



Nara Prefecture

**Lesson Plans &
Activities for
Elementary School
ALTs**

**2015
Skill Development Conference**

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2015 Skill Development Conference**

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Australian Playground Games

(Don't Fall in the Sea!/ Kangaroo, kangaroo, how many jumps can you do?)

Name	Angela Wren
Lesson Focus	Australian playground games
Language Skills	Counting; Animals/Nature; Left/Right; Watch Out!/Be careful!/Safe!
Target Grade	ES grade 1 or 2 or 3
Preparation Time	5 mins
Activity Time	15-20 mins x2
Required Materials	Paper plates
Additional Notes	N/A

Preparation

- ✧ Prepare: paper plates, a big, clear playing space.

Activity Description

- ✧ **Goal:** Learn to play to Australian playground games
- ✧ **How:** (See next page attached for English and Japanese instructions)

Making the activity easier	N/A
Making the activity harder	N/A

Australian Games for Elementary Students: オーストラリアの遊びをしよう

<p>Don't Fall in the Sea!</p>	<ol style="list-style-type: none"> 1. Spread out the paper plates to make 'rocks' in the 'water'. 2. Explain that the sea is dangerous in Australia. It is full of sharks! And the river is dangerous too. It is full of crocodiles! 3. Students line up. Then, one-by-one, the students try to cross the 'water' by stepping on the 'rocks' 4. If they step in the 'water' to the left, they join the sharks. If they step in the 'water' to the right, they join the crocodiles. 5. After every student has tried to cross, remove some paper plates. Students try to cross back. 6. Remove more 'rocks' and repeat until only a few students remain. 	<ol style="list-style-type: none"> 1. 「海」(床) に「岩」(紙皿) を広く置く。 2. サメが一杯いるのでオーストラリアの海は危ないと説明する。ワニが一杯いるのでオーストラリアの川も危ないと説明する。 3. 生徒が並んで、一人一人で、「岩」を使って、「水」を無事に渡ってみる。 4. 左側に「水」を入れたら、サメのほうに集まる。右側に「水」を入れたら、ワニのほうに集まる。 5. みんなが渡ってみたら、いくつかの紙皿を取り除く。生徒が渡って戻る。 6. ALT がもつと「岩」を取り除いて、残っている生徒が少なくなるまで繰り返す。
<p>Kangaroo, kangaroo, how many jumps can you do?</p>	<ol style="list-style-type: none"> 1. All the students stand in a circle with two hands out, palms facing up. 2. Chant together "Kangaroo, kangaroo, how many jumps can you do?" 3. One student says a number and moves around the inside of the circle, jumping that many times. The other students count together. 4. Each time they jump they hit the other students' hand. The last hand hit is put behind the student's back. 5. The 'kangaroo' rejoins the circle, then the next student becomes the 'kangaroo'. 	<ol style="list-style-type: none"> 1. 生徒が円の形で立って、手のひらを上に向けて両手を出す。 2. みんなが ALT と一緒に "Kangaroo, kangaroo, how many jumps can you do?" (カンガルー、カンガルー、何回飛ぶことができる?) と言う。 3. 生徒の一人が数を言って、その答えと同じ数を飛びながら、円の中で動き回る。ほかの生徒が同時に英語でジャンプを数える。 4. 各のジャンプと一緒に、「kangaroo」はほかの生徒の手のひらをたたく。最後のたたいた手を背中後ろに隠す。 5. 「Kangaroo」は円に戻って、次の生徒が「kangaroo」になる。

Where are you from?

Name	Choua Moua
Lesson Focus	Asking where others are from
Language Skills	Speaking, Vocabulary, and Grammar
Target Grade	6th (This lesson was used to prepare the 6th graders for their 2-day field trip to Hiroshima, where they had to interview foreigners.)
Preparation Time	1 hour
Activity Time	One class period (45 minutes class)
Required Materials	Country flags flashcards Country flags bingo worksheet Where are you from? worksheet Name tags (5-32 name tags, depending on how many adults you can find to participate in the activity)
Additional Notes	Give prizes for bingo (simple stickers will do) to excite the kids more.

Preparation

- Find and print country flags to make flashcards (America, Canada, Australia, Egypt, Germany, Russia, China, France, Korea, Italy, Spain, Brazil).
- Laminate flashcards
- Create and print out country flags bingo worksheet and make enough copies for HRTs and students
- Create and print out Where are you from? worksheet and make enough copies for HRTs and students
- Create and print out enough name tags as necessary (for teachers only OR for teachers and students, depending on one's situation)

Activity Description

- ❖ **Goal:** By the end of the lesson, students should be able to name 12 country flags. Students should be able to ask others where they are from and receive a signature in return.
- ❖ **How:** (45 minutes class)
 - (5 minutes)** Start with greetings (I do this with the 6th graders every time I teach them):
-Good morning./Good afternoon.

-How are you?

-How's the weather?

-What's the date today?

-What day is it today?

•**(5 minutes)** Using the country flags flashcards, have the students repeat the country names after you. Have them repeat after you at least twice. (I had some students who were not repeating after me, so I went around the classroom getting certain students to repeat after me until I could hear them clearly. I also quiz them in rows. I showed each row a flashcard and only that row can answer.)

•**(10-15 minutes)** Hand out the bingo worksheet and have the students write the country names of their choice in the boxes. Students choose 9 out of 12 choices. Start when everyone is ready. Pick randomly from the flashcards or have the HRT pick. Once students get 2 (almost to bingo), have them stand up. And when they get bingo, have them come to the front to receive their prize. If you choose to, you can give the prizes at the end of class.

•**(5 minutes)** Next, write the sentences from the Where are you from? worksheet on the board and have the students practice by repeating after you. Fill in the blanks with the names of your choice.

•**(15 minutes)** Before handing out the worksheet, with the HRT, show the students how it's done by asking each other. (Role playing) Then, hand out the worksheet and name tags. If you can get at least 3 other teachers/staff members to participate in the activity with you and the HRT, then give the name tags to the adults. The students will then get up and wander around the classroom, asking the adults where they're from and what their names are, receiving a signature in return. The adults must answer according to what's on their name tags. If you can't get enough teachers/staff members to participate in the activity, then give every student a name tag. But in this situation, you need to make sure you have enough name tags with girls' names and boys' names on them. This means you need to figure out which route you're going to take in order to have the correct amount of name tags. If the students each get a name tag, then they ask and answer each other's questions. (I had my students receive 5 signatures from five people from 5 different countries. But you can add more if you want.) After the students receive the 5 signatures they need, they sit down at their seats. Those who are still searching for people from certain countries can also ask those sitting down. The activity ends when all the students received 5 signatures and are seated.

Making the activity easier	<p>-Change "Can you write your name here?" to "Name please./Sign please." since sometimes the students had a hard time saying the former.</p> <p>-Have the students write in furigana above the English words so they can read the questions/sentences without always having to ask you.</p>
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Making the activity harder	-Have the students add their names and where they're from before asking the questions.
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Where are you from? Bingo

Class () Number () Name ()

 America	 France	 Brazil	 Australia
 Canada	 Egypt	 Germany	 Russia
 China	 Italy	 Spain	 Korea

John Walker

ジョン ウォーカー

(America)



Thomas Miller

トーマス ミラー

(America)



Brian Baker

ブライアン ベイカー

(America)



Mark Turner

マーク ターナー

(America)



Jen Davis

ジェン デイビス

(America)



Sarah White

サラ ホワイト

(America)



Susan Jones

スーザン ジョーンズ

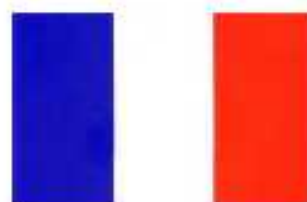
(America)



