

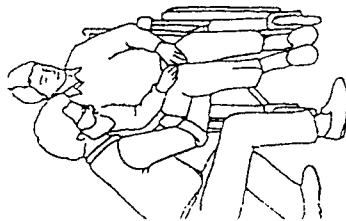
DO lock the wheelchair brakes whenever moving the child in or out of the wheelchair.

DO tell the child what you are going to do.

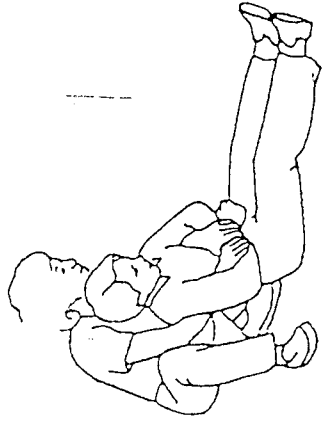
DO wear non-skid, low-heeled footwear (both helper and child).

DO keep feet apart for a wide base of support.

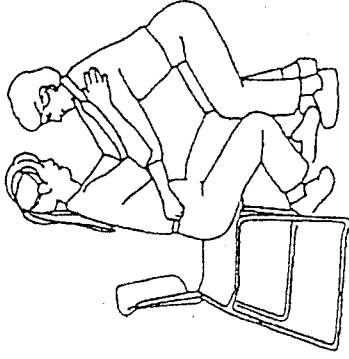
DO remember to unfasten all seat belts and harnesses.



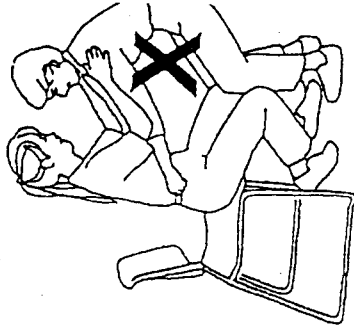
DO stand at the hips and knees.



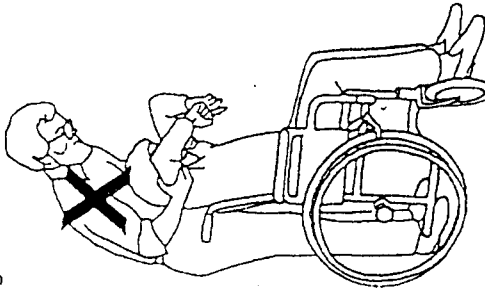
DO lift by holding the child at the waist or by holding the child's crossed arms.



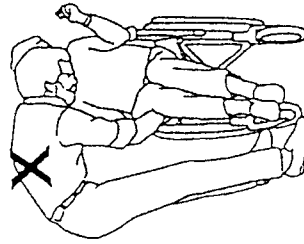
DO keep your back straight.



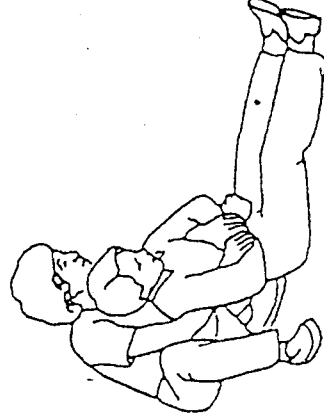
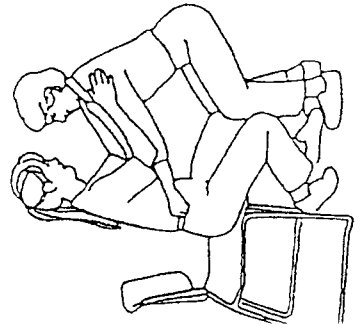
DO NOT relax your back and let it r



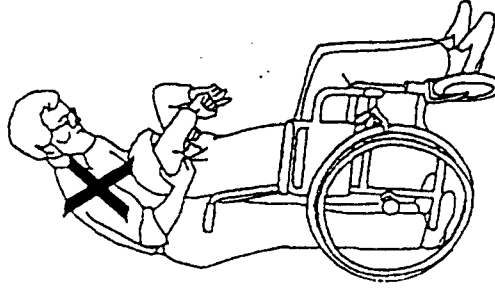
DO NOT lift with the child's arms.



