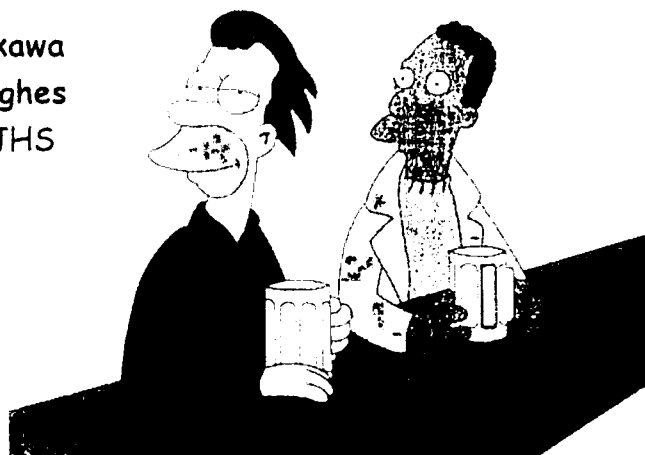


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# Effective Team Teaching: Using English



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## TEAM TEACHING

Team Teaching on the JET Program usually involves 1 excellent Japanese English teacher and 1 fabulous native English speaker, teaching English together in class.

### Benefits:

- More teachers for each student
- 2 heads are better than 1
- There is a native English speaker in lessons
- Communication role models
- Learning about different cultures

### Problems:

- Not enough time to plan together
- Different cultures = different ways of teaching

## Team Teaching tips:

### 1. Have a positive attitude to working together

Q. Do you have natural conversations during classes? Can students be included?

### 2. Communicate well before teaching together

Q. Who is better at - drawing pictures?  
writing on the blackboard?  
singing and rhythm?

Q. What atmosphere (雰囲気) do you want in your classes?  
(e.g. communicative, serious)

Q. What is your goal (目標) for - Grade 1?  
Grade 2?  
Grade 3?

### 3. Talk about classroom management

Q. What do you do when you see a student - sleeping?  
writing letters to friends?

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### 4. Communicate honestly (正直) and respectfully (尊敬を持って)

Q. Find 1 thing you disagree on. (This can be anything!)

### 5. Plan classes together

Q. When do you meet to discuss classes - the same week?  
the morning of the class?  
on the way to the class?  
during class?

Q. Do you need more time to plan classes? Or, are you happy with your current planning time?

## 6. Communicate during classes through eye contact and gestures

Q. During classes do you make eye contact every 5 to 10 minutes?

Q. Do you have signals for - `1 more time`

`stop, that`s enough`

`please go to the corner and wake that student up?`

other signals?

Q. Do you both watch the clock to check that the lesson is going on time?

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## 7. Individual roles

Q. Do you have equal time being the `leading` teacher? (= the teacher speaking and instructing the class)

Q. Who usually - introduces new words?  
does greetings?

## 8. Circulate in the classroom

Q. When the other teacher is the `leading` teacher,

do you - stand at the opposite side of the classroom?

move around checking that all students are paying attention?

write down the instructions or other notes on the blackboard?

## 9. Evaluate lessons

Q. Do you discuss classes afterwards?

- Q. What is your secret to working well together?? Please share this with us!

**\*Communication and a positive attitude are essential for effective team teaching\***

コミュニケーションと積極的な態度は、効果的チーム指導にとって不可欠です

## USING ENGLISH

### BRAINSTORMING...

Q. What are some simple ideas, tips, or activities that have worked well in your classes?

- Encouraging students to speak more English (eg Reward systems)

- Discouraging students from speaking Japanese

- Making lessons more practical (less memorization)

- `Real` objects to include, such as maps and train timetables...

- Interesting ways to...  
Teach the new words

Greet the class

Have students practice dialogues

Other

Q. What are some ideas that did not work well in your classes?

## **\*\*JHS Activities\*\***

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- **Making questions warm-up (1)**

Have each lunch group stand up and make at least 2 questions each lesson, taking turns asking.

1 question for the ALT and 1 question for the JTE. Try to ask the students a question to keep the conversation going.

When they've finished they can sit down.

