

# **BORDERLINK**

# **Lesson Plans**

**NEW HORIZON Elementary 5**

# How to use Borderlink's lesson plans for NEW HORIZON Elementary:

- Lesson plans are available separately in both Japanese and English. The content has been carefully matched so that Assistant Language Teachers (ALT) and Homeroom Teachers (HRT) are on the same page.
- Points for evaluating students' performance are included for the HRT in the Japanese lesson plans. Please check the evaluation points with the homeroom teacher/Japanese teacher of English.
- Borderlink's lesson plans follow the flow of the textbook. Page numbers from the textbook have been included in every lesson plan to help you navigate the materials.
- Scripts are provided so that the ALT and HRT can introduce each part of the lesson through natural English conversation.
- We've included many examples, options, activities and variations. You do not need to follow the lesson plan as printed. If your class has a favorite activity or you have a game that works well for you, please feel free to substitute it into your lesson plan.
- We strongly suggest you plan your lessons with your partner teacher.

## Key:

**p.** : page

**pp.** : page to page

**◎** : Evaluation

**ALT :**

Assistant Language Teacher

**HRT :** Homeroom Teacher

**PD :** Picture Dictionary

**FCs :** Flash Cards

(can also be found in the digital textbook)

**Wksht :** Worksheet

**BOLWksht :** Worksheet found on NEXT TIME WEB.

**Minicards :** Small vocabulary flashcards found in the back of the students' textbook.

**Reflection Sheet :** (sometimes called *furikaeri* sheet)  
The HRT/JTE usually distributes reflection sheets at the end of each lesson.

**E.C. Card :** 'Enjoy Communication' Card

Larger unit review card found in the back of the students' textbook.

For additional lesson plans, flash cards, worksheets, materials and activities,  
please visit NEXT TIME WEB.

For ALTs:

<https://alt.next-time-web.com/>

For Schools:

<https://www.next-time-web.com/>

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**45** Theme: Hello, friends. (pp. 10-11)

minutes Goal: Students introduce their name and what they like.

Target Language: How do you spell your name? E-M-I-L-Y, Emily. What ~ do you like? etc...

Vocabulary: Sports (PD p.7)

**Greeting, Small Talk: What's your name?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "Hello. What's your name?"

ALT: "I'm (ALT name). What's your name?"

HRT: "My name is (HRT name)."

ALT: "Good name and unusual name in my country! What's your name?"

Example: "What does your name mean? What's his/her name? What kanji is in your name? What is a popular name this year?"

**Let's Sing: Nice to meet you. (p. 11)****4min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, let's listen."

ALT: "Yes, let's listen to 'Nice to meet you.'"

**digital****textbook**

Students listen to the song and try to sing along.

Example:

"What did you hear? 'Good morning, good ...?' Anything else? 'What are their names? What's your name? How are you? Good? Fine?'"

**Word Link: Sports (PD p.7)****5min.**

- The HRT has the students open to the sports page in the PD – or uses FCs.
- The ALT reads the words aloud and students repeat, practicing pronunciation.

**Materials:**

HRT: "Open your Picture Dictionary to page 7 and let's practice!"

ALT: "What sport do you like? What sport do you play? Do you know any other sports?"

**PD and/or****FCs**

Example: Randomize the order and check students' understanding.

Flash the flash cards for a moment and then hide the card. Have the students guess the sport on the card.

**Let's Try 1 (p. 11)****10min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Look at the Picture Dictionary, page 7."

ALT: "Let's play a pointing game."

**PD and/or****FCs**

HRT: "I play (sport)!"

ALT: "I play (sport). Please point to (sport)!"

Option: Pointing Game: The ALT/HRT reads a random word from the vocabulary words in the PD.

Students point to the matching word in their own PDs. Guess and Point: The ALT/HRT says only the beginning part of a word.

Students should listen carefully, think about which word it could be, and point to the word.

The teacher reads the word and students pointing at the correct answer are winners.

## Let's Chant: ① How do you spell your name? (p. 11)

5min.

- Play the chant and encourage the students to chant along.
- After playing the chant, ask the students questions about what they heard.

Materials:

HRT: "First, please listen to the chant."

digital  
textbook

A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.  
H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.  
O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.  
V, W, X, Y, Z, Z. How do you spell your name? Y-U-J-I, Yuji!  
ALT: "What did you hear?"

## Starting Out (pp. 10-11) ②

10min.

- Have students listen to No. 1-5 and write down the numbers in the order they hear them.
- Explain the situation and people in a textbook.
- ALT repeats the audio slowly with gesture.

Materials:

HRT: "Let's listen to today's story. Please look at pages 10 and 11. Starting Out."

digital  
textbook

ALT: "How many pictures? Yes, We have 5 pictures. Five."

Play the audio. Students listen and write the number in the box in the order they hear them.

HRT: "Let's listen again and check the answers."

Example: "What did you hear? What's No. 1? What's his/her name? Where is he/she from?"

\*Depending on the students' level, stop the audio and check the content when needed to encourage understanding.

## Sounds and Letters: Upper-case A ~ Z (pp.86-87)

5min.

- Use the capital letter minicards to practice the alphabet.
- Play karuta.
- Have students fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters. Please open your textbook to pages 86 and 87."

textbook

The ALT reads the letters of the alphabet using upper-case letters. Students repeat.

reflection  
sheet

ALT: "Let's play Karuta!"

Option: Karuta: Line up the alphabet cards.

The HRT/ALT will read out letters of the alphabet one by one.

The student who swipes the correct letter away from their opponent is the winner.

\*Possible variations include gesture games or I Spy.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp.10-11)

minutes Goal: Students tell their classmates their name and what they like.

Target Language: How do you spell your name? E-M-I-L-Y, Emily. What ~ do you like? etc...

Vocabulary: School Subjects (PD p.24)

**Greeting, Small Talk: What does your name mean?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "What's my name?"

Sts: "Mr./Ms. (HRT's name)!"

HRT: "You are right! My name has meaning. My name means..."

Have the HRT explain their name and its meaning. For example, Aoyama = blue mountain.

HRT: "Let's ask (ALT) sensei! What does your name mean?" ALT: "My name means..."

The ALT explains their name and its meaning.

Example: What's his/her name? 'Who is this?' Quiz

**Let's Sing: Nice to meet you. (p.11)****4min.**

- Practice difficult words/phrases.
- Sing along.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing "Nice to meet you."

**digital**

Have the students listen to the song and try to sing along.

**textbook**

Sing slowly without music. Students should be aware of pronunciation and intonation.

**Word Link: School (PD p.24)****5min.**

- The HRT has the students open to the sports page in the PD – or uses FCs.
- The ALT reads the words aloud and students repeat, practicing pronunciation.

**Materials:**

HRT: "Look at the Picture Dictionary, page 24."

ALT: "Wow, we have a lot of subjects here! What would you like to study?"

**PD and/or**

HRT: "What subject do you like?"

**FCs**

ALT: "What subject would you like to study this year?"

Option: Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try 1 (p.11)****10min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's play Guess and Point."

**digital**

Guess and Point: The ALT/HRT pronounces only the beginning of the word.

**textbook**

Get the students to listen carefully, think about which word it could be, and point to the matching word in their own PDs.

HRT: "Ca... Please point." (Calligraphy)

ALT: "Next, cra...Please point!" (Crafts – Arts and Crafts)

## Let's Chant: ② What sport do you like? (p.11)

5min.

- Play the chant and encourage the students to chant along.
- After playing the chant, ask the students questions about what they heard.

Materials:

ALT: "Let's chant!"

HRT: "First, please listen to the chant."

digital  
textbook

What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

ALT: "What did you hear? What's your favorite sport?"

## Let's Watch and Think (p.11) ㊟

10min.

- Watch a video and check understanding.
- If needed, ALT repeats the audio slowly with gesture.

Materials:

HRT: "Let's watch and think."

Play the video from the digital textbook.

digital  
textbook

\*Depending on the students' level, stop the audio and check the content when needed to encourage understanding.

ALT: "What did you hear?"

HRT: "What's his/her name? Where is he/she from?"

ALT: "What does he/she like? How do you spell his/her name?"

The ALT pretends to be someone (someone the students know) and introduces themselves as that person.

Have the students guess who they are and try to guess the spelling of their name as best they can. (Writing is not required.)

## Sounds and Letters: Upper-case A ~ Z (pp.86-87)

5min.

- Use the capital letter minicards to practice the alphabet.
- Play karuta.
- Have students fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters. Please open your textbook to pages 86 and 87."

The ALT reads the letters of the alphabet using upper-case letters. Students repeat.

minicards

ALT: "Let's play Karuta!"

reflection  
sheet

Option: Karuta: Make pairs and line up the alphabet cards.

The HRT/ALT will read out letters of the alphabet one by one.

The student who swipes the correct letter away from their opponent is the winner.

\*Possible variations include gesture games or I Spy.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊟ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp. 12-13)

minutes Goal: Students ask each other their names, likes and dislikes.

Target Language: I like ~ . I don't like ~ . What ~ do you like? etc...

Vocabulary: Colors (PD p.6)

**Greeting, Small Talk: What sport do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what sport do you like?"

ALT: "Oh, my favorite sport? Umm... I like ice hockey."

HRT: "Really? It's not popular in Japan."

ALT: "How about you, (HRT) sensei? What sport do you like?"

HRT: "I like soccer."

Topic: What subject do you like? Why? What animal do you like? Why?

\*When asking their reason why, it is also possible to elicit the answer from the student in Japanese and have the HRT/ALT relay it in English.

**BOL Activity: Karuta****7min.**

- Check the words and expressions students have learned up until the previous lesson.
- Divide students into groups and distribute Karuta cards.

**Materials:**

HRT: "First, let's check words and phrases. What's your name?"

Practice the target language with students.

**PD and/or FCs**

HRT: "Now let's play Karuta! Please ask (ALT) sensei, 'What's your name?'"

ALT: "My name is... basketball!"

The students race for the basketball card.

Option: Karuta Option: Read the word as-is, read only part of the word, use the word in a phrase, or give a hint.

Jumping game: Divide the children into two teams. Place the FCs in a row on the floor.

From opposite ends, students say the first word and jump to the next word. When opposite teams reach the same card, they play R/S/P.

The winner continues. The loser goes to the back of their team's line and the next student from their team starts.

**Word Link: Colors (PD p.6)****6min.**

- The HRT has the students open to the sports page in the PD – or uses FCs.
- The ALT reads the words aloud and students repeat, practicing pronunciation.

**Materials:**

HRT: "Look at the Picture Dictionary, page 6."

ALT: "Wow, we have a lot of colors here! Do you know any other colors? What color do you like?"

**PD and/or FCs**

HRT: "What color is this? "

ALT: "What color do you like? What colors can you see in your classroom?"

Option: Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: How many colors can you see?****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's look at the flash cards."

ALT: "How many colors can you find in your classroom?"

**PD and/or FCs**

HRT: "(ALT) sensei, how many colors can you find?"

ALT: "I found red, green and yellow – so one, two, three colors! Let's find colors in our classroom!"

Option: The students compete to see how many colors and from what they can find in their classroom.

When confirming, have students answer where they found the color. \*If the students find colors which they haven't learned yet, ALT says the color to students and have students just pronounce.

\* You can also search for colors in a photograph, PowerPoint slide. "What color can you see?"



## Let's Listen 1 (p.12) ©

**8min.**

- Instruct the students to open the textbook p.12.
- Play the audio of the digital textbook.
- Depending on the understanding, ALT repeats words and confirm students' understanding.

**Materials:**

HRT: "Open your textbook to page 12. Let's Listen 1."

**digital  
textbook**

Play the audio from the digital textbook.

ALT: "What did you hear?"

Example: "What's her name? What's this?" (Check colors and sports in the textbook.) "What sport do you like? What color do you like?"

## Let's Try 2 (p.12) ©

**7min.**

- Review the model sentences: What color/sport/food do you like? / I like ...
- Demonstrate the interview activity.
- HRT/ALT will support students.

**Materials:**

HRT: "Let's Try 2. Please watch us."

**digital  
textbook**

HRT/ALT demonstrate the interview activity.

ALT: "What did you hear?"

Elicit answers from students.

ALT: "What color do I like? What sport do I like? What food do I like?"

Check the answers with students.

HRT: "Great! Now let's interview our classmates."

## Sounds and Letters: Upper-case A ~ G (p.86)

**5min.**

- HRT/ALT read letters from A to G.
- Have students write the letters along with their pronunciation.
- Have students fill out the reflection sheet.

**Materials:**

HRT: "Please open your textbook to page 86. Let's check Sounds and Letters."

**textbook**

ALT: "What are today's letters? Upper-case A, B, C, D, E, F, G."

**reflection  
sheet**

Option: Students draw a picture and write the first letter of the word that matches their picture.

For example, draw an apple and write "A".

Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter.

The students guess what the missing letter is and write it down.

Homework, if needed: The students look for objects with letters on them take pictures of the letters they have learned.

## Goodbye

**1min.**

- Leave students with praise and reflect on their accomplishments.

**Materials:**

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

**none**

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp. 12-13)

minutes Goal: To write their names and ask friends names, likes &amp; dislikes.

Target Language: How do you spell your name? S-A-K-U-R-A, Sakura. I like ~ . etc...

Vocabulary: Foods (PD p.8)

**Greeting, Small Talk: What animal do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what animal do you like?"

ALT: "Oh, my favorite animal? Hm... I like cats."

HRT: "Who likes cats? Raise your hand!"

ALT: "How about you? What animal do you like?"

HRT: "Me? I like dogs."

ALT: "Okay, class... which do you like, cats or dogs?"

Example: Why? Why do you like cats/dogs/etc.?

\*When asking their reason why, it is also possible to elicit the answer from the student in Japanese and have the HRT/ALT relay it in English.

**BOL Activity: Beanbag Toss****5min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Let's play Beanbag Toss!"

ALT: "First, say a word. Next, toss the bag to someone."

**PD and/or FCs**

Option: Beanbag Toss: Students say a word, then pass the beanbag to someone nearby.

Continue passing the beanbags until time runs out. Keyword game: Make pairs. Pairs place an eraser or some small object in between each other.

The ALT sets a keyword from the vocabulary words. The ALT reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser (object) is the winner.

\*Once they are able to do it, show pictures only and have students say the the word.

**Word Link: Food (PD p.8)****5min.**

- Practice food vocabulary words aloud.

**Materials:**

HRT: "Look at your Picture Dictionary. What food do you like?"

ALT: "Do you like...?"

**PD and/or FCs**

Option: Gradually reveal the FCs, showing only a little bit at a time, and have the students guess what the food is.

Lucky Card: Stick the FCs on the blackboard and have the students close their eyes.

HRT/ALT hides something behind one "lucky" flash card.

Have the students open their eyes and say the word they think might be hiding the lucky card.

After reading the word, remove the FC and check if it was lucky or not.

**BOL Activity: Guessing Game****9min.**

- The homeroom teacher and the ALT do activities while using new vocabulary.

**Materials:**

HRT: "Let's play a guessing game! I'll guess what (ALT) sensei likes and doesn't like."

HRT: "(ALT) sensei, do you like basketball?"

**PD and/or FCs**

ALT: "Yes, I do!" HRT: "Yes! One point! ...Do you like soccer?"

ALT: "No, I don't." HRT: "Oh no! Zero points!"

Option: Give the children a worksheet with pictures of different foods on it.

Children move around the classroom, asking their classmates about their likes and dislikes.

If two students like the same food, they circle it.

The students then say, "I like..." to each other and get 1 point.

Have the students continue asking each other as time allows. They can't use the same food again.

## Let's Listen 2 (p.13) ©

8min.

- Instruct the students to open their textbook to p.13.
- Confirm the expressions with the ALT.
- Depending on the understanding, ALT repeats words and confirm students' understanding.

Materials:

HRT: "Open your textbook to page 13. Let's Listen 2."

ALT: "First, let's review. How do you spell your name?"

digital

HRT: "Now, let's try the word search. Can you find 5 names?"

textbook

Before listening to the digital textbook ask the students to discuss in pairs what names on the textbook they might hear.

## Let's Try 3 (p.13) ©

7min.

- Instruct the students to open the textbook p.13.
- Demonstrate to show how students do this activity.
- Let students confirm words and phrases.

Materials:

ALT: "Let's Try 3. What color do you like? What food do you like?"

HRT: "Let's write!"

textbook

Have the students cut the color and food mini cards from the back of the textbook and paste them on p.13.

Option: The students guess what food/color ~ sensei likes

## Sounds and Letters: Upper-case H ~ N (pp.86-87)

5min.

- HRT/ALT read letters from H to N.
- Have students write the letters along with their pronunciation.
- Have students fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to pages 86 and 87. Let's check Sounds and Letters."

ALT: "What are today's letters? Upper-case H, I, J, K, L, M, N."

textbook

Option: Students draw a picture and write the first letter of the word that matches their picture.

For example, draw a hat and write "H".

reflection

Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter.

sheet

The students guess what the missing letter is and write it down.

Homework, if needed: Students look for objects with letters on them and take pictures of the letters they have learned.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp. 14-15)

minutes Goal: Make a business card with your name and likes, and share.

Target Language: How do you spell your name? E-M-I-L-Y, Emily. What do you like? I like ~ . etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7)

**Greeting, Small Talk: What color do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what color do you like?"

ALT: "Oh, my favorite color? I like black. How about you?"

HRT: "I like purple. It's our school color."

ALT: "To students, "How about you? What color do you like?"

Topic: What anime/TV show/YouTube channel/book/weather/game do you like?

Example: Who likes ~ ? Raise your hand! / Which do you like, A or B? / What color is this? How many colors do you see?

**Let's Sing: Nice to meet you. (p. 11)****3min.**

- Check greetings.
- If students have digital textbook have students take time for individual practice.
- Sing a song as a class.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital**

Have the students sing along with the digital textbook.

**textbook**

HRT: "What greetings did you hear?"

ALT: "Hi... Hello... Good morning/afternoon/evening... How are you? Nice to meet you!"

**Let's Chant: ① How do you spell your name?, ② What sport do you like? (p. 11)****2min.**

- Review the chants slowly
- If students can use the digital textbook on their own, let them practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.

H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.

O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.

V, W, X, Y, Z, Z, Z. How do you spell your name? Y-U-J-I, Yuji!

HRT: "OK! Now, chant number two."

What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

**BOL Activity: Keyword Game (PD p.6)****10min.**

- The homeroom teacher has the students open the Color page on the PD (or use FCs) and practice the words aloud.

**Materials:**

HRT: "Let's check colors again! Open your picture dictionary to page 6."

HRT/ALT review the colors with students.

**PD and/or**

ALT: "Now let's play the Keyword game!"

**FCs**

Keyword game: Make pairs. Pairs place an eraser/small object in between each other.

The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser/object is the winner.

\*Once the rules are understood, you can show pictures and elicit the words from students.

## Step 1 (p.14) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Play the video demonstration.</li><li>•Have students prepare the business card in the back of the textbook.</li><li>•Work in pairs and say spell of each other's names.</li></ul>
<b>Materials:</b>	HRT: "Let's make your name card! First, write your name on your name card." ALT: "Please watch us..."
<b>Unit I E.C. card</b>	ALT: "How do you spell your name?"

## Step 2 (p.14) ©

<b>9min.</b>	<ul style="list-style-type: none"><li>•Draw a picture of something students like on a Unit I E.C. card.</li><li>•Have students work in pairs and ask each other what they like.</li></ul>
<b>Materials:</b>	HRT: "Let's draw a picture. What do you like?" Have the students draw their likes on their Unit I E.C. card.
<b>Unit I E.C. card</b>	HRT: "Next, let's check the phrases. Please watch us!" HRT/ALT demonstrate the interaction. Example: What sport/color/food/subject, etc. do you like? (Change the question according to the student.) The students can ask the ALT what sport/color/food/subject, etc. they like.

## Sounds and Letters: Upper-case O ~ T (p.87)

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT read letters from O to T.</li><li>•Have students write the letters along with their pronunciation.</li><li>•Have students fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 87. Let's check Sounds and Letters." ALT: "What are today's letters? Upper-case O, P, Q, R, S, T."
<b>textbook</b>	Option: Students draw a picture and write the first letter of the word that matches their picture. For example, draw an octopus and write "O".
<b>reflection sheet</b>	Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter. Have the students guess what the missing letter is and write it down. Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp. 14-15)

minutes Goal: Students share their names and likes using business cards.

Target Language: Hello! Nice to meet you. How do you spell your name? E-M-I-L-Y, Emily. What ~ do you like? I like ~ . etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7), Food (PD p.8)

**Greeting, Small Talk: What vegetable do you like?****8min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "(ALT) sensei, what vegetable do you like?"**none**ALT: "Oh, my favorite vegetable? I like potatoes! I like French fries. How about you? What vegetable do you like?"  
HRT: "I like tomatoes. I'm from Kumamoto."

ALT: "To students, "How about you? What vegetable do you like?"

Topic: What anime/TV show/YouTube channel/book/weather/game do you like?

Example: Which do you like, meat or vegetables? Why? What school lunch do you like the best? What is your favorite school lunch?

**Let's Sing: Nice to meet you. (p. 11)****3min.**

- Check greetings.
- If students have a digital textbook have students take time for individual practice.
- Sing a song as a class.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital**

Have the students sing along with the digital textbook.

**textbook**

HRT: "What greetings did you hear?"

ALT: "Hi... Hello... Good morning/afternoon/evening... How are you? Nice to meet you!"

**Let's Chant: ① How do you spell your name?, ② What sport do you like? (p. 11)****3min.**

- Review the chants slowly
- If students can use the digital textbook on their own, let them practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.

H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.

O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.

V, W, X, Y, Z, Z, Z. How do you spell your name? Y-U-J-I, Yuji!

HRT: "OK! Now, chant number two."

What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

**BOL Activity: Gesture Game (PD p.7)****10min.**

- The homeroom teacher has the child open the Food page of the PD (or use FCs) and practice the words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, page 7."

ALT: "Let's play a gesture game."

**PD and/or  
FCs**

Option: Gesture game: HRT/ALT chooses a word from the vocabulary and gestures to communicate the word.

Get the students try to guess the correct word. The student who guesses correctly takes a turn gesturing. Repeat.

Memory game: Divide into groups. Place mini cards face-down on the table.

The students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

### Step 3 (p.15) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•In addition to Unit 1 E.C. card, have students fill out a new business card.</li><li>•Check the flow with the homeroom teacher and the ALT.</li><li>•Have students paste one of the cards students used on p.34.</li></ul>
<b>Materials:</b>	HRT: "Let's play an interview game! Please watch us." HRT/ALT demonstrate the interview and confirm students' understanding.
<b>Unit 1 E.C. card</b>	ALT: "What's step 1? What's next...?" Option: Narikiri Interview: Students pretend to be their favorite person/character and conduct an interview. Who am I?: Students pretend to be a person/character from a secret card - their classmates cannot see the card. Classmates must ask questions to try and find out who the person/character is. (Target language: What ~ do you like?)

### Sounds and Letters: Upper-case U ~ Z (p.87)

<b>10min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT read letters from U to Z.</li><li>•Have students write the letters along with their pronunciation.</li><li>•Have students fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 87. Let's check Sounds and Letters." ALT: "What are today's letters? Upper-case U, V, W, X, Y, Z."
<b>textbook</b>	Option: Students draw a picture and write the first letter of the word that matches their picture. For example, draw an umbrella and write "U".
<b>reflection sheet</b>	Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter. Have the students guess what the missing letter is and write it down. Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

### Goodbye

<b>1 min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: Hello, friends. (pp. 16-17)

minutes Goal: Think about names and cultural differences around the world.

Target Language: What ~ do you like? I like ~ . My family name is ~ . etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7), Food (PD p.8), School (PD p.24)

**Greeting, Small Talk: What fruit do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what fruit do you like?"

ALT: "I like watermelon! How about you? What fruit do you like?"

HRT: "I like strawberries."

ALT: "To students, "How about you? What fruit do you like?"

Topic: What anime/TV show/YouTube channel/book/weather/game do you like?

Example: (While showing fruit FCs) What's this? Do you like ~ ?

**Let's Sing: Nice to meet you. (p. 11)****2min.**

- Check greetings.
- If students have digital textbook have students take time for individual practice.
- Sing a song as a class.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital**

Have the students sing along with the digital textbook.

**textbook**

HRT: "What greetings did you hear?"

ALT: "Hi... Hello... Good morning/afternoon/evening... How are you? Nice to meet you!"

**BOL Activity: Old Maid****7min.**

- Review vocabulary.
- Explain the rules for Old Maid

**Materials:**

HRT: "Let's play Old Maid!"

Old Maid: Prepare two sets of mini cards.

**PD and/or**

Divide into groups and play Old Maid.

**FCs**

When a pair is formed, say the word on the cards and place them in the middle.

**BOL Activity: Whisper Game****7min.**

- The homeroom teacher and the ALT do activities while using new vocabulary.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's play a whisper game!"

**PD and/or**

Option: Whisper Game: Divide the children into groups and line them up. The ALT chooses a few cards from the FCs.

**FCs**

The first student from each line approaches the ALT. The ALT whispers the word order to the students.

Have the students whisper the word order to the next person in their line in the order they remember.

The last person tells the ALT out loud the words in the order they heard them.

Unlucky Card: Stick FCs on the blackboard. Students close their eyes and the HRT/ALT marks the back of one of the FCs as unlucky. Have the students open their eyes and say their favorite words from FCs. The HRT/ALT peels off the FCs and shows students the back of the card. If students get the unlucky card, they read all of the FCs aloud, the unlucky card is hidden behind a new FC and the game restarts.



## Do you know? (pp. 16-17)

**8min.**

- Tell the students about the differences between names in Japan and overseas.
- Check the points when writing names.
- Compare the characteristics of the names of different countries

**Materials:**

HRT: "Please open your textbook to pages 16 and 17."

**textbook**

ALT: "What does your name mean? What is your family name? What is your first name?"

Example: What is the meaning of this name? Quiz about what anime/manga characters are called overseas (Pokemon, Doraemon, overseas names of Ghibli movies, etc.)

## Challenge (p. 17) ©

**10min.**

- Have students write cards for the interview.
- Demonstrate the interview with the homeroom teacher and the ALT.

**Materials:**

HRT: "Interview time! First, watch us."

HRT: "To ALT, "(ALT) sensei, hello! I'm Doraemon."

**name card**

HRT/ALT demonstrate the interview.

ALT: "Now let's make a card. 'Who' are you? Please write 'your' name."

Have the students prepare a card similar to the name card used on page 14 by pretending to be their favorite character.

HRT: "Now, let's interview our classmates!"

Option

Introduction: Introduce someone using their first and last name from your class.

## Sounds and Letters: Upper-case BINGO (p.92)

**5min.**

- HRT/ALT check the capital letters.
- Have students write their favorite capital letters in BINGO squares
- HRT/ALT reads a letter of the alphabet at random.

**Materials:**

HRT: "Please open your textbook to page 92. Let's check Sounds and Letters."

**textbook**

Option: The ALT says a word and spells it with the first letter of the alphabet as the answer.

**reflection sheet**

(Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.

## Goodbye

**1min.**

- Leave students with praise and reflect on their accomplishments.

**Materials:**

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

**none**

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Hello, friends. (pp. 16-17)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . I like ~ . etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7), Food (PD p.8), School (PD p.24)

**Greeting, Small Talk: What TV show do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what TV show do you like?"

ALT: "I like Dragon Ball Z! How about you? What TV show do you like?"

HRT: "I like Mezamashi TV."

ALT: "To students, "How about you? What TV show do you like?"

Topic: What anime/TV show/ YouTube channel/book/weather/game do you like?

Example: Oh, you like (TV show). Do you like ~ ? How about ~ ?

**Let's Chant: ① How do you spell your name?, ② What sport do you like? (p. 11)****2min.**

- Review the chants slowly
- If students can use the digital textbook on their own, let them practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

**digital  
textbook**

A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.

H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.

O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.

V, W, X, Y, Z, Z, Z. How do you spell your name? Y-U-J-I, Yuji!

HRT: "OK! Now, chant number two."

What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

**BOL Activity: Pick-up Sticks****7min.**

- Confirm the words learned in Unit 1 with the homeroom teacher and ALT.
- Divide the students into groups and explain the activity.

**Materials:**

HRT: "Let's play Pick-up Sticks! First, make groups."

**PD and/or  
FCs**

Option: 'Pick-up Sticks' game: The HRT/ALT writes words (or draws pictures) on flat sticks, like popsicle sticks.

The HRT/ALT puts the sticks into cups and passes out one cup to each group.

Have the students start by dumping the cup out and spilling the sticks on the floor/desk.

The students pick up one stick at a time, say the word on the stick and put it back in the cup.

1 point for each correct word. Try to get as many sticks as possible.

Pictionary: Make groups and line up. The HRT/ALT draws a picture while the first student in line guesses the word.

