

駒沢女子短期大学附属幼稚園における  
「英語のお遊びの時間」のためのレッスン・プラン  
金澤延美

Lesson Plans Designed for Kindergarten  
Affiliated to Komazawa Gakuen

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INTRODUCTION

The writer has been in charge of the program called "Fun Time in English" at the Kindergarten affiliated to Komazawa Gakuen since April 1998. The writer has developed the curriculum for the kindergarten children through dealing with the 3 grades classes. In this paper the writer reports the 10 lesson plans (each lesson lasts for 30 minutes) which have been developed for Nencho children age 5 to 6 years old. We meet once a week basically and the program is conducted by the teacher (= the writer) only in English with the assistance of the homeroom teacher. The homeroom teacher plays the rolls of an interpreter, demonstrator, care taker, observer, instructor, listener, monitor, etc.

Since the children's English proficiency is very low, a lot of repetition and revisiting of what is being taught has to be done. In this way, listening and speaking are developed in a cyclical rather than linear fashion in the lesson plans. Therefore the writer has developed 5 topics (each topic consists of 2 lessons) to 10 lessons using different resources and teaching materials for revisiting in the second one.

The young children at this age learn through playing such activities as games, songs, picture books, mimes, rhymes, etc. Through these activities young children learn almost unconsciously, being able to listen and imitate the sounds of the target language. The writer considered the following for making lesson plans.

Young children are : very active, curious minded, receptive, and keen.

Young children have : a limited concentration span and love repetition.

Regarding the children's characteristics mentioned above, the writer set up the overview Goals, Objectives and Outcomes as follows. In this way the writer is able to reduce the number of goals, objectives, and outcomes in each lesson plan to the key ones in the lesson which will focus the lessons and avoid lengthy repetition within the plans.

**Goals :** Following commands

Making inferences for oral directions in English

Answering and expressing in English

Children demonstrate the ability to listen for a specific purpose

Reproduction of rhythmical sounds in English

Imitation of reading at their level of instruction

Recognition of some forms of print in English

Reception of phonological awareness

Reception of cultural differences

Working cooperatively to complete a task

Having fun with others in English

**Objectives :**

To listen to and be able to follow simple

directions and commands

To develop selective listening through listening to the teacher's instruction in English

To be able to express their desires very simply in English

To reproduce rhythmical sounds

To listen to a picture book written in English with rhythm

To listen then recall or imitate

To have a knowledge of phonemes

To develop phonic knowledge through sounding words

To recognize some forms of print

To work in a group activity cooperatively

To have fun in English

**Outcomes:** To be able to understand classroom commands

To be able to attach meaning to facial expressions, voice tones, gestures, body position, (non-verbal communication)

To be able to follow simple directions given in English

To be able to recognize and produce the sounds which the Japanese sound system does not have.

To be able to recognize and produce the English words and sentences with English rhythm.

To be able to recognize some forms of print in the picture book

To be able to repeat some words in picture books and songs.

To be able to listen while being read to in English and grasp the sense of the story

To be able to have fun in English with games, songs, picture books, and other activities.

The overview teaching strategies and learning

strategies are as follows.

**Teaching Strategies :** Learner-centered  
Task-based

**Learning Strategies :** Practicing  
Cooperating  
Selective listening  
Discovery

Each session is done as follows.

1. The teacher observes throughout each activity, especially when the children's attention is toward Nicky.
2. The homeroom teacher monitors and gives an oral report about the reaction of the children after each session.

About the evaluation, there is no need to grade the children, so the purpose of evaluation is to be used in planning the next step. It differs depending on the result and the reaction of the children through each session, so the writer did not include the evaluation in each lesson plan except the first and the second lessons which have already been taught.

(note : Throughout the lesson plans the puppet called Nicky and the teacher are used interchangeably (Nicky and the teacher are as one since the teacher wears the puppet in her right hand and speaks for Nicky.) The children love Nicky and regard him as a live creature who speaks English to them. The teacher assists Nicky when he cannot handle objects such as reading a picture book, writing something on the board, doing activities, or demonstrating with the homeroom teacher.)

**(Lesson plan 1)**

**Topic :** Introduction

**Language Function :** self introduction

**Linguistic Functions :** Simple present : I'm ....  
Commands

**Vocabulary items :** Hello, I'm (name). sit down,

stand up, good bye

**Goals :** Reception of cultural differences for self-introduction

Making inferences for oral directions in English

**Objectives :** To recognize and carry out the cultural aspect : eye contact and good bye

To understand and carry out classroom commands : stand up, sit down

To greet people in English

To listen to and follow simple directions by guessing through gestures and voice tones

**Outcomes :** To be able to say a simple greeting and his/her name in English with eye contact.

To be able to say good-bye with the appropriate gesture which English speakers use.

To be able to predict what the teacher is saying in English through watching gestures, and watching demonstrations.

#### **Procedure :** (Activities and Methods)

(the children are seated by the homeroom teacher)

##### [self-introduction 10 minutes]

1. The teacher puts a puppet in her hand, has it greet the children by saying "Hello!" and encourages the children to respond by saying "Hello".
2. The teacher greets the children by saying "Hello!" and has the children respond by saying "Hello!".
3. The puppet, whose name is Nicky, again greets the children by saying "Hello! I'm Nicky".
4. To avoid the children automatically repeating "Hello! I'm Nicky.", the teacher quickly greets the children by saying "Hello! I'm Nobumi." putting her hand on her chest.
5. Nicky and the teacher face each other and use the greeting "Hello. I'm Nicky." "Hello! I'm Nobumi." with eye contact and a smile.