- **Words/responses for natural conversations**

Make some magnetic signs for the blackboard (or to keep in the classroom) with useful expressions the students might find interesting and will try using in class. For example, cool, oh I see - that's great, I see where you're coming from, awesome!, no way - really?!

- **Skits**

Need 2 people, perfect for Team Teaching. Include real objects and make them interesting for students. Ask questions afterwards to check students' understanding (English or Japanese) or provide a written quiz. Feel free to move around the classroom; don't just stand up the front.

- **Spelling warm-up**

Split the class into 6 teams (rows).

Split the blackboard into 6 sections.

Students take turns going to the blackboard and writing the words.

ALT and JTE alternate saying a word in Japanese or English - students must write the word in English.

Give 5 points to the team who writes the word first even if it's spelt incorrectly.

Give 1 point for every word spelt correctly (at the end).

- **A - Z vocabulary warm-up**

Split the class into 3 teams.

Split the blackboard into 3 sections and write the alphabet in each section (get students to help).

Each team has 2 representatives to write on the blackboard.

ALT and JTE think of a theme, eg school.

The team representatives write words eg blackboard, classroom, teacher.

The rest of the team can call out words to help, but cannot look at their textbook.

Give a limited time.

OR split the class into lunch groups and have each group write the words on a piece of paper.

- **Questionnaire**

Ask students to find a partner. Have them answer the Questionnaire on their friend without speaking. After they finish, they can ask their friend in English to check their answers. If you hear any Japanese have students stand up and say a tongue twister or answer some questions, or give them more questions to answer on their friend.