If the student guesses wrong, they go to the back of the line and the next student can try.

**Word Exploration (p. 16)****10min.**

- The homeroom teacher or ALT asks the students to think about what they would say in Japanese before opening the textbook. - Think about what to say in English.

**Materials:**

HRT: "Let's think about Japanese! How do you say "I" in Japanese? I? Think about it!"

Example: Why do you use a middle name? Why are the surnames reversed?

**digital  
textbook**

Are there any countries other than Japan that say names in order of first and last name?

Look up popular names from the NEW HORIZON Elementary characters' home countries.

(Emily = Singapore, Deepa = India, Sakura &amp; Hiroshi = Japan, Martin = Sweden, Lucas = Brazil)

## Wonderful Japan (p.17) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Have students listen, using the wonderful things of Japan.</li><li>•If students have adigital textbook for personal use, have students listen at their own pace.</li><li>•Confirm the contents as a whole.</li></ul>
<b>Materials:</b>	HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan." ALT: "Listen carefully!"
<b>digital textbook</b>	Worksheet: Make a worksheet with words that appear in the video and the words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.
<b>BOL Worksheet</b>	

## BOL Activity: ALT Corner

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT assists with the ALT's explanations and remarks.</li><li>•ALT explains about his/her country.</li></ul>
<b>Materials:</b>	HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her country." The ALT introduces their home country.
<b>none</b>	Option: Students learn some words or play games from the ALT's home country.

## Sounds and Letters: Upper-case BINGO (p.92)

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT check the capital letters.</li><li>•Have students write their favorite capital letters in BINGO squares.</li><li>•HRT/ALT reads a letter of the alphabet at random.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 92. Let's check Sounds and Letters." Option: Let the students ask the ALT about the alphabet in English, then say the letter. * What letter do you have? Spell your word. The ALT says a word and spells it with the first letter of the alphabet as the answer. (Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.
<b>textbook</b>	
<b>reflection sheet</b>	

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp. 18-19)

minutes Goal: Understand conversations about birthdays and what they want.

Target Language: When is your birthday? My birthday is ~ . What do you want to ~ ? I want ~ . etc...

Vocabulary: Months (PD pp. 14-15)

**Greeting, Small Talk: What day is it today?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "What day is it today?"

ALT: "It's (Monday)."

HRT: "What do you do on (Monday)?"

ALT: "I play tennis."

Topic: What's the date today? What month is it? What do you do on Monday/Tuesday/Wednesday...? Example: It's ~ . What do you do on ...? What day do you like best? Why?

**Let's Sing: Happy Birthday! (p. 19)****4min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, please listen."

ALT: "Yes, let's listen to 'Happy Birthday!'"

**digital****textbook**

Example: What did you hear? One or first? When is your birthday?

**Word Link: Months (PD p. 14-15)****7min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, pages 14 and 15. Let's check and practice!"

Example: Show the flashcard only for a moment and then hide it. Have the students guess the word.

**PD and/or****FCs**

Students say the words, and the ALT follows them with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

**Let's Try 1 (p. 19)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, look at the Picture Dictionary, pages 14 and 15."

ALT: "Let's play a grouping game!"

**PD and/or****FCs**

Grouping game: Students ask each other "What month do you like?" If they like the same month, they form a group.

Groups walk around the classroom together and ask other classmates, trying to expand the group within the time limit.

(For more advanced groups, substitute "When is your birthday?" If their birthdays are in the same month, they form a group.)

Option: The HRT/ALT chooses a month. Students make a group with the same number of people as the month.

ALT Quiz: ALT introduces events in their own country or foreign countries. Students guess the month of the event.

## Let's Chant: ① When is your birthday? (p. 19)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "Let's chant! First, please listen."

ALT: "What did you hear? What month did you hear? When is your birthday?"

digital

Happy, Happy Birthday! When is your birthday?

textbook

My birthday is May 5th. My birthday is April 1st. My birthday is July 19th. My birthday is July 23rd.

When is your birthday? When is your birthday? My birthday is (month) (date).

Example: What did you hear? What month did you hear? When is your birthday? Did you hear "one" or "first"?

## Starting Out (pp. 18-19)

10min.

- Listen and write the numbers in the boxes in order.

Materials:

HRT: "Let's listen to today's story. Please look at pages 18 and 19. Starting Out."

ALT: "How many pictures? Yes, there are 5 pictures."

digital

Example: What did you hear? What's No. 1? Where is he/she now? Let's listen again and check the answers.

textbook

\*Depending on the students' level, stop and check to confirm understanding.

## Sounds and Letters: Lower-case a ~ z (pp. 88-89)

5min.

- Practice the lowercase alphabet.
- Fill out the reflection sheet.

Materials:

Option

HRT: "Please look at pages 88 and 89. Let's do the Alphabet Exercise! What colors do you see? Green, blue and yellow!"

textbook

ALT: "When you see green, stand up! Everyone, stand up please!"

HRT: "When you see yellow, please crouch down. When you see blue, raise your hands!"

reflection

Alphabet Exercise: Use the four lines and the alphabet to move your body. Stand when the letter is in the middle two lines.

sheet

Raise your hand when the letter touches the top line. Crouch down when the letter dips below the bottom line.

Gesture game: The teacher expresses the shape of a letter with their body, and the students guess it. (Think YMCA dance.)

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp. 18-19)

minutes Goal: Understand conversations about birthdays and what they want.

Target Language: When is your birthday? My birthday is ~ . What do you want for ~ ? I want ~ . etc...

Vocabulary: Dates (PD pp. 14-15)

**Greeting, Small Talk: When is Sports Day?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "I'm so excited! I can't wait!"

ALT: "What for? Why can't you wait?"

HRT: "(Sports Day)! I love it!"

ALT: "Nice! When is (Sports Day) this year?"

Topic: What do you do on Monday/Tuesday/Wednesday...? When is ~ (yearly event or school event)?

**Let's Sing: Happy Birthday! (p. 19)****4min.**

- Check the song.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Happy Birthday!'"

**digital****textbook**

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation.

**Word Link: Dates (PD pp. 14-15)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, pages 14 and 15. Let's check and practice new words!"

ALT: "What's the difference between 'one' and 'first'? When you count apples? One, two, three..."

**PD and/or****FCs**

HRT: "When you win a race? First! Second! Third!"

Example: Show only a part of the flashcard and gradually reveal it. Students guess what the word is.

Show the cards one by one. Have students memorize the order of the cards and say the words.

**Let's Try 1 (p. 19)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, look at the Picture Dictionary, pages 14 and 15."

ALT: "Let's play Lucky Numbers!"

**digital****textbook**

Option: Lucky Numbers: The HRT/ALT choose five dates - 1st, 5th, 10th, 17th, 23rd, for example.

Students write down 5 numbers between 1 and 31 on a piece of paper. (Option: Circle 5 days on a calendar printout.)

The HRT/ALT counts with the students from "First..." and raises their hand to confirm their lucky numbers.

Students whose lucky numbers match their HRT/ALT get a point. The student with the most points wins.

Buzz game: The HRT/ALT make a rule, replacing some numbers with "Buzz." 3, 5 and 7, for example.

Students count off from 1, taking turns. "1.. 2... Buzz... 4... Buzz... 6... Buzz... 8..."

If a student makes a mistake, start back at 1.

## Let's Chant: ② What do you want? (p. 19)

7min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "Let's chant! First, please listen."

What do you want for your birthday? A new book? A nice pen? A cool cap?

digital

I want a yellow T-shirt. A yellow T-shirt.

textbook

What do you want for your birthday? A new book? A nice pen? A cool cap?

I want a yellow T-shirt. A yellow T-shirt.

ALT: "What did you hear? A book? What book? What do you want for your birthday?"

## Let's Watch and Think (p. 19) ㊟

10min.

- Confirm the contents.

Materials:

HRT: "Let's watch and think about the video."

(Play the video from the digital textbook.)

digital

\*Depending on the students' level, stop and check to confirm understanding.

textbook

ALT: "What did you hear?"

\*Option: Before playing the video, ask students if they notice anything unusual about the pictures.

Which country do you think the event is in? Is there anything wrong? etc.

Example: What can you see in the pictures? What is Santa doing? Is this summer? August?

## Sounds and Letters: Lower-case a ~ z (pp.88-89)

5min.

- Practice the lowercase alphabet.
- Fill out the reflection sheet.

Materials:

HRT: "Please look at pages 88 and 89. Let's do the Alphabet Exercise! What colors do you see? Green, blue and yellow!"

ALT: "When you see green, stand up! Everyone, stand up please!"

textbook

HRT: "When you see yellow, please crouch down. When you see blue, raise your hands!"

reflection

Alphabet Exercise: Use the four lines and the alphabet to move your body. Stand when the letter is in the middle two lines.

sheet

Raise your hand when the letter touches the top line. Crouch down when the letter dips below the bottom line.

Gesture game: The teacher expresses the shape of a letter with their body, and the students guess it. (Think YMCA dance.)

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊟ Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: When is your birthday? (pp.20-21)

minutes Goal: Ask their classmates about their birthdays.

Target Language: When is your birthday? My birthday is ~ . What do you want for ~ ? I want ~ . etc...

Vocabulary: Clothes (PD p.21)

**Greeting, Small Talk: When is New Year's Day?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "When is (New Year's Day)?"

ALT: "It's (January 1st), of course!"

HRT: "What do you do on (New Year's Day)?"

ALT: "I go to a restaurant with my friends. How about you? What do you do on (New Year's Day)?"

Example topic: When is (yearly event)? (Start with Japanese events, then move on to overseas events.)

Example: What do you eat on Christmas Day? Do you like ~ ? Do you want Otoshidama on New Year's Day?

**BOL Activity: Whisper Game****6min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Let's play the whisper game!"

ALT: "I'll tell you some months. Please remember them!"

**PD and/or FCs**

Option: Whisper Game: Divide the children into groups and line them up. The ALT chooses a few cards from the FCs.

The first student from each line approaches the ALT. The ALT whispers the word order to the students.

Students whisper the word order to the next person in their line in the order they remember.

The last person tells the ALT out loud the words in the order they heard them.

Old Maid: Prepare two sets of mini cards.

Divide into groups and play Old Maid.

When a pair is formed, say the word on the cards and place them in the middle.

**Word Link: Clothes (PD p.21)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, page 21. Let's check and practice!"

ALT: "Wow, we have a lot of clothes here! What's this?"

**PD and/or FCs**

Example: Show only part of the flashcard and have the students guess what the word is. Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: Stepping Stones****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, let's look at the flashcards."

ALT: "Let's play Stepping Stones!"

**PD and/or FCs**

Option: Stepping Stones: Divide the students into two groups. Arrange the FCs on the board.

The two groups line up on opposite sides of the board and face off.

One person from each group moves forward while reading the words on the FCs.

When two children meet at the same card, they play rock-paper-scissors, and the winner moves forward.

The loser goes to the back of their line, and the next person from their group starts.

Continue until one student reaches the other side.



## Let's Listen 1 (p.20) ©

6min.

•Listen and confirm the contents.

Materials:

HRT: "Please open your textbook to page 20, Let's Listen 1."

ALT: "Draw a line to connect the answers. Do you have a pencil?"

digital  
textbook

(Play audio from the digital textbook.)

ALT: "What did you hear?"

Example: What are they talking about? When is her/his birthday? What does she/he want for her/his birthday?

## Let's Try 2 (p.20) ©

10min.

•Check model sentences with the ALT.

•HRT and ALT give a demonstration.

•Support students who need help.

Materials:

HRT: "When is your birthday? Let's practice!"

(Review months and dates.)

digital  
textbook

ALT: "Now let's make a 'Birthday Chain'! We'll show you a demonstration."

Birthday Chain: Make groups. Students ask each other, "When is your birthday?" and line up in order of birth.

For more advanced classes, make larger chains.

## Sounds and Letters: Lower-case a ~ g (p.88)

5min.

•HRT/ALT read lowercase letters from a to g.

•Have students write the letters along with their pronunciation.

•Have students fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to page 88. Let's check Sounds and Letters."

ALT: "What are today's letters? Lower-case a, b, c, d, e, f, g."

textbook

Option: Students draw a picture and write the first letter of the word that matches their picture.

For example, draw an apple and write "a".

reflection  
sheet

Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter.

Students guess what the missing letter is and write it down.

Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp.20-21)

minutes Goal: Ask friends what they want for special occasions.

Target Language: What do you want for ~ ? I want ~ . etc...

Vocabulary: Conditions (PD p.29)

**Greeting, Small Talk: What event do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what event do you like?"

ALT: "I like (Thanksgiving)!"

HRT: "Oh, what's (Thanksgiving)?"

ALT: "It's a day when families give thanks and eat a big dinner together."

HRT: "Sounds nice! When is (Thanksgiving)?"

Example topic: When is (yearly event)? (Start with Japanese events, then move on to overseas events.)

Example: What is your favorite event? When is it?

**BOL Activity: Lucky Numbers****5min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Good job everyone! Next, look at the Picture Dictionary, pages 14 and 15."

ALT: "Let's play Lucky Numbers!"

**PD and/or  
FCs**

Option: Lucky Numbers: The HRT/ALT choose five dates - 1st, 5th, 10th, 17th, 23rd, for example.

Students write down 5 numbers between 1 and 31 on a piece of paper. (Option: Circle 5 days on a calendar printout.)

The HRT/ALT counts with the students from "First..." and raises their hand to confirm their lucky numbers.

Students whose lucky numbers match their HRT/ALT get a point. The student with the most points wins.

Buzz game: The HRT/ALT make a rule, replacing some numbers with "Buzz." 3, 5 and 7, for example.

Students count off from 1, taking turns. "1.. 2... Buzz... 4... Buzz... 6... Buzz... 8..."

If a student makes a mistake, start back at 1.

**Word Link: Conditions (PD p.29)****7min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at your Picture Dictionary, page 29. Let's check new words."

ALT: "Is this (it) big or small? Is this (it) long or short?"

**PD and/or  
FCs**

Example: Show only part of the flashcard and have the students guess what the word is. Lucky Card: Stick the FCs on the blackboard and have the students close their eyes. In the meantime, the HRT or ALT hides magnets (characters, etc. are also possible) behind the FCs and sets lucky cards. Children open their eyes and say one word they like. After pronouncing it, peel off the FCs and check if it was a lucky card.

**BOL Activity: Finding Game****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's play a 'finding' game!"

ALT: "Please watch us."

**PD and/or  
FCs**

Option: 'Finding' Game: The HRT/ALT says "Big!" and students look for something big around them.

Students raise their hand and say what they found. The HRT/ALT check their answers.

Repeat this with the other condition vocabulary words.

Guess What: Prepare a few mystery objects and do not show them to students.

Students ask, "Is it (big/small/long/short/old/new/etc...)?" and try to guess what the object is.

## Let's Try 3 (p.21)

5min.

- Confirm the expressions with the ALT.
- Interview classmates and write down their answers.

Materials:

HRT: "Open your textbook to page 21, Let's Try 3! Let's interview our classmates!"  
ALT: "Watch us! (HRT) sensei, what do you want for your birthday?"

digital  
textbook

(The HRT/ALT demonstrate the interview.)  
Option: • Have students interview their classmates about what they want now.  
• HRT set some situations such as if you were in an island without any people, or if you had a million yen, and students interview their classmates about what do you want.

## Let's Listen 2, Let's Try 4 (p.21) ©

10min.

- Check the Picture Dictionary, PD p.28.
- Have students listen to "Listen 2" and fill in the table on p.21 in their textbook.
- Interview classmates and write down what they want.

Materials:

HRT: "First, Let's Listen 2! Write the date, please."  
ALT: "What event did you hear? When is Christmas? December 25th. That's right!"

digital  
textbook

(Students fill in the table in their textbook on page 21 under Let's Try 4.)  
ALT: "Now let's interview a classmate! Please watch us. (HRT) sensei, what do you want for Christmas?"  
HRT: "I want a (new watch). How about you? What do you want for Christmas?"  
ALT: "I want a (new phone) for Christmas."  
(Students interview a classmate and write their answers in the table on page 21.)

## Sounds and Letters: Lower-case h ~ n (pp.88-89)

5min.

- HRT/ALT read lowercase letters from h to n.
- Have students write the letters along with their pronunciation.
- Have students fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to pages 88 and 89. Let's check Sounds and Letters."  
ALT: "What are today's letters? Lower-case h, i, j, k, l, m, n."

textbook

Option: Students draw a picture and write the first letter of the word that matches their picture.  
For example, draw a hat and write "h".

reflection  
sheet

Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter.  
Students guess what the missing letter is and write it down.  
Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp.22-23)

minutes Goal: Ask friends what present they want, and make a birthday card.

Target Language: When is your birthday? My birthday is ~ . What do you want for your birthday? etc...

Vocabulary: Months (PD pp.14-15), Dates (PD pp.14-15), Clothes (PD p.21), Conditions (PD p.29)

**Greeting, Small Talk: What do you want for Christmas?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "(ALT) sensei, nice watch!"

**none**

ALT: "Thank you! It was my grandfather's watch."

HRT: "I want a new watch but I can't buy one now. I'll wait for Christmas. What do you want for Christmas?"

ALT: "I want a new phone for Christmas."

Example topic: What do you want for ~ (event)? Why?

Example: Why do you want ~ ? What ~ (games, etc.) do you want? Do you like ~ ?

**Let's Sing: Happy Birthday! (p.19)****3min.**

- Check the song.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Happy Birthday!'"

**digital****textbook**

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation.

**Let's Chant: ① When is your birthday? ② What do you want? (p.19)****2min.**

- Review the chants with the ALT.
- Practice individually if students have their own digital textbook.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Happy, Happy Birthday! When is your birthday?

**digital****textbook**

My birthday is May 5th. / My birthday is April 1st. / My birthday is July 19th. / My birthday is July 23rd.

When is your birthday? When is your birthday? / My birthday is (month) (date).

ALT: "Good job! Now chant number two..."

What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.

What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.

**BOL Activity: Spot the Difference****9min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's review clothes." ALT: "Let's play 'Spot the Difference!'"

Spot the Difference: Make two different clothes cards. For example, (Card A: hat, cap, gloves, socks, shirt) and (Card B: T-shirt, socks, cap, gloves, hat).

**PD and/or  
FCs**

Make pairs. One student gets Card A and the other gets Card B. Students do not show each other their cards.

Students discuss their cards and try to spot the difference between the two.

Keyword game with gestures: Decide a keyword from the clothes vocabulary words.

Make pairs. Students place an eraser between each other. ALT says words and the key

## Step 1 (p.22) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT introduce the final activity.</li><li>•Have students make a birthday card (Unit 2 E.C. card).</li><li>•Have students ask their classmates about their birthday.</li></ul>
<b>Materials:</b>	HRT: "Let's practice for the final activity. Please watch us!" (HRT/ALT practice the conversation.)
<b>textbook</b>	ALT: "Now let's make a birthday card!" Example: When is your birthday? My birthday is...
<b>Unit 2 E.C. card</b>	Option: Make a birthday card for a classmate. Students write their name for "From" and their partner's name for "To". Students ask their partner, "When is your birthday?" and write the month and date on the card.

## Step 2 (p.22) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Have students practice asking their classmates what they want for their birthday.</li><li>•Have students draw a picture and write a message to their partner.</li></ul>
<b>Materials:</b>	HRT: "Let's practice for the next activity. Please watch us!" (HRT/ALT practice the conversation.)
<b>textbook</b>	ALT: "Now let's draw a picture and write a message on your partner's birthday card!" Example: What do you want for your birthday? I want ~ .
<b>Unit 2 E.C. card</b>	Option: Make a birthday card for a classmate. Students ask their partner, "What do you want for your birthday?" Students draw a picture and write a message for their partner on their birthday card.

## Sounds and Letters: Lower-case o ~ t (p.89)

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT read lowercase letters from o to t.</li><li>•Have students write the letters along with their pronunciation.</li><li>•Have students fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 89. Let's check Sounds and Letters."
<b>textbook</b>	ALT: "What are today's letters? Lower-case o, p, q, r, s, t." Option: Students draw a picture and write the first letter of the word that matches their picture. For example, draw an octopus and write "o".
<b>reflection sheet</b>	Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter. Students guess what the missing letter is and write it down. Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp.22-23)

minutes Goal: Ask about birthdays, what they want, and exchange cards.

Target Language: When is your birthday? My birthday is ~ . What do you want for your birthday? Happy Birthday! This is for you. Here you are. etc...

Vocabulary: Months (PD pp.14-15), Dates (PD pp.14-15), Clothes (PD p.21), Conditions (PD p.29)

**Greeting, Small Talk: If you had 10,000 yen, what would you buy?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
ALT: "(HRT) sensei, if you had 10,000 yen what would you buy?"

**none**

HRT: "10,000 yen? I would buy a new golf cap and new golf gloves. How about you?"  
ALT: "I would buy a 1-day passport to Tokyo Disney Sea!"  
Example topic: What do you want for ~ (yearly event)? Why?  
Example: Why do you want ~ ? What ~ (games, etc.) do you want? Do you like ~ ?

**Let's Sing: Happy Birthday! (p.19)****5min.**

- Check the types of greetings.
- If you have the digital textbook for personal use, practice before the lesson.
- Have everyone sing the song.

**Materials:**

HRT: "Let's sing!"  
ALT: "Yes, let's sing 'Happy Birthday!'"

**digital  
textbook**

Example: Before singing, ask questions and interact. When is New Year's Day? Halloween? Christmas? Your birthday? Who has a birthday this month? Raise your hand! Divide the class in half. Half of the students sing the questions and other half sing the answers.

**BOL Activity: Whisper Game****10min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's check condition words again."  
ALT: "Let's play the whisper game!"

**PD and/or  
FCs**

Whisper Game: Divide the children into groups and line them up. The ALT chooses a few cards from the PD and/or FCs. The first student from each line approaches the ALT. The ALT whispers the word order to the students. Students whisper the word order to the next person in their line in the order they remember. The last person writes the words on the blackboard in the order they heard them.  
\*Adjust the difficulty by using gestures or increasing the number of words.

**Let's Chant: ① When is your birthday? ② What do you want? (p.19)****7min.**

- Chant together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."  
Happy, Happy Birthday! When is your birthday?

**digital  
textbook**

My birthday is May 5th. / My birthday is April 1st. / My birthday is July 19th. / My birthday is July 23rd.  
When is your birthday? When is your birthday? / My birthday is (month) (date).  
ALT: "Good job! Now chant number two..."

What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.  
What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.

### Step 3 (p.23) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT will randomly hand out the birthday cards made in the previous lesson to the children.</li><li>•First time: Find the owner by asking the birthday. 2nd time: Find the owner from what you want.</li></ul>
<b>Materials:</b>	ALT: "You made such wonderful cards! Thank you!" HRT: "Now let's give them to your classmates."
<b>textbook</b>	ALT: "Please watch us!" Option: Students exchange birthday cards in pairs.
<b>Unit 2</b>	Option: Play the 'Find the Owner' game. Students make a birthday card for themselves, leaving out their name.)
<b>E.C. card</b>	The HRT/ALT collect the cards and pass them out randomly. Students try to find the card's owner by asking, "When is your birthday?" and "What do you want for your birthday?"

### Sounds and Letters: Lower-case u ~ z (p.89)

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT read lowercase letters from u to z.</li><li>•Have students write the letters along with their pronunciation.</li><li>•Have students fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 89. Let's check Sounds and Letters." ALT: "What are today's letters? Lower-case u, v, w, x, y, z."
<b>textbook</b>	Option: Students draw a picture and write the first letter of the word that matches their picture. For example, draw an umbrella and write "u".
<b>reflection sheet</b>	Option: The HRT/ALT writes a word from the PD, intentionally leaving out one letter. Students guess what the missing letter is and write it down. Homework, if needed: Students look for objects with letters on them take pictures of the letters they have learned.

### Goodbye

<b>1 min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: When is your birthday? (pp.24-25)

minutes Goal: Think about events around the world and their cultures.

Target Language: My birthday is ~ . ~ is in ... etc...

Vocabulary: Months (PD pp.14-15), Dates (PD pp.14-15), Clothes (PD p.21), Conditions (PD p.29)

**Greeting, Small Talk: What's the date today?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(HRT) sensei, what's the date today?"

HRT: "You don't know?! It's (May 2nd)."

ALT: "Thank you."

HRT: "...Oh! It's my daughter's birthday!"

ALT: "Happy birthday to her! What birthday present did you buy for her?"

Example topic: What's the date of the school festival this year?

**Let's Sing: Happy Birthday! (p.19)****3min.**

- Check the types of greetings.
- If you have the digital textbook for personal use, practice before the lesson.
- Have everyone sing the song.

**Materials:**

HRT: "Let's sing!"

ALT: "Yes, let's sing 'Happy Birthday!'"

**digital****textbook**

Example: Before singing, ask questions and interact. When is New Year's Day? Halloween? Christmas? Your birthday? Who has a birthday this month? Raise your hand! Divide the class in half. Half of the students sing the questions and other half sing the answers.

**Let's Chant: ① When is your birthday? ② What do you want? (p.19)****3min.**

- Chant together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Happy, Happy Birthday! When is your birthday?

**digital****textbook**

My birthday is May 5th. / My birthday is April 1st. / My birthday is July 19th. / My birthday is July 23rd.

When is your birthday? When is your birthday? / My birthday is (month) (date).

ALT: "Good job! Now chant number two..."

What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.

What do you want for your birthday? A new book? A nice pen? A cool cap? / I want a yellow T-shirt. A yellow T-shirt.

**Do you know? (pp.24-25)****12min.**

- Have students brainstorm events in Japan.
- ALT introduce events from their country.
- Let students open a textbook and confirm the content.

**Materials:**

ALT: "What events does Japan have?"

(Elicit answers from students.)

**textbook**

HRT: "Children's Day! Dolls' Festival! Star Festival! Nice." ALT: "How about in other countries? There are many interesting events around the world!"

HRT: "Open your textbook to page 24. Do you know?"

ALT: "What country is this? What kind of event do they have?"

Example: Guess what! What are they doing?



## Challenge (p.25) ©

<b>14min.</b>	•Have students research world events in the same month as their birthday.
<b>Materials:</b>	ALT: "(HRT) sensei, when is your birthday?" HRT: "My birthday is May 10th. Children's Day is in May."
<b>textbook</b>	ALT: "In my country, Mother's Day is in May." HRT: "That's right!" ALT: "Can you find interesting events from around the world in the same month as your birthday?" Option: Students quiz their classmates about their birthday month using events from around the world.

## Sounds and Letters: Lower-case BINGO (p.92)

<b>7min.</b>	•HRT/ALT check the lowercase letters. •Have students write their favorite lowercase letters in BINGO squares. •HRT/ALT reads a letter of the alphabet at random.
<b>Materials:</b>	HRT: "Let's check Sounds and Letters. Please open your textbook to page 92." ALT: "Let's play Bingo!"
<b>textbook</b>	Option: The ALT says a word and the first letter of the alphabet is the answer. (Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.
<b>reflection sheet</b>	

## Goodbye

<b>1min.</b>	•Leave students with praise and reflect on their accomplishments.
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: When is your birthday? (pp.24-25)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm from ~ . I live in ~ . I want to be ~ . etc...

Vocabulary: Months (PD pp.14-15), Dates (PD pp.14-15), Clothes (PD p.21), Conditions (PD p.29)

**Greeting, Small Talk: What is your favorite yearly event?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "Japan has many events! (ALT) sensei, what is your favorite yearly event?"**none**

ALT: "I like Golden Week!"

HRT: "Golden Week is nice, but I like Obon."

ALT: "Obon is good, too!"

Example: What events does your country have? When is (yearly event)? etc.

**Let's Sing: Happy Birthday! (p.19)****3min.**

- Check the types of greetings.
- If you have the digital textbook for personal use, practice before the lesson.
- Have everyone sing the song.

**Materials:**

HRT: "Let's sing!"

ALT: "Yes, let's sing 'Happy Birthday!'"

**digital****textbook**

Example: Before singing, ask questions and interact. When is New Year's Day? Halloween? Christmas? Your birthday? Who has a birthday this month? Raise your hand! Divide the class in half. Half of the students sing the questions and other half sing the answers.

**BOL Activity: Pictionary****5min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "What did you learn in this unit?" ALT: "Let's play pictionary to review!"

**PD and/or  
FCs**

Pictionary: Make groups and line up. The HRT/ALT draws a picture and the first students in their lines try to guess the job. If they guess wrong, they go to the back of their group's line and the next student comes forward. If they guess correctly, they can have a turn drawing the picture while other students guess.

**Word Exploration (p.24)****6min.**

- Before opening the textbook the HRT asks the students about the differences in spelling between Roman letters and English.
- ALT shows some words. The students find the differences and rules.

**Materials:**

ALT: "Katakana, romaji, English..."

**textbook**

HRT: "Can you write these words? Look at page 85 if you need help."

