

BORDERLINK

Lesson Plans

CROWN Jr. 6

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: Welcome to our school.

minutes Goal: Introduce favorite part of school with words learned

Target Language: I like ~ . I can... It is...

Vocabulary: Places, Verbs, Subjects

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 school event do you want to enjoy this year?**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: "Hello, Ms./Mr. (HRT). Today is the first English lesson!"
ALT: "Ms./Mr. (HRT), what school event do you want to enjoy this year?"
HRT: "I want to enjoy the swimming meet. I'm good at swimming. What about you?"
ALT: "I want to enjoy the fire drill. I want to be a firefighter!"

BOL Activity: Charades**6 min.**

- Have students check the Actions vocabulary words.
- Have students play Charades.

Materials:

HRT: "First, let's check action words. What's this?"
(Review the Actions vocabulary words.)
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, 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.

Task I (p. 15)**10 min.**

- Share the goal.
- Have students make pairs and introduce what they like about their school. Change pairs and introduce again.
- Have some representatives share about what they like about their school.

Materials:
textbook
Crown Jr.
worksheet

HRT: "Let's think about our school."
ALT: "Sounds good! What do you like about your school?"
HRT: "I like the library in my school. We have many books! How about you?"
ALT: "I like the gym! I love playing basketball with students! What do you like in your school?" (To students.)

Task 2 (p. 15)

12min.

Materials:
textbook
Crown Jr.
worksheet
digital
textbook

- Have students guess what people in the illustration are saying.
 - Listen to the audio and confirm what students hear.
 - Share what students are most interested in.
- HRT: "Please look at page 15. We have 3 pictures."
ALT: "What are they doing? Soccer? Cooking?" (To students.)
(After checking...)
HRT: "Ok, now let's listen to the audio."
(Play the audio.)
ALT: "Let's share! What did you hear?"

My Goal (p. 15)

9min.

Materials:
textbook
Crown Jr.
worksheet

- Have students think about their own goals, looking over future Lessons 1, 2 and Presentation 1.
 - Have students share their goals.
- HRT: "Let's think!"
ALT: "What do you want to introduce about our school? What's your goal?"
(Show the textbook pages 38 and 39.)

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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

© Evaluation:

45 Theme: We are from India.

minutes Goal: Understand expressions to convey common feelings

Target Language: I am (feeling). You are (feeling). We are (feeling).

Vocabulary: Actions, Sports

Greeting, Small Talk: How are you?**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:

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

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."

Sound Chant (pp. 18-19)**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 18 and 19."

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

(After some practice...)

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

Panorama, Panorama Talk 1 (pp. 16-17)**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 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.)

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc.

Spotlight (A)(B) (p. 18)**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 18."

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

HRT: "What did you hear? Who is he/she?"

ALT: "How are they? Sleepy?"

Activity ① (p. 18)

10min.

Materials:
textbook
digital
textbook

- Have students think about the feelings of pictures and express "I am (feeling)."
 - Ask students about their feelings.
 - Have students listen to target phrases, "I am...", "You are..." and "We are..."
- HRT: "Please look at the pictures. How is he?"
ALT: "Is he happy? Is he sad?...Yes! He is hungry." (Check all of the pictures.)
HRT: "(ALT) sensei, how are you?"
ALT: "I am happy. Everyone, how are you? ... Oh, you are happy, too! We are happy!"
HRT: "Now let's play an interview game! Please watch us."
Interview game
1. Ask "how are you?" each other in the classroom.
2. Make groups with people with same feeling.
3. After interview, students say "We are (feeling)." together.

Story (p. 19)

11min.

Materials:
textbook
digital
textbook

- Play the audio while students look at the pictures.
 - Have students point to the picture when they hear the word.
 - Ask questions about the dialogue and play the audio again.
- HRT: "Please open to page 19. Look at the first picture."
ALT: "What is he doing?"
HRT: "Umm...singing?"
ALT: "No... He is traveling! He loves adventures! Next, look at the second picture. Are they big or small?"
(Ask Sts questions about the pictures. After some questions...)
HRT: "Now let's listen to the story!"

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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: We are from India.

minutes Goal: Understand expressions to convey common feelings

Target Language: I am from (country). You are from (country). We are from (country).

Vocabulary: Actions, Sports

Greeting, Small Talk: Where are you from?**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:

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

HRT: "Hello. Ms./Mr. (ALT). Where are you from?"

ALT: "I'm from ~ . This is my country! (Showing pictures.) This is my family! We are from ~ . Where are you from, Ms./Mr. (HRT)?"

HRT: "I'm from ~ . This is my city. This is my family. We are from ~ !"

Sound Chant (pp. 18-19)**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 18 and 19."

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

(After some practice...)

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

Panorama, Panorama Talk 1 (pp. 16-17)**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 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.)

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc.

Spotlight (A)(B)(C) (p. 18)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:textbook
digital
textbook

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 -1 (p.18)

6min.

- Review Animals vocabulary words.
- Play the audio and have students circle animals from the same area.

Materials:
textbook
digital
textbook

HRT: "What animal is this? A dog?"
ALT: "It's a lion! What's this?"
(After checking animals...)
HRT: "Now let's listen to some questions."
(Play the audio.)
ALT: "What did you hear? Where are they from?"

Activity ② -2 (p.18)

5min.

- HRT/ALT ask questions and have students guess what the group has in common.
- If possible, have students make questions.

Materials:
textbook
digital
textbook

HRT: "How about this?" (Draw a circle around the animals with a common feature.)
ALT: "They have fur."
HRT: "No. They're all looking to the left!"

Option: "They look to the front." "They can stand with two legs."

Story (p.19)

10min.

- Play the audio while students look at the pictures.
- Have students say the words and phrases together.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Let's listen to the story again."
(Play the audio)
ALT: "Stop! What will he say next? Do you remember?"
(Repeat some times.)
HRT: "Now listen again and read some words and phrases."
ALT: "If you can, please read together."

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!"

◎ Evaluation:

45 Theme: We are from India.

minutes Goal: Notice and use phrases for common hobbies and possessions

Target Language: Do you have ~ ? Yes, I do. No, I don't. I have ~ . We have ~ .

Vocabulary: Actions, Sports

Greeting, Small Talk: Do you have brothers or sisters?**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: "Ms./Mr. (HRT), do you have any brothers or sisters?"

HRT: "I have a sister. How about you?"

ALT: "No. I'm an only-child. I want siblings. Is your sister younger or older?"

HRT: "Older."

ALT: "Ah, so you're the baby of the family. I see..."

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

Panorama, Panorama Talk 2 (pp.16-17)**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 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.)

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc.

Spotlight (A)(B) (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 two pictures, A and B. Listen carefully."

HRT: "How many cats do they have?"

ALT: "How many pens do I have now?"

HRT: "What do they have?"

ALT: "What do they eat?"

Activity ① - I (p.20)

7min.

Materials:
textbook
digital
textbook

- Ask students "Do you have ~?" and have students answer "Yes, I do./No, I don't."
 - Have students ask "Do you have ~?" in pairs and find things in common.
 - Have pairs say "We have ~." using the things they have in common.
- HRT: "Now look at the pictures."
ALT: "Oh, I have pens! Do you have pens?"
Sts: (Sts hold up their pens.) "Yes, I do."
HRT: "I have pens too! We have pens!"
ALT: "Do you have a unicycle?"
Sts: "Yes, I do./No, I don't."
ALT: "Oh, you have a unicycle. Me too! We have a unicycle!"
HRT: "Now let's play an interview game."
ALT: "Please watch us."

Activity ② (p.20)

4min.

Materials:
textbook
digital
textbook

- Play the audio.
 - Have students guess who is talking to and write numbers in the brackets.
 - Confirm what students heard.
- HRT: "Let's listen to the questions."
ALT: "Who is talking?"
(After checking the answers...)
HRT: "What did you hear?"

Enjoy Reading (p.21)

10min.

Materials:
textbook
digital
textbook

- Have students look at the pictures and guess what the story is about.
 - ALT reads the story.
 - Have students look at letters while listening and read the sentences, if possible.
- HRT: "Please look at page 21."
ALT: "What are they doing?"
HRT: "They are taking a shower."
ALT: "Really?! Let's check. I'll read the sentences."
(ALT reads the text on page 21.)
ALT: "What did you hear?"
HRT: "Now let's read it together."
Options: The HRT/ALT stops reading at a word which they want students to try to read.
The HRT/ALT asks, "What's the next word?"

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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: We are from India.

minutes Goal: Notice and use phrases for common hobbies and possessions

Target Language: Do you like ~ ? Yes, I do. No, I don't. I like ~ . We like ~ .

Vocabulary: Actions, Sports

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: Do you like rainy days?

| | |
|-------------------|--|
| 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, do you like rainy days?" ALT: "Yes, I like rainy days!" HRT: "I don't like rain!" |

Word Chant (pp.20-21)

| | |
|--|--|
| 6 min. | <ul style="list-style-type: none"> • 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: "Ok, good job! Now let's chant together!" |

Panorama, Panorama Talk 2 (pp.16-17)

| | |
|--|---|
| 6 min. | <ul style="list-style-type: none"> • 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 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.)" HRT: "What did you hear?" (After some questions...) ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?" HRT: "Let's listen again." Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc. |

Spotlight ㉑㉒㉓ (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 mimic the target language from A, B and C.
- 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 ① -2 (p.20)

11min.

Materials:
textbook
digital
textbook
flashcards
(Food,
Animals)

- Ask students "Do you like~?" and have students answer "Yes, I do./No, I don't."
 - Have students ask "Do you like~?" in pairs and find things in common.
 - Have pairs say "We like~." about the common likes they share.
- HRT: "(ALT) sensei, do you like... cucumbers?"
ALT: "Yes, I do. (HRT) sensei, do you like tomatoes?"
HRT: "No, I don't. Do you like cats?" (To students.)
Sts: "Yes, I do./No, I don't." (Ask students many different questions.)
ALT: "Now let's ask your classmates."
HRT: "Please watch us." (Demonstration)
A: "Do you like ...?" B: "Yes, I do." A, B: "We like ..."
A: "Do you like ...?" B: "No, I don't. Do you like ...?" A: "Yes, I do." A, B: "We like ..."
Option: Leave flashcards for Food, Animals, etc. on the blackboard as hints.

Enjoy Reading (p.21)

10min.

Materials:
textbook
digital
textbook

- Have students look at the picture.
 - ALT reads the story and asks questions about the content.
 - Have students look at letters while listening and read the sentences, if possible.
- HRT: "Let's review. What are they doing?"
ALT: "I'll read the sentences. Please listen carefully."
(After reading...)
HRT: "Let's read it together."
- Options:
- Students say the next word which ALT stops the reading.
 - Play roles and turn the roles.
 - Students make pairs and read their roles 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: We are from India.

minutes Goal: Use phrases for common activities we can do together

Target Language: Can you ~ ? Yes, I can. No, I can't. I can ~ . We can ~ .

Vocabulary: Actions, Sports

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..."

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

Option: 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.

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

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc.

Spotlight (A)(B) (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 two pictures, A and B. Listen carefully."

HRT: "What can he eat?"

ALT: "Why can't they play baseball?"

HRT: "What can they do?"

Activity ① -1 (p.22)

6min.

Materials:
textbook
digital
textbook

- Ask students "Can you ~?" and have students answer "Yes, I can./No, I can't."
 - Have students ask "Can you ~?" in pairs and find things in common that they both can do.
 - Have pairs say "We can~." using the things in common that they both can do.
- HRT: "(ALT) sensei, can you play tennis?"
ALT: "Yes, I can. (HRT) sensei, can you eat tomatoes?"
HRT: "No, I can't. Can you swim?" (To students.)
St: "Yes, I can./No, I can't." (Ask many times.)
ALT: "Now let's ask your classmates."
HRT: "Please watch us." (Give a demonstration.)
A: "Can you ...?" B: "Yes, I can." A, B: "We can..."
A: "Can you ...?" B: "No, I can't. Can you ...?" A: "Yes, I can." A, B: "We can..."
Option: Leave Actions, Foods, etc. on the blackboard as hints.

Activity ① -2 (p.22)

5min.

Materials:
textbook
digital
textbook
flash cards
(Weather)

- HRT/ALT ask "Can we...?" questions about what students can/can't do depending on the weather.
- HRT: "Look at the sky. How's the weather today?"
ALT: "It's rainy! Can we play soccer?"
HRT: "No, we can't... How about basketball? Can we play basketball?"
ALT: "Yes, we can play in the gym!"
Option: Leave Weather flashcards (sunny, snowy, cloudy) on the blackboard and ask Sts about what we can/can't do.

Enjoy Listening (p.23)

10min.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

- Have students look at the pictures and guess what the story is about.
 - Play the audio, have students listen and answer the teachers' questions about the content.
 - Have students look at letters while listening and read the sentences, if possible.
- HRT: "Please look at page 23."
ALT: "What are they doing?"
(After some questions...)
HRT: "Let's listen together."
ALT: "What did you hear?... Listen carefully again."
(Stop the audio.)
HRT: "What is ~?" (Check some words and phrases.)
ALT: "Now I'll give you worksheet and 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: We are from India.

minutes Goal: Use phrases for common activities we can do together

Target Language: Do you have/like ~ ? Yes, I do. No, I don't. I have/like ~ . We have/like ~ .

