

BORDERLINK

Lesson Plans

Here We Go! 5

How to use Borderlink's lesson plans for Here We Go!:

- 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 minutes

Theme: 1. The four necessities Vocabulary warm-ups/ 2. English

Goal: Listen to English in different situations & review

Target Language: Contents from 3rd/4th grade

Vocabulary: me, you, fine, happy, hungry, sad, sleepy, tired, are, hi, oh

Greeting, Small Talk: What is your name?

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: "Hello. What's your name?"

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

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

ALT: "Good name!"

(ALT asks some student volunteers.)

ALT: "What's your name?"

(In pairs, students practice the Small Talk.)

Let's start 1 (pp.10-11)

5min.

- Students learn the four necessities — smile, eye contact, clear voice, response.

Materials: •
textbook

HRT: "Please look at page 10. What do you see?"

ALT: "What's number one? Smile. Right! We should smile."

HRT: "Number two? Eye contact. Please look at your partner."

ALT: "Number three... Clear voice. NOT YELLING, but clear."

HRT: "Last, number four: Response. 'Wow', 'Great!' or 'Cool!'"

ALT: "We need these four things when we talk."

Communication Warm Up (pp.10-11)

8min.

- Apply various emotions to the greeting, "Hi."
- Have students think about creative ways to convey their emotions.

Materials: •
paper
• textbook

ALT: "Remember these feelings? Please look at page 11. Fine, sad, happy, tired..."

HRT: "Let's review the feelings and practice facial expressions."

ALT: "Show me happy!"

(The ALT smiles and encourages students to smile.)

ALT: "How about sad?"

(The ALT frowns.)

HRT: "What feeling is this?"

(The ALT wears a tired expression.)

Elicit answers from students.

Warm Up Activity (p.11)

7min.

- Have students communicate with each other independently, taking others into consideration.
- Observe the activities
- Check the reflection sheets.

Materials: •
reflection
sheet

HRT: "Let's try an activity. Watch us!"

(ALT covers their face and mouth with a sheet of paper.)

ALT: "Hi."

HRT: "Hm... are you sad?"

(Elicit reaction from students.)

ALT drops the sheet of paper to show their facial expression.

HRT: "Oh, you're happy!"

ALT: "You can choose a feeling from page 11."

HRT: "Now it's your turn. Let's make pairs and try the activity."

Activity Reflection

4min.

Materials: •
pencil and
paper

- Think back on the four necessities and the warm up.
 - Have students talk about things that were interesting/caught your attention.
 - Have students write what you want to study from now on.
- HRT: "What did you learn from the activity?"
(Elicit responses from students.)
HRT: "See how important it is for us to use facial expressions when we communicate?"
ALT: "A smile can make communication smooth."
HRT: "That's right. Lift your head up and show your face when you communicate with your classmates."
ALT: "Remember that mistakes are okay. Mistakes are how you learn."

Let's start 2 (pp. 12-13)

5min.

Materials: •
textbook

- Have students listen to English in various situations.
 - Reflect on the expressions you touched upon during your elementary school foreign language activities in 3rd and 4th grade.
- HRT: "Open to pages 12 and 13. What do you see?"
(Elicit responses from students.)
ALT: "Volleyball. Watermelon! Gorilla? Really? Where are these students?"
HRT: "At the zoo? How about in picture E? Where are they?"
ALT: "At school! That's right. What can you see in this picture?"

Let's Listen (pp. 12-13)

8min.

Materials: •
textbook
• reflection
sheet

- Have students choose the illustration that suits the situation.
 - Observe the activities.
 - Check the reflection sheets.
- HRT: "Let's listen to the conversations and try to match the pictures."
(Play the audio and pause after each situation.)
Ask students to match the picture with what they heard.
HRT: "Let's check number one. What picture is a good match? A, nice job!"
ALT: "Let's listen to number 2..."
(Repeat for all 7 situations, pausing afterwards to check the answers as a class.)

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: 3. Alphabet/ 4. Classroom English/ 5. Numbers

minutes Goal: Learn numbers 0-60 and become familiar with the alphabet

Target Language: Greetings

Vocabulary: Uppercase/lowercase letters, Numbers 1-60, me, you, fine, happy, hungry, sad, sleepy, tired, are, hi, oh

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:

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

HRT: "Hello. ALT sensei. How are you?"

ALT: "I'm (happy). And you?"

HRT: "I'm (tired)."

ALT: "Really? Please take care."

(ALT asks some student volunteers.)

ALT: "How are you?"

(In pairs, students practice the Small Talk.)

Let's start 3 (pp. 14-15)**10min.**

- Introduce the sounds and letters of the alphabet.

Materials: •
textbook

HRT: "Let's review the letters of the alphabet. Please follow along with your finger."

ALT: "A, B, C, D..."

(Review the letters of the alphabet and their order.)

HRT: "What pictures do you see?"

(Elicit answers from students.)

ALT: "Dog! What letter? D! What is the picture for S? Soccer!"

HRT: "ALT sensei, what's this picture for Y? Boat?"

ALT: "It's a yacht. Y-y-yacht!"

Let's sing: Alphabet song (pp. 14-15)**5min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words ALT knows when looking at the picture, say students.

Materials: •
music

"A, B, C, D, E, F, G..."

H, I, J, K, L-M-N-O-P..."

Q-R-S, T-U-V..."

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?"

Let's start 4 (pp. 16-17)**5min.**

- Have students listen to and say English expressions used in the classroom.
- Have students know English expressions — opening and closing greetings, calling out and answering, etc.

Materials: •
textbook

ALT: "What English expressions do you know?"

(Elicit responses from students.) Use gestures — wave your hand, for example, to elicit students to say Hello!

HRT: "What do we say when class is finished?"

ALT: "Good... Good morning? No. Good... Goodbye!"

HRT: "Are you ready?"

(Gesture by making a circle above your head with your arms.)

ALT: "Yes, I am! or... what do we say?"

(ALT makes an X in front of their chest with their arms.)

ALT: "No, I'm not."

Classroom English Chant (pp. 16-17)

4min.

•Have students chant along with the rhythm.

Materials: •
reflection
sheet

HRT: "Let's chant along with the textbook. The first time you can just listen."
(Play the chant from start to finish.)
ALT: "What did you hear? Hello... Goodbye..."
(Elicit responses from students.)
HRT: "I'll play the chant one more time. Chant along if you know the words."

Let's start 5 (p. 18)

7min.

•Have students listen to and say the numbers 0-60.
•Have students follow along with the numbers with your finger while listening to the audio.

Materials: •
textbook

HRT: "Let's review numbers. Please follow along with your finger."
ALT: "One, two, three..."
(Review the numbers 1-60 on page 18 and their order.)
ALT: "Let's practice with the pointing game."
HRT: "Make pairs. The student who points to the number first is the winner."
ALT: "Ready? Okay... thirteen!"
(Play the pointing game with a few numbers to build students' recognition.)

Activity: '30 and You're Out!' game (p. 18)

6min.

•Have students play a game using the English for numbers.
•Observe the activities.
•Check the reflection sheets.

Materials: •
reflection
sheet

ALT: "Let's play a game. Please watch a demonstration."
(HRT and ALT play rock-scissors-paper.)
ALT: "Winner! I can say one, two or three numbers. 1, 2!"
HRT: "3, 4, 5!" ALT: "6, 7... 8!"
(In groups, students play rock-scissors-paper.) The winner sets the order/direction.
The winner starts by saying either one, two or three numbers. The next person follows with the next one, two or three numbers.
Students take turns in their rotation until one student says 30 – that student is out.
Repeat the activity until one student remains as the winner.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Explore topics & vocabulary through animated videos

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

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

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

Materials:

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

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

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

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

(ALT asks some student volunteers.)

ALT: "What color do you like?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: • music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Story (p.20)**8min.**

- Introduce the unit topic.
- Confirm the order of events - the flow of the story.
- Have students check the content, paying attention to what the characters are saying.

Materials: • animation video

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Where are they?"

HRT: "Let's watch one more time.) We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What's her name? What's his name? What does Shota like?"

Warm Up: Alphabet**6min.**

- Have students listen to and understand the letters of the alphabet.

Materials: • flash cards

HRT: "Let's do a warm-up."

ALT: "Yes, let's look at the letters of the alphabet. What letter is this?"

(ALT holds up a 'letter' flash card.)

Practice the letters of the alphabet, A-Z.

Elicit answers from students, and praise their efforts.

Let's play: Keyword game (p.21)

7min.

•Have students play the Keyword game using letters of the alphabet.

Materials: •
eraser

HRT: "Now we are ready."
ALT: "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.

BOL Actiity: Intro

6min.

•ALT introduces themself.

Materials: •
ALT's original
materials

ALT: "Do you remember my name?"
(Elicit the answer from students.)
ALT: "Let me tell you about my name."
(The ALT introduces themself, spells their name and talks about the difference between Japanese and English names.)
Prepare pictures/materials to show the students.

BOL Activity: Game

6min.

•ALT plays a simple game from their country with students.

Materials: •
ALT's original
materials

ALT: "In my country, we play (game). Do you know how to play?"
HRT: "Please teach us how to play."
ALT: "Okay! First..."
(Play a game from ALT's country with the class.) Give a demonstration first with the HRT if necessary.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Learn how to ask for name spelling

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

Greeting, Small Talk: What sport 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 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."

(ALT asks some student volunteers.)

ALT: "What sport do you like?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.22)**5min.**

- Confirm the expressions in Step 1.
- Have students circle the character's name in their textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Where are they?"

HRT: "Let's watch one more time.) We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What's his name?"

HRT: "Please circle the answer in your textbook."

Let's listen (p.22)**5min.**

- Have students listen to the spelling of a name in conversation.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen to Nick and his friends."

(Play the audio.)

ALT: "Did you hear that? Nanami. How do you spell Nanami? N-A..."

HRT: "Let's listen one more time and circle the correct spelling. Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: How do you spell it? (p.22)

5min.

•Have students become used to the expressions in Step 1.

Materials:

A: "My name is Yui."
B: "How do you spell it?"
A: "Y-U-I."
B: "I see."

B: "My name is Nick."
A: "How do you spell it?"
B: "N-I-C-k."
A: "It's nice!"

Let's play (p.23)

10min.

•Have students use the expression, "How do you spell it?"
•Have students ask each other how to spell the characters' names.

Materials: •
character
cards

HRT: "Let's play a game. Here we have character cards. ALT sensei, please choose one."
(ALT takes one card and keeps the character a secret.)
ALT: "Okay... 'My name is ____."
(ALT mouths the name but does not say it out loud.)
HRT: "What? I didn't hear you. 'How do you spell it?'"
(The ALT draws the letters in the air with their finger.)
ALT: "N-I-C-k."
HRT: "Okay, I know. Nick!"
ALT: "That's right! Now let's get into pairs."

Alphabet Time I ① (pp.28-29)

8min.

•HRT/ALT reads a letter aloud.
•Have students find the uppercase letter in the picture.

Materials: •
textbook

HRT: "Now turn to pages 28 and 29. Can you find ALT sensei's letter?"
ALT: "Please find K!"
(Elicit answers from students.)
ALT: "Milk! M-I-L-k. Nice!"
(Give the students a few different letters to find.)
Check the answers with 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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Ask how to spell a name

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

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. How are you? 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 asks some student volunteers.)

ALT: "What food do you like?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials:
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: How do you spell it? (p.22)**4min.**

- Review the expressions from Step 1.
- Have students repeat the chant from the previous lesson.

Materials:

A: "My name is Olivia."

B: "How do you spell it?"

A: "O-L-I-V-I-A."

B: "I see."

B: "My name is Shuntaro."

A: "How do you spell it?"

B: "S-H-U-N-T-A-R-O."

A: "It's long!"

Let's play (p.23)**6min.**

- Have students repeat the activity from the previous lesson.
- Use the expression, "How do you spell it?"
- Have students ask each other how to spell the characters' names.

Materials:
character cards

HRT: "Let's play a game. Here we have character cards. ALT sensei, please choose one."

(ALT takes one card and keeps the character a secret.)

ALT: "Okay... 'My name is ____."

(ALT mouths the name but does not say it out loud.)

HRT: "What? I didn't hear you. 'How do you spell it?'"

(The ALT draws the letters in the air with their finger.)

ALT: "N-I-C-k."

HRT: "Okay, I know. Nick!"

ALT: "That's right! Now let's get into pairs."

Let's try (p.23)

10min.

- Have students communicate with fellow students about your name and spelling.
- Have students ask each other their names and the spelling.

Materials: •
worksheet

HRT: "Let's make groups. Ask your classmates their names."
ALT: "Let's ask, 'How do you spell your name?' and write the spelling on the worksheet."
HRT: "Try your best! What letters can you catch?"
(Give students some time to ask their classmates and write down the letters they hear.)
ALT: "Let's check... How many Y's do you have?"
HRT: "Yui, 1. Yuya, 2. I have 3 Y's!"
ALT: "Nice! How about S? How many S's do you have?"
(Check the answers with the class.)

Let's write (p.23)

6min.

- Have students write their name.

Materials: •
textbook
• **pencil**

ALT: "Now please write your name in your textbook."
HRT: "You can check page 140 if you need help, or ask me or ALT sensei."
ALT: "How do you spell your name?"
(Students write their name on the line on page 23.)

Alphabet Time I ② (pp.28-29)

7min.

- Have students pay attention to the shape of the uppercase letters.
- Think about groupings within the alphabet.

Materials: •
cut-out cards

HRT: "Make groups please! Spread the cut-out cards on your desks facing up."
ALT: "What do you see? How can we group these letters?"
(Elicit answers from students.)
HRT: "Please arrange the uppercase letters into groups. Then let's share our ideas."
(Give the groups time to organize their ideas and arrange groups of cards.)
Come back together as a class and discuss the groups and why they chose to group the uppercase letters this way.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Learn how to ask and answer about our favorite things

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

Greeting, Small Talk: How do you spell your name?**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: "Hello ALT sensei. How do you spell your name?"

ALT: "(A-D-A-M, Adam.) How do you spell your name, HRT sensei?"

HRT: "Y-U-T-A-R-O, Yutaro."

ALT: "Thank you!"

(ALT asks some student volunteers.)

ALT: "How do you spell your name?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.24)**4min.**

- Confirm the expressions in Step 2.
- Have students circle what the character likes in their textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is she? Who is he?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What does Shota like?"

HRT: "Please circle the answer in your textbook."

Let's listen (p.24)**4min.**

- Have students listen for the things the characters like in the conversation.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen to Nick and his friends."

(Play the audio.)

ALT: "Did you hear that? Who likes surfing? Lily."

HRT: "Let's listen one more time and draw a line. Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: I like red. (p.24)

4min.

•Have students become used to the expressions in Step 2.

Materials:

A: "What color do you like?"
B: "I like red."

A: "What fruit do you like?"
B: "I like grapes."

A: "What sport do you like?"
B: "I like tennis."
A: "You like tennis. Me, too!"

Let's play (p.25)

12min.

•Have students communicate your favorite color.
•Make a group with friends that like the same color.

Materials:

HRT: "ALT sensei, what color do you like?"
ALT: "I like yellow. And you?"
HRT: "I like purple."
ALT: "Can you find three people who like the same color?"
HRT: "Make groups of 3. Once you have three, please sit down where you are."
ALT: "Ready? Let's play!"
(Students ask their classmates, "What color do you like?")

Alphabet Time I ③ (pp.28-29)

9min.

•Have students put the uppercase letters in alphabetical order.

Materials: •
cut-out cards

ALT: "A, B, C, D, E, F, G... This is called alphabetical order."
HRT: "Let's make groups. Shuffle your cut-out cards and work together to put them into alphabetical order."
ALT: "If you can't remember, just sing with me! A, B, C, D, E, F, G..."
(Students make groups and work together to put the uppercase cut-out cards in order.)

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Ask and answer about our favorite things

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

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

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

Materials:

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

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

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

HRT: "I like strawberries."

(ALT asks some student volunteers.)

ALT: "What fruit do you like?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: I like blue. (p.24)**4min.**

- Review the expressions from Step 2.
- Have students repeat the chant from the previous lesson.

Materials:

A: "What color do you like?"

B: "I like blue."

A: "What fruit do you like?"

B: "I like bananas."

A: "What sport do you like?"

B: "I like surfing."

A: "You like surfing. Oh, wow!"

Let's play (p.25)**6min.**

- Have students repeat the activity from the previous lesson.
- Communicate favorite colors.
- Make a group with friends that like the same color.

Materials:

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

ALT: "I like yellow. And you?"

HRT: "I like purple."

ALT: "Can you find classmates who like the same color? Let's try four people this time."

HRT: "Make groups of 4. Once you have four, please sit down where you are."

ALT: "Ready? Let's play!"

(Students ask their classmates, "What color do you like?")

Let's try (p.24)

8min.

- Have students ask each other about their favorite things and answer.
- Have students present the popular things from your class.

Materials: •
textbook
• pencil

HRT: "Please look at the table on page 25. What do you see?"
ALT: "Color, fruit, sport, TV program..."
HRT: "ALT sensei, what fruit do you like?"
ALT: "I like pineapple."
HRT: "How many friends can you ask? Let's try for 5."
ALT: "Please write their name and ask, 'What ____ do you like?'"
(Give the students some time to interview their classmates.)
Come back together as a class to check their responses.
HRT: "What were some popular colors? How about TV programs?"

Let's write (p.25)

6min.

- Have students write about their favorite things.

Materials: •
textbook
• pencil

HRT: "Now let's write. Please trace the words, 'I like' on page 25 and draw a picture."
ALT: "Anything you like is okay. I like cats so I drew a cat."
HRT: "What do you like? Let's write and draw."

Alphabet Time I ④ (pp.28-29)

9min.

- Have students listen and trace the uppercase letters.

Materials: •
textbook
• pencil

HRT: "Please open your textbooks to pages 28 and 29."
ALT: "I will say some letters. Please trace them in your textbooks."
HRT: "Listen carefully and trace what you hear."

