

Cross-Age Reading Buddies:
Literacy Development in EFL Primary Education

A Teaching and Learning Project

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Abstract

The Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) has recently enacted an English education reformation plan to officially introduce English as a formal subject at the primary level. Teachers and administrators are required to fulfill these new requirements; however, many primary school teachers in Japan are not trained to teach English. In addition, young English learners in Japanese primary schools have limited access to authentic language input (i.e., reading and listening for real life purpose) and language output in authentic environments (i.e., writing and speaking). This Teaching and Learning Project aims to introduce an authentic English environment at Japanese primary schools by proposing a Cross-Age Reading Buddies Program to engage in sociocultural interactions as specified by MEXT. The complementary reading program will allow young learners of English to utilize their newly acquired language skills in a realistic and genuine domain with students of different ages. In addition, the curriculum project aims to create supplementary materials and activities for the current English curriculum, which teachers will be able to utilize in their classroom.

Qualitative measures were implemented to conduct a needs assessment. Data collection involved gathering appropriate documentation (i.e., course textbooks and syllabi), and conducting interviews and observations with EFL teachers at the primary level. Supplementary activities were created based on the integration of the needs assessment and existing literature. These supplementary activities for the proposed Reading Buddies Program are organized as a handbook, adapted from McKay and Guse (2007). The activities are classified into four categories, including Textbook Unit Activities for both third and sixth grade textbooks, Academic Workshop for Older Students intended to train older students to appropriately support their Reading Buddies and be aware of their responsibility as a role model, Cross-Age Reading Buddies Activities, and Assessment Activities. Although this Cross-Age Reading Buddies Program is specifically designed to supplement the third

and sixth grade English curriculum at Japanese primary schools, implementations in alternative contexts are also discussed.

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Cross-Age Reading Buddies: Literacy Development in EFL Primary Education

Introduction

Research in the field of language acquisition currently focuses on two theoretical perspectives to explain the underlying process of language learning: the sociocultural theory and the literacy development theory (Brown & Lee, 2015; Lightbown & Spada, 2013). The sociocultural perspective views language learning as a part of an interactive process where intercultural exchanges facilitate language development and support social interactions to ensure language development (Christ & Wang, 2012; Vygotsky, 1978). In addition to the sociocultural perspective, the literacy development theory suggests that language learning begins with the natural process of learning to read which strongly correlates to young learners' natural process of developing oral language skills based on purposeful learning situations (Holdaway, 1979). For young EFL students, this natural process of language acquisition is interrupted due to limited access to authentic language input (i.e., reading and listening) and language use in authentic language environments (i.e., language output) (Krashen, 1985; Norris-Holt, 2001; Swain, 1985). In the case of Japanese students at the primary level, the current English curriculum does not attempt to enhance or follow the natural process of language acquisition (Honna & Takeshita, 2005; Norris-Holt, 2001). Therefore, the present curriculum project aims to incorporate sociocultural perspectives and aspects of the literacy development theory to create complementary materials and activities for the current Japanese primary English curriculum. The materials will focus on learners' literacy development, the incorporation of cross-age reading buddies, and will be based on the integration of a needs assessment and existing literature.

Literature Review

Languages are commonly used as communication tools by speakers throughout the world to engage in social interactions. Language skills in one's first language is naturally acquired through

authentic and meaningful language use. In other words, young language learners are typically focused on how the new language can be realized and put into present use (Brown & Lee, 2015). When teaching a second or foreign language, the same guidelines should be considered. However, language learners are not constantly given the opportunity to be completely engulfed in the language and the associated culture, particularly if the language is not commonly spoken or used in the community (Norris-Holt, 2001). Although language should be used as a means of communication, these language learners are not provided with the authentic environment and occasion to use the language appropriately. The sociocultural perspective of language learning suggests cooperative learning approaches to be utilized to develop language skills necessary for age-appropriate language development (Brown & Lee, 2015; Lightbown & Spada, 2013; Vygotsky, 1978). Additionally, literacy development at a young age is connected to greater connections in social settings (Holdaway, 1979). Young learners begin language learning in their native language through receptive skills (i.e., listening); however, these language skills are officially introduced and emphasized at the primary level (Crawford, 1995; Holdaway, 1979; Teale & Sulzby, 1986). In the case of English education in Japanese primary schools, students are not given an authentic environment to practice and use their newly acquired English language skills (Honna & Takeshita, 2005; Norris-Holt, 2001). The present curriculum project proposes cross-age buddy reading programs to complement the English curriculum currently implemented in the Japanese primary context and extend possible activities geared for language development. Through cross-age reading programs, students will be able to engage in literacy development, enhance and strengthen language and language learning skills through interactive activities, develop cultural understanding of language and thought, and interact with other students in authentic language environments.

Literacy Development

Literacy development is a key aspect in language learners' overall learning experience. Holdaway (1979) introduces his theory of literacy development, which states that learning to read is part of a natural process based on four components: observation, collaboration, practice, and performance. During the observation process, learners have the opportunity to observe others' literacy behaviors and think about the situations in which literacy is necessary or important. Then, learners must interact and collaborate with others who are able to encourage and assist with the reading process (Christ & Wang, 2012; Holdaway, 1982). Learners are then given the opportunity for self-practice, along with the opportunity to utilize their newly developed reading skills (Lightbown & Spada, 2013). These four components are used in a variety of different learning contexts to increase literacy.

In addition, Holdaway (1979) emphasizes the importance of having a rich home and classroom literacy environment to help facilitate the natural process of literacy development. Incorporating a rich home literacy environment allows learners to be involved in meaningful learning experiences that enrich the literacy development experience. Parent-child interactions present model literacy behaviors for children to follow, allowing parents to provide an example of appropriate literacy behaviors (Christ & Wang, 2012; Christie & Stone, 1999; Cole & Wertsch, 1996). In combination with a rich home literacy environment, preparing a classroom literacy environment that is rich in meaningful learning experiences offers exceptional learning environments to naturally enhance literacy development, particularly in young children (Holdaway, 1979; Vygotsky, 1978). Holdaway (1982) suggests integrating various high-quality reading materials and activities, such as the use of big books and shared reading time. Often times, teachers find difficulty implementing a rich literacy environment in the classroom due to the number of students in one classroom compared to the home environment. The use of big books is advantageous in this situation to mimic the story

time setting at home in the classroom and introduce the same positive attachment towards reading. Similarly, shared reading time provides students with opportunities for natural story telling experiences that help build not only positive feelings towards literacy, but also develop oral language skills (Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993; Nemoto, 2017).

This theory of literacy development underlies the literacy teaching practice in early literacy instruction, where emergent literacy develops (Crawford, 1995; Holdaway, 1979). Emergent literacy development focuses on continual progress on a continuum rather than completing sequences of definite literacy skills (Crawford, 1995; Teale & Sulzby, 1986). In addition, literacy development is explained as the process of advancement in learner's reading, writing, and oral language skills. There are various approaches for teachers to implement the theoretical aspects of literacy development in early instruction to practice; however, one of the most popular practices is through story reading programs (Morrow, O'Connor, & Smith, 1990). Story reading programs, particularly for native English speakers at the kindergarten level, include extensive reading, story-telling and retelling of stories, repeated readings, and interactive reading of stories. In addition to story reading programs, peer-reading programs and at home parent-child reading time are ways to implement theories of literacy development into action (Holdaway, 1979; Morrow, O'Connor, & Smith, 1990).

Within literacy development approaches, instructors must consider age-appropriate skills and strategies for learners. Nation (2008) claims that vocabulary learning is a key component associated with literacy development as the building of one's vocabulary supports reading, writing, and oral language skills. Such skills and strategies necessary for vocabulary learning include guessing from context, using the dictionary efficiently, and learning to recognize and spell words based on different phonemes (Nation, 2008; Nation, 2009). These skills and strategies are best introduced through post reading activities based on the input hypothesis associated with vocabulary acquisition and spelling skills (Atay & Kurt, 2006; Krashen, 1989). In addition to skills related to

vocabulary learning, reading skills are an important element associated with literacy development. Reading skills necessary for literacy development include receptive skills such as reading, listening, and receptive vocabulary skills, extensive reading skills, intensive reading skills, skills related to dialogic reading, and the ability to recognize common phrases, to find relevant information, and to summarize and retell stories (Awang, 1999; Nation, 2009; Slattery & Willis, 2001; Udaka, 2009; Yamashita, 2008).

In order to implement skills related to vocabulary learning and reading skills to develop one's literacy skills, oral reading practices should be utilized. Oral reading practices are linked to vocabulary development and acquisition, word recognition, listening comprehension, reading comprehension, developing the love of books, recognizing the difference between oral language and written language, and developing the understanding as well as the recognition of literacy registers (Cox, Fang, & Otto, 1997; Holdaway, 1979; Sénéchal & Cornell, 1993; Sénéchal & LeFevre, 2001). Additionally, Nation (2009) presents fluency development activities that aim to increase learner's oral reading speed, including reading aloud, repeated reading, paired reading, 4/3/2 reading, extensive reading aloud, and read-and-look up. In addition to reading skills and fluency development, listening skills are a necessary aspect of oral reading practice. While a reading passage is read orally, students must also possess listening comprehension skills. Wright and Clearly (2006) present a "listening-while-reading" approach to help develop reading, listening, and vocabulary skills through paired reading exercises. In this approach, learners are provided with the opportunity to follow along the text while listening to the oral reading of the more-skilled partner, and the oral reading performed by the learner with guidance from their partner follows. This encourages the practice of reading, listening, and potentially vocabulary skills in literacy development.

Although literacy development mainly focuses on expanding receptive language skills (i.e., reading and listening skills), research also suggests positive effects on other language skills and

learning strategies. A focus on literacy development provides additional opportunities to use all four language skills in reading practice, such as an increase in reading and writing speed through extensive reading (Kreuger & Braun, 1999; Mason & Krashen, 1997). Furthermore, the use of language skills can be amplified through Krashen's (1985) idea of comprehensible input with low affective filter and Swain's (1985) idea of comprehensible output, described by Long (1996) as interaction hypothesis. The interaction hypothesis of language learning states that both meaningful input and output are necessary components in the process of language development. To expand on literacy development, effective learning environments with a focus on meaningful and natural output should be constructed (Vygotsky, 1978). In addition, John-Steiner and Mahn (2002) claim the importance of recognizing the value of each student's differing characteristics and perspectives in the classroom by utilizing the unique variance to build foundation in a sociocultural context.

Sociocultural Perspective

There are a number of various theoretical foundations of language learning that aim to rationalize the human ability to acquire languages for everyday use in social and educational purposes. The sociocultural perspective intends to highlight the connection between language and thought, where second language learners are encouraged to speak and think in the foreign language to understand the cultural underpinnings of language and thought (Lightbown & Spada, 2013). Sociocultural theorists believe in the interactive process of language learning and cognitive development (Christ & Wang, 2012; Vygotsky, 1978). To encourage such theoretical practice, collaborative learning approaches are applied to second language learning.

Social Aspect. The social aspect of the sociocultural perspective states that learning and development is a part of an interactive process (Christ & Wang, 2012; Cole & Wertsch, 1996; Lightbown & Spada, 2013; Vygotsky, 1978). Based on the idea of oral language use being closely

associated with the thinking process, the sociocultural theory is applied through social interactions in one's Zone of Proximal Development (ZPD) (Vygotsky, 1978). Vygotsky's (1978) theory proposes that cognitive development occurs through social interactions between an individual and the interlocutor, where the interlocutor supports the learner through scaffolding techniques for advanced levels of performances. In other words, learners are able to perform at more sophisticated levels with the interlocutor's assistance. The interlocutor, often referred to as the More Knowledgeable Other (MKO), does not necessarily have to be an adult figure. MKO encompasses the idea of experts helping novices, meaning MKO can be one's peer or even those younger in age but wiser in a certain area of study or capable of a certain skill (Christie & Stone, 1999). Research suggests that literacy development also occurs primarily in one's ZPD as learners are given opportunities to work at both their "developmental levels" and their "learning levels" (Chapman, 1995; Christie & Stone, 1999). In addition, ZPD offers practice in social, communicative, and functional use of the language to support literacy development (Dixon-Krauss, 1995).

Vygotsky's ZPD theory has been compared to Krashen's input hypothesis. Although similar in concept, these two ideas focus on different aspects of development (Lightbown & Spada, 2013). Krashen's input hypothesis focuses on the comprehension of language input from an outside source and the learners' ability to go just briefly beyond their current language level towards development (Krashen, 1985). However, ZPD focuses on the learners' ability to learn together with their interlocutor to discover new knowledge (Vygotsky, 1978).

Cultural Aspect. In addition to the social aspect embedded in the sociocultural perspective, language learning is also composed of a cultural aspect. According to Vygotsky (1978), culture plays an enormous part in one's cognitive development, particularly in young learners. Culture is used to enhance and enable language development rather than to be used as a fifth language skill (Kramsch, 1998). In other words, cultural understanding fundamentally aids language development and assists

learners to further expand their language skills.

McKay (2004) states three types of cultural representation to be discussed in the language classroom: target culture (i.e., the culture of countries where the target language – English – is spoken as the dominant language), source language (i.e., the learners' own culture), and international target culture (i.e., various cultures in both English and non-English speaking countries). The cultural aspect of language learning encompasses the combination of all three cultural representations in the language classroom. Cultural awareness is not only the target language culture, but also one's own culture and other international target cultures are essential elements of language learning (Kramsch, 1998). Many language classrooms focus primarily on the target language culture; however, research suggests prioritizing the awareness of cultural values and practices of their own language culture that shape one's behavior and perspectives (Frank, 2013; Kramsch, 1998; McKay, 2004). Based on the sociocultural principle that views language as a communication tool to share opinions and perspectives with each another, the enhancement of intercultural communication skills is also a contributing aspect of language learning.

Application in Second Language Learning. The incorporation of culture in the language classroom is accumulating language instructors' interests due to the awareness of the relationship between language and culture. In order to present cultural awareness in all three cultural representations (i.e., target culture, source culture, and international target culture), authentic and relatable materials must be implemented in the language classroom (McKay, 2004; Tomlinson, 2013). In designing and implementing authentic materials, imposing only one cultural perspective to students should be avoided. McKay (2004) recommends the application of "international target culture materials" where both the target language culture and the learners' source culture, as well as various other cultures of native and non-native speakers of English cultures are represented and integrated. For example, the Ministry of Education in Japan strengthens the importance of

international target cultural awareness in language classrooms at the primary level (MEXT, 2011b). Japanese teachers are encouraged to provide learners with the opportunities to not only increase understanding of the target language and the associated culture, but also the Japanese language and culture (i.e., source culture) through English activities (MEXT, 2011a; MEXT, 2011c; Tahira, 2012). In order to achieve such a language learning environment, authentic materials that are relevant to specific groups of language learners are to be established and utilized.

The sociocultural perspective is extended to second language learning in various ways. Researchers are particularly interested in how language is learned through interactions and collaborations with other speakers (Lightbown & Spada, 2013). Recently, practices of Swain's (1985) comprehensible output hypothesis have been influenced by sociocultural perspectives rather than the traditional cognitive theory. The idea of collaborative dialogue presents second language learners' actions to co-construct knowledge derived from linguistic input and the ability to display the knowledge through productive techniques such as speaking and writing (Swain & Lapkin, 2002). The negotiation of meaning between language partners in the learning environment allow language use and language learning to occur simultaneously (Bradford-Watts, 2011; Lawson, 1998). Doolittle (1997) exhibits five important factors associated with ZPD based cooperative learning: positive interdependence, face-to-face interaction, individual accountability, the building of interpersonal skills in small group work, and group self-evaluations. These factors may also be applied in the second language learning experience to incorporate theoretical aspects of the sociocultural perspective in the language classroom.

Cooperative Learning

Cooperative learning is a pedagogical approach to language learning that highlights collaboration, interactive negotiation practices, and cooperation, accentuating characteristics of

learner-centered instruction where learners work together for co-learning (Brown & Lee, 2015). Cooperative learning is particularly accepted in language classrooms that features sociocultural theories (Christie & Stone, 1999; Doolittle, 1997; Swain & Lapkin, 2002). Through this approach, students are able to work together in smaller groups with students of various levels of skills and abilities and focus on refining their understanding of the content through interactive activities (Dixon-Krauss, 1995; Lawson, 1998; Leland & Fitzpatrick, 1993). Based on the idea that language is part of an interactive process, taking the cooperative learning approach puts sociocultural theory into classroom practice.

Research suggests cooperative learning in the classroom in two ways: peer tutoring and cross-age tutoring (Christie & Stone, 1999; Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993; Topping, Thurston, McGavock, & Conlin, 2012). While both approaches practice cooperative learning techniques and are popularly utilized in all age levels, peer tutoring particularly focuses on working with a partner of the same age to stimulate optimistic attitudes and motivation while working on an educational task (Calhoun, Otaiba, Greenberg, King, & Avalos, 2006; Leland & Fitzpatrick, 1993). An advantage of peer tutoring is the ability to switch roles of the MKO; in other words, students are able to take turns as the MKO and co-teach and co-learn together. In contrast, cross-age tutoring refers to the relationship of the tutor and the tutee of different ages (Christie & Stone, 1999). Interestingly, research found significant effects on reading over a long period of time for both tutors and tutees of cross-age tutoring, while same-age tutoring (i.e., peer tutoring) did not (Topping et al., 2012).

Cooperative Learning and Literacy Development. Cooperative learning is particularly important for literacy development because pair or group work enhances the opportunities to use language in meaningful purposes (Cummins, 1994; Holdaway, 1979). Through these interactions, students are able to develop language skills such as appropriate language and vocabulary use, social

language skills, and listening comprehension skills that are associated with literacy development (Cummins, 1994; Watts-Taffe & Truscott, 2000). Therefore, cooperative learning approaches and literacy development techniques should be integrated.

One way to integrate cooperative learning and literacy development is through reading buddy programs (Cianca, 2012; Friedland & Truesdell, 2004; Kreuger & Braun, 1999; Lowery, Sabis-Burns, & Anderson-Brown, 2008; Morrice & Simmons, 1991; Theurer & Schmidt, 2008). Lowery et al. (2008) defines book buddy reading programs as involving the arrangement or pairing of emergent readers with readers at a more advanced level. This reading buddy program type can be applied in many different contexts for different purposes: students can form reading buddy pairs with peers in the same classroom or same grade level, younger students can be paired with older students with higher reading levels, younger students can be paired with older students at lower reading levels. Regardless of the context, reading buddy programs typically aim to develop social skills and strengthen interpersonal skills while increasing reading proficiency and confidence (Bromley, Winters, & Schlimmer, 1994; Lowery et al., 2008)

Cross-Age Reading Programs. In aim to integrate aspects of the cooperative learning approach to literacy development, cross-age book buddy programs are recommended, especially for language teachers of young learners (Friedland & Truesdell, 2004; Topping et al., 2012; Theurer & Schmidt, 2008). Friedland and Truesdell (2004) propose several criteria to conduct successful book buddy programs, including utilizing the difference in grade levels to ensure the feeling of mentorship, warrant the one-to-one ratio of partners and keep the same partners throughout the program, provide a comfortable, quiet, and relaxing environment for reading activities with an ample amount of book selection for variety, and create opportunities for students to build on their understanding through activities that provide occasions for negotiation of meaning. This idea of peer-collaboration is particularly important for literacy development because students are able to co-create learning goals

through peer social interaction in the ZPD (Dixon-Krauss, 1995). In addition, peer-scaffolding techniques help young learners experience social skills and recognize that tolerance and compromise are important factors to consider when working with buddies (Flint, 2010; Morrice & Simmons, 1991).

Cross-age book buddy programs are particularly common and widely accepted in English speaking countries such as the United States and Canada (Flint, 2000; Morrice & Simmons, 1991; Theurer & Schmidt, 2008; Wright & Cleary, 2006). Generally, these programs contain recognizable merits for younger learners; however, research also suggests beneficial factors for the older students as well as awarding values for the teacher (Bintz & Dillard, 1990; Cohen, Kulik, & Kulik, 1982; Christ & Wang, 2012; Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993; Morrice & Simmons, 1991; Wright & Cleary, 2006). Learning values for younger learners include an increase in motivation to read and the associated positive attitudes towards reading, an increase in reading fluency and the ability to understand the text more effectively with support from the MKO, the ability to construct one's own meaning of the text through development of critical thinking skills, and the opportunity to connect one's literacy skills with the social context through discussion and dialogue with the reading partner (Flint, 2010; Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993; Lowery et al., 2008). Older students are exposed to similar learning opportunities in addition to a number of different beneficial factors. Learning values for older learners engaged in a cross-age reading program include developing positive attitudes and behaviors towards reading which results in an increase in self-confidence and self-esteem, the opportunity to learn scaffolding strategies, and reading fluency (Christ & Wang, 2012; Friedland & Truesdell, 2004; Wright & Cleary, 2006). The tutors (i.e., the older students) are encouraged to take part in the reading program with the opportunity to share their knowledge of reading and writing as the MKO. In addition, cross-age reading programs create an authentic situation where older students are able to practice oral reading

where they are entrusted with the genuine responsibility for one's own learning and tutoring of oral reading skills, resulting in an increasing level of maturity and consideration towards their younger buddies (Leland & Fitzpatrick, 1993; Morrice & Simmons, 1991). Finally, in addition to tutors and tutees (i.e., older learners and younger learners), teachers also discover valuable opportunities through cross-age reading programs. These programs allow teachers the occasion to give one-on-one attention to each student by allowing the teacher to listen to each student read aloud when monitoring and facilitating oral reading practices, which enhances the opportunity to co-learn with the students in these programs (Bintz & Dillard, 1990).

In the process of constructing a credible cross-age reading program, training of the tutors should be considered and implemented if necessary (Leland & Fitzpatrick, 1993). Theurer and Schmidt (2008) provide distinct steps to be involved when coaching the tutors of reading buddy programs: reminding the older students of their first reading experiences along with the explanation of the leadership role, the process of book selections (i.e., ability to distinguish characteristics between appropriate and inappropriate books), specifying the difference between reading to and reading with their buddies; reviewing reading strategies (i.e., sounding out unfamiliar words, using pictures as context clues, searching for word families), reading the chosen book aloud prior to meeting the younger buddy for practice, ability to model reading fluency and reading with expression, and the process of selecting predetermined places to pause and discuss the story line, opinions, and make predictions on what will happen next. By engaging in such tutor training and providing structure in the reading program, both younger learners and older students are able to fully take advantage of the opportunities being offered through the program.

ESL/EFL and Literacy Development

The status of English greatly affects language use within the country. Generally, in an

English as a Foreign Language (EFL) environment, English is not used by the majority and is not necessary for the average resident. In comparison, English as a Second Language (ESL) communities use English as a means of communication in society and the use of English extends to outside of the ESL classroom. Both contexts aim for language development through varying approaches. One of the approaches used in ESL and EFL classrooms is called translanguaging. A translanguaging classroom is where both students' L1 and L2 are encouraged for a deeper or clarified understanding of complex concepts (García, Johnson, & Seltzer, 2017). Such practices support students' bilingualism and sociocultural situations while allocating opportunities for students to develop and strengthen both languages.

Learning to read in a language other than one's native language is a difficult task, especially for young learners (Nation, 2009). Nation provides three main differences between learning to read in one's first language (L1) and one's second language (L2). First, L1 beginning readers typically know the language (i.e., vocabulary, grammar, structure, phonetics) while L2 beginning readers usually do not. Second, L2 beginning readers generally are already able to read in their L1. Third, L2 beginning readers tend to be older in age than L1 beginning readers. In regards to ESL young learners, the age in which students begin to read in L1 and L2 may not be drastically different.

ESL Context. Literacy development in the ESL context begins with learning to recognize and spell words that students are already familiar with (Nation, 2009). This process begins with developing phonemic awareness. Nation defines phonemic awareness as the ability to recognize that each word consists of separate sounds. In other words, phonemic awareness is not the awareness of particular sounds, but rather is the awareness that separable sounds are joined together to make words. Spelling and phonics are interdependent, and are particularly useful in reading programs at school.

In ESL contexts, literacy development is approached in many ways. One of the most

avored method is through reading buddies programs (Friedland & Truesdell, 2004; Topping et al., 2012; Theurer & Schmidt, 2008). Many reading buddies programs in the United States and Canada have been successful and have proceeded to guide schools that are interested in implementing such programs (Awang, 1999; Bromley et al., 1994; Christ & Wang, 2012; Cianca, 2012; Friedland & Truesdell, 2004; Kreuger & Braun, 1999; Lowery et al., 2008; Morrice & Simmons, 1999). Reading buddies programs in the ESL context are typically cross-age where the upper elementary grades pair up with a lower grade classroom to conduct weekly or bi-weekly reading sessions. Many students, both older and younger, have expressed positive feedback in regards to the reading programs, as the program allows for an increase in motivation, self-confidence, and development of a reading culture (Friedland & Truesdell, 2004; Kreuger & Braun, 1999; Morrice & Simmons, 1999).

Reading buddies programs are particularly useful in ESL settings because beginning ESL readers are in the emergent literacy stage, just like L1 young speakers. Emergent literacy is the knowledge and skills related reading and writing before one formally begins to learn how to read and write (Whitehurst & Lonigan, 1998). Emergent literacy is broken down into two categories: print awareness and phonological awareness (Ezell & Justice, 2005). Print awareness includes the alphabet and the spelling of words, while phonological awareness refers to the specific sounds the make up each word. Similar to learning one's L1, L2 learners are also enhancing their emergent literacy skills before learning to read and write. Such process is particularly enhanced in shared reading activities where reading buddies share inner dialogues and hold discussions with each other while reading together (Cameron, 2001; Ezell & Justice, 2005).

EFL Context: Japan. As an EFL environment, the average Japanese citizens do not prioritize English (Norris-Holt, 2001). Therefore, many Japanese residents are not interested in pursuing English education (Norris-Holt, 2001). In addition, English education in Japan traditionally followed the grammar-translation method due to English teachers' familiarity and habitual practice,

lack of teacher training, and teaching geared towards standardized tests (e.g., TOEIC, TOEFL, university entrance exams) (Nishino & Watanabe, 2008). For these reasons, Japanese EFL learners lack the authentic language environment to use English in a genuine setting. In many cases, EFL students are not immersed in their target language environment, experiencing difficulties practicing and applying language use outside of the classroom in authentic language situations (Norris-Holt, 2001). In other words, students are not able to connect the real world to the educational experience because there is no urgent need of utilizing authentic language (i.e., language used in real situations) (Nikitina, 2011). In particular, there tends to be a disconnect between language practice in the classroom and at home for EFL students in Japan. Awang (1999) describes the situation for young learners of English as a Second Language (ESL). Reading aloud to children in the native language is commonly practiced at home, especially with young learners; however, many ESL students in the United States are not exposed to this practice at home because the international parents do not possess the appropriate language skills necessary to read to their children. For such cases, generating an authentic setting for learners to use the language is extremely important to increase motivation in addition to creating situations of practical language use.

In addition to the status of the language within the community, the required curriculum significantly affects language use. In Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) presents requirements towards English instruction (MEXT, 2011a; MEXT, 2011b; MEXT, 2011c). Over the years, MEXT has been presenting various policies towards an improved English instruction approach; however, there are still instances where a gap between these policies and the actual implementation in the classroom have been located (Hashimoto, 2011; Tahira, 2012). Despite this gap, MEXT presents policies to heighten the English education curriculum in Japan. Starting in 2014, MEXT began to promote the English Education Reform Plan, with the full-scale implementation aimed for the year 2020 in time for the Tokyo Olympics (MEXT, 2014). In this

reformation plan, MEXT prepares to reform English courses and activities in elementary and lower secondary levels in addition to the inclusion of training of teachers in the respective levels. Before this reformation plan, English in Japanese primary schools was being introduced as activities rather than core subjects (Hashimoto, 2011). Currently, English is considered to be a part of the Integrated Study Period, where one of the main principles is to develop international understanding, particularly through English activities (Honna & Takeshita, 2005; MEXT 2011c). These English activities at the primary level is a choice; therefore, there are no official guidelines available for elementary school teachers to follow. For this reason, teachers and schools are expected to create personal lesson plans of supplementary English activities to be conducted at the primary level (Honna & Takeshita, 2005).

With MEXT's (2014) reformation plan for English Education in Japan, English activities are to be conducted one to two times a week at the third and fourth grade level to foster the foundational skills imperative for communication in the English language while English subject classes are to be held at the fifth and sixth grade level three times a week. In addition to these requirements, MEXT introduces an enhancement of the cultural and traditional education aspect to language education (MEXT, 2011b). The implementation of communication-based activities with a focus on intercultural exchanges is distinctly solicited (MEXT, 2011a). Teachers and administration must construct appropriate English activities and course plans to fulfill these requirements.

In addition to MEXT's (2014) English activities and course requirements, school administrative regulations must also be considered. There are several skills to be introduced and refined at the elementary school level, such as appropriate classroom behavior, age-appropriate skills, and social skills related to learning (McClelland & Morrison, 2003; MEXT, 2011b). Age-appropriate skills described by McClelland and Morrison (2003) include interpersonal and intercultural skills necessary to positively interact with peers using suitable strategies such as negotiation, cooperation, sharing, and other respectful actions. Learning related social skills applicable for the elementary level

involve listening and following directions, staying on task provided by the teacher, participation in group work activities with peers (e.g., taking turns), and organizing work. These skills are deemed important at this level because low learning related social skills result in low academic outcomes, particularly for young learners (McClelland, Morrison, & Holmes, 2000).

The Japanese Primary School Context

With the increasing demand for English in EFL countries, the Ministry of Education in Japan has constructed an English Education Reform Plan (MEXT, 2014). This plan encourages English education to undertake action starting at the primary level, beginning with students in the third grade. The purpose of the introductory English courses in primary schools is to familiarize the students with English and to allow students to enjoy using the language rather than viewing English as a burden (Honna & Takeshita, 2005). Previously, English education in Japan began at the secondary level where the students' main priority of English use was to pass school examinations and standardized tests (Norris-Holt, 2001). Through exposure to English at an earlier age, researchers presume less pressure to learn the language along with lightening the load for later English schooling (Honna & Takeshita, 2005).

Although MEXT instructs primary schools to follow this reformation plan, authorized guidelines were not presented for elementary teachers and administration to follow (Honna & Takeshita, 2005). In addition, many English teachers have not undergone teacher training in teaching English through a communicative approach, resulting in a disconnect between an ideal language classroom and the reality (Mantero & Iwai, 2005; Norris-Holt, 2001). Based on the literature, sociocultural perspectives and literacy development are key components for young learners to expand language skills (Holdaway, 1979; Lightbown & Spada, 2013; Vygotsky, 1978). Additionally, previous research in English speaking countries encourages the incorporation of both peer and cross-

age collaborative interactions, particularly oral reading practices (Christie & Stone, 1999; Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993). Buddy reading systems cultivate and nurture interpersonal relationships by interaction with others (Noll, 1997). However, such collaborative learning opportunities towards literacy development are not presented at Japanese primary levels despite the plan to improve English education. Therefore, collaborative oral reading programs between students of varying ages should be implemented in Japanese primary education for the purpose of introducing authentic environments for students to use the English language for meaningful purposes.

Conclusion

Previous research supports literacy development through cooperative approaches particularly for younger learners (Holdaway, 1979; Lightbown & Spada, 2013; Vygotsky, 1978). English speaking countries utilize cross-age reading programs to create authentic language environments for learners to practice and apply newly acquired language skills (Awang, 1999; Flint, 2000; Morrice & Simmons, 1991; Theurer & Schmidt, 2008; Wright & Cleary, 2006). Similar cross-age reading programs should be incorporated in EFL primary schools for the purpose of developing literacy skills and associated language skills. Cross-age reading programs enhance different theoretical aspects including the idea that language is a social process and the close relationship between literacy development and language skills (Christie & Wang, 2012; Vygotsky, 1978). In addition, meaningful interaction supports the development of cultural understanding, all in an authentic language learning environment for the EFL context (Bradford-Watts, 2011; Lawson, 1998). Cross-age reading buddy programs are able to incorporate all of these aspects into definite practice.