Vocabulary: Actions, Sports

Greeting, Small Talk: Do you like traveling?**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: "Ms./Mr. (HRT), do you like traveling?"

HRT: "Yes, I do. I went to Australia last year."

ALT: "That's nice. I've never been to Australia."

HRT: "You should go. How about you? Do you like traveling?"

ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."

Word Chant (pp.20-21)**5min.**

- 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: "Ok, good job! Now let's chant together!"

Panorama, Panorama Talk 3 (pp.16-17)**5min.**

- 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 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.)

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the table?" "What's inside the house?" "What is the woman on the left side wearing?" "What do you want to eat?" etc.

Spotlight (A)(B)(C) (p.22)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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.

- Play the audio.
- Have students guess which sports the dialogue is about and write numbers in the brackets.
- Confirm what students heard.

Materials:
textbook
digital
textbook

HRT: "What sport is this?"
ALT: "Soccer! What sport is this?" (To students.)
HRT: "Now let's listen to the audio."
(Play the audio.)
ALT: "What did you hear?"

Talk to Friends (p.23)

8min.

- 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 have, what they can do and what they like.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Please look at the illustration on pages 22 to 23."
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 have...?" (Students talk with some topics.)

Write and Talk (pp.24-25)

10min.

- Have students circle what they like and what instrument they can play using the word bank.
- Have students play the interview game and find classmates who like the same things.
- Have students play the interview game and find classmates who can play the same instrument.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures on page 24. What's this?"
ALT: "Next, please draw a circle with your favorite thing and write it on the lines."
HRT: "This is mine. Look at this..." (After some time...)
ALT: "Now let's play an interview game."
Interview game:
1. Students ask a question with "Do you like ~ ? or Do you have ~ ?"
2. Find peers and sit down together. (The number of peers will be decided by HRT/ALT.)
First time: A: "I like (what they like). Do you like ~ ?" B: "Yes, I do./ No, I don't."
Second time: A: "I have (an instrument). Do you have ~ ?" B: "Yes, I do./ No, I don't."

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!"

◎ Evaluation:

45 Theme: We have Children's Day in May.

minutes Goal: Use phrases to answer about event dates

Target Language: We have (event) in (month). When do you [we] have the (event)?

Vocabulary: Events, Months, Seasons

Greeting, Small Talk: What month 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: (Points to the calendar.) "What month is this?"

ALT: "It's January!"

HRT: "What month is this?"

ALT: "It's February!" (Check all 12 months.)

HRT: "Good job, everyone! What month do you like?"

ALT: "I like December because my birthday is in December! What month do you like?"

Sound Chant (pp.28-29)**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 28 and 29."

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

(After some practice...)

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

Panorama, Panorama Talk I (pp.26-27)**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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B)(C) (p.28)**4min.**

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

Materials:textbook
digital
textbook

HRT: "Please look at page 28."

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

HRT: "What's this?" (Point to the picture.)

ALT: "When do they have the festival?"

(Check pictures and ask when the events are.)

Activity ① (p.28)

11 min.

- Confirm Events and Months vocabulary words.
- Have students listen to the audio and connect pictures with months.
- Check the answers.

Materials:
textbook
digital
textbook

HRT: "(ALT) sensei, what's this?"
ALT: "Oh, it's the entrance ceremony! Is it in September?"
HRT: "No, it is in April. In other countries, it may be in September."
ALT: "What's this?" (Ask students.)
HRT: "Great! Now let's listen and connect the events to their months with a line."
(After listening...)
ALT: "Let's check the answers!"

Real World English (p.29)

10 min.

- Ask students what letters they can find on the pictures.
- Have students guess what 3 capital letters express and connect the pictures and country flags with lines.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures on page 29."
ALT: "What capital letters can you see?"
HRT: "JPN? What's this? Let's think!"
(After some time...)
ALT: "Let's check the answers!"

Reflection/Goodbye

2 min.

- 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: We have Children's Day in May.

minutes Goal: Use phrases to answer about event dates

Target Language: We have (event) in (month). When do you [we] have the (event)?

Vocabulary: Events, Months, Seasons

Greeting, Small Talk: Do you remember my birthday?**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: "Do you remember my birthday?"

ALT: "Is it in December?"

HRT: "No, it isn't. It's in Mar..."

ALT: "Oh! I remember. It's March 22nd."

HRT: "Yes! Nice memory. My birthday is March 22nd."

ALT: "Do you remember my birthday too?" (Ask students.)

Sound Chant (pp.28-29)**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 28 and 29."

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

(After some practice...)

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

Panorama, Panorama Talk I (pp.26-27)**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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B)(C) (p.28)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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 ② (p.28)

11 min.

- Review Months vocabulary words.
- Check the names of events and have students answer when the events are.

Materials:
textbook
digital
textbook
Crown Jr.
picture cards
calendar

HRT: "What month is this?" (Show a calendar.)
ALT: "August! That's right. When do we have our school trip?"
(After some questions...)
HRT: "Now let's listen to (ALT) sensei."
ALT: "When do we have (event)?" (Using the textbook...)
HRT: "Yes, (event) is in (month)."

Real World English (p.29)

10 min.

- Have students discuss what they notice about the abbreviation rules for countries.
- Have students write other countries with the same rules and HRT/ALT check the answers.

Materials:
textbook
digital
textbook

HRT: "Please close your textbook." (Write IND, NZ, CHN on the board.)
ALT: "What letter is this? What country is this?"
HRT: "Great! Open your textbook to page 29."
ALT: "We have three rules for these names. Please guess."
(After some guessing...)
Rules: 1. All vowels are gone. 2. First three letters are left. 3. The first letter of each word.
HRT: "Now let's find some countries."

Reflection/Goodbye

2 min.

- 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: We have Children's Day in May.

minutes Goal: Use phrases for Japanese/school event dates

Target Language: We have (event) in (month). When do you [we] have the (event)?

Vocabulary: Events, Seasons

Greeting, Small Talk: What event 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 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)?"

Word Chant (pp.30-31)**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 30 and 31."

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

(After some practice...)

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

Panorama, Panorama Talk 2 (pp.26-27)**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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B) (p.30)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students answer when the events are.

Materials:textbook
digital
textbook

HRT: "Please look at page 28."

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

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

ALT: "When do we have the Doll Festival?"

(Check pictures and ask when the events are.)

Activity ① -1 (p.30)

6min.

- Have students look at the Panorama.
- Ask students about what events we have in a given month.

Materials:
textbook
digital
textbook

HRT: "When is (Children's Day)?"
ALT: "It's in May. What events do we have in January?"
HRT: "We have New Year's Day in January."
(Ask questions about events and the months in which they occur.)

Activity ① -2 (p.30, pp.36-37)

5min.

- Show a video about festivals around the world from the digital textbook to pages 36-37.
- Have students share what they heard.

Materials:
textbook
digital
textbook

HRT: "Let's watch a movie about festivals around the world."
ALT: "What did you hear?"

Interaction example: "What festival does my country have?" "When does my country have (event)?"

Enjoy Reading (p.31)

10min.

- Have students look at the picture and guess what the story is.
- ALT reads the story.
- First, have students look at letters while listening and second, if possible, read sentences.

Materials:
textbook
digital
textbook

HRT: "Please look at the picture to page 31."
ALT: "How many children are there?"
HRT: "One? Two? Three?"
ALT: "What are they doing?" (To students.)
HRT: "What is a 'map'?"
ALT: (ALT holds up a book.) "Is this a map?"
HRT: "No, this is a map." (HRT holds up a map.)
(Ask some questions...)
HRT: "Now let's read together."

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!"

◎ Evaluation:

45 Theme: We have Children's Day in May.

minutes Goal: Use phrases for Japanese/school event dates

Target Language: We have (event) in (month). When do you [we] have the (event)?

Vocabulary: Events, Seasons

Greeting, Small Talk: What season 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 season is it?"

ALT: "It's winter."

HRT: "That's right! It's winter! Let's go skiing!"

ALT: "Oh, you're excited! Do you like winter?"

HRT: "Yes, I like winter. How about you? What season do you like?"

Word Chant (pp.30-31)**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 18 and 19."

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

(After some practice...)

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

Panorama, Panorama Talk 2 (pp.26-27)**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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B)(C) (p.30)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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 ① -3 (p.30)

6min.

Materials:
textbook
digital
textbook

- Have students look at the Panorama.
 - Ask students about what events we have in a given month.
 - Share opinions as a class.
- HRT: "When is (event)?"
ALT: "It's in (month). What events do we have in February?"
HRT: "We have (event) in February."
(Ask questions about events and the months in which they occur.)
ALT: "(HRT) sensei, what event do you want to introduce?"
HRT: "I like Sports Day!"
ALT: "What do you do on Sports Day?"
HRT: "Run 100 meters, dance..."
ALT: "Nice! Let's talk about what event you want to introduce and brainstorm about what you do."

Activity ② (p.30)

5min.

Materials:
textbook
digital
textbook

- Play the audio and have students draw a circle or an X in the brackets.
 - Play the audio again and share students' opinions in pairs.
 - Check the answers and give feedback.
- HRT: "Please open your textbook to page 30."
ALT: "Let's listen to the audio and draw a circle or an X."
(After listening...)
HRT: "What did you hear? Do you want to listen again?"
(After listening again...)
ALT: "Let's check the answers!"
HRT: "Why is this wrong? When is (event)?"

Enjoy Reading (p.31)

10min.

Materials:
textbook
digital
textbook

- Have students look at the picture and ALT gives questions about the story.
 - ALT reads the story.
 - First, have students look at letters while listening and second, if possible, read sentences.
- HRT: "Let's review. What are they doing?"
ALT: "I'll read the sentences. Please listen carefully."
(After reading...)
HRT: "Let's read together."
Option:
• Students say the next word when the ALT stops reading.
• Role-play and switch 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: We have Children's Day in May.

minutes Goal: Use phrases for town facilities and activities

Target Language: We have (place) in our town.

Vocabulary: Places

Greeting, Small Talk: What do you want for your town?**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 makes a bored gesture.)

ALT: "Oh, what's wrong?"

HRT: "I have nothing to do."

ALT: "I see. What do you want for your town?"

HRT: "I want Disneyland for our town! What do you want for our town?"

Word Chant (pp.30-31)**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 30 and 31."

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

(After some practice...)

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

Panorama, Panorama Talk 3 (pp.26-27)**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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B)(C) (p.32)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students share some places in their hometown.

Materials:textbook
digital
textbook

HRT: "Please look at page 32."

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

HRT: "What do they have in their city?" (Pointing to the picture.)

ALT: "When do they have the World Kendama Festival?"

(Check pictures and ask when the events are.)

Activity ① (p.32)

11 min.

- Confirm Places vocabulary words.
- Play the audio and have students draw a circle in the brackets.

Materials:
textbook
digital
textbook

HRT: "What's this?"
ALT: "It's a restaurant! What's this?" (To students.)
HRT: "Let's listen to the audio and circle the picture."
(After listening...)
ALT: "What did you hear? Listen again."
HRT: "Do we have a (post office) in our town?"
(Ask some questions...)

Enjoy Listening (p.33)

10 min.

- Have students look at the picture and guess what the story is.
- Play the audio, have students listen and answer teachers' questions about the content.
- Have students look at letters while listening and read sentences, if possible.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Please look at page 33."
ALT: "What are they doing?"
(After some questions...)
HRT: "Let's listen together."
ALT: "What did you hear?... Listen carefully again."
(Pause the audio.)
HRT: "What is ~ ?" (Check some words and phrases.)
ALT: "Now I'll give you a worksheet and let's listen again."

Reflection/Goodbye

2 min.

- 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: We have Children's Day in May.

minutes Goal: Use phrases for town facilities and activities

Target Language: We have (place) in our town.

Vocabulary: Places, Events

Greeting, Small Talk: What do you do on father'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: "Oh, last Sunday was father's day."

ALT: "What did you do on father's day?"

HRT: "I had dinner with my father."

ALT: "Oh, dinner! Sounds great! Did you give your father any present?"

HRT: "Yes, I did. I gave him a iPhone case. How about you?"

Word Chant (pp.30-31)**5min.**

- 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 30 and 31."

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

(After some practice...)

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

Panorama, Panorama Talk 3 (pp.26-27)**5min.**

- 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 26 and 27."

ALT: "How many seasons does Japan have? How many months do we have?"

(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. What did you hear? When do you have Tanabata?"

(After some questions...) HRT: "Let's listen again."

Interaction example: "When do you have (event)?" "Is it in (month)?" "What do you do in August?" etc.

Spotlight (A)(B)(C) (p.32)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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, pp.115-116)

5min.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

- Have students open the textbook to pages 115 and 116.
 - Have students think about what places are in their town.
 - Make pairs and have students share their opinions with, "We have (place) in our town."
- HRT: "Let's look at pages 115 and 116. We have many places."
ALT: "What place do we have in our town?"
HRT: "We have a (zoo)!"
ALT: "Yes, We have a (zoo). It's in (city).
(After practice with students...)
HRT: "Let's introduce our town in pairs."

