

◆講座名	小学校英語指導者養成講座 第1回
◆開催日（回数）	2022年4月16日～6月18日（全10回）
◆曜日	毎週土曜日
◆時間	7：00～11：50（50分×5コマ）
◆会場（キャンパス）	オンライン開催（zoomを使用したライブ配信・対面授業）
◆定員	15名

◆講座内容

学習指導要領では最終的に「どのように学ぶ」かの視点で授業の創意工夫ができるカリキュラムとなっています。この創意工夫を小学校で英語教育を指導する先生方に、効果的な授業ができるよう育成するプログラムを作りました。学習指導要領を逸脱せずに、質の高い授業展開ができるような本当の能力が身につくことを考えたカリキュラムの構成となっており、多様な角度で児童が個々の英語技能を高め、米国の創意工夫から、この講座を受講された先生方に満足していただけたということを目指としています。カリキュラムには英語の4技能を中心にした英語指導の科目の他、児童を飽きさせない授業展開の教授方法論を学ぶ科目。そして児童が楽しく学ぶことができるように、日々革新的に変化する技術を活用できるようICTテクニックの科目があります。

この講座を通して日本とアメリカの小学校授業展開の相違から、授業が思ったように進まなくなった時、臨機応変に対応するノウハウ等も身に付けます。

◆受講対象者

現在小学校教諭・各種学校等の英語現場で仕事をされている方、これから英語教育の現場に携わりたい方等とするが限ったものではありません。

◆開講科目

①Listening & Speaking ②Reading ③Writing④Technology ⑤Methodology

講義の進行は全ての受講者が思考と理解を深め、最終的に到達できる計画を行い、Remembering, Understanding, Applying, Analyzing, 最終的にCreatingを目標とした進行で行われます。これを授業内容の向上により3段階に区分でステップアップします。※これらを基本としていますが必要で必ずこの過程で進行するとは限りません。

◆学習成果の認定及び修了要件

すべての講義に80％出席すること。

◆講座スケジュール（各回の講義予定）

WEEK		Spkg/Listening SLOs	Reading SLOs	Writing SLOs	Technology SLOs	Methodology & Teaching SLOs
1 WEEK	Greetings	<p>1. Pronounce numbers 1-10 and alphabets from A to Z with a loud voice. Use application software to practice these.</p> <p>2. Greet each other and their teacher by saying “Hello,” “How are you?”, “I’m good,” “I’m great,” “How about you?” with support.</p> <p>3. Ask and answer the question “What is your name?” with support. “Your name, please.”</p> <p>4. Say “Nice to meet you” after meeting someone with support.</p> <p>5. Say “Good morning,” “Good afternoon,” “Good night” with support.</p> <p>6. Introduce himself/herself. “Name,” “school year.”</p> <p>7. Learning Outcomes:</p> <p>Produce most English sounds and pronounce target words.</p> <p>Ask and respond to basic questions about targeted topics using simple sentences and basic expressions on greetings.</p> <p>The trainer will carefully evaluate the teachers’ performance and write their comments in the online Canvas course management system.</p>	<p>1.Students are beginners in English and will learn the sound-symbol correspondence system of English and decode basic English words.</p> <p>2.Read these words and phrases in print: Hello, How are you? I’m good! What’s your name? My name is….</p> <p>3.Read these phrases: good morning, good afternoon, good night, etc.</p> <p>4.A trainer reads a short conversation on various greetings and asks what each character is saying?”</p> <p>5.A trainer reads a children’s story for a lower elementary (1st to 3rd graders) and asks what the story is about, summarizes it, which character students like, and asks why. Although this is a reading class, the students will not be able to read the text, so a trainer reads the story for the students.</p> <p>6.Learning Outcomes:</p> <ul style="list-style-type: none">● Sound-symbol correspondence<ul style="list-style-type: none">* Recite the alphabet.* Learn the most basic sound of /r/ in the initial position.● Sound out basic 1- syllable words correctly using sound/symbol corres[ondence. <p>The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management system.</p>	<p>1. Recite the alphabet and numbers along with a video.</p> <p>2. Write and verbally spell their name, family members, relatives by using photos.</p> <p>3. Ask a question and respond in writing by stating, “I’d like to introduce my family.</p> <p>4. Tell students’ relatives from photos and write their names. Also, tell them where they live.</p> <p>5. Write the full name, address, telephone number. In particular, how to write the address with related words, zip code, area code, etc.</p> <p>6. Learning Outcome:</p> <ul style="list-style-type: none">* using lowercase and capital letters accurately.*Write target vocabulary.*Write simple sentences about an image related to a target topic.*Use accurate spelling, word spacing, and punctuation when writing about a target topic.*Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.	<p>1.Since the teachers should already be able to operate these two items in the first class (Listening & Speaking), KU should prepare a manual for these items in advance and give them to the participants before the first class in April. Therefore, delete these two items.</p> <p>2.Introduce various application software that participants can use in class. Explain which applications are most effective in capturing students’ attention.</p> <p>3.Explain application software’s advantages and disadvantages. Participants should use different applications to teach the classes.</p>	<p>Overview of Foreign Language Teaching Instruction</p> <p>1.Distinguish between receptive language tasks and productive language tasks for young children.</p> <p>2.Distinguish between controlled language practice and independent language practice for young children.</p> <p>3.Explain logical thinking with examples.</p> <p>4.Explain critical thinking with examples.</p> <p>5.Explain how to improve their foreign language learning so that students can communicate with students overseas.</p>

