

Lesson: Introduction to can

Grade: 1

Creation date:
January 8, 2020

Lesson Goal (めあて): Introduce “can” and let the students practice its use

SKILLS	input	output	Key Grammar: ES level English. I can ~?
	READING	WRITING	
	LISTENING	SPEAKING	
warning		Materials	<ul style="list-style-type: none"> Worksheets, 1 per student Game sheet, 1 per group Dice, 1 per group Game piece, 1 per group (it can be one of the student's erasers) Scoreboard, drawn on the chalkboard with group numbers
This lesson is how I will be teaching to the most difficult of my classes, where I am the most cautious. As it is they will play extremely simplified rules. Set a timer to limit the play time as well.		Optional Materials	<ul style="list-style-type: none"> Large print of game sheet

	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 want to review verbs, so I will do a crisscross game variant.</p> <ol style="list-style-type: none"> All students stand ALT says sentence using “I”, e.g. I play soccer. Students raise their hand to translate to Japanese. After a correct translation play rock paper scissors. If the student wins then I let their group sit down. If the student loses then just the one who answered can sit. 	<p>Use these verbs: Play, eat, drink, read, cook, write, speak, touch</p>	JTE calls on students to answer.
Introduction to lesson 5 minutes Note: If this is not the student's first lesson with can then you can skip over most of this.	<p>TL:DR Introduce “can” and how to use it.</p> <ol style="list-style-type: none"> Hand out worksheets. Students write their information, name etc. Write one of the sentences on the chalkboard that you used in warming up. Write the sentence with the subject turn to he/she. Write the sentence with “I can...” and then “He/She can...” Ask if any of them know “can” Chances are one or two will at least. If no one knows then ask the JTE. So then once more ask the students what the original sentence without “can” means, and then ask them what the sentence with “can” means. 	All English.	JTE checks for understanding.

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	<p>7. Make note that the “s” disappears on the “he/she” variant.</p>		
Introduction to Activity 3-5 minutes	<p>TL:DR Explain how to do the game in as few words as possible.</p> <p>i will write verbatim approximately what I will say to introduce the activity. (I will note my actions in parentheses)</p> <ol style="list-style-type: none"> 1. We are going to play this game: (Show game sheet, or put large game sheet on the chalkboard) 2. One group, one game sheet (hold up game sheet for emphasis); one dice (hold up dice); and one game piece (hold up game piece, or tell them they can use group leader’s eraser) 3. In your group, start with leader. Leader, please raise your hand. (Wait until all leaders raise their hands) 4. Leader is number 1, then next student is number 2, number 3, number 4 (pick the closest group to you to demonstrate) 5. Game piece starts at start (point at starting space) 6. Leader rolls the dice. Move your game piece. If you land on an arrow space then move with the arrow. (point and demonstrate) <p>At this point I will stop and check they understand. JTE will assist.</p> <ol style="list-style-type: none"> 7. If you land on a verb, write a sentence. (Point to a verb, write a sentence on the chalkboard.) 8. Then raise your hand and a teacher will come and check. (Using the closest group again demonstrate, have them say the sentence you wrote on the chalkboard as an example) 9. After we check then rock paper scissors, all 4 students. (Play rock paper scissors with your demo group.) 10. Winner is 5 points, tie is 3 points, loss is 1 point (Write on the chalkboard [○ 3 △ 3 ✕ 1]) 11. If you pass goal then you get double rock paper scissor chance. <p>I check the understanding and then make them form group and start.</p>		
Activity	<p>Set a timer for however long you want them to play. It helps to divide the class in half, with the ALT checking one and the JTE</p>		

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X ¹ minutes	checking the other. Make the students read their sentence aloud to you. If they have errors, point them out and have them fix the errors before progressing.		
Closing 5 minutes	My JTE will use this time to sum up and have them write in their notebooks. If you are running closing ask some students, What ~ can you ____? If you are using a sticker reward system give out rewards to the winning groups.		

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