

## 2012 IIME REPORT

Country [USA]

School [ St.Pius X] Teacher [Jeanie Warrick / Jeanine Ritter ] grade ( 1 ) student number (53 )  
 JP School [ Asanogawa Elementary School ] Teacher [Sachiko Beni ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Reading	We read several books about Japan and view videos about the culture	9 wks
Social Studies	We had a special Japanese Day which the students ate Japanese food and dressed up in kimonos	9wks
Video	We watch Big Bird in Japan	2 days

### # Theme and Message of the mural

Theme	Friendship tree
Message	Sharing our culture with pictures that depicted USA Sharing and caring with others around the world and getting to know them and seeing that we are all the same no matter where we live.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
A greater knowledge of the world and the love of learning about other cultures. They learned that we are all the same and have the same dreams and desires.	

### # Have you made your activity open in your school or in your local area? How was their reaction or reputation?

<p>PR you did inside/out of your school</p> <p>We shared the mural with our parents and other students in the school. We had one fifth grade class help us by outlining sections to be painted by the first graders</p>	<p>Reaction/reputation from around</p> <p>Parents loved it and a picture and it was featured with pictures in our Global Case. The students had so much fun seeing all the pictures that were sent to us from our partner school.</p>
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### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Jan	Showed the children the mural and got their ideas on what to include. We tasted the food that was sent to us from our new friends. We started reading books about Japan.	They were so surprised to see how big it was and was always asking we are going to start. Enjoyed listening to the book about Japan being read to them.	RDG Social Studies
Research	Feb	Read K is for Kabuki—Did research online about Japan. Viewed pictures of the area Brought in a Japanese newspaper for the students to look at.	Loved seeing all the different kinds of building.s  Students tried their hand at making the characters	Reading Social Studies
Composition	Feb	Drawing the mural	Saw how hard it was to draw and how to size the picture	Art
Painting	Mar	Painting the mural	Students had a blast painted it	Art
Appreciation	Mar	Hung the mural in school for the parents and students	Everyone who viewed it was so impressed by the quality of work both first grade classes accomplished!	

### # Aim of the Lessons and Result

Aim	Rank	Mark	How your students have reached it
understanding our own cultures		⑤ 4 3 2 1	They learn from their parents, teachers and experiences with their families.
Understanding the other cultures	5	⑤ 4 3 2 1	By viewing the pictures from Japan—Listening to stories—our principal shared is trip to Japan with us too!
communication ability interactively / in English		⑤ 4 3 2 1	By viewing the pictures from Japan We sent numerous emails back in forth plus powerpoints as well as using the forum. We did look at some Japanese newspaper and decided we were glad we only had to learn 26 letters of the alphabet.
IT skills forum / video conference		⑤ 4 3 2 1	By using powerpoints and You Tube videos Wish the forum could take bigger powerpoints We did not have a video conference
Creating friendship in the class / with partners	4	⑤ 4 3 2 1	Loved the pictures, powerpoints and the hard copy items Exchanged between the two schools
Collaboration in the class / with partners	3	⑤ 4 3 2 1	It was great! We had a fantastic school to exchange with this year!
Keeping motivation high positive attitude in learning	1	⑤ 4 3 2 1	It was not hard to keep the students motivated they were so interested in learning and having fun!
Expression ability in painting	2	⑤ 4 3 2 1	The students loved the painting as they were able to paint several sections apiece.
Appreciation ability reading the painting		⑤ 4 3 2 1	Students would point out to their parents what part that they painted.