

BORDERLINK

Lesson Plans

CROWN Jr. 5

How to use Borderlink's lesson plans for CROWN Jr.:

- 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/>

45 Theme: Hello! Yoroshiku ne!

minutes Goal: Introduce ourselves with familiar words and expressions

Target Language: Expressions Sts have learned. I have... / I like...

Vocabulary: Objects around us, Sports, Stationary, Animals, Food, Colors

Greeting

1 min.	<ul style="list-style-type: none"> 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.

Small Talk: How are you?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei! How are you today?" ALT: "(HRT) sensei, good morning! I'm great!" HRT: "You are great! I am great, too! We are great today!" ALT: "Let's enjoy today's English class."

Task 1: Introduce yourself (p. 15)

12 min.	<ul style="list-style-type: none"> Motivate students before giving a self-introduction. Make pairs and have students introduce themselves a few times. Have some students introduce themselves in front of the class.
Materials:	HRT: "(ALT) sensei! We'll start English lessons today. Please introduce yourself." ALT: "Hello, everyone! I am... I like... I can... My birthday is on..." HRT: "Thank you very much! Class, do you have any questions for (ALT) sensei?" (After some questions...) ALT: "I want to hear your introductions too. Let's make your original self-introduction!" (After preparation...) HRT: "Good. Let's make pairs and introduce ourselves." ALT: "Nice job! Next, who wants to introduce himself in front of the class?"

BOL Activity: Two Truths and a Lie

6 min.	<ul style="list-style-type: none"> Have students check uppercase letters. Have students play Two Truths and a Lie.
Materials:	ALT: "Quiz time! What can I do? Three choices. Two are true, one is a lie. Guess which one!" HRT: "Okay. Two are true, one is a lie." ALT: "I, I like ~. 2, I can ~. 3, I have ~. Which one is a lie?" (Anything is OK.) HRT: "You like ~. You can ~. You have ~. ...Hard question!" Two Truths and a Lie 1. HRT/ALT gives Sts 3 choices, 2 of which are truth and 1 is a lie. 2. Sts guess which one is the lie.

Task 2: Listen to your friends' self-intro (p. 15)

15min.

- Have students look at the textbook and guess what people in the pictures are saying.
- Play the audio and confirm what students heard.

Materials:
textbook
digital
textbook

HRT: "Please look at the first picture."
ALT: "What do you think they are saying? Guess!"
(After guessing...)
HRT: "Now let's listen carefully."
(Play the audio.)
ALT: "What did you hear?"
(After some questions...)
HRT: "You can introduce yourself like this."

My Goal (p. 15)

4min.

- Share what students will learn in Lessons 1 and 2.
- Have students think about their goals.

Materials:
textbook

HRT: "Please open your textbook to pages 18 to 19."
ALT: "We are going to learn what you like, what you have and your birthday in Lesson 1."
HRT: "Please open your textbook to pages 28 to 29."
ALT: "We are going to learn what you can and can't do in Lesson 2."
HRT: "After 2 lessons, we will have a presentation."
ALT: "In the presentation, you can introduce those phrases."
HRT: "Now go back to page 15. At the bottom of the page, let's write your goals."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

© Evaluation:

45 Theme: I have many yo-yos.

minutes Goal: Learn and use words for describing what we have

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: What color do you like?**6min.**

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

Materials:

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

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

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

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

ALT: "(To students.) "How about you? What color do you like?"

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

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

Sound Chant (pp. 18-19)**6min.**

- Play the audio and confirm the letters.
- Point to the letters and sing the song together.
- Confirm the name of each letter.

Materials:**textbook****digital****textbook**

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 18 and 19."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's sing together!"

ALT: "Let's review. What's this? (Show some letters to students.)

Panorama (pp. 16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:**textbook****digital****textbook**

HRT: "Please look at pages 16 and 17."

ALT: "What are they doing? How many people are there?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Panorama Talk (pp. 16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:**textbook****digital****textbook**

ALT: "Next, let's listen to a conversation. Who is talking? Where is she/he?"

(Play the audio.)

HRT: "Let's listen again."

(Play the audio one more time.)

Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.

Spotlight (p.18)

4min.

Materials:
textbook
digital
textbook

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Ask students whether they have things in the pictures or not.
- HRT: "Please look at page 18."
ALT: "We have three pictures. A, B and C. Listen carefully."
HRT: "What's this?" (Pointing to the picture.)
ALT: "Do you have ~?"
Sts: "Yes, I do./No, I don't."

Activity I (p.18)

11min.

Materials:
textbook
digital
textbook

- Have students listen to the audio and draw something that Aya has.
 - Ask students what they heard and play the audio again.
 - Ask students what they have in their pen case and how many.
- HRT: "Let's listen to the audio."
ALT: "What did you hear? What does Aya have?"
HRT: "Let's share your opinions in groups."
(After a few minutes...)
ALT: "Let's listen again."
HRT: "Next, I have a quiz. What's in my pen case?" (To students.)
ALT: "Next, question! How many (pencils) are there?"
HRT: "Let's count together! One, two..."
ALT: "Now it's your turn!"

Story (p.19)

10min.

Materials:
textbook
digital
textbook

- Play the audio while students look at pictures.
 - Have students point to the pictures which they hear.
 - Ask questions about the dialogue and play the audio again.
- HRT: "Please look at the picture."
ALT: "What do you see? Which is stronger? What does the man have?"
HRT: "Let's listen carefully."
(Play the audio.)
ALT: "What did you hear?"
(Ask some questions.)
HRT: "Let's listen again."

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I have many yo-yos.

minutes Goal: Learn and use words for describing what we have

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
 My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: What fruit do you like?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 HRT: "(ALT) sensei, what fruit do you like?"
 ALT: "I like watermelon! How about you? What fruit do you like?"
 HRT: "I like strawberries."
 ALT: (To students.) "How about you? What fruit do you like?"
 Example Topic: What anime/TV show/YouTube channel/book/weathher/game do you like?
 Example: (While showing fruit FCs) What's this? Do you like ~ ?

Sound Chant (pp. 18-19)**6min.**

- Play the audio and confirm the letters.
- Point to the letters and sing the song together.
- Confirm the name of each letter.

Materials:
textbook
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?"
 (After some questions...)
 HRT: "Look at pages 18 and 19."
 ALT: "Let's play the pointing game now!"
 (After some practice...)
 HRT: "Okay, good job! Now let's sing together!"
 ALT: "Let's review. What's this? (Show some letters to students.)"

Panorama (pp. 16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 16 and 17."
 ALT: "What are they doing? How many people are there?"
 (After some questions...)
 HRT: "Nice work! Let's listen to the audio."
 (Play the audio.)
 ALT: "What did you hear?"

Panorama Talk (pp. 16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

ALT: "Next, let's listen to a conversation. Who is talking? Where is she/he?"
 (Play the audio.)
 HRT: "Let's listen again."
 (Play the audio one more time.)

Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.

Spotlight (p. 18)

4min.

Materials:
textbook
digital
textbook

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C with their own opinions.
- HRT: "Please look at page 18. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity 2 (p. 18)

11min.

Materials:
textbook
digital
textbook

- Have students look at the Panorama and answer questions from the HRT/ALT.
 - Have students answer with their original answers and amounts.
 - Have students make pairs and tell each other what they have in the pen case.
- HRT: "Please look at the Panorama."
ALT: "I have a ~ . Do you have a ~ ?" (To students.)
HRT: "I have a ~ . Do you have a ~ ?" (To students.)
ALT: "Do you have a ~ ? How many ~ do you have?" (Ask many students similar questions.)
HRT: "Now, let's make pairs and ask your partner about what they have in their pen case."

Story (p. 19)

10min.

Materials:
textbook
digital
textbook

- Play the audio while students look at pictures.
 - Have students say the words and phrases together.
 - Play the audio again.
- HRT: "Let's listen to the story again." (Play the audio.)
ALT: "Stop! What will he say next? Do you remember?" (Repeat a few times.)
HRT: "Now, listen again and read the words and phrases."
ALT: "If you can, please read together."
Option:
 - Students say the next word when the ALT stops reading.
 - Role-play and switch the roles.
 - Students make pairs and read their roles to each other.

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I have many yo-yos.

minutes

Goal: Use words and expressions for describing what we like

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: What animal do you like?**6min.**

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

Materials:

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

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

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

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

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

HRT: "Me? I like dogs."

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

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

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

Word Chant (pp.20-21)**6min.**

- Play the audio and confirm what students heard.
- Have students play the pointing game.
- Chant all together.

Materials:

textbook
digital
textbook

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 20 and 21."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:

textbook
digital
textbook

HRT: "Please look at pages 16 and 17."

ALT: "What are they doing? How many people are there?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Panorama Talk (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:

textbook
digital
textbook

ALT: "Next, let's listen to a conversation. Who is talking? Where is she/he?"

(Play the audio.)

HRT: "Let's listen again."

(Play the audio one more time.)

Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.

Spotlight (p.20)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at page 20."
ALT: "We have three pictures. A, B, and C. Listen carefully."
HRT: "What's this?" (Pointing to the picture.)
ALT: "I like ~ . Do you like ~ ?"
Sts: "Yes, I do./No, I don't."

Activity I (p.20)

11 min.

- Have students check Food vocabulary words.
- Have students listen to the audio and connect the dots with a line.
- Check the answers and confirm what students heard.

Materials:
textbook
digital
textbook

HRT: "Before listening, let's review foods."
(Review the vocabulary.)
ALT: "Now let's listen to the audio."
(Play the audio.)
HRT: "What did you hear? What does he/she like?"

Alphabet (p.21)

10min.

- Sing the ABC song together.
- Have students find pairs of uppercase and lowercase letters.

Materials:
textbook
digital
textbook

HRT: "Let's sing the ABC song together."
(After singing...)
ALT: "Next, let's find pairs of capital letters and lowercase letters."
HRT: "Which lowercase letter makes a pair with 'A'?" (Write 'A' on the blackboard.)

Option:

- Have students place the letters in alphabetical order with uppercase letters and lowercase letters.
- Have students point to the uppercase or lowercase letters from Aa to Zz.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I have many yo-yos.

minutes Goal: Use words and expressions for describing what we like

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: What vegetable do you like?**6min.**

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

Materials:

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

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

ALT: "Oh, my favorite vegetable? I like potatoes! I like French fries. How about you? What vegetable do you like?"

HRT: "I like tomatoes. I'm from Kumamoto."

ALT: (To students.) "How about you? What vegetable do you like?"

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

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

Word Chant (pp.20-21)**6min.**

- Play the audio and confirm what students heard.
- Have students play the pointing game.
- Chant all together.

Materials:**textbook****digital****textbook**

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 20 and 21."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:**textbook****digital****textbook**

HRT: "Please look at pages 16 and 17."

ALT: "What are they doing? How many people are there?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Panorama Talk (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:**textbook****digital****textbook**

ALT: "Next, let's listen to a conversation. Who is talking? Where is she/he?"

(Play the audio.)

HRT: "Let's listen again."

(Play the audio one more time.)

Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.

Spotlight (p.20)

4min.

Materials:
textbook
digital
textbook

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C with their own opinions.
- HRT: "Please look at page 20. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity 2 (p.20)

11 min.

Materials:
textbook
digital
textbook

- Make two groups and ask each student in one group about what food(drink) they like.
 - After asking, have students in the other group try to remember and answer with what some students like.
 - Switch roles and repeat the activity, if time is allowed.
- HRT: "We will make 2 groups."
ALT: "Students in this group, please stand up."
HRT: "Everyone, listen carefully and remember." (To the sitting group of students.)
ALT: "What food(drink) do you like?" (To the standing group of students.)
(After questions...)
HRT: "What food does he/she like? Do you remember?" (To the sitting group of students.)
(After some questions...)
ALT: "Let's switch roles. Standing group, please sit down. This group, please stand up."

Alphabet (p.21)

10min.

Materials:
textbook
digital
textbook
Alphabet
cards

- Review the letters of the alphabet.
 - Prepare the alphabet cards from the back of the textbook.
 - Have students play Go Fish.
- HRT: "Let's review the letters of the alphabet. What's this?"
HRT: "Let's play Go Fish."
1. Divide Sts into groups, distribute 5 cards to each St and spread the rest in a pile on the desk called the "ocean." Sts play RPS to determine order, play goes counter-clockwise.
2. Group members take turns asking the next person if they have a certain card using chosen target language.
Ex.) St1: "Do you have a (K)?" St2: "Yes, I do." / "No, I don't. Go fish."
If St2 has no (K) card, "No, I don't. Go fish." St1 draws from the "ocean" pile.
If St2 has a (K) card, "Yes, I do." St1 collects the card and places it in a pair on the desk.
3. The St with the most pairs wins.
※ If a Sts runs out of cards, they take one from the "ocean" pile.

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I have many yo-yos.

minutes Goal: Understand words for birthday or gift preferences

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: What day is it today?**6min.**

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

Materials:

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

HRT: "What day is it today?"

ALT: "It's (Monday)."

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

ALT: "I play tennis."

Example Topic: What's the date today? What month is it? What do you do on Monday/Tuesday/Wednesday...?

Example: It's ~ . What do you do on ...? What day do you like best? Why?

Word Chant (pp.20-21)**6min.**

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

Materials:**textbook****digital****textbook**

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 20 and 21."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:**textbook****digital****textbook**

HRT: "Please look at pages 16 and 17."

ALT: "What are they doing? How many people are there?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Panorama Talk (pp.16-17)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:**textbook****digital****textbook**

ALT: "Next, let's listen to a conversation. Who is talking? Where is she/he?"

(Play the audio.)

HRT: "Let's listen again."

(Play the audio one more time.)

Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.

Spotlight (p.22)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at page 22."
ALT: "We have three pictures. A, B, and C. Listen carefully."
HRT: "What's this?" (Pointing to the picture.)
ALT: "My birthday is ~ . When is your birthday, (HRT) sensei?"
HRT: "My birthday is ~ ."
ALT: "Nice! What do you want for your birthday?"
HRT: "I want (a) ~ . When is your birthday?" (To students.)

Activity I (p.22)

11 min.

- Have students check all 12 months, playing the Hands Up game.

Materials:
textbook
digital
textbook

HRT: "What month is this?" (Show a calendar.)
ALT: "Yes. It is March!"
(After checking all 12 months...)
HRT: "Let's play the Hands Up game!"
Hands up game:
1. Students raise their hands when they hear their birthday month.
ALT: "Nice job! Next let's listen to the audio and connect dots with a line."
HRT: "What did you hear?"

Enjoy Listening (p.23)

10 min.

- Have students look at the picture and listen to the audio.
- Ask students questions and confirm what they heard.
- Have students look at the letters while listening read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT: "Please look at page 23. Let's listen together."
(Play the audio.)
ALT: "What did you hear? Listen carefully again."
(Pause the audio to ask questions.)
HRT: "What is ~ ?" (Check different words and phrases.)
ALT: "Now, I'll give you worksheet and let's listen again."
Option: Students express their opinion, using the phrases which they hear.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I have many yo-yos.

minutes Goal: Understand words for birthday or gift preferences

Target Language: I have(don't have)... Do you have... ? I like(don't like)... Do you like...?
 My birthday is in (month)/is (month, date). My name is.../I am... Nice to meet you.

Vocabulary: Months, Ordinal numbers

Greeting, Small Talk: When is New Year's Day?**6min.**

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

Materials:

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

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

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

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

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

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

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

Word Chant (pp.20-21)**6min.**

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

Materials:**textbook****digital****textbook**

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 20 and 21."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.16-17)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:**textbook****digital****textbook**

HRT: "Please look at pages 16 and 17."

ALT: "What are they doing? How many people are there?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Spotlight (p.22)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C with their own opinions.

Materials:**textbook****digital****textbook**

HRT: "Please look at page 22. Let's listen to A again and repeat."

ALT: "Good job, everyone! Next, let's listen to B again and repeat."

HRT: "Last, listen to C. What are they talking about?"

(After checking)

ALT: "Now, let's listen to C and repeat."

Activity 2 (p.22)

5min.

