

Team Teaching Senior High School Workshop Outline

Part 1-4 (3-5 minutes) Part 5 (20 minutes)

1. Lesson Planning (Show Example Lesson)
 - a. meet with your JTEs
 - b. incorporating the textbooks
 - c. original lessons (**Using Modalities**) (**Mexican Food Lesson**)
 - d. Demonstrate TT**
 - e. keep making tests in mind
 - i. can your lesson be used to make a test
 - ii. using all the modalities (ways people learn)
 - f. after exam games/activities
2. Interaction with Students
 - a. Cross-cultural exchange
 - b. Student's English Ability (**Review Eiken Chart**)
 - i. Eiken or 'Step Test' Level 1 through 5 (Level 1 or 1kyu is the highest)
 - ii. 1st year high school students will usually have passed Level 3 in JHS and some will have passed pre-2nd level
 - iii. Know the **speaking, listening, reading, and writing** ability for each level
 - iv. Focus on 3kyu from JHS
 - v. Pre-2kyu and 2kyu goals for SHS
 - c. Use **Classroom English**
 - i. Examples and Show Chart
3. Other Responsibilities
 - a. English Speech Contest (September 21st 2013 Saturday)
 - b. English Debate Contest (October 26th 2013 Saturday)
 - i. Japanese government should remove the tariff on rice imports.
 - ii. (日本政府は、米の関税を撤廃するべきである。)
 - c. English Recitation Contest (January 25th 2014 Saturday)
 - d. Judging
4. Prefectural ALT Community
 - a. SHS ALT Network
 - b. English Camp!
 - c. Intensive English Training Seminar (August 20-21th, 2013 Tues-Wednesday)
5. Scenarios
 - a. Split into pairs (11 people, 5 groups, 1 group of 3)
 - b. Pass out scenarios and discuss solutions

Using Modalities

VAKT = Visual, Auditory, Kinesthetic, Tactile

These are the four learning modalities (*ways people learn*) and since everyone learns differently, you should try to include all of these modalities in your lesson planning. Studies have also shown that multi-sensory teaching techniques can significantly increase student participation and interest to learn

Visual	Auditory	Kinesthetic	Tactile
Applying colors to ideas	Saying/repeating it out loud	Clapping out the stress in words	Matching pictures to words
Putting things in rows or columns	Using pneumatic devices to aid memorization	Raising your hand to signal a mistake or something to go over later	Using flash cards, strips of papers, or a dice in your lessons
Maps	Interviewing and/or debate	ALT and JTE stand apart from each other	Making models or visual aids themselves
Using charts or have students make their own	Have one student tell the other students the activities' goals	Connecting a motion to a word (works very well)	Playing board games
Pictures	Rephrasing	Act out a roleplay	Use puppets or dolls
Videos	Using music	Have students write down directions	Putting pictures in order
Filling in blanks in a sentence	Story-telling	Playing hot potato to help participation	Categorizing figures, numbers, objects

Mexican Cuisine Lesson Plan

50 minutes

Listening

Warm Up (10 mins)

- Introduce Mexican food to the class.

Eating!

- ALT will show pictures of popular Mexican foods

If possible, ALT will bring some to class. Chips and Salsa

Listening

Mexican Cuisine (10 mins)

- ALT and JTE will read the dialogue and go over the meaning with the class.

Group work (20 mins)

Writing

- Students will describe traditional Japanese food in English.
- Each student will be assigned a food from box 1. Students with the same food will get into groups.
- Students will use descriptions from box 2 to talk about their food.

Presentation (10 mins)

Speaking

- At the end of class students will introduce their traditional Japanese food to the class.

Name _____ Class _____ Number _____

Mexican Cuisine



- A: What's your favorite kind of food?
B: I like eating Mexican food like tacos and burritos.
Traditional Mexican food is famous for using tortilla (トルティーヤ).
A: What is tortilla?
B: Tortilla is a kind of thin bread made of corn or flour.
Many dishes have beans, cheese, and chili peppers.
What about Japanese food?

Traditional	=	伝統的な
corn	=	
flour	=	

Now let's talk about traditional Japanese food! 日本の伝統的な食べ物について話しましょう

- A: Do you like Anpan?
B: Anpan? What's that?
A: It's a **kind of** bread **with** red bean paste **in it**.
It tastes very sweet.

a kind of	=	一種の
with ~	=	~が付いている
with ~in it	=	~が入っている

Box 1 sushi basashi soba okonomiyaki natto mochi tempura donburi onigiri

- A. Do you like _____?
B. _____? What's that?
A. It is _____
It tastes _____

下の単語を使って、日本の伝統的な食べ物を文で説明しましょう。味も！

Box 2	生 : raw	納豆 : fermented soybeans	お好み焼き : Japanese pancake	
	肉 : meat	薄い : thin	麺類 : noodles	ネギ : green onions
味	揚げ物 : deep fried food	丼 : rice bowl	野菜 : vegetables	餅 : rice cake
	おにぎり : rice ball	魚肉 : fish meat	種類 : kind	辛い : spicy
	甘い : sweet	さくさく : crunchy	おいしい : delicious	べたべた : sticky
	しょっぱい : salty	すっぱい : sour		

Scenarios

1. One student says he hates foreigners and refuses to listen to you. He distracts students around him and disrupts your lesson. Your JTE does very little to intervene.
2. You made an awesome, interactive, and fun lesson. Students have little to no interest in your lesson. It is 6th period and half of your students are falling asleep or not paying attention.
3. Your JTE tells you she will prepare a lesson for the class. 10 minutes before class starts, she says she wants you to lead the class but you have nothing prepared for a 50 minute class.
4. Your visiting schools are requesting you to come on more days and often fill your schedule with 6 periods of classes when you visit. They want you to come after school to make and record listening tests. Your base school is also requesting you to do the same thing and you feel overworked.
5. Your classes have been canceled for the week to prepare for exams next week. This leaves you with two weeks of no classes and a fair amount of free time.