2023-2024 Nursery Lesson Plans

## Note to current ALT

Hello! This is your Pred Holly. These are the lesson plans I made for the nursery. Feel free to follow them, alter them or completely ignore them! There is no obligation to use this at all, but it is here if you are lost and need some guidance. I loved working at the nursery school. Since the JHS is quite prescribed it was fun to work in the nursery school and come up with my own lesson plans; it was like my only little personal project! I hope you love it as well. Please note it doesn’t factor in return/ revision lessons, but I also do that when I feel like it is necessary. It also doesn’t really matter if you’ve done a lesson with a 3 year old class, and the same class again when they move up to the 4 year old class. They won’t mind.

**Ages:** 3-5

**No. of lessons:** Roughly 35 (Once a week)

**Goal:** Introduce basic vocabulary and ability to talk about oneself

## Basic Lesson Structure (20 mins)

Hello song

Good morning

Check the weather (after they have learned the weather)

New words/Review

Activity

Goodbye song

You only get 20 minutes per class. You may already be an expert on this (I certainly am not!), but the basic principle is learning through songs, play and keeping every activity short! If whatever you have planned doesn’t seem to be working, never fear! Usually a quick song with lots of dancing can bring everyone back on track, but if all else fails just play a game like fruit basket to end the lesson.

**Hello song.** I like to start every class with a hello song. This lasts about a minute and a half. Kids may start by just doing the actions but if you use the same one or two songs each week they soon learn all the lyrics and know that this song signals the start of class. One thing to note is there is no smartboard or speakers or anything, so you just lead the song by singing it yourself. I’m sure you could ask for speakers if you really want the song in the background, but I didn’t as I didn't feel a need for it personally. A song is not the only way to start a lesson, of course, and you may find a way you prefer, but I have linked a few good songs below.

**Hello Hello! Can you clap your hands?** <https://www.youtube.com/watch?v=fN1Cyr0ZK9M>   
This is the one that I use the most, and the kids now sing it whenever they see me, even asking if there is any “hello hello” (ie. a class) today.

**Hello Song for Kids** <https://www.youtube.com/watch?v=gghDRJVxFxU>

**Hello!** <https://www.youtube.com/watch?v=tVlcKp3bWH8>

**Good morning.** I like to greet the students after the song and ask them how they are. This should take no longer than a minute. Younger students will easily repeat good morning, but may need help with saying how they are, so prompt them with happy? Sad? And so on.

**Check the weather** I typically introduce this after doing a lesson on weather first, but you could try to do it from the beginning. Usually this takes about two minutes. We made weather wheels in class, with arrows pointing to the weather, and I use mine each time. I start by pointing at the wrong weather first and ask ‘Is it snowy?’ ‘No!’ Before getting to the right one. Older kids can go to the right one straight away. You may even want to let one of the older kids volunteer to move the arrow and say what the weather is.

**New words** My pred made plenty of flashcards, and I made some as well. I repeat the words often and take time over this, about a minute per word. I would recommend about 5 new words per lesson. Some sources recommend 3 per lesson, but generally I have found that 5 is okay. You may have more than 5 words for certain topics, so you can spread these out over the course of a few lessons.Use the visual aid, or if appropriate, photos, real objects, or your own body. For example, for my shape lesson I like to bring objects of that shape and get the kids to make the shapes with their own bodies.

**Activity** You may have noticed by now that the lesson so far has lasted just over 10 minutes. The rest of the lesson should be activities. You could have two activities lasting about 5 minutes each, or sometimes a longer task that lasts about 10 minutes. If you want to do a much longer task, make sure you mention that it is a special class that day so the kids aren’t too confused. Typically craft activities would take about 10 minutes whereas more active activities take about 5 minutes.

**Goodbye Song** I like to round off the lesson clearly with a goodbye song. Ask the students to tidy up and then finish with a goodbye song. You may find you prefer to end with something else, or combine this with something else (one of my classes insists on everyone getting high-fives before I leave, so I do that as well). Here are song goodbye songs you could use. I would avoid songs that say anything like “It’s time to go home”, since the kids don’t go home after my lessons.

**Bye Bye Goodbye** <https://www.youtube.com/watch?v=PraN5ZoSjiY>

This is the one I like to use since it matches the Hello Hello! Song that I use at the start of the lesson.

**Goodbye Song for Children** <https://www.youtube.com/watch?v=SRyFiVeNjWs>

This one does imply leaving school a little bit, but the actions are good and you can swap out “goodbye to my friends” with another saying “goodbye to my teacher”

**See You Later, Alligator** <https://www.youtube.com/watch?v=UQfvAlmr5g0>

*Note: I may leave little notes like this to let you know how the class went, and any advice after running it!*

# Curriculum Contents

I thought of 26 main topics and a few seasonal topics and made a list of lesson plans that should take you all the way to the end of the year. I wrote these assuming that this is the order that the lessons will be taught, with the exception of the seasonal classes, and I try to integrate review of the previous week or a few weeks ago in with these lesson plans were appropriate. Of course, each lesson can be altered and reused. I will indicate which classes I have taught like year with a 👍 so you know what they have already covered.

1. Greetings
2. Name
3. Emotions
4. Weather
5. Colours
6. Numbers
7. Shapes
8. Classroom Stationery
9. Classroom Objects
10. Likes and dislikes
11. Morning routine
12. Time of Day
13. Daily Routine
14. Days of the week
15. The home
16. Family
17. Age
18. Parts of the Body
19. Clothes
20. Transport
21. Directions
22. Food
23. Sports
24. Hobbies
25. Health
26. Description of People

Seasonal/Additional topics:

The World

World cultures

ALT Home Country

Easter

Halloween

Christmas

Goodbye class

## Resources

My usual go-to for JHS is [ALTopedia](https://www.altopedia.net/), but I didn’t notice many useful things on there for teaching little kids. My pred left a couple of resources, but no lesson plans, so I pretty much started from scratch. I base a lot of my lesson plans off the free lesson plans I found on [esl kidstuff](https://www.eslkidstuff.com/). I didn’t pay for flashcards, I made my own using this [free collection](https://www.irasutoya.com/). You should have access to all of my flashcards, but they are great if you want to make your own. These classes are typically designed for smaller class sizes, longer classes, older children, and the level of detail for each topic varies a little bit. You will notice that many of the activities are from this site, but adjusted to account for these differences. There are no screens or speakers available for classrooms, so any songs you want to use are best to memorise, and bring a lot of dance energy!

I had experience volunteering with 4-5 year olds as a girl scout, and running campfires, which is to say I have a lot of silly songs that I can pull out of a hat at any time! I’m sure you have some of your own too. I have listed some of my favourites, but really any songs with silly actions will do.

The [banana](https://www.nurseryrhymes.org/go-banans-peel-bananas.html) song. The kiddos love making themselves into bananas and having a silly dance party at the end! If the class is struggling to focus or I have some time to fill, I sing the banana song.

