



Teaching English For Special Needs

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Introduction

The goal of these games and activities is to create an early foundation for students' English learning, and/or to facilitate an English learning environment for students who might have general learning difficulties. By introducing fundamental components of language learning, such as phonics, vocabulary, pronunciation, and so on to students, they will be engaged through a full range of senses (sight, touch, sound, etc.). Using our senses in learning can be expressed through Howard Gardner's Multiple Intelligences Theory (Visual, Musical, Kinesthetic, etc.). The aim is to create a universally designed and inclusive classroom where students can learn, despite their learning styles or challenges.

What is Universal Design?

Universal Design is not only used for the purpose of increasing comprehension for students with special needs, but is ultimately the underlying approach to increasing comprehension for all students in the class, such that teachers can develop classes with all students.

According to the Universal Design Guidelines, there are three primary principles: to provide multiple means of representation (Principle I); to provide multiple means of action and expression (Principle II); to provide multiple means of engagement (Principle III). With these principles in mind, we have compiled teaching materials based on Howard Gardner's Theory of Multiple Intelligences.

However, in order to support students with special difficulties, teachers should have various teaching styles and understand that students have individual learning styles while considering the cognitive perspective of the students. We must also think carefully about the concept of a class in which everyone can participate in order to develop the social skills of the students. Therefore, it is necessary to have teaching materials to foster relationships between special needs students and others, and special guidance plans.

Adaptations for Disabilities (Mental, Physical, Learning, Combination)

Teaching English to special needs students can be a daunting task, especially if the students have verbal difficulties or are non-verbal. However, all students deserve a chance to learn more about the world, and this can be achieved through a foreign language. Students may be surprised to learn that there are different words and phrases for the same objects that they see in their everyday lives. By becoming interested in different cultures and languages, students can develop a broader view of the world. The games and activities here can be easily adapted to suit each student's needs. As a teacher, you know your own students the best.

Lesson Plans

The lesson plans can either be used as is or changed to suit the topic and the class in mind. Even if the teacher is not an English expert, the teacher is still a professional educator. The lessons are designed to integrate technology in the classroom as a "teacher's assistant" and all the lessons use an interactive classroom approach. In this way, the teacher and students will work towards a common goal by using English as much as possible from day one during class. Please do not feel discouraged if you feel like you lack English skills – it's a working process!

Universal Design

In education, this means making the learning environment both physically and instructionally inclusive to a wide variety of students. Focusing on instructional inclusion, each student learns and retains knowledge in a different way. Therefore, using a number of different teaching methods and activities creates more of an equal learning opportunity for students, as well as increases their overall learning agility.

Teaching Methods and Activities Based on Learning Styles: Gardner's Multiple Intelligences

Intelligence	Examples of media and/or multimedia
Visual	PowerPoint, Picture Books
Linguistic	Pronunciation/Phonetics, Reading Aloud
Intrapersonal	Self-Thought/Self-Reflection, Independent Reading and Writing
Interpersonal	Pair/Group Work, Class Discussion
Kinesthetic	Games with Physical Movement, Acting/Role Playing with Props
Musical	Rhythm/Rhyming Activities, BGM
Logical	Mystery/Puzzle Games, Case Studies



Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means.

—Howard Gardner

Resources

University of Washington. *Universal Design in Education: Principles and Applications*.

<http://www.washington.edu/doit/universal-design-education-principles-and-applications>

Lane, Carla. "Multiple Intelligences." *The Distance Learning Technology Resource Guide*.

<http://www.tecweb.org/styles/gardner.html>

Illustration—Levine, David. *Howard Gardner May 6, 1999*. <http://www.nybooks.com/galleries/david-levine-illustrator/1999/may/06/howard-gardner/>

Want to know more? <http://www.udlcenter.org/>

Lesson Plan: Classroom English and the Alphabet

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: To acquaint students with basic classroom English phrases and present the alphabet and basic pronunciation

Notes: Classroom English should be reviewed each class so students can practice and remember each phrase.

