Hi, friends! 1 Lesson 8: I study Japanese. “Let’s make our dream schedule!”
(cf. Hello, Friends! Step 1 Unit 8 ICT collection)

Lesson Goals: To actively ask and answer questions.
To become familiar with how to ask and answer questions about schedules.
To have an interest in the school lives of elementary school students in other countries.

<table>
<thead>
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<td>Greet in English. Hello, ~sensei.</td>
<td>“Hello. Good morning/afternoon.” Distribute name cards to each student and greet them. “Hello. Your name card. Here you are.”</td>
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<td><strong>P32 Let’s Play 1:</strong> Participate in the Three Hints Quiz.</td>
<td>Give instructions for the game. Give three hints about a school subject so that the students can guess what subject it is. “Let’s play Three Hints Quiz.” While doing the quiz present the new words and incorporate it into the Keyword Game.</td>
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<td><strong>P33 Let’s Play 2:</strong> Play the Keyword Game.</td>
<td>Give instructions for the Key Word Game. While concentrating on the school subjects the instructor says, the students repeat after the instructor and become familiar with how to say the words. “Let’s play Key Word Game.”</td>
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<td>18</td>
<td><strong>P34 Let’s Listen 2:</strong> Learn about school life in other countries. Discuss the differences noticed in school life in other countries.</td>
<td>Teach about the curriculums in Australia, Korea, and China with the audio and images. Write things that the students noticed about the curriculum on the chalkboard.</td>
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<td>5</td>
<td>Reflect on the lesson. Turn in name cards and say goodbye.</td>
<td>Encourage the students to write and present on the similarities and differences they noticed about school life in other countries. Inform the students that at the end of the unit they will be making their own original school schedule and encourage them to adopt subjects or special traits from other countries.</td>
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Lesson 8 Hour 1: Become aware of similarities and differences in school life between different countries.

Lesson 8 Hour 2: Become familiar with how to say school subjects and the days of the week.
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<td><strong>P34 Let’s Sing:</strong> Listen to the song and learn how to say the days of the week. Sing the song “Sunday, Monday, Tuesday.”</td>
<td>Have the students listen to the chant while organizing the Days of the week vocabulary cards. “Let’s listen ‘Sunday, Monday, Tuesday.’” While presenting the days of the week cards have the students sing the song. “Let’s sing ‘Sunday, Monday, Tuesday.’” Let’s start from Monday OK?</td>
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<td><strong>P33 Let’s Listen 1:</strong> Remember how to say the different subjects.</td>
<td>Using Let’s Listen 1, have the students repeat to practice speaking.</td>
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<td>10</td>
<td>Play the Shuchuryoku game.</td>
<td>Increase the subjects used in Let’s Listen 1 and have the students listen to the various school subjects and days of the week so they become accustomed to hearing them. “Let’s play Shuchuryoku game.” “First. I study math.” “Second. I study P.E.”</td>
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| 15  | Play Joker Game 1  
T: What do you study?  
S1: (Turn over) Math. I study math.  
T: What do you study?  
S2: (Turn over) P.E. I study P.E.  
T: What do you study?  
S3: (Turn over) English T: Joker! | Explain the rules for Joker game. (See Appendix)  
① Decide on a Joker (the “out card” that will end the game) in advance. Students gather around the deck cards in groups. Turn the cards over and if “math” appears, say “I study math.”  
② If the Joker card appears, shuffle the cards and start over from the beginning. Change the joker card for the next round.  
“Let’s play Joker game.” |
| 5   | **P34 Let’s Chant:** Say the chant. | Display the School Subject and Days of the Week cards and say the “Let’s Chant” together with the students. |
| 3   | Reflect on the lesson. Turn in the name cards and say goodbye. | Encourage the students to write about if they’ve become familiar with the school subjects and days of the week. Get a sense of the student’s feelings on if they are accomplishing the goal. Collect the name cards and say goodbye. “Goodbye. See you.” |

**Lesson 8**  
**Hour 3**  
Become accustomed to asking and answering questions about schedules.
### Students' Role

#### 3
- **Min:**
  - Greet in English.
  - Hello, *sensei.*
- **Lesson:**
  - “Hello. Good morning/afternoon.”
  - Pass out the name cards and greet the students. “Hello. Your name card. Here you are.”
  - “What day is it today/tomorrow?”
- **Hour:**
  - 4
- **Students' Name Cards**
  - Prepare in advance
  - Turn in the name cards and say goodbye.
  - Reflect on the lesson.