[Ants go marching](https://allnurseryrhymes.com/the-ants-go-marching/). I make a little conga line for this one and walk slowly around the classroom doing the actions for the different verses. Its a good idea to have the JTE join the end of the conga line to make sure there isn’t too much shirt yanking going on.

[Penguins, Attention!](https://blogs.glowscotland.org.uk/sb/public/youthmusicinitiative/uploads/sites/3670/2020/05/29091119/The-Penguin-Song.pdf) Japanese scouts have their own version of this song that has nothing to do with penguins. In my version I did right flipper, left flipper, right leg, left leg, bum, head. Between each action, I go back to the “chorus” at the beginning. When I say “attention!” I go into an army attention pose, and then all stop doing the silly dances and copy me. It gets a bit crazy once everyone starts nodding their heads, so I usually cut it off there and say “Penguins attention! Penguins bye bye!” breaking character at the end. Sometimes I use this instead of my usual goodbye song if I have a bit of extra time and they haven’t been too manic during the lesson.

Heads, shoulders, knees and toes, but getting progressively faster, then missing out words (MMM, shoulders, knees and toes, MMM, MMM, knees and toes, until the whole song is just waving your arms and humming)

[Boom-chicka-boom](https://networkchildcare.com/wp-content/uploads/2020/04/Boom-Chicka-Boom-Lyrics.pdf) There’s many different verses to this song, and you can make up your own. They probably won’t understand all the different characters, but as long as it incorporates actions and silly voices, it doesn’t really matter.

[The Pirate Song](https://nurseryrhymescollections.com/lyrics/the-pirate-song.html) This song has many verses and many rhymes. Usually little ones can’t make it past 5, and you can make up your own rhymes. Again, the main thing is the actions. Make a climbing motion for climb, and thrust your hips forwards, then back with your hands on your hips for “forwards and backwards”, make a wave motion with your arm for “Irish sea”, a drinking motion for “bottle of rum”, then rub your tummy, and slap your knee for “that’s the life for me!”. Sometimes I just do the first first a few times, getting faster each time.

## Lesson 1: Greetings 👍

Vocab: Hello!, Nice to meet you, Bye bye

Prep: Practise the hello and goodbye songs, give the nursery school teachers a translated lesson plan card and let them know you will be going outside for part of the lesson.

Introduction: Introduce yourself to the students. “Hello! My name is ABC-sensei. Nice to meet you!” If the students are seated, ask them to stand up and wave.

Hello song: Keep the students standing and sing the hello song of your choice. You may want to repeat this one more time if they don’t naturally start copying your actions by the end of the song.

New words: Repeat your self-introduction again. Then, the third time, ask the students to repeat each phrase after you, missing out ‘My name is…’ as we will do that next lesson

Activity: Pass the Ball. My nursery school doesn’t allow any ball games inside, so I ask the students to go outside and make a circle. First pass the ball around the whole circle. Next, hold the ball and say ‘hello’ before passing. Do the same with ‘Nice to meet you’. Make sure the ball is passed properly, not rolled or thrown. If a student does it wrong, ask them to do it again until they do it correctly.

Activity 2: Put the ball back and then tell them you’re going to make a smaller circle inside this circle. Select every other student to make the inside circle. Go up to the student in front of you and wave and activate a call and response:

Hello!

Nice to meet you!

Bye bye!

After you say bye-bye, move to the next student. After the demonstration, get the students in the middle circle to do the same, moving along one when they have all practised their greetings.

Goodbye: Ask the main teacher if the kids should go back inside or start outside. Either way, finish off by doing your goodbye song. Don’t repeat the goodbye song. After you have finished the song, finish up and go to your next class.

*Note: If you are joining in the middle of the year, the kids have already gone over greetings plenty of times. You may have your own personal introductory lesson, but if not this is a great way to introduce yourself and keep the class light, and revision is never a bad thing! If you want to introduce your own hello and goodbye songs, this is a great lesson plan to use.*

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## Easter 👍

Vocab: Easter, bunny, Easter bunny, egg, flower, chick

Prep: Ask the school if you can make easter bunny headbands for all of the kids, and also come in early come in a little bit early and hide easter eggs around the school hall for the kids to find, print out colouring sheets and flashcards, buy stickers for the easter egg hunt

Hello song

New words: When you’re teaching the new words, do actions as well as the cards

Activity: Easter egg hunt. Use worksheets with the pictures of the easter egg hunt items with a space to put a corresponding sticker. When the kids find all of them, give them an easter egg sheet (option of a patterned one or a freestyle one)

Activity 2: Drawing your easter eggs. This may take a while, or they may finish very quickly. If they finish you can move on to.

Activity 3: Sing hop little bunnies, hop hop hop! If you have made them, give each child an easter bunny headband. <https://wordsforlife.org.uk/activities/sing-sleeping-bunnies-your-child/>

Goodbye song.

*Note: They love this one! I recommend trying to incorporate treasure hunt style activities in other lessons. This can be introduced at any time, so long as you give the JTE fair warning that you are going to be hiding objects.*

Lesson 2: What is your name? 👍

Vocab: Hello!, Bye bye, Good morning, Nice to meet you, What is your name?, My name is…

Prep: Bring vocab flashcards. Give the nursery school teachers a translated lesson plan card and let them know that you would like to call on them to help with the introductions.

Hello song: Whichever hello activity or song you chose, repeat that one again. Again, you may want to repeat it a few times to get the kids to do the actions with you.

Introduction: Repeat your introduction from last lesson ‘Hello! My name is ABC-sensei. Nice to meet you!’ Then ask the main teacher ‘What’s your name?’ After they introduce themselves, say ‘Nice to meet you!’

New words: First go over the words you used last lesson, this time with flashcards. At the end, introduce the new sentences. Although names are an early lesson, it can be tricky to get children to understand that ‘What is your name?’ Is a question, and that the correct response is their name, not repeating the question. You and the main teacher may need to model asking and answering the question back and forth a few times.

Activity: The ‘Nice to meet you’ Game. Split the students into two groups and place the flashcards in a line down the centre of the room. Ask the two groups to line up on either side of the cards, then get one student from the front of one line and another from the back of the other line to walk down the middle towards each other. When they reach a flashcard, they should touch it and say it. When the two students meet in the middle, get them to greet each other:

A: Hello! What’s your name?

B: My name is….

A: My name is….

B: Nice to meet you!

After the greeting, ask them to do janken. The winner stays in the middle, and the loser has to join the opposite end of their line. The loser is replaced by another member of their team who starts from the beginning, doing janken again with the winner in the middle. The goal is to reach the end of the flashcards without losing janken. Every time this happens, that team gets a point and both of the people in the middle are replaced by two new people. This game is a little complex, so it may take a while to explain and play.

Activity ２: If you have time, ask them to go outside again for another ball game, this time get all the students to ask the student with the ball what their name is.