ALT: "What do you see? Romaji versus English."

HRT: "What's different?"

**dictionary**

Example: Purezento in romaji is 5 syllables. (Pu-re-ze-n-to) Present in English is 2 syllables. English vowels (a, e, i, o, u) and consonants.

## Wonderful Japan (p.25) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Let's listen using the wonderful things of Japan.</li><li>•If you have adigital textbook for personal use, listen at your own pace.</li><li>•Confirm the contents as a whole.</li></ul>
<b>Materials:</b>	HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan." ALT: "Listen carefully!"
<b>digital textbook</b>	Option: Worksheet: Make a worksheet with words that appear in the video and the words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.
<b>BOL Worksheet</b>	

## BOL Activity: ALT Corner

<b>10min.</b>	<ul style="list-style-type: none"><li>•Assist with the ALT's explanations and remarks.</li></ul>
<b>Materials:</b>	HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her home country!" Option: ALT introduces national events from their home country.
<b>none</b>	Create an opportunity for students to experience something from the ALT's national events. (Example: Games, crafts, etc...)

## Sounds and Letters: Lower-case BINGO (p.92)

<b>5min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT check the lowercase letters.</li><li>•Have students write their favorite lowercase letters in BINGO squares.</li><li>•HRT/ALT reads a letter of the alphabet at random.</li></ul>
<b>Materials:</b>	HRT: "Let's check Sounds and Letters. Please open your textbook to page 92." ALT: "Let's play Bingo!"
<b>textbook</b>	Option: The ALT says a word and spells it with the first letter of the alphabet as the answer. (Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.
<b>reflection sheet</b>	

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.26-27)

minutes Goal: What subjects do you want to study &amp; what do you want to be.

Target Language: What do you want to study? I want to study ~ . What do you want to be? I want to be a ~ . etc...

Vocabulary: Weather (PD p.5), Days of the Week (PD p.15)

**Greeting, Small Talk: Do you like rainy days?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, do you like rainy days?"

ALT: "Yes, I like rainy days!"

HRT: "I don't like rain!"

Topic: Do you like sunny/cloudy/snowy days? What weather do you like the best? Why?

**Let's Sing: What do you have on Mondays? (p.27)****5min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, let's listen."

ALT: "Yes, let's listen to 'What do you have on Mondays?'"

**digital**

Students listen to the song and try to sing along.

**textbook**

Example: "What do you have on Mondays? What do you have after school?"

**Word Link: Weather (PD p.5), Days of the Week (PD p.15)****5min.**

- Practice reading Weather and Days of the Week vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, pages 5 and 15. Let's practice!"

ALT: "What weather/day do you like the best?"

**PD and/or**

Option: Show all of the FCs except one and have the students guess what it is.

**FCs**

Lucky Card: Put the FCs on the board.

The students close their eyes while the HRT/ALT hides something behind one FC to mark it as "lucky".

Students open their eyes and guess the lucky card by saying the words on the FCs.

The HRT/ALT reveals what's behind the card.

**Let's Try 1 (p.27)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's Try 1. Look at the Picture Dictionary."

ALT: "Let's do an ABC word sort!"

**PD and/or**

Option: ABC word sorting: Make groups. Give each student one FC face down.

**FCs**

When the teacher says "Go!" students flip over their cards and work together to put them in alphabetical order.

When finished, have the group read the words in order. ABC card sorting: Make groups. Hand out alphabet cards in random order.

When the teacher says "cloudy", students rearrange their letter FCs to spell the word.

## Let's Chant: ① What do you want to study? (p.27)

7min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "First, please listen to the chant."

digital  
textbook

Study, study, I want to study! I want to study science. I want to study Japanese.  
English, math, P.E. Home economics, music, social studies. Study, study, I want to study!  
ALT: "What did you hear?"

## Starting Out (pp.26-27) ②

10min.

- Have students listen to No. 1-5 and write down the numbers in the order they hear them.

Materials:

HRT: "Let's listen to today's story. Please look at page 26 and 27. Starting Out."

digital  
textbook

ALT: "How many people? Where are they?"

Play the audio. Students listen and write the number in the box in the order they hear them.

HRT: "Let's listen again and check the answers."

Example: What did you hear? What's No. 1? Where is he/she now? Let's listen one more time and check the answers.

\*Depending on the students' level, stop the audio and check the content when needed to encourage understanding."

## Sounds and Letters: Similar Letters, C and G (p.90)

5min.

- Practice the shapes of the capital letters.
- Fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to page 90. Let's check Sounds and Letters."

textbook

ALT: "Listen carefully and write the letters."

reflection  
sheet

Option: Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

My dictionary: Prepare a worksheet with the 4 lines for handwriting and a frame to draw a picture.

Each student is assigned a letter of the alphabet and draws a picture for their dictionary page.

By collecting the worksheets, students create their original class dictionary. ABC Card Sorting: Make groups. Spread the alphabet cards randomly, face down on the desk.

When the HRT/ALT says "Go!" students work together to put them in order.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.26-27)

minutes Goal: Talk about what subjects to study and what they want to be.

Target Language: What do you want to study? I want to study ~ . What do you want to be? I want to be a ~ . etc...

Vocabulary: Feelings (PD p.4), School Subjects (PD p.24)

**Greeting, Small Talk: What weather do you like the best?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "Oh, today it's sunny! I like sunny days the best!"

ALT: "Why do you like sunny days?"

HRT: "I can play soccer! What weather do you like the best?"

ALT: "I like rainy days. I can play video games!"

Topic: Do you like sunny/cloudy/snowy days?

**Let's Sing: What do you have on Mondays? (p.27)****4min.**

- Practice difficult words/phrases.
- Sing along.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'What do you have on Mondays?'"

**digital**

Students listen to the song and try to sing along.

**textbook**

Sing slowly without music. Students should be aware of pronunciation and intonation.

**Word Link: Feelings (PD p.4)****4min.**

- Practice Feeling and School Subject vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary Let's check and practice new words!"

ALT: "How do you feel? How are you now?"

**PD and/or**

Example: Students say the words, and the ALT follows them with the correct pronunciation.

**FCs**

\*If there are any mistakes, the HRT/ALT provide feedback. Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try I (p.27)****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's Try I. Look at the Picture Dictionary."

ALT: "Let's play the grouping game!"

**PD and/or**

Grouping game: Students ask each other "How are you?" If they share the same feeling, they form a group.

**FCs**

Groups walk around the classroom together and ask other classmates, trying to expand the group within the time limit.

\*Depending on the students' level, substitute "How are you?" for "How have you been?" etc.

Keyword game with gestures: Decide a keyword from the Feelings vocabulary words.

Make pairs. Students place an eraser between each other. The HRT/ALT gestures to express their mood.

Students say the feeling that matches the HRT/ALT's gestures.

When students recognize the gesture that matches the keyword, the first student to take the eraser in the middle is the winner.

## Let's Chant: ② What do you want to be? (p.27)

8min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to follow along.

Materials:

HRT: "Let's chant! First, please listen."  
Play the chant from the digital textbook.  
What do you want to be? I want to be a baker, a baker.  
I want to be a scientist, a scientist.  
I want to be a volleyball player, a volleyball player.  
I want to be a Japanese teacher, a Japanese teacher.  
ALT: "What did you hear?"

digital  
textbook

## Let's Watch and Think (p.27) ㊦

10min.

- Watch the video.
- Draw lines to connect the answers.
- If students don't understand some parts, repeat the audio slowly with gesture.

Materials:

HRT: "Let's Watch and Think, page 27. Draw lines to connect the answers."  
Play the video from the digital textbook  
ALT: "What did you hear?"  
Example: What's her/his name? Where does she/he live?  
What subjects does she/he have? What does she/he want to study?  
What does she/he want to be?

digital  
textbook

## Sounds and Letters: Similar Letters, a and o (p.90)

5min.

- Practice the shapes of the lowercase letters.
- Fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to page 90. Let's check Sounds and Letters."  
Practice the shapes of the lowercase letters.  
ALT: "Now let's play the secret code game!"  
Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)  
The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.  
Option: My dictionary: Prepare a worksheet with the 4 lines for handwriting and a frame to draw a picture.  
Each student is assigned a letter of the alphabet and draws a picture for their dictionary page.  
By collecting the worksheets, students create their original class dictionary.

textbook

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊦ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.28-29)

minutes Goal: Students ask each other about what they want to be.

Target Language: What do you want to be? I want to be a ~ . etc...

Vocabulary: School Subjects (PD p.24)

**Greeting, Small Talk: What subject do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

HRT: "Oh, today we have P.E. class. I'm so excited! I like P.E. What subject do you like?"

**none**

ALT: "I like science!"

Topic: What animal do you like? What do you want to study? What do you want to be?

Example: What subject do you like? Why do you like ~ ?

**BOL Activity: Memory Game****6min.**

- Check the words and expressions students have learned up until the previous lesson.

**Materials:**

HRT: "Let's check phrases and words!"

ALT: "Now let's play a memory game!"

**PD and/or  
FCs**

\*Depending on the students' level, do a demonstration.

Option: Memory game: Place the flashcards in a grid on the board.

Give students a few minutes to memorize the cards and their locations.

When the time is up, the HRT/ALT turns the cards over.

Students raise their hands, choose a location and say the word.

**Word Link: School Subjects (PD p.24)****5min.**

- Practice the School Subject vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, page 24. Let's check and practice!"

Example: What subject do you like? What subjects do we have today? On Friday?

**PD and/or  
FCs**

I want to study ~ . I don't want to study ~ .

Option: Show the cards one by one. Students memorize the order and say them aloud.

Start by showing only a part of the card and gradually reveal it. Students guess what the card is.

**BOL Activity: Reverse Karuta****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Please look at these cards! Let's practice the words."

ALT: "Let's play reverse karuta!"

**PD and/or  
FCs**

Option: Reverse Karuta: Divide the students into groups. Spread the cards face-up in the center of the group.

ALTs read all of the words but one. Students compete for the unread card.

Unlucky Card: Stick FCs on the blackboard. Students close their eyes and the HRT/ALT marks the back of one of the FCs as unlucky. Students open their eyes and say their favorite words from FCs. The HRT/ALT peels off the FCs and shows students the back of the card. If students get the unlucky card, they read all of the FCs aloud, the unlucky card is hidden behind a new FC and the game restarts.



## Let's Listen 1 (p.28) ©

6min.

- Instruct the students to open the textbook p.28.
- Play the audio of the digital textbook.

Materials:

HRT: "Open your textbook to page 28, Let's Listen 1."

ALT: "What did you hear?"

digital

Example: What did you hear first? Which day has ~ ?

textbook

Option: The ALT silently chooses a day of the week and says a random subject which occurs on that day. Students look for it in the table and guess which day of the week the ALT is referring to.

## Let's Try 2 (p.28) ©

10min.

- Check model sentences
- HRT/ALT demonstration
- Support students who need help

Materials:

HRT: "Please watch us."

HRT/ALT demonstrate the interview.

digital

ALT: "Did you hear that? What do you want to study?"

textbook

HRT: "Ok, now it's your turn!"

Students take turns interviewing their classmates.

ALT: "Let's share what we learned."

## Sounds and Letters: Similar Letters, I and i (p.90)

5min.

- Practice uppercase and lowercase letters of the alphabet.
- Fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to page 90. Let's check Sounds and Letters."

Practice uppercase and lowercase letters of the alphabet.

textbook

ALT: "Can you find similar uppercase and lowercase letters?" Option: Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

reflection  
sheet

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

My dictionary: Prepare a worksheet with the 4 lines for handwriting and a frame to draw a picture.

Each student is assigned a letter of the alphabet and draws a picture for their dictionary page.

By collecting the worksheets, students create their original class dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.28-29)

minutes Goal: Students ask each other about what they want to be.

Target Language: What do you want to be? I want to be a ~ . etc...

Vocabulary: Jobs (PD p.30)

**Greeting, Small Talk: What do you want to be?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what do you want to be?" ALT: "I want to be a firefighter! And you?"

HRT: "Me? I want to be a teacher!" ALT: "Of course!"

HRT: "Who wants to be a teacher? Raise your hand!" ALT: "Why do you want to be a teacher?"

HRT: "Because teachers help students learn."

Topic: What animal do you like? (Why) What do you want to study? What do you want to be?

Example: Who wants to be a ~ ? Raise your hand! Why do you want to be a ~ ?

**BOL Activity: Gesture Game****5min.**

- Review vocabulary
- HRT/ALT explain the rules.

**Materials:**

HRT: "First, let's check phrases and words!"

ALT: "Now let's play gesture game!"

**PD and/or  
FCs**

Option: Keyword game with gestures: Decide a keyword from the Jobs vocabulary words.

Make pairs. Students place an eraser between each other. The HRT/ALT gestures to express the job.

Students say the job that matches the HRT/ALT's gestures.

When students recognize the gesture that matches the keyword, the first student to take the eraser in the middle is the winner.

Grouping game: Students ask each other "What do you want to be?" If they want to have the same job, they form a group.

Groups walk around the classroom together and ask other classmates, trying to expand the group within the time limit.

**Word Link: Jobs (PD p.30)****5min.**

- Practice the Jobs vocabulary words aloud.

**Materials:**

HRT: "Look at your Picture Dictionary."

ALT: "Do you know any other jobs?"

**PD and/or  
FCs**

Option: Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: What's your job?****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Look at these cards!"

ALT: "Let's play the 'What's your Job?' game!"

**PD and/or  
FCs**

Option: What's your Job?: Silently choose a job from the list. Students ask, "What's your job?" then guess.

Give hints, or for more advanced classes students can ask additional questions.

Pictionary: Make groups and line up. The HRT/ALT draws a picture and the first students in their lines try to guess the job.

If they guess wrong, they go to the back of their group's line and the next student comes forward.

If they guess correctly, they can have a turn drawing the picture while other students guess.

## Let's Listen 2 (p.29) ©

7min.

- Instruct the students to open the textbook p.29.
- Confirm the expressions with the ALT.
- Play the audio from the digital textbook.

Materials:

HRT: "Open your textbook to page 29, Let's Listen 2."  
Play the audio. Students listen and draw lines to connect the answers.  
Check the answers.  
Example: What subject is this? What job is this?

digital  
textbook

## Let's Try 3 (p.29) ©

10min.

- Instruct the students to open the textbook p.29.
- Show demonstration.
- Review words and phrases.

Materials:

HRT: "Please look at page 29, Let's Try 3."  
ALT: "Let's ask your classmates what they want to be! Please watch us."  
Example: What do you want to be? / I want to be a scientist! What do you want to be? / I want to be a soccer player!  
Option: Occupation 5-in-1: Have students write down five jobs on a piece of paper.  
Students take turns asking their classmates, "What do you want to be?"  
If their classmate answers a job that's on their list, they circle that job.  
The goal is to find 5 students with the same jobs and circle all 5 as soon as possible.

digital  
textbook

## Sounds and Letters: 'Circle' Group (p.91)

5min.

- Check the letters on page 91, which are grouped by their round shape.
- Write the letters along with their pronunciation.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 91. Let's check Sounds and Letters."  
ALT: "Let's make a group of letters! Think about the 'circle' group!"

textbook

Option :

reflection  
sheet

- Show students several letters from the 'circle' group described in the textbook. Ask them what the letters in the group all have in common.
- Have students practice writing multiple times over several days.  
Look back on the first day and see how students' writing improves.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.30-31)

minutes Goal: Listen to schedule and ask what subjects they want to study.

Target Language: What do you want to study? I want to study ~ . What do you want to be? I want to be a ~ . etc...

Vocabulary: Weather (PD p.5), Days of the Week (PD p.15), Feelings (PD p.4), School Subjects (PD p.24), Jobs (PD p.30)

**Greeting, Small Talk: What do you have on Mondays?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what do you have on Mondays?"

ALT: "I have Japanese lessons on Mondays."

HRT: "You study Japanese?"

ALT: "Yes, I do! What about you, (HRT) sensei?"

HRT: "Me? I have English lessons on Mondays."

ALT: "Really? That's great!"

Example topic: What do you have on (day of the week)?

Example: How about Sundays? What day do you like best? / I like Saturdays. I play basketball on Saturdays.

**Let's Sing: What do you have on Mondays? (p.27)****3min.**

- Review the days of the week.
- If students have their own digital textbook take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Let's review the days of the week and sing a song!"

**digital  
textbook**

ALT: "Sing along slowly with me!"

Example: Do you remember the days of the week?

**Let's Chant: ① What do you want to study? ② What do you want to be? (p.27)****2min.**

- Review the chants slowly.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

**digital  
textbook**

Study, study, I want to study! I want to study science. I want to study Japanese.

English, math, P.E. Home economics, music, social studies. Study, study, I want to study!

HRT: "Okay, now chant number two..."

What do you want to be? I want to be a baker, a baker. I want to be a scientist, a scientist.

I want to be a volleyball player, a volleyball player. I want to be a Japanese teacher, a Japanese teacher.

**BOL Activity: Crossword Puzzle (PD. p.24)****10min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's do a crossword puzzle! First, let's review school subjects (or jobs)!"

**PD and/or  
FCs**

Option: Crossword: Create a crossword and pass it out.

Set a time limit and challenge students to see how many words they can find.

Stepping Stones: Divide the students into two groups. Arrange the FCs on the board.

The two groups line up on opposite sides of the board and face off.

One person from each group moves forward while reading the words on the FCs.

When two children meet at the same card, they play rock-paper-scissors, and the winner moves forward.

The loser goes to the back of their line, and the next person from their group starts.

Continue until one student reaches the other side.

## Step 1 (p.30) ©

9min.

- HRT/ALT share the final activity.
- Have students form groups and create a schedule.
- HRT/ALT will support the creation.

Materials:

HRT: "Let's make an original daily schedule!"

textbook

ALT: "Let's make an original daily schedule! First, check words and phrases." HRT: "Please make pairs and practice conversation."

Unit 3

Option: Set rules, such as students need to have original subjects, or students need to have 5 different subjects over the course of the week.

E.C. card

Groups take turns presenting their timetable. Encourage students who are listening to ask questions.

"What do you want to study on Mondays? What do you want to study on Tuesdays?"

The presenting group should add a reason: "I want to study ~ on Mondays because I like..."

## Step 2 (p.30) ©

10min.

- HRT/ALT show the model.
- Have students practice their presentations in groups.

Materials:

HRT: "Let's practice next conversation!"

ALT: "Please watch us."

textbook

HRT/ALT demonstrate the presentation.

Unit 3

Model:

E.C. card

A: What do you want to be?

B: I want to be a baker.

## Sounds and Letters: 'Trampoline' Group (p.91)

5min.

- Check the letters on page 91, which are grouped by their vertical movement.
- Write the letters along with their pronunciation.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."

ALT: "Let's make a group of letters! Think about the 'trampoline' group!"

textbook

Option:

- Show students several letters from the 'trampoline' group described in the textbook.

reflection sheet

Ask them what the letters in the group all have in common.

- Have students practice writing multiple times over several days.

Look back on the first day and see how students' writing improves.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.30-31)

minutes Goal: Create a dream schedule and say what they want to be.

Target Language: What do you want to study? I want to study ~ . What do you want to be? I want to be a ~ . etc...

Vocabulary: Weather (PD p.5), Days of the Week (PD p.15), Feelings (PD p.4), School Subjects (PD p.24), Jobs (PD p.30)

**Greeting, Small Talk: What subject do you have on Wednesday?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what subject do you have on Wednesday?"

ALT: "I have English on Wednesday. What about you, (HRT) sensei?"

HRT: "Me? I have home economics on Wednesday."

ALT: "Really? That sounds nice!"

Example topic: What subject do you have on (day of the week)?

Example: What do you have on Mondays? How about Sundays?

What day do you like best? I like Saturdays. I play basketball on Saturdays.

**Let's Sing: What do you have on Mondays? (p.27)****4min.**

- Review the days of the week.
- If students have their own digital textbook take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Let's review the days of the week and sing a song!"

ALT: "Sing along slowly with me!"

**digital****textbook**

Example: Do you remember the days of the week?

**Let's Chant: ① What do you want to study? ② What do you want to be? (p.27)****3min.**

- Review the chants slowly.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Study, study, I want to study! I want to study science. I want to study Japanese.

English, math, P.E. Home economics, music, social studies. Study, study, I want to study!

**digital****textbook**

HRT: "Okay, now chant number two..."

What do you want to be? I want to be a baker, a baker. I want to be a scientist, a scientist.

I want to be a volleyball player, a volleyball player. I want to be a Japanese teacher, a Japanese teacher.

**BOL Activity: Pointing Game (PD p.30)****10min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's play a pointing game."

**PD and/or****FCs**

HRT: "I want to study (school subject)!"

ALT: "I want to study (school subject). Please point to (school subject)!"

Option: Pointing Game: The ALT/HRT reads a random word from the vocabulary words in the PD.

Students point to the matching word in their own PDs. Variation - Guess and Point: The ALT/HRT pronounces only the beginning of the word.

Students should listen carefully and think about which word it could be.

### Step 3 (p.31) ©

<b>10min.</b>	•Have students present their timetables in groups.
<b>Materials:</b>	HRT: "Let's give our presentations!" ALT: "I'm so excited to hear your great dream schedule!"
<b>textbook</b>	Groups take turns presenting their timetable. Encourage students who are listening to ask questions. "What do you want to study on Mondays? What do you want to study on Tuesdays?"
<b>Unit 3</b>	*If the class becomes monotonous, designate some groups as presenters and others as listeners.
<b>E.C. card</b>	A presenting group shows their schedule to a listening group and then the two switch roles.

### Sounds and Letters: 'Karate Chop' and 'Zig-zag' Group (p.91)

<b>10min.</b>	•Check the letters on page 91, which are grouped by their zigzagging movement. •Write the letters along with their pronunciation. •Fill out the reflection sheet.
<b>Materials:</b>	HRT: "Let's check Sounds and Letters." ALT: "Let's make a group of letters! Think about the 'karate chop' group!"
<b>textbook</b>	Option: Show students several letters from the 'karate chop' group described in the textbook. Ask them what the letters in the group all have in common.
<b>reflection sheet</b>	Have students practice writing multiple times over several days. Look back on the first day and see how students' writing improves.

### Goodbye

<b>1min.</b>	•Leave students with praise and reflect on their accomplishments.
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: What do you want to study? (pp.32-33)

minutes Goal: Think about school subjects around the world.

Target Language: What do you want to study? I want to study ~ . etc...

Vocabulary: Weather (PD p.5), Days of the Week (PD p.15), Feelings (PD p.4), School Subjects (PD p.24), Jobs (PD p.30)

**Greeting, Small Talk: What do you want to study?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "What do you want to study?"**none**ALT: "I want to study about dinosaurs! How about you? What do you want to study?"  
HRT: "I want to study about gardening."Topic: What sport do you want to play? What do you want to eat on ~ (day)? What do you want for your birthday?  
Sample interaction: I want to study ~ . How about you? What do you want to study? Why?**Let's Sing: What do you have on Mondays? (p.27)****3min.**

- Review the days of the week.
- If students have their own digital textbook take time for individual practice.
- Sing a song together.

**Materials:**HRT: "Let's review the days of the week and sing a song!"  
ALT: "Sing along slowly with me!"**digital  
textbook**

Example: Do you remember the days of the week?

**Let's Chant: ① What do you want to study? ② What do you want to be? (p.27)****2min.**

- Review the chants slowly.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

**digital  
textbook**Study, study, I want to study! I want to study science. I want to study Japanese.  
English, math, P.E. Home economics, music, social studies. Study, study, I want to study!

HRT: "Okay, now chant number two..."

What do you want to be? I want to be a baker, a baker. I want to be a scientist, a scientist.

I want to be a volleyball player, a volleyball player. I want to be a Japanese teacher, a Japanese teacher.

**BOL Activity: Old Maid****7min.**

- Review vocabulary.
- Explain the rules for Old Maid

**Materials:**

HRT: "Let's play Old Maid!"

**mini cards**

Old Maid: Prepare two sets of mini cards.

Divide into groups and play Old Maid.

When a pair is formed, say the word on the cards and place them in the middle.

## Do you know? (pp.32-33)

<b>10min.</b>	<ul style="list-style-type: none"><li>• Confirm with the students what kind of classes they have in Japan.</li><li>• Introduce classes in ALT's country, using textbook check different classes from Japan.</li><li>• If can, research classes in other countries and give a presentation. Ex: In Australia, students study ~.)</li></ul>
<b>Materials:</b>	HRT: "What school subjects do you have?" ALT: "Math... P.E. ...what else? How about other countries?"
<b>digital textbook</b>	Example: What school subjects do children in the U.K. have? Do you know any other subjects? What subject do you want to study?

## Challenge (p.33) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>• Research information about classes in other countries</li><li>• Give a brief presentation in English.</li></ul>
<b>Materials:</b>	ALT: "Let's research school subjects in other countries!" The HRT/ALT list several countries on the board and set the number of groups. HRT: "Please pick one country and make a group!" Students make groups by country and research school classes in their country. Groups give a short presentation using the language from Unit 3. Students share what they learned. For example, (country) teaches subjects that are not taught in Japan. Presentation example: In Australia, students study ~ . I want to study ~ .

## Sounds and Letters: Upper-case BINGO (p.92)

<b>5min.</b>	<ul style="list-style-type: none"><li>• HRT/ALT check the uppercase letters.</li><li>• Have students write their favorite uppercase letters in BINGO squares.</li><li>• HRT/ALT reads a letter of the alphabet at random.</li></ul>
<b>Materials:</b>	HRT: "Please open your textbook to page 92. Let's check Sounds and Letters." ALT: "Let's play Bingo!"
<b>textbook</b>	Option: The ALT says a word and the first letter of the alphabet is the answer.
<b>reflection sheet</b>	(Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>• Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What do you want to study? (pp.32-33)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . I like ~ . etc...

Vocabulary: Weather (PD p.5), Days of the Week (PD p.15), Feelings (PD p.4), School Subjects (PD p.24), Jobs (PD p.30)

**Greeting, Small Talk: What food do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "What food do you like?"**none**

ALT: "I like gyoza! How about you? What food do you like?"

HRT: "I like hamburg steak."

Topic: What game/sports do you like? What TV show do you want to watch?

Example: I tried a new food! It's delicious! Guess what it is? What food do you like?

**Let's Sing: What do you have on Mondays? (p.27)****3min.**

- Review the days of the week.
- If students have their own digital textbook take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Let's review the days of the week and sing a song!"

ALT: "Sing along slowly with me!"

**digital****textbook**

Example: Do you remember the days of the week?

**BOL Activity: Karuta****7min.**

- Check the words and expressions students have learned up until the previous lesson.
- Divide students into groups and distribute Karuta cards.

**Materials:**

HRT: "First, let's check words and phrases. In this unit, we learned ~ . Let's review."

Practice the target language with students.

**PD and/or****FCs**

HRT: "Now let's play Karuta!"

Option: Karuta Option: Read the word as-is, read only part of the word, use the word in a phrase, or give a hint.

Jumping game: Divide the children into two teams. Place the FCs in a row on the floor.

From opposite ends, students say the first word and jump to the next word. When opposite teams reach the same card, they play R/S/P.

The winner continues. The loser goes to the back of their team's line and the next student from their team starts.

**Word Exploration (p.32)****8min.**

- HRT or ALT can look for commonalities in occupational words before opening the textbook.
- Have students search for words related to occupations that have common points in dictionaries, etc., other than textbook.

**Materials:**

HRT: "We have many jobs!"

ALT: "Yes, we have many jobs. For example, ~ . Can you make groups of these words?"

**textbook**

-ER group: bakER, singER, farmER, teachER

-IST group: artIST, dentIST, florIST, scientIST

**dictionary**

Example: Look up occupations other than those in the textbook.

## Wonderful Japan (p.33) ©

9min.

- Let's listen using the wonderful things of Japan.
- If you have a digital textbook for personal use, listen at your own pace.
- Confirm the contents as a whole.

Materials:

HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan."

ALT: "Listen carefully!"

digital  
textbook

Option:

Worksheet: Make a worksheet with words that appear in the video and the words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.

BOL  
Worksheet

## BOL Activity: ALT Corner

7min.

- Assist with the ALT's explanations and remarks.
- ALT will talk about his/her own country
- Play with students

Materials:

HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her country."

The ALT introduces their home country.

Option: ALT teaches some subjects which ALT country has.

## Sounds and Letters: Lower-case BINGO (p.92)

5min.

- HRT/ALT check the lowercase letters.
- Have students write their favorite lowercase letters in BINGO squares.
- HRT/ALT reads a letter of the alphabet at random.

Materials:

HRT: "Please open your textbook to page 92. Let's check Sounds and Letters."

ALT: "Let's play Bingo!"

textbook

Option: The ALT says a word and the first letter of the alphabet is the answer.

reflection  
sheet

(Children can review words and connect letters to sounds.) The HRT/ALT draws a picture. Students guess the first letter of the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce ourselves to someone abroad. (pp.34-35)  
 minutes Goal: Prepare to introduce themselves to someone from overseas.