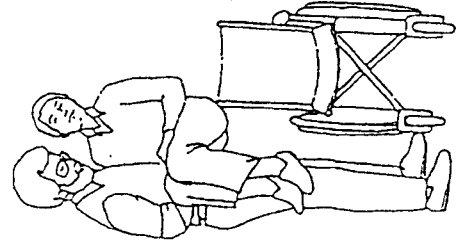
DO NOT bend forward at the hips while standing with the knees straight.



DO lift by holding the child at the waist or by holding the child's crossed arms.



DO NOT lift with the child's arms.



ABCs and abcs *by Nicole Meckley*

One of the problems I ran into when I started at my Yogo Gakko is the students never learned the distinction between capitol and small letters. I bought some sponge ABCs while I was home over Christmas that seem to work like a charm. Another way to make resources is to make your own out of cardboard or oaktag (*atsugami* in Japanese) and then decorate them as you like. You could even have the kids do this as a project (You make the forms and they decorate them).

I. Matching Memory Game

On small square cards put one letter per card. Make 24 capitol letter cards and 24 small letter cards. Spread them face down all over the table. One student turns over two cards. If they match he/she keeps them. If not then both cards are turned back over and play resumes.

II. ABC Karuta Game

Using the small cards from the above game place all cards facing up. You call out a letter and the first student to find the matching cards wins.

III. ABC Handout

Attached is a handout I usually give the kids to do as homework.

IV. Order Game

In one class I had each student make his/her own set of ABC capitol letter cards as homework. They were to bring them to every class. So if I need something to use as a warm up or cool down I have them race to put their cards in order. Then I have them say them out loud by themselves in front of the class. This helps to build their confidence and self-esteem.

V. ABC Vocabulary Pictures

I use a booklet I obtained from a friend to show the first letter of a word and match it to the picture. I usually taught the junior high students five new words each lesson and had them practice writing them or typing them as homework. During the school festival they displayed their favorite pairs.

Name: _____

Date: _____

ABC Handout

A B _ _ D _ _ F G H I J _ _ _ M _ _ O P

_ R _ _ T U _ _ W _ _ Y _ _

a _ _ c d e _ _ g _ _ i j k _ _ m _ _ o p q _ _

_ _ t u _ _ w x _ _ z

ABC BINGO

		FREE		

To play, have students write the letters of the alphabet randomly on their sheet. They can use each letter only once. The ALT or JTE calls out a letter, and the students put an X over the letter on their grid. The first student to get a row across, down or diagonally wins.