2 WEEK	School	<p>1. Pronounce the English sounds and targeted words, especially the /r/ sound in the initial position.</p> <p>2. Identify these items when they hear the words: pencil, book, bag, eraser, glue, scissors, paper, markers, desk, chair, etc.</p> <p>3. Classroom Actions:</p> <p>4. "Please stand up." "Please write your name." Please open your book, etc."</p> <p>5. Verbally identify target vocabulary.</p> <p>Recognize singular and plural while repeating the vocabulary naturally.</p> <p>6. Ask and answer the question, "What's this?" "What is he/she doing?"</p> <p>7. Demonstrate understanding of basic verbs related to school by responding appropriately to the teacher's instructions.</p> <p>8. Learning Outcomes:</p> <p>Produce the targeted words emphasizing the /r/ sound.</p> <p>Ask and respond to basic questions about targeted topics using simple sentences and basic expressions on greetings.</p> <p>Trainer evaluates teachers' performance carefully and writes the comment in the online Canvas Course management system.</p>	<p>1.Match classroom words with their picturesor with application software.</p> <p>2.Say the letters b, d, p, s, and their initial consonant position phonemes.</p> <p>3.Match the initial consonants b, d, p, s to school words.</p> <p>4.Master 60 new vocabulary words from the list of 1000 most common words in English (learning and spelling)</p> <p>5.Classroom Actions: (Progressive)</p> <p>Explain what he/she is doing from the pictures.</p> <p>"What he/she is doing now?"</p> <p>"He is doing his homework." "He is working in groups."</p> <p>"He is reading page eight," etc.</p> <p>6. Master countries, nationalities, and languages by showing the pictures of each country:</p> <p>Japan Japanese Japanese</p> <p>Italy Italian Italian, etc.</p> <p>Ask and answer the questions regarding these words.</p> <p>"Where are you from?" "I am from Mexico."</p> <p>"What is your nationality?" "I am Mexican."</p> <p>"What language do you speak?" "I speak Spanish." etc.</p> <p>7. Learning Outcome:</p> <p>Master more than 60 new vocabulary words that need to be recognized from the pictures.</p> <p>Students will learn to recognize essential vocabulary in writing and strengthen their ability to read basic English sentences on target topics.</p> <p>The trainer will evaluate teachers performance very carefully and write his/her comments in the online Canvas course management system.</p> <p>Portfolio component: Make a list of words, phrases and sentences learned with definitions or pictures.</p>	<p>1.Recite the alphabet in small groups.</p> <p>Students will develop and strengthen their ability to write English words and basic sentences about targeted topics using correct pronunciation.</p> <p>2.Write the capital and lowercase letters b, d, p, s.</p> <p>3.Match school words that begin with these phonemes to their printed word: /b/, /d/, /p/, /s/</p> <p>4.Copy target vocabulary words about countries, nationalities, and languages by looking at nation flags. The flags should be increased in writing class.</p> <p>5.Listen and write individual sports and recreation in school by looking at pictures or application software.</p> <p>"jogging, running, walking, roller skating, bicycling, skateboarding, bowling, skydiving, etc."</p> <p>6.Write a question and respond in breakout rooms.</p> <p>"What kind of sports do you like?"</p> <p>"I like baseball."</p> <p>"Why?"</p> <p>"Because I'm a member of the baseball club in school. I'm a pitcher."</p> <p>7.Learning Outcomes:</p> <p>Write target vocabulary.</p> <p>Use accurate spelling, word spacing, and punctuation when writing about a target topic.</p> <p>Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.</p>	<p>1.Download and log into Flipgrid.</p> <p>Access the Flipgrid activities for this class.</p> <p>2.Complete an activity on Flipgrid based on the language lessons of Week 1 and/or 2 of this course.</p> <p>3.Reply to a classmate on Flipgrid.</p> <p>4.If most participants seem to be using Flipgrid, then 1-3 are unnecessary.</p> <p>5.If participants do not use Flipgrid in the class, it would be valuable to practice using it. If something else is helpful for the class, then introduce the most effective application software.</p>	<p>Warm-ups</p> <p>Develop a warm-up activity appropriate for young English learners in Japan by creating interest and activating prior knowledge.</p> <p>Japanese students feel inferior when they speak in English and are too shy to talk in English, so explain good ways to eliminate the feeling of inferiority. No one will speak up or respond to the trainers, and they will keep silent. Introduce the best warm-ups to the students.</p>