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

◎ Evaluation:

45 Theme: Hello, everyone.

minutes Goal: Listen to students worldwide and exchange business cards

Target Language: My name is ..., How do you spell it?, Do you like ...?, Yes, I do./No, I don't. I like .../I don't like ... What sport [color / fruit / TV program] do you like?

Vocabulary: I, You, Action, Fruits, Vegetables, Things around you, Colors, Shapes, Sports, do, hello, it, like, name, program, too

Greeting, Small Talk: What TV show 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 TV show do you like?"

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

HRT: "I like Mezamashi TV."

(ALT asks some student volunteers.)

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

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials:
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.26)**9min.**

- Have students watch the video.
- Have students think deeply about the names and favorite things of children around the world.

Materials:
animation video

HRT: "Let's watch 'World Tour'."

(Play the video from the digital textbook.)

ALT: "Did you hear that? What are they talking about?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What countries did you hear? What's her name? What does she like?"

HRT: "What's his name? What does he like?"

(Elicit answers from students.)

Let's chant: How do you spell it? (p.22)**4min.**

- Review the expressions from Step 1.

Materials:

A: "My name is Yui." B: "How do you spell it?"

A: "Y-U-I." B: "I see."

B: "My name is Nick." A: "How do you spell it?"

B: "N-I-C-k." A: "It's nice!"

A: "My name is Olivia." B: "How do you spell it?"

A: "O-L-I-V-I-A." B: "I see."

B: "My name is Shuntaro." A: "How do you spell it?"

B: "S-H-U-N-T-A-R-O." A: "It's long!"

Let's chant: I like red. (p.24)

4min.

•Review the expressions from Step 2.

Materials:

A: "What color do you like?" B: "I like red."
A: "What fruit do you like?" B: "I like grapes."
A: "What sport do you like?" B: "I like tennis."
A: "You like tennis. Me, too!"

A: "What color do you like?" B: "I like blue."
A: "What fruit do you like?" B: "I like bananas."
A: "What sport do you like?" B: "I like surfing."
A: "You like surfing. Oh, wow!"

You can do it! (p.27)

8min.

•Have students make business cards.
•Have students write their name and what they like.

Materials: •
worksheet
• pencil

ALT: "Let's make name cards."
HRT: "Please write your name and draw a picture of something you like on your name card."
(Give the students some time to work on their name cards.)
Walk around and support students with spelling/ideas.

You can do it! (p.27)

8min.

•Have students exchange business cards.
•Introduce yourself to each other.

Materials: •
business
cards

ALT: "Hello! My name is (Danny). I like (snowboarding)!"
HRT: "Hi, (Danny). My name is (Keisuke). I like (skiing)."
ALT: "Wow. Cool! Nice to meet you."
HRT: "Nice to meet you, too."
ALT: "Remember! Smile, eye contact, reaction!"
HRT: "Walk around the classroom and make pairs. Exchange your name cards."
ALT: "You can ask me and HRT sensei too!"

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Explore lesson topics & vocabulary through animated videos

Target Language:[Step 1] When is your birthday?, My birthday is ...

[Step 2] What do you want for your birthday?, I want ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

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

ALT: "I like Fridays. TGIF!. What day do you like, HRT sensei?"

HRT: "I like Wednesdays. I play soccer after school on Wednesdays."

ALT: "I play soccer too!"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

**Materials: •
music**

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Story (pp.30)**10min.**

- Introduce the unit topic.
- Confirm the order of events - the flow of the story.
- Have students check the content, paying attention to what the characters are saying.

**Materials: •
animation
video**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Where are they?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? When is Lily's birthday? What does Yui like?"

HRT: "What does Shota want for his birthday? When is Kazuki's birthday?"

Warm Up: Personal belongings**6min.**

- Have students listen to and understand personal belongings.

**Materials: •
flash cards**

HRT: "Let's do a warm-up."

ALT: "Yes, let's look at personal belongings. What's this?"

(ALT holds up a 'personal belonging' flash card.

Practice the vocabulary words for personal belongings.

Elicit answers from students, and praise their efforts.

Let's play: Pointing game (p.31)

6min.

•Have students play the pointing game using the words for personal belongings.

Materials: •
textbook

ALT: "Now let's play a game!"
HRT: "Let's play the pointing game. Make pairs."
ALT: "Push your desks together. Two students, one textbook in the middle."
HRT: "ALT sensei will read a vocabulary word. The first student to point to the picture gets a point."
ALT: "Are you ready?!"
(Play the pointing game. Confirm the correct answers.)

BOL Actiity: Birthday

6min.

•ALT introduces birthday celebrations in their country.

Materials: •
ALT's original
materials

ALT: "My birthday is (October 4th). In my country, we usually have a birthday party. Do you have a birthday party in Japan?"
(Elicit responses from students.)
The ALT introduces birthday traditions in their home country. For example...
ALT: "I would invite some of my classmates to come over to my house and my family would buy pizza and cake for everyone."
HRT: "That sounds great!"
ALT: "Sometimes we would have a party at a game center or at the park."
HRT: "What kind of presents did you get when you were an elementary school student?"
ALT: "For my birthday, I got a mountain bike."
HRT: "Wow!"

BOL Actiity: Song

5min.

•ALT sings the happy birthday song with students.

Materials: •
ALT's original
materials

ALT: "In my country, we sing 'Happy Birthday to You'. Do you know how it goes?"
HRT: "Please teach us how to sing it."
ALT: "Okay! Happy birthday to you..."
(Sing the Happy Birthday song from the ALT's country with the class. You can also try singing Happy Birthday in languages other than English.)

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Learn how to express birthdays and dates

Target Language: [Step 1] When is your birthday?, My birthday is ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

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

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

Materials:

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

HRT: "What day is it today?"

ALT: "It's (Monday)."

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

ALT: "I play tennis."

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.32)**5min.**

- Confirm the expressions in Step 1.
- Have students circle the month of the character's birthday in their textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is talking?"

HRT: "Let's watch one more time.) We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What's her name? What's his name?"

HRT: "When is Kazuki's birthday? Please circle the answer in your textbook."

Let's listen (p.32)**5min.**

- Have students listen for the birthday in the conversation.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen to Lily and her friends."

(Play the audio.)

ALT: "Did you hear that? When is Nick's birthday? September 27th."

HRT: "Let's listen one more time and draw a line from the person to their birthday. Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: When is your birthday? (p.32)

5min.

•Have students become used to the expressions in Step 1.

Materials:

A: "When is your birthday?"

B: "My birthday is February 2nd."

B: "When is your birthday?"

A: "My birthday is October 11th."

C: "When is your birthday?"

D: "My birthday is December 25th."

Let's play (p.33)

9min.

•Have students play Tic-tac-toe with birthdays.

Materials: •
Connect 3
sheet

ALT: "Let's play 'Connect 3!'"

(This game is played like Tic-tac-toe)

1. Sts are given worksheets (1 per pair), play RPS to determine order. The winner asks, "When is your birthday?" to their partner.

2. Using the target language, partners choose a date from the squares and answer, "My birthday is (March 2nd)." Students mark the empty square with either O or X.

3. Play continues until one St makes a line of 3 O's or X's horizontally, vertically, or diagonally.

Alphabet Time 2 ① (pp.38-39)

9min.

•Have students follow the alphabet maze in the textbook.

Materials: •
textbook

ALT: "Remember your ABCs..."

(Review the alphabetical order with students.)

HRT: "Can you find your way through the maze?"

ALT: "Let's make pairs. Work together, starting from a."

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 minutes.)

HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Ask and answer about birthdays

Target Language: [Step 1] When is your birthday? My birthday is ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

Greeting, Small Talk: What's the date today?**6min.**

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

Materials:

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

HRT: "What's the date today?"

ALT: "It's (April 26th)."

HRT: "What's the date tomorrow?"

ALT: "(April 27th)."

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials:
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: My birthday is January 1st. (p.32)**4min.**

- Review the expressions from Step 1.
- Have students repeat the chant from the previous lesson.

Materials:

A: "My birthday is January 1st."

B: "My birthday is May 19th."

C: "My birthday is September 27th."

D: "My birthday is March 23rd."

E: "My birthday is July 15th."

F: "My birthday is December 31st."

Let's play (p.33)**6min.**

- Have students repeat the activity from the previous lesson.
- Play Tic-tac-toe with birthdays.

Materials:
Connect 3 sheet

ALT: "Let's play 'Connect 3!'"

(This game is played like Tic-tac-toe)

1. Sts are given worksheets (1 per pair), play RPS to determine order.) The winner asks, "When is your birthday?" to their partner.

2. Using the target language, partners choose a date from the squares and answer, "My birthday is (March 2nd)." Students mark the empty square with either O or X.

3. Play continues until one St makes a line of 3 O's or X's horizontally, vertically, or diagonally.

Let's try (p.33)

8min.

- Have students discuss about birthday with your classmates.
- Have students line up quickly in order of your birthday.

Materials:

HRT: "Let's make groups. Today let's make a group in your row."
ALT: "Please ask the classmates in your group, 'When is your birthday?'"
HRT: "Line up in order of your birthdays.) When you are finished please sit down."
(Give the students some time to organize their group by birthday.)
ALT: "Okay, let's check the order.) When is your birthday?"
(The ALT and HRT ask students and confirm the correct order.)

Let's write (p.33)

6min.

- Have students write the month of your birthday.

Materials: •
textbook
• **pencil**

ALT: "Now please write the month of your birthday in your textbook."
HRT: "You can check the calendar if you need help, or ask me or ALT sensei."
ALT: "When is your birthday?"
(Students write the month of their birthday on the line on page 33.)

Alphabet Time 2 ② (pp.38-39)

9min.

- Pay attention to the shape and height of the lowercase letters.
- Think about groupings within the alphabet.

Materials: •
cut-out cards

HRT: "Make groups please! Spread the cut-out cards on your desks facing up."
ALT: "What do you see? How can we group these letters?"
(Elicit answers from students.)
HRT: "Please arrange the lowercase letters into groups. Then let's share our ideas."
(Give the groups time to organize their ideas and arrange groups of cards.)
Come back together as a class and discuss the groups and why they chose to group the lowercase letters this way.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Learn to ask & answer about birthday wishes

Target Language:[Step 2] What do you want for your birthday?, I want ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

Greeting, Small Talk: When is your 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?"

ALT: "Ms/Mr. (HRT), when is your birthday?"

HRT: "My birthday is September 7th. And you?"

ALT: "My birthday is in spring. It's April 21st."

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.34)**5min.**

- Confirm the expressions in Step 2.
- Students circle what the character wants for their birthday in the textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is talking Where are they?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What does Shota want for his birthday?"

HRT: "There's more than one right answer. Please circle the answers in your textbook."

Let's listen (p.34)**4min.**

- Have students listen for the things wanted for each character's birthday in the conversation.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen to Lily and her friends."

(Play the audio.)

ALT: "Did you hear that? What does Kazuki want for his birthday? Colored pencils."

HRT: "Who wants an umbrella for their birthday? Nanami."

ALT: "Let's listen one more time and draw a line. Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: I want a pink pencil case. (p.34)

4min.

•Have students become used to the expressions in Step 2.

Materials:

A: "What do you want for your birthday?"

B: "I want a pink pencil case."

C: "What do you want for your birthday?"

D: "I want a big teddy bear."

E: "What do you want for your birthday?"

F: "I want a new computer."

All: "Happy birthday!"

Let's play (p.35)

10min.

•Have students play a game using the expression, "What do you want for your birthday?"

Materials: •
flashcards
• ? cards

HRT: "Let's play a game. Here I have some cards..."

ALT: "HRT sensei, what do you want for your birthday?"

HRT: "I want a..."

(HRT draws one card, keeping it a secret.)

HRT: "3... 2... 1..."

HRT: "Bag!" ALT: "Hat!"

HRT: "Oh, sorry. Miss!"

ALT: "If you guess the same present, one point."

HRT: "Cards with a ? are free answers. You can say anything you want for your birthday!"

Alphabet Time 2 ③ (pp.38-39)

10min.

•Have students put the lowercase letters in alphabetical order.

Materials: •
cut-out cards

ALT: "a, b, c, d, e, f, g... This is called alphabetical order."

HRT: "Let's make groups. Shuffle your cut-out cards and work together to put them into alphabetical order."

ALT: "If you can't remember, just sing with me! a, b, c, d, e, f, g..."

(Students make groups and work together to put the lowercase cut-out cards in order.)

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 minutes.)

HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Listen to global stories & create a birthday calendar

Target Language:[Step 2] What do you want for your birthday?, I want ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

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

ALT: "I like Mario Party. It's fun! And you?"

HRT: "I like Pokemon Go. I play Pokemon Go on my smartphone."

ALT: "I play Pokemon Go too!"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: • music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: I want a green umbrella. (p.34)**4min.**

- Review the expressions from Step 2.
- Have students repeat the chant from the previous lesson.

Materials:

A: "What do you want for your birthday?"

B: "I want a green umbrella."

C: "What do you want for your birthday?"

D: "I want a small rabbit."

E: "What do you want for your birthday?"

F: "I want a new bicycle."

All: "Happy birthday!"

Let's play (p.35)**6min.**

- Repeat the activity from the previous lesson.
- Have students play a game using the expression, "What do you want for your birthday?"

Materials: • flashcards • ? cards

HRT: "Let's play a game. Here I have some cards..."

ALT: "HRT sensei, what do you want for your birthday?"

HRT: "I want a..."

(HRT draws one card, keeping it a secret.)

HRT: "3... 2... 1..."

HRT: "Cup!" ALT: "Cup!"

HRT: "Oh, you guessed right!"

ALT: "Woohoo! If you guess the same present, one point."

HRT: "Cards with a ? are free answers. You can say anything you want for your birthday!"

Let's try (p.35)

8min.

•Have students ask what your friend wants for their birthday.

Materials: •
textbook
• pencil

HRT: "Please look at the table on page 35. What do you see?"

ALT: "A bag, a cap, a cup, a hat..."

HRT: "ALT sensei, what do you want for your birthday?"

ALT: "I want a cap."

HRT: "How many students want a cap? Please raise your hand."

ALT: "Please write your name on the first line and circle your answer. Next, let's ask 4 friends, 'What do you want for your birthday?'"

(Give the students some time to interview their classmates.)

(Come back together as a class to check their responses.)

HRT: "What were some popular birthday presents? How many students want a bag?"

Let's write (p.35)

6min.

•Have students write what they want for their birthday.

Materials: •
textbook
• pencil

HRT: "Now let's write.) Please trace the words, 'I want a' on page 35 and write what you want."

ALT: "What do you want for your birthday? Anything is okay."

HRT: "If you need help with spelling, please ask ALT sensei or me."

Alphabet Time 2 ④ (pp.38-39)

9min.

•Have students listen and trace the lowercase letters.

Materials: •
textbook
• pencil

HRT: "Please open your textbooks to pages 38 and 39."

ALT: "I will say some letters.) Please trace them in your textbooks."

HRT: "Listen carefully and trace what you hear."

ALT: "Be careful to pay attention to the height of the lowercase letters."

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 minutes.)

HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: Learn to ask & talk about favorite subjects

Target Language: [Step 1] When is your birthday?, My birthday is ...
 [Step 2] What do you want for your birthday?, I want ...

Vocabulary: Things you wear, Things around you, Months, Dates, Days, Actions, Colors, Shapes, a, is, want, when, your

Greeting, Small Talk: What do you want for your 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?"

ALT: "Ms/Mr. (HRT), what do you want for your birthday?"

HRT: "I want an iPad. What do you want?"

ALT: "I want an airplane ticket. I want to visit my family."

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: • music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch: World Tour (p.36)**7min.**

- Have students watch the video.
- Have students think deeply about events and festivals around the world.

Materials: • animation video

HRT: "Let's watch 'World Tour'."

(Play the video from the digital textbook.)

ALT: "Did you hear that? What are they talking about?"

HRT: "Let's watch one more time.) We'll ask you some questions."

(Play the Story again.)

ALT: "What countries did you hear? What's event do they have in England? Cheese-rolling."

HRT: "What's India's festival? Diwali. Where is Tomatina? In Italy."

(Elicit answers from students.)

ALT: "What event is in the same month as your birthday?"

Let's chant: When is your birthday? (p.32)**4min.**

- Review the expressions from Step 1.

Materials:

A: "When is your birthday?" B: "My birthday is February 2nd."

B: "When is your birthday?" A: "My birthday is October 11th."

C: "When is your birthday?" D: "My birthday is December 25th."

A: "My birthday is January 1st." B: "My birthday is May 19th."

C: "My birthday is September 27th." D: "My birthday is March 23rd."

E: "My birthday is July 15th." F: "My birthday is December 31st."

Let's chant: I want a pink pencil case. (p.34)

4min.

•Review the expressions from Step 2.

Materials:

A: "What do you want for your birthday?" B: "I want a pink pencil case."
C: "What do you want for your birthday?" D: "I want a big teddy bear."
E: "What do you want for your birthday?" F: "I want a new computer."
All: "Happy birthday!"
A: "What do you want for your birthday?" B: "I want a green umbrella."
C: "What do you want for your birthday?" D: "I want a small rabbit."
E: "What do you want for your birthday?" F: "I want a new bicycle."
All: "Happy birthday!"

You can do it! Interview (p.37)

9min.

•Have students use the expressions learned to ask their friends what they want for their birthday.
•Have students ask each other the date of their birthday.

Materials: •
worksheet
• pencil

ALT: "Let's make groups of four. Two students ask, 'When is your birthday?'"
HRT: "Two students respond, 'My birthday is (month) (date).'"
ALT: "Next ask, 'What do you want for your birthday?'"
HRT: "Respond with, 'I want _____.'"
ALT: "Make a memo on your worksheet."
HRT: "Once you've finished in your group, please switch groups and ask again."
(Walk around and support students with spelling/months/dates.)
HRT: "Now the responding students will be the asking students. Let's switch."
ALT: "Did you get everyone's birthday? Please check."

You can do it! Activity (pp.36-37)

9min.

•Make a birthday calendar for your class.
•Have students think about ideas for giving and receiving gifts.

