

**Elementary School
and
Jr. High School**



Aim



To have a clearer understanding of how Elementary and Junior High Schools operate, know how to plan activities and lessons, and be aware of where to find resources.

Day in the Life

Arrive at
school

* Roles *



こうちょうせんせい

校長先生

kouchou sensei

Principal



きょうとうせんせい

教頭先生

kyoutou sensei

Vice Principal



じむいん

事務員

jimuin

Office Clerk

* Roles *



きょうむ

教務

kyoumu

Head Teacher



たんとう

ALT担当

ALT tantou

Supervisor

* Your Co-Teachers *



えいごきょうし

英語教師

eigo kyoushi

Japanese Teacher of
English (JTE)



たんにん せんせい

担任の先生

tannin no sensei

Home Room Teacher
(HRT)



せんか せんせい

専科の先生

senka no sensei

Specialized
Subject Teacher

Arrive at
your desk



This Weeks Schedule



Mon - JHS	Tues - ES	Wed - JHS	Thurs - ES	Fri - JHS
1-3	5-1	2-1	sp.ed	(1-3)
1-2	6-2	2-3	6-2	3-3
	6-1		6-1	
	1-1	2-2	5-2	3-2
Lunch	Lunch	Lunch	Lunch	Lunch
sp.ed A	1-2	(1-2)	5-1	3-1
1-1	5-2			(1-1)

Heavy Schedule



This Weeks Schedule



Mon - JHS	Tues - ES	Wed - JHS	Thurs - ES	Fri - JHS
1-3	5-1	2-1		
1-2		2-3	6-2	3-3
			6-1	
		2-2		3-2
Lunch	Lunch	Lunch	Lunch	Lunch
				3-1
1-1	5-2			

Light Schedule

Go to class

* Teaching Dynamics *

T1

T2

You are leading the
class/ lesson

You are supporting

* Basic Greetings *

Elementary School

にっちよく

日直

nitchoku

Class leader

： Good morning./Good afternoon.

Stand up please.

Let's start English class.

Sit down please.

* Basic Greetings *

Junior High School

にっちよく

日直

nitchoku

Class leader

： Good morning./Good afternoon.

Stand up please.

Let's start English (class).

Sit down please.

- Some JTEs just have them do this in Japanese.

* Basic Greetings *

Junior High School

にっちよく

日直

nitchoku

Class leader

： Good morning./Good afternoon.

Stand up please.

Let's start English (class).

Sit down please.

- Some JTEs just have them do this in Japanese.

* Basic Greetings *

Junior High School

ALT: Hello everyone.

How are you?

How is the weather today?

What day is it today?

What's the date today?

> Some teachers want you to change it up each time or add new questions based on what they're studying.

* Classroom Setting *

Being Alone

Some BOEs have specific rules about whether ALTs can teach alone (without another teacher in the room).

Some also have rules about whether ALTs can T1.
If you feel uncomfortable being left alone with the students please speak to your JTE/HRT.

Go back to
your desk

* Saying “No” *

Upholding boundaries professionally

“I’m sorry, I don’t have time today because (X, Y,) Z.”

“I’m sorry, I don’t think I have time to do X, but I could do Y if that is ok?”

“I’m sorry, I don’t think I have time to complete X today, but I could have it done by (date).”



* chotto... *

Upholding boundaries professionally

Apologising shows you care about the students so use copiously.

すみません、ちょっとむずか難しいです。
sumimasen, chotto muzukashii desu.



* Quick No Prep Games *

Elementary School & Junior High School

- Line Game
- Chain Game
- Keyword Game
- Missing Card Game
- Simon Says

* Quick No Prep Games *

Junior High School

- Shiritori
- Pictionary
- Anagram challenge
- Line team challenge
- Partner Vocab Quiz

Go to class

* JHS Lesson *

Level: 2nd year

Aim: Create your ideal school rules

Grammar point: Have to/must/don't have to

Stage: Later half of unit

Activity: Writing new school rules

Lesson Structure

- 1. Warm Up (Line and Row)**
- 2. Grammar review with JTE**
- 3. Explain worksheet**
- 4. Writing time**
- 5. Sharing in group time and giving feedback**
- 6. Sharing with the class**

Writing worksheet

By rebvandev
(ALTOPEDIA)

Produce sentences using the grammar point

My Dream School Part 2 (Writing)



もしあなたが学校のリーダーならば、
どんなルールを作りたいですか？

KNOW
THE
RULES

しなければならないこと
(Students/Teachers/...) **have to/must**...