Materials:
textbook
digital
textbook

- HRT/ALT says their birthday and what they want.
 - Ask students their birthday and what they want.
 - Have students make pairs and ask about their birthday and what they want each other.
- HRT: "My birthday is ~ . When is your birthday, (ALT) sensei?"
ALT: "My birthday is ~ ."
HRT: "Nice! What do you want for your birthday?"
ALT: "I want (a) ~ . When is your birthday?" (To students.)
(After some questions...)
HRT: "Now let's make pairs. Talk to your partner about their birthday."
ALT: "Ask your classmate, 'When is your birthday?' and 'What do you want for your birthday?'"

Talk to Friends (p.23)

9min.

Materials:
digital
textbook

- Have students listen to 4 dialogues in "Talk to Friends."
 - Support students understanding with gesture and speaking slowly, following the dialogues.
 - Have students talk in pairs about what they like or what they have or when is their birthday.
- HRT: "Please look at the illustration on pages 22 to 23."
ALT: "Let's guess! In the first picture, what does he like?" (Have students guess about each picture.)
HRT: "Now, let's listen to the talking." (After listening...)
ALT: "What did you hear?" (After checking...)
HRT: "(ALT) sensei. What sports do you like?" (After conversation with the target language)
ALT: "Now, it's your turn. The first theme is "when is your birthday?" Let's talk in pairs.(After a few minutes...)
HRT: "Please change partners. The second theme is "what do you like?" (Students talk with some topics.)

Write & Talk (pp.24-25)

7min.

Materials:
textbook
digital
textbook

- Show students the model.
 - Have students write their name on the four lines and share it with classmates.
- ALT: "Please look at the flow. First...Second....Third..."
HRT: "First, what does (ALT) sensei do?"
ALT: "You are right! Now, let's circle."
(HRT/ALT checks the flow and students follow.)
Option:
① Have students circle the letters of their name.
② Have students put numbers on the letters.
③ Have students write their name on the 4 lines.

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I can jump high.

minutes Goal: Use words for answering if we can do something

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: Can you cook well?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 HRT: "(ALT) sensei, can you cook well?"
 ALT: "No, I can't... can you?"
 HRT: "Yes, I can. I like barbecue. I like to grill."
 ALT: "Wow! I'm getting hungry..."
 Example Topic: Can you play ~ well? Can you swim fast? etc.
 Example: Can you cook well? Do you help your parents? What housework do you? etc.

Sound Chant (pp.28-29)**6min.**

- Play the audio and confirm the letters.
- Point to the letters and sing the song together.
- Confirm the sound of each letter.

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?"
 (After some questions...)
 HRT: "Look at pages 28 and 29."
 ALT: "Let's play the pointing game now!"
 (After some practice...)
 HRT: "Okay, good job! Now let's sing together!"
 ALT: "Let's review. What's this? (Show some letters to students.)"

Panorama (pp.26-27)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."
 ALT: "What are they doing? How many people are playing in the snow?"
 (After some questions...)
 HRT: "Nice work! Let's listen to the audio."
 (Play the audio.)
 ALT: "What did you hear?"

Spotlight (p.28)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students share their opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 28. Let's listen to A again and repeat."
 ALT: "Good job, everyone! Next, let's listen to B again and repeat."
 HRT: "Last, listen to C. What are they talking about?"
 (After checking...)
 ALT: "Now let's listen to C and repeat."

Activity 1 (p.28)

5min.

•Ask "Can you do this?" to students and have students answer it.

Materials:
textbook
digital
textbook

HRT: "(ALT) sensei. Can you do this?"
(The HRT demonstrates something they are good at.)
ALT: "Wow. No, I can't. How about this? Can you do this?"
(The ALT demonstrates something they are good at.)
HRT: "Yes, I can! How about this? Can you do this?" (To students.)

Activity 2 (p.28)

6min.

•Play the audio and have students circle their answer.
•Ask students "Can you ~?" and have students answer with "Yes, I can" or "No, I can't."

Materials:
textbook
digital
textbook

HRT: "Let's listen to the audio."
ALT: "Can you ~ ? Please circle your answer."
(After drawing circles...)
HRT: "Great. Let's share your answers!"
(After sharing...)
ALT: "Can you ~ ?"
(Ask students many different questions about what they can/can't do.)

World English (p.29)

10min.

•Ask questions about the colors, shapes and letters on signs.
•Check the meaning of the signs.
•Play the audio and check the answers.

Materials:
textbook
digital
textbook

HRT: "Please open your textbook to page 29."
ALT: "What color is this? What shape is this? What letters does this sign have?"
HRT: "What does this sign mean?" (After some questions...)
ALT: "Let's listen carefully."
(Play the audio.)
HRT: "What did you hear? What color is this? What shape is this? What does the sign have?"

Reflection/Goodbye

2min.

•Leave students with praise and reflect on their accomplishments.
•Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I can jump high.

minutes Goal: Use words for answering if we can do something

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: Can you sing well?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 HRT: "(ALT) sensei, can you sing well?"
 ALT: "Yes, I can. I like karaoke. I usually go with my friends."
 HRT: "Okay, please sing for the class!"
 ALT: "No, thank you! I'm embarrassed..."
 Example Topic: Can you play ~ well? Can you swim fast? etc.
 Example: I like singing but I can't sing well... How about you? Can you sing well?"

Sound Chant (pp.28-29)**6min.**

- Play the audio and confirm the letters.
- Point to the letters and sing the song together.
- Confirm the sound of each letter.

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?"
 (After some questions...)
 HRT: "Look at pages 28 and 29."
 ALT: "Let's play the pointing game now!"
 (After some practice...)
 HRT: "Okay, good job! Now let's sing together!"
 ALT: "Let's review. What's this? (Show some letters to students.)"

Panorama (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."
 ALT: "What are they doing? How many people are playing in the snow?"
 (After some questions...)
 HRT: "Nice work! Let's listen to the audio."
 (Play the audio.)
 ALT: "What did you hear?"

Panorama Talk (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a conversation."
 ALT: "What is he doing?(Pointing to a boy.) Where is he/she?"
 HRT: "Last, let's listen again."

Interaction example: "What can he/she do?" "How is he/she?" "How many people in (a area)?" etc...

Spotlight (p.28)

4min.

Materials:
textbook
digital
textbook

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C with their own opinions.
- HRT: "Please look at page 28. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity 3 (p.28)

11 min.

Materials:
textbook
digital
textbook

- Review Activity 2 from the previous lesson.
 - Ask students "Can you ~?" with the verbs on the page 28.
 - Ask students "Can you ~?" with the Panorama.
- HRT: "Let's review the last lesson. What can you do?"
ALT: "Can you ~?"
(Ask some questions.)
HRT: "Please open your textbook to pages 26 and 27."
ALT: "What is he/she doing?" (To students.)
HRT: "Can you ~?"

World English (p.29)

10min.

Materials:
textbook
digital
textbook

- Ask questions to students.
 - Have students make quizzes, practice and give them in pairs.
 - Have some students share their quizzes.
- HRT: "Everyone, I have a question. What sign is this?" (HRT hides the sign.)
ALT: "Give me hints. What color is it?"
HRT: "It is yellow."
ALT: "What shape is that?"
HRT: "It is a diamond."
ALT: "What letters does it have?"
HRT: "S-C-H-O-O-L." (Depending on the students' level, give only a few letters.)
ALT: "Oh, it's the school crossing sign, picture (f)!"
HRT: "Yes, you are right! Now let's make your original sign quiz!"

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I can jump high.

minutes Goal: Understand words that go with "can" and "can't"

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: Can you play badminton?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 HRT: "What sports can you play?"
 ALT: "I can play badminton!"
 HRT: "Oh, you can play badminton!"
 ALT: "Yes. And you?"
 HRT: "I can do kendo."
 Example Topic: What sports can you play?
 Example: Can you play soccer? Can you play baseball? Can you do judo?...

Word Chant (pp.30-31)**6min.**

- Play the audio and confirm the words.
- Have students play the pointing game.
- Chant all together.

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?"
 (After some questions...)
 HRT: "Look at pages 30 and 31."
 ALT: "Let's play the pointing game now!"
 (After some practice...)
 HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."
 ALT: "What are they doing? How many people are playing in the snow?"
 (After some questions...)
 HRT: "Nice work! Let's listen to the audio."
 (Play the audio.)
 ALT: "What did you hear?"

Panorama Talk (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a conversation."
 ALT: "What is he doing?(Pointing to a boy.) Where is he/she?"
 HRT: "Last, let's listen again."

Interaction example: "What can he/she do?" "How is he/she?" "How many people in (a area)?" etc...

Spotlight (p.30)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students share their opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 30. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity I (p.30)

11min.

- Review Animals vocabulary words.
- Play the audio and answer questions.
- HRT/ALT pretends to be an animal, says "I can/can't ~". Have students repeat after the ALT when the

Materials:
textbook
digital
textbook

HRT: "Let's listen carefully."
(Play the audio.)
ALT: "What did he/she say?"
HRT: "Let's check the answers!"
(After some questions and checking the answers...)
ALT: "Great! Now, I will pretend I am an animal and say "I can/can't ~ ." If what I say is true, please repeat after me!"
HRT: "Let's try!"

Alphabet (p.31)

10min.

- Review the letters of the alphabet.
- Have students connect the dots in alphabetical order.

Materials:
textbook
digital
textbook

HRT: "Let's review the letters of the alphabet. What letter is this?"
(Review the letters of the alphabet.)
ALT: "Now, let's play a game. Please connect the dots from A to Z."
(After some time...)
HRT: "What picture did you make?"
ALT: "Is this Pikachu?" (The answer is a rabbit.)
HRT: "Nice job! Next game. Please connect the dots from a to z."
(After some time...)
HRT: "What picture did you make?"
ALT: "Is this a daikon?" (The answer is a carrot.)

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I can jump high.

minutes Goal: Understand words that go with "can" and "can't"

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: What food can you eat?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 (HRT shows a picture of a blowfish, for example.)
 HRT: "I can eat (fugu) in Japan! What food can you eat in your country?"
 (ALT shows a picture of a bison, for example.)
 ALT: "I can eat a (bison burger) in my country!"
 Example Topic: What sports can you play?
 Example: Which do you like? What do you want to eat?"

Word Chant (pp.30-31)**6min.**

- Play the audio and confirm the words.
- Have students play the pointing game.
- Chant all together.

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?"
 (After some questions...)
 HRT: "Look at pages 30 and 31."
 ALT: "Let's play the pointing game now!"
 (After some practice...)
 HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."
 ALT: "What are they doing? How many people are playing in the snow?"
 (After some questions...)
 HRT: "Nice work! Let's listen to the audio."
 (Play the audio.)
 ALT: "What did you hear?"

Panorama Talk (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a conversation."
 ALT: "What is he doing?(Pointing to a boy.) Where is he/she?"
 HRT: "Last, let's listen again."

Interaction example: "What can he/she do?" "How is he/she?" "How many people in (a area)?" etc...

Spotlight (p.30)

4min.

Materials:
textbook
digital
textbook

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C with their own opinions.
- HRT: "Please look at page 30. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity 2 (p.30)

11 min.

Materials:
textbook
digital
textbook
flash cards
(Animals)

- Have students pretend to be an animal and make 3 hint quiz about the animal.
 - Make pairs and have students Ask questions each other.
- HRT: "I will give you a 3 Hint Quiz! What animal is this? I can swim. I can't walk. I have a tail."
ALT: (With gestures) "Oh, you can swim but you can't walk... and you have a tail... What animal is (HRT) sensei?" (To students.)
HRT: "Great! Yes, I am a dolphin! Next, let's make your original 3 Hint Quiz!"
- Option:
- After giving quizzes in pairs, some students share their quiz in front of the class.
 - Have students pretend to be a character and make a new 3 Hint Quiz.

Alphabet (p.31)

10min.

Materials:
textbook
digital
textbook

- Review the letters of the alphabet.
 - Have students connect the dots in alphabetical order.
- HRT: "Please open your textbook to page 31."
ALT: "Let's listen and connect the dots. The first picture starts from K!"
HRT: "What picture did you make?"
(The answer is a crown.)
- ALT: "Great! The next picture starts from f."
HRT: "What picture did you make?"
(The answer is the letter J.)

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I can jump high.

minutes Goal: Use words to ask and answer what we can and cannot do

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: Who is this?**6min.**

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

Materials:

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

ALT: "Guess who! I'll give you a quiz!"

HRT: "Alright. I'm ready!"

ALT: "Question number 1... Who is this? Hint: He can dance!"

HRT: "Um... Class, help me out?"

Example Topic: Can she/he ~ well?

Example: Please answer my questions! Who is this?

Word Chant (pp.30-31)**6min.**

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

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 30 and 31."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."

ALT: "What are they doing? How many people are playing in the snow?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Panorama Talk (pp.26-27)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a conversation."

ALT: "What is he doing? (Pointing to a boy.) Where is he/she?"

HRT: "Last, let's listen again."

Interaction example: "What can he/she do?" "How is he/she?" "How many people in (a area)?" etc...

Spotlight (p.32)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students share their opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 32. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity I (p.32)

11min.

- Play the audio and have students draw a circle or a triangle.
- Ask some questions to confirm students' understanding.

Materials:
textbook
digital
textbook

HRT: "Let's listen carefully."
ALT: "If he/she can do the sport, please draw a circle on the chart. If he/she can't do the sport, please draw a triangle."
(After listening...)
HRT: "What did you hear?"

Enjoy Listening (p.33)

10min.

- Have students guess what they say and then listen to the audio.
- Confirm what students heard and play the audio again,

Materials:
textbook
digital
textbook

HRT: "Please look at the page 33."
ALT: "Let's guess what they are talking about." (After guessing...)
HRT: "Now let's listen carefully." (Play the audio.)
ALT: "What did you hear? What's his/her name? What can/can't he/she do?"
HRT: "Nice try! Let's listen again."
Opinion:
• Students make pairs and share what they can/can't do. Some students share what they can/can't do with the class.
Ex: "I can ski. I can't eat tomatoes."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I can jump high.

minutes Goal: Use words to ask and answer what we can and cannot do

Target Language: I can(can't)... Can you... ? Yes, I can./No, I can't. I like... How about you?

Vocabulary: Verbs, Animals, Sports, Pastimes, Musical instruments, Adverbs, Food

Greeting, Small Talk: What can I do?**6min.**

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

Materials:

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

ALT: "Hello, everyone! Quiz time! What can I do? Three choices. Two are true. One is a lie. Guess which!"

HRT: "Okay, two are true. I is a lie."

ALT: "I, I can ~ . 2, I can ~ . 3, I can ~ . Which is a lie?"

HRT: "You can ~ . You can ~ . You can ~Hard question!"

(Elicit students' responses.)

Word Chant (pp.30-31)**6min.**

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

Materials:
digital
textbook

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?"

(After some questions...)

HRT: "Look at pages 30 and 31."

ALT: "Let's play the pointing game now!"

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.26-27)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 26 and 27."

ALT: "What are they doing? How many people are playing in the snow?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear?"

Spotlight (p.32)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C with their own opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 32. Let's listen to A again and repeat."

ALT: "Good job, everyone! Next, let's listen to B again and repeat."

HRT: "Last, listen to C. What are they talking about?"

(After checking)

ALT: "Now, let's listen to C and repeat."

Activity 2 (p.32)

min.	<ul style="list-style-type: none">• Show the Panorama and ask some questions about what students and teachers can/can't do.• Have students ask three questions to the HRT/ALT which teachers can answer with, "Yes, I can."• Make pairs and have students ask three questions which their partner can answer with, "Yes, I can."
Materials: textbook digital textbook	HRT: "(ALT) sensei. I have 3 questions." (Show the Panorama.) ALT: "Ok. You can ask me." HRT: "Can you play tennis?" ALT: "Yes, I can!" HRT: "One point! Can you sing well?" ALT: "No, I can't..." HRT: "No point... Last question. Can you ride an unicycle?" ALT: "Yes, I can!" HRT: "One point! You got two points! Next, let's make pairs and ask your partner!"

Talk to Friends (p.23)

11 min.	<ul style="list-style-type: none">• Have students listen to 4 dialogues in "Talk to Friends."• Support students understanding with gesture and speaking slowly, following the dialogues.• Have students talk in pairs about what they like or what they can do.
Materials: digital textbook	HRT: "Please look at the illustration on pages 32 to 33." ALT: "Let's guess! In the first picture, what can he do?" (Have students guess about each picture.) HRT: "Now, let's listen to the talking." (After listening...) ALT: "What did you hear?" (After checking...) HRT: "(ALT) sensei. What can you do?" (After conversation with the target language) ALT: "Now, it's your turn. The first theme is "What can you do?" Let's talk in pairs.(After a few minutes...) HRT: "Please change partners. The second theme is "Do you like...?" (Students talk with some topics.)