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**My friend** \_\_\_\_\_

1. Full name
  2. Birthday
  3. Likes (food)
  4. Good at (sport, subject)
  5. Favourite animal
  6. Favourite colour
- 

- **Tongue Twisters - as a kind of disincentive to speaking Japanese**

Unique New York

Six smart sharp sharks

Selfish shellfish

Fat frogs flying past fast

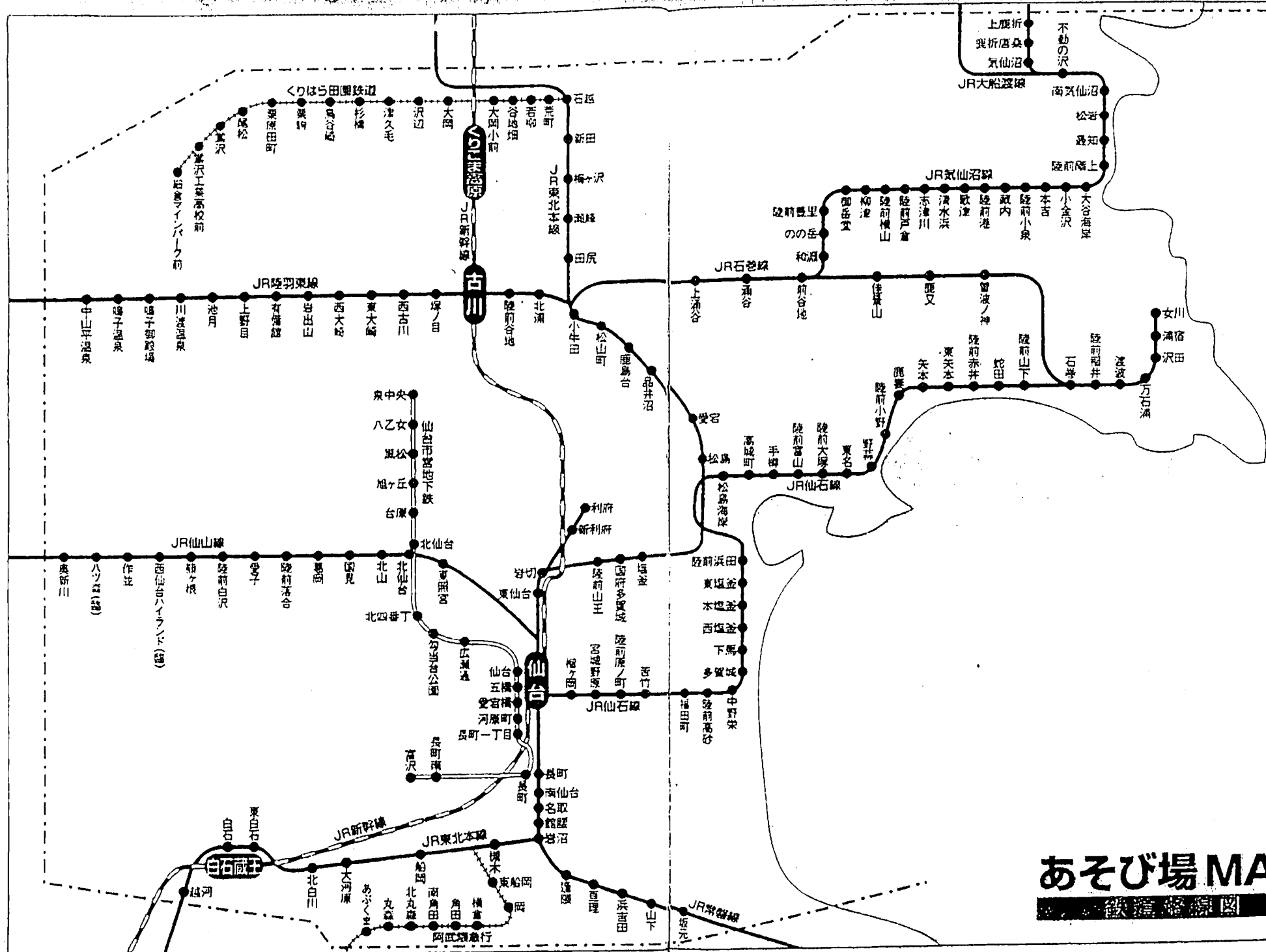
- **Directions**

Make these lessons as practical as possible. For example...

Grade 1 - use a bus or train timetable from your area and have destinations that students know and would be interested in going to

Grade 2 - use a map of your city or town

Grade 3 - use a map of the train lines in Miyagi. In pairs, ask students to explain to their partner how to get from one station to another in a limited amount of time. Give them several destinations until they seem comfortable using the expressions. After each destination, have a few pairs demonstrate to the class. Also, have individual students present with the ALT.



# あそび場MAP

鉄道線図

● **Mad Libs**

Give each student a handout. Have them listen to the categories and write 1 word in the appropriate place. After this, have them fill in the blanks of the story from the answers they wrote down.

I tried this as a warm-up with Grade 3 - it was easy to understand and they made some cool stories. Maybe Grade 2 could do this too?

**Questions**

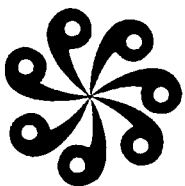
1. An animal (not a cat/dog)
2. A fruit
3. A piece of clothing or an accessory (eg skirt, hat, earring)
4. A subject you don't like
5. How are you?
6. Something you do after school (verb, どうし)
7. A word about variety TV shows (adjective, けいようし)

**Handout**

Please **listen**, and **write 1 word** for each...



1.	4.	7.
2.	5.	
3.	6.	



**Please fill in the blanks...**

My pet (1)\_\_\_\_\_ is called (2)\_\_\_\_\_. He/she always wears (a/an) (3)\_\_\_\_\_.

He/she likes to eat my (4)\_\_\_\_\_ textbook. That makes me (5)\_\_\_\_\_.

He/she knows how to (6)\_\_\_\_\_. We do it together. (2)\_\_\_\_\_ is a/an (7)\_\_\_\_\_ pet.

- **Making questions warm-up (2) (refer to following pages)**

Split the class into lunch groups.

Give each group a handout that has answers.

As a group they must write questions that would provide those answers and each have a turn asking a question.

Some answers can only be answered by the ALT, and some only by the JTE - for e.g. the answer `I come to school by bike` could only be answered by the ALT. If students ask the JTE they will get a different answer `I come to school by car` and will have to ask again. Students call out for teachers to come to them - `Ms. Melissa, please come here`.

This game can be very energetic and create a lively, great atmosphere.

After the first time, there will be no need to explain the rules and it will be easier to play.

Questions should be answered honestly - if there are mistakes, you can't say the answer that students want to hear!

You can make this as easy or as difficult for students as you like.

- **ET Activity (refer to following pages)**

Place the 12 sentences around the room. (Number them to make it easier for students)

Make lunch groups, and give each group 1 worksheet.

