

The following is an adaptation of the Elementary School English handout written for the 2005 Niigata ALT mid-year seminar by presenters Matthew Ferguson and Ho Yip Man. If you have any specific questions about the presentation or the handout, feel free to email Matt at mafuyugoi@gmail.com or Ho at hoyipman2003@hotmail.com

Organization and Materials

1. Know the numbers of students per class. It makes planning for games and worksheets easier.
2. Learn your teachers' names and use them in class. Write them in your logbook. It's polite, professional and builds better personal relationships with your co-workers.
3. It's impossible to know every student's name by heart. Big name tags are essential – leave room for stickers.
4. See if you can get your year's schedule in advance. Knowing the frequency of each class visit helps when devising your curriculum.
5. Holiday themed lessons: If you are going to see each grade once a month, and you wish to teach Halloween in October and Christmas in December, it means you have 9 other lessons from September to July.
6. Learn some classroom Japanese. Important if your homeroom teacher is not helpful or finds it difficult to understand you. Remember English before Japanese. Use only if they don't understand your English at first and after demonstrating or gesturing. Do not be afraid to use Japanese if the game you are going to play is difficult to explain – remember you want more time for students to practice. You may also want to consider teaching and using classroom English.

Logbook

Keep a logbook. After each class make a record of what you taught and how the class went. Things don't always go according to plan and you may need to adjust your lesson plan for the next class. Each logbook entry becomes part of a revised lesson schedule and thus an important part of planning your next class.

After each class I do this on my laptop as part of my school diary. Extremely useful when you teach classes once a month. If you don't have a computer write it down in a book or diary.

Things you may want to include in this are:

1. The theme or topic.
2. The material you brought with you.
3. Good things about the lesson.
4. Bad things about the lesson.
5. Ways to improve the lesson.
6. What you accomplished.
7. How you should begin the next lesson/ what needs to be reviewed. What next?

8. Comments.

Example:

Grade 5&6(18) –Ms Kawakami

Theme:	Days of the week/weather/ months of the year
Materials:	Flashcards, wig, timer, stuff toy, fly swatters
Good points:	Kids enjoyed the song
Bad points:	Fly swatter game was a little rushed towards the end
Ways to improve:	Cut 5 minutes on the days of the week game
Next lesson:	Review today's theme for next lesson
Comments:	Days of the week game was successful the song helped a lot. However due to lack of time towards the end of the lesson, months of the year proved difficult to grade 5 students.

Magic Box

Always bring with you a box or bag of extra materials and supplies especially if you are going to be at a school all day. I usually keep these at my board of education. Sometimes lessons may not work out the way you want, games may bomb, lesson might go faster than you expected. Having things like a storybook, flashcards, helps when you have those situations.

Just to give you some ideas this is what I have in my Magic box:

Flashcards	A stuff toy
Stationary	Ball
English music CD	Timer
Squeaky hammer	Magnets
Fly squatters	Stopwatch
Stickers	Bingo sheets (3x3, 4x4, 5x5)
Ink stamps	Ping Pong Bu machine
Storybook	Wig
A puppet	Dice

Flashcards

Flashcards must be the most universally used teaching material by *shogakko* ALTs. Versatile props, they can be used for numerous games and activities. We use some, and often many, in nearly every lesson. If you like to draw, you can always make them from scratch, but if unless you really like to draw, this can become very time-consuming. With the help of a photocopier, the Internet and a

printer, you can produce many without taking so much time. There are countless clip art sites to browse through for graphics. Good websites are www.dltk-kids.com and google image searches. A good tip when using google image search is to add 'clipart' to the subject. For example, 'dog clipart.'

Label your flashcards with the printed word as well as a picture. As students get used to seeing the words written in English, they learn to sight-read that much faster.

If you feel that you don't have good handwriting you can use a computer to print the label.

Recommended fonts in lower case are 'century gothic' (used for the previous paragraph) and 'comic sans' (used for this paragraph). These fonts are good as they avoid using the "typewriter a."

Laminate and put magnets on your flashcards. Trust me! It makes life so much easier and your flashcards will stay in good condition after all the battering they will get.

Curriculum

What should we be teaching at *shogakko*? What are our goals?

Perhaps anything covered by the first year textbook is fair game.

The official *chugakko* curriculum assumes that first grade students have had no English instruction. Students are expected to learn to read and write English within the first few months of Junior High – a challenging task. They also learn only a very simple level of grammar during their first year.

Elementary age students are more than capable of learning this grammar, and if we can teach it effectively they will begin their 'official' English studies with greater confidence. With some years of phonics and literacy skills to build upon they may not be intimidated by their new textbooks.

Of course, we are greatly limited by the little time we have to teach at *shogakko*. So our challenge as teachers then, is how can we balance and prioritize our materials to best take advantage of the schedules we are stuck with.