Talk to Friends (p.23)

8min.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

- 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 event they have, what they have in their town or school.
- HRT: "Please look at the illustration on pages 22 to 23."
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 event do we have in May?" (After conversation with the target language)
ALT: "Now, it's your turn. The first theme is "What do we have in our city?" Let's talk in pairs.(After a few minutes...)
HRT: "Please change partners. The second theme is "What do we have in ...?" (Students talk with some topics.)

Write and Talk (pp.34-35)

10min.

Materials:
textbook
digital
textbook

- Have students sentences about entrance ceremonies in each country.
 - Have students write events in Japan and tell their classmates in pairs or in groups.
- HRT: "Let's look at page 34 and listen carefully."
ALT: "What did you hear? When is the entrance ceremony in China? How about Korea?"
(After some questions...)
HRT: "What would Kanako say?"
ALT: "We have an entrance ceremony in... Please write down the month."
HRT: "Yes. It's in April. Next, let's write down your favorite event and the month on page 35."
(After some time...)
ALT: "Please watch us." (Demonstration)
HRT: "Let's tell each other our favorite events."

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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: This is our school.

minutes Goal: Note goals to convey favorite events to the teacher

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 Tanabata?**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:

ALT: "(HRT) sensei, when is Tanabata? We don't have Tanabata in my country."
HRT: "Tanabata is July 7th."
ALT: "Thank you! Do you know (Thanksgiving Day)?"
(Choose an event from ALT's country.)
HRT: "I don't know it. Class, does anyone know (Thanksgiving Day)?"
ALT: "(Thanksgiving) is in November! We eat a big dinner with family. I can show you pictures!"

BOL Activity: 3 Hint Quiz**6 min.**

- Have students check Events vocabulary words.
- Have students play 3 Hint Quiz.

Materials:

HRT: "First, let's check events. What's this?"
(Review the vocabulary words.)
ALT: "Let's play '3 Hint Quiz'!"

1. Choose a vocabulary word and expressions. Give 3 hints such as shape, color, taste, size, use, what they can, what they do, etc.
2. Sts try to guess the word.

※ Sts can create their own 3 Hint Quizzes in groups, pairs, or solo.

Let's Think ① (p.38)**18 min.**

- Share goals. (Theme: Introduce favorite events.)
- Have students think about what they are going to make a presentation.
- Share opinions in groups.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's share our goals for our presentations."
(Explaining about the presentations.)
ALT: "Let's think about your presentation. What's your favorite event? What is a good point about your event?"
(First, have students think alone. Second, have students share their opinions in groups.)
HRT: "Please write down your goal in Japanese."
Ex: 「走るのが得意だと知ってほしいから、運動会について紹介する。」

Let's Think ② (p.38)

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 words and phrases in Lessons 1 and 2."
ALT: "Please keep thinking about your presentation and useful expressions."
(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:「運動会が10月にあるね」
ALT: Yes, we have Sports Day in October!"

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.

◎ Evaluation:

45 Theme: This is our school.

minutes Goal: Introducing school events effectively

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 many seasons does your country have?**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:

ALT: "How many seasons does Japan have?"
HRT: "We have 4 seasons. Spring, summer, fall and winter."
ALT: "What about the rainy season? And typhoon season?"
HRT: "Well, um..."

BOL Activity: 4 Corners**6 min.**

- Have students check Seasons vocabulary words.
- Have students play 4 Corners.

Materials:

HRT: "First, let's check seasons. What's this?"
(Review the vocabulary words.)
ALT: "Let's play '4 Corners'!"

1. Flashcards are placed around the room. One St stands at the front with their eyes closed and counts to ten aloud.
2. While the St counts, the class moves to stand next to different flashcards. After counting, the St in front says a vocabulary word and eliminates the Sts standing at that card.
3. Repeat, changing the St at the front, until 1 ~ 3 Sts are left.

Presentation Preparation ① (p.38)**10 min.**

- Have students think about how they can improve their presentations and write memos.

Materials:

textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Let's think about your presentation and write a memo."
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 enjoy about the event?" "How can you give your presentation?" "What is the order?" "Do you want to say more?"

Presentation Preparation ② (p.38)

10min.

- Make groups and have them to think about how they can make English sentences.
- Make pairs and have them talk about their 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."

Presentation Preparation ③ (p.38)

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 example: 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: This is our school.

minutes Goal: Introduce school events & improve presentation in groups

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 Sports Day?**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: "(Sports Day)! I love it!"
ALT: "Nice! When is (Sports Day) this year?"

BOL Activity: Pictionary**6 min.**

- Have students check Actions vocabulary words.
- Have students play Pictionary.

Materials:

HRT: "First, let's check actions. What's this?"
(Review the vocabulary words.)
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.

Tell your Friends ① (p.39)**9 min.**

- 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 give your presentations to each other."
(After practicing...)
ALT: "What were some good points? What were some points to improve? Please share with each other."

Tell your Friends ② -1 (p.39)

8min.

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

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and give your presentations 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."

Tell your Friends ② -2 (p.39)

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 can do to improve with the class.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and give your presentations to each other."
(After practicing...)
ALT: "Did you improve? What were some good points? What were some points to improve? 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ Evaluation:

45 Theme: This is our school.

minutes Goal: Introduce your favorite school event to the teacher

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 sport 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) 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."

BOL Activity: Pictionary**6 min.**

- Have students check Sports vocabulary words.
- Have students play Pictionary.

Materials:

HRT: "First, let's check sports. What's this?"
(Review the vocabulary words.)
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.

Tell your Teachers (p.39)**24 min.**

- Give students time to practice their presentations.
- Have students give their presentations in groups.

Materials:

HRT: "Let's give our presentations to (ALT) sensei!"
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!"

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 write 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 our school.

minutes Goal: Think how to introduce and note goals for events

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 sing well?**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 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..."

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

- Have students check Musical instruments vocabulary words.
- Have students play the Missing Game.

Materials:

HRT: "First, let's check musical instruments. What's this?"
(Review the vocabulary words.)
ALT: "Let's play 'Missing Game!'"

1. The HRT/ALT places all flashcards/objects in the Sts view.
2. 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.40)**18 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 40. 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.40)

13min.

- Review words and phrases from Lessons 1 and 2.
- Have students write memos for 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?"

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.

◎ **Evaluation:**

45 Theme: This is our school.

minutes Goal: Create memo and present school events in groups

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 can you eat?

| | |
|-------------------|---|
| 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 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!" |

BOL Activity: Karuta

| | |
|-------------------|---|
| 6 min. | <ul style="list-style-type: none"> •Have students check Food vocabulary words. •Have students play Karuta. |
| Materials: | HRT: "First, let's check food. What's this?" (Review the vocabulary words.) ALT: "Let's play 'Karuta'!" 1. Divide Sts into small groups. Sts spread cards face and up across desks, central to all group members. 2. Sts place their hands on their heads. When the HRT/ALT calls a vocabulary word Sts race to touch the matching card. ※ Challenge Sts with a rule that touching the wrong card loses a turn and Sts have to sit out the next round. |

Presentation Preparation (p.40)

| | |
|--|--|
| 26 min. | <ul style="list-style-type: none"> •Have groups make presentation memos and think about how they can express themselves in English. •Have students discuss how they can improve their presentations. |
| Materials: textbook digital textbook Crown Jr. worksheet | HRT: "Let's think about your presentations and write a memo in Japanese." ALT: "How can you say it in English? How can you make your presentation better?" |

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: This is our school.

minutes Goal: Prep presentations (posters, videos etc.) and practice

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 is your favorite yearly event?**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: "Japan has many events! (ALT) sensei, what is your favorite yearly event?"
ALT: "I like Golden Week!"
HRT: "Golden Week is nice, but I like Obon."
ALT: "Obon is good, too!"

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.

Complete Your Presentation (p.40)**31 min.**

- Have students review their memos and make a plan for their presentations.
- Give some advice to improve students' presentations.
- Share the points for the presentations.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

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!"

Point example: 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 write 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 our school.

minutes Goal: Introduce school events via posters and videos

Target Language: We have (event) in (season). We can ... We are ... I like ~ .

Vocabulary: Events, Seasons, Actions, Sports, Instruments, Food

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 know an event in my country?**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:

ALT: "My country has many events, too! (HRT) sensei, do you know an event in my country?"
HRT: "I know Easter!"
ALT: "Yes, we have Easter in April. (Show pictures of Easter.) This is Easter! We can hunt for Easter eggs."
HRT: "Wow, it looks like fun! I want to do that!"

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.

Give a Presentation (p.40)**31 min.**

- Give students time to practice their presentations.
- Have students give their presentations in groups.
- Give students 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: My Memories

minutes Goal: Present school events using learned vocabulary and expressions.

Target Language: We have ... (in...) I like... I can ... We can ... It is ... Expressions students learned so far

Vocabulary: Events · Actions · Months · Seasons · Adjectives · Nouns · Expressions learned so far

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 is your best memory?

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: ALT: "Ms/Mr. (HRT), What is your best memory?"
HRT: "Ah, my best memory is the day my kids were born."
ALT: "That's wonderful!?"
HRT: "And you?"
ALT: "My best memory is spending Christmas with my family."

BOL Activity: Karuta

6 min. ·Have students check activities vocabulary words.
·Have students play Karuta.

Materials: HRT: "Let's review event words."
picture cards ALT: "Let's play 'Karuta!'"
(events, months)
1. Divide Sts into small groups. Sts spread cards face-up across desks, central to all group members.
2. Sts place their hands on their heads. When the HRT/ALT calls out a word Sts race to touch the matching card.
※ Challenge Sts with a rule that touching the wrong card loses a turn and Sts have to sit out the next round.

Task 1 (p.41)

10 min. ·Share the goal.
·Have students make pairs and introduce what school event they like. Change pairs and introduce again.
·Have some representatives share about what school event they like.

Materials: HRT: "Let's think about school events."
textbook ALT: "Sounds good! What school events do you have?"
Crown Jr. HRT: "We have entrance ceremony, chorus festival, sports day, school trip and many more!"
worksheet ALT: "Wow, there are many school events in Japan! What school event do you like?" (To students.)

Task 2 (p.41)

| | |
|--|---|
| 11 min. | <ul style="list-style-type: none">•Have students guess what people in the illustration are saying.•Listen to the audio and confirm what students hear.•Share what students are most interested in. |
| Materials: textbook Crown Jr. worksheet digital textbook | HRT: "Please look at page 41. We have 4 pictures." ALT: "What are they doing? Drawing a picture? Taking a walk?" (To students.) (After checking...) HRT: "These students are giving a presentation about their favorite school event." HRT: "Ok, now let's listen to the audio." (Play the audio.) ALT: "Let's share! What did you hear?" |

My Goal (p.41)

| | |
|---|--|
| 10 min. | <ul style="list-style-type: none">•Have students think about their own goals, looking over future Lessons 3, 4 and 5, and Presentation 2.•Have students share their goals. |
| Materials: textbook Crown Jr. worksheet | HRT: "Let's think!" ALT: "What school event do you want to introduce? What's your goal?" HRT: "Let's think and write down our goals on page 41." (Show textbook pages 74 and 75 for ideas.) |

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 write your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!" |

| | |
|-------------|--|
| min. | |
|-------------|--|

© Evaluation:

45 Theme: I went to Hawaii.

minutes

Goal: Understand and use phrases for describing places visited.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: Did you enjoy your summer vacation?**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), did you enjoy your summer vacation?"
 HRT: "Yes, I did. I saw my family and ate lots of ice cream! How about you?"
 ALT: "Yes, I also enjoyed it very much. I went hiking and I ate delicious food, too."

Sound Chant (pp.44-45)**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 44 and 45."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk I (pp.42-43)**6min.**

- Have students look at 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 42 and 43."
 ALT: "What are they doing? How many people are there?"
 (After some questions...)
 HRT: "Nice work! Now, 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? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" etc.

Spotlight □□□ (p.44)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 44. We have 3 pictures. Let's listen to A and repeat."
 ALT: "Good job, everyone! Next, let's listen to B 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."
 (After some practice...)
 HRT: "ALT sensei, where did you go on summer vacation?"
 ALT: "I went to Nagano. Where did you go?" (To students.)

Activity ① (p.44)

4min.

- Have students listen to the audio, paying special attention to the place.
- Have students connect the dots, matching the person to where they went.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures. How many students are there?"
ALT: "Three. Takuya, Natsumi and Satoru."
HRT: "Listen to the audio and draw a line from the person to the place they went."
(Play the audio for students.)
HRT: "Where did Takuya go? How about Satoru?"
ALT: "Would you like to hear it one more time?"
(Play the audio again.)
HRT: "Now let's check the answers as a class."

Activity ② - I (p.44)

7min.

