

BORDERLINK

Lesson Plans

NEW HORIZON Elementary 6

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/>

Table of Contents

Unit 1 This is me!

Lesson 1	pp.4-5	Lesson 3	pp.8-9	Lesson 5	pp.12-13	Lesson 7	pp.16-17
Lesson 2	pp.6-7	Lesson 4	pp.10-11	Lesson 6	pp.14-15	Lesson 8	pp.18-19

Unit 2 How is your school life?

Lesson 1	pp.20-21	Lesson 3	pp.24-25	Lesson 5	pp.28-29	Lesson 7	pp.32-33
Lesson 2	pp.22-23	Lesson 4	pp.26-27	Lesson 6	pp.30-31	Lesson 8	pp.34-35

Unit 3 Let's go to Italy.

Lesson 1	pp.36-37	Lesson 3	pp.40-41	Lesson 5	pp.44-45	Lesson 7	pp.48-49
Lesson 2	pp.38-39	Lesson 4	pp.42-43	Lesson 6	pp.46-47	Lesson 8	pp.50-51

Check Your Steps 1 Let's send a message to someone abroad.

Lesson 1	pp.52-53
Lesson 2	pp.54-55

Unit 4 Summer Vacations in the World

Lesson 1	pp.56-57	Lesson 3	pp.60-61	Lesson 5	pp.64-65	Lesson 7	pp.68-69
Lesson 2	pp.58-59	Lesson 4	pp.62-63	Lesson 6	pp.66-67	Lesson 8	pp.70-71

Unit 5 We all live on the Earth.

Lesson 1	pp.72-73	Lesson 3	pp.76-77	Lesson 5	pp.80-81	Lesson 7	pp.84-85
Lesson 2	pp.74-75	Lesson 4	pp.78-79	Lesson 6	pp.82-83	Lesson 8	pp.86-87

Unit 6 Let's think about our food.

Lesson 1	pp.88-89	Lesson 3	pp.92-93	Lesson 5	pp.96-97	Lesson 7	pp.100-101
Lesson 2	pp.90-91	Lesson 4	pp.94-95	Lesson 6	pp.98-99	Lesson 8	pp.102-103

Check Your Steps 2 Let's introduce our connections to the world.

Lesson 1	pp.104-105
Lesson 2	pp.106-107

Unit 7 My Best Memory

Lesson 1	pp.108-109	Lesson 3	pp.112-113	Lesson 5	pp.116-117	Lesson 7	pp.120-121
Lesson 2	pp.110-111	Lesson 4	pp.114-115	Lesson 6	pp.118-119	Lesson 8	pp.122-123

Unit 8 My Future, My Dream

Lesson 1	pp.124-125	Lesson 3	pp.128-129	Lesson 5	pp.132-133	Lesson 7	pp.136-137
Lesson 2	pp.126-127	Lesson 4	pp.130-131	Lesson 6	pp.134-135	Lesson 8	pp.138-139

Check Your Steps 3 Let's write a message board.

Lesson 1	pp.140-141
Lesson 2	pp.142-143

45 Theme: This is me! (pp.6-7)

minutes Goal: Simple self-intros of names/likes/dislikes/birthdays.

Target Language: I'm ~ . I'm from ~ . I speak ~ . I have ~ . I like ~ . etc.

Vocabulary: Alphabet (PD pp.42-43)

Greeting, Small Talk: How do you spell your name?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), how do you spell your name?" HRT: "H-A-N-A-K-O. Hanako. How do you spell your name?"
ALT: "M-I-C-H-A-E-L. Michael."
Students make pairs, play R/S/P and practice the conversation.
Remind students of the ABCs onPD p.42-43 if needed.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Hello, everyone (p.7)**5min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.

digital**textbook****Word Link: Alphabet (PD pp.42-43), Let's Try 1: Keyword Game (p.7)****7min.**

- Reinforce students' knowledge of the alphabet.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words onPD pp.42-43.
Play a word game. Example: Keyword Game.

digital**textbook**

Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.

PD

The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Where are you from? (p.7)**5min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

digital**textbook**

What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.

Starting Out (pp.6-7) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 6 and 7. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write # 1/2/3 in box A/B/C in the order in which they hear.

Wksht

*NOTE: Box D/E/F/G are covered in the next lesson.

Let's Read and Write I: I'm Emily. (p.86)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 10. What's this?" Introduce the profile on p.10."
Explain that students will make their own profile in Unit 1.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 86." Students write their name in English on p.86.

Sounds and Letters: /b/ sound, Bb. (p.90)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /b/ /b/ Bb."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /b/ sound.
Lastly, students practice writing uppercase B and lowercase b on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: This is me! (pp.6-7)

minutes Goal: Simple self-intros of names/likes/dislikes/birthdays.

Target Language: I'm ~ . I'm from ~ . I speak ~ . I have ~ . I like ~ . etc.

Vocabulary: Countries (PD p.16)

Greeting, Small Talk: What language do you want to study?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what language do you want to study?" HRT: "I want to study Korean. You?"
ALT: "Well, I'm from (country). I speak (language). I want to study Japanese, but Kanji is difficult."
Students make pairs, play R/S/P and practice the conversation.
Introduce the countries on PD p.16 if needed.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Hello, everyone (p.7)**5min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.

digital**textbook****Word Link: Countries (PD p.16), Let's Try 1: Keyword Game (p.7)****7min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.16.
Play a word game. Example: Keyword Game.

digital**textbook**

Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.

PD

The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Where are you from? (p.7)**5min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

digital**textbook**

What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.

Starting Out (pp.6-7) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 6 and 7. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write #4/5/6/7 in box D/E/F/G in the order in which they hear.
*NOTE: Box A/B/C were covered in the previous lesson.

Wksht

Let's Read and Write 2: I'm from Singapore. (p.86)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 10. Do you remember Emily?"
Remind students that they will make their own profile in Unit 1.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 86." Students write their home country in English on p.86."

PD

Sounds and Letters: /c/ sound, Cc. (p.90)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /c/ /c/ Cc."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /c/ sound.
Lastly, students practice writing uppercase C and lowercase c on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: This is me! (pp.8-9)

minutes Goal: Ask friends what they like/have/can do.

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

Vocabulary: Animals (PD pp. 12-13)

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

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**ALT: "Ms/Mr. (HRT), what is your favorite animal?" HRT: "I like dogs. How about you?"
ALT: "Me? I'm not a dog person. I like cats."
Students make pairs, play R/S/P and practice the conversation.
Introduce the animals on PD pp. 12-13 if needed.
After 2-3 min., ask for volunteers to share w/ the class.**Let's Sing: Hello, everyone (p.7)****5min.**

- Have students listen to the song and encourage students to sing along.

Materials:Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.**digital
textbook****Word Link: Animals (PD pp. 12-13)****8min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p. 16.

Play a word game. Example: Progression (Shinka)

**digital
textbook**

Pairs play Rock/scissors/paper. The winner "evolves" to the next stage of evolution. (For example: mouse > snake > zebra > lion > elephant)

Students change partners to someone their same level and try to win to evolve.

**PD and/or
FCs****Let's Chant: Where are you from? (p.7)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

**digital
textbook**What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.

Let's Listen 1 (p.8) ©

4min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 8. 'Let's Listen 1'. Who is this?"

The ALT plays the audio from the digital textbook.

digital
textbook

Students listen and write the characters' name and home country.

ALT: "Did you catch that? Do you want to hear it one more time? OK."

Practice reading the sentences when students are finished.

PD

Have students pretend to be one of the characters and introduce themselves.

Let's Try 2 (p.8) ©

7min.

•Have students use images to convey their likes and abilities.
•Have students expand their vocabulary and get speaking practice.

Materials:

HRT: "Look here, page 8. 'Let's Try 2'. I like... What do you like?"

ALT introduces the mini picture cards in the back of the textbook.

digital
textbook

Students cut out two cards – one animal for "I like...", one sport for "I can..."

Students ask their friends about their likes and what they can do, and take turns reading their sentences to their classmates.

Let's Read and Write 3: I like dogs. (p.86)

7min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 10. What does Emily like?"

Listen to the example. Read it out loud.

digital
textbook

ALT: "Now turn to page 86. What animal do you like?"

Students write the animal they like to their profile on p.86.

PD

Sounds and Letters: /d/ sound, Dd. (p.90), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /d/ /d/ Dd."

The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /d/ sound.

Lastly, students practice writing uppercase D and lowercase d on the four lines.

ALT/HRT: "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: This is me! (pp.8-9)

minutes Goal: Ask each other's names and birthdays.

Target Language: When is your birthday? My birthday is ~ . etc.

Vocabulary: Months, Dates (PD pp. 14-15)

Greeting, Small Talk: When is your birthday?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), when is your birthday?" HRT: "My birthday is September 7th. And you?"
 ALT: "My birthday is in spring. It's April 21st."
 Students make pairs, play R/S/P and practice the conversation.
 Introduce the months, dates on PD pp. 14-15 if needed.
 After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Hello, everyone (p.7)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
 I'm from Japan. I speak Japanese. My birthday is April 1st.
 Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
 I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
 Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
 I'm from India. I speak Hindi. My birthday is December 15th.
 Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
 I'm from Sweden. I speak Swedish. My birthday is September 3rd.

**digital
textbook****Word Link: Months, Dates (PD pp. 14-15)****6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:Drill the vocabulary words on PD p. 14-15
Play a word game. Example: Buzz Game**digital
textbook**

The ALT decides a few months/dates are replaced by "buzz."
 For example, January, February, buzz, buzz, May, June, buzz, July, etc.
 All students take turns standing up and saying month/date in order.

PD

Students who make a mistake sit down and the game starts again from the beginning.

Let's Chant: Where are you from? (p.7)**3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

**digital
textbook**

What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
 I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
 +Option: Everyone chants, "What's your name? Where are you from?"
 Students take turns to chant their name, country, 3 likes and birthday.

Let's Listen 2 (p.9)

6min.

- Check students' listening abilities.
- Check students understand the months/dates in English.

Materials:

HRT: "Open your textbook to page 9. 'Let's Listen 2'. Who is this?"
The ALT plays the audio from the digital textbook.

digital
textbook

Students listen and write the characters' birthday.
ALT: "Did you catch that? Do you want to hear it one more time? OK."
Practice reading the sentences when students are finished.

PD

Have students pretend to be one of the characters and introduce themselves.

Let's Try 3 (p.9) ©

7min.

- Have students practice asking each other their birthday.
- Have students get more familiar with months and dates.

Materials:

HRT: "Look here, pg. 9. 'Let's Try 3'. Let's interview our teacher and friends."
ALT and HRT demonstrate the question, "When is your birthday?"

digital
textbook

Students ask their teacher and two friends about their birthday,
and write their name in English and birthday on p.9.
Choose random students and ask their classmates, "When is his/her birthday?"
Confirm with the student if their classmates got it correct.

PD

Let's Read and Write 4: My birthday is May 5th. (p.86)

8min.

- Have students prepare an English profile introducing themselves.
- Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 10. When is Emily's birthday?"
Listen to the example. Read it out loud.

digital
textbook

ALT: "Now turn to page 86. When is your birthday?"
Students write their birthday on their profile on p.86.
Have students look back on their profiles and check everything is finished.

PD

Sounds and Letters: /f/ sound, Ff. (p.90), Goodbye

6min.

- Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /f/ /f/ Ff."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /f/ sound.
Lastly, students practice writing uppercase F and lowercase f on the four lines.
ALT/HRT: "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: This is me! (pp. 10-11)

minutes Goal: Make a profile and ask each other about it.

Target Language: I'm ~ . I'm from ~ . I like ~ . My birthday is ~ . I can ~ . I want to be ~ . etc.

Vocabulary: Alphabet (PD pp.42-43), Countries (PD p.16), Animals (PD pp.12-13), Months, Dates (PD pp.14-15)

Greeting**5min.**

- Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do you want for your birthday?**9min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT: "Ms/Mr. (HRT), what do you want for your birthday?" HRT: "I want an iPad. What do you want?"
ALT: "I want an airplane ticket. I want to visit my family."

none

Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Hello, everyone (p.7)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.

digital

Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.

textbook

I'm from Brazil. I speak Portuguese. My birthday is July 23rd.

Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.

I'm from India. I speak Hindi. My birthday is December 15th.

Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.

I'm from Sweden. I speak Swedish. My birthday is September 3rd.

Let's Chant: Where are you from? (p.7)**5min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

digital

What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./

textbook

I like science. I like soccer. I like gyoza./ My birthday is July 23rd./

+Option: Everyone chants, "What's your name? Where are you from?"

Students take turns to chant their name, country, 3 likes and birthday.

Step 1 (p.10)

7min.

- Have students practice what they wrote so far in Unit 1.
- Have students have an opportunity to hear someone else read their writing.

Materials:

ALT: "Today is a little different." HRT: "Open to p.10. Remember Emily?" ALT: "Let's watch a demonstration."
Students watch the video demonstration from the digital textbook,
then practice reading the example sentences out loud.
HRT: "Now it's your turn. Let's practice reading our profiles."
Pairs practice reading their sentences from p.86.
Students trade textbooks and read their partner's sentences back to them.

digital
textbook

Step 2 (p.10) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."
Students read the hints out loud. Check understanding.
ALT: "What do you want to add after hearing these hints?"
Students write new sentences on p.86
Have students cut out their profile card and draw pictures/
write their name, birthday, etc.
Practice presenting their profile to a friend.

digital
textbook

Unit 1
E.C. card

Sounds and Letters: /g/ の発音 , Gg. (p.90)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /g/ /g/ Gg."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /g/ sound.
Lastly, students practice writing uppercase G and lowercase g on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time!
Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: This is me! (pp. 10-11)

minutes Goal: Make a speech about themselves using their profile.

Target Language: I'm ~ . I'm from ~ . I like ~ . My birthday is ~ . I can ~ . I want to be ~ . etc.

Vocabulary: Alphabet (PD pp.42-43), Countries (PD p.16), Animals (PD pp.12-13), Months, Dates (PD pp.14-15)

Greeting**7min.**

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: Hello, everyone (p.7)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:

Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.

digital
textbook**Let's Chant: Where are you from? (p.7)****7min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./

digital
textbook

What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.

Step 3 (p.10) ©**20min.**

•Students introduce themselves.

Materials:

ALT: "I'm so excited to see everyone's profiles. You worked hard! First, let me show you my profile."
ALT demonstrates their self-introduction speech using their profile card.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's make groups."
Students take turns presenting in groups.
Students reflect on their presentation and glue their Profile Card on p.30.

digital
textbookUnit 1
E.C. card

Sounds and Letters: /h/ の発音 , Hh. (p.90)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /h/ /h/ Hh."
The ALT reads the words on p.90.

**digital
textbook**

Students circle the pictures that start with the /h/ sound.
Lastly, students practice writing uppercase H and lowercase h on the four lines.

Goodbye

1 min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

**digital
textbook**

◎ Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: This is me! (pp. 12-13)

minutes Goal: Learn about different cultures around the world.

Target Language: What country is this? Do you have ~ ? etc.

Vocabulary: Alphabet (PD pp.42-43), Countries (PD p.16), Animals (PD pp.12-13), Months, Dates (PD pp.14-15)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: Do you have brothers or sisters?**5min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), do you have any brothers or sisters?" HRT: "I have a sister. How about you?"
ALT: "No. I'm an only-child. I want siblings. Is your sister younger or older?" HRT: "Older."
ALT: "Ah, so you're the baby of the family. I see..."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: Hello, everyone (p.7)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.digital
textbook**Let's Chant: Where are you from? (p.7)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./
What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.digital
textbook

Do you know? (p.12)

7min.

•Students learn about other countries and share.

Materials:

ALT: "How do you greet others in Japan? Like this?"
** ALT bows to HRT **

digital
textbook

HRT: "We bow, but we also wave and shake hands."
ALT: "In my country, we hug! Want to try?"
HRT: "No, thank you... Now lets learn about greetings around the world."

PD

Use the digital textbook to go over the world greetings.
Have students try the quiz questions.

Challenge (p.13) ©

12min.

•Students challenge their knowledge of other countries.

Materials:

HRT: It's time for (ALT) sensei's 3 Hint Quiz!
ALT: "It's time for my 3 Hint Quiz! What country is this?"

digital
textbook

ALT: "1. NBA, 2. hot dogs, 3. Disney World!"
ALT: "America! You got it! Too easy? Now it's your turn."
Support students in making a 3 Hint Quiz of their own.

PD

You must think about what three hints you would use for the country quiz.
Students make groups and take turns quizzing their classmates.
Ask students to nominate a few of their favorites to quiz the whole class.

Sounds and Letters: /j/ sound, Jj. (p.90)

5min.

•Have students get more familiar with the sounds of letters.
•Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /j/ /j/ Jj."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /j/ sound.
Lastly, students practice writing uppercase J and lowercase j on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: This is me! (pp. 12-13)

minutes

Goal: Learn about languages around the world – focus China.

Target Language: It's ~ . This is ~ . etc.

Vocabulary: Alphabet (PD pp.42-43), Countries (PD p.16), Animals (PD pp.12-13), Months, Dates (PD pp.14-15)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What Chinese food do you like?**7min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), do you like Chinese food?" HRT: "Yes, I do. I like nikuman."
ALT: "So do I. In Chinese, nikuman is..." HRT: "Baozi. What do you call them in English?"
ALT: "Steamed buns! Alright class, what Chinese food do you like?"
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: Hello, everyone (p.7)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:Hello, everyone! Konnichiwa! I'm Sakura. Sakura? S-A-K-U-R-A.
I'm from Japan. I speak Japanese. My birthday is April 1st.
Hello, everyone! Boa Tarde! I'm Lucas. Lucas? L-U-C-A-S.
I'm from Brazil. I speak Portuguese. My birthday is July 23rd.
Hello, everyone! Namaste! I'm Deepa. Deepa? D-E-E-P-A.
I'm from India. I speak Hindi. My birthday is December 15th.
Hello, everyone! Hej! I'm Martin. Martin? M-A-R-T-I-N.
I'm from Sweden. I speak Swedish. My birthday is September 3rd.digital
textbook**Let's Chant: Where are you from? (p.7)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:What's your name? Where are you from?/ I'm Emily. I'm from Singapore./ I like dogs. I like apples. I like flowers./ My birthday is May 5th./
What's your name? Where are you from?/ I'm Lucas. I'm from Brazil./
I like science. I like soccer. I like gyoza./ My birthday is July 23rd./
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.digital
textbook

Word Adventure (p. 12)

7min.

•Expand students' understanding of language and the world.

Materials:

HRT: "How many languages are there around the world? Let's think..."

Look at PD p. 16 and discuss what language is spoken in each country.

digital
textbook

ALT: "Wow! So many! Now which 3 languages have the most native speakers? What do you think?"

Give students time to discuss their ideas in small groups.

Bring everyone back together to check the answers.

PD

Wonderful World (p. 13) ©

10min.

•Have students learn new information about China.

Materials:

HRT: "Do you know China? What do you know?"

Elicit answers from students.

digital
textbook

ALT: "Foods like gyoza and places like The Great Wall. Nice!"

HRT: "Please watch this video and try to catch the words."

ALT: "We have some quiz questions for you after the video!"

Check students' understanding of what they learned about China.

Sounds and Letters: Quiz I (p.90)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: How is your school life? (pp. 14-15)

minutes Goal: Learn about childrens' daily life around the world.

