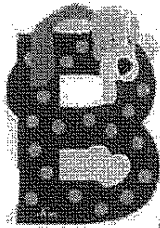


THE ABC'S of LESSON PLANNING



Always prepare!

- 1) **Lesson Plan Template:** Plan a week or so in advance in order to give your teachers an opportunity to find time to look at your plans. Remember, you aren't alone! You have other teachers, your JTE, and JETs that can help you.
- 2) **Learning styles:** We all learn differently, so be sure to think about how you can reach all types of students during your lessons to maximize comprehension.
- 3) **Class dynamics:** Are you going to do group work or pair work? Is your class big or small? How many times will the students change partners? How will you keep the lazy ones accountable for doing their work? What will you do if students don't listen? Is it the rowdy sports class who thrives on competition? Or artsy kids who prefer quiet pair work and drawing?
- 4) **Provide Visuals:** You'll often be asked to explain directions in English. Students will more than likely just stare at you or wait for instructions in Japanese. It's your job to provide them with as much as you can to help them understand the purpose of the lesson clearly. Write directions on the board, make a giant handout to point to, demonstrate with the JTE. Think about whether students in the back of the classroom can see your directions clearly. Also, did you know 'Comic Sans' font was *made* to look the most like handwriting, and is one of the easiest for kids to read?
- 5) **Time needed:** Leave ample time for giving directions. How long will each single activity take?
- 6) **Non-class kid work:** Have lunch with kids or play during PE class. This will pay off SO MUCH at the end of the day! Getting to know them prepares students to be more comfortable trying new things during your classes.



Be Flexible!

- 1) **Expect the unexpected:** Things will go wrong, and maybe something won't go as planned. Don't be afraid to switch courses halfway through your lesson. If you plan ahead, you may already have ideas on how to make a lesson easier for kids. Also be ready for a JTE to scrap the lesson plan you spent hours preparing!
- 2) **The Magic Bag:** Keep a bag with you at all times with easy lesson plans for you to use when you're in need. Some can be a list of warm-up games, or easily adapted writing/speaking activities. In mine, I have a folder of printed worksheets, a giant die, candy for prizes, extra paper, chopsticks for pointing at things, my self-intro materials, blank bingo cards, and blank lesson plan templates.
- 3) **Adapting Lessons for Student Levels:** It is very simple to adapt a lesson plan to suit the needs of every student. Maybe your plan is originally very difficult, but you want to use it again to perfect it, but it's with a low-level class. It's TOTALLY DOABLE!! Use less phrases, ask for less speaking, make it more interactive. Give opportunities to students to *feel* successful.
- 4) **Repeat, repeat, repeat:** Speak slowly, easily, and give directions twice... and maybe three times.



Come smiling!

- 1) **On your bad days:** The truth of the matter is, you will have bad days. Whether work-related or in your personal life, you will have them. Learn how to leave it behind and focus on the kids when you enter into the classroom. If that means you have to sit and have a cup of coffee before your lesson, go do it! Those kids are excited to talk to you, and don't have many opportunities to do so. Give em what they deserve! None of this advice will make any difference if you can't be positive.
- 2) **Share about your life:** Kids want to hear about your life. They want to know you are a real person, and often times are surprised to find out that you like to eat food and hangout with friends when you aren't working! Crazy, right?
- 3) **What makes you happy:** think about the things that make you excited. What do you enjoy talking about most with other people? Chances are that kids are the same way! During lunch find out what they like. Home in on some pop culture tidbits. Even if you aren't into Japanese manga or anime, there are definitely things that transcend internationally (like Harry Potter). Use those things in your lessons! Even if they're only pictures of famous people with speech bubbles giving directions.
- 4) **Lesson Plans gone horribly wrong:** Look at "lesson plans gone bad" as opportunities to improve, instead of failures.