6. Nicky goes to the homeroom teacher and they greet each other face to face by saying "Hello! I'm Nicky." "Hello! I'm Midori." with eye contact and a smile.

7. Nicky greets the children again, saying "Hello, I'm Nicky." and encourages the children to raise their hands and return the greeting by saying their names.

8. Nicky greets each child who raises his/her hand and helps the child say "Hello! I'm (the child's name)." and gives a kiss on his/her cheek, which motivates the children to raise their hands enthusiastically to greet Nicky.

(note)1. When a child says his/her name by saying "I'm (Name)", encourage the child to put his/her hand on his/her chest. 2. When a child says "I'm (name)", make sure he/she puts a stress evenly on both I'm and name since they have a tendency of putting a stress on I'm but do not put it on the name which results in the name not being heard clearly. 3. When a child says his/her name, Nicky (= the teacher) repeats the name with suitable stress and English intonation since there is a tendency for the children to say their names monotonously as pronounced in Japanese.

##### [introduction of classroom commands 5 minutes]

9. The teacher has the children saying "Stand up!" with a gesture and has them take their seats to the back of the classroom with a demonstration by saying "Please take your seats to the back."
10. After the children come back to the teacher (some maybe standing or sitting on the floor, or may be still at the back), she says "Sit down" and she herself sits down and has the children follow her, the teacher repeats "Sit down", or "Stand up". the children listen to each command and follow it.
11. When the teacher recognizes that the children have learned the meaning of "Stand up" and "Sit down!" through observation, the teacher intentionally repeats the same command a few times to

confuse the children which makes the activity more fun. This gives the teacher an assessment of their level of understanding.

[a pair work for self instruction 10 minutes]

12. The children sit on the floor and watch a demonstration given by Nicky and the homeroom teacher. Each has a sticker and greet each other saying "Hi! I'm Nicky." "Hi! I'm Midori." with eye contact and a smile. After the greeting each puts a sticker on the partner's shirt or a hand.

13. The teacher gives a sticker to each child and children make pairs to do the same as the demonstration.

[picture book 5 minutes]

14. The children sit around the teacher and the teacher reads a picture book "Hello! Good bye!". When the teacher reads "Good-bye" in the picture book, she gestures the western-way of good-bye which is the same as the Japanese gesture for "Come here" and encourages the children to imitate the gesture by saying "Good-bye" along with the book.

[farewell 1 minute]

15. After reading the picture book which ends with the word "Good-bye" the teacher gestures and says "good-bye" to the children. The children are encouraged to say "good-bye" to the teacher and to Nicky.

**Assessment :** Focus on self-introduction Function with eye contact and shake hands and good-bye with western way of body language.

**Resources :** A puppet whose name is Nicky, stickers, picture book "Hello, Good bye"

(Lesson plan 2)

**Topic :** Greeting others

**Language Function :** Exchange greetings

**Linguistic Functions :** Simple present : I'm ....

Commands

**Phonological Function :** /f/ in fine, / θ/ in thank

**Vocabulary items :** How are you. I'm fine, thank you. And you? I'm fine, too, thank you. sing, jump

**Goals :** Reception of cultural differences for greeting people Knowledge of phonemes

**Objectives :** To listen and identify initial sounds in words /f/ and voiceless / θ/

To Listen then recall or imitate

To Listen to and be able to follow simple direction

To greet others in English and shaking hands

**Outcomes :** To be able to recognize the sounds of /f/ and / θ / which the Japanese sound system does not have.

To develop selective listening through listening to the teacher's instruction in English

To be able to recognize some forms of print in the picture book.

To be able to repeat some words in a picture book and a learn a song

To be able to follow a simple direction given in English

**Procedure :** (Activities and Methods)

[review on self-introduction and introduction of greeting 5 minutes]

(The teacher puts a puppet on her hand and enters the room saying "Hello!")

1. Review for a few minutes "Hello. I'm Nicky." "Hello. I'm (name)." by exchanging the greeting with Nicky and volunteers (children raise a hand).

2. Nicky greets the children by saying " Hello. How are you?". To avoid the children repeating the same, Nicky greets the teacher and they demonstrate the greeting by saying the following with eye contact and shake hands.

Nicky : Hello. How are you?

Teacher : I'm fine, thank you. And you?

Nicky : I'm fine, too, thank you.

(note : the teacher puts her hand on the chest when she says "I'm fine, thank you." She puts her hand toward the children when she says " And you?")

[greeting 5 minutes]

3. Nicky and the homeroom teacher repeat the greeting above for another demonstration.

4. Nicky faces the children and greets them by saying "Hello. How are you?" The teacher leads the children in answering "I'm fine, thank you. And you?"

5. Nicky pretends that he cannot hear well with a gesture and says "Hello. How are you?" again.

6. The children repeat the response with the teacher. The teacher encourages the children to use their hands ( on their chest and then toward Nicky) when they say the greeting.

7. The teacher slowly says I'm fine with the emphasis on /f/, and repeats fine several times with the children. Then the same procedure for "thank you." emphasis on / θ /.

8. Nicky greets each child who raises his/her hand and helps the child say "I'm fine, thank you. And you?" and exchange the greeting. Nicky and the child shake hands.