Laura Adam

ローラ アダム

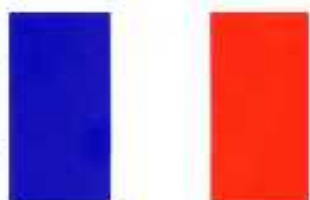
(France)



Emma Cornett

エマ コルネット

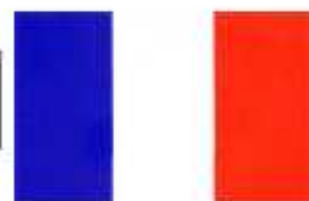
(France)



Alice Dubois

アリス デュボア

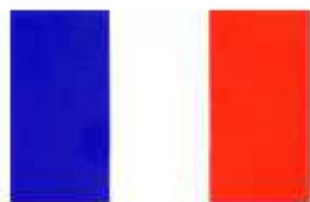
(France)



Nick Fabian

ニック ファビアン

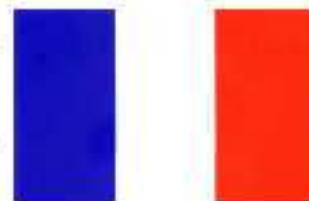
(France)



Theo Granger

テオ グレンジャー

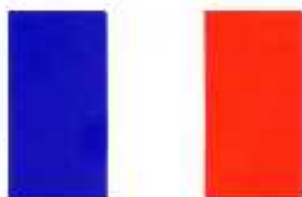
(France)



Ben Jordan

ベン ジョーダン

(France)



Anna Alvarez

アンナ アルバレス

(Brazil)



Julia Amante

ジュリア アマンテ

(Brazil)



Natalie Chavez

ナタリー チャベス

(Brazil)



Leo Fernandez

レオ フェルナンデス

(Brazil)



Pedro Luis

ペドロ ルイス

(Brazil)



Carlos Montez

カルロス モンテス

(Brazil)



Emily Brown

エミリ ブラウン

(Australia)



Jessica Harris

ジェシカ ハリス

(Australia)



Katie Kelley

ケイティ ケリー

(Australia)



Sam King

サム キング

(Australia)



Alex Wilson

アレックス ウィルソン

(Australia)



Cody Ryan

コーディー ライアン

(Australia)



Maddy Clark

マディ クラーク

(Canada)



Jenna White

ジェナ ホワイト

(Canada)



Sophie Brown

ソフィー ブラウン

(Canada)



Tony Smith

トニー スミス

(Canada)



Chris Carrey

クリス チャリー

(Canada)



Jason Li

ジェイソン リー

(Canada)



Jake Smith

ジェイク スミス

(Canada)



What time do you get up?

Name	Oscar Garcia
Lesson Focus	Practicing time
Language Skills	Speaking and vocabulary
Target Grade	ES 6 th Grade
Preparation Time	15-20 minutes
Activity Time	45 minutes (all)
Required Materials	Different times of the day cards
Additional Notes	N/A

Preparation

- ✧ Vocab cards with different times of day (e.g. dinner time, tv time, lunch time, cleaning time) or prepare PowerPoint with pictures.

Activity Description

- ✧ **Goal:** For students to be able to use the expression "What time do you...?" for different occasions.
- ✧ **How:** (45 minute class)
- ✧ **(5 minute Warm-up):** Practice numbers up to 60. I usually like for students to play a quick game like counting from 1-60 in both English in Japanese. First slow and then fast. It gets the students thinking and excited for English class. Another game would be to write a lot of numbers on the board, in random order. Have two teams and call out a number, the first student who circles the correct number wins.
- ✧ **(10-15 mins) Introduce the expression "What time do you...?"** Go through all vocabulary cards. Make sure to repeat expressions as many times as needed for students to understand and remember. I like to go through vocab once with the students repeating after me, then I like for them to say them with me, I say it once and then we say it together, then for them to say them as a group without me saying them and just pointing to them.
- ✧ **(10 mins) Body clock.** Students will stand up and use their arms to make the hands on a clock. They will ask me "What time is it?" And I will give them a time. They have to move their arms to

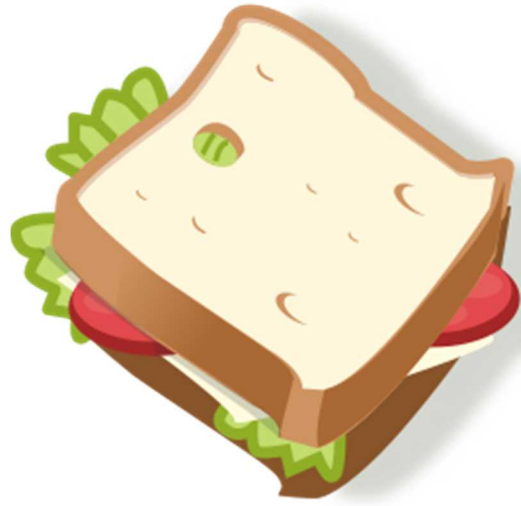
the right time and get it checked by the homeroom teacher and myself. Homeroom teacher will ask students what the correct time was and they will answer in Japanese.

- ❖ **(10 mins) Body clock pt. II.** Students will stand up and ask 'What time do you go to sleep? What time do you eat lunch? What time do you get up? What time do you go to sleep? What time do you etc., I will then answer and they have to move their arms to make the right time. Again, the homeroom teacher and I check and tell them if they got it right. To review, the homeroom teacher will ask them what time it was in Japanese and they will check with the homeroom teacher to make sure it was right.
- ❖ **(5 mins) Review expressions 'What is it?' and 'What time do you...?'**

Making the activity easier	~teach ten vocab words or less, have more time for practicing and games. Split class into two teams.
Making the activity harder	~Instead of doing two rounds of body clock, you can teach them how to answer the question and in return ask them the question and they answer it.



Clean



Eat Lunch



Go to bed



Get up



Study



Play Soccer

Learning the Alphabet!

Name	Jessica Tomoko Perez
Lesson Focus	Learning the letters of the alphabet (Capital Letters)
Language Skills	Speaking, Listening, and building a foundation for Reading
Target Grade	Elementary (5 th years) , 6 th year review/introductory lesson at start of semester
Preparation Time	Preparation should take about an hour if you decide to make laminated flashcards. It will help to use magnet strips for the back. It should take about half the time if you decide to make regular printouts and use magnets to keep them on the board.
Activity Time	45-50 minutes
Required Materials	Alphabet flashcards and magnets Letter Search! worksheet
Additional Notes	Please note that this lesson focuses on capital letters. You can feel free to repeat the Missing Game activity for lowercase letters in a separate lesson!

Preparation

- ❖ Gather your Alphabet Flashcards. Make sure that you have magnets, stuck to the backs, or that you have free magnets you can use to fix them on the whiteboard/blackboard.

Activity Description (Class Activity): Missing Game!

- ❖ **Goal:** Students are to be able to quickly identify what letters are missing from the alphabet.
- ❖ **How:**
 - **(5 – 7 mins)** Place the cards on the board, one by one, reviewing the pronunciation of each letter. Since the students are familiar with most letters, have the students guess the letters first, and feel free to emphasize pronunciation where needed.
 - **(5 – 8 mins)** Then go through the alphabet backwards, and at random as well. Please call attention to letters that sound or look similar (B/D/P | F/E | W/M) etc. Feel free to quiz them on identifying these letters in pairs/sets as well.

- **(10 – 12 mins)** After the preparation/review stage, you are set up to begin the missing game. Tell students that you will remove a letter from the board. As they cover/close their eyes, choose a letter at random and hide it from view. Ask students which letters are missing. You can feel free to select a student to answer or let the class answer as a whole. You can do this for as many rounds as you'd like, if time permits.

<p>Making the activity easier</p>	<ul style="list-style-type: none"> • It is a bit easier if the letters are left in alphabetical order on the board. • You can also choose to do this in sets of letters A-M and N-Z, which is how I commonly play this game.
<p>Making the activity harder</p>	<ul style="list-style-type: none"> • You can include all the letters of the alphabet at once. • You can mix up the letters each time you remove any, thus making it harder for students to discern which letter is missing. • Students also really enjoyed when we removed several letters at one time (Max 3)!