Each team member takes 2 turns going to any sentence. They must read, memorize, and go back to the group to tell them.

Each person takes a turn writing down a sentence.

They must leave the sentence card where they found it, but can run back as many times as necessary.

The story must be in order by the end of the activity.

When finished with the worksheet, see the teachers to receive a wordsearch (while waiting for the other groups to finish).



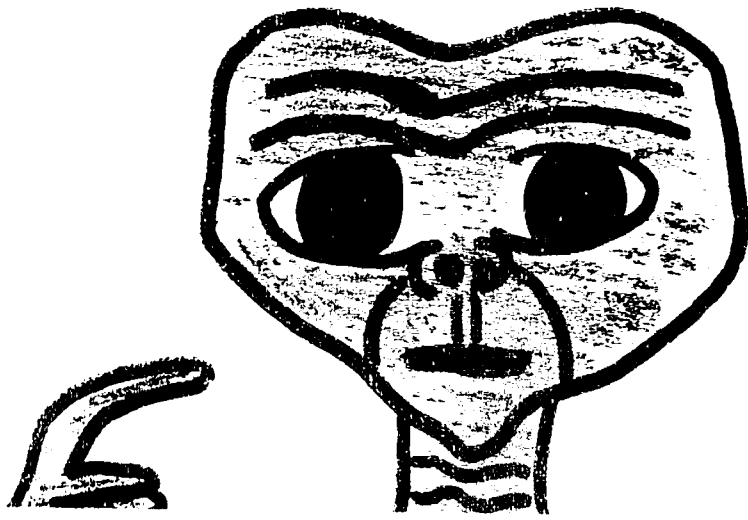


## E.T. and Elliott

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**\*\*When you are finished this activity, please see \_\_\_\_\_ for the "E.T. and Elliott Word Search". Thank you!\*\***

E.T. is a cute  
little alien.



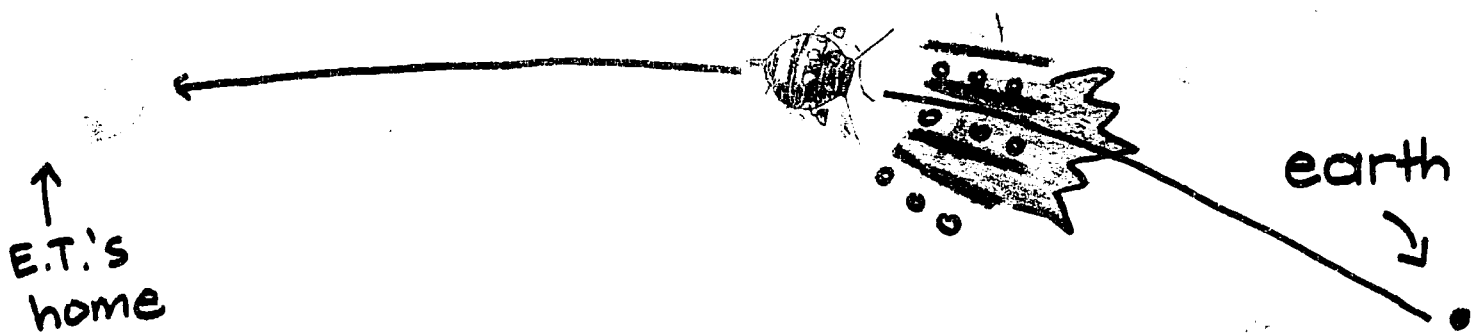
He comes  
from another  
planet.



He wants to go home.



But his home is far away.



# Then a boy finds him.

Aaaahhh!



# The boy's name is Elliott.

My name is Elliott.  
Nice to meet you!  
I like to ride my  
bicycle...