Idea Box

eat school lunch

wear a uniform

walk to school

get good grades

eat ice cream

play games

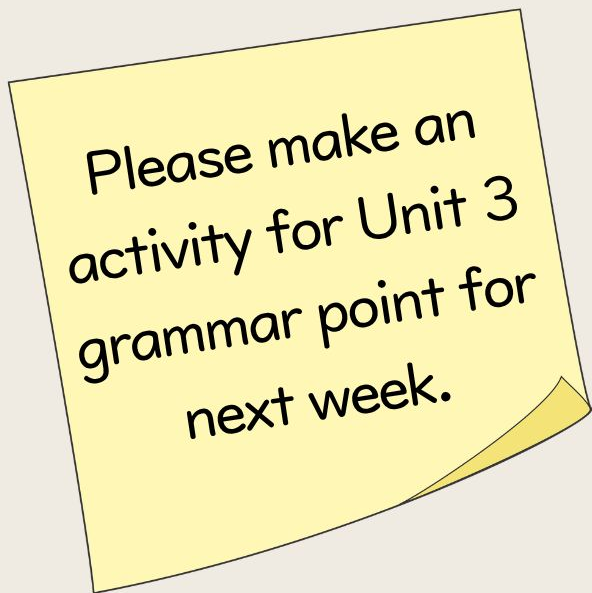
してはいけないこと
(Students/Teachers/...) **must not**...



しなくてもいいこと
CHALLENGE! (Students/Teachers/...) **don't have to**...

Go back to
your desk

* Creating an activity *



Questions you may want to ask

- How long do you want the activity?
- What format?
- Review? Writing? Speaking/ listening? Fun?
- New grammar point? How long have they been studying it?

Lesson Planning Resources

Check out the handout!

Lunch

* School Lunch *

きゅうしょく

給食

Kyuushoku

- Opting out is an option
- You can try to request not to have certain menu items
- Masks

Cleaning
Time

* Cleaning *

そうじ
掃除
Souji

- What to do if you are not assigned a cleaning area?
- Chatting in English ? Silent cleaning?

Go to class

* ES Lesson *

4th Grade

Let's Try 2: Unit 7: What do you want? ②

Textbook link

<https://plip-plop-land.com/letstry2-7>

Aim: Review the vocabulary and practice using the key sentences with your classmates!

* ES Lesson *

Greeting

* ES Lesson *

Let's Chant

<https://plip-plop-land.com/letstry2-7>

 **ES Lesson** 

**Flashcard Review
and activity**

 **ES Lesson** 

Key Sentence Review

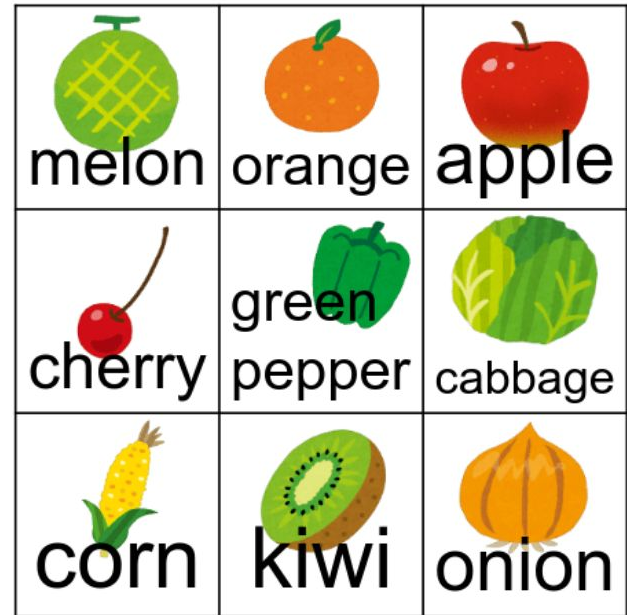
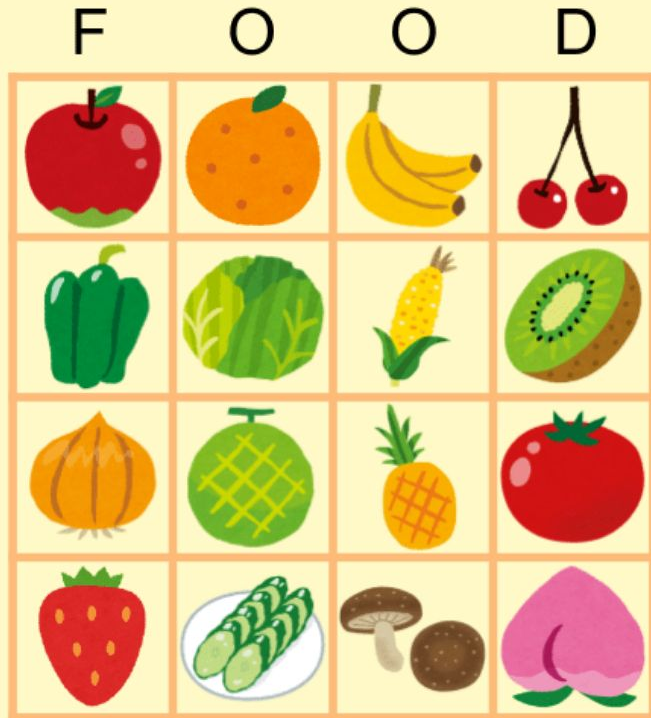
* ES Lesson *