Activity Description (Pair Work): Letter Search!

- ❖ **Goal:** Students are to be able to quickly identify where each letter is on the worksheet.
- ❖ **How:**
 - **(2 mins)** Pass out the Letter Search worksheets to the students. Make sure they write their names somewhere on the sheet. They may need a minute if it's in Romaji. (Feel free to zoom in/print this out on larger paper for pairs of students to share if you decide beforehand that it may be difficult to see).
 - **(2 mins)** Explain the rules. In the image provided, all the letters of the alphabet are hidden. The JTE/ALT will take turns calling out a letter for the students to find in the image and the student who finds and correctly identifies the letter by pointing at it first wins that round. Play an example round or two.
 - **(15-25 mins; may vary)** Gameplay begins. Not all groups will find the letters at the same time, so allows for a few occasional short pauses between rounds. You can have pairs of students who are done raise their hands. Feel free to walk around and observe that students are identifying the letters correctly. You can also reveal the location of the letters after each round if you feel its necessary.

Making the activity easier	<ul style="list-style-type: none">• You can feel free to go over the location of all the letters in the worksheet before you begin the exercise as additional alphabet review.• You can also give the students a few minutes to examine the worksheet and secretly make a mental note of where certain letters are.
Making the activity harder	<ul style="list-style-type: none">• You can make this a timed exercise, so after the JTE/ALT calls out a letter that they must find, there is a ~ second gap in which to point to the correct letter!

How Many Sticks?

Name	Cat Erickson
Lesson Focus	Learn the phrase "how many--?"
Language Skills	Speaking, Vocabulary, and Grammar.
Target Grade	Elementary School 5 th grade, but can easily be used for lower levels.
Preparation Time	One hour for creation of powerpoint and/or flashcards.
Activity Time	50 minutes, full lesson
Required Materials	Power Point presentation, counting sticks (at least 5 per student), number flashcards, shape flashcards
Additional Notes	

Preparation

- ❖ Create and laminate number flashcards from 1-12.
- ❖ Create and laminate shape flashcards (circle, triangle, star, heart, etc)
- ❖ Create a Power Point presentation, where each slide has a different number of shapes. Later, have more than one shape per slide. (If no access to a computer, large flashcards will work.)

Activity Description

- ❖ **Goal:** Students should be able to understand English numbers up to 12 by mid-lesson, and know how to respond to the question, "How many ---?" by the end.
- ❖ **How:**
 - **(5 min)** Greeting. (Hello/Good morning. How are you?) Ask individuals how they are. Depending on their ability, use the textbook or emotions flashcards to remind them of easy options. (Fine/happy/hungry/sleepy). Encourage their own answers, teaching the English when necessary.
 - **(5 min)** Review numbers 1-10. Begin by just holding up the flashcard with "1" on it, and the kids will probably start counting without any further motivation. Let them go to 10 on their own as you put the flashcards on the board, if they feel up to it, then go back to 1 and

have them repeat after you. Go back to 1 and point, but don't say it. Then 2, then 3, but at some point skip a number. Then skip around randomly, see if they can keep up. End by counting up from 1 again.

- **(5 min)** Introduce numbers 11-12. Many kids may already know 11, but if they don't, make a reference to the convenience store. Most will remember it that way. Add numbers 11 and 12 to the board, and do the pointing game again.
- **(15 min)** Introduce the question: How many ---? Point to yourself and the HRT(s), and ask "How many teachers? One, two. Two teachers." Next, pick up several pencils and ask the same thing. Count them out clearly before giving the answer. Start up the Power Point with a slide containing only one shape. Ask the students for the answer, and once they give it, have the entire class count together to see the answer. Have Power Point's difficulty increase slowly, mixing shapes (and possibly adding color). If time, continue asking about the number of various objects around the room, pointing if the vocabulary is unknown. (Clocks, watches, computers, windows, doors, water bottles, students, etc.)
- **(15 min)** Play "How Many Sticks Game." Review English janken before getting started, then demonstrate game with HRT (before handing out materials).
 - ✧ Pairs greet one another, either with "Hello!" or "Good morning!"
 - ✧ -rock paper scissors-
 - ✧ Loser gives the winner a stick and says "Here you are." Winner says, "Thank you!"
 - ✧ Find a new partner.
 - ✧ If you run out of sticks, go to the HRT/ALT, who is the "bank." The banker will ask, "What's your name?" and gives two more sticks to students who answer, "My name is-
-."
 - ✧ At the end of three minutes, have the students sit down and count their sticks. Ask each student how many they have. Then, randomly pull a number card from an envelope (or roll two dice). Any student with that number of sticks is the lucky winner! Offer a sticker, handshake, or fist bump as a prize. (Prizes can also be given to the owner of the most sticks, or most times returned to the bank, etc.)
 - ✧ Repeat as time allows.

- **(5 min)** Review class materials. Go over numbers one more time, in order and then mixed up. Grab random things in the room and ask kids how many books you have, or how many pencils.

<p>Making the activity easier</p>	<p>Don't include 11 and 12. For the Power Point, don't include new vocabulary – only focus on the numbers and question/answer. Do janken in Japanese.</p>
<p>Making the activity harder</p>	<p>Don't stop at 12 – go up to 20, or 100. Use more vocabulary/objects for the Power Point, and have several different options for each slide. (one slide has 3 red circles, 1 blue circle, 5 red triangles, and 76 blue cats.) Include different questions by the “banker.”</p>

Wacky Weather

Name	Enzo Marino
Lesson Focus	Weather Expressions - asking and answering the question, How's the weather?
Language Skills	Speaking and Listening
Target Grade	3rd and 4th grade of elementary school
Preparation Time	10 min (am I preparing the students for the lesson or preparing the items needed for the lesson?) If it is the later then maybe an hour.
Activity Time	30 min
Required Materials	pictures of weather and related clothing/items that could include scarves, umbrellas, gloves, sunglasses.
Additional Notes	It is best if the HRT also donates clothing for the lesson.

Preparation

- ❖ **Using flashcards (or however you deem fit - though flashcards allows for easy hints later on and a reference for the students) introduce weather (hot/cold/rainy/ snowy...etc.)**
- ❖ **Make sure they really understand by introducing gestures. At first say the weather and do the gesture together but then move to just saying the weather and having them gesture to respond.**
- ❖ **Teach the phrase 'How is the weather?'**
- ❖ **Then explain the game:**
 - **two teams**
 - **one student from each team is allowed to go at a time, make sure they know whose turn it is.**
 - **all of the students ask the ALT 'How's the weather?'**
 - **the ALT says something like 'It is cold and rainy.' or 'It hot and windy'.**
 - **the two chosen students run to the front of the classroom where the basket of clothing and props is located and chooses the appropriate attire and performs the gesture from earlier. (The team can help their teammate from where they are standing if their teammate 'on stage' is struggling)**
 - **the student to get this done correctly first wins the round (awarding points is up to you).**
 - **repeat this until they lose interest or class finishes.**

Activity Description

- ❖ **Goal:** familiarize students with weather in English
- ❖ **How:** playing a game that checks understanding with material objects and not words alone

Making the activity easier	Say one weather expression at a time, limit the expressions they learn for the class, skip them asking you how the weather is, award no points.
Making the activity harder	award points to amp up students, do not allow their team to help them, have a student answer how the weather is (maybe previous round's winner), have them list the items they used for the round (sunglasses and a hawaiian shirt for example) - only if they learned this vocab before

Alphabet Practice

Name	Taran Lu
Lesson Focus	Learning to recognize/read individual letters
Language Skills	Speaking and limited character recognition; minimal writing skills
Target Grade	Elementary, 3-4 th graders
Preparation Time	About 1 hour to create materials for the first time (reusable)
Activity Time	45 minutes
Required Materials	Sets of Alphabet cards; "Secret Code" slips (explained below)
Additional Notes	N/A

Preparation

- ✧ Gather/create enough sets of alphabet cards to suit your class (1 set per group of 3-5 students).
- ✧ Create "Secret Code" pieces: Decide on a rule to map the normal alphabet to a different set of letter (ex. shift letters two to the right – A -> C, B -> D...Z -> B). The code is arbitrary and is actually not of particular importance to elementary level students, but could be used to make the game harder by requiring students to figure the code out by themselves (for middle school or higher). Create messages using the coded letter set and laminate the slips (ex. using the above rule of shifting two letters forward "YJKVG RKL" becomes "WHITE PIG"). You may want the students to draw a picture of the secret message as an extension for the activity, so keep that in mind. Create enough cards for your entire class and make sure to keep track of the code used as well as the answers for quick reference.