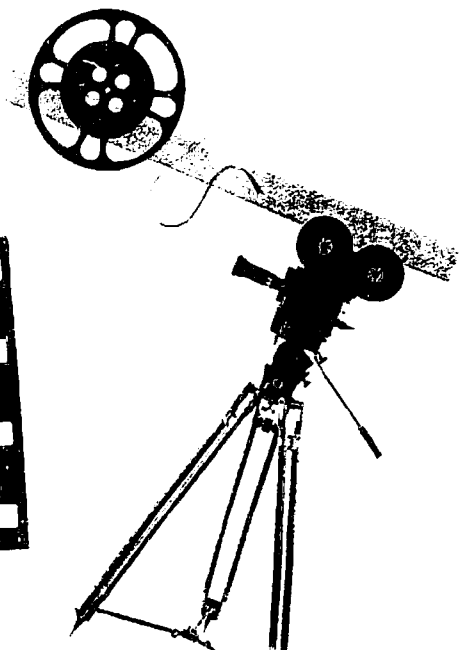
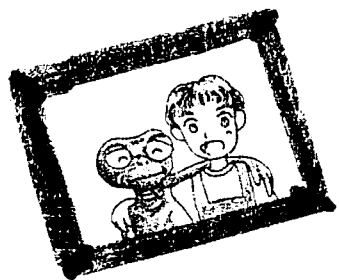


# They become best friends.



E.T... you are my best friend!

# Together they have a wonderful time.



One day they fly  
on Elliott's bike.



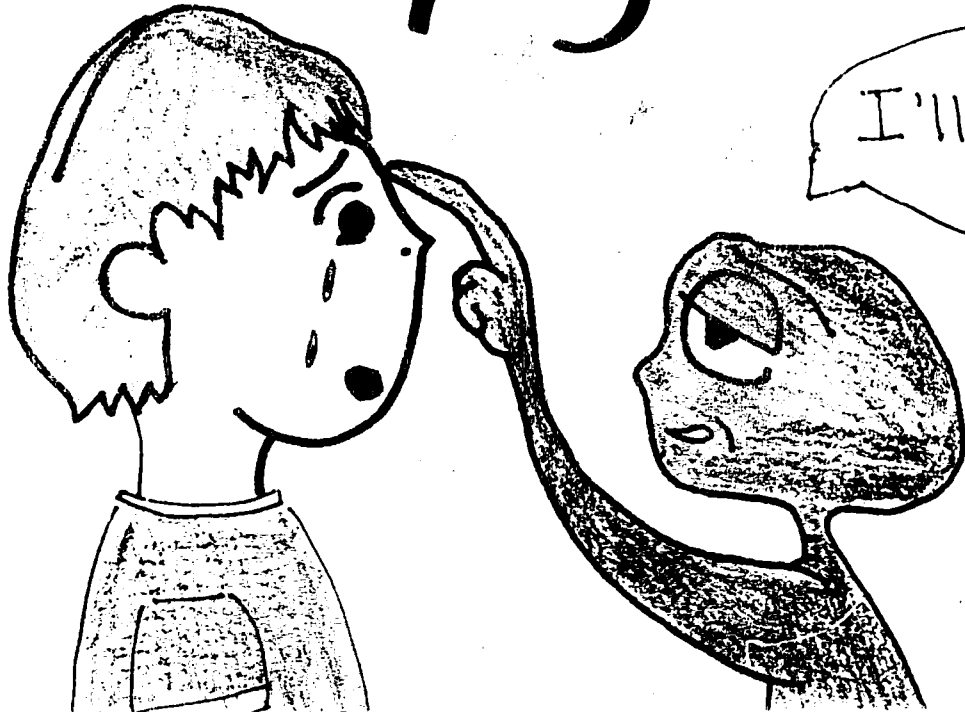
E.T. sends many  
messages from the  
forest.



# Elliott helps him.



# E.T. and Elliott have to say good-bye.



I'll be right here...

# E.T. and Elliott

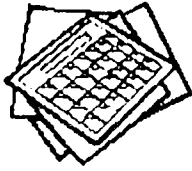
O P Q R S T U V W X Y Z  
Q S T U V W X Y Z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
E F Y S G H I J K L M N O P Q R S T U V W X Y Z  
C G D J E F G H I J K L M N O P Q R S T U V W X Y Z  
R C X H I D A E T U O H T I W  
Z U O Z H G K B R T H M A Z N  
S P A C E S H I P F O R E S T  
G R H S R R F Z U L U I B R A  
A D F V E A Y R M G F L L J L  
P Y I T V O O X I G O I F L I  
O G T V E J P C W E U T L T E  
V E Z Y R S P Q H B N O R G N  
B F A V C E N J H R S D A X K  
A Q O U F J I F O B N J F J B  
Q S H V Z X H I I V U D H A J