Let's Listen 1
Activity 1

* ES Lesson *

Goodbye

* ES Lesson *



* Class Management *

ALTs are not allowed to discipline students.



* Class Management *

Making a *positive* learning environment

- **Build relationships**
 - Say hi in the hallway, eat lunch/clean with them, learn names, find out interests
- **Pacing and difficulty of material**
 - Differentiate and adapt
- **Choose a signal that means “time to quiet down”**
 - Copy from your JTEs/HRTs

* Class Management *

Responding to disruptive students

- Vary tone/speed
- Stop talking, look at student
- Mention students name in question
- Stand beside the student
- If a student is sleeping, tap on their desk or get the student beside them to wake them



* Accessibility– classroom *

- Students can see the blackboard/screen
- Students can read your writing
- Students understand your speech
- Instructions are both verbal and written
- No unnecessary/distracting background noise

* Accessibility– materials *

- **Students can read the font**
 - ‘a’ and ‘g’ for younger grades
 - comic sans (we know) or UD fonts in Word/PPT
- **The text is accessible**
 - Red-green
 - Italics
- **My activities are accessible to all my students**
 - Physical differences
 - Students may have sound or light sensitivities, difficulty speaking, difficulty with competition, emotional regulation challenges, etc.

* Accessibility– materials *

**Ask your JTE/HRT
general info is all you need**

They may not be able to give you specifics

Afterschool

* Paid Time Off (PTO) *

Elementary School

ねんきゅう

年休

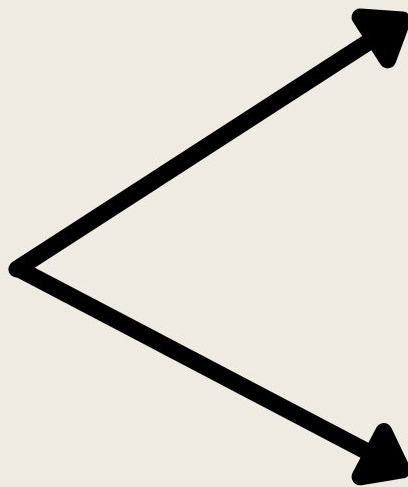
nenkyuu

annual leave

ALT

Principal

VP



* Paid Time Off (PTO) *

Elementary School

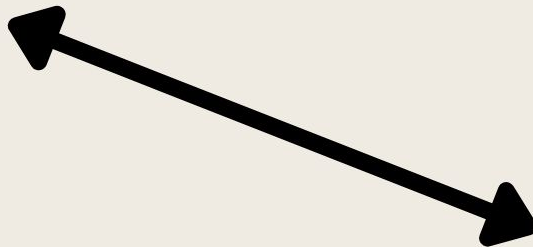
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Principal