Activity Description

- ✧ **Goal:** Students should already be familiar with the alphabet and the usual sounds that letters make in addition to the vocabulary used for the secret messages (they do not necessarily need to be able to read). By the end of the lesson, students should have improved in confidence related to rapid recognition of letters and should understand that sequence of letters matters – at first the message is gibberish, after decoding, it becomes readable.
- ✧ **How: (45-minute class)**

- **Crossfire (5 mins)** All students stand up. Students are picked at random to answer a simple review question (note that it is helpful to use this to review vocabulary used for the secret messages). For example, based on the secret messages “What color do you like?” or “What animal do you like?” are decent questions to use for the secret message from the earlier description. After answering, the student chooses a direction and all students in that direction sit down. Repeat until all students are sitting.
- **NIM (20 mins)** Put students into groups of 3-5. Each group is given a set of letter cards. Setup for the game involves placing the letter cards into rows of arbitrary length in any order (there must be at least one more row than the number of students in a group to ensure fair play). Students take turns selecting a row and then pick up any number of letter cards in that row, saying the name of each letter as they go (for example, a student could pick up a single card, three cards, or an entire row of cards if desired). The objective of the game is to not pick up the letter “Z,” so strategy revolves around setting up cards in a manner to force another player to pick up the losing card. It is a good idea to play an example game with the homeroom teacher if the students are unfamiliar with the game. The kids will likely be able to play the game 2-3 times within this timeframe.
- **Secret Code (20 mins)** Pass out the secret code slips to the students giving one to each student. Explain the activity thoroughly (using an illustration of a “magic conversion machine” seems to be helpful). It will likely be necessary to draw out an explicit key for converting each letter on the blackboard, but for classes at a higher level, just explaining the conversion algorithm and giving an example may suffice. Have the students write out their secret message on a piece of paper and help students as needed with converting the code. Be ready to check and explain their answers as they finish. As an extension (if there is time), have the students draw a picture of the secret message on the same paper where they wrote out the conversion (this is one reason why the “color” + “animal” combination is a good choice).

<p>Making the activity easier</p>	<p>Instead of NIM, a simpler or more familiar game, such as Karuta, could be played.</p> <p>For Secret Code, the secret messages can be reduced to single words, the algorithm can be simplified (ex. only some letters are replaced), and the complete conversion key can be written on the blackboard.</p>
<p>Making the activity harder</p>	<p>For Secret Code, the algorithm can be made increasingly complex as can the messages (up to entire sentences). Additionally, for advanced students, one could task the students with determining what the actual conversion algorithm is by giving examples only.</p>

Look at that Monster!

Name	Lena McGarry
Lesson Focus	Giving descriptions to monsters using body parts, numbers, colours and other adjectives.
Language Skills	Speaking and vocabulary review.
Target Grade	ES 3-6
Preparation Time	1 hour (depends how long it takes to make the PowerPoint and the worksheet if you are doing the extra activity)
Activity Time	The activity covers one class (55 minutes) but can be split into two and is essentially a follow-up class after students have learnt body part vocabulary.
Required Materials	Monster PowerPoint slideshow, adjective flashcards, monster worksheet. **For PowerPoint, contact Stephanie directly and she'll send it to you.
Additional Notes	It is helpful to make your lessons flow from one lesson to another. This activity tends to work well at the end of a semester after lessons that have covered numbers, colours, shapes, and body parts.

Preparation

- ❖ Create a PowerPoint slide show using characters from Monsters Inc. and Monsters University. (Previously I used random characters from anime and cartoons but it was easier using the monsters).
- ❖ Make a 'My Monster' worksheet (5 minutes)
- ❖ Use flashcards you already have or make flashcards for colours, body parts and adjectives.

Activity Description

- ❖ **Goal:** By the end of the lesson, students should be able to give a detailed description of monsters shown in a slideshow, create their own monsters, and explain what their monsters look like to the class. Use this lesson to remind students of previously covered numbers (keep it easy and use only 1-10), colours, and body parts.
The main focus of this lesson it to add new adjectives to this list and show students how they

can use these. At the end of this lesson the students will have an arsenal of descriptive vocabulary to use to describe anything.

❖ **How:**

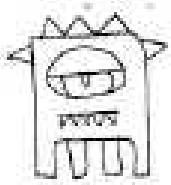
- **(5 mins) Icebreaker-** Start with a fun ice breaker to get the students recalling the previous lesson when they learnt about body parts. I usually play Simon Says or get the class singing Heads, Shoulder, Knees and Toes (some classes love singing songs and others not so much). With the song the students find it hilarious changing it up and singing fast, super-fast or ridiculously slow.
- **(5 mins) Review-** Next, review body part vocabulary using flash cards. Place them on the board one at a time and ask for the pronunciation. Then have the students listen to your pronunciation and repeat. I often run through this twice in a certain order and then mix it up and point at random flashcards.
- **(10mins) Monsters Inc. Slideshow-** using PowerPoint show the characters from Monsters Inc. Ask the students a series of questions like "What is his name?", "What colour is he?" and "How many eyes (head/legs/arms/mouths etc) does he have?". The students have so much fun doing this that they don't even realise that they are listening to and answering your questions in English. If they use Japanese encourage them to say it in English, especially if it is something easy like a colour or a number.
- **(10 mins) New Vocabulary-** after the laughter has died down, ask students to concentrate once again. Now teach the students adjectives that can be applied in this lesson. I use flashcards and I teach the adjectives in adjectival opposite pairs- for example I first show 'big' and I follow this with 'small'.
With all new vocabulary, I show the flashcard and then check if any students already know it. I say the word a couple of times in English and then I ask the students to repeat. I check if they understand it by asking for the Japanese meaning. I also try to use as many gestures as I can. There is no real need to rush at this stage, just make sure the students have a firm grasp of the vocabulary and the pronunciation.
- Remove the flashcards from the board and move onto the next part of the lesson.
- **(15 mins) Game-** Split the students into groups (the size doesn't matter; it really is just so the students don't feel the pressure they would feel if working on their own). Re-show the Monsters Inc. slideshow but this time ask students to come to the board in their groups and choose the best descriptive flashcards for the monster. I spread the adjective and colour flashcards all over the board and they must choose the most appropriate to put under the PowerPoint picture. I ask the group to explain their choice of flashcards in English while pointing to the parts of the monster they are describing. For example with Sully they tend

to choose, big, soft, good, blue/green and purple.