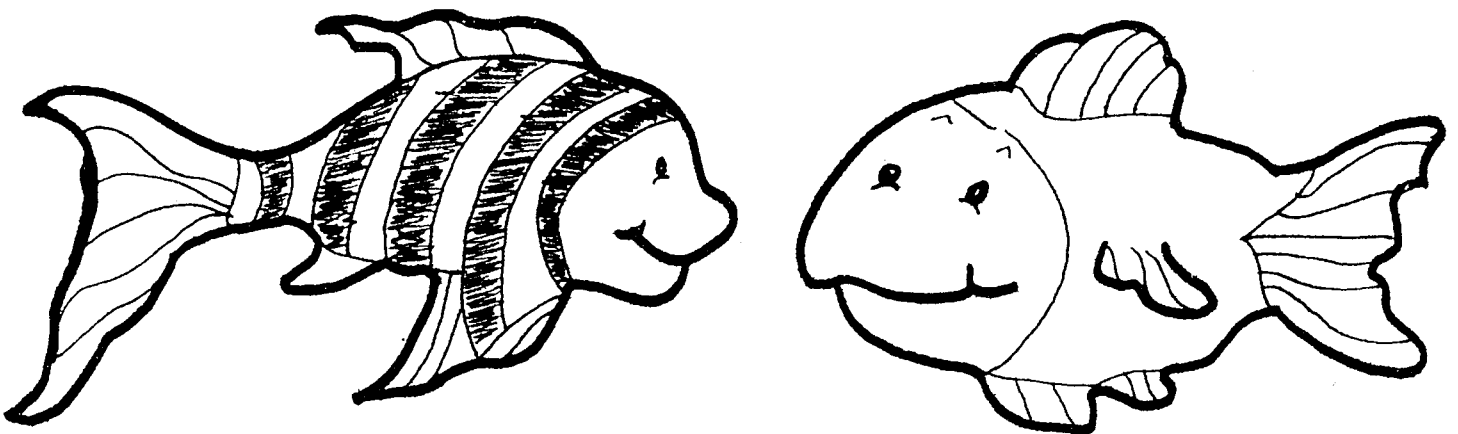
Colorful Fishing

This is a fun little activity that you can do to practice or review colors. Draw a fish or use the example and photocopy it several times. Color each fish a different color or have the students do it. Cut each fish out and put a paper clip at the mouth. Make a fishing rod*. Spread all the fish out on the table or floor colored side up. With a little background music for effect, first demonstrate how to go fishing. Have the Japanese teacher say, "What color is your fish?" or simply "What color is it?" The person who caught the fish must say, "My fish is _____." or "It is _____." Give each student a chance to fish.

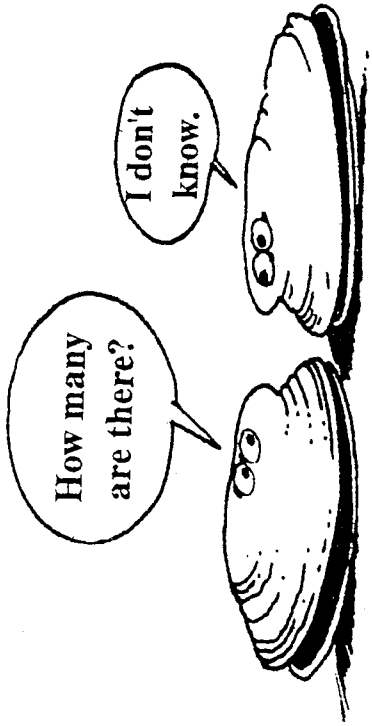
Editor's note: *For higher level students you can make each fish two or three colors. When the student answers he/she must use the word "and" in the sentence.*

Additional ideas:

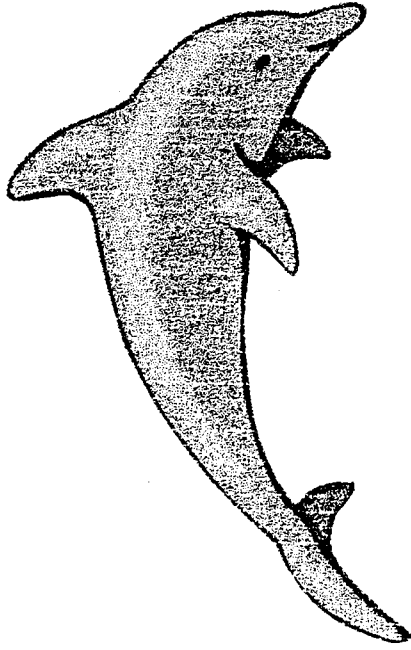
- 1) To build on this lesson you can make a counting activity out of it using a variety of sea animals. Place the various animals on the floor and ask, "How many fish?", "How many starfish?", "How many shells?", etc. Allow a few students to fish. Then repeat the questions making sure they count the animals correctly. This activity worked well as a review of sea animals, colors and counting.
- 2) To make a game activity you could write commands on the backside of the fish. For example, "Sing the ABC song.", "Close (Open) the door.", "Hop on one foot.", etc. This worked really well for my third year high school students.