Target Language: I'm/I am ~ . Nice to meet you. My name is ~ . I'm from ~ . I like ~ .  
 etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7), Food (PD p.8), School (PD p.24), School  
 subjects (PD p.24), Countries (PD p.16)

## Greeting

**5min.**

•Prepare students for the lesson by creating an English environment.

**Materials:**  
 none

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
 Elicit responses from students.

## Let's Chant: ① How do you spell your name?, ② What sport do you like? (p.11)

**8min.**

•Have students review what they learned in Unit 1 through chants.

**Materials:**  
 digital  
 textbook

Chant 1  
 A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.  
 H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.  
 O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.  
 V, W, X, Y, Z, Z, Z. How do you spell your name? Y-U-J-I, Yuji!  
 Chant 2  
 What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).  
 I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

## Let's Chant: ① When is your birthday?, ② What do you want? (p.19)

**8min.**

•Have students review what they learned in Unit 2 through chants.

**Materials:**  
 digital  
 textbook

Chant 1  
 Happy, Happy Birthday! When is your birthday?  
 My birthday is May 5th. My birthday is April 1st. My birthday is July 19th. My birthday is July 23rd.  
 When is your birthday? When is your birthday? My birthday is (month) (date).  
 Chant 2  
 What do you want for your birthday? A new book? A nice pen? A cool cap?  
 I want a yellow T-shirt. A yellow T-shirt.  
 What do you want for your birthday? A new book? A nice pen? A cool cap?  
 I want a yellow T-shirt. A yellow T-shirt.

## Let's Chant: ① What do you want to study?, ② What do you want to be? (p.27)

**8min.**

•Have students review what they learned in Unit 3 through chants.

**Materials:**  
 digital  
 textbook

Chant 1  
 Study, study, I want to study! I want to study science. I want to study Japanese.  
 English, math, P.E. Home economics, music, social studies. Study, study, I want to study!  
 Chant 2  
 What do you want to be? I want to be a baker, a baker.  
 I want to be a scientist, a scientist.  
 I want to be a volleyball player, a volleyball player.  
 I want to be a Japanese teacher, a Japanese teacher.

## HOP (p.35)

<b>10min.</b>	•Have students review the expressions students learned in Units 1-3.
<b>Materials:</b>	HRT: "Let's review the cards on pages 34 and 35, and look back over what you've learned." Students recite the speeches or the conversations they had in Units 1-3.
<b>digital</b>	ALT shows the demonstration video.
<b>textbook</b>	ALT: "Imagine meeting a student from another country. What would you tell them about yourself?" Students think about what they would like to say in their introduction and what expressions they should use.
<b>PD</b>	

## STEP (p.35)

<b>5min.</b>	•Have students consider how to introduce themselves to someone using English.
<b>Materials:</b>	Demonstrate the speech. ALT: "Hello. My name is Manny. M-A-N-N-Y. Manny, I'm from Colombia. I like movies. I want a video camera. Nice to meet you!"
<b>digital</b>	The ALT/HRT hand out drawing paper for making a self-introduction sheet.
<b>textbook</b>	ALT: "You can find expressions for your message on pages 34 and 35."
<b>paper</b>	HRT: "Please write a message to someone from overseas on your sheet." Students practice delivering their message.

## Goodbye

<b>1min.</b>	•Leave students with praise and reflect on their accomplishments.
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce ourselves to someone abroad. (pp.34-35)  
 minutes Goal: Prepare to introduce themselves to someone from overseas.

Target Language: I'm/I am ~ . Nice to meet you. My name is ~ . I'm from ~ . I like ~ .  
 etc...

Vocabulary: Colors (PD p.6), Sports (PD p.7), Food (PD p.8), School (PD p.24), School  
 subjects (PD p.24), Countries (PD p.16)

## Greeting

**5min.**

•Prepare students for the lesson by creating an English environment.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
 Elicit responses from students.

none

## Let's Chant: ① How do you spell your name?, ② What sport do you like? (p.11)

**10min.**

•Have students review what they' learned in Unit 1 through chants.

**Materials:**

Chant 1

A, B, C, D, E, F, G. How do you spell your name? E-M-I-L-Y, Emily.

H, I, J, K, L, M, N. How do you spell your name? H-I-R-O-S-H-I, Hiroshi.

O, P, Q, R, S, T, U. How do you spell your name? S-A-K-U-R-A, Sakura.

V, W, X, Y, Z, Z, Z. How do you spell your name? Y-U-J-I, Yuji!

Chant 2

What sport do you like? I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

I like soccer. I like tennis. I like volleyball. I like baseball. I like (sport).

digital  
textbook

## Let's Chant: ① When is your birthday?, ② What do you want? (p.19)

**10min.**

•Have students review what they' learned in Unit 2 through chants.

**Materials:**

Chant 1

Happy, Happy Birthday! When is your birthday?

My birthday is May 5th. My birthday is April 1st. My birthday is July 19th. My birthday is July 23rd.

When is your birthday? When is your birthday? My birthday is (month) (date).

Chant 2

What do you want for your birthday? A new book? A nice pen? A cool cap?

I want a yellow T-shirt. A yellow T-shirt.

What do you want for your birthday? A new book? A nice pen? A cool cap?

I want a yellow T-shirt. A yellow T-shirt.

digital  
textbook

## Let's Chant: ① What do you want to study?, ② What do you want to be? (p.27)

**10min.**

•Have students review what they' learned in Unit 3 through chants.

**Materials:**

Chant 1

Study, study, I want to study! I want to study science. I want to study Japanese.

English, math, P.E. Home economics, music, social studies. Study, study, I want to study!

Chant 2

What do you want to be? I want to be a baker, a baker.

I want to be a scientist, a scientist.

I want to be a volleyball player, a volleyball player.

I want to be a Japanese teacher, a Japanese teacher.

digital  
textbook



## JUMP (p.35)

9min.

•Have students give a speech introducing themselves to someone in English.

Materials:

ALT demonstrates introducing himself. Have the HRT give positive comments after the introduction. Have the HRT clarify the rubric and evaluation standards.

digital  
textbook

Confirm the 2 points for self-evaluation, 'Topic' and 'Communication' on p.35.

ALT: "Please practice reading your introduction out loud. Think about 'Topic' and 'Communication'."

Students practice reading aloud.

HRT: "Now let's get into groups and introduce ourselves."

ALT: "When it's your turn to listen, please remember to give your classmates nice comments."

Students deliver their messages in groups while teachers walk around and evaluate speakers and listeners.

Have students change groups as time allows.

## Goodbye

1 min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.38-39)

minutes Goal: Think about communities and people's relationships.

Target Language: This is ~ . He/She can ~ . He/She is ~ . etc...

Vocabulary: Actions (I) (PD p.18)

**Greeting, Small Talk: Can you cook well?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, can you cook well?"

ALT: "No, I can't... can you?"

HRT: "Yes, I can. I like barbecue. I like to grill."

ALT: "Wow! I'm getting hungry..."

Topic: Can you play ~ well? Can you swim fast? etc.

Example: Can you cook well? Do you help your parents? What housework do you? etc.

**Let's Sing: This is my town. (p.39)****4min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, please listen."

ALT: "Yes, let's listen to 'This is my town.'"

**digital****textbook**

Example: What did you hear? What places did you hear? etc.

**Word Link: Actions (I) (PD p.18)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, page 18. Let's practice!"

ALT: "Can you ~ well?"

**PD and/or****FCs**

Example: Can you ~ well? Show all of the cards except one, and have students guess what the word is. Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

**Let's Try I (p.39)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

ALT: "Let's play Charades!"

Charades: Divide the students into groups and decide the order within the group.

The first person gestures the word written on the flash card. The other members of their group try to guess the word.

The student who guesses correctly takes a turn gesturing.

Pictionary: Make groups and line up. The HRT/ALT draws a picture for 10 seconds and the first student in each line tries to guess the job.

If they guess wrong, they go to the back of their group's line and the next student gets to try.

If they guess correctly, they can have a turn drawing a picture while other students guess.

## Let's Chant: ① Who is this?, ② I can swim. (p.39)

7min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "First, please listen to the chant."

digital  
textbook

Chant 1: Who is this? This is Emily. This is Emily Smith. Who is this? This is Sakura. This is Ito Sakura.

Who is this? This is Mark. This is Mark Smith. Who is this? This is Yuna. This is Ito Yuna.

Chant 2: Who am I? I'm a dog. I can swim but I can't fly. Who am I? I'm a flying fish. I can swim. I can fly but I can't run. I can swim. I can sing but I can't cook. Who am I? It's me!

ALT: "What did you hear?"

## Starting Out (pp.38-39) ②

10min.

- Have students listen and write the number in the boxes in order.

Materials:

HRT: "Let's listen to today's story. Please look at pages 38 and 39, Starting Out."

digital  
textbook

ALT: "What can you see?"

Example: What did you hear? What's number 1? Where is he/she now? Let's listen again and check the answers.

\*Depending on students' level, stop and check the content to confirm understanding.

## Sounds and Letters: Upper-case Writing Practice ① (p.93)

5min.

- HRT/ALT reads the 3 letters A, B, G on p.93 and students trace them.
- HRT/ALT says any 3 random letters and students write the capital letters down on p.93.
- Fill out the reflection sheet.

Materials:

HRT: "Please open your textbook to page 93. Let's check Sounds and Letters."

textbook

ALT: "Listen carefully and write the letters!"

reflection  
sheet

Option:

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.38-39)

minutes Goal: Think about communities and people's relationships.

Target Language: This is ~ . He/She can ~ . He/She is ~ . etc...

Vocabulary: Buildings, Places (PD p.22)

**Greeting, Small Talk: Can you sing well?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, can you sing well?"

ALT: "Yes, I can. I like karaoke. I usually go with my friends."

HRT: "Okay, please sing for the class!"

ALT: "No, thank you! I'm embarrassed..."

Topic: Can you play ~ well? Can you swim fast? etc.

Example: I like singing but I can't sing well... How about you? Can you sing well?

**Let's Sing: This is my town. (p.39)****5min.**

- Check the song.

**Materials:**

HRT: "Let's sing a song. First, please listen."

ALT: "Yes, let's listen to 'This is my town.'"

**digital**

Option: If the digital textbook is available individually, encourage students to practice by themselves.

**textbook**

After a few minutes, sing the song together as a class. Sing slowly without music, focusing on pronunciation and intonation.

**Word Link: Buildings, Places (PD p.22)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Good job, everyone! Next, look at the Picture Dictionary. Let's practice!"

ALT: "Where is the nearest museum? Where do you live? What do you do in the (building)?"

**PD and/or**

Option: Example: Buildings, Places Quiz

**FCs**

Example: Q: What do you do in a library? A: I read books in a library.

Example: Q: Where am I? I can read books. A: The library!

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try I (p.39)****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

ALT: "Let's play the association game!"

**PD and/or**

Option: Association game: Decide one keyword from the Buildings, Places vocabulary.

**FCs**

Use gestures and pictures to show what you can do in that building or place. Students try to guess the keyword.

## Let's Chant: ③ Can you swim fast?, ④ She can sing well. (p.39)

7min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "First, please listen to the chant."

Chant 3: Can you run? No, I can't. I can't run. But I can fly.

Can you swim? Yes, I can't swim fast. But I can run fast.

digital  
textbook

Chant 4: This is my friend, Emily. She can play soccer well. She can speak English well. She can sing well.

This is my father, Mark Smith. He is a baker. He can bake bread well. He can swim fast. And he is so cool.

ALT: "What did you hear?"

## Let's Watch and Think (p.39) ©

10min.

- Have children watch audio and video.
- If students don't understand some parts, repeat the audio slowly with gesture.

Materials:

HRT: "Please open your textbook to page 39, Let's Watch and Think."

ALT: "Draw a line to connect the answer. Do you have a pencil? Are you ready?"

digital  
textbook

\*Play the video from the digital textbook.

ALT: "What did you hear?"

Example: What are flying fish? Where do they live? Can you swim? Can you fly? What are polar bears? Where do they live?

## Sounds and Letters: Accent ① (p.94)

5min.

- Fill in the accented areas on p.94.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."

ALT: "Listen carefully and check your pronunciation with me."

textbook

Option: Clap softly when there is no accent, and clap loudly when there is an accent.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.40-41)

minutes Goal: Ask teachers or classmates what they can and can't do.

Target Language: I can/can't ~ . Can you ~ ? Yes, I can./No, I can't. etc...

Vocabulary: Instruments (PD p.25)

**Greeting, Small Talk: Can you play badminton?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "What sports can you play?"

ALT: "I can play badminton!"

HRT: "Oh, you can play badminton!"

ALT: "Yes. And you?"

HRT: "I can do kendo."

Example topic: What sports can you play?

Example: Can you play soccer? Can you play baseball? Can you do judo?...

**BOL Activity: Stepping Stones****6min.**

- Check the words and expressions learned previously.

**Materials:**

HRT: "Let's review!"

ALT: "Let's play Stepping Stones!"

**PD and/or  
FCs**

Option: Stepping Stones: Divide the students into two groups. Arrange the FCs on the board.

The two groups line up on opposite sides of the board and face off.

One person from each group moves forward while reading the words on the FCs.

When two children meet at the same card, they play rock-paper-scissors, and the winner moves forward.

The loser goes to the back of their line, and the next person from their group starts.

Continue until one student reaches the other side.

**Word Link: Musical Instruments (PD p.25)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Good job, everyone! Next, look at the Picture Dictionary. Let's practice!"

Example: What subject do you like? What subjects do we have today/on Friday?

**PD and/or  
FCs**

Option: Show only part of the flashcard and have the students guess what the word is.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: Keyword Game****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job, everyone! Next, look at these cards!"

ALT: "Let's play the Keyword game!"

**PD and/or  
FCs**

Option: Keyword game: Make pairs. Pairs place an eraser/small object in between each other.

The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser/object is the winner.

\*Once the rules are understood, you can show pictures and elicit the words from students.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Let's Listen 1 (p.40) ©

6min.

•Listen and circle what students can do, and draw a triangle for what they can't do.

Materials:

HRT: "Please open your textbook to page 40, Let's Listen 1."

ALT: "Circle the picture. Do you have a pencil? Are you ready?"

digital  
textbook

\*Play the audio from the digital textbook.

ALT: "What did you hear?"

Example: What did you hear first? What can she/he do?

Option: Depending on students' level, review the pictures in the textbook to see how well students can say them in English.

Guess what Mark and Yuna can do, and the answers with classmates in English.

## Let's Try 2 (p.40) ©

10min.

•Check model sentences (Can you ~? Yes, I can. No, I can't.) with the homeroom teacher and ALT.

•Demonstration by class teacher and ALT.

•Support children who are not good at interviews and children who can't do activities.

Materials:

HRT: "Next, Let's Try 2! Let's interview your classmates!"

ALT: "Please watch us."

digital  
textbook

\*HRT/ALT give a demonstration.

ALT: "Did you hear that? Can you ~? Yes, you can? No, you can't?"

\*Students interview their classmates and write their names in their textbook.

ALT: "Let's check the answers! Who can ~?"

Elicit answers from students.

## Sounds and Letters: Upper-case Writing Practice ② (p.93)

5min.

•HRT/ALT says any 3 random letters and students write the capital letters down on p.93.

•Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 93. Let's check Sounds and Letters."

ALT: "Listen carefully and write the letters!"

textbook

Option:

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

reflection  
sheet

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: He can bake bread well. (pp.40-41)

minutes Goal: Interviews – write names with "he/she", and introduce them.

Target Language: This is ~ . He/She can ~ . Who is ~ ? He/She is ~ . etc...

Vocabulary: Family, People (PD p. 17)

**Greeting, Small Talk: What food can you eat?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

\*HRT shows a picture of a blowfish, for example.

HRT: "I can eat (fugu) in Japan! What food can you eat in your country?"

\*ALT shows a picture of a bison, for example.

ALT: "I can eat a (bison burger) in my country!"

Example topic: What sports can you play?

Example: Which do you like? What do you want to eat?

**Word Link: Family, People (PD p. 17)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Please look at your Picture Dictionary."

ALT: "Do you know any other family members?"

**PD and/or  
FCs**

Example: Show only a part of the flashcard and gradually reveal it. Students guess what the word is.

Show the card for a split second and then hide it. Students try to remember what they saw.

**BOL Activity: Guess and Point****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's check phrases and words!"

ALT: "Now let's play Guess and Point!"

**PD and/or  
FCs**

\*Depending on students' level, give a demonstration.

Guess and Point: The ALT/HRT pronounces only the beginning of the word.

Students listen carefully, think about which word it could be, and point to the matching word in their ownPDs.

Pointing game: The teacher reads a word from thePD, and the students point to the same word in their ownPD.

**Let's Listen 2 (p.41) ©****6min.**

- Have students open their textbook to page 41.
- Confirm the expressions and the pronouns she and he.

**Materials:**

HRT: "Open your textbook to page 41, Let's Listen 2."

ALT: "Write their name and 'He' or 'She'. Do you have a pencil?"

**digital  
textbook**

Examples of exchanges: What subject is this? What job is this? What color is this?

## Let's Try 3 (p.41)

6min.

- Confirm the expressions with the ALT.
- Read the conversation with the HRT.

Materials:

ALT: "Please listen to (HRT) sensei and I."  
Demonstrate the conversation from the textbook.  
Ask students questions to confirm their understanding.

digital  
textbook

## Let's Try 4 (p.41) ©

10min.

- Draw a picture and write their classmate's name

Materials:

HRT: "Please look at page 41, Let's Try 4!"  
ALT: "Let's introduce your classmate to the class. Please watch us."  
Example: This is ~ . He/She can ~ .  
Option: Hint quiz: Have the students make 2-3 hints with "He/She can ~ ."  
For example, "He can play soccer. He can cook well. Who is he?" Have the children form pairs and quiz each other.

textbook

## Sounds and Letters (p.94)

5min.

- Fill in the accented areas on p.94.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 94. Let's check Sounds and Letters."  
ALT: "Listen carefully and check your pronunciation with me."  
Option: Clap softly when there is no accent, and clap loudly when there is an accent.

textbook

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.42-43)

minutes Goal: Make cards about people you know and ask what they can do.

Target Language: This is ~ . He/She can ~ . Who is ~ ? He/She is ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings, Places (PD p.22), Instruments (PD p.25), Family, People (PD p.17)

**Greeting, Small Talk: Can she sing well?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
ALT: "(HRT) sensei, do you know this woman?"**none**

\*ALT shows a picture of Utada Hikaru, for example.

HRT: "Oh, that's Utada Hikaru! She is a singer."

ALT: "Can she sing well?"

HRT: "Yes, she can!"

Example topic: Can she/he ~ well?

Example: Can you sing/draw/cook/bake/make ~ well?

**Let's Sing: This is my town. (p.39)****4min.**

- If you have adigital textbook for personal use, take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Do you remember the song for this unit? Let's sing!"

ALT: "Sing slowly with me!"

Example: What did you hear?

**digital****textbook****Let's Chant: ① Who is this?, ② I can swim. (p.39)****4min.**

- Review the chants.
- If students have their own digital textbook students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together!"

**digital****textbook**

Chant 1: Who is this? This is Emily. This is Emily Smith.

Who is this? This is Sakura. This is Ito Sakura.

Who is this? This is Mark. This is Mark Smith.

Who is this? This is Yuna. This is Ito Yuna.

Chant 2: Who am I? I'm a dog. I can swim but I can't fly.

Who am I? I'm a flying fish. I can swim. I can fly but I can't run.

I can swim. I can sing but I can't cook. Who am I? It's me!

**BOL Activity: Pictionary****8min.**

- The homeroom teacher has the student open the action page on the PD (or use the FCs) and practice the words aloud.

**Materials:**

HRT: "Good job, everyone! Now let's review actions!"

ALT: "Let's play Pictionary!"

**PD and/or  
FCs**

Pictionary: Make groups and line up. The HRT/ALT draws a picture for 10 seconds and the first student in each line tries to guess the job.

If they guess wrong, they go to the back of their group's line and the next student gets to try.

If they guess correctly, they can have a turn drawing a picture while other students guess.

## Step 1 (p.42) ©

8min.

- The HRT and the ALT introduce the final activity.
- HRT/ALT demonstrate the introduction.
- Have students make Unit 4 E.C. card.

Materials:

HRT: "Open your textbook to page 42, Step 1."

ALT: "Let's introduce someone! Please watch us!"

Unit 4

\*Demonstrate the introduction.

E.C. card

ALT: "First, we'll make an introduction card and draw a picture..."

Option: Make an introduction card about someone close to you. Introduce them to your friends using the card. ·3 hint quiz (with the previous phrases and target language, "can".)

## Step 2 (p.42) ©

10min.

- Have students think about the person's occupation and what they can do well.
- Have students ask practice in pairs.

Materials:

HRT: "Let's practice the conversation."

ALT: "Please watch us!"

Unit 4

Model: A: Who is ~ ? B: He is my father. He is a baker. He can bake bread well.

E.C. card

## Sounds and Letters: Upper-case Writing Practice ③ (p.93)

5min.

- HRT/ALT says any 3 random letters and students write the capital letters down on p.93.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 93. Let's check Sounds and Letters."

ALT: "Listen carefully and write the letters!"

textbook

Option:

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

reflection sheet

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.42-43)

minutes Goal: Show and Tell using introduction card.

Target Language: This is ~ . Who is ~ ? He/She is ~ . He/She can ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings, Places (PD p.22), Instruments (PD p.25), Family, People (PD p.17)

**Greeting, Small Talk: Who is this?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "Guess who! I'll give you a quiz!"

HRT: "Alright. I'm ready!"

ALT: "Question number 1, who is this? Hint: He can dance!"

HRT: "Um... Class, help me out?"

Example topic: Can she/he ~ well?

Example: Please answer my questions! Who is this?

**Let's Sing: This is my town. (p.39)****4min.**

- If you have a digital textbook for personal use, take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Do you remember the song for this unit? Let's sing!"

**digital  
textbook**

ALT: "Sing slowly with me!"

Example: What did you hear?

**Let's Chant: ① Who is this?, ② I can swim. (p.39)****4min.**

- Review the chants.
- If students have their own digital textbook students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together!"

**digital  
textbook**

Chant 1: Who is this? This is Emily. This is Emily Smith.

Who is this? This is Sakura. This is Ito Sakura.

Who is this? This is Mark. This is Mark Smith.

Who is this? This is Yuna. This is Ito Yuna.

Chant 2: Who am I? I'm a dog. I can swim but I can't fly.

Who am I? I'm a flying fish. I can swim. I can fly but I can't run.

I can swim. I can sing but I can't cook. Who am I? It's me!

**BOL Activity: Gesture Game****10min.**

- The homeroom teacher has the student open the PD jobs page (or use FCs) and practice the words aloud.

**Materials:**

HRT: "Good job, everyone! Next, look at the Picture Dictionary."

ALT: "Let's play the gesture game!"

**PD and/or  
FCs**

Option: Gesture game: HRT/ALT chooses a word from the vocabulary and gestures to communicate the word. Students try to guess the correct word. The student who guesses correctly takes a turn gesturing. Repeat.

### Step 3 (p.43) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT demonstrate the activity</li><li>•Have students introduce someone to their small groups - Show and Tell.</li></ul>
<b>Materials:</b>	HRT: "It's time for Show and Tell!" ALT: "I'm so excited to hear your great introductions!"
<b>Unit 4</b>	Option: Make groups. Students give presentations individually to their group members.
<b>E.C. card</b>	Along with confirming the flow, tell students to use expressions such as "It's my turn." and "Please look at my card."

### Sounds and Letters: Accent ③ (p.94)

<b>9min.</b>	<ul style="list-style-type: none"><li>•Fill in the accented areas on p.94.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Open your textbook to page 94. Let's check Sounds and Letters." ALT: "Listen carefully and check your pronunciation with me."
<b>textbook</b>	Option: Clap softly when there is no accent, and clap loudly when there is an accent.
<b>reflection sheet</b>	

### Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.44-45)

minutes Goal: Think about people working different jobs around the world.

Target Language: This is ~ . He/She is ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings, Places (PD p.22), Instruments (PD p.25), Family, People (PD p.17)

**Greeting, Small Talk: Can he play soccer well?****6min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, do you know this man?"

\*HRT shows a picture of Lionel Messi, for example.

ALT: "He looks familiar... Sorry. Soccer is not very popular in my country..."

HRT: "You don't know him?! This is Messi. He is an AMAZING soccer player!"

ALT: "Oh, really? So can he play soccer well?"

HRT: "YES! OF COURSE!"

Topic: What can I do? (Two Truths and a Lie)

Example: I can ~ . I can ~ . I can ~ . Which one is a lie?

**Let's Sing: This is my town. (p.39)****3min.**

- If you have adigital textbook for personal use, take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Do you remember the song for this unit? Let's sing!"

**digital  
textbook**

ALT: "Sing slowly with me!"

Example: What did you hear?

**Let's Chant: ① Who is this?, ② I can swim. (p.39)****3min.**

- Review the chants.
- If students have their own digital textbook students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together!"

**digital  
textbook**

Chant 1: Who is this? This is Emily. This is Emily Smith.

Who is this? This is Sakura. This is Ito Sakura.

Who is this? This is Mark. This is Mark Smith.

Who is this? This is Yuna. This is Ito Yuna.

Chant 2: Who am I? I'm a dog. I can swim but I can't fly.

Who am I? I'm a flying fish. I can swim. I can fly but I can't run.

I can swim. I can sing but I can't cook. Who am I? It's me!

**BOL Activity: Memory Game****7min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "What vocabulary words did you learn in this unit?"

ALT: "Let's play a memory game to review!"

**PD and/or  
FCs**

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.



## Do you know? (pp.44-45)

8min.

- Brainstorm occupations that come to mind.
- ALT introduces occupations in other countries.

Materials:

HRT: "What jobs do we have in Japan?"  
ALT: "Teacher, soccer coach... what else? How about in other countries?"  
HRT: "Open your textbook to pages 44 and 45, 'Do you know?'"  
ALT: "Let's learn about people's jobs in other countries!"

digital  
textbook

## Challenge (p.45) ©

10min.

- Introduce someone from the students' community.

Materials:

HRT: "Let's think about people in our community!"  
ALT: "Please pick one person that you want to introduce!"  
Option: In groups, students research someone in their community/city/prefecture/country.  
Use the words learned in this unit to give a short introduction.

none

## Sounds and Letters: Upper-case Writing Practice ④ (p.93)

7min.

- HRT/ALT says any 3 random letters and students write the capital letters down on p.93.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 93. Let's check Sounds and Letters."  
ALT: "Listen carefully and write the letters!"  
Option:  
Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)  
The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

textbook  
reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: He can bake bread well. (pp.44-45)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . I like ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings, Places (PD p.22), Instruments (PD p.25), Family, People (PD p.17)

**Greeting, Small Talk: What can I do?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

none

ALT: "Hello, everyone! Quiz time! What can I do? 3 choices. 2 are true. 1 is a lie. Guess what!"

HRT: "Ok, 2 are true. 1 is a lie."

ALT: "1, I can ~ . 2, I can ~ . 3, I can ~ . Which is a lie?"

HRT: "You can ~ . You can ~ . You can ~ ... Hard question!" (Elicit students' responses.)

**Let's Sing: This is my town. (p.39)****3min.**

- If you have a digital textbook for personal use, take time for individual practice.
- Sing a song together.

**Materials:**

HRT: "Do you remember the song for this unit? Let's sing!"

digital  
textbook

ALT: "Sing slowly with me!"

Example: What did you hear?

**BOL Activity: Karuta****7min.**

- Confirm the words learned in Unit 4.

**Materials:**

HRT: "In this unit, we learned ~ . Let's review phrases and words!"

ALT: "Now let's play karuta!"

PD and/or  
FCs

Option: Read the word as-is, read only part of the word, use the word in a phrase, or give a hint.

Jumping game: Divide the children into two teams. Place the FCs in a row on the floor.

From opposite ends, students say the first word and jump to the next word. When opposite teams reach the same card, they play R/S/P.

The winner continues. The loser goes to the back of their team's line and the next student from their team starts.

**Word Exploration (p.44)****7min.**

- Look for similarities in the words we use for family members.

**Materials:**

HRT: "We have many words for family members. Brother, sister, mother... what else?!"

ALT: "Father, grandfather, grandmother... Yes, we have many words."

textbook

HRT: "What do these words share?"

\*Elicit answers from students.

dictionaries

ALT: "Did you see? They all end with -er! How about 'grand'?"

HRT: "When does a father become a grandfather?"

\*Elicit answers from students.

Example: Is there a difference between Japanese family relationships and family relationships overseas? Let's find out!

## Wonderful Japan (p.45) ©

9min.

- Use "日本のすてき" and have students listen to the textbook
- If each student has a PC, listen individually.