Statement of the Problem

Previous research supports language as a sociocultural process and literacy development in

young language learners for not only reading comprehension but also for the enhancement of other language skills (e.g., writing, listening, and speaking) (Holdaway, 1979; Krashen, 1989; Nation, 2008; Nation, 2009; Sipe, 2000; Vygotsky, 1978). In addition, the literature reinforces the importance of cross-age interactions, specifically oral reading practices, as part of the language development process in a learners' first language (Christie & Stone, 1999; Friedland & Truesdell, 2004; Topping et al., 2012). However, young learners in Japanese primary schools are often not exposed to such oral reading environments at home or in the classroom, due to parents' lack of English abilities or unavailable resources and time constraints (Nishino & Watanabe, 2008; Norris-Holt, 2001). Therefore, young English learners in Japan are generally unable to receive adequate amounts of input (i.e., oral reading, listening) in their second language and have limited authentic environments where learners can produce output (i.e., speaking and writing).

Purpose of the Teaching and Learning Project

The purpose of this Teaching and Learning Project is to address the issue of the lack of authentic language environment for using English in the Japanese primary school context and resolve the problem by implementing a cross-age reading program with supplementary materials and related activities. The proposed reading program aims to operate as a complementary program to the current English curriculum in Japanese primary schools. By developing this complementary program, EFL students will be provided with the opportunity to utilize the language in authentic language environments outside of the classroom where cross-age communication is encouraged. Through cross-age interaction, students will be able to interact in sociocultural settings as distinguished by MEXT (MEXT, 2011a).

Significance of the Teaching and Learning Project

By establishing an authentic space for language use, young EFL learners in Japan are encouraged to employ the English language outside of the classroom setting. This authentic

environment is especially important for EFL students because English is not commonly used as a means of communication in the local community (Norris, 2001). For this reason, the complementary reading program will allow young learners of English to utilize their newly acquired language skills in a realistic and genuine domain. In addition, the present program aims to support language acquisition in a natural way; in other words, mimic the language acquisition process of L1 acquisition. Typically, language acquisition is enhanced through parental support at home (i.e., story time, oral reading and listening of picture books) (Awany, 1999). However, in many cases parents of young EFL learners are unable to provide support in this area due to insufficient English abilities (Norris-Holt, 2001). By incorporating the cross-age reading program, young learners are able to listen and obtain input through older students' oral reading practices (Lowery et al., 2008). Cross-age reading programs are also beneficial for older students for a number of reasons including real responsibility for not only one's own but another students' learning and understanding, learning scaffolding strategies, creating an authentic condition to practice speaking in English, and increasing confidence in reading and self-esteem (Christ & Wang, 2012; Friedland & Truesdell, 2004; Leland & Fitzpatrick, 1993). Teachers will also benefit from incorporating this program as the program will allow for teachers to give students indivisible attention and the opportunity to carefully listen to each students' speaking production (Wright & Cleary, 2006).

Goals and Objectives

Graves (2000) distinctly states a number of guidelines that are essential to developing goals and objectives for a prospective course. To summarize, goals are related to the central purpose and the main focus of the course while objectives are distinct steps to support the achievement of these goals. As a result, goals and objectives share a cause and effect type relationship where objectives cause or initiate the attainment of specific goals. In addition, goals are typically general, although

teachers should be attentive to making goals that are too vague. Objectives, in contrast, are generally more specific, as these objectives are to be used to achieve definite course goals. These guidelines presented by Graves (2000) were considered when formulating goals and objectives for the present program.

Before formulating the goals and objectives for the complementary reading program, English education goals of the Japanese government were thoroughly examined and considered. According to Mantero and Iwai (2005), the Ministry of Education, Culture, Sports, Science and Technology (MEXT) prioritizes the development of students' cultural awareness as Japanese citizens contributing in a global society. Therefore, expanding one's cultural awareness is a crucial component of language learning, particularly to inform cultural identities. In order for Japanese students to represent their cultural identity on a global scale, English language classrooms must integrate cultural elements into the curriculum. Furthermore, English in Japanese primary schools are being introduced to lower grade levels (i.e., third and fourth grade) as activities rather than required core subjects (Hashimoto, 2011). English activities are placed under "Integrated Study Period," in addition to the concept of developing international understanding (Honna & Takeshita, 2005; MEXT, 2001b). In fifth and sixth grade, students will begin English language instruction as part of the core subjects (MEXT, 2014). At this time, students should focus on peer interactions in addition to activities that involve intercultural exchanges (MEXT, 2011a).

Based on the English education goals in primary education presented by MEXT, the review of the literature, and guidelines introduced by Graves (2000), the following goals and objectives were constructed for the present complementary reading program.

Table 1

Goals and Objectives of the Reading Buddies Program

Goal 1: Students will be able to develop language and language learning skills appropriate to their language levels, particularly through the enhancement of literacy skills.

Objectives: Students will be able to

1.1 actively listen to oral readings.

1.2 show reading readiness through emergent literacy components, including oral language, phonological awareness, alphabetic knowledge, and concept development.

1.3 perform oral reading practices with other students.

1.4 present an understanding of reading activities through speaking exercises.

1.5 demonstrate one's own opinions on reading via oral speech.

Goal 2: Students will develop skills and strategies necessary for age-appropriate independent vocabulary learning.

Objectives: Students will be able to

2.1 sound out the spelling of unfamiliar vocabulary words.

2.2 efficiently use the dictionary for vocabulary development.

2.3 guess the meaning of unfamiliar vocabulary words through context clues.

Goal 3: Students will develop social skills necessary to communicate efficiently with other students.

Objectives: Students will be able to

3.1 develop age-appropriate interpersonal skills.

3.2 acquire non-verbal communication skills, such as understanding facial expressions and hand gestures.

3.3 appropriately use negotiation and compromising skills to attain a goal or resolve conflicts with other students.

3.4 recognize appropriate and inappropriate classroom behaviors and the associated consequences for respective behaviors.

Goal 4: Students will be given an opportunity to use their target language in an authentic environment.

Objectives:

4.1 Students will be able to expand their language skills (i.e., reading, listening, speaking, and writing skills) through oral reading practices and associated activities.

4.2 As EFL students, students will be provided a space and a purpose to use the target language outside of the traditional classroom setting.

Goal 5: Students will become aware of intercultural communication skills necessary to communicate in multicultural settings.

Objectives: Students will be able to

5.1 understand that communication skills include not only linguistic skills, but also includes social and cultural skills.

5.2 present an understanding that cultural and linguistic differences are present within speakers of the same target language.

5.3 understand that intercultural communication not only includes awareness of other cultural backgrounds but also includes being able to communicate effectively in a variety of cultural settings.

Graves (2000) advises teachers to utilize the constructed goals and objectives for a particular course as a guide to escort the way through the natural flow of the classroom. Goals and

objectives are not created to limit the direction of the course, but rather should be used to stay in line with the overall purpose of the course. The above goals and objectives will be applied to developing the syllabus and the criteria for the present program.

Methodology

To address the Goals and Objectives of the present curriculum project, the following questions were derived as guiding questions to conduct the needs assessment:

1. What are age-appropriate levels of language skills for EFL students?
2. What age-appropriate skills and strategies are necessary for vocabulary learning?
3. What social skills are necessary for students at the primary school level?
4. What is the current English language-using environment? Currently, what opportunities do students have to produce the language?
5. What are intercultural communication skills and are they necessary for students at the primary school level?
6. What supplementary activities and materials are currently being used (if any)? How do these activities and materials relate or complement the current text and/or syllabus?

Qualitative measures were implemented to answer the above guiding questions of the needs assessment. The present curriculum project integrates existing literature and the data collected through the needs assessment to create supplementary materials for the Japanese primary English curriculum to develop literacy development through the incorporation of a Reading Buddies system. The project employs documentation (i.e., course syllabi and current MEXT issued textbooks), interviews, and observations as part of a qualitative research design.

Data Collection

There are several specific characteristics involved in qualitative research (Locke, Spirduso,

and Silverman, 2007). One characteristic particularly important in qualitative data collection is triangulation (Creswell, 2014; Locke et al., 2007). The process of triangulation refers to collecting data from a multiplicity of sources using a number of research instruments in order to verify the validity of the collected data. Based on the collection of data from various sources, researchers review and organize the information into reoccurring themes and appropriate groupings. In order to execute triangulation, the present research collects documentation, conduct interviews, and perform observations.

Context. The present research was conducted in the Japanese primary school setting, predominantly at Nishimachi International School (NIS) located in Minato-ku, Tokyo, Japan. This private school offers elementary school instruction (i.e., Kindergarten through fifth grade) and middle school instruction (i.e., sixth through ninth grade). Average enrollment in the school is approximately 410 students and more than 30 countries are represented, with mainly students of Japanese and/or U.S. citizenship. NIS takes on a developmental and collaborative approach to learning to become productive global citizens of society. By incorporating small classroom size, the school also encourages cooperative discussions. In particular to English instruction, NIS aims to develop valuable English communication skills to use in authentic settings rather than teaching English for required purposes (“Nishimachi International School,” n.d.).

Limitations. The present project is designed for the Japanese EFL primary school context. Although students at NIS are studying at an EFL setting, the language proficiency of students at an international school and students at a typical public school in Japan are comparatively different. The researcher is aware of this limitation and weakness in the methodology. In order to address this weakness, the methodology of this research was adjusted to include other participants, including individuals who have experience teaching at primary school settings in ESL and/or EFL settings. These participants were approached through professional contacts. In addition, the primary focus of

conducting the research at NIS was not for the students' language skills or proficiency, but rather to get a sense of students of this age cohort. Through interviews and observations at NIS, the researcher hoped to obtain data on necessary non-language skills and classroom behaviors at this age level.

Sources. The literature suggests a minimum of four participants to interview and observe for teachers' beliefs and ideas and actual implementation in the classroom (Borg, 1999; Janzen, 2007). Based on this recommendation, all elementary school teachers at NIS were contacted to participate in the present research. Four teachers from NIS (two third grade teachers, one fourth grade teacher, and one fifth grade teacher) responded and agreed to take part in the research. Interviews were conducted with all four teachers and observations were conducted with three out of the four interviewees (i.e., observations were conducted with one teacher from each grade; third, fourth, and fifth). Additionally, three teachers who have previously taught at ESL or EFL elementary students, including teachers who have taught English at Japanese primary schools, were selected for interviews through professional contacts. A total of seven participants took part in interviews and classroom observations were also conducted with three out of the seven interviewees.

To adopt triangulation, other sources were also implemented in the present research design. In addition to interviews and observations with participants, a suggested syllabus of current English language curriculum by the Ministry of Education and current English textbooks used in Japanese primary schools were collected and analyzed.

Instruments and methods. There are a number of different qualitative research methods available for researchers to utilize in order to construct a reliable and valid research design. Among these methods, qualitative documentation, qualitative interviews, and qualitative observations are three of the most popular methods of qualitative data collection (Creswell, 2007). Based on this information, the present study gathered documentation, implemented interviews, and conducted observations to collect data required for this curriculum project.

Permission. Before collecting data, the researcher requested official permission from external institutions (i.e., Nishimachi International School) to conduct the present study. In this letter to request permission, the researcher included a brief summary of the research, the significance of conducting the research, and the benefits for the institution (see Appendix A).

Documentation. The researcher collected documentation, course syllabi and current MEXT-issued textbooks, to help understand the appropriate levels of language skills and current supplementary activities and materials available in the English curriculum for primary schools. Both the course syllabi and MEXT-issued textbooks were obtained online: a suggested course syllabus for third and sixth grade (see Appendices B and C respectively) and current English textbooks (i.e., “Let’s Try!” and “We Can!”) (MEXT, 2017). As this documentation is publicly available, informed consent forms were not required.

Interviews. Interview questions are popular sources of instrumentation in qualitative research because interviewees have the opportunity to expand on their responses in depth and ask the interviewer for clarification if necessary (Locke et al., 2007). The present study employed semi-structured interviews with open-ended questions to interview seven participants in an attempt to answer the six questions. All participants were presented with an informed consent form before conducting the interview (see Appendix D). The seven participants in this study were composed of four primary school teachers from NIS and three individuals who have experience with ESL or EFL primary students. Interview questions were derived based on the guiding six questions and the literature review and took between 30 to 90 minutes (see Appendix E).

Two separate sets of interview questions were used in the study: one for pre- and post-observation interviews and one for semi-structured interviews. These interview questions for the semi-structured interview were derived based on the guided questions as well as the literature review. Refer to Appendices E and F for a complete list of interview questions and pre- and post- observation

questions. All interviews were recorded via a voice recording device and detailed notes of the interview were handwritten by the researcher.

Observations. Observations are beneficial aspects of qualitative studies because researchers are able to study the behaviors and performances of individuals at an authentic site (Creswell, 2014). The semi-structured classroom observations of three teachers were conducted at Nishimachi International School, based on the teachers' previous responses to the interview questions. Each of the three teachers received a separate informed consent form for the observation process before conducting the observation (see Appendix G). Before and after the observation, the teachers were asked to take part in pre- and post-observation meetings for a brief informal discussion with guided questions derived from the literature (see Appendix F). During the observation, the researcher utilized two observation notes: one for general observations and the other for semi-structured observations where the researcher observed the relationship between answers to the interview questions and the applications in the classroom setting (see Appendix H).

Data Analysis

Data analysis in qualitative research differs from quantitative research in that data analysis in qualitative research may occur simultaneously with data collection (Creswell, 2013). In other words, researchers may analyze data collected earlier (e.g., documentation, interview transcriptions, and observation notes) while still conducting interviews. For the present study, data collected earlier (i.e., documentation and interview transcriptions) were analyzed while interviews and observations with other participants were still being conducted. Once all data were collected, voice recordings, transcriptions, and handwritten notes were examined to locate similarities and differences between interviewees' responses.

The researcher evaluated and analyzed English textbooks used in Japanese primary schools (“Let’s Try! 1” for third grade and “We Can! 2” for sixth grade) for typical themes and linguistic skills introduced in the third and sixth grade, as well as literacy development activities currently included in the text. In addition, the suggested syllabi proposed by MEXT that follow the textbooks (for third and sixth grade) were reviewed for goals and objectives for each unit. Interviews, including pre- and post-observation interviews, were recorded through handwritten notes by the researcher and voice recordings for accuracy of the data collected. Following each interview, voice recordings were transcribed and reviewed multiple times for thorough interpretation of the data. Observation notes, during and post-observation, written by the researcher were analyzed together with the interview notes and transcriptions.

The present study utilized Creswell’s (2013) suggestion for data analysis in qualitative data. First, the researcher looked over the data for the general idea or overall meaning of the data. Following this step, data was coded into categories and reoccurring themes were identified. Creswell considers the following three categories of codes: codes based on the literature and common knowledge, codes that were unexpected or unpredictable based on previous research, and codes that are notable and conceptually interesting. The researcher utilized these three categories to analyze the data collected through interviews and observations. Based on Creswell’s suggestions, data was categorized into the themes with brief descriptions of each category. For ease of interpretation, themes were reproduced in Table 2. After organizing the data into categories, new connections were drawn and many aspects of the literature were reaffirmed. These results were then considered, in addition to the literature, to refine the goals and objectives and set the criteria for the curriculum project.

Ethical Considerations

To ensure anonymity, all information obtained in the present study are kept confidential. Data collected through interviews and observations are only accessed by the researcher. Prior to conducting research, all participants were presented with an informed consent form at each step of the procedure: interviews (see Appendix D) and classroom observations including pre- and post-observation meetings (see Appendix G). Participants received a copy of the informed consent form with detailed explanations of the research plan and their rights as participants of the study. Participants were also reminded of their right to withdraw at any time without being disadvantaged. Finally, all data (both electronic and paper records) will be destroyed after the submission of this curriculum project.

Results and Discussion

Data collected through documentation, interviews, and observations showed compelling findings. Collected documentation (i.e., English textbooks “Let’s Try! 1” and “We Can! 2” and MEXT’s suggested syllabi for third and sixth grade) were examined for typical themes and language skills to guide the development of supplementary materials. Interview notes and transcriptions, and observation notes were coded and categorized into reoccurring themes (see Table 2).

<i>Table 2</i>	
<i>Coding Categories and Reoccurring Themes in Interviews and Observations</i>	
<u>Reoccurring themes</u>	<u>Brief descriptions</u>
Autonomous learners	Encourage attentive listening. Teachers should focus on guiding students with the skills and introduce a mentoring system to encourage younger students to follow a similar path of learning of older students.

Building confidence	Building confidence in both older and younger students through a culminating project. In addition, building a sense of responsibility in each other's learning (for both older and younger students).
Emergent literacy	Focus on steps towards reading: preparation for reading through communicative activities, such as learning the alphabet, developing phonemic awareness, letter recognition, connecting sounds to images, chants, joint storytelling, use of wordless books (i.e., no direct reading/writing yet).
Intercultural communication skills	Creating a natural way to introduce intercultural communication. Teaching of language occurs through communication, processing information together, and working together. Cultural aspects in the sense of understanding how to speak appropriately in a variety of social situations, including multi-generational interactions and cross-cultural exchanges, rather than only focusing on different cultural events and holidays.
Language level	How to bridge the gap between L1 and L2 language levels: use sophisticated content with lower language level (i.e., lower the language load but not the academic content), use appropriate language level that is slightly above their current comprehension and usage levels (i.e., Krashen's comprehensible input), use of MKO (e.g., study buddies, reading buddies)
Social skills - collaboration	Practice turn taking, active listening, eye contact, body language, expressing own thoughts, respect opinion and learning of other students through collaborative skills. Start building these social

	skills at this age level; however, mastery of these skills is not expected.
Strong culture of reading	Reading as a foundation for everything else – reading can be a part of your everyday life, rather than a mere task.
Translanguaging classroom	Encourage learning in students’ L1 to promote their understanding and ability to improve their English language skills; give students resources in their L1 to deepen their understanding of the English language.

Interview Excerpts

In addition to reoccurring themes in the interviews and observations, specific interview quotes were considered and incorporated into the development of supplementary activities. The following are four excerpts from three interviews that particularly effective in the application process:

“The English curriculum depends on each city, each school, and the level of each teacher; because everyone is not the same... we can’t generalize.” (Interviewee A)

Interviewee A currently works with a local Japanese primary school and teaches English to all grade levels (i.e., first through sixth grade) once a month. This quote is part of the answer to the students’ current reading levels. A variation of supplementary activities are required to address the variation of different reading levels in primary schools throughout the nation. The present project is unable to address this variation of English levels throughout Japan; therefore, the activities included are designed for an ideal context, discussed in the section Educational Implications (see p. 45).

“No direct reading and writing (yet) but a step towards reading.” (Interviewee A)

In response to the same question about students’ reading levels, Interviewee A continued their

response with the above quote. The majority of the Japanese primary school students are not reading and writing in English; however, they are taking steps towards reading (i.e., emergent literacy).

Based on the idea of emergent literacy, the activities in the present project were designed to enhance students' emergent reading skills such as letter recognition and phonological awareness.

“Understanding how to speak in a variety of social and cultural situations...create a natural way to introduce intercultural communication.” (Interviewee B)

Interviewee B has experience working with young EFL students in Japan. The interviewee answered with the above quote to a question about intercultural communication and the importance in an ESL or EFL classroom. According to Interviewee B, the most important aspect about intercultural communication skills is not about the surface-level cultural elements (e.g., foods, festivals, holidays) but rather, is about understanding the different social and cultural situations and the appropriate communication skills that are associated with each situation. For young learners, Interviewee B suggests to develop awareness of such sociocultural situations. In the present project, the activities will undergo peer and cross-age interactions where students will be exposed to an assortment of sociocultural situations and will be encouraged to reflect upon the appropriate communication skills for each situation.

“A culminating project, such as Reader's Theater...it's nice for students to work on a project together...they can then perform for their grade levels, for the other classes at their grade level. So, it not only builds language; it builds confidence and you get a product that comes out of it.” (Interviewee C).

Interviewee C has experience working with young ESL students in the United States. While discussing about cross-age interactions, such as reading buddies, in American elementary schools, Interviewee C shared their idea on a culminating project for the reading buddies programs. Many programs utilize Reader's Theater, where the students create a written script based on stories that

they have read throughout the academic year and put on an oral read aloud for other students in the class (Kirkland & Patterson, 2005). The summative assessment of the present project combines the idea of a Reader's Theater with a Japanese traditional method of storytelling, *Kamishibai* (see Summative Assessment, p. 45).

Implications

Based on these themes obtained from the interviews and observations, interview excerpts, and previous literature, a reading buddy program was considered as such program will benefit both older and younger students in developing language skills; in particular, literacy skills. Through a literacy program, students will be able to occupy different skills including language skills, literacy skills, social skills, and intercultural communication skills. In addition to these skills, students will develop a strong culture of reading that can extend from the classroom into their everyday life, and become autonomous learners while developing confidence to use English for communication. Students will also be encouraged to use their L1 to promote their English learning in a translanguaging classroom, working towards fostering bilingual individuals. A translanguaging classroom is collaboratively organized by both the teacher and the language learning students (García et al., 2017). In this space, language learners, typically bilingual students, are able to use one language to teach and learn complex ideas and concepts in another language. The present curriculum project aims to include aspects of all these themes throughout the supplementary activities.

Organization of the Supplementary Activities. The goals and objectives of the Reading Buddies program and the analyzed data are integrated to create a handbook of supplementary activities to be used for Japanese primary schools, particularly grades three and six. Activities are broken down into four categories: Textbook Unit Activities, Academic Workshop for Older Students, Cross-Age Reading Buddies Activities, and Assessment Activities (see Appendix I). The concept and

design of the handbook for the Reading Buddies program is adapted mainly from McKay and Guse (2007), in addition to influences from Shin and Crandall (2014) and Soderman and Farrell (2008). In addition, a model week schedule is included to show how activities can be supplemented for a typical Reading Buddies Program week (see Appendix J).

Criteria

Based on the existing research and the analysis of the collected data, a set of criteria was constructed to ensure that all supplementary activities will support the achievement of the goals and objectives described in the present project. In addition, all aspects of the criteria must be met in the supplementary activities for maximum language opportunities in the Reading Buddy Program. Refer to Table 3 for a detailed list of criteria for the present curriculum project.

Table 3
<i>Criteria</i>
<p>I. Supplementary activities should:</p> <ol style="list-style-type: none"> 1. Follow the goals as listed on the MEXT's sample course syllabus for each unit (see Appendices B and C) <ol style="list-style-type: none"> A) Follow the "Let's Try" and "We Can" textbooks 2. Incorporate elements of collaboration through pair or group work 3. Be communicative and designed to enhance students' language and language learning skills of reading, writing, listening, and speaking <p style="text-align: center;">Academic Workshop for Older Students should:</p> <ol style="list-style-type: none"> 1. Consist of reading practice, speaking practice, and practice of how to support the younger students in language learning

① Include role play activities for the older students to practice supporting younger students

② Introduce strategies of how to support younger students in language learning

2. Help older students develop an awareness of themselves as role models to younger students

Reading Buddy activities should:

1. Help develop affective features to enhance a supportive relationship with each other
2. Help create a strong reading culture that will encourage students to read on their own time (not just in the classroom or at school)

① Understand the benefits of reading

3. Provide opportunities for oral reading practices
4. Give students the opportunity to use English in an authentic language environment

II. Students should:

1. Feel comfortable using their L1 in the classroom to understand or clarify difficult texts
2. Work together to formulate and express ideas in English
3. Develop social skills necessary to communicate efficiently with other students and other age groups within Japan
4. Be aware of intercultural communication skills necessary to communicate in multicultural settings (including multi-generational or multi-regional groups)
 - A) Be aware of cultural and linguistic differences present between speakers of the same target language

III. Teachers should:

1. Encourage translanguaging in the classroom (i.e., students should use their L1 to deepen or clarify their understanding of their L2)
2. Connect students' knowledge of what they already know to what they will learn
3. Be a facilitator
 - A) for Reading Buddy activities
 - B) for discovering interest in the content and in reading
4. Encourage older students to experiment with the new strategies presented in the workshop

Assessment

MEXT's (2014) reformation plan calls for a shift of English Education in Japan. In the fifth and sixth grade, English is to be introduced as a formal subject, held three to four times a week, rather than activities held one to two times a week. Instead, third and fourth grade students will conduct English activities as previously held at the fifth and sixth grade level. With English becoming one of the core subjects for upper elementary students, teachers need to consider the development of an assessment plan as part of the curriculum development (Saito, Nagasawa, & Ishikawa, 2015). Assessment plans for the present project includes formative and summative assessment, and incorporates self, peer, and teacher evaluations.

Formative Assessment

Taras (2005) defines assessment as making judgements on one's work based on a set of specific goals or criteria. There are steps required in the process of assessment in order to make effective judgements. Formative assessment is also a part of this process of assessment; however, what distinguishes formative assessment from summative assessment is the path of "feedback which

indicates the existence of a ‘gap’ between the actual level of work being assessed and the required standard” (Taras, 2005, p. 468). In order for assessment to be formative, there must be continuous feedback to work towards achieving the standard or the goal (e.g., goals and objectives of the course). Therefore, formative assessments are given throughout the language learning process and helps determine the learners’ progress in attaining the language goal. Formative assessments for the present project include reflections, peer-evaluations, and teacher evaluations.

Reflections. Self-assessments are useful tools that help students understand their language learning progress. For example, can-do lists are particularly practical to record one’s progress in learning English (Saito, Nagasawa, & Ishikawa, 2015). The present curriculum project will also employ a similar checklist of “can-do” language skills as part of a self-assessment activity (see Appendix I, IV. Assessment Activities, 1. Self-assessment). In addition to self-assessment through a checklist, students will evaluate their experience in Reading Buddies encounters and will also evaluate the Reading Buddies program for the improvement of future Reading Buddies programs (see Appendix I, IV. Assessment Activities, 2. Self-evaluations, 3. Peer-evaluations, and 4. Evaluations of Reading Buddies Activities).

Peer-evaluations. Older students (OS) will undergo peer-evaluations as part of their academic workshop. During peer-evaluations, students will give each other feedback on a variety of aspects, including how well they read and supported the reading of other students (Dixon-Krauss, 1995). Similar to a partner read aloud activity at NIS, peer-evaluations for the present project will follow a checklist style of feedback (see Appendix I, IV. Assessment Activities, 3. Peer-evaluations). As part of the Academic Workshop activities for training OS as supportive reading buddies and language role models, OS will give each other feedback on their oral reading abilities as well as how well they are able to support their Reading Buddy during role play activities.

Teacher evaluations. Through observations, teachers can evaluate the students' progress towards literacy development (Morrice & Simmons, 1991). Each activity presented in the curriculum project has specific goals and associated MEXT goals. The purpose of formative teacher evaluations is to evaluate and give feedback throughout the course of the academic year for student progress. For this reason, teachers will not have a set rubric or "checklist" as students do for peer-evaluations, but rather will be based off of the goals of each activity.

Summative Assessment

Series of formative assessment leads to the final point of judgement, summative assessment (Taras, 2005). Summative assessment can be given at the end of the academic year, or the academic course, to determine one's achievement of the learning goal (e.g., language goals). For the present project, the summative assessment aims to measure the students' attainment of the goals and objectives previously stated. Refer to Table 1 for the goals and objectives. The Reading Buddies Program will conclude with a presentation of various *Kamishibai*, directly translated as 'paper play' in Japanese. *Kamishibai* is a traditional form of storytelling that pairs hand drawn visuals and live narration of a story (Reynolds, 2011). Students will create stories to tell through *Kamishibai* in a group of four (i.e., two Reading Buddies pairs) and present to the rest of their class. Parents may also be invited to attend this presentation. This presentation functions as the summative assessment of the Reading Buddies Program (see Appendix I, IV. Assessment Activities, 6. Summative Assessment).

Educational Implementation

The supplementary activities of the proposed Reading Buddies program are selectively designed for Japanese third and sixth grade English classrooms to address the lack of authentic language environment in the Japanese primary school context. The Reading Buddies program is based on the documentation collected (i.e., MEXT issued textbooks and suggested course syllabi for

English education in Japanese primary schools), and interviews and observations conducted with English teachers at the primary level. This program is created for an ideal setting: third and sixth grade Japanese EFL students, equal and even number of students in both classrooms, sixth grade students have received prior English instruction and are well-prepared for reading and supporting younger learners, third grade students have had previous English encounters and are familiar with certain words, the students' willingness to work with cross-age groups, access to various materials including multiple reading books. Although created for an ideal situation, implementation in different contexts is achievable with adjustments as necessary to fit the context.

Students

Activities in the proposed Reading Buddies program are most effective with equal and even number of students in both the older students (OS) and younger students (YS) classrooms. In addition, as there are group work activities, multiples of four is ideal (e.g., 20 YS and 20 OS, total of 40 students creating ten groups of four). However, these supplementary activities can be implemented for different number of students. If there is an odd number of students, OS can have two YS Reading Buddies or YS can have two OS Reading Buddies. Furthermore, if students are absent during the Reading Buddy program activities, students can be assigned to a different Reading Buddy for the day.

In addition to the number of students in the classroom, proficiency levels of the students are also fixed in this ideal setting. Sixth grade students are expected to have had three years of English education at the primary level (i.e., two years of English activities and one year of English as a formal subject) (MEXT, 2014). Therefore, Japanese sixth grade students should exhibit reading readiness in English. Based on this assumption, supplementary activities included in the Reading Buddies program were created to approach literacy development. However, if the OS of a particular

context are not ready for reading in the L2, adjustments can be made to the activities accordingly. For Cross-Age Reading Buddies Activities, OS can choose to pronounce particular words instead of reading the entire page of a book. If the OS are at a lower proficiency level than suggested, teachers should take more control during Reading Buddies sessions and provide additional support as needed. To support the OS, more language activities can be included as part of the Academic Workshop for OS. In contrast, if the students' language proficiency levels are higher than the suggested level, teachers can substitute reading books in the Cross-Age Reading Buddies Activities with more advanced language levels.

Materials

The supplementary activities in this Reading Buddies program utilizes materials (i.e., detachable vocabulary cards) included in the textbooks "Let's Try!" and "We Can!" In addition to the MEXT issued English textbooks "Let's Try! 1" and "We Can! 2," a variety of picture books and art supplies are required for the present supplementary activities, including multiple copies of the same picture books. The larger the number of students, the more materials that need to be prepared. Although the activities will be difficult to perform without these materials, adjustments can be made if the materials are not readily available. One possible adjustment to not having multiple copies of the same picture books, is to form bigger groups rather than pairs and conduct multiple activities at once within the classroom. For example, while one group is reading the picture book, other groups can be preparing to read the book through pre-reading activities such as vocabulary building exercises, phonemic practice, and sequence practice.

One of the most important aspects of developing the activities for this literacy program was the selection of books. Each book was carefully selected to match the themes and language skills of the units in the textbooks. Based on several interview responses, ESL and EFL teachers at the

primary level found significance in matching the students' L1 content level with the L2 materials. In order to keep students' motivation in second language learning, interviewees recommended to keep the same academic content level as their L1 but lower the language load as necessary to match their language level. For this reason, if students significantly vary in language levels, choosing higher books with the same academic content and higher reading levels is recommended.

Context

The present Reading Buddies program is designed for a specific context (i.e., the Japanese primary students, particularly third and sixth grade cross-age reading program) and is intended to follow specific textbooks. Although set for a distinct target of students, the activities included in this Reading Buddies program can be used in different contexts, with or without adjustments. The advantage of presenting the Reading Buddies program as a handbook of supplementary activities is that those utilizing the activities are free to select suitable activities into their curriculum or lesson plans as applicable. A model week-long schedule of lessons with supplementary activities is included to show how this handbook is designed to be utilized (see Appendix J). For this reason, the supplementary activities can be used in both EFL and ESL settings without making many adjustments.

Conclusion

Based on the literature, the relationship between cooperative learning and literacy development in the learner's L2 can be inferred. Literacy development is an important aspect of language learning (Holdaway, 1982). For a young language learner, fostering emergent literacy is a crucial step in developing literacy skills. Through literacy development, other aspects of language skills (i.e., reading, writing, oral language skills) are simultaneously developed. The sociocultural perspective states that language learning is an interactive process, particularly in cooperative learning

approaches (e.g., peer and cross-age tutoring) (Brown & Lee, 2015; Vygotsky, 1978). The literature presents many advantages of incorporating book buddy reading programs in language learning contexts (Cianca, 2012; Friedland & Truesdell, 2004; Kreuger & Braun, 1999; Lowery et al., 2008; Morrice & Simmons, 1991; Theurer & Schmidt, 2008). However, such programs are not common in EFL contexts, particularly in Japan. The Ministry of Education presented an English reformation plan in 2014 which calls for earlier exposure of English in primary school as well as new corresponding textbooks for English education at primary levels (Honna & Takeshita, 2005; MEXT, 2014). Due to the reformation plan, English is now part of a formal subject in the fifth and sixth grades; meaning, the curriculum focuses on reading and writing skills in addition to speaking and listening skills.

In addition to these new regulations, Japanese EFL students typically do not have access to authentic language environment to use English that they learn in the classrooms. In order to address these issues, the present project collected associated documentation, conducted interviews and observations, along with the literature to propose a Reading Buddies program based on the new textbooks and MEXT requirements for English education at the primary level. The present project follows the organization of a handbook and implements a Reading Buddies program. Supplementary activities in this Reading Buddies program are categorized into four categories for convenience. The researcher hopes that EFL primary teachers are able to supplement their lesson plans and the curriculum with the activities presented in the present project to foster an authentic language environment for their students.

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Appendix A

Sample Letter of Permission

Date: _____

Mr./Ms. _____

Head of School or Principal

Address

Dear Mr./Ms. _____,

My name is May Nakatsuka and I am a graduate student at Soka University in Hachioji, Tokyo, studying International Language Education: TESOL (Teaching English to Speakers of Other Languages). As a partial graduation requirement for my Master's degree, I must complete a curriculum project as my master's thesis. My working title for this project is "Cross-Age Reading Buddies: Literacy Development in EFL Primary Education." In this curriculum project, I plan to create complementary materials and activities for the current Japanese primary English curriculum. The materials will focus on learners' literacy development through the incorporation of "reading buddies" and will be based on the integration of a needs assessment and existing literature. As part of my research, I plan to conduct interviews and classroom observations and collect necessary documents such as English curriculum syllabi to collect necessary data.

If I am granted permission, I would like to conduct interviews with six primary school teachers and individuals who have previously taught English in Japanese primary school settings or have experience training Japanese primary school teachers. I believe that my study will be beneficial to your institution, primary schools throughout Japan, and in supporting my curriculum project.

Thank you very much for taking the time to read my letter. I look forward to your response.

Sincerely,

May J. Nakatsuka

Soka University, ILE: TESOL

e17m3204@soka-u.jp

Appendix C

MEXT Suggested Course Syllabus – Sixth Grade

小学校第6学年 外国語科 年間指導計画 活動例 (70コマ)

Table with 8 columns: 単元名・目標, 教材 (教科書・活動教材), 単元 (学習活動), 1, 2, 3, 4, 5, 6, 7, 8. The table details the curriculum for the 6th grade foreign language course, including topics like 'Welcome to Japan', 'My favorite animal', and 'My birthday', with specific activities and materials listed for each unit.

・表現例・指導例は抽出作業より、個別の児童や指導に合わせた年間指導計画書に記載。
・A=Activity, C=Let's Check, J=Jingle, L=Let's Listen, P=Let's Play, R&W=Let's Read and Write, S=Let's Sing, S&L=Sounds and Letters, ST=Story time, T=Let's Talk, W=Let's Watch, W&T=Let's Watch and Think

Appendix D

Informed Consent for Research Participation: Interview

Title of the research: Cross-Age Reading Buddies: Literacy Development in EFL Primary Education

Principal Investigator: May J. Nakatsuka

Co-Investigator: Steven G. Morgan

1. Research outline

A. Objective of the study

The purpose of this curriculum project is to develop complementary materials and activities for the current Japanese primary English curriculum. The materials aim to focus on learners' literacy development, the incorporation of "reading buddies," and are based on the integration of a needs assessment and existing literature.

B. Research design and procedures

The researcher will implement qualitative measures including collection of documentations, conducting interviews, and classroom observations. Existing documents such as course syllabi for current English courses in Japanese primary schools and English textbooks used in Japanese primary schools will be accessed and examined. Semi-structured interviews with open-ended questions will be used to interview English teachers (current or past) and English teacher trainers to gather information not explicitly stated in existing literature for the particular context. The researcher will observe two English classrooms in a private Japanese primary school – one third grade classroom and one sixth grade classroom to observe and experience the English classroom in the Japanese context. The observation will include a pre-observation and post-observation interview with the teacher. The pre-observation interview will be combined with the semi-structured interview.

C. Releasing of study results

Research results will be included in possible publications in national or international peer-reviewed academic publications and presentations at national or international conferences or symposia. No identifying information of any participant will be apparent in any publication or conference presentation.

D. Data collection method

Interviews will be conducted individually at the convenience of the participants. The interview will

include open-ended questions and will take roughly 30 to 45 minutes. The interviews will be recorded and transcribed.

E. Selection of participants

Six English teachers and English teacher trainers of Japanese primary schools (current and past) will be selected for participation of the present curriculum project. The participants of the study will depend on the teachers who are willing to participate and agree to the Informed Consent Form.

F. Anticipated risks

There are no potential physical, psychological, nor social risks to the participants. In addition, participants are free to withdraw from the research at any time without penalty.

G. Potential benefits of the research to the participants or society

Upon completion of the curriculum project, primary teachers in Japan will be able to utilize the supplementary activities and materials for literacy development and incorporate the reading buddy system to introduce authentic language use.

2. Protecting personal information

All information obtained in this study will be kept strictly confidential and anonymous. Data collected through interviews will only be accessed by the principal investigator, May J. Nakatsuka. All data will be stored on a portable, password protected data storage device that will be kept secure in a locked desk at the Graduate Building on the Soka University campus. Data will only be accessed via the storage device by a computer that is not connected to the Internet or a Wi-Fi connection. All data will be destroyed (electronic data will be deleted, paper interview notes will be shredded, etc.) by March 15, 2019.

3. Participation in research

- Participation in this research is voluntary.
- You will not be disadvantaged by choosing not to participate in the research.
- You will be able to withdraw from the research at any time without being disadvantaged or penalized.
- You will receive a copy of this informed consent form.

4. Contact information

May J. Nakatsuka
Soka University, Faculty of Letters
International Language Education: TESOL
1-236 Tangi-machi, Hachioji-shi
Tokyo 192-8577 Japan
Email: e17m3204@soka-u.jp

Steven G. Morgan
Soka University, Faculty of Letters
ILE: TESOL
1-236 Tangi-machi, Hachioji-shi
Tokyo 192-8577 Japan
Email: morgan@soka.ac.jp

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Name (Print):

Participant Signature:

Date:

Investigator Signature:

Date:

Appendix E

Semi-Structured Interview Questions

1. What are age-appropriate levels of language skills for EFL students? (Holdaway, 1979; Nation, 2009; Wright & Cleary, 2006).

- What components of reading skills are necessary for this level?
- What components of listening skills are necessary for this level?
- What components of writing skills are necessary for this level?
- What components of speaking skills are necessary for this level?

Are these age-appropriate levels of language skills different for students' L1 and L2? Why do you think so?

2. What age-appropriate skills and strategies are necessary for vocabulary learning? (Nation, 2008; Nation, 2009).

3. In addition to skills related to language, what social skills are necessary for students at the primary school level? (Christ & Wang, 2012; Vygotsky, 1978).

- How are these skills being practiced or implemented in the classroom?
- Are these skills explicitly stated in the syllabus?
- How are these social skills beneficial for students at this level?

4. What is the current English language-using environment? Currently, what opportunities do students have to produce the language? (Brown & Lee, 2015; Lightbown & Spada, 2013; Vygotsky, 1978)

- How often do students have the opportunity to use their L2?
- Do you have a strict "English Only" rule? What is your opinion on this rule for students at this level?

5. What are intercultural communication skills and are they necessary for students at the primary school level? (McKay, 2004; MEXT, 2011a).
 - How are these skills being practiced or implemented in the classroom?
 - Are these skills explicitly stated in the syllabus?
 - How are these intercultural communication skills beneficial for the students at this level?
6. What supplementary activities and materials are currently being used (if any)? How do these activities and materials relate or complement the current text and/or syllabus? (MEXT, 2011a; MEXT 2014; Nation, 2008; Tomlinson, 2013).
 - Are you provided supplementary materials or do you create them on your own?
 - Are supplementary materials and activities necessary in the classroom?
 - On average, how long do you spend on an activity?
 - What kind of activities and materials are you interested in implementing in the future?
 - Does your institution currently have any social-interaction based programs where students work together with other their peer or other age groups?
 - Have you heard of a reading buddy system? Do you think this system could work with cross-age students? What are the potential advantages and disadvantages of implementing such system in your context? Would you be interested in implementing this system?

Appendix F

Interview Questions for Pre- and Post- Observations

Pre-Observation Questions:

1. What goals do you have for the lesson? What is the objective of the lesson (i.e., what will students be able to do by the end of the lesson)? (Wajnryb, 1992)
2. What language skills are needed for students at this level and how are they incorporated in the classroom? (Holdaway, 1979; Nation, 2009; Wright & Cleary, 2006)
3. Do students engage in social interactions? What opportunities do students have to use authentic language? (Christ & Wang, 2012; Vygotsky, 1978)
4. What kind of materials and activities do you currently use in the classroom? (MEXT 2014; Tomlinson, 2013)
5. What beliefs as a teacher influence what you do in the classroom? Can you give specific examples? (Wajnryb, 1992)
6. Is there anything you would like me (the observer) to pay close attention to? (Wajnryb, 1992)

Post-Observation Questions:

1. Were the goals of the lesson obtained? Were the objectives of the lesson obtained? (Wajnryb, 1992)
2. What do you think was most successful during your lesson? (Wajnryb, 1992)
3. What language skills and sociocultural skills were students using during this lesson? How does this experience add to the overall goals of the course? (Holdaway, 1979; Nation, 2009; Wright & Cleary, 2006)
4. How were you able to create an authentic language environment? Do you have any suggestions

or recommendations for incorporating authentic language use in the classroom? (Brown & Lee, 2015; Lightbown & Spada, 2013; Vygotsky, 1978)

5. In your opinion, did the materials and activities complement your course/lesson goals and objectives? (MEXT 2014; Nation, 2008; Tomlinson, 2013)

Appendix G

Informed Consent for Research Participation: Observation

Title of the research: Cross-Age Reading Buddies: Literacy Development in EFL Primary Education

Principal Investigator: May J. Nakatsuka

Co-Investigator: Steven G. Morgan

1. Research outline

A. Objective of the study

The purpose of this curriculum project is to develop complementary materials and activities for the current Japanese primary English curriculum. The materials aim to focus on learners' literacy development, the incorporation of "reading buddies," and are based on the integration of a needs assessment and existing literature.

B. Research design and procedures

The researcher will implement qualitative measures including collection of documentations, conducting interviews, and classroom observations. Existing documents such as course syllabi for current English courses in Japanese primary schools and English textbooks used in Japanese primary schools will be accessed and examined. Semi-structured interviews with open-ended questions will be used to interview English teachers (current or past) and English teacher trainers to gather information not explicitly stated in existing literature for the particular context. The researcher will observe two English classrooms in a private Japanese primary school – one third grade classroom and one sixth grade classroom to observe and experience the English classroom in the Japanese context. The observation will include a pre-observation and post-observation interview with the teacher. The pre-observation interview will be combined with the semi-structured interview.

C. Releasing of study results

Research results will be included in possible publications in national or international peer-reviewed academic publications and presentations at national or international conferences or symposia. No identifying information of any participant will be apparent in any publication or conference presentation.

D. Data collection method

Observations will be conducted in two different classrooms at the convenience of the participants.

The observation will include a pre- and post-observation interview, which should take no longer than 30 minutes. The observation length will depend on the participants' availability and convenience.

E. Selection of participants

Six English teachers and English teacher trainers of Japanese primary schools (current and past) will be selected for participation of the present curriculum project. The participants of the study will depend on the teachers who are willing to participate and agree to the Informed Consent Form.

F. Anticipated risks

There are no potential physical, psychological, nor social risks to the participants. In addition, participants are free to withdraw from the research at any time without penalty.

G. Potential benefits of the research to the participants or society

Upon completion of the curriculum project, primary teachers in Japan will be able to utilize the supplementary activities and materials for literacy development and incorporate the reading buddy system to introduce authentic language use.

2. Protecting personal information

All information obtained in this study will be kept strictly confidential and anonymous. Data collected through interviews will only be accessed by the principal investigator, May J. Nakatsuka. All data will be stored on a portable, password protected data storage device that will be kept secure in a locked desk at the Graduate Building on the Soka University campus. Data will only be accessed via the storage device by a computer that is not connected to the Internet or a Wi-Fi connection. All data will be destroyed (electronic data will be deleted, paper interview notes will be shredded, etc.) by March 15, 2019.

3. Participation in research

- Participation in this research is voluntary.
- You will not be disadvantaged by choosing not to participate in the research.
- You will be able to withdraw from the research at any time without being disadvantaged or penalized.
- You will receive a copy of this informed consent form.

4. Contact information

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I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Name (Print):

Participant Signature:

Date:

Investigator Signature:

Date:

Appendix H

Observation Notes

Time	Teacher Actions	Student Actions	Notes

Semi-Structured Observation Notes

Interview Q Answers	Yes/No (Apparent in class?)	Notes

Appendix I

Cross-Age Reading Buddies: Handbook of Supplementary Activities

Introduction

The purpose and use of this handbook

This handbook is particularly designed for Japanese third and sixth grade English teachers who utilize the Let's Try! 1 and We Can! 2 textbooks. Activities in this handbook are designed to address the lack of authentic language environment in Japanese primary schools based on MEXT issued textbooks and suggested course syllabi for English education in Japanese primary schools. Although created for a particular context, all activities may be utilized by teachers of English to young learners in any context. The purpose of the handbook is to provide teachers with a library shelf of activities to supplement their lesson plans or English curriculums to meet the language goals and objectives. In other words, the activities stand alone and does not need to follow any particular order; the teacher is free to select suitable activities as applicable to meet their needs.

The ideal audience for this handbook

The ideal audience for this handbook is EFL teachers of third and sixth grade students in Japanese primary schools. The Reading Buddies program that this handbook is coupled with is designed based on MEXT issued textbooks (i.e., Let's Try! 1 and We Can! 2), MEXT suggested course syllabi, and interviews and observations conducted with ESL and EFL primary school teachers. Activities included in this handbook is most effective when supplemented with the English curriculum for Japanese third and sixth grade students using the MEXT issued textbooks. The handbook activities closely follows the textbook unit goals and objectives, specified in the suggested course syllabi, and introduces a Cross-Age Reading Program that allows students to use English in an authentic language environment.

The structure of this handbook

The activities in this handbook is organized into four categories: Textbook Unit Activities, Academic Workshop for Older Students, Cross-Age Reading Buddies Activities, and Assessment Activities. These activities follow the Let's Try! 1 and We Can! 2 units as well as the goals and objectives included in the MEXT suggested course syllabi. The activities are designed for a particular audience (i.e., EFL teachers of third and sixth grade students in Japanese primary schools); however, teachers are welcome to adapt and apply these activities to fit their contexts. This handbook is most effective when he activities are used to support the English curriculum rather than conducting all of

the activities included in the handbook. Activities should be chosen based on the students' language readiness and interest, and adapted as necessary to best support their language learning.

The underlying theories of the activities

The main purpose of the handbook is to support an authentic language environment in EFL primary schools (i.e., particularly in Japan). This handbook focuses on two theoretical aspects of language learning: literacy development through the sociocultural perspective of language learning. The sociocultural perspective is extended to second language learning in many ways; researchers are particularly interested in how language is learned through interactions and cooperation with other speakers. Based on this idea, this handbook incorporates a Cross-Age Reading Program with the English curriculum at Japanese primary schools in order to introduce an authentic language environment for EFL students to use English with each other. Cross-age interactions exhibit cooperation, particularly focus on the mentoring relationship between older and younger students. By creating this relationship, students will be also be able to feel a sense of comfort when speaking in their second language.

The goal of this handbook is to allow students to communicate in English in a variety of cultural settings (i.e., multi-generational and multi-regional) through cross-age interactions. As one of the MEXT requirements, students are to engage in intercultural exchanges in addition to the communicative activities. The activities in this handbook aims to support the students' awareness of intercultural communication skills through cross-age interactions in authentic language environments.

The selection of books for Cross-Age Reading Buddies Activities

The suggested picture books in the Cross-Age Reading Buddies Activities were carefully selected based on theme, language, and vocabulary. The main idea of these books were paired with the unit topics, language, and vocabulary in the Let's Try! 1 and We Can! 2 textbooks. The activities that follow the reading of the picture books are based off of the goals and objectives from the MEXT suggested course syllabi. These books can be found on any online marketplace; such as Amazon.

The picture books included in the Cross-Age Reading Buddies Activities section are merely suggestions and teachers utilizing this handbook are encouraged to employ other books that are applicable to their students. Based on previous reading buddies programs, the following criteria should be considered when selecting books for cross-age reading: grade appropriate or language appropriate books, length of the book, and most importantly, the matching of theme, language, and vocabulary of the book and the textbook unit. Teachers may also encourage students (both older and younger) to select books on their own; however, keep in mind to coach the students in selecting appropriate books for the reading buddies sessions based on the criteria.

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Textbook Unit Activities:

Let's Try! 1

Textbook Unit Activities:

Let's Try! 1, Unit 1: Hello! Activity 1

Language focus	Greeting and Self-Introductions; Alphabet; asking questions
Skills focus	Speaking, pronunciation, listening
Thinking focus	Recognizing letters of the alphabet
Teaching approach	Listening to pronunciation; promote accuracy
Interaction	Whole class
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Develop awareness of different languages around the world; not just L1 (i.e., Japanese).
2. Learn to greet someone and introduce oneself in English.

Goal of the activity:

1. Students will be able to greet someone and introduce oneself in English.
2. Students will be able to ask for classmates' name.
3. Students will be able associate classmates' names to English letters of the alphabet.

Materials:

1. Bingo Worksheet (see below)
**Note: Randomize the order of the letters on the bingo sheet.

Warm-up Procedures (whole class):

1. Sing the alphabet together as a class, while writing the letters of the alphabet on the board.
2. Sing one more time, pointing at each letter on the board as you go along.
3. Point at each letter randomly and have students yell out the letters out loud, to test their knowledge of the alphabet.

Procedures:

1. Check to make sure the students know what letter of the alphabet their name starts with (e.g., "Taro" starts with "T") while pointing at the corresponding letter on the board.
2. Practice introducing yourself to your partner (seat partner) and ask for their name: "Hello, my name is _____. Nice to meet you. What is your name?"
3. Pass out bingo worksheet.
4. Ask the students to find the first letter of their name on the bingo sheet and circle it. Then write their name (either in L1 or L2) in the given square.

5. Explain the activity:

Students will go around greeting other students and introducing themselves. Ask for other students' names and fill out the bingo sheet with the corresponding letter of the alphabet (e.g., classmate's name is Aiko, fill out the space with the letter "A").

**Note: If the students cannot yet write the alphabet, they can write their names in their L1.

6. Once the student gets bingo (i.e., fills out the spaces across, down, or diagonally in a row), yell "BINGO!"

**Note: choose either a time limit (e.g., 10 minutes) or number of winners (e.g., 3 winners) to end the activity.

Bingo Worksheet

Name Bingo

A	K	W	K	O
Y	K	A	R	H
M	S	I	M	T
S	U	H	N	E
T	Y	W	N	R

Textbook Unit Activities:

Let's Try! 1, Unit 1: Hello! Activity 2

Language focus	Greeting and Self-Introductions; pronouns (I, My, She, He, His, Her)
Skills focus	Speaking, pronunciation, listening
Thinking focus	Information processing and remembering
Teaching approach	Listening to pronunciation; promote accuracy, promote using full sentences
Interaction	Pair work, group work
Preparation	N/A
Time	20 minutes

MEXT syllabus unit goals:

1. Develop awareness of different languages around the world; not just L1 (i.e., Japanese).
2. Learn to greet someone and introduce oneself in English.

Goal of the activity:

1. Students will be able to greet someone and introduce oneself in English.
2. Students will be able to remember facts about their partner/group members and reproduce introductions.

Procedures:

1. Assign groups, ideally four students in one group (e.g., If there are 20 students in the class, count off students 1-5 and have them form groups with the same number).
2. Sit with their group.
3. Students will play an icebreaker activity. Choose student A, B, C, and D. Student A will start by introducing themselves with their name and their favorite food. Student B will reproduce student A's introduction with appropriate pronouns, and then introduce him/herself. Student C will reproduce student A and B's introduction with appropriate pronouns, and then introduce him/herself, and so on. Student A will end the exercise by reproducing all group members introductions.
4. Model self-introductions: The teacher can model with a student, or the teacher can model both roles).
 - ① Student A: "Hello! My name is _____. I like _____."
 - Student B: "His / Her name is (Student A). He / She likes _____.
My name is _____. I like _____."
 - Student C: "His / Her name is (Student A). He / She likes _____.
His / Her name is (Student B). He / She likes _____."

My name is _____. I like_____.”

5. Practice: with partners (e.g., seat partners) the model self-introductions.
6. Before beginning the icebreaker, check who is partner A, B, C, and D: (e.g., “Partner A raise your hand! Partner B raise your hand!”)
7. Students conduct self-introductions in groups of 4.
8. Combine two groups together to form groups of 8 (or if an odd number of groups of 4, regroup students into larger groups). Do the same activity with a larger group.

Textbook Unit Activities:

Let's Try! 1, Unit 1: Hello! Activity 3

Language focus	Greeting and Self-Introductions
Skills focus	Speaking, pronunciation, listening
Thinking focus	Information processing
Teaching approach	Listening to pronunciation; promote accuracy
Interaction	Pair work, group work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Develop awareness of different languages around the world; not just L1 (i.e., Japanese).
2. Learn to greet someone and introduce oneself in English.

Goal of the activity:

1. Students will be able to greet someone and introduce oneself in English.
2. Students will be able to introduce their partner to others, based on their partner's self-introduction.

Materials:

1. Name tag with sticker back (see sample below)
2. Markers, colored pencils, or crayons

Procedures:

1. Pass out student name tags. These name tags should have students' names in English in dotted or grey tone letters. See below for a sample.
2. Students will trace the letters of their name and decorate their name tag with markers, colored pencils, or crayons.
3. Remove the back sheet of the name tag and stick the name tag on your shirt.
4. Assign partners (e.g., If there are 20 students in the class, count off students 1-10 and have them pair with the same number).
5. Model self-introductions: The teacher can model with a student, or the teacher can model both roles).
 - ① Partner A: "Hello! My name is _____."
 - Partner B: "Hello! My name is _____."
 - A: "Hi, (Partner 1)!"
 - B: "Hi, (Partner 2)!"

6. Students choose partner A and B. Check who is partner A and who is partner B: “Partner A raise your hand! Partner B raise your hand!”
7. Students conduct self-introductions.
8. From groups for four (e.g., number 1 and 2 together, from count off earlier). Choose student A, B, C, D.
9. Introduce your buddy to the group. Teacher model first:
 - ① A: “Hello! This is my partner. His / Her name is (Student B).”
C, D: “Hi, (Student B)! Nice to meet you.”
 - ② B: “Hello! This is my partner. His / Her name is (Student A).”
C, D: “Hi, (Student A)! Nice to meet you.”
 - ③ C: “Hello! This is my partner. His / Her name is (Student D).”
A, B: “Hi, (Student D)! Nice to meet you.”
 - ④ D: “Hello! This is my partner. His / Her name is (Student C).”
A, B: “Hi, (Student C)! Nice to meet you.”

Sample Name Tags



Textbook Unit Activities:

Let's Try! 1, Unit 2: How are you? Activity 1

Language focus	Vocabulary: emotions; Phrases: "I am..."
Skills focus	Speaking, pronunciation, listening
Thinking focus	Vocabulary building
Teaching approach	Listening to pronunciation; promote accuracy
Interaction	Whole class, individual, pair work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Ask about others' emotions and feelings.
2. Answer questions about emotions and feelings.
3. Develop awareness of the importance of non-verbal communication skills (e.g., gestures, facial expressions).

Goal of the activity:

1. Students will be able to ask questions related to one's emotions and feelings.
2. Students will be able to answer questions related to one's emotions and feelings.

Materials:

1. Worksheet (see below)

Procedures:

1. Pass out the worksheet.
2. Whole Class: Go over each of the emotions on the worksheet. (From left to right: happy, tired, hungry, sleepy, sad, great/excited). Students can answer in L1, but ask if anyone knows how to say the word in English. If not, introduce the vocabulary.
3. Individual: Give students 3-5 minutes to think about when they feel these emotions (e.g., happy, "I am happy when I eat ice cream.") Write down the answers in the box provided. If students can write in English, have them write one-word answers. If not, writing in L1 is acceptable.
4. Assign partners (e.g., If there are 20 students in the class, count off students 1-10 and have them pair with the same number). Sit with their partner.
5. Choose partner A and B. Check who is partner A and who is partner B: "Partner A raise your hand! Partner B raise your hand!"
6. Teacher: model speaking exercise:

A: "How are you?"

B: "I am _____. How are you?"

A: "I am _____."

7. Practice: practice with the teacher. Repeat the speaking exercise after the teacher.

8. Pair work: follow the model.







9. More advanced: Ask additional questions,

A: "When are you _____?"

B: "I am _____ when _____."

**Note: Teacher can also model this.

Worksheet

Textbook Unit Activities:

Let's Try! 1, Unit 3: How many? Activity 1

Language focus	Vocabulary: numbers (1-20); Phrase: "How many..."
Skills focus	Speaking, pronunciation, listening
Thinking focus	Counting
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Become comfortable counting from 1-20 in English.
2. Be able to ask "How many?" and answer appropriately.

Goal of the activity:

1. Students will be able to accurately pronounce numbers 1-20 in English.
2. Students will be able to ask "How many?" questions and answer appropriately.

Materials:

1. Worksheet (see below)

Procedures:

1. Individual:
Pass out worksheet.
2. Ask students to write their favorite kanji (Japanese character) in the big box on the top half of the worksheet. Count how many strokes there are and write the number in the blank.
3. Teacher models:
"I like this kanji." And writes the kanji on the board.
Ask the students: "How many strokes?" and count together, while writing the kanji again. "___ strokes!"
4. Turn to seat partner: students practice the model.
5. Fill out the rest of the boxes with appropriate number of strokes (e.g., 5 strokes, 7 strokes, 10 strokes...).
6. Assign pairs by counting off numbers and pairing students with the same number (e.g., if there are 20 students, count off 1-10 and have the 1's be pairs, 2's be pairs, and so on).
7. Pair work:

Rock, paper, scissors to decide partner A (winner) and partner B.

8. Partner A shares their favorite kanji: "I like this kanji."

Partner B: "How many strokes?"

Partner A: "___ strokes."

9. Switch roles. Partner B shares their favorite kanji, partner A asks "How many?" question and partner B answers.

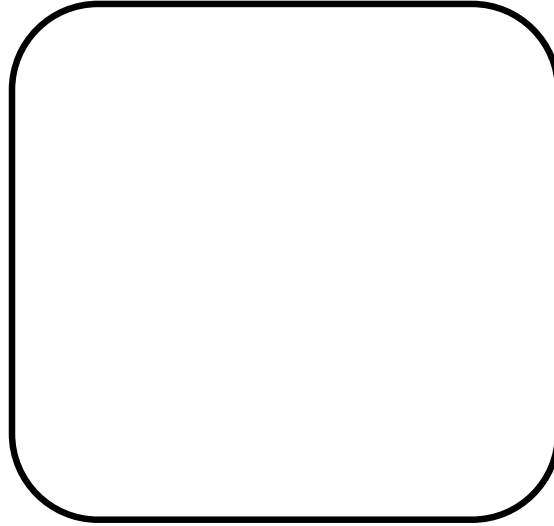
10. Partner A will then choose one of the boxes and ask: "What is your favorite kanji with ___ strokes?" and Partner B will answer.

**Note: for both sections (i.e., top half and bottom half of the worksheet), teacher can model the conversation.

11. Assign new pairs and repeat 5-8.

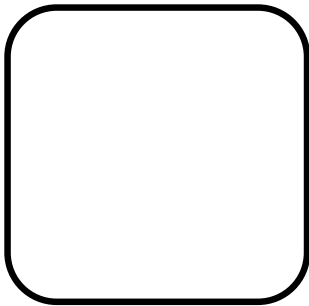
Worksheet

My favorite Kanji

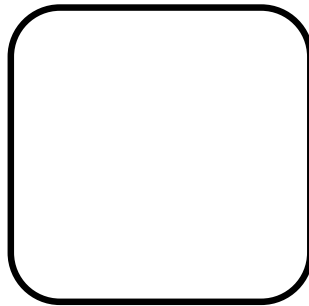


_____strokes

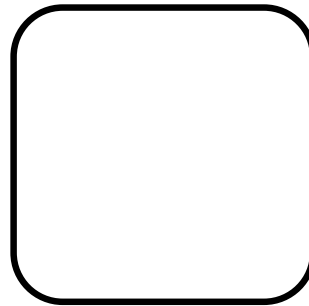
My favorite Kanji with...



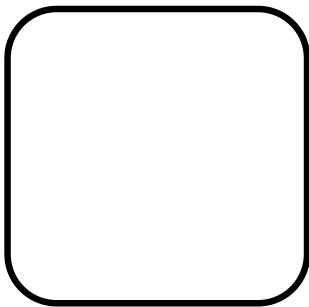
5 strokes



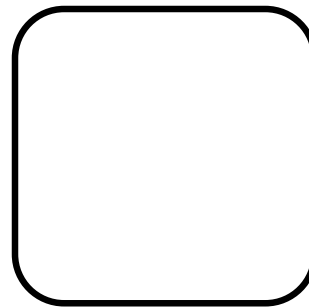
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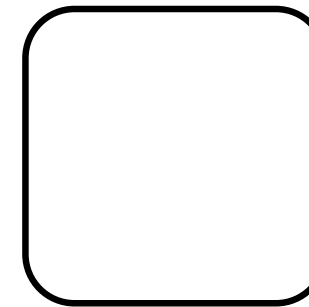
10 strokes



12 strokes



15 strokes



20 strokes

Textbook Unit Activities:

Let's Try! 1, Unit 3: How many? Activity 2

Language focus	Vocabulary: numbers (1-20)
Skills focus	Speaking, pronunciation, listening
Thinking focus	Counting
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Whole class and pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Become comfortable counting from 1--20 in English.
2. Be able to ask "How many?" and answer appropriately.