Target Language: I'm ~ . I live in ~ . My treasure is ~ . We have ~ . I always/usually ~ . etc.

Vocabulary: Vehicles (PD p.23)

Greeting, Small Talk: How do you come to school?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**ALT: "Ms/Mr. (HRT), how do you come to school?" HRT: "By car. I live far away. How about you?"
ALT: "I take the train. I can't drive in Japan."
Students make pairs, play R/S/P and practice the conversation.
Remind students of the vehicles on PD p.23 if needed.
After 2-3 min., ask for volunteers to share w/ the class.**Let's Sing: My Day (p. 15)****5min.**

- Have students listen to the song and encourage students to sing along.

Materials:I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.**digital
textbook**I'm Peter. I live in Australia. / I have social studies on Wednesdays.
I sometimes walk my dog at five. / Then I do my homework at six.
I'm Lulu. I live in Kenya. / I have math and music on Fridays.
I always get up at seven. / Then I go to school at eight.**Word Link: Vehicles (PD p.23), Let's Try 1: Keyword Game (p. 15)****7min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:Drill the vocabulary words on PD p.23.
Play a word game. Example: Keyword Game.**digital
textbook**Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.**PD and/or
FCs**The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.**Let's Chant: Where do you live? (p. 15)****5min.**

- Have students listen to the chant and encourage students to follow along.

Materials:I live in Ueda in Japan.
Where do you live?**digital
textbook**I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?

Starting Out (pp.14-15) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 14 and 15. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write # 1/2/3/4 in box A/B/C/D in the order in which they hear.
*NOTE: Box E/F/G/H are covered in the next lesson.

Let's Read and Write 1: I live in Ueda in Japan. (p.86)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 18. Where does Emily live?" Introduce the sentences on p.18.
Explain that students will continue building their own profile in Unit 2.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 86." Students write where they live in English on p.86."

Sounds and Letters: /k/ sound, Kk. (p.90)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /k/ /k/ Kk."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /k/ sound.
Lastly, students practice writing uppercase K and lowercase k on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: How is your school life? (pp. 14-15)

minutes Goal: Learn about childrens' daily life around the world.

Target Language: I'm ~ . I live in ~ . My treasure is ~ . I always/usually ~ . etc.

Vocabulary: Times of Day (PD pp. 14-15)

Greeting, Small Talk: Where do you go by train?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**ALT: "Ms/Mr. (HRT), where do you go by train?" HRT: "I go to my hometown, Niigata. And you?"
ALT: "I usually go to Tokyo. I take the JR Tokaido line."
Students make pairs, play R/S/P and practice the conversation.
Remind students of the vehicles on PD and/or FCs p.23 if needed.
After 2-3 min., ask for volunteers to share w/ the class.**Let's Sing: My Day (p. 15)****5min.**

- Have students listen to the song and encourage students to sing along.

Materials:I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.**digital**

I'm Peter. I live in Australia. / I have social studies on Wednesdays.

textbook

I sometimes walk my dog at five. / Then I do my homework at six.

I'm Lulu. I live in Kenya. / I have math and music on Fridays.

I always get up at seven. / Then I go to school at eight.

Word Link: Times of Day (PD and/or FCs p. 14), Let's Try 1: Keyword Game (p. 15)**7min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:Drill the vocabulary words on PD and/or FCs p. 14.
Play a word game. Example: Keyword Game.**digital**

Make pairs and clear your desks. Two students need one eraser (or other object) to grab.

textbook

The ALT selects one vocabulary word as the "keyword".

Students start with their hands on their heads.

PD and/or

The ALT reads vocabulary words out loud, which the students repeat.

FCs

When the ALT says the "keyword", students should grab the eraser/object.

The student holding the eraser/object is the winner in each pair.

*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Where do you live? (p. 15)**5min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

I live in Ueda in Japan.

Where do you live?

digital

I go to Naka Elementary School.

textbook

What school do you go to?

I usually watch soccer games on Sundays.

What do you do on Sundays?

My treasure is this soccer ball.

What's your treasure?

Starting Out (pp. 14-15) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 14 and 15. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write #5/6/7/8 in box E/F/G/H in the order in which they hear.
*NOTE: Box A/B/C/D were covered in the previous lesson.

Let's Read and Write 2: My treasure is this soccer ball. (p.86)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

ALT: "Turn to page 18. What's Emily's treasure?" Introduce the sentences on p.18."
Explain that students will continue building their own profile in Unit 2.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 86." Students write their treasure in English on p.86."

PD and/or
FCs

Sounds and Letters: /l/ sound, Ll. (p.90)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /l/ /l/ Ll."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /l/ sound.
Lastly, students practice writing uppercase L and lowercase l on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: How is your school life? (pp. 16-17)

minutes Goal: Understand what their classmates usually do.

Target Language: What do you usually do on ~ ? I usually ~ on ... etc.

Vocabulary: Daily Activities (PD p.20)

Greeting, Small Talk: What time do you usually go to bed?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what time do you usually go to bed?"
HRT: "I go to bed at 12:00AM. How about you?"
ALT: "Midnight? That's late! I usually go to bed at 10:00PM."
Students make pairs, play R/S/P and practice the conversation.
Introduce the numbers on PD p.4-5 if needed.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: My Day (p. 15)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.
I'm Peter. I live in Australia. / I have social studies on Wednesdays.
I sometimes walk my dog at five. / Then I do my homework at six.
I'm Lulu. I live in Kenya. / I have math and music on Fridays.
I always get up at seven. / Then I go to school at eight.

**digital
textbook****Word Link: Daily Activities (PD p.20)****5min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.20.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

**digital
textbook****PD and/or
FCs****Let's Chant: Where do you live? (p. 15)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

I live in Ueda in Japan.
Where do you live?
I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?

**digital
textbook**

Let's Listen 1 (p.16) ©

6min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 16. 'Let's Listen 1'. What's this? Let's listen and circle."
The ALT plays the audio from the digital textbook.

digital
textbook

Students listen to the characters and circle the television show they usually watch.
ALT: "Did you catch that? Do you want to hear it one more time? OK."

PD

Have students pretend to be one of the characters.
Their classmates try to find what television show they would watch.

Let's Try 2 (p.16) ©

7min.

•Have students use images to convey their likes and abilities.
•Have students expand their vocabulary and get speaking practice.

Materials:

HRT: "Look here, page 16. 'Let's Try 2'. I usually watch soccer games on Sundays."
ALT: "What do you usually do on Sundays?"

digital
textbook

In pairs, students ask their friends about their usual Sunday activities.
Change partners if time allows.

Let's Read and Write 3: I usually watch soccer games on Sundays. (p.86)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 18. What does Emily usually do on Sundays?" Introduce the sentences on p.18.
Explain that students will continue building their own profile in Unit 2.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 86." Students write their usual Sunday activity in English on p.86.

PD

Sounds and Letters: /m/ sound, Mm. (p.90), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /m/ /m/ Mm."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /m/ sound.
Lastly, students practice writing uppercase M and lowercase m on the four lines.
ALT/HRT: "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: How is your school life? (pp. 16-17)

minutes Goal: Students ask each other about their treasures.

Target Language: What is your treasure? My treasure is ~ . How about you? etc.

Vocabulary: Common Items (PD pp.26-27)

Greeting, Small Talk: What time do you usually get up?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what time do you usually get up?"

HRT: "I get up at 05:30AM. How about you?"

ALT: "Wow, so early! I always get up at 07:00AM."

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: My Day (p. 15)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I'm Emma. I live in France. / I have P.E. and science on Tuesdays.

I usually eat lunch at twelve. / Then I play soccer at one.

digital

I'm Peter. I live in Australia. / I have social studies on Wednesdays.

textbook

I sometimes walk my dog at five. / Then I do my homework at six.

I'm Lulu. I live in Kenya. / I have math and music on Fridays.

I always get up at seven. / Then I go to school at eight.

Word Link: Common Items (PD pp.26-27)**5min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.26-27

Play a word game. Example: Missing Game

digital

The ALT places all the FCs on the blackboard.

textbook

Students close their eyes and the ALT takes a FC away from the board.

Students open their eyes and try to remember the missing FC.

**PD and/or
FCs****Let's Chant: Where do you live? (p. 15)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

I live in Ueda in Japan.

Where do you live?

digital

I go to Naka Elementary School.

textbook

What school do you go to?

I usually watch soccer games on Sundays.

What do you do on Sundays?

My treasure is this soccer ball.

What's your treasure?

Let's Listen 2 (p.17) ©

5min.

- Have check students' listening abilities.
- Have check students understand the months/dates in English.

Materials:

HRT: "Open your textbook to page 17. 'Let's Listen 2'. Who is this? Deepa."
ALT: "How many students? Three! How many treasures? Four!"

digital
textbook

HRT: "Please draw a line. Do you have a pencil?"
The ALT plays the audio from the digital textbook.

PD

Students listen and draw a line to connect the student to their treasure.
ALT: "Did you catch that? Do you want to hear it one more time? OK."
Check the answers when all students are finished.

Let's Try 3 (p.17) ©

8min.

- Have students practice asking each other about their treasure.

Materials:

ALT: "Look here, pg. 17. 'Let's Try 3'. Let's ask our friends."
ALT and HRT demonstrate the question, "What is your treasure?"

digital
textbook

Students draw a picture, then ask their friend about their treasure.
Change partners if time allows.

PD

Choose random treasures and ask the class, "Whose treasure is a soccer ball?"
Students should answer with their classmate's name.
Confirm with the student if their classmates remembered their treasure correctly.

Let's Read and Write 4: My treasure is this soccer ball. (p.86)

10min.

- Have students prepare an English profile introducing themselves.
- Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 18. What is Emily's treasure?"
Listen to the example. Read it out loud.

digital
textbook

ALT: "Now turn to page 86. What is your treasure?"
Students write their treasure on their profile on p.86.

PD

Have students look back on their sentences and check that everything is finished.

Sounds and Letters: /n/ sound, Nn. (p.90), Goodbye

6min.

- Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 90." ALT: "Today let's try /n/ /n/ Nn."
The ALT reads the words on p.90.

digital
textbook

Students circle the pictures that start with the /n/ sound.

Lastly, students practice writing uppercase N and lowercase n on the four lines.

ALT/HRT: "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: How is your school life? (pp. 18-19)

minutes Goal: Students share their treasures and ask friends about theirs.

Target Language: I live in ~ . I go to ~ . I usually ~ . My treasure is ~ . etc.

Vocabulary: Vehicles (PD p.23), Times of Day (PD pp.14-15), Daily Activities (PD p.20), Common Items (PD pp.26-27)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do you usually do on Sunday mornings?**8min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what do you usually do on Sunday mornings?"
HRT: "I usually cook breakfast and read the newspaper. What about you?"
ALT: "I usually call my family. Sunday morning in Japan is Saturday night in my country!"
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: My Day (p. 15)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.
I'm Peter. I live in Australia. / I have social studies on Wednesdays.
I sometimes walk my dog at five. / Then I do my homework at six.
I'm Lulu. I live in Kenya. / I have math and music on Fridays.
I always get up at seven. / Then I go to school at eight.digital
textbook**Let's Chant: Where do you live? (p. 15)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:I live in Ueda in Japan.
Where do you live?
I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?digital
textbook

Step 1 (p.18)

8min.

- Have students practice what they wrote so far in Unit 2.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.18. Remember Emily?"

digital
textbook

Students listen to the demonstration from the digital textbook, then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading our profiles."

Pairs practice reading their sentences from p.86.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.18) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.86

Have students cut out their treasure card and draw pictures/

Unit 2

write their name, birthday, etc.

E.C. card

Practice presenting their profile to a friend.

Sounds and Letters: /p/ sound, Pp. (p.91)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91. ALT: "Today let's try /p/ /p/ Pp.""

The ALT reads the words on p.91.

digital

Students circle the pictures that start with the /p/ sound.

textbook

Lastly, students practice writing uppercase P and lowercase p on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time! Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: How is your school life? (pp. 18-19)

minutes Goal: Students make a speech about their treasure.

Target Language: I live in ~ . I go to ~ . I usually ~ . My treasure is ~ . etc.

Vocabulary: Vehicles (PD p.23), Times of Day (PD pp.14-15), Daily Activities (PD p.20), Common Items (PD pp.26-27)

Greeting**6min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: My Day (p. 15)**6min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.
I'm Peter. I live in Australia. / I have social studies on Wednesdays.
I sometimes walk my dog at five. / Then I do my homework at six.
I'm Lulu. I live in Kenya. / I have math and music on Fridays.
I always get up at seven. / Then I go to school at eight.digital
textbook**Let's Chant: Where do you live? (p. 15)****6min.**

•Have students listen to the chant and encourage students to follow along.

Materials:I live in Ueda in Japan.
Where do you live?
I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?digital
textbook**Step 3 (p. 19) ©****20min.**

•Have students introduce themselves.

Materials:ALT: "I'm so excited to see everyone's treasures. You worked hard! First, let me show you my treasure."
ALT demonstrates their speech using their Treasure Card.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's make pairs."
Students take turns presenting in pairs.
Students reflect on their presentation and glue their Treasure Card on p.30.digital
textbookUnit 2
E.C. card

Sounds and Letters: /q/ sound, Qq. (p.91)

6min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91. "

ALT: "Today let's try /q/ /q/ Qq."

**digital
textbook**

The ALT reads the words on p.91.

Students circle the pictures that start with the /q/ sound.

Lastly, students practice writing uppercase Q and lowercase q on the four lines.

Goodbye

1 min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

**digital
textbook**

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: How is your school life? (pp.20-21)

minutes Goal: Think about the daily lives of people around the world.

Target Language: What is your treasure? My treasure is ~ . etc.

Vocabulary: Vehicles (PD p.23), Times of Day (PD pp.14-15), Daily Activities (PD p.20), Common Items (PD pp.26-27)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What is your treasure?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**

ALT: "Ms/Mr. (HRT), what is your treasure?"

HRT: "My treasure is my daughter."

none

ALT: "That's sweet. How old is your daughter?"

HRT: "5 this year. How about you? What's your treasure?"

ALT: "This watch. My grandfather gave it to me. I wear it every day."

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: My Day (p.15)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

I'm Emma. I live in France. / I have P.E. and science on Tuesdays.

I usually eat lunch at twelve. / Then I play soccer at one.

digital

I'm Peter. I live in Australia. / I have social studies on Wednesdays.

textbook

I sometimes walk my dog at five. / Then I do my homework at six.

I'm Lulu. I live in Kenya. / I have math and music on Fridays.

I always get up at seven. / Then I go to school at eight.

Let's Chant: Where do you live? (p.15)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

I live in Ueda in Japan.

Where do you live?

digital

I go to Naka Elementary School.

textbook

What school do you go to?

I usually watch soccer games on Sundays.

What do you do on Sundays?

My treasure is this soccer ball.

What's your treasure?

Do you know? (p.20)

7min.

•Have students learn about other countries and share.

Materials:

ALT: "What kind of things are important?"
Elicit answers from students.

digital
textbook

HRT: "House. Food. Water. Good answers!"
ALT: "For me, family is important. What do you think?"
HRT: "Yes, I think so too. Family is the most important."

PD

ALT: "Let's see what's important to people around the world."
Use the digital textbook to go over the countries and their treasures.
Have students try the quiz question.

Challenge (p.21) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

ALT: "Think about your treasure from the treasure card. Is it important?"
HRT: "House? Food? Drink? Family?"

digital
textbook

Have the HRT explain to students they should think about an indispensable treasure important to their daily life.
Support students in finding a treasure of their own.
Explain how to answer why a certain treasure is important.

PD

Students may use Japanese to explain their reasons.
Students make groups and take turns quizzing their classmates.
Ask students to volunteer to share their treasures with the whole class.

Sounds and Letters: /r/ sound, Rr. (p.91)

5min.

•Have students get more familiar with the sounds of letters.
•Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /r/ /r/ Rr."
The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /r/ sound.
Lastly, students practice writing uppercase R and lowercase r on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: How is your school life? (pp.20-21)

minutes Goal: Learn about languages around the world – focus Korea.

Target Language: Let's ~ . This is ~ . See you. etc.

Vocabulary: Vehicles (PD p.23), Times of Day (PD pp.14-15), Daily Activities (PD p.20), Common Items (PD pp.26-27)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What would you put in a time capsule?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), do you know about time capsules?"
HRT: "Yes, we put special things in a time capsule for people in the future to find."
ALT: "That's right! What would you put in a time capsule?"
HRT: "I would put our class photo. What about you?"
ALT: "Money. In the future, I think everything will be cashless."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: My Day (p. 15)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm Emma. I live in France. / I have P.E. and science on Tuesdays.
I usually eat lunch at twelve. / Then I play soccer at one.
I'm Peter. I live in Australia. / I have social studies on Wednesdays.
I sometimes walk my dog at five. / Then I do my homework at six.
I'm Lulu. I live in Kenya. / I have math and music on Fridays.
I always get up at seven. / Then I go to school at eight.digital
textbook**Let's Chant: Where do you live? (p. 15)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:I live in Ueda in Japan.
Where do you live?
I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?digital
textbook

Word Adventure (p.20)

7min.

•Expand students' understanding of language and the world.

Materials:

ALT: "In English, we have a special word to talk about ourselves - I."

HRT: "So in Japanese we say tadaima..."

digital
textbook

ALT: "In English, I'm home. I, I, I'm home."

HRT: "Onaka suita." ALT: "I'm hungry. I, I, I'm hungry!"

Have the HRT explain to the students that the subject " I " is always necessary in English but not in Japanese.

PD

ALT: "How are Japanese and English different? What do you think?"

Give students time to discuss their ideas in small groups.

Bring everyone back together to check their notes.

Wonderful World (p.21)

10min.

•Have students learn new information about Korea.

Materials:

ALT: "Do you know Korea? What do you know?"

Elicit answers from students.

digital
textbook

ALT: "BTS. Kimchi. Gangnam Style. Nice!"

HRT: "Please watch this video and try to catch the words."

ALT: "We have some quiz questions for you after the video!"

Check students' understanding of what they learned about Korea.

For example, What percent of people who live in Seoul are Korean? About 20%

What do Korean People eat almost every day? Kimchi.

Sounds and Letters: Quiz 2 (p.91)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 91."

ALT: "Today we have a quiz on what we've learned so far."

digital
textbook

Students listen and write the number in the brackets in order.

Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 go to Italy. (pp.22-23)

minutes Goal: Understand about famous things around the world.

Target Language: ~ is a ... country. You can see/eat/buy/visit ~ . ~ is ... It's ~ . etc.

Vocabulary: Countries (PD p.16)

Greeting, Small Talk: What is this country?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what is this country? Do you know?"
ALT shows a picture/gestures to look like the Statue of Liberty.
HRT: "Oh, this is in New York city, so the answer is... USA!"
ALT: "That's right, it's America. You can see the Statue of Liberty."
Students make pairs, play R/S/P and practice the conversation.
Remind students of the countries onPD p.16 if needed.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: I want to go to Italy. (p.23)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!

digital**textbook****Word Link: Countries (PD p.16), Let's Try 1: Keyword Game (p.23)****9min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words onPD p.16.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

digital**textbook****PD and/or
FCs****Let's Chant: Where do you want to go? (p.23)****4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.

digital**textbook**

Starting Out (pp.22-23) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 22 and 23. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write # 1/2/3/4/5 in box A/B/C/D/E in the order in which they hear.
*NOTE: Box F/G/H/I/J are covered in the next lesson.