Materials:

HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan."  
ALT: "Listen carefully!"

digital  
textbook

Worksheet: Make a worksheet with words that appear in the video and the words that do not. Students trace the words they hear in another color. · The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.

BOL  
Worksheet

## BOL Activity: ALT Corner

8min.

- Assist with the ALT's explanations and remarks.
- ALT introduces interesting jobs from their home country.

Materials:

HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her country!"

none

Option: The ALT introduces popular occupations in their home country. Students think about the differences between the ALT's country and Japan.

For example, tipping system, taxi driver vs. Uber driver, food stalls, handymen, traditional Japanese crafts, etc.

## Sounds and Letters: Accent ④ (p.94)

5min.

- Fill in the accented areas on p.94.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 94. Let's check Sounds and Letters."

textbook  
review sheet

ALT: "Listen carefully and check your pronunciation with me."

Option: Clap softly when there is no accent, and clap loudly when there is an accent.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.46-47)

minutes Goal: Understand how to ask for and give directions.

Target Language: Where is ~ ? Go straight for (#) blocks. Turn right/left at the corner. etc...

Vocabulary: Directions (PD p.23)

**Greeting, Small Talk: Is this the symbol for a school?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(ALT) sensei, is this the map symbol for a school in Japan?"

HRT: "Well, no. This kanji ( 中 ) means it's a junior high school."

ALT: "Oh, I see..."

HRT: "Yes, we usually use this kanji ( 文 ) for schools on maps."

ALT: "Interesting..."

Topic: What is this map symbol for? What is the map symbol for the police station? English map symbols, etc.

Example: What signs/symbols in Japan (America, etc.) do you know?

**Let's Sing: Excuse me. (p.47)****5min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, let's listen."

ALT: "Yes, let's listen to 'Excuse me.'"

**digital**

Students listen to the song and try to sing along.

**textbook**

Example: What did you hear? What places could you hear? How can I get to the Midori Station? etc.

**Word Link: Directions (PD p.23)****6min.**

- Practice the Direction words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, page 23."

ALT: "Go straight. Turn left..."

**PD and/or**

Option: Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

**FCs**

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try 1 (p.47)****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's have a treasure hunt!"

**PD and/or**

Treasure Hunt: The homeroom teacher puts up a large map on the board.

**FCs**

Make pairs. One student stands with their back to the board and holds a small copy of the big map.

Their partner student looks at the big map on the board.

**BOL**

The ALT points to a spot on the big map.

**Worksheets  
(Big map,  
little maps)**

The student looking at the big map gives directions to their partner holding the small map.

## Let's Chant: ① Go straight. (p.47)

7min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to follow along.

Materials:

HRT: "First, please listen to the chant."

Play the textbook chant.

digital  
textbook

Go straight! One block, two blocks, three!

Go straight! One block, two blocks, three blocks, four!

Go straight! One block, two blocks, three!

Go straight! One block, two blocks, three blocks, four!

ALT: "What did you hear?"

## Starting Out (pp.46-47) ②

10min.

- Have students listen and trace the directions to the destination.
- Explain the situation
- ALT repeats the audio and does gesture.

Materials:

HRT: "Please look at pages 46 and 47, Starting Out."

ALT: "What do you see? Let's listen to the story carefully."

digital  
textbook

Example: What did you hear? Where do you want to go first?

Where is he/she now? Let's listen again and check the answers.

\*Depending on the students' level, stop and check the content to confirm understanding.

## Sounds and Letters: Lower-case Writing Practice ① (p.93)

5min.

- HRT/ALT reads the 3 letters a, b, g on p.93 and students trace them.
- HRT/ALT says any 3 random letters and students write the letters down on p.93.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 93. Let's check Sounds and Letters."

ALT: "Listen carefully and write the letters!"

textbook

Option:

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ② Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.46-47)

minutes Goal: Students can roughly understand directions.

Target Language: Where is ~ ? Go straight for ~ blocks. Turn right/left at the ~ corner. It's by/in/on/under the ~ . etc...

Vocabulary: Locations (PD p.23)

**Greeting, Small Talk: What is this symbol for?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(HRT) sensei, what is this symbol for?" (ALT points to a temple on the map.)

HRT: "This kanji ( 時 ) means temple."

ALT: "Oh, I see... And what is this symbol for?" (ALT points to an onsen on the map.)

HRT: "That is an onsen."

ALT: "Yes, I can see the hot steam rising from the bath!"

Topic: What is the map symbol for the police station? Map symbols from foreign countries, etc.

Example: Quiz time! Guess the symbol. Please draw the symbols!

**Let's Sing: Excuse me. (p.47)****5min.**

- Review and sing a song

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Excuse me.'"

**digital**

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

**textbook**

After a few minutes, sing the song together.

Sing slowly without music. (Make them aware of pronunciation and intonation)

**Word Link: Locations (PD p.23)****6min.**

- Have students practice the vocabulary words aloud.

**Materials:**

HRT: "Let's look at the Picture Dictionary, page 23."

ALT: "Where is this? ...on the desk? ...in the desk? Let's check and practice new words!"

**PD and/or**

Example: Hide an object and ask the students "Where is the ~ ?" .

**FCs**

Students answer with "It's in/on/under/by the ~ ."

**Let's Try 2 (p.47)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's play a finding game!"

**PD and/or**

Finding game: Make groups. The HRT/ALT asks the students, "Where is the ~ ?"

**FCs**

Students answer in English, "It's in/on/under/by the ~ ."

## Let's Chant: ② Turn right. ③ (p.47)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to follow along.

Materials:

HRT: "First, please listen to the chant."

Play the chant from the digital textbook.

digital  
textbook

Turn right, turn left, turn right! You can see it on your left!

Turn left, turn right, turn left! You can see it on your right!

Turn right, turn left, turn right! You can see it on your left!

Turn left, turn right, turn left! You can see it on your right!

ALT: "What did you hear?"

## Let's Watch and Think (p.47)

10min.

- Watch a video and talk about the contents.

Materials:

HRT: "Open your textbook to page 47. Let's Watch and Think."

Play the video from the digital textbook.

digital  
textbook

ALT: "What did you hear?"

Example: "Before we watch the video, what is this symbol for? Guess!" "Where is he from?", "How about other symbols from foreign countries?"

## Sounds and Letters: Accent ⑤ (p.94)

5min.

- Fill in the accented areas on p.94.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 94. Let's check Sounds and Letters."

ALT: "Listen carefully and check your pronunciation with me."

textbook

Option: Clap softly when there is no accent, and clap loudly when there is an accent.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: Where is the post office? (pp.48-49)

minutes Goal: Ask each other where the things you're looking for are.

Target Language: Where is ~ ? It's by/in/on/under the ~ . etc...

Vocabulary: Common Items (PD pp.26-27)

**Greeting, Small Talk: Where is my pencil?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "Have you seen my pencil? Where is my pencil?"

HRT: "Looks like it's under the table."

ALT: "Oh, thank you! Wait a minute... where is my eraser?"

HRT: "...again?"

Example topic: Where is my ~ ?

Example: Where is your notebook?

**BOL Activity: Fukuwarai****6min.**

- Check the words and expressions students have learned so far.

**Materials:**

ALT: "First, let's review..."

HRT: "Now let's play Fukuwarai!"

**PD and/or  
FCs**

HRT: "It's kind of like 'Pin the Tail on the Donkey' in my country."

\*Depending on the students' level, give a demonstration.

Option: Fukuwarai: The ALT puts on a blindfold and tries to put the eyes/nose/mouth on the head.

Students instruct the ALT in English to finish the game of Fukuwarai.

**Word Link: Common Items (PD pp.26-27)****5min.**

- Practice the Everyday Life vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary, pages 26 and 27. Let's check and practice!"

Option:

**PD and/or  
FCs**

Show only part of the flashcard and have the students guess what the word is. Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

Show all of the flashcards except one, and have the students guess what it is.

**BOL Activity: Keyword Game****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, look at these cards. Let's practice the words."

ALT: "Let's play the keyword game!"

**PD and/or  
FCs**

Option: Keyword game: Make pairs. Pairs place an eraser/small object in between each other.

The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser/object is the winner.

\*Once the rules are understood, you can show pictures and elicit the words from students.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Let's Listen 1 (p.48) ©

5min.

- Instruct the students to open the textbook p.48.
- Play the audio of the digital textbook.

Materials:

HRT: "Open your textbook to page 48, Let's Listen 1."  
Play the audio from the digital textbook.

digital  
textbook

Example: "What did you hear? Where is the poster? Where is the white cat?" etc...  
Option: Have students think about how to answer where each object is in English before listening.

## Let's Try 3 (p.48) ©

10min.

- Check the model sentences
- HRT/ALT give a demonstration
- Support students

Materials:

HRT: "Let's try to find things in the classroom! Please watch us."  
The HRT/ALT demonstrate the activity.

digital  
textbook

ALT: "Did you hear that? Where is the ~?"  
Students make pairs. One of them adds one thing to the picture in his textbook by drawing it in.  
They tell their partner in English, "This is a ~. It's in/on/under/by the ~."  
Their partner draws the item in the correct place and they switch.  
ALT: "Let's check the answers."

## Sounds and Letters: Lower-case Writing Practice ② (p.93)

5min.

- HRT/ALT says 3 letters at random and students write them down in lowercase on P.93 of the textbook.
- Have students fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 93. Let's check Sounds and Letters."  
ALT: "Listen carefully and write the letters!"

textbook

Option:

reflection  
sheet

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)  
The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.48-49)

minutes Goal: Use the map to give directions.

Target Language: Where is ~ ? Go straight for ~ blocks. Turn right/left at the ~ corner. You can see it on your right/left. etc...

Vocabulary: Buildings, etc... (PD p.22)

**Greeting, Small Talk: Where is (HRT) sensei?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(Showing a picture) "Where is (HRT) sensei?"

Elicit answers from students.

ALT: "That's right, he/she's ON the playground."

HRT: "(Showing a picture) "Where is (ALT) sensei?"

Elicit answers from students.

ALT: "That's right, he/she's IN the library."

Example topic: Where is the school library?

Example: "Hint one is 'dodgeball.'" "Next hint is 'on!'" "Oh, I found him!"

**BOL Activity: Pictionary****6min.**

- Review vocabulary
- Explain the rules

**Materials:**

HRT: "Good job everyone! Next, let's review. Look at the Picture Dictionary."

ALT: "Let's play Pictionary!"

**PD and/or FCs**

Pictionary: Make groups and line up. The HRT/ALT draws a picture and the first student in each line tries to guess the job.

If they guess wrong, they go to the back of their group's line and the next student gets to try.

If they guess correctly, they can have a turn drawing a picture while other students guess. (Ex, "under" HRT draws a dog under the table.)

**Word Link: Buildings, Places (PD p.22)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at your Picture Dictionary, page 22."

Example: Show a small part of the card and gradually reveal the rest of it.

**PD and/or FCs**

Show the card for a split second and then hide it again.

Have the students guess what the word is.

**BOL Activity: Association Game****8min.**

- The homeroom teacher and the ALT do activities while using new vocabulary.

**Materials:**

HRT: "Let's play the association game!"

\*Depending on the students' level, give a demonstration.

**Building FCs**

Option:

Association game: Choose a keyword from the buildings, etc. vocabulary words.

Use gestures and pictures to show what you can do in that building.

Students guess the word in English that the gesture represents.

Guess and Point: The ALT/HRT says only the beginning part of a word.

Students should listen carefully, think about which word it could be, and point to the word.

The teacher reads the word and students pointing at the correct answer are winners.

## Let's Listen 2 (p.49) ©

**5min.**

- Have students open their textbook to page 49.
- Confirm the expressions with the ALT.
- Play the audio from the digital textbook.

**Materials:**

HRT: "Open your textbook to page 49, Let's Listen 2."

ALT: "Now, let's review. What's this symbol for?"

**digital  
textbook**

Example: What does this symbol mean? Go straight? Turn right? Turn left?

## Let's Try 4 (p.49) ©

**10min.**

- Have students guide their classmates by giving directions
- HRT/ALT demonstrate the activity
- Review words and phrases

**Materials:**

HRT: "Please look at page 49, Let's Try 4."

ALT: "Let's give directions to your classmate."

**digital  
textbook**

Example: What does this symbol mean? Go straight? Turn right? Turn left?

Option: Using Google Maps, pairs guide one another to their destination.

## Sounds and Letters: Accent ⑥ (p.94)

**5min.**

- HRT/ALT will have the students fill in the accented areas based on P.94 of the textbook.
- Fill out the reflection sheet.

**Materials:**

HRT: "Open your textbook to page 94. Let's check Sounds and Letters."

(After practice)

**textbook**

ALT: "Listen carefully and write the letters!"

**reflection  
sheet**

Option: Clap softly when there is no accent, and clap loudly when there is an accent.

## Goodbye

**1min.**

- Leave students with praise and reflect on their accomplishments.

**Materials:**

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

**none**

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.50-51)

minutes Goal: With a map, share their favorite places and how to get there.

Target Language: Where is ~ ? Go straight for ~ blocks. Turn right/left at the ~ corner. You can see it on your right/left. etc...

Vocabulary: Directions (PD p.23), Places (PD p.23), Everyday Life (PD pp.26-27), Buildings, etc... (PD p.22)

**Greeting, Small Talk: What do you want for your town?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

none

HRT: "(Makes a bored gesture.)"

ALT: "Oh, what's wrong?"

HRT: "I have nothing to do."

ALT: "I see. What do you want for your town?"

HRT: "I want Disneyland for our town! What do you want for our town?"

Example topic: Where do you want to go during your free time?

Example: I want a department store. We need a big park.

**Let's Sing: Excuse me. (p.47)****3min.**

- If each student has their own PC, have students practice individually for a few minutes.
- Sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

digital

textbook

Example: What did you hear?

**Let's Chant: ① Go straight. ② Turn right. (p.47)****3min.**

- Review the chants slowly with the HRT/ALT.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

digital

textbook

ALT: "Nice chanting! Now chant number two..."

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

**BOL Activity: Guess and Point****9min.**

- The homeroom teacher has the student open the PD Everyday life page (or use FCs) and practice the words aloud.

**Materials:**

HRT: "First, let's review the words!"

ALT: "Now let's play Guess and Point!" Guess and point: The teacher pronounces only the beginning or part of the word.

PD and/or

FCs

Students listen carefully and think about which word it could be.

The teacher reads the words and the students point to the words that have been read.

## Step 1 (p.50) ©

<b>9min.</b>	<ul style="list-style-type: none"><li>•The homeroom teacher and the ALT share the final activity.</li><li>•In pairs, students find their favorite place on the map on p.46-47, decide on a starting point and guide each other to the location.</li></ul>
<b>Materials:</b>	HRT: "Let's give directions!" ALT: "Let's give directions to each other."
<b>textbook</b>	Option: ALT Video Guide
<b>Unit 5</b>	The ALT connects with students via video chat (Zoom, Google Meet...) from a place outside the classroom. (Ex: teachers' room)
<b>E.C. card</b>	The ALT says, "I want to go to ~ ." (Ex: gym) and students gives instructions in English to take them to the location.

## Step 2 (p.50) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Using a town map on p.46-47, have students think about a place where they want and draw it on the map.</li><li>•Make pairs, decide where they start and tell each other where you want to go, and ask them to guide you.</li></ul> Repeat.
<b>Materials:</b>	HRT: "Let's practice giving directions." ALT: "Please watch us."
<b>textbook</b>	Model: A: "Where is the ~ ?" B: "Turn right/left. Go straight. You can see it on your left/right."
<b>Unit 5</b>	Option: Have students open Google map, decide where they start and tell each other where you want to go, and ask them to guide you. Repeat.
<b>E.C. card</b>	

## Sounds and Letters: Lower-case Writing Practice ③ (p.93)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Fill in the accented areas based on P.93 of the textbook.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Open your textbook to page 93. Let's check Sounds and Letters." (After practice)
<b>textbook</b>	ALT: "Listen carefully and write the letters!"
<b>reflection sheet</b>	Option: Code game: Assign numbers to the alphabet in advance. The homeroom teacher or ALT says the number, and the students write the alphabet corresponding to the number in order. As the alphabet is written, the words appear, and the child guesses what the word is.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.50-51)

minutes Goal: Give directions.

Target Language: Where is ~ ? Go straight for ~ blocks. Turn right/left at the ~ corner. You can see it on your right/left. etc...

Vocabulary: Directions (PD p.23), Places (PD p.23), Everyday Life (PD pp.26-27), Buildings, etc... (PD p.22)

**Greeting, Small Talk: Where do you want to go during winter vacation?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, where do you want to go during winter vacation?"

ALT: "I want to go back to my home country! I miss my family. And you?"

HRT: "I want to go some place warm... I want to go to Okinawa!"

ALT: "Nice!"

Example topic: Where is the library in our school?

Example: I want to go to ~ . Where do you want to go?

**Let's Sing: Excuse me. (p.47)****4min.**

- If each student has their own PC, have students practice individually for a few minutes.
- Sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital****textbook**

Example: What did you hear?

**Let's Chant: ① Go straight. ② Turn right. (p.47)****3min.**

- Review the chants slowly with the HRT/ALT.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

**digital****textbook**

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

ALT: "Nice chanting! Now chant number two..."

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

**BOL Activity: Crossword Puzzle****13min.**

- The homeroom teacher has the student open the PD Building page (or use FCs) and practice the words aloud.

**Materials:**

HRT: "Good job everyone! Next, let's practice. Look at the Picture Dictionary."

Students repeat the vocabulary words after the ALT.

**PD and/or****FCs**

ALT: "Now let's do a crossword puzzle!"

Crossword: Create a crossword puzzle and pass it out to the class.

Challenge students to see how many words they can find within the time limit.

Depending on the students' level, have them work in pairs or groups.



### Step 3 (p.51) ©

<b>12min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT demonstrate the activity.</li><li>•Have students work in groups to give directions to the ALT.</li></ul>
<b>Materials:</b>	HRT: "Let's give (ALT) sensei directions!" ALT: "Please give me directions!"
<b>textbook</b>	The ALT connects with students via video chat (Zoom, Google Meet...) from a place outside the classroom. (Ex: teachers' room)
<b>Unit 5 E.C. card</b>	The ALT says, "I want to go to ~ ." (Ex: gym) and students gives instructions in English to take them to the location.

### Sounds and Letters: Beginning Sounds ① (p.95)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Have students fill in the accented areas on P.95.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Open your textbook to page 95. Let's check Sounds and Letters." ALT: "Listen carefully and check the accent."
<b>textbook</b>	Option: Clap softly when there is no accent, and clap loudly when there is an accent.
<b>reflection sheet</b>	

### Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.52-53)

minutes Goal: Think about world maps and signs.

Target Language: Where is ~ ? Go straight for ~ blocks. We have ~ in our town. etc...

Vocabulary: Directions (PD p.23), Places (PD p.23), Everyday Life (PD pp.26-27), Buildings, etc... (PD p.22)

**Greeting, Small Talk: Where is the station?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
ALT: "(HRT) sensei, where is the station?"**none**HRT: "From school? Go straight, turn right at the first corner. Go straight for two blocks. You can see it on your left."  
ALT: "Thank you!"**Let's Sing: Excuse me. (p.47)****3min.**

- If each student has their own PC, have students practice individually for a few minutes.
- Sing a song.

**Materials:**HRT: "Let's sing!"  
ALT: "Sing slowly with me! Do you remember our song?"  
Example: What did you hear?**digital  
textbook****Let's Chant: ① Go straight. ② Turn right. (p.47)****3min.**

- Review the chants slowly with the HRT/ALT.
- Let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

Go straight! One block, two blocks, three! Go straight! One block, two blocks, three blocks, four!

ALT: "Nice chanting! Now chant number two..."

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

Turn right, turn left, turn right! You can see it on your left! Turn left, turn right, turn left! You can see it on your right!

**digital  
textbook****BOL Activity: Ring Toss****8min.**

- Review vocabulary
- Explain the rules.

**Materials:**

HRT: "What did you learn in this unit?"

ALT: "Let's play Ring Toss to review!"

**PD and/or  
FCs**

Option: Ring toss: Lay the FCs out on the desks/floor. Children throw the ring onto the cards.

If they can correctly pronounce the word that the ring lands on, they win that card.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Do you know? (pp.52-53)

<b>10min.</b>	<ul style="list-style-type: none"><li>•Before opening the textbook show students English signs for airports, train stations, etc.</li><li>•Have students guess where they are and what they represent.</li><li>•Open the textbook and check.</li></ul>
<b>Materials:</b>	HRT: "Please look at this picture! What's this?" ALT: "What's this? Where is this?"
<b>digital textbook</b>	Option: Students guess the meaning of signs and map symbols all over the world.

## Challenge (p.53) ©

<b>8min.</b>	<ul style="list-style-type: none"><li>•Make your own pictogram and announce it.</li></ul>
<b>Materials:</b>	HRT: "Let's make our own original pictograms!" ALT: "Yes, let's make pictograms and we'll create original karuta cards for next time."
<b>none</b>	Option: Each student makes a pictogram and introduces it in English: " This is ~ . What's this?" The HRT/ALT collect, copy, and make karuta cards for the next lesson.

## Sounds and Letters: Lower-case Writing Practice ④ (p.93)

<b>7min.</b>	<ul style="list-style-type: none"><li>•HRT/ALT says any 3 random lower-case letters and students write the letters down on p.93.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "Open your textbook to page 93. Let's check Sounds and Letters." (After practice)
<b>textbook</b>	ALT: "Listen carefully and write the letters!"
<b>reflection sheet</b>	Code game: Assign numbers to the alphabet in advance. The homeroom teacher or ALT says the number, and the students write the alphabet corresponding to the number in order. As the alphabet is written, the words appear, and the child guesses what the word is.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Where is the post office? (pp.52-53)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . I like ~ . etc...

Vocabulary: Directions (PD p.23), Places (PD p.23), Everyday Life (PD pp.26-27), Buildings, etc... (PD p.22)

**Greeting, Small Talk: Can you read this?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
ALT: "(HRT) sensei, can you read this?"**none**

(The ALT shows the HRT and the class signs in foreign languages.)

HRT: "No... I can't! What language is this?"

ALT: "It's Korean. It says... How about this one then? Can you read this?"

HRT: "Hm..."

**Let's Sing: Excuse me. (p.47)****3min.**

- If each student has their own PC, have students practice individually for a few minutes.
- Sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital****textbook**

Example: What did you hear?

**BOL Activity: Ring Toss****8min.**

- Review vocabulary
- Explain the rules.

**Materials:**

HRT: "What did you learn in this unit?"

ALT: "Let's play Ring Toss to review!"

**PD and/or  
FCs**

Ring toss: Lay the FCs out on the desks/floor. Children throw the ring onto the cards.

If they can correctly pronounce the word that the ring lands on, they win that card.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

**Word Exploration (p.52)****7min.**

- Before opening the textbook the HRT/ALT shows some old language characters.
- Have students try to guess what they are.

**Materials:**

HRT: "In Japanese, we have many old symbols like this..."

ALT: "Oh, what's this? I've never seen this before."

**textbook**

HRT: "It's a very old hiragana character. We don't use it anymore. We write it like this now..."

Start with hiragana and katakana, then introduce the English alphabet.

**dictionaries**

ALT: "Wow! Just like hiragana evolved from old characters, English did too. Can you guess which letter this is?"

## Wonderful Japan (p.53) ㊦

8min.

- Listen and confirm the contents.
- Use "Wonderful Japan" and have students listen to the textbook
- If students have their own PC, have students practice individually

Materials:

HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan."  
ALT: "Listen carefully!"

digital  
textbook

Option:

Worksheet: Make a worksheet with words that appear in the video and the words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.

BOL  
Worksheet

## BOL Activity: ALT Corner

8min.

- Assist with the ALT's explanations and remarks.
- ALT introduces funny or interesting signs/symbols from their home country.

Materials:

HRT: "Let's listen to ~ sensei! ~ sensei will talk about symbols in his/her country!"  
Option:

none

ALT introduces funny or interesting signs/symbols from their home country.  
ALT's home country signs/symbols quiz (such as emoji. :)

## Sounds and Letters: Beginning Sounds ㊦ (p.95)

5min.

- Have students check the box on P.95 when they hear the words with the same first sound.
- Fill out the reflection sheet.

Materials:

HRT: "Open your textbook to page 95. Let's check Sounds and Letters."  
ALT: "Listen carefully and check the accent."

textbook

Option: clap softly when there is no accent, and clap loudly when there is an accent.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

## ㊦ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.54-55)

minutes Goal: Understand how to politely order food or ask the price.

Target Language: What would you like? I'd like ~ . How much is it? It's ~ yen. etc...

Vocabulary: Dessert (PD p.9)

**Greeting, Small Talk: What food do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "(ALT) sensei, what food do you like?"**PD and/or  
FCs**ALT: "I like (pizza)."  
HRT: "Oh, you like pizza! What kind of pizza do you like?"  
ALT: "I like spinach and mushroom pizza."**food pictures**Option: What dessert do you like? What drink do you like? What fruits do you like?  
Example: Any other foods? Looks yummy! What flavor do you like? Where can you eat... ?**Let's Sing: What would you like? (p.55)****5min.**

- Introduce the song.

**Materials:**HRT: "Let's sing a song. First, let's listen."  
ALT: "Yes, let's listen to 'What would you like?'"**digital  
textbook**

Example: What did you hear? What food? Anything else? How about you? What would you like?

**Word Link: Dessert (PD p.9)****5min.**

- Practice the vocabulary words aloud.

**Materials:**HRT: "Let's look at the Picture Dictionary, page 9."  
ALT: "Wow, we have desserts here!"**PD and/or  
FCs**

Example: What food do you like? What would you like to eat? Let's practice. Only say the word when it's a food you want to eat.

**Let's Try 1 (p.55)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**HRT: "Good job everyone! Now look at the Picture Dictionary."  
ALT: "Let's play a pointing game."**digital  
textbook**HRT: "What would you like?"  
ALT: "I'd like (food). Please point to (food)!"  
Pointing Game: The ALT/HRT reads a random word from the vocabulary words in thePD.  
Students point to the matching word in their ownPDs. Guess and Point: The ALT/HRT pronounces only the beginning of the word.  
Students should listen carefully and think about which word it could be.

## Let's Chant: ① I'd like a hamburger. (p.55)

7min.

- Play the chant once, then ask questions about the content.
- Play the chant again and encourage students to try to say it together.

Materials:

HRT: "First, please listen to the chant."  
(Play the digital textbook.)

digital  
textbook

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.  
What would you like? I'd like ramen and juice. Ramen and juice.  
What would you like? I'd like zenzai and matcha. Zenzai and matcha.  
ALT: "What did you hear?"  
Interact with students and elicit the vocab and any expressions.

## Starting Out (pp.54-55) ②

10min.

- Listen and write numbers 1-4 in boxes A-D in the correct order.

Materials:

HRT: "Let's listen to today's story. Please look at page 54 and 55, Starting Out."

digital  
textbook

ALT: "How many pictures? 4 pictures. Please write 1, 2, 3, 4 in the box. Listen carefully!"

Example: What happened? What did you hear? What's number one? What food did he/she order? Let's listen again and check the answers. \*Depending on students' level, stop the audio and confirm the contents as needed.

## Sounds and Letters: Lower-case Writing Practice ⑤ (p.93)

5min.

- HRT/ALT calls out 3 random letters.
- Have students write the letters down on p.93 in the lower-case.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."

digital  
textbook

ALT: "Listen carefully and write the letters!"

reflection  
sheet

Option:

Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.



**45** Theme: What would you like? (pp.54-55)

minutes Goal: Understand how to politely order food or ask the price.

Target Language: What would you like? I'd like ~ . How much is it? It's ~ yen. etc...

Vocabulary: Tastes (PD p. 11)

**Greeting, Small Talk: What dessert do you like the best?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what dessert do you like the best?"

ALT: "I like banana splits."

HRT: "What's a banana split?"

ALT: "It's a banana, cut in half, with three scoops of ice cream, whipped cream, chocolate sauce, chopped nuts and a cherry!"

HRT: "...Wow! I've never seen this in Japan."

Topic: What drink do you like? What fruits do you like? Do you like sunny/cloudy/snowy days?

Example: Do you like sweet things? How about spicy food? What food do you like?

**Let's Sing: What would you like? (p.55)****5min.**

- Check the song.

**Materials:**

HRT: "Let's sing!"

**digital  
textbook**

ALT: "Yes, let's sing 'What would you like?'"

Option: Encourage the students to practice individually, and after a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation

**Word Link: Tastes (PD p. 11)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's look at the Picture Dictionary, page 11."

ALT: "What taste is this? Bitter? Sweet?"

**PD and/or  
FCs**

Example: Show only part of the flashcard and have the students guess what the word is. Pick some foods and have the students tell you what they taste like. (There is no correct answer - students' subjective opinions are okay.)