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3 WEEK	Food	<p>1. Pronounce the English sounds and targeted words, especially the /r/ sound in the middle position.</p> <p>2. Recognize basic food vocabulary when they hear the words fruits, vegetables, fast food, sandwiches, dairy products, juice, packaged goods, beverages, meat, seafood, shellfish, condiments, etc.</p> <p> Include containers and quantities.</p> <p> Use application software for students.</p> <p>3. Verbally identify basic food items</p> <p>4. Ask and answer these basic questions about target food vocabulary: “What’s this?” and “Do you like…?” “What are you doing?” “What’s your favorite recipe?”</p> <p> Increase verbs: cut up, chop, slice, grate, peel, stir, beat, saute, pour, etc.</p> <p>5. Learning Outcomes:</p> <p> Describe a photograph related to a target topic using simple phrases and sentences. Identify content words and factual information on a targeted topic.</p> <p>Trainer evaluates teachers’ performance carefully and writes the comment in the online Canvas Course management system.</p>	<p>1. Say the food-related words, especially focus on the /r/ sound in the initial position.</p> <p>2. Say the letters a, f, g, h, and their initial consonant position phonemes.</p> <p>3. Match the letters a, f, g, h with food words that start with those letters.</p> <p>4. Say words in the kitchen by showing pictures or application software.</p> <p> “faucet,” “sink,” “microwave oven,” “cutting board,” “stove/range,” “toaster,” etc.</p> <p>5. Say kitchenware words by showing the pictures or application software.</p> <p> “Wok,” “pot,” “saucepan,” “lid” “toaster oven, blender,” etc.</p> <p>6. At the restaurant:</p> <p> Show a menu by picture and say the words “Appetizers, Salads, Main Course, Side Dish, Deserts,” and each dish on the menu.</p> <p>7. Ask and respond to basic questions about targeted topics using simple sentences and basic expressions:</p> <p> “May I take your order?”</p> <p> “Yes, please. For the appetizer, I’d like tomato juice.”</p> <p> “What kind of salad would you like?”</p> <p> “ I’ll have the garden salad.”</p> <p> “And the main course?”</p> <p> I’d like the roast beef.”</p> <p>8. Learning Outcome:</p> <p> Master more than new vocabulary words that need to be recognized from the pictures.</p> <p> Order food at the restaurant.</p> <p> The trainer will evaluate teachers performance very carefully and write his/her comments in the online Canvas course management system.</p>	<p>1.Say the names of all the letters.</p> <p>2.Write the capital and lowercase letters a, f, g, h.</p> <p>3.Choose the correct beginning letter for words beginning with a, b, c, d, e, f, g, h.</p> <p>4.Copy vocabulary words</p> <p>5.Study vocabulary about food preparation and recipes. “cut, chop, slice, grate, peel, stir, beat, etc.”</p> <p>6.Write by answering the question related to food preparation.</p> <p> “Can I help you?”</p> <p> “Yes, Please cut up the vegetables.”</p> <p>7. Write instructions to prepare food.</p> <p> “ Mix a cup of flour and two tablespoons of sugar.”</p> <p> “Add butter.”</p> <p> “Bake at 350 °for twenty minutes.”</p> <p>8.Learning Outcomes:</p> <p> Write a recipe for a dish a student likes.</p> <p>Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.</p>	<p>1.Identify the characteristics of appropriate YouTube resources for their teaching context.</p> <p>2.With 1-2 other people, evaluate 1-2 YouTube sources to determine if they are suitable for teaching 1st – 3rd-grade Japanese children English.</p> <p>3.It seems that many children have been using YouTube now privately.</p> <p>4.Introduce application software that participants could use as much as possible in their class.</p> <p>5. Introduce an application that explains articulatory movements when pronouncing the English /r/ sound.</p>	<p>Presentation</p> <p>1.Write a learning outcome for an English class for young students in Japan.</p> <p>2.Create a presentation activity that supports that the learning outcome.</p>