Activity 3: The Hello Song <https://www.youtube.com/watch?v=gghDRJVxFxU>

Goodbye song.

*Note: This seems like quite a complicated thing to bring up so early, but I introduce it early so that it can be sprinkled throughout the year. You’re likely only to get the full response from the older kids, but even small kids can be encouraged to say their own name in response to a question. You can also choose to omit the self-introduction part, and just focus on greetings.*

## Lesson 3: How are you? 👍

Vocab: How are you?, Happy, Sad, Angry, Tired (Add Hungry and Scared for the 5 year olds)

Prep: Give the nursery school teachers a translated lesson plan card and let them know that you will be asking them to answer the question ‘how are you?’ with one of these 4 feelings.

Bring paper plates. There are flashcards available, but I find that doing your own expressions are the most effective, if you are able to remove your mask for the explanation portion. You may want to do it outside.

Hello song: By now, the students will be anticipating the actions. Some quick students may even be repeating some of the words.

New words: Introduce yourself again. ‘Hello. My name is ABC-sensei. Nice to meet you. I am Happy. How are you?’ Ask the teacher how they are, answering with one of the four emotions. Then bring out the flashcards. For each flashcard, repeat the question ‘How are you’ and then say ‘I am ABC’. If you don’t have to wear a mask, make sure you show the expression to match the emotion. If you are wearing a mask, try to show the emotion with your body instead.

Activity: Ask the students to walk around the room, then call out different emotions. Students should stop where they are and do a dance that corresponds with that emotion. Do this a few times, getting faster between each change of emotions. Change the activity so now they walk up to a friend and ask ‘How are you?’ ‘I am ABC!’ each time you say ‘Go!’ You will need to pause the game and demonstrate the change of rules with the main teacher.

Activity: Ask the kids to get their colouring pens and place enough plates around for each student. Show them your four examples and stick them up on the board. Tell them to think about how they are feeling and draw it on the plates. Finish the activity by asking them to show you the face plates over their own faces like a mask.

Play “emotion janken” wearing the masks and see which one wins.

Goodbye song.

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## Lesson 4: Weather 👍

Vocab: Sunny, Snowy, Cloudy, Rainy. You may also want to add Windy and Foggy.

Prep: Make a weather wheel or use the one I made. I used a paper plate for the wheel and draw the different weather, then made an arrow out of card, and used a box cutter to make a small hole in the plate and the arrow to fit a split butterfly pin through. Include the words for the different weather on your own weather wheel. For making these in class, you will need enough paper plates for each child, split butterfly pins and card arrows. You or the other teacher will need to cut the holes with the box cutter during the lesson. It is important to let the nursery know that you want to run this class well in advance.

Hello song.

Ask ‘How are you?’

New words: First get the students to go outside and ask them what the weather is like. Bring the flashcards with you to practise. Start with weather that is obviously incorrect, like rainy when it is sunny ‘Is it ABC?’ ‘No!’, until you get to the correct one. Repeat the different types of weather a few times, then bring everyone back inside.

Activity: This is a longer activity. Show the kids your weather wheel, repeating the exercise that you did outside but this time using the wheel. Then ask them to get their colouring pens and pass around the paper plates only, leaving the card arrows and split butterfly pins on a different table. Draw along on the board to help them out, drawing the separation lines first and then the different weather one by one. You don’t need to include the words on the weather wheel with younger students, but if they are older you may want to. Tell the students to line up with their plates when they are done so you can put the arrows on. When everyone is finished, practise using them together.

Goodbye song.

*Note: This takes a lot of cooperation and involvement from your JTE, so it is particularly important that you go over this class with them ahead of time. They love it, though.*

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## Lesson 5: Colours 👍

Vocab: Red, Yellow, Green, Blue, (Purple, Orange, Pink)

Prep: Bring origami/ coloured card with all the colours, large pieces of paper with circles on them and a little bit coloured in (one circle with a little bit of red, one circle with a little bit of blue etc.) and the name of the colour written below, tape. The nursery can provide the paper, but it is important that you mention this at least a week in advance.

Hello Song.

Checking the weather.

Ask ‘How are you?’

New words: Ask the students to sit on the floor in a semicircle. Read out the words. With each word, pass around corresponding coloured paper to the students, and say the word while they’re holding the colour. Once everyone has a piece of paper with every colour, ask the students to jump, holding up the right colour each time you say it, getting faster each time. At the end, lay out your origami paper on a table and ask the students to return the paper in piles according to colour.

Activity: Ask everyone to stand up, then say that there are colours all over the room, ask them to find and touch the colour on different objects around the room. Point at a few different colours while saying the colour to demonstrate what to do.

Activity 2: Ask the JTE for help putting the circles up around the room at a height that all the students can reach while the students collect their colouring crayons. Then ask the students to go around and colour in the circles. If there are too many kids crowding around one circle, redirect them to one with fewer people. You can also make a few with the same colour on them if you have a big class. At the end collect all the circles. If there are any with the wrong colour, ask the students what the other colour is.

Goodbye song.

*Note: The colour learning went well, but using origami paper made them want to do origami. So either allow them to make origami things at the end of the class, or use coloured card instead*

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## Lesson 6: Numbers 👍

Vocab: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Prep: Bring some countable objects and printed number tracing sheets.

Hello song

Checking the weather

Ask ‘How are you?’

Sing [the Numbers Song](https://www.eslkidstuff.com/lesson-plans/numbers-1-10.html#songs-readers)

New words: Collect some different things the kids can count. Maybe plastic food/ fruit, books; anything similar and familiar to them. Touch each object and you count it slowly, do it a few times, then get the kids to follow along. They may do this of their own accord. For younger kids, you may want to end at just 3 or 5, but for the older kids you can do up to 10. Model with a few students, get them to count in front of the class and clap when they finish.

Activity 1: Rearrange the fruit into different groups and get the kids to go around the room to touch them and call out how many there are. Then ask them to go around the room and “touch 3 books” or “3 tables”. You can make pictures of a few objects and stick them up around the room before class. You could also practise by putting x amount of items in a box etc.

Activity 2: That will probably be the end of the class for the younger kids, but for the older ones, get a few sheets for tracing the numbers at their desks. When they are done, get them to hold up the letters and call out which number they traced.

Sing the Numbers Song again, then the Goodbye song

*Note: The counting went well, but they got quite wrapped up in what type of plastic food they wanted, so in future I might stick to counting something different, like little coloured squares or something that is harder to fight over or spend ages choosing.*

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## Lesson 7: Shapes 👍

Vocab: square, rectangle, circle, triangle, (big, small, colours)

Prep: Bring enough shapes for every child to make a shape face like this one. I usually only bring these, and not flashcards. You will need to make a few more big yellow squares, as I didn’t have enough.

Hello song

Check the weather

Ask ‘How are you?’