Let's Read and Write I: Italy is a nice country. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 26. What country do you see?"
Introduce the sentences on p.26.

digital
textbook

Explain that students will choose a country to introduce in Unit 3.
Listen to the example. Read it out loud.
ALT: "Now turn to page 87." Students write what country they like in English on p.87.

Sounds and Letters: /s/ sound, Ss. (p.91)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /s/ /s/ Ss."
The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /s/ sound.
Lastly, students practice writing uppercase S and lowercase s on the four lines.

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 go to Italy. (pp.22-23)

minutes Goal: Understand about famous things around the world.

Target Language: You can see/eat/buy ~ . ~ is ... It's ~ . etc.

Vocabulary: Descriptions (PD p.29)

Greeting, Small Talk: What country's food do you like?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), what country's food do you like?" HRT: "I like Korea. For example, kimchi and Korean barbecue. And you?"

ALT: "I like Japanese food. I eat natto for breakfast and tamagoyaki for dinner."

Students make pairs, play R/S/P and practice the conversation.

Remind students of the countries onPD p.16 if needed.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: I want to go to Italy. (p.23)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Where do you want to go? / I want to go to Egypt.

What can you do in Egypt? / You can see pyramids. / You can ride a camel.

Sounds great! / Sounds fun! / Can I go with you? / Yes!

digital**textbook**

Where do you want to go? / I want to go to China.

What can you do in China? / You can see the Great Wall. / You can eat Chinese food.

Sounds great! / Sounds fun! / Can I go with you? / Sure!

Where do you want to go? / I want to go to Italy.

What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.

Sounds great! / Sounds fun! / Can I go with you? / Of course!

Word Link: Descriptions (PD p.29), Let's Try 1: Word Game (p.23)**9min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words onPD p.29.

Play a word game. Example: Gesture game.

digital**textbook**

Make groups and decide who gestures first.

The other students will try to guess what description the gesturing student is performing. One student chooses a word from thePD and gestures to communicate the word.

PD and/or**FCs**

The student who guesses correctly becomes the next student to choose and gesture.

*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Where do you want to go? (p.23)**4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

China, Egypt, Australia.

Peru, Kenya, Singapore.

digital**textbook**

I like Italy!

I like Italy!

Why do you like Italy?

You can see the Colosseum.

You can eat pizza.

It's delicious.

Italy is a nice country.

Starting Out (pp.22-23) ©

7min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 22 and 23. 'Starting Out'. Do you have a pencil? Let's listen."
The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write #6/7/8/9/10 in box F/G/H/I/J in the order in which they hear.
*NOTE: Box A/B/C/D/E were covered in the previous lesson.

Let's Read and Write 2: You can see the Colosseum. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 26. What can you see in Italy?" Introduce the sentences on p.26.
Explain that students will choose a country to introduce in Unit 3.

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 87." Students write a place of interest
from the country they chose in the previous lesson in English on p.87.

PD

Sounds and Letters: /t/ sound, Tt. (p.91)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /t/ /t/ Tt."
The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /t/ sound.
Lastly, students practice writing uppercase T and lowercase t on the four lines.

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 go to Italy. (pp.24-25)

minutes Goal: Ask friends where they want to go and their reasons why.

Target Language: You can see/eat/visit ~ . Do you want to ~ ? Why do you like ~ ? etc.

Vocabulary: Food (PD p.8), Countries (PD p.16)

Greeting, Small Talk: Where do you want to go?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), where do you want to go?"
 HRT: "I want to go to China. How about you?"
 ALT: "Me? I want to go to Palau. It looks beautiful!"
 Students make pairs, play R/S/P and practice the conversation.
 Introduce the countries on PD p. 16 if needed.
 After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: I want to go to Italy. (p.23)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

Where do you want to go? / I want to go to Egypt.
 What can you do in Egypt? / You can see pyramids. / You can ride a camel.
 Sounds great! / Sounds fun! / Can I go with you? / Yes!
 Where do you want to go? / I want to go to China.
 What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
 Sounds great! / Sounds fun! / Can I go with you? / Sure!
 Where do you want to go? / I want to go to Italy.
 What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
 Sounds great! / Sounds fun! / Can I go with you? / Of course!

**digital
textbook****Word Link: Food (PD p.8)****7min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.8.
 Play a word game. Example: Keyword Game.
 Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
 The ALT selects one vocabulary word as the "keyword".
 Students start with their hands on their heads.
 The ALT reads vocabulary words out loud, which the students repeat.
 When the ALT says the "keyword", students should grab the eraser/object.
 The student holding the eraser/object is the winner in each pair.
 *NOTE: For more word game ideas, see the BOL Activity Booklet.

**digital
textbook****PD and/or
FCs****Let's Chant: Where do you want to go? (p.23)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

China, Egypt, Australia.
 Peru, Kenya, Singapore.
 I like Italy!
 I like Italy!
 Why do you like Italy?
 You can see the Colosseum.
 You can eat pizza.
 It's delicious.
 Italy is a nice country.

**digital
textbook**

Let's Listen 2 (p.25)

6min.

•Check students' listening abilities.

Materials:

ALT: "Open your textbook to page 24. 'Let's Listen 1'. What country is this?"

HRT: "Australia. Good job! Let's listen and circle. Do you have a pencil?"

digital
textbook

The ALT plays the audio from the digital textbook.

Students listen to the presentations and draw a circle on the answer.

ALT: "Did you catch that? Do you want to hear it one more time? OK."

HRT: "Good job, everyone. Now, 'Let's Listen 2' and hear the commercial."

Check the answers when students are finished.

Have students present a new country using substitutions.

Let's Try 2 (p.25)

6min.

•Have students use images to convey where and why they want to go .
•Have students expand their vocabulary and get speaking practice.

Materials:

HRT: "Look here, page 25. 'Let's Try 2'. Why do you like Italy?"

ALT: "What do you know about Italy?"

digital
textbook

HRT: "Pizza. Colosseum. Venice. Nice!"

ALT: "Now it's your turn! Ask your partner, Where do you want to go? Why?"

In pairs, students ask their friends about where they want to go and why.

Change partners if time allows.

Let's Read and Write 3: You can eat pizza. (p.87)

9min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

ALT: "Turn to page 26. What can you eat in Italy?" Introduce the sentences on p.26.

Explain that students will choose a country to introduce in Unit 3.

digital
textbook

Listen to the example. Read it out loud.

ALT: "Now turn to page 87." Students write a food from the country they chose in English on p.87.

Sounds and Letters: /v/ sound, Vv. (p.91), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /v/ /v/ Vv."

The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /v/ sound.

Lastly, students practice writing uppercase V and lowercase v on the four lines.

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: Let's go to Italy. (pp.24-25)

minutes Goal: Students ask each other about their treasures.

Target Language: You can buy/see/eat/visit ~ . It's ~ . etc.

Vocabulary: Flavors, Tastes (PD p.11)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What sweets do you like?**5min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what sweets do you like?"
HRT: "I like Black Thunder. How about you?"
ALT: "I like milkshakes, but they are not so popular in Japan."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: I want to go to Italy. (p.23)**3min.**

•Have students listen to the song and encourage students to sing along.

Materials:Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!digital
textbook**Word Link: Flavors, Tastes (PD p.11)****6min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words on PD p.11
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.digital
textbookPD and/or
FCs

Let's Chant: Where do you want to go? (p.23)

3min.

•Have students listen to the chant and encourage students to follow along.

Materials:

NEW HORIZON Elementary 6

digital
textbook

Let's Try 3 (p.25) ©

7min.

•Have students work together to identify countries and famous things.

Materials:

ALT: "Look here, pg. 25. 'Let's Try 3'. Let's check the example."
Students read the example sentences out loud.

digital
textbook

HRT: "Can you find France on this map? Good! Here it is."
ALT: "Now let's try to find the two mystery countries. Let's write what you can do there."
HRT: "Do you have your Social Studies books? Let's use the atlas."

PD

Students work with a friend to write the name and famous thing for each country in the box.
Students trace and finish the sentences about what they can do there the four lines.

Let's Read and Write 4: My treasure is this soccer ball. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 26. What is Emily's impression of Italian pizza?"
ALT: "It's delicious!"

digital
textbook

Listen to the example. Read it out loud.
ALT: "Now turn to page 87. What about the food you wrote last time?"
HRT: "Is it delicious? Spicy? Sweet?"

PD

Students write their impressions on p.87.
Have students look back on their sentences and check that everything is finished.

Sounds and Letters: /w/ sound, Ww. (p.91), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /w/ /w/ Ww."
The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /w/ sound.
Lastly, students practice writing uppercase W and lowercase w on the four lines.
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: Let's go to Italy. (pp.26-27)

minutes Goal: Make travel destination cards and ask friends about them.

Target Language: ~ is a nice country. You can see/eat ~ . It's ~ . etc.

Vocabulary: Countries (PD p.16), Descriptions (PD p.29), Food (PD p.8), Countries (PD p.16), Flavors, Tastes (PD p.11)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do you want to eat?**7min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what do you want to eat?"
HRT: "I want to eat spicy fried chicken. And you?"
ALT: "I like spicy food too! I want to eat tamales from Mexico."
HRT: "Tamales? I don't know..."
ALT: "It's kind of like nikuman, but tamales are made with corn."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: I want to go to Italy. (p.23)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!digital
textbook**Let's Chant: Where do you want to go? (p.23)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.digital
textbook

Step 1 (p.26)

9min.

- Have students practice what they wrote so far in Unit 3.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.26. Remember Italy?"

digital
textbook

Students listen to the demonstration from the digital textbook, then practice reading the example sentences out loud.
ALT: "Now it's your turn. Let's practice reading about our travel destinations."
Pairs practice reading their sentences from p.87.
Students trade textbooks and read their partner's sentences back to them.
+Option: The ALT can give a BAD demo and ask students what they thought was wrong.
Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.26) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

digital
textbook

Students read the hints out loud. Check understanding.
ALT: "What do you want to add after hearing these hints?"
Students write new sentences on p.87

Unit 3
E.C. card

Have students cut out their travel destination card and draw pictures, glue photographs, and write additional sentences.
Students who chose the same country make groups and practice presenting their profile to others.
Next class students will make a poster, so ask them to bring in pictures for the next class.

Sounds and Letters: /x/ sound, Xx. (p.91)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /x/ /x/ Xx."

digital
textbook

The ALT reads the words on p.91.
Students circle the pictures that start with the /x/ sound.
Lastly, students practice writing uppercase X and lowercase x on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time!
Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Let's go to Italy. (pp.26-27)

minutes Goal: Make travel destination poster and speech about the country.

Target Language: ~ is a ... country. You can see/visit/eat/buy ~ . It's ~ . etc.

Vocabulary: Countries (PD p.16), Descriptions (PD p.29), Food (PD p.8), Countries (PD p.16), Flavors, Tastes (PD p.11)

Greeting**7min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: I want to go to Italy. (p.23)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!digital
textbook**Let's Chant: Where do you want to go? (p.23)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.digital
textbook**Step 3 (p.27) ©****22min.**

•Have students give a presentation pretending to be members of a travel agency.

Materials:HRT: "I'm excited to see what everyone brought for their posters today. Get into your groups."
Students make a simple poster for their country.
ALT: "Okay! First, please watch my presentation."
ALT demonstrates their speech using their poster.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's present our destinations."
Students take turns presenting in groups.
Students reflect on their presentations and glue their Travel Destination Cards on p.31.digital
textbookUnit 3
E.C. card

Poster paper

Sounds and Letters: /y/ sound, Yy. (p.91)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today let's try /y/ /y/ Yy."

The ALT reads the words on p.91.

**digital
textbook**

Students circle the pictures that start with the /y/ sound.

Lastly, students practice writing uppercase Y and lowercase y on the four lines.

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!"

**digital
textbook**

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Let's go to Italy. (pp.28-29)

minutes Goal: Think about World Heritage Sites and different cultures.

Target Language: I want to visit ~ . Do you like traveling? etc.

Vocabulary: Countries (PD p.16), Descriptions (PD p.29), Food (PD p.8), Countries (PD p.16), Flavors, Tastes (PD p.11)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: Do you like traveling?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), do you like traveling?"
HRT: "Yes, I do. I went to Australia last year."
ALT: "That's nice. I've never been to Australia."
HRT: "You should go. How about you? Do you like traveling?"
ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: I want to go to Italy. (p.23)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!digital
textbook**Let's Chant: Where do you want to go? (p.23)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.digital
textbook

Do you know? (p.28)

7min.

•Have students learn about other world heritage and share what they know,

Materials:

ALT: "Let's think about World Heritage. Do you know any important places in Japan?"

Have the HRT to help explain what World Heritage Sites are.

digital
textbook

HRT: "Mt. Fuji is a World Heritage Site. Himeji Castle is a World Heritage Site."

ALT: "How many world heritage sites are there in Japan? What do you think?"

Give students time to discuss and come back together to confirm the answer.

HRT: "Do you know any other World Heritage Sites around the world?"

ALT: "Let's see what's important to people around the world."

Students present World Heritage Sites that they know.

Have students try the quiz question.

Challenge (p.29) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

HRT: "Think about World Heritage Sites. Let's search for one you want to visit."

Support students in finding a site they'd like to go to.

digital
textbook

Students make pairs and take turns asking their classmates.

Change partners if time allows.

PD

Ask students to volunteer to share their sites with the whole class.

Sounds and Letters: /z/ sound, Zz. (p.91)

5min.

•Have students get more familiar with the sounds of letters.

•Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 91." ALT: Today let's try /z/ /z/ Zz."

The ALT reads the words on p.91.

digital
textbook

Students circle the pictures that start with the /z/ sound.

Lastly, students practice writing uppercase Z and lowercase z on the four lines.

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 go to Italy. (pp.28-29)

minutes Goal: Learn about languages around the world – focus Australia.

Target Language: Let's ~ . This is ~ . You can see ~ . etc.

Vocabulary: Countries (PD p.16), Descriptions (PD p.29), Food (PD p.8), Countries (PD p.16), Flavors, Tastes (PD p.11)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What new World Heritage Site would you choose?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), let's make a new World Heritage Site. What would you choose?"
HRT: "Nice idea. I choose... Kamakura."
ALT: "Kamakura is a special place. I agree."
HRT: "What about you, (ALT)-sensei?"
ALT: "I choose... the Tottori Sand Dunes."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: I want to go to Italy. (p.23)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:Where do you want to go? / I want to go to Egypt.
What can you do in Egypt? / You can see pyramids. / You can ride a camel.
Sounds great! / Sounds fun! / Can I go with you? / Yes!
Where do you want to go? / I want to go to China.
What can you do in China? / You can see the Great Wall. / You can eat Chinese food.
Sounds great! / Sounds fun! / Can I go with you? / Sure!
Where do you want to go? / I want to go to Italy.
What can you do in Italy? / You can see the Colosseum. / You can buy olive oil.
Sounds great! / Sounds fun! / Can I go with you? / Of course!digital
textbook**Let's Chant: Where do you want to go? (p.23)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.digital
textbook

Word Adventure (p.28)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "In English, we have word groups."

HRT: "Can you make groups?"

digital
textbook

ALT: "For example, bread is the name of a food. Is bitter the name of a food? No!"

HRT: "Bread. Water. Soup. These are all names of foods."

Students do not learn about nouns, verbs and adjectives by name, but this activity is to get students to recognize the different groups of words. Check the students' work and make additional quizzes as time allows.

Wonderful World (p.29) ©

10min.

•Have students learn new information about Australia.

Materials:

ALT: "Do you know Australia? What do you know?"

Elicit answers from students.

digital
textbook

HRT: "Sydney. Koalas. Kangaroos. Nice!"

ALT: "Please watch this video and try to catch the words."

HRT: "We have some quiz questions for you after the video!"

Check students' understanding of what they learned about Korea.

For example, What is the capital of Australia?

What does the Gold Coast have?

Sounds and Letters: Quiz 3 (p.91)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 91." ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

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 send a message to someone abroad. (pp.30-31)
minutes Goal: Prepare a message to send to someone in another country.

Target Language: I'm/I am ~ . I can ~ . I like ~ . I want to ~ . Do you ~ ? etc.

Vocabulary: Countries (PD p.16), Daily Activities (PD p.20), Descriptions (PD p.29), Actions (1) · (2)(PD pp.18-19)

Greeting

5min.

·Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Chant: Where are you from? (p.7)

8min.

·Have students review what they learned in Unit 1 through chants.

Materials:

What's your name? Where are you from?
I'm Emily. I'm from Singapore.
I like dogs. I like apples. I like flowers.
My birthday is May 5th.
What's your name? Where are you from?
I'm Lucas. I'm from Brazil.
I like science. I like soccer. I like gyoza.
My birthday is July 23rd.
+Option: Everyone chants, "What's your name? Where are you from?"
Students take turns to chant their name, country, 3 likes and birthday.

digital
textbook

Let's Chant: Where do you live? (p.15)

8min.

·Have students review what they learned in Unit 2 through chants.

Materials:

I live in Ueda in Japan.
Where do you live?
I go to Naka Elementary School.
What school do you go to?
I usually watch soccer games on Sundays.
What do you do on Sundays?
My treasure is this soccer ball.
What's your treasure?

digital
textbook

Let's Chant: Where do you want to go? (p.23)

8min.

·Have students review what they learned in Unit 3 through chants.

Materials:

China, Egypt, Australia.
Peru, Kenya, Singapore.
I like Italy!
I like Italy!
Why do you like Italy?
You can see the Colosseum.
You can eat pizza.
It's delicious.
Italy is a nice country.

digital
textbook

HOP (p.31)

7min.

- Show demonstration and purpose of this lesson
- Have students review Unit 1-3.

Materials:

HRT: "Let's review the cards on p.30-31 and look back over what you've learned."
Students recite the speeches or the conversations they had in Units 1-3.

**digital
textbook**

ALT shows the demonstration video.

ALT: "Who would you like to send a message to?"

Students decide who they would like to send their message to, consider what to say and what expressions they should use.

STEP (p.31)

8min.

- Have students prepare messages.
- Have students practice speech.

Materials:

Demonstrate the speech.

ALT: "This is for Fred. Hello. You like skateboarding. Let's skateboard in Chiba. I want to watch the X-games. See you!"

**digital
textbook**

The ALT/HRT hand out drawing paper for making a message card.

ALT: "You can find expressions for your message on p.30-31."

HRT: "Who is it for? Please write their name on the top of the card."

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 send a message to someone abroad. (pp.30-31)
 minutes Goal: Deliver a message to someone in another country.

Target Language: I'm/I am ~ . I can ~ . I like ~ . I want to ~ . Do you ~ ? etc.

Vocabulary: Countries (PD p.16), Daily Activities (PD p.20), Descriptions (PD p.29),
 Actions (1) · (2)(PD pp.18-19)

Greeting

5min.

·Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
 Elicit responses from students.

none

Let's Chant: Where are you from? (p.7)

8min.

·Have students review what they learned in Unit 1 through chants.