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4 WEEK	Mini-Lesson 1	<p>1. Describe sports (summer sports, water sports) Summer sports “sailing, canoeing, rowing, kayaking, swimming, etc.”</p> <p>2. Ask and respond using words related to sports. “What are your favorite summer sports?” “I like swimming.” “Where do you swim?” “I usually go to Shonan Beach in Kanagawa.” “Why Shonan Beach?” “The seawater is clean on the Shonan coast.”</p> <p>3. Describe Sports (individual sports, team sports) such as “jogging, running, walking, roller skating, cycling, bowling, etc.,”</p> <p>4. Ask and respond using words related to sports. “What do you like to do in your free time?” “I like to do bicycling.” “I like to play squash.” “I like to do karate.”</p> <p>5. Describe Sport and Exercise Actions such as “hit, pitch, throw, catch a pass, kick, etc.”</p> <p>6. Ask and respond using the exercise actions. “Do you exercise regularly?” “Which exercise do you do?” “I practice dribbling a basketball.”</p> <p>7. Learning Outcomes: Ask and respond using words related to sports.</p> <p>8. The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management</p>	<p>1. Read sports articles briefly written in any learned sport, or read commentaries that describe how to do a particular sport. Also, read long conversations.</p> <p>2. Ask and respond to the writing related to sports. “What did you learn from the writing?” “I thought it was very interesting.” “I learned a lot from this article.”</p> <p>3. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</p> <p>4. The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management</p>	<p>1. Read sports articles briefly written in any learned sport, or read commentaries that describe how to do a particular sport. Also, read long conversations.</p> <p>2. Ask and respond to the writing related to sports in writing. Use the following questions as a topic sentence and give reasons for it in writing. “What did you learn about from writing?” “I thought it was very interesting.” “I learned a lot from this article.”</p> <p>3. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</p> <p>4. The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management</p>	<p>1. In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</p> <p>Learning Outcomes: •Evaluate educational technology resources for effectiveness. •Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes: ◦ In-class instructions with students ◦ Independent language learning for students ◦ Independent language learning for instructors •With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology.</p> <p>Demonstrate the ability to ◦ Create a clear learning outcome. ◦ Incorporate technology effectively. ◦ Manage the class and the technology simultaneously and effectively. ◦ Assess student learning. ◦ Provide clear directions and feedback to students in English.</p> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>	<p>Description: In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes: • Gain fluency in communicative language skills. • Identify conditions for a communicative activity. • Create a portfolio of 10 communicative activities. • Demonstrate 5 communicative activities learned in training. • With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English.</p> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
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5 WEEK	Feelings (Physical Status and Emotions)	<p>1. Match feeling words with actions.</p> <p>2. Match actions with feeling words.</p> <p>3. Say, “I feel….” And “When I feel ____, I ____.”</p> <p>4. Describe emotions: “hot, cold, hungry, thirsty, sad, happy, upset, angry, surprised, shocked, etc.”</p> <p>“I am sleepy.” “Why?”</p> <p>“I am sad.” “Why?”</p> <p>5. Describe physical status: “headache, earache, toothache, sore throat, fever, cough, virus, rash, stiff neck, runny nose, etc.”</p> <p>“What’s the matter?”</p> <p>“I have a stomachache.”</p> <p>“How do you feel?”</p> <p>“Not so good.”</p> <p>“Not very well.”</p> <p>“Terrible,” etc.</p> <p>6. Describe Medicine: “aspirin, cold tablet, vitamins, cough drops, etc.”</p> <p>“What medicines do you take or use?”</p> <p>“The doctor told me to take aspirin.”</p> <p>7. Ask and respond using words related to physical status and emotions.</p> <p>8. Learning Outcomes: Ask and respond using the words related to the topics.</p> <p>9. The trainer will evaluate the teachers’ performance very carefully and write his/her comments in the online Canvas course management system.</p>	<p>1. Match written feeling words with images.</p> <p>2. Match written feeling words with behaviors.</p> <p>3. Read writings and a long dialogue using words related to emotions and physical status.</p> <p>4. Ask why in response to a question. Read a brief sports article on any sport you have learned, or read a commentary that describes how to play a particular sport. Also, read long conversations.