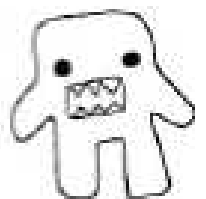
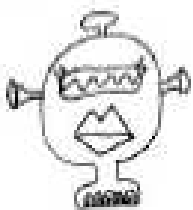
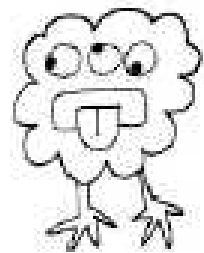
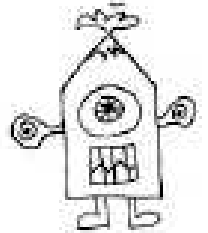
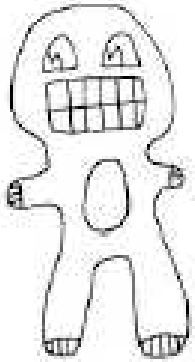
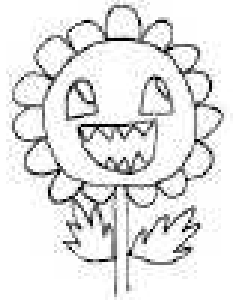
The students love being able to discuss the monsters in English and I've even had some students tell me that some monsters were bad but became good. The activity overall gives the students the chance and ability to discuss something fun and interesting using easy English.

- **Extra Time Activity-** Depending on the class level and the time left, a good follow-up activity is to have the students draw their own monsters. I give them a worksheet with a section for them to draw their own monster, to give the monster a name and to write the descriptive words. The students can colour and decorate the monsters however they like and it's a good idea to supply them with glitter, googly eyes, feathers and other materials.
- For advanced classes I ask the students to present their monsters to the class using the English vocabulary, but for most classes I just have the students talk to me one-on-one about their monsters.

Making the activity easier	Drop one of the descriptive categories and only ask the students to focus on one type of descriptive adjective.
Making the activity harder	Add some more grammatical structures to the lesson and have students present their monsters in English to the class.



My Monster



My monster is _____
 and _____.

Snowflakes

Name	Yasuhiro Koriyama
Lesson Focus	Creating snowflakes for decorations and experiencing arts & crafts class in Canada.
Language Skills	Very little, basic English vocabulary.
Target Grade	Elementary.
Preparation Time	5 min.
Activity Time	45min
Required Materials	CD with Xmas songs, CD player, colored papers, scissors, pencils, and snowflake templates.
Additional Notes	Have fun.

Preparation

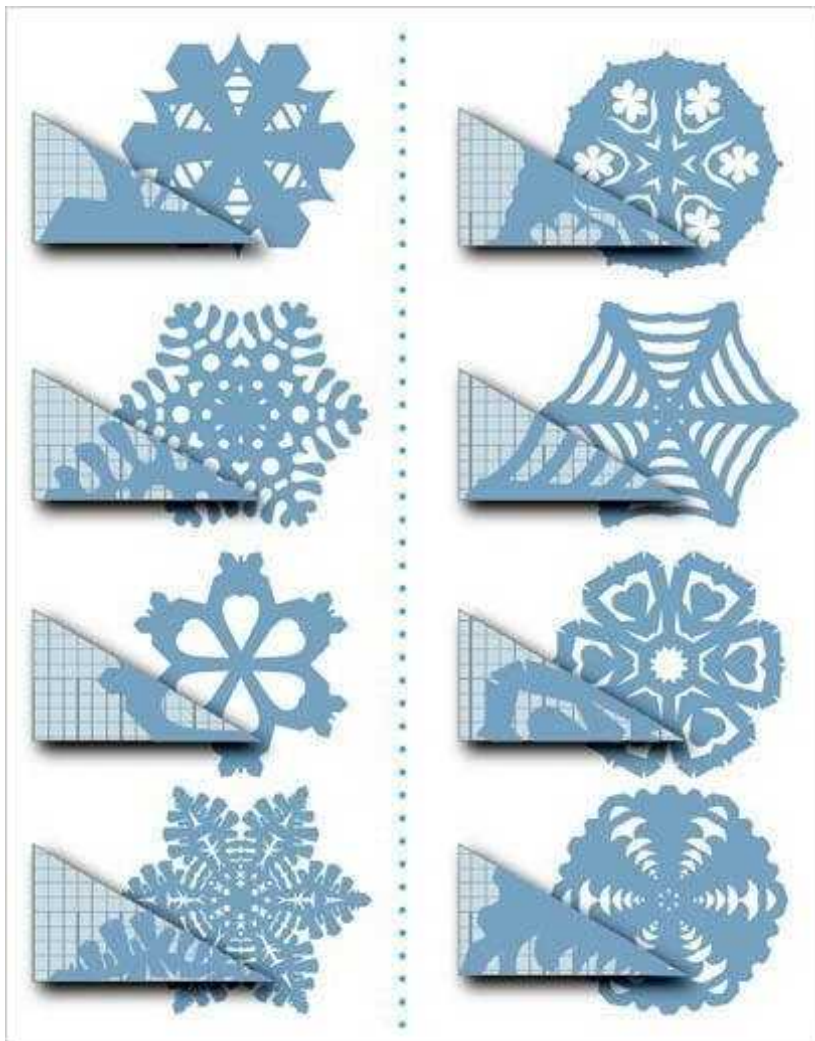
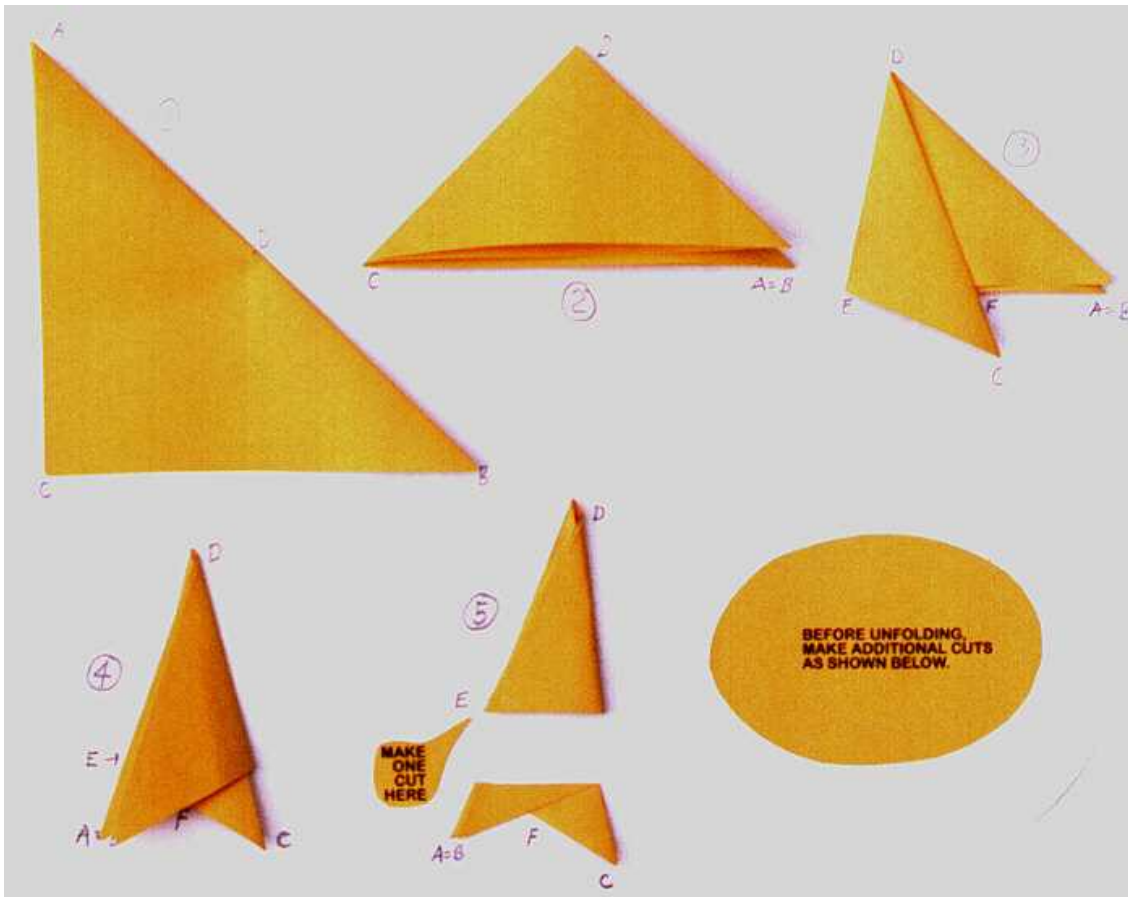
- ✧ Put CD into CD player, gather the other required materials and lay them on a table in front of the classroom. Draw steps of snowflakes on the blackboard.

