

(別紙様式3)

For the LESSON PLAN BOOK:

“Reading Race” [explanation and suggested uses] - see attachment

Submitted by: Andrea Conners

Class/Grade/Language Level: Junior high (all grades), and higher.

Purpose: Regular activity fun supplement. Helps students try for a goal and attempt challenges.

Preparation: Nothing. Copy the attached sheet and hand it out. Explain as you see fit.

Class time: Supplements any activity you do regularly. Requires no time.

I made this whole ‘game’ board. I was asked to make a Snakes and Ladders board, but I thought that wasn’t interesting at all. I had seen another one before with commands, too – not just snakes and ladders, so I used that idea and added it in. (That’s why I suggest this for junior high and above because elementary doesn’t study English letters.) Many students don’t understand where to get off the snakes and ladders, too. So I made it into more of a ‘traps and chances’ board. ☺

USE: Every time students can count how many times they do something, or how many points they get on something, tell them to move forward that many spaces on the board. For example, you can have a vocabulary test of 10 words. The number they get correct is the number of spaces they can move forward that day. If they have to play rock-paper-scissors many times, count how many times they win/lose. Be creative, and think of anything you want them to do (as a class activity) that can earn them points to move forward!





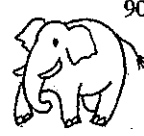
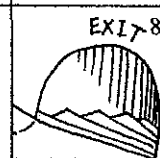
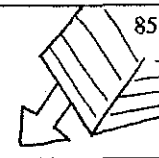


















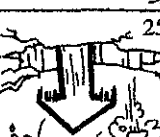
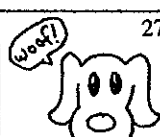
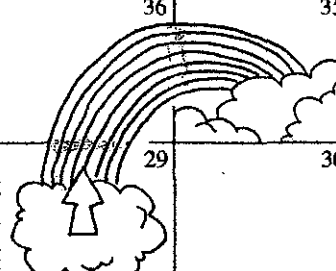
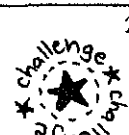




The title written across the top says “reading race”, but you can white that out and creatively write anything you want, even something simple like “Let’s Race”. When I was asked, it was for regular reading practice designated every day by the teacher. The students were designated a certain amount to read in the text book, such as all of Unit 2, or page 27. If they can read it all, it counts as one time. They must read the passage as many times as they can in about 2-5 minutes. The number of times they complete each passage is the number of spaces they can move forward. By changing how big of a passage they had to read each time, they moved forward many or few squares.

CHALLENGE SQUARES: These were made to offer students the chance to pass a challenge (what challenge, decided by you). If they do, I put a (cool) sticker on that challenge square. If they ever fall into a trap again, they never have to go back further than the last completed challenge. It’s like a save point in a game. ;) You can have class challenges or ask them to come to you individually, or mix it up! Maybe they have to get a perfect score on a quiz, or they have to do something extra as homework. Maybe they have to translate a sentence on the board (perfect spelling, too), and the students who do it correctly all get a sticker that day. Other students can try again another day, or skip that challenge and try another one later on.

NOTE: Some students will come to count how many squares they have to go in order to land on a nice square. They really want to win. You could call that cheating, but it doesn’t really matter. Just tell them that it’s much more fun to let themselves fall into a ‘trap’ now and then, and that once they finish the board, they just start over again. You can see how many people were lucky enough to finish (and how many times) at the end of a semester or year.

NOTE: Suggest the students mark in pencil where they land. They mustn’t cross off squares they complete, because they might go back (and can’t read it). However, tell them that it’s ok to color it if they want to! Many students are thrilled to be told that it’s OK! ☺

Reading Race!