Goal of the activity:

1. Students will be able to accurately pronounce numbers 1-20 in English.

Materials:

1. Number cards (1-20) included in the back of "Let's Try! 1" (see Appendix 1)
**Note: have the students cut out the vocabulary cards in advance

Warm-Up Procedures (whole class):

1. Review numbers 1-20 in English as a class.

Procedures (pair work):

1. Assign pairs by counting off numbers and pairing students with the same number (e.g., if there are 20 students, count off 1-10 and have the 1's be pairs, 2's be pairs, and so on).
2. Take out the number cards included in the back of the textbook (only need one set per pair).
3. Shuffle the cards and place them face down on the table in one pile.
4. Rock, paper, scissors to decide who will go first.
5. The winner (partner A) will draw the first card and say the number in English without showing their partner (partner B). Partner B has to say the correct number in their L1.
6. Switch: Partner B will draw the next card and say the number in English without showing partner A. Partner A has to say the correct number in their L1.
7. Continue until they finish the all 20 cards.
**Note: If students do not know how to say the numbers in English, they may place the card on the bottom of the set and draw a new card.

Textbook Unit Activities:

Let's Try! 1, Unit 3: How many? Activity 3

Language focus	Vocabulary: numbers (1-10), clothing, and hobbies
Skills focus	Speaking, pronunciation, listening
Thinking focus	Ranking, creating a checklist
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Individual and group work (3 or 4)
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Become comfortable counting from one to ten in English.
2. Be able to ask "How many?" and answer appropriately.

Goal of the activity:

1. Students will be able to accurately pronounce numbers one to ten in English.
2. Students will be able to use the phrase "How many?" to ask questions related to numbers and answer the questions appropriately.

Materials:

1. Worksheet (see below)
2. Number cards (1-10) included in the back of "Let's Try! 1" (see Appendix 1)
**Note: have the students cut out the vocabulary cards in advance
3. Blank cards – 10 per student (see Appendix 2)
**Note: there are only four blank cards included in the textbook, so teachers should make extra copies for the students.
4. Crayons, Markers, Colored Pencils

Warm-Up Procedures (pair work):

1. Students will first work in pairs. Assign pairs, use numbers to assign pairs. For example, if there are 20 students in the class, count from 1 to 10 twice and have the students pair up with the same numbers.
2. Students are to create a checklist together with their partners for a hypothetical sleepover at a friend's or relative's house. This checklist will comprise of 1-10 items to bring (e.g., 1 toothbrush, 2 socks, 3 shirts, 4 snacks, 5 thank you gifts, etc.).

3. On the blank cards, students will individually draw a picture of the item and write the name of the item (can write in L1 if unable to write in L2). (Note: individual work so there should be a total of 20 cards). Students should make sure they know how to say the item in English. If students are not sure, they can ask their group members or the teacher for help.
4. Place the number card and item cards side by side on the table.

Activity Procedures (group work):

1. Once students are finished with the warm-up procedures, they will have time to practice the language. Teacher will model first: Introduce the phrase “I will bring...” and model answers (e.g., “I will bring 1 toothbrush, 2 socks, 3 shirts, 4 snacks, 5 thank you gifts...”).
2. Students will practice first in their pairs.
3. After practice, students will form new groups of 3 or 4. Note: the students should not be in the same group as their previous partner.
4. Within the group, each student will share what they would bring to a hypothetical sleepover at a friend’s or relative’s house using their cards.

Follow-up Activity:

1. After each student presents their work, students can also pick and choose the cards from all of their cards to make an ultimate checklist for the group. Each group will present their new list and show the cards while presenting. Each student will take turns sharing the items. For example, a group of 3 will present the following:
Student 1: “We will each bring: 1 toothbrush...”
Student 2: “2 socks”
Student 3: “3 shirts”
Student 1: “4 snacks”
Student 2: “5 thank you gifts”
Student 3: “6 games”
Student 1: “7 colored pencils”
Student 2: “8 movies”
Student 3: “9 blankets”
Student 1: “and 10 strawberries”

Worksheet

What will you bring?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Textbook Unit Activities:

Let's Try! 1, Unit 4: I like blue. Activity 1

Language focus	Vocabulary: colors; Phrase: I like...
Skills focus	Speaking, pronunciation, listening
Thinking focus	Memorizing, recognizing
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Whole class
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Learn the different colors in English
2. Use the phrase "I like..." for a variety of purposes; to express one's own preference, ask about others' likes, and answer appropriately.

Goal of the activity:

1. Students will be able to accurately pronounce the colors in English.
2. Students will be able to use the phrase "I like..." to express their likes and dislikes.

Materials:

1. Vocabulary cards: color, included in the back of "Let's Try! 1" (see Appendix 3)

**Note:

- ① only six colors are included in the back of the textbook. Make additional vocabulary cards with other colors.
 - ② Make bigger versions of the flashcards if possible for students to be able to see clearly in bigger classrooms.
2. Big Book: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle

Warm-Up Procedures:

1. Set up of the classroom: The teacher will have students help push away desks and chairs to create a space in the classroom for space to move around. Students will return to the center of the classroom.
2. Once all desks and chairs are pushed aside, the students will be asked to sit on the floor. The teacher will pull out the vocabulary cards with different colors (see Materials 1) one by one, asking students to guess what color comes next. At this time, the teacher is checking the students' prior knowledge of colors in English. For each card, teacher will say the color name and ask students to repeat and put it on the board.

3. After presenting all color cards, the teacher will point at each card again, say the color, and have the students repeat. The teacher can then point at random cards and have the students say the color to check their ability to recognize and say each color.
4. Then the students will be asked to stand up and find different colors in the classroom. When the teacher says “Look for something blue!” students will have 10 seconds to find something in the classroom that is blue and point to it.
5. After going through all the colors on the card, students will be asked to return to the center of the classroom and take a seat on the floor.

Activity Procedures:

1. The teacher will sit on a chair and have a read aloud session using a big book of *Brown Bear, Brown Bear, What Do You See?* The teacher will go through each page slowly. Before turning the page to each animal, the teacher will hold up the color card of the next animal color (e.g., brown bear, brown card; white dog, white card) for the students to “guess” the color of the animal on the next page.
2. After reading the book together, the teacher will introduce the phrase “I like...” and “which animal do you like?” The teacher models: “I like the white dog. Which animal do you like?”
3. Split the students into two even groups and make two circles (one outer circle and an inner circle inside the big circle) with the students standing up. Teacher can join the circle if there are an odd number of students. The circles will face each other and practice the phrase. The outer circle will begin: “I like the (color, animal). Which animal do you like?” and the students in the inner circle will answer: “I like the (color, animal).” Then they rotate clockwise and repeat. After 3 times, the students in the inner circle will begin: “I like the (color, animal). Which animal do you like?” and the students in the outer circle will answer: “I like the (color, animal). Rotate clockwise and repeat 3 times.
4. Come back together as a class and sit on the floor. The teacher will say “I like the white dog. (Student name), which animal do you like?” and the student will answer using the model, “I like the brown bear. (student name), which animal do you like?” asking the person next to them, and they will go through the entire class.
5. Then the teacher will read the story again, but this time, have the students read together. They do not have to read everything, but teachers can encourage them to repeat the color and animal names.

Textbook Unit Activities:

Let's Try! 1, Unit 4: I like blue. Activity 2

Language focus	Vocabulary: sports; Phrase: I like...
Skills focus	Speaking, pronunciation, listening
Thinking focus	Memorizing, recognizing
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Whole class and Group work (3-4 students per group)
Preparation	Collect materials as listed below
Time	40 minutes (warm up 20 minutes + main activity 20 minutes)

MEXT syllabus unit goals:

1. Use the phrase "I like..." for a variety of purposes; to express one's own preference, ask about others' likes, and answer appropriately.

Goal of the activity:

1. Students will be able to learn the different sports name in English.
2. Students will be able to accurately pronounce sports name in English.
3. Students will be able to use the phrase "I like..." to express their likes and dislikes.

Materials:

1. Vocabulary cards: sports, included in the back of "Let's Try! 1" (see Appendix 4)

**Note:

- ① cut out the vocabulary cards from the back of the textbook prior to the activity.
- ② Create extra vocabulary cards (during Warm-Up activity)
2. Markers, colored pencils, or crayons
3. Mini white boards (1 per group)
4. White board markers (2 or 3 per group)

Warm-Up Procedures (Whole class):

1. As a class, brainstorm the names of different sports in English. Teachers can write the names on the board.
2. Take out the vocabulary cards; see which sports on the board match the sports on the vocabulary cards. For the sports that are not available as vocabulary cards, students can make new cards using blank cards included in the back of the textbook.
3. Come back together as a class and go over the pronunciation of each sports name again.

Activity Procedures:

1. Set up of the classroom: Form tables into groups of 3 or 4.

2. Take one set of vocabulary cards, shuffle them, and place it face down at the center of the table.
3. Choose student A, B, C, and D. Student A will go first. Draw the first card on top of the deck. They are given 30 seconds to try and draw a picture representing the sport on a whiteboard (do not show your group). After the 30 seconds, all student A's from each group will show their picture to the group. Each student (B, C, and D) will have a chance to guess the sport drawn on the whiteboard (in English). If at least one student gets the correct answer, the group will get a point. The answer must be said in English in order to receive the point.
**Note: If the group does not guess correctly, return the card back in the deck and reshuffle.
4. Repeat with Student B, C, and D. Continue until all vocabulary cards are finished.

Textbook Unit Activities:

Let's Try! 1, Unit 5: What do you like? Activity 1

Language focus	Chant, "who" questions; vocabulary: fruit, color, and sports
Skills focus	Speaking, pronunciation: stress and rhythm
Thinking focus	Recalling
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Whole class
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to state one's favorite fruit, color, and sport.

Goal of the activity:

1. Students will be able to recall each other's favorites.
2. Students will be able to ask "who" questions.
3. Students will be able to accurately pronounce vocabulary words related to fruit, color, and sport.

Materials:

1. Poster with pictures of fruit, color, and sport (see Appendix 3, 4, and 5)
**Note: use blow up versions of vocabulary cards included in the back of the textbook, "Let's Try! 1" and create posters accordingly.
2. Name card (stickers) – 3 per student

Procedures:

1. Pass out the name cards with the students' names printed with dotted letters (3 name cards per student). Have the students trace their names (i.e., the dotted letters) with their pencil.
2. The teacher will prepare a poster with an expanded print out fruit, color, and sport (using the vocabulary cards from the back of the textbook). Start with one topic (e.g., fruit).
3. The teacher will say the names of the fruit, stressing pronunciation.
4. Each student will be called up to stick their name next to the fruit they like best, by answering the question "(Name), what fruit do you like?" with "I like (fruit name)." First the teacher will ask the question to a student, then the student will ask the next

student (the student sitting next to them). Continue until all students placed their name card stickers on the poster.

5. Begin the chant:

“**Who** likes to **eat** apples?” (Note: The bolded words are stressed.)

“**(Name)** likes to **eat** apples!”

**Note: If there are multiple students in one activity, introduce the structure “and”:
_____, _____, _____, and _____. Present an example chant as the following:

“**Who** likes to **eat** apples?”

“**(Name), (Name), (Name), and (Name)** likes to **eat** apples!”

6. Continue down the list of activities, pointing at each one while chanting, until all students’ names have been chanted.
7. Repeat 2-6 for colors.

Chant:

“**Who** likes the **color** red?”

“**(Name)** likes the **color** red!”

8. Repeat 2-6 for sports.

Chant:

“**Who** likes to **play** baseball?”

“**(Name)** likes to **play** baseball!”

Textbook Unit Activities:

Let's Try! 1, Unit 5: What do you like? Activity 2

Language focus	Vocabulary: fruit, vegetables; phrase: "what do you like?"
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work and group work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to differentiate L1 and English pronunciations.
2. Learn different how to say daily objects in English.

Goal of the activity:

1. Students will be able to ask the question "What do you like?" and answer appropriately.
2. Students will be able to accurately pronounce vocabulary words related to food, particularly fruit and vegetables

Materials:

1. Worksheet
2. Colored pencils, markers, or crayons

Warm-up Procedures:

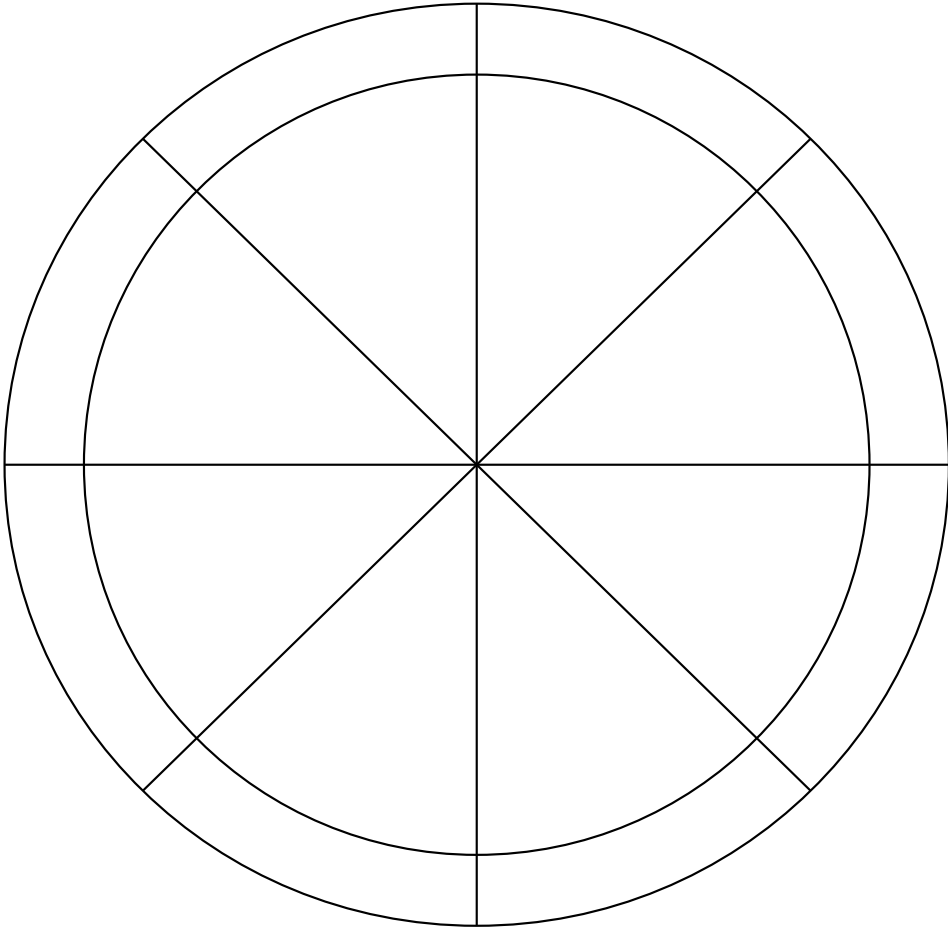
1. As a class, brainstorm the different types of pizza toppings. Write the different toppings on the board. Write in both Japanese and English.
2. The teacher will model the question and answer:
"What do you like (on your pizza)?"
"I like mushrooms on my pizza!"
3. In pairs (e.g., seat partners), students will practice asking and answering the question, "What do you like..."

Procedures:

1. Pair work:
Assign pairs (e.g., seat partners)
2. Pass out the worksheet.
3. Partners will take turns asking "What do you like (on your pizza)?" to their partner. Partner will answer in complete sentences: "I like _____ (on my pizza)."

4. Students will draw the toppings on the pizza (on the worksheet) accordingly.
5. Group work:
Combine two pairs to form groups of four. Choose student A, B, C, and D.
6. Students will present their partners' pizzas based on their likes. Student A will go first.
A: "This is my partner, (name)'s pizza. He / She likes _____, _____, and _____."
7. After student A, student B will present their partner's pizza. Then student C, and finally student D.

Worksheet



Textbook Unit Activities:

Let's Try! 1, Unit 6: Alphabet. Activity 1

Language focus	Alphabet (capital letters)
Skills focus	Speaking, pronunciation: stress and rhythm
Thinking focus	Recognizing letters of the alphabet
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work
Preparation	Collect materials as listed below
Time	25 minutes

MEXT syllabus unit goals:

1. Learn how to say the alphabet in English.
2. Recognize the capital letters of the alphabet.

Goal of the activity:

1. Students will be able to recognize the alphabet.
2. Students will be able to trace capital letters of the alphabet.

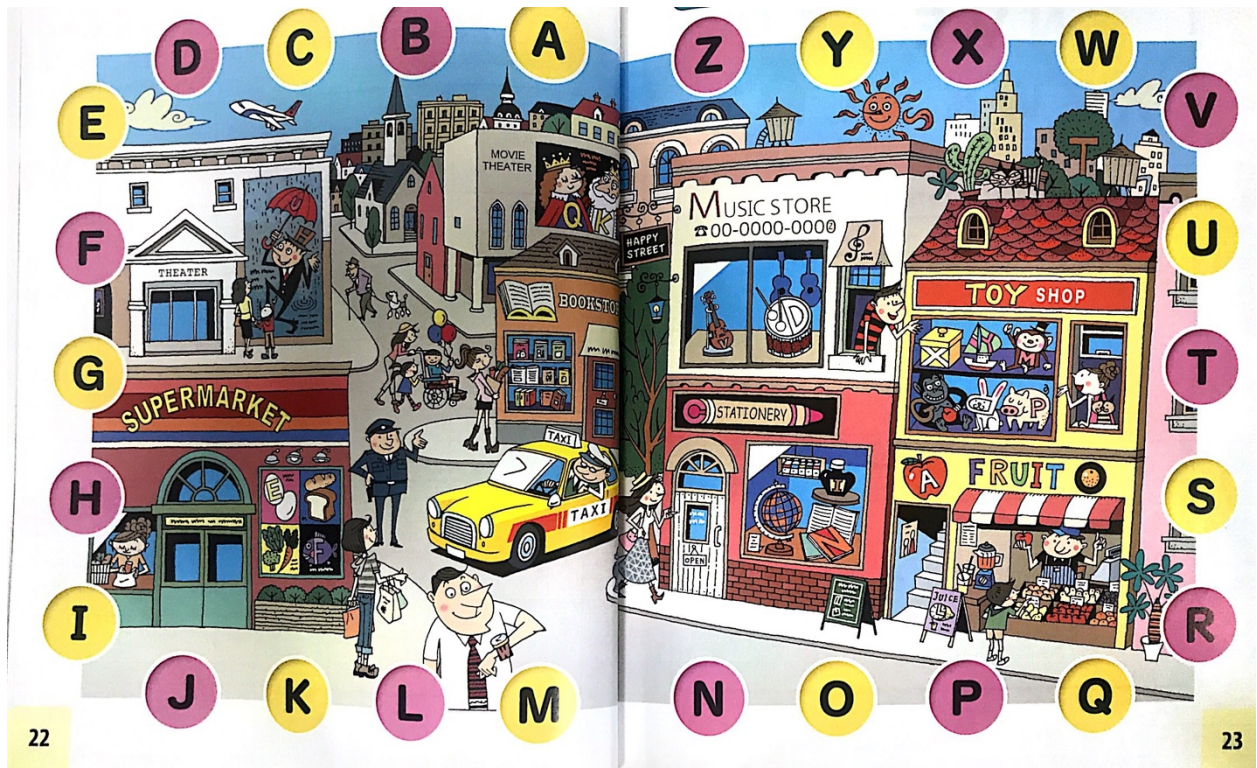
Materials:

1. "Let's Try! 1" textbook pp. 22-23 (see below).

Procedures:

1. Assign partners (e.g., seat partners).
Choose partner A and partner B.
2. Open textbook to page 22 and 23.
3. Partner A: Sing the ABC song slowly while partner B traces the letters on the page with their index finger. Switch, partner B sings the ABC song slowly while partner A traces the letters on the page with their index finger.
4. Partner A: alphabet in yellow
Partner B: alphabet in pink
Find and circle the hidden letters in the picture.
5. After 5 minutes, share and check your findings with your partner.
6. Follow up: ask students if they had any difficulty finding and of the letters.

“Let’s Try! 1” pp. 22-23



Textbook Unit Activities:

Let's Try! 1, Unit 6: Alphabet. Activity 2

Language focus	Alphabet (capital letters); Phrase: "I like..."
Skills focus	Speaking, pronunciation
Thinking focus	Recognizing letters of the alphabet, associating letters and sounds
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Learn how to say the alphabet in English.
2. Recognize the capital letters of the alphabet.

Goal of the activity:

1. Students will be able to make connections between the alphabet and the first letter of words
2. Students will be able to practice sounding out words of things they like.

Materials:

1. Worksheet (see below)

Procedures:

1. Assign partners (e.g., seat partners).
Choose partner A and partner B.
2. Partner A will go first: "A. I like (word that begins with "A"). What do you like?"
Partner B: "A. I like (another word that begins with "A")."
3. Pairs will try to sound out the words to spell the words to the best of their abilities (writing in all capital letters is acceptable) and write the word in the space next to the letter on the worksheet.
4. Continue for the rest of the alphabet; switching who goes first.
(Encourage students to come up with a different word than their partner.)

Worksheet

I like...

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Textbook Unit Activities:

Let's Try! 1, Unit 7: This is for you. Activity 1

Language focus	Vocabulary: Shapes and colors
Skills focus	Speaking, pronunciation, listening
Thinking focus	Associating shapes with English names; recalling previous vocabulary (colors)
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Whole class
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Learn how to say the names of shape and other surrounding objects in English.
2. Develop awareness of differences in L1 and L2 phonetics.
3. Learn how to ask for things in English.

Goal of the activity:

1. Students will be able to associate shapes with their respective English names.
2. Students will be able to recall vocabulary words (colors) from previous units.

Materials:

1. Vocabulary cards: Shapes, included in the back of the textbook "Let's Try! 1" (see Appendix 6)
2. Vocabulary cards: Colors, included in the back of the textbook "Let's Try! 1" (see Appendix 3)

Warm-up Procedures:

1. Review the color and shapes vocabulary cards. Pair up with partners (e.g., seat partners) and go through the vocabulary cards together, saying the word in English and then in Japanese.

Procedures:

1. Prepare a table in the front of the room with two stack of vocabulary cards: 1 stack of shapes, 1 stack of colors.
2. Split the class into two groups. Group A and Group B (you can have students come up with team names). Number off the students in each group (e.g., if there are 20 students in your class, each group will have 10 students. Number off 1-10 in each group; you should have two 1's, two 2's, two 3's...).

3. Number 1's (one from each group) will come up front. Student 1 from Group A will draw from one stack (e.g., shapes) and Student 1 from Group B will draw from the other stack (e.g., color).
4. The teacher will say, "I spy something..." and Student 1s will say "(color) and (shape)."
5. The rest of the students will look for items in the classroom that has the same color and shape (e.g., "red and square"). Students will have 30 seconds to look for an item. They will get 2 points if they find something that is both the color and shape. If no one finds an item with the color and shape, they will be given 15 seconds to look for an item in either the shape or color and will be given 1 point for the item. If multiple students find an item, the group will get points based on the number of items found.
6. Keep playing until all students have had a chance to draw a card.

Textbook Unit Activities:

Let's Try! 1, Unit 7: This is for you. Activity 2

Language focus	Vocabulary: Shapes; Phrase: "This is for you."
Skills focus	Writing, speaking
Thinking focus	Expressing gratitude
Teaching approach	Promote creativity
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	40 minutes

MEXT syllabus unit goals:

1. Learn how to say the names of shapes and other surrounding objects in English.
2. Develop awareness of differences between L1 and L2 phonetics.
3. Learn how to eloquently present one's work.

Goal of the activity:

1. Students will be able to associate shapes with their respective English names.
2. Students will be able to show gratitude towards their Reading Buddies partner.
3. Students will be able to show creativity in making a hand-made thank you card using different shapes.

Materials:

1. Colored construction paper
2. Scissors and Glue
3. Markers, crayons, or colored pencils

Procedures:

1. Individual: Students will make a thank you card for their Reading Buddies partner.
2. Look at p. 28 in "Let's Try! 1" for sample greeting cards.
3. Using as many shapes and colors as you can, create a thank you card.
4. In the card, write a message (preferably in English but a mix of L1 and English is also acceptable). Remember to write "thank you!"
5. Pair work:
Assign pairs (e.g., seat partner). In pairs, do a role play activity of when you actually give the thank you card to the Reading Buddies partner.

Teacher will present and model the language:

“This is for you. Thank you!” (give the card to partner).

“Thank you!”

6. In pairs, choose partner A (the YS) and partner B (the OS). Partner A: “This is for you. Thank you!”
Partner B: “Thank you!”
7. Switch roles: Partner A (OS) and Partner B (YS) and repeat the role play.

Textbook Unit Activities:

Let's Try! 1, Unit 8: What's this? Activity 1

Language focus	Review vocabulary: animals, color, food; negation
Skills focus	Speaking, listening
Thinking focus	Differentiating, categorizing
Teaching approach	Pay attention to vocabulary knowledge: did students retain from previous units?
Interaction	Pairs
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to identify daily items in their environment and ask “What’s this?” when something is unknown.
2. Use phrases such as “It’s a (fruit, color, animal, etc.)” to describe words during vocabulary quizzes.
3. Use creative ways to explain and describe everyday items.
4. Identify differences between loan words in Japanese and English words (e.g., “sarada” and “salad”).

Goal of the activity:

1. Students will be able to review vocabulary they learned in previous units.
2. Students will be able to differentiate and categorize vocabulary words from previous units.
3. Students will be able to ask “What’s this?” for vocabulary words they are unfamiliar with.

Materials:

1. Worksheet (see below)
2. Vocabulary word cards from the back of the textbook (see Appendix 3, 5, 7, and 8)

Procedures:

1. Students will form pairs. Each pair will be given a worksheet to fill out together (see below). This worksheet can be filled out in the students’ L1 if students are unable to write in English, but they should be encouraged to spell out words when they can (i.e., a mix of L1 and L2 is acceptable).

2. The teacher will read out the list of words in each box (all 7 sections) for the students to listen and follow along. Based on each list, each pair is asked to identify the vocabulary word that does not belong in the list and give a reason why (i.e., apple, orange, cucumber, banana; cucumber does not belong because it is not a fruit).

The procedure is as follows: the teacher will read aloud the list of words in the box, the students will choose the “odd man out,” and then the students will have time to complete the sentence.

**Note: if students are struggling to recall the vocabulary words, the teacher can have students take out their vocabulary cards from their textbook (see below).

3. Come back together as a class and go over the answers to the worksheet (see below for answers).

Worksheet

List of four words	Odd one out	Reason
Apple Cucumber Orange Strawberry		_____ is the odd one out because it is not a _____.
Cake Ice cream Pudding Rice ball		_____ is the odd one out because it is not a _____.
Blue Onion Purple Yellow		_____ is the odd one out because it is not a _____.
Basketball Soccer Swimming Volleyball		_____ is the odd one out because it is not a _____.
Jam Milk Orange Juice Tea		_____ is the odd one out because it is not a _____.
Carrot Green pepper Onion Pineapple		_____ is the odd one out because it is not a _____.
Banana Egg Rice ball Steak		_____ is the odd one out because it is not a _____.

Worksheet Answers

List of four words	Odd one out	Reason
Apple Cucumber Orange Strawberry	Cucumber	Cucumber is the odd one out because it is not a fruit.
Cake Ice cream Pudding Rice ball	Rice ball	Rice ball is the odd one out because it is not a dessert.
Blue Onion Purple Yellow	Onion	Onion is the odd one out because it is not a color.
Basketball Soccer Swimming Volleyball	Swimming	Swimming is the odd one out because it is not a ball sport.
Jam Milk Orange Juice Tea	Jam	Jam is the odd one out because it is not a drink.
Carrot Green pepper Onion Pineapple	Pineapple	Pineapple is the odd one out because it is not a vegetable.
Banana Egg Rice ball Steak	Steak	Steak is the odd one out because it is not a breakfast food.

Textbook Unit Activities:

Let's Try! 1, Unit 8: What's this? Activity 2

Language focus	Vocabulary: Shapes; Phrase: "What's this?"
Skills focus	Speaking, listening
Thinking focus	Recalling previous vocabulary, identifying objects
Teaching approach	Promote accuracy
Interaction	Individual and whole class
Preparation	Collect materials as listed below
Time	40 minutes

MEXT syllabus unit goals:

1. Be able to identify daily items in their environment and ask "What's this?" when something is unknown.
2. Use phrases such as "It's a (fruit, color, animal, etc.)" to describe words during vocabulary quizzes.

Goal of the activity:

1. Students will be able to continue practicing vocabulary from previous unit (shapes).
2. Students will be able to show creativity in making objects using different shapes.
3. Students will be able to present their crafts to classmates.

Materials:

1. A4 size paper
2. Colored construction paper of various colors)
3. Scissors
4. Markers, crayons, or colored pencils
5. Tape or glue

Procedures:

1. Individual (20 minutes):
Students will create an art piece using different shapes and colors that they learned in previous units. Create a picture onto the A4 size paper using different shapes.
Write students' name on the back of the picture.
2. Whole class (20 minutes):
Collect all art work and paste them on the walls around the classroom, similar to an art gallery. Have numbers on each painting.
Students will go around the art gallery viewing the different pictures and answer the

question “What’s this?” Write the answers in the corresponding space next to the numbers (preferably in English but L1 is acceptable).

3. After about 10 minutes, come back together as a class. Have students stand next to their own art pieces. Starting with picture 1, the teacher will ask the class “What’s this?” Allow students to say their answers out loud.
4. Then ask the student, “What’s this?” and the student will answer “It’s a _____.”
5. Repeat until all students have had a turn to share their art pieces.

Worksheet

What's this?

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Textbook Unit Activities:

Let's Try! 1, Unit 8: What's this? Activity 3

Language focus	Review vocabulary: animals, color, food; negation
Skills focus	Speaking, listening, pronunciation
Thinking focus	Recalling vocabulary from previous units
Teaching approach	Pay attention to vocabulary knowledge: did students retain from previous units?
Interaction	Group work (3-4 per group)
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to identify daily items in their environment and ask “What’s this?” when something is unknown.
2. Use phrases such as “It’s a (fruit, color, animal, etc.)” to describe words during vocabulary quizzes.
3. Use creative ways to explain and describe everyday items.
4. Identify differences between loan words in Japanese and English words (e.g., “sarada” and “salad”).

Goal of the activity:

1. Students will be able to review vocabulary they learned in previous units.
2. Students will be able to differentiate and categorize vocabulary words from previous units.
3. Students will be able to ask “What’s this?”

Materials:

1. Vocabulary word cards from the back of the textbook (see Appendix 1, 3, 4, 5, 6, 7, and 8)
Will need two sets per group.

Procedures:

1. Form groups of 3 or 4. Connect tables together and sit around the table.
2. Prepare vocabulary cards from previous units (e.g., colors, shapes, animals, sports).
3. Place all the cards (one set) face up on the table. The other set, shuffle the cards and place the pile face down on the table.

4. Rock, Paper, Scissors to decide who will go first. The winner will draw one card from the pile and give three hints (e.g., “It is red. It is a fruit. It is tasty.”) and ask, “What’s this?”

The rest of the students will look for the answer in the cards on the table. If the student knows the answer, they will say “I know!” to grab the card and say the answer (e.g., “It is an apple.”). If it is the correct answer, the student gets to keep the card. If it is incorrect, the student will give one more hint. Once the correct card is selected, the next student (clockwise from student A) will draw a card and give three hints.

5. Continue for 30 minutes or until all the cards are selected.
6. The student with the greatest number of cards wins the game.

Textbook Unit Activities:

Let's Try! 1, Unit 9: Who are you? Activity 1

Language focus	Vocabulary: animals and adjectives
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing
Teaching approach	Promote accuracy & correct errors, listen to pronunciation
Interaction	Groups of 3 or 4
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Grasp the general idea from picture books or short stories.
2. Develop awareness of tone and rhythm in English and recognize differences between English and Japanese.

Goal of the activity:

1. Students will be able to accurately pronounce and recognize vocabulary related to animals in English.
2. Students will be able to use the simple present tense and adjectives to describe different animals.