Materials: •
calendar
sheets
• colored
pencils

ALT: "Now let's make a calendar with everyone's birthday on it!"
HRT: "In your groups, please fill in the calendar with your classmates' birthdays. Write their name on the calendar."
ALT: "We asked, 'What do you want for your birthday?' so please draw a picture on that day."
(Give students time to work on their calendars.) Ask the class some questions to confirm.
For example, 'How many students have birthdays in June?', 'Whose birthday is December 5th?', 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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Explore lessons & vocab through animated videos

Target Language: [Step 1] What subjects do you like?, I like... and...

[Step 2] What do you have on...?, I have..., ..., and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

Greeting, Small Talk: Do you have any 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..."

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

**Materials: •
music**

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Story (p.40)**9min.**

- Introduce the unit topic.
- Confirm the order of events - the flow of the story.
- Check the content, paying attention to what the characters are saying.

**Materials: •
animation
video**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Where are they?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What's his name? What's Nick's sister's name? What subjects does Nick have?"

Warm Up: Subjects**6min.**

- Have students listen to and understand school subjects.

**Materials: •
flash cards**

HRT: "Let's do a warm-up."

ALT: "Yes, let's look at school subjects. What subject is this?"

(ALT holds up a 'subject' flash card.)

Practice the school subjects vocabulary.

Elicit answers from students, and praise their efforts.

Let's play: Keyword game (p.41)

6min.

- Have students use the names for subjects and words.
- Have students play the keyword game.

Materials: •
eraser

HRT: "Now we are ready."
ALT: "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.

BOL Actiity: Intro

6min.

- ALT introduces school subjects in their home country.

Materials: •
ALT's original
materials

ALT: "Do you remember my country? Canada, right!"
(Elicit the answer from students.)
ALT: "Let me tell you about school in Canada. In Canada, we have French. Do you have French in Japan?"
HRT: "No, we don't. We have English."
ALT: "We also have club activities like computer coding and chess."
HRT: "Interesting!"
(The ALT introduces school subjects and club activities from their home country, and talks about the difference between Japan and their home country.
Prepare pictures/materials to show the students.)

BOL Actiity: Lesson

6min.

- ALT gives a short lesson from their country's unique school subject.

Materials: •
ALT's original
materials

ALT: "In my country, we learn (French). Do you know how to say hello in French?"
HRT: "Please teach us."
ALT: "Okay! Hello is 'Bonjour' in French. Do you know how to say goodbye?"
(Give a quick lesson from ALT's country with the class.) Give a demonstration first with the HRT if necessary.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Learn to discuss favorite subjects

Target Language:[Step 1] What subjects do you like?, I like... and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

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

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

Materials:

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

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

ALT: "I like science!"

(ALT asks some student volunteers.)

ALT: "What subject do you like?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.42)**6min.**

- Confirm the expressions in Step 1.
- Have students circle the subject(s) the character likes in their textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Where are they?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What's her name? Tina."

HRT: "What subjects does Tina like? Please circle the answers in your textbook."

Let's listen (p.42)**6min.**

- Have students listen for students' favorite subjects in conversation.

Materials: •
textbook
• **pencil**

HRT: "Nick is calling some students around the world. Let's listen to Nick. What are they talking about?"

(Play the audio.)

ALT: "Did you hear that? School subjects. What subjects does Bella like? How about Eric?"

HRT: "Let's listen one more time and draw a line to their favorite subjects. Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: What subjects do you like? (p.42)

4min.

•Have students become used to the expressions in Step 1.

Materials:

A: "What subjects do you like?"
B: "I like math and P.E."
A: "Math and P.E.? How about English?"

A: "What subjects do you like?"
C: "I like music and English."
A: "English? Really? Hooray!"

Let's play (p.43)

8min.

•Have students use the expressions, "What subjects do you like?" and "I like...".
•Have students guess the subject.

Materials: •
cut-out cards

HRT: "Let's play a guessing game. Please get your 'subjects' cut-out cards."
ALT: "I like... 1 and... 2!"
(ALT takes 2 cards.)
HRT: "And I like... 1 and... 2!"
ALT: "Can you guess our subjects? Please choose 2."
(Give the students some time to guess what subjects the ALT/HRT like.)
Check matching cards. Students who match teacher's cards come to the front and volunteer to go next.

Alphabet Time 3 ① (pp.48-49)

9min.

•Think about the changes from uppercase to lowercase letters.

Materials:

ALT: "Let's think about the shape of letters."
HRT: "Big A, little a... what's different?"
ALT: "Big A came first. Little a was made from big A, like this:"
HRT: "Wow... I didn't know that!"
ALT: "Can you change big B into little B? Try!"
(Give the students time to think and discuss with their classmates.)
Try to change a few letters from big to small - uppercase to lowercase.
Discuss the similarities from Kanji to Hiragana.

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Ask & answer questions about favorite subjects

Target Language:[Step 1] What subjects do you like?, I like... and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

Greeting, Small Talk: Do you like Music class?**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, today we have Music class. Do you like Music class, (ALT) sensei?"

ALT: "Yes, I do! How about you? Do you like Music class, (HRT) sensei?"

HRT: "Of course. Yes!"

(ALT asks some student volunteers.)

ALT: "Do you like Music class?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: What subject do you like? (p.42)**4min.**

- Review the expressions from Step 1.
- Have students repeat the chant from the previous lesson.

Materials:

A: "What subject do you like?"

B: "I like P.e."

A: "Oh, you like P.E. Me, too."

C: "What subject do you like?"

D: "I like science."

C: "Oh, you like science. Me, too."

Let's play (p.43)**6min.**

- Repeat the activity from the previous lesson.
- Have students use the expressions, "What subjects do you like?" and "I like...".
- Have students guess the subject.

Materials: •
cut-out cards

HRT: "Let's play a guessing game. Please get your 'subjects' cut-out cards."

ALT: "I like... 1 and... 2!"

(ALT takes 2 cards.)

HRT: "And I like... 1 and... 2!"

ALT: "Can you guess our subjects? Please choose 2."

(Give the students some time to guess what subjects the ALT/HRT like.)

Check matching cards. Students who match the teacher's cards come to the front and volunteer to go next.

Let's try (p.43)

8min.

•Have students ask your friends about their favorite subject.

Materials: •
textbook
• pencil

HRT: "Please look at the table on page 43. What do you see?"
ALT: "Japanese, English, math, science... these are subjects."
HRT: "ALT sensei, what subject do you like?"
ALT: "I like Japanese."
HRT: "How many friends can you ask? Let's try for 5."
ALT: "Please write their name and ask, 'What subject do you like?'"
(Give the students some time to interview their classmates.)
Come back together as a class to check their responses.
HRT: "What were some popular subjects? How many students like science?"

Let's write (p.43)

6min.

•Have students write the subject you like.

Materials: •
textbook
• pencil

ALT: "Now please write the subject you like in your textbook."
HRT: "You can check the table above if you need help spelling, or ask me or ALT sensei."
ALT: "What subject do you like?"
(Students write the subject they like on the line on page 43.)

Alphabet Time 3 ② (pp.48-49)

9min.

•Using the cards, make pairs of lowercase and uppercase letters.

Materials: •
alphabet
cards

HRT: "Let's make pairs. Please get your cut-out cards for uppercase and lowercase letters."
ALT: "Shuffle your cards and put them face-up on your desk."
HRT: "ALT sensei will say a letter. Please make a pair, big and small - uppercase and lowercase."
ALT: "Are you ready? Okay... Pp!"
(Try calling a few letters and checking students' answers.)

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Learn how to express days of the week & class schedules

Target Language:[Step 2] What do you have on...?, I have..., ..., and..

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

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

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

Materials:

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

HRT: "What day is it today?"

ALT: "It's (Monday)."

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

ALT: "I play tennis."

(ALT asks some student volunteers.)

ALT: "What do you do on Monday?"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14- 15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.44)**6min.**

- Confirm the expressions in Step 2.
- Have students circle the subjects the character has on Wednesdays in their textbook.

Materials: •
animation
video
• **textbook**
• **pencil**

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is she? Who is he?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "What did you hear? What subjects does Nick have on Wednesdays?"

HRT: "Please circle the answers in your textbook."

Let's listen (pp.44)**6min.**

- Have students listen for the days of the week and subject names in Tina's daily schedule.

Materials: •
textbook
• **pencil**

HRT: "Nick is asking Tina about her school schedule. Let's listen."

(Play the audio.)

ALT: "Did you hear that? Wednesday, Thursday, Friday... What subjects does Tina have on Wednesday? Japanese and..."

HRT: "Let's listen one more time and fill in the blank.) Do you have a pencil?"

(Play the audio again and check the answers as a class.)

Let's chant: I have math, music and English. (p.44)

4min.

•Have students Become used to the expressions in Step 2.

Materials:

A: "What do you have on Monday?"
B: "Hmm. I have math, music, and English."

A: "What do you have on Tuesday?"
B: "Hmm. I have Japanese, science, and P.E."

All: "Yay!"

Let's play (p.45)

8min.

•Have students play Tic-tac-toe with schedules.

Materials: •
Connect 3
sheet

ALT: "Let's play 'Connect 3!'"
(This game is played like Tic-tac-toe)
1. Sts are given worksheets (1 per pair), play RPS to determine order. The winner asks, "What do you have on (Tuesday)?" to their partner.
2. Using the target language, partners choose a date from the squares and answer, "I have (math) on Tuesday." Students mark the empty square with either O or X.
3. Play continues until one St makes a line of 3 O's or X's horizontally, vertically, or diagonally.

Alphabet Time 3 ③ (pp.48-49)

9min.

•Have students connect the uppercase letters to the lowercase letters with a line.

Materials: •
textbook
• pencil

ALT: "Do you know connect-the-dots?"
HRT: "Let's make groups. Work in your textbooks, starting from A."
ALT: "Big A, little a, big B, little b, big C..."
HRT: "Connect the dots with a line. What do you think the picture is?"
(Give students time to work in groups.)
Walk around and support students with the alphabetical order.
Confirm the picture as a 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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Ask & answer about class schedules for days of the week

Target Language:[Step 2] What do you have on...?, I have..., ..., and..

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

Greeting, Small Talk: What's the date today?**6min.**

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

Materials:

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

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

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

ALT: "Thank you."

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

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

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials:
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's chant: I have English and homeroom. (p.44)**4min.**

- Review the expressions from Step 2.
- Have students repeat the chant from the previous lesson.

Materials:

A: "What do you have on Wednesday?"

B: "Hmm. I have English and homeroom."

A: "What do you have on Thursday?"

B: "Hmm. I have calligraphy and social studies."

A: "What do you have on Friday?"

B: "Hmm. I have arts and crafts and home economics."

All: "I like school!"

Let's play (p.45)**8min.**

- Repeat the activity from the previous lesson.
- Have students play Tic-tac-toe with schedules.

Materials:
Connect 3 sheet

ALT: "Let's play 'Connect 3!'"

(This game is played like Tic-tac-toe.)

1. Sts are given worksheets (1 per pair), play RPS to determine order. The winner asks, "What do you have on (Tuesday)?" to their partner.

2. Using the target language, partners choose a date from the squares and answer, "I have (math) on Tuesday." Students mark the empty square with either O or X.

3. Play continues until one St makes a line of 3 O's or X's horizontally, vertically, or diagonally.

Let's try (p.45)

8min.

•Have students present the schedules of children around the world.

Materials: •
Worksheet

HRT: "Let's make groups of 4. One pair will get A sheet, one pair will get B sheet."
ALT: "We're going to ask about school schedules around the world!"
(This activity is like Information Gap.)

1. Distribute sets of WS to each St. Sts interview each other using the target language to collect missing information on their worksheets. A sheet has schedules (answers) for various countries, B sheet has blanks.
2. The process is completed until Sts have completed the worksheet or an appropriate time limit is reached.

(Come back together as a class and confirm the schedules of each country.)

Let's write (p.45)

5min.

•Have students write what class they have on Monday.

Materials: •
textbook
• pencil

ALT: "Now please write one subject you have on Monday in your textbook."
HRT: "You can ask me or ALT sensei for help if you need it."
ALT: "What subject do you have on Monday?"
(Students write the subject they like on the line on page 45.)

Alphabet Time 3 ④ (pp.48-49)

8min.

•Have students trace the letters of the alphabet.
•Have students compare their shape and height.

Materials: •
textbook
• pencil

ALT: "Let's trace the letters."
HRT: "Take your time and trace neatly."
ALT: "You can look at the top of the page to see how the letters should look when you are finished."
HRT: "Don't forget the 4-lines."
(Walk around and support students with handwriting.)

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Think about our own original class schedule

Target Language:[Step 1] What subjects do you like?, I like... and...

[Step 2] What do you have on...?, I have..., ..., and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

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

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

Materials:

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

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

ALT: "I have Japanese lessons on Mondays."

HRT: "You study Japanese?"

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

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

ALT: "Really? That's great!"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (pp.46)**8min.**

- Have students watch the video.
- Have students think deeply about what subjects children around the world like.

Materials: •
animation
video

HRT: "Let's watch 'World Tour'."

(Play the video from the digital textbook.)

ALT: "Did you hear that? What are they talking about?"

HRT: "Let's watch one more time.) We'll ask you some questions."

(Play the Story again.)

ALT: "What countries did you hear? What's subjects do they have in China? Computer studies."

HRT: "What subject does Nilay like? Science.) Where does she eat lunch? At home."

ALT: "What's different from our school schedules and school schedules around the world?"

(Elicit answers from students.)

Let's chant: What subjects do you like? (p.42)**4min.**

- Review the expressions from Step 1.

Materials:

A: "What subjects do you like?" B: "I like math and P.e."

A: "Math and P.E.? How about English?"

A: "What subjects do you like?" C: "I like music and English."

A: "English? Really? Hooray!"

A: "What subject do you like?" B: "I like P.e."

A: "Oh, you like P.E. Me, too."

C: "What subject do you like?" D: "I like science."

C: "Oh, you like science. Me, too."

Let's chant: I have math, music and English. (p.44)

4min.

•Review the expressions from Step 2.

Materials:

A: "What do you have on Monday?" B: "Hmm. I have math, music, and English."
A: "What do you have on Tuesday?" B: "Hmm. I have Japanese, science, and P.E."
All: "Yay!"

A: "What do you have on Wednesday?" B: "Hmm. I have English and homeroom."
A: "What do you have on Thursday?" B: "Hmm. I have calligraphy and social studies."
A: "What do you have on Friday?" B: "Hmm. I have arts and crafts and home economics."
All: "I like school!"

Let's listen and read (p.46)

8min.

•Have students listen to the audio about class schedules
•Have students point out the words with their finger.

Materials: •
textbook

ALT: "Nick is talking about his school schedule for Wednesday."
HRT: "Let's listen to Nick and point to the subjects you hear with your finger."
(Play the audio for students.)
ALT: "What subject does Nick have first? What does he have second?"
HRT: "Please find the sticker in the back of your book that matches Nick's second class. Let's add it to the page."
ALT: "How about fifth? What subject does Nick have fifth?"
HRT: "Please find the sticker that matches Nick's fifth class. Let's add it to the page, too."
(Check the answers as a class.)

You can do it! (p.47)

9min.

•In a group, have students make an original schedule.

Materials: •
A3 blank
schedule
• cut-out
cards
• colored
pencils

ALT: "Now let's make an original schedule! Please make groups."
HRT: "Fill in the schedule with your group classmates. You can choose 5 classes from cut-out cards — and make one 'special' class."
ALT: "6 classes in one day... Monday, Tuesday, Wednesday, Thursday, Friday... Please make 30 classes!"
(Give students time to work on their schedules.) Ask the class some questions to confirm.
For example, 'What do you have on Mondays?', 'When do you have PE?', 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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What do you have on Monday?

minutes Goal: Create & present our own original class schedule

Target Language:[Step 1] What subjects do you like?, I like... and...

[Step 2] What do you have on...?, I have..., ..., and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

Greeting**1 min.**

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

Materials:

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

Small Talk: What do you have on Thursdays?**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, what do you have on Thursdays?"
HRT: "I have Arts and Crafts on Thursdays."
ALT: "You do? That sounds nice."
HRT: "Yes, I do! What about you, (ALT) sensei?"
ALT: "Me? I have English on Thursdays."
HRT: "Really?"
ALT: "Yes... I have English every day!"
(In pairs, students practice the Small Talk.)

BOL Activity: Number Dash**6 min.**

- Have students check ordinal numbers.
- Have students play "Number Dash."

Materials:

HRT: "First, let's check ordinal numbers. What's this?"
ALT: "Let's play 'Number Dash!'"

1. Divide the blackboard with one space for each row of Sts in the class. (Ex. 6 rows = 6 spaces)
2. Write numbers (within a set range e.g. 1st-31st) in each group's space on the blackboard.
3. The HRT/ALT calls out an ordinal number, and in the front Sts race to the board to circle the correct number. Rotate Sts and repeat.

※ add challenge by saying a color as well. Sts then must use the correct color to circle the number.

Let's sing: ABC song (pp. 14-15)**4 min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: • music

A, B, C, D, E, F, G...
H, I, J, K, L-M-N-O-P...
Q-R-S, T-U-V...
W, X... Y and Z.
Now I know my ABCs.
Next time won't you sing with me?

You can do it! Practice (p.47)

12min.

Materials: •
A3 schedule
• cut-out
cards
• colored
pencils

•In a group, have students practice presenting the schedule made in the previous lesson.
•Give feedback and discuss ideas for improvement.
•Have students practice again after applying feedback.
HRT: "Let's get back into our groups and practice presenting our original schedules."
ALT: "HRT sensei and I will walk around and give you some ideas."
(Evaluate each group's practice and give feedback.)
HRT: "What can you do to make your presentation better?"
ALT: "I hope we gave you some ideas. Let's practice one more time!"

You can do it! Presentation (p.47)

15min.