Activity	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki</i> !)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Engage	Song: ABC Song Sing the song together.	Music (or instrument)	Musical (song)
Study	Classroom English Teachers work together to introduce and demonstrate classroom English. Have students practice alongside teachers.	a copy of the Classroom English phrases (English and Japanese)	Linguistic (listening) Visual (mirroring action) Kinesthetic (body movement)
Activate	Alphabet Karuta Students will be put into groups of 3 or 4. Letters of the alphabet will be called out, and the first student to grab the card with that letter can keep it. The student with the most cards wins.	Sets of Alphabet Flashcards (link below)	Kinesthetic (body movement) Interpersonal (group work)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

ABC Song:

Before singing the song, say each letter slowly and clearly to help students hear the pronunciation of each letter and have the students repeat each letter twice. It also helps to show Flashcards while teaching each letter. After going over each letter it may be useful to quiz the students on each letter even when the letters are not in order.

Note: There are different versions of the ABC song. Be sure to teach the students your version before starting the song.

Classroom English:

Teachers have an opportunity to perform for their students. Before the lesson, the ALT and the teachers should rehearse the list of classroom English with gestures. During the lesson, the ALT will say the classroom English phrases one-by-one, and the other teachers will act out the phrases. Then all teachers and students will act out the phrase together. It is imperative that everyone participate because teacher participation will motivate the students.

Alphabet Karuta:

Put students in groups of 3 or 4. Give each group a stack of Alphabet Flashcards. Have the students spread the cards out, face up on the desk. Call out the cards randomly, one by one. After each letter is announced, the first student to slap the card gets to keep it. At the end, the student with the most cards wins.

Note: Karuta can be adapted to other lesson plans and vocabulary as long as you make flashcards for the new vocabulary.

Reflection and Farewell:

At the end of the lesson, have the kids openly share how well they enjoyed it. First teach the kids the actions and their associations: thumbs up for good; waving hands horizontally for so, so; and thumbs down for not so good.

Other Activities:

Memory Game:

Put students into groups of 3 or 4. Give each group two sets of Alphabet Flashcards. Students should put all the cards facedown so they cannot see which card is which, and then mix up all the cards. Each student will have a turn to flip two cards over to see if they are a match. If a student makes a match, they can continue their turn until they cannot find a match.

Resources:

<http://mrprintables.com/alphabet-flash-cards.html>

Lesson Plan: Weather

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: To familiarize students with simple English phrases that can be used on a daily basis

Notes: Weather can be practiced at the beginning of each class after they have learned the vocabulary. It is helpful to ask students “How is the weather today?” after the greeting of the class.

Activity	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I’m great, hungry, tired, etc. (Do not accept “fine” for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Warm-up Review	Reviewing Talk about what the class did during the previous lesson and classroom English. Review ABC song if necessary.	Flashcards	Logical (remembering vocabulary) Visual (flashcards) Musical (song)
Engage	Weather Song Sing the song together.	Music (or instrument)	Musical (song)
Study	Practice Teach students words and phrases for weather by using Flashcards or PowerPoint. Make sure students understand each one before moving on to more difficult phrases.	Flashcards or PowerPoint	Visual (flashcards) Linguistic (repeating phrases) Logical (pictures→words)
Activate	Weather Reporter Students will draw different pictures of weather. Then they will present what they drew and say what the weather for the day will be.	Flashcards or PowerPoint , or have students draw their own World Map or Country Flags	Visual (flashcards) Linguistic (song) Intrapersonal (individual thinking) Interpersonal (if done in groups)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Alphabet and Classroom English Review:

Using flashcards quiz the students on the letters of the alphabet. This will help students remember the alphabet. If necessary, have the class sing the ABC song together to remember the pronunciation of each letter of the alphabet. Use this time to review classroom English and see which phrases the students remember from the previous lesson. It might help to use gestures to help students remember classroom English.

Weather Song:

If possible, have a teacher play an instrument such as a piano or guitar and play the song while the students sing. First go over the words to the song and make sure students understand the rhythm. The use of flashcards for the song is optional. The lyrics to the Weather Song are in the links below.

Weather Lesson:

Use flashcards or a PowerPoint presentation to teach the students the vocabulary for the different types of weather. For each type of weather, use a gesture that students can use to remember the vocabulary and so you can quiz them on each later.

