
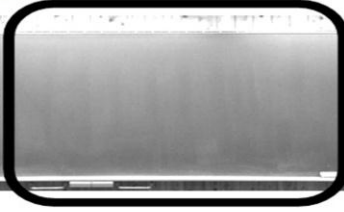

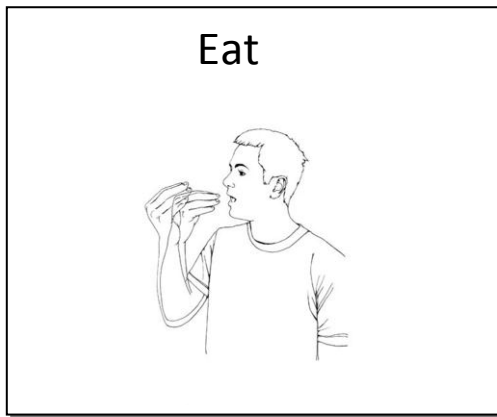


Visual/Writing:

<p>List of things that will be done in class. Always written in the same place.</p>	<p>Place for projector to be used. Handouts or pictures can be shown in a large size, making it easy for students to follow along.</p>	<p>New words are written in a list, in the same place, for quick and easy reference throughout class.</p>
		

Gestures:



Ex:

Stand up: Raise your hands up while giving the command.

Sit down: Lower your hands down while giving the command.

There are many more classroom commands you can pair with gestures. Using gestures with new vocabulary is an effective tool for comprehension. Be sure to use the same gestures each time so as not to confuse your students.

Rephrasing:

T: What did you do last weekend?

S: I don't understand...

T: What did you do **on Saturday**?
How about **Sunday**?

Wrap:

"Please look at the second paragraph.

Paragraph. In Japanese, *danraku*.

Paragraph. *Danraku*. So, please look at the second paragraph now."

Follow Up:

T: Would you like to visit Japan?

S: I would like to.....Japan, China, Italy.

T (follow-up): Oh, I see. You would like to **go** to Japan, China, and Italy.

Reaffirming:

T: What's the boy doing?

S: He's climbing a tree.

T (reaffirming): That's right. He's climbing a tree. Correct!

Rhythm:

He / can come / on Sundays / as long as / he / doesn't / have to do / any homework / in the evening. ○

VS.

He/can/come/on/Sundays/as/long/as/he/doesn't/have/to/do/any/homework/in/the/evening. ×

Repeat:

REMEMBER:

When introducing new vocabulary to students, try to use the new words as often as possible throughout the class. The more they hear the word, the more likely it will be stored in their memory.

AND

Don't forget to use what your students have already been taught – incorporating vocabulary from past lessons helps solidify that information.

Notes: