



Please Help Me.

Mext/Eigo Note Grade 6, Lesson 8
 Teacher's Book pages 110
 Student Book page 50-55

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Using folk tales in the classroom

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Folktales are used all over the world to teach some of life's lessons. They have been used traditionally as a teaching device passed from parents or grandparents to their children. These stories always have a lesson or morale that can be deduced from the storyline.

Using folktales in the English class allows students to use their background knowledge because they have probably heard the story in

Japanese before listening to it in English. Because the students know the story in Japanese they more easily comprehend the story when it is introduced in English. This allows the class lesson to focus on teaching the language mechanics:

- Vocabulary
- Sentence formation
- Listening
- Word families
- Phonics/sounds

As well as to discuss the story development in English or Japanese:

- Plot
- Cause and effect
- Other cultures
- Story Details
- Morale



Learn from what you know!

Review and Reinforce Learning

At the beginning of a lesson, provide oral practice on what students learned in the last lesson.

- Helps the students begin to think in English.
- Brings past learning into present use
- Provides positive reinforcement on language learned
- Actively focuses student's attention in preparation for the new lesson

The Message

Before class begins, write a message on the board. Students try to figure out the message without the teacher's help. This is good practice to develop basic reading/decoding skills. Students will guess what the message says during the lesson. The teacher will con-

firm their guess.

Helpful Hints: Use sentences from the lesson of the day. The missing word should have as many blanks as letters. Sometimes there is more than one word that fits in the blank and makes sense. Students can make up their own messages for other stu-

dents to guess the missing words.

The turnip is **b** _ _ .
 Grandpa **p** _ _ _ the turnip.

 If students reverse letters when writing, demonstrate by using your finger to write on the desk or board.

b stroke down from top line, up and around
p stroke down from middle (line), up and around

Active Warm up

Begin each lesson by review previous learning. This helps the students begin to think in English.

1. Write some questions on the board.
2. Students stand in two lines facing each other.
3. Each student asks the one across from him/her a question – he/she answers.
4. Then each row steps left moving down to the next person.

“What is your name?”

“What time is it?”

“What time do you ...eat breakfast? Lunch? Dinner?”

“What time do you go to school?”

“When do you watch TV?”

Introduce the Lesson

Teacher says and acts out:

“Please help me” ...

Discuss things that a person needs help with.

Ask the student’s to open their book to page 50

Listen to CD 60 and point to the picture that matches the story:

...“the baby is crying.”

...“a boy from in the peach.”

...“I want to see my grandma.”

...“I want to see my white horse.”

In pairs, one student asks for help and points to a picture. The other student responds either: “I can help you.” or “Sorry, I can’t help you.”

New vocabulary:

Grandma pulls

Grandpa pulls

Grand daughter pulls or

The girl pulls

Act out using character cards on page 77.

Vocabulary Expansion—Let’s meet the -ip family

Word families are groups of words that have a common feature or pattern. Generally, it is the last part of the word. Common word families include: -ack, -ad, -ash, -eat, -ell, -ice, -ick, -oat, -oil, -ow, -unk, -ump.

Change a sound at the beginning of a word to make a new word with a different meaning. Write the word **turnip** on the board. Place the picture of a turnip next to the word. Explain to students that there are other words that end the same as turnip. They are in the **-ip** word family. You can change the beginning sound and make a new word. Beware! When new sounds are added at the beginning of words they may or may not make words with meaning in English.

Hip – part of the body, 腰

Dip – bend or drop in and pull out, 浸す

Yip – yell that a dog makes, 甲高い声

Skip – walk with alternate hops on each foot, 跳躍

Zip – zipper – close, 健祥

Flip – turn over in the air, 弾く

Slip – slide suddenly, 滑る, 間違い

Trip – travel, 旅行, 躓く

Other common words that students might know:
 Chip – break a little bit or a little chunk, 木片, 欠く
 Lip – outside part of the mouth, 唇
 Tip – give a gratuity, 先端, 傾ける
 Whip to beat, むち

From *Scholastic’s Word Family Sing Along Chart and CD* available at: http://store.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay_null_10985_1_10052_10051

Beware-this song is a real tongue twister!

This is a silly song. Come on and sing along.

Hip, hip, dip and yip.

Let’s sing and dance and skip

Zip, zip, zip, flip and slip. Be careful not to trip.

It’s such a silly song. Come on and sing along.

(Repeat twice.)

Chants and Songs used for Phonemic Awareness and Phonics Activity

1. Display the *Scholastic's Word Family Sing Along Chart#20*. Get the CD player. Write the words Grandma, Grandpa and Granddaughter on the board. Point to the first two letters (consonant-blend). Ask students what sound they hear at the beginning when they say those words.
2. Ask various students to come to the board and point to words on the chart (or written on the board) that begin with /gr/. Ask students to guess what the word means – pictures can be used as clues. Provide the translation if necessary.
3. Point at the word *garden*, ask students to listen to its beginning sound. – G. Point to 'round' and ask students to listen to the – R sound at the beginning of a word.
4. Tell the students that

there are 3 English names in the song—Grady, Greg and Gretchen. Point to their pictures on the chart.

4. Listen to the song on the CD #19. The second time students listen, ask them to raise their hand when they hear a word with the /gr/ sound. The third time, they can sing along.

5. Tell students that the picture on the chart use purple grapes and does not tell the whole story from the song. Ask students to draw a better picture for the song.

6. Students can also copy the song and underline the words that begin with /gr/.

7. Sing the song again.

Available at <http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay?productId=68252&langId=-1&storeId=10001&catalogId=10004>

Green grapes growing in the garden.

Grab a bunch and pass them 'round.

Grapes for Grady, Greg and Gretchen.

Green grapes falling on the ground.

Green grapes growing in the garden.

Grab a bunch and have some lunch.

When you're hungry, tummy grumbly,

Green grapes are great things to munch



Explore other cultures with synonyms

What we call our parents and grandparents is very culture specific. Each culture and family has its own favorite names for these people. Ask students what they have heard parents and grandparents called. Write them on the board. Explain that all are appropriate as it is cultural or family specific. You might hear (add others you know):

Ma - Mama, Mother, Mommy, Mum
Pa - Papa, Dad, Daddy, Father, Pop, Pops,
Grandpa –Opa, Granddad, Granddaddy

CD 64-70

Act out the story.

- 1st—students listen to the CD story/chant.
- 2nd—a group demonstrates the action for the class.
- 3rd—the whole classes acts out the story
- 4th—listen again - Students hold up the character cards when the character speaks and they say the lines with the CD.
- 5th - groups of students act out the story with out the CD