Materials:

What's your name? Where are you from?
 I'm Emily. I'm from Singapore.
 I like dogs. I like apples. I like flowers.
 My birthday is May 5th.
 What's your name? Where are you from?
 I'm Lucas. I'm from Brazil.
 I like science. I like soccer. I like gyoza.
 My birthday is July 23rd.

digital
 textbook

+Option: Everyone chants, "What's your name? Where are you from?"
 Students take turns to chant their name, country, 3 likes and birthday.

Let's Chant: Where do you live? (p.15)

8min.

·Have students review what they learned in Unit 2 through chants.

Materials:

I live in Ueda in Japan.
 Where do you live?
 I go to Naka Elementary School.
 What school do you go to?
 I usually watch soccer games on Sundays.
 What do you do on Sundays?
 My treasure is this soccer ball.
 What's your treasure?

digital
 textbook

Let's Chant: Where do you want to go? (p.23)

8min.

·Have students review what they learned in Unit 3 through chants.

Materials:

China, Egypt, Australia.
 Peru, Kenya, Singapore.
 I like Italy!
 I like Italy!
 Why do you like Italy?
 You can see the Colosseum.
 You can eat pizza.
 It's delicious.
 Italy is a nice country.

digital
 textbook

JUMP (p.31)

15min.

•Have students give presentation to convey messages to people in foreign countries.

Materials:

ALT demonstrates delivering their message. 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.31.

ALT: "Please practice reading your message out loud. Think about 'Topic' and 'Communication'."

Students practice reading aloud.

HRT: "Now let's get into groups and deliver our message."

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: Summer Vacations in the World (pp.34-35)

minutes Goal: Learn about students' summer vacations around the world.

Target Language: How was your summer vacation? I went/enjoyed/ate ~ . It was ~ . etc.

Vocabulary: Past Actions (PD p.18)

Greeting, Small Talk: Where did you go this summer?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), where did you go this summer?"

HRT: "I didn't go anywhere. I enjoyed summer at home. You?"

ALT: "I went to Kobe. I saw fireworks!"

Students make pairs, play R/S/P and practice the conversation.

Remind students of the past actions on PD p.18 if needed.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: We love summer vacation. (p.35)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!

I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!

digital

I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!

textbook

I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!

We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!

Word Link: Past Actions (PD p.18), Let's Try 1: Karuta (p.35)**8min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.18.

Play a word game. Example: Karuta.

digital

Make pairs and clear your desks. Two students need one set of past action cards.

textbook

The ALT makes a sentence with the present tense version of the past action verbs.

Students try to swipe the card of the corresponding past action.

**PD and/or
FCs**

*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Did you enjoy camping? (p.35)**4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Camping, swimming, fishing, fish!

Fishing, camping, swimming, sea!

digital

Swimming, fishing, camping, tent!

textbook

I went to the mountains. (We went to the mountains.)

I enjoyed camping. (We enjoyed camping.)

I ate curry and rice. (We ate curry and rice.)

It was great. (Yes, it was great.)

Starting Out (pp.34-35) ©

8min.

•Check students' listening abilities.

Materials:

ALT: "Open your textbook to page 34 and 35. 'Starting Out'."

HRT: "Who is this? Sakura. Who is this? Emily."

digital
textbook

ALT: "Let's listen to Sakura's summer vacation. Do you have a pencil?"

The ALT plays the audio from the digital textbook.

HRT: "Did you catch that? Do you want to hear it one more time? OK."

Wksht 1

Students listen and write # 1/2/3/4 in box A/B/C/D in the order in which they hear.

Hand out Worksheet # 1. Play the audio again and have students write down what they learned.

Confirm the expressions and have students share with their classmates.

Let's Read and Write I: I went to the mountains. (p.87)

10min.

•Have students prepare an English profile introducing themselves.

•Support students with spelling and handwriting.

Materials:

ALT: "Turn to page 38. 'My Summer Vacation'."

Introduce the sentences on p.38.

digital
textbook

Explain that students will present about their summer vacation in Unit 4.

Listen to the example. Read it out loud.

ALT: "Now turn to page 87." Students write what they did in English on p.87.

Sounds and Letters: /a/ sound, Aa. (p.92)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /a/ /a/ Aa."

The ALT reads the words on p.92.

digital
textbook

Students circle the pictures that start with the /a/ sound.

Lastly, students practice writing uppercase A and lowercase a on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: Summer Vacations in the World (pp.34-35)

minutes Goal: Learn about students' summer vacations around the world.

Target Language: How was your summer vacation? I went/enjoyed/ate ~ . It was ~ . etc.

Vocabulary: Nature (PD pp.12-13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: We love summer vacation. (p.35)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!digital
textbook**Word Link: Nature (PD pp.12-13), Let's Try 1: Missing Game (p.35)****8min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words on PD pp.12-13.
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.digital
textbookPD and/or
FCs**Let's Chant: Did you enjoy camping? (p.35)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)digital
textbook

Starting Out (pp.34-35) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 34 and 35. 'Starting Out'."
Hand out Worksheet 2.

digital
textbook

The ALT plays the audio from the digital textbook.
Students refer to what they wrote on Worksheet 1

Wksht 2

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Have students listen and fill in the answer on Worksheet 2.
Check the answers. Play the audio again and confirm the expressions.
Collect the worksheets.

Let's Read and Write 2: I enjoyed camping. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 38. 'My Summer Vacation'."
Introduce the sentences on p.38.

digital
textbook

Explain that students will present about their summer vacation in Unit 4.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 87." Students write what they enjoyed in English on p.87.

Sounds and Letters: /e/ sound, Ee. (p.92)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /e/ /e/ Ee."
The ALT reads the words on p.92.

digital
textbook

Students circle the pictures that start with the /e/ sound.
Lastly, students practice writing uppercase E and lowercase e on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: Summer Vacations in the World (pp.36-37)

minutes Goal: Listen to conversations and ask what friends ate yesterday.

Target Language: What did you ~ ? I ate/went/enjoyed ~ . It was ~ . etc.

Vocabulary: Food (PD p.8), Desserts (PD p.9)

Greeting, Small Talk: Did you enjoy your summer vacation?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), did you enjoy your summer vacation?"
 HRT: "Yes, I did. I ate ice cream and saw my family. How about you?"
 ALT: "Yes, very much. I went hiking and I ate delicious food too."
 Students make pairs, play R/S/P and practice the conversation.
 Introduce the past actions on PD p. 18 if needed.
 After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: We love summer vacation. (p.35)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
 I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
 I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
 I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
 We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!

**digital
textbook****Word Link: Food (PD p.8), Dessert (PD p.9)****6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD pp.8-9.

Play a word game. Example: Keyword Game.

**digital
textbook**

Make pairs and clear your desks. Two students need one eraser (or other object) to grab.

The ALT selects one vocabulary word as the "keyword".

Students start with their hands on their heads.

**PD and/or
FCs**

The ALT reads vocabulary words out loud, which the students repeat.

When the ALT says the "keyword", students should grab the eraser/object.

The student holding the eraser/object is the winner in each pair.

*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Did you enjoy camping? (p.35)**3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Camping, swimming, fishing, fish!

Fishing, camping, swimming, sea!

**digital
textbook**

Swimming, fishing, camping, tent!

I went to the mountains. (We went to the mountains.)

I enjoyed camping. (We enjoyed camping.)

I ate curry and rice. (We ate curry and rice.)

It was great. (Yes, it was great.)

Let's Listen 1 (p.36)

6min.

•Check students' listening abilities.

Materials:

ALT: "Open your textbook to page 36. 'Let's Listen 1'. Who is this?"
HRT: "Lucas. Good job! Let's listen and draw a line. Do you have a pencil?"
The ALT plays the audio from the digital textbook.
Students listen to the characters and draw a line to connect the answer.
ALT: "Did you catch that? Do you want to hear it one more time? OK."
Check the answers when students are finished.

digital
textbook

Let's Try 2 (p.36) ©

6min.

•Have students use images to convey their likes and abilities.
•Have students expand their vocabulary and get speaking practice.

Materials:

HRT: "Look here, page 25. 'Let's Try 2'. Why do you like Italy?"
ALT: "What do you know about Italy?"
HRT: "Pizza. Colosseum. Venice. Nice!"
ALT: "Now it's your turn! Ask your partner, Where do you want to go? Why?"
In pairs, students ask their friends about where they want to go and why.
Change partners if time allows.

digital
textbook

Let's Read and Write 3: I ate curry and rice. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 38. 'My Summer Vacation'."
Introduce the sentences on p.38.
Explain that students will present about their summer vacation in Unit 4.
Listen to the example. Read it out loud.
ALT: "Now turn to page 87." Students write what they ate in English on p.87.

digital
textbook

Sounds and Letters: /i/ sound, Ii. (p.92), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /i/ /i/ Ii."
The ALT reads the words on p.92.
Students circle the pictures that start with the /i/ sound.
Lastly, students practice writing uppercase I and lowercase i on the four lines.
ALT/HRT: "Great job today, class! That's all for today. See you next time! Goodbye!"

digital
textbook

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Summer Vacations in the World (pp.36-37)

minutes Goal: Students ask each about their summer vacations.

Target Language: How was your summer vacation? I went to ~ . Did you enjoy ~ ? I enjoyed/ate ~ . It was ~ . etc.

Vocabulary: Descriptions (PD p.29)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: We love summer vacation. (p.35)**3min.**

•Have students listen to the song and encourage students to sing along.

Materials:

We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!

digital
textbook**Word Link: Descriptions (PD p.29)****6min.**

•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.11
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.

digital
textbookPD and/or
FCs**Let's Chant: Did you enjoy camping? (p.35)****3min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)

digital
textbook

Let's Listen 2 (p.37)

6min.

•Have students listen to the things children in various countries did during summer vacation, their thoughts, and connect them with a line

Materials:

HRT: "Open your textbook to page 37. 'Let's Listen 2'."

ALT: "How many students? Three! Who is this? Martin!"

digital
textbook

HRT: "Please draw a line. Do you have a pencil?"

The ALT plays the audio from the digital textbook.

Students listen and draw a line to connect the student to their treasure.

ALT: "Did you catch that? Do you want to hear it one more time? OK."

Check the answers when all students are finished.

Let's Try 3 (p.37) ©

6min.

•Have students re-read the dialogue you wrote on p. 87 and with your friends, ask each other about their thoughts.

Materials:

HRT: "Look here, pg. 37. 'Let's Try 3'. How was your summer vacation?"

Students read the example sentences out loud.

digital
textbook

ALT: "Let's check the words in our Picture Dictionary on page 29."

Explain to students that they can substitute 'great' with another word.

Students find a partner, then ask their friend about their summer vacation.

PD

Change partners if time allows.

Let's Read and Write 4: It was great. (p.87)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 38. 'It was great.'"

ALT: "It was exciting! It was interesting!"

digital
textbook

HRT: "Now turn to page 87. How was your summer vacation?"

Students write their feelings on p.87.

PD

Have students look back on their sentences and check that everything is finished.

Sounds and Letters: /o/ sound, Oo. (p.92), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /o/ /o/ Oo."

The ALT reads the words on p.92.

none

Students circle the pictures that start with the /o/ sound.

Lastly, students practice writing uppercase O and lowercase o on the four lines.

ALT/HRT: "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: Summer Vacations in the World (pp.38-39)

minutes Goal: Make a Summer Vacation Card and ask about their vacation.

Target Language: I went to ~ . I enjoyed ~ . I ate ~ . It was ~ . etc.

Vocabulary: Past Actions (PD p.18), Nature (PD pp.12-13), Food (PD p.8), Desserts (PD p.9), Descriptions (PD p.29)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What did you eat?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what did you eat?"
HRT: "I ate barbecue. I ate steak. And you?"
ALT: "I ate steak too! I have Kobe beef."
HRT: "Wagyu? Wow. It's famous in Kobe."
ALT: "It was delicious, but it was expensive..."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: We love summer vacation. (p.35)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!digital
textbook**Let's Chant: Did you enjoy camping? (p.35)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)digital
textbook

Step 1 (p.38)

7min.

- Have students practice what they wrote so far in Unit 4.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.38. My Summer Vacation."

digital
textbook

Students listen to the demonstration from the digital textbook,
then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading about our summer vacations."

Pairs practice reading their sentences from p.87.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.38) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.87

Have students cut out their Unit 4 E.C. card and draw pictures,

glue photographs, and write additional sentences.

Unit 4

E.C. card

In pairs, students practice showing their cards and saying their sentences.

Sounds and Letters: /u/ sound, Uu. (p.92)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 92."

ALT: "Today let's try /u/ /u/ Uu."

digital
textbook

The ALT reads the words on p.92.

Students circle the pictures that start with the /u/ sound.

Lastly, students practice writing uppercase U and lowercase u on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time!
Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Summer Vacations in the World (pp.38-39)

minutes Goal: Use the Unit 4 E.C. cards to make a summer vacation speech.

Target Language: I went to ~ . I enjoyed ~ . I ate ~ . It was ~ . etc.

Vocabulary: Past Actions (PD p.18), Nature (PD pp.12-13), Food (PD p.8), Desserts (PD p.9), Descriptions (PD p.29)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: We love summer vacation. (p.35)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!digital
textbook**Let's Chant: Did you enjoy camping? (p.35)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)digital
textbook**Step 3 (p.39) ©****25min.**

•Have students give a presentation about their summer vacation.

Materials:HRT: "I'm excited to hear about your summer vacations today."
ALT: "Okay! First, please watch my presentation."
ALT demonstrates their speech using their Summer Vacation Card.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's present our summer vacations. Get into groups, please!"
Students take turns presenting their card and reading their sentences in groups.
Students reflect on their presentations and glue their Unit 4 E.C. card on p.60.digital
textbookUnit 4
E.C. card

Sounds and Letters: Quiz 4 (p.92)

6min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

Goodbye

1 min.

•Leave students with praise and reflect on their accomplishments.

Materials:

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

digital
textbook

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Summer Vacations in the World (pp.40-41)

minutes Goal: Let's think about summer vacations around the world.

Target Language: I went ~ . etc.

Vocabulary: Past Actions (PD p.18), Nature (PD pp.12-13), Food (PD p.8), Desserts (PD p.9), Descriptions (PD p.29)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What did you do last Sunday?**8min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what did you do last Sunday?"
HRT: "I went to the park with my wife and daughter."
ALT: "That's nice. I love the park."
HRT: "There's a big park near my house. How about you? What did you do?"
ALT: "I saw live music in Yokohama. It was great!"
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: We love summer vacation. (p.35)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!digital
textbook**Let's Chant: Did you enjoy camping? (p.35)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)digital
textbook

Do you know? (p.40)

8min.

•Have students learn about summer vacations around the world and share what they know,

Materials:

ALT: "Let's think about summer vacation. What do elementary school students in Japan do?"
Give students time to discuss and come back together to confirm the answer.

digital
textbook

Students present what they know already.
HRT: "What about in America? In Sweden?"
ALT: "What do you think elementary school students around the world do?"
Students learn about summer around the world.
Have students try the quiz questions and check the answers as a class.

Challenge (p.41) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

HRT: "Let's think about summer in Japan."
ALT: "What are the good points about Japanese summer?"

digital
textbook

Support students in brainstorming good points about summer in Japan.
HRT: "When it's summer in Japan, it's winter in Australia."
ALT: "Let's pretend we are introducing Japanese summer to Australian elementary school students! What do you want to tell them?"
Students make groups - half pretend to be from Australia and practice their reactions.
The other half present the good points about summer in Japan.

Sounds and Letters: Quiz 5 (p.92)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today we have a quiz on what we've learned so far."
Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: Summer Vacations in the World (pp.40-41)

minutes Goal: Learn the 5W question words and learn more about America.

Target Language: Let's ~ . This is ~ . Do you like ~ ? See you! etc.

Vocabulary: Past Actions (PD p.18), Nature (PD pp.12-13), Food (PD p.8), Desserts (PD p.9), Descriptions (PD p.29)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What did you do on your birthday last year?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what did you do on your birthday last year?"
HRT: "I don't remember... Oh, I saw a movie at the movie theater."
ALT: "I love movies. What did you see?"
HRT: "I saw Tokyo Revengers. What about you, (ALT)-sensei? What did you do?"
ALT: "I took the Tokyo-Wan Ferry to Kisarazu, but my birthday is in January..."
HRT: "Wow. It must have been very cold."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: We love summer vacation. (p.35)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do!
I'm Lucas from Brazil. / How was your summer vacation? / I went swimming in the sea. / I saw dolphins, too!
I'm Kaho from Japan. / How was your summer vacation? / I went hiking in the mountains. / It was beautiful!
I'm Mike from America. / How was your summer vacation? / I ate pizza in New York. / I went to the zoo!
We love summer vacation! / Lots of sun! / So much fun! / We love summer vacation! / Yes, we do! / Yes, we do!digital
textbook**Let's Chant: Did you enjoy camping? (p.35)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Camping, swimming, fishing, fish!
Fishing, camping, swimming, sea!
Swimming, fishing, camping, tent!
I went to the mountains. (We went to the mountains.)
I enjoyed camping. (We enjoyed camping.)
I ate curry and rice. (We ate curry and rice.)
It was great. (Yes, it was great.)digital
textbook

Word Adventure (p.40)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "In English, we have 5 W question words. Do you know them all?"

HRT: "Let's see. What is 'nani' in Japanese..."

digital

ALT: "Who? Where? Why? When?"

textbook

HRT: "Let's work to fill in the memo."

Students work together to translate the 5 W question words into Japanese.

Show students how to use the question words to extend a conversation.

Give students a chance to practice.

You can give a demonstration with and without the question words.

Use a timer to show how the conversation is longer with the 5W question words.

Wonderful World (p.41) ©

10min.

•Learn new information about America.

Materials:

HRT: "Do you know America? What do you know?"

Elicit answers from students.

digital

ALT: "NBA. Statue of Liberty. Washington DC. Nice!"

textbook

HRT: "Please watch this video and try to catch the words."

ALT: "We have some quiz questions for you after the video!"

Ask questions to check students' understanding of what they learned about America.

For example, What city did you see in the video? New York.

What kind of machines were used in the farm? Big sprinklers and smartphones.

What kind of music was played in the park? Jazz.

Sounds and Letters: Quiz 6 (p.92)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital

Check the answers and review.

textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: We all live on the Earth. (pp.42-43)

minutes Goal: Understand conversations about animals and living things.

Target Language: Where do ~ live? ~ live in ... What do ~ eat? ~ eat ... etc.

Vocabulary: Sea Animals (PD p.13)

Greeting, Small Talk: What animals can you see in the sea?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), what animals can you see in the sea?"

HRT: "You can see fish!"

ALT: "You can see sharks, too! Sharks eat fish."

Students make pairs, play R/S/P and practice the conversation.

Remind students of the past actions on PD p.18 if needed.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: We all live together. (p.43)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I'm a gorilla. I live in the forest. I eat fruit and ants.

I am a lion. I live in the savanna. I eat lots of meat.

We all live on the Earth. We all live together.

digital**textbook**

I need you. You need me. Let's all live together.

I'm a sea turtle. I live in the blue sea. I eat jellyfish.

I am a panda. I live in the mountains. I eat bamboo leaves.

We all live on the Earth. We all live together.

I need you. You need me. Let's all live together.

Word Link: Sea Animals (PD p.13), Let's Try 1: Shinka (p.43)**8min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.13.