Lesson subjects

Can we agree on a set curriculum all *Shogakko* students can cover before they graduate - assuming they receive one or two English classes per month for at least two years? What can we add to the list below?

Introduction

Feelings (How are you?)

Numbers (Counting, "How many?")

Time .

ABC's (upper and lower case)

Phonics. Reading and Writing

Weather

What?, Where?, Who? When? Why?

How?, (Whose?)

Pronouns (He/She).

Prepositions (On, In, At, ...)
Holidays
Vocab: Body Animals, Food, Shapes,
Clothing, Countries, Places, Names, Vehicles,

Sports, Days of the week, Months, Stationary,
Furniture, Colours, Family, Directions
Adjectives and Adverbs
Directions and Left and Right
Actions and verbs

Find time to plan ahead. Many ALTs complain they have too much free time on their hands in the office. *Shogakko* ALTs can put much of that time towards planning lessons and making materials. If you know how many times you'll teach each class over the year, that's enough to plan a schedule. We have attached two sample pages of both Matt's (sixth grade - 1/month and combined first and second grade - 2/month) and Ho's (combined fifth and sixth grade - 1/month and fourth grade 1/month) Curriculum Lesson Schedules. It's not necessary to plan each lesson in detail and your schedule need not be cast in stone. Such a plan is a direction. You should be flexible enough to revise it as you go and adapt to the results of each class. Keeping your logbook updated is important: each new entry becomes part of your revised curriculum and essential in preparing for the next class.

Review, repeat, and build. Maintain some continuity between your lessons and build upon what your students know. It's great to review old grammar with a casual warm up series of questions at the beginning of each class. Sometimes you need to repeat a topic over two or three lessons for your students to remember it well. If you worry about boring your students, use a variety of games to repeat the same subject. Teaching less material in this manner may benefit them more than a large rushed curriculum.

Alphabet, Phonics and writing practice (worksheets)

The younger children are presented with printed English the better they can understand it. Japanese students learn *romaji* in grades 3 and 4, and it makes sense to begin writing practice and teach English phonics pronunciation by this age. However your grade ones will likely already know the Alphabet song from pre-school, and it's a good idea to build on this knowledge early. They should be able to handle lessons on recognizing all letters in both cases by the time they begin grade two. You may also have time to begin phonics by then.

Upper and lower case are best taught together. Too many junior high students write in upper case, sometimes exclusively so. Always use capitalization correctly in all your classroom writing and materials. Not only should all your flashcards be labelled (always in lower case, except proper nouns with the first letter capitalized) but you should also try to write new sentences and phrases on the board when you teach them - even with your earliest grades! Even students who are too young to have learned to read can benefit from the repetition of written English. You may be surprised how quickly a few of them learn to sight-read.

The bop on the head game (see numbers and counting games) makes a good alphabet game too. You can also review counting lessons while teaching upper and lower case: ask students "How many

big 'B's?" "How many small 'f's?" as they count from a group of scattered letters written on the board or worksheet. Connect the dots - labelling the dots with random big and small letters - is another great tool.

Once the alphabet is recognised, begin phonics. Writing practice is also important, but you may wish to wait until at least grade two. At least a couple lessons on recognising basic phonic sounds makes a good segue towards writing lessons. Flashcards are great for phonics. It may take a couple lessons or more to run through a series of cards presenting each letter with an example word and picture for each basic phonic sound. Have the students repeat and chant each flash card – A: "ah, ah, apple!"; B: "buh, buh, bumblebee"; etc. – and then practice recognition with games like *karuta* and BINGO. . *Karuta* games in big classes can become unruly and chaotic, but there are ways to organize and control them. One method is to divide the class into 2 or 3 big teams, stand them in line at the far end of the room, fix the flashcards to the blackboard with magnets, and then, as you call out a phonic sound, the front student of each team runs across the class and to smack the card with a squeaky hammer, fly-swatter, rolled-up newspaper or whatever. This is much better than 30 kids running around individually hunting for card scattered on the floor.

Cross-section diagrams of the mouth in the shapes it makes to produce sounds are valuable and professional aids in teaching phonics. There are a lot of new muscle movements in learning English that native Japanese students are not used to performing. For many, these diagrams will help them train their mouth to make the new sounds. There are examples of the most useful diagrams later in this handout.

It's great to begin writing worksheets soon after introducing phonics. You can simultaneously cover a variety of literacy skills – printing, capitalization, phonics – while also introducing a wide range of vocabulary. Worksheets are also great tool way and can help rowdy classes settle down, focus, and enjoy a bit of quieter study. However, if you rely on them too much, students' attention spans become tested. To avoid bored and restless classes, try to balance classes with about ¼ to ½ of the time on worksheets leaving the rest for games and conversation.