- Have students listen to what the teacher did and where they went.
- Have students become aware of the past tense. (go > went)

Materials:
textbook
digital
textbook
flash cards
(places)

ALT: "HRT sensei, what did you do this summer?"
HRT: "I went swimming. It was fun!"
ALT: "Oh, where did you go? Did you go to the beach?"
HRT: "No, I didn't. I went to a swimming pool."
ALT: "I see. OK, I have some popular places here on the board. Department store... swimming pool... movie theater..."
(Place picture cards on the board.)
ALT: "Did you go to a department store this summer?"
HRT: "Let's make a sentence using 'I went to...' and tell your partner."

Story (p.45)

10min.

- Play the audio while students look at the pictures.
- Have students point to the picture when they hear the word.
- Ask questions about the dialogue and play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please open your textbook at page 45. Look at the first picture. Where is this?"
ALT: "In a house? Okay. What can you see?"
(Elicit answers from students.)
HRT: "How about the second picture? What animal is it?"
ALT: "A bird. Can the bird fly? No? Why not?"
(Ask Sts questions about the pictures. After some questions...)
HRT: "Now let's listen to the story!"

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!"

© Evaluation:

45 Theme: I went to Hawaii.

minutes

Goal: Understand and use phrases for describing places visited.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: Do you like traveling?**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), do you like traveling?"
 HRT: "Yes, I do. I went to Australia last year."
 ALT: "That's nice. I've never been to Australia."
 HRT: "You should go. How about you? Do you like traveling?"
 ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."

Sound Chant (pp.44-45)**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 44 and 45."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk I (pp.42-43)**6min.**

- Have students look at 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 42 and 43."
 ALT: "What are they doing? How many people are there?" (After some questions...)
 HRT: "Nice work! Now, 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? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" etc.

Spotlight □□□ (p.44)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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, let's listen to C again and repeat."
 (After some practice...)
 ALT: "HRT sensei, where did you go on summer vacation?"
 HRT: "I went to Toyama. It was great!"
 ALT: "How about you? Where did you go on summer vacation?" (To students.)
 HRT: "Use the language from Spotlight to tell your partner where you went."

Activity ② -2 (p.44)

| | |
|--|--|
| 11 min. | <ul style="list-style-type: none">•Have students talk about what they did and where they went.•Have students become aware of the past tense. (go > went) |
| Materials: textbook digital textbook picture cards (Buildings) | ALT: "What did you do this summer?" (Elicit answers from students.) HRT: "Oh, where did you go?" (Place picture cards on the board.) ALT: "Did you go to a department store this summer?" HRT: "Let's make a sentence using 'I went to...' and tell your partner." (Have students change partners or volunteer to share with the class, as time allows.) |

Story (p.45)

| | |
|--|---|
| 10 min. | <ul style="list-style-type: none">•Play the audio while students look at the pictures.•Have students say the words and phrases together.•Play the audio again. |
| Materials: textbook digital textbook | HRT: "Please look at the pictures on page 45 and listen to the audio." (Play the audio for students.) HRT: "One more time, please repeat after (ALT) sensei." (Play the audio again, pausing to repeat with the ALT after key sentences.) HRT: "Again. This time, let's read out loud with the audio." (Play the audio again and read together as a class.) ALT: "What words did you hear?" HRT: "What can you tell us about the story?" |

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 write your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!" |

| | |
|-------------|--|
| min. | |
|-------------|--|

◎ Evaluation:

45 Theme: I went to Hawaii.

minutes Goal: Understand and use phrases for food and sights visited.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: Where did you go on summer vacation?**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 did you go this summer?"
 HRT: "Me? I went to Hawaii with my family. We had a wonderful time! How about you?"
 ALT: "I went to ... to see my family. I had a great time, too!"

Word Chant (pp.46-47)**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 46 and 47."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 2 (pp.42-43)**6min.**

- Have students look at 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 42 and 43."
 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.)
 HRT: "What did you hear?" (After some questions...)
 ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" 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 mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 46. We have 3 pictures. Let's listen to A and repeat."
 ALT: "Good job, everyone! Next, let's listen to B 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."
 (After some practice...)
 HRT: "(ALT) sensei, what did you eat last night?"
 ALT: "I ate fried rice. What did you eat?" (To students.)

Activity ① - I (p.46)

| | |
|---|---|
| 11 min. | <ul style="list-style-type: none">•Have students say what they ate this morning.•Have students be able to recognize when they share a common experience. |
| Materials: textbook digital textbook flash cards (food) | ALT: "Everyone, please stand up! Today's first leader is..." (Have the class stand up and choose a leader to go first.) HRT: "What did you have for breakfast?" (To leader.) (Example: "I had toast for breakfast.") ALT: "Who had (toast) for breakfast? Please raise your hand." HRT: "Oh, you ate toast for breakfast, too. Okay, please sit down." ALT: "If you ate the same breakfast as the leader, you can sit down. Do you understand?" HRT: "Our next leader is..." |

Enjoy Reading (p.47)

| | |
|--|---|
| 10 min. | <ul style="list-style-type: none">•Have students look at the pictures and guess what the story is about.•ALT reads the story.•Have students look at the words while listening and try to read the sentences, if possible. |
| Materials: textbook digital textbook | HRT: "Please look at page 47." ALT: "What are they doing?" HRT: "They are having a party." ALT: "That's right! A birthday party. I'll read the sentences." (ALT reads the text on page 47.) ALT: "What did you hear?" HRT: "Now let's read it together." Options: The HRT/ALT stops reading at a word that they want students to try to read. The HRT/ALT asks, "What's the next word?" |

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 write your reflection sheet." (After some time...) HRT: "That's all for today. See you next time! Goodbye!" |

| | |
|-------------|--|
| min. | |
|-------------|--|

© Evaluation:

45 Theme: I went to Hawaii.

minutes Goal: Understand and use phrases for food and sights visited.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: What did you do on summer vacation?**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 did you do on summer vacation?"
 HRT: "My family and I went to the beach and went surfing."
 ALT: "That's nice. I love surfing!"
 HRT: "I heard there are some good surfing spots in Wakayama."
 ALT: "Ha ha - you are good! That is where I went on summer vacation. It was great!"

Word Chant (pp.46-47)**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 46 and 47."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 2 (pp.42-43)**6min.**

- Have students look at 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 42 and 43."
 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.)
 HRT: "What did you hear?" (After some questions...)
 ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" 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 mimic the target language from A, B and C.

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 again and repeat."
 (After some practice...)
 ALT: "What did you eat last night?" (To students.)
 HRT: "Use the language from Spotlight to tell your partner what you ate."
 (After some time, survey the class to see what students had to eat.)
 HRT: "How many students ate Japanese food last night? Raise your hand."

Activity ① -2 (p.46)

7min.

- Have students say what they saw this morning.
- Have students be able to recognize when they share a common experience.

Materials:
textbook
digital
textbook

ALT: "I saw a mother cat and her kittens on the way to school today."
HRT: "I saw them too! What did you see?" (To students.)
(Elicit responses from students.)
ALT: "Oh, you saw..."
HRT: "Let's make pairs. Tell your partner what you saw on the way to school this morning."
ALT: "If you saw the same thing, you can say 'Me, too!'"
(Have students practice the conversation in pairs. Ask a few pairs to share with the class, if time allows.)

Activity ② (p.46)

4min.

- Have students listen to the audio, paying special attention to what they did and where they went.
- Have students connect the dots, matching the person to what they did.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures. How many students are there?"
ALT: "There are three students; Kanako, Ryo and Haruka."
HRT: "Listen to the audio and draw a line from the person to the place they went and what they did."
(Play the audio for students.)
HRT: "Where did Ryo go? What did Harkua eat?"
ALT: "Would you like to hear it one more time?"
(Play the audio again.)
HRT: "Now let's check the answers as a class."

Enjoy Reading (p.47)

10min.

- Have students look at the picture.
- ALT reads the story and asks questions about the content.
- Have students look at the words while listening and read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT: "Let's review. What are they doing?"
ALT: "I'll read the sentences. Please listen carefully."
(After reading...)
HRT: "Let's read it together."

Options:

- Students say the next word when the ALT stops reading.
- Take turns role playing.
- 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I went to Hawaii.

minutes Goal: Understand and use phrases for past events.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: Where do you want to go to?**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, where do you want to go on your next vacation?"

ALT: "I want to go back to my home country! I miss my family. And you?"

HRT: "I want to go some place warm... I want to go to Okinawa!"

ALT: "Nice!"

Word Chant (pp.46-47)**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 46 and 47." ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Option: 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.

Panorama, Panorama Talk 3 (pp.42-43)**6min.**

- Have students look at 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 42 and 43."

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.)

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

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

HRT: "Let's listen again."

Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" etc.

Spotlight □□□ (p.48)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 48. We have 3 pictures. Let's listen to A and repeat."

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

(After some practice...)

HRT: "ALT sensei, what did you enjoy after school yesterday?"

ALT: "I enjoyed playing video games. What did you enjoy?" (To students.)

Activity ① (p.48)

4min.

- Have students listen to the characters talk about what they enjoyed.
- Have students draw a circle if the characters' stories and illustrations match and an X if they don't.

Materials:
textbook
digital
textbook

HRT: "I enjoyed jogging yesterday. How about you, ALT sensei?"
ALT: "I enjoyed reading comic books. How about the people on page 48? Let's listen."
HRT: "Please draw a circle if the picture and the story match, and an X if they don't."
(Play the audio for students.)
ALT: "How about (a)? 'I enjoyed watching soccer.' Is it a match?"
HRT: "Do you want to hear it one more time?"
(Play the audio again.)
ALT: "Let's check the answers as a class."

Activity ② - I (p.48)

7min.

- Have students say what they enjoyed over the weekend.

Materials:
textbook
digital
textbook

ALT: "(HRT) sensei, what did you enjoy last weekend?"
HRT: "I went to a department store. I enjoyed shopping. How about you, (ALT) sensei?"
ALT: "I went to the bookstore. I enjoyed reading magazines. How about you?" (To students.)
HRT: "Where did you go? What did you enjoy? Let's practice in groups."
(Have students practice the conversation in groups - ALT/HRT go around the room to support students.)
HRT: "Now let's practice with (ALT) sensei."
(Pick a few students to practice the conversation with the ALT.)

Enjoy Listening (p.49)

10min.

- Have students look at the pictures and guess what the story is about.
- Play the audio, have students listen and answer the teachers' questions about the content.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Please look at page 49. Let's listen together."
(Play the audio for students.)
ALT: "What did you hear?... Listen carefully again."
(Stop the audio to ask questions.)
HRT: "Where did she go? What did she see? What did she eat?"
(Elicit responses from students.)
ALT: "Now, I'll give you a worksheet and 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I went to Hawaii.

minutes Goal: Understand and use phrases for past events.

Target Language: I went to (place). I saw ... I ate... I enjoyed...

Vocabulary: Summer Vacation, past actions (ate, cut, enjoyed, saw, went etc.), facilities, enjoyed (-ing), computer, kangaroo

Greeting, Small Talk: What was your best summer vacation?**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 was your best summer vacation?"

ALT: "My best summer vacation? Hawaii! I want to go to Hawaii again! And you?"

HRT: "Me too, my best summer vacation was when I went to Hawaii. The islands and sea are so beautiful!"

ALT: "I agree! Let's go!"

Word Chant (pp.46-47)**5min.**

- 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 46 and 47."

ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 3 (pp.42-43)**5min.**

- Have students look at 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 42 and 43."

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.)

HRT: "What did you hear?"

(After some questions...)

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

HRT: "Let's listen again."

Interaction example: "What is on the teacher's desk?" "How many students are in the classroom?" "What sports can you see?" "What animals can you see?" etc.

Spotlight □□□ (p.48)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 48. 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 again and repeat." (After some practice...)

ALT: "What did you do after school yesterday?" (To students.)

HRT: "Use the language from Spotlight to tell your partner what you did and what you enjoyed."

(After some time, survey the class to see what students did.)

HRT: "How many students studied? Raise your hand."

ALT: "How many students played with their friends (...went to juku... went to a class <what class?> Raise your hand."

Activity ② -2 (p.48)

5min.

·Have students tell their friends what they enjoyed over the weekend.

Materials:
textbook
digital
textbook

ALT: "HRT sensei, what did you enjoy last weekend?"
HRT: "I went to a park. I enjoyed jogging. How about you, ALT sensei?"
ALT: "I went to a Chinese restaurant. I ate dumplings. How about you?" (To students.)
HRT: "Where did you go? What did you enjoy? Let's practice in pairs."
(Have students practice the conversation in pairs, going around the room to support students.)
HRT: "Now let's have some pairs share their talk with us. Any volunteers?"
(Pick a few pairs to demonstrate the conversation in front of the class.)

Talk to Friends (pp.48-49)

8min.

·Have students listen to 4 dialogues in "Talk to Friends."
·Support students understanding with gestures and speaking slowly, following the dialogues.
·Have students talk in pairs about where they went, what they did and how it was.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Please look at the illustrations on pages 48 and 49."
ALT: "Let's guess! In the first picture, where did he go? What did he do?"
(Elicit responses from students)
HRT: "Now, let's listen."
(Play the audio for students.)
HRT: "After the first person finishes, the second person has some reaction."
ALT: "Nice! Wow! That's great! Interesting! Try it when you talk with your friends."
HRT: "Let's talk in pairs. This time, please give your partner a reaction."