Play a word game. Example: Progression (Shinka)

digital**textbook**

Pairs play Rock/scissors/paper. The winner ""evolves"" to the next stage of evolution. (For example: shrimp > fish > sea turtle > shark > whale)

Students change partners to someone their same level and try to win to evolve." *NOTE: For more word game ideas, see the BOL Activity Booklet.

**PD and/or
FCs****Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.

Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./

digital**textbook**

Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./

Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.

Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.

Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

Starting Out (pp.42-43) ©

8min.

•Check students' listening abilities.

Materials:

ALT: "Open your textbook to page 42 and 43. 'Starting Out'.
HRT: "Where is this? In the sea. What animal is this? A turtle."

digital
textbook

ALT: "Let's listen to a quiz. Are you ready? Do you have a pencil?"
Hand out Worksheet # 1. The ALT plays the audio from the digital textbook.
ALT: "Did you catch that? Do you want to hear it one more time? OK."

Wksht 1

Students listen and write down what they learned or what they could hear.
Play the audio again and confirm. Have students share with their classmates.

Let's Read and Write 1: Where do sea turtles live? (p.88)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 46. 'Food Chain'."
Introduce the sentences on p.46.

digital
textbook

Explain that students will present about an animal in Unit 5.
Students choose an animal, write about where it is from and what it eats.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write their animal in English on p.88.

Sounds and Letters: Pan/can/fan (p.92)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /an/, /an/, 'pan'."
The ALT reads the words on p.92.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: We all live on the Earth. (pp.42-43)

minutes Goal: Understand conversations about animals and living things.

Target Language: Where do ~ live? ~ live in ... What do ~ eat? ~ eat ... etc.

Vocabulary: Nature (PD pp.12-13), Body (PD p.21)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: We all live together. (p.43)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm a gorilla. I live in the forest. I eat fruit and ants.
I am a lion. I live in the savanna. I eat lots of meat.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.
I'm a sea turtle. I live in the blue sea. I eat jellyfish.
I am a panda. I live in the mountains. I eat bamboo leaves.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.digital
textbook**Word Link: Nature (PD pp.12-13), Body (PD p.21), Let's Try 1: Word Game (p.43)****8min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words onPD p.12-13 and p.21.
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.digital
textbookPD and/or
FCs**Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.digital
textbook

Starting Out (pp.42-43) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 42 and 43. 'Starting Out'."
Hand out Worksheet 2.

digital
textbook

The ALT plays the audio from the digital textbook.
Students refer to what they wrote on Worksheet 1

Wksht 2

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Have students listen and fill in the answer on Worksheet 2.
Check the answers. Play the audio again and confirm the expressions.
Collect the worksheets.

Let's Read and Write 2: Sea turtles live in the sea. (p.88)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 46. 'Food Chain'."
Introduce the sentences on p.46.

digital
textbook

Explain that students will present about an animal in Unit 5.
Students choose an animal, write about where it is from and what it eats.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write where their animal lives in English on p.88.

Sounds and Letters: Cat/mat/hat (p.92)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 92." ALT: "Today let's try /at/, /at/, 'cat'."
The ALT reads the words on p.92.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: We all live on the Earth. (pp.44-45)

minutes Goal: Ask each other about where animals live and what they eat.

Target Language: Where do ~ live? ~ live in the ... What do ~ eat? ~ eat ... etc.

Vocabulary: Animals (PD pp. 12-13)

Greeting, Small Talk: What can penguins do well?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what can penguins do well?"

HRT: "Hm... they can swim well. They can't fly?"

ALT: "That's right. They can also dive! What can sea turtles do well? Do you know?"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: We all live together. (p.43)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I'm a gorilla. I live in the forest. I eat fruit and ants.

I am a lion. I live in the savanna. I eat lots of meat.

We all live on the Earth. We all live together.

digital

I need you. You need me. Let's all live together.

textbook

I'm a sea turtle. I live in the blue sea. I eat jellyfish.

I am a panda. I live in the mountains. I eat bamboo leaves.

We all live on the Earth. We all live together.

I need you. You need me. Let's all live together.

Word Link: Animals (PD pp. 12-13)**6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p. 12-13.

Play a word game. Example: Keyword Game.

digital

Make pairs and clear your desks. Two students need one eraser (or other object) to grab.

textbook

The ALT selects one vocabulary word as the "keyword".

Students start with their hands on their heads.

PD and/or

The ALT reads vocabulary words out loud, which the students repeat.

FCs

When the ALT says the "keyword", students should grab the eraser/object.

The student holding the eraser/object is the winner in each pair.

*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)**3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.

Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./

digital

Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./

textbook

Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.

Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.

Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

Let's Listen 1, Let's Listen 2 (p.44) ©

6min.

•Check students' listening abilities.

Materials:

ALT: "Bok-bok-bok-bok-bok! What animal am I?"

HRT: "What?! I have no idea!" ALT: "A chicken! Cock-a-doodle-do!"

digital
textbook

HRT: "Cock-a-doodle-do? Oh... Kokekokkou in Japan."

ALT: "Let's listen to the animal sounds. Can you guess?"

The ALT plays the audio from the digital textbook. Students try to guess which animal they are hearing.

ALT: "Now let's try 'Let's Listen 2'. Where do sea turtles live?"

HRT: "Write where the animal lives and what they eat in the box."

The ALT plays the audio from the digital textbook. Repeat if necessary.

Confirm students' answers by having students present their information.

Let's Try 2 (p.44) ©

6min.

•Have students use images to convey their likes and abilities.
•Have students expand their vocabulary and get speaking practice.

Materials:

ALT: "Look here, page 44. 'Let's Try 2'. Where do lions live?"

HRT: "Do you remember? Savanna. Good job!"

digital
textbook

ALT: "Now it's your turn! Pick an animal and ask your partner, Where do..."

In pairs, students ask their friends about where animals live and what they eat.

Change partners if time allows.

PD

Let's Read and Write 3: What do sea turtles eat? (p.88)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

ALT: "Turn to page 46. 'Food Chain'."

Introduce the sentences on p.46.

digital
textbook

Explain that students will present about an animal in Unit 5.

Students choose an animal, write about where it is from and what it eats.

Listen to the example. Read it out loud.

ALT: "Now turn to page 88." Students write the question with their animal in English on p.88.

Sounds and Letters: hen/ten/pen (p.93), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

ALT: "Now turn to page 93. Today let's try /en/, /en/, 'hen'."

The ALT reads the words on p.93.

digital
textbook

Students listen and write the word on the four lines.

ALT/HRT: "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: We all live on the Earth. (pp.44-45)

minutes Goal: Think about animal relationships in the food chain.

Target Language: I like ~ . I live in ~ . I want to ~ . This is ~ . I eat ~ . etc.

Vocabulary: Insects (PD p.13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: We all live together. (p.43)**3min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm a gorilla. I live in the forest. I eat fruit and ants.
I am a lion. I live in the savanna. I eat lots of meat.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.
I'm a sea turtle. I live in the blue sea. I eat jellyfish.
I am a panda. I live in the mountains. I eat bamboo leaves.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.digital
textbook**Word Link: Insects (PD p.13)****6min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words onPD p.13
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.digital
textbookPD and/or
FCs**Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****3min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.digital
textbook

Let's Listen 3 (p.45)

6min.	•Have students listen to the things children in various countries did during summer vacation, their thoughts, and connect them with a line
Materials:	HRT: "Open your textbook to page 45. 'Let's Listen 3'." ALT: "What do you see? Sea. Sea turtle. Good!"
digital textbook	HRT: "Please write 1/2/3 in the box. Do you have a pencil?" The ALT plays the audio from the digital textbook. Students listen and write #1/2/3 in box A/B/C in the order in which they hear. ALT: "Did you catch that? Do you want to hear it one more time? OK." Check the answers when all students are finished.

Let's Try 3 (p.45) ©

6min.	•Re-read the dialogue you wrote on p. 88 and with your friends, ask each other about their thoughts.
Materials:	HRT: "Look here, pg. 45. 'Let's Try 3'. I eat jellyfish." ALT: "What am I? A sea turtle. That's right!"
digital textbook	Students read the example sentences out loud. HRT: "Let's use our mini cards to make a sentence." Explain to students that the left mini card is the "speaker" saying, "I eat..."
PD	The right mini card is eaten by the left mini card.
Mini cards	Students find a partner, then quiz their friend about their animal. Change partners if time allows.

Let's Read and Write 4: Sea turtles eat jellyfish. (p.88)

10min.	•Have students prepare an English profile introducing themselves. •Support students with spelling and handwriting.
Materials:	HRT: "Turn to page 46. Sea turtles eat jellyfish." Students practice reading the example sentence.
digital textbook	ALT: "Now turn to page 88." ALT: "What does your animal eat?" Students write their answer on p.88.
PD	Have students look back on their sentences and check that everything is finished.

Sounds and Letters: vet/wet/pet (p.93), Goodbye

6min.	•Have students become familiar with the sounds of letters and phonics.
Materials:	HRT: "Now turn to page 93." ALT: "Today let's try /et/, /et/, 'vet'." The ALT reads the words on p.93.
digital textbook	Students listen and write the word on the four lines. ALT/HRT: "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: We all live on the Earth. (pp.46-47)

minutes Goal: Make a Food Chain Card and ask friends about it.

Target Language: Where do ~ live? ~ live in ... What do ~ eat? ~ eat ... ~ are ... etc.

Vocabulary: Sea Animals (PD p.13), Nature (PD pp.12-13), Body (PD p.21), Animals (PD pp.12-13), Insects (PD p.13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: Where do lions live?**8min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), where do lions live? Do you have lions in Japan?"
HRT: "No, lions live in the savanna. Do you have lions in America?"
ALT: "Not lions, but we have mountain lions! Mountain lions eat deer."
HRT: "Shika? We have many deer in Japan, but no mountain lions."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: We all live together. (p.43)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm a gorilla. I live in the forest. I eat fruit and ants.
I am a lion. I live in the savanna. I eat lots of meat.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.
I'm a sea turtle. I live in the blue sea. I eat jellyfish.
I am a panda. I live in the mountains. I eat bamboo leaves.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.digital
textbook**Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.digital
textbook

Step 1 (p.46)

8min.

- Have students practice what they wrote so far in Unit 5.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.46. Food Chain."

digital
textbook

Students listen to the demonstration from the digital textbook, then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading about our animals."

Pairs practice reading their sentences from p.88.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.46) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.88

Have students cut out their Unit 5 E.C. card and draw pictures,

glue photographs, and write additional sentences.

Unit 5

E.C. card

In pairs, students practice showing their cards and saying their sentences.

Next class students will make a poster, so ask them to bring in pictures for the next class.

Sounds and Letters: fig/big/dig (p.93)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

ALT: "Now turn to page 93. Today let's try /ig/, /ig/, 'fig'."

The ALT reads the words on p.93.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time! Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: We all live on the Earth. (pp.46-47)

minutes Goal: Use the Unit 5 E.C. cards to make a speech about an animal.

Target Language: Where do ~ live? ~ live in ... What do ~ eat? ~ eat ... ~ are ... etc.

Vocabulary: Sea Animals (PD p.13), Nature (PD pp.12-13), Body (PD p.21), Animals (PD pp.12-13), Insects (PD p.13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:

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

none

Let's Sing: We all live together. (p.43)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:

I'm a gorilla. I live in the forest. I eat fruit and ants.
 I am a lion. I live in the savanna. I eat lots of meat.
 We all live on the Earth. We all live together.
 I need you. You need me. Let's all live together.
 I'm a sea turtle. I live in the blue sea. I eat jellyfish.
 I am a panda. I live in the mountains. I eat bamboo leaves.
 We all live on the Earth. We all live together.
 I need you. You need me. Let's all live together.

digital
textbook**Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
 Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
 Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
 Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
 Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
 Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

digital
textbook**Step 3 (p.47) ©****24min.**

•Have students give a presentation about the food chain.

Materials:

ALT: "I'm excited to see what everyone brought for their posters today. Get into your groups."
 Students make a simple poster for their animal.

digital
textbook

HRT: "Okay! First, please watch our presentation."
 ALT demonstrates their speech using their poster.
 Talk about clear voice and listening/reactions.

Unit 5
E.C. card

ALT: "Now it's your turn! Let's present our animals."
 Students take turns presenting in groups.
 Students reflect on their presentations and glue their Food Chain Cards on p.60.

poster paper

Sounds and Letters: Quiz 7 (p.93)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 93. "

ALT: "Today we have a quiz on what we've learned so far."

**digital
textbook**

Students listen and draw a line to connect the picture to the word on p.93.
Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

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

**digital
textbook**

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: We all live on the Earth. (pp.48-49)

minutes Goal: Let's think about the environment and the world.

Target Language: We can reduce/reuse/recycle ~ .etc.

Vocabulary: Sea Animals (PD p.13), Nature (PD pp.12-13), Body (PD p.21), Animals (PD pp.12-13), Insects (PD p.13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do penguins eat?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**

ALT: "Ms/Mr. (HRT), what do penguins eat? Do you know?"

HRT: "Penguins eat fish, right?"

none

ALT: "That's right. Penguins also eat squid."

HRT: "Squid? Interesting!"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: We all live together. (p.43)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

I'm a gorilla. I live in the forest. I eat fruit and ants.

I am a lion. I live in the savanna. I eat lots of meat.

digital

We all live on the Earth. We all live together.

textbook

I need you. You need me. Let's all live together.

I'm a sea turtle. I live in the blue sea. I eat jellyfish.

I am a panda. I live in the mountains. I eat bamboo leaves.

We all live on the Earth. We all live together.

I need you. You need me. Let's all live together.

Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.

Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./

digital

Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./

textbook

Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.

Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.

Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

Do you know? (p.48)

7min.

•Have students learn about the environment and share what they know,

Materials:

ALT: "Let's think about animals and the environment. Do you know about endangered species?"
Have the HRT explain endangered species and ask students to circle the endangered animals on p.48
Give students time to discuss and come back together to confirm their answers.
HRT: "What can we do for the earth?"
Students present what they know already.
ALT: "Let's look at some ways we can help the earth, environment and animals."
Students learn about what they can do to help.
Have students try the quiz question and check the answer as a class.

digital
textbook

Challenge (p.49) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

HRT: "Let's think about what we can do at school."
ALT: "What are some ways we can help the environment? Remember the 3Rs."
Support students in brainstorming ways to reduce/reuse/recycle.
HRT: "We can reuse backpacks. We can reduce food waste. We can recycle paper."
ALT: "Let's pretend we are presenting to the student government. What can we change at school to help the earth?"
Students make groups. Half pretend to be members of student government and practice their reactions.
The other half present what they would change at their school to help the planet.

digital
textbook

Sounds and Letters: Quiz 8 (p.93)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 93. "
ALT: "Today we have a quiz on what we've learned so far."
Students listen and draw a line to connect the picture to the word on p.93.
Check the answers and review.

digital
textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: We all live on the Earth. (pp.48-49)

minutes Goal: Learn about word order and understand more about Brazil.

Target Language: Let's ~ . This is ~ . Do you like ~ ? etc.

Vocabulary: Sea Animals (PD p.13), Nature (PD pp.12-13), Body (PD p.21), Animals (PD pp.12-13), Insects (PD p.13)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do you reuse?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what do you reuse?"
HRT: "I reuse my shopping bag! I can save 3-5 yen by using my bag."
ALT: "That's great! I have an eco bag too."
HRT: "How about you? What do you reuse?"
ALT: "I reuse glass jars. I keep dried beans and rice in them."
HRT: "That's a good idea."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: We all live together. (p.43)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I'm a gorilla. I live in the forest. I eat fruit and ants.
I am a lion. I live in the savanna. I eat lots of meat.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.
I'm a sea turtle. I live in the blue sea. I eat jellyfish.
I am a panda. I live in the mountains. I eat bamboo leaves.
We all live on the Earth. We all live together.
I need you. You need me. Let's all live together.digital
textbook**Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.digital
textbook

Word Adventure (p.48)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "In English, word order is very important. Look at the picture."

HRT: "Which picture matches, 'Bugs eat plants.'?"

digital
textbook

ALT: "Good job! What if we change the word order? 'Plants eat bugs.' Which picture?"

HRT: "Let's work together to fill in the memo."

Students work together to write about what they learned.

Wonderful World (p.49) ©

10min.

•Have students learn new information about Brazil.

Materials:

HRT: "Do you know Brazil? What do you know?"

Elicit answers from students.

digital
textbook

ALT: "Soccer, of course! Anything else?"

HRT: "Please watch this video and try to catch the words."

ALT: "We have some quiz questions for you after the video!"

Ask questions to check students' understanding of what they learned about Brazil.

For example, What is the name of the big river in Brazil? The Amazon River.

How do people cross the big river? By boat.

What is the most popular sport in Brazil? Soccer.

Sounds and Letters: Quiz 9 (p.93)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 93." ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 think about our food. (pp.50-51)**

minutes

Goal: Understand about what they ate and their ingredients.

Target Language: What did you eat for ~ ? I ate ~ . ~ is/ are/was/were from ... Where was/were ~ from ? etc.

Vocabulary: Food (PD p.8)

Greeting, Small Talk: What do you usually have for breakfast?

5min.

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what do you usually have for breakfast?"
HRT: "I usually eat natto and miso soup for breakfast. What about you?"
ALT: "I usually eat granola and yogurt for breakfast."
Students make pairs, play R/S/P and practice the conversation.
Remind students of the food on PD p.8 if needed.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: What did you eat? (p.51)

4min.

- Have students listen to the song and encourage students to sing along.

Materials:

What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?

digital**textbook**

Word Link: Food (PD p.8), Let's Try 1: Keyword Game (p.51)

8min.

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.8.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

digital**textbook****PD and/or
FCs**

Let's Chant: Are you hungry? (p.51)

4min.

- Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital**textbook**

Starting Out (pp.50-51) ©

8min.

•Check students' listening abilities.

Materials:

ALT: "Open your textbook to page 50 and 51. 'Starting Out'."

HRT: "What do you see? Beef! Chicken! What is this? Salad."

digital
textbook

ALT: "Let's listen. Are you ready? Do you have a pencil?"

Hand out Worksheet #1. The ALT plays the audio from the digital textbook.

HRT: "Did you catch that? Do you want to hear it one more time? OK."

Wksht 1

Students listen and write down what they learned or what they could hear.

Play the audio again and confirm. Have students share with their classmates.

Let's Read and Write 1: I ate curry and rice last night. (p.88)

10min.

•Have students prepare an English profile introducing themselves.

•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 54. 'Original Curry'."

Introduce the sentences on p.54.

digital
textbook

Explain that students will present about what they eat and where it's from in Unit 6.

Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write what they ate last night in English on p.88.

Sounds and Letters: Sit/pit/hit (p.93)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 93. ALT: "Today let's try /it/, /it/, 'sit'."

The ALT reads the words on p.93.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 think about our food. (pp.50-51)

minutes Goal: Understand about what they ate and their ingredients.

Target Language: What did you eat for ~ ? I ate ~ . ~ is are/was/were from ... Where was/were ~ from? etc.

