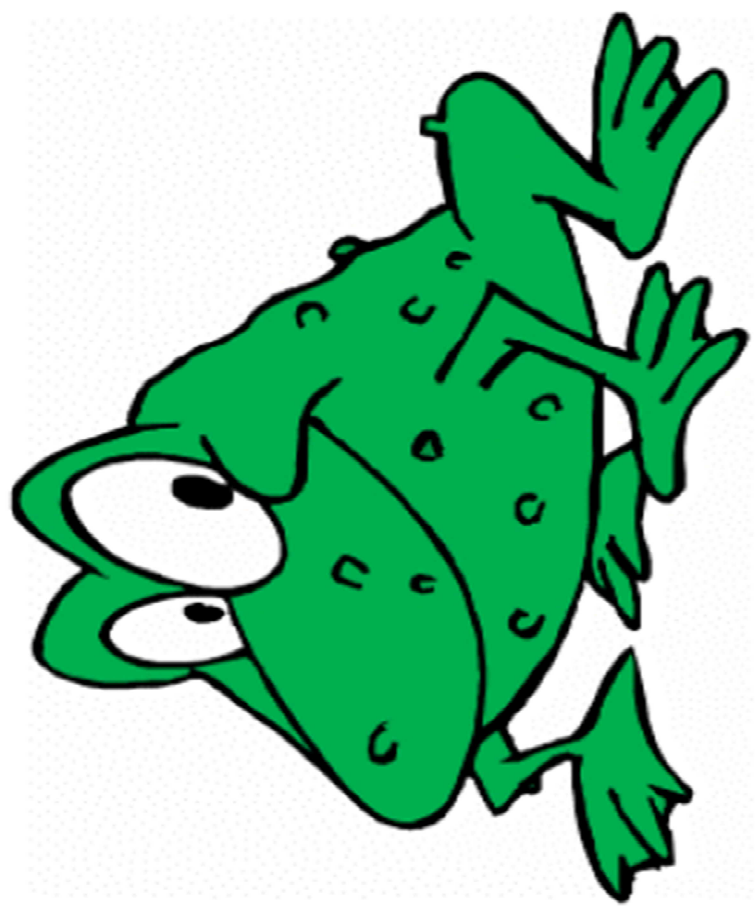
fish



duck



cow



frog

What time do you usually get up?

Overview

Name & School	Jonathon L., Kawakami Mura
Target Grade	Elementary (5th – 6th)
Lesson Topic	Introducing adverbs of frequency (We Can! 1 Unit 4)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> - Review daily routines - Review 'when' and 'what time' questions - Introduce adverbs of frequency
Preparation & Required Materials	<ul style="list-style-type: none"> - Daily routine flashcards - Adverbs of frequency flashcards - suction cup ball - magnets
Notes	<p>This lessons is an introduction to the frequency adverbs 'always', 'usually', 'sometimes', and 'never'. It also reviews daily routine vocabulary such as 'get up', 'go to school', 'do my homework' that was learnt in past lessons. This is the second or third lesson in Unit 4 of We Can! 1. Most students will have not encountered this new vocabulary, so the lesson focuses on that, before introducing how to use the words in a sentence in future lessons.</p> <p>This school has small class sizes, and we have 2 English classes per week, so it may be on the advanced side of things compared to other schools.</p>

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5-10 mins	<i>Let's talk</i>	Daily conversation with each of the students (small class). Questions are usually tailored to review past work and may include: <ul style="list-style-type: none"> - How are you (every lesson)? - Do you have a <pet>? - What will you do this weekend? - Do you like <food, subject, etc>? 	Be ready to help translate questions and answers for students if needed.	Listen to ALT and do their best to answer questions.

