







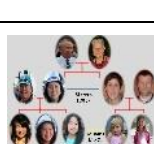

















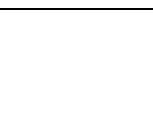










1		<p>ALT pronounces title. Ask students to guess meaning. Tell students that this lesson is about a day in an American school.</p>
2		<p>Ask students to think of rules and customs at their own school.</p>
3		<p>Introduce “Quiet Coyote” as a common classroom hand signal. Use Quiet Coyote throughout lesson. Wait until everyone is quiet and focused.</p>
4		<p>Explain that we will first review basic facts about the US.</p>
5		<p>Explain to students that different countries use different maps. Explain the great distance between Japan and the US.</p>
6		<p>Explain meaning of “state” (similar to “prefecture”) Ask students to locate capitol.</p>
7		<p>Pronounce character’s name. Ask if she is Japanese or American. 《Audio》 Mika’s introduction Explain that Mika is Japanese-American. Explain that anyone born in the US is American, no matter their appearance.</p>
8		<p>Ask students to guess who and what nationality these people are. Introduce concept of “diversity” through the pictures of Mika’s diverse family members.</p>
9		<p>Explain why Mika looks different from her cousins.</p>
10		<p>Show Mika’s diverse friends and classmates. Reiterate the fact that anyone born in the US is American.</p>
11		<p>Now, we will go to school with Mika.</p>
12		<p>Ask students how they greet their family as they leave for school. Explain that there are no English words for <i>itte-kimasu</i> or <i>itte-rasshai</i>. Explain that, because of cultural differences, there are not always perfect Japanese-English translations.</p>
13		<p>Ask students how they commute to school. Ask students why they think most people take bus/car. Consider factors like geography.</p>

14		Explain that students direct traffic at school. Explain that “Safety Patrol” instills responsibility in children. (Of course, adult volunteers supervise.)
15		Ask students to compare and contrast Mika’s school with their own (size, color, surroundings, materials, etc.).
16		Explain that Mika does not take off or change shoes when entering her school or home. (Though the number of American households that remove shoes is growing.)
17		《Audio》 School bell Ask students to compare rules and customs of entering the classroom with their own (i.e. who unlocks the door, when and how to enter the classroom). Think of the reasons behind this.
18		《video》In the classroom Ask students to compare classrooms and student behavior with their own.
19		Ask students to compare their classroom to Mika’s with their own (whiteboard, desks, posters, student belongings, etc.).
20		Explain that unlike Japan, the teacher has almost control over the daily schedule. Compare times and subjects with their own.
21		《Audio》The Pledge of Allegiance If possible, ALT or volunteer recites pledge. Fun Fact: Since students recite the pledge every day in elementary, all Americans should be able to do this.
22		Explain that Mika’s classmates have freedom in where and how they read. Even tablets are allowed.
23		Explain that students are allowed to eat snack during breaks. Explain the reasoning behind this is that students need energy and food to concentrate. Compare different ways of thinking.
24		Explain lunch time. Tell students to observe where and how American students eat lunch.
25		Compare school lunches to Japanese school lunches.
26		Compare and contrast sack lunches to <i>o-bento</i> .
27		Ask students to compare Mika’s playground and school grounds with their own. Fun Fact: American playgrounds have bark and grass lawns, but they do not have sandy running tracks like Japan.

28		<p>《video》 The playground Ask students to compare Mika's playground with their own.</p>
29		<p>Explain that Mika and her classmates do not have to clean. Ask students to think of advantages of cleaning time. Note: avoid negative comments.</p>
30		<p>ALT leads closing greetings. Explain that America does not have <i>gorei</i> (“<i>kiritsu, ki wo tsuke, rei, sayonara</i>”)</p>
31		<p>Lastly...</p>
32		<p>ALT teaches how to pronounce “th”.</p>
33		<p>Explain that we only visited Mika's school. Other schools in other states are different.</p>
34		<p>Ask students to send us questions (in Japanese or English). We want students to view international exchange as safe and accessible.</p>
35		<p>Presenter(s) leads closing comments.</p>
Review		<p>Review information. Ask students to write or share which pictures or facts stood out to them.</p>