[action game 5 minutes]

9. Nicky asks the children stand up and play the action verb game which was introduced in the last lesson for a minute. This time in addition to Stan up and Sit down, another verb Jump and Sing are introduced with an action and gestures.

[song 10 minutes]

10. Nicky asks the homeroom teacher to play the song "Hello" on the piano and sing the song for the children once. Then the children repeat the words of the song after Nicky.

(Words)

Hello, Hello, Hello, how are you?

I'm fine, I'm fine, I hope that you are ,too.

11. Nicky says, "Let's sing. OK?" and have the children repeat by saying "OK" in a loud voice together.

12. Nicky and the children sing the song together several times with the piano. The teacher focuses on the pronunciation /f/ for fine, and / θ / for thank and gets the children's attention on them.

13. The teacher divides the class into two groups and has them make a straight line facing each other. One group sings the first part (Hello part) and the other group sings the second part (I'm fine . Then switch the parts and practice again. Praise each group and motivate them to sing in louder voices.

[picture book 5 minutes]

14. Have the children sit around the teacher and the teacher reads a picture book "Hello! Good-bye" which was read once in the last class.

15. The teacher encourages the children recognize the letters "Hello" which appear a lot all through the picture book. The teacher points out these words in the first few pages and has the children say the words. Then she walks among the seated children and points to the word "Hello" which is said by each animal and bug in each page and have each appointed child say "Hello". This draws the attention of children whose concentration is fading and motivates them once more.

16. Have the children recall the western gesture for good bye toward the end of the picture book. And after the story, the children say "good-bye" to the teacher and to Nicky.

**Assessment :** Focus on understanding and carrying out a "command".

**Resources :** A puppet( whose name is Nicky) , piano, picture book "Hello, Good bye"

(Lesson plan 3)

**Topic :** Greeting others

**Language Function :** Following Commands

**Linguistic Functions :** Command form

Let's action verbs

**Phonological Function :** The difference between /s/ in sip, and /ʃ/ in ship, /r/ in run consonant clusters

**Vocabulary items :** Let's (action verb)!, run, clap, swim, ski, skate, dance, freeze, boy (s), girl (s)

**Goals :** Following commands

Knowledge of phonemes

**Objectives :** To listen and identify initial sounds in words /s/, /ʃ/, /r/

To listen and identify consonant cluster in /sk/ in skate and ski, /sw/ in swim, /cl/ in clap

To listen to and be able to follow commands

**Outcomes :** To be able to recognize the sounds of /r/ which the Japanese sound system does not have.

To be able to recognize the consonant clusters which Japanese sound system does not have

**Procedure :** (Activities and Methods)

(The teacher puts a puppet on and enters the room saying "Hello!")

[review on greeting to others 10 minutes]

1. Nicky greets the children by saying "Hello. How are you?" and has the children say "I'm fine, thank you. and you?"

2. Review for a few minutes "Hello. How are you?" "I'm fine, thank you. And you?" by exchanging the greeting with Nicky and volunteers (children raise hands) Nicky and the child shake hands.

(note : The teacher encourages each child who

still has difficulty with the pronunciation of /f/ for fine, and /θ/ for thank.)

3. Then, Nicky says, "Let's sing. OK?"; the children repeat saying "OK" in a loud voice together.

4. Nicky and the children sing the song together once with the piano played by the homeroom teacher.

(note : The teacher again focuses on the pronunciation /f/ for fine, and /θ/ for thank and gets the children's attention to them.)

[the introduction of new words, boy and girl 5 minutes]

5. The teacher puts a calendar, which has many children from the around the world on the board.

Nicky points to each saying, "a boy, a boy, a girl, a boy, a girl ...." and gradually encourages the children to say either boy or girl when Nicky points silently to pictures.

6. Nicky says, "I'm a boy." then the teacher says, "I'm a girl." Then, Nicky points to the homeroom teacher by hand and she replies "I'm a girl."

7. Nicky touches each child's shoulder and encourages to say, either I'm a boy or I'm a girl.

[intoduction of plural forms of a boy and a girl 5 minutes]

8. Nicky puts his hand on two boys at a time by saying, a boy, a boy, and the teacher puts her hands on their shoulders saying "boys". Then, Nicky and the teacher repeat the same procedure with more boys and girls.

9. Nicky says, "Boys sit down." and have the boys sit down. If there is some confusion observed among the children, have the children solve the problem and help each other to follow the command. If there is still confusion then Nicky goes to each child and helps him to sit down and girls to keep standing.

[review on stand up/sit down game with newly introduced words, boy and girl 2 minutes]

10. Nicky and the children play the action verb

game which was introduced in the last lesson for a minute. This time Nicky says, "Boys, sit down." "Girls, jump."

[review on Hello song and greeting 8 minutes]

11. The teacher divides the class into a boys group and a girls group by saying, "boys two groups and have them make a straight line facing each other. One group sings the first part (Hello part) and the other group sing the second part (I'm fine). Then switch the parts and practice again. Encourage each group with praise to sing in louder voices.

12. Have the children see a demonstration given by Nicky and the homeroom teacher. Each has a sticker and greet by saying "Hello! How are you?" "I'm fine, thank you. And you?" "I'm fine, too, thank you." with eye contact, a smile and shake hands. After the greeting each puts a sticker on the partner's shirt or a hand.

13. Have the boys have a sticker and start saying the greeting with one of the girls facing to them and after the completion of the greeting, the boy puts a sticker on the shirt or a hand of the partner. Then, the girls get a sticker and follow the same procedure.