Vocabulary: Meals (PD p.11)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: What did you eat? (p.51)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?digital
textbook**Word Link: Meals (PD p.11), Let's Try 1: Trivia (p.51)****8min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words on PD p.11.
Play a word game. Example: Triviadigital
textbook*The ALT prints out pictures of breakfasts, lunches and dinners from around the world before the lesson.
ALT: "Let's look at a picture. What's this?"
Elicit answers from students.PD and/or
FCsHRT: "Waffles! Are waffles breakfast, lunch or dinner?"
ALT: "How many pictures can you match? Let's try!"

Food pics

Students try to match the pictures to the correct meal.
Check answers at the end.**Let's Chant: Are you hungry? (p.51)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
textbook

Goal: Understand about what they ate and their ingredients.

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 50 and 51. 'Starting Out'.
Hand out Worksheet 2.

digital
textbook

The ALT plays the audio from the digital textbook.
Students refer to what they wrote on Worksheet 1

Wksht 2

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Have students listen and fill in the answer on Worksheet 2.
Check the answers. Play the audio again and confirm the expressions.
Collect the worksheets.

Let's Read and Write 2: I usually eat beef curry at home. (p.88)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 54. 'Original Curry'.
Introduce the sentences on p.54.

digital
textbook

Explain that students will present about what they eat and where it's from in Unit 6.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write what they usually eat in English on p.88.

Sounds and Letters: Dog/jog/log (p.93)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 93." ALT: "Today let's try /og/, /og/, 'dog'."
The ALT reads the words on p.93.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 think about our food. (pp.52-53)**

minutes

Goal: Talk about where different foods/ingredients are from.**Target Language: Where is/was ~ from? ~ is from ... etc.****Vocabulary: Ingredients (PD p.11)****Greeting, Small Talk: What did you eat last night?****5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), what did you eat last night?"
HRT: "I ate fried chicken and salad. How about you?"
ALT: "I ate steak and potatoes. The potatoes were from Hokkaido."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: What did you eat? (p.51)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?

digital**textbook****Word Link: Ingredients (PD p.11)****6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.11.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

digital**textbook****PD and/or
FCs****Let's Chant: Are you hungry? (p.51)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital**textbook**

Let's Listen 1 (p.52) ©

6min.

- Check students' listening abilities.
- Students use images to convey their understanding.

Materials:

ALT: "Open your textbook to page 52. 'Let's Listen 1'. Who is this?"
HRT: "Emily. Good job! Let's listen and paste our mini cards to make an answer. Do you have glue?"

digital
textbook

The ALT plays the audio from the digital textbook.
Students listen to the characters and paste the mini card that completes their sentence.

mini cards

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Check the answers when students are finished.

Let's Try 2 (p.52) ©

6min.

- Have students expand their vocabulary and get speaking practice.

Materials:

ALT: "Look at page 56 and 57. What's this? Bacon!"
HRT: "How many can you say? Let's make pairs and play the point-and-say game."

digital
textbook

In pairs, students take turns pointing to an ingredient and saying it in English.
The student who can name the most ingredients is the winner.

PD

Alternatively, the student who can say the most ingredients in a given amount of time is the winner.
Change partners if time allows.

Let's Read and Write 3: The beef is from Australia. (p.88)

10min.

- Have students prepare an English profile introducing themselves.
- Support students with spelling and handwriting.

Materials:

ALT: "Turn to page 54. 'Original Curry'."
Introduce the sentences on p.54.

digital
textbook

Explain that students will present about what they eat and where it's from in Unit 6.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write where an ingredient is from in English on p.88.

Sounds and Letters: Mop/top/stop (p.93), Goodbye

6min.

- Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 93." ALT: "Today let's try /op/, /op/, 'mop'."
The ALT reads the words on p.93.

digital
textbook

Students listen and write the word on the four lines.
ALT/HRT: "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: Let's think about our food. (pp.52-53)**

minutes

Goal: Talk about ingredients and their nutrition color group.**Target Language: ~ is in ... group. I usually ~ . etc.****Vocabulary: Fruits, Vegetables (PD p.10)****Greeting****5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: What did you eat? (p.51)**3min.**

•Have students listen to the song and encourage students to sing along.

Materials:What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?digital
textbook**Word Link: Fruits, Vegetables (PD p.10)****6min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words on PD p.10.
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.digital
textbookPD and/or
FCs**Let's Chant: Are you hungry? (p.51)****3min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
textbook

Let's Listen 2 (p.53) ©

6min.

- Have students prepare mini cards.
- Have students think about which ingredient are in which color group.

Materials:

HRT: "Open your textbook to page 53. 'Let's Listen 2'. Color Group."

ALT: "What colors do you see? Yellow, red and green."

**digital
textbook**

HRT: "Let's listen and paste our mini cards to make an answer. Do you have glue?"

The ALT plays the audio from the digital textbook.

mini cards

Students listen, paste the mini card in the box and write the ingredient on the four lines.

ALT: "Did you catch that? Do you want to hear it one more time? OK."

Check the answers when all students are finished.

Let's Try 3 (p.53) ©

6min.

- Have students look at mini cards and answer which group the food which HRT/ALT picks up is.

Materials:

HRT: "Look here, pg. 53. 'Let's Try 3'. Do you have your mini cards?"

ALT: "Let's make groups and shuffle our cards."

**digital
textbook**

The ALT flips all the mini cards face down on the desk. The ALT turns one over and tells the HRT,

HRT: "Milk is in the red group!"

Explain to students that each correct answer is one point.

PD

Students who do not know/can't answer can say, "Pass."

Students make groups and take turns matching ingredients to groups.

mini cards

The student who correctly matches the most cards is the winner.

Let's Read and Write 4: Beef is in the red group. (p.88)

10min.

- Have students prepare an English profile introducing themselves.
Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 54. 'Original Curry'."

Introduce the sentences on p.54.

**digital
textbook**

Explain that students will present about what they eat and where it's from in Unit 6.

Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 88." Students write what group their ingredient belongs to in English on p.88.

Sounds and Letters: Mug/hug/rug (p.93), Goodbye

6min.

- Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 93. ALT: "Today let's try /ug/, /ug/, 'mug'."

The ALT reads the words on p.93.

**digital
textbook**

Students listen and write the word on the four lines.

ALT/HRT: "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: Let's think about our food. (pp.54-55)

minutes Goal: Make an Original Curry Card and ask friends about it.

Target Language: I ate ~ . I usually ~ . ~ is from ... ~ is in the ... group. etc.

Vocabulary: Food (PD p.8), Meals (PD p.11), Ingredients (PD p.11), Fruits, Vegetables (PD p.10)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: How much is it? (p.54)**8min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**

ALT: "Ms/Mr. (HRT), welcome to my restaurant! We have a special lunch set today."

HRT: "Really? How much is it?"

none

ALT: "It's one-thousand four-hundred yen."

HRT: "1400 yen? Hm... alright, I guess..."

ALT: "Imagine it's your restaurant. What is your special dish? How much is it? Let's practice!"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: What did you eat? (p.51)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

What did you eat? What did you eat? What did you eat for breakfast?

What did you eat? What did you eat? What did you eat for breakfast?

digital

I ate rice. Where was it from? It was from Niigata.

textbook

I ate salmon. Where was it from? It was from Norway.

What did you eat? What did you eat? What did you eat for dinner?

What did you eat? What did you eat? What did you eat for dinner?

I ate chicken. Where was it from? It was from Aichi.

I ate kiwi fruit. Where was it from? It was from New Zealand.

What did you eat? What did you eat? What did you eat?

Let's Chant: Are you hungry? (p.51)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I

like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like

digital

tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

textbook

Step 1 (p.54)

8min.

- Have students practice what they wrote so far in Unit 6.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.54. Original Curry."

digital
textbook

Students listen to the demonstration from the digital textbook, then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading about our animals."

Pairs practice reading their sentences from p.88.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.54) ©

10min.

- Students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.88

Have students cut out their original curry card and draw pictures,

glue photographs, and write additional sentences.

Unit 6

E.C. card

In pairs, students practice showing their cards and saying their sentences.

Sounds and Letters: Sun/fun/run (p.94)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 94." ALT: "Today let's try /un/, /un/, 'sun'."

The ALT reads the words on p.94.

digital
textbook

Students listen and write the word on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to seeing all of your profiles. See you next time! Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Let's think about our food. (pp.54-55)

minutes Goal: Use their Original Curry Card to make a speech.

Target Language: I ate ~ . I usually ~ . ~ is from ... ~ is in the ... group. etc.

Vocabulary: Food (PD p.8), Meals (PD p.11), Ingredients (PD p.11), Fruits, Vegetables (PD p.10)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: What did you eat? (p.51)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?digital
textbook**Let's Chant: Are you hungry? (p.51)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
textbook**Step 3 (p.54) ©****24min.**

•Have students give a presentation about their original curry.

Materials:HRT: "I'm excited to see everyone's original curry today."
ALT: "Okay! First, please watch my presentation."
ALT demonstrates their speech using their poster.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's present our curry. Get into your groups."
Students take turns presenting in groups.
Students reflect on their presentations and glue their Original Curry card on p.61.digital
textbook
Unit 6
E.C. card

Sounds and Letters: Quiz 10 (p.94)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 94." ALT: "Today we have a quiz on what we've learned so far."
Students listen and draw a line to connect the picture to the word on p.94.
Check the answers and review.

digital
textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

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

digital
textbook

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: Let's think about our food. (pp.58-59)

minutes Goal: Think about world food supply.

Target Language: Let's eat ~ . ~ is from ... etc.

Vocabulary: Food (PD p.8), Meals (PD p.11), Ingredients (PD p.11), Fruits, Vegetables (PD p.10)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: Where is it from?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**

ALT: "Ms/Mr. (HRT), I have something with me today. Do you know where it's from?"

*ALT takes an avocado, for example, out of their bag.

**prop – fruit,
vegetable**

HRT: "Ah, avocado... Is it from California?"

ALT: "No, but that is a good guess. Try again?"

HRT: "Hm... Mexico?"

ALT: "That's right! Let's ask our classmates where a fruit/vegetable/ingredient is from!"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: What did you eat? (p.51)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

What did you eat? What did you eat? What did you eat for breakfast?

What did you eat? What did you eat? What did you eat for breakfast?

digital

I ate rice. Where was it from? It was from Niigata.

textbook

I ate salmon. Where was it from? It was from Norway.

What did you eat? What did you eat? What did you eat for dinner?

What did you eat? What did you eat? What did you eat for dinner?

I ate chicken. Where was it from? It was from Aichi.

I ate kiwi fruit. Where was it from? It was from New Zealand.

What did you eat? What did you eat? What did you eat?

Let's Chant: Are you hungry? (p.51)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I

like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like

digital

tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

textbook

Do you know? (p.58)

7min.

•Students learn about the environment and share what they know,

Materials:

ALT: "Let's think about food in Japan. Do you know where these foods come from?"
Have the HRT explain students will write what percentage of each food is from Japan on p.58.
Give students time to discuss and come back together to confirm their answers.
HRT: "What did you learn?"
Students present new information.
ALT: "Let's think about food around the world."
Students learn about hunger and food loss.
Have students try the quiz question and check the answer as a class.

digital
textbook

Challenge (p.59) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

HRT: "Let's think about our city, our prefecture."
ALT: "What are some local ingredients from your city?"
Support students in brainstorming what foods are grown in their area.
HRT: "Let's make our own local curry using local ingredients."
ALT: "Let's pretend we are opening a restaurant. What can we tell customers about our local curry?"
PD
Students make groups. Half pretend to be customers and practice their reactions.
The other half work at the restaurant and present their local curry to the customers.

digital
textbook

PD

Sounds and Letters: Quiz I I (p.94)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 94. ALT: "Today we have a quiz on what we've learned so far."
Students listen and draw a line to connect the picture to the word on p.94.
Check the answers and review.

digital
textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 think about our food. (pp.58-59)

minutes Goal: Learning English meanings for kanji, and about Switzerland.

Target Language: Let's ~ . This is ~ . You can see ~ . etc.

Vocabulary: Food (PD p.8), Meals (PD p.11), Ingredients (PD p.11), Fruits, Vegetables (PD p.10)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What food is from your hometown?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what food is from your hometown?"
HRT: "I'm from Tochigi, so strawberries. Strawberries are in the green group. "
ALT: "That's great! Strawberries from Tochigi are delicious, too."
HRT: "How about you? What food is from your hometown?"
ALT: "Almonds. In my hometown there are many almond trees."
HRT: "That's interesting."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: What did you eat? (p.51)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:What did you eat? What did you eat? What did you eat for breakfast?
What did you eat? What did you eat? What did you eat for breakfast?
I ate rice. Where was it from? It was from Niigata.
I ate salmon. Where was it from? It was from Norway.
What did you eat? What did you eat? What did you eat for dinner?
What did you eat? What did you eat? What did you eat for dinner?
I ate chicken. Where was it from? It was from Aichi.
I ate kiwi fruit. Where was it from? It was from New Zealand.
What did you eat? What did you eat? What did you eat?digital
textbook**Let's Chant: Are you hungry? (p.51)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
textbook

Word Adventure (p.58)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "Look at the kanji. Can you guess the English word?"

HRT: "This kanji is midori. Midori is what color in English?"

digital
textbook

ALT: "Green! Good job. This is green tea in English."

HRT: "Let's work together to fill in the four lines and write a memo."

Students work together to write about what they learned.

Wonderful World (p.59) ©

10min.

•Have students learn new information about Switzerland.

Materials:

HRT: "Do you know Switzerland? What do you know?"

Elicit answers from students.

digital
textbook

ALT: "Skiing! Chocolate! Anything else?"

HRT: "Please watch this video and try to catch the words."

ALT: "We have some quiz questions for you after the video!"

Ask questions to check students' understanding of what they learned about Switzerland.

For example, How many languages are used in Switzerland? Four + English.

What can you see in Switzerland? Mountains. Cows.

What food is famous in Switzerland? Cheese. Cheese fondue.

Sounds and Letters: Quiz 1 2 (p.94)

5min.

•Have students check their progress in phonics.

Materials:

HRT: "Now turn to page 94. ALT: "Today we have a quiz on what we've learned so far."

Students listen and write the number in the brackets in order.

digital
textbook

Check the answers and review.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 connections to the world. (pp.60-61)
 minutes Goal: Make a speech to introduce connections in the world.

Target Language: I have ~ . ~ is from ... I want to ~ . I enjoyed ~ . I usually eat ~ . etc.

Vocabulary: Nature (PD pp.12-13), Food (PD p.8), Animals (PD pp.12-13), Food (PD p.11), Ingredients (PD p.11)

Greeting

5min.

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
 Elicit responses from students.

none

Let's Chant: Did you enjoy camping? (p.35)

8min.

•Review what students' learned in Unit 4 through chants.

Materials:

Camping, swimming, fishing, fish!
 Fishing, camping, swimming, sea!
 Swimming, fishing, camping, tent!
 I went to the mountains. (We went to the mountains.)
 I enjoyed camping. (We enjoyed camping.)
 I ate curry and rice. (We ate curry and rice.)
 It was great. (Yes, it was great.)

digital
 textbook

Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)

8min.

•Review what students' learned in Unit 5 through chants.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
 Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
 Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
 Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
 Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
 Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

digital
 textbook

Let's Chant: Are you hungry? (p.51)

8min.

•Review what students' learned in Unit 6 through chants.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
 textbook

HOP (p.61)

8min.

•Have students review the expressions students learned in Units 4–6

Materials:

ALT: "Let's review the cards on p.60–61 and look back over what you've learned."

Students recite the speeches or the conversations they had in Units 4–6.

digital
textbook

ALT shows the demonstration video.

ALT: "What connection do you want to talk about?"

Students decide what connection would like to present, consider what to say and what expressions they should use.

STEP (p.61)

7min.

•Have students think about connections and prepare speech and poster.

Materials:

Demonstrate the speech.

ALT: "This is my T-shirt. My T-shirt is from America. It's from my favorite store. I went there on winter vacation last year."

digital
textbook

The ALT/HRT hand out drawing paper for making a poster.

ALT: "You can find expressions for your message on p.60–61."

HRT: "What is your connection to the world? Where is it from? Let's write it on your poster."

paper

Students work on their posters and practice delivering their speech.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 connections to the world. (pp.60-61)
 minutes Goal: Make a speech to introduce connections in the world.

Target Language: I have ~ . ~ is from ... I want to ~ . I enjoyed ~ . I usually eat ~ . etc.

Vocabulary: Nature (PD pp.12-13), Food (PD p.8), Animals (PD pp.12-13), Food (PD p.11), Ingredients (PD p.11)

Greeting

5min.

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
 Elicit responses from students.

none

Let's Chant: Did you enjoy camping? (p.35)

10min.

•Review what students' learned in Unit 4 through chants.

Materials:

Camping, swimming, fishing, fish!
 Fishing, camping, swimming, sea!
 Swimming, fishing, camping, tent!
 I went to the mountains. (We went to the mountains.)
 I enjoyed camping. (We enjoyed camping.)
 I ate curry and rice. (We ate curry and rice.)
 It was great. (Yes, it was great.)

digital
 textbook

Let's Chant: Sea turtles, sea turtles, where do you live? (p.43)

10min.

•Have students review what students' learned in Unit 5 through chants.

Materials:

Sea turtles, sea turtles, in the sea. Lions, lions, in the savanna./ Eagles, eagles, in the forest. Frogs, frogs, in the wetlands.
 Sea turtles, sea turtles, where do you live? Sea turtles live in the sea, in the sea./
 Sea turtles, sea turtles, what do you eat? Sea turtles eat jellyfish, jellyfish./
 Lions, lions, where do you live? Lions live in the savanna, savanna./ Lions, lions, what do you eat? Lions eat zebras, zebras.
 Eagles, eagles, where do you live? Eagles live in the forest, forest./ Eagles, eagles, what do you eat? Eagles eat frogs, frogs.
 Frogs, frogs, where do you live? Frogs live in the wetlands, wetlands./ Frogs, frogs, what do you eat? Frogs eat grasshoppers.

digital
 textbook

Let's Chant: Are you hungry? (p.51)

10min.

•Have students review what students' learned in Unit 6 through chants.

Materials:

Are you hungry? Yes, I am./ Beef curry, miso soup, oden!/ Potatoes, tomatoes, ramen!/ The beef is from Australia./ Really? I like beef curry./ The potatoes are from Hokkaido./ Really? I like potatoes./ The tomatoes are from Kumamoto./ Really? I like tomatoes./ The shoyu ramen is from Chiba./ Really? I like shoyu ramen./

digital
 textbook

JUMP (p.61)

9min.

•Have students give a speech introducing the connection between themselves and the world.

Materials:

ALT demonstrates delivering their message. Have the HRT ask a follow-up question when finished.
Have the HRT clarify the rubric and evaluation standards.

digital
textbook

Confirm the 2 points for self-evaluation, 'Topic' and 'Communication' on p.61.

ALT: "Please practice reading your message out loud. Think about 'Topic' and 'Communication'."

Students practice reading aloud.

HRT: "Now let's get into groups and deliver our message."

ALT: "When it's your turn to listen, please remember to ask questions at the end."

Students deliver their messages in groups while teachers walk around and evaluate speakers and listeners.

Have students change groups as time allows.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Best Memory (pp.64-65)

minutes Goal: Students talk about their memories from elementary school.

Target Language: What's your best memory? My best memory is ~ . We went to ~ . It was ~ . etc.