#### 7
- **Min:**
  - P34 Let's Chant: Say the chant.
  - Put the School Subject and Days of the Week cards up on the board and say the Let’s Chant with the students.
  - Ask a student “What subject do you like?” and use the selected school subject to say the chant.
- **Lesson:**
  - Let’s ask and answer questions about schedules.
- **Hour:**
  - 4
- **Instructors' Role**
  - Explain the rules for Joker Game 2. (See Appendix)
  - Decide on a day of the week. (The day of the week does not affect which card is the “out” card.)
  - Pick a subject to be the Joker (the “out” card that restarts the game) and when the other subjects are flipped over say them in the pattern: “I study math on Friday.”
  - If the Joker is flipped over start the game over again from the beginning.
  - The object of the game is to see how many cards are flipped over before the Joker.
  - Change the day of the week and the Joker card and repeat the game.

#### 12
- **Min:**
  - Play Joker Game 2
  - T: What do you study on Friday?
  - S1: (Turn over) Math.
  - S2: (Turn over) P.E.
  - S3: (Turn over) Japanese and science.
  - T: Joker!
- **Lesson:**
  - Let’s ask and answer questions about schedules.
  - Actively ask and answer questions using days of the week and school subjects.
  - Explain the rules for the Friend Finding Game 1. (See Appendix)
- **Hour:**
  - 4
- **Instructors' Role**
  - Explain the rules for the Friend Finding Game 1.
  - Each student receives one school subject card and walks around the classroom looking for a friend who has the same card. The object of the game is for the students to see how many friends they can find with the same card within the time limit.
  - After the game is finished ask the students who had the same card, group by group, “What do you study?”
  - T: “What do you study?”
  - S: (The group of students with the same card answer in unison) I study math.

#### 20
- **Min:**
  - Play the Friend Finding Game 1
  - S1: What do you study?
  - S2: I study math.
  - S1: I study math, too.
  - S1, 2: OK./Thank you.
- **Lesson:**
  - Let’s ask and answer questions about schedules.
  - Actively ask and answer questions using days of the week and school subjects.
  - Explain the rules for the Friend Finding Game 1.
- **Hour:**
  - 4
  - **Instructors' Role**
  - Encourage the students to reflect on if they are becoming accustomed to the school subjects and days of the week by listening to and repeating them.
  - Get a sense of the student’s feelings on if they are accomplishing the goal.
  - Collect the name cards and say goodbye.

#### 3
- **Min:**
  - Reflect on the lesson.
  - Turn in the name cards and say goodbye.
- **Lesson:**
  - Let’s ask and answer questions about schedules.
  - Actively ask and answer questions using days of the week and school subjects.
- **Hour:**
  - 4
- **Instructors' Role**
  - Encourage the students to reflect on if they are becoming accustomed to the school subjects and days of the week by listening to and repeating them.
  - Get a sense of the student’s feelings on if they are accomplishing the goal.
  - Collect the name cards and say goodbye.

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Let's continue to asking each other about school subjects and days of the week.

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### Lesson 8

#### Hour 5

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- Pass out the name cards and greet the students.  
- “Hello. Your name card. Here you are.”  
- “What day is it today/tomorrow?”  
- “What day do you watch SAZAE-san?” | ⊕Students’ name cards (Prepare in advance)  
- Warm up by asking questions about the days of the week. |
| 7   | **P34 Let’s Chant:** Say the chant. Do a Group Chant. | ⊙School Subject and Days of the Week vocabulary cards.  
- Based on the students’ ability adjust the level of difficulty by having them say all the days of the week in a row or saying the subjects as the cards are flipped over.  
- Taking into consideration the classroom environment arrange for them to speak as a whole group or having only the student flipping over the card speaking.  
- If the students become used to playing, the difficulty can be increased by having them say the word as they flip the card rather than after they flip the card.  
- Explain how to do a Group Chant.  
  ① Each group is given a set of School Subject cards and Days of the Week cards.  
  ② Flip over the cards and say the words. Flip over a subject card, “I study Math.”  
  ③ Flip over a Days of the Week card, “On Monday.”  
  ④ Repeat the words many times. | ⊕A card or paper for each student to write school subjects and the days of the week. It’s fine to write in Japanese on it as well.  
- The whole class directs the question “What do you study?” to the group of students who have the same cards. The group of students then answers the question in unison. By everyone speaking together the students’ anxiety is removed. |
| 15  | **P35 Activity:** Make a Dream Schedule  
- **Math Monday** | ⊙Dream Schedule Worksheet (See back of the book)  
- Tell the students to create a schedule according to one’s dream/ideal and make a quiz based on it. They should put their own ideas into it.  
- Within a 5 period schedule 1 should be an original subject or activity. Each student should be encouraged to create something uniquely their own.  
- Depending on the class, determine if the schedules should have 5 or 6 periods.  
- Instruct the students to reflect on the lesson in light of the hour’s goal.  
- Consider their feelings about the making a dream schedule and how to connect it with Hour 5. | ⊕Tell the students to create a schedule according to one’s dream/ideal and make a quiz based on it. They should put their own ideas into it.  
- Within a 5 period schedule 1 should be an original subject or activity. Each student should be encouraged to create something uniquely their own.  
- Depending on the class, determine if the schedules should have 5 or 6 periods.  
- Instruct the students to reflect on the lesson in light of the hour’s goal.  
- Consider their feelings about the making a dream schedule and how to connect it with Hour 5. |
| 5   | Reflect on the lesson. Turn in name cards and say goodbye. | Reflect on the ability to ask and answer questions about school subjects and days of the week. Get a sense of the student’s feelings on if they are accomplishing the goal. Collect name cards and greet. “Goodbye. See you.” | ⊕Furikaeri card (may be prepared by the homeroom teacher)  
- Instruct the students to reflect on the lesson in light of the hour’s goal.  
- Consider their feelings about the making a dream schedule and how to connect it with Hour 5. |