[action games 10 minutes]

14. The teacher has the children make a big circle by saying, "Let's make a big circle." with a gesture. The teacher repeats the same adding, "OK?" requiring the children's response a big circle is created.

15. After reviewing the action verbs introduced last week, Nicky introduces some more action verbs with gestures by saying, for example, "Let's run! OK?" with a gesture and after getting the children's response by saying "OK!", start running with saying "run, run, run!" encouraging the children to say the same.

16. The teacher gathers the children around her and shows picture flash cards which each have a child doing an action. Encourage the children to say the verb in English.

17. Nicky says, "Let's dance! OK?" and after the children's response by saying "OK!", have the children dance freely led by the teacher and the homeroom teacher.

Then, suddenly, Nicky says, "Freeze!" The teacher and the homeroom teacher follow the command showing the children what they should do. After the children understand the command through inference or the words by their peers, Nicky goes on to say another action verb and have them move around. The activity ends with the word "Good bye" said by Nicky with the western gesture.

**Assessment :** Focus on pronunciation of the day's target sounds, as the children must be following commands quite well by now.

**Resources :** a puppet, picture flash cards, a song, a calendar with many children in the pictures, stickers

(Lesson plan 4)

**Topic :** Identifying and naming colors (1)

**Language Function :** Following Commands

**Linguistic Functions :** Request with "please"

Let's + action verbs

**Phonological Function :** Introduction of c-v-c

Consonant cluster /gr/  
in green

**Vocabulary items :** pink, green, blue, orange, silver, white, Nicky says, touch

**Goals :** Knowledge of phonemes

Expressing desires

Expressing appreciation

**Objectives :** To listen and identify initial sounds in words

To listen and identify consonant cluster /gr/ in green

To be able to express what they want

To be able to express their appreciation by saying "Thank you."

**Outcomes :** To be able to recognize the sounds of /r/ which the Japanese sound system does not have.

To be able to choose something by asking with please

To be able to say “thank you” when necessary

**Procedure :** (Activities and Methods)

**[review on greeting to others 5 minutes]**

(The teacher puts a puppet on and enters the room saying “Hello!”

1. Nicky have the children by saying “Hello. How are you?” and Nicky says, “I’m fine, thank you. and you?”, and again have the children “I’m fine, too, thank you.”

2. The teacher follows the same procedure and have the children start greeting first, then the homeroom teacher follows the same procedure.

3. Then, Nicky says, “Let’s sing the” Hello song”. OK?” and has the children repeat saying “OK” in a loud voice together.

4. Nicky and the children sing the song together once with the piano played by the homeroom teacher.

(note : The teacher again focuses on the pronunciation /f/ for fine, and / θ / for thank and gets the children’s attention to them.)

5. Then the teacher divides the class into 2 groups and has them face each other to sing in two parts, (see previous lesson). The teacher monitors and Nicky praises the better group simply and has the children infer the meaning. The homeroom teacher checks whether the children understood by telling them in Japanese, “Nicky said one group was better because many of you were making /f/ sound clearly and singing in a big voice together. Which group was better?” Reinforce the sounds by singing one more time.

**[introduction of colors 5 minutes]**

6. The teacher takes some origami paper and show it to the children.

7. Nicky shows each different color paper to the children and has them say the color in Japanese. After the children’s responses of colors with c-v-c-v form, Nicky repeats correctly pronouncing in English. The children repeat the words clearly.

(note : The colors chosen as teaching material for the lesson are borrowed words from English into Japanese, so the children can answer them all. They would say the names of colors with c-v-c-v form instead of c-v-c, for example they would say /re-doh/ instead of /red/.

**[touch the color game 5 minutes]**

8. Nicky introduces an action verb “touch” by touching things around him.

9. Nicky explains the game called “ Nicky says touch (the color) ” with gestures and the teacher and the homeroom teacher demonstrate how to play by touching something which is the color.

10. Nicky and the children play the game with the teachers. For example, Nicky says, “Touch pink.” and the children run around and touch something which is pink.

(note : the teacher and homeroom teacher also play to help the children understand.)

**[art work (folding origami to make a morning glory) 15 minutes]**

11. When the children have practised the names of each color of origami paper in English, Nicky says that he will give a piece of origami paper to the teacher, homeroom teacher and the children using a gesture and encouraging the children to infer the meaning.

12. Nicky and the homeroom teacher demonstrate. Nicky shows all the color origami paper to the homeroom teacher. The teacher gets an origami paper from Nicky by saying, “Pink origami, please.

“Here you are.” “Thank you.” “You are welcome.” Another presentation is given by the homeroom teacher and the teacher (the teacher says “Blue origami, please.” and says “Thank you.” showing how to make / θ / in thank to the children.

13. Each child chooses a piece of paper saying “(chosen color), origami please.” Nicky has the child say “Thank you.” as they receive the paper.

14. Nicky shows a paper morning and the children make one with their piece.

15. Nicky shows his paper morning glory saying “(It’s a) pink flower.”

The teacher and homeroom teacher repeat the demonstration. Nicky encourages the children to show their results saying for example, “yellow flower”.

[farewell 1 minute]

16. Nicky says “Good bye.” to the children with the western gesture and wait for the children’s response with the western gesture.

**Assessment :** Focus on what colors the children can name.

**Resources :** a puppet, origami paper, a song

(Lesson plan 5)

**Topic :** Identifying and naming colors (2)

**Language Function :** Following Commands

Cultural difference in gesture for yes/no.