LEARNING STYLES

Based on Gardner's Theory of Multiple Intelligences

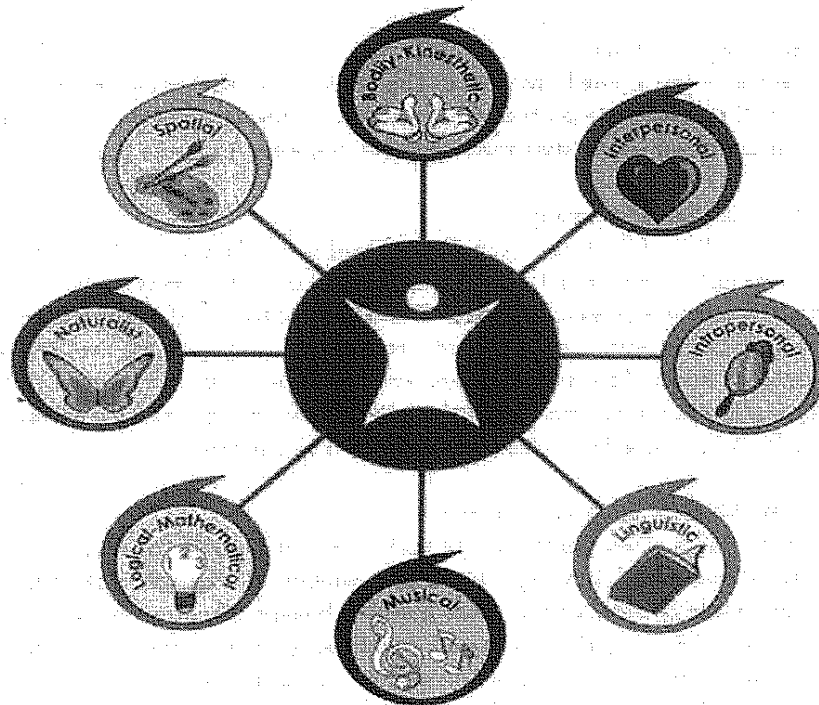


Read *Multiple Intelligences Around the World* published by John Wiley & Sons, for a chapter on Perspectives from Japan.

Accommodate different learning styles into one lesson by exploring *one topic* in a *variety of ways*. Keep the class in a forward direction and try to incorporate reading, writing, listening, and speaking.

There are 3 main types of learners.

1. **Visual learners** learn by seeing. (look at info, write down notes, visualize things)
*Use visuals, wall displays, posters, flashcards, colors, charts, pictures, videos, etc.
2. **Auditory learners** learn by hearing. (hear info, repeating, rhythm, sounds, talk about problems)
*Use audio, stories, songs, chants, drills, pair/group work, debates)
3. **Kinesthetic learners** learn by doing. (physically active, movement to remember, hands-on)
*Use physical activities, competitions, games, role plays, alternate activities)



According to Howard Gardner, of Harvard University, there are 8 different ways people are intelligent. These multiple intelligences are:

- 1) **Verbal linguistic:** Good at speaking, writing, listening, and reading.
- 2) **Logical/Mathematical:** Good at logic/math problems, and finding patterns.
- 3) **Musical/Rhythmic:** Good at musical pitches, tones, and rhythm.
- 4) **Bodily/Kinesthetic:** Good at hands-on activities, building, and sports.
- 5) **Visual/Spatial:** Good at maps, puzzles, charts, and pictures.
- 6) **Naturalistic:** Good with anything related to nature, outdoors, and science.
- 7) **Interpersonal:** People-oriented/ outgoing and good at working in groups.
- 8) **Intrapersonal:** Self-oriented/ reserved and good at being aware of their own ideas/feelings.

ACTIVITIES & Warm-ups

WORD RACE Speaking & Writing - *The most easily adaptable game!*

Split students into lines facing the chalkboard. They will have 2 minutes to write as many words on the board that coincides with their category. The student at the front of the line, will run up, write a word, pass the chalk to the next person. Encourage students to help with vocab, create as many rules as you want. Shiritori is the same concept, but students write words that begin with the last letter of the previous word. For example: dog, gone, eating, going, give, eggs, smile

LETTER RACE Speaking

Split students into two groups, JTE counting for one group, ALT counting for the other. Each student is handed one playing card. If a student gets a card with the number '5' on it, they must say 5 words that start with the letter the teacher chooses. Once the student says the number of words needed, the next student in line does the same thing according to their #, without repeating any of the previous words. The first line to finish is the winner. Encourage students to help each other.

TELEPHONE Speaking & Listening

Give the last person in line a simple sentence. The student "passes" their sentence by only saying their sentence ONE time to their partner. This pattern continues. Once it gets to the front of the class, the last student must write what they think the sentence is, on the board.

HAND SLAP Pronunciation & Listening

Practice pronouncing 'R' and 'L'. Use these words Road/Load, Rice/Lice, Right/Light, Read/Lead, Row/Low. Students get a partner, sit facing each other, put their hands out with palms down and fingertips almost touching. Assign one student R and one student L. ALT will say words aloud from the list. If the word begins with the letter that the student is assigned to, they try to slap the top of the other person's hands. If a student slaps when the word does not begin with their assigned word, their opponent gets a free slap. Circle the words after you say them, so students can visually see. Also, for a challenge, have them close their eyes and only listen.