Write & Speak (pp.50-51)

10min.

Have students write down what they enjoyed during summer vacation.
 Have students add information about where they went and how it was to the picture journal.
 Have students present their information.

Materials:
textbook
digital
textbook
'My Summer
Vacation'
sheet

HRT: "Please look at the pictures on page 50. What's this? Let's review the words."
ALT: "Camping... cooking... fishing... All of these words have -ing."
HRT: "Next, please circle the thing you enjoyed the most during summer vacation. Write it on the line."
ALT: "On page 51, let's write 3 sentences. Where you went, what you did and how it was or what you enjoyed."
HRT: "This is Kosuke's example. Please take a look at page 51."
(Give students some time to complete their picture journal.)
ALT: "Let's present your summer vacation to your partner."
HRT: "Remember to give some reactions like 'Nice!' or 'Cool!'"

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!"

◎ Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for describing things.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

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 animal 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 animal do you like?" ALT: "Oh, my favorite animal? Hm... I like tigers." HRT: "Who likes tigers? Raise your hand!" ALT: "How about you? What animal do you like?" HRT: "Me? I like elephants." ALT: ""Okay, class... which do you like, tigers or elephants?"</p> |

Sound Chant (pp.54-55)

| | |
|--|---|
| 6 min. | <ul style="list-style-type: none"> Play the audio and confirm what students heard. Have students play the pointing game Chant all together. |
| Materials: textbook digital textbook | <p>HRT: "Let's listen!" (Play the audio.) ALT: "What did you hear?" (After some questions...) HRT: "Look at pages 54 and 55." ALT: "Now, let's play pointing game." (After some practice...) HRT: "Ok, good job! Next, let's chant together!"</p> |

Panorama, Panorama Talk I (pp.52-53)

| | |
|--|---|
| 6 min. | <ul style="list-style-type: none"> Have students look at Panorama and listen to the audio. Ask students about what they heard. Play the audio again. |
| Materials: textbook digital textbook | <p>HRT: "Please look at pages 52 and 53." ALT: "What are the people doing? How many people are there?" (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? Where is she/he?" HRT: "Let's listen again." Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc.</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 mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 54. We have 3 pictures. Let's listen to A and repeat."
ALT: "Good job, everyone! Next, let's listen to B and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."
(After some practice...)
ALT: "HRT sensei, I have an animal quiz. The ears are big. The nose is long. What animal is this?"
HRT: "...an elephant! Can you make an animal quiz?" (To students.)

Activity ① - I (p.54)

10min.

- Have students talk about the size, color and characteristics of their possessions.
- Have students be able to recognize when they share a common experience.

Materials:
textbook
digital
textbook

HRT: "(ALT) sensei, look! My pencil is short. How about you?"
ALT: "My pencil is long. How about you?" (To students.)
HRT: "My eraser is big. How about you, (ALT) sensei?"
ALT: "My eraser is small. How about you?" (To students.)
(Elicit responses from students.)
HRT: "Let's talk about your possessions with a friend."
ALT: "Short or long? Big or small? What color? Let's share!"
HRT: "OK, how many people and how many questions can you do in 7 minutes - let's start."
(Have students talk about their possessions with friends. Walk around and support students.)

Story (p.55)

11min.

- Play the audio while students look at the pictures.
- Have students say the words and phrases together.
- Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please open your textbooks at page 55. Let's look at the first picture. Where is this?"
ALT: "In a house? Okay. What can you see?"
(Elicit answers from students.)
HRT: "How about the second picture? What animal is it?"
ALT: "A bird. Can the bird fly? Why not?"
(Ask Sts questions about the pictures. After some questions...)
HRT: "Now let's listen to the story!"

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!"

◎ Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for describing features.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

Greeting, Small Talk: Why are you hungry?**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, are you okay?"

ALT: "No, I'm as hungry as a horse!"

HRT: "You want to eat a horse?"

ALT: "No, I'm as hungry AS a horse!"

HRT: "What do you mean?"

ALT: "It's a phrase meaning 'I am very hungry'! When is lunchtime?"

Sound Chant (pp.54-55)**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 54 and 55."

ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk I (pp.52-53)**6min.**

- Have students look at 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 52 and 53."

ALT: "What are the people doing? How many people are there?" (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? Where is she/he?"

HRT: "Let's listen again."

Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc.

Spotlight □□□ (p.54)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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 again and repeat." (After some practice...)

HRT: "Look, (ALT) sensei brought some things to class. Could you describe them please?"

ALT: "My eraser is small. My bag is old. How about you? What do you have?" (To students.)
(Elicit responses from students.)

HRT: "Let's use the language from Spotlight to describe your possessions to your partner."

Activity ② (p.54)

6min.

• Listen and match the animals with their characteristics by writing down the numbers.

Materials:
textbook
digital
textbook

HRT: "ALT sensei, look! The mouth is big. What animal is it?"
ALT: "Um... an English teacher? No, wait! A crocodile!"
HRT: "Yes, that's right! What other animals have a big mouth?"
(Elicit answers from students.)
HRT: "Look in your textbooks on page 54. Activity 2. How many animals are there?"
ALT: "That's right, 6. Now please listen and write the number in the box."
HRT: "More than one answer is okay."

Activity ③ (p.54)

5min.

• Have students look at Panorama and describe various animals.

Materials:
textbook
digital
textbook

HRT: "Now open your textbooks to Panorama on pages 52 and 53."
ALT: "Look. The nose is small. It is black. What animal is it?"
HRT: "A penguin? What do you think, class?"
(Elicit answers from students.)
HRT: "Let's make pairs. Choose an animal from Panorama."
ALT: "What color is it? How about the size? Describe the animal to your partner."
HRT: "Partners, please try to guess."
(Switch pairs as time allows, or have some volunteers share in front of the whole class.)

Story (p.55)

10min.

• Play the audio while students look at the pictures.
• Have students say the words and phrases together.
• Play the audio again.

Materials:
textbook
digital
textbook

HRT: "Please look at the pictures on page 55 and listen to the audio."
(Play the audio)
HRT: "One more time, please repeat after (ALT) sensei."
(Play the audio again, pausing to repeat with the ALT after key sentences.)
HRT: "Again. This time, let's read out loud together with the audio."
(Play the audio again and read together as a class.)
ALT: "What words did you hear?"
HRT: "What can you tell us about the story?"

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!"

◎ Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for expressing feelings.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

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. 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?"

Word Chant (pp.56-57)**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 56 and 57."

ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 2 (pp.52-53)**6min.**

- Have students look at 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 52 and 53."

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

(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? Where is she/he?"

HRT: "Let's listen again."

Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc.

Spotlight □□□ (p.56)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue, then play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 56. We have 3 pictures. Let's listen to A and repeat."

ALT: "Good job, everyone! Next, let's listen to B 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." (After some practice...)

HRT: "(ALT) sensei, how are you?"

ALT: "I'm hungry! It's almost lunch time. How are you?" (To students.)

Activity ① -1 (p.56)

4min.

•Have students tell their classmates how they are feeling.

Materials:
textbook
digital
textbook

HRT: "ALT sensei, are you sleepy?"
ALT: "No, I'm not. I drank coffee today. How about you, HRT sensei?"
HRT: "Yes, I am. I want to drink coffee now!"
ALT: "How are you? Are you sleepy? Are you hungry? Are you happy?"
(Elicit response from students.)
HRT: "Let's make pairs. Ask your partner, 'Are you...?'"
ALT: "How many friends can you ask? Let's try!"
(Gather the class and check to see what feeling most students share.)

Activity ① -2 (p.56)

7min.

•Have students search Panorama for people and animals, and describe how they are feeling.

Materials:
textbook
digital
textbook

ALT: "Next, please open your textbooks and look at Panorama on pages 52 and 53."
HRT: "I see a boy. He is sad. He is near the fox. Can you find him?"
(Give students some time to search Panorama.)
ALT: "Yes, I found him! He dropped his ice cream. Oh, no!"
HRT: "Let's make pairs. Please find a person or animal in Panorama. Tell your partner how they feel."
ALT: "Partners, can you find the person? Let's search!"
(Have a few students quiz the class, if time allows.)

Enjoy Reading (p.57)

10min.

•Have students look at the picture.
•ALT reads the story and asks questions about the content.
•Have students look at letters while listening and read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT: "Please look at page 57."
ALT: "What animal is hiding?"
HRT: "Is it short? Is it tall?"
ALT: "It's a giraffe. That's right! I'll read the story. Please listen."
(ALT reads the text on page 57.)
ALT: "What did you hear?"
HRT: "Now let's read it together."
Options: The HRT/ALT stops reading at a word that they want the students to try to read.
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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for expressing feelings.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

Greeting, Small Talk: If you had 10,000 yen what would you buy?**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, if you had 10,000 yen what would you buy?"

HRT: "10,000 yen? My chair is hard, so I would buy a nice soft chair. How about you?"

ALT: "Oh, me? I would buy a 1-day passport to Tokyo Disney Sea!"

Word Chant (pp.56-57)**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 56 and 57."

ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 2 (pp.52-53)**6min.**

- Have students look at 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 52 and 53."

ALT: "What are the people doing? How many people are there?" (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? Where is she/he?"

HRT: "Let's listen again."

Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc.

Spotlight □□□ (p.56)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue, then play the audio again.
- Have students try to mimic the target language from A, B and C.

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 again and repeat."

(After some practice...)

ALT: "How are you? Happy? Thirsty? Sad?"

(Elicit responses from students.)

HRT: "Let's make pairs and use the language from Spotlight to tell your partner how you feel."

ALT: "If you have the same feeling, you can say 'Me, too!'"

Activity ② -1 (p.56)

5min.

- Listen to the characters talk about how they feel.
- Have students connect the dots to match the person to the things they need.

Materials:
textbook
digital
textbook
flashcards
(Food,
Animals)

HRT: "Look at activity 2 in your textbooks. Page 56."
ALT: "How many people do you see? 3! How do they feel?"
HRT: "Listen to the audio and connect the dots. Match the people to the thing that they need."
ALT: "Be careful! We have 3 people but 4 things. One is not used."
(Play the audio for students.)
HRT: "How does number 1 feel? Do you want to hear it one more time?"
(Play the audio again.)
ALT: "Let's check the answers as a class."

Activity ② -2 (p.56)

6min.

- Have students think about and say how people are feeling.
- Have students gesture to communicate how they are feeling.

Materials:
textbook
digital
textbook
flashcards
(Food,
Animals)

HRT: "Let's play a gesture game. Please watch (ALT) sensei."
(ALT gestures to convey how they are feeling.)
HRT: "Are you happy? No. Hungry? Are you hungry?"
ALT: "Yes! Nice guess. Now it's your turn."
HRT: "Make pairs. Gesture to tell your partner how you feel."
(Have students change partners as time allows.)

Enjoy Reading (p.57)

10min.

- Have students look at the picture.
- ALT reads the story and asks questions about the content.
- Have students look at letters while listening and read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT: "Let's review. What animal is hiding?"
ALT: "I'll read the story. Please listen carefully."
(After reading...)
HRT: "Let's read it together."

Options:

- Students say the next word when the ALT stops reading.
- Take turns role playing.
- 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for describing features.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

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 fruit 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 fruit do you like?" ALT: "I like watermelons! How about you? What fruit do you like?" HRT: "I like strawberries." ALT: "To students, "How about you? What fruit do you like?" |

Word Chant (pp.56-57)

| | |
|--|---|
| 6 min. | <ul style="list-style-type: none"> 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 56 and 57." ALT: "Now, let's play pointing game." (After some practice...) HRT: "Ok, good job! Next, let's chant together!" Option: 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. |

Panorama, Panorama Talk 3 (pp.52-53)

| | |
|--|--|
| 6 min. | <ul style="list-style-type: none"> Have students look at 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 52 and 53." ALT: "What are the people doing? How many people are there?" (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? Where is she/he?" HRT: "Let's listen again." Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc. |

Spotlight □□□ (p.58)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 58. We have 3 pictures. Let's listen to A and repeat."
ALT: "Good job, everyone! Next, let's listen to B and repeat."
HRT: "Last, listen to C. What are they talking about?"
(After checking...)
ALT: "Now let's listen to C and repeat."
(After some practice...)
HRT: "ALT sensei, what animal do you like?"
ALT: "I like a tall animal with a long neck and long legs. Can you guess?" (To students.)

Activity ① (p.58)

11min.

- Have students introduce themselves as an animal, describing their characteristics.

Materials:
textbook
digital
textbook

HRT: "Let's listen to (ALT) sensei give an animal self-introduction."
ALT: "I am pink. I have a long neck. I am a ... ?"
(ALT stands on one foot and gestures like a flamingo.)
HRT: "Oh, you are a flamingo."
ALT: "That's right! Now I'll choose an animal. Can you give me two descriptions?"
HRT: "Color and size or shape are good hints."
ALT: "The first animal is a... bear!"
(Ask a few students to give their descriptions. Change animals as time allows.)

Enjoy Listening (p.59)

10min.