**Linguistic Functions :** Wh question : what (recognition level)

**Answer :** Yes./ No. (recognition level)

**Phonological Function :** the vowel used for purple

**Vocabulary items :** purple, silver, black, yellow, white, gray, brown, thank you

**Goals :** Asking and answering in English

**Objectives :** To ask with wh-question “what?”  
To be able to understand the mean-

ing yes and no.

To be able to distinguish the difference between the gestures of yes and no

**Outcomes :** To be able to recognize the sounds of /r/ which the Japanese sound system does not have.

To be able to choose something they like by asking with please

To be able to say “thank you” when necessary

**Procedure :** (Activities and Methods)

(The teacher puts a puppet on and enters the room saying “Hello!”)

[review on greeting, request with please, showing appreciation, and colors 10 minutes]

1. Nicky greets the children by saying “Hello. How are you?” the children say “I’m fine, thank you. and you?”

2. Nicky says, “Let’s sing “Hello song”. OK?” and children repeat saying “OK” in a loud voice together and sing together with the piano.

3. Sing the Hello song in two parts.

4. Nicky shows a green sticker, a red sticker and a blue sticker to the children who say the colors. Nicky points to each saying for example “a red sticker” (to introduce the new word “sticker”) Children repeat after him.

5. Nicky has the homeroom teacher choose one of the stickers and say “A blue sticker, please.” On receiving it the homeroom teacher says “Thank you.” After the demonstration, Nicky gives a sticker to each child by request and has him/her say “Thank you.”

6. Nicky explains what to do with the sticker by gestures with the homeroom teacher and has the children make pairs to greet each other with eye contact, a smile and shaking hands. After the greeting each puts a sticker on the partner’s shirt or a hand.

[introduction of the new colors 5 minutes]

7. Nicky shows the origami paper the children know and has them say the colors together. Next he shows the new colors and pronounces each with the children repeating after him.

8. Nicky shuffles the origami paper and has the children say the colors.

(note : The children might know some of the colors newly introduced but might have trouble with consonant clusters or pronunciation with c-v-c pattern.)

[introduction of wh- Q : what and the new colors 5 minutes]

9. Nicky shakes a brown paper-bag which has something in it. After stimulating the children's curiosity, he asks "What's in it?" If some children guess what Nicky means and answer by saying the guessed item, Nick has all the children repeat the item with a rising intonation as question and Nicky answers either Yes/No. with the gestures.

(note : Japanese often nod first for answering "No." So the clear gestures for Yes. and No. are very important for the children to understand.)

10. Nicky puts 8 brown paper bags on the table. Each has a different color origami in it. Nicky takes one bag in his hand at a time and has the children answer the color by asking for example, "Brown?" with rising intonation. Nicky answers yes or no with gestures such as nodding or shaking head. He shows what is in the bag when a right answer comes.

[touch the color game 5 minutes]

11. Nicky and the children play the game with the teachers focusing on the newly introduced colors. Through monitoring, if the teacher thinks the children are ready to lead the game, Nicky chooses a child at a time and has him/her say the command such as "Touch... brown".

[read a picture book 5 minutes]

12. The teacher has the children sit around her and reads a picture book "Brown Bear, Brown Bear, What Do You See?" with some gestures. Each page consists of repetitive sentences so the teacher encourages the children to read the sentences together with her.

13. The children say "good-bye" to the teacher and to Nicky.

**Assessment :** Focus on yes/ no and gestures.

**Resources :** blue stickers, red stickers, a song, a puppet, origami paper, 8 brown paper-bags, a picture book "Brown Bear, Brown Bear, What Do You See?"

(Lesson plan 6)

**Topic :** Identifying and naming numbers, vegetables and fruit (1)

**Language Function :** Identify and naming numbers from one to seven  
Identify the concepts of vegetables and fruit and naming some familiar ones

**Linguistic Functions :** Plural forms with-s  
(recognition level)

**Answer :** Yes/ no (production level)

**Phonological Function :** /v/ in five and seven

**Vocabulary items :** one, two, three, four, five, six, seven, tomato, cherry, orange, potato, apple, lemon, banana

**Goals :** Answering in English

**Objectives :** To be able to count from one to ten  
To be able to answer with either yes and no with appropriate gestures  
To be able to recognize plural-s

**Outcomes :** To be able to count from one to ten  
To be able to understand and carry out appropriate gestures with yes/

no.

To be able to choose something they like by asking with please

To be able to say "thank you" when necessary

**Procedure : (Activities and Methods)**

**[routine 2 minutes]**

1. Nicky, the teacher, the homeroom teacher and the children greet by saying "Hello. How are you?" "I'm fine, thank you. And you?" "I'm fine, too, thank you." Then, sing "Hello" together with a piano.

**[introduction through reviewing on wh-question what and answer yes/no with "What's this game". 10 minutes]**

2. The teacher puts a covered box with holes at the side on the table and has the children guess the object in it by saying "What's in it?" And have the children raise their hands to answer and calls on a child's name and has him/her answer with a rising intonation, for example, "Banana?" Then have the rest repeat the question together. The teacher asks the children by saying "Yes?" and have them say yes or no, and gives the answer with yes or no. The same procedure is followed till someone come up with the right answer.

(The chosen objects are either fruit or vegetables which have the names borrowed from English, so all the children know the names.)