Weather Reporter:

First, students will draw pictures of the different kinds of weather. Then each student will pick a country on the map or pick a country flag. Students will use their drawings to report what kind of weather is happening in the world. Each student will pretend that the weather they drew is happening in the country they chose, and must explain what kind of weather that country is having. Each student should have a chance to report the weather. Teachers can also look up the weather of different countries before the class, and show students so they can report the actual weather of the day around the world. This can be done in groups if students have difficulty on their own. Example: "In (name of country), the weather is sunny."

Reflection and Farewell:

At the end of the lesson, have the kids openly share how well they enjoyed it. First teach the kids the actions and their associations: thumbs up for good; waving hands horizontally for so, so; and thumbs down for not so good.

Additional Activities:

Pass the Secret:

Have the students form a circle. The game will start when the teacher tells a secret by whispering it to the student next to them, e.g. "It's sunny." Students will have to whisper it to the person next to them. The students pass the secret around the circle. The last student will say the secret out loud. At the end, compare how close it is to the original secret. If necessary, write the original secret on the board.

Resources:

Weather Flashcards http://www.mes-english.com/flashcards/files/weather_flash.pdf

Weather Flashcards <http://esl-kids.com/flashcards/weather.html>

Weather Song <http://supersimplelearning.com/songs/original-series/two/how-the-weather/>

Weather Song http://www.proteacher.org/a/48148_Weather_Song.html

Lesson Plan: Fruits

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: For students to have fun and learn new vocabulary about fruits

Notes: Be sure to check if students remember what was learned in the previous class.

Activity	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Warm-up Review	Reviewing Alphabet ABC song Sing the song together.	Music (or instrument) Alphabet Flashcards	Linguistic (speaking and pronunciation) Musical (song) Visual (flashcards)
Engage	Apples and Bananas Song Sing the song together.	Music (or instrument)	Musical (song)
Study	Practice First see what words the students know in English, then teach new words and repeat so students can practice pronunciation and remember the vocabulary.	Flash Cards or PowerPoint	Visual (flashcards or PowerPoint)
Activate	Fruits Basket Students can practice vocabulary and possible grammar points by playing this game. Make a circle of chairs, one less chair than there are people. The person in the middle calls out the name of a fruit and the people with that particular fruit card must change seats.	Nothing	Kinesthetic (body movement) Linguistic (speaking and vocabulary)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Fruits Basket:

Teach the students the names of different fruits by using Flashcards or a PowerPoint Presentation. Older students may already remember or know some fruits, but it may help to quiz the students to see how well they remember each word. Make cards or have the students make cards of different fruits so they can hang the cards around their necks (like name tags), so they will remember which fruit they have. Make a circle with chairs so all the students are facing each other. Make sure there is one less chair than there are players. If the player in the middle calls out a certain fruit, all the players with that fruit must change seats, whoever cannot find a seat, must stay in the center and call out the next fruit. When "Fruits Basket" is called out, all students must change seats. Students cannot return to the same seat they came from.

To make the game more challenging and to add grammar points, the students can say "I like (name of fruit)." In this way, students can learn easy grammar points while practicing new vocabulary. Also, at the beginning of each game, the students sitting in the center can start by asking the person in the middle "What kind of fruit do you like?"

ABC Song:

Before singing the song, say each letter slowly and clearly to help students hear the pronunciation of each letter and have the students repeat each letter twice.

Note: There are different versions of the ABC song and how the letters are separated. Be sure to teach the students your version before starting the song.

Apples and Bananas Song:

This song is very short, so it may be repeated several times. Teach the students the words to the song. This song will also help for grammar points and the game "Fruits Basket."

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat, apples and bananas

I like to eat, eat, eat apples and bananas

Reflection and Farewell:

At the end of the lesson, have the kids openly share how well they enjoyed it. First teach the kids the actions and their associations: thumbs up for good; waving hands horizontally for so, so; and thumbs down for not so good.

Resources:

Fruit Flashcards <http://mrprintables.com/printable-vocabulary-flash-cards-fruit-vegetable.html>

Additional Flashcards are included.

Lesson Plan: Body Parts

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: For students to review classroom English as well as learning new vocabulary about body parts

Notes: These games can be modified depending on how physically or mentally capable the students are. If movements are too difficult for students, it may help for the teacher(s) to be more involved in how the student can understand the material.