Let's Chant (pp.34-35)

10 min.	<ul style="list-style-type: none">• Have students listen to the chant.• Confirm what students heard.• Pronounce alphabet letters with the chant rhythm.
Materials: textbook digital textbook	HRT: "Please open your textbook to pages 34 and 35 " ALT: "Let's listen to the chant." HRT: "What did you hear? Did you hear /ei/? No." ALT: "It's, /□/. Repeat after me. /□/, /□/, apple." (After checking some letters...) HRT: "Good job, everyone. Let's chant together." Option: Find words with the name pronunciation and the sound pronunciation. Ex: /ei/ cake, /□/ apple.

Reflection/Goodbye

2 min.	<ul style="list-style-type: none">• Leave students with praise and reflect on their accomplishments.• Have students fill out the reflection sheet.
Materials: reflection sheet	ALT: "Great job today, class! Let's fill out your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: This is me.

minutes Goal: Write an intro. with personal thoughts in Goal section

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting

1 min.	<ul style="list-style-type: none"> 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.

Small Talk: What color do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what color do you like?" ALT: "Oh, my favorite color? I like black. How about you?" HRT: "I like purple. It's our school color." ALT: "To students, "How about you? What color do you like?" Example Topic: What anime/TV show/YouTube channel/book/weather/game do you like? Example: Who likes ~ ? Raise your hand! / Which do you like, A or B? / What color is this? How many colors do you see?

BOL Activity: Missing Game

6 min.	<ul style="list-style-type: none"> Have students check Classroom objects vocabulary words. Have students play the Missing Game.
Materials:	HRT: "First, let's check the words. What's this?" (Review the vocabulary words.) ALT: "Let's play 'Missing Game!'"
	<ol style="list-style-type: none"> The HRT/ALT places all flashcards/objects in the Sts view. Sts close their eyes and the HRT/ALT takes an object(s) from the board. Sts open their eyes and say what is missing.

Let's Think ① (p.36)

18 min.	<ul style="list-style-type: none"> Share goals. (Theme: Introduce favorite events.) Have students think about what they are going to present. Share opinions in groups.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Let's share our goals for our self introduction." (Explain the presentations based on the textbook.) ALT: "Let's think about your self introduction. What do you want to share with everyone? Why?" (First, have students think alone. Second, have students share their opinions in groups.) HRT: "Please write down your goal in Japanese." Ex: 「新しい友だちと仲良くなるために、自分の好きなことをたくさん伝えたい。」

Let's Think ② (p.36)

13min.

- Review words and phrases from Lessons 1 and 2.
- Have students write memos for useful expressions.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's check the words and phrases in Lessons 1 and 2."
ALT: "Please keep thinking about your presentation and pick up any ideas."
(HRT/ALT moves around the classroom and answers questions from students.)

Option: If students use Japanese, the HRT/ALT may repeat what they said in English.
Ex: St:「誕生日が10月27日だって言いたいな」
ALT: Oh, nice! Your birthday is October 27, right? You can say, "My birthday is ..."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

◎ Evaluation:

45 Theme: This is me.

minutes Goal: Write a self-intro. & think about effective communication

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting

1 min.	•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.

Small Talk: What do you want for your birthday?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, nice watch!" ALT: "Thank you! It was my grandfather's watch." HRT: "I want a new watch but I can't buy one now. I'll wait for my Bithday. What do you want for your birthday?" ALT: "I want a new phone for my birthday." Example Topic: What do you want for ~ (event)? Why? Example: Why do you want ~ ? What ~ (games, etc.) do you want? Do you like ~ ?

BOL Activity: Lucky Numbers

6 min.	•Have students check dates vocabulary words. •Have students play the Lucky number Game.
Materials:	HRT: First, let's check dates. What's the date today? ALT: Now, let's play 'Lucky Numbers' Date version! 1. The ALT writes 7 secret dates on a piece of paper without showing anyone. 2. Sts each write down 7 dates on their own papers. 3. The ALT reads off each of their secret dates. Sts without the date on their sheet sit down. The last St standing wins.

Prepare for the presentation ① (p.36)

10 min.	•Have students think about how they can improve their presentation and take notes.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Let's think about your presentation and write notes." ALT: "What is important for your presentation?" HRT: "A smile?" ALT: "Yes! Do you have any other important points?" Interaction example: "What do you want to say?" "How can we improve this presentation?" "For example? (Share opinions.)" "What do you want to share?" "How can you give your presentation?" "What is the order?" "Do you want to say more?"

Prepare for the presentation ② - 1 (p.36)

10min.

- Make groups and have them think about how they can make English sentences.
- Make pairs and have them talk about the presentations with each other.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's think about your presentaion."
ALT: "How can you give your presentation in English?"
HRT: "Please make groups."
(HRT/ALT moves around the classroom and answers questions from students.)
ALT: "Are you ready? Practice time!"
HRT: "Make pairs please, and share your opinions with each other."

Prepare for the presentation ② - 2 (p.36)

11min.

- Play the audio or video and have students improve their presentations in groups.
- Have students share their opinions as a class.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Next, let's watch a presentation movie."
ALT: "What are some good points? What did he say? Please make groups and discuss."
(After some time...)
HRT: "Let's share your opinions."

Point examples: Eye contact, smile, gesture, confidence, speak slowly, prepare pictures/props, etc.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: This is me.

minutes Goal: Improve the content and delivery of self-introduction

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting

1 min.	<ul style="list-style-type: none"> • 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.

Small Talk: Can you sing well?

5 min.	<ul style="list-style-type: none"> • HRT/ALT and students greet each other and ask simple questions. • HRT/ALT demonstrate the Small Talk before involving the students. • The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, can you sing well?" ALT: "Yes, I can. I like karaoke. I usually go with my friends." HRT: "Okay, please sing for the class!" ALT: "No, thank you! I'm embarrassed..." Example Topic: Can you play ~ well? Can you swim fast? etc. Example: I like singing but I can't sing well... How about you? Can you sing well?

BOL Activity: Thumb Up, Thumb Down

6 min.	<ul style="list-style-type: none"> • Have students check Food vocabulary words. • Have students play the "Thumb Up, Thumb Down" game.
Materials:	HRT: First, let's check dates. What's the date today? ALT: Let's play 'Thumb Up, Thumb Down' . 1. The ALT saying a simple word or phrase such as "pizza". 2. The students should respond with a thumbs up or thumbs down, and say "I like pizza" or "I don't like pizza" depending on their response. 3. After a few rounds, switch it up and have the volunteer students take turns saying a word or phrase, and the rest of the class responds.

Pair Self-introduction ① (p.37)

9 min.	<ul style="list-style-type: none"> • Make pairs and have students introduce their favorite events. • Have students give feedback to each other and improve their presentations.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Please make pairs and introduce yourself to each other." (After practicing...) ALT: "What were some good points? What were some points that need improving? Please share with each other."

Pair Self-introduction ② -1 (p.37)

8min.

- Make different pairs and have students introduce their favorite events.
- Have students give feedback to each other and improve their presentations.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and introduce yourself to each other."
(After the practice...)
ALT: "Did you improve? What were some good points? What were some points to improve? Please share with each other."

Pair Self-introduction ② -2 (p.37)

14min.

- Make different pairs and have students introduce their favorite events.
- Have students give feedback to each other and improve their presentations.
- Have students share what they improved on with the class.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and introduce yourself to each other."
(After practicing...)
ALT: "Did you improve? What were some good points? What were some points that need improving? Please share with each other."
(After sharing...)
HRT: "Next, please share what you want to improve with your classmates."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: This is me.

minutes Goal: Introduce ourselves in class

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting

1 min.

• 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.

Small Talk: Can you play badminton?

5 min.

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

Materials:

HRT: "What sports can you play?"
ALT: "I can play badminton!"
HRT: "Oh, you can play badminton!"
ALT: "Yes. And you?"
HRT: "I can do kendo."
Example Topic: What sports can you play?
Example: Can you play soccer? Can you play baseball? Can you do judo?...

BOL Activity: Charades

6 min.

• Have students take turns acting out actions or activities without speaking, while the rest of the class tries to guess what they are doing.
• The student acting out the action can only respond with "Yes, I can" or "No, I can't" when asked if they can do

Materials:

HRT: "First, let's check the words. What's this?"
(Review the vocabulary words.)
ALT: "Let's play 'Charades!'" (Gesture game)

1. Divide Sts into groups, and number each St in the group.
2. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members.
3. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate.

Self Intro to Class (p.37)

24 min.

• Give students time to practice their presentation.
• Have students present in groups.

Materials:

HRT: "Let's introduce yourself to the class!"
ALT: "I'm looking forward to your great presentations!"
HRT: "First, we'll have some time to practice."
(After practicing...)
ALT: "What are the important points for presenting? Don't be afraid! You can do it!"

Point example: Eye contact, smile, gesture, confidence, speak slowly, prepare pictures/props, etc.

Reflection/Goodbye

9min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: This is me.

minutes Goal: Identify key thoughts for self-intro. & write them down

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting**1 min.**

- 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.

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

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

Materials:

HRT: "I'm so excited! I can't wait!"
ALT: "What for? Why can't you wait?"
HRT: "My birthday is coming"
ALT: "Nice! When is your birthday?"
Example Topic: What do you do on Monday/Tuesday/Wednesday...? When is ~ (yearly event or school event)?

BOL Activity: Simple Crosswords**6 min.**

- Have students check vocabulary words.
- Have students play Simple Crosswords.

Materials:

HRT: "Now we know many words. What's this?"
(Review the vocabulary words.)
ALT: "Let's play 'Simple Crosswords'!"

1. Divide the class into groups. The HRT/ALT writes a starting word on the board.
2. Sts add a word to the crossword on their paper by using the first or last letter of the starting word. Repeat, using the newest word.
3. After a certain amount of time, count the number of words and see which team has the most.

Let's Think ① (p.38)**9 min.**

- Review JUMP 1.
- Share the goal for JUMP 2.
- Have students brainstorm in groups.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's review your first presentation."
ALT: "What went well? What would you like to improve?"
HRT: "Please open your textbook to page 38. Let's watch a video."
ALT: "Let's make a presentation with posters and videos in groups."
HRT: "First, let's think about your presentation."

Option: Make a presentation movie with an iPad or Chromebook.

Let's Think ② (p.38)

9min.

- Review words and phrases from Lessons 1 and 2.
- Have students write notes with useful expressions and what they want to say.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's check words and phrases from Lessons 1 and 2."
ALT: "Please keep thinking about your presentations and useful expressions."
(HRT/ALT moves around the classroom and answers questions from students.)

Option: "How can you best share your feelings?" "How can you make videos?" "When you're speaking to OO sensei, do you need change anything?"

Presentaton Preparation (p.38)

13min.

- Have groups make presentation memo and how they can express in English.
- Have students discuss how they can improve the presentation.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's think about your presentations and write notes in Japanese."
ALT: "How do you say it in English? How can you make your presentation better?"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: This is me.

minutes Goal: Improve content and delivery of introduction

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting

1 min.	<ul style="list-style-type: none"> • Prepare students for the lesson by creating an English environment.
Materials:	<p>ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc. Elicit responses from students.</p>

Small Talk: What sport do you like?

5 min.	<ul style="list-style-type: none"> • HRT/ALT and students greet each other and ask simple questions. • HRT/ALT demonstrate the Small Talk before involving the students. • The HRT should show the students what they are aiming for.
Materials:	<p>HRT: "(ALT) sensei, what sport do you like?" ALT: "Oh, my favorite sport? Umm... I like ice hockey." HRT: "Really? It's not popular in Japan." ALT: "How about you, (HRT) sensei? What sport do you like?" HRT: "I like soccer." Example Topic: What subject do you like? Why? What animal do you like? Why? *When asking their reason why, it is also possible to elicit the answer from the student in Japanese and have the HRT/ALT relay it in English.</p>

BOL Activity: Classroom Scavenger Hunt

6 min.	<ul style="list-style-type: none"> • Have students check vocabulary words. • Have students play Classroom Scavenger Hunt.
Materials: list of items	<p>HRT: "Now we know many words. What's this?" (Review the vocabulary words.) ALT: "Let's play 'Simple Crosswords'!"</p> <ol style="list-style-type: none"> 1. Give each student a list of items they need to find in the classroom (e.g. pencil, eraser, ruler, etc.). 2. Instruct them to go around the room and ask their classmates "Do you have a ~?" and write down the name of the person who has the item. 3. The first student to find all the items on their list wins.

Group Share (p.38)

3 1 min.	<ul style="list-style-type: none"> • Have groups make presentation notes and think about how they can express what they want to say in English. • Have students discuss how they can improve their presentations.
Materials: textbook digital textbook Crown Jr. worksheet	<p>HRT: "Let's make a plan for your presentation!" ALT: "Do you have any ideas on how to improve?" (Share some ideas.) HRT: "Let's check points for presenting." ALT: "Please practice your presentation with groups. Let's shoot a movie!"</p> <p>Point example: Eye contact, smile, gesture, confidence, speak slowly, prepare pictures/props, etc.</p>

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: This is me.

minutes Goal: Reflect on JUMP after introducing yourself to teacher

Target Language: Contents from Lessons 1 and 2.

Vocabulary: Months, Ordinal numbers, Verbs

Greeting**1 min.**

- 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.

Small Talk: Can you play the guitar?**5 min.**

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

Materials:

HRT: "(ALT) sensei, can you play the guitar?"
ALT: "Yes, I can! I like music. Can you?"
HRT: "No, I can't. But I want to play this song..."
Example Topic: Can you play the (instrument) ~ well? Do you like this song? etc.

BOL Activity: Hot Potato**6 min.**

- Have students check vocabulary words.
- Have students play Hot Potato.

Materials:

HRT: "Now we know many words. What's this?"
(Review the vocabulary words.)
ALT: "Let's play 'Hot Potato'!"

1. Sts stand in pairs or groups. One St has an eraser that is passed around while the HRT/ALT plays music.
2. Sts say the target language while passing the eraser. When time is up (the music stops) the person holding the eraser is out. When playing in pairs, the St not holding the eraser gets one point.

Group presentation (p.38)**31 min.**

- Give students time to practice their presentations.
- Have students present in groups.
- Give feedback about their presentations.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's give our presentations!"
ALT: "I'm looking forward to your great presentations!"
HRT: "First, we'll have some time to practice."
(After practicing...)
ALT: "What are important points for presenting? Don't be afraid! You can do it!"
(After presentations...)
HRT: "Everyone, how was your presentation?"
ALT: "Did you achieve your goal?"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: Hello, Mr. Sano!

minutes Goal: Using words and phrases learned and making "Who am I quiz."

Target Language: I like... My birthday is on ... I can ... Expressions students have learned

Vocabulary: Actions, Sports, Instruments, Colors, Months, Expressions students have learned

Greeting**1 min.** ·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.)**Small Talk: How was your summer vacation?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** HRT: "Oh, (ALT) sensei! Long time no see!"
ALT: "(HRT) sensei! Long time no see!"
HRT: "How was your vacation?"
ALT: "It was great! I went to Disney sea!"
HRT: "Nice! What did you do?"
ALT: "I enjoyed "Tower of Terror. I screamed a lot! (With gesture)"
HRT: "What did you do this summer?" (To some students)
(Students can answer in Japanese.)
ALT: "I'm glad you had a great summer! Now let's start English class!"**BOL Activity: Two Truth One Lie****6 min.** ·Have students review phrases for Lesson 1 and 2.
·Have students play Two Truth One Lie**Materials:** ALT: "Quiz time! Three choices. Two are true, one is a lie. Guess which one is a lie!"
HRT: "Okay. Two are true, one is a lie."
ALT: "1, I like ~. 2, I can ~. 3, I have ~. Which one is a lie?"
HRT: "You like ~. You can ~. You have ~. ...That's a hard question!"
ALT: "Which one is a lie?" (To students)Two Truths and a Lie
1. HRT/ALT gives Sts 3 choices, 2 of which are true and 1 is a false.
2. Sts guess which one is false.**Task 1: Who am I quiz (p.39)****12 min.** ·Instruct students to make "Who am I quiz".
·Make pairs and have students make own "Who am I quiz" with 3 hints.
·Have some volunteers share their "Who am I quiz" in front.**Materials:** textbook
HRT: "(ALT) sensei, do you like 'Who am I?' quiz."
ALT: "Yes, I do! I love the quiz."
HRT: "Please listen. I like ... / My birthday is ... / I can ... / Who am I?"
ALT: "Oh, ~ sensei?"
HRT: "No! Can you guess?" (To the students) (After some time...) "The answer is ~sensei!"
ALT: "Nice quiz! Next, your turn. Please make pairs and let's make your own 'Who am I?' quiz." (After some time...)
HRT: "Are you ready? Let's start." (After some time...)
ALT: "I need some volunteers."