Materials: •
A3 schedule
• cut-out
cards
• colored
pencils

•In a group, have students use and present the schedule you made.
•Have groups take turns presenting and playing audience members.
•Have students practice presentation skills and listening manners.
ALT: "Now, let's split our groups into two halves — half will be presenters, half will be audience members."
HRT: "Presenters, raise your hand! Please get ready to present."
ALT: "Audience members, raise your hand! Please walk around and listen to many presentations."
HRT: "Let's try. Audience members can stand up and walk around to all of the different presentations. Remember to give a reaction like, 'Wow!', 'Cool!' or 'Sounds nice!'"
(Switch roles after some time.)
HRT: "Presenters! Audience members! — Please switch!"
(After the activity, ask the class what they noticed, what they liked about their classmates' presentations and how they improved.)

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

min.

◎ **Evaluation:**

45 Theme: What do you have on Monday?

minutes Goal: Discuss original class schedule or special subjects

Target Language:[Step 1] What subjects do you like?, I like... and...

[Step 2] What do you have on...?, I have..., ..., and...

Vocabulary: Months, Dates, Days, Subjects, Activity, and, clean, club, for, have, lunch, nice, on, really, that's, time, what

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 do you have Science?****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, when do you have Science?"
ALT: "I have Music on Tuesdays and Fridays."
HRT: "I see."
ALT: "Yes, I do! What about you, (HRT) sensei?"
HRT: "Me? I have Science on Tuesdays and Fridays."
ALT: "Really? That's great!"
(In pairs, students practice the Small Talk.)**BOL Activity: Beanbag Toss****6 min.**•Have students check months.
•Have students play "Bean Bag Toss."**Materials:**
calendarHRT: "First, let's check months. What's this?"
ALT: "Let's play 'Bean Bag Toss!'"

1. Divide Sts into two groups, sitting on opposite sides of the room. Place months in the middle.
2. Taking turns, one St from each group throws three bean bags and says the month they land on.
3. Give one point for each letter the group member says.

Let's sing: ABC song (pp. 14-15)**4 min.**•Sing the alphabet song in order.
•Follow along with the words with your finger while listening to the audio.
•If there are words you know when looking at the picture, say them.**Materials:** •
musicA, B, C, D, E, F, G...
H, I, J, K, L-M-N-O-P...
Q-R-S, T-U-V...
W, X... Y and Z.
Now I know my ABCs.
Next time won't you sing with me?

You can do it! Presentation (p.47)

12min.

Materials: •
A3 schedule
• cut-out
cards
• colored
pencils

•In a group, have students use and present the schedule you made.
•Have groups take turns presenting and playing audience members.
•Have students practice presentation skills and listening manners.
HRT: "We're going to finish up our presentations today."
ALT: "Now, let's split our groups into two halves — half will be presenters, half will be audience members."
HRT: "Presenters, raise your hand! Please get ready to present."
ALT: "Audience members, raise your hand! Please walk around and listen to many presentations."
HRT: "Let's try. Audience members can stand up and walk around to all of the different presentations. Remember to give a reaction like, 'Wow!', 'Cool!' or 'Sounds nice!'"
(Switch roles after some time.)
HRT: "Presenters! Audience members! — Please switch!"
(After the activity, ask the class what they noticed, what they liked about their classmates' presentations and how they improved.)

You can do it! Activity (p.47)

15min.

Materials: •
A3 schedule
• cut-out
cards
• colored
pencils

•Have students share each group's schedule on the blackboard.
•Have students share what each group liked.
•Have students discuss ideas for 'special' subjects.
HRT: "I want to look at each schedule as a class."
(Put schedules on the board, one-by-one.)
ALT: "This group has PE on Mondays, Wednesdays and Fridays. When do they have Music?"
(Elicit responses from students.)
HRT: "What's this special class? Computer coding."
ALT: "Where did you get your ideas?"
(Give students some time to respond.)
HRT: "Let's look at another group's schedule..."

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

min.

© Evaluation:

45 Theme: Friends Around the World 1

minutes Goal: Review Units 1-3 with videos of students around the world

Target Language: My name is ... I like ... (Unit 1) My birthday is ... (Unit 2)
 What subjects do you like?, I like ... and ... (Unit 3)

Vocabulary: Explanations of people and things, Actions, Countries, anime, character, drama, much, my, this, very

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

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

Materials:

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

HRT: "(ALT) sensei, where do you want to go?"

ALT: "I want to go to China."

HRT: "I see."

ALT: "Yes, I like Chinese food. What about you, (HRT) sensei?"

HRT: "Me? I want to go to Spain."

ALT: "Really? That's great!"

(In pairs, students practice the Small Talk.)

Let's sing: ABC song (pp. 14-15)**4min.**

- Sing the alphabet song in order.
- Follow along with the words with your finger while listening to the audio.
- If there are words you know when looking at the picture, say them.

Materials: •
music

A, B, C, D, E, F, G...

H, I, J, K, L-M-N-O-P...

Q-R-S, T-U-V...

W, X... Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Let's watch (p.50)**7min.**

- Have students watch the video.
- Have students think about what Bella's favorite subject is.

Materials: •
animation
video• **textbook**

HRT: "Let's watch a video."

(Play the video with textbooks closed.)

ALT: "What did you hear? Who is she? Bella, right!"

(Elicit answers from students.)

HRT: "Now open your textbook. Please look at page 50."

ALT: "Let's follow the text and watch one more time."

(Play the video again.)

HRT: "What could you learn this time?"

(Check students' responses and note how their comprehension improved.)

Australia Quiz (p.50)**8min.**

- Have students deepen their understanding of Australia.

Materials: •
textbook
• **pencil**

HRT: "Look at the bottom of page 50."

ALT: "Let's try Bella's quiz. Please look at the pictures."

HRT: "Can you see the road sign? What animals do you see?"

ALT: "Kangaroo... Koala... and?"

HRT: "How about picture number two? Please circle A, B or C."

(Check students' responses and confirm the answers as a class.)

Let's watch: France (p.51)

8min.

- Watch the video.
- Think about what Sasha's favorite things are.

Materials: •
animation
video
• textbook

HRT: "Please close your textbook. Let's watch another video."
(Play the video with textbooks closed.)
ALT: "What did you hear? Who is he? Sasha, right!"
(Elicit answers from students.)
HRT: "Now open your textbook.) Please look at page 51."
ALT: "Let's follow the text and watch one more time."
(Play the video again.)
HRT: "What could you learn this time?"
(Check students' responses and note how their comprehension improved.)

France Quiz (p.51)

6min.

- Have students deepen their understanding of France.

Materials: •
textbook
• pencil

ALT: "Look at the bottom of page 51."
HRT: "Let's try Sasha's quiz. Please look at the pictures."
ALT: "What sport do you think Sasha enjoys? Please circle A, B or C."
HRT: "How about picture number two? Can you see a beach scene?"
ALT: "What are these people doing?"
(Check students' responses and confirm the answers as a class.)

Reflection

4min.

- Have students reflect on what they learned.
- Reflect on the first term as a class.

Materials:

HRT: "In the first term, we learned how to ask..."
ALT: "When is your birthday?"
HRT: "We also learned, 'What ____ do you like?'"
ALT: "What food do you like? What subject do you like?"
HRT: "Please ask your friends some questions you learned in the first term."
ALT: "How many friends can you ask in 1 minute? Hurry!"

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 minutes.)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: What time do you get up?

minutes Goal: Get used to the unit topic and vocabulary through the animation.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

Greeting

2min.	•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 time do you usually get up?

5min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	ALT: "Ms/Mr. (HRT), what time do you usually get up?" HRT: "I get up at 05:30 AM. How about you?" ALT: "Wow, so early! I always get up at 07:00 AM."

Let's sing: This is the Way (p.60)

4min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	This is the way we wash our face, wash our face, wash our face. This is the way we wash our face, so early in the morning.

Story (pp.52-53)

10min.	•Introduce the unit topic.
Materials: • textbook • digital textbook	HRT: "Turn to pages 52 and 53. What time do you get up?" ALT: "Who is in the story? Where are they? What do they see?" (Check and confirm before watching the story.) HRT: "Now let's watch the story." (Play the Story from the digital textbook.) ALT: "Let's check the order of events. Who is first? ...That's right! Tina. Second?" HRT: Let's listen to the story one more time. (Play the Story again.) ALT: "What did you hear? What does get up mean? When does Nick get up?"

Vocabulary warm-ups (pp.52-53)

8min.

- Introduce the vocabulary for chores and daily routines.
- Elicit other words related to chores and daily routines by asking students about what they do.

Materials: •
Picture Cards
• **textbook**

ALT: "Let's practice these words on pages 52 and 53. Get up... wash the dishes... clean my room..."
HRT: "ALT sensei, do you clean your room?"
ALT: "Yes, I do! I'm a clean person. What about you, HRT sensei?"
HRT: "Me? Yes I do."
ALT: "That's great. Let's make pairs and practice the words with your partner." HRT: "First, play Rock-scissors-paper. Winners point to the textbook, losers say the English word."
ALT: "Practice the words with your partner. Ready? Go!"

Let's play: Gesture Game (p.53)

10min.

- Have students listen to and say the vocabulary words.
- In groups, have students guess the vocabulary word from their classmate's gesture.

Materials: •
textbook
• **picture cards**

HRT: "Let's review the vocabulary. Please point with your finger."
ALT: "Get the newspaper... go to bed..."
(Review the vocabulary on pages 52 and 53.)
ALT: "Let's practice with the gesture game."
HRT: "Make groups. Take turns. One student gestures. The others try to guess which chore or routine they are doing."
ALT: "Are you ready? Okay. Let's go!"
(Play the gesture game with a few vocabulary words to build students' recognition.)

Reflection

4min.

- Have students fill out the reflection sheet.

Materials:

HRT: "In the first lesson of Unit 4, we talked about..."
(Elicit answers from students.)
ALT: "Chores! Daily Routines!"
HRT: "We also learned some new vocabulary words."
ALT: "What does 'get up' mean? What is 'go to bed' in Japanese?"
HRT: "Please ask your friends about their daily routine. What do they do?"
ALT: "What can you learn in 2 minutes? Let's go!"

Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

© Evaluation:

45 Theme: What time do you get up?

minutes Goal: Describe daily routine using frequency.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

Greeting, Small Talk: What time do you usually go to bed?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?" ALT: "Ms/Mr. (HRT), what time do you usually go to bed?" HRT: "I go to bed at 12:00 AM. How about you?" ALT: "Midnight? That's late! I usually go to bed at 10:00 PM."

Let's sing: This is the Way (p.60)

4min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	This is the way we wash our face, wash our face, wash our face. This is the way we wash our face, so early in the morning.

Let's watch (p.54)

6min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 1. •Have students circle the person who usually washes dishes.
Materials: • animation • video	HRT: "Let's watch the story." (Play the Story from the digital textbook.) ALT: "Did you hear that? Who is she? Tina! Who is he? Kazuki." HRT: "Let's watch one more time. We'll ask you some questions." (Play the Story again.) ALT: "Who usually washes the dishes? Tina." HRT: "Did you hear anything else?" (Elicit answers from students.)

Let's listen (p.54)

5min.	<ul style="list-style-type: none"> •Listen for chores and how often they are done in the conversation. •Have students circle always/usually/sometimes/never to convey their answer.
Materials: • textbook • pencil	ALT: "Next, Let's listen to Yui and Shota talk about their chores." HRT: "Please listen for how often they do chores. Circle a for always, u for usually, s for sometimes, or n for never." ALT: "Do you have a pencil?" (Play the audio.) ALT: "Did you get that? How often does Yui do the dishes?" HRT: "Do you want to hear it one more time?" (Play the audio again and check the answers as a class.)

Let's chant: I always do my homework. (p.54)

5min.

• Become used to the expressions in Step 1.

Materials:

A: "I always do my homework."
B: "I always check my school bag."
C: "I always get the newspaper."

[Challenge] I usually wash the dishes.

A: "I usually wash the dishes."
B: "I usually set the table."
C: "I usually brush my teeth."

Let's play: Guessing game (p.55)

9min.

• Have students guess how often their teacher does housework.

Materials:

HRT: "Next, please watch a demonstration. Look at (ALT) sensei."

Cut-out cards

ALT: "I ... clean my room."

HRT: "Choose the Cut-out card you think matches how often (ALT) sensei cleans their room."

ALT: "Always, usually, sometimes, never — please guess."

(Give students some time to respond.)

HRT: "The answer is..."

ALT: "I always clean my room."

HRT: "Did you get it right? Nice! One point. Next question!"

Sounds and Letters: a, b (p.55)

8min.

• Review the jingle on p. 55, going over the "a" and "b" sounds.

• Write the letters on the penmanship sheet.

Materials:

pencil

penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"

ALT: "A-a-apple! A-a-ant!"

HRT: "Thank you. Now do b, please."

ALT: "Okay! B-b-banana! B-b-bear!"

HRT: "Can you hear the difference between a and b? (ALT) sensei, one more time please?"

ALT: "Sure. Repeat after me! A-a-apple..."

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: What time do you get up?

minutes Goal: Convey how often you help someone out.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

Greeting, Small Talk: What time do you have breakfast?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), what time do you have breakfast?"
 HRT: "I usually have breakfast at 6:00 AM. How about you?"
 ALT: "That's early! I usually have breakfast 07:30 AM."

Let' s sing: This is the Way (p.60)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials: •
textbook

This is the way we wash our face,
 wash our face, wash our face.
 This is the way we wash our face,
 so early in the morning.

Let' s chant: [Challenge] I sometimes clean my room. (p.54)**4min.**

- Review the expressions from Step 1.
- Repeat the chant from the previous lesson.

Materials:

A: "I sometimes clean my room."
 B: "I sometimes walk my dog."
 C: "I sometimes take a bath."
 [Challenge] I never take out the garbage.
 A: "I never take out the garbage."
 B: "I never wash my shoes."
 C: "I never wash my face."
 D: "You don't? I always wash my face!"

Let' s play: Guessing game (p.55)**6min.**

- Have students guess how often their teacher does housework.

Materials: •
Cut-out cards

HRT: "Next, please watch a demonstration. Look at (ALT) sensei."
 ALT: "I ... walk the dog."
 HRT: "Choose the Cut-out card you think matches how often (ALT) sensei walks their dog."
 ALT: "Always, usually, sometimes, never — please guess."
 (Give students some time to respond.)
 HRT: "The answer is..."
 ALT: "I never walk the dog. I don't have a dog!"
 HRT: "Trick question! Did you get it right? One point. Next question!"

Let's try (p.55)

10min.	<ul style="list-style-type: none">•Have students think about how often they do housework.•Have students draw a line from the chore to the frequency.•Have students ask each other how often they do a chore and reply with the frequency.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Now look at 'Let's try.' on page 55." ALT: "What chores do you see? In the middle we have always, usually, sometimes and never." HRT: "Please draw a line from the picture to the frequency." (Allow students a minute or two to connect the lines.) HRT: "OK, let's check the answers." ALT: "Now let's make groups. Ask one group member about how often they do chores." HRT: "Do you understand? Are you ready? Go!" (After the activity, ask students what their classmates' daily routines were.)

Let's write (p.55)

5min.	<ul style="list-style-type: none">•Have students write one chore they usually do.•Talk about capitalization, punctuation and spaces.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Let's write a chore you usually do. What chore do you usually do, (ALT) sensei?" ALT: "I usually clear the table. And you?" HRT: "I usually cook dinner." ALT: "That's great." HRT: "Clean the bath, walk the dog, take out the garbage — if you need help, please ask me or (ALT) sensei." ALT: "Do you have a pencil?" (Students trace the words and write where they went on the line.)

Sounds and Letters: a, b (p.55)

8min.	<ul style="list-style-type: none">•Review the jingle on p. 55, going over the "a" and "b" sounds.•Write the letters on the penmanship sheet.
Materials: <ul style="list-style-type: none">• pencil• penmanship sheet	HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!" ALT: "A-a-apple! A-a-ant!" HRT: "Thank you. Now do b, please." ALT: "Okay! B-b-banana! B-b-bear!" HRT: "Can you hear the difference between a and b? (ALT) sensei, one more time please?" ALT: "Sure. Repeat after me! A-a-apple..."

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: <ul style="list-style-type: none">• 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: What time do you get up?

minutes

Goal: To know how to ask and answer when you do something.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

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

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), what time do you have dinner?"
 HRT: "I usually have dinner at 7:30 PM. How about you?"
 ALT: "I see. I usually have dinner 07:30 PM, too."

Let' s sing: This is the Way (p.60)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials:
• textbook

This is the way we wash our face,
 wash our face, wash our face.
 This is the way we wash our face,
 so early in the morning.

Let' s watch (p.56)**6min.**

- Confirm the expressions in Step 2.
- Have students circle what time Shota goes to bed.

Materials:
• animation
• video

HRT: "Let's watch the story."
 (Play the Story from the digital textbook.)
 ALT: "Did you hear that? Who is he? Shota! What are they talking about?"
 HRT: "Let's watch one more time. We'll ask you some questions."
 (Play the Story again.)
 ALT: "What time does Shota usually go to bed?"
 HRT: "11:00 o'clock. Is that early or late? How about Nick?"
 (Elicit answers from students.)

Let' s listen (p.56)**5min.**

- Listen for times and daily routines in the conversation.
- Have students write the time in the blanks on page 56 to convey their answer.

Materials:
• textbook
• pencil

HRT: "Next, Let's listen to Lily interview Mr. Kaneda, a sushi chef."
 ALT: "Please listen to Mr. Kaneda's daily routine and write the time in the blanks on page 56."
 HRT: "Are you ready? Do you have a pencil?"
 (Play the audio.)
 ALT: "Did you get that? What time does Mr. Kaneda get up? What does he do at 2:30?"
 (Use gestures to convey that he eats lunch.)
 HRT: "Do you want to hear it one more time?"
 (Play the audio again and check the answers as a class.)

Let's chant: What time do you get up? (p.56)

5min.

• Become used to the expressions in Step 2.

Materials:

A: "What time do you get up?"
B: "I get up at five."
A: "At five?" B: "At five."
A: "That's early."
B: "What time do you go to bed?"
A: "I go to bed at eleven."
B: "At eleven?" A: "At eleven."
B: "That's late."

Let's play: "Me, too." Chain game (p.57)

9min.

• Have students share their daily routine and time in a circle.