MATH IS FOR WINNERS Speaking & Numbers

Have students get in pairs. They stand back to back. They will hold their hands at chest level. They will put up as many fingers as they want to equal a number. At the count of three students will quickly jump/turn around and look at the other person's fingers. The first student to shout out the correct total number of fingers their opponent is holding up is the winner. Have losers find a new partner with another loser, and winners with winners. Eventually you can have the 2 who've lost all, and the 2 who've won all battle it out in a finals match.

MESHI GAME Speaking & Listening

With scrap paper from your 'Magic Bag' or having students use their own, have students cut paper into 10-15 pieces and write their names on them (these become their meshi). They basically go around and bow/exchange meshi, then ask whatever target question/responses you want. Have them write their partner's answer to the question on the back of their meshi card.

MY FAVORITE ONLINE RESOURCES FOR QUICK AND EASY ACTIVITIES:

<http://bogglesworld.esl.com> - Easily adaptable worksheets & plans

<http://liteslj.org/questions> - Conversation Q's separated by categories

<http://www.mes-english.com> - Flashcards, games, worksheets

Other JETs ©

LESSON PLAN

Class:

Date:

Lesson Focus:

Lesson Objective: Students will be able to

Lesson Materials:

Notes about the lesson			
Time for activity	Activity	ALT/JTE Responsibilities	Student Task/Role
Greeting 2 min	Initial greetings between students and teacher		
Warm-up min.			
Vocab/ Expressions min			
Activity min			
Activity min			
Wrap-up min			

After Lesson Notes:

RANDOM ON THE FLY LESSON

LESSON PLAN : Who is it?

Class: OC

Date: June 2012

Lesson Focus: Relative pronouns "who" and "whose"

Lesson Objective: Students will be able to use relative pronouns (who, which, etc.) to describe something or someone.

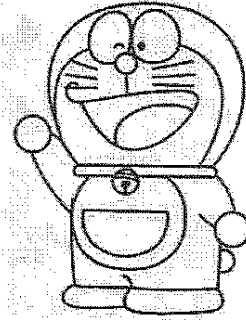
Lesson Materials: Handout prepared by ALT

Notes about this lesson		Encourage students to work together. The roles of writer and speaker are assigned to keep students on track.	
Time for activity	Activity	ALT/ JTE Responsibilities	Student Task/Role
Greet/ Warmup 6 min	Initial classroom greetings Warm-up of your choice	- Greet students	- Greet teachers
Explanation of the grammar and examples 10 min	LISTENING AND SPEAKING -ALT will demonstrate how to describe something/someone using relative pronouns. - Draw a table, like the one on their sheet and fill it in without telling them the answer. - After write WHO__ and WHOSE__ and explain that the word following WHO must be an action (plays, wears, sings, is) and WHOSE is a person or things (face, hair, fiend, teacher) - Have students give you a few for each.	- ALT demonstrates and draws on board. - ALT explains the point system and how teams get points.	Speak, listen, play
Main activity 20-30 min	WRITING AND SPEAKING -Students will make groups of four - They fill out the FIRST column, then have a round of guessing, then do the SECOND column. -Students will write five clues for each famous person/character (ten clues total). For example: <i>This is a character whose face is blue</i> <i>This is a character whose skin is blue</i> <i>This is a character who is a cat.</i> <i>This is a person who eats doriyaki</i> -When they have written their clues, each team will get up and share their clues aloud with the class. The other teams will try to guess the name of the famous person/character. If they guess correctly, they get a point. -The team with the most points at the end of class wins! ☺	-JTE/ALT Ensure that each student understands how to play the game. - JTE/ALT help students write their sentences. - ALT to ensure that students choose different people, you can give each group a card with the word character, man, woman, child, or group on it. Ask students to choose someone from this category.	- Listen, repeat, speak - Choose a number 1, 2, 3, 4. - when it's time to present in front of the class, each student will read one hint (if they're 1 they will read hint #1, 2 reads #2 etc. (if you have 5 clues and members, have students make 5 questions
Writing activity *Optional (if necessary for time purposes)	-Each student will write a short paragraph about one of their friends or family members using as many relative pronouns as possible. For example: <i>My mother is someone who helps me a lot.</i> <i>She is a woman who is very smart, etc.</i>	ALT/JTE help students.	write
Wrap-up 3 min	- ALT gives one last clue for a chance. - Tally points and give prizes to winners.	- ALT gives one last clue	Guess

Who is it?

