

## Parent's Lesson Breakdown (FA, PS, AS) - 11:50 – 12:30

### 11:50 – 11:55 *Introduction + Content Summary + Initial Q&A*

Welcome the parents, quickly go over what you'll be covering in the lesson, and how it should benefit the student and parent.

Ask if anyone has any questions at this time, or anything in particular they would like covered during the parents lesson.

In this session I'll be talking about Preschool, and After School classes mostly, I know some kids are in First Adventure, but they are at a high level and will be moving to PS soon, so I think it's most useful to cover what happens in these classes, FA is also very similar.

### 11:55 – 12:05 *What We Teach & Why*

Detail each part of the lesson, and quickly discuss how it benefits the student. Have materials from each part of class to use as demonstrations.

#### **Welcome/Free Play**

- Allows the kids plenty of time to unpack their bags themselves, interact with the other kids, and get comfortable in the class – especially valuable for tired / shy kids who might not want to go to class that day.
- It gives the kids something to do when they first arrive in class, and helps the assistants and teachers.
- We aren't so strict on the 'no Japanese' rule during free play, but we do suggest English they could use instead for common words during free play.

"Dozo" > "Here you are"  
"Arigato" > "Thank you"  
"Mitte" > "Look"  
"Yamete" > "Stop!" "Don't"  
"Iranai" > "No"  
"Kudasai" > "Please"

#### **Clean-up (Box)**

Language: "Help please"

- Same as unpacking their bags, it teaches the kids responsibility, teamwork, and many kids really enjoy helping the teachers and other kids clean up.
- It's great to see the kids working together, and helping each other carrying boxes to the cubbies to be put away.

#### **Circle Time (Flash Cards)**

Language: "Circle round, in, out, down, up" "My name is..", "I'm happy/sleepy/excited/angry/spider-man"

- Circle time is a great way to ease the kids into learning and speaking, first they dance during the circle song, then sing during the hello song, and then speak during circle time.
- During the "hello" song we will do different actions, sometimes relating to the flash cards

(elephant, mountain, fish, swim, Santa). **PS/AS**

## **Calendar (Day, Month, Weather, Number Cards)**

Language: "Today is Monday" "Tomorrow is Tuesday" "It's November 26", "The weather is Sunny" + counting

- Knowing English words for the day, month, and especially the weather is very useful for kids, they can easily use this language in everyday life.
- I find PS/AS kids often know the day, month, and even the number of the month sometimes.
- The songs are very effective ways to memorize them in the correct order. Similar to the ABC song, once you learn the song and rhythm, it's hard to forget.
- In PS/AS we also use this time to practice counting, obviously the first week or two are very easy, but later in the month we get to practice counting to 20+
- We don't have much time to practice counting in AS class, so I prefer to remove the "st, th, rd" sounds, and just use the normal numbers, and use this part of calendar time for counting.

## **Flash Cards (Theme, Shape, Color)**

Language: Theme, Shape, Color ("It's a turtle/circle" "It's blue!" "I want to go to the Ocean!")

- Flash cards with colorful pictures are an excellent way to learn vocabulary.
- We have the kids mostly watch, listen, and repeat the flash cards the first 2 weeks (AS), then expect them to know at least some of the flash cards by week 3-4.
- Games such as 'search' get the kids up and moving while unconsciously improving their listening & reading skills. For PS & AS we will say the word only (not show the flash card), and have them try and find it. For FA we show them the card the first 2 weeks, then have them listen the next 2 weeks.
- We will often add actions for flash cards, as it helps keep them focussed (mountain, river, lake).

## **Toilet**

Language: "i'm here" "soap please" "wash wash!" "shake shake!" "dry dry!" **FA** "toothbrush please" **PS**

- We make sure to give even the youngest kids some responsibility during toilet time, such as sitting down when they're not using the toilet or washing their hands, and putting their towel back in the box when they're finished with it.

## **Snack**

Language: "5 snacks please" "i'm here" "here you are" "thank you" "snack please" "yummy" "help please" "i'm finished" "open please" **FA**

- We don't start snack time until everyone is sitting, with their hands on their knees. We cover the 4 main rules each time (hands on your knees, no talking with your mouth full, no elbows on the table, no playing with food).
- I personally don't mind kids speaking a little bit of Japanese during snack time in AS, but in PS we try and keep them speaking English, as it's longer than snack time.

## **Craft (Glue, Color Pencils, Stickers)**

Language: "I'm here" "Thank you" "\_\_\_\_\_ please" "I did it" "I'm finished"

- Craft time is mainly for the kids to enjoy and have fun, but also to develop their creative skills and coordination.
- We make sure they put any trash in the bowls, and we let them construct it however they like, so theirs is unique.
- We aren't worried about the craft looking 'correct', we want them to assemble it however they like, and we often see very creative, and funny results!