Materials:

1. Poster Paper
2. Markers
3. Animals vocabulary cards included in the back of "Let's Try! 1" (see Appendix 7)

****Note****

- ① have students cut out the vocabulary cards in advance
- ② students can add other animals on blank cards (include animal name and picture)

Activity Procedures:

1. Divide the students into groups of 3 or 4.
2. From the students' textbook, Let's Try! 1, students will use the vocabulary cards related to animals (see below). You will only need one set for the entire class.
3. Each group will randomly choose a card from the set of cards. The animal that the group chooses will be the animal they are assigned to work with for the activity.
4. Each group will be given 10 minutes to draw a picture on the poster paper of the animal.

5. Based on this picture that they have drawn, students will come up with descriptive words (e.g., elephant: big, gray, big ears, four legs). They can write it down on the poster paper (English preferred, but Japanese is okay).
6. All the poster paper will be placed on the board in front of the classroom for the students to see.
7. Students will be paired up with another student from a different group and will be asked to describe their animal to their new partner. The partner's job is to guess which animal they are describing. Once they get the correct answer, switch roles and the other student will describe their animal to their partner. (Students will have 5 minutes).
8. Come back together as a class, and the teacher will ask each group to describe their animal to the class.

Textbook Unit Activities:

Let's Try! 1, Unit 9: Who are you? Activity 2

Language focus	Vocabulary: animals and adjectives; Phrase: "Who am I?" & simple present tense
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing, recognizing
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Pair work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to ask questions using "Who".
2. Develop awareness of tone and rhythm in English and recognize differences between English and Japanese.

Goal of the activity:

1. Students will be able to accurately pronounce and recognize vocabulary related to animals in English.
2. Students will be able to use the simple present tense and adjectives to describe different animals.

Materials:

1. Animals vocabulary cards included in the back of "Let's Try! 1" (see Appendix 7)
Note
① have students cut out the vocabulary cards in advance
② students can add other animals on blank cards (include animal name and picture)

Activity Procedures:

1. Divide the students into pairs (if odd number of students, can make a group of 3).
2. From the students' textbook, Let's Try! 1, students will use the vocabulary cards related to animals (see below). Each pair will need one set of vocabulary cards.
3. Shuffle the cards and place in one pile facing down. Rock, paper, scissors (*Jyanken*) to decide who will go first. The winner will choose one card from the pile and describe the animal on the card using simple present tense (e.g., I am..., I eat..., I can..., I live...) and ask their partner "Who am I?"
4. The students will take turns going through the pile.

Note: Students can use their L1 for terms they do not know and ask their partner for help if necessary (e.g., “How do you say _____ in English?”). If the partner does not know, students should ask the pair sitting next to them or ask the teacher for help.

Textbook Unit Activities:

Let's Try! 1, Unit 9: Who are you? Activity 3

Language focus	Vocabulary: animals and adjectives; Phrase: "Who am I?" & simple present tense
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing, recognizing
Teaching approach	Promote accuracy, listen to pronunciation
Interaction	Pair work
Preparation	Collect materials as listed below
Time	40 minutes (Class prep 15 minutes + activity 25 minutes)

MEXT syllabus unit goals:

1. Be able to ask questions using "Who".
2. Develop awareness of tone and rhythm in English and recognize differences between English and Japanese.

Goal of the activity:

1. Students will be able to accurately pronounce and recognize vocabulary related to animals in English.
2. Students will be able to use the simple present tense and adjectives to describe different animals.

Materials:

1. Animals vocabulary cards included in the back of "Let's Try! 1" (see Appendix 7) (only the teacher has to prepare; prepare two sets)
2. Bingo worksheet (see below)

Preparation Procedures (as a class):

1. Pair work:
Students will pair up with someone (if odd number of students in the class, one group of 3).
2. Teacher: shuffle the vocabulary cards. Each pair will draw two cards. On the back of the card, write two hints about the animal (e.g., likes to eat bananas, is brown).
3. Teacher: collect all of the cards and pass out the bingo worksheets. Read out all of the animals' names (on the vocabulary cards) and have students fill in their own boxes with animal names in English. The teacher can write the animal names on the board for students to copy.

4. Begin bingo! The teacher will read the hints on the back of the cards, and will ask the students: “Who am I?” Students can shout out the answers if they know (in English!). Once the teacher hears the correct answer, confirm the answer by saying “Yes! I am a (animal name)” and point to the animal name on the board. Mark off the animal on the bingo sheet.
5. The first student to get bingo (i.e., across, down, or diagonally), must yell “BINGO!” and wins the game.

Bingo Sheet

Animal Bingo

Textbook Unit Activities:
We Can! 2

Textbook Unit Activities:

We Can! 2, Unit 1: This is ME! Activity 1

Language focus	Vocabulary: animals
Skills focus	Speaking, pronunciation, listening
Thinking focus	Brainstorming, classifying, recognizing
Teaching approach	Promote creativity in categorizing, listen to pronunciation
Interaction	Groups of 3 or 4
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Introduce oneself.
2. Ask about each other's favorite animals and answer about one's own favorite animals

Goal of the activity:

1. Students will be able to accurately pronounce animal names in English.

Materials:

1. Worksheet (see below)

Procedures:

1. Students will form groups of 3 or 4. Each group will be given a worksheet (see below).
2. Students will be given 4 minutes in their group to come up with as many animals as they can in English. If they need help saying a word in English, they are encouraged to ask their peers for help (e.g., "How do you say *zou* (elephant in Japanese) in English?").
3. After 4 minutes, groups will pass their worksheet clockwise to a different group.
4. This time, students will be given 3 minutes in their group to first, read aloud the animal names on the list (from another group) together and second, add onto the existing list.
5. After 3 minutes, groups will pass their worksheet clockwise to the next group.
6. Finally, students will be given 2 minutes in their group to first, read aloud all of the animal names on the list together, and second, add onto the list.
7. After 2 minutes, the groups will be given 3-4 minutes to look at the final list in front of them and try to categorize the animals into different categories (e.g., pets, farm animals, sea animals).
8. Students will then come together as a class and the teacher will ask each group to share how they categorized their list of animals as well as a few examples from each category.

Worksheet

ANIMALS

Textbook Unit Activities:

We Can! 2, Unit 1: This is ME! Activity 2

Language focus	Vocabulary: sports; phrase “I like...”
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing, recognizing
Teaching approach	Promote use of descriptive words, promote accuracy in pronunciation
Interaction	Groups of 3 or 4; pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Introduce oneself.
2. Ask about each other’s favorite sports and answer about one’s own favorite sports.

Goal of the activity:

1. Students will be able to accurately pronounce and recognize vocabulary related to sports in English.

Materials:

1. Sports vocabulary cards included in the back of “We Can! 2” (see Appendix 9)
**Note: have students cut out the vocabulary cards in advance

Seating Arrangement:

1 table and 3 or 4 chairs surrounding

Activity 1 Procedures: (12 minutes)

1. Students will form groups of 3 or 4.
2. From the students’ textbook, We Can! 2, students will use the vocabulary cards related to sports (see below). Each group will need two sets of vocabulary cards.
3. Lay out all of the cards of one set on the table, facing up, and another set in one pile facing down. Rock, paper, scissors (*Jyanken*) to decide who will go first. The winner will choose one card from the pile facing down and describe the sport to the group (e.g., “It is a water sport.”). If the other students know the answer, they can say the sport name and take the card on the table.
4. Going clockwise, the next student will choose a card from the pile and describe the sport to the group.

Note: Students can use their L1 for terms they do not know and ask other students in the group for help (e.g., “How do you say _____ in English?”). If the rest of the group does

not know, students should ask the teacher for help.

5. After 10 minutes, the student with the greatest number of cards wins the game.

Activity 2 Procedures: (6 – 8 minutes)

1. Students will form pairs.
2. In each pair, students will briefly introduce oneself to each other, focusing on describing their favorite sport (e.g., “I like soccer. Which sport do you like?”). Students are also encouraged to ask details about each other’s favorite sports.

Textbook Unit Activities:

We Can! 2, Unit 1: This is ME! Activity 3

Language focus	Vocabulary: months of the year and related events
Skills focus	Speaking, pronunciation, listening
Thinking focus	Brainstorming, describing
Teaching approach	Listen to pronunciation and use of descriptive words
Interaction	Pair work
Preparation	Collect materials as listed below
Time	25 minutes

MEXT syllabus unit goals:

1. Introduce oneself.
2. Ask about each other's birthdays and answer questions about one's own birthday

Goal of the activity:

1. Students will be able to accurately pronounce the months of the year in English.
2. Students will be able to brainstorm different events throughout the year with the 12 months (i.e., New Years and January).

Materials:

1. Worksheet (see below)

Procedures:

1. Students will work in pairs. Each pair will be given a worksheet to fill out together (see below). This worksheet can be filled out in students' L1 if students are unable to write in English, but they should be encouraged to spell out words when they can.
2. Students will review the names of the 12 months together. For each month of the year, the students are to brainstorm at least two events.
3. Once they are finished, students will tell each other their favorite month and the reason (e.g., "I like the month of April because school starts in April and the cherry blossoms are pretty.").
4. Then, students will practice asking about each other's birthdays and other events in their birthday months (e.g., "My birthday is on December 8. I also like Christmas in December. When is your birthday?").

Months	Events
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Textbook Unit Activities:

We Can! 2, Unit 1: This is ME! Activity 4

Language focus	Chant, “who” questions
Skills focus	Speaking, pronunciation: stress and rhythm
Thinking focus	Recalling
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Whole class
Preparation	Collect materials as listed below
Time	25 minutes

MEXT syllabus unit goals:

1. Be able to introduce oneself, including one’s likes, hobbies, and skills.
2. Ask about each other’s likes, hobbies, and skills.

Goal of the activity:

1. Students will be able to recall each other’s self-introductions.
2. Students will be able to ask “who” questions.
3. Students will be able to accurately pronounce vocabulary words and phrases from pg. 7 in “We Can! 2”.

Materials:

1. Poster with pictures of activities from pg. 7 in “We Can! 2” (see below)
2. Name card (stickers)

Procedures:

1. The teacher will prepare a poster with an expanded print out of pg. 7 of “We Can! 2” and ask the students to also take a look in their own textbooks.
2. The teacher will say each phrase, stressing pronunciation.
3. Pass out the name cards (see below) and have students write their names in English.
4. Each student will be called up to stick their name next to the activity they like to do, by answering the question “(Name), what do you like to do?” with “I like to (activity).” First the teacher will ask the question to a student, then the student will ask the next student (the student sitting next to them). Continue until all students placed their name card stickers on the poster.
5. Begin the chant:
“**Who** likes to **play** soccer?” (Note: The bolded words are stressed.)
“**(Name)** likes to **play** soccer!”

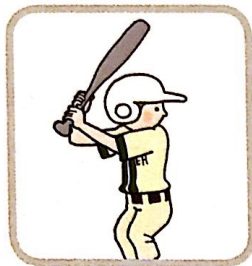
If there are multiple students in one activity, repeat the question again.

6. Continue down the list of activities, pointing at each one while chanting, until all students' names have been chanted.

Pg. 7 of "We Can! 2"



play soccer



play baseball



watch TV



skate



do kendo



do judo



eat breakfast



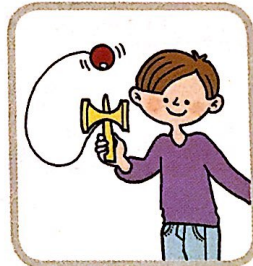
speak English



swim



cook



play kendama



ski

Textbook Unit Activities:

We Can! 2, Unit 2: Welcome to Japan. Activity 1

Language focus	Vocabulary: sensory verbs – taste, adjectives
Skills focus	Speaking, pronunciation, listening
Thinking focus	Describing
Teaching approach	Listen to pronunciation and use of descriptive words
Interaction	Group work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Ask and talk about different events and foods throughout Japan.
2. Be able to introduce aspects of Japanese culture to individuals of other cultures.

Goal of the activity:

1. Students will be able to learn about differences in *Ozoni* (Japanese New Year's rice cake soup) throughout Japan (i.e., cultural differences throughout the country).
2. Students will be able to use sensory verbs, particularly in regards to taste, to describe the different *Ozoni*.

Materials:

1. Map of Japan
2. B5 size paper
3. Markers, colored pencils, or crayons
4. Glue or tape
5. Scissors
6. Tablet with internet access (something the students can research with)

Procedures:

1. Divide the class into 8 groups.
2. Each group will choose one of the following prefectures: Hokkaido, Iwate, Fukui, Shimane, Tokyo, Kyoto, Kagawa, and Fukuoka.
3. Based on the prefecture, students will research (10 minutes) on the prefectural *Ozoni* (e.g., what is the broth base, ingredients, shape of rice cake, etc.) Students can research in Japanese, but make sure they are able to explain in English. Translate words if necessary.
4. Based on their research, draw a picture of the *Ozoni* and write a brief description.

5. Paste the picture and description on the map of Japan and draw a line to the prefecture.
6. Each group will present their findings to the rest of the class.
7. After group presentations, the class will vote on which Ozoni they would like to try.

Textbook Unit Activities:

We Can! 2, Unit 2: Welcome to Japan. Activity 2

Language focus	Vocabulary: seasons, famous places in Japan
Skills focus	Speaking, pronunciation, listening
Thinking focus	Suggestions
Teaching approach	Listen to pronunciation and use of descriptive words
Interaction	Groups of 4
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Ask and talk about different events and foods throughout Japan.
2. Be able to introduce aspects of Japanese culture to individuals of other cultures.

Goal of the activity:

1. Students will be able to make recommendations about sightseeing in Japan based on the four seasons.

Materials:

1. A4 size paper
2. Markers, colored pencils, or crayons
3. Glue or tape
4. Scissors

Procedures:

1. Form groups of 4.
2. Choose student A, B, C, and D. Each student will be assigned a season (e.g., A=spring, B=summer, C=autumn, D=winter).
3. The students are to think about the best place to visit in Japan during the assigned season and the reasons (e.g., Summer = Hokkaido, to escape the heat).
4. Each group will get two A4 size papers; cut one into 1 equal pieces. Each student will draw a picture of the best seasonal place to visit on the 1/4 of a A4 size paper and write the name of the place and the season in English.
5. Glue or tape the pictures onto the other A4 size paper.
6. Combine two groups together to form groups of 8. Present to each other the different seasonal places to visit in Japan.

Textbook Unit Activities:

We Can! 2, Unit 3: He is famous. She is great. Activity 1

Language focus	Subject Verb Object (SVO) sentence pattern
Skills focus	Listening, speaking, reading, writing
Thinking focus	Making connections based on given information
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Individual
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus goals:

1. Be able to listen to a description about a person and acquire basic information about that person.
2. Be able to give a description about a person.
3. Be able to write sentences with appropriate spaces between each word.

Goal of the activity:

1. Students will be able write basic SVO sentences about themselves.
2. Students will be able to infer to correct classmate based on the oral description.

Materials:

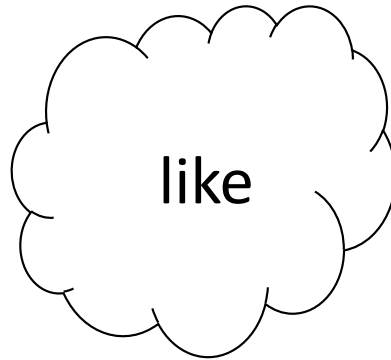
1. Brainstorm worksheet (see below)

Procedures:

1. Individual:

Pass out the brainstorm worksheet. Give students about 3 minutes to brainstorm things they like (this can range from color to food to sports; accept a variety of answers). Encourage them to use the vocabulary words from previous units and write in English. (Remind them of the phrase, “How do you say _____ in English?” and encourage them to ask their peers.)
2. After 3 minutes, share with their seat partners (e.g., the students sitting next to them) 2 things they like.
3. Give students about 2 minutes to brainstorm things they want (this can range from color to food to sports; accept a variety of answers).
4. After 3 minutes, share with a different partner (e.g., front and back students) 2 things they want.

Brainstorm Worksheet



Textbook Unit Activities:

We Can! 2, Unit 3: He is famous. She is great. Activity 2

Language focus	Subject Verb Object (SVO) sentence pattern
Skills focus	Listening, speaking, reading, writing
Thinking focus	Making connections based on given information
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Individual, group work, and whole class
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to listen to a description about a person and acquire basic information about that person.
2. Be able to give a description about a person.
3. Be able to write sentences with appropriate spaces between each word.

Goal of the activity:

1. Students will be able write basic SVO sentences about themselves.
2. Students will be able to infer to correct classmate based on the oral description.

Materials:

1. Brainstorm worksheet (from Textbook Unit Activities, We Can! 2 Unit 3, Activity 2)
2. Writing worksheet (see below)

Procedures:

1. Brainstorm activity (see Textbook Unit Activities, We Can! 2 Unit 3, Activity 2)
2. Pass out the writing worksheet (can print it out on the back of the brainstorm worksheet).
3. Students: Write your name on the top, and complete the 4 sentences on the worksheet. Trace the words "I like" and "I want."
4. After 5 minutes, form groups of 4. Can count off to make groups or have students form their own groups.
5. In the group, form pairs. With their partner, the students will practice reading their sentence: "I like..." and "I want..."
6. Number each group and collect their worksheets. Keep the worksheets separated by groups.

7. Give the worksheets (by groups) to a different group (e.g., if there are 3 groups, give group 1's worksheet to group 2, group 2's worksheets to group 3, group 3's worksheets to group 1). Each student will choose a worksheet.
8. The teacher will model the next step: the teacher will read a sample worksheet (with their own answers), "I like..." and "I want...", followed by "Who am I?" Call on three students to answer before giving the correct answer.
9. Rock, paper, scissors in the group. The winner will begin reading the worksheet they have chosen, followed with the question "Who am I?" Each student other than the reader will guess who's worksheet (from a different group) the reader is reading.
10. The next student (clockwise from the first reader) will read the worksheet they have selected. Repeat until all students have read their worksheet.

Follow-up Procedures:

1. Collect all students' worksheets and mix the order of the worksheets.
2. The teacher will go one by one, reading the sentences from each of the students' worksheets. The students' job is to listen to each sentence and guess who the sentences are describing. After the teacher finishes reading four sentences and asks, "Who is this?" students raise their hands to share their guesses. Ask up to three students and share the correct answer.
3. Repeat until all of the worksheets have been read.

Writing Worksheet

Name:

I like

I like

I want

I want

Textbook Unit Activities:

We Can! 2, Unit 4: I like my town. Activity 1

Language focus	Vocabulary: places, “because”; SVO sentence patterns
Skills focus	Listening, speaking, writing
Thinking focus	Making connections based on given information
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to describe one’s environment, including places and things available and not available in the town/community they live in.
2. Be able to explain things they want in their community and the reasons why.

Goal of the activity:

1. Students will be able to brainstorm different places they have and don't have in their towns/community.

Materials:

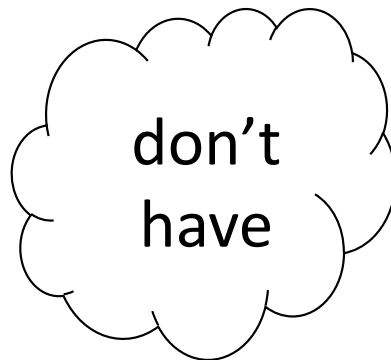
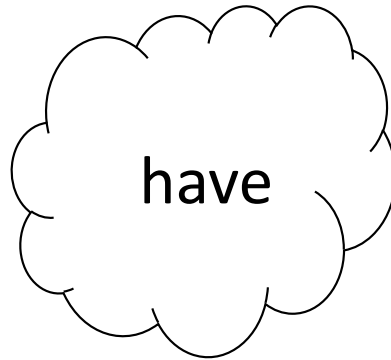
1. Brainstorm worksheet (see below)

Procedures:

1. Individual:

Pass out the brainstorm worksheet. Give students about 3 minutes to brainstorm places and things they have in the town/community that they live in (Refer to p. 28 in “We Can! 2” for names of places). Encourage them to use the vocabulary words from previous units and write in English. (Remind them of the phrase, “How do you say ____ in English?” and encourage them to ask their peers.)
2. After 3 minutes, share with their seat partners (i.e., the students sitting next to them) 2 places or things the town/community have.
3. Give students about 2 minutes to brainstorm places and things they don't have in the town/community that they live in. Encourage them to use the vocabulary words from previous units and write in English.
4. After 2 minutes, share with their front/back partners (i.e., the students sitting in front or behind them) 2 places or things the town/community does not have.

Brainstorm Worksheet



Textbook Unit Activities:

We Can! 2, Unit 4: I like my town. Activity 2

Language focus	Vocabulary: places, “because”; SVO sentence patterns
Skills focus	Listening, speaking, writing
Thinking focus	Making connections based on given information
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Individual, pair work, and group work
Preparation	Collect materials as listed below
Time	40 minutes

MEXT syllabus unit goals:

1. Be able to describe one’s environment, including places and things available and not available in the town/community they live in.
2. Be able to explain things they want in their community and the reasons why.

Goal of the activity:

1. Students will be able to

Materials:

1. Brainstorm worksheet (from Textbook Unit Activities: We Can! 2 Unit 4, Activity 1)
2. A4 size paper
3. Marker, colored pencils, or crayons

Procedures:

1. Brainstorm activity (Textbook Unit Activities: We Can! 2 Unit 4, Activity 1)
2. Pair work:
Pass out A4 size paper (one per pair). Pairs will make a small poster about their town.
3. As a pair, decide on two good things about the town (e.g., We have a big library. We have a nice park.) and two things they wish they had/want in their town with a reason why (e.g., We have a small park. I want a big park because I like soccer). Students can decorate their pages by drawing pictures.
4. Group work:
After about 20 minutes to make their mini poster, they will form groups of four (i.e., combine pairs together to form group). In their group decide pair A and pair B. Pair A will present their poster first. After their presentation, Pair B will ask one question.
5. Switch: Pair B present their poster and Pair A ask one question following the presentation.

6. Collect all of the mini posters. Teacher can bind the pages in a binder for students to see other classmates' posters.

Textbook Unit Activities:

We Can! 2, Unit 5: My Summer Vacation. Activity 1

Language focus	Vocabulary: Summer activities, events, and food; Simple past tense
Skills focus	Listening, speaking, writing
Thinking focus	Recalling past events
Teaching approach	Listen to pronunciation, use of simple past tense, sentence structure
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to describe their summer vacation and ask about others' summer vacations.
2. Be able to share experiences during one's summer vacation.
3. Appropriately use simple past tense to describe past events.

Goal of the activity:

1. Students will be able to recall previous events during their summer vacation.
2. Students will be able to share their summer vacation experiences with their classmates.

Materials:

1. Brainstorm worksheet (see below)

Procedures:

1. Individual: Pass out the brainstorm worksheet. Give students about 5 minutes to brainstorm memorable things from their summer vacation (write as much as they can). Encourage students to write in English but remind them that using L1 is acceptable.
2. After 5 minutes, check to see if there are any vocabulary words they were unable to write in English. Refer to p. 34 for vocabulary words specific to "summer." Go over the words as a class.
3. Go back to the brainstorm worksheet, and have students circle their top three favorite memories of their summer vacation (i.e., "What did you enjoy the most?")
4. Pair work:
Assign partners (e.g., seat partners) and decide partner A and partner B.
5. Partner A will share their top 3 memorable events from their summer vacation using simple past tense (e.g., I went to the zoo. I went camping. I played soccer.) Partner B will ask one question about each of the 3 events (total of 3 questions).

6. Switch! Partner B will share their top 3 memorable events from their summer vacation using simple past tense and Partner A will ask 3 questions.

Brainstorm Worksheet



Textbook Unit Activities:

We Can! 2, Unit 5: My Summer Vacation. Activity 2

Language focus	Simple past tense
Skills focus	Writing, speaking, listening
Thinking focus	Presenting information, listening to other classmates
Teaching approach	Listen to pronunciation, sentence structure, and use of simple past tense
Interaction	Individual, pair work, and whole class
Preparation	Collect materials as listed below
Time	40 minutes

MEXT syllabus unit goals:

1. Be able to describe one's environment, including places and things available and not available in the town/community they live in.
2. Be able to explain things they want in their community and the reasons why.

Goal of the activity:

1. Students will be able to think about their favorite event from their summer vacation.
2. Students will be able to use simple past tense to describe past events.

Materials:

1. Brainstorm worksheet (from Textbook Unit Activities: We Can! 2 Unit 5, Activity 1)
2. B5 size paper
3. Markers, colored pencils, or crayons

Procedures:

1. Complete brainstorm activity (see Textbook Unit Activities: We Can! 2, Unit 5 Activity 1)
2. From the brainstorm worksheet, choose favorite memory of summer vacation.
3. On the back of the worksheet, write three sentences describing the memory. (e.g., I went to watch the fireworks. I went with my mother and brother. It was beautiful.)
4. Pass out the B5 size paper. Students will draw a picture representing their favorite memory of their summer vacation.
5. After drawing the picture, rewrite the three sentences on the back of the picture.
6. Come together as a class. All of the students will take turns presenting their favorite memory in front of the class. They will bring their picture and share the three sentences.
7. Collect all of the pictures. Teacher can bind the pages in a binder for students to see all of their classmates' summer vacation episodes.

Textbook Unit Activities:

We Can! 2, Unit 6: What do you want to watch? Activity 1

Language focus	Vocabulary: Olympic and Paralympic sports
Skills focus	Speaking, listening
Thinking focus	Describing words
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to state the Olympic and Paralympic sports you are interested in watching and the reason you want to watch.
2. Be familiar with the English names of Olympic and Paralympic sports.

Goal of the activity:

1. Students will be able to pronounce the Olympic and Paralympic sports names in English.
2. Students will be able to describe the different sports, as well as listen to and understand English descriptions of Olympic and Paralympic sports.

Materials:

1. Vocabulary cards: Olympic and Paralympic sports, included in the back of “We Can! 2” (see Appendix 10)
2. Blank vocabulary cards, included in the back of “We Can! 2” (see Appendix 11)
3. Markers, colored pencils, or crayons

Procedures:

1. Assign pairs (e.g., seat partners).
2. Take out the vocabulary cards (Olympic and Paralympic sports) included in the back of the textbook (only need one set per pair). Make sure they are pre-cut. Go over the cards together in pairs and come up with more Olympic and Paralympic sports.
3. Make four new vocabulary cards. Use markers, colored pencils, or crayons to draw the pictures and write the words on the bottom of the card.
4. Shuffle all of the cards and place them face down on the table.
5. Rock, paper, scissors to decide who will go first.

6. The winner (Partner A) will draw the first card and give hints about the sport (e.g., Basketball: Tall players, orange ball, scores are by 2's) Partner B will have to guess the correct sport.
7. Switch: partner B will draw the next card and repeat.
8. Continue until students finish the pile.

Textbook Unit Activities:

We Can! 2, Unit 6: What do you want to watch? Activity 2

Language focus	Vocabulary: Olympic and Paralympic sports; Question: “What”
Skills focus	Speaking, listening
Thinking focus	Making decisions
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to state the Olympic and Paralympic sports you are interested in watching and the reason you want to watch.
2. Be familiar with the English names of Olympic and Paralympic sports.

Goal of the activity:

1. Students will be able to pronounce the Olympic and Paralympic sports names in English.
2. Students will be able to state which sport they want to watch and the reason.

Materials:

1. Textbook “We Can! 2” p. 47

Procedures:

1. Do vocabulary building activity (see Activity I B 13)
2. Individual:
Open textbook to p.47. Look at the Olympics and Paralympics schedule and circle the event that you want to watch for the week (e.g., Monday evening, swimming; Tuesday morning, surfing; Wednesday Morning Baseball, etc.). Prepare a reason for wanting to watch that event. If you don't want to watch an event, explain why.
3. Assign pairs (e.g., seat partners).
4. Take turns with your partner to share what you want to watch by asking each other “What do you want to watch on (day of the week)?”

Textbook Unit Activities:

We Can! 2, Unit 6: What do you want to watch? Activity 3

Language focus	Vocabulary: Olympic and Paralympic sports; Question: “What” and “Do you”
Skills focus	Speaking, listening
Thinking focus	Make requests; accepting/declining requests
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work and whole class
Preparation	Collect materials as listed below
Time	30 minutes

MEXT syllabus unit goals:

1. Be able to state the Olympic and Paralympic sports you are interested in watching and the reason you want to watch.
2. Be familiar with the English names of Olympic and Paralympic sports.

Goal of the activity:

1. Students will be able to pronounce the Olympic and Paralympic sports names in English.
2. Students will be able to state which sport they want to watch and the reason.

Materials:

1. Textbook “We Can! 2” p. 47
2. Worksheet (see below)

Procedures:

1. Individual:
Open textbook to p.47. Look at the Olympics and Paralympics schedule and circle the event that you want to watch for the week (e.g., Monday evening, swimming; Tuesday morning, surfing; Wednesday Morning Baseball, etc.).
2. Whole Class:
Pass out the worksheet.
3. Go around asking your classmates “What do you want to watch on (day of the week)?”
If they want to watch the same event as you, make a request: “Do you want to watch together?”
Student can say “Yes” or “No” and give a reason for their decision (e.g., No, because I will watch with my family.)

4. Once you make plans to watch the event with someone, write it in your calendar (i.e., the worksheet). Write the event that you will be watching and the person you will watch it with. You can watch it the same event with multiple people.

Worksheet

Name:

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Textbook Unit Activities:

We Can! 2, Unit 7: My Best Memory. Activity 1

Language focus	Vocabulary: school events
Skills focus	Listening, speaking, writing
Thinking focus	Recalling past events
Teaching approach	Listen to pronunciation
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to describe their elementary school experiences in detail; ask and answer questions about their personal experience.
2. Be able to understand others' oral stories of their experiences.
3. Be able to express one's experiences through writing.

Goal of the activity:

1. Students will be able to recall previous events throughout their elementary school experience.
2. Students will be able to share some of their best memories in elementary school.

Materials:

1. Brainstorm worksheet (see below)

Procedures:

1. Individual:
Pass out the brainstorm worksheet. Give students about 5 minutes to brainstorm memorable events from their elementary school experience (write as much as they can). Encourage students to write in English but remind them that using L1 is acceptable.
2. After 5 minutes, check to see if there are any vocabulary words they were unable to write in English. Refer to p. 53 for vocabulary words specific to "school events" Go over the words as a class (e.g., what is "sports day" in Japanese?)
3. Go back to the brainstorm worksheet, and have students circle their top three favorite memories from their elementary school experience (i.e., "What did you enjoy the most?")
4. Pair work:
Assign partners (e.g., seat partners) and decide partner A and partner B.

5. Partner A will share their top 3 memorable events (e.g., My best memories are...)
Partner B will ask one question about each of the 3 memories (total of 3 questions).
6. Switch! Partner B will share their top 3 memorable events and Partner A will ask 3 questions.

Brainstorm Worksheet



Textbook Unit Activities:

We Can! 2, Unit 7: My Best Memory. Activity 2

Language focus	Vocabulary: school events
Skills focus	Writing, speaking, listening
Thinking focus	Presenting information, listening to other classmates
Teaching approach	Listen to pronunciation, sentence structure, and use of simple past tense
Interaction	Individual and group work
Preparation	Collect materials as listed below
Time	40 minutes

MEXT syllabus unit goals:

1. Be able to describe their elementary school experiences in detail; ask and answer questions about their personal experience.
2. Be able to understand other's oral stories of their experiences.
3. Be able to express one's experiences through writing.

Goal of the activity:

1. Students will be able to recall previous events throughout their elementary school experience.
2. Students will be able to share their best memory in elementary school.
3. Students will be able to construct sentences describing their best memory.