</p> <p>5. Emotions</p> <p>“What makes this writer unhappy?” or “sad?” or “mad?”</p> <p>“When does this writer feel nervous?” or “Annoyed?”</p> <p>“Did you ever feel embarrassed?” “When?”</p> <p>6. Emotions</p> <p>“Tell about the last time the writer didn’t feel well?” “What was the matter?”</p> <p>“Tell about the last time you hurt yourself?”</p> <p>“What happened?” “How?”</p> <p>7. Physical Status</p> <p>Respond to a doctors’ questions:</p> <p>“What did the doctor do?” “He gave me a prescription.” “What did the doctor say?”</p> <p>“ He told me to drink fluids.”</p> <p>8. Learning Outcomes:</p> <p>Read writings or long dialogues and respond using words related to emotions and physical status.</p> <p>9. The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management.</p>	<p>1. Write c and t in capital and lowercase letters.</p> <p>2. Identify the initial letter of vocabulary related to emotions</p> <p>3. Copy a sentence about feelings.</p> <p>4. Read writings and a long dialogue using words related to emotions and physical status.</p> <p>5. Ask “why” in response to a question in writing. Read a brief article on any particular sport students have learned, or read a commentary that describes how to play a specific sport. Also, read long conversations.</p> <p>6. Emotions</p> <p>“What makes this writer unhappy?” or “sad?” or “mad?”</p> <p>“When does this writer feel nervous?” or “Annoyed?”</p> <p>“Do you ever feel embarrassed?” When?”</p> <p>7. Emotions</p> <p>“Tell about the last time the writer didn’t feel well?” “What was the matter?”</p> <p>“Tell about the last time you hurt yourself?”</p> <p>“What happened?” “How?”</p> <p>8. Physical Status:</p> <p>Respond to a doctors’ questions:</p> <p>“What did the doctor do?” He gave me a prescription.”</p> <p>“What did the doctor say?”</p> <p>“He told me to drink fluids.”</p> <p>9. Learning Outcomes:</p> <p>Read writings or long dialogues and respond using words related to emotions and physical status in writing.</p> <p>10. The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management.</p>	<p>1. In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Evaluate educational technology resources for effectiveness.• Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes:<ul style="list-style-type: none">◦ In-class instructions with students◦ Independent language learning for students◦ Independent language learning for instructors• With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology. <p>Demonstrate the ability to</p> <ul style="list-style-type: none">◦ Create a clear learning outcome.◦ Incorporate technology effectively.◦ Manage the class and the technology simultaneously and effectively.◦ Assess student learning.◦ Provide clear directions and feedback to students in English. <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>	<p>Description:</p> <p>In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Gain fluency in communicative language skills.• Identify conditions for a communicative activity.• Create a portfolio of 10 communicative activities.• Demonstrate 5 communicative activities learned in training.• With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English. <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
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6 WEEK	Numbers	<p>1.Count from 1 to 50. Pronounce 1-50 focusing on the /r/ sound.</p> <p>2.Time: Ask and respond to the time. “What time is it?” “It’s two five.” “It’s two a.m./p.m.” “It’s 12 noon./midnight.” Month: Produce 12 months—January-December. Ask and respond. “What month is it?” “It’s December.” Day: Produce 7 days---Sunday to Saturday. Ask and respond to the questions. “What day is it today?” “It’s Monday.” Year: 2021 Ask and respond to dates. April 1, 2022 “What year is it?” “It’s 2022.” Ordinal number: first, second, etc.</p> <p>3. Respond appropriately to the word “count” as it relates to numbers.</p> <p>4. Add a final /s/ to plural count nouns.</p> <p>5. Ask and respond using words related to time, day, etc. “Please tell me about your daily schedule.” “What do you do? When?” “When did you begin to study English?” “What days of the week do you study English?” “When is your birthday?” “My birthday is on January 6.”</p> <p>6. Learning Outcomes: Ask and respond using words related to time, day, etc.</p> <p>7. The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management system.</p>	<p>1. Match written words for the numbers 1-50 with their digits and images.