Activity (minutes)	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki</i> !)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Warm-up Review	Reviewing Classroom English is to be used so students can remember words and phrases in English. The ABC song is a good review for students and an active way for them to participate.	Music (or Instrument)	Musical (song) Linguistic (pronunciation)
Engage	Song Head, Shoulders, Knees, and Toes Sing the song together.	Music (or Instrument)	Visual (mirroring actions) Musical (song) Kinesthetic (body movement)
Study	Practice Speak slowly and teach students pronunciation of each word and show where each body part is. Have students point to each body part as they say the word.	Flashcards or PowerPoint	Visual (flashcards or PowerPoint) Interpersonal (review together as a class, helping each other if needed) Kinesthetic (body movement)
Activate	Game: Simon Says! Students must mirror the leader's actions when "Simon says" to do something. If Simon does not say anything and the student does the action, they are out for that round. This game can be repeated and modified depending on the class and how well the students understand the directions.	a copy of the Classroom English phrases (English and Japanese)	Linguistic (listening) Visual (mirroring actions) Kinesthetic (body movement)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Review:

At the beginning of the lesson, talk about what was learned in the previous lesson so students can review past vocabulary. For review, it is useful to start with a song or ice breaker to keep students interested and engaged in the lesson.

Head, Shoulders, Knees, and Toes:

Note: There are two tunes for this song, so be sure to know which one you will use before teaching students.

Head, Shoulders, Knees, and Toes (Knees and Toes)

Head, Shoulders, Knees, and Toes (Knees and Toes)

Eyes and Ears and Mouth and Nose

Head, Shoulders, Knees, and Toes (Knees and Toes)

This song can be repeated with different tempos depending on how well the students understand the song and actions. Students usually laugh when the tempo is faster and are more likely to mess up the actions, and find this version the most enjoyable.

For students with more serious physical disabilities who are unable to move freely, the teacher can touch the corresponding body parts on the students as the class sings together.

Other Activities:

Make a Monster:

Give each student or group a blank piece of paper (this activity can be done individually or in groups). Call out body parts and have students draw it. You can also choose to give them the number of body parts or the color of the body part they need to draw. By doing this, you can review numbers and colors with students, while going over new material. If students have not learned colors or numbers, it may be beneficial for another teacher to translate if absolutely necessary.

If You're Happy and You Know It:

Note: This song can be adapted to fit the words and phrases that students have learned. For example with the game Simon Says, students learn the phrase "Touch your (body part)"; this can replace "Clap your hands" or "Stomp your feet."

If you're happy and you know it, clap your hands (*clap twice*)

If you're happy and you know it, clap your hands (*clap twice*)

If you're happy and you know it, and you really want to show it

If you're happy and you know it, clap your hands (*clap twice*)

Resources:

Making Face <http://www.mrprintables.com/learning-about-emotions.html>

Lesson Plan: Animal Names

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: For students to learn the names of animals, along with reviewing what was done in the previous class

Notes: Make sure to integrate what students have learned in the previous lessons (classroom English, the alphabet, etc.).

Activity	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Warm-up: Review	Review Play Simon Says to review what was learned in the previous lesson.	Flashcards	Visual (cards & pictures) Linguistic (if words are written on cards) – not expected
Engage	Let's Learn the Animals! First, introduce the animal names using the flashcards. Review colors with students by using flashcards or PowerPoint.	Animal Cards, Powerpoint Native Recording (if needed) Background Music (if desired)	Visual (PPT, flashcards) Musical (reading with a rhythm) Interpersonal (choral reading & working together) Logical (ENG → audio/pics → JP)
Study	Animal Name Practice Review the animals again with flashcards, this time using real animal photos. Ask the students the sound, and name of each animal. Use illustrations as well, mixing up colors with the animals. Distribute animal name tags for the students. Have students stand up/raise their hand when their animal name is called.	Animal Cards (illustrations & photos) Animal Name Tags/Cards	Interpersonal (choral reading & working together) Kinesthetic (body movement) Logical (associating real animals & illustrations, and the changing of animal colors) Visual (PPT, cards)
Activate	Pictionary Students will be put into teams. Each team will have a turn to send one person to draw on the blackboard. The student will take a flashcard and draw what is on the flashcard. The first team to guess correctly gets a point.	Powerpoint (or Picturecards)	Visual (flashcards and drawings) Interpersonal (working in teams)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Let's Learn the Animals:

First, introduce the animal names using the flashcards. If the students know the names already or are picking up the names easily, ask the students the color of the animals you show as well as the sounds if possible. Have the students answer with the animal sound. Ask the students, "What's its color?" as well. Use different animal pictures (i.e. real & illustrated pics) for better understanding of animals & colors.