Vocabulary: School Events (PD p.28)

Greeting, Small Talk: Did you enjoy sports day? (p.64)**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), did you enjoy sports day?"
HRT: "Yes, I did. It was exciting. What about you?"
ALT: "I enjoyed sports day, too. I watched the tug-of-war."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Four Seasons (p.65)**4min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.

**digital
textbook****Word Link: School Events (PD p.28), Let's Try 1: Keyword Game (p.65)****8min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

"Drill the vocabulary words on PD p.28.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

**digital
textbook****PD and/or
FCs****Let's Chant: What is your best memory? (p.65)****4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.

**digital
textbook**

Starting Out (pp.64-65) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 64 and 65. 'Starting Out'."
ALT: "What do you see? Sports day! What is this? Soccer tournament!"

digital
textbook

HRT: "Let's listen. Are you ready? Do you have a pencil?"
Students listen and write # 1/2/3/4 in box A/B/C/D in the order in which they hear.
*NOTE: Box E/F/G are covered in the next lesson.

Wksht 1

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Hand out Worksheet # 1. The ALT plays the audio from the digital textbook.
Students listen and write down what they learned or what they could hear.
Play the audio again and confirm. Have students share with their classmates.

Let's Read and Write 1: My best memory is our school trip. (p.89)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 68. 'My Best Memory'."
Introduce the sentences on p.68.

digital
textbook

Explain that students will present about their best memory from school life in Unit 7.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write their best memory in English on p.89.

Sounds and Letters: /ch/ (p.94)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 94. Today let's try /ch/."
ALT: "/ch/, /ch/, cheese! /ch/, /ch/, cherries!"

digital
textbook

The ALT reads the words on p.94.
Students listen and circle the words that start with the /ch/ sound.
Lastly, students write the letters 'ch' on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Best Memory (pp.64-65)

minutes

Goal: Students talk about their memories from elementary school.

Target Language: What's your best memory? My best memory is ~ . We went to ~ . It was ~ . etc.

Vocabulary: Past actions (PD p.18)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.

digital
textbook**Word Link: Past actions (PD p.18), Let's Try 1: Gesture Game (p.65)****8min.**

•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words onPD p.18.
Play a word game. Example: Gesture game.

digital
textbook

Make groups and decide who gestures first.
The other students will try to guess what description the gesturing student is performing. One student chooses a word from thePD and gestures to communicate the word.

PD

The student who guesses correctly becomes the next student to choose and gesture.
*NOTE: For more word game ideas, see the BOL Activity Booklet.

Let's Chant: What is your best memory? (p.65)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.

digital
textbook

Starting Out (pp.64-65) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 64 and 65. 'Starting Out'."
The ALT plays the audio from the digital textbook.

digital
textbook

Students listen and write #5/6/7 in box E/F/G in the order in which they hear.
*NOTE: Box A/B/C/D were covered in the previous lesson.

Wksht 2

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Hand out Worksheet 2. Have students listen and fill in the answer on Worksheet 2.
Students refer to what they wrote on Worksheet 1.
Check the answers. Play the audio again and confirm the expressions.
Collect the worksheets.

Let's Read and Write 2: We went to Kyoto in June. (p.89)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 68. 'My Best Memory'."
Introduce the sentences on p.68.

digital
textbook

Explain that students will present about their best memory from school life in Unit 7.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write a sentence about what they did using a past action on p.89.

Sounds and Letters: /sh/ (p.94)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 94. Today let's try the /sh/ sound."

digital
textbook

ALT: " /sh/, /sh/, ship! /sh/, /sh/, short!"

The ALT reads the words on p.94.

Students listen and circle the words that start with the /sh/ sound.
Lastly, students write the letters 'sh' on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Best Memory (pp.66-67)

minutes Goal: Ask friends what they saw on their school trip.

Target Language: My best memory is ~ . What did you see? We saw ~ . It was ~ . etc.

Vocabulary: Buildings, places (PD p.22)

Greeting, Small Talk: Was the game exciting?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

ALT: "Ms/Mr. (HRT), did you see the soccer match on TV?"
HRT: "Yes, I did. I'm a big soccer fan."
ALT: "Was the game exciting?"
HRT: "Yes! The winning point was scored at the last minute! What did you think?"
ALT: "It was very exciting. I stayed up late to watch the end."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: Four Seasons (p.65)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.

**digital
textbook****Word Link: Buildings, places (PD p.28)****6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words onPD p.28.
Play a word game. Example: Missing Game
The ALT places all the FCs on the blackboard.
Students close their eyes and the ALT takes a FC away from the board.
Students open their eyes and try to remember the missing FC.

**digital
textbook****PD and/or
FCs****Let's Chant: What is your best memory? (p.65)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.

**digital
textbook**

Let's Listen 1, Let's Listen 2 (p.66) ©

6min.

- Check students' listening abilities.
- Have students use images to convey their understanding.

Materials:

ALT: "Open your textbook to page 66. 'Let's Listen 1'. Who is this?"
HRT: "Emily. Good job! Let's listen and draw a line to make an answer. Do you have a pencil?"

digital
textbook

The ALT plays the audio from the digital textbook.
Students listen to the characters and draw a line to connect the student with their memory.

PD

ALT: "'Let's Listen 2'. Look! What is Martin doing?"
Elicit ideas/answers from students, then play the audio.
ALT: "How does Martin feel about the paintings? Let's look in your Picture Dictionary, p.29."
Students write down their answer, copying from the PD.
Check answers and confirm understanding.

Let's Try 2 (p.66) ©

6min.

- Have students expand their vocabulary and get speaking practice.

Materials:

ALT: "What did you see on your class trip? Let's ask your classmates!"
HRT: "How many friends can you ask? Let's make pairs and try."

digital
textbook

In pairs, students take turns asking their classmates about their class trip.
Change partners as many times as time allows.
Bring students back together and ask them about what they heard.

PD

Let's Read and Write 3: We saw many temples. (p.89)

10min.

- Have students prepare an English profile introducing themselves.
- Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 68. 'My Best Memory'."
Introduce the sentences on p.68.

digital
textbook

Explain that students will present about their best memory from school life in Unit 7.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write a sentence about what they saw in English on p.89.

Sounds and Letters: /th/ (p.94), Goodbye

6min.

- Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 94. Today let's try the /th/ sound."
ALT: "/th/, /th/, thunder!"

digital
textbook

The ALT reads the words on p.94.
Students listen and circle the words that start with the /th/ sound.
Lastly, students write the letters 'th' on the four lines.
ALT/HRT: "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: My Best Memory (pp.66-67)

minutes Goal: Ask friends about best elementary school events memories.

Target Language: What did you enjoy? I enjoyed ~ . What is your best memory? My best memory is ~ .

Vocabulary: Actions(1)(2) (PD pp.18-19)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.digital
textbook**Word Link: Actions (PD pp.18-19), Let's Try 1: Gesture Game****8min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words onPD p.18-19.
Play a word game. Example: Gesture game.digital
textbookMake groups and decide who gestures first.
The other students will try to guess what description the gesturing student is performing. One student chooses a word from thePD and gestures to communicate the word.PD and/or
FCsThe student who guesses correctly becomes the next student to choose and gesture.
*NOTE: For more word game ideas, see the BOL Activity Booklet.**Let's Chant: What is your best memory? (p.65)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:My best memory is our school trip.
We went to Kyoto in June.digital
textbookGo, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.

Let's Try 3 (p.67) ©

8min.

•Have students interview their classmates and write down what they heard.

Materials:

HRT: "Look here, pg. 67. 'Let's Try 3'."

ALT: "What's Emily's best memory? School trip! What did she enjoy?"

digital

Elicit answers from students.

textbook

HRT: "Now it's your turn! What's your best memory? What did you enjoy?"

ALT: "Write down your favorite event in English and what you enjoyed in Japanese."

PD

HRT: "Now let's interview our friends!"

Demonstrate the conversation with the HRT.

Students make pairs and ask their classmates about their favorite events and what they enjoyed.

Let's Read and Write 4: I enjoyed talking with my friends. (p.89)

10min.

•Have students prepare an English profile introducing themselves.

•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 68. 'My Best Memory'."

Introduce the sentences on p.68.

digital

Explain that students will present about their best memory from school life in Unit 7.

textbook

Listen to the example. Read it out loud.

ALT: "Now turn to page 89." Students write a sentence about what they enjoyed in English on p.89.

Sounds and Letters: /th/ (p.94)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 94. Today let's try the /th/ sound."

ALT: "/th/, /th/, father!"

digital

The ALT reads the words on p.94.

textbook

Students listen and circle the words that start with the /th/ sound.

Lastly, students write the letters 'th' on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Best Memory (pp.68-69)

minutes Goal: Make a Best Memory card and ask friends about it.

Target Language: My best memory is ~ . We went to ~ . We saw ~ . I enjoyed ~ . etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Buildings, places (PD p.22), Actions(1)(2) (PD pp.18-19)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What did you see on your school trip? (p.68)**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**

ALT: "Ms/Mr. (HRT), what did you see on your school trip?"

HRT: "I saw many temples and shrines. And you?"

ALT: "I saw mountains and animals!"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:

I remeber spring. I remember summer. I remember fall and I remember winter.

I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.

digital**textbook**

I remeber spring. I remember summer. I remember fall and I remember winter.

I enjoyed our sports day. I was in the tug-of-war.

I ate lunch with my friends. It is my best memory.

I remeber spring. I remember summer. I remember fall and I remember winter.

Let's Chant: What is your best memory? (p.65)**4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

My best memory is our school trip.

We went to Kyoto in June.

digital**textbook**

Go, go, go. Went, went, went. Go, went, go, went, go, go, go!

We saw many temples.

See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!

We ate curry and rice.

Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!

And I enjoyed talking with my friends.

Step 1 (p.68)

7min.

- Have students practice what they wrote so far in Unit 7.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.68. My Best Memory."

digital
textbook

Students listen to the demonstration from the digital textbook,
then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading about our best memory."

Pairs practice reading their sentences from p.89.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.68) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

ALT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.89

Have students cut out their Best Memory card and draw pictures,

glue photographs, and write additional sentences.

Unit 7 E.C.
card

In pairs, students practice showing their cards and saying their sentences.

Sounds and Letters: /wh/ (p.94)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 94. Today let's try the /wh/ sound."

ALT: "/wh/, /wh/, white!"

digital
textbook

The ALT reads the words on p.94.

Students listen and circle the words that start with the /wh/ sound.

Lastly, students write the letters 'wh' on the four lines.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to hearing about your best memory next time. See you! Goodbye!"

none

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: My Best Memory (pp.68-69)

minutes Goal: Students make a card and introduce their best memories.

Target Language: My best memory is ~ . We went to ~ . We saw ~ . I enjoyed ~ . etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Buildings, places (PD p.22), Actions(1)(2) (PD pp.18-19)

Greeting**6min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.digital
textbook**Let's Chant: What is your best memory? (p.65)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.digital
textbook**Step 3 (p.68) ©****25min.**

•Have students give a presentation about their best memory.

Materials:ALT: "I'm excited to hear everyone's best memory today."
HRT: "Okay! First, please watch my presentation."
ALT demonstrates their speech using their poster.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's present our best memories. Get into your groups."
Students take turns presenting in groups.
Students reflect on their presentations and glue their best memory card on p.80.digital
textbookUnit 7
E.C. card

Sounds and Letters: /ck/ (p.94)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 94. Today let's try the /ck/ sound."

ALT: "/ck/, /ck/, truck!"

digital

The ALT reads the words on p.94.

textbook

Students listen and circle the words that start with the /ck/ sound.

Lasly, students write the letters 'ck' on the four lines.

Goodbye

1 min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

digital

textbook

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: My Best Memory (pp.70-71)

minutes Goal: Let's think about school life around the world.

Target Language: Let's eat ~ . ~ is from ... etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Buildings, places (PD p.22), Actions(1)(2) (PD pp.18-19)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What is your best memory?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), What is your best memory?"
HRT: "Ah, my best memory is the day my kids were born."
ALT: "That's wonderful!?"
HRT: "And you?"
ALT: "My best memory is spending Christmas with my family."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.digital
textbook**Let's Chant: What is your best memory? (p.65)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.digital
textbook

Do you know? (p.70)

7min.

•Have students learn about the environment and share what they know,

Materials:

HRT: "Let's think about schools around the world."

ALT: "Do you know when the school year starts in America?"

digital
textbook

Give students time to discuss and come back together to confirm the answer.

ALT: "Let's think about school around the world."

Students learn about school schedules from countries around the world.

Have students try the quiz question and check the answer as a class.

Challenge (p.71) ©

10min.

•Have students challenge their knowledge of other countries.

Materials:

HRT: "Let's think about our school."

ALT: "What are some good things about your school?"

digital
textbook

Support students in brainstorming their school's good points.

HRT: "Let's present good points about our school."

ALT: "Let's pretend we are talking to a new student. What can we tell them about our school?"

Students make groups. Half pretend to be new students and practice their reactions.

The other half present their school's good points to the new students.

Sounds and Letters: /ng/ (p.95)

5min.

•Have students get more familiar with the sounds of letters.
•Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the /ng/ sound."

ALT: "/ng/, /ng/, ring!"

digital
textbook

The ALT reads the words on p.95.

Students listen and circle the words that start with the /ng/ sound.

Lastly, students write the letters 'ng' on the four lines.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Best Memory (pp.70-71)

minutes Goal: Learn English sentences rhythms, and about Ghana.

Target Language: Let's ~ . This is ~ . You can see ~ . etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Buildings, places (PD p.22), Actions(1)(2) (PD pp.18-19)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What country's school lunch do you want to eat?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what country's school lunch do you want to eat?"
HRT: "I want to eat Italy's school lunch. I love pasta."
ALT: "That sounds nice. I want to eat China's school lunch."
HRT: "I bet it's delicious too."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: Four Seasons (p.65)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our school trip. I saw many shrines and temples. It was very interesting. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.
I enjoyed our sports day. I was in the tug-of-war.
I ate lunch with my friends. It is my best memory.
I remeber spring. I remember summer. I remember fall and I remember winter.digital
textbook**Let's Chant: What is your best memory? (p.65)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.digital
textbook

Word Adventure (p.70)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "Look at these sentences. Can you see the black circle?"
Have the HRT explain to students that the black circle means this word has emphasis in the sentence.
HRT: "Repeat after me: We WENT to KYOTO in JUNE. Good job!"
Students practice putting emphasis on the words in the sentences with a partner
HRT: "Let's write a memo about what we learned today."
Students work together to write about what they learned.

digital
textbook

Wonderful World (p.71) ©

10min.

•Have students learn new information about Ghana.

Materials:

ALT: "Do you know Ghana? What do you know?"
Elicit answers from students.
ALT: "Chocolate! Africa! Anything else?"
HRT: "Please watch this video and try to catch the words."
ALT: "We have some quiz questions for you after the video!"
Ask questions to check students' understanding of what they learned about Ghana.
For example, how is the weather in Ghana? It's hot.
What are chocolates made from? Cacao beans.
What food is popular in Africa? Fufu.

digital
textbook

Sounds and Letters: Quiz 13 (p.95)

5min.

•Have students check their progress in phonics.

Materials:

ALT: "Now turn to page 95. Today we have a quiz on what we've learned so far."
Students listen and write the number in the brackets in order.
Check the answers and review.

digital
textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Future, My Dream (pp.72-73)

minutes Goal: Learn about junior high school life and the future.

Target Language: We have ~ . I m good at ~ . I want to ~ . etc.

Vocabulary: Club Activities (PD p.31)

Greeting, Small Talk: What club do you want to join?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**ALT: "Ms/Mr. (HRT), what club do you want to join?"
HRT: "I want to join tennis club. And you?"
ALT: "I'm not good at tennis... I want to join the basketball club!"
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.**Let's Sing: My Future Dream (p.73)****4min.**

- Have students listen to the song and encourage students to sing along.

Materials:What do you want to do in junioir high? What is your future dream?
What do you want to do in junioir high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junioir high? What is your future dream?
What do you want to do in junioir high? What is your future dream?**digital
textbook****Word Link: Club Activities (PD p.31), Let's Try 1: Keyword Game (p.73)****8min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:"Drill the vocabulary words onPD p.31.
Play a word game. Example: Keyword Game.
Make pairs and clear your desks. Two students need one eraser (or other object) to grab.
The ALT selects one vocabulary word as the "keyword".
Students start with their hands on their heads.
The ALT reads vocabulary words out loud, which the students repeat.
When the ALT says the "keyword", students should grab the eraser/object.
The student holding the eraser/object is the winner in each pair.
*NOTE: For more word game ideas, see the BOL Activity Booklet.**digital
textbook****PD and/or
FCs****Let's Chant: What do you want to do in junior high school? (p.73)****4min.**

- Have students listen to the chant and encourage students to follow along.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?**digital
textbook**

Starting Out (pp.72-73) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 72 and 73. 'Starting Out'.
ALT: "Next year you will be junior high school students. Let's think about the future!"

digital
textbook

Hand out Worksheet # 1. HRT: "Let's listen. Are you ready? Do you have a pencil?"
The ALT plays the audio from the digital textbook.

Wksht 1

ALT: "Did you catch that? Do you want to hear it one more time? OK."
Students listen and write down what they learned or what they could hear.
Play the audio again and confirm. Have students share what they learned

Let's Read and Write 1: I want to join the volleyball team. (p.72)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 76. 'My Dream'.
Introduce the sentences on p.76.

digital
textbook

Explain that students will present about their future in junior high school in Unit 8.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write which club they want to join in English on p.89.

Sounds and Letters: Reivew 1 - Vowels (p.95)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 95. Today let's review the vowels."

digital
textbook

ALT: "/a/, /a/, A! /e/, /e/, E! /o/, /o/..."
The ALT reviews the vowels and vowel sounds with the students.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Future, My Dream (pp.72-73)

minutes Goal: Learn about junior high school life and the future.

Target Language: We have ~ . I m good at ~ . I want to ~ . etc.

Vocabulary: School Events (PD p.28)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: My Future Dream (p.73)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:What do you want to do in junoir high? What is your future dream?
What do you want to do in junoir high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junoir high? What is your future dream?
What do you want to do in junoir high? What is your future dream?digital
textbook**Word Link: Club Activities (PD p.28), Let's Try I: Gesture Game (p.73)****8min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words onPD p.18.
Play a word game. Example: Gesture game.digital
textbookMake groups and decide who gestures first.
The other students will try to guess what description the gesturing student is performing. One student chooses a word from thePD and gestures to communicate the word.

PD

The student who guesses correctly becomes the next student to choose and gesture.
*NOTE: For more word game ideas, see the BOL Activity Booklet.**Let's Chant: What do you want to do in junior high school? (p.73)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!digital
textbookWhat are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?

Starting Out (pp.72-73) ©

8min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 72 and 73. 'Starting Out'."

The ALT plays the audio from the digital textbook.

digital
textbook

ALT: "Did you catch that? Do you want to hear it one more time? OK."

Students refer to what they wrote on Worksheet 1.

Wksht 2

Hand out Worksheet 2. Have students listen and fill in the answer on Worksheet 2.

Check the answers. Play the audio again and confirm the expressions.

Collect the worksheets.

Let's Read and Write 2: I want to enjoy sports day. (p.73)

10min.

•Have students prepare an English profile introducing themselves.

•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 76. 'My Dream'."