Materials:

ALT: "Next, let's talk about our daily routines. Let's make a circle."
HRT: "One student starts with their routine and the time. (ALT) sensei, could you give an example?"
ALT: "Yes, I usually get up at 6:00 AM. What time do you usually get up?"
HRT: "If you have the same answer as (ALT) sensei, say 'Me, too!' and high-five."
ALT: "If one student says 'Me, too!' the question changes. If not, please give your original answer."
HRT: "Do you understand? Let's try. Who goes first in your circle? Rock, scissors paper..."
(Students take turns talking about their daily routines in a circle until everyone gets a chance to share.)

Sounds and Letters: c, d (p.57)

8min.

• Review the jingle on p. 57, going over the "c" and "d" sounds.
• Write the letters on the penmanship sheet.

Materials: • pencil
• penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT: "C-c-cat! C-c-cake!"
HRT: "Thank you. Now do d, please."
ALT: "Okay! D-d-dog! D-d-desk!"
HRT: "Can you hear the difference between c and d? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! C-c-cat..."

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: What time do you get up?

minutes Goal: Ask each other about daily life.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

Greeting, Small Talk: What time do you get home from school?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), what time do you get home from school?"
 HRT: "I usually get home at 7:30 PM. How about you?"
 ALT: "Oh, I usually get home 6:45 PM."

Let' s sing: This is the Way (p.60)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials:
textbook

This is the way we wash our face,
 wash our face, wash our face.
 This is the way we wash our face,
 so early in the morning.

Let' s chant: What time do you go to school? (p.56)**4min.**

- Review the expressions from Step 2.
- Repeat the chant from the previous lesson.

Materials:

A: "What time do you go to school?"
 B: "I go to school at seven."
 A: "At seven?" B: "At seven."
 A: "That's early."
 B: "What time do you go home?"
 A: "I go home at six."
 B: "At six?" A: "At six."
 B: "That's late."

Let' s play: " Me, too." Chain game (p.57)**6min.**

- Have students share their daily routine and time in a circle.

Materials:

ALT: "Next, let's talk about our daily routines. Let's make a circle."
 HRT: "One student starts with their routine and the time. (ALT) sensei, could you give an example?"
 ALT: "Yes, I usually get up at 6:00 AM. What time do you usually get up?"
 HRT: "If you have the same answer as (ALT) sensei, say 'Me, too!' and high-five."
 ALT: "If one student says 'Me, too!' the question changes. If not, please give your original answer."
 HRT: "Do you understand? Let's try. Who goes first in your circle? Rock, scissors paper..."
 (Students take turns talking about their daily routines in a circle until everyone gets a chance to share.)

Let's try (p.57)

10min.	<ul style="list-style-type: none">•Have students interview their friends about their routines after school.•Students write their partner's name and the time in the table on page 57.•Students talk and react with expressions and gestures.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Now look at page 57. Let's interview your classmates. First, we'll show you a demonstration." ALT: "Hello (HRT) sensei. What time do you watch TV?" HRT: "I watch TV at 9:00." ALT: "What time do you eat dinner?" HRT: "I eat dinner at 8:30." ALT: "8:30? Wow! That's late!" HRT: "Yes, it is late. I'm very busy every day." ALT: "Write your classmate's name and the time in the table on page 57. Ready? Go!"

Let's write (p.57)

5min.	<ul style="list-style-type: none">•Have students write when they usually eat dinner.•Talk about capitalization, punctuation and spaces.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Let's write one thing from your daily routine and the time you do it. When do you eat breakfast, (ALT) sensei?" ALT: "I usually eat breakfast at 6:30." HRT: "Oh, that's early." ALT: "Yes, it is." HRT: "Take a bath, eat lunch, watch TV — if you need help, please ask me or (ALT) sensei." ALT: "Do you have a pencil?" (Students trace the words and write what they do and when on the line.)

Sounds and Letters: c, d (p.57)

8min.	<ul style="list-style-type: none">•Review the jingle on p. 57, going over the "c" and "d" sounds.•Write the letters on the penmanship sheet.
Materials: <ul style="list-style-type: none">• pencil• penmanship sheet	HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!" ALT: "C-c-cat! C-c-cake!" HRT: "Thank you. Now do d, please." ALT: "Okay! D-d-dog! D-d-desk!" HRT: "Can you hear the difference between c and d? (ALT) sensei, one more time please?" ALT: "Sure. Repeat after me! C-c-cat..."

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: <ul style="list-style-type: none">• 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: What time do you get up?

minutes Goal: Explore global student routines and review own free time.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

Greeting, Small Talk: What time do you watch TV at 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?"
 HRT: "Ms/Mr. (ALT), what time do you watch TV?"
 ALT: "Me? I don't usually watch TV. I play with my son and cook dinner. How about you?"
 HRT: "Oh, I usually watch TV at 8:30 PM."

Let' s sing: This is the Way (p.60)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials:
textbook

This is the way we wash our face,
 wash our face, wash our face.
 This is the way we wash our face,
 so early in the morning.

Let' s watch (p.58)**7min.**

- Watch the video.
- Think deeply about daily routines around the world.

Materials:
animation
video

HRT: "Let's watch 'World Tour'."
 (Play the video from the digital textbook.)
 ALT: "Did you hear that? What are they talking about?"
 HRT: "Let's watch one more time. We'll ask you some questions."
 (Play the Story again.)
 ALT: "What countries did you hear? Where is Ongie from? What does she do?"
 HRT: "How are their daily routines different from yours in Japan?"
 (Elicit answers from students.)

Let' s chant: I always do my homework. (p.54)**4min.**

- Review the expressions from Step 1.

Materials:

A: "I always do my homework."
 B: "I always check my school bag."
 C: "I always get the newspaper."

[Challenge] I usually wash the dishes.
 A: "I usually wash the dishes."
 B: "I usually set the table."
 C: "I usually brush my teeth."

Let's chant: What time do you get up? (p.56)

4min.

•Review the expressions from Step 2.

Materials:

A: "What time do you get up?"
B: "I get up at five."
A: "At five?" B: "At five."
A: "That's early."
B: "What time do you go to bed?"
A: "I go to bed at eleven."
B: "At eleven?" A: "At eleven."
B: "That's late."

Let's listen and read (p.58)

8min.

•Have students listen to the text and follow along with their finger.
•Confirm what Kazuki does on his days off and what time he does it at.

Materials: •
textbook
• pencil

ALT: "Listen! Kazuki is going to talk about his days off."
HRT: "Let's listen to him and follow along with the text with your finger."
(Play the audio for students.)
ALT: "What time does Kazuki get up?"
HRT: "Please connect the time with the activity by drawing a line. Do you have a pencil?"
(Check the answer as a class.)

You can do it! (p.59)

10min.

•Have students think about how they spend their days off.
•Have students fill out the worksheet.

Materials: •
worksheet
• pencil

HRT: "Let's think about your days off. What do you do?"
ALT: "Do you usually get the newspaper? Do you sometimes take out the garbage?"
(Let students brainstorm with their classmates.)
HRT: "Let's hear your daily routine. What do you usually do on your days off?"
(Elicit answers from students.)
ALT: "We are going to interview each other about our daily routine."
HRT: "Please mark your worksheets with a circle or X and think about your days off."

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: What time do you get up?

minutes Goal: Communicate about how you spend your day off.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

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 time do you usually get up on the weekend?

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 time do you usually get up on the weekend?" HRT: "I usually get up at 07:00 AM pm Saturday and Sunday. How about you?" ALT: "Wow, so early! I always get up at 09:00 AM on the weekend."

Let' s sing: This is the Way (p.60)

4 min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	This is the way we wash our face, wash our face, wash our face. This is the way we wash our face, so early in the morning.

You can do it! (p.59)

10 min.	•In pairs, have students interview their partner about the chores they do. •Have students ask each other about what time they go to bed and get up, and record the time.
Materials: • worksheet • pencil	HRT: "Let's make pairs and practice for our interviews." ALT: "Ask your partner, 'Do you cook dinner?' and mark your worksheet with a circle or an X." HRT: "Ask them about a few different chores, then ask about what time they get up and go to bed." ALT: "(HRT) sensei and I will walk around and support you with your interviews." (Evaluate each pair's practice and give feedback.)

You can do it! (p.59)

11 min.	<ul style="list-style-type: none">•Have students interview their classmates about how often they do chores.•Have students interview their classmates about what time they get up and go to bed.•Have students consider the results of their interviews and create a ranking.
Materials: <ul style="list-style-type: none">• worksheet• pencil	ALT: "Now, let's interview your classmates. Ask them how they spend their days off." HRT: "Remember to ask how often using 'always', 'usually', 'sometimes' and 'never'. " ALT: "Record their answers on your worksheet, then rank the top 3 students who do the most chores." HRT: "Let's try! Remember to give a reaction like, 'Wow!', 'Cool!' or 'Sounds nice!'" (Have students interview each other, offering support when needed.) ALT: "Let's ask about time. What time does your partner get up? What time do they go to bed?" HRT: "Write their answers on the worksheet, then rank the top 3 students who get up and go to bed early." (After the interviews, ask the class to share their rankings. Compare the results as a class.)

Fun Time 1: Playing with Letters (p.60)

8min.	<ul style="list-style-type: none">•Have students connect the dots in the order the teacher reads them.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Please listen to (ALT) sensei and connect the dots." ALT: "What is this picture? Connect the dots to find out!" HRT: "Are you ready? Do you have a pencil?" ALT: "Yes, I do! Let's start! D... o... g..." HRT: "Connect the dots to find the hidden picture. D... o... g..."

Reflection

4min.	<ul style="list-style-type: none">•Have students fill out the reflection sheet.
Materials:	HRT: "In Unit 4, we talked about..." (Elicit answers from students.) ALT: "Chores! Daily Routines!" HRT: "We also learned some new vocabulary words." ALT: "What does 'get up' mean? What is 'go to bed' in Japanese?" HRT: "Please ask your friends about their daily routine. What do they do?" ALT: "What can you learn in 2 minutes? Let's go!"

Goodbye

2min.	<ul style="list-style-type: none">•Leave students with praise and reflect on their accomplishments.
Materials:	ALT: "Great job today, class! That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: What time do you get up?

minutes Goal: Become used to expressions about emotions.

Target Language: [Step 1] Do you ~? / Yes, I do. / No, I don't. / I (frequency) ~.
 [Step 2] What time ~? I usually ~ at ...

Vocabulary: Routine actions, feeling, frequency, at, breakfast, early, great, market

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 time do you have lunch on the weekends?

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 time do you have lunch on the weekends?" HRT: "On the weekeds? Hmm, that depends on what I am doing but usually I have lunch about 1:00 PM. How about you?" ALT: "I see. I am similar. It depends on what I am doing and if I am hungry. Usually around 1 or 2. Never at 12!"

Let' s sing: This is the Way (p.60)

4 min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	This is the way we wash our face, wash our face, wash our face. This is the way we wash our face, so early in the morning.

Fun Time 1: Playing with Letters (p.60)

13 min.	•Have students connect the dots in the order the teacher reads them.
Materials: • worksheet • pencil	ALT: "Last class, we found the hidden picture. It was an apple! What do we have this time?" HRT: "Please listen to (ALT) sensei and connect the dots." ALT: "Look at the worksheet. What is this picture? Connect the dots to find out!" HRT: "Are you ready? Do you have a pencil?" ALT: "Yes, I do! Let's start! C... a... t..." HRT: "Connect the dots to find the hidden picture. C... a... t..."

Fun Time 1: Give It a Try (p.61)

16min.

- Review feelings vocabulary words.
- In groups, have students guess how the person in each picture is feeling and write a number.
- Watch the video and ask questions to confirm how the person is feeling.

Materials: •
textbook
• pencil

HRT: "Look at page 61. Are you happy?"
ALT: "Look at the pictures. How are they feeling? Can you guess?"
HRT: "At the bottom, we have happy, angry, sad..."
ALT: "Let's make groups and discuss. Please write an answer for each picture."
(Give the students some time to fill in their answers.)
HRT: "Now let's watch the video and check the answers."
(Pause the video to ask how each person is feeling and confirm the answers.)

Reflection

4min.

- Have students fill out the reflection sheet.

Materials:

HRT: "In today's lesson, we talked about..."
(Elicit answers from students.)
ALT: "Feelings!"
HRT: "We reviewed some vocabulary words."
ALT: "What does thirsty mean? What is 'tired' in Japanese?"
HRT: "Let's make pairs and gesture how we are feeling."
ALT: "Can you guess your partner's feelings? Let's try!"

Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

min.

© Evaluation:

45 Theme: He can run fast. She can do Kendama.

minutes Goal: Get used to the unit topic and vocabulary through the animation.

Target Language:[Step 1] Can you...? Yes, I can. / No, I can' t.

[Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

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 sports can you play?

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:“ What sports can you play?” ALT:“ I can play badminton!” HRT:“ Oh, you can play badminton!” ALT:“ Yes. And you?” HRT:“ I can do kendo.” ALT:“ Wow, that' s cool!”

BOL Activity: ALT Corner

6 min.	<ul style="list-style-type: none"> The ALT introduces sports from their home country. Have students ask questions about sports in the ALTs home country. Have students think about the similarities and differences from sports in Japan.
Materials: • ALT' s original presentation	ALT:“ In my country, ice hockey is popular. Do you have ice hockey in Japan?” (Elicit responses from students.) HRT:“ We have ice hockey, but it is not very popular in Japan.” ALT:“ My country is very cold, so we have many winter sports.” HRT:“ Like skiing? I enjoy skiing.” ALT:“ Well, yes... but we also have curling and ice fishing.” HRT:“ Interesting! I' ve seen curling on TV. Curling is an Olympic sport.” (ALT presents sports from their home country.)

Let' s sing: I Love the Mountains (p.70)

6 min.	<ul style="list-style-type: none"> Have students warm up their voices through singing. Create a fun atmosphere around English language learning.
Materials: • textbook	I love the mountains. I love the rolling hills. I love the flowers. I love the daffodils. I love the fireside when all the lights are low. *Boom-de-ah-da, Boom-de-ah-da, Boom-de-ah-da, Boom-de-ay. *Repeat

Story (pp.62-63)

8min.

·Introduce the unit topic.

Materials: ·
animation
video

HRT:“ Let’ s watch the story.”
(Play the Story from the digital textbook.)
ALT:“ Did you hear that? Where are they? What are they doing?”
HRT:“ Let’ s watch one more time.”
(Play the Story again.)
ALT:“ What sports did you hear? What can Nick and Yui play?”
(Elicit answers from students.)

Warm Up: Sports

7min.

·Introduce sports and movements vocabulary.

Materials: ·
flash cards

HRT:“ Let’ s learn some vocabulary.”
ALT:“ Yes, let’ s look at some sports. Do you know this sport?”
(ALT holds up a ‘sport’ flash card.)
Practice the names of sports in English, noting the differences between English and Japanese.
Elicit answers from students, and praise their efforts.

Let’ s play: Gesture game (p.63)

10min.

·Have students listen to and understand the names of sports.

Materials: ·
textbook

HRT:“ Let’ s review the vocabulary. Please point with your finger.”
ALT:“ Play soccer... ride a unicycle...”
(Review the vocabulary on pages 62 and 63.)
ALT:“ Let’ s practice with the gesture game.”
HRT:“ Make groups. Take turns. One student gestures. The others try to guess which sport they are doing.”
ALT:“ Are you ready? Okay. Let’ s go!”
(Play the gesture game with a few of the vocabulary words to build students’ recognition.)”

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: He can run fast. She can do Kendama.

minutes Goal: Learn how to ask if one can or cannot do something.

Target Language: [Step 1] Can you...? Yes, I can. / No, I can' t.
 [Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

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

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

Materials:

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

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

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

HRT: " Yes, I can. I like barbecue. I like to grill."

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

Let' s sing: I Love the Mountains (p.70)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

when all the lights are low.

*Boom-de-ah-da, Boom-de-ah-da,

Boom-de-ah-da, Boom-de-ay.

*Repeat

Let' s watch (p.64)**7min.**

- Confirm the expressions in Step 1.
- Have students circle the sport Nick plays.

Materials: •
animation
video
• textbook
• pencil

HRT: " Let' s watch the story."

(Play the Story from the digital textbook.)

ALT: " Did you hear that? What are they talking about?"

HRT: " Let' s watch one more time. We' ll ask you some questions."

(Play the Story again.)

ALT: " What did you hear? What' s his name? What sport can Nick play?"

HRT: " Please circle the answer in your textbook."

Let' s listen (p.64)**6min.**

- Have students listen and understand what each person can and cannot do.

Materials: •
textbook
• pencil

ALT: " Look at the table here. How many students are there?"

(Elicit answers from students.)

ALT: " Three! Lily, Kazuki and Yui."

HRT: " Let' s listen to Nick ask his friends to find out what they can and cannot do."

ALT: " Please draw a circle if they can or a triangle if they cannot."

(Play the audio and check the answers as a class.)

Let's chant: Can you ride a bicycle? (p.64)

4min.

• Become used to the expressions in Step 1.

Materials:

A: "Can you ride a bicycle?"
B: "Yes, I can!"
A: "Can you ride a unicycle?"
B: "No, I can't."
A: "Can you play the drums?" B: "No."
A: "Can you play the guitar?" B: "No."
A: "Can you do judo?" B: "Yes!"
A: "Cool!"

Let's play: Guessing game (p.65)

8min.

• Have students guess what their teacher can or cannot do.
• Have students ask questions to their teacher.

Materials:

HRT: "Let's ask (ALT) sensei what they can do. Look at the board."
ALT: "On the left... 'Yes, I can.' On the right... 'No, I can't.'"
HRT: "(ALT) sensei, can you play volleyball?"
(ALT moves to the right.)
ALT: "No, I can't!"
HRT: "Let's ask and (ALT) sensei will move left or right."
ALT: "Look in your textbooks if you need some ideas."

Sounds and Letters: e, f (p.65)

8min.

• Review the jingle on page 65, going over the "e" and "f" sounds.
• Write the letters on the penmanship sheet.