5 mins	<i>Daily Questions</i> - Laminated question and answers with magnets.	Stick questions to the blackboard: - How's the weather? - Today is ... - Tomorrow will be ... - Yesterday was ... - What is today's date? - What season is it? - What time is it? - What subject do you have next?	Ready to help the students understand and questions and answer,	Listen to ALT and do their best to answer questions.
10 mins	<i>Review:</i> Daily routines.	Give out one flashcard of a daily routine to each student. Go around in a 'question-answer train'. The first student looks at the card, turns to neighbouring student and asks a question from it e.g, "What time do you get up?". The next students answers "I get up at __", then turns to the next student and asks a question from his/her card.	Be part of the game	Answer the question, then turn to the next student and ask a new question based on their own flashcard.
10 mins	<i>Lesson:</i> Adverbs of frequency; always, usually, sometimes, never	- Introduce the four new words using flashcards. - Draw a timeline on the board and mark our four areas: 90-100%, 70-90%, 20-60%, and 0%. Start with 90-100% and ask them to guess which flashcard belongs there. When all the cards are at the right spot, ask what each means in Japanese to check their understanding.	- Help with translations, controlling the class etc.	- Repeat each word after the ALT. - Make an educated guess where each word belongs on the timeline.
10-15 mins	<i>Game:</i> Sticky ball bomb game	Put laminated flashcards facing away from class on the board in any order using magnets. Organize students in teams, so	Explain in Japanese that we are putting	Organize into teams. Throw the sticky ball at the

		<p>that the whole class comprises of about 4 teams.</p> <p>Show the class your suction cup ball and demonstrate that it sticks to the flashcards but not the blackboard.</p> <p>Have one team at a time throw the ball with the aim of hitting a flashcard. When they hit one, turn the card over, and ask for them to say the English and Japanese. One point for a correct answer.</p>	<p>both daily routine cards and frequency cards on the board together, and next lesson we'll learn how they're connected.</p>	<p>flashcards, and practice saying the word with their translation.</p>
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My Town

Overview

Name & School	Claire S., Sakaaibe Elementary, Gojo Elementary
Target Grade	Elementary (6th)
Lesson Topic	Talking about one's town.
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> Students will learn vocabulary for different place names (amusement park, convenience store) and learn how to talk about their own towns using key phrases.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> We Can 2 (Unit 4: I Like My Town) My Dream Town Worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 mins	Greeting with "How are you?" flashcards. Warm-Up Questions (What's the date? How's the weather?)	Greet the students and review flashcards ("I'm great, I'm sad"). Ask the students questions (ex: How's the weather?) and go over vocabulary, if needed.	Greet the students. Support the students in the warm-up questions.	Greet the teachers. In pairs, ask each other "How are you?" Answer the warm-up questions.
10 mins	Introduce today's topic Go over new vocabulary (place names).	Use the textbook to introduce new vocabulary. Have students repeat each word multiple times to practice pronunciation.	Assist the students in learning the new vocabulary. Translate place names into Japanese, if necessary.	Learn the new vocabulary, using their textbooks.

5 mins	Pointing Game (Students will work in pairs. With one textbook between them, the ALT will call out a place name. The student who points at the correct picture of the place the fastest is the winner.)	Lead the game. Watch the students' responses and review any vocabulary that they find difficult/have a hard time remembering.	Assist the students in the game. May have to act as a student's partner if someone is absent.	Play the pointing game by working with their partner.
5-8 mins	Introduce new grammar. (We have..... We don't have.....)	Introduce the grammar. Have students repeat the sentences to practice their pronunciation.	Assist the students in learning the new grammar. Translate into Japanese, if necessary.	Learn the new grammar.
15 mins	My Dream Town worksheet (Students will imagine their dream town, a town they would love to live in. They will draw the town and list four things they have in their town and three things they don't have in their town.)	Introduce the worksheet and rotate around the room to assist students in completing the worksheet.	Help to introduce the worksheet; may need to translate if students are having trouble understanding the instructions. Assist the students in completing the worksheet.	Complete the worksheet.
5 mins	Wrap Up/Clean Up (Follow up lesson: using the worksheets to introduce their dream towns to their partners.)	Thank the students for a good lesson. Answer any last questions.	Thank the students for a good lesson.	

MY DREAM TOWN



Town Name: _____

We have a/an...

We don't have a/an...