</p> <p>2. Read a diary describing the events of someone’s day and answer the questions.</p> <p>3 Describe measurements using applications and pictures.</p> <p>4. Measurements: “height, width, depth, length, inch, foot-feet, yard, meter, etc.”</p> <p>5. Ask and respond using the pictures using the words of measurements. “What’s the height of the desk?” “What’s the width of the bookshelf?”</p> <p>6. Learn how to calculate addition, subtraction, multiplication, and division. “How much does one add up to 2?” “How much is 2 minus 1?” “How much is 4 times 2?” “How much is 4 divided by 2?”</p> <p>7. Learning Outcomes: Read the diary or specific events and ask and respond from the reading them.</p> <p>8. The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management</p>	<p>1. Match written words for the numbers 1-50 with their digits and images.</p> <p>2. Read a diary describing the events of someone’s day and answer the questions in writing.</p> <p>3 Describe measurements using applications and pictures.</p> <p>4. Measurements: “height, width, depth, length, inch, foot-feet, yard, meter, etc.”</p> <p>5. Ask and respond using the pictures using the words of measurements in writing. “What’s the height of the desk?” “What’s the width of the bookshelf?”</p> <p>6. Learn how to calculate addition, subtraction, multiplication, and division. “How much does one add up to 2?” “How much is 2 minus 1?” “How much is 4 times 2?” “How much is 4 divided by 2?”</p> <p>7. Learning Outcomes: Read the diary or specific events and ask and respond from their reading.</p> <p>8. The trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management.</p>	<p>1.Identify the benefits of using Google Forms with elementary language learning students in Japan.</p> <p>2.Create a Google Form activity that is directly related to a learning outcome</p>	<p>Assessments</p> <p>1.Create an assessment activity that corresponds to a learning outcome.</p> <p>Examples of Methodologies used in Language Classes</p> <p>Methodologies will focus on activities that can easily be applied to 1st – 3rd-grade classrooms.</p> <ul style="list-style-type: none">• The teacher gives basic instructions in English, and students respond physically. Ex: stand up, sit down, repeat.• Repetition (Say what I say, do what I do)• Charades – act out words or actions and have classmates guess.• Games, both with and without technology• Children’s songs• Watch short videos and discuss topics.• Use pictures to learn, practice, and quiz words.• Students write or draw something and describe what they make to their classmates or interview each other about what they made. <p>Examples of Methodologies for Non-language Classes</p> <ul style="list-style-type: none">• Small group conversations about language teaching methodologies and technologies experienced in language classes to assess purposes and applications.• Group exploration of technology resources for language learning• Short presentations by KU instructors• Students practice leading their peers in mini-lessons with constructive feedback from teachers and peers. <p>Group projects</p>
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7 WEEK	Body Parts, Animals, Plants	<p>1. Identify the basic target body-part vocabulary words when they hear each word spoken. Use pictures or application software.</p> <p>2. Say the target vocabulary.</p> <p>3. Body parts: “hand, hair, forehead, face, eye, wrist, thumb, etc.”</p> <p>Internal Organs: arteries, veins, kidneys, etc.</p> <p>4. Ask and respond using these words (parts of the body):</p> <p>“What did your doctor do?”</p> <p>“He checked my head and said everything is Okay.”</p> <p>“What’s the matter?”</p> <p>“My nose hurts!”</p> <p>5. Identify the basic target animal words when they hear each word spoken:</p> <p>“dog, deer, rat, cat, beaver, donkey, horse, etc.”</p> <p>6. Ask and respond using animal words:</p> <p>“What kind of animals do you like? Why?”</p> <p>“Do you have a pet?” “Yes. I have a cat.”</p> <p>“Is there a zoo near where you live?” “What animals does the zoo have.”</p> <p>7. Identify the basic plant words when they hear each word spoken: “tree, cherry, elm, oak, lily, rose, tulip, etc.”</p> <p>8. Ask and respond using plant words.</p> <p>“What kind of flower do you like?”</p> <p>“I like roses.”</p> <p>“Describe your favorite tree and your favorite flower.”</p> <p>9. Ask and respond to basic questions about targeted topics using simple sentences and basic expressions of greetings.