

AIS + Hi, Friends Integration Proposal

This plan suggests using the AIS presentation as an end-of-term review of the textbooks Hi, Friends 1 and Hi, Friends 2. The Japanese school year has 3 terms. At the end of each term, go through a portion of the AIS slides while asking review questions and referring to specific lessons in the textbook. Each end-of-term review covers different portions of the AIS presentation.

Hi, Friends! 1

Lessons 1, 2, 3 Review (pp. 1-13)

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AIS slides 1-12 (*Slides 1, 2, 11 are content-less)

AIS slide	<i>Hi, Friends</i> page	Integration
3	P. 9	Review the gestures on p. 9. Introduce “Quiet Coyote” as an additional gesture for “Let’s Play”
4	P. 10-13	Compile list of things students know about the US. Count. “How many facts (do we know about the US)?”
5	P. 4-5 P. 10-13	Compare maps. Compare appearance of the “American girl” on p. 5 to Mika. Count from 1-10 to represent the hours it takes to fly from Seattle to Tokyo.
6	P. 10-13	Count how many stripes (and stars for advanced students) are on the American flag, how many states are on the West Coast vs. East Coast, etc. Point out that the 50 stars on the American flag represent the 50 states.
7	P. 2-7	Listen to Mika’s introduction and pick out phrases like, “Hi, my name is ____.” “I’m ____ years old.” “I’m in the ____ grade.” Mika says “I like bunnies.” You can point out that the next lesson covers this grammar point.
8	P. 4-5	Compare appearance of the “American girl” on p. 5 to Mika’s family.
9	P. 4-5 P. 10-13	Compare appearance of the “American girl” on p. 5 to Mika’s family. Count how many people are in Mika’s family.
10	P. 4-5 P. 10-13	Compare appearance of the “American girl” on p. 5 to Mika’s friends. Count how many people we see on this slide.
12		
9 slides 30 minutes total		

Lessons 4, 5, 6 Review (pp. 14-25)

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AIS slides 13-23

AIS slide	<i>Hi, Friends</i> page	Integration
13	P. 22-23 P. 18-21	Count and identify how many letters are in the word “transportation”. Identify the colors you see in the slide (i.e. What color is the school bus? Mika’s sweater?)
14		
15	P. 18-19	Locate Washington on the US map on the playground. What color is it? (Yellow)
16		
17	P. 8	Practice greeting the students like Mika’s teacher (Ms. Bennett).
18		

AIS + Hi, Friends Integration Proposal

19	P. 18-19	Identify shapes and colors in Mika’s classroom. Identify shapes and colors in your own classroom.
20	P. 17 P. 10-13	Ask students, “Do you like math?” “Do you like science?” etc. Ask, “How many classes (does Mika have)? Point out that we will learn school subjects like math and science in Lesson 8.
21		
22	P. 17	Ask, “Do you like reading?”
23	P. 22 P. 10-13	Ask students, “What do you want (for snack)?” Identify fruits and foods they would like for snack time. How many of each food?
11 slides 35 minutes total		

Lessons 7, 8, 9 Review (pp. 26-40)

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AIS slides 24-35 (*Slides 31, 33-35 are content-less)

AIS slide	<i>Hi, Friends</i> page	Integration
24	P. 26-31	Ask, “What’s this?” (It’s lunch)
25	P. 26-31 P. 17, 18-21 P. 34 P. 36-40	Ask students what the various vegetables are. Ask, “Do you like --?”, “What vegetable do you like?”, and “What do you like?” based on the foods we see on the slide. Ask what day of the week this menu is for. (Friday) Ask, “What would you like?” based on the items on Mika’s lunch menu.
26	P. 40	Students describe the two sack lunches like the four children do on p. 40 (i.e. “I have crackers, cookies, (a) sandwich, and juice.”)
27	P. 17, 20	Ask students if they like recess. “What game do you like?” (i.e. “I like dodgeball” “I like [going on the] swings” etc)
28		
29		
30		
32		
8 slides 25 minutes total		

AIS + Hi, Friends Integration Proposal

Hi, Friends! 2

Lessons 1, 2, 3 Review (pp. 2-10)

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AIS slides 1-14 (*Slides 1, 2, 11 are content-less)

AIS slide	Hi, Friends page	Integration
3	P. 2-3	Ask students to name the animals on p. 2-3. Introduce coyotes.
4		
5	P. 12, 2-3	Ask, "Can you find Japan? The US?" and "How many hours [to fly from Japan to Seattle?]"
6	P. 2-3, 12	Ask how many states are in the US. Ask, "Can you find Washington, DC?" Ask students to find other states as well.
7		
8		
9	P. 2-3	Ask, "Do you have sisters? Cousins? Aunts? Uncles?" and "How many sisters? Cousins?" etc.
10		
11	P. 6-9	Ask what month school starts and ends in Japan vs. America. Ask students to say their birthdays. Which students' birthdays occur during school breaks in Japan vs. America?
12	P. 12	Ask, "Can you say 'good-bye' and 'backpack'?" and "Can you [choose your own backpack]?"
13		
14	P. 12	Ask, "Can you find Mika?" and "Can you [control traffic at school]?"
12 slides 35 minutes total		

Lessons 4, 5, 6 Review (pp. 14-22)

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AIS slides (15-23)

AIS slide	Hi, Friends page	Integration
15	P. 18-21 P. 14-17	"Let's go to Mika's school!" Ask students where Mika's classroom door is (It's the blue door on the far left). Ask students to direct someone standing on the US map on the playground to Mika's class door (i.e. "Turn left, go straight").
16	P. 12	Ask if students can wear their shoes into school.
17	P. 12	Point to the slide title and ask, "Can you read this?"
18	P. 16	Ask students where this is (It's Mika's classroom).
19	P. 16	Ask students where various things are (i.e. "Where is the computer?")
20	P. 22-25	Ask students to say Mika's schedule (i.e. "I study science at 2:05"). Point out that 2:05pm in the US is 6:05am in Japan. Compare schedules. Ask, "What time do you and Mika eat lunch?" etc.
21		
22		

AIS + Hi, Friends Integration Proposal

23		
		9 slides 30 minutes total

Lessons 7, 8 Review (pp. 26-38)

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AIS slides 24-35 (*Slides 31, 33-35 are content-less)

AIS slide	<i>Hi, Friends</i> page	Integration
24	P. 16	Ask where this is. (It's the gymnasium.)
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32	P. 12	Ask, "Can you say 'thank you'?"
		8 slides 20 minutes total