Animal Name Practice:

Review the animals with flashcards, this time using real animal photos. Ask the students the color, sound, & name of each animal. Use illustrations as well, mixing up colors with the animals for better practice. For a third time, pass out (colored or uncolored if students color them) animal name cards, maybe attached to yarn so students can put them around their neck. Explain to the class that when their animal is read, they should stand up and act like their animal while the rest of the class reads! Once the next animal name is read, the previous 'animal' sits down.

Pictionary:

The class can be split into two or more teams. Each team will have a turn to send one person to draw on the blackboard. One student will pick a flashcard with a name of an animal or a picture without showing anyone. The student will then draw the animal that is on the flashcard. The first team to guess the right animal gets a point.

Reflection and Farewell:

At the end of the lesson, have the kids openly share how well they enjoyed it. First teach the kids the actions and their associations: thumbs up for good; waving hands horizontally for so, so; and thumbs down for not so good.

Additional Activities:

Animal Quiz:

Divide the class into teams and review the animal cards. The teacher will shuffle the cards. Without revealing the card, the teacher will make a sound or gesture that represents the animal on the card. The first team to correctly identify the animal gets a point. Teams can choose to name themselves if they would like. This can also be used as a review game in later lessons.

Resources:

Color Flashcards <http://pdf.mrprintables.com/mrpf10-color-a4.pdf>

Animal Flashcards <http://esl-kids.com/flashcards/animals.html>

Animal Flashcards <http://www.mes-english.com/flashcards/animals.php>

Lesson Plan: Animal Sounds

Date: _____ **Class:** Classroom, level, # of students
ALT: _____ **Time:** Period, Class time, Time available
Lesson Objective: For students to review animal names, colors, and learn animal sounds in English

Notes:

Activity (minutes)	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Warm-up Review	Review Animal Names Use a PPT or printed flashcards to review the animal names.	PowerPoint Flashcards	Visual (PPT/flashcards) Linguistic (saying names)
Engage	Old MacDonald Had a Farm Sing the song together.	Song Recording or Song Video (or instrument)	Visual (if using video) Musical (song)
Study	Animal Sounds Practice Teach the English animal sounds by either showing the class a PPT of animal pictures, or use printed flashcards.	PowerPoint Flashcards	Visual (PPT/flashcards) Linguistic (making sounds) Interpersonal (learn together as a class, helping each other if need be) Logical (pictures→words)
Activate	Animal Sounds Charades Have all students sit in a circle. Starting with one student, secretly show him/her an animal flashcard. The student must imitate the English animal sound for that animal, and the other students must guess. Continue around the circle until all students get a turn.	Animal Cards PowerPoint	Visual (pictures) Linguistic (making sounds) Interpersonal (students guessing with each other) Logical (sound→words)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Old MacDonald Had a Farm:

This is a popular American children's song for practicing animal sounds.

The lyrics and a slow version of the song can be found at the link under **Resources**. This webpage also has gestures for each animal that you can practice with your students (optional).

Animal Sounds Practice:

Teach the animal sounds by either showing the class a PPT of animal pictures, or using printed flashcards. When showing a picture, instead of saying the animal name in Japanese or English, make sure they imitate the English animal sound. Review using different animal pictures, either real pictures or illustrations.

*See Animal Sounds Handout for the sounds.

You can put the animal sounds on the PPT slides or flashcards too.

Animal Sounds Charades:

Arrange students in a circle. Show one student an animal flashcard secretly – be careful not to let the other students see. The student then has to act as that animal. In an effort to encourage fun and engaging communication, the student can make the English animal sounds and use any English words to explain the animal (e.g., for "cow" the student could say, "moo, moo" and "black and white" and "milk"). This is a good chance for the students to review colors. The other students will guess the name of the animal. If successful, move on to the next student and repeat until all students get a turn.

Alternatively, for larger classes, split the class into 2 teams, and have each team send 1 student to the front of the class to act as the animal. The teams will compete to see which can answer correctly first. Make sure each student in each team gets a turn. First team to go through every student will win.