Task 2: Listen to Yuta's Interview (p.39)

12min.	<ul style="list-style-type: none">•Have students look at the textbook and guess what people in the pictures are saying.•Play the audio and confirm what students heard.•Have students answer "Who am I quiz."
Materials: textbook digital textbook	HRT: "Please look at the first and second picture." ALT: "What do you think they are saying? Can you guess!" (After guessing...) HRT: "Now let's listen carefully." (Play the audio.) ALT: "What did you hear?" (After some questions...) HRT: "Let's check the answer!" ALT: "What did Yuta say?"

My Goal (p.39)

7min.	<ul style="list-style-type: none">•Share what students will learn in Lessons 3, 4 and 5.•Have students think about their goals.
Materials: textbook	HRT: "Please open your textbook to pages 42 and 43." ALT: "We are going to learn about who she/he is in Lesson 3." HRT: "Please open your textbook to pages 52 and 53." ALT: "We are going to learn about "what time is it" in Lesson 4." HRT: "Please open your textbook to pages 64 and 65." ALT: "We are going to learn about daily routines in Lesson 5." HRT: "After 3 lessons, we will have a presentation." ALT: "In the presentation, you are going to make 3 hint quizzes, using these phrases." HRT: "Now go back to page 39. At the bottom of the page, let's write your goals."

Reflection/Goodbye

2min.	<ul style="list-style-type: none">•Leave students with praise and reflect on their accomplishments.•Have students fill out the reflection sheet.
Materials: reflection sheet	ALT: "Great job today, class! Let's fill out your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!"

min.	
-------------	--

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Use "he" or "she" to convey jobs & relationships.

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: What do you want to be?**6min.**

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

Materials:

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

HRT: "(ALT) sensei, what do you want to be?" ALT: "I want to be a firefighter! And you?"

HRT: "Me? I want to be a teacher!" ALT: "Of course!"

HRT: "Who wants to be a teacher? Raise your hand!" ALT: "Why do you want to be a teacher?"

HRT: "Because teachers help students learn."

Sound Chant (pp.42-43)**6min.**

- Play the audio.
- Have students touch the pictures and sing the song together.
- Confirm the sound of letters, "p", "b", and "h".

Materials:
textbook
digital
textbook

HRT: "Let's listen!" (play the audio.)

ALT: "What did you hear?"

(after some questions...)

HRT: "Look at pages 42 and 43."

ALT: "Let's play touching game. When you hear the word, please touch the picture!"

(after some practice...)

HRT: "Okay, good job! Now let's sing together!"

Panorama, Panorama Talk (pp.40-41)**4min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 40 and 41."

ALT: "Where is the police station? Who is flying?" (After some questions...)

HRT: "Nice work! Let's listen to the audio." (Play the audio.)

HRT: "What did you hear?" (After some questions...)

ALT: "Next, let's listen to the conversation. Who is talking? What's his/her job?"

HRT: "Let's listen again."

Interaction example: "What's his/her name? Where is the castle? What's his/her job?" etc.

Spotlight (p.42)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at page 42."

ALT: "We have three pictures. A, B and C. Listen carefully."

HRT: "Look at A. What's his job?" (Pointing to the picture.)

ALT: "Next, look at picture B. What is she doing?"

(Ask some questions about pictures...)

HRT: "Do you want to listen again?"

Activity ① -1 (pp40-42)

6min.

- Have students look at Panorama.
- Play the audio and give some questions about the people.

Materials:
textbook
digital
textbook

HRT: "Please open your textbook at pages 40 and 41."
ALT: "What jobs are there? Let's check."
HRT: "Now, let's listen."
(Listening one by one...)
ALT: "Wow, lots of words. What did you hear? Let's think! Who is he/she?"

Activity ① -2 (pp40-42)

5min.

- Play the audio.
- Confirm who is the person and what his/her job is.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen."
ALT: "Let's listen and check their names and jobs!"
(After listening one by one...)
HRT: "Where is he/she?"
ALT: "What is his/her job?"

Story (p.43)

12min.

- Play the audio while students look at the pictures.
- Have students point to the pictures that they hear.
- Ask questions before and after listening to the story.

Materials:
textbook
digital
textbook

HRT: "Please look at the picture."
ALT: "What do you see? How many people are there in picture 2? What are they doing?" (Ask some questions related to the pictures.)
HRT: "Let's listen carefully."
(Play the audio.)
ALT: "What did you hear?"
(Ask some questions...)
HRT: "Let's listen again."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Use "he" or "she" to convey jobs & relationships.

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: Where is the station?**6min.**

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

Materials:

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

ALT: "(HRT) sensei, where is the station?"

HRT: "From school?"

ALT: "Yes."

HRT: "Go straight, turn right at the first corner. Go straight for two blocks. You can see it on your left."

ALT: "Thank you!"

BOL Activity: Charades**6min.**

- Have students check jobs.
- Have students play Charades.

Materials:

HRT: "First, let's check jobs. What's this?"

(After practicing...)

ALT: "OK. Let's play 'Charades!'!"

1. Divide Sts into groups, and number each St in the group.
2. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members.
3. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate.

Sound Chant (pp.42-43)**6min.**

- Play the audio.
- Have students touch the pictures and sing the song together.
- Confirm the sound of letters, "p", "b", and "h".

Materials:
textbook
digital
textbook

HRT: "Let's review. What's this?" (Show some pictures to students.)

ALT: "Let's chant together!" (After chanting...)

HRT: "Do you know other words beginning with "p"?" (After some questions...)

ALT: "When you hear the word, please touch the picture! Let's play touching game." (After some practice...)

HRT: "Okay, good job! Now let's sing together!"

Panorama, Panorama Talk (pp.40-41)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 40 and 41."

ALT: "Where is the barber? " (After some questions...)

HRT: "Nice work! Let's listen to the audio." (Play the audio.)

HRT: "What did you hear?" (After some questions...)

ALT: "Next, let's listen to the conversation. How many Disney Characters are there?"

HRT: "Let's listen again."

Interaction example: "Where is the bakery? What's his/her name? What's his/her job?" etc.

Spotlight (p.42)

4min.

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C using their own opinions.
- HRT: "Please look at page 42. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, let's listen to C. What are they talking about?" (After checking...)
ALT: "Now let's listen to C and repeat."

Materials:
textbook
digital
textbook

Activity ① -3(p.42)

8min.

- Review jobs.
 - Have students practice "He/ She is (name). He/She is (job)."
 - Have students listen to the audio and write numbers in the brackets.
- HRT: "Let's review jobs. What's this? (Show some picture cards.)
ALT: "Yes. He is a (job). Do you remember his/her name?"
HRT: "He is (name)." (After checking...)
ALT: "Let's guess jobs. I'll say 'he is (name) and you say 'he is a (job).'"(After the activity...)
HRT: "Now, let's listen to activity 2." (After listening...)
ALT: "What did you hear?"
Option: Depending on the students' levels, use the panorama picture.
ALT: "She is Tinker Bell."
Sts: "She is a photographer."

Materials:
textbook
digital
textbook

Story (p.43)

10min.

- Play the audio while students look at the pictures.
 - Have students say the words and phrases together.
 - Play the audio again.
- HRT: "Let's listen to the story again." (Play the audio.)
ALT: "Stop! What will she say next?" (Repeat a few times.)
HRT: "Now, listen again and read the words and phrases."
ALT: "If you can, please read together."
Option:
 - Students say the next word when the ALT stops reading.
 - Role-play and switch the roles.
 - Students make pairs and read their roles to each other.

Materials:
textbook
digital
textbook

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Ask & answer about someone using "he" or "she".

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: Can you cook well?**6min.**

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

Materials:

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

HRT: "(ALT) sensei, can you cook well?"

ALT: "No, I can't... can you?"

HRT: "Yes, I can. I like tempura. I like to fry food."

ALT: "Wow! I'm getting hungry..."

Word Chant (pp.44-45)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:

textbook
digital
textbook

HRT: "Let's listen!" (Play the audio.)

ALT: "What words did you hear?"

(After some questions...)

HRT: "Look at pages 44 and 45."

ALT: "When you hear the word, please touch the picture! Let's play touching game."

(After some practice...)

HRT: "Okay, good job! Now let's chant together!"

Panorama, Panorama Talk (pp.40-41)**4min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:

textbook
digital
textbook

HRT: "Please look at pages 40 and 41."

ALT: "Let's review! Please tell me what you know!" (After some questions...)

HRT: "Nice work! Let's listen to the audio again." (Play the audio.)

ALT: "Did you hear something new?" (After some questions...)

HRT: "Let's listen to a new conversation. (After listening...)"

ALT: "What is flying? Who is on it? Who is he?"

(Give some questions to students.)

Spotlight (p.44)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:

textbook
digital
textbook

HRT: "Please look at page 44."

ALT: "We have three pictures. A, B and C. Listen carefully."

HRT: "What's this?" (Pointing to the carpet etc.)

ALT: "What are they talking about?"

(Give some questions to students.)

Activity ① (p.44)

5min.

- Have students listen to the conversation and guess who they are talking about.
- Check the answers with confirmations.

Materials:
textbook
digital
textbook

HRT: "Please look at the picture on page 44."
ALT: "Who is this?"
HRT: "Yes, he is a police officer. Who is this?" (Check their jobs.)
ALT: "Now, let's listen to the conversation and guess who they are talking about."
(After listening...)
HRT: "What's his/her name? What does he/she have? Where does he/she work? What is his/her job?" (After some questions...)
ALT: "Now, let's check the answers."

Activity ② - I (p.44)

6min.

- Have students play guess who quiz with pictures of people from Panorama.
- Pick up one character and explain about him/her.

Materials:
textbook
digital
textbook

HRT: "Let's play guess who quiz! First, listen to (ALT) sensei."
ALT: "3 hints. I will pick up one character. He wears green clothes. He is flying. He is a baseball player. Who is he?"
HRT: "Do you know who he is?" (After a few questions...)

Option: Have students pick up a card and HRT/ALT gives questions and guess who.
Interaction example: "Where is he/she? What's his/her job? etc."

Enjoy Reading (p.45)

12min.

- Show an illustration before playing the audio to allow the listener to predict what is being written.
- Read sentences, showing the illustration to ensure comprehension.
- Play the audio again have students read aloud any parts they can read while following along with their

Materials:
textbook
digital
textbook

HRT: "Please look at page 45."
ALT: "What are they doing?"
HRT: "They are waiting for their food."
ALT: "Let's check. I'll read the sentences."
(ALT reads the text on page 45.)
ALT: "What did you hear?"
HRT: "Now let's read it together, pointing to the words."
Options: The HRT/ALT stops reading at a word and the students try to continue reading.
The HRT/ALT asks, "What's the next word?"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Ask & answer about someone using "he" or "she".

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: What do you want to be?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"</p> <p>HRT: "(ALT) sensei, what do you want to be?" ALT: "I want to be a pilot! And you?"</p> <p>HRT: "Me? I want to be a soccer player!" ALT: "Of course!"</p> <p>HRT: "Who wants to be a soccer player? Raise your hand!" ALT: "Why do you want to be a soccer player?"</p> <p>HRT: "Because soccer is a sport everyone can play."</p>

Word Chant (pp.44-45)

6min.	<ul style="list-style-type: none"> •Play the audio. •Have students play the touching game. •Chant all together.
Materials: textbook digital textbook	<p>HRT: "Let's review. What's this?" (Show some pictures to students.)</p> <p>ALT: "Let's chant together!" (After chanting...)</p> <p>HRT: "Do you notice something?" (Focus on "-er" such as farmer, teacher.) (After some questions...)</p> <p>ALT: "Let's play touching game." (After some practice...)</p> <p>HRT: "Okay, good job! Now let's sing together!"</p> <p>Interaction example: "Who is in school/ hospital etc.? Where is the teacher?"</p>

Panorama (pp.40-41)

3min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask students about what they heard and have some interaction. •Play the audio again.
Materials: textbook digital textbook	<p>HRT: "Please look at pages 40 and 41."</p> <p>ALT: "Let's review! Please tell me what you know!" (After some questions...)</p> <p>HRT: "Nice work! Let's listen to the audio again." (Play the audio.)</p> <p>ALT: "Did you hear something new?" (After some questions...)</p>

Panorama Talk (pp.40-41)

3min.	<ul style="list-style-type: none"> •Have students to look at the Panorama and listen to the audio. •Ask questions about the dialogue and play the audio again.
Materials: textbook digital textbook	<p>HRT: "Let's listen to the conversation again. (After listening...)"</p> <p>ALT: "Where is the bus stop? Who is there? What's her job?" (Give some questions to students.)</p> <p>HRT: "Let's listen again."</p> <p>Interaction example: "What does she/he have?" "How many (objects) does she/he have?" "Who has a/an (object)?" etc.</p>

Spotlight (p.44)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C using their own opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 44. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Activity ② -2 (p.44)

11min.

- First, have students do guess who quiz and try to ask questions to each other with ALT's support.
- Second, have students do guess who quiz and try to ask questions to each other without ALT's support

Materials:
textbook
digital
textbook

HRT: "Let's play 'guess who quiz' together."
ALT: "Today, it's your turn. You give everyone quizzes and ask questions to each other."
HRT: "Let's try? Who is the first volunteer?"

Interaction examples: "Where is he/she? What's his/her job? etc."

Enjoy Reading (p.45)

10min.

- Review the story.
- Read the story and have students follow the words with their eyes.
- Have students read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT: "Let's review. What are they looking at?"
ALT: "I'll read the sentences. Please listen carefully and follow it with your eyes."
(After reading...)
HRT: "Let's read it together."

Options:

- Students say the next word when the ALT stops the reading.
- Play roles and turn the roles.
- Students make pairs and read their roles each other.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Use he or she to convey names, jobs, abilities, individual gift.

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: Do you know this man?**6min.**

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

Materials:

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

HRT: "(ALT) sensei, do you know this man?"

(HRT shows a picture of Lionel Messi, for example.)

ALT: "He looks familiar... Sorry. Soccer is not very popular in my country..."

HRT: "You don't know him?! This is Messi. He is my hero! He is an AMAZING soccer player!"

ALT: "Oh, really? So can he play soccer well?"

HRT: "YES! OF COURSE!"

Word Chant (pp.44-45)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:
textbook
digital
textbook

HRT: "Let's review. What's this?" (Show some pictures to students.)

ALT: "Let's chant together!" (After chanting...)

ALT: "Let's play touching game." (After some practice...)

HRT: "Okay, good job! Now let's sing together!"

Interaction example: "Who is in school/ hospital etc.? Where is the teacher?"

Panorama, Panorama Talk (pp.40-41)**4min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 40 and 41."

ALT: "Let's review! Please tell me what you know!" (After some questions...)

HRT: "Nice work! Let's listen to the audio again." (Play the audio.)

ALT: "Did you hear something new?" (After some questions...)

HRT: "Let's listen to a new conversation. (After listening...)

ALT: "What is flying? Who is on it? Who is he?" (Give some questions to students.)

Spotlight (p.46)**4min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at page 46."

ALT: "We have three pictures. A, B and C. Listen carefully."

HRT: "What's this?" (Pointing to the carpet etc.)

ALT: "What are they talking about?"

(Give some questions to students.)

Activity ① (p.46)

4min.

- Play the audio.
- Have students play guess who quiz.
- Check the answers with confirmations.

Materials:
textbook
digital
textbook

HRT: "Please look at page 46."
ALT: "Let's listen to the audio and answer the questions."
(After listening...)
HRT: "What did you hear? Is the person a boy? What is he good at? What is he wearing?"
(After some questions...)
ALT: "What's the answer?"

