

Tokyo Orientation 2011: Teaching at Multiple Schools: Get your P.O.O. Together

BEFORE YOU GET
TO SCHOOL

PRO-active

WHILE YOU ARE
AT SCHOOL

- ☹ get schedules and copies of textbooks
- ☹ call, fax, or e-mail your JTEs
- ☹ create never fail, no prep, lesson plans or games
- ☹ learn Japanese

- ☹ make the first move when talking with teachers
- ☹ ask about changes early
- ☹ learn names
- ☹ interact outside of class, and be available for both teachers and students
- ☹ offer help and ideas
- ☹ participate in planning and lessons

ORGANIZED

- ☹ make a weekly/ monthly/ daily schedules
- ☹ index lessons, games and activities by level/ class size/ school
- ☹ create feedback on how well lessons work
- ☹ learn Japanese

- ☹ get schedules, copies of textbooks
- ☹ get contact information for your schools or JTE
- ☹ bring appropriate lessons and materials to school

OPEN & FLEXIBLE

- ☹ gather useful resources
- ☹ expect changes
- ☹ learn Japanese

- ☹ accept changes
- ☹ be able to change lessons and schedules on the fly
- ☹ use your stockpile of pre-made resources and games

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4 Corners Revised- use with any grammar or vocabulary, works best in Elementary. **How to play-** put 4 different vocabulary words or grammar sentences in each corner of the room, i.e. "red, blue, green, yellow" "I like dogs, I don't like natto" etc. One student is blindfolded in the middle of the room and counts down from 10. The other students go to one of the four corners while the student in the middle counts. When the blindfolded student calls out a corner using the vocab word or sentence i.e. "red". The students in that corner are out and have to sit in the middle with the blindfolded student and help count down.

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Lady Gaga Listening Lesson: Works well with all levels of senior high school to practice listening. Start with a warm-up involving a word tree with *minimal pairs* (e.g., light-right, math-mass)--students circle the words that you say aloud. Then have the students fill in missing lyrics on a worksheet while listening to Lady Gaga's "Poker Face," first the original version, followed by the GLEE version. Check the answers together. Then finish with a game of BINGO using the lyrics and/or minimal pairs used in the lesson. Change the missing lyrics based on the level of your students. Try it! Believe it!

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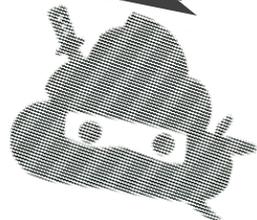
Vocabulary Baseball. Divide class into 2 teams. One team starts off as "batting" team and the other "defense." The defensive team sends 3 people to the front to act as bases, sitting in three chairs in a line. One person from batting team stands behind "1st base," teacher shows flashcard of vocab word--if batting student says it first, he or she advances to next "base" and if defensive player says it first it's an out and a new batter comes up. If person from the hitting team goes through all three bases = 1 point for team. 3 outs = batting and defensive teams change. Most points at the end win!

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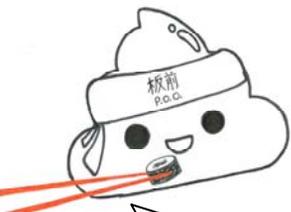
Who am I? 3 hint game – use with any grammar point, works well for 5th grade & up. **How to play:** split students into pairs/teams. Give students 3 hints and have them guess who you are. The hints can be single words (black, white, bird = penguin) or sentences (I can play soccer, I can play baseball, I can't play tennis = name of teacher).

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Four Line Game: Split the class into about four groups and have them line up single file. Then ask the first row of people a question, and whoever responds first correctly wins the point for their team. Then all front row members move to the end of the lines and everyone moves forward. You can use any question, and mixing it up is really the best. You can quiz on new vocabulary using gestures, hints, or pantomimes. You can also ask really basic questions that they aren't expecting like, "What's your name?" "How are you?" "What color is my shirt?" etc. The goal is to get people thinking on their feet and just jumping in with answers.

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Guess What I'm Thinking: use with vocab or grammar, best in JHS **How to play:** The ALT or the teacher writes a word or phrase on the board, i.e. "Green" or "It was a hot and sunny day." The ALT or teacher writes down the first word that comes to mind after the word or sentence, i.e. "grass" or "yesterday." The students then on a piece of paper write down what they think you're thinking. If they write down the same thing you wrote down, in this case, "grass" or "yesterday" they receive points. You can assign half points for answers that are close, and the game can be really fun if you do people, "Johnny Depp" "Attractive"

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