## **ABC/Phonics (Phonics Cards, ABC Sheet)**

- We try to keep ABC/phonics time very routine, and make sure there is a rhythm to it, so kids at all levels can get something out of it.
- We want ABC/phonics time to be useful for kids who have just joined Super epion, and don't know any of the alphabet, but we also want it to be a chance for kids who already know their ABC's/phonics to review and practice.

## **Song & Dance**

- Mostly fun for the kids! The kids can be restless or sleepy near the end of a 2-4 hour class, and a fun song & dance time can give them energy and keep them focussed for the last 15-20 minutes!
- We do see many kids singing the songs after class, and while at home, so a catchy song & dance can be very valuable when it gets the kids speaking (singing) in English outside the classroom!

## **Sight Word Reader**

- The sight word reader is mostly to get kids speaking in longer sentences, but we also want them to try and remember the shapes of words.
- Native English speakers don't read each letter of a word they know, they recognize the word itself, and remember the shape of it – this is what 'sight word' means.
- We are not expecting them to sound out the word letter-by-letter, we want them to recognize the shape of the whole word.

## **Closing Thoughts**

- I try to make my lessons fun more than anything, if they are enjoying the lesson and paying attention, they will learn, and want to continue to learn English. My thought is that there is always time to take a break and laugh about something with the kids, as long as we are able to get back to the lesson and the class is being well behaved.

## *12:05 – 12:15 English Time: Games, Flash Cards, Parents Phrases*

### **What is English time?**

- 1-on-1 time with your child, where you try to speak only English.
- It could be at home after dinner, or while on the way to / from Super epion, or anywhere else.

### **Routine**

- Try to make English Time a regular thing, at the same time each day / week. It will help make your child more comfortable when it's time.

### **ABC / Phonics**

- Making sure your child knows all their ABC's and phonics is the most important foundation for learning English, it's the equivalent of learning katakana and hiragana, the building blocks of the language.
- If they don't know these, I would focus on this before anything else.

### **Words everywhere**

- Look for words and letters in the real world, practice with your kids casually. Even if it's just a single letter.
- If you see a sign that says "Osaka" in it, as if they can read it, tell them what it says, and have them spell it "O-S-A-K-A", they will see this often outside of class, and it's great practice.

### **Motivation**

- Easy topics – numbers, colors, body parts, toys, animals, food.
- Topics from school – monthly flash cards, songs, phrases (what's your name? how are you?)

### **Do the talking**

- During English time, you should be trying to speak as much as possible, it helps if they see Mom & Dad speaking English too. Giving as much input as you can. "Can you get me the blue toy?, Thank you. It's a blue dog. Do you like dogs? Can you find something else blue? How many toys are there?"

### **Using Flash Cards**

- Start with 2 flash card words, "egg", "bird", have them touch "egg", then touch "bird".
- Then add a 3<sup>rd</sup> flash card "shoe", then have them pick "egg", "bird", "shoe".
- Then add a 4<sup>th</sup> flash card – it starts off very easy, and gets more and more difficult. This is the best way to motivate kids, start off easy, then slowly make it more difficult, if they get

frustrated, or have trouble, make it easier again.

### *12:15 – 12:20 Using The Workbook (Jungle Phonics 1, 2)*

The alphabet & phonics workbooks are chosen to match the level of each class, and are a great tool to help you with English time at home. You can use it for learning the alphabet and phonics, as well as expanding their vocabulary using the pictures and words on each page.

You can make it as easy or as difficult as you need to test your child.

#### *Doodle town*

*What letter is that? (Easy)*

*- D*

*What sound does "D" make?*

*- Duh*

*What color is the balloon? (Easy)*

*- Red / It's red!*

*What is that? (Hard)*

*- It's a balloon / It's a red balloon*

*What is that? (Easy)*

*- Cake / It's a cake - Dog / It's a dog*

*Is he swimming?*

*- No, running! / Running!*

*What is he/she doing? (Hard)*

*- Running / He is running - Dancing / She is dancing*

#### *Jungle Phonics 1*

*What letter is that? (Easy)*

*- D*

*What sound does "D" make?*

*- Duh*

*Is that a boy or a girl? (Easy)*

*- Girl / It's a girl*

*What is that? Is that an elephant? (Easy)*

*- Elephant / It's an elephant / Yes*

*What can you see? (Hard)*

*- Elephant, doll, fish, fox*

### *12:20 – 12:25 Q&A / Final thoughts / Ongoing support*

*Ask if anyone has any questions about anything covered, or not covered in the lesson.*

*Invite them to ask you anything moving forward when they visit Super epion, teachers, assistants, and managers are always happy to help.*