Materials:

1. Brainstorm worksheet (from Activity IB16)
2. Worksheet (see below)
3. Picture of students' best memory (students prepare for homework)
4. Glue or tape

Procedures:

1. Complete brainstorm activity on a previous day (see Activity IB16)
2. Return the brainstorm worksheet to the students (from previous day) and choose best memory from elementary school.
3. On the back of the worksheet, write two reasons (in complete sentences) why this is the best memory from elementary school. (e.g., My best memory is sports day. I played with my friends. I ate delicious lunch that my mother made for me.)
4. Pass out the worksheet and have students take out their picture that they prepared for homework.

5. Paste the picture on the top box of the worksheet with glue or tape. Have the students rewrite the three sentences in the space provided.
6. Group work:
Form groups of 3 or 4. Within their group, students will present their best memory of elementary school. After each presentation, non-presenters prepare and ask one question to the presenter.
7. After all students have presented, collect all of the worksheets Teacher can bind the pages in a binder for students to see all of their classmates' memories of elementary school.

Textbook Unit Activities:

We Can! 2, Unit 8: What do you want to be? Activity 1

Language focus	Vocabulary: jobs and occupations
Skills focus	Speaking, listening
Thinking focus	Describing words
Teaching approach	Listen to pronunciation, promote accuracy
Interaction	Pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to state their dream jobs and give reasons.
2. Be able to state one's abilities; their strengths and weaknesses.
3. Be able to understand other's oral descriptions of jobs and occupations.

Goal of the activity:

1. Students will be able to describe different jobs and occupations.
2. Students will be able to listen and understand jobs and occupation descriptions.

Materials:

1. Vocabulary cards: jobs and occupations, included in the back of "We Can! 2" (see Appendix 12)
2. Blank vocabulary cards, included in the back of "We Can! 2" (see Appendix 11)
3. Markers, colored pencils, or crayons

Procedures:

1. Assign pairs (e.g., seat partners).
2. Take out the vocabulary cards (jobs and occupations) included in the back of the textbook (only need one set per pair). Make sure they are pre-cut. Go over the cards together in pairs and come up with four additional jobs/occupations.
3. Make four new vocabulary cards.
4. Shuffle all of the cards and place them face down on the table.
5. Rock, paper, scissors to decide who will go first.
6. The winner (Partner A) will draw the first card and give hints about the job title (e.g., Teacher: works at school, reads books, etc.) Partner B will have to guess the correct job/occupation.
7. Switch: partner B draws the next card. Repeat. Continue until students finish the pile.

Textbook Unit Activities:

We Can! 2, Unit 8: What do you want to be? Activity 2

Language focus	Vocabulary: jobs and occupations; Phrase: “when I grow up...”
Skills focus	Speaking, listening
Thinking focus	Associating pictures to vocabulary words
Teaching approach	Listen to pronunciation
Interaction	Individual, pair work, and group work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Be able to state their dream future jobs and give reasons.
2. Be able to state one’s abilities; their strengths and weaknesses.
3. Be able to understand other’s oral descriptions of jobs and occupations.

Goal of the activity:

1. Students will be able to craft an art piece that represents their future dream jobs.
2. Students will be able to listen and understand jobs and occupation descriptions.

Materials:

1. Magazines or catalogs
2. A4 size paper
3. Glue or tape
4. Scissors

Procedures:

1. Assign pairs (e.g., seat partners).
2. Ask the question: “What do you want to be when you grow up?” Students will answer this question in their pairs. Encourage students to give at least one (if not more) reasons to why this is their dream job.
3. Form groups of 3 or 4 and put the tables together. Before group work, students will work individually on creating a visual representation of their dream job. Each group will be given 4+ magazines, glue or tape, 4 pairs of scissors, and 4 A4 size papers.
4. Students will look through the different magazines/catalogs and cutting out pictures that represent their dream jobs (e.g., flight attendant: airplane, suitcase, drinks, food, tickets, passports).

5. Give 5 minutes for students to cut out as many pictures as they can from the magazines/catalogs. Rotate magazines/catalogs between groups and give them another 5 minutes to look through and cut out pictures.
6. After a total of 10 minutes, students should start pasting their pictures onto the A4 size paper.
7. Once completed, write three sentences on the back of the paper (1 sentence starting with “When I grow up, I want to be...” and 2 sentences explaining why).
8. In their group, students will present their dream jobs by reading the three sentences on the back of the paper.
9. After all students have presented, collect all of the art pieces. The teacher can bind the pages in a binder for students to see all of their classmates’ dream jobs.

Textbook Unit Activities:

We Can! 2, Unit 9: Junior High School Life. Activity 1

Language focus	Vocabulary: school clubs and teams, extracurricular activities; phrase: “I want to...”
Skills focus	Writing, speaking, listening
Thinking focus	Thinking about the future, making goals
Teaching approach	Listen to pronunciation
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	20 minutes

MEXT syllabus unit goals:

1. Be able to converse about junior high school life.
2. Be able to construct questions about junior high school.
3. Be able to read, listen, and comprehend descriptions of junior high school like in English.

Goal of the activity:

1. Students will be able to think about their future experiences in junior high school.
2. Students will be able to talk about things they are looking forward to in junior high school.
3. Students will be able to make goals for the new school year in a new school.

Materials:

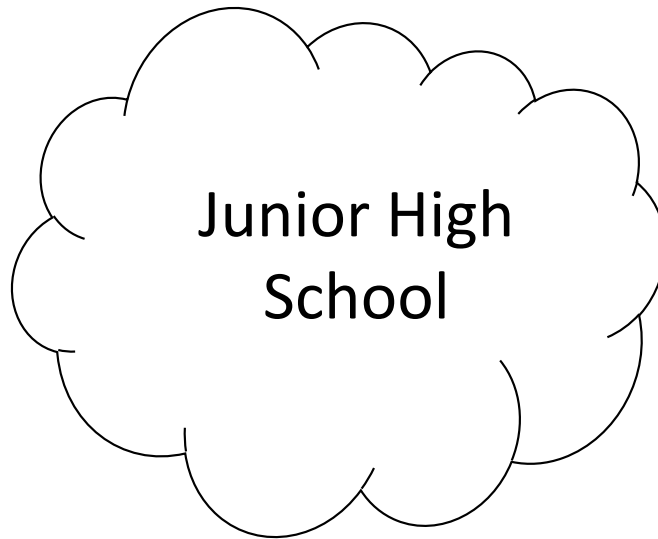
1. Brainstorm worksheet (see below)

Procedures:

1. Individual:
Pass out the brainstorm worksheet. Give students about 5 minutes to brainstorm things they are looking forward to in junior high school (write as much as you can). Encourage students to write in English but remind them that using L1 is acceptable.
2. After 5 minutes, check to see if there are any vocabulary words they were unable to write in English. Refer to pp. 66-67, 69 for vocabulary words related to “junior high school life” Go over the words as a class (e.g., what is “calligraphy club” in Japanese?)
3. Go back to the brainstorm worksheet, and have students circle the top three things they are looking forward to doing/they want to do in junior high school.
4. Assign partners (e.g., seat partners) and decide partner A and partner B.

5. Partner A will share their top 3 things they want to do in junior high school (e.g., In junior high school, I want to...) Partner B will ask one question about each of the 3 things (total of 3 questions).
6. Switch! Partner B will share their top 3 things and Partner A will ask 3 questions.

Brainstorm Worksheet



Textbook Unit Activities:

We Can! 2, Unit 9: Junior High School Life. Activity 2

Language focus	Writing a letter; asking questions
Skills focus	Writing, speaking
Thinking focus	Thinking about the future
Teaching approach	Listen to pronunciation; pay attention to sentence structure and questions
Interaction	Individual and pair work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Be able to converse about junior high school life.
2. Be able to construct questions about junior high school.
3. Be able to read, listen, and comprehend descriptions of junior high school life in English.

Goal of the activity:

1. Students will be able to write simple letters.
2. Students will be able to formulate and ask questions in regards to junior high school life.
3. Students will be able to think about the future.

Materials:

1. Worksheet (see below)
2. Brainstorm worksheet (from Activity IB20)

Procedures:

1. Brainstorm and question formulating activity (see Activity IB20)
2. Write a letter to a junior high school student!
Remind the students that they want to first introduce themselves in the letter (e.g., Hello! My name is _____. I am in sixth grade.) and talk about what they want to do in junior high school (e.g., I like soccer. I want to join the soccer team in junior high school.)
Student should include one question in the letter.
3. Assign pairs (e.g., seat partners).
4. Read the letter to each other and ask for feedback.
5. Make changes to the letter based on peer-feedback. Give new worksheet if major changes need to be made.

6. Collect the worksheet and if possible, send to a junior high school class to receive responses.

Academic Workshop for Older Students:
Reading Support

Academic Workshop for Older Students:

Reading Support Activities: Book Walk

Skills focus	How to support reading buddies?
Thinking focus	Previewing the book
Teaching approach	Facilitate; support students discover their own methods
Interaction	Pair work
Preparation	Collect materials as listed below
Time	20 minutes

Goal of the activity:

1. Students will be able to think about how to best support their Reading Buddies partners.
2. Students will be able to preview the book and think about how to bridge the gap between the book's language level and the YS's language level.
3. Students will be able to put themselves in the YS's mindset and reflect on scaffolding strategies.

Materials:

1. Any book of the students' choice
2. Worksheet (see below)

Procedures:

1. Assign pairs (Note: try to assign different pairs every time you repeat this activity to encourage working with different students).
2. Before the Reading Buddies sessions, walking through or previewing the book is particularly important. An OS, hopefully remembers the stages of emergent literacy and can put themselves in the YS's current situation of learning to read in English.
3. In pairs, go over the Reading Buddies book and note the language or concepts that may be particularly difficult for their partners.
4. Discuss these difficulties and consider possible ways of scaffolding, or breaking it down, to make it easier for YS to understand the language or concept (Note: encourage the use of English).

Worksheet

Book title:

Difficult language or concepts	How to support

Academic Workshop for Older Students:

Reading Support Activities: Oral Reading Techniques

Skills focus	Oral reading techniques
Thinking focus	How to read the book and tell a story in an interesting way
Teaching approach	Facilitate; support students discover their own methods
Interaction	Pair work and group work
Preparation	Collect materials as listed below
Time	30 minutes

Goal of the activity:

1. Students will be able to think about how to best support their Reading Buddies partners.
2. Students will be able to preview the book and think about how to bridge the gap between the book's language level and the YS's language level.
3. Students will develop awareness of the differences between reading silently and orally.
4. Students will be able to read books and tell a story in an interesting way using different oral reading techniques (e.g., gestures, voice changes, pace, facial expressions).

Materials:

1. Any book of the students' choice
2. A4 size paper

Procedures:

1. As a class, brainstorm and introduce oral reading techniques (e.g., gestures, voice, pace, facial expressions).
2. Assign pairs (Note: try to assign different pairs every time you repeat this activity to encourage working with different students).
3. Before the Reading Buddies sessions, walking through or previewing the book is particularly important. An OS, hopefully remembers the stages of emergent literacy and can put themselves in the YS's current situation of learning to read in English.
4. Go over the book together with your pair (different pairs should read different books).
5. Think about the story and the overall mood throughout the book. Brainstorm (on the A4 size paper) possible ways of making the oral reading interesting for the YS.
6. Practice reading the book with oral reading techniques as a pair (take turns reading pages).
7. Form groups of 4 (combine two pairs). Read your book as a pair to the other two students.

8. The listeners will identify the different oral reading techniques that the pair used and give feedback.
9. Switch! The second pair will now read their book.

Academic Workshop for Older Students:

Reading Support Activities: Role Play

Skills focus	How to support reading buddies?
Thinking focus	Collaboration, creating comfortable environment
Teaching approach	Facilitate; support students discover their own methods
Interaction	Pair work – role play
Preparation	Collect materials as listed below
Time	30 minutes

Goal of the activity:

1. Students will be able to think about how to best support their Reading Buddies partners.
2. Students will be able to practice different strategies to assist YS's language learning.
3. Students will understand their role as a role model for YS.

Materials:

1. Any book of the students' choice

Procedures:

1. Assign pairs (Note: try to assign different pairs every time you repeat this activity to encourage working with different students).
2. Choose partner A and partner B. Partner A will be the OS and Partner B will be the YS.
3. Partner A will conduct a typical Reading Buddies session (i.e., read through the book, ask follow up questions, model inner dialogues out loud) while partner B places him/herself in the YS shoes, thinking about what kind of support they would need throughout.
4. After 10 minutes (doesn't have to finish reading the book), discuss with partner what went particularly well and additional support YS may need (i.e., how can we improve the session?)
5. Switch roles; Partner B = OS, Partner A = YS. And repeat 3-4.
6. Come back together as a class and discuss some things that each pair noticed or thought was important.

Academic Workshop for Older Students:
Preparation for Reading Buddies Activities

Academic Workshop for Older Students:

Preparation for Reading Buddies Activities: *A Visual Guide to Annual Events in Japan*

We Can! 2, Unit 2: Welcome to Japan.

Language focus	Descriptive words to describe Japanese events
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Familiarizing with the language used in the book
Teaching approach	Preparing OS for Cross-Age Reading Buddies Activity: Activity 2
Interaction	Individual and whole class
Preparation	Collect materials as listed below
Time	60 minutes (30 minutes to prepare + 30 minutes presentation)

MEXT syllabus unit goals:

1. Ask and talk about different events and foods throughout Japan.
2. Be able to introduce aspects of Japanese culture to individuals of other cultures.

Goal of the activity:

1. Students will be able to describe different Japanese events in English.
2. Students will be able to think of creative ways to help bridge the gap between YS's language level and the book's language level.
3. Students will be able to familiarize themselves with the language used in the book.
4. Students will learn to think ahead and plan their Reading Buddies session.
5. Students will learn to work together with their classmates and give each other feedback.

Materials:

1. Book: *A Visual Guide to Annual Events in Japan*, by Noriko Takano
2. Worksheet (see below)
3. Markers, colored pencils, or crayons

Procedures:

1. Read the book, *A Visual Guide to Annual Events in Japan*, to the class.
2. Assign one event to each student in the class.
3. Pass out the worksheet. Each student will draw a picture of the event in the box provided on the worksheet. The students will write important facts on the below the picture in simplified sentences.
4. Come back together as a class. Present their sheet to the rest of the class with simplified explanations of the Japanese events included in the book.

Academic Workshop for Older Students:

Preparation for Reading Buddies Activities: *NY is for New York*

Let's Try! 1, Unit 6: ALPHABET

We Can! 2, Unit 4: I like my town.

Language focus	Alphabet (capital letters), "I like..."
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Familiarizing with the language used in the book; formulating questions
Teaching approach	Preparing OS for Cross-Age Reading Buddies Activity: Activity 10
Interaction	Pair work and whole class
Preparation	Collect materials as listed below
Time	60 minutes (40 minutes to prepare + 20 minutes presentation)

MEXT syllabus unit goals:

Let's Try! 1, Unit 6:

1. Learn how to say the alphabet in English.
2. Recognize the capital letters of the alphabet.

We Can! 2, Unit 4:

1. Be able to share good aspects of one's own community with applicable reasons.
2. Have an opinion on their community and the environment they live in.

Goal of the activity:

1. Students will be able to think of creative ways to help bridge the gap between YS's language level and the book's language level.
2. Students will be able to familiarize themselves with the language used in the book.
3. Students will learn to think ahead and plan their Reading Buddies session.
4. Students will learn to work together with their classmates and give each other feedback.

Materials:

1. Book: *NY is for New York*, by Paul Thurlby
2. Alphabet cards included in the back of "Let's Try! 1" (see Appendix 13)
3. Print out of the writing on each page (about the place in NY that starts with the letter)
4. Worksheet (see below)

Procedures:

1. Read the book, *NY is for New York*, to the class.

2. Assign a letter of the alphabet to each student (if more than 26 students, assign multiple students to one letter; if less than 26 students, assign 2 letters per student). Give the corresponding print out.
3. Assign pairs (e.g., seat partners).
4. Together with your partner, reread the section about your assigned letters. Circle any unfamiliar words and write them on the worksheet. Look up the unfamiliar words for the meaning and the Japanese word.
5. Go back and reread. Fill out the bottom section of the worksheet by noting interesting facts about the place introduced.
6. Repeat 4-5 with all alphabets assigned.
7. Whole Class:
Come back together as a class and do a mini presentation on each letter of the alphabet from A to Z. Present some of the unfamiliar words that were necessary to understand the reading and the most interesting fact about the location.

Worksheet

Letter:

Unfamiliar words	Meaning	Japanese word
Place name:	Interesting facts	

Academic Workshop for Older Students:Preparation for Reading Buddies Activities: *Olympics*

We Can! 2, Unit 6: What do you want to watch?

Language focus	Vocabulary: Olympic sports
Skills focus	Speaking, Listening, Oral reading
Thinking focus	Familiarizing with the language used in the book; formulating discussion questions
Teaching approach	Preparing OS for Cross-Age Reading Buddies Activity: Activity 12
Interaction	Pair work and group work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Learn how to say the names of shapes and other surrounding objects in English.
2. Develop awareness of differences between L1 and L2 phonetics.
3. Learn how to eloquently present one's work.

Goal of the activity:

1. Students will be able to write a letter in English with their Reading Buddies partner.
2. Students will be able to show creativity in writing a letter to their crayons.
3. Students will be able to make predictions while reading the book.

Materials:

1. Book: *Olympics*, by B. G. Hennessy
2. Worksheet (see below)

Procedures:

1. Read the book, *Olympics*, to the class.
2. Assign pairs and reread the book. Fill out the worksheet. Write down any unfamiliar words in the space provided and look up the meaning and the Japanese word.
3. Reread the book for the third time. Think about all of the people involved in a successful Olympics and write them down in the bottom section of the worksheet.
4. On the back of the worksheet, construct 3 discussion questions (per student) about the book.
5. Combine pairs to form groups of 4. In the group, share your discussion questions and give feedback. Write down any of the discussion questions that you personally liked and add it to your original 3.

Worksheet

Book title:

Unfamiliar words	Meaning	Japanese word
Who are the people involved in the Olympics?		

Academic Workshop for Older Students:

Preparation for Reading Buddies Activities: *The Day the Crayons Quit*

Let's Try! 1, Unit 7: This is for you.

Language focus	Vocabulary: colors
Skills focus	Speaking, Listening, Oral reading
Thinking focus	Familiarizing with the language used in the book
Teaching approach	Preparing OS for Cross-Age Reading Buddies Activity: Activity 13
Interaction	Whole class and group work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Learn how to say the names of shapes and other surrounding objects in English.
2. Develop awareness of differences between L1 and L2 phonetics.
3. Learn how to eloquently present one's work.

Goal of the activity:

1. Students will be able to think of creative ways to help bridge the gap between YS's language level and the book's language level.
2. Students will be able to familiarize themselves with the language used in the book.
3. Students will learn to think ahead and plan their Reading Buddies session.
4. Students will learn to work together with their classmates.

Materials:

1. Book: *The Day the Crayons Quit*, by Drew Daywalt
2. Color cards (see below)
3. Worksheet (see below)
4. Print out of each crayon letter (one letter per group)

Procedures:

1. Read the book, *The Day the Crayons Quit*, to the class. After each letter from the crayons, go over the crayon's emotion and their complaints.
2. Split the class up into 12 groups.
3. Cut up and fold the color cards in half and put it inside a bag. Each group will pick a card. They will be assigned to that color crayon's letter. Give a print out of the letter to each group.

4. Pass out the worksheet. The worksheet can be used as a guide to help break down the letter.
5. In the group, read through the letter to the best of their ability. Circle unfamiliar words and write them on the worksheet. Look up the unfamiliar words for the meaning and the Japanese word.
6. Go back and reread the letter. Trying to get the meaning and the tone of voice of the crayon (i.e., what is the crayon's emotion? Why is this crayon writing this letter?) Fill out the bottom section of the worksheet.
7. On the day of the Reading Buddies Activity #, OS will group read to the YS. In the group, split the letter into equal sections and assign each section to the members of the group.
8. Practice reading each member's parts. Note: encourage students to read using different tone of voice depending on the crayon's emotions and characteristics.
9. Come together as a class and practice reading together.

Color Cards

Red	Purple
Beige	Gray
White	Black
Green	Yellow
Orange	Blue
Pink	Peach

Worksheet

Color:

Unfamiliar words	Meaning	Japanese word
Crayon's emotion	Crayon's reason for writing a letter	

Academic Workshop for Older Students:

Preparation for Reading Buddies Activities: *What Happens Next?*

Let's Try! 1, Unit 8: What's this?

We Can! 2, Unit 8: What do you want to be?

Language focus	Question: "what"
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Familiarizing with the language used in the book; asking questions
Teaching approach	Preparing OS for Cross-Age Reading Buddies Activity: Activity 14
Interaction	Group work
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

Let's Try! 1, Unit 8:

1. Be able to identify daily items in their environment and ask "What's this?" when something is unknown.
2. Use phrases such as "It's a (fruit, color, animal, etc.)" to describe words during vocabulary quizzes.
3. Use creative ways to explain and describe everyday items.
4. Identify differences between loan words in Japanese and English words (e.g., "sarada" and "salad").

We Can! 2, Unit 8:

1. Be able to ask and answer the question "What do you want to be?"
2. Be able to explain the reason why you want to be a _____ when you grow up.
3. Listen and understand explanations of one's dream job.

Goal of the activity:

1. Students will be able to sequence the order of one's life events.
2. Students will be able to think of creative ways to help bridge the gap between YS's language level and the book's language level.
3. Students will be able to familiarize themselves with the language used in the book.
4. Students will learn to think ahead and plan their Reading Buddies session.
5. Students will learn to work together with their classmates.

Materials:

1. Book: *What Happens Next?*, by Shinsuke Yoshitake

2. Worksheet (see below)
3. A4 size paper

Procedures:

1. Read the book, *What Happens Next?*, to the class. While reading the book, ask questions such as “What happens next?” to model the inner dialogue during one’s reading.
2. Split the class into groups of 4. Pass out the worksheet. Reread the book in their group. Use the worksheet as a guide. Write down any unfamiliar words on the worksheet. Look up the words for the meaning and the Japanese word.
3. Reread the book again. On the A4 size paper, write the sequence of events described in the book. Draw pictures next to each event that represents the event.

Cross-Age Reading Buddies Activities

Cross-Age Reading Buddies Activities:

Self-Introductions

Let's Try! 1, Unit 1: Hello!

We Can! 2, Unit 1: This is ME!

Language focus	Greeting and Self-Introductions
Skills focus	Speaking, pronunciation, listening
Thinking focus	Formulating questions, information processing
Teaching approach	Listening to pronunciation; promote accuracy
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

Let's Try! 1, Unit 1:

1. Develop awareness of different languages around the world; not just L1 (i.e., Japanese).
2. Learn to greet someone and introduce oneself in English.

We Can! 2, Unit 1:

1. Be able to introduce oneself, including things you like, things you can do, and ask for the same information from others.
2. Be able to elaborate on others' introductions for further discussions.

Goal of the activity:

1. Students will get to know their buddies.
2. Students will be able to greet and introduce themselves to each other.

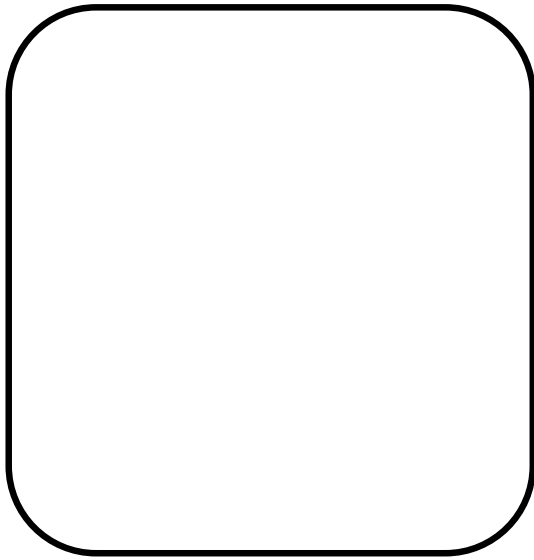
Materials:

1. Worksheet (see below)
2. Markers, colored pencils, or crayons

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Buddies will sit together at a desk.
2. Introduce yourself! First the teachers will model the greeting with each other (older students' teacher and younger students' teacher):
 "Hello! My name is _____. What is your name?"
 "Hello! My name is _____. Nice to meet you!"
 "Nice to meet you, too!"

3. Then, the Older Students (OS) will start and the Younger Students (YS) can follow.
4. Teachers will pass out the worksheet (see below) for the students to complete together.
5. Directions on completing the worksheet:
 - ① Complete your own section about your favorite things (food, book, color). [YS will need help reading and writing their answers.]
 - ② Ask your buddy about their favorite things and fill out the “My buddy’s favorites” section! Again, the YS will need help writing the answers. [Remind the students that they are not limited to talking about the three things – food, book, color – listed on the worksheet.]
 - ③ Draw a picture of you and your buddy!
6. Buddies will group up with another pair (forming groups of 4; 2 OS and 2 YS) and introduce their buddy to each other. The teachers will model this first:
“Hello everyone. This is my buddy. His / Her name is _____. She likes _____, _____, and _____.”



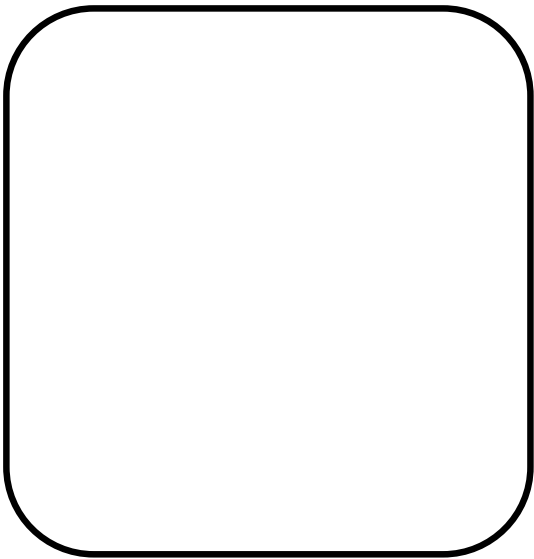
Me

My favorites:

Food

Book

Color



My Buddy

My buddy's favorites:

Food

Book

Color

Cross-Age Reading Buddies Activities:*A Visual Guide to Annual Events in Japan*

We Can! 2, Unit 2: Welcome to Japan.

Language focus	Descriptive words to describe Japanese events
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Describe Japanese words in English
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-20
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Ask and talk about different events and foods throughout Japan.
2. Be able to introduce aspects of Japanese culture to individuals of other cultures.

Goal of the activity:

1. Students will be able to describe different Japanese events in English.
2. Students will be able to think about different ways of explaining Japanese culture.

Materials:

1. Book: *A Visual Guide to Annual Events in Japan*, by Noriko Takano

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *A Visual Guide to Annual Events in Japan*, to their reading buddy.
(Note: As the language used in this book is a little bit more advanced, this activity is best paired with Activity IIB1 from the Academic Workshop Activities, which helps prepare OS read the book to the YS).
3. Together, the reading buddies will read through the book, looking at certain Japanese events throughout the year. OS will assist the Younger Students (YS) by explaining Japanese events in English and teaching them descriptive words.

Cross-Age Reading Buddies Activities:*Japanese Celebrations*

We Can! 2, Unit 2: Welcome to Japan.

Language focus	Descriptive words to describe Japanese events, vocabulary: seasons
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Describe Japanese words in English
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-20
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes (reading) + 45 minutes (follow-up activity)

MEXT syllabus unit goals:

1. Ask and talk about different events and foods throughout Japan.
2. Be able to introduce aspects of Japanese culture to individuals of other cultures.

Goal of the activity:

1. Students will be able to describe different Japanese events in English.
2. Students will be able to think about different ways of explaining Japanese culture.

Materials:

1. Book: *Japanese Celebrations*, by Betty Reynolds
2. Index cards
3. Markers, colored pencils, or crayons

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Japanese Celebrations*, to their reading buddy.
Together, the reading buddies will read through the book, looking at certain seasonal Japanese events, items, and foods throughout. OS will assist the Younger Students (YS) by explaining Japanese words in English.

Follow-up Activity:

1. Assign one season to each Reading Buddies pair.

2. Refer back to the book and look at the different Japanese words introduced in the book for the assigned season. Draw a picture of that represents the word and the first letter of the word on an index card. Repeat for all words.
3. Form groups with three other Reading Buddies pairs with different seasons. Combine all of the index cards together and lay them all out on the table, pictures facing up.
4. Rock, paper, scissors to decide who will go first. The first winner will look at the page in the book and choose one word to read (e.g., Season: spring, read the section about cherry blossoms). If YS has difficulty reading, OS can support.
5. If the other pairs know the answer, tap the card and say the word. If correct, take the card and the next group (clockwise) will give hints to the next word. If incorrect, continue giving hints.
6. The Reading Buddies pair with the greatest number of cards wins the game.

Cross-Age Reading Buddies Activities:*The Color Monster*

Let's Try! 1, Unit 2: How are you?

Let's Try! 1, Unit 4: I like blue.

Language focus	Vocabulary: emotions, colors
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Thinking of ways to express emotion
Teaching approach	Listening to pronunciation
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

Let's Try! 1, Unit 2:

1. Ask about others' emotions and feelings.
2. Answer questions about emotions and feelings.
3. Develop awareness of the importance of non-verbal communication skills (e.g., gestures, facial expressions).

Let's Try! 1, Unit 4:

1. Learn the different colors in English
2. Use the phrase "I like..." for a variety of purposes; to express one's own preference, ask about others' likes, and answer appropriately.

Goal of the activity:

1. Students will be able to represent one's emotions through color representations.

Materials:

1. Book: *The Color Monster*, by Anna Llenas
2. Index cards
3. Markers, colored pencils, or crayons

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *The Color Monster*; to their reading buddy. Together, the reading buddies will read through the book, making connections between

colors and emotions represented in the book.

3. Refer to the color and emotions pairs of the book. Create index cards that represent your own connection with color and emotions. Color one side of the index card with markers, colored pencils, or crayons and write the emotion on the other side of the index card. This does not have to be the same pairs as the book.

Cross-Age Reading Buddies Activities:*Can You See What I See?*

Let's Try! 1, Unit 3: How many?

Language focus	Vocabulary: numbers 1-20
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Recognizing, formulating questions
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-20
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Learn how to say numbers in English
2. Understand the differences of counting numbers in different languages (e.g., English and Japanese)
3. Ask questions related to numbers (e.g., "How many?")

Goal of the activity:

1. Students will be able to accurately pronounce numbers 1-20 in English.
2. Students will be able to ask each other questions related to numbers

Materials:

1. Book: *Can You See What I See? 100 Fun Finds*, by Walter Wick

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Can You See What I See? 100 Fun Finds*, to their reading buddy. Together, the reading buddies will read through the book, looking for certain objects in the book. OS will assist the Younger Students (YS) by asking questions, such as "How many trees do you see?" or "How many birds do you see?", phrases that were introduced to the YS in the unit. The OS can also read the questions in the book, such as "Can you see 2 trees and 5 birds?" to introduce another question form.
3. Once the YS is comfortable answering questions, the OS will support YS to ask their own questions using the pictures in the book.

Cross-Age Reading Buddies Activities:*The Very Hungry Caterpillar*

Let's Try! 1, Unit 3: How many?

Language focus	Vocabulary: numbers 1-10
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Recognizing, formulating questions
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-10
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Learn how to say numbers in English
2. Understand the differences of counting numbers in different languages (e.g., English and Japanese)
3. Ask questions related to numbers (e.g., "How many?")

Goal of the activity:

1. Students will be able to accurately pronounce numbers 1-10 in English.
2. Students will be able to ask each other questions related to numbers

Materials:

1. Book: *The Very Hungry Caterpillar*, by Eric Carle

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *The Very Hungry Caterpillar*, to their reading buddy. Together, the reading buddies will read through the book, counting (in English) the number of food items the caterpillar ate each day of the week.
3. Reread the book again, this time encourage the YS to retell the story about how many food items he ate by answering OS's questions
(e.g., OS: "On Monday, he ate through...how many apples?"
YS: "1 apple!"
OS: "Yes! 1 apple. But...?"
Together: "He was still hungry.")