1)

1)

2)

2)

3)

3)

4)

"I can/I can't" - We Can 1 Chapter 5 (Lesson 2)

Overview

Name & School	Jordan L., Shimoichi Elementary
Target Grade	Elementary (6th)
Lesson Topic	Talk about things you can('t) do Understand statements about things others can('t) do using "she/he"
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● Talk about things you can/can't do ● Understand simple sentences on what others can/can't do using she/he
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Homework Worksheets ● Calendar ● "I can run" video ● Vocabulary Flashcards (not included) ● Celebrity cutouts ● "(S)he can..." Karuta Cards

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
1 min	Greetings & Homework	Greet students as a class and individually Collect homework	Greet students as a class and individually	Day leader will say opening greeting ("Let's start English class"). All students greet teachers and students around them.
5 min.	Phonics Practice	Elicit & demonstrate short sounds for A-Z + blends (sh, th, ch). Write words on the board	Help monitor & encourage students. Say phonics	Say the various sounds as a class. Practice sounding out &

		using known rules and sound them out as a class (e.g. bath, lunch, calendar). Use gestures to show/remind students of their meaning.	along with class.	reading words using known rules.
4 min.	Calendar	Elicit today's date (month, day, day of the week), weather, etc. Ask about any birthdays that month & call on students to say their birthday.	Help monitor & encourage students.	Say the month/day/etc. Say their birthday if it is in that month.
5 min	Review "I can run" video Link: "I can run" video by Learn English Kids: https://www.youtube.com/watch?v=QKn5H1cekyo	Play "I can run" video once as a refresher, then again while encouraging students to sing along. Quickly review & write the main verbs on the board, etc. to help students remember the order.	Help monitor & encourage students. Sing along.	Sing along.
10 min	Classmate Guess Who	Put unit vocabulary flashcards (various verbs, sports, etc.) on the board and quickly review the meaning of "I can" and "I can't". Take turns reading students' "I can..." and "I can't..." statements from their homework, stressing "(SHE/HE) can/can't..." and referring to the flashcards to help demonstrate meaning. Classmates try to guess whose paper it is.	Help monitor & encourage students.	Listen to the statements using "SHE/HE can..." and try to guess the mystery student.

5 min.	Review vocabulary & Introduce "(s)he can..."	Use celebrity cutouts & previous flashcards to show the meaning of "he" and "she". Contrast with "I" statements (e.g. "I can't swim...but HE can"), ask students questions then rephrase in the 3 rd person, etc. to help demonstrate meaning and proper usage. Use flashcards & rephrase students' answers/ask questions/etc. to let students practice making statements using he/she.	Help monitor & encourage students.	Watch/listen to understand the meaning of "she/he can..." & practice making statements using "she/he" & familiar vocabulary
10 min.	Karuta	Pass out karuta cards featuring famous men and women doing various things from the previous vocabulary set. Make various "(S)he can..." statements for each round.	Help pass out karuta cards. Help monitor & encourage students during game play. Help make sure each group is on task and has identified the correct card each round.	Listen to statements and play the game.
5 min.	Wrap up & Goodbye	Collect karuta cards. Praise students for their good use of English. Pass out homework and say goodbye.	Collect karuta cards. Praise students for their good use of English. Pass out homework and say goodbye.	Day leader will finish ("Let's finish English class.") Say goodbye as a class.



play tennis



play tennis



ride a bike



ride a bike



cook



play soccer



cook



play soccer



run



run



dance



dance



fly



fly



skate



skate



do karate



do karate



play the guitar



play the guitar



sing



sing



ride a horse



ride a horse



My name is _____

自分のできること、できないことを○で囲もう




I can

 play soccer	 play baseball	 play badminton	 play table tennis
 play the piano	 play the recorder	 do kendo	 do judo
 ride a unicycle	 swim	 skate	 ski



I can't

 play soccer	 play baseball	 play badminton	 play table tennis
 play the piano	 play the recorder	 do kendo	 do judo
 ride a unicycle	 swim	 skate	 ski

