

Lesson: Introduction to can Grade: 1

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

SKILLS	input	output	Key Grammar: ES level English. Can you ~ ? Yes, I can.	
	READING	WRITING	No, I can't.	
	LISTENING	SPEAKING	Materials	
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
				<ul style="list-style-type: none"> Large print of game sheet
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	

	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 () can~, so I will do a crisscross game variant.</p> <ol style="list-style-type: none"> I will do a drawing game. I will draw a picture on the chalkboard and students have to guess the answer. E.g. I draw Mickey Mouse with Dory in a frying pan and the kids have to say, "Mickey can cook fish." You could also do gestures instead. 	Use these verbs: Play, eat, drink, read, cook, write, speak, touch	JTE calls on students to answer.
Introduction to lesson 5 minutes Note: If this is not the student's first lesson with question form of can then you can skip a lot of this.	TL:DR Introduce how to use <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. "Mickey can cook fish." Ask the JTE, "Can you cook fish?" Ask a few more random questions, make sure you get both yes and no answers. Have the students write, "Yes, I can." and "No, I can't." on their worksheets. 	All English.	JTE checks for understanding.
Introduction	TL:DR Explain how to do the game in as few words as possible.	ALT will go to	JTE will remain at

<p>to Activity 3-5 minutes</p>	<p>I will write verbatim approximately what I will say to introduce the activity. (I will note my actions in parentheses) If this is a follow up lesson using my introduction to “can” worksheet and game then a lot of this you don’t have to go over in detail as the students will remember and most of the rules are virtually the same. Starting from 7 will be a key difference in the previous game.</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 question. (Point to a verb, write a sentence on the chalkboard.)8. Then raise your hand and I will come to your group. (Using the closest group again demonstrate, have them ask you the question you wrote on the chalkboard as an example)9. Students listen to my answer. Then on your worksheet, write my answer, Yes, I can, or No, I can’t.10. Then your group, stand up and go to the JTE. Show the JTE your paper with both question and my answer.11. After the JTE checks then you can get points. <p>I check the understanding and then make them form group and start. For points I will let them throw dice, or draw a number from a box. Ideally something they can do on their own without a teacher, because both ALT and JTE will be occupied fielding questions and</p>	<p>each group to listen to the questions and give answers.</p>	<p>the front of the classroom to check worksheets.</p>
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	checking worksheets.		
Closing 5 minutes	<p>My JTE will use this time to sum up and have them write in their notebooks. If you are running closing I like to play a magic number game. Pick a magic number, like 5. Then ask the class if they can do something. If their answer is yes they raise their hand. Then JTE can ask. Closest to the number wins. Change the number and play again.</p> <p>If you are using a sticker reward system give out rewards to the winning groups.</p>		