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try 1 (p.55)****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job, everyone! Next, let's look at the Picture Dictionary."

ALT: "Let's play a grouping game!"

**PD and/or  
FCs**

Grouping game: Students ask each other "What food do you like?" If they like the same food, they form a group.

Groups walk around the classroom together and ask other classmates, trying to expand the group within the time limit.

'What is this?' Quiz: The HRT/ALT chooses a secret food.

Students ask questions using the target language, "Is it (bitter/sweet/salty/etc...)?"

Students try to guess the HRT/ALT's secret food.

## Let's Chant: ② How much is it? (p.55)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT/ALT: "First, please listen to the chant."  
(Play textbook chant.)

digital  
textbook

How much? How much? How much is it? How much?  
One hundred, two hundred, three hundred yen.  
Four hundred, five hundred, six hundred and more! Wow!  
ALT: "What did you hear?"

## Let's Watch and Think (p.55) ㊦

10min.

- Watch the video and confirm the contents.

Materials:

HRT: "Let's watch and think about the video."  
ALT: "What did you hear?"

digital  
textbook

Example: What's the name of this food? What's a triangle? Where is this food from? etc.

## Sounds and Letters: Beginning Sounds ③ (p.95)

5min.

- Check the beginning sounds.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and letters."  
(After practice...)

digital  
textbook

ALT: "Listen carefully and check the boxes that begin with the same sound."  
Option: Word (beginning/middle/ending) Karuta: Play Karuta by reading the beginning, middle or ending sound of a word.  
Students take the letter card that makes the corresponding sound.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊦ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.56-57)

minutes Goal: Choose the dish you want, and politely order and take orders.

Target Language: What would you like? I'd like ~ . etc...

Vocabulary: Food (PD p.8), Drinks (PD p.9)

**Greeting, Small Talk: How much is it?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, check it out!"

ALT: "Oh, what's that?"

HRT: "It's my new Apple watch."

ALT: "Wow! How much is it?"

HRT: "Well, um... It's uh... 70,000 yen!"

Topic: How much is this? How much are these in total?

Example: I will show you a traditional food from my country. Guess how much it is!

**BOL Activity: Concentration****6min.**

- Check the words and expressions students have learned so far.

**Materials:**

HRT: "Let's check words and phrases!"

ALT: "Now let's play Concentration!"

**PD and/or  
FCs**

\*Depending on students' level, give a demonstration.

Option: Concentration Game: Form groups. Place the cards face down.

Students say, "I'd like ~ ." and turn over a card. If the card matches the student's statement, they keep the card.

If the card doesn't match, they return it.

**Word Link: Food (PD p.8)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's look at the Picture Dictionary."

Example: "Repeat after me." Verify words at random. Show only part of the flashcard and have the students guess what the word is. Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

**PD and/or  
FCs**

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: Reverse Karuta****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, let's practice words. Look at these cards!"

ALT: "Let's do reverse karuta!"

**PD and/or  
FCs**

Reverse Karuta: Make groups. Spread the cards face-up in the middle of the group.

ALTs read the words, leaving out one word. Students compete for the card that finishes the sentence.

(Depending on the students' level, students can be readers as well.)

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Let's Listen 1 (p.56) ©

5min.

•Listen to the audio and draw a line to connect the answers.

Materials:

HRT: "Please open your textbook to page 56, Let's Listen 1."  
ALT: "Draw a line to connect the answers. Do you have a pencil?"  
(Play the audio from the digital textbook.)  
HRT: "Let's check the answers."  
ALT: "What did you hear? What did Emily order?"  
Example: What did you hear first? What food is this?"

digital  
textbook

## Let's Try 2 (p.56) ©

10min.

•Check model sentences.  
•HRT/ALT give a demonstration.  
•Support students who need help.

Materials:

HRT: "Next, Let's try 2! Let's take your classmates' orders! Please watch us."  
\*HRT/ALT demonstrate the conversation.  
ALT: "Did you hear that? 'What would you like?' Ok, now it's your turn!"  
(After the activity...) ALT: "Let's hear some of your orders! Any volunteers?"

digital  
textbook

## Sounds and Letters: Lower-case Writing Practice ⑥ (p.93)

5min.

•HRT/ALT calls out 3 random letters.  
•Have students write the letters down on p.93 in the lower-case.  
•Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."  
(After practice...)

digital  
textbook

ALT: "Listen carefully and write these three letters..."  
Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)  
The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

reflection  
sheet

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.56-57)

minutes Goal: Ask ordered food prices, make a menu and say prices.

Target Language: How much is it? It's ~ yen. etc...

Vocabulary: Numbers (PD pp.4-5)

**Greeting, Small Talk: How much is it?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
 HRT: "What's that, (ALT) sensei?"

**none**

ALT: "This is ~ , from my home country. We use it for ~ ."

HRT: "Wow! I want one. How much is it?"

ALT: "This was a gift from my family. It's priceless!"

Topic: How much is this? How much are these in total?

Example: I will show you a traditional toy from my country. Guess how much it is!

**BOL Activity: Gesture Game****6min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Let's check words and phrases."

ALT: "Now let's play a gesture game!"

**PD and/or FCs**

\*Depending on students' level, give a demonstration.

Gesture game: HRT/ALT chooses a word from the vocabulary and gestures to communicate the word.

Students try to guess the correct word. The student who guesses correctly takes a turn gesturing. Repeat.

**Word Link: Numbers (PD pp.4-5)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Next let's look at the Picture Dictionary."

Example: "Repeat after me..." Verify words at random.

**PD and/or FCs**

Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: Lucky NumbersPD (pp.4-5)****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

ALT: "Let's play Lucky Numbers!"

Option: Lucky Numbers: Pick 5 random numbers, but don't share them with the class.

**PD and/or FCs**

Students write down 5 numbers on a sheet of paper.

The teacher reads off their 5 numbers. If students match with the teacher, they circle the matching numbers.

Spot the Difference: Make two different number cards. For example, (Card A: 1, 2, 3, 4, 5) and (Card B: 1, 3, 2, 4, 5).

Make pairs. One student gets Card A and the other gets Card B. Students do not show each other their cards.

Students discuss their cards and try to spot the difference between the two.

## Let's Try 3 (p.57)

7min.

•Practice the conversation in pairs.

Materials:

HRT: "Please look at page 57, Let's Try 3."  
ALT: "Let's ask your classmates, 'How much?' Please watch us."

digital  
textbook

Example: A: "How much is the ~ ?" B: "It's ~ yen."  
Option: Students make pairs and give students a budget. Looking at PD "food and drink" page, students ask "How much is the ~ ?" "It's ~ yen." each other. Try to spend as much as possible within the budget.

## Let's Listen 2, Let's Try 4 (p.57) ©

10min.

•Confirm the expressions.  
•Play the audio from the digital textbook.

Materials:

HRT: "Next, look at Let's Listen 2 on page 57."  
ALT: "Please listen carefully. I'll say how much. Please add the two and find the total."

digital  
textbook

HRT: "Great job! everyone. Next, let's try 4."  
ALT: "Now, we'll make 1000 yen menu. Open your the Picture Dictionary to page 8 to 9."  
Example: What did you hear? How much is the first price? I'll say how much. Please add and find the total.

## Sounds and Letters: Ending sounds ① (p.95)

5min.

•Check the ending sounds.  
•Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and letters."  
(After practice...)

digital  
textbook

ALT: "Listen carefully and check the boxes that end with the same sound."  
Option: Word (beginning/middle/ending) Karuta: Play Karuta by reading the beginning, middle or ending sound of a word.  
Students take the letter card that makes the corresponding sound.

reflection  
sheet

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.58-59)

minutes Goal: Make a menu with foods from all over Japan, order and pay.

Target Language: What would you like ~ ? I'd like ~ . How much is it? It's ~ yen. etc...

Vocabulary: Dessert (PD p.9), Tastes (PD p.11), Food (PD p.8), Drinks (PD p.9), Numbers (PD pp.4-5)

**Greeting, Small Talk: How many do you want?****6min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "I will make curry and rice tonight!"

ALT: "That sounds delicious!"

HRT: "I like to put 3 potatoes in my curry and rice! How about you? How many do you want?"

ALT: "I want 1 potato but want 3 carrots!"

Example topic: How many ~ do you want?

Example: How many ~ do you want? Do you like ~ ? etc.

**Let's Sing: What would you like? (p.55)****3min.**

- If you have a digital textbook for personal use, take time for personal practice.
- Have everyone sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital  
textbook**

Example: What did you hear?

**Let's Chant: ① I'd like a hamburger. ② How much is it? (p.55)****3min.**

- Review the chants.
- Practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.

**digital  
textbook**

What would you like? I'd like ramen and juice. Ramen and juice.

What would you like? I'd like zenzai and matcha. Zenzai and matcha.

ALT: "Good chanting! Now let's try chant number 2..."

How much? How much? How much is it? How much?

One hundred, two hundred, three hundred yen.

Four hundred, five hundred, six hundred and more! Wow!

**BOL Activity: Chain Game (PD pp.8-9)****9min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "First, let's review vocabulary."

ALT: "Now let's play the chain game! Please watch us!"

**PD and/or  
FCs**

Option: Chain game: Students form groups and decide who goes first. The first person calls out a vocabulary word. For example, "rice".

The next student adds a word to the chain. For example, they say "rice, curry".

The next student keeps adding to the chain with more and more words. For example, they say "rice, curry, sausage..."



## Step 1 (p.58) ©

8min.

- HRT/ALT introduce the unit activity.
- Pick up one famous food in a prefecture
- Practice ordering in pairs using thePD.

Materials:

HRT: "Let's make a menu and sell food!"

ALT: "What food is famous in your town?"

PD and/or  
FCs

HRT: "Let's check "What would you like?" and "I'd like ~ ."

Option: Aim for the best sales by selling famous foods from different prefectures.

Assign one prefecture to each group and have them research it.

Unit 6  
E.C. card

Make a menu with photos and prices, and open a shop.

## Step 2 (p.58) ©

10min.

- HRT/ALT demonstrate the conversation.
- Have students calculate the price of the menu from Step 1.

Materials:

HRT: "Let's check how much!"

ALT: "Use your Picture Dictionary to check the price."

PD and/or  
FCs

Model: A: "How much is it?" B: "A ~ is ... yen. A ~ is ... yen. ... yen, please."

Unit 6  
E.C. card

Food FCs

## Sounds and Letters: Lower-case Writing Practice ⑦ (p.93)

5min.

- HRT/ALT calls out 3 random letters.
- Have students write the letters down on p.93 in the lower-case.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."

(After practice...)

digital  
textbook

ALT: "Listen carefully and write these three letters..."

Option: Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)

The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

reflection  
sheet

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.58-59)

minutes Goal: Order and pay for many friends at a local restaurant.

Target Language: What would you like ~ ? I'd like ~ . How much is it? It's ~ yen. etc...

Vocabulary: Dessert (PD p.9), Tastes (PD p.11), Food (PD p.8), Drinks (PD p.9), Numbers (PD pp.4-5)

**Greeting, Small Talk: What do you have on Mondays?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "" (ALT) sensei, What do you have on Mondays?"

ALT: "I have Japanese lessons on Mondays. And you?"

HRT: "I coach the kendo club on Mondays."

Example topic: What do you have on (day of the week)?

Example: What do you have on Mondays? How about Sundays? What day do you like best? I like Saturdays. I play basketball on Saturdays.

**Let's Sing: What would you like? (p.55)****3min.**

- If you have a digital textbook for personal use, take time for personal practice.
- Have everyone sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital  
textbook**

Example: What did you hear?

**Let's Chant: ① I'd like a hamburger. ② How much is it? (p.55)****4min.**

- Review the chants.
- Practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.

**digital  
textbook**

What would you like? I'd like ramen and juice. Ramen and juice.

What would you like? I'd like zenzai and matcha. Zenzai and matcha.

ALT: "Good chanting! Now let's try chant number 2..."

How much? How much? How much is it? How much?

One hundred, two hundred, three hundred yen.

Four hundred, five hundred, six hundred and more! Wow!

**BOL Activity: Spot the difference (PD pp.4-5)****12min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

ALT: "Let's play Spot the Difference."

Option: Lucky Numbers: Pick 5 random numbers, but don't share them with the class.

**PD and/or  
FCs**

Students write down 5 numbers on a sheet of paper.

The teacher reads off their 5 numbers. If students match with the teacher, they circle the matching numbers.

Spot the Difference: Make two different number cards. For example, (Card A: 1, 2, 3, 4, 5) and (Card B: 1, 3, 2, 4, 5).

Make pairs. One student gets Card A and the other gets Card B. Students do not show each other their cards.

Students discuss their cards and try to spot the difference between the two.

### Step 3 (p.59) ©

<b>12min.</b>	•Children prepare restaurants in groups and sell foods.
<b>Materials:</b>	HRT: "Let's open your restaurants!" ALT: "I'm so excited to try your delicious food!"
<b>Unit 6</b>	Option: Aim for the best sales by selling famous foods from different prefectures.
<b>E.C. card</b>	Designate some students as restaurant staff, and the other students as hungry customers. Give them a budget and have them order as much as they can.
<b>Food FCs</b>	After some time, switch roles so all students get a chance in both roles. After the activity, check with students what they ordered, where it was from and how much it cost.

### Sounds and Letters: Ending sounds ② (p.95)

<b>6min.</b>	•Check the ending sounds. •Fill out the reflection sheet.
<b>Materials:</b>	HRT: "Let's check Sounds and letters." (After practice...)
<b>textbook</b>	ALT: "Listen carefully and check the boxes that end with the same sound."
<b>reflection sheet</b>	Option: Word (beginning/middle/ending) Karuta: Play Karuta by reading the beginning, middle or ending sound of a word. Students take the letter card that makes the corresponding sound.

### Goodbye

<b>1min.</b>	•Leave students with praise and reflect on their accomplishments.
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.60-61)

minutes Goal: Think about food cultures around the world.

Target Language: This is ~ . It's ~ . etc...

Vocabulary: Dessert (PD p.9), Tastes (PD p.11), Food (PD p.8), Drinks (PD p.9), Numbers (PD pp.4-5)

**Greeting, Small Talk: What would you like?****6min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

none

HRT: "Today, I have many foods from foreign countries!"

(Show pictures.)

HRT: "What would you like?"

ALT: "I would like ~ , please."

Example: What would you like? Do you like ~ ? etc.

**Let's Sing: What would you like? (p.55)****3min.**

- If you have a digital textbook for personal use, take time for personal practice.
- Have everyone sing a song.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

digital

textbook

Example: What did you hear?

**Let's Chant: ① I'd like a hamburger. ② How much is it? (p.55)****3min.**

- Review the chants.
- Practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

digital

textbook

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.

What would you like? I'd like ramen and juice. Ramen and juice.

What would you like? I'd like zenzai and matcha. Zenzai and matcha.

ALT: "Good chanting! Now let's try chant number 2..."

How much? How much? How much is it? How much?

One hundred, two hundred, three hundred yen.

Four hundred, five hundred, six hundred and more! Wow!

**BOL Activity: Pictionary****10min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Good job everyone! Next, let's review."

ALT: "Let's play Pictionary!"

**PD and/or  
FCs**

Option: Pictionary: Make groups and line up. The HRT/ALT draws a picture for 10 seconds and the first student in each line tries to guess the job.

If they guess wrong, they go to the back of their group's line and the next student gets to try.

## Do you know? (pp.60-61)

8min.

- Ask students what Japanese dishes and foreign dishes they know.
- Discuss table manners.
- Check the textbook contents.

Materials:

HRT: "What foods do we have in Japan?"

ALT: "Now open to page 60. What food do you see here?"

digital

HRT: "Do you know these foods?"

textbook

ALT: "What foreign foods do you know?"

Example: Guess what! What is this? Do you know ~ ? What are some table manners in Japan? How about other countries? etc.

## Challenge (p.61) ©

8min.

- Introduce local specialties.

Materials:

HRT: "Think about local food. What food is famous in our town?"

ALT: "Where have you visited? Let's research foods from different areas."

none

Option: Introduce local specialties from different prefectures and special products from foreign countries.

## Sounds and Letters: Lower-case Writing Practice ⑧ (p.93)

6min.

- HRT/ALT calls out 3 random letters.
- Have students write the letters down on p.93 in the lower-case.
- Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and Letters."

(After practice...)

textbook

ALT: "Listen carefully and write these three letters..."

reflection  
sheet

Option: Code game: Assign numbers to the letters of the alphabet in advance. (A = 1, B = 2, C = 3, etc...)  
The HRT/ALT says the numbers, students write the corresponding letters and try to guess the word.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: What would you like? (pp.60-61)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . Please enjoy ~ . etc...

Vocabulary: Dessert (PD p.9), Tastes (PD p.11), Food (PD p.8), Drinks (PD p.9), Numbers (PD pp.4-5)

**Greeting, Small Talk: What manners do you have?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "I noticed that Japan has different manners than my country."

HRT: "Like what, for example? What manners do you have?" ALT: "Well, in my country, people should not slurp soup."

HRT: "In your country, people wear their shoes in the house!"

ALT: "True..."

Topic: What manners do you have? What is this made of? etc.

**Let's Sing: What would you like? (p.55)****3min.**

- If you have a digital textbook for personal use, take time for personal practice.
- Have everyone sing a song.

**Materials:**

HRT: "Let's sing!"

**digital  
textbook**

ALT: "Sing slowly with me! Do you remember our song?"

Example: What did you hear?

**BOL Activity: Guess and Point****7min.**

- Confirm the words learned in Unit 6.
- Divide the students into groups and explain the activity.

**Materials:**

HRT: "In this unit, we learned ~ . Let's review."

**PD and/or  
FCs**

ALT: "Now let's play Guess and point!" Option: Guess and Point: The ALT/HRT says only the beginning part of a word.

Students should listen carefully, think about which word it could be, and point to the word.

The teacher reads the word and students pointing at the correct answer are winners.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Word Exploration (p.60)****8min.**

- Ask students what foreign words they know.
- Look up foreign words in dictionaries, etc.

**Materials:**

(Before opening the textbook...)

**textbook**

HRT: "In Japanese, we have many words from foreign countries!"

ALT: "Yes, we have words like amefuto (アメフト), for example. Where is this word from?"

**dictionaries**

HRT: "America! That's easy. What other foreign words do you know?"

\*Elicit foreign words from students and make a list on the blackboard.

Example: Let's find out what other foreign words we have use in Japan!

## Wonderful Japan (p.61) ©

8min.

•Listen and confirm the contents.

Materials:

HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan."

ALT: "Listen carefully!"

digital  
textbook

Option: Worksheet: Make a worksheet with words that appear in the video and words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.

BOL  
Worksheet

## BOL Activity: ALT Corner

8min.

•Assist with the ALT's explanations and remarks.

Materials:

HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her country."

Option: The ALT introduces food and table manners from their home country.

## Sounds and Letters: Ending sounds ③ (p.95)

5min.

•Check the ending sounds.  
•Fill out the reflection sheet.

Materials:

HRT: "Let's check Sounds and letters."

(After practice...)

digital  
textbook

ALT: "Listen carefully and check the boxes that end with the same sound."

Option: Word (beginning/middle/ending) Karuta: Play Karuta by reading the beginning, middle or ending sound of a word. Students take the letter card that makes the corresponding sound.

reflection  
sheet

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce our community. (pp.62-63)

minutes Goal: People/places/things you recommend in your community.

Target Language: This is ~ . He/She is ~ . He/She can ~ . We have ~ . It's ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings(PD p.22), Food (PD p.8), Tastes (PD p.11), Drinks (PD p.9)

**Greeting****4min.**

•Prepare students for the lesson by creating an English environment.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
Elicit responses from students.

none

**Let's Chant: ① Who is this?, ② I can swim. (p.39)****8min.**

•Review what students' learned in Unit 4 through chants.

**Materials:**Who is this? This is Emily. This is Emily Smith.  
Who is this? This is Sakura. This is Ito Sakura.  
Who is this? This is Mark. This is Mark Smith.  
Who is this? This is Yuna. This is Ito Yuna.  
Who am I? I'm a dog. I can swim but I can't fly.  
Who am I? I'm a flying fish. I can swim. I can fly but I can't run.  
I can swim. I can sing but I can't cook. Who am I? It's me!digital  
textbook**Let's Chant: ③ Can you swim fast?, ④ She can sing well. (p.39)****8min.**

•Review what students' learned in Unit 4 through chants.

**Materials:**Can you run? No, I can't. I can't run, but I can fly.  
Can you swim? Yes, I can. I can swim fast. Can you swim fast?  
No, I can't. I can't swim fast, but I can run fast!  
This is my friend, Emily. She can play soccer well. She can speak English well. She can sing well and she is so kind.  
This is my father, Mark Smith. He is a baker. He can bake bread well. He can swim fast and he is so cool.digital  
textbook**Let's Chant: ① Go straight., ② Turn right. (p.47)****8min.**

•Review what students' learned in Unit 5 through chants.

**Materials:**Go straight! One block, two blocks, three!  
Go straight! One block, two blocks, three blocks, four!  
Go straight! One block, two blocks, three!  
Go straight! One block, two blocks, three blocks, four!  
Turn right, turn left, turn right! You can see it on your left!  
Turn left, turn right, turn left! You can see it on your right!  
Turn right, turn left, turn right! You can see it on your left!  
Turn left, turn right, turn left! You can see it on your right!digital  
textbook



## Let's Chant: ① I'd like a hamburger., ② How much is it? (p.55)

8min.

•Review what students' learned in Unit 6 through chants.

Materials:

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.

What would you like? I'd like ramen and juice. Ramen and juice.

digital

What would you like? I'd like zenzai and matcha. Zenzai and matcha.

textbook

How much? How much? How much is it? How much? How much? How much is this? How much? How much is that?  
One hundred, two hundred, three hundred yen. Four hundred, five hundred, six hundred and more! Wow!

## HOP (p.63)

4min.

•Review the expressions students learned in Units 4-6.

Materials:

ALT: "Let's review the cards on pages 62 and 63, and look back over what you've learned."

Students recite the speeches or the conversations they had in Units 4-6.

digital

ALT shows the demonstration video.

textbook

ALT: "Imagine a visitor from another country comes to our school. What would you tell them about our town?"

Students think about what they would like to introduce about their community and what expressions they should use.

PD

## STEP (p.63)

4min.

•Students consider how to introduce their local recommendation to someone using English.

Materials:

Demonstrate the speech.

ALT: "Hello. This is oyaki. Oyaki are Japanese dumplings. You can buy oyaki in Nagano They're delicious! Thank you!"

digital

The ALT/HRT hand out drawing paper for making a hometown pamphlet.

textbook

ALT: "You can find expressions for your pamphlet on pages 62 and 63."

HRT: "Please introduce something you like about our town to someone from another country."

paper

Students practice delivering their message.

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce our community. (pp.62-63)

minutes Goal: People/places/things you recommend in your community.

Target Language: This is ~ . He/She is ~ . He/She can ~ . We have ~ . It's ~ . etc...

Vocabulary: Actions (I) (PD p.18), Buildings(PD p.22), Food (PD p.8), Tastes (PD p.11), Drinks (PD p.9)

**Greeting****5min.**

•Prepare students for the lesson by creating an English environment.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
Elicit responses from students.

none

**Let's Chant: ① Who is this?, ② I can swim. (p.39)****8min.**

•Review what students' learned in Unit 4 through chants.

**Materials:**Who is this? This is Emily. This is Emily Smith.  
Who is this? This is Sakura. This is Ito Sakura.  
Who is this? This is Mark. This is Mark Smith.  
Who is this? This is Yuna. This is Ito Yuna.  
Who am I? I'm a dog. I can swim but I can't fly.  
Who am I? I'm a flying fish. I can swim. I can fly but I can't run.  
I can swim. I can sing but I can't cook. Who am I? It's me!digital  
textbook**Let's Chant: ③ Can you swim fast?, ④ She can sing well. (p.39)****8min.**

•Review what students' learned in Unit 4 through chants.

**Materials:**Can you run? No, I can't. I can't run, but I can fly.  
Can you swim? Yes, I can. I can swim fast. Can you swim fast?  
No, I can't. I can't swim fast, but I can run fast!  
This is my friend, Emily. She can play soccer well. She can speak English well. She can sing well and she is so kind.  
This is my father, Mark Smith. He is a baker. He can bake bread well. He can swim fast and he is so cool.digital  
textbook**Let's Chant: ① Go straight., ② Turn right. (p.47)****8min.**

•Review what students' learned in Unit 5 through chants.

**Materials:**Go straight! One block, two blocks, three!  
Go straight! One block, two blocks, three blocks, four!  
Go straight! One block, two blocks, three!  
Go straight! One block, two blocks, three blocks, four!  
Turn right, turn left, turn right! You can see it on your left!  
Turn left, turn right, turn left! You can see it on your right!  
Turn right, turn left, turn right! You can see it on your left!  
Turn left, turn right, turn left! You can see it on your right!digital  
textbook

## Let's Chant: ① I'd like a hamburger., ② How much is it? (p.55)

8min.

•Review what students' learned in Unit 6 through chants.

Materials:

What would you like? I'd like a hamburger and a salad. A hamburger and a salad.

What would you like? I'd like ramen and juice. Ramen and juice.

digital

What would you like? I'd like zenzai and matcha. Zenzai and matcha.

textbook

How much? How much? How much is it? How much? How much? How much is this? How much? How much is that?  
One hundred, two hundred, three hundred yen. Four hundred, five hundred, six hundred and more! Wow!

## JUMP (p.63)

7min.

•Students give a speech introducing their local recommendation to someone in English.

Materials:

ALT demonstrates delivering their recommendation. Have the HRT ask a follow-up question when finished.

Have the HRT clarify the rubric and evaluation standards.

digital

Confirm the 2 points for self-evaluation, 'Topic' and 'Communication' on p.63.

textbook

ALT: "Please practice reading your recommendation out loud. Think about 'Topic' and 'Communication'."

Students practice reading aloud.

HRT: "Now let's get into groups and introduce our recommendations."

ALT: "When it's your turn to listen, please remember to ask questions at the end."

Students deliver their recommendations in groups while teachers walk around and evaluate speakers and listeners.

Have students change groups as time allows.

## Goodbye

1 min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.66-67)

minutes Goal: Understand conversations about seasons and Japanese culture.

Target Language: Why do you like ~ ? We have ~ . What do you do ~ ? I usually ~ . etc...

Vocabulary: Seasons (PD p.14)

**Greeting, Small Talk: What do you do on New Year's Day?****6min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "Happy New Year! What do you do on New Year's Day?"**none**ALT: "I go to a restaurant with my friends. What do you do on New Year's Day in Japan?"  
HRT: "I watch the sun rise and go to a shrine."  
Topic: What do you do on ~ ? What did you do on ~ ? etc...**Let's Sing: Yokoso! (p.67)****5min.**

- Introduce the song.

**Materials:**HRT: "Let's sing a song. First, please listen."  
ALT: "Yes, let's listen to 'Yokoso!'"**digital  
textbook**

Example: What did you hear? What events did you hear? What can you do on New Year's Day?

**Word Link: SeasonsPD (p.14)****6min.**

- Practice vocabulary words aloud.

**Materials:**HRT: "Let's look at the Picture Dictionary."  
Example: • Show only part of the card and gradually reveal it.**PD and/or  
FCs**Have the students guess what the word is.  
• Show all of the cards except the last one, and have the students guess the word.**Let's Try 1 (p.67)****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**HRT: "Good job everyone! Next, let's look at the Picture Dictionary."  
ALT: "Let's play the association game!"**PD and/or  
FCs**Option: Association game: The ALT will list words related to the seasons in English.  
For example, "flowers, peach, wind, goodbye... spring!"  
Students guess which season they are talking about.  
Keyword game: Make pairs. Pairs place an eraser/small object in between each other.  
The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.  
When the keyword is read, the first student to grab the eraser/object is the winner.  
\*Once the rules are understood, you can show pictures and elicit the words from students.

## Let's Chant: ① Why do you like winter? (p.67)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to sing along.

Materials:

HRT: "Let's chant! First, please listen."  
(Play textbook chant)

digital  
textbook

Why do you like winter? We have new Year's Day in winter.  
Why do you like spring? Why do you like summer? Why do you like fall?  
ALT: "What did you hear?"

## Starting Out (pp.66-67) ②

10min.

- Listen and write the numbers in boxes A~E in order.
- Confirm and explain the situation
- Repeat the audio slowly with gesture

Materials:

HRT: "Please look at pages 66 to 67, Starting Out. Listen carefully to the story."

digital  
textbook

\*Depending on the students' level, stop the audio and check the content to confirm their understanding.  
Example: "What did you hear? What are they talking about? Let's listen again and check the answers."

## Sounds and Letters: Animals Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Animal Jingle, Aa-Cc.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."

textbook

"A, /a/, ant! B, /b/, bear! C, /c/, cow!"

reflection  
sheet

HRT: "Today, let's check A, B, and C and their sounds. We already learned their names."