New words: Lift a laminated shape out of a box and say the name of the shape. You may also want to say the colour, like “A triangle, an orange triangle”, and hand one to each kid. Do this again with each shape. Have the kids chorus the shapes a few times, lifting up the correct one. They also noticed the different sizes of the shapes, and had fun practising BIG and small

Activity 1: Ask them to lay out their shapes, then raise both their hands. When all their hands are up, prompt them to touch (not slam!) the shapes you call out. Then ask them to get up and touch the various shapes around the room. If you have a chance, give them all the additional shapes they need to make a “shape face” before you do this.

Activity 2: When they’re done touching all the shapes, ask them to look at the board. Make a face out of your set of shapes on the board. Since this is right after the shapes and colours classes, call out the number of each shape and the colours as you point at the face. Get the kids to make their own faces out of their shapes. Once everyone has made the same one, mix your shapes around to make a new face, and encourage them to make their own as well.

Collect all the shapes and sing the goodbye song.

*Note: Make sure you have enough shapes for every child to make a shape face. I miscounted and didn’t have enough for the last class, so I turned it into random shape-picture tasks that they worked on together in groups. This prevented tantrums, but in future I would make sure I have the right amount.*

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## Lesson 8: Classroom Stationery 👍

Vocabulary: pencil, pen, paper, eraser, glue (pencil case, scissors, ruler, tape)

Prep: Bring classroom stationery flashcards. Ask the teachers if they can have their pencil case on hand to refer to.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Pull the flashcards (or real stationery if you have it) and repeat the names of the objects for the kids.

Activity 1: After practising the words a few times, lay the objects out on a table and ask the kids to cover their eyes. Remove one of the objects, then ask “what’s missing?” Do this until you’ve done every object. In older classes, ask for a volunteer to “bring me…” and put it in your bag.

Activity 2: Practise the “What’s in your bag” [stationery song](https://www.youtube.com/watch?v=BwBTozQisb4) while raising up the various objects.

Goodbye song.

*Note: This went a little bit fast, so you might want to add a few extra things, like perhaps a treasure hunt for either flashcards, or the real objects. I would check this beforehand with the JTE, especially if you’re using real things.*

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## Lesson 9: Classroom Objects 👍

Vocab: Table, chair, cubbyhole, door, window

Prep: Bring your flashcards, plus the smaller flashcards for the kids, and blue tac.

Hello song

Check the weather

Ask ‘How are you?’

Vocab practice: Start with all the students seated at their tables, or if the JTE allows, sitting on the floor in front of you. Hold up the flashcard of the table. Repeat the word table three times, then ask students to find a table in the room. Point when they point, and praise them when they get it right.

Practice 1: (For the three-year-olds, just do the part where you do it yourself, and don:t get the children to do it themselves) Give each child a wad of blue tack. They will want to play with it, so let them play with it for a little bit, then bring the attention back to you. Show them as you stick blue tack on the corners of your door flashcard, stick it on the door and say door as you do it. Tell the students to repeat. Do the same for each object, then tell the students that they can do the same thing.

Practice 2: Touch the objects. This is always a quick, fun and exciting game. Just make sure to leave enough time for each child to reach the object, but not so much that they start getting squished or hitting each other. Call out different objects and let the kids touch them.

Practice 3: If you have time after that quick task, play “knock knock”. Get the kids to close their eyes, then knock on different objects and encourage them to shout out which object it was.

Goodbye song.

*Note: They will keep asking for lots of blue tac, so make sure you give everyone the same amount and show them you have none left, then indicate the size of blue tac spot they need for each corner. Also, one kid stole his set of flashcards for some reason, and I didn’t have them for the next class. To deal with that, I gave each table one of my teaching flashcards to replace the missing one, so it felt more like a reward than missing something, but yeah. Watch out for little thieves stashing flashcards somewhere.*

## Lesson 10: Food

Vocab: Pizza, Pasta, Sushi, Salad, Burger (What do you want?/ I want…?)

Prep: Bring menu cards and food silhouette flashcards.

Hello song

Check the weather

Ask ‘How are you?’

New words: Start off by showing the silhouettes, or parts of the food puzzle and allow the kids to guess what the food is. At this point, they may not know English, so it’s okay to use Japanese. In this case, the Japanese is more or less the same as the English anyway. Then use the flashcards to practise the English pronunciation

Practice 1: Start work on a little likes and dislikes, using a simple thumbs up/ thumbs down popularity poll. You may want to stick them to the board into likes and dislikes. Ask kids if they know any other foods that they like or dislike and you can put those on the board as well.

Practice 2: Put the restaurant menus around the tables and model the conversation with the nursery school JTE. Ask them ‘Do you want…?’, then will reply with ‘Yes’. You then give them the corresponding card. Do this again, but then they answer with ‘No’. With an older class, you may be able to leave the food cards on the tables and monitor conversations where they pick up the food they want after saying each phrase correctly, but I think this would likely become a fight when they are too young. Instead, I think it would work more smoothly for you to keep the food cards yourself. Practise reading the menu a little, then ask ‘Do you want…?’ and give out food cards to anyone who says yes. You can make a point based game out of this if you want to, but little kids just like having stuff for the sake of having it, so you don’t really need to.

Goodbye song

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## Lesson 11: Likes and Dislikes

Vocab: I like, I don’t like

Prep: (Optional) Bring some of the food cards from the previous lesson, or if you prefer, you can draw, ask for the plastic food toys before class, cut-outs of food from magazines

Hello song

Check the weather

Ask ‘How are you?’

New words: Draw a table on the board with a smiley face on one side and a frowny face on the other. Then, draw something you like on the smiley face side, preferably something the children would know, like a banana. It is best if this is a true statement about you! Then smile, make gestures and make noises like “mmm!” to show you like it before saying “I like (bananas!)”. On the other side, draw something you don’t like, for example coffee. Make faces, gestures and noises of displeasure, then say “I don’t like (coffee).” Do another example for each side.

Practice 1: First, practise some dialogue with your JTE. Point at once of the foods on the board and say the name, like “bananas”, then the JTE should answer truthfully “I like bananas” or “I don’t like bananas”. Again do this for another thing, preferably with an opposite answer to the first example. Then point at the remaining food on the board, encouraging the children to say “I like…” and “I don’t like…” For each new one. For older children, then may be able to do this task in pairs, but for younger ones it is better to do it as a class.

Practice 2: Help the children draw a table like the one you have, with a smiley face on one side and a frowny face on the other. Put a pile of magazine food cut-outs out for each child to stick on the table, then practise saying “I like…” and “I don’t like…”. If you can’t find any magazines to do this with, or the JTE doesn’t fancy any glue activities, you can put the food flashcards on the board and get the kids to draw them instead.

Goodbye song.

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## Lesson 12: Time of Day

Vocab: morning, afternoon, evening and night

Prep: Vocab flashcards, mini time of day activity flashcards, time of day worksheets, paper time of day activity flashcards.