Materials: • pencil
• penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT: "E-e-egg! E-e-elephant!"
HRT: "Thank you. Now do f, please."
ALT: "Okay! F-f-fish! F-f-five!"
HRT: "Can you hear the difference between e and f? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! E-e-egg..."

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: He can run fast. She can do Kendama.

minutes Goal: Ask whether you can do something

Target Language: [Step 1] Can you...? Yes, I can. / No, I can' t.
 [Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

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

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

Materials:

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

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

ALT: " Yes, I can. I like karaoke. I usually go with my friends."

HRT: " Okay, please sing for the class!"

ALT: " No, thank you! I' m embarrassed..."

Let' s sing: I Love the Mountains (p.70)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials:
textbook

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

when all the lights are low.

*Boom-de-ah-da, Boom-de-ah-da,

Boom-de-ah-da, Boom-de-ay.

*Repeat

Let' s chant: [Challenge] Can you sing well? (p.64)**4min.**

- Review the expressions from Step 1 .
- Repeat the chant from the previous lesson.

Materials:

A: " Can you sing well?"

B: " Yes, I can!"

A: " Can you swim well?"

B: " No, I can' t."

A: " Can you dance well?" B: " Yes!"

A: " Can you jump high?" B: " Yes!"

A: " Can you run fast?" B: " No."

A: " That' s OK."

Let' s play: Guessing game (p.65)**6min.**

- Have students guess what their teacher can or cannot do.
- Have students ask the question to their teacher.

Materials:

HRT: " Let' s ask (ALT) sensei what they can do. Look at the board."

ALT: " On the left is ... 'Yes, I can.' and on the right is ... 'No, I can' t.'"

HRT: " (ALT) sensei, can you play basketball?"

(ALT moves to the left.)

ALT: " Yes, I can!"

HRT: " Let' s ask and (ALT) sensei will move left or right."

ALT: " Look in your textbooks if you need some ideas."

Let' s try (p.65)

8min.

- Have students make pairs and guess 5 things they think their partner can do.
- Have students ask their partner, "Can you...?" to confirm their guesses.

Materials: •
textbook
• pencil

HRT:" Please look at page 65. Let' s try."
ALT:" Let' s make pairs and try to guess what your partner can do."
HRT:" Please draw a circle in at least 5 of the sports or activities you think your partner can do."
(Give students some time to guess.)
HRT:" Are you finished? Let' s ask your partner, 'Can you...?' ."
ALT:" Remember to give a reaction like, 'Really?' or 'Wow!' ."
(Students make pairs and ask their partner to confirm their guesses.)

Let' s write (p.65)

7min.

- Have students write one thing they can do from the table on page 65.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

ALT:" (HRT) sensei, what can you do?"
HRT:" I like music. I can play the piano."
ALT:" That' s nice, (HRT) sensei."
HRT:" Okay, class. Let' s write one thing you can do in your textbooks on page 65."
ALT:" If you need help spelling, please ask me or (HRT) sensei."
HRT:" You can look at 'Let' s try.' on page 65 for help, too!"
ALT:" Do you have a pencil?"
(Students write one thing they can do from 'Let' s try' on the line.)

Sounds and Letters: e, f (p.65)

8min.

- Review the jingle on page 65, going over the "e" and "f" sounds.
- Write the letters on the penmanship sheet.

Materials: •
pencil
• penmanship
sheet

HRT:" Let' s go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT:" E-e-egg! E-e-elephant!"
HRT:" Thank you. Now do f, please."
ALT:" Okay! F-f-fish! F-f-five!"
HRT:" Can you hear the difference between e and f? (ALT) sensei, one more time please?"
ALT:" Sure. Repeat after me! E-e-egg..."

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: He can run fast. She can do Kendama.

minutes Goal: Learn how to say your friends can or cannot do something.

Target Language:[Step 1] Can you...? Yes, I can. / No, I can' t.

[Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

Greeting, Small Talk: Do you know this man?

6min.

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

Materials:

HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?”

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

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

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

HRT:“ You don’ t know him?! This is Messi. He is an AMAZING soccer player!”

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

HRT:“ Yes. Of course!”

Let’ s sing: I Love the Mountains (p.70)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

when all the lights are low.

*Boom-de-ah-da, Boom-de-ah-da,

Boom-de-ah-da, Boom-de-ay.

*Repeat

Let’ s watch (p.66)

7min.

- Confirm the expressions in Step 1.
- Have students circle what Kazuki can do.

Materials: •
animation
video
• textbook
• pencil

HRT:“ Let’ s watch the story.”

(Play the Story from the digital textbook.)

ALT:“ Did you hear that? What are they talking about?”

HRT:“ Let’ s watch one more time. We’ ll ask you some questions.”

(Play the Story again.)

HRT:“ What did you hear? Who is talking?”

ALT:“ What can Kazuki do?”

HRT:“ Please circle the answer in your textbook.”

Let’ s listen (p.66)

6min.

- Listen for what the teachers can do in the conversation.
- Have students draw a line to connect the answer.

Materials: •
textbook
• pencil

HRT:“ Next, let’ s listen to Lily ask her teachers about what they can do.”

ALT:“ Do you have a pencil?”

(Play the audio.)

ALT:“ Did you get that? What can Ms. Miller do? How about Mr. Hanai?”

HRT:“ Do you want to hear it one more time?”

(Play the audio again and check the answers as a class.)

Let's chant: He can play baseball. (p.66)

4min.

•Become used to the expressions in Step 2.

Materials:

A: "He can't play tennis, but he can play baseball."
B: "Oh, really?"
B: "She can't play the piano, but she can play the recorder."
A: "Oh, wow."

Let's play: Character Guessing Quiz (p.67)

8min.

•Have students listen to the hints about what a character can or cannot do.
•Have students guess the character the ALT is describing.

Materials:

ALT: "Let's play a game! Can you guess which character I am talking about?"
HRT: "Listen to the hints (ALT) sensei gives. What character do you think it is?"
ALT: "He can swing. He can climb. He can smash!"
(Gesture to convey meaning.)
HRT: "What character do you think it is?"
(Elicit answers from students.)
ALT: "The answer is... Donkey Kong!"
HRT: "Nice quiz! Do you have another one for us?"

Sounds and Letters: g, h (p.67)

8min.

•Review the jingle on page 67, going over the "g" and "h" sounds.
•Write the letters on the penmanship sheet.

Materials: • pencil
• penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT: "G-g-gorilla! G-g-girl!"
HRT: "Thank you. Now do h, please."
ALT: "Okay! H-h-hat! H-h-hamburger!"
HRT: "Can you hear the difference between g and h? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! G-g-gorilla..."

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: He can run fast. She can do Kendama.

minutes Goal: Convey what your friend can or cannot do.

Target Language: [Step 1] Can you...? Yes, I can. / No, I can' t.
 [Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

Greeting, Small Talk: Can you read this?**6min.**

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

Materials:

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

ALT: " (HRT) sensei, can you read this?"

(The ALT shows the HRT and the class signs in foreign languages.)

HRT: " No... I can' t! What language is this?"

ALT: " It' s Korean. It says... How about this one then? Can you read this?"

HRT: " Hm..."

Let' s sing: I Love the Mountains (p.70)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials:
textbook

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

when all the lights are low.

*Boom-de-ah-da, Boom-de-ah-da,

Boom-de-ah-da, Boom-de-ay.

*Repeat

Let' s chant: [Challenge] I can' t swim fast, but he can swim fast. (p.66)**4min.**

- Review the expressions from Step 2.
- Repeat the chant from the previous lesson.

Materials:

A: " I can' t swim fast, but he can swim fast."

B: " Oh, really?"

B: " I can' t draw well, but she can draw well."

A: " Oh, wow."

Let' s play: Character Guessing Quiz (p.67)**6min.**

- Have students listen to the hints about what a character can or cannot do.
- Have students guess the character the ALT is describing.

Materials:

ALT: " Let' s play a game! Can you guess which character I am talking about?"

HRT: " Listen to the hints (ALT) sensei gives. What character do you think it is?"

ALT: " She can' t fly. She can drive a kart. She can break the curse over Mushroom Kingdom!"

(Gesture to convey meaning.)

HRT: " What character do you think it is?"

(Elicit answers from students.)

ALT: " The answer is... Princess Peach!"

HRT: " Nice quiz! Do you have another one for us?"

Let's try (p.67)

9min.

- Have students ask their classmates about what they can or cannot do.
- Have students quiz their group members with a three hint quiz.

Materials: •
pencil
• worksheet

HRT:“ Please ask your classmates about what they can and cannot do.”
ALT:“ Talk to many friends. Are you ready? Go!”
(Give students some time to ask each other, changing partners ever so often.)
HRT:“ Okay, now let's make groups. We are going to make a three hint quiz.”
ALT:“ Group members, can you guess who the quiz is about?”
HRT:“ Use hints like, ‘He/she can...’ and ‘He/she cannot...’ .”
ALT:“ It could be anyone in our class, so try your best to guess.”

Let's write (p.67)

6min.

- Have students write the name of one friend and what they can do on page 67.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT:“ (ALT) sensei, can you do kendama?”
ALT:“ No, I can't... I want to try it though.”
HRT:“ What can you do well?”
ALT:“ I can swim well.”
HRT:“ Great! He/she can swim well.”
ALT:“ Interview one friend. Write their name on the line and what they can do below.”
HRT:“ Do you have a pencil?”
(Students interview one friend and write what they can do on the line.)

Sounds and Letters: g, h (p.67)

8min.

- Review the jingle on page 67, going over the “g” and “h” sounds.
- Write the letters on the penmanship sheet.

Materials: •
pencil
• penmanship
sheet

HRT:“ Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!”
ALT:“ G-g-gorilla! G-g-girl!”
HRT:“ Thank you. Now do h, please.”
ALT:“ Okay! H-h-hat! H-h-hamburger!”
HRT:“ Can you hear the difference between g and h? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! G-g-gorilla...”

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: He can run fast. She can do Kendama.

minutes Goal: Introduce the things your teacher can and cannot do.

Target Language: [Step 1] Can you...? Yes, I can. / No, I can' t.
 [Step 2] He [She] can / can' t...

Vocabulary: Activities, sports, Things around you , Explanations of people and things, professions, food, can, fast, from, high, not, then, well, who

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

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

Materials:

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

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

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

HRT: " Yes, I can. I like to run. I run about 10 kilometers each weekend."

ALT: " Wow! That' s great!"

Let' s sing: I Love the Mountains (p.70)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials:
textbook

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

when all the lights are low.

*Boom-de-ah-da, Boom-de-ah-da,

Boom-de-ah-da, Boom-de-ay.

*Repeat

Let' s watch (p.68)**7min.**

- Listen to the audio.
- Think deeply about what elementary school students around the world can do.

Materials:
animation
video

HRT: " Let' s watch 'World Tour' ."

(Play the video from the digital textbook.)

ALT: " Did you hear that? What are they talking about?"

HRT: " Let' s watch one more time. We' ll ask you some questions."

(Play the Story again.)

ALT: " What sports did you hear? What' s his name? What' s her name?"

HRT: " What is Eric good at? How about Weetiwat?"

(Elicit answers from students.)

Let' s chant: Can you ride a bicycle? (p.64)**4min.**

- Review the expressions from Step 1 and Step 2.

Materials:

A: " Can you ride a bicycle?"

B: " Yes, I can!"

A: " Can you ride a unicycle?"

B: " No, I can' t."

A: " Can you play the drums?" B: " No."

A: " Can you play the guitar?" B: " No."

A: " Can you do judo?" B: " Yes!"

A: " Cool!"

Let's listen and read (p.68)

8min.

- Have students listen to the text and follow along with their finger.
- Have students circle what Nick's teachers can do on page 68.

Materials:
• textbook
• pencil

ALT: "Look! Nick is giving a speech about his teachers."
HRT: "Let's listen and follow along the text with your finger."
(Play the audio for students.)
ALT: "Who is he? Mr. Hanai. What can Mr. Hanai do?"
HRT: "Do you want to listen one more time?"
(Play the audio again.)
HRT: "Please circle the answer."
(Check the answer as a class.)

You can do it! (p.69)

8min.

- Have students think about what they know about their teacher, or interview their teacher, if possible.
- Have students present what their teacher can do.

Materials:
• textbook

HRT: "Please think about the teachers at this school. What do you know about them?"
ALT: "What can they do well? Imagine you will introduce them to a new student."
HRT: "For example, Ms. Kawai is the music teacher. She can play the piano, well."
ALT: "What can you share with the class about the teachers in this school?"
(Give students time to brainstorm and prepare their introductions.)
HRT: "Now let's listen to your teacher's introductions. Presenters, please get ready!"
ALT: "Remember to be a good audience. Make eye contact, smile and give some reactions."
(Students take turns presenting their teacher introductions and role playing audience members.)

Fun Time 2: Lucky Alphabet (p.70)

6min.

- Play Lucky Alphabet using the Cut-out cards.
- Have students pick up 1, 2 or 3 letters at a time, reading the letters as they go.
- Have students write the lucky letters in their textbooks.

Materials:
• Cut-out cards
• textbook
• pencil

ALT: "Here I have 4 lucky letters. They're secret!"
HRT: "Please make groups and share one set of alphabet Cut-out cards."
ALT: "Start from a. You can take one, two or three cards at a time."
HRT: "Please say the letters when you take them. For example, 'A, b.' Next. 'B, c, d!' Next."
ALT: "I'll tell you the lucky letters at the end. The student with the most lucky letters is the winner!"
(Have students play Lucky Letters, revealing the secret letters once everyone has finished.)
ALT: "How many lucky letters did you get?"

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 want to go to Italy.

minutes Goal: Get used to the unit topic and vocabulary through the animation.

Target Language:[Step 1] In ..., you can see [visit / eat / drink / buy] ...

[Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

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: Where do you want to go during winter vacation?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT/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 during winter vacation?” ALT:“ I want to go back to my home country! I miss my family. And you?” HRT:“ I want to go some place warm... I want to go to Okinawa!” ALT:“ Nice!”

Let’ s sing: It’ s a Small World (p.80)

4 min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	It’ s a world of laughter, a world of tears. It’ s a world of hopes, and a world of fears. There’ s so much that we share that it’ s time we’ re aware. It’ s a small world after all. It’ s a small world after all. x3 It’ s a small, small world.

Story (pp.72-73)

11 min.	•Introduce the unit topic.
Materials: • animation video	HRT:“ Turn to pages 72 and 73. I want to go to Italy.” ALT:“ Who is in the story? Where are they? What do they see?” (Check and confirm before watching the story.) HRT:“ Now let’ s watch the story.” (Play the Story from the digital textbook.) ALT:“ Let’ s check the order of events. Who is first? ...That’ s right! Ms. Miller. Second?” HRT: Let’ s listen to the story one more time. (Play the Story again.) ALT:“ What did you hear? Where does Nick want to go?”

Vocabulary warm-ups (pp.72-73)

8min.

- Introduce the vocabulary for country names.
- Elicit other country names by asking students about what they know.

Materials: •
Picture Cards
• **textbook**

ALT: "Let's practice these words on pages 72 and 73. Peru... Canada... Japan... Egypt..."
HRT: " (ALT) sensei, have you been to Egypt?"
ALT: "No, I haven't. What about you, (HRT) sensei?"
HRT: "Me? No, but I want to go. I want to see the pyramids!"
ALT: "Let's make pairs and practice the words with your partner."
HRT: "First, play Rock-scissors-paper. Winners point to the textbook, losers say the English word."
ALT: "Practice the words with your partner. Ready? Go!"

Let's play: Pointing Game (p.73)

10min.

- Have students listen to and say the vocabulary words.
- Have students follow along with the numbers with their fingers while listening to the audio.

Materials: •
textbook

HRT: "Let's review the vocabulary. Please follow along with your finger."
ALT: "Italy... Brazil..."
(Review the vocabulary on pages 72 and 73.)
ALT: "Let's practice with the pointing game."
HRT: "Make pairs. The student who points to the correct picture first is the winner."
ALT: "Ready? Okay... Australia!"
(Play the pointing game with a few of the vocabulary words to build students' recognition.)

Reflection

4min.

- Have students fill out the reflection sheet.

Materials:

HRT: "In the first lesson of Unit 6, we talked about..."
ALT: "Countries!"
HRT: "We also learned some new vocabulary words."
ALT: "What's China in Japanese? What's India in Japanese?"
HRT: "Please ask your friends about the countries they know. Where do they want to go?"
ALT: "What can you learn in 2 minutes? Let's go!"

Goodbye

2min.

- Leave students with praise and reflect on their accomplishments.

Materials:

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

© Evaluation:

45 Theme: I want to go to Italy.

minutes Goal: Learn how to say the things you can do in countries around the

Target Language: [Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

Greeting, Small Talk: Where do you want to go during 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, where do you want to go during summer vacation?"

ALT: "Summer? I want to go to Europe - may be Switzerland or Austria. And you?"

HRT: "I want to go some place cold... I want to go to Greenland or Chile!"

ALT: "Interesting!"

Let's sing: It's a Small World (p.80)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials: •
textbookIt's a world of laughter,
a world of tears.It's a world of hopes,
and a world of fears.There's so much that we share
that it's time we're aware.

It's a small world after all.

It's a small world after all. x3

It's a small, small world.

Let's watch (p.74)**6min.**

- Confirm the expressions in Step 1.
- Have students put a circle in the bracket of the place you can visit in Peru.

Materials: •
animation
video
• textbook
• pencil

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is she? Ms. Miller!"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "Where does Ms. Miller want to go? Peru."

HRT: "What can you see in Peru?"

(Elicit answers from students.)

Let's listen (p.74)**5min.**

- Listen for countries and what you can do there in the conversation.
- Have students write letters in the brackets matching the pictures with the country flags.

Materials: •
textbook
• pencil

ALT: "Next, let's listen to some tourist information."

HRT: "Please listen and write the correct letters in the brackets next to the country flag. Do you have a pencil?"

(Play the audio.)

ALT: "Did you get that? A is... Uluru. What country is Uluru in? Australia."

HRT: "Do you want to hear it one more time?"