Make sure to give the students enough time and maybe some hints to guess the animal. Pin up the animal cards on the board, or use a PPT slide so students can use them as a reference for animal names.

Resources:

Animal flashcards <http://esl-kids.com/flashcards/animals.html>

Old MacDonald Had a Farm Lyrics & Gestures: <http://supersimplelearning.com/songs/original-series/three/old-mcdonald-learn-it/>

Lesson Plan: Emotions

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: To have students learn and practice saying emotions

Notes: For Special Educational Needs students, it is especially useful for them to practice these words for better communication of their feelings and needs. Therefore, tell them how important it is for them to study the expressions about emotions.

Activity	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I'm great, hungry, tired, etc. (Do not accept "fine" for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Engage	If You're Happy And You Know It Sing the song together.	Music (or instrument)	Visual (seeing actions with everyone in the group) Musical (song) Kinesthetic (body movement)
Study	Practice Have students repeat each emotion word after the teacher/ALT. As each emotion is spoken, try to act it out or make an appropriate facial expression together. Practice building short sentences after each emotion word is learned: "I feel _____." (e.g. " <i>I feel angry.</i> ") "I am _____." (e.g. " <i>I am sleepy.</i> ")	Flashcards Powerpoint	Visual (flashcards, PPT, actions/expressions) Linguistic (pronunciation) Kinesthetic (body movement or expressions) Interpersonal (group work)
Activate	Hot Potato Game Arrange students in a circle and give one student a ball/stuffed animal. Students will pass around ball/stuffed animal as music plays, and when the music stops, student holding the ball/stuffed animal must say a sentence ("I feel ____.") and act out an emotion as given by a flashcard.	Ball Stuffed Animal Music Flashcards	Visual (flashcards) Musical (song) Linguistic (pronouncing emotion words) Kinesthetic (body movement)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

If You're Happy And You Know It:

Your students are probably familiar with this song already, so it may be a good idea to introduce a few more variations into the song lyrics. For instance:

1st Verse: If you're happy and you know it, clap your hands (*clap twice*)

2nd Verse: If you're angry and you know it, stomp your feet (*stomp twice*)

3rd Verse: If you're sad and you know it, say "boo hoo"

(*say "boo hoo" while making crying motions with hands*)

Practice:

Have the students repeat each emotion word after the teacher/ALT says them. As each emotion word is spoken, try to act it out or make an appropriate facial expression together. For example, you could close your eyes and yawn for "sleepy." This will help to solidify the word with its meaning through actions.

Furthermore, practice building simple, short sentences after each emotion word is learned:

"I feel _____." (e.g. "I feel angry.")

"I am _____." (e.g. "I am sleepy.")

These sentences can be written on a board or displayed in a PPT as reference for the students. Once these sentences are learned, you can enforce their usage when asking "How are you?" at the beginning of each class.

The Face (<http://www.mrprintables.com/learning-about-emotions.html>) would also be a useful tool during practice. The teacher can shift the features on the Face for each emotion, or the teacher can ask students to shift the features.

Hot Potato Game:

Arrange students in a circle and give one student a ball. A stuffed animal would work too. Students will pass around the ball/animal as music plays, and when the music stops the teacher must show the student holding the ball/animal an emotion flashcard (e.g. "happy"). The student must then say a sentence with that emotion ("I feel happy!") and then act it out, as they did in the practice session. Be sure to give hints or help the student if (s)he is struggling. If the student is too shy to act it out (this may happen!), try to call on a volunteer student to act it out instead. Then, resume playing the music and repeat with the rest of the emotion flashcards.

Song Recommendation: "Happy" by Pharrell Williams

Resources:

Making Face <http://www.mrprintables.com/learning-about-emotions.html>

Feelings Flashcards <http://esl-kids.com/pdf/feelings/small-feelings-words.pdf>

Lesson Plan: Jobs

Date: _____ **Class:** Classroom, level, # of students

ALT: _____ **Time:** Period, Class time, Time available

Lesson Objective: To have students learn basic vocabulary about common types of jobs, as well as casually introduce the “-er” noun forms of given verbs

Notes: Be sure to read the sentences from the PowerPoint out loud with the students.