97 	98	99 Go to the elephant	100 Challenge 	101	102 Go back to last finished challenge	103	104 
96	95 Go to number 88	94	93 Go to the fish.	92 	91	90 	89
88	87	86 EXIT 	85 	84 Challenge 	83 Go to the cat.	82	81 Go to the triangle.
73 Challenge 	74 	75	76	77 ENTER 	78 Go to the heart.	79 	80
72 Go back 4 spaces.	71 meow! 	70	69 	68	67	66 Challenge 	65 Go to the heart.
57	58	59 	60	61 Go to the cat.	62 Challenge 	63	64
56 Challenge 	55 Go to AKB 48's concert.	54 Go to the triangle.	53	52 Go to the shoe	51 	50	49 AKB forty-eight
41 Go to the dog.	42 Challenge 	43 Go to the square.	44	45 Go to number 48	46 Go back 3 spaces	47 	48
40 	39	38	37 	36	35	34 	33 Challenge 
25 	26 Go to the shoe.	27 woof! 	28	29 	30	31	32 Go back 3 spaces.
24 Go to number 30	23	22	21 Go back 4 spaces.	20 Challenge 	19 Go to the circle	18 Go to the square.	17
9	10 Challenge 	11 	12 	13 Go to the dog.	14	15 Go back 3 spaces.	16
8 Go to the circle.	7	6 Lucky Jump!	5	4 Go to number 7	3	2	1 Start! 

(別紙様式3)

For the LESSON PLAN BOOK:

“The Great Word Pyramid!” - see attachments

Submitted by: Andrea Conners

Class/Grade/Language Level: Junior High (all grades) and higher.

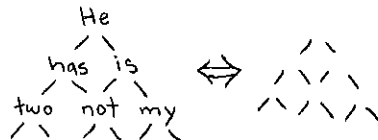
Goal: Review, word and sentence recognition. Can focus on **reading**, or **listening** if you want to read out the paths.

Preparation: {time} One hour for more advanced grammars, less for beginning grammars. {materials} Paper of any size, but printable/easy to copy A4 is good. Can be built on a computer, but by hand may be faster. Students only need this handout and many different colored pencils/highlighters. Be sure to have answers written down on a separate piece of paper.

Class time: 10 minutes, or as much as you would like to spend. You may choose to do this as a warm up (see how far you can get in 5 minutes!), or use lots of time and let students who finish help each other. This also makes for a great fun, extra project for students who particularly love English (or want a prize offered by you), and in elective English classes.

**This also makes for a great ENGLISH BOARD. Just hang it up with one example path highlighted, and all written answers behind it.

Activity:



Build a pyramid of words with a line between each word. Beginning with the top word, students can work their way down the pyramid (never back up) and make logical sentences. All sentences start at the top one word and work all the way to the very bottom. You must work in logical paths based on grammar/words they know. Do this first, then fill in the blanks with random words.

Many paths will only be one word different, so the challenge is to see if the kids can recognize this and find ALL possible paths.

As you can see on the attached sheet, I put all three junior high levels on one paper. Each pyramid focuses on what each grade had learned so far when I made it, and 3rd grade should obviously be able to do the 2nd grade and 1st grade pyramids. Likewise, 2nd grade can also do the 1st grade pyramid. Of course you can separate them onto different papers, too.

NOTE: Advanced grammars tend to require more words, so as you can see, my 3rd grade pyramid isn't much of a pyramid anymore; lengthening and widening the pyramid made too many possibilities, or wouldn't fit on the paper. So I tapered the bottom of it. Making it a complete diamond would also make it boring and difficult (starting and finishing each sentence with the same word), so I finished the bottom row with three spaces. So long as the kids always work down and never back up, they can find the way down. Therefore, obviously the outside sentences are the easiest to find because there is only one possible way to go.

*Included: foods picture pyramid for early elementary! **Listening** activity. Unlike the word pyramid, you can make things interesting by going *any* direction! You can designate different starting points, too. Just say the path they must take. They love it!

dogs is not
 school up
 blue early
 sports well
 after me
 but get
 cats not
 play go
 home do
 I like
 I

We must will
 start not go
 eating reading study to
 after went English at his
 him he tomorrow books home running

The woman castle
 dancing that
 who told with I
 wrote tomorrow him wanted like
 this light has to always is
 story likes many visit leave not
 black beautiful was very
 cats rings old

"The Great Word Pyramid" Answers

I.

1. I like cats but not dogs.
2. I do not play sports well.
3. I do not get up early.

II.

1. We will go to his home.
2. We will not study at home.
3. We will not study English tomorrow.
4. We must start eating after him.
5. We must start reading English books.
6. We must not study English tomorrow.
7. We must not study at home.

III.

1. The woman who wrote this story likes black cats.
 2. The woman who told him to leave was old.
 3. The woman who told him to visit was old.
 4. The woman dancing with him has many beautiful rings.
 5. The woman dancing with him has many black cats.
 6. The castle that I like is not very old.
 7. The castle that I wanted to visit was old.
- ... ?