(Play the audio again and check the answers as a class.)

Let's chant: You can visit Rome. (p.74)

5min.

• Become used to the expressions in Step 1.

Materials:

A: "What country is this?"
B: "It's Italy."
A: "You can visit Rome."
A: "You can eat pizza."

A: "What country is this?"
B: "It's Canada."
A: "You can see the aurora."
B: "Cool!"

Let's play: Karuta (p.75)

9min.

• Have students play Karuta using the country flag Cut-out cards.

Materials:

ALT: "Next, let's play Karuta!"

Cut-out cards

HRT: "Please make pairs and share one set of country flag Cut-out cards."
ALT: "I'll make a sentence with a country name and what you can do there."
HRT: "When you know the country, you can take the card."
ALT: "Are you ready? In India you can see the Taj Mahal."
(For a challenge, change the sentence order:
You can see the Taj Mahal in India.)

Sounds and Letters: i, j (p.75)

8min.

• Review the jingle on p. 75, going over the "i" and "j" sounds.
• Write the letters on the penmanship sheet.

Materials:

pencil

penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"

ALT: "I-i-ink! I-i-iguana!"

HRT: "Thank you. Now do j, please."

ALT: "Okay! J-j-jump! J-j-jam!"

HRT: "Can you hear the difference between i and j? (ALT) sensei, one more time please?"

ALT: "Sure. Repeat after me! I-i-ink..."

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 want to go to Italy.

minutes Goal: Convey the things you can do in countries around the world.

Target Language: [Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

Greeting, Small Talk: What do you want to do in ...?**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? What' s your favorite ...?"

HRT: " (ALT) sensei, what do you want to do in Europe?"

ALT: " I want to see the beautiful mountains in Switzerland. And you?"

HRT: " I want to see the fjords and wildlife in Greenland."

ALT: " Interesting!"

Let' s sing: It' s a Small World (p.80)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials: •
textbookIt' s a world of laughter,
a world of tears.It' s a world of hopes,
and a world of fears.There' s so much that we share
that it' s time we' re aware.

It' s a small world after all.

It' s a small world after all. x3

It' s a small, small world.

Let' s chant: [Challenge] You can visit the pyramids. (p.74)**4min.**

- Review the expressions from Step 1.
- Repeat the chant from the previous lesson.

Materials:

A: " What country is this?"

B: " It' s Egypt.

B: " You can visit the pyramids.

B: " You can ride a camel."

A: " What country is this?"

B: " It' s Peru.

B: " You can see Machu Picchu."

A: " Wow!"

Let' s play: Karuta (p.75)**6min.**

- Have students play Karuta using the country flag Cut-out cards.

Materials: •
Cut-out cards

ALT: " Next, let' s play Karuta!"

HRT: " Please make pairs and share one set of country flag Cut-out cards."

ALT: " I' ll make a sentence with a country name and what you can do there."

HRT: " When you know the country, you can take the card."

ALT: " Are you ready? In India you can see the Taj Mahal."

(For a challenge, change the sentence order:

You can see the Taj Mahal in India.)

Let's try (p.75)

10min.	<ul style="list-style-type: none">•Have students choose two countries they would like to visit.•Have students research what they can do in those countries and write notes.•Have students quiz their group members about the countries they chose using the things they can do there.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT:“ Now look at the table on page 75.” ALT:“ Please choose two countries you’ d like to visit and write them at the top.” HRT:“ What can you do in those countries? Let’ s research! You can use your tablets or social studies textbook.” ALT:“ Please write notes in the boxes below.” (Allow students a minute or two to fill in the blanks.) HRT:“ Now let’ s quiz your group members. Watch us!” ALT:“ You can see MLB games. You can eat hot dogs and hamburgers. What country is this?” HRT:“ Do you understand? Are you ready? Go!”

Let's write (p.75)

5min.	<ul style="list-style-type: none">•Have students write what they can do in a country and draw a picture.•Talk about capitalization, punctuation and spaces.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT:“ (ALT) sensei, what can you do in the U.S.?” ALT:“ You can see baseball games. What can you eat in Japan, (HRT) sensei?” HRT:“ You can eat soba.” ALT:“ Let’ s write what you can do on the line on page 75 and draw a picture.” HRT:“ Visit, see, eat, drink, buy — if you need help, please ask me or (ALT) sensei.” ALT:“ Do you have a pencil?” (Students trace the words, write what they can do on the line and draw a picture.)

Sounds and Letters: i, j (p.75)

8min.	<ul style="list-style-type: none">•Review the jingle on p. 75, going over the “i” and “j” sounds.•Write the letters on the penmanship sheet.
Materials: <ul style="list-style-type: none">• pencil• penmanship sheet	HRT:“ Let’ s go over Sounds and Letters. Listen to (ALT) sensei carefully!” ALT:“ I-i-ink! I-i-iguana!” HRT:“ Thank you. Now do j, please.” ALT:“ Okay! J-j-jump! J-j-jam!” HRT:“ Can you hear the difference between i and j? (ALT) sensei, one more time please?” ALT:“ Sure. Repeat after me! I-i-ink...”

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: <ul style="list-style-type: none">• 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 want to go to Italy.

minutes Goal: Ask and answer country travel preference and the reason.

Target Language: [Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

Greeting, Small Talk: What was the first country you went 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, what was the first country you went to on vacation?"

ALT: "The first country I went to was France, when I was 5. How about you?"

HRT: "Me? When I was 7, I went to America."

ALT: "Nice!"

Let's sing: It's a Small World (p.80)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials: • textbookIt's a world of laughter,
a world of tears.It's a world of hopes,
and a world of fears.There's so much that we share
that it's time we're aware.

It's a small world after all.

It's a small world after all. x3

It's a small, small world.

Let's watch (p.76)**6min.**

- Confirm the expressions in Step 2.
- Have students circle why Nick wants to go to Italy.

Materials: • animation video
• textbook
• pencil

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

ALT: "Did you hear that? Who is he? Nick! Where does Nick want to go?"

HRT: "Let's watch one more time. We'll ask you some questions."

(Play the Story again.)

ALT: "Why does Nick want to go to Italy? He wants to see soccer games there."

HRT: "Does Nick play soccer? When?"

(Elicit answers from students.)

Let's listen (p.76)**5min.**

- Listen for the countries students want to visit and why in the conversation.
- Have students circle the picture matching each student's answer.

Materials: • textbook
• pencil

HRT: "Next, let's listen to Ms. Miller ask the class where they want to go."

ALT: "Please listen and circle the answers for Shota, Lily, Kazuki and Mr. Hanai."

(Play the audio.)

ALT: "Did you get that? Where does Mr. Hanai want to go? How about Lily?"

HRT: "Do you want to hear it one more time?"

(Play the audio again.)

ALT: "Lily wants to go to Canada. Why?"

HRT: "She wants to buy maple syrup. Anything else? What did you hear?"

(Check the answers as a class.)

Let's chant: Where do you want to go? (p.76)

5min.

• Become used to the expressions in Step 2.

Materials:

A: "Where do you want to go?"
B: "I want to go to Brazil."
A: "Why?"
B: "I want to see a soccer game."
B: "Where do you want to go?"
A: "I want to go to China."
B: "Why?"
A: "I want to see the Great Wall."

Let's play: Card game (p.77)

9min.

• Have students make pairs and ask each other what countries they want to visit.
• Have students explain why they want to visit those countries.

Materials:

ALT: "Next, let's try a card game. Please watch a demonstration."

Cut-out cards

HRT: "We have many countries. France... Canada... Peru..."

ALT: "Please shuffle the cards and put them face down. Pick one."

(ALT picks one country card.)

HRT: "Where do you want to go?" ALT: "I want to go to India."

HRT: "Why?" ALT: "I want to eat curry and rice."

HRT: "Ask your partner why they want to go to that country."

ALT: "Are you ready? Let's try!"

Sounds and Letters: k, l (p.77)

8min.

• Review the jingle on p. 77, going over the "k" and "l" sounds.
• Write the letters on the penmanship sheet.

Materials:

pencil

penmanship sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"

ALT: "K-k-king! K-k-koala!"

HRT: "Thank you. Now do l, please."

ALT: "Okay! L-l-lemon! L-l-lion!"

HRT: "Can you hear the difference between k and l? (ALT) sensei, one more time please?"

ALT: "Sure. Repeat after me! K-k-king..."

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 want to go to Italy.

minutes

Goal: Ask about the country one wants to go to and the reason.

Target Language: [Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

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

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), what is this country? Do you know?"
 ALT shows a picture/gestures to look like the Statue of Liberty.
 HRT: "Oh, this is in New York city, so the answer is... USA!"
 ALT: "That's right, it's America. You can see the Statue of Liberty."

Let's sing: It's a Small World (p.80)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials: •
textbook

It's a world of laughter,
 a world of tears.
 It's a world of hopes,
 and a world of fears.
 There's so much that we share
 that it's time we're aware.
 It's a small world after all.
 It's a small world after all. x3
 It's a small, small world.

Let's chant: [Challenge] Where do you want to go? 2 (p.76)**4min.**

- Review the expressions from Step 2.
- Repeat the chant from the previous lesson.

Materials:

A: "Where do you want to go?"
 B: "I want to go to India."
 A: "Why?"
 B: "I want to see the Taj Mahal."
 B: "Where do you want to go?"
 A: "I want to go to France."
 B: "Why?"
 A: "I want to see the Mona Lisa."

Let's play: Card game (p.77)**6min.**

- Have students make pairs and ask each other what countries they want to visit.
- Have students explain why they want to visit those countries.

Materials: •
Cut-out cards

ALT: "Next, let's try a card game. Please watch a demonstration."
 HRT: "We have many countries. France... Canada... Peru..."
 ALT: "Please shuffle the cards and put them face down. Draw one."
 (ALT draws one country card.)
 HRT: "Where do you want to go?" ALT: "I want to go to Brazil."
 HRT: "Why?" ALT: "I want to see soccer matches there."
 HRT: "Ask your partner why they want to go to that country."
 ALT: "Are you ready? Let's try!"

Let's try (p.77)

10min.	<ul style="list-style-type: none">•Have students write where they want to go and why.•Students interview their classmates about the country they want to visit.•Students follow up and ask why their classmates want to go to those countries.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT:“ Now look at page 77. Let's interview your classmates. First, we'll show you a demonstration.” ALT:“ Hello HRT sensei. Where do you want to go?” HRT:“ I want to go to France.” ALT:“ Really? Why?” HRT:“ I want to eat croissants there.” ALT:“ Wow! That sounds wonderful.” HRT:“ Let's interview 5 of your classmates. Please write where they want to go and why.” (After the activity, ask students about where their classmates want to go and their reasons why.)

Let's write (p.77)

5min.	<ul style="list-style-type: none">•Have students write one country they want to visit.•Talk about capitalization, punctuation and spaces.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT:“ Let's write one country you want to visit and why?. How about you, (ALT) sensei? Where do you want to go?” ALT:“ I want to go to China. You can visit the Great Wall there.” HRT:“ Oh, that sounds nice! I want to go to China, too. I want to eat duck there.” ALT:“ Really? Wow!” HRT:“ Australia, China, Egypt — if you need help, please ask me or (ALT) sensei.” ALT:“ Do you have a pencil? Remember, one country and why?” (Students trace the words and write where they want to go on the line.)

Sounds and Letters: k, l (p.77)

8min.	<ul style="list-style-type: none">•Review the jingle on p. 77, going over the “k” and “l” sounds.•Write the letters on the penmanship sheet.
Materials: <ul style="list-style-type: none">• pencil• penmanship sheet	HRT:“ Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!” ALT:“ K-k-king! K-k-koala!” HRT:“ Thank you. Now do l, please.” ALT:“ Okay! L-l-lemon! L-l-lion!” HRT:“ Can you hear the difference between k and l? (ALT) sensei, one more time please?” ALT:“ Sure. Repeat after me! K-k-king...”

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: <ul style="list-style-type: none">• 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 want to go to Italy.

minutes Goal: Explore countries around the world and learn about the culture.

Target Language: [Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

Greeting, Small Talk: Why do you like to travel?**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), why do you like to travel?"

HRT: " Well, I get to see new things and experience new cultures."

ALT: " Yes, that' s right. I am the same. I get to see famous places, eat delicious food and meet lots of people. I love to travel"

Let' s sing: It' s a Small World (p.80)**4min.**

- Have students warm up their voices through singing.
- Practice the sounds of English words and intonation.

Materials:
textbookIt' s a world of laughter,
a world of tears.It' s a world of hopes,
and a world of fears.There' s so much that we share
that it' s time we' re aware.

It' s a small world after all.

It' s a small world after all. x3

It' s a small, small world.

Let' s watch (p.78)**7min.**

- Watch the video.
- Think deeply about what people can do in Thailand, Germany, Korea and the U.K.

Materials:
animation
video

HRT: " Let' s watch 'World Tour' ."

(Play the video from the digital textbook.)

ALT: " Did you hear that? What are they talking about?"

HRT: " Let' s watch one more time. We' ll ask you some questions."

(Play the Story again.)

ALT: " What countries did you hear? What can you do in Thailand? How about the U.K.?"

HRT: " How are these countries different from Japan?"

(Elicit answers from students.)

Let' s chant: You can visit Rome. (p.74)**4min.**

- Review the expressions from Step 1.

Materials:

A: " What country is this?"

B: " It' s Italy."

A: " You can visit Rome."

A: " You can eat pizza."

A: " What country is this?"

B: " It' s Canada."

A: " You can see the aurora."

B: " Cool!"

Let's chant: Where do you want to go? (p.76)

4min.

•Review the expressions from Step 2.

Materials:

A: "Where do you want to go?"
B: "I want to go to Brazil."
A: "Why?"
B: "I want to see a soccer game."
B: "Where do you want to go?"
A: "I want to go to China."
B: "Why?"
A: "I want to see the Great Wall."

Let's listen and read (p.78)

8min.

•Have students listen to the text and follow along with their finger.
•Confirm where Shota wants to go and what you can do there.

Materials: •
textbook

ALT: "Look! Shota made a poster about where he wants to go."
HRT: "Let's listen to him and follow the text with your finger."
(Play the audio for students.)
ALT: "Where does Shota want to go? What can you do there?"
HRT: "Please find the sticker in the back of your book that matches Shota's poster. Let's add it to the page."
(Check the answer as a class.)

You can do it! (p.79)

10min.

•Have students think about the country they'd like to introduce.
•Have students research what can be done in the country they've chosen.
•Have students prepare pictures.

Materials: •
pencil
• paper
• tablet/
Chromebook

HRT: "Let's choose a country that you'd like to introduce. Where do you want to go?"
ALT: "What can you do there that you would like to share with your classmates?"
(Let students brainstorm with their classmates.)
HRT: "Let's hear your thoughts. What country do you want to visit? Why?"
(Elicit answers from students.)
ALT: "We're going to make a poster to introduce the country you chose."
HRT: "You can use your tablets to research or write notes."
ALT: "Think about how you can show how attractive the country is! How can you show its beauty?"

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 want to go to Italy.

minutes Goal: Introduce the country you want to go to using the poster you

Target Language:[Step 1] In ..., you can see [visit / eat / drink / buy] ...

[Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

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: Where do you want to go?

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), where do you want to go?" HRT: "I want to go to Mexico. How about you?" ALT: "Me? I want to go to Bermuda. It looks beautiful!"

Let's sing: It's a Small World (p.80)

3 min.	<ul style="list-style-type: none"> Have students warm up their voices through singing. Practice the sounds of English words and intonation.
Materials: textbook	It's a world of laughter, a world of tears. It's a world of hopes, and a world of fears. There's so much that we share that it's time we're aware. It's a small world after all. It's a small world after all. x3 It's a small, small world.

You can do it! (p.79)

12 min.	<ul style="list-style-type: none"> Have students practice their presentations. Give feedback and discuss ideas for improvement. Practice again after applying feedback.
Materials: pencil paper tablet/ Chromebook	HRT: "Let's make groups of students with the same countries and practice for our presentations." ALT: "(HRT) sensei and I will walk around and give you some ideas." (Evaluate each group's practice and give feedback.) HRT: "What can you do to make your presentation better?" ALT: "I hope we gave you some ideas. Let's practice one more time!"

You can do it! (p.79)

10min.	•Groups take turns presenting and playing audience members. •Practice presentation skills and listening manners.
Materials: • pencil • paper • tablet/ Chromebook	ALT:“ Now, let’ s split our groups into two halves – half will present their posters, half will be audience members.” HRT:“ Presenters, raise your hand! Please get ready to share about your country.” ALT:“ Audience members, raise your hand! Please walk around and listen to many presentations.” HRT:“ Let’ s try. Audience members can stand up and walk around to all of the different presentations. Remember to give reactions like, ‘Wow!’ , ‘Cool!’ or ‘Sounds nice!’” HRT:“ Presenters and audience members – please switch!” (After the activity, ask the class what they noticed, what they liked about their classmates’ presentations and how they improved.) ALT:“ What country was most appealing to you? What made it attractive?”

Fun Time 3: Playing with Letters (p.80)

8min.	•Have students play ‘Go Fish’ with alphabet Cut-out cards.
Materials: • textbook • pencil	ALT:“ Let’ s play ‘Go Fish’ !” 1. Divide Sts into groups, distribute 5 cards to each St and spread the rest in a pile on the desk called the“ ocean.” Sts play RPS to determine order, play goes counterclockwise. 2. Group members take turns asking the next person if they have a certain card using the chosen target language. St1: Do you have“ b” ? St2:“ Yes, I do.” /“ No, I don’ t. Go fish.” If St2 has none, St1 draws from the“ ocean” pile. If St2 has one, St1 collects the card and places it in a pair on the desk. 3. The St with the most pairs wins. ※ If a Sts runs out of cards, they take one from the“ ocean” pile.

Reflection

4min.	•Have students fill out the reflection sheet.
Materials:	HRT:“ I really enjoyed your poster presentatons today.” ALT:“ You showed us the attractive points of many countries!” HRT:“ You were excellent ambassadors for the countries you chose.” ALT:“ After hearing your classmates’ presentations, what were some countries you want to learn more about?” HRT:“ What countries surprised you?” ALT:“ Do you have any final comments for your classmates?” (Elicit resposes from students.)