(note : Though the names of fruit or vegetables used as teaching materials are familiar to the children the pronunciation is changed through the process of being adopted into Japanese which follows c-v-c-v, Nicky must correct the pronunciation .)

**[action game for introducing numbers 5 minutes]**

3. Nicky has the children stand up and says "Let's

jump! OK?" the children reply saying "OK!" Before jumping, the teacher puts the 2nd finger up and says, "One jump, OK?" Then the teacher, homeroom teacher and the children jump and clap their hands once saying "one". Then, the teacher puts 2 fingers up and says, "Two" the children repeat, "Two jumps, OK?" pronouncing plural s, after jump clearly and have the children reply and jump together twice while clapping hands twice saying "one, two." Repeat the same procedure up to seven.

**[sing the song of Seven Stones 5 minutes]**

4. The teacher puts the numbers from one to seven on the board and has the children say the numbers. Then, Nicky focuses on the particular numbers which have the sounds which Japanese sound system does not have such as /θ/, /f/, /v/ in three, four, five, seven, and repeats them several times with the children.

5. They sit in a circle on the floor. Nicky sings the song for the children with the gestures to go with the song.

**(words)**

One, two, three, four, five, six, seven, (clap once)

One, two, three, four, five, six, seven, (clap once)

One, two, three, One, two, three, One, two, three, four, five, six, seven.

The children sing a little bit faster and faster for fun. Nicky stops singing whenever he notices that many children ignore /f/ /v/ /θ/ by saying "No, no, no, no... Not" hoo". Four!"

**[read a picture book 5 minutes]**

6. The teacher has the children sit around her and reads a picture book "Animal bus" which is a pop-up picture book with numbers from one to ten. The first page has the number written at the corner and a rabbit gets in the bus saying "Hello" to the driver. The next page has the number 2 at the corner and another rabbit gets in the bus saying "Hello" and the following pages are the same. The

teacher encourages the children to read the number on each page and say "Hello" together with the teacher. Though the book continues till a tenth passenger gets in, the teacher stops at the 7th.

7. The teacher uses the same book from the 7th back to the front having a rabbit getting off the bus say "Good-bye".

8. And have the children say "good-bye" to the teacher and to Nicky.

**Assessment :** Focus on counting to seven in English

**Resources :** a puppet, a song, a picture book "Animal Bus", tomato, cherry, orange, potato, apple, lemon, banana

(Lesson plan 7)

**Topic :** Identifying and naming number and vegetables and fruit (2)

**Language Function :** Identify and naming numbers from eight to ten  
Identify the concepts of vegetables and fruit and naming some of familiar ones

**Linguistic Functions :** How many...? (recognition level)

Plural forms with s (production level)

**Answer :** Yes/ no (production level)

**Vocabulary items :** eight, nine, ten, tomato(es), cherry(ies), orange(s), potato(s), apple(s), lemon(s), banana(s)

**Goals :** Answering in English

**Objectives :** To be able to count from one to ten  
Review of previous objectives

**Outcomes :** To be able to count from eight to ten  
To be able to carry out the gestures with yes/ no.

**Procedure :** (Activities and Methods)

[routine 2 minutes]

1. Nicky, the teacher, the homeroom teacher and the children greet each other saying "Hello. How are you?" "I'm fine, thank you. And you?" "I'm fine, too, thank you." Then, sing "Hello" accompanied by a piano.

[review on the numbers from 1 to 7 with Seven Step game 8 minutes]

2. Have the children make a big circle, sit on the floor and sing the song "Seven steps" once. Then the teacher writes the numbers from one to seven on the board and points to one number at a time with a pointer randomly and has the children say the number for assessment.

3. Nicky crosses out one of the numbers on the board and explains with gestures not to say the number which is crossed when they sing. Nicky and the homeroom teacher sing once again without saying the number. Then the children sing together. If someone makes a mistake and sings the crossed number the children have to sing again.

4. Then, Nicky crosses another number and the children sing without saying the two numbers. The same procedure is repeated until 4 numbers are crossed the children can sing without making mistakes.

[review on numbers and the introduction of the numbers from 1 to 10 with the action game 5 minutes]

5. Nicky has the children stand up and says "Let's jump! OK?" and the children reply "OK!" Before jumping, the teacher puts her 2nd finger up and says, "One jump, OK?" Then the teacher, homeroom teacher and the children jump with clapping hand once saying "one". Then, the teacher puts 2 fingers up and have the children say "Two jumps!" The children jump together with clapping hands twice saying "one, two." The same procedure is repeated to seven.

6. The numbers 8, 9, and 10 are introduced with the same procedure used for teaching 1 to 7 last week

with jumping.

[introduction of new words through reviewing on wh-question what and answer yes/no with "What's this game". 5 minutes]

6. The teacher puts an object (fruit or vegetable) which has not been introduced yet in the box with holes at the side on the table and has them children guess the object in it by saying "What's in it?" The children raise their hands to answer and individuals reply with a rising intonation, for example, "Banana?" The rest repeat the question together. The teacher questions the children by saying "Yes?" and has them say yes or no, and gives the answer with yes or no. The same procedure is followed until someone comes up with the right answer in English or in Japanese. Then, the teacher takes the object from the box pronouncing it in English slowly and clearly so that the children can repeat it.

[introduction of plural-s 5 minutes]

7. The teacher puts 10 brown paper bags (each has some of the same object in it) on the table. Take one object from each bag and have the children answer in English. The teacher shakes the bag to help the children understand that there are more objects in it. The teacher shows the object, for example, a tomato and says "One ....." and encourages the children to repeat "One tomato".