- Have students look at the picture and guess what the story is about.
- Play the audio, have students listen and answer the teachers' questions about the content.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Please look at page 59."
ALT: "What can you see?"
(After some questions...)
HRT: "Let's listen together."
ALT: "What did you hear?... Listen carefully again."
(Stop the audio.)
HRT: "What is ~?" (Check some words and phrases.)
ALT: "Now I'll give you a worksheet to use and 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: I am hungry.

minutes Goal: Understand and use phrases for describing features.

Target Language: My ... is ... I am ... I have ... This is ...

Vocabulary: Adjectives, Animals, Body

Greeting, Small Talk: What food 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: "What food do you like?"

ALT: "I like gyoza! How about you? What food do you like?"

HRT: "I like hamburg steak."

ALT: "That's nice, too."

HRT: (to students) What food do you like?"

Word Chant (pp.56-57)**5min.**

- 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 56 and 57."

ALT: "Now, let's play pointing game."

(After some practice...)

HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 3 (pp.52-53)**5min.**

- Have students look at 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 52 and 53."

ALT: "What are the people doing? How many people are there?" (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? Where is she/he?"

HRT: "Let's listen again."

Interaction example: "What animals can you see?" "How many monkeys are there?" "What food can you buy?" etc.

Spotlight □□□ (p.58)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue, then play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 58. 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 again and repeat." (After some practice...)

HRT: "Let's play a gesture game! Pretend to be the animal (ALT) sensei describes."

ALT: "I have a big head. I have a short tail. I'm black and white. Can you guess?"

(Elicit responses from students.)

ALT: "...show me your best panda gesture!"

Activity ② (p.58)

6min.

- Have students introduce themselves as an animal, describing their characteristics.
- Have students quiz their classmates about what animal they are.

Materials:
textbook
digital
textbook

HRT: "Today let's make your original three hint animal quiz. Like this. ALT sensei, please show us."
ALT: "I am brown. I have a long tail. I can jump. Who am I?"
(Elicit answers from students.)
ALT: "That's right! I am a kangaroo."
HRT: "Make three hints please. Color, size, shape. What can your animal do? What do they like to eat?"
(Give students some time to work on their quizzes.)
ALT: "Let's give your quiz to your classmates. Make pairs, please."
(Change partners, as time allows. Ask a few students to quiz the whole class.)

Talk to Friends (pp.58-59)

7min.

- 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, introduce something and describe its characteristics.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Next, let's go to Talk To Friends and look at the illustrations on pages 58 and 59."
ALT: "OK, let's guess! In the first picture, what is he introducing? What is it like?"
(Elicit responses from students)
HRT: "Now, let's listen."
(Play the audio for the students.)
ALT: "Try it with your friends. What do you want to introduce? How do you describe it?"
HRT: "Shape, color, size. Let's talk in pairs."

Write & Speak (pp.60-61)

10min.

- Have students write what they think of when they read the words using the vocabulary from the lesson.
- Have students write a poem about their possessions and describe them.
- Have students share their poem with their classmates.

Materials:
textbook
digital
textbook

HRT: "Please look at the shapes on page 60. Big, small, long, short, new and old."
ALT: "What do you think of when you hear these words? What's big? What's small?"
(Elicit reactions from students.)
HRT: "Let's write on the lines." (After some time...)
ALT: "Now let's make a poem about your possessions."
HRT: "Look at the example. Write 4 possessions and 4 descriptions on page 61."
ALT: "Once you are finished, let's practice reading your poem, then share it with a friend."
(Listen to students' poems and offer praise and feedback.)

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!"

© Evaluation:

45 Theme: It was green.

minutes Goal: Compare current and past states using expressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

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 color 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 color do you like?” ALT:“ Oh, my favorite color? I like nature, so I like green. How about you?” HRT:“ I like purple. It’ s our school color.” ALT:“ To students,“ How about you? What color do you like?” |

Sound Chant (pp.66-67)

| | |
|--|--|
| 6 min. | •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 66 and 67.” ALT:“ Now, let’ s play pointing game.” (After some practice...) HRT:“ Ok, good job! Next, let’ s chant together!” |

Panorama, Panorama Talk I (pp.64-65)

| | |
|--|--|
| 6 min. | •Have students look at 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 64 and 65.” 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.) HRT:“ What did you hear?” (After some questions...) ALT:“ Next, let’ s listen to the conversation. Who is talking? Where is she/he?” HRT:“ Let’ s listen again.” Interaction example:“ What is growing in the field?”“ What restaurant can you see?”“ What kind of museum is there?”“ What month was the photo taken in?” etc. |

Spotlight □□□ (p.66)

4min.

- Have students listen to the audio.
 - Ask questions about the dialogue and play the audio again.
 - Have students try to mimic the target language from A, B and C.
- HRT:“ Please look at page 66. We have 3 pictures. Let’ s listen to A and repeat.”
ALT:“ Good job, everyone! Next, let’ s listen to B and repeat.”
HRT:“ Last, let’ s listen to C and repeat.”
(After some practice...)
HRT:“ What season is it? Is it spring?”
(Elicit answers from students.)
ALT:“ It is summer. It was spring. It is hot. It was cold.”
HRT:“ What other changes can you think of?”

Materials:
textbook
digital
textbook

Activity ① - I (p.66)

10min.

- Have students listen to the characters explain the past and the present.
 - Have students write down the correct number.
 - Help students notice the difference between “is” (present) and “was” (past).
- HRT:“ (ALT) sensei, what did you do yesterday?”
ALT:“ Nothing. It was rainy.”
HRT:“ Yesterday it was rainy. Today... How’ s the weather?”
(Elicit responses from students.)
ALT:“ Yesterday it was rainy. Today it is sunny.”
HRT:“ Please look at # 1 on page 66.”
ALT:“ Listen to the audio and write the number. Do you have a pencil?”
(Play the audio for students.)

Materials:
textbook
digital
textbook

Real Life English (p.67)

11min.

- Have students listen to the audio.
 - Have students calculate the cost of Nick’s order.
 - Have students role play and practice ordering.
- HRT:“ Look at page 67. What do you see?”
ALT:“ A menu. What kind of restaurant is it for? A hamburger shop!”
HRT:“ Let’ s listen to Nick’ s order.”
(Play the audio for students.)
ALT:“ What did Nick order? Please circle the answer.”
HRT:“ How much is a hamburger? How about an iced tea?”
ALT:“ So what’ s the total? Please write it on the line.”
ALT:“ Now let’ s make pairs and practice ordering. Take turns being the customer.”

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 write your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: It was green.

minutes Goal: Compare current and past states using expressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

Greeting, Small Talk: What weather do you like the best?

| | |
|-------------------|--|
| 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:“ 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> |

Sound Chant (pp.66-67)

| | |
|--|---|
| 6min. | <ul style="list-style-type: none"> •Play the audio and confirm what students heard. •Have students play the pointing game •Chant all together. |
| Materials: textbook digital textbook | <p>HRT:“ Let’ s listen!” (Play the audio.) ALT:“ What did you hear?” (After some questions...) HRT:“ Look at pages 66 and 67.” ALT:“ Now, let’ s play pointing game.” (After some practice...) HRT:“ Ok, good job! Next, let’ s chant together!”</p> |

Panorama, Panorama Talk I (pp.64-65)

| | |
|--|---|
| 6min. | <ul style="list-style-type: none"> •Have students look at Panorama and listen to the audio. •Ask students about what they heard. •Play the audio again. |
| Materials: textbook digital textbook | <p>HRT:“ Please look at pages 64 and 65.” 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.) HRT:“ What did you hear?” (After some questions...) ALT:“ Next, let’ s listen to the conversation. Who is talking? Where is she/he?” HRT:“ Let’ s listen again.” Interaction example:“ What is growing in the field?”“ What restaurant can you see?”“ What kind of museum is there?”“ What month was the photo taken in?” etc.</p> |

Spotlight □□□ (p.66)

| | |
|--|--|
| 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 mimic the target language from A, B and C. |
| Materials: textbook digital textbook | <p>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 and repeat.” (After some practice...) HRT:“ (ALT) sensei, did you get a haircut?” ALT:“ Yes. My hair was long. Now it is short.” HRT:“ Can you tell your partner about something that changed recently?” (To students.) (Example:“ My shirt is blue today. Yesterday it was black.”)</p> |

Activity ① -2 (p.66)

6min.

- Listen to the characters talk about the past and the present.
- Have students copy the phrases from the audio.

Materials:
textbook
digital
textbook

HRT: "ALT sensei, look at this pencil. I have used it for 2 years."
ALT: "Wow, it's very short!"
HRT: "It is short. It was long. Let's listen to the audio."
(Play the audio for students.)
ALT: "Did you hear that? Let's try to repeat with the audio."
(Play the audio again and have students repeat.)

Activity ② (p.66)

5min.

- Have students talk about their possessions in the present tense.

Materials:
textbook
digital
textbook

ALT: " (HRT) sensei, look at this coin. My grandfather gave it to me."
HRT: "Wow, it's very old!"
ALT: "It is old. It was new. It is brown. It was gold."
HRT: "Let's tell our partner about one of our possessions. How has it changed?"
ALT: "You can talk about something in your pencil case, desk or backpack."
HRT: "Please use, 'It is.... It was....' to talk about your possession."
(Have students practice the conversation in pairs.)
ALT: "Would any volunteers like to share?"

Real Life English (p.67)

10min.

- Have students role play and practice ordering.

Materials:
textbook
digital
textbook

HRT: "Look at page 67. Let's make pairs and practice ordering."
ALT: " (HRT) sensei, what would you like?"
HRT: "I'd like a cheeseburger, fried chicken and milk, please. How much is it?"
ALT: "It's \$8.50, please. Rock-scissors-paper. Winner is the customer. Loser is the clerk."
HRT: "Please order one burger, one side and one drink. You have \$10."
(Practice role-playing in pairs, changing as time allows.)
ALT: "Now I'm hungry! Let's have some pairs share with the class."
(Pick some pairs to demonstrate in front of the class.)

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!"

© Evaluation:

45 Theme: It was green.

minutes Goal: Compare current and past states using expressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

Greeting, Small Talk: Did you enjoy your summer vacation?**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), did you enjoy your summer vacation?"
 HRT: "Yes, I did. I ate ice cream and saw my family. How about you?"
 ALT: "Yes, very much. I went hiking and I ate delicious food too."

Word Chant (pp.68-69)**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 68 and 69."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 2 (pp.64-65)**6min.**

- Have students look at 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 64 and 65."
 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.)
 HRT: "What did you hear?"
 (After some questions...)
 ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is growing in the field?" "What restaurant can you see?" "What kind of museum is there?" "What month was the photo taken in?" etc.

Spotlight □□□ (p.68)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 68. We have 3 pictures. Let's listen to A and repeat."
 ALT: "Good job, everyone! Next, let's listen to B and repeat."
 HRT: "Last, listen to C. What are they talking about? What is a tadpole?"
 (After checking...)
 ALT: "Now, let's listen to C and repeat."
 (After some practice...)
 ALT: "I have an animal quiz for you. 1. It is a dog. 2. What was it? It is a cat. What was it? 3. It is a cow. What was it?"
 (Answer: 1. puppy, 2. kitten, 3. calf)

Activity ① (p.68)

7min.

- Have students look at Panorama on pages 64 and 65.
 - Have students find what is different between spring and fall.
 - Have students talk about the differences.
- ALT:“ Please look at Panorama on pages 64 and 65. Can you find the soba restaurant?”
HRT:“ Now look at the picture from May. What was the soba restaurant in May?”
(Elicit responses from students.)
ALT:“ Can you find any other changes in Panorama?”
HRT:“ Let’ s work in groups to find what is different.”
(Give students some time to brainstorm in groups.)
ALT:“ What did you find? Let’ s share as a class.”

Materials:
textbook
digital
textbook

Activity ② - I (p.68)

4min.

- Have students listen to the characters talk about the past and the present.
- Have students connect the dots to match the illustrations to the story.

Materials:
textbook
digital
textbook

- ALT:“ Now look at page 68. We have six pictures; 1, 2, 3 and a, b, c.”
HRT:“ Please listen to the story and draw a line to connect the answer.”
ALT:“ Are you ready? Do you have a pencil?”
(Play the audio for students.)
HRT:“ What happened to the snowman? Do you want to hear it one more time?”
(Play the audio again.)
ALT:“ Let’ s check the answers as a class.”

Enjoy Reading (p.69)

10min.

- Have students look at the pictures and guess what the story is about.
 - ALT reads the story.
 - Have students look at the words while listening and read the sentences, if possible.
- HRT:“ Please look at page 69.”
ALT:“ What are they doing?”
HRT:“ They are playing soccer.”
ALT:“ Really?! Let’ s check. I’ ll read the sentences.”
(ALT reads the text on page 69.)
ALT:“ What did you hear?”
HRT:“ Now, let’ s read it together.”
Options: The HRT/ALT stops reading at a word that they want the students to try to read.
The HRT/ALT asks,“ What’ s the next word?”