Activity Description

- ✧ **Goal:** Students are now able to fold and cut out snowflakes to decorate classroom, their desks, and possibly decorate their home as well. Enjoy having snow in an area where there is minimal amounts of snow.
- ✧ **How:**
 - 5mins: Greetings, ask about things people do for Xmas, and introduce the class about snowflakes.
 - 10mins: Show steps of making a 6-pointed paper snowflakes, make sure everyone is on the same step, checking each student if they have it, and having the final step ready with everyone and tell them to cut away, leaving 5mm spaces between cuts.
 - Until 5 minutes before class ends: Put the music on, show them templates of various snowflakes, let them cut in different colored papers, use the scrap paper to make smaller snowflakes, let them decorate the windows and walls, and etc.

- Last 5min: Get everyone to stop cutting and clean all the scraps. Make sure everyone is cleaning and try to end the class ASAP.

Making the activity easier	Making fewer cuts or making simple patterns for the snowflakes.
Making the activity harder	Making complicated cuts, creating a 8-pointed snowflake, how many snowflakes they can create in a limited amount of time, create a mosaic of snowflakes, etc.



What color do you like?

Name	Sachiko Kida
Lesson Focus	To ask 'What color do you like?' To answer 'I like _____.'
Language Skills	Speaking, Vocabulary
Target Grade	3 rd grade in Elementary School
Preparation Time	1 hour
Activity Time	15 mins
Required Materials	Bingo card, Oxford junior workbook
Additional Notes	Students need the color pencils

Preparation

- ❖ Create bingo cards

Activity Description

- ❖ **Goal:** By the end of the lesson, students should be able to ask and answer:
'What do you like?'
'I like _____.'
- ❖ **How:** (5 mins) Start with greetings.
HRT: 'Good morning, everyone.'
Ss: 'Good morning, Ms. _____.'
ALT: 'Good morning, everyone.'
Ss: 'Good morning, Ms. Kida.'
HRT: 'How are you?'
Ss: 'I'm hungry.' Etc.

HRT: 'How's the weather?'

Ss: 'It's sunny.'

HRT: 'What day is it today?'

Ss: 'It's Wednesday.'

(10 mins) Phonics

We took Jolly Phonics method in last April.

Good points of Jolly Phonics

- *multi sensibility

- *story (the effect of memory with the context)

- *blending (connect the letter and sound)

n, p, s, a, i, t pin, sit, tap, ant

- *segmenting (listen to the sound in the word)

Students have already known each sound of s, a, t, i, p, n with song and gesture.

We teach blending.

HRT and I are holding and show the cards t, i, n to the students. We tell the students to pronounce each sound.

And gradually we lay the cards closer.

And finally students pronounce 'tin'.

We do the same way. in, int, tin, nit

(15 mins) Today's main theme is: 'What color do you like?' 'I like _____.'

We do not teach grammar for the 3rd graders. So we teach them, 'What _____ do you like?' is necessary phrase to ask the person when you want to know that.

And how to answer the question.

First, HRT and I demonstrate it.

Students practice to ask and answer in all. And next let's make pairs and practice to ask and answer.

Students show the teachers their conversation. We teachers listen to it carefully one by one.

HRT gives the students the Bingo Cards. Students color each square, there are 9 squares. Each student asks the other student. 'What color do you like?' 'I like _____.' The student answers. So the student can circle the colored square if she/he says that color with bingo card.

They do the game for 5 minutes. HRT asks how many bingos the students get.

(10 mins) Oxford Junior Workbook 1 P.5

We do not teach letter for the 3rd graders. But students like to color the things of workbook.

a blue cap, a red apple, a red house, a blue cup

(5 mins) Reflection Sheet (see extra handout)

Making the activity easier	Nil
Making the activity harder	-do more vocabulary: fruits, vegetables, sports



Reflection Sheet

(Name:Sachiko Kida)

「What color do you like?

I like _____ .」

日にち	どうでしたか？	
/	たのしかったですか？	はい いいえ
	せんせいの英語がわかりかきましたか？	はい いいえ
	友だちと英語でたずねたり、答えたりできましたか？	はい いいえ
/	たのしかったですか？	はい いいえ
	英語で質問できましたか？	はい いいえ
	友だちと英語でたずねたり、知っている英語で答えたりできましたか？	はい いいえ
/		はい いいえ
		はい いいえ
		はい いいえ

Body Parts

Name	Muhammad Azadur Rahman (ラハマン)
Lesson Focus	Body parts
Language Skills	Naming parts of the body, speaking vocabulary and touch points. Expressing abilities, following the leader, responding to commands and giving instructions.
Target Grade	Because I teach all elementary grades from 1 to 6, I use this lesson plan, but I modify it to accommodate each grades.
Preparation Time	Usually 1 hour but once the materials are made, no time at all.
Activity Time	For elementary classes 45 minutes.
Required Materials	Body parts flashcards.
Additional Notes	N/A

Preparation

- ✧ Find and print out large body parts pictures (1st set: Head, Shoulder, Knees, Toes, Eyes, Ears, Mouth and Nose, plus: Hand, Finger, Foot, Leg, Face, hair, Neck and Back), laminate them to use as flashcards. Moreover, create a bingo game with different body parts pictures for each student.

Activity Description

✧ **Goal:**

By the end of the lesson students should be able to remember most of the vocabulary and respond to commands.

✧ **How:**

1) Vocabulary drill with the 1st set of flash cards: Head, Shoulder... Knees and Toes.....etc

2) Introducing the 2nd set, music score and gestures:

Open shut them; open shut them (2)

Give a little clap clap clap.

Open shut them; open shut them (2)

Put them on your head

Open shut them; open shut them (2)

Put them on you face

Repeat with different command for the last line

3) The teacher will draw 5 outlines faces on the board, and then will ask the students to stand up and form five equal lines. On the teachers command the 1st student of the each line will go to the board and draw one feature of the face and when its done let the second set of students to also go to the board and draw a different feature and so on.

4) Bingo game

Making the activity easier	Ask the students to stand and make two equal lines. The teacher will stand in front of the two lines, and show a flash card on body parts and ask the two first students to name "What is shown on the flashcard". The first student who will give the quick right answer will sit and the loser will go back to the end of the line. The game will end when there will be no more student in one of the line.
Making the activity harder	Introducing more vocabulary including words like: right, left, in, out, teeth, foot, and practice them with the Hokey-Pokey song.