RULES

1. Write 4 hints using 2 'who' and 2 'whose' sentences.
2. Each team will say their hints aloud.
3. Groups must wait for ALL 4 hints to be read.
4. The teacher will raise the flag.
5. The first group to raise their hand and give the correct answer gets 1, 2, or 3 points (Points change with each group)
6. The group with the most points wins.



FOR EXAMPLE

Who is it? 0) Character - Doraemon

1.	This is a character <i>whose</i> face is cute.
2.	This is a character <i>whose</i> skin is blue.
3.	This is a character <i>who</i> is a cat.
4.	This is a character <i>who</i> eats Doriyaki.

Who is it? 2)

1.	
2.	
3.	
4.	

Who is it? 3)

1.	
2.	
3.	
4.	

Lesson Planning Template

Class: 1Nensei Date: July

Lesson Focus: Directions/ How do I get there? Listening, speaking directions

Lesson Objective: Students will be able to - follow and give directions, find their way around a map.

Lesson Materials : textbook, worksheets

Materials covered in previous class		Telephone Conversation	
Time for activity	Activity	ALT/JTE Responsibilities	Student Task/Role
Greeting 2 min	Initial greetings. Ask individual students how they are.	- Greet students	- Greet teacher
Warmup Writing/ Speaking 5 min	Word Race - Students will be split into 3 teams. - They must write a word that begins with the letter given to their team - Students use other team members for help, but can not use dictionaries. - All words must be at least 5 letters long - No numbers can be used. - When students are finished, have them say words aloud as you point to them.	- Assign each student a letter to use. - Point to words for students to pronounce - ALT listens for improper pronunciation/spelling and corrects it - JTE counts up points	- Write words - Repeat words
Vocab 10 min	Pg 36 - In the START section, have students match the pictures with the expressions in the a-h list. - Give answers and definitions. - Key Expressions Have students fill in the blanks with the correct English words. - After, pronounce them orally	- Provide new vocab and explanation - Explain/ highlight difficult vocab phrases/words. - Point in directions for students to guess.	- Write correct answers - Speak - Listen
Speaking 20 min	Where is the? - Give 1/2 the students worksheet 'A' - Give 1/2 the students worksheet 'B' - Each student will have a total of 3 partners. - Students need to fill in the blanks on their papers by asking their partner for directions. - Their partner will give them directions to their destination. They have 5 minutes to find 2 places, then switch partners to find 2 new places.	- JTE it is crucial to confirm students understand all directions. Help students as you walk around the classroom - Direct them to the next partner	- Listen to your partner - Write the correct answers in the blanks - Speak to your partner and tell them the correct answers.
Wrap-up/ listening 5 min	Teacher Directions - Tori will give directions on her map and students will try to follow. - We will use the same teams from the beginning of class, when a student knows the correct answer raise their hand and get 2 points for their team if it's correct.	- Give directions - JTE watches for the first student to raise their hand	- Students raise their hand when they have the correct answer
Quiz Survey 3 min	Quiz - Have students answer the short quiz at the top of the paper Survey - Students answer weekly survey	- JTE give students phrases in Japanese: 1. It's on the corner. 2. I appreciate your help. 3. Could you tell me how to get there?	- Write the English equivalent of the Japanese phrase given by the JTE

After Lesson Notes:

- * Use a giant map to show examples, kids in the back couldn't see.
- * Leave a LOT of time for directions. This took longer than expected.
- * Give students specific directions on how to change partners and when. Give time limit
- * Be sure to go over how to pronounce street names and bad katakana English.

Plan No.	学校 School	年生レソンプラン Grade Lesson Plan
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分 min
分 min
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分 min
分 min

Key Phrases
Vocabulary

Materials
Notes

Plan No.	学校 School	年生レソンプラン Grade Lesson Plan
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分 min
分 min
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分 min

Key Phrases
Vocabulary

Materials
Notes

Materials:

Activity Plan:

分 min	
分 min	
分 min	
分 min	
分 min	
分 min	

Testing Point:

Materials:

Activity Plan:

分 min	
分 min	
分 min	
分 min	
分 min	
分 min	

Testing Point:

Lesson Plan:

Class: 年 -

Goal:

Activity & Time	ALT	JTE	Students

Materials/Notes:

Lesson Plan:

Class: 年 -

Goal:

Activity & Time	ALT	JTE	Students

Materials/Notes:
