

Lesson: ALT Self Introduction Grade: 1

Creation date:
November 29,
2019

Lesson Goal (めあて): Introduce ALT to class and analyze the class temperament and English speaking level.

SKILLS	input	output	Key Grammar: ES level English. Do you like? Do you play?	
	READING	WRITING	What ~ do you ~?	
	LISTENING	SPEAKING	Materials <ul style="list-style-type: none"> Worksheets, 1 per student Printed picture aids, laminated with magnets is best. 	
warning				
<p>Talk to the JTE beforehand. Inform them that you want to focus mainly on Q&A so that the two of you can determine the nature of the students and the level of their English. Don't surprise your JTE.</p> <p>If the students are very shy you may need to implement stricter group settings. Set a timer and when the timer goes off group x must ask a question. This has never been an issue for me, but I'm sure it could happen.</p>			Optional Materials <ul style="list-style-type: none"> Power Point presentation. If you have one and know you can run it smoothly and quickly it can be interesting. Don't let it be overly long though. Traditional clothes or items from your home country. Timer 	

	Directions	ALT notes	JTE notes
Greetings 1 minute	<p>Good morning/afternoon. How are you? What day is it? What's the date? How's the weather?</p> <p>For the first lesson you may want to let the JTE take the lead with the greetings, though these typically are led by the ALT. This comes down to the JTE usually, so ask them how they would like to do it on the first day.</p>		
Warming up 2-3 minutes	I don't think a warm up is necessary for the very first lesson. Again, if the JTE has a system in place then go with that, but otherwise let the JTE use this time to explain to the class that they have a new teacher and they should listen to your self-introduction.		
ALT Self-Introduction 5-10 minutes	<p>TL:DR Introduce your name, country of origin, show some pictures, and talk about a few things you like. Don't overshare. Keep it simple and short.</p> <p>1. Hand out worksheets.</p>	All English. You can stop and have the students practice important	JTE will frame the intro by telling the students to listen to the new ALT

	<ol style="list-style-type: none"> I usually open by saying, "Hello, how are you?" I will then ask them if they know my name. Sometimes word of mouth will beat you to the classroom. I tell the students to watch me as I write my name on the chalkboard. I do it slowly with large neat letters. Then I ask them if any of them can read my name. This is gauging their alphabet pronunciation. Some will surprise you. I'll tell them how to say my name and we will practice it a few times. Then I will erase my name down to what I would like them to call me at school and practice that a few times. I will then ask the students, "Where are you from?" If they don't understand I will ask the JTE to model. Then I will have the students guess where I am from. After my country of origin has been uncovered I will show them a map or draw a map on the chalkboard. Then I will briefly tell them what my country/area looks like and show some pictures. Then I will talk about one thing I like. If I tell them I like sports I'll tell them what team I like, what players I like, what positions I play, etc. Then I will say nice to meet you. And then I will quiz them back to see how much they understood/remember. The ALT or the JTE can do this, I encourage the JTE to do it. 	words like places, foods, etc.	and then by quizzing the students after the ALT is finished.
Introduction to Activity 3-5 minutes	<ol style="list-style-type: none"> Tell the student's now is question time. Divide the class into teams. It's up to you how you divide the class, just make it easy. You can simply split the class in half, or quarter it, or if it's easier make 3 teams. On the chalkboard write a simple score board. Tell the students they have 2 minutes to think of questions. Show them the timer and set it as you do this. Tell them they can use the back of their worksheet to help make English questions, but today Japanese is also ok. Tell the students that after they ask a question then you will answer and then play rock-paper-scissors. If they win they get 3 points, if they lose they get 2 points. BUT! If they ask an English question then points are double. Check for understanding. JTE assists. 		
Activity	Start the timer and after it is finished ask the students to raise their		

X ¹ minutes	<p>hands to ask questions. The JTE will pick which students will ask questions. Japanese questions will be translated through the JTE even if the ALT speaks Japanese at this point.</p> <p>Your answers should be simple, but you can elaborate your answers when you want.</p> <p>E.g. "What Japanese food do you like?"</p> <p>"I like ramen. Tonkotsu ramen is the best! I like sushi, too. I go to Sushiro with my friends."</p> <p>After each question and answer play RPS and write the points on the chalkboard.</p>		
Closing 5 minutes	<ul style="list-style-type: none"> ● I use a sticker sheet in my classes and reward students when they win games, answer questions aloud, volunteer, etc. I give this sheet out to them at the end of the first class, as long as the JTE doesn't mind using it. ● I hand out stickers to the winning team on the scoreboard. ● I quiz the students again with new things they learned about me and they can answer individually and get stickers. 		

¹ X = (Time to class is over – 5 minutes for closing)