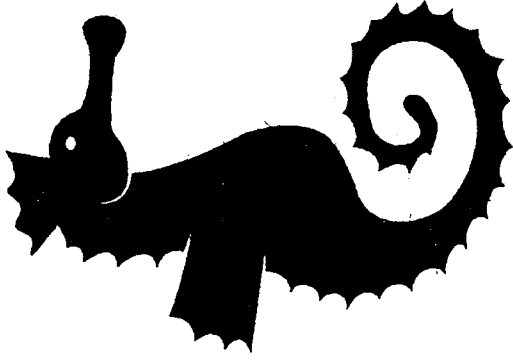
* **Editor's note:** *I made my fishing rods out of a pair of chopsticks I never used that come with my obento. I tied a shoelace around one end of the chopsticks. On the other end of the shoelace I tied a magnet. You could use just about anything, but at the time this was the best I could come up with.*



Clams



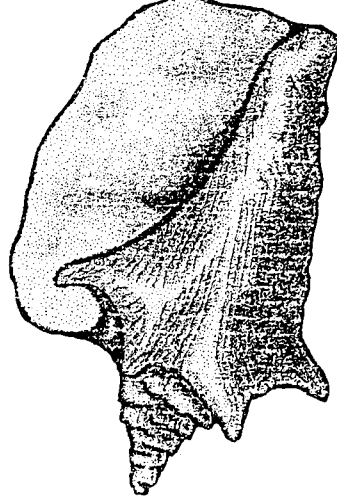
Dolphin



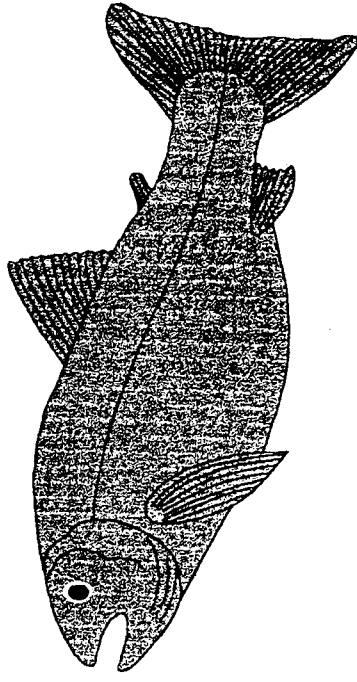
Seahorse



Whale



Seashell



Fish

Beetles

by Dominique McGrady

I have a bunch of dice games that I play too. Sometimes I think they are monotonous, but my kids love them and I remember I did too as a kid. You probably know some of them, but one of my favorite is BEETLES. Here's how it goes:

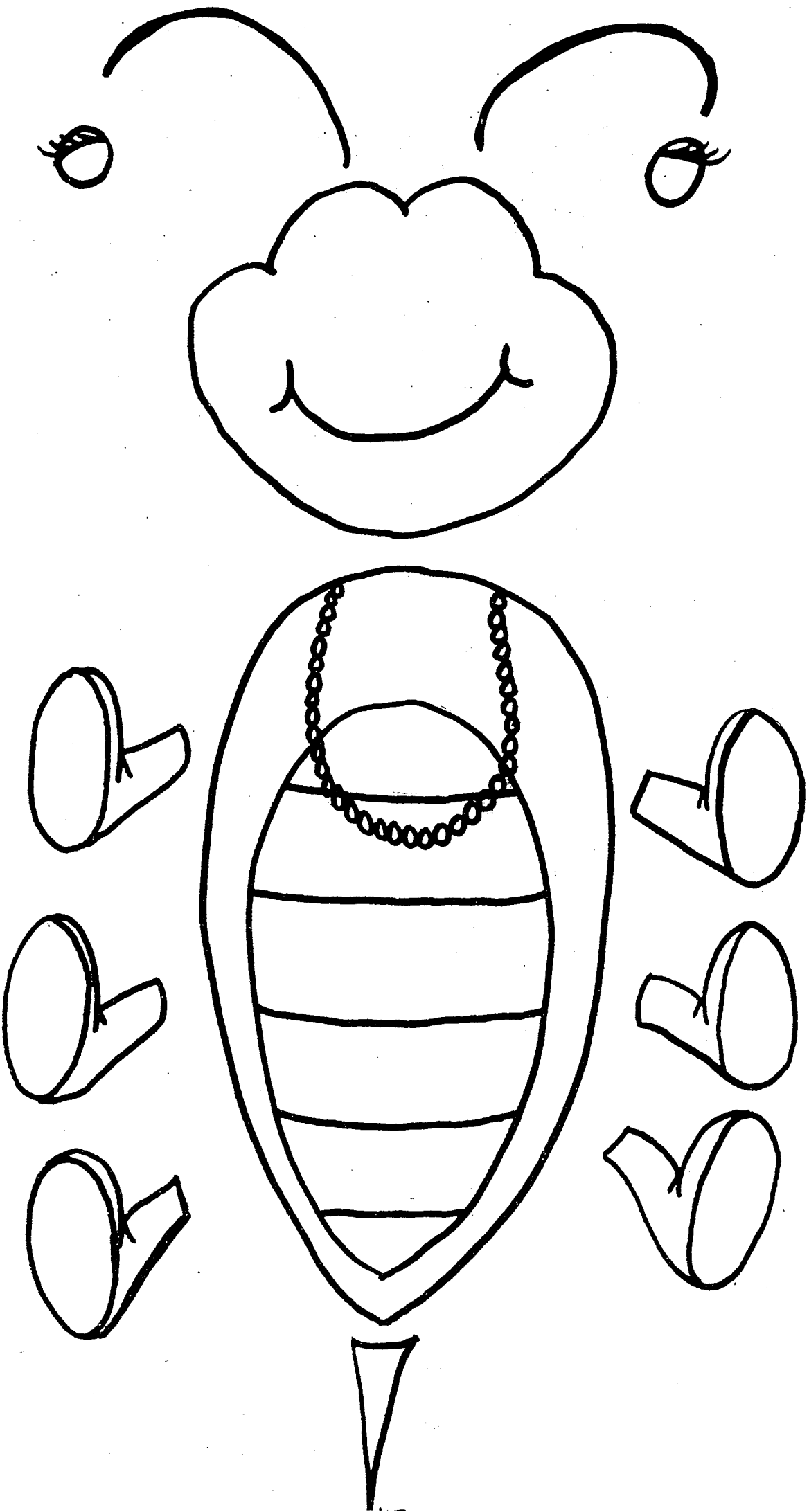
This is good for practicing numbers. You can make dice using larger domination, e.g. 10, 20, 30, 40, 50, 60 for practice of bigger numbers. You can use either one die for a group of kids or they can each have their own.