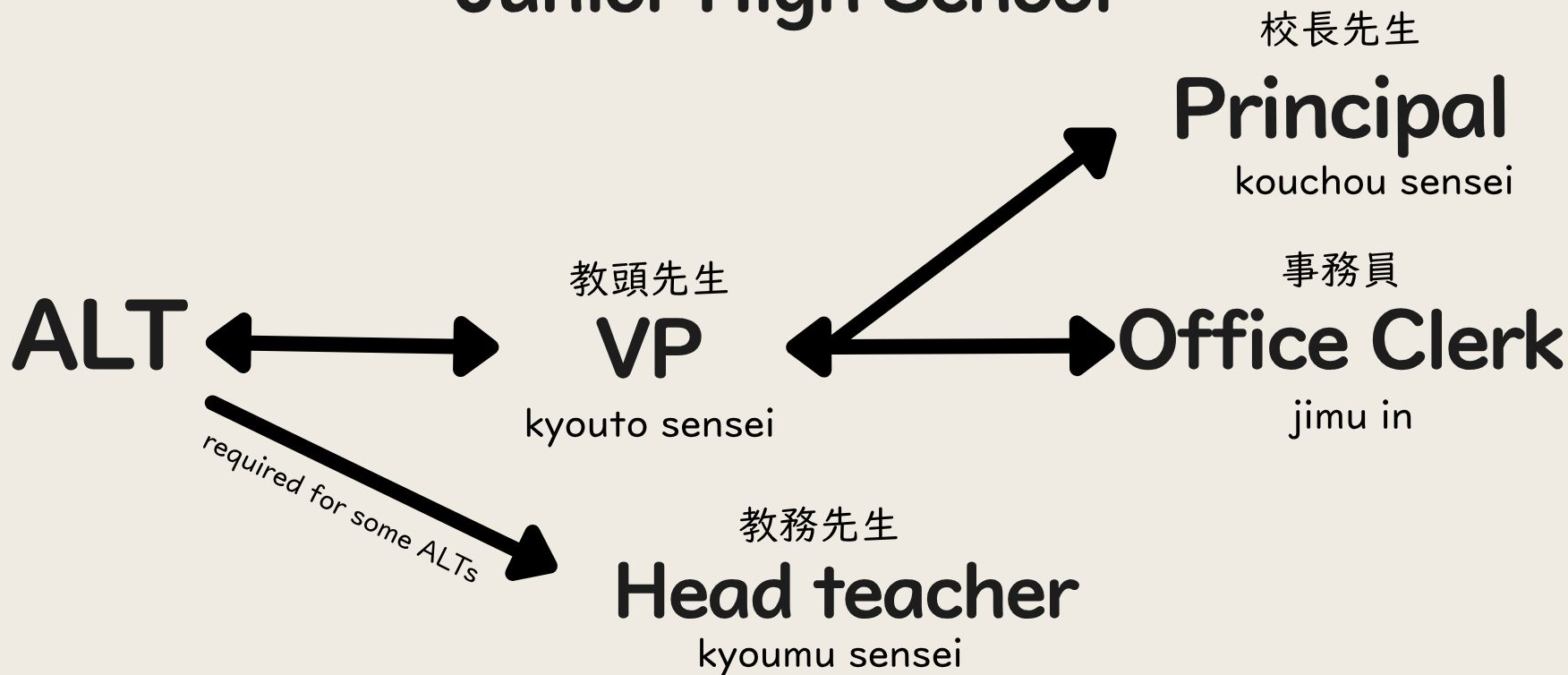


VP



* Paid Time Off (PTO) *

Junior High School



* Overtime *

ふり きゅう

振休

furikyuu

substitute holiday

If you are asked to work outside your usual contracted hours you are entitled to time off in lieu or furikyuu to make up the additional hours you worked.

* Points of Contact *



Many ALTs add teachers on platforms like LINE
Boundaries such as “I will get back to you in the morning about this”



TETORU communications



Google classroom

* Points of Contact *



Many ALTs add teachers on platforms like LINE
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TETORU communications



Google classroom



Talk to your ICT
person!



Education Plan



- Your school may have a contract with Canva
- You can upload your work contract to get Canva education for free!

* Social media *

Protect your student's privacy and safety online

- Don't post anything that identifies your school or students unless you have express permission.
- Not recommended to add or follow graduated students who are under 18.
- We also recommend not having pictures of them on your personal device.



Question and Answer



* Scenarios 1 *

Your schedule is really busy and you don't have enough time to prepare for classes.

How would you approach this?

* Scenarios 2 *

Your JTE/senka/HRT doesn't use you
in class at all.

How would you approach this?

* Scenarios 3 *

Your T1 has asked you to prepare an activity to take up 30 minutes at the end of class. The class gets through your prepared material in 10 minutes.

What do you do?

* Scenarios 4 *

Your T1 has asked you to prepare an activity to take up 15 minutes at the start of class. It's been 20 minutes and the activity will likely take the entire period.

What do you do?

* Closing remarks *

Have fun and good luck!