Activity (minutes)	Topic/Vocab/Expressions/Aim	Materials	Types of Intelligence
Greetings	Usual Greetings e.g., Hello! How are you today? I’m great, hungry, tired, etc. (Do not accept “fine” for <i>genki!</i>)	Nothing If needed, use feelings/emotions Flashcards	Visual (flashcards) Interpersonal (greeting)
Engage	Flashcards See how many students know English words/phrases that relate to the job flashcards.	Flashcards	Visual (flashcards) Intrapersonal (forming thoughts) Interpersonal (sharing thoughts)
Study	Vocabulary Have students read the sentences from the PowerPoint/Flashcards. Follow-up with a review of the flashcards to make sure students understand each of the vocabulary words.	PowerPoint Flashcards	Linguistic (chanting, pronouncing sentences) Visual (PowerPoint)
Activate	Gesture Game Have students remember the vocabulary through applied memorization. Follow-up with a second review of the job flashcards.	Flashcards	Kinesthetic (body movement) Logical (non-verbal communication) Visual (flashcards)
Wrap-up	Reflection and Farewell As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye.	Nothing	Kinesthetic (body movement) Interpersonal (group work)

Detailed Lesson Plan

Flashcards:

The teacher shows the students the flashcards to students one by one. The goal is to give the students a moment to think about any English words/phrases that accurately depict the flashcards and have them volunteer answers to share with the class. While explaining the activity, be sure to mention to students that they can talk to their classmates about the flashcards.

Vocabulary:

Practice pronunciation with the students. Have them follow along and chant the sentences from the PowerPoint. Afterward, mix the flashcards and quickly review them with students. ***Important Note*** In the PowerPoint, pictures for actor, actress and certain sports-related jobs are not included for copyright reasons. Having celebrity pictures for those categories would add a level of enjoyment to the PowerPoint.

Gesture Game:

First, introduce the vocabulary from the PowerPoint and review using the related flashcards. Then, have students sit in a circle. If the class is a bit large (16-20 students), you should have students form two separate circles and have a second teacher help.

Using the flashcards, assign each student a "job." One by one, each student will act out the "job" to the other students in the circle. Of course, the quality of the acting depends on the student's difficulties, and no speaking or Japanese is allowed.

If students are shy about acting out a given "job," you can skip that "job" and give the student a new choice. Also, if the class is large, you can add an extra level of excitement by having two circles of students compete to finish the game first. Optionally, give out small prizes to the winning circle of students.

Following the gesture game, do a second review of the vocabulary using the flashcards.

Reflection and Farewell:

At the end of the lesson, have the kids openly share how well they enjoyed it. First teach the kids the actions and their associations: thumbs up for good; waving hands horizontally for so, so; and thumbs down for not so good.

Resources:

The list of resources for the flashcards can be found at the end of the PowerPoint.

Rock Paper Scissors Evolution

Purpose: Use the game as an ice breaker, a warm-up activity or an activity for when there is extra time at the end of class.

How to Play:

Players must wander around the classroom and battle tournament style with each other in rock, paper, scissors. The goal is to evolve from the lowest stage to the highest stage, winning the game. In each battle, the winners evolve to the next stage, and the losers go down one stage.

Evolutionary chain with actions/sounds:

1. Egg – bend down to the ground and walk with your legs close to your chest.
2. Chicken – walk and make sounds like a chicken and flap your arms like wings.
3. Dinosaur - act like a dinosaur (roar).
4. Superman – do Superman’s flight pose.
5. President Obama – give a presidential (military) salute.

Everyone starts at the lowest level (an egg). Battles are fought in pairs, and for each battle, the winner evolves to the next stage while the loser goes down one stage. (In the case where a loser was an egg before the battle, (s)he remains an egg). Participants can only play against people at the same evolutionary level (egg vs. egg, Superman vs. Superman). The first player to become Obama wins the game.

If you want to make the game harder, add/change stages of evolution. You can also change the game so that the loser of a battle does not go down to a lower stage of evolution. This will make the game a bit easier. Be as creative as you would like.

Original Sources:

Youth Group Games

<http://youthgroupgames.com.au/games/641/rock-paper-scissors-evolution/>

We Heart Drama

<http://www.weheartdrama.com/268/evolution-a-rock-paper-scissors-drama-warm-up-exercise/>