Hello song

Checking the weather

Ask ‘How are you?’

New words: You can do this by either drawing on the board, or making a paper model. Draw a simple skyline with a tree and a little house. Start with the sun just coming over the horizon, and say “morning” a few times. Mimic a few actions, like waking up and brushing your teeth, when you say morning. Then have the sun high in the sky and say afternoon, with actions like walking to school, saying hello to friends etc. Then lower the sun and say “evening”, mimic going home and having dinner, then finally no sun (maybe draw some stars and the moon) and say “night”.

Practice one: Get all the kids to stand up and act out the different parts of the day. Lie down on the floor, then mimic waking up “its morning!” Then mimic brushing your teeth, getting dressed, and going to school. If you can get your JTE to join as well, that would be great! Do the same for the other times of the day. The kids get excited about controlling when you get up/ go to sleep, so I let them do a few “its morning!” “its night!”s before really encouraging them to join in with the actions themselves.

Practice two: Stick the time of day flashcards on the board in a chart, and model putting a smaller flashcard, for example waking up, in the correct part of the chart. Do this for one or two other cards. With the three year olds, you may want to do all of these together. With the older kids, hand out printed charts and cut outs of the different activity flashcards. Get the kids to glue the right activity in the right section, and review them together at the end.

Goodbye song.

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## Lesson 13: Morning Routine

Vocab: good morning, get up, brush my teeth, get dressed, eat breakfast, go to nursery (There is a lot of vocabulary for this one, so you might want to keep it to, good morning, eat breakfast, go to school the first time you teach it)

Prep: Morning routine flashcards

Hello song

Checking the weather

Ask ‘How are you?’

New words: First, do the different actions without showing any of the cards and ask the ids what you are doing. They can reply in their first language. Once they answer correctly, show the card and practise repeating the English a few times. Do this for every card.

Practice one: Stick the cards on the board with blue-tack in no particular order. Draw a circle around each card and mimic the movement as you elicit the phrase. Point at the cards in the circles a few times, getting faster each time. Then remove one card, leaving the circle it was in, and ask what that was. Once everyone shouts out the missing card together, keep practising, removing another card each time. Eventually you should have kids practising each sign with no cards there at all!

Practice two: This is an adaptation of sleeping lions. Move tables away and get the kids to lie down on the floor. Then say get up!, brush your teeth, get dressed, eat breakfast etc. and wait for them to do the actions. Do this a few times, changing the order of the different activities.

Another thing I like to throw in for this class is the [Superman](https://www.youtube.com/watch?v=9Hpv2pWRoYM) song, with the actions. They obviously won’t understand what all of the actions are, but it mimics the activities we’ve been doing and can keep them focused and engaged.

Goodbye song.

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## Lesson 14: Daily Routine

Vocab: revision of morning vocab, plus, go home, go to bed, eat lunch, eat dinner, play with friends; or however many items you think you can include.

Prep: Bring the cards you had for the previous lessons, but any new ones you want to work on.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Bring back the chart from three weeks ago. Start by naming and placing the morning activities that you worked on last week, then move on to the new words for the afternoon, evening and night.

Practise one: Place the activities around the room, walk over to one of the signs and touch it, then do the corresponding actions. Ask the kids to walk around in a circle, following you and doing different actions for each picture that they touch, until every student has done every item.

Practise two: Make a timeline on the board, put all the items on there in the correct order and run through them. Then ask the kids to close their eyes, and switch some of the items. Ask them which ones are in the wrong order, then reset. Do this until all of the items have been switched and replaced.

Practice 3: For the half an hour classes, you will probably have more time after this, so I would run through the [hello song for kids](https://www.youtube.com/watch?v=gghDRJVxFxU), as this goes over a few parts of their routine.

Goodbye song

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## Lesson 15: Days of the Week

*Note: I left this lesson as late as it is because I am always there on Mondays, so for a while I wondered if they’d really grasp what I was getting at. However, now I think it could be something you may be able to introduce earlier if you get your JTEs to do the day of the week in English as well as Japanese every day.*

Vocab: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. 7 is usually too many words, so you might want to stick to just weekdays for now, as they go home on weekends, and introduce them gradually as you review.

Prep: Flashcards with the days on the week on them, highlighting the first letter (Th for Thrusday, Sa for Saturday, Su for Sunday), calendar with days of the week on it, preferably one in Japanese and one in English.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Start by showing the kids the Japanese calendar. Ask if they can point out days like Christmas, their birthdays, then draw their attention to the top of the calendar and ask them what day it is today. Then use the flashcards to practise the days together.

Practise one: Start with a [days of the week](https://www.youtube.com/watch?v=lPgTdgvj_jc) song. Go over it a few times. This probably won’t take too long.

Practise two: Put the days up on the walls in a random order and shout for them to go and touch one of them. Start with a slower round, then do a faster one. Once everyone is there, get their attention and call out another day quickly to avoid a pile up. If you’re concerned about some of them not reaching, make multiples of the same day for them to run to.

Practice three: Take the days off the wall and put them on the board in the wrong order and get the kids to correct them, remove some of the days etc.

Goodbye song

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## Lesson 16: The home

Vocab: Living room, Dining room, Kitchen, Bedroom, Bathroom, (Toilet) (you may want to have a toilet as separate, since the bath and toilet are separate in Japan…. As they really should be everywhere, to be honest, why do we poo the same place that we wash ourselves, it’s kind of gross of weird. Anyway…)

Prep: Printed images/ cut-outs from a magazine with furniture, large pieces of paper/ card with the names of the room of the house on them, enough for each class to do the activity. Let the JTE know that you want to use glue in the lesson.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Draw an outline of a house with a sun and trees, and boxes representing the different rooms/ put your premade outline on the board. Check first that they know the house, tree and sun from the picture. You could also colour in those parts to link colours again, or draw two trees to elicit big/small etc. Then hold up a picture of a bed and get some kids to volunteer putting it into a room (or do it yourself), then ask which room this is. They can reply in Japanese, then repeat it in English. Do this for each room of the house with furniture that represents each room.

Practise one: Put the big pieces of paper with the room names on them on each table or pinned up on the wall. Give each kid a pile of pictures that they can stick to each of the different rooms. When they are done, review them as a class. If there is an object that seems out of place, point it out and get the kids to correct it together.

Practise two: Play “touch the picture”. If they aren’t already on the walls, put the posters up there and ask the kids to run towards the different rooms. If they are struggling, mention a few words they might know, like bed or shower (since these sound the same in Japanese, they should recognise it). Do this quickly, so they don’t get bored.

Practice Three: If you have time, you might want to do an action game. Demonstrate first by saying bedroom, and asking your JTE to act out something to represent bedroom, like going to sleep. You can try this for a few others like pretending to have a bath for the bathroom. You’ll likely get laughs for acting out the toilet. Then ask the kids to do the same thing; you call out the rooms and they do the actions.