**Lesson 8**  
**Hour 5**  
Actively present one’s own “Dream Schedule”.
## Materials to Prepare

@Points for evaluation [Type] (Method)

- **Students’ name cards (Prepare in advance)**
  - Ask questions about the days of the week in order to increase the students’ opportunities to say them in English.

### 2
- **Greet in English.**
  - Hello, sensei.
  - “Hello. Good morning/afternoon.”
  - “What day is today/tomorrow?”
  - “What day do you eat rice at lunch?”

| Let's continue to asking each other about school subjects and days of the week. |

### 3
- **P34 Let’s Chant:** Say the chant.
  - Show the School Subject and Days of the Week cards while chanting with the students.

| ★ School Subject and Days of the Week vocabulary cards. |
| • So that the students can change up the days and the subjects easily take a short time to review what they have learned. |

### 33
- **Do a Schedule Quiz**
  - I came up with a schedule in order to become a track athlete “What do I study on Monday?”
  - Maybe… “P.E.”? Or “home economics”?
  - ~san studies P.E, math, English, home economics.
  - ~san, what do you study on Monday?
  - “I study P.E, math, home economics and triathlon on Monday. English for when I compete in world tournaments and talk to athletes from other countries, Math for calculating running distance, and Home Economics to study diets that train the body. To train my body outside of P.E. I came up with the idea of a Triathlon period.
  - “Good idea! It would be cool if you become able to use English to make friends with a famous athlete.”

| Explain the rules for the Schedule Quiz |
| • The student giving the quiz explains the dream they want achieve. |
| • The students taking the quiz work in a group to figure out what kind of subjects might have been chosen to fulfill that dream. (They don’t need to guess the “Original subject” and it’s not necessary to guess the order). |
| • After the students say what subjects they think will be in the schedule they ask the student giving the quiz together, “What do you study on-?”
| • The student giving the quiz presents their 5 period dream schedule and the reasons they chose to the subjects they did. (Use a projector or the TV to show the schedule if possible)
| • The audience can briefly give their impressions or responses in English or in Japanese. Each student should give their quiz once. |

| ★ Dream Schedule cards to be filled in (The worksheet should be folded in half to hide the right side where the name and reasoning are written.) |
| • Foster an interest in the students to ask about the original activities that their peers have added into their class schedules. |
| • Based on the number of students in the class, if it would be difficult for all of the students to present it’s possible for the class to be split in half with the ALT directing one half and the JTE the other. |
| • Before the presentations confirm with the students how the presenters and audience should carry out their roles. Consider taking a short break at the halfway point to point out and praise good presenting and listening behaviors among the students in order to encourage active participation from everyone. |
| ☞ Active participation in the quiz, listening and presenting one’s “Dream Schedule” along with the reasoning behind it. [Interest, Desire, Attitude] (Listening, Furikaeri Card Check). |

### 7
- **Reflect on the lesson.**
  - Turn in name cards and say goodbye.
  - Instruct the students to glue their worksheet in the space provided on the P35 Activity. Also to write and/or present about whether or not they were able to present their dream schedule as well as listen to and understand the schedules their peers made. Collect name cards and greet.
  - “Good-bye. See you.”

| ★ Furikaeri card (may be prepared by the homeroom teacher) |
| • Instruct the students to reflect on the lesson in light of the hour’s goal. |