

Lesson: Where is ~ ?

Grade: 1

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Lesson Goal (めあて): Practice explaining the location of objects in a room.

SKILLS	input	output	Key Grammar: Where is ~ ? It/He/She is on/in/under/by/behind the ~.
	READING	WRITING	
	LISTENING	SPEAKING	
warning			Materials :
<p>I have never had any issues with this activity no matter the English level or control or lack of control that the JTE has on that particular class. Any issues would be in students not knowing some vocabulary, but that can be mitigated with the worksheet design and also reading the questions as a class and checking understanding.</p>			<ul style="list-style-type: none"> Worksheets, 1 per student Blank room sheet, 1 per group Picture of a Room with single items, 1 large sheet and 2 small sheets for the ALT and JTE to check the student answers. Scoreboard drawn on the chalkboard A point reward system
			<p>Optional Materials</p> <ul style="list-style-type: none"> A second large picture of a room with single items sheet, if you have 10 groups then both the JTE and ALT can split the groups up, groups 1-5 can look at JTE's picture and 6-10 will look at the ALT's. Having 10 students trying to look at one picture is too crowded. Timer, counting works fine though Something to hold the picture of the room, I take two pieces of cardboard and tape one side so it can open like a book. I glue or tape the picture inside.

	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 2-3 minutes	<p>I sometimes don't do any warm up before this lesson to give the class enough time to finish all the questions. If I do any warm up it would be a simple English to Japanese translation game that could lead into the lesson introduction.</p> <ol style="list-style-type: none"> ALT says "On" student raises their hand to translate into Japanese. After the student answers let them hi-five a student adjacent to them, it can be to the right or left, front or back, or diagonal, and then those two students sit down. Go through your vocabulary for the day's lesson. On, In, By, Under, Behind, Floor, Wall, Window, etc. A class of 40 students would need 20 vocabulary words, but feel free to end after you make it through the prepositions and the room locations. If you want to stretch it out then also go over the items in the questions. 	<p>It helps to have the grammar they know memorized or keep a sheet of paper on hand with that info.</p>	JTE pick the students to answer.

Introduction to lesson 2-3 minutes	<p>TL:DR Students take turns looking at the ALT's room picture for 5 seconds. They take memos on their blank room picture. When they've finished they will answer the questions and check with the JTE.</p> <ol style="list-style-type: none"> 1. First give the students the worksheets and then either I or the JTE explains the target grammar. 2. I read the questions aloud and check that the students know/remember what each object is. 3. I then have the students number themselves in their groups. If largest group size is 4 students then I number them 1-8, if it is 5 students then 1-10, etc. 4. I check that the students all know their numbers, I tell the class, "Number 1 raise your hand, Number 2, Number 3..." 5. Then I say, "Starting with number 1 you can now look at my picture for 5 seconds." I model this. "Then after 5 seconds go back to your group and write a memo or draw a picture on this sheet," and I hold up the blank room sheet. "Then number 2 student can look, then number 3... OK?" At this point I check that they understand. 6. Then I say, "After the last student has looked at the picture, please write the answers. After you write 1 answer check with a teacher." 7. Usually I implement a point system like dice or r.p.s. 8. Finally I tell the students to make groups and I tell the group leaders to come get a blank work room picture. 	<p>This can be done entirely in English. Even if some groups are unsure of what to do, once you start it becomes quickly apparent.</p> <p>You could do a mock version with the JTE with a simplified drawing to convey the mechanics.</p>	
Activity X ¹ minutes	<ol style="list-style-type: none"> 1. With the students in their groups say "Number 1 please come here." After all the students are assembled I show them the picture. 2. I count to 5 quietly and then close/hide the picture and tell the students to go back. 3. After the students have returned to their groups and are furiously trying to write down what they can remember I call the second student. 4. After all the students have seen the picture twice I tell them to write the answers and check with a teacher. Then I walk around and help. 	<p>I like to play around with as many groups as possible to make sure they understand what they are supposed to do.</p>	

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

	<ol style="list-style-type: none">5. After the students start writing the answers you will be busy checking their answers. Keep an eye out on the scoreboard, if there is a team that isn't accruing points after some time then the JTE or the ALT should check on them and make sure they know that they're supposed to be writing the answers to the questions on the worksheet at this point.6. If you want the students can say the answers aloud to you. This will make things take a little more time, but it depends if you want to focus on speaking or writing.7. Set a timer, or write a finishing time on the chalkboard.		
Closing 5 minutes	<ul style="list-style-type: none">● Acknowledge the winners.● Then ask some of the worksheet questions and let the students volunteer to answer.● Finally ask a few questions for objects not covered on the worksheet. E.g. Where is Spongebob? Where is Olaf? Where is the bear?		Some JTEs will use this time to write in the notebooks covering the new grammar.