Goodbye song

## 

## Lesson 17: Family

*Note: Family can be a sensitive topic, so you may want to ask about doing a lesson on family words before going ahead with it. Small children can understand family diversity, like having only one parent, adoption, two parents of the same gender/ different races etc., but some adults in their lives may not wish you to teach that. Please use your own discretion.*

Vocab: mother, father (or mum and dad), brother, sister, grandmother, grandfather (grandma, grandpa)

Prep: Bring in photos of your family. If you can, ask the kids to bring in some of their family photos. Alternatively, you could draw your family members, or cut out pictures from a magazine and pretend those people are your family, large piece of paper (or use the white board)

Hello song

Check the weather

Ask ‘How are you?’

Practise one: Start by showing a picture of yourself, and asking who it is. When they say your name, stick your photo in the middle of the paper and write your name underneath. They take out a picture of a family member, like your mother, and ask who they think it is, stick it on the page and write mother. Do this for each picture. You may not have a brother or grandparents, but for the sake of the lesson, bring in a photo of a family friend and pretend.

(Practise two: If your kids have brought in their own family photos, you can show the class these and get them to guess who’s family member it is, repeating the activity that you did for yourself.)

Practice three: Drawing families. Get the kids to draw their families. When they are finished, ask them to point at themselves, their mum, their dad, any siblings they might have. Maybe ask them if they have a family pet etc. You may want to collect these at the end, because you’ll be using them for the lesson on age.

Practice four: If you have time, you might be able to do the family song to the tune of frere jacques, with verses like this:

*Hello father, Hello father,*

*How are you? How are you?*

*I'm fine thank you, I'm fine thank you,*

*See you soon, See you soon.*

For each family member.

## 

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## Lesson 18: Age

Vocab: How old are you?, year(s) old, I am…, numbers

Prep: Bring number flashcards?, and some that illustrate asking for your age, bring a timeline or draw it on the board when you get there, mention that you would like to use a ball in class, as you will need to go outside. Also bring along your family pictures from the previous lesson.

Hello song

Checking the weather

Ask ‘How are you?’

New words: First, you need to review numbers, so bring the number flashcards, and practise a bit of counting to start with. Then draw a little timeline, with a baby at one end, and then a child growing up (to age 5), with equal sections for each year. Trace your finger from the baby to the next picture and say, “One. One year old. “ Then move along “Two. Two years old.” Until you reach the end. Ask them “How old are they?” and elicit “Five!” then confirm “Yes, five years old.”

Practise one: First, practise asking how old you are. And replying with their age. Questions and answers are a little bit tricky, so you may want to practise the question a few times, then the answer, then model the question and answer response with the JTE. Then, go outside with the kids and bring a ball. Get everyone to sit in a circle. Model asking ‘How old are you?’ then passing the ball to the JTE, who will say an age. Then roll the ball to the first child and ask them ‘How old are you?’. As long as they say a number, pass it on to the next person. You may want to split into two groups so the activity doesn’t take too long and the kids start getting bored.

Practise two: Bring the students back inside and bring out your family photos. Point at yourself, and say “I am xxx years old”, and write your age. They won’t know larger numbers in English, but if you write the number, they should understand. Do the same for the other family members. Then, give out the pictures of family members that the kids drew last week, and prompt them to write their age and the age of their siblings.

Goodbye song.

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## Lesson 19: Parts of the body

Vocab: Head, shoulders, knees, toes, (eyes, ears, mouth, nose, hands, feet)

Prep: Bring flashcards with the body parts on them, make a few smaller flashcards with body parts; enough for each child to have two body parts each, bring a few twister mats twister

Hello Song

Check the weather

Ask ‘How are you?’

New words: Stick the new vocab cards up on the board. Touch each card, say the word, and get the kids to touch their corresponding body part as they practise. Do this a few times, with a final round in the same order as the song.

Practise one: Ask everyone to stand up so you can sing the Head, Shoulders, Knees and Toes song. With each verse, get faster until it's very frantic and silly. Then try again, but missing out a new word each time.

Practise two: Ask all the kids to sit down on the floor and give each child two body part flashcards. Don’t let them choose which one they are. Shout out a random body part and an action; for example “Ears- jump!” or “Knees- wave your hands!” While doing your action. Continue so that each body part has been read a few times with different accompanying actions

Practise three: In the half an hour class, you may have the opportunity to teach them hands and feet and play twister. In this case, get them to keep their body part cards and say “Ears, foot on green” or “eyes, hand on yellow” etc.

Goodbye song

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## Lesson 20: Clothes

Vocab: Shirt, trousers, shoes, socks, (dress, skirt, hat, coat). There are lots of different types of clothes, so this may need to be reviewed a few times.

Prep: Make yourself a ridiculous outfit using items from your wardrobe. Print out some dressing up sheets. You could also bring flashcards if you think this will help, clothing cut-outs from a catalogue and an example of your own character. Let the JTE know that you are planning to use glue in the lesson.

Hello song

Check the weather

Ask ‘How are you?’

New words: You won’t have trouble introducing the topic, as they will all notice you dressed in a big pile of clothes! Each time you take off an item, elicit the name for that item of clothing. Do this until you have revealed your outfit underneath. The kids may want to play with those clothes, so decide if you are comfortable with that, or whether you will put the clothes away completely.

Practise one: Show the kids one of your dressing up pages, and stick an item of clothing to it. Encourage them to do the same thing with their own dressing up things. Ensure that there are enough pieces of clothing for every child to put something on, and encourage them to make many different outfits.

Practise two: Afterwards, give each kid their own paper and a pile of clothing cut outs. Show an example you have made yourself, with cut out clothing stuck on the page and a stick figure drawn around them.

Goodbye song.

## 

## Lesson 21: Transport

Vocab: on foot, bike, bus, car, train, aeroplane, boat

Prep: My pred made transport cards. There is an opportunity to make this into a treasure hunt task, so let your JTE know if you want to do that ahead of time.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Draw the nursery school on the board and your house. You could draw your face above your house to make it clear. Then pull out one of the flashcards and say “I got here…. On foot, on foot, on foot” as you slowly move the card across the board. Then do the same for all the other cards. You can also add other sounds if you want.

Practise one: Sing [I’m a little pile of tin](http://dragon.sleepdeprived.ca/songbook/songs3/S3_58.htm) with all the actions. If you can, do it with a little toy car. Get faster with each verse.

Practise two: Give them paper with dividers and tell them to draw different modes of transport.

Practise three: Ask the kids how they got here today, prompting them to say, or at least point, to which one they used, then practise saying ‘XXX got here (by car)”

Goodbye song

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## Lesson 22: Directions

Vocab: Left, right, forward, back

Prep: Ask the nursery for two skipping ropes. Let your JTE that you want to use skipping ropes, as they may want to keep the class outside to prepare. You could also ask the nursery if they can play the cha-cha slide for you

Hello song

Checking the weather

Ask ‘How are you?’