The teacher puts the tomato into the bag and shakes it several times and asks saying "How many tomatoes?" The teacher puts a 2nd finger up and asks, "One tomato?" with shaking. Waiting for the children say "No." the teacher again asks, "How many?" Have the children guess the number of tomatoes in the bag and say the guessed answers until correct. The tomatoes are then taken out of the bag saying, "One tomato, two tomatoes". Have the children count the tomatoes by saying, "One tomato, two tomatoes". Then follow the same procedure with the rest.

8. To reinforce the language, the teacher points out

the fruit and the vegetables taken from the bags after step 7 and the children say, for example, "two tomatoes, five lemons, ten cherries, ....."

[read a picture book 5 minutes]

8. The teacher has the children sit around her and reads a picture book "Bicycle Race". The picture book starts with the start of the bicycle race and each page has 10 riders whose order changes. Each rider has different colors and a number on his helmet.

9. The teacher points out the riders one after another and the children say the numbers.

10. Nicky, the teacher, the homeroom teacher and the children say "Good bye".

**Assessment :** Focus on naming a number of objects using the plural 's'.

**Resources :** a puppet, , tomato (es), cherry (ies), orange (s), potato (s), apple (s), lemon (s), banana (s), 10 brown bags, a song, a picture book "Bicycle Race"

(Lesson plan 8)

**Topic :** Identifying and naming animals(1)

**Language Function :** Identify and naming animals

Identify the concepts of vegetables and fruit

**Linguistic Functions :** Plural forms with s (production level)

**Answer :** Yes/ no (production level)

**Vocabulary items :** lion(s), monkey(s), gorilla (s), penguin(s), panda(s), tiger(s), elephant(s),

**Goals :** Answering in English

**Objectives :** To be able to answer either yes or no with appropriate gestures

To be able to understand and carry out plural s

**Outcomes :** To be able to carry out the gestures with yes/ no.

**Procedure : (Activities and Methods)**

**[routine 2 minutes]**

1. Nicky, the teacher, the homeroom teacher and the children greet each other saying "Hello. How are you?" "I'm fine, thank you. And you?" "I'm fine, too, thank you." Then, sing "Hello" together with a piano.

**[review on counting 1 to 10 with a balloon 10 minutes]**

2. The teacher shows a balloon to the children blows it up and tosses it into the air, patting it and saying "one", "two" and so on till ten.
3. Nicky offers red or blue balloons to each child. They choose saying, " (A) blue balloon, please." and responding with "Thank you."
4. Children blow up the balloons and start tossing up and counting up to ten. The children count the bounces for their balloons.

**[review on names of fruit and vegetables with plural form 's' 5 minutes]**

5. Nicky shows the homeroom teacher an object in a brown paper bag. She draws a picture of the object so that children can name it in English.
6. Volunteers take turns to come to the front, look in the bag, draw and allow others to guess, for example "ten cherries."

**[introduction of new words through pictures 5 minutes]**

7. The teacher shows some pictures from the animal calendar and the children give the names. The names of animals chosen are borrowed from English, so all the children should know the names in Japanese. Although the animals are familiar to the children the pronunciation is changed through the process of being adopted into Japanese which follows c-v-c-v, Nicky corrects the pronunciation when necessary.
8. Some more new names of animals are introduced using the calendar pictures.

**[song 5 minutes]**

9. The teacher has the children make a big circle by saying, "Let's make a big circle." with a gesture and asks the homeroom teacher to play the piano and Nicky sings the song "Ten Little Elephant Boys" for the children.

(note : the song is adapted from "Ten Little Indian Boys")

10. The children know the melody, Nicky leads the children in singing the song together.

**[picture book 5 minutes]**

11. The teacher has the children sit around her and reads a picture book "Sitting in My Box". The book has a lot of repetition which appears on each page along with a different animal arriving and asking the boy to let him into his box. The children say the repetition together with the teacher.

**[farewell]**

12. Nicky, the teacher, the homeroom teacher and the children say "Good bye".

**Assessment :** Focus on asking for balloons

**Resources :** a puppet, picture book "Sitting in My Box", song "Hello song", song "Ten Little Elephant Boys", pictures from animal calendar, red balloons and blue balloons

**(Lesson plan 9)**

**Topic :** Identifying and naming animals(2).

**Language Function :** Identify and naming animals

**Linguistic Functions :** Wh-question: Who (recognition level)

**Vocabulary items :** lion(s), monkey(s), gorilla(s), penguin(s), panda(s), tiger(s), elephant(s), giraff(s), hippopotamus(es), bird(s)

**Goal :** Questioning and answering in English with who- question.

**Objectives :** To be able to answer for who question

To be able to answer either yes or no with appropriate gestures

**Outcomes :** To be able to gain more words about animals which are familiar to the children

To be able to recognize and answer who the person is.

**Procedure :** (Activities and Methods)

[routine 2 minutes]

1. Nicky, the teacher, the homeroom teacher and the children greet each other saying "Hello. How are you?" "I'm fine, thank you. And you?" "I'm fine, too, thank you." Then, sing "Hello" together with a piano.

[review on the names of animals and plural form -s 5 minutes]

2. Nicky shows some pictures from the animal calendar and the children say the names of animals. See if the children recognize the numbers of animals in the same picture (each picture has only one kind of animal) by saying "How many lions (do you see)?: the children answer "two lions". etc.