💡 Hint Box 💡

Play



Do



Ride



My Higashiyoshino Tour Guide

Overview

Name & School	Leenard B., Higashiyoshino Elementary School
Target Grade	Elementary (6th)
Lesson Topic	Giving Directions
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Practical application of giving and receiving directions.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● gymnasium/large room ● large mats, safety cones, land markers, hula hoop ● blindfold ● worksheets/maps (and completed/checked homework assignments)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
>1hr	<ul style="list-style-type: none"> - Set up gymnasium to match the worksheet/map grid (4 x 4) before class. - Mats represent the buildings. 	Prepare the gym/room.		
4m	<ul style="list-style-type: none"> - Greetings - General Questions - English Leader 	<ul style="list-style-type: none"> - Greet students - Choose the next English Leader 	<ul style="list-style-type: none"> - Greet students - Help students when necessary. 	<ul style="list-style-type: none"> - Greet teachers - Volunteer to be leader or answer leader's questions - Help leader if they are stuck.
1m	<ul style="list-style-type: none"> - Migrate to Gym 	Move to the gym.		

4m	<ul style="list-style-type: none"> - View/Explain the landscape - Review dialogue <i>"Excuse me! Where is the ~?"</i> <i>"Go straight, etc..."</i> <i>"Here is the ~."</i> <i>"Thank you very much."</i> <i>"You're welcome."</i> 	<ul style="list-style-type: none"> - Explain what the mats, cones, and markers mean. - Practice the dialogue with students 	<ul style="list-style-type: none"> - Explain what the students will be doing in the activity. - Answer any questions students might have 	<ul style="list-style-type: none"> - Listen to the explanation. - Ask questions. - Practice the dialogue.
20m	<ul style="list-style-type: none"> - Practical application 1 student = tourist 1 student = guide 1 student = blindfolded (pin/marker) 	<ul style="list-style-type: none"> - Give every student a chance to play a role. 	<ul style="list-style-type: none"> - Help students if they forget the dialogue or need additional assistance. 	<ul style="list-style-type: none"> - The tourist will use the guide's map and ask how to get to point "B". The guide will then give directions and the marker must follow. - Remaining team members will help steer the marker if they stray off the path.
10m	<ul style="list-style-type: none"> - If finished early, split the class into 2 (or more) teams. - Have each team choose 1 student to be the marker. - That student must not see the next step. - Take the hula hoop and hide it under a mat. - Create roadblocks on the map. - Students must guide their classmate to the hula 	<ul style="list-style-type: none"> - Create roadblocks. - Hide the hula hoop. 	<ul style="list-style-type: none"> - Divide students into teams. - Explain the rules. - Try to keep students calm. 	<ul style="list-style-type: none"> - Listen to or give their friends proper directions and guidance.

	hoop before the other team does.			
1m	Return to classroom			
3m	- Complete Reflection Sheets	- Hand out reflection sheets. - Tell students how great they did.	- Compliment students on their performance.	- Fill out their reflection sheets.
1m	- Goodbye	- Say goodbye to the students	- Say goodbye to the students	- Say goodbye to the teachers



Name: _____

Where Is My Friend's House?