Cross-Age Reading Buddies Activities:*Ketchup On Your Cornflakes?*

Let's Try! 1, Unit 4: I like blue.

We Can! 2, Unit 4: I like my town.

Language focus	Question: "Do you like..." Phrase: "I like/do not like..."
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Asking and answering questions
Teaching approach	Listening to pronunciation, focus on sentence structure
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

Let's Try! 1, Unit 4:

1. Use the phrase "I like..." for a variety of purposes; to express one's own preference, ask about others' likes, and answer appropriately.

We Can! 2, Unit 4:

1. Be able to describe one's environment, including places and things available and not available in the town/community they live in.
2. Be able to explain things they want in their community and the reasons why.

Goal of the activity:

1. Students will be able to ask for each other's preferences by asking, "Do you like...?"
2. Students will be able to answer questions with "I like/dislike..."

Materials:

1. Book: *Ketchup On Your Cornflakes?*, by Nick Sharatt
2. Worksheet (see below)

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Ketchup On Your Cornflakes?*, to their reading buddy.
3. The book is split into two: the top and the bottom to create sentences using "Do you like...on your ...?" Reading Buddies pairs will choose random pages on the top and

bottom halves of the book. The OS will read to the YS the sentence (e.g., “Do you like milk on your head?”)

4. On the worksheet, fill out the spaces based on the sentences created through the book (follow the example provided).

Worksheet

Do you like...	on your...	Name:	Name:
milk	head	no	yes

Cross-Age Reading Buddies Activities:*Spot Goes on Holiday*

We Can! 2, Unit 5: My Summer Vacation

Language focus	Vocabulary: summer activities, events, and food
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Reviewing vocabulary words
Teaching approach	Listening to pronunciation
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Be able to describe their summer vacation and ask about others' summer vacations.
2. Be able to share experiences during one's summer vacation.
3. Appropriately use simple past tense to describe past events.

Goal of the activity:

1. Students will be able to recall previous events during their summer vacation.
2. Practice reading vocabulary words related to "summer"

Materials:

1. Book: *Spot Goes on Holiday*, by Eric Hill

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Spot Goes on Holiday*, to their reading buddy.
3. Together, the reading buddies will read through the book twice: the first time, OS will read through the book and the second time, YS will attempt to read the book. OS will provide help as necessary.
4. Based on the reading, Reading Buddies pairs will discuss their own summer vacation. OS will lead the conversation by asking questions about the summer vacation using the 5W's: What did you do? Where did you go? When did you go? Who did you see? What was your best memory? Why?

Cross-Age Reading Buddies Activities:

Panda Bear, Panda Bear, What Do You See?

Let's Try! 1, Unit 5: What do you like?

We Can! 2, Unit 6: What do you want to watch?

Language focus	Question: "What do you..."
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Forming and asking questions
Teaching approach	Listening to pronunciation, focus on sentence structure
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

Let's Try! 1, Unit 5:

1. Students will be able to recall each other's favorites.
2. Students will be able to ask "who" questions.
3. Students will be able to accurately pronounce vocabulary words related to fruit, color, and sport.

We Can! 2, Unit 6:

1. Be able to state the Olympic and Paralympic sports you are interested in watching and the reason you want to watch.
2. Be familiar with the English names of Olympic and Paralympic sports.

Goal of the activity:

1. Students will be able to ask questions that start with "What do you..."
2. Students will be exposed to different action verbs.

Materials:

1. Book: *Panda Bear, Panda Bear, What Do You See?*, by Eric Carle
2. Worksheet (see below)

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Panda Bear, Panda Bear, What Do You See?*, to their reading buddy.

3. Together, the reading buddies will read through the book, paying attention to the different animals and action verbs. OS will assist the Younger Students (YS) by asking the question: “What do you see?” when turning to new pages.
4. Read the book one more time; this time the YS reading the book based on the vocabulary that they remember. OS can support/guide them whenever necessary.
5. Pass out the worksheet (one per pair) and have students write down the different action verbs they see on each page. Guess what each word means and write their guess (in Japanese) in the space provided.
6. Come back together as a class and go over the correct answers and have the students check their guesses. Write the correct answer in the space provided.

Cross-Age Reading Buddies Activities:

NY is for New York

Let's Try! 1, Unit 6: ALPHABET

We Can! 2, Unit 4: I like my town.

Language focus	Alphabet (capital letters), "I like..."
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Recognizing letters of the alphabet, formulating questions
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-20
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes (reading) + 45 minutes (follow-up activity)

MEXT syllabus unit goals:

Let's Try! 1, Unit 6:

1. Learn how to say the alphabet in English.
2. Recognize the capital letters of the alphabet.

We Can! 2, Unit 4:

1. Be able to share good aspects of one's own community with applicable reasons.
2. Have an opinion on their community and the environment they live in.

Goal of the activity:

1. Students will be able to recognize the alphabet and trace/write capital letters of the alphabet.
2. Students will be able to share opinions about their community with each other and introduce good aspects of their community and the environment they live in.

Materials:

1. Book: *NY is for New York*, by Paul Thurlby
2. Alphabet cards included in the back of "Let's Try! 1" (see Appendix 13)
3. A4 paper
4. Markers, colored pencils, or crayons

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.

2. Older Students (OS) will introduce the book, *NY is for New York*, to their reading buddy. Together, the reading buddies will read through the book. OS will read the location name (e.g., “L is for Lady Liberty”) and YS will repeat (for each location, A through Z).
**Note: OS does not have to read the description in English. Instead, OS can explain the location in their L1 (as prepared during Activity IIB2)
3. Once the buddies read through the entire book, ask them to read it once again, this time the YS “reading” by recalling what they remember (e.g., “A is for...”).

Follow-up Activity:

1. Assign each Reading Buddy pair a letter using the alphabet cards (see below). Each pair will select a card that is placed face down on a table.
2. Based on the card they selected, each pair will think of a famous or important location in their town that starts with the letter (if students cannot think of a place that begins with the letter, they can choose a place that contains the letter or choose a different alphabet card).
3. Together with their Reading Buddies, students will create a page similar to the book on A4 size paper. Draw a picture of the location, write the alphabet letter (in capital letters), and write a short description (either in L1 or L2).
**Note: encourage OS to use “I like...” to describe the location (e.g., letter “P” = Ueno Park”; I like the cherry blossom trees in the spring).
4. Combine all the pages together to create an ABC book of the students’ town.

Cross-Age Reading Buddies Activities:*The ABCs of What I Can Be*

Let's Try! 1, Unit 6: ALPHABET

We Can! 2, Unit 8: What do you want to be?

Language focus	Alphabet (capital letters), Phrase: "I want to be..."
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Recognizing letters of the alphabet, formulating questions
Teaching approach	Listening to pronunciation, focus on ability to say numbers 1-20
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes (reading) + 45 minutes (follow-up activity)

MEXT syllabus unit goals:

Let's Try! 1, Unit 6:

1. Learn how to say the alphabet in English.
2. Recognize the capital letters of the alphabet.

We Can! 2, Unit 8:

1. Be able to ask and answer the question "What do you want to be?"
2. Be able to explain the reason why you want to be a _____ when you grow up.
3. Listen and understand explanations of one's dream job.

Goal of the activity:

1. Students will be able to recognize the alphabet and trace/write capital letters of the alphabet.
2. Students will be able to share their dream jobs using the phrases "What do you want to be?" and "I want to be..."

Materials:

1. Book: *The ABCs of What I Can Be*, by Caitlin McDonagh
2. Alphabet cards included in the back of "Let's Try! 1" (see Appendix 13)
3. A4 paper
4. Markers, colored pencils, or crayons

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.

2. Older Students (OS) will introduce the book, *The ABCs of What I Can Be*, to their reading buddy. Together, the reading buddies will read through the book. OS will read the different occupation names while pointing at each picture and YS will repeat.
3. Once the buddies read through the entire book, ask them to read it once again, this time the YS “reading” by recalling what they remember.

Follow-up Activity:

1. Assign each Reading Buddy pair a letter using the alphabet cards (see below). Each pair will select a card that is placed face down on a table.
2. Based on the card they selected, each pair will think of multiple occupations (minimum 2) that starts with the letter (if students cannot think of occupations that begins with the letter, they can choose one that contains the letter or choose a different alphabet card).
3. Together with their Reading Buddies, students will create a page similar to the book on A4 size paper. Draw pictures that represent the occupation (e.g., books for a librarian) or pictures of individuals with the occupation, write the alphabet letter (in capital letters), and write the name of the occupation.
4. Combine all the pages together to create an ABC book of occupations for the two classrooms.

Cross-Age Reading Buddies Activities:*Olympics*

We Can! 2, Unit 6: What do you want to watch?

Language focus	Vocabulary: Olympic sports
Skills focus	Speaking, Listening, Oral reading
Thinking focus	Understanding general ideas, formulating questions
Teaching approach	Listening to pronunciation, promote creativity
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Be able to state the Olympic and Paralympic sports you are interested in watching and the reason you want to watch.
2. Be familiar with the English names of Olympic and Paralympic sports.

Goal of the activity:

1. Students will be able to understand the different jobs necessary for a successful Olympic and Paralympic event.
2. Students will be able to write a letter to an Olympic athlete.

Materials:

1. Book: *Olympics*, by B. G. Hennessy
2. Discussion questions (prepared by the Older Students in Activity IIB3)
3. Letter set (paper and envelope)

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Olympics*, to their Reading Buddies partner. Together, the reading buddies will read through the book, noting the different jobs or roles that take place in a successful Olympics (e.g., preparation and training of athletes, organizing the event, staff and volunteers, preparation of venue, medals, etc.).
3. OS will read the story a second time, for better understanding of the story as well as a chance for the YS to answer any questions they had during the first reading.
4. OS will take out their discussion questions (prepared in Activity IIB3)

5. Choose one Olympic athlete. Together with your partner, write a letter to the athlete, including points such as why you like this athlete, which event is your favorite, what are you looking forward to watching, and wishing them luck for the upcoming Olympics.
6. Collect the letters and send it out to athletes!

Cross-Age Reading Buddies Activities:*The Day the Crayons Quit*

Let's Try! 1, Unit 7: This is for you.

Language focus	Vocabulary: colors
Skills focus	Speaking, Listening, Oral reading, writing a letter
Thinking focus	Understanding general ideas, formulating questions
Teaching approach	Listening to pronunciation, promote creativity
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Learn how to say the names of shapes and other surrounding objects in English.
2. Develop awareness of differences between L1 and L2 phonetics.
3. Learn how to eloquently present one's work.

Goal of the activity:

1. Students will be able to write a letter in English with their Reading Buddies partner.
2. Students will be able to show creativity in writing a letter to their crayons.
3. Students will be able to make predictions while reading the book.

Materials:

1. Book: *The Day the Crayons Quit*, by Drew Daywalt
2. A4 size paper
3. Crayons

Procedures:

1. Set up of the classroom: Push all chairs and tables to the back of the classroom. Set up chairs in the front of the room for Older Students (OS) to sit on. The Younger Students (YS) will take a seat on the floor in front of OS.
2. Older Students (OS) will introduce the book, *The Day the Crayons Quit*, to the YS as a group.

(Note: As the language used in this book is a little bit more advanced, this activity is best paired with Activity IIB4 from the Academic Workshop Activities, which helps prepare OS read the book to the YS).

3. Two or three OS will be assigned to one letter (there is a letter from the crayons on each page of the book). The teachers will take on more responsibility for this activity by asking comprehension questions throughout the initial reading of the book.
4. OS will read the story a second time, for better understanding of the story as well as a chance for the YS to answer any questions they had during the first reading.
5. Reading Buddies pairs will then find a seat at a desk together.
6. Pass out A4 size paper and crayons.
7. Together, the reading buddies will write a letter to a crayon of their choice. The letter should be written by the OS. (The use of both L1 and English is acceptable.)
8. Upon finishing, collect all of the letters to crayons and create a class booklet.

Cross-Age Reading Buddies Activities:*What Happens Next?*

Let's Try! 1, Unit 8: What's this?

We Can! 2, Unit 8: What do you want to be?

Language focus	Question: "what"
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Thinking about the future; sequencing (What happens next?)
Teaching approach	Listening to pronunciation
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes (reading) + 45 minutes (follow-up activity)

MEXT syllabus unit goals:

Let's Try! 1, Unit 8:

1. Be able to identify daily items in their environment and ask "What's this?" when something is unknown.
2. Use phrases such as "It's a (fruit, color, animal, etc.)" to describe words during vocabulary quizzes.
3. Use creative ways to explain and describe everyday items.
4. Identify differences between loan words in Japanese and English words (e.g., "sarada" and "salad").

We Can! 2, Unit 8:

1. Be able to ask and answer the question "What do you want to be?"
2. Be able to explain the reason why you want to be a _____ when you grow up.
3. Listen and understand explanations of one's dream job.

Goal of the activity:

1. Students will be able to think about their future.
2. Students will be able to sequence the order of one's life events.
3. Students will be able to ask questions using "What"

Materials:

1. Book: *What Happens Next?*, by Shinsuke Yoshitake

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.

2. Older Students (OS) will introduce the book, *What Happens Next?*, to their reading buddy.

(Note: As the language used in this book is a little bit more advanced, this activity is best paired with Activity IIB5 from the Academic Workshop Activities, which helps prepare OS read the book to the YS).

3. While reading the book, OS will ask guiding questions (e.g., What happens next?) before turning the page. YS can answer in L1.

4. Once the buddies read through the entire book, ask them to read it once again, this time the YS “reading” by recalling what they remember.

Cross-Age Reading Buddies Activities:*Dear Zoo*

Let's Try! 1, Unit 9: Who are you?

Language focus	Vocabulary: animals, adjectives to describe animals
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Understanding general ideas, formulating questions
Teaching approach	Listening to pronunciation, focus on ability to say animal names
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Grasp the general idea or story from picture books or short stories.
2. Develop awareness of tone and rhythm in English and recognize differences between English and Japanese.

Goal of the activity:

1. Students will be able to accurately pronounce animal names in English.
2. Students will be able to ask each other questions related to animals.
3. Students will be able to make predictions while reading the book.

Materials:

1. Book: *Dear Zoo*, by Rod Campbell
2. A4 size paper
3. Markers, colored pencils, or crayons
4. Construction paper
5. Scissors
6. Tape

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *Dear Zoo*, to their reading buddy. Together, the reading buddies will read through the book, guessing which animal was sent from the zoo and flipping through the tabs on each page to confirm their answers.

3. The Younger Student (YS) will read through the book, based on the language that they remember. OS should help as necessary.
4. Once the Reading Buddies are comfortable with the concept of the book and the story, each pair will choose an animal of their choice and reproduce their own book page.
5. Together, the Reading Buddies pair will draw a picture of the animal, write the animal name on the paper, and the reason why the child in the book had to send it back to the zoo (e.g., elephant, too big).
6. Cut a piece of construction paper to hide the picture of the animal and use tape to make a flap similar to the book.
7. Once all the Reading Buddies pairs have finished their sheet, collect the paper, and bind the pages together to create a combined “Dear Zoo” book for the class.

Cross-Age Reading Buddies Activities:*The Great Big Enormous Turnip*

Let's Try! 1, Unit 9: Who are you?

Language focus	Question; "Who"
Skills focus	Speaking, pronunciation, listening, reading aloud
Thinking focus	Sequencing, asking "who" questions
Teaching approach	Listening to pronunciation, focus on ability to say animal names
Interaction	Cross-age reading buddies
Preparation	Collect materials as listed below
Time	45 minutes

MEXT syllabus unit goals:

1. Grasp the general idea or story from picture books or short stories.
2. Develop awareness of tone and rhythm in English and recognize differences between English and Japanese.

Goal of the activity:

1. Students will be able to accurately pronounce animal names in English.
2. Students will be able to ask each other questions related to animals.
3. Students will be able to make predictions while reading the book.

Materials:

1. Book: *The Great Big Enormous Turnip*, by Alexei Tolstoy

Procedures:

1. Set up of the classroom: Desks and chairs in the classroom will be set up into pairs for reading buddies. Students will choose to sit at a desk with their buddies or to sit on the floor with their buddies.
2. Older Students (OS) will introduce the book, *The Great Big Enormous Turnip*, to their reading buddy. Together, the reading buddies will read through the book, and the OS will ask the YS questions: "Who did _____ call for help?"
3. Reading Buddies pairs will read the book one more time, this time the Younger Student (YS) will read through the book, based on the language that they remember. OS should help as necessary.
4. Once the Reading Buddies are comfortable with the concept of the book and the story, each pair will choose an animal of their choice and reproduce their own book page.

Assessment Activities

Assessment Activities:

Self-assessment: Language Skills Checklist

Language focus	Review of previous units
Skills focus	Listening, speaking
Thinking focus	Reflecting on one's own language learning progress; making goals for future learning
Teaching approach	Guide students
Students	Older Students
Interaction	Individual, pair work
Preparation	Collect materials as listed below
Time	15 minutes

Goal of the activity:

1. Students will be able to record their progress of language learning.
2. Through self-assessment, students will be able to understand their strengths and weaknesses of different skills related to language learning.

Materials:

1. Self-assessment worksheet (see below)
2. Folder or binder to keep the self-assessment worksheets in and reflect on
**Note: This folder can be the same for all assessment worksheets (e.g., self, peer, etc.)

Procedures:

1. Pass out the self-assessment worksheet.
2. Give students 5-10 minutes to go through the checklist and reflect back on the unit.

**Note:

- ① Suggested to do one self-assessment activity per unit (preferably at the end of each unit)
- ② Monolingual and bilingual versions of the activity are provided. Teachers are recommended to utilize the bilingual (English/Japanese) version for the first few times this activity is repeated (e.g., Units 1-4). Then, teachers can switch to the monolingual (English) version to see if students are able to “read” and understand the worksheet.
- ③ Advise students to fill out the “comments” section at the end of the worksheet (L1 is acceptable, but encourage L2 words or phrases whenever possible).

3. Assign partners (e.g., seat partners) With partners, share 2 things they thought was they were able to do particularly well this unit and 1 thing they wish to do better next unit. Students are encouraged to use English to the best of their abilities.
4. Place worksheet in individual folder for future reflection.

Self-assessment worksheet: Monolingual (English) version

Checklist	
Date:	
Reading	
	Can read the alphabet
	Can recognize capital and lowercase letters (e.g., A and a)
	Can recognize vocabulary words and phrases from previous units
	Can recognize vocabulary words and phrases introduced in the unit
	Can recognize familiar vocabulary words and phrases
Listening	
	Can recognize letters being spoken
	Can pick up vocabulary words and phrases from previous units
	Can pick up vocabulary words and phrases introduced in the unit
	Can understand basic phrases, such as greetings
	Can recognize spoken familiar vocabulary words and phrases
Speaking	
	Can accurately pronounce the letters of the alphabet
	Can exchange daily greetings
	Can accurately pronounce vocabulary words and phrases from previous units
	Can accurately pronounce vocabulary words and phrases introduced in the unit
	Can answer questions related to topics introduced in the unit
Reading Buddies	
	Able to communicate with reading buddy
	Able to share your own ideas and opinions
	Able to work together on the activity with reading buddy
Comments:	

Self-assessment worksheet: Bilingual (English/Japanese) version

Checklist チェックリスト	
Date 日付:	
Reading リーディング	
	Can read the alphabet アルファベットが読める
	Can recognize capital and lowercase letters (e.g., A and a) アルファベットの大文字と小文字の違いがわかる
	Can recognize vocabulary words and phrases from previous units 前単元で習った単語・表現の見分けができる
	Can recognize vocabulary words and phrases introduced in the unit 今単元で習った単語・表現がわかる
	Can recognize familiar vocabulary words and phrases よく使う単語・表現がわかる
Listening リスニング	
	Can recognize letters being spoken 言葉のアルファベット文字を聞き取れる
	Can pick up vocabulary words and phrases from previous units 前単元で習った単語・表現を聞き取れる
	Can pick up vocabulary words and phrases introduced in the unit 今単元で習った単語・表現を聞き取れる
	Can understand basic phrases, such as greetings

	あいさつ 挨拶などベシクな表現 <small>ひょうげん</small> が聞き取れる
	Can recognize spoken familiar vocabulary words and phrases よく使う単語・表現 <small>たんご ひょうげん</small> を聞き取れる
Speaking スピーキング	
	Can accurately pronounce the letters of the alphabet アルファベット全文字を正しく発音できる
	Can exchange daily greetings あいさつ 挨拶できる
	Can accurately pronounce vocabulary words and phrases from previous units 全単元で習った単語・表現 <small>なら たんご ひょうげん</small> を正しく発音できる
	Can accurately pronounce vocabulary words and phrases introduced in the unit 今単元で習った単語・表現 <small>なら たんご ひょうげん</small> を正しく発音できる
	Can answer questions related to topics introduced in the unit 今単元のトピックについての質問 <small>しつもん</small> に答えられる
Reading Buddies リーディング バディーズ	
	Able to communicate with reading buddy リーディング バディーとコミュニケーションが取れる
	Able to share your own ideas and opinions 自分の考えや意見 <small>いけん つた</small> を伝えながら話せる
	Able to work together on the activity with reading buddy リーディング バディーと一緒 <small>いっしょ</small> にアクティビティ <small>いど</small> に挑める
Comments コメント:	

Assessment Activities:

Evaluation of Experience in Reading Buddies Program

Language focus	Vocabulary and phrases to express opinions
Skills focus	Listening, speaking
Thinking focus	Reflecting on one's own experience in the program
Teaching approach	Guide students
Students	Younger and older students
Interaction	Reading Buddies: Individual, pair work
Preparation	Collect materials as listed below
Time	15 minutes

Goal of the activity:

1. Students will be able to record their experiences of being in the Reading Buddies program.
2. Through self-assessment, students will be able to understand their strengths and weaknesses of different social and intercultural skills related to working with other students and language learning.

Materials:

1. Evaluation worksheet (see below)
2. Folder or binder to keep the self-assessment worksheets in and reflect on
**Note: This folder can be the same for all assessment worksheets (e.g., self, peer, etc.)

Procedures:

1. Pass out the evaluation worksheet.
2. Give students 5-10 minutes to go through the checklist and reflect back on the unit.
**Note:
 - ① Suggested to do one evaluation activity per unit (preferably at the end of each unit)
 - ② Monolingual and bilingual versions of the activity are provided. Teachers are recommended to utilize the bilingual (English/Japanese) version for the first few times this activity is repeated (e.g., Units 1-4). Then, teachers can switch to the monolingual (English) version to see if students are able to “read” and understand the worksheet.
 - ③ Advise students to fill out the “comments” section at the end of the worksheet (L1 is acceptable, but encourage L2 words or phrases whenever possible).
3. Get together with Reading Buddies partner.

4. With Reading Buddies partners, share 2 things they thought was they were able to do particularly well during Reading Buddies activities this unit and 1 thing they wish to do better next unit. Students are encouraged to use English to the best of their abilities.
5. Place worksheet in individual folder for future reflection.

Evaluation worksheet: Monolingual (English) version

Checklist	
Date:	
Language Skills	
	Able to share your own ideas and opinions in L1
	Able to share your own ideas and opinions in English
	Able to communicate with Reading Buddies partner
	Able to ask and answer questions related to the reading book
	Able to listen to oral readings
	Able to perform oral reading practices with other students
	Able to present understanding of reading activities through speaking exercises
Social Skills	
	Able to take turns during discussions with other students
	Make eye contact while speaking
	Able to negotiate or compromise when conflicts with other students arise
	Behave appropriately in the classroom
	Communicate efficiently with other students and other age groups
	Able to work together on the activities with Reading Buddies partner for the unit
Intercultural Skills	
	Understand that cultural and linguistic differences are present within speakers of the same language and are able to respect cultures different from your own
	Can communicate in a variety of cultural settings
	Aware of the adjustments necessary to communicate inter-generationally (e.g., senpai/kohai relationship)
Comments:	

Evaluation worksheet: Bilingual (English/Japanese) version

Checklist チェックリスト	
Date 日付:	
Language Skills 英語のスキル	
	Able to share your own ideas and opinions in L1 日本語で自分の考えや意見 ^{いけん ひょうげん} を表現できる
	Able to share your own ideas and opinions in English 英語で自分の考えや意見 ^{いけん ひょうげん} を表現できる
	Able to communicate with Reading Buddies partner リーディング バディーとコミュニケーションが取れる
	Able to ask and answer questions related to the reading book 読んだ絵本について質問 ^{しつもん} したり、質問 ^{しつもん} に答えることができる
	Able to listen to oral readings 音読を聞き取れる
	Able to perform oral reading practices with other students ^{ほか せいと} 他の生徒たちと音読できる
	Able to present understanding of reading activities through speaking exercises リーディング後のアクティビティ ^{ないよう} 内容をスピーキング ^{ひょうげん} で表現できる
Social Skills ソーシャルスキル	
	Able to take turns during discussions with other students ^{ほか せいと} 他の生徒たちと話し合う間 ^{じゅんばん} 順番にコミュニケーションが取れる
	Make eye contact while speaking アイコンタクトを取りながら話し合える
	Able to negotiate or compromise when conflicts with other students arise

	<p>ほか ^{せいと} 生徒たちと ^{いけん} 意見が合わなかったり言い合いになった場合、^{れいせい} 冷静に話し合える</p>
	<p>Behave appropriately in the classroom 教室内でのマナーを守れる</p>
	<p>Communicate efficiently with other students and other age groups 学年別の ^{せいと} 生徒たちとコミュニケーションが取れる</p>
	<p>Able to work together on the activities with Reading Buddies partner for the unit リーディング バディーと一緒にアクティビティに ^{さんか} 参加できる</p>
<p>Intercultural Skills ^{いぶんか} ^{りかい} 異文化の理解</p>	
	<p>Understand that cultural and linguistic differences are present within speakers of the same language and are able to respect cultures different from your own 人それぞれの文化や言語の ^{ちが} 違いに気づき、その違いをレスペクトしながら話し合える</p>
	<p>Can communicate in a variety of cultural settings 様々な文化の場でコミュニケーションが取れる</p>
	<p>Aware of the adjustments necessary to communicate inter-generationally (e.g., senpai/kohai relationship, student/teacher relationship) ^{ねんれい} 年齢・^{せだいべつ} 世代別の人々とのコミュニケーションを取るときに ^{ひつよう} 必要な言語・ ^{たいど} 態度などを ^{りかい} 理解できる (例：^{れい} 先輩・^{せんぱい} 後輩関係、^{こうはいかんけい} 生徒・^{せいと} 先生関係)</p>
<p>Comments コメント:</p>	

Assessment Activities:

Peer-Evaluations during Academic Workshop

Language focus	Vocabulary and phrases to express opinions; feedback
Skills focus	Speaking, listening, pronunciation
Thinking focus	Feedback
Teaching approach	Listen to pronunciation, promote accuracy
Students	Older Students
Interaction	Pair work
Preparation	Collect materials as listed below
Time	20 minutes

Goal of the activity:

1. Students will be able to give constructive feedback.
2. Through peer-evaluations, students will be able to understand their strengths and weaknesses of different skills related to language learning.

Materials:

1. Peer-evaluation worksheet (see below)
 2. Folder or binder to keep the assessment worksheets in and reflect on
- **Note: This folder can be the same for all assessment worksheets (e.g., self, peer, etc.)

Procedures:

1. Pass out the peer-evaluation worksheet.
2. After performing the roleplay activity (see Activity IIA3), the student who played the YS role will give feedback to the student who played the OS role.

****Note:**

- ① Suggested to do one peer-evaluation activity per roleplay activity
- ② Monolingual and bilingual versions of the activity are provided. Teachers are recommended to utilize the bilingual (English/Japanese) version for the first few times this activity is repeated (e.g., Units 1-4). Then, teachers can switch to the monolingual (English) version to see if students are able to “read” and understand the worksheet.
- ③ Advise students to fill out the “comments” section at the end of the worksheet (L1 is acceptable, but encourage L2 words or phrases whenever possible).

3. With partners, share 2 things they thought was they were able to do particularly well this unit and 1 thing could improve on. Students are encouraged to use English to the best of their abilities.
4. Switch roles and conduct the roleplay activity again.
5. Place worksheet in individual folder for future reflection.

Peer-evaluation worksheet: Monolingual (English) version

Checklist	
Partner Name:	Date:
Language Skills	
	Able to share your own ideas and opinions in L1
	Able to share your own ideas and opinions in English
	Able to communicate with Reading Buddies partner
	Able to ask and answer questions related to the reading book
	Able to explain difficult language used in the book
	Able to perform oral reading practices
	Able to ask comprehension questions while reading the book to make sure Reading Buddies partner understands
Social Skills	
	Able to take turns during discussions with Reading Buddies partner
	Make eye contact while speaking
	Able to negotiate or compromise when conflicts with other students arise
	Able to work together on the activities with Reading Buddies partner for the unit
Comments:	

Peer-evaluation worksheet: Bilingual (English/Japanese) version

Checklist チェックリスト	
Partner Name:	Date 日付:
パートナーの名前 :	
Language Skills 英語のスキル	
	Able to share your own ideas and opinions in L1 日本語で自分の考えや意見 ^{いけん ひょうげん} を表現できる
	Able to share your own ideas and opinions in English 英語で自分の考えや意見 ^{いけん ひょうげん} を表現できる
	Able to communicate with Reading Buddies partner リーディング バディーとコミュニケーションが取れる
	Able to ask and answer questions related to the reading book 読んだ絵本について質問 ^{しつもん} したり、質問 ^{しつもん} に答えることができる
	Able to explain difficult language used in the book 解りにくい英語の単語 ^{たんご} ・表現 ^{ひょうげん} を解りやすく説明 ^{せつめい} できる
	Able to perform oral reading practices 音読できる
	Able to ask comprehension questions while reading the book to make sure Reading Buddies partner understands 絵本の内容 ^{ないよう} を解りやすくする為、音読中リーディング バディーに質問 ^{しつもん} したり説明 ^{せつめい} したりできる
Social Skills ソーシャルスキル	
	Able to take turns during discussions with Reading Buddies partner

	リーディング バディーと話し合う間 ^{じゅんばん} 順番にコミュニケーションが取れる
	Make eye contact while speaking アイコンタクトを取りながら話し合える
	Able to negotiate or compromise when conflicts with other students arise 他の生徒 ^{ほか せいと} たちと意見 ^{いけん} が合わなかったり言い合いになった場合、冷静 ^{れいせい} に話し合える
	Able to work together on the activities with Reading Buddies partner for the unit リーディング バディーと一緒にアクティビティに ^{さんか} 参加できる
Comments コメント:	

Assessment Activities:

Evaluation of Reading Buddies Activities – Unit

Language focus	Vocabulary and phrases to express opinions
Skills focus	Listening, writing, speaking
Thinking focus	Evaluation of Reading Buddies activities
Teaching approach	Guide students
Students	Younger and older students
Interaction	Individual, pair work
Preparation	Collect materials as listed below
Time	15 minutes

Goal of the activity:

1. Students will be able to evaluate and give feedback on present Reading Buddies Program activities for future improvement and adjustments.

Materials:

1. Evaluation worksheet (see below)

Procedures:

1. Pass out the evaluation worksheet. Remind the students of all the Reading Buddies activities that they have participated in for the current unit (i.e., the books they read and supplementary activities)
2. Give students 5-10 minutes to go through the checklist and reflect back on the unit.

****Note:**

- ① If students want to remain anonymous, they do not have to write their names on the worksheet.
- ② Suggested to do one evaluation activity per unit (preferably at the end of each unit)
- ③ Monolingual and bilingual versions of the activity are provided. Teachers are recommended to utilize the bilingual (English/Japanese) version for the first few times this activity is repeated (e.g., Units 1-4). Then, teachers can switch to the monolingual (English) version to see if students are able to “read” and understand the worksheet.
- ④ Checklist is written entirely in English. If students’ language levels are not proficient enough to understand the checklist, teachers should guide students by reading each item on the list in English and in the L1.