There are examples of both Matt's and Ho's worksheets included in this handout. On Matt's A-Z sheets, students practice writing letters at the beginning of words and review the phonic sounds. At least two proper nouns, usually a personal name or a country (but also days of the week and months), are included for each letter. Students gain experience writing big and small letters, and learn the rules behind their use. After teaching the basics, worksheets work well for compound phonics – 'ch' 'sh' 'th' 'ph' 'ng' 'nk' – and the various spellings of long vowel sounds. It's not enough to produce spelling-bee champions, but hopefully students gain skill at deciphering the bizarre combinations of letters which plague written English with inconsistencies.

Some of the same vocabulary can be repeated throughout the sheets to reinforce spelling arrangements. It is important that most of the vocabulary introduced be words you'll continue to use in your lessons. The accompanying pictures should be the same or closely match corresponding

flashcards to be used in games. On the labels you may want to colour some letters red, to emphasise certain phonic sound spellings. The people introduced as examples of English names can be reproduced as flashcard puppet characters, who become personalities in the class. Besides various pop figures, try using your family members and other local ALTs.

Ho's worksheets also address phonics, including a good exercise for comparing vowel sounds in the examples. (Further explanation is on the example sheets themselves).

Games

Days of the week game

First teach the days of the week.

Make it easier by teaching the days of the week song. Mine goes something like below:

Monday, Tuesday, Wednesday

Thursday, Friday

Saturday, Sunday

Now I know my days. Hey!

Get a ball, toy or whatever and make the students pass it around the class.

When they get the ball they have to say a day of the week, the first student will say Monday and pass the ball, the second person will say Tuesday; pass the ball and so on. While students are doing this set randomly set a timer between 10 to 60 seconds. When the timer starts ringing, the game stops. The person who is holding the ball is the loser and must do a silly action. This is where you get your dice out. You get the loser to roll the dice. Assign a silly action to a number or numbers.

For example;

If the person rolls a one or a two they must jump on one leg 10 times.

If they roll a three or a four they must stand on their chair and shout out "I am an elephant"

If they roll a five or a six, say it's a SECRET!

When it's a "secret", this is where the wig comes in. You can probably guess what they have to do with it next.

Bop on the head game: Numbers and Alphabet

A good game when you want to practice numbers. Teach numbers 1-60 or 1-100.

If you are teaching 1-60 make two numbers THE SPECIAL numbers. I usually choose 30 and 60. Students cannot say these numbers. Using a ball, students must pass the ball around the class. When they get the ball they have a choice of saying a number, two consecutive numbers, or three consecutive numbers and then pass the ball to the next person.

For example, (Student = S, S1=Student one):

S1	S2	S3	S4and so on.
1..	2,3,4	5	6,7	

This continues until the next person reaches the SPECIAL number, 30 and 60 in this case. That person gets a bop on the head using a squeaky hammer. The game continues on until the next person reaches the next special number, the game starts from the number 1 again when they have reached 60.

Good thing about this game is that you can also apply this to the alphabet. Instead of assigning a special number you assign a letter of the alphabet. The best letter for this is the letter z.

Karuta with a difference

Most people should know this game. However, rather than just call out the name of the cards. Get the students to ask you a question about the topic to play.

For example: teaching time.

First teach time to the students: "What time is it?" "Its" Prepare cards with various times written on them. Make enough sets of cards as there are groups. I find that making groups of four when playing karuta a good number. In those 4, I get them to make two teams. In each team, make one student a number one and the other number two. They will usually play janken to do this. This helps because when playing individually weaker students often do poorly. Team play avoids this situation and provides motivation as they are playing as a team so it's a team effort.

Get the students to spread the cards out like you would do normally.

Teach the students the question: **"Excuse me, what time is it?"**

Begin a round of karuta between the number ones. Have the students shout the above question. You reply by saying "It's(a time on one of the cards)" the students must slap on that particular time card. Then the number twos play, continue alternating in this manner.

This works for nearly all grammar and vocabulary games. For example:

Animals - students shout out "What's in the jungle?" You reply "a tiger", "an alligator" etc.

Family - students shout out "Who is it?" You reply "Its 's mother" etc.

Students asking questions improves any vocabulary game – even bingo.

Battleship: Alphabet, Numbers, and Vocabulary

This popular board game is not as well known here compared to the west. If you are concerned about cultural sensitivity towards war, you can alter the game. Try changing the target into *mukade* (centipede). So rather than bomb the ships, how about squash the mukade? This can be difficult to explain at first, but once taught it is a popular game. Like the board game students can practice a set of the alphabet (upper or lower) or anything you want.

For example: Big 'A'...1, Big 'D'...cat, small 'a'..."ch", etc.

An example of the game is shown on the worksheets samples.

The 5 Ws: What?, When?, Where?, Who? and Why?

Teaching and drilling this vocabulary with flashcards (the English word placed with corresponding *Kanji* or *Hiragana*) makes grammar lessons easier. Assigning a gesture to each 'W' is a great tool for memorization. You can use these gestures in quiz games. Total Physical Response exercises help make vocabulary meaning more an automatic physical response than a difficult mental exercise.

Fox on the Box: Location and Prepositions

This game teaches prepositions use and locations. First teach the word 'fox' if students do not already know it.

Teach the question "Where is the fox?" Use gesture and Japanese to help them understand. Take a laminated fox with tape on the back, and place it in various spots around the classroom asking this question each time. Whenever you ask the question get the students to reply "over there" and to point wherever the fox is at the time. This is a good introduction to answering the 'where' question. After doing this a few times show a laminated box and teach this word. Place the fox on the box and ask where is the fox? Students should reply "over there." At this point tell them that they are right but there is also another way to answer the question. This is where you introduce your "on the box" flashcard. Teach them this and then place the fox in the box teaching the word "in" and finally "next to" all using the relevant flashcards.

After teaching the three prepositions, it is now time to teach the fox on the box song:

Where is the fox?

On the box, on the box.

Where is the fox?

Next to the box, Next to the box.

Where is the fox?

In the box, in the box.

Where is the fox?

Nowhere to be seen, nowhere to be seen. (hiding the fox behind your back)

As you sing the song, get the students to sing along with you. On the board, move the fox in relation to the box for each position. When you think the students have grasped the three prepositions play the game.

For younger students, get them to close their eyes, while you place the fox in position to the box. Hide the fox and box using a big piece of card or curtain. Place the three preposition flashcards around the classroom. Now get the students to open their eyes and ask them to go to where they think the fox is at in relation to the box. They do this by going to the flashcard you put around the classroom. Go to each area and ask the question 'Where is the fox?' If students went to the on the box flashcard they shout "on the box" together. Repeat with the other two prepositions. When you have finished doing that, reveal where the fox is. The students get excited when they guessed right.

For older kids you can play this in groups. You can make each group give their answers or take turns in asking the individual at each group. Write each group's answer on the board. When you reveal where the fox is give each group who guessed right a point and continue.

Typhoon: Countries/Names/Places/Weather/Vehicles/Pronouns(He/She) and related grammar.

This is a score keeping game that is adaptable for many lessons and useful for teaching students of all levels. It can be used repeatedly in a series of *Shogakko* grammar lessons that build upon one another. Design such games to allow students practice at constructing full sentences, with correct grammar, in answer to a wide range of questions.

The game is easy to prepare. Before class you must draw a grid similar to the one below, with random point scores in each box. Some boxes also contain typhoon whirlwinds and lightning bolts. In a 6 X 6 grid I use 4 typhoons and 6 lightning bolts. Then on the board, draw another grid, just the same, only leave all the boxes empty. Once the students are familiar with the game you can replace 'a - f' and '1 -6' with other symbols: numbers, compound phonic sounds, or icons that represent vocabulary the students have previously learned (shapes, 'happy' faces representing feelings, weather symbols, etc).

Students are divided into 4 to 6 teams. When someone answers a question correctly, they choose a box (b-3 or rectangle -'ch') and you check your secret score card to see how many points their team receives. If they choose a lightning bolt square they get to ZAP another team and steal the last points they were awarded. But if they get a typhoon (beware typhoons! *Abunai!*) then every team loses the last points they received).

An obvious flaw in this system is when lightning bolt and typhoon squares are chosen before each team has racked up some points. I rig the score card a bit to help me avoid this: a point score is written on the side of each symbol and if I think it is too early to unleash nature's wrath, I give them these points and move the symbol to another square with the same or similar value.

The beauty of this game is the random way in which teams gain and lose points. Not only are the students' attentions focussed on the suspense, but weaker students become more motivated to compete. Even strong teams that answer many questions correctly can score poorly or be ZAPPED, and a couple typhoons even the spread of the most lop-sided contests. The students pick up on this quickly - the quiet ones who may have avoided trying to beat the super-achievers finally see a chance to win, and soon jump at the chance to try to answer - bloodlust in their eyes.

In a classroom setting there is no need to make the students move their desks and sit in groups you, you can make each row a team. Give the first student in each row a baton, flyswatter, fan, flag or whatever prop you're using. Have them put that on their desk, and their hands on their head, then ask the question. This gives each student in each team a chance to speak, after each round they hand the prop to the next in row, until it eventually makes its way back to the front. If you have them in groups with their desks pushed together, or in circles on the floor put the prop in the middle of

each team, then 'hands on your head!' and the first member to hold it up high can answer the question.

If the stronger students keep answering for the team, I often insist a new team member give the answer each time. However, I always allow teammates to coach the speaker, even feed them the answer word for word. Students learn well from each other, and anything that helps a shy student speak up is a positive tool.

So far I've used typhoon to review vocabulary for weather, countries, proper names, places, vehicles and the grammar needed to answer related questions with full answers. These lessons build upon the 'Fox on the box' game as they put prepositions into greater context. They also build upon the worksheets where much of the vocabulary was introduced. Especially the peoples' names and countries used to teach capitalization rules. Before we play typhoon, we review the vocabulary to be used with flashcards. Often new vocabulary is also introduced.

To study weather I first teach the meaning of "How's the weather?" The students answer, "It's sunny." "It's windy." etc. It's an opportune time to review the 5 Ws before explaining 'How' (*donna, doshita*). Then we review country names and learn some new ones. I've done this lesson successfully with students as young as grade 2, so sometimes they haven't started the worksheets and all the vocabulary is new. This usually means an extra class of chanting the vocabulary and playing *karuta* to memorize it before moving on the grammar games.

You can play typhoon without even teaching the full grammar needed to answer a question like "How is the weather in [country]?" It's not hard to teach the sentence structure while playing the game. The students' competitiveness keeps their attention up, and it may be easier this way than subjecting them to any more of a lecture. Put about four country flashcards on the board – say their names aloud as you place them – and then put a weather flashcard under each country. It's a good idea to have your 'in the box' flashcard handy, and quickly review it (sing "Where is the fox?" once, but just hold up the 'in' card and make sure they understand it means *naka or naka ni*).

Then you begin the game asking, "How is the weather in [country]?" – stress 'in' and point at its flashcard as you say it. Let the students answer incompletely, but then teach them the correct form and make them repeat it. For example, if a student answers "It's stormy" or even just "storm" don't count this an incorrect answer, but have them listen and repeat the full answer: "Its stormy in Taiwan."

After the weather lessons I review English names. I teach "Who is he /she." and "He / she is." Then I follow the same typhoon formula with a person under each country card rather than the weather: "Where is Gregory?" "He is in Germany." From here we move on to the more complex lesson on generic places. When locating people "in the swamp," "on the bridge," "at the beach," "at the bank," or "in the hospital," the students have options on which preposition to use. 'At' must be introduced.

It's not an easy lesson as many locations can be described with both 'in' and 'at' and the rules defining when one must be used over the other can be a little vague. However, I feel it's very useful to give students a chance to practice and repeat preposition rules at a young age. Many adult speakers of English as a second language have problems with correct preposition use, but I feel early exposure can make a difference. I like to follow the place lesson with one on vehicles where we can explain the difference between "in the car" and "on the bus".

Of course this lesson plan can be used for many more grammar points, as I frequently do in *chugakko* classes. In *shogakko* I plan to soon use it to teach possessive: "Whose pencil is this?" combined with a review of stationary and clothing vocabulary.

Some handy websites

<http://genkienglish.net>

<http://edochan.com/teaching>

<http://www.dltk-kids.com>

<http://www.eslcafe.com>

<http://bigdaikon.com>

<http://groups.msn.com/ujaets/teaching.msnw>

<http://www.geocities.com/fukuokajet/09links>

http://www.jetprogramme.org/e/new/tokyo_ori/Workshop%20Handouts/Elementary%20School%20Visits.pdf

http://directory.google.com/Top/Arts/Education/Language_Arts/English/English_as_a_Second_Language/Teacher_Resources/

Websites for images

www.google.com - image search

www.yahoo.com - image search

<http://www.aminet.or.jp/~yasu/illustrations/index.htm>

<http://bogglesworld.com/cards.htm>

<http://www.esl-images.com> - also for lesson plan ideas but you have to become a member.

<http://www.dltk-kids.com/coloring.htm> - for coloring pages

Useful Japanese

Good morning	ohayo gozaimasu	Please say after me	ato ni tsuzuite kudasai
Good afternoon	konnichiwa	First	saisho
Good evening	konbanwa	Last	saigo
Good night	oyasumi nasai	Please decide the order	juban o kimete kudasai
		What	Nani/nan
Please look	mite kudasai		
Please listen	kite kudasai	When	itsu
Please say	itte kudasai	Where	doko

Why naze/nan de/doshite

Which dore

Who dare

How donna/doshita

He kare

She kanojo

On ue ni

In naka ni

Next to tonari ni

Together issho ni

In English eigo de

In Japanese nihongo de

Together now, ready Seeno (use when you want everyone to do something at the same time)

For more go to the websites below:

<http://www.genkienglish.net/vocablist.htm>

<http://www.genkienglish.net/classroomenglish.htm>

Matt's curriculum plan examples:

2004/2005–Grades 1&2: Nanura Shogakko

Term 1: April/May/June

Lesson 1

- 1)Self-Introduction:Matthew, Dami-chan (Beaver puppet), Canada.
- 2)Greetings. “How do you do?” “Nice to meet you.” “My Name is.”
- 3)Please Game: Actions (Stand Up, Sit Down, Close your eyes, Open your eyes, Turn around, Be Quiet, Stand in line, Make a Circle, Get a Pencil, Jump, Run, Stop, ...)