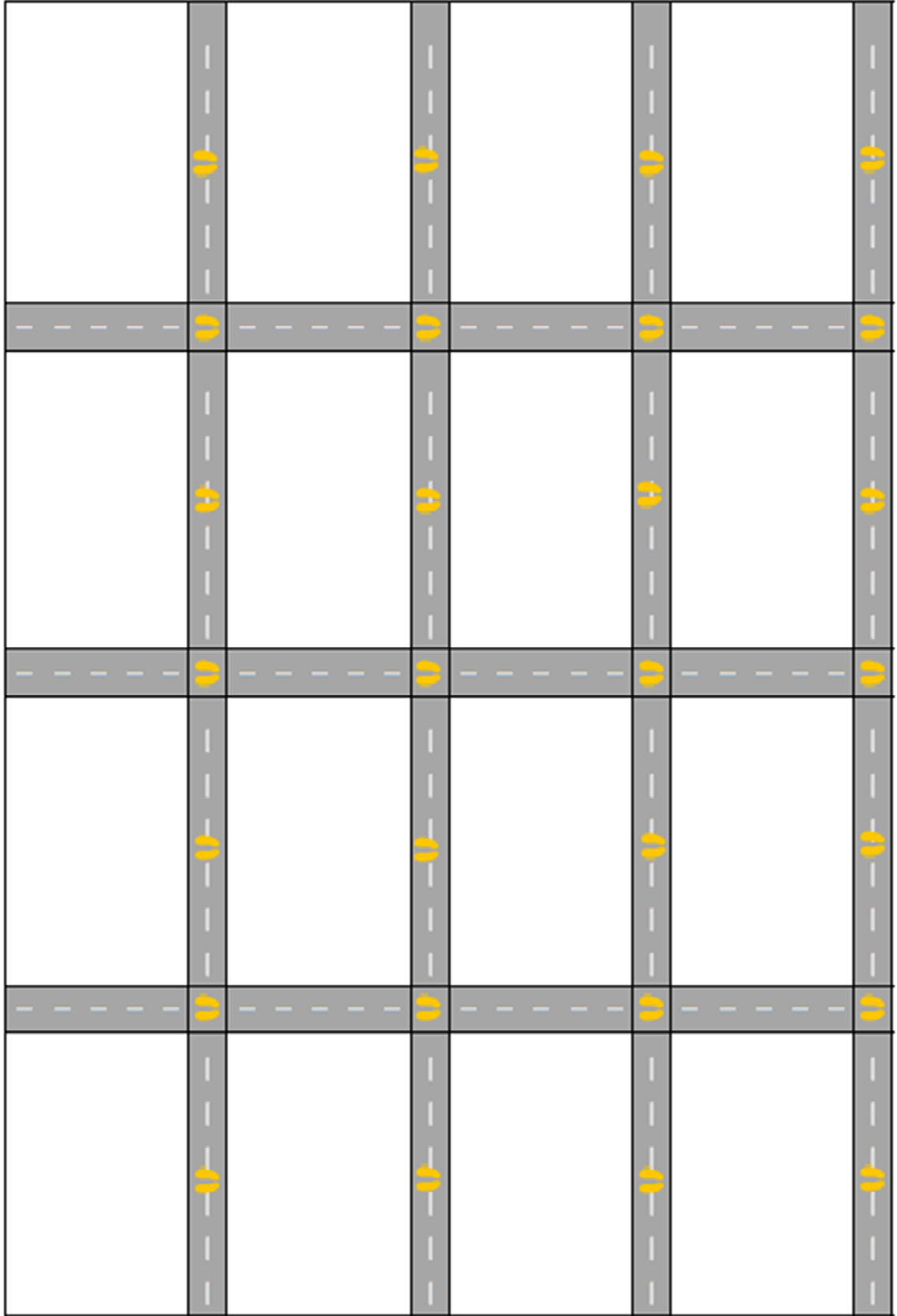
A maze puzzle with a grid of paths and dead ends. The paths are marked with dashed lines and yellow arrows. The landmarks are:

- Top-left: A gas station with a blue car and a sign that says "GS".
- Top-middle: A river with a stone bank and green trees.
- Top-right: A red torii gate with a shrine building behind it.
- Middle-left: A green sign that says "CAFE" with a coffee cup icon.
- Middle-middle: A white school building with a clock tower and trees.
- Middle-right: A display case filled with various pastries.
- Bottom-left: A traditional Japanese house with a thatched roof and a wooden wheel.
- Bottom-right: A modern house with a red roof, a blue car, and a green car.

The maze starts at the bottom-right corner, indicated by a blue arrow pointing left and the word "START". The goal is to find the path to the traditional Japanese house.