ALIEN  
BOTH  
FLY  
FRIEND  
SPACESHIP  
WONDERFUL

ALONE  
ELLIOTT  
FOREST  
MESSAGES  
TOGETHER

BETTER  
FAR  
FOREVER  
MOVIE  
WITHOUT

# Days of the week



Q D Y G E R G G W H  
 S O T Y Y K T E N U  
 A T H U R S D A Y P  
 T W K J E N K A Y P  
 U X Y P E S D A A K  
 R O A S P N D L Y C  
 D L D U U N V A Q Q  
 A A I S O I W J Y O  
 Y B R M Y P S F G J  
 W F F R S H N G G P

SUNDAY  
 MONDAY  
 TUESDAY  
 WEDNESDAY  
 THURSDAY  
 FRIDAY  
 SATURDAY

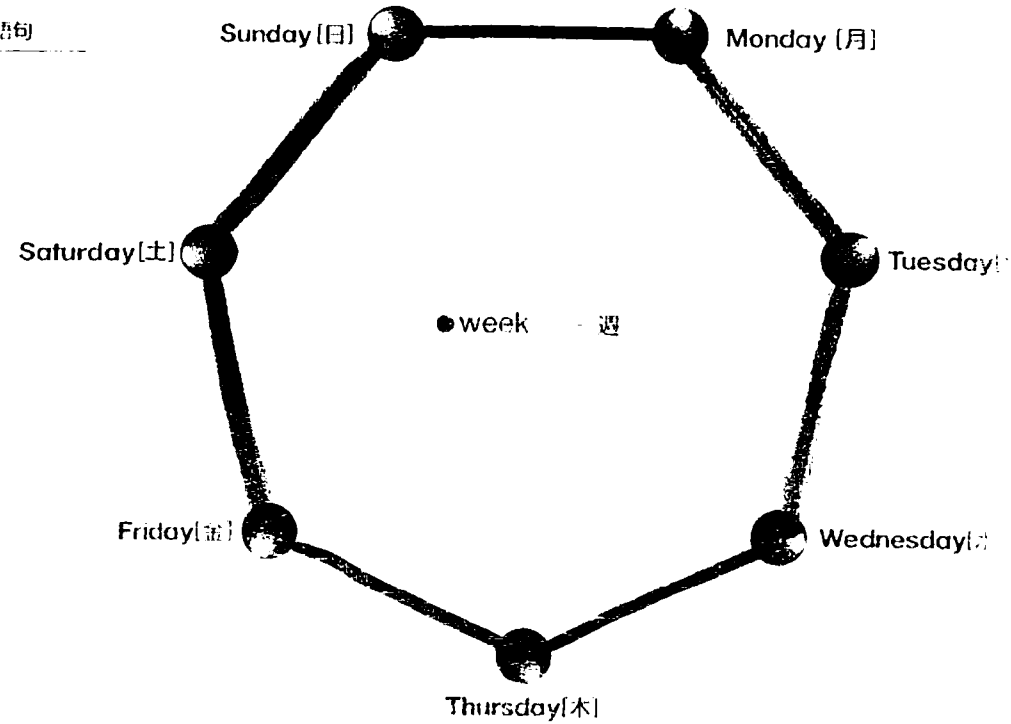
Name: \_\_\_\_\_

## ●Step 1 曜日の言い方を覚えよう

曜日は7つ。一度につづりまで覚えようとしても難しいので、少しずつ覚えよう。

覚えたい語句

week



## ●Step 2 曜日を尋ねよう

今日は何曜日か対話をしてみよう。

覚えたい語句

today

What day is it today?

It's Friday



1. Go through the list of words and circle the ones with 'short o' sounds.
2. Let students do the word search.

\* This was good phonics practice for JHS Grade 2

Name \_\_\_\_\_

## Oh! It's "O" Sounds

Circle the words. They may go across, down, or diagonally.