Practise one: Here the words will be naturally introduced through practice. Lay the rope on the floor and get everyone to line up on the left side. Then say ‘Jump right!’ And jump. The kids should naturally follow you. After a few tries, remove yourself from the line and keep calling out left and right.

Practice two: Move the rope horizontally, do it now going left to right, and say ‘Jump forward!’ while jumping forward, then ‘Jump back!’ doing the same thing that you were doing before.

Practice three: Put both of the ropes across each other in a cross shape and call out all the different directions.

Practise four: Draw a circle on the ground and ask the kids to stand on the outside of it. Call out all the directions as a practice, then sing the [Pirate Ship song](https://nurseryrhymescollections.com/lyrics/the-pirate-song.html). Changing ‘this way and that way’ to ‘left and right’ and jumping each time you say the directions. Keep doing it and getting faster. You could also stop saying the directions and see if they remember it. Afterwards you could do the cha-cha slide. It would be good to have the music so you can do it with them.

Goodbye song

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## Lesson 23: Sports

Vocab: soccer, tennis, baseball, basketball, volleyball, running, swimming, I play…

Prep: Bring sports flashcards, worksheets with the sports on them

Hello song

Checking the weather

Ask ‘How are you?’

New words: Start by miming the different sports and asking them what sport it is. If they say the Japanese, reply by saying ‘Yes!’ and then the English. Do this until you have mimed all of the sports, then ask them to do the miming.

Practise one: Sing the [‘What sports do you play?’](https://genkienglish.net/sports.htm) song a few times with the actions. With the older ones, try and do it until they sing along, but with the youngest kids, just following along is fine.

Practise two: Hand out a few worksheets, one matching the ball to the action, and another one where kids colour in their favourite sport. Afterwards, do a popularity poll to see what the most popular sport is.

Goodbye song

## 

## Lesson 24: Hobbies

Vocab: Read, play sports, watch TV, sing, dance, draw, hobby

Prep: Make vocab cards of the hobbies that you want to mention,

New words: Start with charades. Mimic the different hobbies to elicit the Japanese word, then chorus the English flashcard three times. Then ask the class who likes x hobby? And put it on the board. Do this for each hobby until they are all placed on the board in order of popularity. Teach a hobby by practising ‘My hobby is reading’, ‘my hobby is playing sports’, ‘my hobby is watching TV’ etc.

Practise one: Ask for a few volunteers and tell them a hobby to act. Tell them to act out the hobby for the other kids to guess, without telling them the word. One by one, they each act out the card and the other kids in the class guess what it is. Allow them to answer in Japanese, but then repeat ‘Yes, reading a book!’ in English.

Practise two: Now get the kids to stand up and all act out the different hobbies. Call out ‘My hobby is…. Reading books!’ and get them to copy them.

Practice three: If you have time at the end, you may have an opportunity for the kids to show everyone their favourite hobby, maybe reading a book, or getting their sketchbook, or having a little dance party! Essentially, it is like a period of free time to do what they love doing.

Goodbye song.

## 

## Lesson 25: Health

Vocab: Headache, cough, sore throat, runny nose, (got a cold, what’s wrong?)

Prep: Bring flashcards with the different illnesses, ask the nursery for doctors kits if they have them, make mini flashcards with sicknesses on to give the kids

Hello song

Checking the weather

Ask ‘How are you?’

New words: Mimic feeling bad, like having a headache, stomach ache etc.

Practise one: Bring out the flashcards and stick them to the board. Chorus them three times with all the cards facing the right way, then stick one of them on the board so the blank side is facing the students and ask “what’s this?” until they give the right answer. Keep chorusing and making more blank cards until they are all blank.

Practice two: Ask the kids who wants to be a doctor. Let them know that after a few times around, another kid will be chosen to be the doctor. Give all the other children an illness card to read out. Ask the kid to put on the doctors outfit and ask a few friends what is wrong. The other kid then reads out their illness card. Do this a couple of times, then switch doctors.

Goodbye song.

## 

## Lesson 26: Describing people

Vocab: Tall, short, long, hair, recap colours and body parts, blond/e, he/she

Prep: Bring some plain printer paper, bring cutouts of people with very different features, enough for each child to have a few to choose from.

Hello song

Checking the weather

Ask ‘How are you?’

New words: Draw two circles, one a little higher than the other. Elicit “circles”. Then elicit “eyes, ears, mouth, nose” When you get to your eyes ask “what colour” using the pens you have. Don’t worry if it’s a strange colour, this will just make it more fun. Then say “hair”, ask what colour. Draw long hair on one figure and short on the other, describing long and short. Then draw the rest of the stick bodies, making one longer than the other, explaining tall and short. Then chorus the details,eg.

He is tall.

He’s got short hair.

He’s got blue eyes.

He’s got orange hair.

She is short.

She’s got long hair.

She’s got brown eyes.

She’s got brown hair.

Practise one: Play the “funny bodies” game. Get a piece of paper and fold it into four. Then draw a really silly face on the top one. Give each child a piece of paper and prompt them to do the same. When they have finished, explain that the paper will move around the table and everyone will draw new parts to the silly bodies. Draw a model of the torso, get them to repeat, then draw the legs, and finally feet, getting them to draw and move their paper each time until it is back with the original person. Then ask “who’s got a tall character? Who’s got a short character? Who’s got a character with short hair?” etc. and get everyone to stand up showing their characters with those traits. With the older groups, you may be able to get one or two of the kids to present their work.

Practice two: Next, give each child a pile of the people cutouts. Ask “can you find someone with (short hair)?” Do this until each person has been mentioned and found.

Goodbye song.

## 

## World Cultures

Vocab: World, country, map, flag, passport

Prep: This is quite an involved lesson, but also quite flexible depending on what cultures you want to focus on. You will need to prepare a “passport” for each child for visiting different “countries” on the tables around the room, and some stamps to put in their passports. You may also want maps, a globe, flags, dolls wearing national dress, photos, animals etc. Anything you can get that you think is important to mention. You could also make flashcards with the key words to help. Explain the lesson in detail and show the JTE how the passport works before the lesson starts/

Hello song

Checking the weather

Ask ‘How are you?’

New words: Bring out a world map and ask where we are and get the kids to point it out on the map. Put the map on the board with a mark on Japan. Then look at a selection of flags and get them to pick out the Japanese flag. Affix the flag to Japan on the map. Then ask where you are from, and do the same with that. At this point, say that we are going to travel to different countries and see what they are like. Ask the JTE to explain the tasks in Japanese while you set up.

Practice: Set up 4-5 tables with maps, flags, national dress, examples of the language/script, national dress etc. Each passport should have a double page spread for each country, with stamp sections and questions for each section. As most of the kids are too young to be able to write, let alone write in English, make the “answers” pictorial. So, for example, if the country is Italy there could be a section for:

* Drawing the flag
* Circling the national dress
* Circling/ colouring in some pasta
* Putting a dot on the right country

Etc.