Lesson 2

- 1)Review: Greetings and Please game..
- 2)‘I’ ‘You’ Feelings “How are You?”
- 3)Days: Monday, Tuesday, Wednesday ... song.
- 4)Good Morning, Afternoon, Evening, Night, Good-bye.

Lesson 3

- 1)Review: Greetings & Feelings.
- 2)“What day is it today?” Days of Week.
- 3) Numbers (1-12). Dice game.

Lesson 4

- 1)Review: Greetings/ Feelings/Day/ Numbers(1-12).
- 2) “What?” “What is this?” “It’s a ...”
- 3)Shapes. Shape game (make shapes with bodies)
- 4)Counting (count shapes) / Plural / “How many?”

Lesson 5

- 1)Review: Greetings/Feelings/Day/ Shapes
- 2) Intro: Colours.
- 3)Review: ‘How many?’ (“How many Blue Triangles?)
- 3)Numbers (1-30+). Game: ‘Bop on the head.’

Lesson 6

- 1)Review: Review: Greetings/Feelings/Day/ Shapes
- 2) Review: Please Game
- 3)Numbers (1-60)
- 3)Intro: Time

2004/2005 -Grade 6: Aikawa ,Kanaizumi, and Takachi Shogakko

Lesson 4

- 1)Warm-up Review: Greetings/Feelings/Day/Month/Time/Weather
- 2)Review: Aa – Zz + ‘ch’ ‘sh’ (Phonics)
- 3)Review: “Where?” “Where is the fox?” at / on / in / under / in front of / behind
- 4)Review: Countries

Term 2: September/October/November/December

Lesson 5

- 1)Warm-up Review: Greetings/Feelings/Day/Month/Time/Weather
- 2)Review: Countries / Weather
- 3)Typhoon Game: “How is the weather in [country]?”
- 4)‘th’ ‘ph’ work sheet?

Lesson 6

- 1)Warm-up Review: Greetings/Feelings/Day/Month/Time/Weather
- 2)Review: Countries / Weather / Compound Phonics (‘th’ ‘ph’ work sheet?)
- 3)Typhoon Game: “How is the weather in [country]?”

Lesson 7

- 1)Warm-up Review: Greetings/Feelings/Day/Month/Time/Weather
- 2)Review: What? Where? Who? When? Why?
- 3)Intro: “Who is he / she?” “He /She is [name]. (Review: Names)
- 4)“Where is [name]?” “He / She is in [country].” Typhoon game?

Lesson 8

- 1)Warm-up Review: Greetings/Feelings/Day/Month/Time/Weather
- 2)Review: What? Where? Who? When? Why?
- 3)Typhoon game : “Where is [name]?” “He / She is in [country].”
- 4)‘nk’ ‘ng’ worksheet

Term 3: January/February/March

Lesson 9

- 1)Review: Greetings/Feelings/Day/Month/Time/Weather/ 5 ‘W’ questions
- 2) ‘a vs. a_e / ai / ay / (ie / ei)’ worksheet.
- 3) Intro: Place.
- 4) Review: ‘Where is ...?’ ‘in’ ‘on’ (and introduce: ‘at’ ?)

Ho Yip's curriculum plan examples:

Grades 5&6 (taught together): Ms. Kawakami

Lesson 1 – April 15th

Match upper and lower case

Phonics a-z

Hammer game

Phonics worksheet fill in letter to the object

Lesson 2 – May 10th

Review phonics

Vowels phonics – aeiou - using three letter words

a cat, cap, tap, hat, bag, bat

e pen, web, bed, ten, pet, leg

i fin, win, pin, pig, big, fish

o shop, mop, pot, hop, fox, box

u cut, cup, bus, bug, sun, tub

Hammer game

aeiou Workesheet

Lesson 3 – June 10th

Phonics bcdgpt

Bcdgpt worksheets

Stationary – Karuta

Numbers 1-60

Don't say 30 to 60 game.

Lesson 4 – July 1st

Review aeiou and bcdgpt using vocabulary starting with those letters. Make 3 letter words using the above letters eg bag, cap

Review 1-100

Bingo

Lesson 5 – September 2nd

Days of the week song and game

Say days in Japanese, they say in English. It's _____

How's the weather? Cloudy, sunny, rainy, snowy, windy, fine, hot, cold

How's the weather on Monday game

Months January to June – fly swat game

Lesson 6 – November 1st

What day is it today? How's the weather?

Review days of the week – song

How's the weather?

How old are you? I am _____ years old. Janken game.

Review January to June

Intro July to December

When is your birthday? My birthday is in _____ Janken game.

Lesson 7 – November 22nd

Review phonics aeiou and bcdgpt

Teach fhjklmn phonics plus vocabulary

Worksheet

Numbers 1-100

Excuse me, what time is it? It's _____

What time is it? Karuta game

Lesson 8 – December 6th

What day is it today? What month is it? How's the weather?