S	H	O	C	K	I	N	G	C	F	H	B	J	S	B
D	O	L	S	N	A	Q	M	F	L	O	A	T	O	R
J	P	V	P	L	O	T	K	R	O	E	P	O	D	O
O	S	H	B	W	O	N	N	E	C	L	O	C	K	K
G	C	R	O	A	K	W	O	Z	K	W	J	V	O	E
G	O	M	T	E	N	T	W	T	L	G	D	H	X	A
E	T	Y	N	S	O	D	D	N	E	T	R	E	E	O
R	C	O	Y	C	C	D	R	O	P	G	O	O	N	P
F	H	R	O	C	K	L	O	I	K	B	V	R	A	E
P	K	O	V	E	R	U	P	R	O	J	E	C	T	N

- BROKE
- CLOCK
- CROAK
- DROP
- DROVE
- FLOAT
- FLOCK
- GROAN
- HOPSCOTCH
- JOGGER
- KNOCK
- KNOW
- NOTE
- OBOE
- ODD
- OPEN
- OVER
- OXEN
- PHONE
- PLOT
- PROJECT
- ROCK
- SHOCKING
- SLOW

Write the words with the **short o** sound on the lines.

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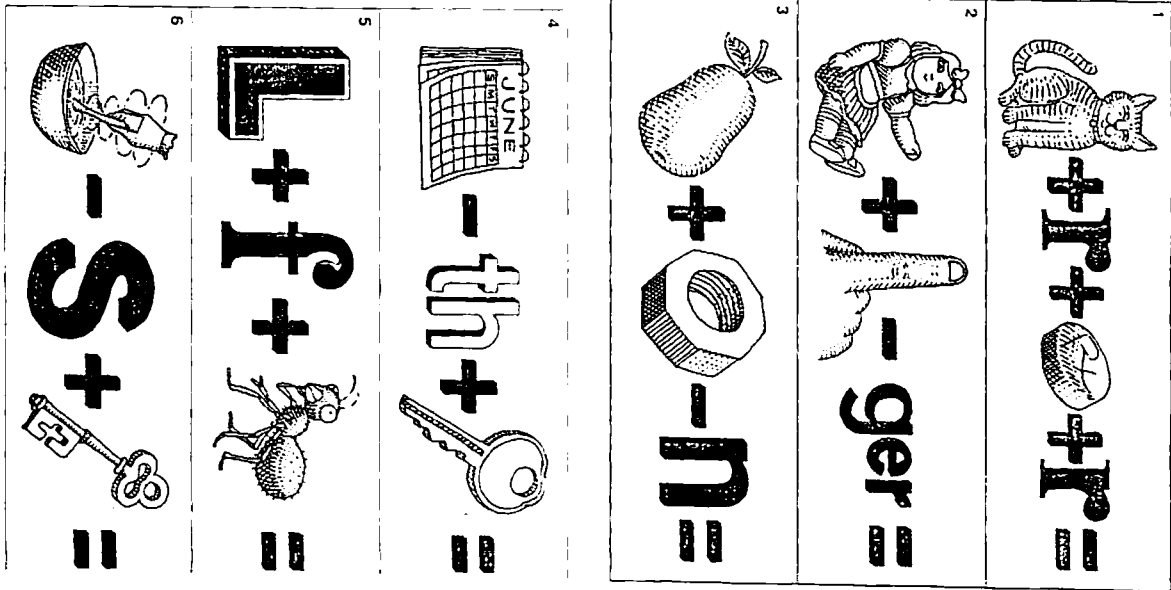


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**Circle** the word that doesn't belong.

<p><b>Found in the sky.</b></p> <p>moon                      sun</p> <p>                                stars</p> <p>trees                      clouds</p>	<p><b>Found at school.</b></p> <p>pencils                      bedroom</p> <p>                                        desk</p> <p>teacher                      children</p>
<p><b>Found in the sea.</b></p> <p>whales                      fish</p> <p>                                        flowers</p> <p>waves                      shells</p>	<p><b>Found in the fridge.</b></p> <p>milk                      bacon</p> <p>                                        cheese</p> <p>lettuce                      sugar</p>

# To and too

A robber has taken to and too out of these sentences. We have to find his bag and put the words back!

I'll find him!



I will go  the shop.

The ice-cream is  cold.

The bed is  hard.

I went  the beach.

This shirt is  big for me.

I sent a letter  my friend.