ALT: "What letter is this? A! What sound does it make? /a/!"

Option: Look for words that start with A. Do they use the long-vowel sound or short-vowel sound? (Ex, skating, cake, shaved ice/ apple, art, aquarium, always...)

\*Depending on the students' level, let them guess first and search in their Picture Dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.66-67)

minutes Goal: Understand conversations about Japanese seasons and culture.

Target Language: Why do you like ~ ? We have ~ . What do you do ~ ? I usually ~ . etc...

Vocabulary: Shapes (PD p.6)

**Greeting, Small Talk: What do you do on New Year's Day in (ALT)'s country?****6min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

HRT: "I go to a shrine on New Year's Day. What do you do on New Year's Day in your country, (ALT) sensei?"

**none**

ALT: "My country? Nothing special... I usually go to a restaurant with friends."

HRT: "Really? In Japan, many restaurants are closed on New Year's Day."

Topic: What do you do on ~ ? What did you do on ~ ? etc.

**Let's Sing: Yokoso! (p.67)****5min.**

- Review the song.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Yokoso!'"

**digital****textbook**

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music. Focus on pronunciation and intonation.

**Word Link: ShapesPD (p.6)****6min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's look at the Picture Dictionary."

ALT: "Let's practice new words. What shape is this?"

**PD and/or****FCs**

Example: Show only part of the card and have the students guess what the word is.

Flash the card for a quick second and then hide it. Ask students what they saw.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try I (p.67)****6min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Now look at the Picture Dictionary. First, let's review words!"

ALT: "Let's play the monster game! Please watch us!"

**PD and/or****FCs**

HRT/ALT demonstrate the game.

Monster Game: Give each student a blank sheet of paper. The ALT says a body part and shape, and students draw a picture accordingly.

When students have finished drawing, take a look at some of the monsters together as a class.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Let's Chant: ② What do you do on New Year's Day? (p.67)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to sing along.

Materials:

HRT: "First, please listen to the chant."  
What do you do on New Year's Day? Me? Yes, you! I usually play Karuta.  
What do you do in spring? We usually see cherry blossoms.  
What do you do in summer? We usually dance bon-odori.  
What do you do in fall? We usually see the moon.  
ALT: "What did you hear?"

digital  
textbook

## Let's Watch and Think (p.67) ㊟

10min.

- Watch the video.
- If students don't understand some parts, repeat the audio slowly with gesture.

Materials:

HRT: "Let's watch and think."  
(Play the video.)  
ALT: "What did you hear?"  
Example: What's the name of this food? Where is this food from? etc.

digital  
textbook

## Sounds and Letters: Animals Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Animal Jingle, Dd-Ff.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."  
D, /d/, dog! E, /e/, elephant! F, /f/, fish!

textbook

HRT: "Today, let's check D, E, and F and their sounds. We already learned their names."  
ALT: "What letter is this? E! What sound does it make? /e/!"

reflection  
sheet

Option: Look for words that start with E. Do they use the long-vowel sound or short-vowel sound? ( Ex, eat, reading, Japanese /pen, entrance, restroom...)  
\*Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊟ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.68-69)

minutes Goal: Ask/quiz friends about Japanese games and annual events.

Target Language: We have ~ . You can ~ . It's ~ . etc...

Vocabulary: Activities (PD p.27)

**Greeting, Small Talk: What season do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what season is it?"

ALT: "It's winter."

HRT: "That's right! It's winter! Let's go skiing!"

ALT: "Oh, you're excited! Do you like winter?"

HRT: "Yes, I like winter. How about you? What season do you like?"

Topic: How many seasons does your country have and what season do you like? etc.

Example: My birthday is ~ so I like ~ season. What season do you like? Do you like ~ ? etc...

**BOL Activity: Grouping Game****7min.**

- Check words and expressions students have learned up to the previous class.

**Materials:**

HRT: "Let's check words and phrases!"

ALT: "Now let's play a grouping game!"

**PD and/or  
FCs**

\*Depending on the students' level, give a demonstration.

Option: Grouping game: Students ask each other "What season do you like?" If they like the same season, they form a group.

Groups walk around the classroom together and ask other classmates, trying to expand the group within the time limit.

Keyword game: Make pairs. Pairs place an eraser/small object in between each other.

The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser/object is the winner.

\*Once the rules are understood, you can show pictures and elicit the words from students.

**Word Link: Activities (PD p.27)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary. Let's practice!"

Example: Show only part of the card and gradually reveal it.

**PD and/or  
FCs**

Have the students guess what the word is.

Show all of the cards and have the students memorize the word order.

**BOL Activity: Associative Karuta****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job, everyone! Next, please look at these cards!"

ALT: "Let's play Associative Karuta!"

**PD and/or  
FCs**

Option: Associative Karuta: Create groups. As with karuta, spread the cards out.

The ALT reads the hint, but replaces the keyword with an associated word.

For example, "tag" : run, touch, ice, color など)

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.



## Let's Listen 1 (p.68)

5min.

- Listen and confirm understanding
- Have students open their textbook to page 68.
- Depending on understanding, repeat slowly or review words.

Materials:

HRT: "Next, Let's Listen 1. Page 68."

(Play the audio from the digital textbook.)

digital

ALT: "What did you hear?"

textbook

Example: What did you hear first? What play is this? Do you know any other traditional plays from Japan?

## Let's Listen 2 (p.68) ©

10min.

- Think about what annual events the pictures represent.
- Listen to the "Let's Listen 2" (3 hint quiz.)

Materials:

HRT: "Let's Listen 2!"

ALT: "There are two quizzes so please listen carefully."

digital

Example: What event is this? What's this? What is the first hint? etc.

textbook

## Sounds and Letters: Animals Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Animal Jingle, Gg-Ii.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."

"G, /g/, gorilla! H, /h/, horse! I, /i/, iguana!"

textbook

HRT: "Today, let's check G, H, and I and their sounds. We already learned their names."

ALT: "What letter is this? I! What sound does it make? /i/!"

reflection  
sheet

Option: Look for words that start with I. Do they use the long-vowel sound or short-vowel sound? (Ex, spicy, fine, ice cream / scissors, fish, broccoli...)

\*Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.68-69)

minutes Goal: Ask each other about Japanese annual events.

Target Language: We have ~ . You can ~ . It's ~ . What do you do ~ ? I usually ~ . etc...

Vocabulary: Yearly Events (PD p.28)

**Greeting, Small Talk: How many seasons does your country have?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
ALT: "How many seasons does Japan have?"**none**

HRT: "We have 4 seasons. Spring, summer, fall and winter."

ALT: "What about the rainy season? And typhoon season?"

HRT: "Well, um..."

Example: Guess how many seasons (ALT) sensei's home country has.

What do you do in winter season? etc.

**Word Link: Yearly Events (PD p.28)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary. Let's practice!"

Example: "Repeat after me..." Verify words at random.

**PD and/or  
FCs**

Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**BOL Activity: Association Game****9min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's play the association game!"

Option: Association game: Choose a keyword from the Yearly Events vocabulary words.

**PD and/or  
FCs**

The ALT will list words related to that event in English, and students guess which event they are talking about. Pictionary: Make groups and line up. The HRT/ALT draws a picture for 10 seconds and the first students in their lines try to guess the job.

If they guess wrong, they go to the back of their group's line and the next student comes forward.

If they guess correctly, they can have a turn drawing the picture while other students guess.

**Let's Listen 3 (p.69)****5min.**

- Have students open their textbook to page 69.
- Confirm the events and dates.
- Check the answers with the digital textbook.

**Materials:**

HRT: "Open your textbook to page 69, Let's Listen 3."

ALT: "Do you have a pencil? Draw a line to connect the answer."

**digital**

Example: What's New Year's Day? What's New Year's Eve?

**textbook**

Have you heard "eve" before? (Christmas Eve) What does it mean? etc.

Option: Let students guess the answers before listening.

## Let's Try 3 (p.69) ©

5min.

- Have students open a textbook to page 69.
- Confirm the expressions with the ALT. (We have ~. You can eat/see/play...)
- Have students tell each other about the season they like and what they can do.

Materials:

HRT: "Open your textbook to page 69, Let's Try 3."

ALT: "Please listen check the expressions."

digital  
textbook

Example: We have ~ in (season). You can eat/see/play... It's ~ . etc.

## Let's Try 4 (p.69) ©

10min.

- Talk to a classmate about a Japanese event
- Share what they can eat and do at the event.
- Confirm phrases with ALT (What do you do on New Year's Day?/ I usually play/ eat...)

Materials:

HRT: "Next, Let's Try 4."

ALT: "Let's talk about a Japanese event with one of your classmates!"

digital  
textbook

Option: Introduce events in the ALT's country when having them think about events.

## Sounds and Letters: Animals Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Animal Jingle, Jj-Ll.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters." J, /j/, jaguar! K, /k/, koala! L, /l/, lion!"

HRT: "Today, let's check J, K and L and their sounds. We already learned their names."

textbook

ALT: "What letter is this? L! What sound does it make? /l!"

reflection  
sheet

Option: Think of a few simple words with the letter L in them. (elephant, lion...)

Write them on the board, leaving the letter L out (e\_phant, \_ion...) and draw a quick picture.

Ask students to fill in the blank with the missing letter.

\*Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.70-71)

minutes Goal: Ask others about their favorite season, why, and events.

Target Language: Why do you like ~ ? We have ~ . What do you do ~ ? I usually ~ . etc...

Vocabulary: Seasons (PD p.14), Shapes (PD p.6), Activities (PD p.27), Yearly Events (PD p.28)

**Greeting, Small Talk: What do you enjoy in winter?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "Do you remember? I like winter. I like ~ ."

ALT: "You like skiing!"

HRT: "Yes! I like skiing! What do you enjoy in winter?"

ALT: "I enjoy Christmas shopping and giving presents!"

Topic: What do you enjoy in spring/summer/fall? etc.

Example: What do you usually do in (season)? Do you like ~ ? etc.

**Let's Sing: Yokoso! (p.67)****3min.**

- Review the song.
- Sing the song all together.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital  
textbook****Let's Chant: ① Why do you like winter? ② What do you do on New Year's Day? (p.67)****3min.**

- Review the chants slowly with the homeroom teacher and ALT.
- If you can use the digital textbook on your own, let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Why do you like winter? We have new Year's Day in winter. New Year's Day, New Year's Day. We have New Year's Day in winter.

**digital  
textbook**

Why do you like spring? Why do you like summer? Why do you like fall? Why do you like fall?

HRT: "Nice! Now chant number two..."

What do you do on New Year's Day? Me? Yes, you! I usually play Karuta.

What do you do in spring? We usually see cherry blossoms.

What do you do in summer? We usually dance bon-odori.

What do you do in fall? We usually see the moon.

**BOL Activity: Monster Game****8min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "First, let's review words!"

ALT: "Let's play the monster game! Please watch us!"

**PD and/or  
FCs**

HRT/ALT demonstrate the game.

Option: Monster Game: Give each student a blank sheet of paper. The ALT says a body part and shape, and students draw a picture accordingly.

When students have finished drawing, take a look at some of the monsters together as a class.

Memory game: Divide into groups. Place mini cards face-down on the table.

Students take turns flipping over two cards and saying the words on the cards.

If students make a pair, they keep the cards. If the cards do not match, flip the cards back over and try again.

## Step 1 (p.70) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Introduce the unit's final activity.</li><li>•Give a demonstration.</li><li>•Have students make pairs and check expressions they can use.</li></ul>
<b>Materials:</b>	ALT: "I want to do something special in Japan but I have no idea!" HRT: "I see... Class, let's introduce the seasons in Japan!"
<b>textbook</b>	ALT: "Thank you! First, let's review words and phrases." ~ sensei, why do you like spring/ summer/ fall/ winter?" HRT: "We have ~ in spring/ summer/ fall/ winter!"
<b>Unit 7</b>	Option: Divide into four groups. Each group will introduce one of the four seasons.
<b>E.C. card</b>	Groups introduce their season to the ALT and tell them what they can do/see/eat in that season. At the end, the ALT chooses which season was their favorite.

## Step 2 (p.70) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Have students make pairs and ask what they do on "event" each other.</li><li>•Have students make pairs and check expressions they can use.</li></ul>
<b>Materials:</b>	HRT: "Let's introduce the seasons!" ALT: "Let's brainstorm and get many ideas! What do you have in winter?"
<b>textbook</b>	HRT: "Christmas, New Year's Day... Good!" ALT: "What do you usually do on New Year's Day?"
<b>Unit 7</b>	HRT: "I usually play Karuta."
<b>E.C. card</b>	Model: A: What do you do on ~ ? B: We have ~ in winter./ We(I) usually .../ It's ~ ./

## Sounds and Letters: Animals Jingle (p.96)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Explain that letters have names and sounds.</li><li>•Sing the Animal Jingle, Mm-Oo.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "First, let's check Sounds and Letters." "M, /m/, monkey! N, /n/, newt! O, /o/, ox!"
<b>textbook</b>	HRT: "Today, let's check M, N, and O and their sounds. We already learned their names." ALT: "What letter is this? O! What sound does it make? /o/!"
<b>reflection sheet</b>	Option: Look for words that start with O. Do they use the long-vowel sound or short-vowel sound? (Ex, uniform, gloves, homework/ do, cook, two...) *Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.70-71)

minutes Goal: Introduce the four seasons of Japan to ALTs.

Target Language: Why do you like ~ ? We have ~ . What do you do ~ ? I usually ~ . etc...

Vocabulary: Seasons (PD p.14), Shapes (PD p.6), Activities (PD p.27), Yearly Events (PD p.28)

**Greeting, Small Talk: What do you enjoy in spring?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, in winter you enjoy Christmas presents. What do you enjoy in spring?"

ALT: "In spring? Hm... I enjoy flowers. And you?"

HRT: "I do too. I enjoy hanami. I usually go to the park."

ALT: "That sounds wonderful!"

Topic: What do you enjoy in spring/summer/fall? etc.

Example: What do you usually do in (season)? Do you like ~ ? etc.

**Let's Sing: Yokoso! (p.67)****3min.**

- Review the song.
- Sing the song all together.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital****textbook****Let's Chant: ① Why do you like winter? ② What do you do on New Year's Day? (p.67)****3min.**

- Review the chants slowly with the homeroom teacher and ALT.
- If you can use the digital textbook on your own, let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Why do you like winter? We have new Year's Day in winter. New Year's Day, New Year's Day. We have New Year's Day in winter.

**digital****textbook**

Why do you like spring? Why do you like summer? Why do you like fall? Why do you like fall?

HRT: "Nice! Now chant number two..."

What do you do on New Year's Day? Me? Yes, you! I usually play Karuta.

What do you do in spring? We usually see cherry blossoms.

What do you do in summer? We usually dance bon-odori.

What do you do in fall? We usually see the moon.

**BOL Activity: Charades****12min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Let's play Charades!"

Charades: Divide the students into groups and decide the order within the group.

**PD and/or****FCs**

The first person gestures the word written on the flash card.

The other members of their group try to guess the word.

The student who guesses correctly takes a turn gesturing.

### Step 3 (p.71) ©

<b>12min.</b>	•Have students pretend to introduce foreigners about the seasons in Japan, showing Unit 7 E.C. card.
<b>Materials:</b>	HRT: "Let's present the seasons!" ALT: "I'm so excited to hear your presentations!"
<b>textbook</b>	Option: Introduce the four seasons of Japan to the ALT. Divide into four groups. Each group will introduce one of the four seasons.
<b>Unit 7 E.C. card</b>	Groups introduce their season to the ALT and tell them what they can do/see/eat in that season. At the end, the ALT chooses which season was their favorite.

### Sounds and Letters: Animals Jingle (p.96)

<b>7min.</b>	•Explain that letters have names and sounds. •Sing the Animal Jingle, Pp-Ss. •Fill out the reflection sheet.
<b>Materials:</b>	HRT: "First, let's check Sounds and Letters." "P, /p/, pig! Q, /q/, quail! R, /r/, rabbit! S, /s/, seal!"
<b>textbook</b>	HRT: "Today, let's check P, Q, R, and S and their sounds. We already learned their names." ALT: "What letter is this? R! What sound does it make? /r/!"
<b>reflection sheet</b>	Option: Think of a few simple words with the letter R in them. (rabbit, tiger...) Write them on the board, leaving the letter R out (_abbit, tige_...) and draw a quick picture. Ask students to fill in the blank with the missing letter. *Depending on the students' level, let them search in their Picture Dictionary.

### Goodbye

<b>1min.</b>	•Leave students with praise and reflect on their accomplishments.
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.72-73)

minutes Goal: Think about Japanese culture spreading around the world.

Target Language: You have ~ . Do you like ~ ? etc...

Vocabulary: Seasons (PD p.14), Shapes (PD p.6), Activities (PD p.27), Yearly Events (PD p.28)

**Greeting, Small Talk: What part of Japanese culture do you like?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "What part of Japanese culture do you like?"

ALT: "I like Japanese wooden buildings, like Horyuji. What part of Japanese culture do you like?"

HRT: "I like kendo. I coach the kendo club."

Example topic: Culture in my country(ALT introduces plays in their country, food, culture, etc.)

**Let's Sing: Yokoso! (p.67)****3min.**

- Review the song.
- Sing the song all together.

**Materials:**

HRT: "Let's sing a song!"

ALT: "Sing slowly with me!"

**digital  
textbook****Let's Chant: ①Why do you like winter? ②What do you do on New Year's Day? (p.67)****3min.**

- Review the chants slowly with the homeroom teacher and ALT.
- If you can use the digital textbook on your own, let the students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Why do you like winter? We have new Year's Day in winter. New Year's Day, New Year's Day. We have New Year's Day in winter.

**digital  
textbook**

Why do you like spring? Why do you like summer? Why do you like fall? Why do you like fall?

HRT: "Nice! Now chant number two..."

What do you do on New Year's Day? Me? Yes, you! I usually play Karuta.

What do you do in spring? We usually see cherry blossoms.

What do you do in summer? We usually dance bon-odori.

What do you do in fall? We usually see the moon.

**BOL Activity: Pictionary****8min.**

- Review vocabulary
- Explain the rules

**Materials:**

HRT: "Good job everyone! Next, let's review. Look at the Picture Dictionary."

ALT: "Let's play Pictionary!"

**PD and/or  
FCs**

Pictionary: Make groups and line up. The HRT/ALT draws a picture and the first students in their lines try to guess the job.

If they guess wrong, they go to the back of their group's line and the next student comes forward.

If they guess correctly, they can have a turn drawing the picture while other students guess.



## Do you know? (pp.72-73)

<b>10min.</b>	<ul style="list-style-type: none"><li>•Have students talk about what they know about Japanese culture.</li><li>•Open the textbook and check the contents.</li></ul>
<b>Materials:</b>	HRT: "What do you know about Japanese culture?" Students discuss and share what they know.
<b>digital</b>	HRT: "(ALT) sensei came to Japan from their country. What part of Japanese culture they will like?"
<b>textbook</b>	ALT: "Please teach me about Japanese culture." Example: Guess what! What is this? What are they doing? Why do they have these manners? etc.

## Challenge (p.73) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Introduce Japanese games.</li></ul>
<b>Materials:</b>	HRT: "Let's play a Japanese game with (ALT) sensei." ALT: "Please teach me some traditional Japanese games!"
<b>none</b>	Option: Play a Japanese game/do a Japanese activity with the ALT. For example, fold paper cranes. Try to explain to the ALT in English.

## Sounds and Letters: Animals Jingle (p.96)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Explain that letters have names and sounds.</li><li>•Sing the Animal Jingle, Tt-Ww.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "First, let's check Sounds and Letters." "T, /t/, tiger! U, /u/, duck! V, /v/, vulture! W, /w/, wolf!"
<b>textbook</b>	HRT: "Today, let's check T, U, V and W and their sounds. We already learned their names." ALT: "What letter is this? U! What sound does it make? /u/!"
<b>reflection sheet</b>	Option: Look for words that start with U. Do they use the long-vowel sound or short-vowel sound? ( Ex, cute, museum, education /bus, turn, under...) *Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Welcome to Japan. (pp.72-73)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: My name is ~ . I'm ~ . I'm from ~ . I live in ~ . Please enjoy ~ . etc...

Vocabulary: Seasons (PD p.14), Shapes (PD p.6), Activities (PD p.27), Yearly Events (PD p.28)

**Greeting, Small Talk: What's important in (ALT)'s culture?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "Thank you for teaching me about Japanese culture last lesson. Today, I will tell you about my culture!"

HRT: "(ALT) sensei, what culture do you have in your country?"

ALT: "We have art like... and music like... and food like..."

HRT: "Wonderful! It's all very interesting."

**Let's Sing: Yokoso! (p.67)****3min.**

- Review the song.
- Sing the song all together.

**Materials:**

HRT: "Let's sing a song!"

**digital  
textbook**

ALT: "Sing slowly with me!"

**BOL Activity: Karuta****7min.**

- Check the words and expressions students have learned in Unit 7.
- Divide students into groups and distribute Karuta cards.

**Materials:**

HRT: "First, let's check words and phrases. In this unit, we learned ~ . Let's review."

Practice the target language with students.

**PD and/or  
FCs**

ALT: "Now let's play Karuta!"

Karuta Option: Read the word as-is, read only part of the word, use the word in a phrase, or give a hint.

Jumping game: Divide the children into two teams. Place the FCs in a row on the floor.

From opposite ends, students say the first word and jump to the next word. When opposite teams reach the same card, they play R/S/P.

The winner continues. The loser goes to the back of their team's line and the next student from their team starts.

**Word Exploration (p.72)****6min.**

- Before opening the textbook students list Japanese words that are used in English.
- Review foreign words.

**Materials:**

ALT: "We use some Japanese words in English. Do you know any?"

Elicit answers from students.

**textbook**

ALT: "Karaoke, sumo, sushi... Good job!"

**dictionary**

HRT: "Let's check the Japanese words used in English. Open your textbook to page 72."

Example: Let's find out what other Japanese words are used in English!

## Wonderful Japan (p.73) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Listen and confirm the contents.</li><li>•If students have their own digital textbook listen individually.</li></ul>
<b>Materials:</b>	HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan." ALT: "Listen carefully!"
<b>digital textbook</b>	Option: Worksheet: Make a worksheet with words that appear in the video and words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.
<b>BOL Worksheet</b>	

## BOL Activity: ALT Corner

<b>8min.</b>	<ul style="list-style-type: none"><li>•Assist with the ALT's explanations and remarks.</li><li>•ALT will talk about his/her own country</li></ul>
<b>Materials:</b>	HRT: "Let's listen to (ALT) sensei! (ALT) sensei will talk about his/her country." Option: The ALT introduces culture, games and food from their home country.

## Sounds and Letters: Animals Jingle (p.96)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Explain that letters have names and sounds.</li><li>•Sing the Animal Jingle, Xx-Zz.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "First, let's check Sounds and Letters." "X, /x/, fox! Y, /y/, yak! Z, /z/, zebra! Z, /z/, zoo!"
<b>textbook</b>	HRT: "Today, let's check X, Y, and Z and their sounds. We already learned their names." ALT: "What letter is this? Z! What sound does it make? /z/!"
<b>reflection sheet</b>	Option: Students look for as many words with x as they can find in a limited amount of time. ( Ex, six, box...) *Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.74-75)

minutes Goal: Understand conversations about everyday life.

Target Language: I always/usually/sometimes/never ~ . Do you always/usually/sometimes/never ~ ? What housework do you do? etc...

Vocabulary: Daily Activities (PD p.20)

**Greeting, Small Talk: What housework do you usually do?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "What housework do you usually do, (HRT) sensei?"

HRT: "I usually throw out the garbage. What housework do you usually do?"

ALT: "I do all of the housework. Wash dishes, do the laundry..."

HRT: "Wow, that's a lot of work!"

Topic: What do you do in your house? What is your routine? etc.

**Let's Sing: My Hero (p.75)****4min.**

- Introduce the song.

**Materials:**

HRT: "Let's sing a song. First, please listen."

ALT: "Yes, let's listen to 'My Hero'."

**digital****textbook**

Example: What did you hear? What's his father's job? What can he do? etc.

**Word Link: Daily Activities (PD p.20)****7min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary. Let's check and practice!"

**PD and/or****FCs**

Option: Example: Show only part of the card and have the students guess what the word is. Missing Game: Stick the FCs on the blackboard. Have the students close their eyes.

Remove one card and have the students open their eyes. The student who can guess the missing card is the winner.

**Let's Try 1 (p.75)****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, look at the Picture Dictionary."

ALT: "Let's play Lucky Card!"

**PD and/or****FCs**

Lucky Card: Stick the FCs on the blackboard and have the students close their eyes.

HRT/ALT hides something behind one "lucky" flash card.

Students open their eyes and say the word they think might be hiding the lucky card.

After reading the word, remove the FC and check if it was lucky or not.

Gesture game: HRT/ALT chooses a word from the vocabulary and gestures to communicate the word.

Students try to guess the correct word. The student who guesses correctly takes a turn gesturing. Repeat.

## Let's Chant: ① Who is your hero? (p.75)

5min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "First, please listen to the chant."

Who is your hero? Hero, hero, who is your hero?

digital

My hero is my brother. He can speak English well.

textbook

Hero, hero, who is your hero?

My hero is my sister. She can play tennis well.

ALT: "What did you hear?"

## Starting Out (pp.74-75) ②

10min.

- Have students listen and write the numbers in order.

Materials:

HRT: "Please look at pages 74 to 75, Starting Out."

ALT: "Let's listen carefully to the story."

digital

Example: What did you hear? What are they doing?

textbook

\*Depending on the students' level, first check how the action can be expressed in English, then have them listen.

## Sounds and Letters: Food Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Have students watch the Food Jingle, Aa-Cc.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."

"A, /a/, apple! B, /b/, banana! C, /c/, corn!"

textbook

HRT: "Today, let's check A, B, and C and their sounds. We already learned their names."

ALT: "What letter is this? A! What sound does it make? /a/!"

reflection

Option: Students look for as many words with A, B or C as they can find in a limited amount of time. (Ex, Japanese/ bed/ cat)

sheet

\*Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.74-75)

minutes Goal: Understand conversations about people you admire.

Target Language: Who is your hero? My hero is ~ . Why is she/he your hero? She/He is good at ~ . etc...

Vocabulary: Personalities (PD p.17)

**Greeting, Small Talk: What do you usually do after school?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, what do you usually do after school?"

ALT: "I usually play tennis after school! And you?"

HRT: "I coach the kendo club."

ALT: "Cool! Can I join sometime?"

Topic: What do you always(sometimes) do after school? etc.

**Let's Sing: My Hero (p.75)****5min.**

- Check the song with the homeroom teacher and the ALT.

**Materials:**

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'My Hero'."

**digital****textbook**

Option: Encourage the students to practice individually, and after a few minutes, sing the song together as a class. Sing slowly without music, focusing on pronunciation and intonation.

**Word Link: Personalities (PD p.17)****5min.**

- The homeroom teacher has the students open the page on page 17 of thePD (or use FCs) and practice the words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary. Let's check and practice new words!"

Option: Show only part of the card and have the students guess what the word is.

**PD and/or****FCs**

Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

**Let's Try 1 (p.75)****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job, everyone! Next, look at the Picture Dictionary."

ALT: "Now let's play the Keyword game!"

**PD and/or****FCs**

Keyword game: Make pairs. Pairs place an eraser/small object in between each other.

The ALT sets a keyword from the vocabulary, reads the words aloud and students repeat.

When the keyword is read, the first student to grab the eraser/object is the winner.

\*Once the rules are understood, you can show pictures and elicit the words from students.

## Let's Chant: ② Why is he your hero? (p.75)

6min.

- After playing the chant, ask the students questions about the content.
- Play the chant again and encourage the students to chant along.

Materials:

HRT: "First, please listen to the chant."  
(Play textbook chant)

digital  
textbook

"Why is he your hero? / He is good at cooking. / Good at skiing. Good at singing. / He is always kind to me. / Why is she your hero? / She is good at shogi. / Good at math. Good at kendo. She is always kind to me. /" ALT: "What did you hear?"

## Let's Watch and Think (p.75) ㊟

10min.

- Have children watch audio and video.

Materials:

HRT: "Before we watch the video, do you know who they are?"  
ALT: "Can you guess what they do?"

digital  
textbook

\*Elicit answers from students.  
HRT: "Let's watch and think."  
(Play the video.)  
ALT: "What did you hear?"

## Sounds and Letters: Food Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Food Jingle, Dd-Ff.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."  
"D, /d/, donut! E, /e/, egg! F, /f/, fish!"

textbook

HRT: "Today, let's check D, E, and F and their sounds. We already learned their names."  
ALT: "What letter is this? E! What sound does it make? /e/!"

reflection  
sheet

Option: Students look for as many words with D, E or F as they can find in a limited amount of time. ( Ex, dog/ eat/ uniform)  
\*Depending on the students' level, let them search in their Picture Dictionary."