Activity ② (p.46)

7min.

- Have students listen to what teachers' family and friends can do and are good at.
- Have students introduce what their family and friends can do and what they are good at in pairs or groups.

Materials:
textbook
digital
textbook

HRT: "Today, I'll introduce my friend." (Show some pictures. Ex, pets)
HRT: "This is my friend, (name). He/She can ~. He/She is good at ~."
ALT: "Can he/she run fast?"
HRT: "Yes, he/she can."
ALT: "Next, I'll introduce my family..."
HRT: "Now, it's your turn. Let's think about your introduction."

Enjoy Listening (p.47)

12min.

- Have students look at the illustration and infer the scene and content before listening to the audio.
- Give questions about what English was heard and play the audio again to confirm the content.
- Play the audio again while students look at the text and have them say any parts that can be said aloud

Materials:
textbook
digital
textbook

HRT: "Please look at page 47."
ALT: "Let's guess what they are talking about." (After guessing...)
HRT: "Now let's listen carefully." (Play the audio.)
ALT: "What did you hear? What's his name? What is he good at?"
HRT: "Nice try! Let's listen again."
ALT: "Now, listen and read the words you can read!"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: She is a cook.

minutes Goal: Use he or she to convey names, jobs, abilities, individual gift.

Target Language: He (She) is... Is he (she)...? Yes, he (she) is. /No, he (she) is not. He (She) can... He (She) is good at.... This is...

Vocabulary: be good at, he, hero, she, jobs, facilities, family

Greeting, Small Talk: Where do you want to go?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 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 Australia. It looks beautiful!"

Word Chant (pp.44-45)**5min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:

textbook
digital
textbook

HRT: "Let's review. What's this?" (Show some pictures to students.)
 ALT: "Let's chant together!" (After chanting...)
 ALT: "Let's play touching game." (After some practice...)
 HRT: "Okay, good job! Now let's sing together!"

Interaction example: "Who is in school/ hospital etc.? Where is the teacher?"

Panorama, Panorama Talk (pp.40-41)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard.
- Play the audio again.

Materials:

textbook
digital
textbook

HRT: "Please look at pages 40 and 41."
 ALT: "Let's review! Please tell me what you know!" (After some questions...)
 HRT: "Nice work! Let's listen to the audio again."
 ALT: "What did you hear?" (After some questions...)
 HRT: "Next, let's listen to the conversation."
 ALT: "Let's listen again."
 Interaction example: "Where is Tinker Bell? Is she a baseball player? What's her job?" etc.

Spotlight (p.46)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C using their own opinions.

Materials:

textbook
digital
textbook

HRT: "Please look at page 46. Let's listen to A again and repeat."
 ALT: "Good job, everyone! Next, let's listen to B again and repeat."
 HRT: "Last, let's listen to C. What are they talking about?"
 (After checking...)
 ALT: "Now let's listen to C and repeat."

Enjoy Listening (p.47)

6min.

Materials:
textbook
digital
textbook

- Review the last lesson.
 - Play audio while students look at the sentences in the digital textbook.
 - Have students say any parts that can be said aloud together while looking at the text.
- HRT: " Do you remember what you heard last time?"
ALT: "What's his job? What's his name? What is he good at?"
(After some questions...)
HRT: "Now, let's listen to the audio again. If you can read the words, let's try to read!"

Talk to Friends (p.23)

4min.

Materials:
textbook
digital
textbook

- Have students learn about the topic and listen to the audio.
 - Have students listen to the HRT/ALT's model and share information in pairs a few times.
 - Have a volunteer student present.
- HRT: "First, let's listen to the audio. You can hear 4 conversations."
(After listening...)
ALT: "What did you hear? Let's check."
(After some questions...)
HRT: "My turn. I'll introduce my friend (family). This is ~. He/She is good at ... He/She can ..."
ALT: "Great! Next, my turn. This is ~. He/She is good at ... He/She can ..."
HRT: "Wow, he/she is great! Now, it's your turn. Make pairs and introduce your friends or family to each other."

Write & Speak (pp.48-49)

12min.

Materials:
textbook
digital
textbook

- Have students trace and write he/she on the lines.
 - Show demonstration to students.
 - Have students write their own hero and introduce them in pairs or groups.
- HRT: "Please open your textbook to pages 48 and 49. First, listen to the audio and trace "he" or "she.."
(After listening...)
ALT: "What is (a)? He or she? Raise your hand. (Check all the answers.)
HRT: "Great job, everyone! Who is your hero? (ALT) sensei will give us a demonstration! Watch and listen carefully."
ALT: "This is... He/She is my hero. He/She is ..."
HRT: "Thank you, (ALT) sensei. Now, it's your turn."
ALT: "First step. Let's prepare for your introduction. Please follow the guide on page 49."

(Teach students some writing rules. Ex, Between words, there is a space.)

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Q & A about time using phrases that students are used to.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually ...) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What time do you usually go to bed?**6min.**

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

Materials:

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

Sound Chant (pp.52-53)**6min.**

- Play the audio.
- Have students touch the pictures and sing the song together.
- Confirm the sound of letters, "t", "d", and "a".

Materials:
 textbook
 digital
 textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What did you hear?" (After some questions...)
 HRT: "Look at pages 52 and 53."
 ALT: "What is the first letter? How do you say it?" (Focus on "t", "d", and "a")
 HRT: "Check the sounds of the letters."
 ALT: "When you hear the word, please touch the picture! Let's play touching game." (After some practice...)
 HRT: "Okay, good job! Now let's sing together!"

Panorama, Panorama Talk (pp.50-51)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
 textbook
 digital
 textbook

HRT: "Please look at pages 50 and 51."
 ALT: "What can you see on these pages? Anything is ok." (After some questions...)
 HRT: "Nice work! Let's listen to the audio." (Play the audio.)
 ALT: "What did you hear? First, what time is it? Where is the cat?" (After some questions...)
 HRT: "Next, let's listen to the conversation. Where are they? Let's find them."
 ALT: "Who is talking? She said, "get up!" What are they doing? What time is it?"

Interaction example: "Can you find someone getting up? What time is it? What are they doing?"

Spotlight (p.52)**4min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
 textbook
 digital
 textbook

HRT: "Please look at page 52."
 ALT: "We have three pictures. A, B and C. Listen carefully."
 HRT: "Where are they?"
 (After some questions...)
 HRT: "Now, let's listen."
 (After listening...)
 ALT: "What time is it in picture A? How about picture B?"

Activity ①

4min.

- Have students play "Make 31."
- Review numbers from 1 to 59.

Materials:
textbook
digital
textbook

HRT: "Let's play "Make 31." ALT: "Please watch us." (Show demonstration.)
HRT: "Let's review numbers from 1 to 59." (After some practice...) ALT: "Now, we are ready. Let's play "Make 31."
Make 31:
1. Prepare cards numbered from 1 to 30 and stick them on the blackboard with the back facing up.
2. Select two students to come forward. They each choose one card and flip it over to reveal the number. Then, they have to say the number in English. When two numbers are revealed, add them together and have the entire class say the answer in English.
3. If the sum is not 31, flip the cards over and put them back on the board.
4. Continue playing until the sum reaches 31.

Activity ① - I (pp.60-61)

5min.

- Have students play "Try" on pages 60 and 61.
- Play the audio and have students listen to the conversation.
- Have students write what time it is in each country.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 60 and 61."
ALT: "This is a world map. What time is it in Tokyo?"
HRT: "It is 12:00 p.m. in Tokyo. What time is it in Beijing? Is it 12:00 p.m?"
ALT: "Let's listen and check the time." (After listening...)
HRT: "What time is it in Beijing?"
ALT: "Right. It is 11:00 a.m. Why do we have time difference? Can you guess the time difference?"
HRT: "Let's listen again."
Interaction example: "What does this line mean? How long do we have in a day? etc."

Story (p.53)

12min.

- Give questions while looking at the illustrations in the textbook.
- Touch the corresponding illustration while listening to the audio.
- Give questions about the story and play the audio again from start to finish.

Materials:
textbook
digital
textbook

HRT: "Please look at the picture."
ALT: "What do you see? What does she want? Is it sunny? Is it rainy?" (After some questions...)
HRT: "Let's listen carefully and touch the picture." (Play the audio.)
ALT: "What did you hear? What month is it? When can we grow apples?" (After some questions...)
HRT: "Let's listen again from start to finish."

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

① Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Q & A about time using phrases that students are used to.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What time do you usually get up?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"</p> <p>ALT: "Ms/Mr. (HRT), what time do you usually get up?"</p> <p>HRT: "I usually get up at 05:30AM. How about you?"</p> <p>ALT: "Wow, so early! I always get up at 07:00AM."</p>

Sound Chant (pp.52-53)

6min.	<ul style="list-style-type: none"> •Play the audio. •Have students touch the pictures and sing the song together. •Confirm the sound of letters, "t", "d", and "a".
Materials: textbook digital textbook	<p>HRT: "Let's review. What's this?" (Show some pictures to students.)</p> <p>ALT: "Let's chant together!" (After chanting...)</p> <p>HRT: "Do you know any other words beginning with "t"?" (After some questions...)</p> <p>ALT: "Let's play touching game. When you hear the word, please touch the picture!" (After some practice...)</p> <p>HRT: "Okay, good job! Now let's sing together!"</p>

Panorama, Panorama Talk (pp.50-51)

6min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask students about what they heard and have some interaction. •Play the audio again.
Materials: textbook digital textbook	<p>HRT: "Please look at pages 50 and 51."</p> <p>ALT: "Let's review! Please tell me what you know!" (After some questions...)</p> <p>HRT: "Nice work! Let's listen to the audio again." (Play the audio.)</p> <p>ALT: "Did you hear something new?" (After some questions...)</p>

Spotlight (p.52)

4min.	<ul style="list-style-type: none"> •Have students listen to the audio. •Ask questions about the dialogue and play the audio again. •Have students try to say the target lanuguage from A, B and C using their own opinions.
Materials: textbook digital textbook	<p>HRT: "Please look at page 52. Let's listen to A again and repeat."</p> <p>ALT: "Good job, everyone! Next, let's listen to B again and repeat."</p> <p>HRT: "Last, let's listen to C. What time is it in the picture?"</p> <p>(After checking...)</p> <p>ALT: "Now let's listen to C and repeat."</p>

Activity ① -2 (p.52)

7min.

Materials:
textbook
digital
textbook
time
difference
calculator

- Using the World Time Zone Map, have students check the time in a specific country or city and say it in English.
 - Have students choose a favorite country or city and say what time it is there in English.
- HRT: "Let's learn the time difference."
ALT: "We have a World Time Zone Map at the back of the textbook."
HRT: "First, let's check the time in Tokyo, Japan. What time is it now?"
ALT: "Yes, it's (time). Next, where is the U.K?"
HRT: "Yes, it's here and it says - 9 hours." (Pointing to the U.K.)
ALT: "Tokyo is (time) now. (time) - 9 hours. What time is it in the U.K?" (After some questions...)
HRT: "What time is it in your favorite country? Let's share it together."

Activity ② (p.52)

4min.

Materials:
textbook
digital
textbook

- Play the audio and have students write down the time in the digital clock box in the textbook.
 - Check the answers through a dialogue.
- HRT: "Let's listen to the audio and write what time it is in the digital clock."
ALT: "Please listen carefully, "what time is it?" and "it's (time)."
(After listening...)
HRT: "Ok, first one. What time is it?"
(Check the answers.)

Story (p.53)

10min.

Materials:
textbook
digital
textbook

- Play the audio while looking at the illustration.
 - Play and stop the audio and have students try to say the next words or expressions together if possible.
 - Play the audio again from start to finish.
- HRT: "Let's listen to the story again." (Play the audio.)
ALT: "Stop! What will she say next? Do you remember?" (Repeat a few times.)
HRT: "Now, listen again and read the words and phrases."
ALT: "If you can, please read together."
Option:
· Students say the next word when the ALT stops reading.
· Role-play and switch the roles.
· Students make pairs and read their roles to each other.

Reflection/Goodbye

2min.

Materials:
reflection
sheet

- Leave students with praise and reflect on their accomplishments.
 - Have students fill out the reflection sheet.
- ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Understand and use phrases to tell about routine and the time.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What time do you usually eat dinner?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), what time do you usually eat dinner?"
 HRT: "I usually eat dinner at 7:00PM. How about you?"
 ALT: "Me, too! I usually eat dinner at 7:00PM."

Word Chant (pp.54-55)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:

textbook
digital
textbook

HRT: "Let's listen!" (Play the audio.)
 ALT: "What is "drink?" What is "ride?" (After some questions...)
 HRT: "Look at pages 54 and 55."
 ALT: "Let's play the touching game!" (After some practice...)
 HRT: "Okay, good job! Now let's chant together!"

Panorama (pp.50-51)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:

textbook
digital
textbook

HRT: "Please look at pages 50 and 51."
 ALT: "What can you see on the pages? Anything is ok." (After some questions...)
 HRT: "Nice work! Let's listen to the audio again." (Play the audio.)
 ALT: "Can you see the school? What time is it? What are the boys and girls doing?"
 HRT: "Let's listen again." (Play the audio again.)

Panorama Talk (pp.50-51)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:

textbook
digital
textbook

HRT: "Next, let's listen to a new conversation.
 (Play the audio.)
 HRT: "What did you hear? Where are they? Let's find them."
 ALT: "Who is talking? She said, "Goal!" What are they doing? What time is it? What time does he eat dinner?"

Interaction example: "Can you find someone having a barbecue? What color is the roof?"

Spotlight (p.54)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at page 54."
ALT: "We have three pictures. A, B and C. Listen carefully."
HRT: "What are they doing?"
ALT: "What time is it?"
HRT: "Now, let's listen and check them together."

Activity ① (p.54)

11min.

- Have students touch the illustrations while listening to the audio.
- Play the audio randomly, touch the corresponding illustrations, and repeat what is being said.
- Give questions and have students write down the time when they would do the action.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures."
ALT: "First, let's check the actions. What is he/she doing?"
(After some questions...)
HRT: "Let's listen and touch the pictures." (After listening...)
ALT: "Good job, everyone! Let's listen and do gestures next."
HRT: "What is he/she doing? What time do you get up?" (After some questions...)
ALT: "Please write about what time you do the action in the box."

Enjoy Reading (p.55)

10min.

- Have students look at the illustration and guess what is written in the text.
- Read the sentences and have students imagine the content.
- Have students follow the text with eyes while listening to the audio and read if possible.

Materials:
textbook
digital
textbook

HRT: "Please look at page 55."
ALT: "What are they doing?"
HRT: "What does he see now? What are they looking for?"
ALT: "I'll read the sentences. Please look at the pictures." (After reading...)
ALT: "What's his name? How is the dog? Who sees a big ant?" (After some questions...)
HRT: "Let's listen again."
Options: The HRT/ALT stops reading at a word and the students to try to continue reading.
The HRT/ALT asks, "What's the next word?"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Understand and use phrases to tell about routine and the time.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What do you usually do on Sunday mornings?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"</p> <p>ALT: "Ms/Mr. (HRT), what do you usually do on Sunday mornings?"</p> <p>HRT: "I usually cook breakfast and read the newspaper. What about you?"</p> <p>ALT: "I usually call my family. Sunday morning in Japan is Saturday night in my country!"</p>

Word Chant (pp.54-55)

6min.	<ul style="list-style-type: none"> •Play the audio. •Have students play the touch game. •Chant all together.
Materials: textbook digital textbook	<p>HRT: "Let's review. What's this?" (Show some pictures to students.)</p> <p>ALT: "Let's chant together!" (After chanting...)</p> <p>ALT: "Let's play touching game." (After some practice...)</p> <p>HRT: "Okay, good job! Now let's sing together!"</p> <p>Interaction example: "Please do gestures. " clean the house, watch TV." etc.</p>

Panorama (pp.50-51)

3min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask students about what they heard and have some interaction. •Play the audio again.
Materials: textbook digital textbook	<p>HRT: "Please look at pages 50 and 51."</p> <p>ALT: "Let's review! Please tell me what you know!" (After some questions...)</p> <p>HRT: "Nice work! Let's listen to the audio again." (Play the audio.)</p> <p>ALT: "Did you hear something new?" (After some questions...)</p>

Panorama Talk (pp.50-51)

3min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask questions about the dialogue and play the audio again.
Materials: textbook digital textbook	<p>ALT: "Next, let's listen to the conversation again." (Play the audio.)</p> <p>HRT: "Can you find someone having a barbecue? What color is the roof?"</p> <p>ALT: "Let's listen again." (Play the audio again)</p>

Spotlight (p.54)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C using their own opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 54. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, let's listen to C. What time is it?" (After checking...)
ALT: "Now let's listen to C and repeat."