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 write your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: It was green.

minutes Goal: Compare current and past states using expressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

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 know this man?

| | |
|-------------------|---|
| 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, do you know this man?” *HRT shows a picture of Lionel Messi, for example. ALT:“ He looks familiar... Sorry. Soccer is not very popular in my country...” HRT:“ You don’ t know him?! This is Messi. He is an AMAZING soccer player!” ALT:“ Oh, really? So can he play soccer well?” HRT:“ YES! OF COURSE!” |

Word Chant (pp.68-69)

| | |
|--|--|
| 6 min. | •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 68 and 69.” ALT:“ Now, let’ s play pointing game.” (After some practice...) HRT:“ Ok, good job! Next, let’ s chant together!” |

Panorama, Panorama Talk 2 (pp.64-65)

| | |
|--|--|
| 6 min. | •Have students look at 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 64 and 65.” 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.) HRT:“ What did you hear?” (After some questions...) ALT:“ Next, let’ s listen to the conversation. Who is talking? Where is she/he?” HRT:“ Let’ s listen again.” Interaction example:“ What is growing in the field?”“ What restaurant can you see?”“ What kind of museum is there?”“ What month was the photo taken in?” etc. |

Spotlight □□□ (p.68)

4min.

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

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 and repeat.”
(After some practice...)
HRT:“ ALT sensei, did you see the new coffee shop in town?”
ALT:“ Yes, I did. It was a 100 yen shop before, right?”
HRT:“ That’ s right. Can you tell your partner about something that changed in your town?” (To students.)
(Option: If this is too difficult for students, show them some before and after pictures.)

Activity ② -2 (p.68)

11min.

- Have students answer past and present quiz questions.
- Have students try making their own quiz questions.

Materials:
textbook
digital
textbook
flashcards
(cheese-milk,
paper-tree,
ice-water)

ALT:“ Let’ s have a past and present quiz. What’ s this? Cheese!”
HRT:“ It is cheese. It was... what?”
(Elicit responses from students.)
ALT:“ Milk! It is cheese. It was milk!”
(Quiz the students using a few past and present pairs.)
HRT:“ Can you think of any more past and present quiz questions?”
ALT:“ Let’ s make groups. Quiz your group members.”
HRT:“ Please use, ‘It is.... It was... what?’ when you do your quiz.”

Enjoy Reading (p.69)

10min.

- Have students look at the pictures and guess what the story is about.
- ALT reads the story.
- Have students look at the words while listening and read the sentences, if possible.

Materials:
textbook
digital
textbook

HRT:“ Let’ s review. What are they doing?”
ALT:“ I’ ll read the sentences. Please listen carefully.”
(After reading...)
HRT:“ Let’ s read it together.”

Options:

- Students say the next word when the ALT stops reading.
- Take turns role playing.
- 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 write your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: It was green.

minutes Goal: Express places visited, activities, and impressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

Greeting, Small Talk: What did you do last Sunday?**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 did you do last Sunday?"
 HRT: "I went to the park with my wife and daughter."
 ALT: "That's nice. I love the park."
 HRT: "There's a big park near my house. How about you? What did you do?"
 ALT: "I went to a concert in Yokohama. It was great!"

Word Chant (pp.68-69)**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 68 and 69." ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"
 Option: 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.

Panorama, Panorama Talk 3 (pp.64-65)**6min.**

- Have students look at 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 64 and 65."
 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.)
 HRT: "What did you hear?"
 (After some questions...)
 ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is growing in the field?" "What restaurant can you see?" "What kind of museum is there?" "What month was the photo taken in?" etc.

Spotlight □□□ (p.70)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 70. We have 3 pictures. Let's listen to A and repeat."
 ALT: "Good job, everyone! Next, let's listen to B and repeat."
 HRT: "Last, let's listen to C and repeat."
 (After some practice...)
 HRT: "Let's make a restaurant review. Where did you go (out) to eat last?"
 ALT: "I went to a sushi restaurant."
 HRT: "What did you eat? How was the food?"
 ALT: "I ate salmon and shrimp. It was delicious. How about you?" (To students.)

Activity ① (p.70)

6min.

- Have students listen to the story while looking at the pictures.
- Have students write down the correct number to put the story in order.

Materials:
textbook
digital
textbook

HRT:“ Please look at page 70. Do you know this story?”
ALT:“ There are three pictures. Can you put them in order?”
HRT:“ Let’ s listen to the audio. Please write 1, 2 3 to put the story in order.”
(Play the audio for students.)
ALT:“ What’ s first? How about second?”
HRT:“ Are you sure? Would you like to hear it one more time?”
(Play the audio again.)
ALT:“ Let’ s check the answers as a class.”

Activity ② - I (p.70)

5min.

- Have students talk about where they went over the weekend.
- Have students talk about what they did there.

Materials:
textbook
digital
textbook
flashcards
(Weather)

ALT:“ (HRT) sensei, what did you do over the weekend?”
HRT:“ I went to a department store. I enjoyed shopping. It was fun. How about you?”
ALT:“ I went to a farm and picked cherries. They were delicious.”
HRT:“ Let’ s make pairs and talk about our weekend. Try to make three sentences.”
ALT:“ Where did you go? What did you do? How was it? Let’ s try!”
(Change pairs as time allows.)
HRT:“ Let’ s have some volunteers share their conversation with the class.”

Enjoy Listening (p.71)

10min.

- Have students look at the pictures and guess what the story is about.
- Play the audio, have students listen and answer the teachers’ questions about the content.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT:“ Please look at page 71.”
ALT:“ What are they doing?”
(After some questions...)
HRT:“ Let’ s listen together.”
ALT:“ What did you hear?... Listen carefully again.”
(Stop the audio.)
HRT:“ What is ~?” (Check some words and phrases.)
ALT:“ Now I’ ll give you a worksheet to use and 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 write your reflection sheet.”
(After some time...)
HRT:“ That’ s all for today. See you next time! Goodbye!”

◎ Evaluation:

45 Theme: It was green.

minutes Goal: Express places visited, activities, and impressions.

Target Language: It is (was)... We (I) went... We (I) saw...

Vocabulary: Adjectives, Facilities, Animals, Drinks, airplane, gray, goal, much, truck, world, dollar, now, sixth grade, was

Greeting, Small Talk: What did you eat last night?**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 did you eat last night?"
 HRT: "Last night, I ate barbecue. I ate a nice steak. And you?"
 ALT: "I ate steak, too! I had Kobe beef."
 HRT: "Wagyu? Wow, it's famous in Kobe."
 ALT: "It was delicious, but it was expensive!"

Word Chant (pp.68-69)**5min.**

- 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 68 and 69."
 ALT: "Now, let's play pointing game."
 (After some practice...)
 HRT: "Ok, good job! Next, let's chant together!"

Panorama, Panorama Talk 3 (pp.64-65)**5min.**

- Have students look at 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 64 and 65."
 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.)
 HRT: "What did you hear?"
 (After some questions...)
 ALT: "Next, let's listen to the conversation. Who is talking? Where is she/he?"
 HRT: "Let's listen again."
 Interaction example: "What is growing in the field?" "What restaurant can you see?" "What kind of museum is there?" "What month was the photo taken in?" etc.

Spotlight □□□ (p.70)**4min.**

- Have students listen to the audio.
- Ask questions about the dialogue and play the audio again.
- Have students try to mimic the target language from A, B and C.

Materials:
textbook
digital
textbook

HRT: "Please look at page 70. 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 again and repeat."
 (After some practice...)
 HRT: " (ALT) sensei, where did you go last weekend?"
 ALT: "I went to Enoshima. I saw fireworks. It was awesome!"
 HRT: "Let's tell your classmates about your weekend?"
 ALT: "Where did you go? What did you do there? How did it feel?"

Activity ② (p.70)

5min.

•Have students talk about their memories from the 6th grade.

Materials:
textbook
digital
textbook

HRT:“ Let’ s talk about elementary school. You’ re in the 6th grade now. It’ s your last year.”
ALT:“ Wow, I am sure you did a lot of great things. You had fun.”
HRT:“ What is your best memory this year?”
ALT:“ Did you like sports day? Maybe a field trip?”
(Elicit responses from students.)
HRT:“ First, let’ s talk about your memories in groups.”
ALT:“ Then let’ s ask everyone and see which memories we share.”
(Give students time to discuss their memories as a group before coming together as a class.)

Talk to Friends (pp.70-71)

8min.

•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 did and how it was, using the past tense.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT:“ Please look at the illustrations on pages 70 and 71.”
ALT:“ Let’ s guess! In the first picture, where did they go? What did they do?”
(Elicit responses from students)
HRT:“ Now, let’ s listen.”
(Play the audio for students.)
HRT:“ You can hear sentences like, ‘I went...’ and ‘It was...’ when they talk about the past.”
ALT:“ Try the same thing when you talk with your friends.”
HRT:“ Let’ s talk in pairs.”

Write & Talk (pp.72-73)

10min.

•Have students write down the correct number to answer past and present quiz questions.
•Have students make their own questions and quiz their group members.

Materials:
textbook
digital
textbook

HRT:“ Please look at the before and after pictures on page 72. How did they change?”
ALT:“ Next, please listen and write the number.”
(Play the audio.)
HRT:“ We are going to make our own before and after quiz. Please choose what you want your quiz to be about.”
ALT:“ You can draw a picture or search for one on your tablets/Chromebooks.”
(Give students time to prepare their quizzes.)
HRT:“ Let’ s make groups and ask each other, ‘What is this? It was.... It is... now.’”
ALT:“ Can you guess what it is? Let’ s try!”

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!”

© Evaluation:

45 Theme: My best memory is...

minutes Goal: Write goals for sharing memorable moments in each grade.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 did you do last Saturday?

| | |
|-------------------|---|
| 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: | ALT: "Ms/Mr. (HRT), what did you do last Saturday?" HRT: "I went to the park with my wife and daughter." ALT: "That' s nice. I love playing in the park." HRT: "How about you? What did you do?" ALT: "I saw a movie - the new Disney-movie. It was great!" |

BOL Activity: Beanbag Toss

| | |
|--|---|
| 6 min. | <ul style="list-style-type: none"> Have students check places vocabulary words. Have students play Beanbag Toss. |
| Materials: picture cards beanbags | HRT: "Let' s review places words." ALT: "The, let' s play 'Beanbag Toss' !" 1. Divide Sts into two groups, sitting on opposite sides of the room. Place the places picture cards in the middle. 2. Taking turns, one St from each group throws three bean bags and says the place they land on. 3. Give one point for each place the group member says. |

Let' s Think ① (p.74)

| | |
|--|---|
| 18 min. | <ul style="list-style-type: none"> Share goals. (Theme: My best memory is...) 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 presentations." (Explain about the presentations.) ALT: "Let' s think about your presentations. What' s your favorite memory from 1st grade? Do you remember?" (Elicit responses from students.) ALT: "How about 2nd grade? 3rd grade? Why is it your best memory?" HRT: "How about 4th grade? How was it? 5th grade? What did you do? 6th grade? What makes it special to you?" (First, have students think alone. Second, have students share their opinions in groups.) HRT: "Please write down your goals in Japanese." |

Let's Think ② (p.74)

| | |
|--|--|
| 13min. | <ul style="list-style-type: none">·Review words and phrases from Lessons 3, 4 and 5.·Have students write memos of useful expressions. |
| Materials: textbook digital textbook Crown Jr. worksheet | HRT:“ Let's check words and phrases in Lessons 3, 4 and 5. We learned...” (Elicit responses from students.) ALT:“ Lesson 3: I went to Hawaii. We learned many places and activities.” HRT:“ Lesson 4: I am hungry. We talked about many feelings and descriptions.” ALT:“ Lesson 5: It was green. We learned how to talk about changes, past and present.” HRT:“ Please think about your presentation. What can you use from what we learned?” (HRT/ALT move around the classroom and support students.) |

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!” |

| | |
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| min. | |
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| min. | |
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◎ Evaluation:

45 Theme: My best memory is...

minutes Goal: Plan for a presentation about memory and create notes.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 did you eat last night?

| | |
|-------------------|---|
| 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: | ALT:“ Ms/Mr. (HRT), what did you eat last night?” HRT:“ I ate fried chicken and salad. How about you?” ALT:“ I ate steak and potatoes. The potatoes were from Hokkaido.” HRT:“ Sounds nice.” |

BOL Activity: 4 Corners

| | |
|------------------------------------|--|
| 6 min. | ·Have students check activities vocabulary words. ·Have students play 4 Corners. |
| Materials: picture cards | HRT:“ Let’ s review activities words.” ALT:“ Now, let’ s play ‘4 Corners’ !” 1. Flashcards are placed around the room. One St stands at the front with their eyes closed and counts to ten aloud. 2. While the St counts, the class moves to stand next to different flashcards. After counting, the St in front says a vocabulary word and eliminates the Sts standing at that card. 3. Repeat, changing the St at the front, until 1~3 Sts are left. |

Presentation Preparation ① (p.74)

| | |
|--|---|
| 10 min. | ·Have students think about how they can improve their presentations and write notes. |
| Materials: textbook digital textbook Crown Jr. worksheet | HRT:“ Let’ s think about your presentation and write some notes.” ALT:“ What is important for your presentation?” HRT:“ Eye contact?” ALT:“ Yes! What other important points are there?” Interaction example:“ What do you want to say?”“ How can we improve this presentation?”“ For example? (Share opinions.)” “ Why is it your best memory?”“ How can you give your presentation?”“ What is the order?”“ Do you want to say more?” |

Presentation Preparation ② (p.74)

| | |
|--|---|
| 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 talk about their 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:“ Think about what we’ ve learned. Please make groups and talk.” (HRT/ALT move around the classroom and support students.) ALT:“ Are you ready? Practice time!” HRT:“ Make pairs please, and share your opinions with each other.” |

Presentation Preparation ③ (p.74)

| | |
|---|--|
| 11min. | <ul style="list-style-type: none">•Play the audio or video and have students improve their presentations in groups.•Introduce the memory book to students. |
| Materials: sample memory book textbook digital textbook Crown Jr. worksheet | HRT:“ Next, let’ s watch a presentation movie.” ALT:“ What were some good points? What did he say? Please make groups and discuss.” Point examples: Eye contact, smile, gesture, confidence, speak slowly, speak clearly, prepare pictures/props, etc. (After some time...) HRT:“ This time we will make a memory book. We have a place for each grade, 1st through 6th.” (Show students an example of the memory book.) ALT:“ Think about what you want to add to your memory book. Each year is special.” HRT:“ We’ ll share our memory books with the class and remember our elementary school years.” |

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: My best memory is...

minutes Goal: Share best memories and improve contents.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions
students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 did you do on your birthday last year?