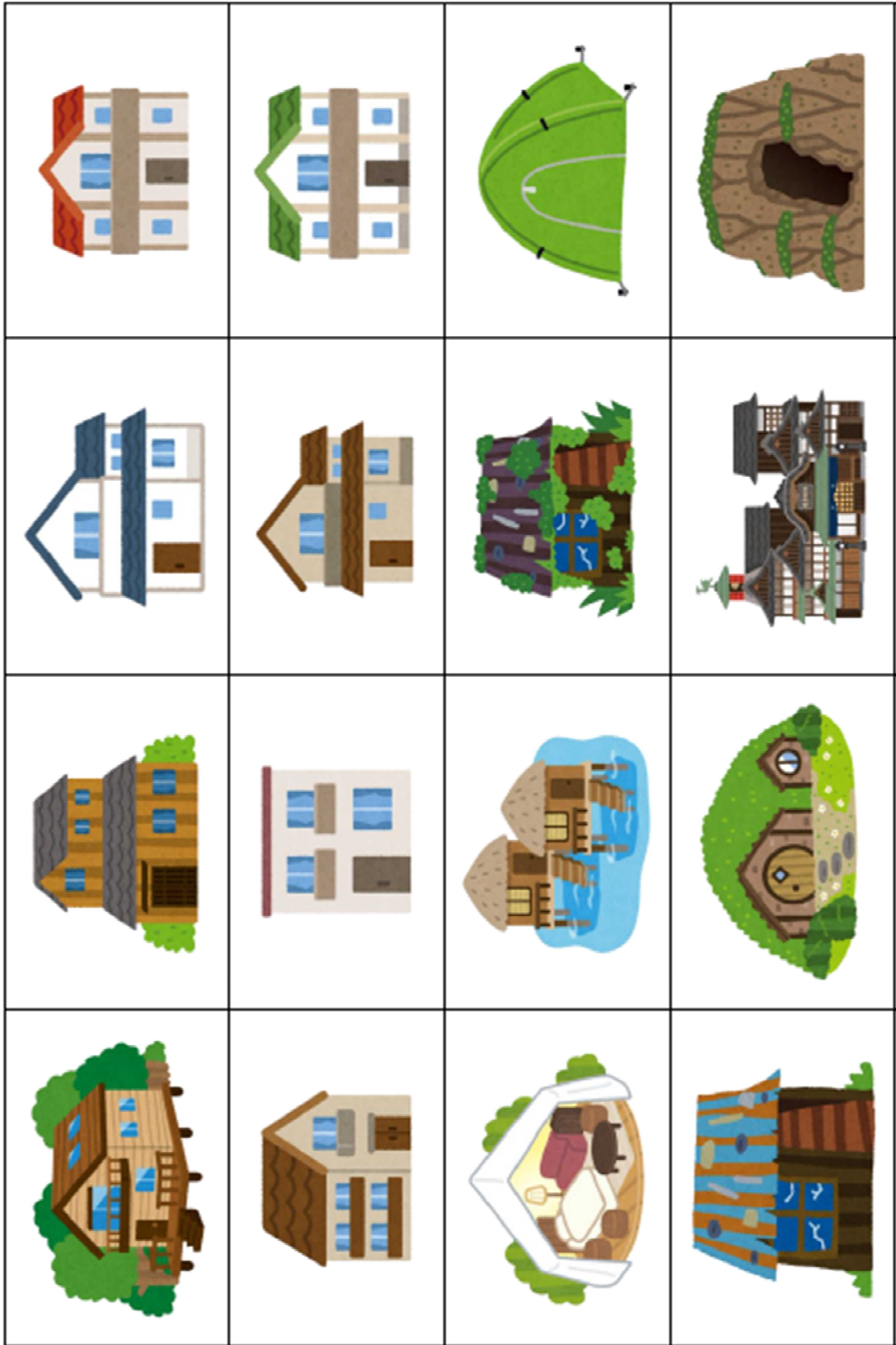
Name: _____

My Higashiyoshino




東吉野小学校
Directions - 道案内

Name: _____



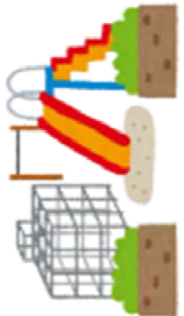


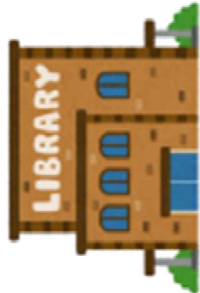





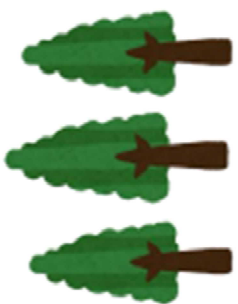




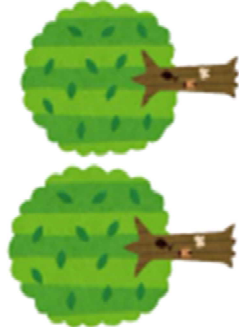
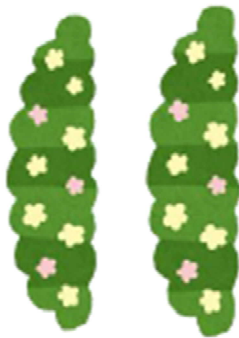
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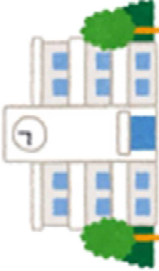


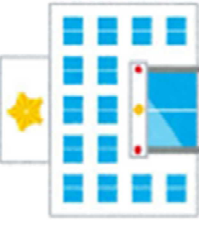

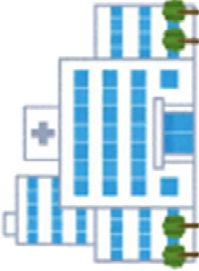




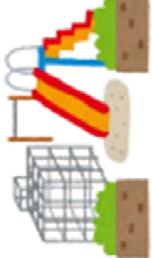
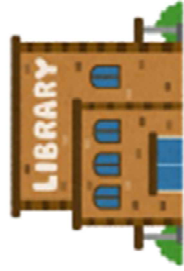
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Name: _____

ネイムズ オブ プレイセス
Names of Places





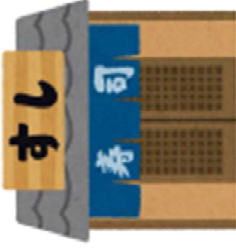







Let's Practice Writing 「書き練習をしましょう！」

					
学校	station	gas station	police station	post office	hospital
school					
スーパー					
					
supermarket	convenience store	department store	bookstore	park	library

Name: _____

ネイムズ オブ プレイセス