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ㊟ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.76-77)

minutes Goal: Express everyday life in a 4-corner game.

Target Language: I always/usually/sometimes/never ~ . etc...

Vocabulary: Frequency (PD p.20)

**Greeting, Small Talk: Who is your hero?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(HRT) sensei, who is your hero?"

HRT: "This is my hero! He is Roki Sasaki. He is a baseball player! Who is your hero?"

ALT: "My hero is... He/She is..."

**BOL Activity: Memory Game****5min.**

- Check the words and expressions students have learned up until the previous lesson.

**Materials:**

HRT: "Let's check phrases and words!"

ALT: "Now let's play a memory game!"

**PD and/or  
FCs**

\*Depending on the students' level, do a demonstration.

Memory game: Place the flashcards in a grid on the board.

Give students a few minutes to memorize the cards and their locations.

When the time is up, the HRT/ALT turns the cards over.

Students raise their hands, choose a location and say the word.

**Word Link: Frequency (PD p.20)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary. Let's check and practice!"

Example: Show only part of the card and have the students guess what the word is.

**PD and/or  
FCs**

Show all of the cards except the last one, and have the students guess the word.

Students read the words aloud, and the ALT follows up with the correct pronunciation.

\*If there are any mistakes, the HRT/ALT provide feedback.

**BOL Activity: Daily Routine****8min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Good job everyone! Next, let's practice words."

ALT: "Please tell me about your day."

**PD and/or  
FCs**

Option: Use daily life and frequency to describe your day.

The homeroom teacher or ALT says one frequency word - always/usually/sometimes/never.

Students respond with a daily activity that matches the frequency in their own lives.

For example, if the ALT says, "Always." some students might say, "I always brush my teeth."

If the ALT says, "Sometimes." other students might say, "I sometimes wash the dishes."

\*Change the difficulty by having each student answer the question at different frequencies.



## Let's Listen 1 (p.76) ©

6min.

- Instruct the students to open the textbook p.76.
- Play the audio of the digital textbook.

Materials:

HRT: "Next, Let's Listen 1."  
ALT: "What did you hear?"

digital  
textbook

Example: Do you (always, usually, sometimes) take out the garbage?  
Do you usually clean your room? Do you go to school? etc.  
Option: For hints, ask questions with the words that represent each picture before listening.

## Let's Try 2 (p.76) ©

10min.

- The homeroom teacher and ALT show the model.

Materials:

HRT: "Let's Try 2. First, please watch us."  
ALT: "Let's play the '4 Corners' game! Please move to the corner to tell me your answer!"

digital  
textbook

'4 Corners' Game: Designate one corner of the classroom each as the always, usually, sometimes and never corner.  
The HRT/ALT reads a Daily Activities vocabulary word, and students move to the corner that suits them.  
For example, the ALT says "Brush my teeth." and students move to the corner that matches their frequency.  
Have each group answer with the sentence, "I always/usually/sometimes/never (brush my teeth)."

## Sounds and Letters: Food Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Food Jingle, Gg-Ii.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."  
"G, /g/, gum! H, /h/, hot dog! I, /i/, It's nice!"

textbook

HRT: "Today, let's check G, H, and I and their sounds. We already learned their names."

reflection  
sheet

ALT: "What letter is this? I! What sound does it make? /i/!"

Option: Students look for as many words with G, H or I as they can find in a limited amount of time. ( Ex, go/ high/ rainy)  
\*Depending on the students' level, let them search in their Picture Dictionary."

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.76-77)

minutes Goal: Talk with your friends and introduce them.

Target Language: Are you good at ~ ? Yes, I am./No, I'm not. This is ~ . He/She is good at ~ . He/She is always ~ to me. etc...

Vocabulary: Sports (PD p.7), Instruments (PD p.25)

**Greeting, Small Talk: Who is a hero in our city?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "Do you know a hero from here?"

ALT: "I know Sakamoto Ryoma."

HRT: "He is a famous but he is not a hero from our city. The hero is Shibusawa Eichi." (Decide them in each area)

ALT: "Oh great! What did he do?"

HRT: "He made new companies in Japan. He is called a father of Japan economy."

ALT: "Wow! Do you a hero from my hometown?" (Repeat)

**BOL Activity: Whisper Game****5min.**

- Review vocabulary.
- Explain the rules.

**Materials:**

HRT: "Good job everyone! Next, let's review. Look at the Picture Dictionary."

ALT: "Let's play the Whisper Game!"

**PD and/or FCs**

Whisper Game: Divide the children into groups and line them up. The ALT chooses a few cards from the PD and/or FCs.

The first student from each line approaches the ALT. The ALT whispers the word order to the students.

Students whisper the word order to the next person in their line in the order they remember.

The last person writes the words on the blackboard in the order they heard them.

\*Adjust the difficulty by using gestures or increasing the number of words.

**Word Link: Sports (PD p.7), Musical Instruments (PD p.25)****5min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Look at the Picture Dictionary."

ALT: "Let's practice new words."

**PD and/or FCs**

Example: Show only part of the card and have the students guess what the word is.

Flash the card for a quick second and then hide it. Ask students what they saw.

**BOL Activity: Beanbag Toss****7min.**

- HRT/ALT use new vocab in a fun activity.

**Materials:**

HRT: "Let's play Beanbag Toss!"

ALT: "First, say a word. Next, toss the bag to someone."

**PD and/or FCs**

Students say a word, then pass the beanbag to someone nearby.

Continue passing the beanbags until time runs out.

## Let's Try 3, Let's Try 4 (p.77) ©

7min.

- Have students choose their favorite character or person.
- Pairs ask each other questions using pictures in textbook and PD as hints
- Guess which character they have chosen.

Materials:

HRT: "Open your textbook to page 77, Let's Try 3. Let's review the words and phrases."

ALT: "Let's play the 'Who-am-I?' game!"

digital  
textbook

Example: Are you good at ~ ? Are you ~ ? etc.

## Let's Listen 2 (p.77) ©

10min.

- Instruct the students to open the textbook p.77.

Materials:

HRT: "Look at Let's Listen 2. Let's listen to (ALT) sensei!"

ALT: "Please listen carefully."

digital  
textbook

Example: My hero is ~ , because...

Option: Have the child ask the ALT a question and get the answer from the ALT.

## Sounds and Letters: Food Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Food Jingle, Jj-Ll.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."

"J, /j/, jam! K, /k/, kiwi fruit! L, /l/, lemon!"

textbook

HRT: "Today, let's check J, K and L and their sounds. We already learned their names."

ALT: "What letter is this? L! What sound does it make? /l/!"

reflection  
sheet

Option: Students look for as many words with J, K, or L as they can find in a limited amount of time. ( Ex, jump/ socks/ left)

\*Depending on the students' level, let them search in their Picture Dictionary."

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**44** Theme: Who is your hero? (pp.78-79)

minutes Goal: Make a 3 hint quiz.

Target Language: Who is your hero? My hero is ~ . Why is he/she your hero? He/She is good at ~ . He/She is always ~ to me. etc...

Vocabulary: Daily Activities (PD p.20), Personalities (PD p.17), Frequency (PD p.20), Sports (PD p.7), Instruments (PD p.25)

**Greeting, Small Talk: What can he do well?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "Who is he?"

ALT: "Oh, he is ~ sensei!"

HRT: "What can he do well?"

ALT: "He can play soccer well!"

Example topic: What can she do well?

**Let's Sing: My Hero (p.75)****3min.**

- Practice individually, if students have their own PC.
- Let students sing a song all together.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital****textbook**

Example: What did you hear?

**Let's Chant: ① Who is your hero? ② Why is he your hero? (p.75)****3min.**

- Review the chants.
- Have students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Who is your hero? Hero, hero, who is your hero?

**digital****textbook**

My hero is my brother. He can speak English well.

Hero, hero, who is your hero?

My hero is my sister. She can play tennis well.

ALT: "Okay, nice! Now, chant number 2..."

Why is he your hero? He is good at cooking. Good at skiing.

Why is she your hero? She is good at shogi. Good at math. Good at kendo.

**BOL Activity: BINGO****7min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "First, let's review words!"

ALT: "Let's play Bingo!" 'ALT's Daily Life' Bingo: Students fill in the squares on a 3x3 bingo card.

**PD and/or****FCs**

Write both the action/activity and the frequency.

For example, always brushes his/her teeth, sometimes plays soccer, etc.

## Step 1 (p.78) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Let students think about who is a hero.</li><li>•Make a hero introduction card.</li><li>•Let students ask who is your hero.</li></ul>
<b>Materials:</b>	HRT: "Let's make a hero card!" ALT: "Who is your hero? Make three hints, please!"
<b>textbook</b>	Option: 3 Hint Quiz: Students decide who they want to introduce, then create three hints that represent that person. Hints should follow the language students already learned.
<b>Unit 8</b> <b>E.C. card</b>	"Who is he/she? He/She is good at ~ . He/She is (personality). He/She can ~ .

## Step 2 (p.78) ©

<b>10min.</b>	<ul style="list-style-type: none"><li>•Let students think why is he/she a hero in the Step 1.</li><li>•Let students ask why he/she is a hero each other.</li></ul>
<b>Materials:</b>	HRT: "Let's ask why he/she is your hero. " ALT: "Please watch us."
<b>textbook</b>	Option: Confirm eye contact, clear voice, pronunciation, etc. Students practice their 3 hint quiz in pairs.
<b>Unit 8</b> <b>E.C. card</b>	

## Sounds and Letters: Food Jingle (p.96)

<b>5min.</b>	<ul style="list-style-type: none"><li>•Explain that letters have names and sounds.</li><li>•Sing the Food Jingle, Mm-Oo.</li><li>•Fill out the reflection sheet.</li></ul>
<b>Materials:</b>	HRT: "First, let's check Sounds and Letters." "M, /m/, melon! N, /n/, namu! O, /o/, omelet!"
<b>textbook</b>	HRT: "Today, let's check M, N, and O and their sounds. We already learned their names." ALT: "What letter is this? O! What sound does it make? /o/!"
<b>reflection sheet</b>	Option: Students look for as many words with M, N or O as they can find in a limited amount of time. ( Ex, make/ tennis/ join) *Depending on the students' level, let them search in their Picture Dictionary."

## Goodbye

<b>1min.</b>	<ul style="list-style-type: none"><li>•Leave students with praise and reflect on their accomplishments.</li></ul>
<b>Materials:</b>	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"
<b>none</b>	

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.78-79)

minutes Goal: Challenge each other with the 3-Hint Quiz.

Target Language: Who is your hero? My hero is ~ . Why is he/she your hero? He/She is good at ~ . He/She is always ~ to me. etc...

Vocabulary: Daily Activities (PD p.20), Personalities (PD p.17), Frequency (PD p.20), Sports (PD p.7), Instruments (PD p.25)

**Greeting, Small Talk: Who is she?****7min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

ALT: "(HRT) sensei, I am thinking of... a woman!"

HRT: "Who is she?! Your girlfriend?!"

ALT: "No! I'll give you a hint! She is good at (math). She is (kind to students). Can you guess?"

HRT: "It's Mrs. So-and-so, the math teacher!"

ALT: "That's right! Nice work!"

\*Let students ask questions to the ALT according to their level.

Example topic: Who is he?

**Let's Sing: My Hero (p.75)****4min.**

- Practice individually, if students have their own PC.
- Let students sing a song all together.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital  
textbook**

Example: What did you hear?

**Let's Chant: ① Who is your hero? ② Why is he your hero? (p.75)****5min.**

- Review the chants.
- Have students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Who is your hero? Hero, hero, who is your hero?

My hero is my brother. He can speak English well.

Hero, hero, who is your hero?

My hero is my sister. She can play tennis well.

ALT: "Okay, nice! Now, chant number 2..."

Why is he your hero? He is good at cooking. Good at skiing.

Why is she your hero? She is good at shogi. Good at math. Good at kendo.

**digital  
textbook****BOL Activity: Karuta****9min.**

- Practice the vocabulary words aloud.

**Materials:**

HRT: "Good job everyone! Next, let's look at the Picture Dictionary, pages 7 and 25."

ALT: "Let's play Karuta!"

**PD and/or  
FCs**

Karuta: Play Karuta using flashcards.

Option: Read the word as-is, read only part of the word, use the word in a phrase, or give a hint.

### Step 3 ©

**12min.**

•Have students make a group and introduce their hero and explain why.

**Materials:**

HRT: "Let's introduce our heroes!"

ALT: "Remember to listen and ask questions!"

**textbook**

Option: 3 Hint Quiz: Students decide who or who they want to introduce, then create three hints that represent that person. Hints should follow the language students already learned. "Who is he/she? He/She is good at ~ . He/She is (kind). He/She can ~ .

Students take turns quizzing each other in small groups.

### Sounds and Letters: Food Jingle (p.96)

**7min.**

•Explain that letters have names and sounds.

•Sing the Food Jingle, Pp-Ss.

•Fill out the reflection sheet.

**Materials:**

HRT: "First, let's check Sounds and Letters."

"P, /p/, pizza! Q, /q/, queen's lunch! R, /r/, rice!"

**textbook**

HRT: "Today, let's check P, Q, and R and their sounds. We already learned their names."

ALT: "What letter is this? R! What sound does it make? /r/!"

**reflection sheet**

"Option: Students look for as many words with P, Q or R as they can find in a limited amount of time. ( Ex, pen/ squid/ under)

\*Depending on the students' level, let them search in their Picture Dictionary."

### Goodbye

**1min.**

•Leave students with praise and reflect on their accomplishments.

**Materials:**

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

**none**

### © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.80-81)

minutes Goal: Think about people born in Japan who are active in the world.

Target Language: ~ is .... Do you usually ~ ? I usually ~ . etc...

Vocabulary: Daily Activities (PD p.20), Personalities (PD p.17), Frequency (PD p.20), Sports (PD p.7), Instruments (PD p.25)

**Greeting, Small Talk: Do you usually read the newspaper?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"

**none**

HRT: "(ALT) sensei, do you usually read the newspaper?"

ALT: "Umm, No, I don't."

HRT: "How about novels?"

Example topic: Do you (always/usually/sometimes/never) ~ ?

**Let's Sing: My Hero (p.75)****3min.**

- Practice individually, if students have their own PC.
- Let students sing a song all together.

**Materials:**

HRT: "Let's sing!"

ALT: "Sing slowly with me! Do you remember our song?"

**digital  
textbook**

Example: What did you hear?

**Let's Chant: ① Who is your hero? ② Why is he your hero? (p.75)****3min.**

- Review the chants.
- Have students practice individually.
- Practice together with the rhythm.

**Materials:**

HRT: "Let's chant together! Chant number one."

Who is your hero? Hero, hero, who is your hero?

**digital  
textbook**

My hero is my brother. He can speak English well.

Hero, hero, who is your hero?

My hero is my sister. She can play tennis well.

ALT: "Okay, nice! Now, chant number 2..."

Why is he your hero? He is good at cooking. Good at skiing.

Why is she your hero? She is good at shogi. Good at math. Good at kendo.

**BOL Activity: Ring Toss****7min.**

- Review vocabulary
- Explain the rules.

**Materials:**

HRT: "What did you learn in this unit?"

ALT: "Let's play Ring Toss to review!"

**PD and/or  
FCs**

Option: Ring toss: Lay the FCs out on the desks/floor. Children throw the ring onto the cards.

If they can correctly pronounce the word that the ring lands on, they win that card.

Memory game: Place the flashcards in a grid on the board.

Give students a few minutes to memorize the cards and their locations.

When the time is up, the HRT/ALT turns the cards over.

Students raise their hands, choose a location and say the word.



## Do you know? (pp.80-81)

10min.

•Have students think about heroes from Japan all over the world.

Materials:  
digital  
textbook

HRT: "Please look at the pictures! Who is this?"  
ALT: "I know him! He's... Do you know other famous Japanese people?" Option: Check the people and characters who are active in the world.

## Challenge (p.81) ©

10min.

•Have students think of their Japanese hero and talk in pairs.

Materials:  
textbook

ALT: "So... who is your Japanese hero? Ichiro? Otani-san?"  
HRT: "Let's talk in pairs! My Japanese hero is..."

## Sounds and Letters: Food Jingle (p.96)

6min.

•Explain that letters have names and sounds.  
•Sing the Food Jingle, Tt-Ww.  
•Fill out the reflection sheet.

Materials:  
textbook  
reflection  
sheet

HRT: "First, let's check Sounds and Letters."  
"S, /s/, salad! T, /t/, tea! U, /u/, cupcake! V, /v/, Very good!"  
HRT: "Today, let's check S, T, U, and V and their sounds. We already learned their names."  
ALT: "What letter is this? U! What sound does it make? /u/!"  
Option: Students look for as many words with S, T, U or V as they can find in a limited amount of time. ( Ex, send/ turn/ Sunday/ volleyball)  
\*Depending on the students' level, let them search in their Picture Dictionary.

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:  
none

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Who is your hero? (pp.80-81)

minutes Goal: Know English and Japanese differences, and world cultures.

Target Language: He/she can ~ . Can he/she ~ ? My name is ~ . I'm from ~ . etc...

Vocabulary: Daily Activities (PD p.20), Personalities (PD p.17), Frequency (PD p.20), Sports (PD p.7), Instruments (PD p.25)

**Greeting, Small Talk: Do you usually play games?****5min.**

- HRT/ALT and students greet each other and ask simple questions.
- HRT/ALT demonstrate the Small Talk before involving the students.
- The HRT should show the students what they are aiming for.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
HRT: "Do you usually play games?"**none**ALT: "Yes, I do! I play Pokemon every day! Do you play Pokemon?"  
HRT: "I sometimes play Pokemon Go on my phone..."  
Example topic: Do you (always/usually/sometimes/never) ~ ?**Let's Sing: My Hero (p.75)****3min.**

- Practice individually, if students have their own PC.
- Let students sing a song all together.

**Materials:**HRT: "Let's sing!"  
ALT: "Sing slowly with me! Do you remember our song?"  
Example: What did you hear?**digital  
textbook****BOL Activity: Pictionary****8min.**

- Review vocabulary
- Explain the rules

**Materials:**

HRT: "What did you learn in this unit?" ALT: "Let's play pictionary to review!"

**PD and/or  
FCs**Pictionary: Make groups and line up. The HRT/ALT draws a picture within 10 seconds and the first students in their lines try to guess the job.  
If they guess wrong, they go to the back of their group's line and the next student comes forward.  
If they guess correctly, they can have a turn drawing the picture while other students guess.**Word Exploration (p.80)****7min.**

- HRT shows some examples of Japanese sentences before students open their textbook and students find grammatical rules.
- ALT shows some examples of English sentences and students find grammatical rules.

**Materials:**

HRT: "Look at these Japanese sentences... Now look at the English ones..."

**textbook  
dictionaries**ALT: "Did you see a word move? What did you see?"  
Example: Students look back over the textbook and find English rules.

## Wonderful Japan (p.81) ©

9min.

- Listen and confirm the contents.
- If students have their own digital textbook listen individually.

Materials:

HRT: "Let's listen to 'Nihon no suteki' - Wonderful Japan."  
ALT: "Listen carefully!"

digital  
textbook

Worksheet: Make a worksheet with words that appear in the video and words that do not. Students trace the words they hear in another color. The ALT can talk freely about their interest in Japanese culture, or things that they think are wonderful or strange about Japan.

BOL  
Worksheet

## BOL Activity: ALT Corner

7min.

- Assist with the ALT's explanations and remarks.

Materials:

Why is he your hero? / He is good at cooking. / Good at skiing. Good at singing. / He is always kind to me. /  
Why is she your hero? / She is good at shogi. / Good at math. Good at kendo. She is always kind to me. /

none

## Sounds and Letters: Food Jingle (p.96)

5min.

- Explain that letters have names and sounds.
- Sing the Food Jingle, Xx-Zz.
- Fill out the reflection sheet.

Materials:

HRT: "First, let's check Sounds and Letters."

"W, /w/, watermelon! X, /x/, lunch box! Y, /y/, Yummy! Z, /z/, zucchini!"

textbook

HRT: "Today, let's check W, X, Y, and Z and their sounds. We already learned their names."

reflection  
sheet

ALT: "What letter is this? Z! What sound does it make? /z/!"

Option: Students look for as many words with W, X, Y or Z as they can find in a limited amount of time. ( Ex, watch/ box/ yellow/ zoo)

\*Depending on the students' level, let them search in their Picture Dictionary."

## Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## © Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce good things about Japan. (pp.82-83)

minutes Goal: Prepare a speech to introduce Japan to the ALT.

Target Language: She/He is good at ~ . She/He is always ~ to me. She/He can ~ . etc...

Vocabulary: Seasons (PD p.14), Yearly Events (PD p.28), Daily Activities (PD p.20), Frequency (PD p.20), Food (PD p.8), Taste (PD p.11)

**Greeting****3min.**

• Prepare students for the lesson by creating an English environment.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
Elicit responses from students.

none

**Let's Chant: ① Why do you like winter? (p.67)****8min.**

• Have students review what students' learned in Unit 7 through chants.

**Materials:**Why do you like winter?  
We have New Year's Day in winter.  
New Year's Day, New Year's Day.  
We have New Year's Day in winter.  
Why do you like spring?  
Why do you like summer?  
Why do you like fall?digital  
textbook**Let's Chant: ② What do you do on New Year's Day? (p.67)****8min.**

• Have students review what students' learned in Unit 7 through chants.

**Materials:**What do you do on New Year's Day?  
Me? Yes, you.  
I usually play karuta.  
What do you do in spring?  
We usually see cherry blossoms.  
What do you do in summer?  
We usually dance bon-odori.  
What do you do in fall?  
We usually see the moon.digital  
textbook**Let's Chant: ① Who is your hero? (p.75)****8min.**

• Have students review what students' learned in Unit 8 through chants.

**Materials:**Who is your hero?  
Hero, hero, who is your hero?  
My hero is my brother.  
He can speak English well.  
He is my hero.  
Hero, hero, who is your hero?  
My hero is my sister.  
She can play tennis well.  
She is my hero.digital  
textbook

## Let's Chant: ② Why is he your hero? (p.75)

8min.

•Have students review what students' learned in Unit 8 through chants.

Materials:

Why is he your hero?/ He is good at cooking./ Good at skiing. Good at singing. / He is always kind to me./  
Why is she your hero?/ She is good at shogi/. Good at math. Good at kendo. She is always kind to me./

digital  
textbook

## HOP (p.83)

4min.

•Have students review the expressions students learned in Units 7-8.

Materials:

ALT: "Let's review the cards on page 82 and look back over what you've learned."  
Students recite the speeches or the conversations they had in Units 7-8.

digital  
textbook

ALT shows the demonstration video.

HRT: "Let's make a Japan Guide for (ALT) sensei. What would you like to tell them about Japan?"

Students think about what they would like to say about Japan and what expressions they should use.

PD

## STEP (p.83)

5min.

•Have students consider how to introduce Wonderful Japan to someone using English.

Materials:

Demonstrate the speech.

ALT: "Hello. I'm Sora. In Japan, you can enjoy many festivals. In Yokohama, we have Sparkling Twilight in July."

digital  
textbook

ALT: "You can see over 3,000 fireworks. It's wonderful. Thank you very much!"

The ALT/HRT hand out drawing paper for making a Japan guidebook page.

ALT: "You can find expressions for your guidebook page on page 82."

paper

HRT: "Please introduce something good about Japan to (ALT) sensei."

Students practice delivering their message.

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

**45** Theme: Let's introduce good things about Japan. (pp.82-83)

minutes Goal: Give a speech and introduce Japan to the ALT.

Target Language: She/He is good at ~ . She/He is always ~ to me. She/He can ~ . etc...

Vocabulary: Seasons(PD p.14), Yearly Events (PD p.28), Daily Activities (PD p.20), Frequency (PD p.20), Food (PD p.8), Taste (PD p.11)

**Greeting****3min.**

•Prepare students for the lesson by creating an English environment.

**Materials:**HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"  
Elicit responses from students.

none

**Let's Chant: ① Why do you like winter? (p.67)****8min.**

•Have students review what students' learned in Unit 7 through chants.

**Materials:**Why do you like winter?  
We have New Year's Day in winter.  
New Year's Day, New Year's Day.  
We have New Year's Day in winter.  
Why do you like spring?  
Why do you like summer?  
Why do you like fall?digital  
textbook**Let's Chant: ② What do you do on New Year's Day? (p.67)****8min.**

•Have students review what students' learned in Unit 7 through chants.

**Materials:**What do you do on New Year's Day?  
Me? Yes, you.  
I usually play karuta.  
What do you do in spring?  
We usually see cherry blossoms.  
What do you do in summer?  
We usually dance bon-odori.  
What do you do in fall?  
We usually see the moon.digital  
textbook**Let's Chant: ① Who is your hero? (p.75)****8min.**

•Have students review what students' learned in Unit 8 through chants.

**Materials:**Who is your hero?  
Hero, hero, who is your hero?  
My hero is my brother.  
He can speak English well.  
He is my hero.  
Hero, hero, who is your hero?  
My hero is my sister.  
She can play tennis well.  
She is my hero.digital  
textbook

## Let's Chant: ② Why is he your hero? (p.75)

8min.

•Have students review what students' learned in Unit 8 through chants.

Materials:

Why is he your hero?/ He is good at cooking./ Good at skiing. Good at singing. / He is always kind to me./  
Why is she your hero?/ She is good at shogi/. Good at math. Good at kendo. She is always kind to me./

digital  
textbook

## JUMP (p.83)

5min.

•Have students give a speech introducing Japan to the ALT.

Materials:

ALT demonstrates their speech. Have the HRT give positive comments after speaking.  
Have the HRT clarify the rubric and evaluation standards.

digital  
textbook

Confirm the 2 points for self-evaluation, 'Topic' and 'Communication' on p.83.  
ALT: "Please practice reading your speech out loud. Think about 'Topic' and 'Communication'."  
Students practice reading aloud.  
HRT: "Now let's deliver our speech to the class."  
ALT: "When it's your turn to listen, please remember to give your classmates nice comments."  
Students deliver their speeches in front of the class while teachers evaluate speakers and listeners.  
Have students post their message to the board after their speech.

## BOL Reflection

4min.

•Provide students with a sense of accomplishment.

Materials:

ALT: "Let's make pairs and give some comments."  
Have students get into pairs and give some feedback to each other.

none

Show the Japan Guide to the class and have students reflect on their accomplishments. Share your original teacher's message with the students.

## Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

none

## ◎ Evaluation

Please check the evaluation points with the homeroom teacher.

## Unit 1 Interviews - Let's Listen!



- ① 教科書の P.17 を開こう！
- ② 「日本のすてき 1」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

India      America      Australia

live      like      play

spring      summer      winter

deep      light      bad

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！



## Unit 2 Interviews - Let's Listen!



- ① 教科書の P.25 を開こう！
- ② 「日本のすてき 2」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

Japan      Sweden      China

garden      temple      school

spring      fall      winter

easy      great      difficult

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 3 Interviews - Let's Listen!



- ① 教科書の P.33 を開こう！
- ② 「日本のすてき 3」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

Turkey      Korea      Thailand

works      helps      eats

worker      singer      farmer

February      July      November

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 4 Interviews - Let's Listen!



- ① 教科書の P.45 を開こう！
- ② 「日本のすてき 4」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

Italy                  France                  Germany

put                  buy                  make

enjoy                  look                  have

old                  beautiful                  short

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 5 Interviews - Let's Listen!



- ① 教科書の P.53 を開こう！
- ② 「日本のすてき5」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

Spain Canada Mexico

get make like

yellow purple green

try play buy

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 6 Interviews - Let's Listen!



- ① 教科書の P.61 を開こう！
- ② 「日本のすてき 6」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

Sweden Germany France

restaurant hospital supermarket

red brown black

grape apple lemon

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 7 Interviews - Let's Listen!



- ① 教科書の P.73 を開こう！
- ② 「日本のすてき 7」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

good                  great                  nice

England              America              Egypt

artist                  teacher                  student

colors                  subjects                  animals

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Unit 8 Interviews - Let's Listen!



- ① 教科書の P.81 を開こう！
- ② 「日本のすてき 8」の動画を見よう！
- ③ 動画を見て、聞き取った単語があれば、下の単語をなぞろう！

England France Italy

glue pen eraser

hat cap socks

fly turn talk

どんな仕事をしているのかな？日本語で書きとろう！

分かったことを日本語で書こう！

## Answers

1. Australia/ live/ summer/ deep
2. Sweden/ garden/ fall/ difficult
3. Turkey/ farmer/ helps/ July
4. Italy/ put/ look/ beautiful
5. Canada/ make/ yellow/ try
6. France/ restaurant/ brown/ apple
7. great/ England/ artist/ colors
8. England/ pen/ hat/ fly





*Believe in your Possibility!*