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: ALT:“ Ms/Mr. (HRT), what did you do on your birthday last year?”
HRT:“ I don’ t remember... Oh yes, I saw a movie at the movie theater.”
ALT:“ I love movies. What did you see?”
HRT:“ I saw Tokyo Revengers. What about you, (ALT) sensei? What did you do?”
ALT:“ I took the Tokyo-Wan Ferry to Kisarazu, but my birthday is in January.”
HRT:“ Wow. It must have been very cold.”
ALT:“ Yes, it was very cold on the water!”

BOL Activity: Turnaround Game

6 min. ·Have students check feelings vocabulary words.
·Have students play Turnaround Game.

Materials: HRT:“ Let’ s review feelings words.”
picture cards ALT:“ Next, let’ s play ‘Turnaround Game’ !”

1. Two Sts come to the front, choose a secret flashcard, and stand back-to-back, a meter apart, and holding the flashcards facing out.
2. On the count of three the Sts turn around to face each other. The first St to correctly read the other’ s flashcard wins.

Tell your Friends ① (p.75)

9 min. ·Make pairs and have students introduce their favorite memories.
·Have students give feedback to each other to improve their presentations.

Materials: HRT:“ Please make pairs and give your presentations to each other.”
textbook ALT:“ Tell your friends about your best memories from elementary school.”
digital HRT:“ Remember to give some reaction when you are listening. You can say something like, ‘Cool’ or ‘Nice.’”
textbook (After practicing...)
Crown Jr. ALT:“ Were you able to talk about your memories in English?”
worksheet HRT:“ What were some good points? What were some points to improve? Please share with each other.”

Tell your Friends ② - 1 (p.75)

8min.

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

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and give your presentations to each other."
(After the practice...)
HRT: "Did you improve? What were some good points? What were some points to improve? Please share with each other."
ALT: "Remember! These are our best memories so we should talk with a smile and a happy voice, right?"

Tell your Friends ② - 2 (p.75)

14min.

- Make different pairs and have students introduce their best memories.
- Have students give feedback to each other and improve their presentations.
- Have students share what they can do to improve with the class.

Materials:
textbook
digital
textbook
Crown Jr.
worksheet

HRT: "Again, please make different pairs and give your presentations to each other."
(After practicing...)
ALT: "Did you improve? What were some good points? What were some points to improve? 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

© Evaluation:

45 Theme: My best memory is...

minutes Goal: Let' s introduce our best memories to everyone.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions
students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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: Did you enjoy 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: ALT:“ Ms/Mr. (HRT), did you enjoy your summer vacation?”
HRT:“ Yes, I did. I saw my family and ate lots of shaved ice. How about you?”
ALT:“ I went hiking and I ate delicious food, too.”

BOL Activity: Old Maid

6 min. ·Have students check descriptions vocabulary words.
·Have students play Old Maid.

Materials: HRT:“ Let' s review descriptions words.”
picture cards ALT:“ Next, let' s play 'Old Maid (Babanuki)' !”

1. Divide Sts into groups, and give each group a set of paired mini flashcards with one pair missing a card (the old maid).
 2. All the cards are distributed to Sts.
 3. Sts do RPS to determine their order. The winner takes a card from the left. If they make a pair, say the target language and put the cards in the discard pile.
- The St then presents the cards to the right, and the next person takes a card. This continues until only the Old Maid card remains. The holder is the loser (or winner).
(Pair examples: fast-slow, short-tall, new-old, young-old, weak-strong, soft-hard, cold-hot)

Tell Everyone (p.75)

24 min. ·Give students time to practice their presentations.
·Have students give their presentations in groups.

Materials: HRT:“ Let' s give our presentations today. First, we' ll have some time to practice.”
(After practicing...)
ALT:“ Did you remember to smile? Don' t be afraid! How about speaking slowly? You can do it!”
HRT:“ Now let' s give our presentations in groups!”
ALT:“ I' m looking forward to your great presentations!”
(ALT and HRT walk around the room, observe presentations and praise/give feedback.)

Point examples: 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 write your reflection sheet."
(After some time...)
HRT: "That's all for today. See you next time! Goodbye!"

min.

min.

min.

© Evaluation:

45 Theme: My best memory is...

minutes Goal: Plan and make goals about memory books.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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: Did you enjoy sports day?

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: ALT:“ Ms/Mr. (HRT), did you enjoy sports day?”
HRT:“ Yes, I did. It was exciting. What about you?”
ALT:“ I enjoyed sports day, too. I watched the tug-of-war.”
Students make pairs, play R/S/P and practice the conversation.
After 2-3 min., ask for volunteers to share with the class.

BOL Activity: Stepping Stone

6 min. ·Have students check places vocabulary words.
·Have students play Stepping Stone.

Materials: HRT:“ Let’ s review places words.”
picture cards ALT:“ Next, let’ s play ‘Stepping Stone’ !”

1. Divide the class into two groups. Place flashcards on the blackboard in a line. The groups wait at opposite ends of the board.
2. 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.
3. The game continues until one St makes it to the opposite side of the board.

Let’ s Think ① (p.76)

18 min. ·Review JUMP 1.
·Share the goal for JUMP 2.
·Have students start their memory books.

Materials: HRT:“ Do you remember your presentation from JUMP 1? Let’ s review.”
textbook ALT:“ How did you improve this time? Was it easier?”
digital (Elicit responses from students.)
textbook HRT:“ Please open your textbook at page 76. Let’ s watch a video.”
Crown Jr. ALT:“ Let’ s make your memory book.”
worksheet HRT:“ First, let’ s think about your presentation.”
memory book

Option: Make a memory book PowerPoint or use ロイロノート .

Let's Think ② (p.76)

| | |
|---|--|
| 13min. | <ul style="list-style-type: none">·Review words and phrases from Lessons 3, 4 and 5.·Have students write memos of useful expressions and what they want to say. |
| Materials: textbook digital textbook Crown Jr. worksheet memory book | HRT:“ Let's check words and phrases from Lessons 3, 4 and 5.” ALT:“ Please keep thinking about your presentations and useful expressions.” (Review expressions from the previous units.) HRT:“ Which expressions do you want to use in your presentation?” ALT:“ We can talk about where you went and how you felt.” HRT:“ We can talk about the past, how it was and how it is now.” ALT:“ Please write some notes for your memory book.” |

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!” |

| | |
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| min. | |
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| min. | |
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◎ Evaluation:

45 Theme: My best memory is...

minutes Goal: Finish 1st to 3rd grade pages.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 did you see on your school trip?

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: ALT:“ Ms/Mr. (HRT), what did you see on your school trip?”
HRT:“ I saw many temples and shrines. And you?”
ALT:“ I saw mountains and lots of animals!”

BOL Activity: Keyword Game

6 min. ·Have students check activities vocabulary words.
·Have students play Keyword Game.

Materials: HRT:“ Let’ s review activity words.”
ALT:“ Next, let’ s play ‘Keyword Game’ !”

1. Sts make pairs and use 1 eraser (or other object) to grab per pair.
2. The ALT selects one vocabulary word as the“ Keyword” and instructs Sts to put their hands on their heads.
3. The ALT practices vocabulary which the Sts repeat. When the ALT says the“ Keyword” , Sts try to be the first in their pair to grab the eraser/object.

Presentation Preparation (p.76)

26 min. ·Have groups make presentation notes and think about how they can express themselves in English.
·Have students discuss how they can improve their presentations.
·Have students work on their memory books.

Materials: HRT:“ Let’ s think about your presentations and write notes in Japanese.”
textbook ALT:“ How can you say it in English? How can you make your presentation better?”
digital (Elicit responses from students.)
textbook HRT:“ Today please work on your memory books. One memory for every year of elementary school.”
Crown Jr. ALT:“ What did you enjoy? Why was it special to you?”
worksheet HRT:“ How can you share your feelings to your friends?”
memory book ALT:“ You can draw pictures or find images on your tablets/Chromebooks.”
tablet/ (Allow students time to work on their memory books.)
Chromebook

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: My best memory is...

minutes Goal: Finish 4th to 6th grade pages.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 did you do on New Year’ s Day this year?

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: ALT:“ Ms/Mr. (HRT), what did you do on New Year’ s Day this year?”
HRT:“ I don’ t remember... Oh, I went to Sensouji Shrine.”
ALT:“ What did you do?”
HRT:“ I prayed from this year and ate some ‘age-manjyu’ . What about you, (ALT)-sensei? What did you do?”
ALT:“ I went to see the sunrise over Mt. Fuji. It was amazing!”
HRT:“ Wow. It must have been very beautiful but cold.”

BOL Activity: Fruits Basket

6 min. ·Have students check feelings vocabulary words.
·Have students play Fruits Basket.

Materials: HRT:“ Let’ s review feelings words.”
ALT:“ Then, let’ s play ‘Fruits Basket’ !”

1. Sts move chairs into a circle, with one less chair than there are players.
2. The HRT/ALT makes a true/false statement e.g.“ I’ m hungry.” The Sts described stand up and change seats. The last St standing is the next round leader.
3. The rest of the Sts ask the round leader a question using the target language and vocabulary and the round leader answers. Sts that fit the criteria stand up and move. Repeat this step until time is up.

Complete Your Presentation (p.76)

31 min. ·Have students review their memos and make a plan for their presentations.
·Give some advice to improve students’ presentations.
·Share the points for the presentations.

Materials: HRT:“ Let’ s make a plan for your presentation!”
ALT:“ Do you have any ideas on how to improve it?”
(Share some ideas.)
HRT:“ Let’ s check points for presenting.”
ALT:“ Please practice your presentation in groups. Let’ s share your memory books!”

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

textbook
digital
textbook
Crown Jr.
worksheet
memory book
tablet/
Chromebook

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: My best memory is...

minutes Goal: Present the best memories.

Target Language: I went to... I saw(ate, enjoyed)... It was... I was... Expressions students have learned

Vocabulary: enjoyed..., Actions, Facilities, Nature, Drinks, Adjectives, 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 was your best school memory?

| | |
|-------------------|---|
| 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 was your best school memory?"</p> <p>ALT: " Me? I really enjoyed Sport Day. Everyone had so much fun! How about you?"</p> <p>HRT: " Well, I enjoyed all of the events but I especially enjoyed the School Trip to Nikko!"</p> <p>ALT: " Yes, Nikko was a great memory!"</p> <p>HRT: (to the students) What was your best school memory?"</p> |

BOL Activity: Hot Seat

| | |
|-------------------|--|
| 6 min. | <ul style="list-style-type: none"> Have students check descriptions vocabulary words. Have students play Hot Seat. |
| Materials: | <p>HRT: " Let's review descriptions words."</p> <p>ALT: " Next, let's play 'Hot Seat' !"</p> <ol style="list-style-type: none"> Split the class into two groups. One St from each group sits in a seat at the front of the class facing away from the board. The HRT/ALT writes a word on the board, and St groups give hints to the St in the front of the class without saying the word or letters of the word. When one St guesses the word, that group receives a point. The group with the most points wins. |

Give a Presentation (p.76)

| | |
|--|--|
| 31 min. | <ul style="list-style-type: none"> Give students time to practice their presentations. Have students give their presentations in groups. Give students feedback about their presentations. |
| Materials: textbook digital textbook Crown Jr. worksheet memory book tablet/ Chromebook | <p>HRT: " Let's give our presentations!"</p> <p>ALT: " I'm looking forward to your great presentations!"</p> <p>HRT: " First, we'll have some time to practice." (After practicing...)</p> <p>ALT: " What are the important points for presenting? Don't be afraid! You can do it!" (After presentations...)</p> <p>HRT: " Everyone, how was your presentation?"</p> <p>ALT: " Did you achieve your goal?"</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:

Believe in your Possibility!