It is probably easiest to keep the kids in their table groups and move them together to complete each part of the class. Make an empty and complete passport for yourself so you can review and talk about the different things they have found. This activity is likely to take all lesson.

Goodbye song.

## 

## ALT Home Country

Vocab: This is more of a cultural lesson than a language lesson, but if you want to include new vocab, you could introduce 3-5 words that you think are important in relation to your country. For example, I might choose the UK, London, castle, fish and chips, and king.

Prep: Bring some real things from your country if you can. If you want to bring food, check with the nursery school well in advance to see if that is possible. I would bring a flag, a map (maybe a kids atlas book), photos, and a few souvenirs. With younger classes, I’d steer away from bringing in coins or anything too small that could get stuck in their throats. Bonus if you check what weather it is where you are from before you start as a fun little intro.

Hello song

Checking the weather

Ask ‘How are you?’

New words: This is a slight change from usual lessons, I would not launch into vocab right away. First, I would ask the kids in Japanese if they remember where I am from, and say it if they don’t remember. Then I would bring out the flag and say this is the UK flag, and stick it up on the board or a window. Then, say what the weather is like in the UK.

Activity: Reveal a map of the country and point of the capital city. You could also do where you are from if you like. Stick the map up on the board, with a little arrow to the capital and a helpful photo or cartoon of a famous landmark.

Activity: Talk about the different souvenirs you brought with you and pass them around, allowing the kids to touch them and pass them along, handing them either back to you, or to your JTE at the end.

Activity: show some real life photos of your country. You might want to pass these along as well so they can have a better look, then stick them on the map in the right places.

Goodbye song. If there is a kids song that you think is very connected to your country, maybe sing that!

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## Halloween 👍

Vocab: You can choose what you want to focus on since there are many angles, but I would introduce Happy Halloween, sweets/candy, Jack-o-lantern, and a few monsters like ghost, mummy, vampire, werewolf, witch and zombie

Prep: wear a costume. Nothing too scary, obviously. I wore little horns and wings. Preferably a character you’re teaching in the lesson. If you want to, ask the nursery in advance if the kids are allowed to come in costume for the day you are teaching. My pred made flashcards with halloween characters on them, but for the ghost chase, stick the picture of a ghost on the backs of a few cards, paper plates and maybe a few additional craft things and a pre-made example mask. Let the JTE know in advance that you want to do mask crafts.

When the students enter the classroom, stand by the door and say Happy Halloween. For the little ones, don’t use a creepy voice, but the 5-year-olds may like that. For the hello song, you can use a halloween song instead, or if you want to, do the hello song, but with a silly voice and different actions, like “can you walk like a mummy?” or “can you growl like a werewolf?”

Skip the weather

Practise one: ghost chase! Start practising the flashcards. Explain that if there is a ghost on the back, you will chase them. You may want to explain this for your JTE to translate. After each flashcard, check the back for a ghost. If there isn’t one, act relieved, then if there is one, play tag. When you touch them, they have to sit down. You could have one of the kids be the ghost in older classes if you want.

Practise two: Making masks. Show your kids a mask that you made with a halloween character on it. Then show them the flashcards again and tell them they can make masks of any of those characters. When they are done, ask them to come to you so you can attack a stick or band for them to use as a mask.

Practice three: If you still have time, get the kids to walk around in their masks doing different monster walks, like mummy, ghost, werewolf etc. with accompanying sounds.

For the goodbye song, you could do Penguins, Attention! But change it to zombies.

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## Christmas 👍

Vocab: You might want to focus on different words, but I had Santa, Christmas Tree, presents, reindeer, sleigh, toys and decorations

Prep: You may want to dress up! I wore little sparkly antlers, bring a stocking or bag, Christmas flashcards, and bring some coloured strips of cards or ask the nursery to prepare some. Especially for younger classes, it might be a good idea to pre-prepare a few rungs of the chain that they can add to. Check with the nursery whether they can put up these decorations after the class.

Instead of the hello song, you could sing a simple Christmas carol, or you could modify the hello song to be Christmassy, like “can you say ho ho ho?” or “can you say merry Christmas?” It doesn’t work quite as well as the Halloween modifications/, though.

Check the weather

Ask ‘How are you?’

New words: I put all of the flashcards in a stocking, then asked the children to sit in a circle and sing “We wish you a merry Christmas”. Each time the music stopped, one kid would pull out a flashcard and everyone would chorus the word. It would then be put on the board. Keep going until all the words have been taken out. If you know you have kids with a tendency to snatch or hoard things, you may choose to dig the flashcards out of the stocking yourself instead.

Practise one: Missing flashcard. Ask the kids to close their eyes, then ask for the missing flashcard. There are quite a lot of words this time, so they’ll get bored if you do all of them. I’d stick to the 3-4 most important words.

Practise two: I taught them a song that I sang as a child[. When Santa got stuck up the chimney](https://www.youtube.com/watch?v=0IcSuv9tZow). When i say taught them, I really mean taught them to do the actions, as they won’t really be able to understand the actions. I also ran through the songs using visual cues for the meaning of the lyrics (Like Santa’s bum sticking out of a chimney, and someone sneezing). These cards should still be in my stash somewhere. Alternatively, you could do a song that means something to you, but make sure its one with lots of easy to follow actions!

Practice three: If you have time, you can make chain decorations. First show them an example by starting off a chain, then give each table a short chain, strips of coloured card and some glue. If you have permission, decorate the classroom at the end.

Goodbye song. You may want to end with another Christmas song, like jingle bells, or use Penguins, Attention!

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## Goodbye class

Vocab: Thank you, goodbye

Prep: Inform the nursery school ahead of time that you are leaving. Confirm which day is your last class. If you want to do an end of year flag/ shirt etc., check with the nursery school if they are happy for the kids to doodle on it first before bringing it in. You may want to do a doodle dress the week before your final class so you can wear it on the day you actually say goodbye.

Hello song

Checking the weather.

Ask ‘How are you?’

Especially with older kids, you can let them know that the last class is coming up and you want the last one to be really fun. Ask them what they would like to do; their favourite songs, favourite activities etc. and so long as you can accommodate them, do them!

Activities: This is a little different in structure than the other classes, as we’re not really doing a lot of learning. Things are very consistent for little kids; they’ve been in the same nursery school with the same teachers for most of their lives at this point, so while some kids could care less that they’re going to have a different teaching, other kids might take the last lesson with you a little harder.

Sing their favourite songs (for me, this would be the banana song and the penguin song), re-do some of their favourite activities (for me, this would be a treasure hunt. If you have permission, you could get the kids to draw their faces/ make cut-outs of their photographs, and hide them all around for everyone to find), perhaps leave a little note for the class that the JTE can read when you leave.

Say a little thank you and goodbye in Japanese at the end if you can,