Introduce the sentences on p.76.

digital
textbook

Explain that students will present about their future in junior high school in Unit 8.

Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write which school event they want to enjoy in English on p.89.

Sounds and Letters: long vowels (p.95)

5min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 95. Today let's listen to the first sound of the word."

ALT: "A, A, apron..."

digital
textbook

The ALT reads the words on p.95.

Students listen and draw a line to connect the picture with the word's first letter.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Future, My Dream (pp.74-75)

minutes Goal: Ask what they are good at and JHS events they want to enjoy.

Target Language: What ~ do you want to ...? I want to ~ . I'm good at ~ . etc.

Vocabulary: Actions (PD p.18), Subjects (PD p.24)

Greeting, Small Talk: What subject do you want to study in junior high school?**5min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**none**

ALT: "Ms/Mr. (HRT), what subject do you want to study?"

HRT: "I want to study English. And you?"

ALT: "I want to study Japanese! "

HRT: "Very good. Let's think about next year."

ALT: "What subject do you want to study in junior high school?"

Students make pairs, play R/S/P and practice the conversation.

After 2-3 min., ask for volunteers to share w/ the class.

Let's Sing: My Future Dream (p.73)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

What do you want to do in junior high? What is your future dream?

What do you want to do in junior high? What is your future dream?

digital

Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.

textbook

I want to be a pro soccer player. This is my future dream.

Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.

I want to be a wonderful cook. This is my future dream.

What do you want to do in junior high? What is your future dream?

What do you want to do in junior high? What is your future dream?

Word Link: Actions ① (PD p.18), School Subjects(PD p.24)**6min.**

- Increase students' vocabulary.
- Strengthen students' recognition and increase speed.

Materials:

Drill the vocabulary words on PD p.18 and 24.

Play a word game. Example: Missing Game

digital

The ALT places all the FCs on the blackboard.

textbook

Students close their eyes and the ALT takes a FC away from the board.

Students open their eyes and try to remember the missing FC.

**PD and/or
FCs****Let's Chant: What do you want to do in junior high school? (p.73)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!

Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!

digital

What are you good at?

textbook

Me? I'm good at kicking a ball. I want to be a soccer player. How about you?

Me? I'm good at singing. I want to be a singer. How about you?

Me? I'm good at drawing. I want to be a cartoonist. How about you?

Me? I'm good at writing. I want to be a writer. How about you?

How about YOU?

Let's Listen 1 (p.74) ©

6min.

•Check students' listening abilities.

Materials:

HRT: "Open your textbook to page 74. 'Let's Listen 1'. Who is this?"
ALT: "Sakura. Good job! What is Sakura good at? What does she want to enjoy?"
The ALT plays the audio from the digital textbook.
Students listen to the character and take notes.
Check answers and confirm understanding.

digital
textbook

Let's Try 2 (p.74) ©

6min.

•Have students expand their vocabulary and get speaking practice.
•Have students interview their classmates.

Materials:

HRT: "Now it's your turn. What do you want to enjoy in junior high school? What are you good at?"
Students write down their answers in the table on p.74

digital
textbook

ALT demonstrates the interview activity with the HRT.
ALT: "Ms/Mr. (HRT), what school event do you want to enjoy?"
HRT: "I want to enjoy the music festival. I'm good at playing the piano."

PD

ALT: "Now let's interview two classmates and write down their answers. Please make pairs and try."
In pairs, students take turns asking their classmates about what they want to do and what they are good at.
Bring students back together and ask them about what they heard.

Let's Read and Write 3: I'm good at running. (p.74)

10min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 76. 'My Dream'."
Introduce the sentences on p.76.

digital
textbook

Explain that students will present about their future in junior high school in Unit 8.
Listen to the example. Read it out loud.

PD

ALT: "Now turn to page 89." Students write what they are good at in English on p.89.

Sounds and Letters: long /a/ (p.95), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the long /a/ sound."
ALT: "/a/, /a/, train!"

digital
textbook

The ALT reads the words on p.95.
Students listen and circle the words that have the long /a/ sound.
ALT/HRT: "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: My Future, My Dream (pp.74-75)

minutes Goal: Ask what club they want to join and what they want to be.

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

Vocabulary: Jobs (PD p.30)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: My Future Dream (p.73)**3min.**

•Have students listen to the song and encourage students to sing along.

Materials:What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?digital
textbook**Word Link: Jobs(PD p.30), Let's Try 1: Gesture Game****7min.**•Increase students' vocabulary.
•Strengthen students' recognition and increase speed.**Materials:**Drill the vocabulary words on PD p.30.
Play a word game. Example: Gesture game.digital
textbookMake groups and decide who gestures first.
The other students will try to guess what description the gesturing student is performing. One student chooses a word from the PD and gestures to communicate the word.PD and/or
FCsThe student who guesses correctly becomes the next student to choose and gesture.
*NOTE: For more word game ideas, see the BOL Activity Booklet.**Let's Chant: What do you want to do in junior high school? (p.73)****3min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!digital
textbookWhat are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?

Let's Listen 2 (p.75) ©

6min.

•Check students' listening abilities.

Materials:

HRT: "Look here, pg. 75. 'Let's Listen 2'."

ALT: "Who is this? Hiroshi! What club does Hiroshi want to join? What does he want to be in the future?"

digital
textbook

The ALT plays the audio from the digital textbook.

Students listen to the character and take notes.

Check answers and confirm understanding.

PD

Let's Try 3 (p.75) ©

6min.

•Have students expand their vocabulary and get speaking practice.
•Have students interview their classmates.

Materials:

ALT: "Now it's your turn. What club do you want to join in junior high school?"

HRT: "What do you want to be in the future? What job do you like?"

digital
textbook

Students write down their answers in the table on p.75

ALT demonstrates the interview activity with the HRT.

ALT: "Ms/Mr. (HRT), what club do you want to join?"

PD

HRT: "I want to join computer club. I want to be an engineer."

ALT: "Now let's interview two classmates and write down their answers. Please make pairs and try."

In pairs, students take turns asking their classmates about what they want to do and what they are good at.

Bring students back together and ask them about what they heard.

Let's Read and Write 4: I want to be a volleyball player. (p.75)

9min.

•Have students prepare an English profile introducing themselves.
•Support students with spelling and handwriting.

Materials:

HRT: "Turn to page 76. 'My Dream'."

Introduce the sentences on p.76.

digital
textbook

Explain that students will present about their future in junior high school in Unit 8.

Listen to the example. Read it out loud.

ALT: "Now turn to page 89." Students write what they want to be in English on p.89.

PD

Sounds and Letters: long /e/ (p.95), Goodbye

6min.

•Have students become familiar with the sounds of letters and phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the long /e/ sound."

ALT: "/e/, /e/, peach!"

digital
textbook

The ALT reads the words on p.95.

Students listen and circle the words that have the long /e/ sound.

ALT/HRT: "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: My Future, My Dream (pp.76-77)

minutes Goal: Make a Dream Card and ask friends about it.

Target Language: I want to join ~ . I want to enjoy ~ . I'm good at ~ . I want to be ~ . etc.

Vocabulary: Club Activities (PD p.31), School Events (PD p.28), Actions (PD p.18), Subjects (PD p.24), Jobs (PD p.30)

Greeting**5min.**

- Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What school event do you want to enjoy? (p.76)**9min.**

- Prepare students for the lesson by introducing the topic/language.
- Give students the opportunity to communicate with friends in English.

Materials:

ALT: "Ms/Mr. (HRT), what school event do you want to enjoy?"
HRT: "I want to enjoy the swimming meet. I'm good at swimming. What about you?"
ALT: "I want to enjoy the fire drill. I want to be a firefighter!"
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: My Future Dream (p.73)**3min.**

- Have students listen to the song and encourage students to sing along.

Materials:

What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?

digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****3min.**

- Have students listen to the chant and encourage students to follow along.

Materials:

Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?

digital
textbook

Step 1 (p.76)

9min.

- Have students practice what they wrote so far in Unit 7.
- Have students have an opportunity to hear someone else read their writing.

Materials:

HRT: "Today is a little different. Open to p.76. My Dream."

digital
textbook

Students listen to the demonstration from the digital textbook, then practice reading the example sentences out loud.

ALT: "Now it's your turn. Let's practice reading about our future."

Pairs practice reading their sentences from p.89.

Students trade textbooks and read their partner's sentences back to them.

+Option: The ALT can give a BAD demo and ask students what they thought was wrong.

Follow up with a GOOD demo and ask the students what was good.

Step 2 (p.76) ©

10min.

- Have students develop their original work with a deeper understanding.

Materials:

HRT: "Let's read the hints here. 'Step 2'."

Students read the hints out loud. Check understanding.

digital
textbook

ALT: "What do you want to add after hearing these hints?"

Students write new sentences on p.89

Have students cut out their Dream Card and draw pictures,

glue photographs, and write additional sentences.

Unit 8

E.C. card

In pairs, students practice showing their cards and saying their sentences.

Sounds and Letters: long /i/ (p.95)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the long /i/ sound."

ALT: "/i/, /i/, kite!"

digital
textbook

The ALT reads the words on p.95.

Students listen and circle the words that have the long /i/ sound.

Goodbye

1min.

- Leave students with praise and reflect on their accomplishments.

ALT/HRT: "Great job today, class! That's all for today. I'm looking forward to hearing about your best memory next time. See you! Goodbye!"

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: My Future, My Dream (pp.76-77)

minutes Goal: Students make a speech using their Unit 8 E.C. card.

Target Language: I want to join ~ . I want to enjoy ~ . I'm good at ~ . I want to be ~ .
etc.

Vocabulary: Club Activities (PD p.31), School Events (PD p.28), Actions (PD p.18),
Subjects (PD p.24), Jobs (PD p.30)

Greeting**6min.**

•Prepare students for the lesson by creating an English environment.

Materials:

ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Sing: My Future Dream (p.73)**5min.**

•Have students listen to the song and encourage students to sing along.

Materials:

What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?

digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****5min.**

•Have students listen to the chant and encourage students to follow along.

Materials:

Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?

digital
textbook**Step 3 (p.77) ©****23min.**

•Have students give a presentation about their dream.

Materials:

HRT: "I'm excited to hear everyone's dream for the future today."
ALT: "Okay! First, please watch my presentation."
ALT demonstrates their speech using their Dream Card.
Talk about clear voice and listening/reactions.
HRT: "Now it's your turn! Let's present our dreams. Get into your groups."
Students take turns presenting in groups.
Students reflect on their presentations and glue their best memory card on p.81.

digital
textbookUnit 8
E.C. card

Sounds and Letters: long /o/ (p.95)

5min.

- Have students get more familiar with the sounds of letters.
- Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the long /o/ sound."

ALT: "/o/, /o/, bow!"

digital

The ALT reads the words on p.95.

textbook

Students listen and circle the words that have the long /o/ sound.

Goodbye

1 min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

digital

textbook

© Evaluation

Please check the evaluation points with the homeroom teacher.

45 Theme: My Future, My Dream (pp.78-79)

minutes

Goal: Think about jobs that use English and connect the world.

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

Vocabulary: Club Activities (PD p.31), School Events (PD p.28), Actions (PD p.18), Subjects (PD p.24), Jobs (PD p.30)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What do you want to be?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), What do you want to be?"
HRT: "I want to be a teacher, of course. What do you want to be?"
ALT: "Me? I want to be an actor. I want to be on Japanese TV."
HRT: "Interesting..."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: My Future Dream (p.73)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?digital
textbook

Do you know? (p.78)

7min.

•Have students learn about the environment and share what they know,

Materials:

HRT: "Let's think about what jobs need English."

ALT: "Pilot? How about Japanese teacher? What do you think?"

digital

Give students time to discuss and come back together to confirm the answer.

textbook

ALT: "Let's think about people around the world. How many Japanese people do you think work abroad?"

Have students try the quiz question and check the answer as a class.

Challenge (p.79) ©

10min.

•Students challenge their knowledge of other countries.

Materials:

HRT: "Let's think about our future."

ALT: "What are some good things you want to do with English?"

digital

Support students in brainstorming how they can use English in the future.

textbook

HRT: "Let's present how we will use English in the future."

ALT: "Let's pretend we are talking to students in a foreign country. What can we tell them about English?"

Students make groups. Half pretend to be students and practice their reactions.

The other half present how they will use English to the students.

Sounds and Letters: long /u/ (p.95)

5min.

•Have students get more familiar with the sounds of letters.
•Have students develop an understanding of phonics.

Materials:

HRT: "Now turn to page 95. Today let's try the long /u/ sound."

ALT: "/u/, /u/, cute!"

digital

The ALT reads the words on p.95.

textbook

Students listen and circle the words that have the long /u/ sound.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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: My Future, My Dream (pp.78-79)

minutes Goal: Imagine a world without words, and learn about Saudi Arabia.

Target Language: Let's ~ . This is ~ . It's ~ . etc.

Vocabulary: Club Activities (PD p.31), School Events (PD p.28), Actions (PD p.18), Subjects (PD p.24), Jobs (PD p.30)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Small Talk: What is your favorite English word?**9min.**•Prepare students for the lesson by introducing the topic/language.
•Give students the opportunity to communicate with friends in English.**Materials:**ALT: "Ms/Mr. (HRT), what is your favorite English word?"
HRT: "I like the word 'teacher' because I want to teach students. What word do you like?"
ALT: "I like the word 'adventure' because I want my life to be like an adventure!"
HRT: "That's a nice way to think about it."
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share w/ the class.

none

Let's Sing: My Future Dream (p.73)**4min.**

•Have students listen to the song and encourage students to sing along.

Materials:What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?
Hello, I'm Mari. I'm good at soccer. I want to join a soccer team.
I want to be a pro soccer player. This is my future dream.
Hello, I'm Yuta. I'm good at cooking. I want to join the cooking club.
I want to be a wonderful cook. This is my future dream.
What do you want to do in junior high? What is your future dream?
What do you want to do in junior high? What is your future dream?digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****4min.**

•Have students listen to the chant and encourage students to follow along.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?digital
textbook

Word Adventure (p.77)

7min.

•Expand students' understanding of English grammar.

Materials:

ALT: "Look at these pictures. Can you imagine a world without words?"
Have the HRT explain the question to students.

digital
textbook

ALT: "How would you watch TV? How would you read a book?"
Students brainstorm the idea and talk in groups.
HRT: "Let's write a memo about our ideas."
Students work together to write about what they learned.
ALT: "Would you like to share with your classmates?"
Volunteers present their ideas about the world without words.

Wonderful World (p.78) ©

10min.

•Have students learn new information about Saudi Arabia.

Materials:

ALT: "Do you know Saudi Arabia? What do you know?"
Elicit answers from students.

digital
textbook

ALT: "Desert! Prince! Anything else?"
HRT: "Please watch this video and try to catch the words."
ALT: "We have some quiz questions for you after the video!"
Ask questions to check students' understanding of what they learned about Saudi Arabia.
For example, how is the weather in the daytime in Saudi Arabia? It's hot.
When do people go shopping? At night.
What kind of land does Saudi Arabia have? Desert.

Sounds and Letters: Quiz 14 (p.95)

5min.

•Have students check their progress in phonics.

Materials:

ALT: "Now turn to page 95. Today we have a quiz on what we've learned so far."
Students listen and compare the words from top to bottom.
Discuss 'silent e' with students.

digital
textbook

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 write a message board. (pp.80-81)

minutes Goal: Prepare a message for the message board.

Target Language: My best memory is ~ . I want to join ~ . I want to be ~ . etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Actions ① · ② (PD pp.18-19), Club Activities (PD p.31), Subjects (PD p.24)

Greeting**5min.**

•Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Chant: What is your best memory? (p.65)**10min.**

•Have students review what students' learned in Unit 7 through chants.

Materials:My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****10min.**

•Have students review what students' learned in Unit 8 through chants.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?digital
textbook**HOP (p.81)****10min.**

•Review the expressions students learned in Units 7-8.

Materials:ALT: "Let's review the cards on p.80-81 and look back over what you've learned."
Students recite the speeches or the conversations they had in Units 7-8.digital
textbookALT shows the demonstration video.
ALT: "What message do you want to give to all of your classmates?"
Students decide what message to give, consider what to say and what expressions they should use.

STEP (p.81)

9min.

•Have students prepare speech about message to their classmates.

Materials:

Demonstrate the speech.

ALT: "Hello everyone. In junior high school, I want to join English club. I enjoyed our English class.

Let's be friends forever. Thank you!"

digital
textbook

The ALT/HRT hand out drawing paper for making a message board.

ALT: "You can find expressions for your message on p.80-81."

paper

HRT: "What message do you want to share? Let's write it on our message board."

Students practice delivering their speech.

Goodbye

1min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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 write a message board. (pp.80-81)

minutes Goal: Deliver a speech with a message for the message board.

Target Language: My best memory is ~ . I want to join ~ . I want to be ~ . etc.

Vocabulary: School Events (PD p.28), Past actions (PD p.18), Actions ① · ② (PD pp.18-19), Club Activities (PD p.31), Subjects (PD p.24)

Greeting**5min.**

·Prepare students for the lesson by creating an English environment.

Materials:ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.

none

Let's Chant: What is your best memory? (p.65)**10min.**

·Have students review what students' learned in Unit 7 through chants.

Materials:My best memory is our school trip.
We went to Kyoto in June.
Go, go, go. Went, went, went. Go, went, go, went, go, go, go!
We saw many temples.
See, see, see. Saw, saw, saw. See, saw, see, saw, see, see, see!
We ate curry and rice.
Eat, eat, eat. Ate, ate, ate. Eat, ate, eat, ate, eat, eat, eat!
And I enjoyed talking with my friends.digital
textbook**Let's Chant: What do you want to do in junior high school? (p.73)****10min.**

·Have students review what students' learned in Unit 8 through chants.

Materials:Join the soccer team. Run, run, run!/ Join the anime club. Draw, draw, draw!
Join the dance club. Dance, dance, dance!/ Join the newspaper club. Report, report, report!
What are you good at?
Me? I'm good at kicking a ball. I want to be a soccer player. How about you?
Me? I'm good at singing. I want to be a singer. How about you?
Me? I'm good at drawing. I want to be a cartoonist. How about you?
Me? I'm good at writing. I want to be a writer. How about you?
How about YOU?digital
textbook**JUMP (p.61)****10min.**

·Have students give a speech introducing their message to classmates.

Materials:ALT demonstrates delivering their message. Have the HRT give positive comments after speaking.
Have the HRT clarify the rubric and evaluation standards.
Confirm the 2 points for self-evaluation, 'Topic' and 'Communication' on p.81.
ALT: "Please practice reading your message out loud. Think about 'Topic' and 'Communication'."
Students practice reading aloud.
HRT: "Now let's deliver our message to the class."
ALT: "When it's your turn to listen, please remember to give your classmates nice comments."
Students deliver their messages in front of the class while teachers evaluate speakers and listeners.
Have students post their message to the board after their speech.digital
textbook

Reflection

9min.

•Provide students with a sense of accomplishment.

Materials:

ALT: "Let's make pairs and give some comments."

none

Have students get into pairs and give some feedback to each other.

Show the message board to the class and have students reflect on their accomplishments. Share your original teacher's message with the students.

Goodbye

1 min.

•Leave students with praise and reflect on their accomplishments.

Materials:

ALT/HRT: "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.

Believe in your Possibility!