Elementary Directions

Name	Breanna Pyle
Lesson Focus	Directions
Language Skills	Speaking, Listening, Vocabulary
Target Grade	6 th grade
Preparation Time	Initial ~20 min to make materials, none after or 5 min if drawing mazes by hand.
Activity Time	15-20 minutes
Required Materials	Arrow or pointer, magnets, maze image
Additional Notes	

Preparation

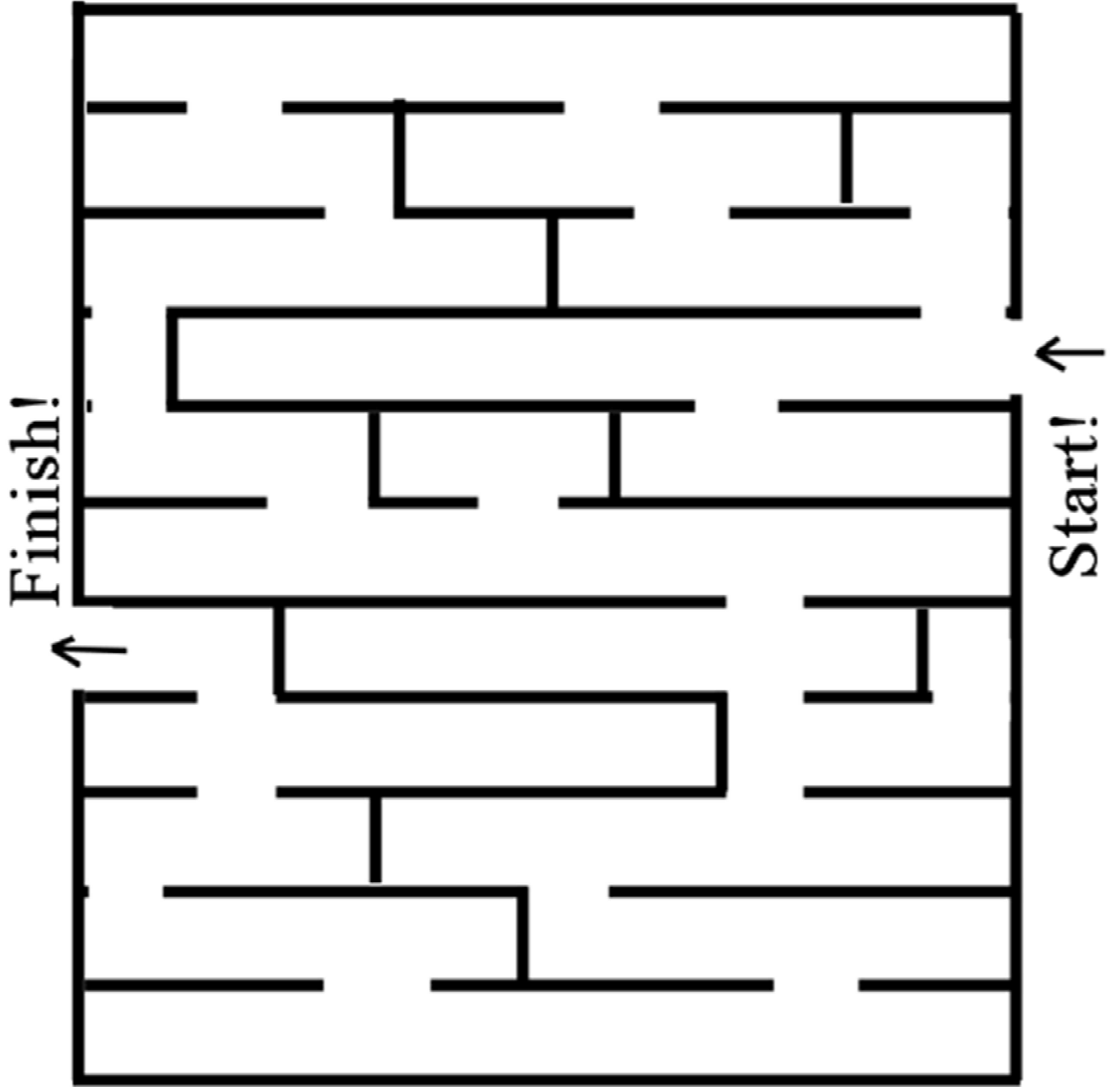
- ❖ Draw faces or arrows on the magnets so it is clear which way it is facing
- ❖ Prepare an arrow – I use a laminated sheet with an arrow drawn on each side, color-coded Red for Right and bLue for Left. A pointer would also work as long as it is easily visible.
- ❖ Draw a simple maze in Paint or similar, or find one. It should be immediately obvious how to get to the end of the maze, but it should involve a lot of turns.

Activity Description

- ❖ **Goal:** Become comfortable with giving and receiving basic direction commands “Go straight,” “turn right,” and “turn left” after previously learning them.
- ❖ **How:**
 - (5 min) Start with a review. Have them stand up and follow the instructions you give, using the arrow as a cue. In addition to “turn left,” “turn right,” and “go straight,” make sure they know “stop,” though a certain amount of crashing into desks/walls/classmates is part of the fun :)
 - (~10) Maze race! Project or draw two copies of the same simple maze on the board. Put one magnet at the start of each. Divide the class into two groups and have them form a line in front of each maze. The ALT controls one team's magnet while the JTE controls the other team's. The students have to come up in order, each giving the next direction to progress in the maze before returning to the end of the line. Make sure they don't go to

the back until you give them the "OK." (You can also have them give multiple directions before their turn ends.) Make sure you stop at each intersection, even when they are clearly not supposed to turn, until you get the next "go straight." With the maze I use, in a class of 30-35, everyone on a team gets about three turns before they make it to the end. The team that makes it to the end first wins!

<p>Making the activity easier</p>	<p>Groups could give directions in pairs rather than as individuals</p>
<p>Making the activity harder</p>	<p>If they make it through the maze quickly and there is time left at the end of the lesson, you can have them try it again – but this time, have them start from the end and "walk" backwards, with directions reversed and the command "go backwards" replacing "go straight"</p>



“What’s this?” “It’s a ~.”

Name	Aaron Verrill --- Target Language: What's this? It's a
Lesson Focus	Introduction to Lesson 7 from Hi Friends textbook.
Language Skills	speaking/listening/hopefully some reading
Target Grade	elementary school 5 th grade
Preparation Time	10-15 minutes
Activity Time	45 minutes
Required Materials	objects flashcards, plastic bat, squishy ball, blank A3 paper, pencil
Additional Notes	Should briefly take the time to introduce the usage of a/an. It's <u>a</u> ball. It's <u>an</u> apple.

Preparation

- ✧ Write target language on black board before class starts to create interest.

Activity Description

- ✧ **Goal:** Students will be able to ask, "What's this?" and answer, "It's a ..." in English.
- ✧ **How:** Teach the target language through the usage of a quiz game and using target language repetitively with flashcards and the classroom baseball game.
- ✧ **Lesson Plan:**
- ✧ **(2 minutes)** Have them repeat the target language several times as you read it from the black board.
- ✧
- ✧ **(8 minutes)** Go through a set of flashcards asking students, "What's this?" Make sure they reply by saying "It's a" and not just giving one word answers. Go through the FC set another time, this time hiding the card with another blank card and slowly revealing the picture from top to bottom until the students can guess what the card is. As an option, you could give a few cards to a rambunctious student in the classroom, anoint him as "the teacher" and have him ask everyone what the flashcard is.
- ✧

- ✧ **(5 minutes)** Play Pictionary on the black board. The teacher draws vague silhouettes on the black board and the students have to guess what it is. As an example you could draw a rough shaped oval which could represent anything from a potato chip to a ghost. They have to figure out what you were “trying” to draw.
- ✧
- ✧ **(15 minutes) Quiz Game.** Give each group (4-6 students) a blank A3 sized piece of paper. They quickly draw their own silhouette of an object (It's optional to give them a theme, like classroom objects, or you could let them draw whatever they want). After the groups have finished drawing their objects each student in the group asks in unison “What's this?” to the other students in the classroom. The leader of the group will choose a student in the classroom who is raising their hand. The groups turn ends when someone has guessed correctly their object. Each group will go in order showing their picture and asking the others what it is. If no one can figure out what the object is, have the group give a hint in Japanese or English.
- ✧
- ✧ **(15 minutes) Classroom Baseball.** Divide the class into two teams (boys vs. girls) have them push their desks against the walls to the left and to the right. Clear out space in the middle, back and front of the classroom. Have each group sit in front of the desks out of range of the person who will be swinging a bat. You will need a soft plastic bat which can be purchased at a 100 Yen shop or a toy shop. You will need a soft, squishy ball filled with air or cotton. Each team will take turns sending a batter to home plate in front of the black board. The teacher is the pitcher. Before the teacher pitches the ball, he/she must show everyone the flashcard in his/her hands. The students sitting must ask the batter what the card is. After the batter answers the question, the teacher throws the ball from the far side of the room. Depending on where and how far the batter hits the ball the teacher will reward points to the batter's team. The team that ends up with the most runs (points) wins the game.