Activity ② (p.46)

11min.

- Play the random audio of Activity 1 and imitate while touching the corresponding illustrations.
- Ask students about what they will do at what time, and have them answer when they will do the actions.
- Once students get used to it, have them present it alone or communicate with a partner.

Materials:
textbook
digital
textbook

HRT: "Let's review and touch the pictures." (After listening...)
ALT: "Next, listen and do gestures."
HRT: "Nice work! (ALT) sensei. What do you do at 7 a.m?"
ALT: "I eat breakfast at 7 a.m. What do you do at 9 p.m?"
HRT: "I watch a TV-drama at 9 p.m. What do you do at 1 p.m? (To students)"
(After some questions...)
ALT: "Next, please make pairs and ask each other. What time do you ~?"

Enjoy Reading (p.45)

10min.

- Review contents in conversation.
- Read the text and have students follow the text with their eyes.
- Do a role play. First, teacher and students Second, student and student.

Materials:
textbook
digital
textbook

HRT: "Let's review the contents."
ALT: "Now, listen to the audio and follow with your eyes." (After listening...)
HRT: "Let's do role play. First, I am Ben. Everyone is dad." (After reading...)
ALT: "Next, make pairs and do a role play. Please do R/S/P, then decide your roles."
Options:
• Students say the next word when ALT stops reading.
• Play roles, then change roles.
• Students make pairs and read their roles to each other.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Ask & answer about routine and the time.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What time is it in your country?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	ALT: "Hello. What day is it today? What's the date today? How's the weather? What's your favorite ...?" HRT: "Ms/Mr. (ALT), what time is it in your country?" ALT: "Now?" HRT: "Yes." ALT: "Well, ... is ... hours ahead of/behind Japan, so it's now ..." HRT: "Wow, ... hours difference!"

Word Chant (pp.54-55)

6min.	<ul style="list-style-type: none"> •Play the audio. •Have students play the touch game. •Chant all together.
Materials: textbook digital textbook	HRT: "Let's review. What's this?" (Show some pictures to students.) ALT: "Let's chant together!" (After chanting...) ALT: "Let's play touching game." (After some practice...) HRT: "Okay, good job! Now let's sing together!" Interaction example: "Please do gestures - " clean the house, watch TV." etc.

Panorama, Panorama Talk (pp.50-51)

6min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask students about what they heard and have some interaction. •Play the audio again.
Materials: textbook digital textbook	HRT: "Please look at pages 50 and 51." ALT: "What can you see on the pages? Anything is ok." (After some questions...) HRT: "Nice work! Let's listen to the audio." (Play the audio.) ALT: "What did you hear? It is dark now. What can you see in the sky? What is the boy eating for dinner? What time is it?" HRT: "Next, let's listen to a new conversation. (Play the audio.) ALT: "What did you hear? Where are they? Let's find them. What time does the bakery open? What time does he get up (go to bed)?" Interaction example: "Can you find the boy in the pajamas? What is he doing? What time is it? What time do you go to bed? What time does the bakery open?"

Spotlight (p.56)

3min.	<ul style="list-style-type: none"> •Have students listen to the audio. •Ask questions about the dialogue and play the audio again.
Materials: textbook digital textbook	HRT: "Please look at page 56." ALT: "We have three pictures. A, B and C. Listen carefully." HRT: "What's his job? What are they talking about?" (Point to the picture.) ALT: "What time is it in the picture?" HRT: "Now, let's listen together." (After listening...) ALT: "Let's check the answer."

Activity ① (p.22)

4min.

- Write time in the box and show students what to do.
- Give questions to students and have them write their own time they do the actions in the boxes.

Materials:
textbook
digital
textbook

HRT: "(ALT) sensei. What time do you usually get up?"
ALT: "I usually get up at 6:30." (Write the time in the box.)
HRT: "What time do you usually eat dinner?/ What time do you usually go to bed?"
ALT: "I usually eat/ go ~ at.." (Write the time in the box.)
HRT: "Now, it's your turn. Let's write your time in the boxes."
ALT: "First, what time do you usually get up?" (To students)
HRT: "Nice! Let's write your time."

Activity ② - I (p.46)

6min.

- Have students write down 9 different times (of their preferred locations) on their bingo sheet.
- Have some students answer questions about the time from HRT/ALT.

Materials:
textbook
digital
textbook

HRT: "What time do you usually eat breakfast?" (Ask 3 students and write 3 times on the blackboard.)
ALT: "What time do you usually eat dinner?" (Ask 3 students and write 3 times on the blackboard.)
HRT: "What time do you usually go to bed?" (Ask 3 students and write 3 times on the blackboard.)
ALT: "Now, please put the 9 times on your bingo sheet in your favorite places."
(After students write them...)
HRT: "Now, we are going to do BINGO in the next lesson."

Enjoy Listening (p.57)

12min.

- Have students look at the illustration and guess the scene and content, before listening to the audio.
- Give questions about what English was heard and play the audio again to confirm the content.
- Play the audio again while students look at the text and have them say any parts that can be read.

Materials:
textbook
digital
textbook

HRT: "Please look at page 57."
ALT: "Let's guess what they are talking about." (After guessing...)
HRT: "Now let's listen carefully." (Play the audio.)
ALT: "What did you hear? What does she do on Sundays? What was first? Does she walk her dog after breakfast?" (After some questions...)
HRT: "Nice try! Let's listen again."
ALT: "Now, listen and read the words you can read!"

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I get up at 7:00.

minutes Goal: Ask & answer about routine and the time.

Target Language: What time is it? It' s (time). I (daily routine) at (time). What time do you...? I (usually) at (time).

Vocabulary: Actions, Animals, Africa, a.m., always, dad, bicycle, lunch, moon, p.m., shopping, today, tomorrow, tonight, TV, usually, water

Greeting, Small Talk: What do you usually do after school?**6min.**

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

Materials:

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

HRT: "(ALT) sensei, what do you usually do after school?"

ALT: "I usually play tennis after school! And you?"

HRT: "I coach the kendo club."

ALT: "Cool! Can I join sometime?"

Word Chant (pp.54-55)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:

textbook

digital

textbook

HRT: "Let's review. What's this?" (Show some pictures to students.)

ALT: "Let's chant together!" (After chanting...)

ALT: "Let's play touching game."

(After some practice...)

HRT: "Okay, good job! Now let's sing together!"

Interaction example: "Please do gestures - " clean the house, watch TV." etc.

Panorama, Panorama Talk (pp.50-51)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:

textbook

digital

textbook

HRT: "Please look at pages 50 and 51."

ALT: "What can you see on the pages? Anything is ok." (After some questions...)

HRT: "Nice work! Let's listen to the audio." (Play the audio.)

ALT: "What did you hear? It is dark now. What can you see in the sky? What is the boy eating for dinner? What time is it?"

HRT: "Next, let's listen to a new conversation. (Play the audio.)"

ALT: "What did you hear? Where are they? Let's find them. What time does the bakery open? What time does he get up (go to bed)?"

Interaction example: "Can you find the boy in pajamas? What is he doing? What time is it? What time do you go to bed? What time does the bakery open?"

Spotlight (p.56)**3min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C using their own opinions.

Materials:

textbook

digital

textbook

HRT: "Please look at page 56. Let's listen to A again and repeat."

ALT: "Good job, everyone! Next, let's listen to B again and repeat."

HRT: "Last, let's listen to C. What are they talking about?"

(After checking)

ALT: "Now, let's listen to C and repeat."

Activity ② -2 (p.56)

5min.	<ul style="list-style-type: none">•Have students prepare the Bingo sheet.•Ask 3 different questions to students, "What time do you get up? What time do you eat dinner? What time do you go to bed?"
Materials: textbook digital textbook	HRT: "What time do you usually get up?" (To student) ALT: "You usually get up at 7:00. If you have the time, please draw a circle on your Bingo sheet." Bingo: 1. HRT/ALT asks students about three questions, "What time do you get up? What time do you eat dinner? What time do you go to bed?" 2. If possible, students ask classmates the questions. 3. If the answer is the same time as the time on the Bingo sheet, draw a circle on it and say 'Bingo'.

Enjoy Listening, Talk to Friends (pp.56-57)

7min.	<ul style="list-style-type: none">•Review Enjoy Listening.•Have students listen to the audio and check the action.•Ask some students about when they do an action and have them interview each other in groups.
Materials: textbook digital textbook	HRT: "Let's review Enjoy Listening first. " ALT: "Next, let's listen to the audio. You can hear 4 people." (After listening...) ALT: "What did you hear? Let's check. (After some questions...) ALT: "(HRT) sensei. What time do you usually take a bath?" HRT: "I usually take a bath at 7:00. How about you? What time do you usually take a bath?" ALT: "I usually take a bath at 9:00." HRT: "Next, let's interview your classmates."

Write & Talk (pp.58-59)

10min.	<ul style="list-style-type: none">•Play the audio and have students answer questions.•Have students ask HRT/ALT about their Sunday routine.•Have students write and share their Sunday routine to each other.
Materials: textbook digital textbook	HRT: "Please open your textbook at pages 58 and 59." ALT: "First, let's listen and connect the dots." (After listening...) HRT: Let's check the answers." (Continue questions from ① to ④.) 1. Listen to the audio and connect the person with their activities throughout the day (①). 2. Listen to the audio and choose the corresponding items to fill in the graph (②). 3. Ask the instructor about their Sunday routine. 4. Write about student's own Sunday routine (③). 5. Share and discuss student's Sunday routine with a friend (④).

Reflection/Goodbye

2min.	<ul style="list-style-type: none">•Leave students with praise and reflect on their accomplishments.•Have students fill out the reflection sheet.
Materials: reflection sheet	ALT: "Great job today, class! Let's fill out your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I play soccer on Mondays.

minutes Goal: Ask & answer about which day of the week a subject is

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What do you have on Mondays?**6min.**

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

Materials:

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

HRT: " (ALT) sensei, what do you have on Mondays?"

ALT: "I have Japanese lessons on Mondays."

HRT: "You study Japanese?"

ALT: "Yes, I do! What about you, (HRT) sensei?"

HRT: "Me? I have English lessons on Mondays."

ALT: "Really? That's great!"

Sound Chant (pp.64-65)**6min.**

- Play the audio.
- Have students point to the pictures while singing.
- Confirm the sound of letters, "s", "z", "a" and "e".

Materials:
textbook
digital
textbook

HRT: "Let's listen!" (Play the audio.)

ALT: "What did you hear?" (After some questions...)

HRT: "Look at pages 64 and 65."

ALT: "What is the first letter? How do you say it?" (Focus on "s", "z", "a" and "e.")

HRT: "Check the sounds of the letters."

ALT: "When you hear the word, please touch the picture! Let's play touch game."

(After some practice...)

HRT: "Okay, good job! Now let's sing together!"

Panorama (pp.62-63)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 62 and 63."

ALT: "Where are they? How many students are there? What time is it?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear? What is the teacher saying? What are some children in the playground playing?"

(After some questions...)

HRT: "Let's listen again."

Panorama Talk (pp.62-63)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a new conversation."

(Play the audio.)

ALT: "What did you hear? Who's talking? There are two people. What subject will Yumi have today?"

HRT: "Let's listen again."

(Play the audio again.)

Interaction example: "When does Yumi/ Nick have music? What subject does Nick have? When does Yumi have home economics class?"

Spotlight (p.64)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Ask students what they have things in the pictures.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 64.”
ALT:“ We have three pictures. A, B and C.”
HRT:“ What are they talking about? When do they have English?” (Pointing to the picture.)
(After some questions...)
ALT:“ Now, let’ s listen carefully.”
HRT:“ What did you hear? When do they have home economics? How about math?”
(Ask some questions...)

Activity ① - I (p.64)

11min.

- Review how to say the days of the week.
- Have students guess subjects by giving some hints from HRT/ALT and think which day of the week the subject is on.

Materials:
textbook
digital
textbook

HRT:“ First, review subjects words. What’ s this?” (Show some picture cards.)
ALT:“ Next, I’ ll give you some hints about subjects. Please guess what the subject is. Let’ s start. We have it on Mondays and Fridays. We sometimes study it in another place. We may use a microscope to see small things.” (After some questions...)
HRT:“ Good job, everyone! What day do we have the subject?”
ALT:“ Great. Last, let’ s play touch game. Please open pages 66 and 67.”
Option:
• Listen to the ALT reading the subject names and think about which day of the week those subjects are on, then students answer.

Real-World English (p.65)

10min.

- Have students look at the cards and think about when and who we give them to.
- Have students listen to the audio conversation and check words and phrases they heard.
- Have students listen to the audio, write the corresponding numbers in the brackets and check the answers.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 65. You can see three cards.”
ALT:“ What can you learn from the cards? What letters can you see? When can you get the cards? Who do you send them to?”
HRT:“ Let’ s listen to conversations.” (Play the audio.)
ALT:“ What words did you hear? What phrases did you hear?”
HRT:“ Good job, everyone. Let’ s listen to them again.”
ALT:“ Also, please write the numbers in the brackets.” (After listening...)
HRT:“ Let’ s check the answers.”

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT:“ Great job today, class! Let’ s fill out your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: I play soccer on Mondays.

minutes Goal: Ask & answer about which day of the week a subject is

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What subject do you have on Wednesday?**6min.**

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

Materials:

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

HRT: " (ALT) sensei, what subject do you have on Wednesday?"

ALT: "I have English on Wednesday. What about you, (HRT) sensei?"

HRT: "Me? I have home economics on Wednesday."

ALT: "Really? That sounds nice!"

Sound Chant (pp.64-65)**6min.**

- Play the audio.
- Have students point at the pictures and sing together.
- Confirm the sound of letters, "s", "z", "a" and "e".

Materials:
textbook
digital
textbook

HRT: "Let's review. What's this?" (Show pictures to students.)

ALT: "Let's chant together!" (After chanting...)

HRT: "Do you know any other words beginning with 's'?" (After some questions...)

ALT: "When you hear the word, please point to the picture! Let's play touch game."
(After some practice...)

HRT: "Okay, good job! Now let's sing together!"

Panorama, Panorama Talk (pp.62-63)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 62 and 63."

ALT: "Let's review! Please tell me what you know!"
(After some questions...)HRT: "Nice work! Let's listen to the audio again."
(Play the audio.)

ALT: "Did you hear something new?" (After some questions...)

HRT: "Next, let's listen to the conversation again."

ALT: "When does Yumi/ Nick have music? What subject does Nick have? When does Yumi have home economics class?"

HRT: "Let's listen again."

Spotlight (p.64)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C using their own opinions.

Materials:
textbook
digital
textbook

HRT: "Please look at page 64. Let's listen to A again and repeat."

ALT: "Good job, everyone! Next, let's listen to B again and repeat."

HRT: "Last, let's listen to C. What are they talking about?"
(After checking...)

ALT: "Now let's listen to C and repeat."

Activity ① -2 (p.64)

6min.

- Give questions about which days of the week each subject is on.
- Say subjects of a certain day and have students guess which day of the week they refer to.

Materials:
textbook

HRT: " Which day do we have science?"

ALT: " Science? We have science on Tuesdays and Thursdays. Which day do we have P.E.?" (To students)
(After some questions...)

HRT: " We' ll give you quizzes. Which day is this? We have English, science, P.E. math, Japanese and music." (To students)

ALT: " Great! Now, close your eyes. Listen carefully and guess which day this is. We have ..."

Activity ② (p.64)

5min.

- Have students look at the illustrations and answer the questions from HRT/ALT.
- Play the audio (a), check what students heard and have students connect the dots with the corresponding answers.

Materials:
textbook
digital
textbook

HRT: " Look at (a). What subject is this? What does this mean?" (Pointing to the pictures.)

ALT: " Good guess! Let' s listen to the audio and connect the dots." (After listening...)

HRT: " Let' s check the answers."