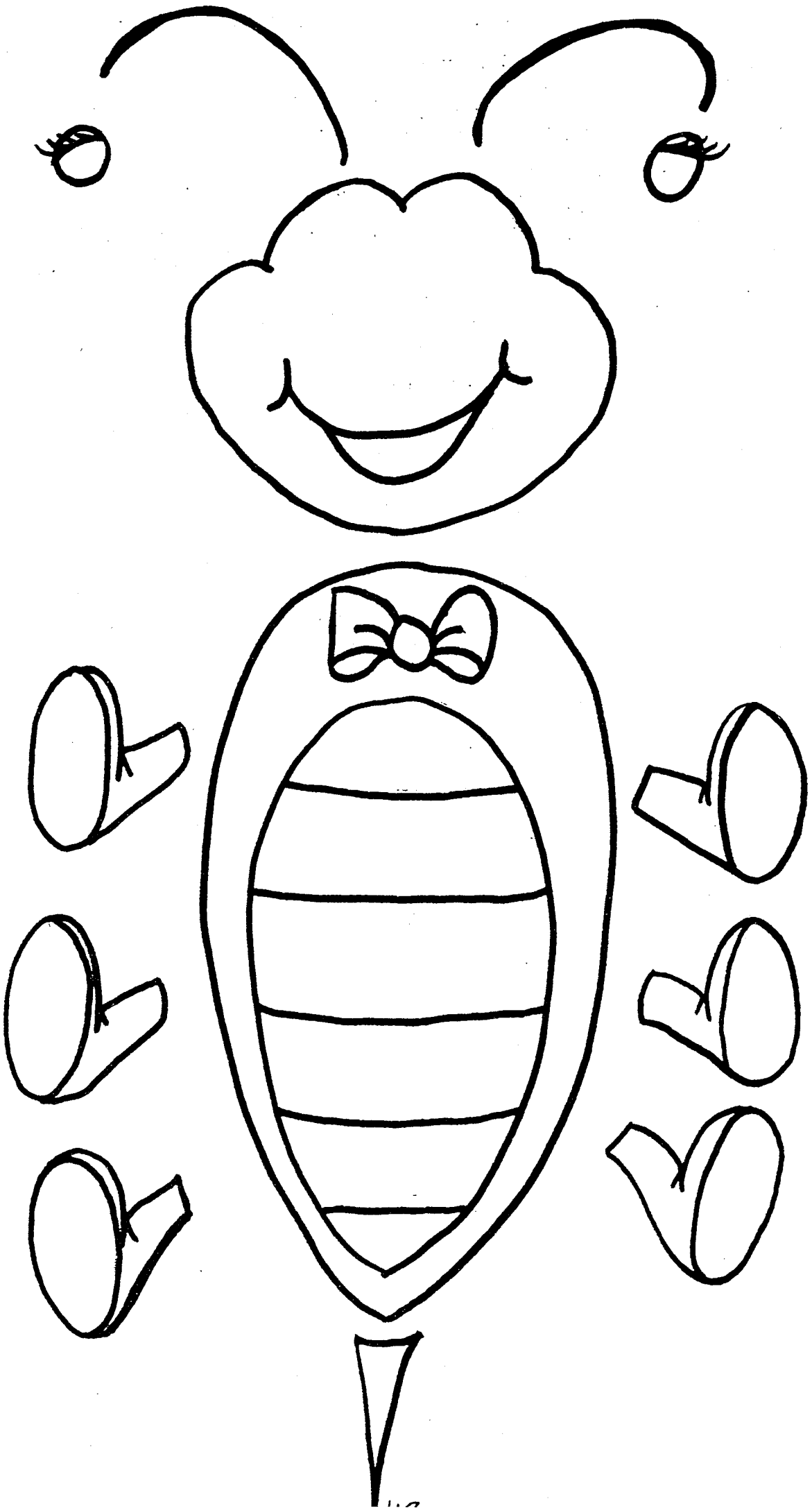
Rolls of the dice and their meanings:

- 1 = antenna (they must have two)
- 2 = the eye on top of the antenna (they must have two)
- 3 = tail (they must have one)
- 4 = legs (they must have three on each side)
- 5 = body (they must have one)
- 6 = head (they must have one)

Everyone gets a blank piece of paper. Janken for the student to start the game. He/she rolls the dice. If he/she rolls a 5 or 6 then he/she can draw that part on his/her paper. So each student must roll a 5 or 6 to start drawing the picture. Of course you can only draw one eye, if you already have an antenna. Likewise you can only draw an antenna, if you have a head AND a tail/legs, only if you have a body. The first person to complete the beetle is the winner.

Editor's note: You can already have the forms ready and the students just paste them together. I have included the picture and forms I used when I did this at my Yogo Gakko's junior high class.





Animal Ideas by Johanne Denis

Circle Game: (See attached worksheet A)

Before you play teach the students the names of the animals by either using the circle game sheet or picture books. When they have a good grasp, you can play the circle game.