Teach remaining phonics (q-z) and review all

Xmas – vocabulary

Teach What's this? / What's that?

It's a/an

Play Go Fish using do you have a/an _____ ? Yes, I do. No, I don't

Lesson 9 – January 20th

What day is it today? What months is it? How's the weather?

Review where is _____ ?

Review phonics

Introduce MAGIC E

Plurals

How many _____ s?

Do you like _____ s? Bingo

Lesson 10 – February 14th

Review MAGIC E. What day is it? What month is it? How's the weather?

Review "like" What _____ do you like? I like _____.

Diagraphs – sh, ch, ph, th

Body parts – who is he/she?

Plaster game using left and right

If have time, verbs – gesture game/Simon says

Grade 4: 4U (24) Mr. Fuji; 4M (24) Ms. Yamazaki

Lesson 1

Review lower case AaBbCcDd

Phonics and vocabulary

Hammer game

Teach about Easter

Make Easter cards

Lesson 2

Review vocabulary and phonics – hammer game

Writing worksheets – AaBbCcDd

Introduce EeFfGg and new vocabulary

Karuta

Lesson 3

Numbers 1-30. Bop on the head game

Review Aa-Gg vocabulary and phonics

Memory game

Writing worksheets EeFfGg

Lesson 4

Review Aa-Gg vocabulary and phonics

Introduce HhIiJjKk vocab and phonics

Review 1-60

Bingo

Lesson 5

Review old vocabulary

Writing worksheets Hh-Kk

Review 1-100

Teach 100-999

How many ____s? guessing game

Lesson 6

Halloween

Halloween vocabulary

Are you a ____ (vampire, werewolf, etc)? Gokiburi game

Where is the pumpkin? Betting game using hundreds

Lesson 7

Family

Make and write Christmas cards

Lesson 8

Family – teach new vocab

Who is he/she

He is/she is _____.

Play “Who is it?” Its ____’s (mother aunt). Karuta game

Days of the week song

Days of the week game

Lesson 9

What day is it?

Review days of the week song

Play game again and days of the week card game

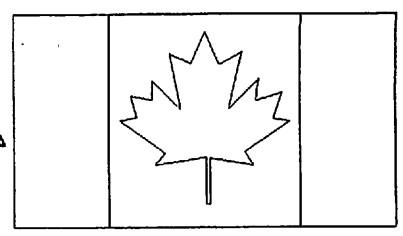
Review vocab Aa-Kk

Teach Ll-Mm vocab and phonics

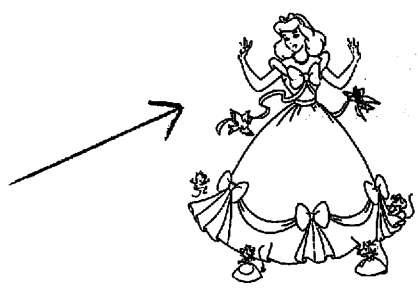
Do Ll-Mm worksheets

Matt's phonics worksheet 1

anada



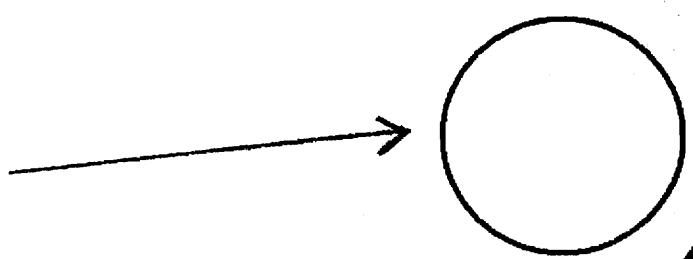
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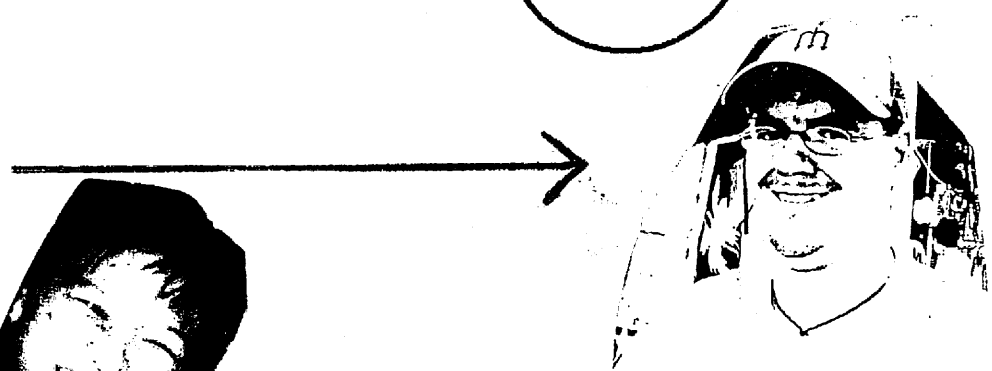
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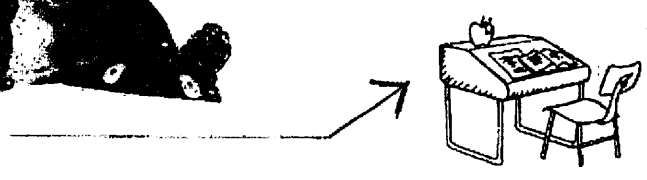
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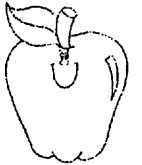


short "a" [a]