ALT: " Next, look at (b). What subject is this? What does this mean?" (Pointing to the pictures.)

ALT: " Good guess! Let' s listen to the audio and connect the dots." (After listening...)

HRT: " Let' s check the answers."

Real-World English (p.65)

10min.

- Have students discuss with their classmates when and to whom they would send each card.
- Have students write friends' name, trace the messages and sign their names on the worksheet.
- Collect worksheets and give them to each classmate.

Materials:
textbook
digital
textbook
textbook
worksheet

HRT: " Now, look at page 65."

ALT: " Let' s make your letters and send them."

Option: Send letters to different grades, family etc. Change them depending on the situation.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: " Great job today, class! Let' s fill out your reflection sheet."
(After some time...)

HRT: " That' s all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I play soccer on Mondays.

minutes

Goal: Ask & answer about favorite subjects or subjects for a day.

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What subject do you like?

6min.

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

Materials:

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

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

ALT: " I like science! How about you?"

HRT: " I like Japanese!"

Word Chant (pp.66-67)

6min.

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:
textbook
digital
textbook

HRT: " Let' s listen!" (Play the audio.)

ALT: " What is " drink?" What is " ride?"

(After some questions...)

HRT: " Look at pages 66 and 67."

ALT: " Let' s play the touch game now!"

(After some practice...)

HRT: " Okay, good job! Now let' s chant together!"

Activity ①

5min.

- While looking at the class schedule, give questions to students about what subjects there are in a day.
- Have students answer the questions.

Materials:
textbook
digital
textbook

HRT: " Let' s review words and phrases. (ALT) sensei. What do we have on Mondays?"

ALT: " We have ~ on Mondays? What do we have on Tuesdays?" (To students)

Panorama, Panorama Talk (pp.62-63)

4min.

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: " Please look at pages 62 and 63."

ALT: " Let' s review. Please tell us what you know. What did you learn?"

HRT: " Nice work! Let' s listen to the audio again." (Play the audio.)

ALT: " What did you hear? Where are the beautiful flowers? How many colors can you see? What are the boys doing? Where are the rabbits?" (After some questions...)

HRT: " Next, let' s listen to another conversation." (Play the audio.)

ALT: " What did you hear? Where are they? What subject will Tanya have on Tuesdays? What are Ming' s favorite subjects?"

HRT: " Let' s listen again." (Play the audio again.)

Spotlight (p.66)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 66.”
ALT:“ We have three pictures. A, B and C. Listen carefully.”
HRT:“ How many bags does he have?” (Pointing to the picture.)
ALT:“ One, two, three, four bags.”
HRT:“ What does he ask her?”
ALT:“ Now, let’ s listen!”

Activity ① (p.66)

6min.

- Give questions about pictures to students.
- Play the audio and have students connect each person with their favorite subjects using lines.
- Check what Takuya and Natsumi were saying.

Materials:
textbook
digital
textbook

HRT:“ Look at (a). What can you see?” (After some questions...)
ALT:“ Now, let’ s listen to the audio and connect the person with the subjects.”
(After listening...)
HRT:“ What does Takuya like? How about Natsumi?”
ALT:“ He likes...She likes... Let’ s listen again.” (After listening...)
HRT:“ Check the answers.”

Enjoy Reading (p.67)

12min.

- Have students look at the illustration and guess what is written in the text.
- Read the story and have students guess the content.
- First, have students follow the text with their eyes while listening to the audio, and next read aloud the parts

Materials:
textbook
digital
textbook

HRT:“ Please look at page 67.”
ALT:“ What are they doing?”
HRT:“ Where are they? What do they see? How many people are there?” (Ask some questions...)
ALT:“ I’ ll read the sentences. Please look at the pictures.” (After reading...)
HRT:“ What time is it? Is it night? Why is she surprised? What is she eating?” (Ask some questions...)
ALT:“ Let’ s listen again.”
Options:
The HRT/ALT stops reading at a word they want and students continue reading.
The HRT/ALT asks,“ What’ s the next word?”

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT:“ Great job today, class! Let’ s fill out your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: I play soccer on Mondays.

minutes Goal: Ask & answer about favorite subjects or subjects for a day.

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What club do you want to join?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” 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!” HRT:“ Basketball is cool!”

Word Chant (pp.66-67)

6min.	<ul style="list-style-type: none"> •Play the audio. •Have students play the touch game. •Chant all together.
Materials: textbook digital textbook	HRT:“ Let’ s review. What’ s this?” (Show some pictures to students.) ALT:“ Let’ s chant together!” (After chanting...) HRT:“ Let’ s play touch game.” (After some practice...) ALT:“ Okay, good job! Now let’ s sing together!” Interaction example:“ What is your favorite subject? Let’ s do gestures. Guess (ALT) sensei’ s favorite subject!”

Panorama (pp.62-63)

3min.	<ul style="list-style-type: none"> •Have students look at the Panorama and listen to the audio. •Ask students about what they heard and have some interaction. •Play the audio again.
Materials: textbook digital textbook	HRT:“ Please look at pages 62 and 63.” ALT:“ Let’ s review! Please tell me what you know!” (After some questions...) HRT:“ Nice work! Let’ s listen to the audio again.” (Play the audio.) ALT:“ Did you hear something new?” (After some questions...) Interaction example:“ What is the girl riding? What are the two girls doing near the rabbits?”

Panorama Talk (pp.62-63)

3min.	<ul style="list-style-type: none"> •Have students listen to the audio. •Ask questions about the dialogue and play the audio again. •Have students try to say the target language from A, B and C using their own opinions.
Materials: textbook digital textbook	HRT:“ Next, let’ s listen to the conversation again. ALT:“ What did you hear? Where are they? What subject will Tanya have on Tuesdays? What are Ming’ s favorite subjects?” HRT:“ Let’ s listen again.” Interaction example:“ What subjects do we have today? What subjects do you like?”

Spotlight (p.66)

4min.

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to say the target language from A, B and C using their own opinions.
- HRT: "Please look at page 66. Let's listen to A again and repeat."
ALT: "Good job, everyone! Next, let's listen to B again and repeat."
HRT: "Last, let's listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."

Materials:
textbook
digital
textbook

Activity ② (p.66)

10min.

- Divide the class into half and make Groups A and B.
 - Ask students "what subjects do you like?"
 - Have all students in Group A say "I like (subject)" and in Group B remember and say their classmates'.
- HRT: "Let's make two groups."
ALT: "First, group A stand up. I'll ask you; 'What subject do you like?' Please answer with 'I like ...'"
HRT: "Group B listen carefully."
ALT: "Remember what subject each classmate likes. Let's start." (After listening...)
HRT: "San. You like (subject)! Is this right? Yes! San, please sit down."
ALT: "Group B. Let's say what subject your classmates like."
Activity ② : Divide the class into two and make Group A and B. Group A stands up and expresses their favorite subjects in order, saying "I like [subject]." Group B listens to Group A's answers.

Materials:
textbook
digital
textbook

Enjoy Reading (p.67)

11min.

- Review contents in conversation.
 - Read the text and have students follow the text with their eyes.
 - Do a role play. First, teacher and students. Second, student and student.
- HRT: "Let's review the contents." (After some questions...)
ALT: "Now, listen to the audio and follow with your eyes." (After listening...)
HRT: "Next, make pairs. Take turns to read a sentence."
Options:
• Students say the next word when ALT stops reading.
• Students make pairs and read their roles to each other.

Materials:
textbook
digital
textbook

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's fill out your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I play soccer on Mondays.

minutes Goal: Ask & answer about what someone usually does on a day of the

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What game do you like to play at school?**6min.**

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

Materials:

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

HRT: " (ALT) sensei, what game do you like to play at school?"

ALT: "I like to play dodgeball. How about you?"

HRT: "Well, I like dodgeball, tag, hide and seek and I like to ride a unicycle."

ALT: "That's a lot of games!"

HRT: "To students, "How about you? What games do you like to play at school?"

Word Chant (pp.66-67)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:
textbook
digital
textbook

HRT: "Let's review. What's this?" (Show pictures to students.)

ALT: "Let's chant together!" (After chanting...)

HRT: "Let's play touch game."

(After some practice...)

ALT: "Okay, good job! Now let's sing together!"

Interaction example: "What is your favorite subject? Let's do gesturer. Guess (ALT) sensei's favorite subject!"

Panorama (pp.62-63)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at pages 62 and 63."

ALT: "Can you find students playing R/P/S in the building? What is he/she doing?"

(After some questions...)

HRT: "Nice work! Let's listen to the audio."

(Play the audio.)

ALT: "What did you hear? What day is it today? Do you have your class schedule in your classroom?"

Interaction example: "Where is it? What lessons do you have today?"

Panorama Talk (pp.62-63)**3min.**

- Have students look at the Panorama and listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Next, let's listen to a new conversation."

(Play the audio.)

ALT: "What did you hear? Who's talking? What does Katie have? Does she play the guitar? What does Jun usually do on Tuesdays?"

HRT: "Let's listen again."

(Play the audio again.)

Interaction example: "What do you usually do on (days)? Do you play the (instrument) or (sports)?"

Spotlight (p.68)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 68.”
ALT:“ We have three pictures. A, B and C.”
HRT:“ What are they talking about? What day is it?”
ALT:“ Now, let’ s listen carefully.”
HRT:“ What did you hear? What does she/he do on (days)?”
ALT:“ What day is it today? What do you usually do on (days)?”

Activity ① (p.68)

10min.

- Have students listen to the audio and point to the corresponding illustration.
- Have students listen from (a) to (i) and repeat after them.
- Talk and ask students about which days people in the pictures do something and have students answer.

Materials:
textbook
digital
textbook

HRT:“ First, let’ s review actions. What’ s this?” (Point to the pictures.)
ALT:“ Yes, this is ‘play baseball’ . What about this?” (After some questions...)
HRT:“ Now, let’ s listen to the audio and point to the pictures.” (After listening...)
ALT:“ Next, listen and repeat!”
HRT:“ Great job! (ALT) sensei. Which day does she play baseball?”
ALT:“ (She plays baseball) on Wednesdays. Which day does he cook?” (To students)

Enjoy Listening (p.69)

11min.

- Have students look at the illustration and guess the scene and content, before listening to the audio.
- Give questions about what English was heard and play the audio again to confirm the content.
- Play the audio again while students are looking at the text and have them say any parts that can be read.

Materials:
textbook
digital
textbook

HRT:“ Please look at the page 69.”
ALT:“ Let’ s check. What is he doing?” (Pointing to the picture...)
HRT:“ Now let’ s listen carefully.” (Play the audio.)
ALT:“ What did you hear? What is he doing? What day does he dance/play soccer?” (After some questions...)
HRT:“ Nice try! Let’ s listen again.”
ALT:“ Now, listen and repeat as much as possible!”
Option :
HRT/ALT asks questions to students and have them answer, personalizing it to themselves.

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT:“ Great job today, class! Let’ s fill out your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: I play soccer on Mondays.

minutes Goal: Ask & answer about what someone usually does on a day of the

Target Language: I (actions) on (days). I have (subjects). I like (subjects). I (frequency) on (day)s.

Vocabulary: Subjects, Actions, careful, end, entrance, exit, great, image, Internet, recorder, zebra, zoo, zookeeper

Greeting, Small Talk: What' s your favorite day of the week?**6min.**

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

Materials:

HRT/ALT:“ Hello. What day is it today? What' s the date today? How' s the weather?”

HRT:“ (ALT) sensei, what' s your favorite day of the week?”

ALT:“ That' s tough, as I enjoy everyday. May be I like ...days the best.”

HRT:“ Why ...days?”

ALT:“ Because on ...days I teach this class!”

HRT:“ Yes, I love this class, too!”

Word Chant (pp.66-67)**6min.**

- Play the audio.
- Have students play the touch game.
- Chant all together.

Materials:
textbook
digital
textbook

HRT:“ Let' s review. What' s this?” (Show pictures to students.)

ALT:“ Let' s chant together!” (After chanting...)

HRT:“ Let' s play touch game.”

(After some practice...)

ALT:“ Okay, good job! Now let' s sing together!”

Interaction example:“ What is your favorite subject? Let' s do gestures. Guess (ALT) sensei' s favorite subject!”

Panorama, Panorama Talk (pp.62-63)**6min.**

- Have students look at the Panorama and listen to the audio.
- Ask students about what they heard and have some interaction.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT:“ Please look at pages 62 and 63.”

ALT:“ Let' s review! Please tell me what you know!” (After some questions...)

HRT:“ Nice work! Let' s listen to the audio again.” (Play the audio.)

ALT:“ Did you hear something new?” (After some questions...)

HRT:“ Next, let' s listen to the conversation again.

ALT:“ What do you usually do on (days)? Do you play the (instrument)/ (sports)?”

HRT:“ Let' s listen again.”

Spotlight (p.68)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to say the target language from A, B and C with their own opinions.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 68. Let' s listen to A again and repeat.”

ALT:“ Good job, everyone! Next, let' s listen to B again and repeat.”

HRT:“ Last, let' s listen to C. What are they talking about?”

(After checking...)

ALT:“ Now let' s listen to C and repeat.”

Activity ② (p.68)

5min.

- Have students review what was being said in Spotlight B.
- Say what HRT/ALT usually do on Saturdays.
- In pairs, have students communicate what they usually do on Saturdays.

Materials:
textbook
digital
textbook

HRT:“ Please look at spotlight B. What does she usually do on Saturdays?”
ALT:“ Yes. She usually goes swimming on Saturdays. (HRT) sensei. What do you usually do on Saturdays?”
HRT:“ I usually play basketball on Saturdays. How about you? What do you usually do on Saturdays?”
ALT:“ I usually go shopping on Saturdays! Last Saturday, I went to ~ and bought a ~!”
HRT:“ Nice! How about everyone? What do you usually do on Saturdays?” (To students)
(After some questions...)
ALT:“ Now, please make pairs and ask each other what do you usually do on Saturdays?”

Enjoy Listening, Talk to Friends (pp.56-57)

7min.

- Review Enjoy Listening.
- Have students listen to the talk to friends and check what they heard.
- Ask some students about which day they like and what they do on that day.

Materials:
textbook
digital
textbook

HRT:“ Let’ s review Enjoy Listening first.”
ALT:“ Next, let’ s listen to the audio. You can hear 4 people.” (After listening...)
ALT:“ What did you hear? Let’ s check. (After some questions...)
HRT:“ (ALT) sensei. Which day do you like? What do you usually do on (days)?”
ALT:“ I like Friday! I usually watch a movie on Fridays. Which day do you like? What do you usually do on (days)?” (To students)
Option:
If possible, have students make pairs or groups and ask questions to each other about which day they like and what they do on that day.

Listen & Write (pp.70-71)

9min.

- Review subject words in ①.
- Have students listen to the audio and write the subject names in the blanks in ②.
- Have students write down the most enjoyable subjects in ③.”

Materials:
textbook
digital
textbook

HRT:“ Let’ s review subject words.”
ALT:“ What’ s this?” (Point to words.)
HRT:“ Now, let’ s play the pointing game.” (After some questions...)
ALT:“ Let’ s listen to the audio and fill in the blanks.” (After listening...)
HRT:“ Let’ s check the answers.”
ALT:“ Last, (HRT) sensei. What is your favorite subject?”
HRT:“ My favorite subject is math. What is your favorite subject?”
ALT:“ My favorite subject is arts and crafts. Let’ s write down this in the blank.”
HRT:“ Now, it’ s your turn. What is your favorite subject?” (To students)

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT:“ Great job today, class! Let’ s fill out your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Discuss whom and what sts want to know, and write down Goals.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting

1 min.	<ul style="list-style-type: none"> 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.)

Small Talk: What weather do you like the best?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What' s the date today? How' s the weather?"</p> <p>HRT: "Oh, today it' s sunny! I like sunny days the best!" ALT: "Why do you like sunny days?" HRT: "I can play soccer! What weather do you like the best?" ALT: "I like rainy days. I can play video games!"</p>

BOL Activity: Stepping Stone

6 min.	<ul style="list-style-type: none"> Have students review jobs. Have students play Stepping Stone.
Materials:	<p>HRT: "First, let' s review jobs. What' s this?" ALT: "Let' s play 'Stepping Stone' !"</p> <ol style="list-style-type: none"> Divide the class into two groups. Place flashcards on the blackboard in a line. The groups wait at opposite ends of the board. When the HRT/ALT says "Go", one St from each group moves forward, and says the vocabulary on the card. When they meet at the same card, Sts play RPS. The winner continues forward, while the loser goes to the back of their group' s line. The next St in that group starts from their end of the board. The game continues until one St makes it to the opposite side of the board.

