

Lesson: King Game

Grade: 1,2,3

Creation date:
November 13,
2019

Lesson Goal (めあて): Students will practice asking permission.

SKILLS	input	output	Key Grammar: 1 st year: Can I~? 2 nd year: May I~?
	READING	WRITING	3 rd year: Would you~?
	LISTENING	SPEAKING	Materials: <ul style="list-style-type: none"> • A3 game sheets, 1 per group • Dice, 1 per group • Optional Materials: <ul style="list-style-type: none"> • Game pieces (students can just use their erasers) • Worksheets, a worksheet with the number and corresponding questions may make it easier for the students to communicate. • Timer • Large game sheet for chalkboard • Magnet game pieces for chalkboard

	Directions	ALT notes	JTE notes
Greetings 1 minute	Good morning/afternoon. How are you? What day is it? What's the date? How's the weather?		
Warming up 5-8 minutes	<p>Rock-paper-scissors sit down game. Grammar is based on the grade level (Can I, May I, Would you).</p> <ol style="list-style-type: none"> 1. JTE says question in Japanese (based on lesson's grammar). 2. Students raise their hands to translate and ask the question in English to ALT. 3. Student and ALT do Rock-Paper-Scissors. 4. If the student wins they ALT will reply, "Yes..." and then that student's row will sit down. If the student loses then the ALT will reply, "No..." and only the student who asked the question can sit down. 5. When all students are seated then warm up is over. If the ALT is winning too much with R.P.S. then feel free to go all or nothing and the next student who wins R.P.S. will seat all remaining students. 	<p>Prepare 12-15 questions beforehand and give them to JTE. Write in Japanese if you can, if not then write in English and tell the JTE to say it in Japanese.</p>	<p>JTE will speak only Japanese. I also like to let the JTE pick the students to answer, unless I have memorized all the students in the class, or they are wearing name tags, or I have a seating chart I can read from in my hand.</p>
Introduction to lesson 5-10 minutes	<p>TL:DR Your warm up directly leads into the grammar used in the King Game. Group leader will start as the KING in the CASTLE. Other students will begin at START. Students roll dice, if they land on a question they ask the KING and then play R.P.S. to determine which way they go. Students who reach 70th spot will become new KING if they win R.P.S. Old KING will go to START and the game continues. Whoever is KING at the end of the time allotted is the winner.</p>	<p>Don't rush. Be simple and concise.</p>	<p>The JTE can help you model the activity. For most students, visual learning is the fast method to understand how</p>

	<p>Demoing the game is the easiest way to explain it, but I will go through the verbal instruction method as comprehensively as I can.</p> <ol style="list-style-type: none">1. Take one of the warming up questions and write it on the chalkboard along with both the “Yes...” and “No...” answers. Check the meaning and practice pronunciation.2. Introduce the large game sheet OR ask the group leaders to all come and take a game sheet directly from you. Then put a game sheet on the chalkboard and point as you explain.3. The game is simple enough and most students should be familiar with the “snakes and ladders” base of the game.4. I like to keep my English very simple. This is the basic way I would explain to my lowest level classes. Use gestures and point to the positions on the game sheet as you go.<ol style="list-style-type: none">1. “One group. One game sheet. One dice.”2. “One student. One game piece.”3. “At the start, King is group leader. Group leader raise your hand. Okay. So group leader’s game piece starts at the castle. Other group members at START.”※At this point I will stop and check that the class understands the rules up to this point.<ol style="list-style-type: none">4. “Next, roll the dice. Move your game piece.”5. “If there is a question then ask the king the question.” At this point I do a mock roll and move to the first question on the sheet. “So look at number 5.” Write the question on the chalkboard. “You ask the King this question. Then you play R.P.S. If you win you go this way, if you lose you go this way.”6. “If you roll the dice and there’s no question then just go to the next student.※At this point I stop again to check for comprehension.<ol style="list-style-type: none">7. “Finally, when you land on the last question here,” point to the 70th spot. “Then you ask the question and play R.P.S. If you lose you go here. If you win then you are the new king. And old king goes to START.”8. “We will play for X minutes. If you are king when the timer finishes then you are the champion.”※At this point I do a final check for comprehension. Usually I say, “Everyone! Do you have questions? Rules, Ok?”		to do a new activity.
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Activity X ¹ minutes	Let the students play in their groups. JTE and ALT will wander the class to help if students forget the rules.	I like to play around with as many groups as possible to make sure they understand what they are supposed to do.	
Closing 5 minutes	Acknowledge the winners. Ask some new questions using the same grammar structure and have student volunteers translate the meanings and give their own answers.		

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