_____merica



_____pple



long "a" [ā]

_____ck



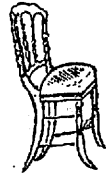
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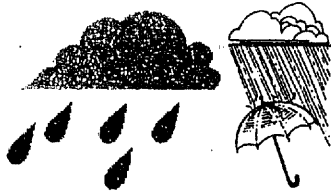
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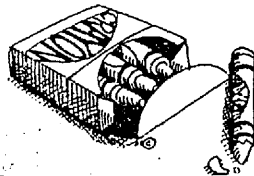
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5 A

_____cr _____ons



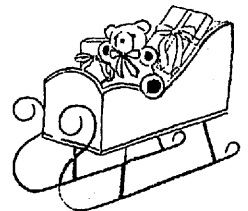
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_____r _____ndeer



_____sl _____gh



Ho's
work
sheet
Sample
Cont.

6

Description of worksheets

1. Battleship based on the popular game. The top grid is where you draw your 5 ships and the bottom is where you keep record of your hits and misses. I think in the real game it's the other way round, it doesn't matter how you do it.
2. Used to practice 'where?'
First review or teach the colours. After you have done that, get the students to take out their kupa or crayons. Teach or review 'where is...?' and 'on the ___'. Next tell them to get a coloured kupa or crayon. Do the first letter as an example. Where is A? Find A and circle A with your red crayon, for example. Demonstrate this on the board. Continue this activity until you have done all the alphabet on the worksheet. When they finished go through with them asking Where is A? Students should reply 'on the apple' and so on,
3. Teach or review phonics. Have students try to fill in the empty boxes and spaces as a group, pair or individual.
4. When reviewing phonics and lower case letters for the younger grades, get the students to complete the worksheet filling in the letter of the beginning of each word.
5. This is like a typical junior high school worksheet. However, there is no reason why you can't take this idea into an elementary school English class
Students mark circles or crosses in the small boxes on the top right hand corner of each anime square. Circles representing the anime they like and crosses representing the anime they don't like. Students go around the classroom asking each other 'Do you like __ (Doraemon, Pokemon, etc)?'
If they put circles in that particular square they say 'Yes, I do.' This person then signs the person who asked the question sheet. Where they put crosses the reply to the question is 'No, I don't.' This person does not sign the person who asked the question sheet.
The first person to get double bingo is the winner.
6. After going through the vocabulary and phonic sound or the letters h, i, j, k. Get the students to fill in a worksheet like this one. Have the students come to you to check. Any mistakes get the students to go back and change it

For worksheets 2, 3, 4 and 6 give the students a sticker as a reward for completing the worksheets.

Pronunciation

Mouth

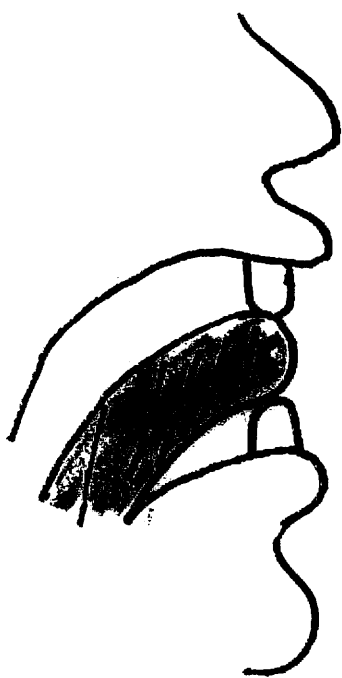
Diagrams:



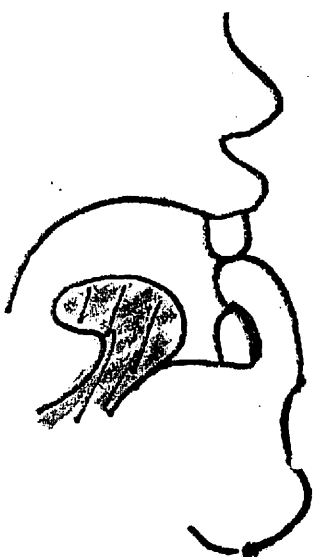
"f" / "ph"



"l"



"th"



"v"



"h"