Let' s Think ① (p.72)

18 min.	<ul style="list-style-type: none"> Explain about JUMP Presentation 2. Have students think about who they would like to ask and what they would like to ask. Have students share ideas in groups and write their goals.
Materials: textbook digital textbook Crown Jr. worksheet	<p>HRT: "Let' s share our the goals of our presentations." (Explaining about the presentations.) ALT: "Now, let' s think about the interview. Who do you want to interview? What do you want to ask him/her?" (First, have students think alone. Second, have students share their opinions in groups.) HRT: "Please write down your goals in Japanese." The flow of this Unit JUMP 1 : Students will interview the teacher JUMP 2 : Students will create a three-hint quiz based on the interview results.</p>

Let's Think ② (p.72)

13min.	<ul style="list-style-type: none">·Review words and phrases from Lessons 1 and 2.·Have students write down useful expressions.
Materials: textbook digital textbook Crown Jr. worksheet	HRT:“ Let's check words and phrases in Lessons 1 and 2.” ALT:“ Please read through spotlights in Lesson 1 and 2. We had many useful phrases.” HRT:“ First, page 18. What does he have?” (To students) ALT:“ (HRT) sensei! What do you have?” HRT:“ I have 3 tennis rackets! These are my treasure.” (Check each page and have conversations. Especially, focus on question-phrases because in Jump 1, students have to interview.) (After some questions...) ALT:“ We learned a lot of words and phrases. Let's use them and have great interviews!”

Reflection/Goodbye

2min.	<ul style="list-style-type: none">·Leave students with praise and reflect on their accomplishments.·Have students fill out the reflection sheet.
Materials: reflection sheet	ALT:“ Great job today, class! Let's write your reflection sheet.” (After some time...) HRT:“ That's all for today. See you next time! Goodbye!”

min.	
-------------	--

min.	
-------------	--

◎ Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Create a list of questions about a person everyone wants to

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting

1 min.	•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.)

Small Talk: What event do you like?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” HRT:“ (ALT) sensei, what event do you like?” ALT:“ I like (Thanksgiving)!” HRT:“ Oh, what’ s (Thanksgiving)?” ALT:“ It’ s a day when families give thanks and eat a big dinner together.” HRT:“ Sounds nice! When is (Thanksgiving)?”

BOL Activity: Charades

6 min.	•Have students review animals. •Have students play “Charades.”
Materials:	HRT:“ First, let’ s review animals. What’ s this?” ALT:“ Let’ s play ‘Charades’ !” 1. Divide Sts into groups, and number each St in the group. 2. Sts take turns miming vocabulary on the flashcards and group members guess the target language or vocabulary. Rotate between group members. 3. When all Sts are done, the HRT will ask for volunteers to come to the front and demonstrate.

Interview Preparation ① (p.72)

10 min.	•Have students think about what they are going to interview about.
Materials: textbook digital textbook Crown Jr. worksheet	HRT:“ Let’ s think about your interview and write notes.” ALT:“ What is important for your interview?” HRT:“ One question is enough?” ALT:“ No, please make as many questions as possible to know about the interviewees” HRT:“ What does everyone want to know?” ALT:“ I know (HRT) sensei’ s favorite food. This information is old. I want to know new information. So, let’ s ask new questions.”

Interview Preparation ② (p.72)

10min.	<ul style="list-style-type: none">• Make groups and have them think about how they can make English sentences.• Make pairs and have them discuss their questions.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Let's think about your interviews." ALT: "How can you ask questions in English?" HRT: "Please make groups and think about how you can ask questions." (HRT/ALT moves around the classroom and answers questions from students.) ALT: "Next, please make pairs and share your questions with each other."

Interview Preparation ③ (p.72)

11min.	<ul style="list-style-type: none">• Have students watch the movie or listen to the audio.• Make groups and have students discuss what they need.• Have students share their opinions as a class.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Next, let's watch a presentation movie." ALT: "What are some good points? What did he say? Please make groups and discuss." (After some time...) HRT: "Let's share your opinions all together." ALT: "Who wants to go first - hands up."

Reflection/Goodbye

2min.	<ul style="list-style-type: none">• Leave students with praise and reflect on their accomplishments.• Have students fill out the reflection sheet.
Materials: reflection sheet	ALT: "Great job today, class! Let's write your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!"

min.	
-------------	--

◎ Evaluation:

45 Theme: He is a music teacher.

minutes Goal: In a group, choose a teacher role and practice your interview.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting

1 min.	<ul style="list-style-type: none"> 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.)

Small Talk: What subject do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?" HRT: "Oh, today we have arts and crafts. I'm so excited! I like arts and crafts. What subject do you like?" ALT: "Me? I like home economics - it's very interesting!"

BOL Activity: Simon Says

6 min.	<ul style="list-style-type: none"> Have students review actions. Have students play "Simon Says."
Materials:	HRT: "First, let's check actions. What's this?" ALT: "Let's play 'Simon Says'!" 1. If an instruction has "Simon Says" the Sts do the action. Otherwise, Sts should not do the action. For example, if the HRT/ALT says "Simon says, cook your dinner", Sts should do gesture of cooking. If the HRT/ALT says, "cook your dinner," Sts who do the action are 'out'. They sit down but can still practice. 2. To begin, allow Sts a practice round. The last St (or 3 Sts) standing are the winners. ※ A St can take over the role of Simon, depending on the level of the class. Commands can also be simplified or sped up to meet the level of the class."

Rehearsal ① (p.73)

9 min.	<ul style="list-style-type: none"> In groups, review the previous practice and check the English phrases. Have students decide roles within the group and rehearse.
Materials: textbook digital textbook Crown Jr. worksheet	HRT: "Please make groups and check your questions and English phrases." (After checking...) ALT: "We'll do a rehearsal. Please decide your roles, first. Who is the teacher? Who asks questions?" HRT: "Let's rehearse."

Rehearsal ② (p.73)

8min.

- Have students give feedback to each other or in a class and improve their interviews.
- Change roles and rehearse again.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT:“ How was your interview rehearsal? Please share thoughts in your groups.”
ALT:“ What will you change? What were your good points? Please share with each other.”
(After some minutes...)
HRT:“ Please share the good points to the class.” (After students share...)
ALT:“ Now, change your roles and let’ s rehearse again!”

Rehearsal ③ (p.73)

14min.

- Check the tips on page 73.
- Have students give feedback to each other again.
- Have students rewrite their questions.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT:“ How was the second rehearsal? Please share your opinions.” (After a few minutes...)
ALT:“ OK, we will rehearse one more time, but before that, what is important in an interview?”
(Get some answers from students.)
HRT: “ OK, let’ s check. So, look at page 73.”
ALT:“ When we talk, ‘Wow!’ , ‘Really?’ and ‘Great’ are important. If we don’ t have these, what happens?”
HRT:“ You feel worried and may be bored, so in the next rehearsal, please use ‘Wow!, Really? and Great!”
ALT:“ Let’ s do the last rehearsal.” (After the rehearsal...)
HRT:“ If you need to, please change your questions.”
ALT:“ Wow! So much better. Great job!”

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT:“ Great job today, class! Let’ s write your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

min.

© Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Let' s Interview teachers.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting

1 min.	<ul style="list-style-type: none"> 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.)

Small Talk: What food do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: " Hello. What day is it today? What' s the date today? How' s the weather?"</p> <p>HRT: " (ALT) sensei, what food do you like?"</p> <p>ALT: " I like (sushi)."</p> <p>HRT: " Oh, you like sushi! What kind of sushi do you like?"</p> <p>ALT: " I like tuna and salmon roe."</p>

BOL Activity: Flashcard Review

6 min.	<ul style="list-style-type: none"> Have students review subjects. Have students play "Flashcard Review."
Materials:	<p>HRT: " First, let' s reveiw subjects. What' s this?"</p> <p>ALT: " Let' s play 'Flashcard Review' !"</p> <ol style="list-style-type: none"> The HRT/ALT places the flashcards on the board and writes a number next to each card. The HRT/ALT says a word or the number next to the flashcard, and Sts say the corresponding word/number.

Interview (p.73)

24 min.	<ul style="list-style-type: none"> Give students time to practice their interviews. Have students give their interviews in groups. Have students confirm information from the interviews in groups.
Materials: textbook digital textbook Crown Jr. worksheet	<p>HRT: " Let' s interview!"</p> <p>ALT: " I' m looking forward to your great interviews!"</p> <p>HRT: " First, we' ll have some time to practice." (After practicing...)</p> <p>ALT: " What are the important points for interviews? Yes, smile, and say wow!"</p>

Reflection/Goodbye

9min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

**Materials:
reflection
sheet**

ALT: "Great job today, class! Let's write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Brainstorm three-hint quizzes based on interview information.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting**1 min.** ·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.)**Small Talk: What dessert do you like the best?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?”

HRT:“ (ALT) sensei, what dessert do you like the best?”

ALT:“ I like banana splits.”

HRT:“ What’ s a banana split?”

ALT:“ It’ s a banana, cut in half, with three scoops of ice cream, whipped cream, chocolate sauce, chopped nuts and a cherry!”

HRT:“ ...Wow! I’ ve never seen this in Japan.”

BOL Activity: Pictionary**6 min.** ·Have students review jobs.
·Have students play Pictionary.**Materials:** HRT:“ First, let’ s review jobs. What’ s this?”
ALT:“ Let’ s play ‘Pictionary’ !”

1. Give one St a secret word (flashcard). The St has 20 seconds to draw the word on the card.

2. Sts guess the word using the target phrase“ Is it a ...?”

3. If a St is correct, they come to the front and become the next drawer. Repeat until time is up.

Let’ s Think ① (p.74)**13 min.** ·Review JUMP 1.
·Share the goal for JUMP 2.
·Have students brainstorm in groups.**Materials:** HRT:“ Let’ s review your interviews.”

textbook ALT:“ What information did you learn?”

digital HRT:“ Please open your textbook to page 74. Let’ s watch a video.”

textbook ALT:“ Let’ s make 3 hint quizzes in groups.”

HRT:“ First, let’ s brainstorm quiz ideas.”

ALT:“ How can you make a quiz interesting? Which is better? Hint 1: He is a music teacher. Hint 2: He is good at cooking.

Hint 3: He can’ t eat natto. Hint 1: He is good at cooking. Hint 2: He can’ t eat natto. Hint 3: He is a music teacher. Who is he?”

Let's Think ② (p.74)

18min.	<ul style="list-style-type: none">Review words and phrases from Lessons 3, 4 and 5.Have students make 3 hint quizzes.
Materials: textbook digital textbook	HRT: "Let's check the words and phrases in Lessons 3, 4, and 5." ALT: "Please read through the Spotlights in Lessons 3, 4 and 5. We had many useful phrases." HRT: "First, on page 42. What's his job?" (To students) ALT: "(HRT) sensei! What's your job?" HRT: "My job? I am a teacher!" (Check each page and have conversations. (After some questions...) ALT: "We learned a lot of words and phrases. Let's use them and make great 3 hint quizzes."

Reflection/Goodbye

2min.	<ul style="list-style-type: none">Leave students with praise and reflect on their accomplishments.Have students fill out the reflection sheet.
Materials: reflection sheet	ALT: "Great job today, class! Let's write your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!"

min.	
-------------	--

min.	
-------------	--

◎ Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Create hint cards in groups and practice asking questions.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting**1 min.** ·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.)**Small Talk: What do you have on Mondays?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?”

HRT:“ ” (ALT) sensei, what do you have on Mondays?”
ALT:“ I have calligraphy lessons on Mondays. And you?”
HRT:“ I join the baseball club on Mondays.”**BOL Activity: Whisper Game****6 min.** ·Have students review animals.
·Have students play the Whisper Game.**Materials:** HRT:“ First, let’ s review animals. What’ s this?”
ALT:“ Let’ s play ‘Whisper Game’ !”

1. Divide the class into groups (by rows). The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows.
 2. The last St in each row tells the HRT/ALT the target language. Correct groups receive one point (or change to 10 points or 100, in order to motivate them).
 3. The Sts rotate and a new round begins.
- ※ Instead of whispering, gestures can be used to pass the target language.

Prepare for 3 hint cards (p.74)**26 min.** ·Have groups make 3 hint cards.
·After preparation, have students rehearse.
·Give feedback to each group, while checking students’ rehearsals.**Materials:** HRT:“ Let’ s make 3 hint cards.”
textbook ALT:“ First, let’ s review the 3 hints in the last lesson and decide your keywords. Then, please write your keyword and draw a picture on the sheet.”
digital (After preparation...)
textbook HRT:“ Now, let’ s do a rehearsal!”
Crown Jr. worksheet ALT:“ We will check your quizzes and give feedback. Today, let’ s try to improve our quizzes.

Points: Hint order, grammatical errors, the content of hints etc.

Reflection/Goodbye

7min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Rehearse, provide feedback, and improve quizzes in groups.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting

1 min.	<ul style="list-style-type: none"> 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.)

Small Talk: What part of Japanese culture do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"</p> <p>HRT: "What part of Japanese culture do you like?" ALT: "I like Japanese wooden buildings, like Horyuji. What part of Japanese culture do you like?" HRT: "I like kendo. I coach the kendo club."</p>

BOL Activity: Charades

6 min.	<ul style="list-style-type: none"> Have students review actions. Have students play "Charades."
Materials:	<p>HRT: "First, let's review actions. What's this?" ALT: "Let's play 'Charades'!"</p> <ol style="list-style-type: none"> Divide Sts into groups, and number each St in the group. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate.

Rehearsal (p.74)

31 min.	<ul style="list-style-type: none"> Have students review their notes. Have students rehearse in groups and then in front of the teachers. Give some advice to improve students' 3 hint quizzes.
Materials: textbook digital textbook hint card	<p>HRT: "Please review your 3 hint quiz." ALT: "Do you have any ideas on how to improve it?" (Share some ideas.) HRT: "Now, let's rehearse in groups." ALT: "Next, please come to me and show me your 3 hint quiz. I'll give you feedback to improve it."</p> <p>Feedback: Hint order, grammatical errors, the content of hints, eye contact, smile, gesture, confidence, speak slowly etc.</p>

Reflection/Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: He is a music teacher.

minutes Goal: Present quizzes.

Target Language: Contents from Lessons 3, 4 and 5.

Vocabulary: Actions, Jobs, Sports, Play, Subjects, Food, Expressions students have learned

Greeting**1 min.** ·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.)**Small Talk: Do you usually play games?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?”

HRT:“ Do you usually play games?”
ALT:“ Yes, I do! I play Pokemon every day! Do you play Pokemon?”
HRT:“ I sometimes play Pokemon Go on my phone...”**BOL Activity: Beanbag Pass****6 min.** ·Have students review subjects.
·Have students play Beanbag Pass.**Materials:** HRT:“ First, let’ s review subjects. What’ s this?”
ALT:“ Let’ s play ‘Beanbag Pass’ !”

1. A ball is given to a St to start the activity.
2. The St says the target word (Japanese, math etc.) and passes to another St to continue the sequence.
3. Sts reach the limit (defined by the HRT/ALT) and recite all of the target words in reverse order.

Give a Presentation (p.40)**24 min.** ·Give students time to practice their 3 hint quizzes.
·Have students give their presentations in front of the class.
·Give students feedback about their quizzes.**Materials:** textbook
digital
textbook
Crown Jr.
worksheet
HRT:“ OK, let’ s play 3 hint quiz!”
ALT:“ I’ m looking forward to your great quizzes!”
HRT:“ First, we’ ll have some time to practice.”
(After practicing...)
ALT:“ What are the important points to remember for your quiz? Don’ t be afraid! You can do it!”
(After 3 hint quizzes...)
HRT:“ Well done everyone, how was 3 hint quiz?”
ALT:“ Yes, good job everyone! Did you achieve your goal?”

Reflection/Goodbye

9min.

- Leave students with praise and reflect on their accomplishments.
- Have students fill out the reflection sheet.

Materials:
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

Believe in your Possibility!