[review the action game 5 minutes]

3. Nicky explains about the next game in English to the children with gestures and a demonstration by the homeroom teacher.

4. Nicky says the name of an animal, the children move like the animal till Nicky says "Freeze!" and says another name of an animal and continues for a few minutes.

[introduction of wh-question who 5 minutes]

5. The teacher puts a picture of a person from the children's favorite animation characters on the board. Nicky points out the person and says "Who

(is this)?" and the children answer with the name.

After a couple of pictures have been shown the teacher puts up another picture - a person whose parts of face are covered by a piece of paper.

Nicky asks the children who that person is by asking "Who (is this)?" If the children have difficulty, the teacher takes a piece of paper which covers the eyes or mouth to help them.

6. Nicky asks the children "Who am I?" pointing to himself, they guess the meaning and answer, "Nicky!"

[picture book 5 minutes]

7. The teacher has the children sit around her and reads a picture book "Who Am I?". The book consists of photographs in close up, so that the animal are not easily recognised. Each page has a close up picture of animal and says, "Who am I?" The children guess the animal and answer, with rising intonation. When they hit the right answer, the teacher lifts the flap in the picture to show the children the whole body and a word of the animal.

[sing 5 minutes]

8. Nicky asks the homeroom teacher to play the piano and sings a song "I'm a Cow" for the children. The children sing with Nicky.

(the words)

I'm a cow, I'm a cow, I'm a cow, cow, cow

I'm a horse, I'm a horse, I'm a horse, horse, horse

I'm a sheep, I'm a sheep, I'm a sheep, sheep, sheep

I'm a bird, I'm a bird, I'm a bird, bird, bird

I'm a frog, I'm a frog, I'm a frog, frog, frog

I'm a duck, I'm a duck, I'm a duck, duck, duck

[farewell]

12. Nicky, the teacher, the homeroom teacher and the children say "Good bye".

**Assessment :** Focus on the children understood "Who am I?"/ they could act out the animal names given in the 'freeze' game.

**Resources :** a puppet, a picture book “Who Am I?”, Song “I’m a Cow.”, “Hello Song”, a picture of a famous person, pictures from animal calendar

**(Lesson plan 10)**

**Topic :** Identifying and naming animals(3)

**Language Function :** Identify and naming animals

**Linguistic Functions :** Wh-question : Who (recognition level)

Modal : can

**Vocabulary items :** said (recognition level), who, can, can’t, moo, oink, bow-wow, meow, dog, cat, pig

**Goals :** Understanding and responding

**Objectives :** Understanding and response to “Can ...?”

**Outcomes :** Understanding and response to “Can ... ?” with appropriate yes/no and gestures.

**Procedure :** (Activities and Methods)

[routine 2 minutes]

1. Nicky, the teacher, the homeroom teacher and the children greet each other saying “Hello. How are you?” “I’m fine, thank you. And you?” “I’m fine, too, thank you.” Then, sing “Hello” together with a piano.

[introduction of animal sounds and review of names. 10 minutes]

2. Nicky shows the pictures of animals to the children and has them answer. Using the picture book “Who Said Moo?”, the children recognize and understand that animal sounds are expressed differently in Japanese and in English. The book is a lift-the-flap book and each page has “Who said moo?” An animal appears on each page saying, “I don’t moo. (then, under the flap the animal is saying, “Oink!” or “Meow!” its appropriate sound).

3. The teacher puts the pictures of animals which

are in the picture book on the board and points to each picture and has the children make the animal sounds.

4. Then the teacher takes the pictures off of the board, says a name of an animal and has the children make the sound in English.

[the introduction of modal: can through activities 10 minutes]

5. The teacher winks at Nicky and asks, “I can (do this). Can you?”

Nicky says “No, (I can’t)”. And the teacher asks the homeroom teacher who responds, “Yes, (I can).”

6. The children wink at Nicky and answer either “Yes” or “No”.

7. The teacher stands on one leg and asks the children the same question, they try to do it, then answer.

8. The teacher puts her 2nd and 3rd finger together and 4th and 5th finger together at the same time and show it to the children, they try it, too and are encouraged to answer “Yes” or “No”.

[picture book 5 minutes]

9. The teacher has the children sit around her and reads a picture book “What Could a Hippopotamus Be?” Each page has a picture of Hippo in different costumes and Can a hippopotamus be a (occupation)? and the other page has the failed hippo saying “No”. and continues the same way repetitively. The teacher covers each failed side of the page with a piece of paper to stimulate the children’s curiosity. The teacher asks the children “Yes?” while taking off the white paper slowly and have the children either “yes” or “No”. to the end of the book.

[sing 5 minutes]

10. Nicky puts some pictures on the board and points out each just before the phrase being sung to have the children sing the song which was introduced last week changing the words of the song.

(new version)

I'm a dog , I'm a dog, I'm a dog, dog, dog

I'm a cat, I'm a cat, I'm a cat, cat, cat

I'm a pig, I'm a pig, I'm a pig, pig, pig, etc.

[farewell]

11. Nicky, the teacher, the homeroom teacher and the children say "Good bye".

**Assessment** : focus on understanding and response to "Can ... ?" with appropriate yes/ no and gestures.

**Resources** : a puppet, a picture book "What Could a Hippopotamus Be?", a picture book "Who Said Moo?", a song "I'm a Dog"

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