</p> <p>10. Trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management system.</p>	<p>1. Match written body part words with body parts.</p> <p>2. Read body part words and summarize what each is about.</p> <p>3. Read stories about animals and report what each is about.</p> <p>4. Read stories about plants and report what each is about, especially flowers that bloom in spring.</p> <p>5. Learning Outcomes:</p> <p>Ask and respond using the writing related to sports.</p> <p>Be an exercise instructor and lead your friends in an exercise routine using the actions.</p> <p>6. The trainer will carefully evaluate the teachers’ performance very carefully, and write his/her comments in the online Canvas course management</p>	<p>1. Match written target vocabulary with body parts.</p> <p>2. Copy body parts words, identifying which part of the body each word refers to.</p> <p>3. Read body part words and summarize what each is about.</p> <p>4. Read stories about animals and report what each is about.</p> <p>5. Read stories about plants and report what each is about, especially flowers that bloom in spring.</p> <p>6. Learning Outcomes:</p> <p>Ask and respond using the writing related to sports.</p> <p>Be an exercise instructor and lead your friends in an exercise routine using the actions.</p> <p>7. Trainer will carefully evaluate the teachers’ performance and write his/her comments in the online Canvas course management.</p>	<p>Description:</p> <p>In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Evaluate educational technology resources for effectiveness.• Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes: <ul style="list-style-type: none">◦ In-class instructions with students◦ Independent language learning for students◦ Independent language learning for instructors• With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology. <p>Demonstrate the ability to</p> <ul style="list-style-type: none">◦ Create a clear learning outcome.◦ Incorporate technology effectively.◦ Manage the class and the technology simultaneously and effectively.◦ Assess student learning.◦ Provide clear directions and feedback to students in English. <p>1. Portfolio component: Include a copy of the lesson plan in the portfolio.</p>	<p>Description:</p> <p>In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Gain fluency in communicative language skills.• Identify conditions for a communicative activity.• Create a portfolio of 10 communicative activities.• Demonstrate 5 communicative activities learned in training.• With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English. <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
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8 WEEK	Mini-Lesson	<div>Lead a 6-8-minute lesson over one of the topics from Weeks 5-7 with 1-2 other classmates. The lesson should include</div> <ul style="list-style-type: none">• a measurable learning outcome that is appropriate for early-elementary language learners• a practice activity that relates to the SLO logically follows the presentation, provides scaffolded and sufficient practice for children, engages children, and reinforces concepts• a wrap-up or assessment activity that reviews the concepts and/or measures the learning objective.
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9 ~ 10 WEEK	Lesson Plan	Create a 30-minute lesson over a language topic that hasn't been covered in the course with 1-2 other classmates and present the plan to the class. The lesson should include ·measurable learning outcomes that are appropriate for early-elementary language learners ·a list of target words and phrases that will be covered in the lesson ·a technological resource or tool that is age-appropriate, relates to the learning outcome, is engaging for the children, and provides repetition and practice ·a warm-up activity that creates interest and connects the lesson to prior knowledge ·a presentation activity that flows smoothly from the warm-up activity is related to the SLO, is at the appropriate level, and engages learners ·a practice activity that relates to the SLO logically follows the presentation, provides scaffolded and sufficient practice for children, engages children, and reinforces concepts ·an application activity that relates to the learning outcome ·a wrap-up or assessment activity that reviews the concepts and/or measures the learning objective	Application (Week 9) 1.Create an application activity that matches a learning outcome.
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