Names of Places (2)



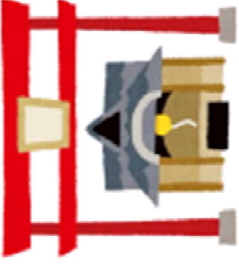

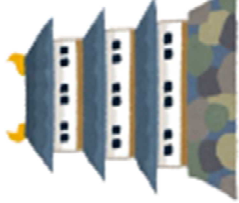




「知りたい英単語があれば、英語の上に日本語の言葉を書いて、次回先生が英語を教える。」

					
bakery	flower shop	train station	fire station	restaurant	mall
<hr/>					
					
movie theatre	stadium	zoo	barber shop	aquarium	cafe
<hr/>					

Name: _____

ネイムズ オブ プレイセス
Names of Places (3)

「知りたい英単語があれば、英語の上に日本語の言葉を書いて、次回先生が英語を教える。もし他の建物の名前が知りたいなら、絵を描いてください。」







					
bank	bridge	shrine	temple	castle	village
					
mountain	lake	beach			

Name: _____

Grade: _____

マイ イングリッシュ リフレクション シート
My English Reflection Sheet

How's the weather? | ハウズ・ザ・ウエザー?

					
sunny	cloudy	rainy	snowy	stormy	windy

What day is it today? | ワット・デイ・イズ・イット・トゥデイ?

				
Monday	Tuesday	Wednesday	Thursday	Friday

What's the date today? | ワッツ・ザ・デート・トゥデイ? | It's ____ / ____.

今日の英語の目標は: _____。

今日の英語は簡単でした。	☆☆☆☆☆	英語の授業についてのコメント:
今日の授業は面白かった。	☆☆☆☆☆	
今日の授業が分かった。	☆☆☆☆☆	
私は英語で話した。	☆☆☆☆☆	

今日の授業の中であたらしく学んだことは・・・

下に新しく学んだ英語を書いてみよう!