To play the game have students get into pairs. Give one worksheet to the pair. One student uses a blue pen, the other one a red pen. You say, "Panda" or "It is a panda." The first student to circle the correct animal gets one point. You may want to give the winner a small prize or allow them to choose the animals. Another idea is for you to make the animal sounds and have the students circle the correct animal.

Puzzle Game: (See attached worksheets B & C)

First you need to make the puzzle. Paste workshop B onto thick paper (*gayoshi* or *atsugami* in Japanese). On the other side paste worksheet C or a picture of your choice. Cut the paper into 20 squares and *Voila...* instant puzzle!!! Put all the pieces in an envelope.

To play one student picks a card out of the envelope without showing it to the other students. The student then mimes the animal they have on their card (or makes the appropriate animal sound). His/Her team mates try to guess what animal he/she is. The first team to guess all the cards and make the puzzle is the winner!

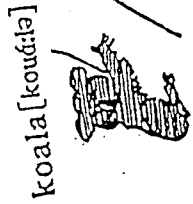
Circle Game



giraffe [dʒəˈræf]



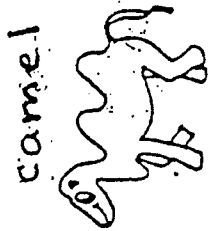
elephant [ɪˈlɛfənt]



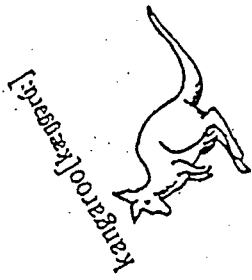
koala [kəʊˈɑːlə]



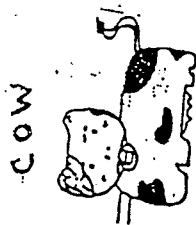
Snake



camel



kangaroo [kæŋɡəˈruː]



cow



bear



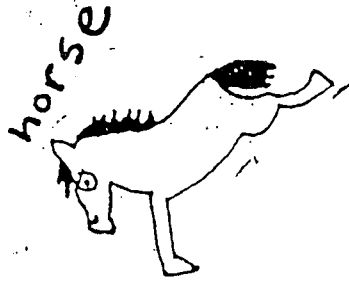
dog



monkey



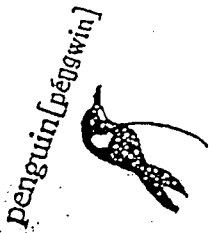
zebra [zɪˈbræ]



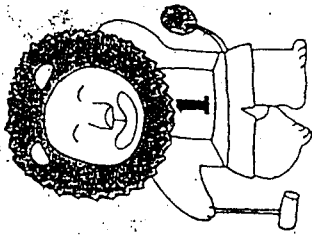
horse



tiger [ˈtɪɡər]



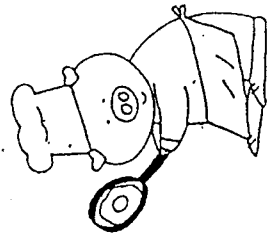
penguin [ˈpɛŋɡwɪn]



lion



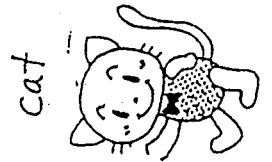
panda [ˈpændə]



pig



frog [frɒɡ]



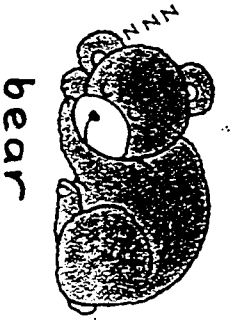
cat



rabbit [ˈræbɪt]

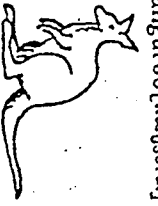
Points _____

Points _____



bear

kangaroo [kæŋgəˈruː]



giraffe [dʒaˈraʊ]



zebra [zɪˈbrɑː]



panda [pæˈndɑː]



frog [frɒg]