- ⑤ Advise students to fill out the “comments” section at the end of the worksheet (L1 is acceptable, but encourage L2 words or phrases whenever possible).
3. Assign partners (e.g., seat partners); if odd number of students in the class, groups of 3.)
4. With partners, share 2 things they enjoyed about the Reading Buddies activities for the unit (e.g., the book they read, the activities they did, the discussions with Reading Buddies partner) and 1 thing they didn’t enjoy. Students are encouraged to use English to the best of their abilities (Translanguaging is accepted).
5. Collect worksheet and review students’ answers.

Evaluation worksheet: Monolingual (English) version

Reading Buddies Activities Evaluation (Unit)

Date:

1. Which book did you like the most?

Why?

2. Which activity did you like the most?

Why?

3. Is there a book you did not like?

Why?

4. Is there an activity you did not like?

Why?

Comments:

Evaluation worksheet: Bilingual (English/Japanese) version

Reading Buddies Activities Evaluation (Unit)

リーディングバディーズのアクティビティについて

Date 日付:

1. Which book did you like the most?

どの絵本が一番好きですか。

Why? 理由 :

2. Which activity did you like the most?

どのアクティビティが一番好きですか。

Why? 理由 :

3. Is there a book you did not like?

あまり好まない絵本はありますか。

Why? 理由 :

4. Is there an activity you did not like?

あまり好まないアクティビティはありますか。

Why? 理由 :

Comments コメント:

Assessment Activities:

Evaluation of Reading Buddies Activities – Final

Language focus	Vocabulary and phrases to express opinions
Skills focus	Listening, writing
Thinking focus	Evaluation of Reading Buddies activities
Teaching approach	Guide students
Students	Younger and older students
Interaction	Individual
Preparation	Collect materials as listed below
Time	15 minutes

Goal of the activity:

1. Students will be able to evaluate and give feedback on present Reading Buddies Program activities for future improvement and adjustments.

Materials:

1. Evaluation worksheet (see below)

Procedures:

1. Pass out the evaluation worksheet.
2. Give students 10 minutes to go through the checklist and reflect back on the unit.

****Note:**

- ① If students want to remain anonymous, they do not have to write their names on the worksheet.
 - ② Suggested to do one evaluation activity per unit (preferably at the end of each unit)
 - ③ Monolingual and bilingual versions of the activity are provided. Teachers are recommended to utilize the bilingual (English/Japanese) version for the first few times this activity is repeated (e.g., Units 1-4). Then, teachers can switch to the monolingual (English) version to see if students are able to “read” and understand the worksheet.
 - ④ Checklist is written entirely in English. If students’ language levels are not proficient enough to understand the checklist, teachers should guide students by reading each item on the list in English and in the L1.
 - ⑤ Advise students to fill out the “comments” section at the end of the worksheet (L1 is acceptable, but encourage L2 words or phrases whenever possible).
3. Collect worksheet and review students’ answer

Evaluation worksheet: Monolingual (English) version

Reading Buddies Activities Evaluation (Final)

Date:

1. Did you like working with your Reading Buddies partner?

Why?

2. What is your favorite memory with your Reading Buddies partner?

Why?

3. Do you like reading?

Do you like reading English books?

Comments:

Evaluation worksheet: Bilingual (English/Japanese) version

Reading Buddies Activities Evaluation (Final)

リーディングバディーズのアクティビティについて

Date 日付:

1. Did you like working with your Reading Buddies partner?

リーディングバディーと勉強するのは楽しかったですか。

Why? 理由 :

2. What is your favorite memory with your Reading Buddies partner?

リーディングバディーとの一番の思い出はありますか。

Why? 一番の理由 :

3. Do you like reading?

本を読むのは好きですか。

Do you like reading English books?

英語で本を読むのは好きですか。

Comments コメント:

Assessment Activities:

Summative Assessment: Creating own Kamishibai

Language focus	Review of the academic year
Skills focus	Reading, writing, listening, oral reading
Thinking focus	Creating adapted stories
Teaching approach	Listen to pronunciation, promote accuracy
Students	Younger and older students
Interaction	Group work (2 Reading Buddies pairs)
Preparation	Collect materials as listed below
Time	240 mins (30 mins, pre-activity + 150 mins, preparations + 60 mins, presentation)

Goal of the activity:

1. Students will be able to review language learned throughout the academic year and incorporate it into the final project.
2. Students will be able to create adapted stories based on a story they already know.

Materials:

1. A3 size papers
2. Markers, colored pencils, or crayons

Pre-Activity Procedures:

1. Form groups by combining two Reading Buddies pairs together.
2. Reflect back on all of the different books that the students read during the course of the year.
3. Based on these books, students can decide which book they want to adapt and make into a Kamishibai for their final project. Groups are not limited to these books; they can choose well-known stories or traditional Japanese folklore if preferred.
4. After making a group decision, students will be asked to adapt the story in a creative way (e.g., The Great Big Enormous Turnip; instead of trying to pull out a turnip, try to pull out Santa from the chimney because he is stuck).
5. Write an outline of the adapted story (preferably in English).
6. Submit the outline for feedback. Once approved, move onto the preparations.

Preparation Procedures:

1. Create the story based on the outline. Break the story up into sections and brainstorm the pictures that will go with each section.

2. Using the A3 size paper, draw pictures of each scene (equivalent to the pages of a book).
3. Put the pictures in order of the story. Write the sentences on the back of the pictures
Note: Be careful with this section! The picture will not have the corresponding section of the story on the back. For example, if there are 10 picture slides, slide number 10 should have the first writing section so that when you hold up the pictures, you can read the back of the last picture slide while the audience sees the first picture slide.
4. Assign the different reading sections to each student. Practice reading your own section and rehearse together with the group.

Presentation Procedures:

1. The teachers will organize a showcase of all of the group's final projects. This may be open to the entire school and even to parents if preferred.
2. Each group will take turns presenting their projects and reading their Kamishibai to the audience.

Handbook Appendix

Appendix 1:
Let's Try! 1 Vocabulary Cards: Numbers 1-20

1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight
9 nine	10 ten	11 eleven	12 twelve
13 thirteen	14 fourteen	15 fifteen	16 sixteen

17

seventeen

18

eighteen

19

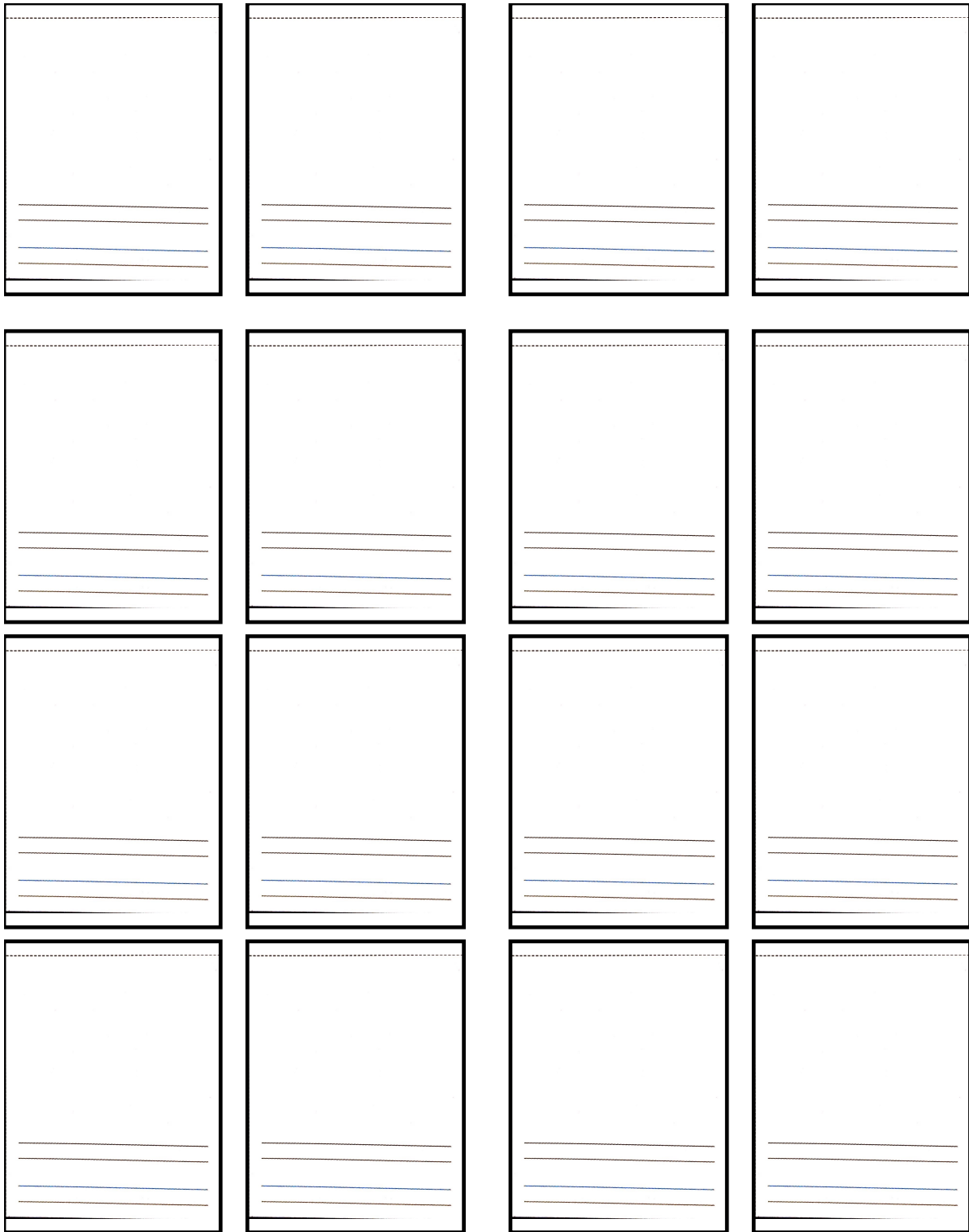
nineteen

20

twenty

Appendix 2

Let's Try! 1 Vocabulary Cards: Blank Cards



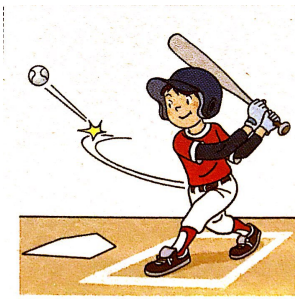
Appendix 3

Let's Try! 1 Vocabulary Cards: Colors

 black	 yellow	 red	 blue
 purple	 green		
			
			

Appendix 4

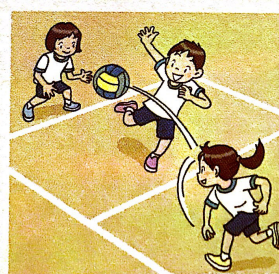
Let's Try! 1 Vocabulary Cards: Sports



baseball



soccer



dodgeball



volleyball



basketball

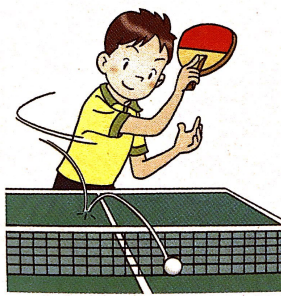
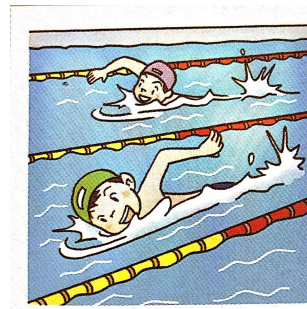


table tennis



swimming

Blank writing area with a dashed top line and three horizontal lines for text.

Blank writing area with a dashed top line and three horizontal lines for text.

Blank writing area with a dashed top line and three horizontal lines for text.

Blank writing area with a dashed top line and three horizontal lines for text.

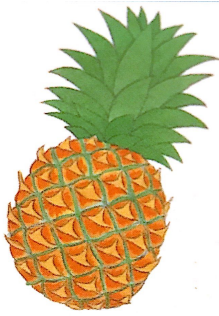
Blank writing area with a dashed top line and three horizontal lines for text.

Blank writing area with a dashed top line and three horizontal lines for text.

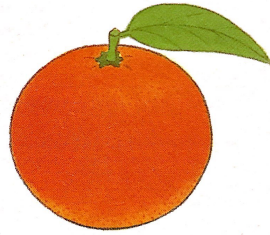
Blank writing area with a dashed top line and three horizontal lines for text.

Blank writing area with a dashed top line and three horizontal lines for text.

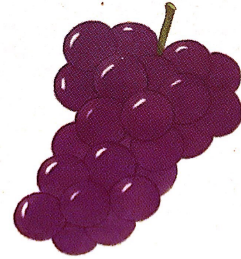
Appendix 5
Let's Try! Vocabulary Cards: Fruits



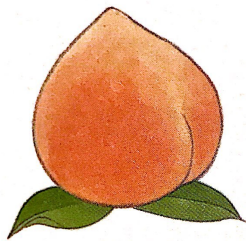
pineapple



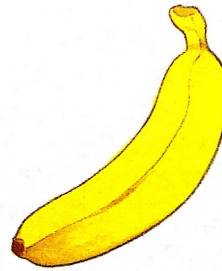
orange



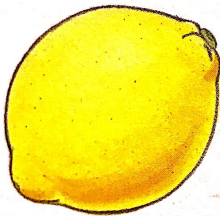
grapes



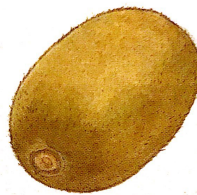
peach



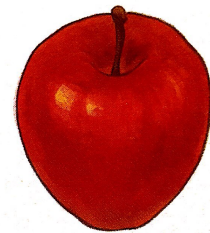
banana



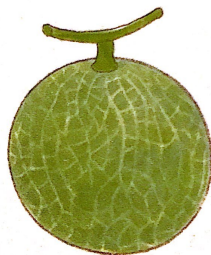
lemon



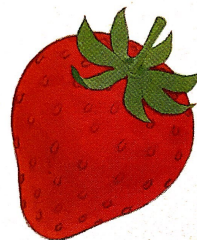
kiwi fruit



apple



melon

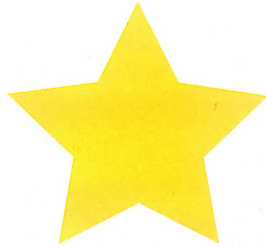


strawberry

Appendix 6
Let's Try! Vocabulary Cards: Shapes



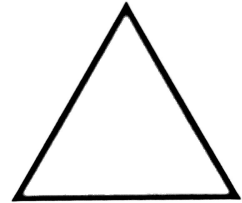
diamond



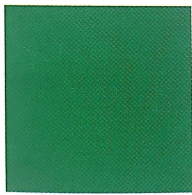
star



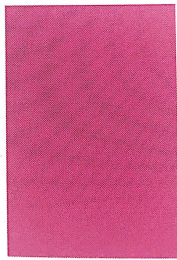
circle



triangle



square



rectangle



heart

Appendix 7

Let's Try! 1 Vocabulary Cards: Animals



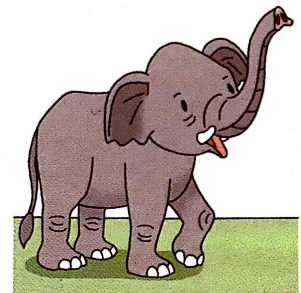
cat



panda



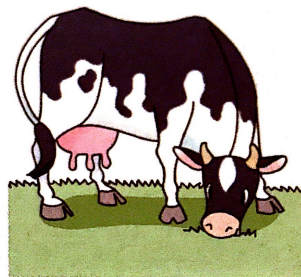
bear



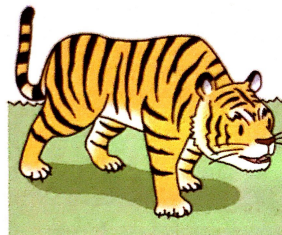
elephant



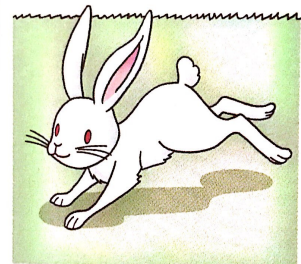
mouse



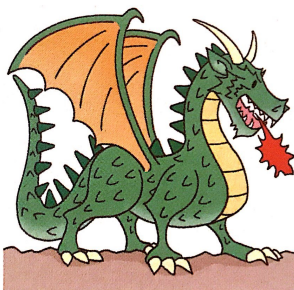
cow



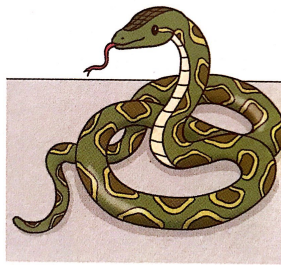
tiger



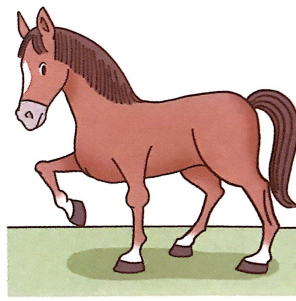
rabbit



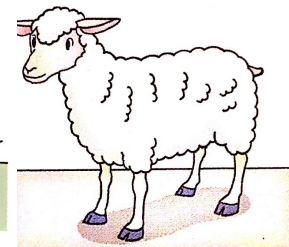
dragon



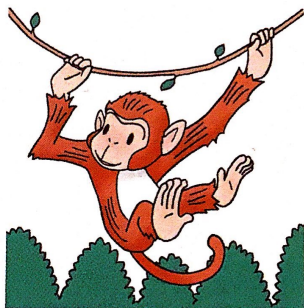
snake



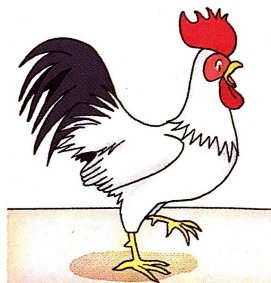
horse



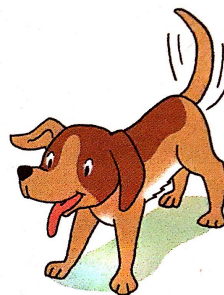
sheep



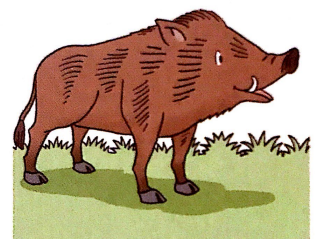
monkey



chicken



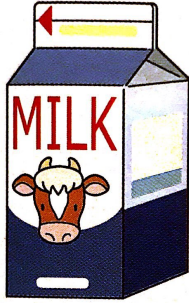


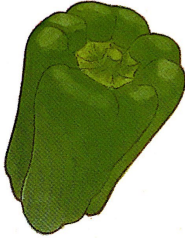

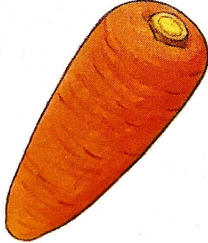
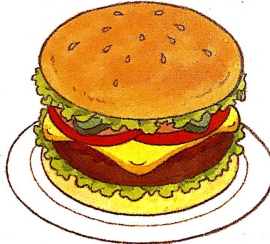
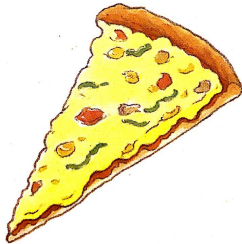
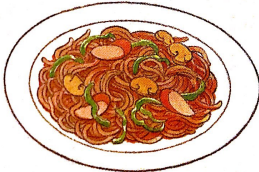
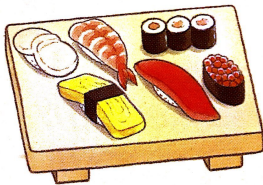
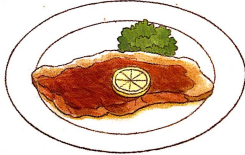

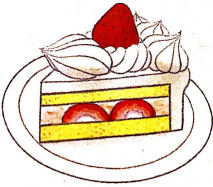


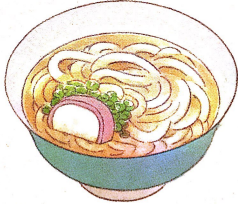
dog

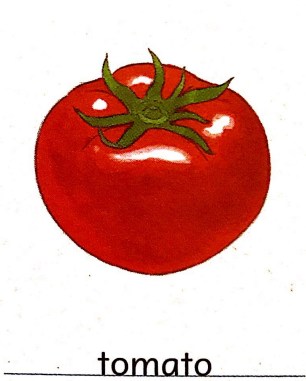
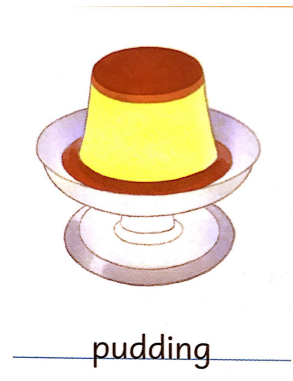
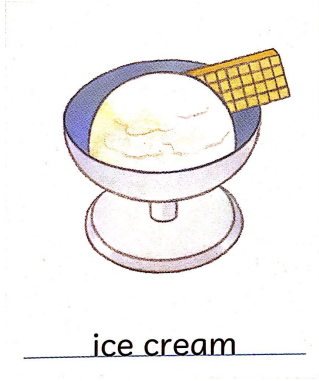


wild boar

Appendix 8

Let's Try! 1 Vocabulary Cards: Food

			
<p>milk</p>	<p>orange juice</p>	<p>onion</p>	<p>green pepper</p>
			
<p>cucumber</p>	<p>carrot</p>	<p>hamburger</p>	<p>pizza</p>
			
<p>spaghetti</p>	<p>sushi</p>	<p>steak</p>	<p>salad</p>
			
<p>cake</p>	<p>egg</p>	<p>jam</p>	<p>noodle</p>



Appendix 9

We Can! 2 Vocabulary Cards: Sports



play soccer



play baseball



do judo



do kendo



skate



ski



Archery



Badminton



Baseball



Basketball



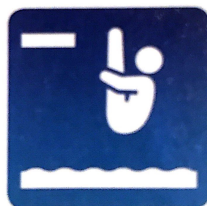
Boxing



Canoe



Cycling



Diving



Football



Judo



Karate



Rugby



Sailing



Surfing



Swimming



Table Tennis



Tennis



Volleyball



Weightlifting



Wrestling

Appendix 10

We Can! 2 Vocabulary Cards: Olympic and Paralympic Sports



Archery



Badminton



Baseball



Basketball



Boxing



Canoe



Cycling



Diving



Football



Judo



Karate



Rugby



Sailing



Surfing



Swimming



Table Tennis



Tennis



Volleyball



Weightlifting



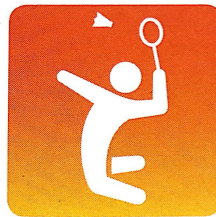
Wrestling



Para Athletics



Wheelchair
Basketball



Badminton



Canoe



Football



Judo



Para Swimming



Table Tennis



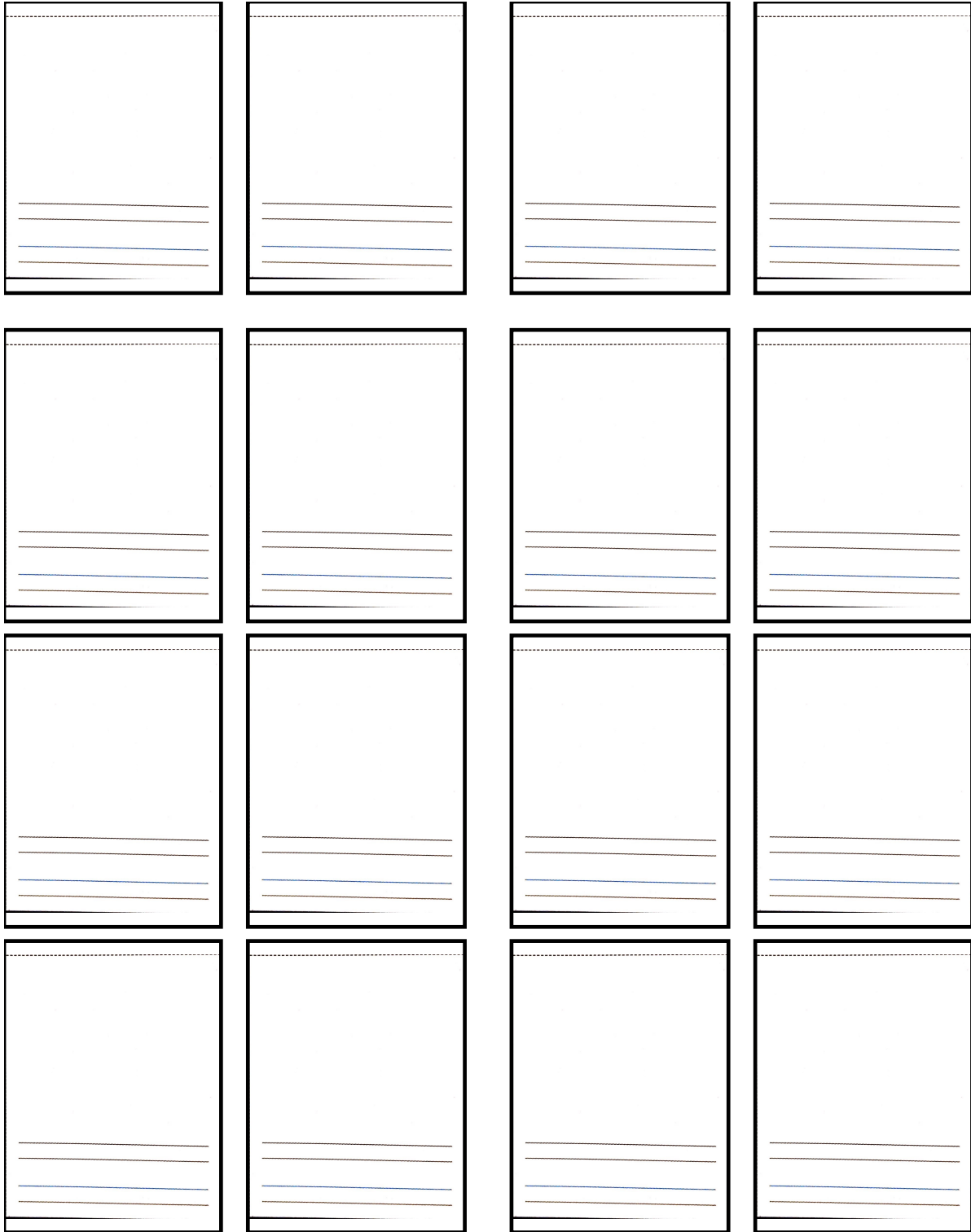
Wheelchair
Tennis



Sitting
Volleyball

Appendix 11

We Can! 2 Vocabulary Cards: Blank Cards



Appendix 12

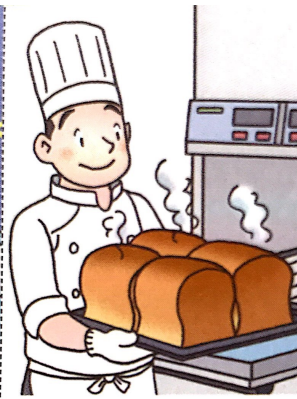
We Can! 2 Vocabulary Cards: Jobs and Occupations



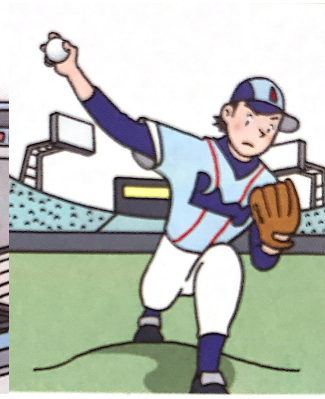
artist



astronaut



baker



baseball player



bus driver



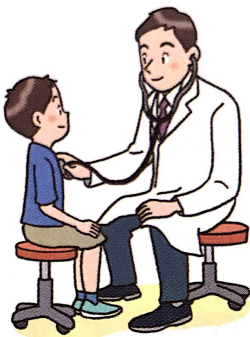
comedian



cook



dentist



doctor



farmer



fire fighter



flight attendant



florist



pilot



singer



soccer player



teacher



vet

zookeeper

Appendix 13

Let's Try! 1 Vocabulary Cards: Alphabet

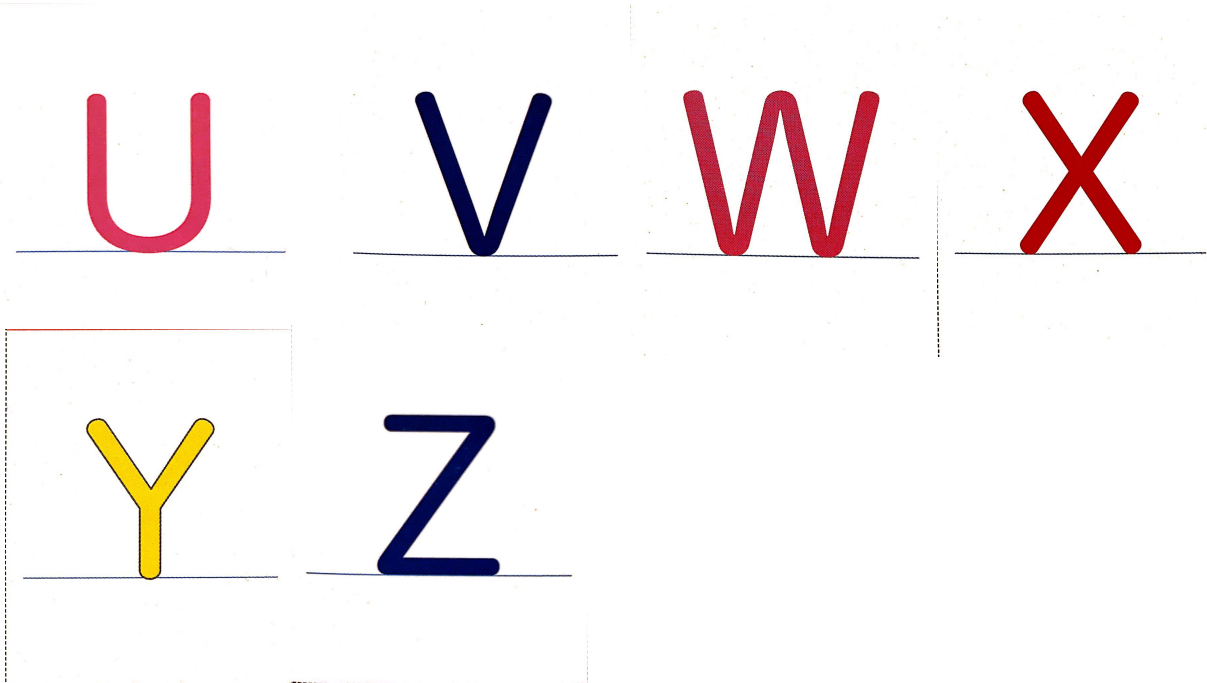
A B C D

E F G H

I J K L

M N O P

Q R S T



Appendix J

Model: Week Reading Buddies Program Schedule

	Let's Try! 1	We Can! 2	Reading Buddies	Assessment
M	Unit 7: Activity I A 14	Unit 7: Activity 1 B 16		
T		Unit 7: Activity 1 B 17		
W	Unit 7: Activity I A 15	Preparation Activity: II B 4		Self-Assessment: Language Skills Checklist
Th		Role Play Activity: II A 3		
F	Reading Buddies	Reading Buddies	Activity: (The Days the Crayons Quit)	Evaluation of Reading Buddies Activities