✧

Making the activity easier	Only use one set of flashcards that all have the same theme (e.g., fruits, classroom objects, animals).
Making the activity harder	Add in adjectives such as: big, small, red, yellow. It's a <u>red</u> strawberry. It's a <u>small</u> eraser.

Commonly Confused Words

Name	Andrew Landry
Lesson Focus	Distinguish the differences between commonly confused words
Language Skills	Vocabulary
Target Grade	All ages
Preparation Time	Minimal
Activity Time	-
Required Materials	Requires only a black board
Additional Notes	Ideal for smaller classes or responsive classes – not useful for quiet classes

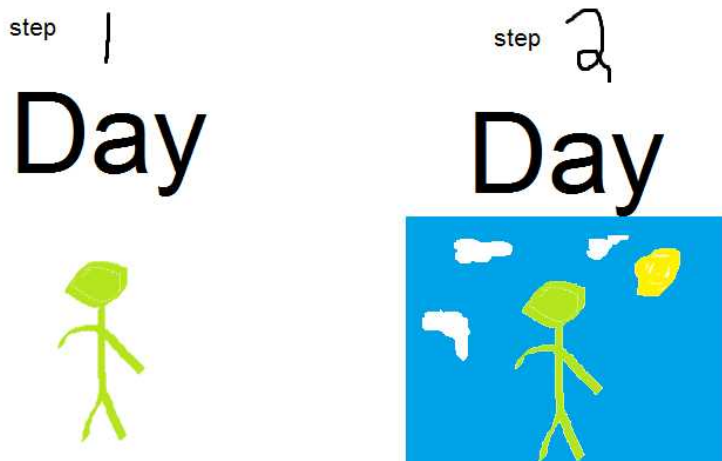
Preparation

- ✧ Requires only a black board (minimal set up)

Activity Description

- ✧ **Goal:** Purpose is to use students' input to help distinguish the differences between commonly confused words.
- ✧ **How:** The main idea is having one student stand at the black board with the word in question written over their head. Students from the class then draw things around them that help them solidify the meaning of the word.

For example:



Benefits:

- Getting kids active in English classes
- Allows shy students to participate without having the spotlight on them
- Helps build rapport with your students by making your classes fun and by extensions makes you fun (ideally)

I commonly used this method for helping my kids remember things like she vs he, him vs her, breakfast vs lunch vs dinner, etc. It was also useful for teaching them when things are the same, like dinner vs supper.

Making the activity easier	N/A
Making the activity harder	N/A

Super Smash Jeopardy

Name	Lenny Benologa
Lesson Focus	Review English vocabulary and grammar for midterm and final exams at the end of the school term (or school year).
Language Skills	Speaking, vocabulary, grammar, visual, gestures
Target Grade	ES 5th & 6th graders (or higher)
Preparation Time	No prep time if all materials have already been made/prepared. The explanation to students playing this game for the first time, can often take quite a bit of class time, though.
Activity Time	45-55 minutes (an entire class time)
Required Materials	<ul style="list-style-type: none"> ● Printed point cards numbered 100, 200, 300, 400, and 500 to represent the game board. ● Printed Smash Bros (video game characters) ● A full deck of playing cards ● A blackboard and chalk (or whiteboard/markers, etc...) ● Review materials*
Additional Notes	<p>* I believe the most time consuming portion of this game is coming up with review materials for the game. I personally play this game with my students at the end of the year and have a series of categories and questions to ask students. 100-level questions are all rather easy and simple, whereas 500-level questions are more difficult and often require students a couple of tries (or teamwork) to come up with the proper answer. Coming up with 5 relevant categories for the review is important as well.</p> <p>It would also be best to begin this activity at the very beginning of class, as it does take some time to get into the rhythm for some students.</p> <p>[For example, for JHS 1st Year students I created the following categories: Vocabulary, Interpretation (English to Japanese and vice-versa with help with the JTE), Q&A (I ask questions and the students must answer), Grammar, and Verbs & Spelling]</p> <p>You can even utilize your HRT or JTE for ideas regarding questions and/or to have them be the designated point keeper.</p>

Preparation

- ❖ Print and laminate sheets numbered: 100, 200, 300, 400, and 500. (5 each; 1 for each column)
- ❖ Find, print, and laminate Super Smash Bros characters as these will represent each team. (For example: Team Pikachu, Team Mario, etc...)
- ❖ Have a deck of cards to add a special twist/spin to the game.

Activity Description

- ❖ **Goal:** By the end of the lesson students should be able to recall some of the grammar and vocabulary they learned throughout the school term (or school year). This game is also extremely flexible so feel free to adjust it according to your class's ability.
- ❖ **How:** (50 minute class)
 - Start by placing the cards you created (100-500) in ascending order from top to bottom on the board (just like Jeopardy!)
 - Separate students into teams. If possible, try to ensure that all of your strong students aren't all on the same team so that the game is a little more balanced and fun for all.
 - Once students are separated into teams, have the team decide on their mascot by placing all of the Super Smash Bros characters onto the board, and having them choose.
 - Once they decide on their mascot, give each team 2500 (or more) points (or HP/hit points) to begin.
 - Explain the rules. This game is very similar to that of the real Jeopardy game, however, I don't enforce the rule that my students have to formulate their answers in the form of a question (however, if your students would enjoy that challenge, I would highly encourage you to conduct the game in that fashion).
 - Students must also learn to articulate which column and the number they want to answer. On the real game show, contestants often say the category and then the number (for example: "Places for 500"), but to make it easier for my students, utilizing only 5 columns, I teach them to say 'left', 'center-left', 'center', 'center-right', or 'right'... "for 500" (or whichever number they want to choose. I also make my students choose numbers in consecutive order instead of allowing them to jump straight to the 500s at the beginning of the game.
 - If a student answers a question correctly, the value of the card they chose damages their opponents. For example, if Team A answers a question for 300 points, you subtract 300HP from all of the other teams.

- To add an element of surprise and twist to the game, I also added playing cards. When students answer questions correctly, they must choose a card from a deck. Each playing card is given a face value and the suit of the card applies a certain effect.
 - ✧ Cards **2-10** are worth 100 points.
 - ✧ **Jacks** are worth 200 points.
 - ✧ **Queens** are worth 300 points.
 - ✧ **Kings** are worth 400 points.
 - ✧ **Aces** are worth 500 points.
- Furthermore, each suit also has a certain effect:
 - ✧ **Hearts** add points to their team.
 - ✧ **Spades** subtract points from their team.
 - ✧ **Clubs** add points to their team, but subtract the same amount of points from the other team.
 - ✧ **Diamonds** subtract points from their team, but add points to the other team.
 - ✧ **Jokers** are wild cards that switch the teams' points. So, if Team A has 4500HP and Team B has 500HP, and a joker is pulled, the points are completely switched, leaving Team A with 500HP and Team B with 4500.
 - ✧ (*If your deck has them*) **Blank** cards do nothing, and both teams are safe for that round.
- If either team reaches zero or goes into the negatives, that team can request help by asking the other team for health/HP/hit points by asking their opponents to them some of theirs (in English), or you can have every team-member perform a short self-introduction, have the losing team answer additional questions, or anything you can think of that might challenge them to utilize English.

<p>Making the activity easier</p>	<p>Making the activity easier is relatively easy as you can make it as easy as you want via your questions. You can even make the questions simpler, and/or do away with the cards to make it more straightforward.</p>
<p>Making the activity harder</p>	<p>Again, this activity is extremely flexible, as you can make it more challenging by playing it more like real Jeopardy and having students formulate questions when they answer, or make the questions and/or categories more difficult.</p>