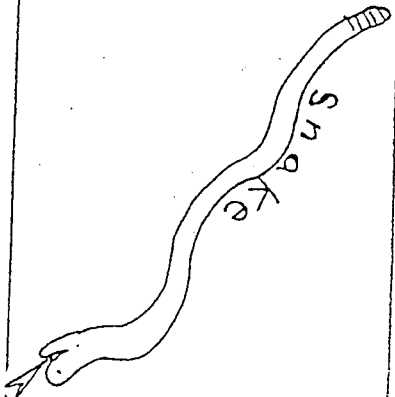
elephant [ɪˈlɛfənt]



koala [kəʊˈlɑː]



snake



horse



penguin [ˈpɛŋɡwɪn]



tiger [ˈtɪɡə]



dog



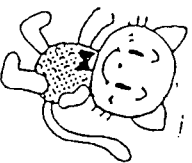
cow



camel



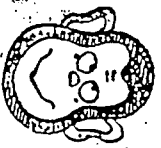
cat



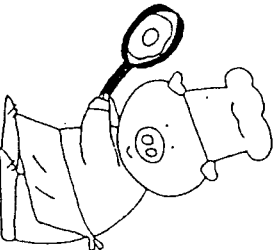
rabbit [ˈræbɪt]



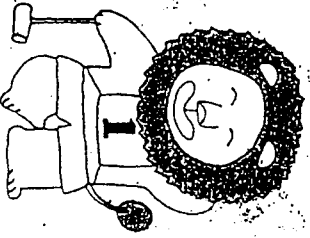
monkey



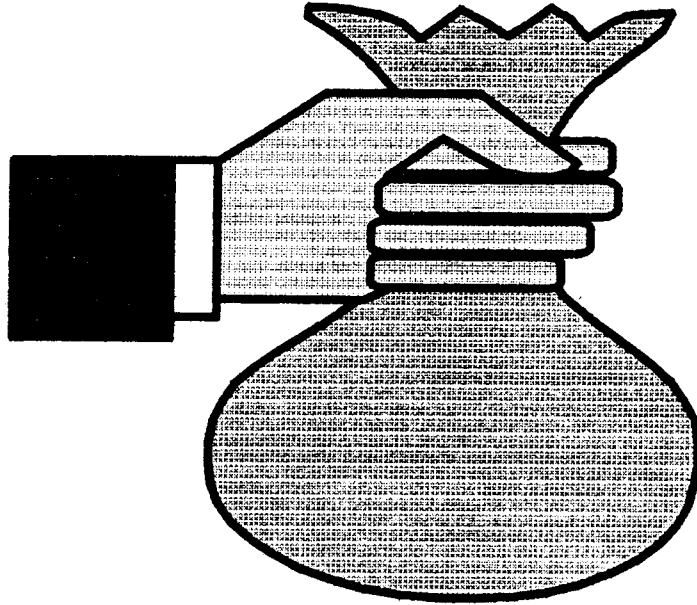
pig



lion



Bag of Goodies by Esther McLean



Prepare a bag of goodies. Put in things like an apple, a toy car, sunglasses, a shoe, a banana, a picture of an elephant, a coin, etc. Ask the students to take out one thing (without looking in the bag) and then they tell you, if they can, what it is in English. Put these things on the table in front of the whole class. Half of the objects should be things they know, and half new words. For some reason, students love it when you have a big bag full of things. They are so curious and the secrecy and drama of pulling the objects out one by one grabs their attention.

Another twist is one student writes down an item (either in katakana eigo or romaji). The others have to guess what it is by asking questions. E.g. "Is it pizza?", "Is it an elephant?", etc. The person who guesses correctly writes down the next word. This isn't much of a game, but all my students LOVE it - especially when they have said almost all the items and have forgotten which they have said!

When it is done, put all the items in the bag, getting the students to name them as they are replaced. Then the students take turns to delve into the bag, hold an item and guess what it is by feeling it.

If the students are advanced, then you can take one item from the bag, put it under a cloth and the students ask questions to find out what it is. "Is it big?", "Is it red?", etc.