

Elementary School* Demo Class & Workshop 2019-2020

Class: Grade 3; **Length:** 10 minutes - 15 minutes ¹

Textbook: Let's Try! ^{12, 3}; **Lesson:** Unit 4 – I like blue. ⁴

T1: Teacher 1 ⁵ **T2/ALT:** Teacher 2/Assistant Language Teacher ⁵ **S:** Student(s)

Activity	Time	Notes
<p>Greetings ⁶</p> <p><u>T1&T2:</u> Please stand up. Good morning everyone! <u>S:</u> Good morning! <u>T1&T2:</u> How are you today? <u>S:</u> I'm ~. How are you? <u>T1&T2:</u> I'm ~, thank you. Let's do the daily questions! (Weather, day of the week, date, etc.) <u>T1&T2:</u> Okay, let's start! <u>S:</u> YAY! <u>T1&T2:</u> Please sit down. Today we will be reviewing sports! <u>S:</u> YAY!</p>	1-2 mins.	
<p>Review: Sports ⁷</p> <p>T2 reviews the names of sports with S.</p>	1-2 mins.	
<p>Gesture Game</p> <p>T1&T2 demonstrate the game for S.</p>	3 mins.	
<p>Review: Key Sentence ⁷</p> <p>Practice <u>Lesson 5's</u> key sentences:</p> <p>Q: "Do you like ~?" A: "Yes, I do." / "No, I don't."</p> <p>T1 says the question for S to repeat. T2 says the answer for S to repeat.</p>	3 mins.	
<p>OX (Maru Batsu) Quiz Game</p> <p>T1&T2 will demonstrate the game for S.</p> <p>T2 will practice the key sentence with S one more time before the game begins.</p> <p>T2 will hand out a sports card to one student at the front of class.</p> <p>T1 will make sure all students have chosen O or X. Then students ask "Do you like~?"</p> <p>Student at the front answers: "Yes, I do." Or "No, I don't."</p>	3 mins.	
<p>End of Class</p>	2 mins.	

Additional Lesson Notes

*This may be an ES class but these techniques (and games) can work well in JHS, too!

¹ –Classes in ES are usually 45 minutes, 50 minutes for JHS. The demo was shortened to allow for workshopping time.

² –Just a heads up: not every ES in Kumamoto uses “Let’s Try!”.

³ –Not every grade will have a textbook. Grades 1 – 2 usually do not have texts, grades 3 – 4 may use “Let’s Try!,” and grades 5 – 6 may use “We Can!” and “Hi! Friends”.

⁴ –The Japanese school year starts in April, so when you arrive at your school you are arriving midway through the year (and lessons).

⁵ –It should be noted that each school differs in its approach on what role the ALT takes in the classroom. At some schools, you may be the main teacher (with a JTE/homeroom teacher as the secondary teacher); whereas, at other schools you may be the secondary teacher (with the JTE/HRT taking on the role as main teacher).

⁶ –Greetings are different at every school. At some schools the greetings are short, like in the demo lesson; whereas, at other schools the greetings will be longer and include different components.

⁷ –We built the lesson around the assumption that the students have already had a class where they learned the grammar/question. This is why review time is short. If this were the first time the students

Game Rules:

Gesture Game:

- Students practice the vocabulary while doing a gesture for each new word.
- The ALT says a few vocabulary words and the students do the gestures. Then the ALT does a few gestures and the students say the vocabulary words.
- After doing gestures with the ALT, teachers choose individual students to come to the front of the class and do a gesture.
- Students raise their hands and say the English vocabulary.
- Rinse and repeat.

OX Quiz Game:

- Teachers put an X (or *batsu*, in Japanese) card and an O (or *maru*, in Japanese) card on opposite sides of the blackboard.
- Teachers choose one volunteer to come to the front of the class and give that student a vocabulary flashcard.
- The rest of the students guess whether or not the student at the front likes the content of the flashcard. If they think that the student doesn’t like it, they move toward the X. If they think that the student does like it, they move toward the O.
- Students ask in unison “Do you like~?”
- The student in the front answers, “Yes, I do” or “No, I don’t.” Students who guessed correctly are the winners of that round.
- Repeat as many times as you see fit.

were introduced to the topic, we would spend more time on key sentences, new words, pronunciation, etc.

TIPS

- No lesson plan/game is one size fits all. Keep your class in mind, what are their limitations? Is it a small or big class? What usually trips them up the most during a lesson?
- Always have a few easy go-to games ready for any lesson. Sometimes things don't take as long as you thought they would and you will need a backup.
- If a lesson is tanking and your kids are losing interest, sometimes it's best just to jump ship and try something else.
- Don't be shy to bring up new ideas with your HRT (home room teacher)/JTE. Want to teach phonics? Show them a lesson outline! For some HRT's it's been a while since they've brushed up on their English and they're always looking for respectful tips on how to provide the best classroom experience.
- When it comes to team teaching, communication is key! Try to find time to talk to your JTE/HRT. Once you create that bridge of communication, you have an open channel for discussing English in the classroom.
- Disciplining is not usually something the ALT needs to worry about. For the most part the HRT/JTE will handle problem students. If they don't their classmates will most likely get after them anyways.
- The type of energy you bring to the classroom can have a big impact on the students (and even the HRT/JTE). So embrace your inner-*genki*-ness!
- Have fun! Come up with crazy game ideas! The sky is the limit so be sure to take advantage of your student's enthusiasm!