Goodbye

2min.	•Leave students with praise and reflect on their accomplishments.
Materials:	ALT:“ Great job today, class! That’ s all for today. See you next time! Goodbye!”

© Evaluation:

45 Theme: I want to go to Italy.

minutes Goal: Learn about the countries your friends introduced.

Target Language:[Step 1] In ..., you can see [visit / eat / drink / buy] ...
 [Step 2] Where do you want to go? I want to go to... Why? I want to...

Vocabulary: Countries, activities, food, sorry, where, why

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 countries have you been to?

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, how many countries have you been to?” HRT:“ Me? I have been to 4. (ALT) sensei, how many countries have you been to?” ALT:“ Me? I have been to 24! America, Canada, Mexico, Guatamala, the UK, France, Germany ...” HRT:“ Wow, that’ s a lot!”

Let’ s sing: It’ s a Small World (p.80)

3 min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	It’ s a world of laughter, a world of tears. It’ s a world of hopes, and a world of fears. There’ s so much that we share that it’ s time we’ re aware. It’ s a small world after all. It’ s a small world after all. x3 It’ s a small, small world.

Fun Time 3: Integrated Learning (p.81)

11 min.	•Have students think about what country each Kanji represents.
Materials: • textbook • pencil	ALT:“ Now, let’ s make groups.” HRT:“ Look at page 81. Where have you seen these Kanji before?” (Elicit responses from students.) ALT:“ Each Kanji character represents a country. Can you guess which one?” HRT:“ Let’ s try. Please place the matching sticker from the back of your book below each Kanji.” (Give the groups some time to work out their answers.) HRT:“ Alright class. Let’ s check the answers together.”

You can do it! (p.79)

19min.	<ul style="list-style-type: none">• Look back at the presentations from Unit 6.• Encourage students to share what they learned and what was good about the presentations.
Materials: <ul style="list-style-type: none">• pencil• paper• tablet/ Chromebook	ALT:“ Let’ s look back at your presentations about other countries. What did you like the best?” HRT:“ Who do you think had good ideas? Whose presentation did you like?” ALT:“ Did you get some ideas that can help you for your next presentation?” HRT:“ Let’ s give some feedback to your classmates.” (Elicit responses from students.)

Reflection

4min.	<ul style="list-style-type: none">• Have students fill out the reflection sheet.
Materials:	HRT:“ In Unit 6, we learned all about...” ALT:“ Countries!” HRT:“ We also learned some new vocabulary words.” ALT:“ What are S’ mores? What’ s snow cone in Japanese?” HRT:“ Please ask your friends about their summer vacation. What did they do? Where did they go?” ALT:“ What can you learn in 2 minutes? Let’ s go!”

Goodbye

2min.	<ul style="list-style-type: none">• Leave students with praise and reflect on their accomplishments.
Materials:	ALT:“ Great job today, class! That’ s all for today. See you next time! Goodbye!”

min.	
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© Evaluation:

45 Theme: What would you like?

minutes Goal: Get used to the unit topic and vocabulary through the animation.

Target Language: [Step 1] What would you like? I' d like ...

[Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

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 would 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:“ Today, I have many foods from foreign countries!”
(Show pictures.)
HRT:“ What would you like?”
ALT:“ I would like ~ , please.”**BOL Activity: ALT Corner****6 min.** ·The ALT introduces foods from their home country.
·Have students ask questions about foods.
·Have students look for similar foods from Japan.
Materials: · ALT:“ In my home country, we have some unique foods. What food is unique to Japan?”
ALT' s (Elicit responses from students.)
original HRT:“ Japan has soba, sashimi, sushi...”
presentation ALT:“ In my home country, we eat deer. Some people eat bear and seal.”
HRT:“ Some people in Japan eat deer and bear, too.”
ALT:“ We also have local sweets like maple taffy. We heat maple syrup and pour it onto snow.”
HRT:“ Interesting! I like maple syrup. I want to try maple taffy!”
(ALT presents foods from their home country.)**Let' s sing: On Top of Spaghetti (p. 104)****6 min.** ·Have students warm up their voices through singing.
·Create a fun atmosphere around English language learning.**Materials: ·** On top of spaghetti all covered with cheese,
textbook I lost my poor meatball when somebody sneezed.
It rolled off the table, and on to the floor,
and then my poor meatball rolled out of the door.
It rolled in the garden, and under a bush,
and then my poor meatball was nothing but mush.

Story (pp.82-83)

8min.

·Introduce the unit topic.

Materials: ·
animation
video

HRT:“ Let’ s watch the story.”
(Play the Story from the digital textbook.)
ALT:“ Did you hear that? Where are they? What are they doing?”
HRT:“ Let’ s watch one more time.”
(Play the Story again.)
ALT:“ What foods did you hear?”
(Elicit answers from students.)

Warm Up: Food, Drinks

7min.

·Introduce food and drinks vocabulary.

Materials: ·
flash cards

HRT:“ Let’ s learn some vocabulary.”
ALT:“ Yes, let’ s look at some food. What food is this?”
(ALT holds up a ‘food’ flash card.)
Practice the names of the foods in English, noting differences between English and Japanese.
Elicit answers from students, and praise their efforts.

Let’ s play: Pointing game (p.83)

10min.

·Have students listen to and understand the names of food and drinks.

Materials: ·
textbook

ALT:“ Now let’ s play a game!”
HRT:“ Let’ s play the pointing game. Make pairs.”
ALT:“ Push your desks together. Two students, one textbook in the middle.”
HRT:“ (ALT) sensei will read a food. The first student to point to the food gets a point.”
ALT:“ Are you ready?!”
(Play the pointing game. Confirm the correct answers.)

Reflection/Goodbye

2min.

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

Materials:
· reflection
sheet

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

◎ Evaluation:

45 Theme: What would you like?

minutes Goal: Learn how to order food politely.

Target Language: [Step 1] What would you like? I' d like ...
 [Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

Greeting, Small Talk: What fruit do you like?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT/ALT:“ Hello. What day is it today? What' s the date today? How' s the weather?” HRT:“ (ALT) sensei, what fruit do you like?” ALT:“ I like apples! How about you? What fruit do you like?” HRT:“ I like strawberries.” ALT:“ To students,“ How about you? What fruit do you like?”

Let' s sing: On Top of Spaghetti (p. 104)

4min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: • textbook	On top of spaghetti all covered with cheese, I lost my poor meatball when somebody sneezed. It rolled off the table, and on to the floor, and then my poor meatball rolled out of the door. It rolled in the garden, and under a bush, and then my poor meatball was nothing but mush.

Let' s watch (p.84)

7min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 1. •Have students circle two items that Tina orders.
Materials: • animation video • textbook • pencil	HRT:“ Let' s watch the story.” (Play the Story from the digital textbook.) ALT:“ Did you hear that? What are they talking about?” HRT:“ Let' s watch one more time. We' ll ask you some questions.” (Play the Story again.) ALT:“ What did you hear? What' s her name? What does Tina order?” HRT:“ Please circle the answer in your textbook.”

Let' s listen (p.84)

6min.	<ul style="list-style-type: none"> •Have students listen and understand what food each person orders.
Materials: • textbook • pencil	ALT:“ Look at 'Let' s listen.' How many students are there?” (Elicit answers from students.) ALT:“ Four! How many foods? Five!” HRT:“ Let' s listen to Lily and her friends to find out what food they order.” ALT:“ Please draw lines to connect the answers.” (Play the audio and check the answers as a class.)

Let's chant: I'd like French fries. (p.84)

4min.

·Become used to the expressions in Step 1.

Materials:

ABC: "Let's have lunch!"
D: "What would you like?"
A: "I'd like French fries."
B: "I'd like grilled fish."
C: "I'd like ice cream."
AB: "Hmm. Ice cream? That's not lunch!"

Let's play: Card game (p.85)

8min.

·Review foods with students.
·In pairs, students share one set of cut-out cards face up on their desks.
·Have students listen to the ALT's order and try to pick out the foods and their order.

Materials: ·
cut-out cards

ALT: "Students, please make pairs. You need one set of Cut-out cards to share."
HRT: "Please arrange your cards face up on your desk."
ALT: "I'm going to order. You need to pick out the cards that match my order."
HRT: "Please listen carefully to (ALT) sensei. Let's ask, 'What would you like?'"
(The ALT holds 4 cards facing so the students cannot see.)
ALT: "I'd like..."
HRT: "Okay, let's see... Can you choose the 4 cards that match (ALT) sensei's order?"
(Give students some time to form their answer. Choose one pair to share. Check the answer as a class.)

Sounds and Letters: m, n (p.85)

8min.

·Review the jingle on page 85, going over the "m" and "n" sounds.
·Write the letters on the penmanship sheet.

Materials: ·
pencil
· penmanship
sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT: "M-m-milk! M-m-monkey!"
HRT: "Thank you. Now do n, please."
ALT: "Okay! N-n-notebook! N-n-nine!"
HRT: "Can you hear the difference between m and n? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! M-m-milk..."

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: What would you like?

minutes Goal: Order food politely.

Target Language: [Step 1] What would you like? I' d like ...
 [Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

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?"

Let' s sing: On Top of Spaghetti (p. 104)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

On top of spaghetti all covered with cheese,
 I lost my poor meatball when somebody sneezed.
 It rolled off the table, and on to the floor,
 and then my poor meatball rolled out of the door.
 It rolled in the garden, and under a bush,
 and then my poor meatball was nothing but mush.

Let' s chant: [Challenge] I' d like spaghetti. (p.84)**4min.**

- Review the expressions from Step 1.
- Repeat the chant from the previous lesson.

Materials:

ABC: " Let' s have lunch!"
 D: " What would you like?"
 A: " I' d like spaghetti."
 B: " I' d like ramen."
 C: " I' d like pudding."
 AB: " Hmm. Pudding? That' s not lunch!"

Let' s play: Card game (p.85)**6min.**

- Review foods with students.
- In pairs, students share one set of cut-out cards face up on their desks.
- Have students listen to the ALT' s order and try to pick out the foods and their order.

Materials: •
cut-out cards

ALT: " Students, please make pairs. You need one set of Cut-out cards to share."

HRT: " Please arrange your cards face up on your desk."

ALT: " I' m going to order. You need to pick out the cards that match my order."

HRT: " Please listen carefully to ALT sensei. Let' s ask, 'What would you like?'"

(The ALT holds 4 cards facing so the students cannot see.)

ALT: " I' d like..."

HRT: " Okay, let' s see... Can you choose the 4 cards that match ALT sensei' s order?"

(Give students some time to form their answer. Choose one pair to share. Check the answer as a class.)

Let' s try (p.85)

8min.

- Review foods with students, organizing them into categories such as main, side, drink and dessert.
- In groups, students display the cut-out cards face up on their desks.
- Have students 'order' from each other with the goal of creating a balanced meal.

Materials: •
cut-out cards

HRT:“ We have main dishes, side dishes, drinks and desserts.”
ALT:“ That' s right. Spaghetti is a... main. Very good! French fries? Side. Nice job!”
HRT:“ Great. Now lets show the cards face-up...”
(The HRT draws one card and shows it to the students.)
HRT:“ (ALT) sensei, please order a balanced meal.”
ALT:“ Okay, let' s see... Hello! I' d like a hamburger, a salad, milk and cake please.”
(The HRT confirms the order and hands the ALT the matching cards.)
HRT:“ A hamburger, a salad, milk and cake. Here you are!”
ALT:“ Thank you! Let' s make pairs and try to order a balanced meal. Are you ready?”

Let' s write (p.85)

7min.

- Have students write one food they'd like to eat on page 85.

Materials: •
textbook
• **pencil**

HRT:“ I' m so hungry! I want to eat something.”
ALT:“ It' s hot so I want to eat cold food. I want to eat a salad.”
HRT:“ Okay, class. Let' s write one food in our textbook on page 85.”
ALT:“ If you need help spelling, please ask me or (HRT) sensei.”
HRT:“ Do you have a pencil?”

Sounds and Letters: m, n (p.85)

8min.

- Review the jingle on page 85, going over the “m” and “n” sounds.
- Write the letters on the penmanship sheet.

Materials: •
pencil
• **penmanship sheet**

HRT:“ Let' s go over Sounds and Letters. Listen to (ALT) sensei carefully!”
ALT:“ M-m-milk! M-m-monkey!”
HRT:“ Thank you. Now do n, please.”
ALT:“ Okay! N-n-notebook! N-n-nine!”
HRT:“ Can you hear the difference between m and n? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! M-m-milk...”

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: What would you like?

minutes Goal: Learn how to ask and answer the price of things.

Target Language: [Step 1] What would you like? I' d like ...

[Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

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.”

Let' s sing: On Top of Spaghetti (p. 104)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: • textbook

On top of spaghetti all covered with cheese,
I lost my poor meatball when somebody sneezed.
It rolled off the table, and on to the floor,
and then my poor meatball rolled out of the door.
It rolled in the garden, and under a bush,
and then my poor meatball was nothing but mush.

Let' s watch (p.86)

7min.

- Confirm the expressions in Step 1.
- Have students write the price of a hot dog.

Materials: • animation video • textbook • pencil

HRT:“ Let' s watch the story.”
(Play the Story from the digital textbook.)
ALT:“ Did you hear that? What are they talking about?”
HRT:“ Let' s watch one more time. We' ll ask you some questions.”
(Play the Story again.)
HRT:“ What did you hear? Who is talking?”
ALT:“ What does Nick order? How much is a hot dog?”
HRT:“ Please write the connect the answer in your textbook.”

Let' s listen (p.86)

6min.

- Listen for the prices of the food the students order in the conversation.
- Have students write the price on the line next to each food.

Materials: • textbook • pencil

HRT:“ Next, let' s listen for 'How much is it?' Please write the price on the line.”
ALT:“ Do you have a pencil?”
(Play the audio.)
ALT:“ Did you get that? How much is spaghetti? How about fried chicken?”
HRT:“ Do you want to hear it one more time?”
(Play the audio again and check the answers as a class.)

Let's chant: How much is it? (p.86)

4min.

• Become used to the expressions in Step 2.

Materials:

A: "I like this cup."
B: "How much is it?"
C: "It's 500 yen."
B: "Let's buy it."
B: "I like this notebook."
A: "How much is it?"
C: "It's 100 yen."
A: "Let's buy it."

Let's play: Prices Around the World (p.87)

8min.

• Review country flags and vocabulary.
• Have students guess the prices of foods in Japan.
• Have students guess the prices of foods in other countries.

Materials: •
flash cards

ALT: "Let's play a game! Look at these flags. This is Japan. Can you tell me these countries?"
HRT: "China... Brazil... Australia! Great. Now what food is this?"
ALT: "An egg. That's correct. How much is an egg in Japan?"
HRT: "23 yen. Okay. How about in China? Can you guess?"
(Give students some time to think and guess.)
ALT: "The answer is... 9! 9 yen! That's cheap!"
HRT: "Let's look at some other foods and try to guess the prices in different countries."
ALT: "Are you ready? How much is..."

Sounds and Letters: o, p (p.87)

8min.

• Review the jingle on page 87, going over the "o" and "p" sounds.
• Write the letters on the penmanship sheet.

Materials: •
pencil
• penmanship
sheet

HRT: "Let's go over Sounds and Letters. Listen to (ALT) sensei carefully!"
ALT: "O-o-octopus! O-o-omlete!"
HRT: "Thank you. Now do p, please."
ALT: "Okay! P-p-pencil! P-p-pig!"
HRT: "Can you hear the difference between o and p? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! O-o-octopus..."

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: What would you like?

minutes Goal: Ask about the price of things.

Target Language: [Step 1] What would you like? I' d like ...
 [Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

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

ALT: " I like (pizzas)."

HRT: " Oh, you like pizzas! What kind of pizza do you like?"

ALT: " I like spinach and mushroom pizzas."

Let' s sing: On Top of Spaghetti (p. 104)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

On top of spaghetti all covered with cheese,
 I lost my poor meatball when somebody sneezed.
 It rolled off the table, and on to the floor,
 and then my poor meatball rolled out of the door.
 It rolled in the garden, and under a bush,
 and then my poor meatball was nothing but mush.

Let' s chant: How much is it? 2 (p.86)**4min.**

- Review the expressions from Step 2.
- Repeat the chant from the previous lesson.

Materials:

A: " I like this magnet."
 B: " How much is it?"
 C: " It' s 90 yen."
 B: " Let' s buy two."
 D: " I like this pencil."
 B: " How much is it?"
 C: " It' s 50 yen."
 B: " Let' s buy twenty."

Let' s play: Prices Around the World (p.87)**6min.**

- Review country flags and vocabulary.
- Have students guess the prices of foods in Japan.
- Have students guess the prices of foods in other countries.

Materials: •
flash cards

ALT: " Let' s play a game! Look at these flags This is Japan. Can you tell me these countries?"
 HRT: " China... Brazil... Australia! Great. Now what food is this?"
 ALT: " An egg. That' s correct. How much is an egg in Japan?"
 HRT: " 23 yen. Okay. How about in China? Can you guess?"
 (Give students some time to think and guess.)
 ALT: " The answer is... 9! 9 yen! That' s cheap!"
 HRT: " Let' s look at some other foods and try to guess the prices in different countries."
 ALT: " Are you ready? How much is..."

Let' s try (p.87)

9min.

- Have students choose one item from their possessions and think about the price.
- In groups, have one student present their item while the other group members try to guess the price.

Materials: •
textbook
• pencil
• item

HRT:“ Please choose an item from your possessions and think about the price.”
(Give the students some time to decide.)
ALT:“ Okay, I’ ve made my choice. Look at this keychain. I bought it in Kobe.”
HRT:“ Let’ s try to guess how much (ALT) sensei’ s keychain is. ...500 yen?”
ALT:“ Yes, that’ s right! Wow. Good guess!”
HRT:“ Now let’ s make groups and challenge your classmates.”
ALT:“ One student will show their item, while the other group members try to guess the price.”
HRT:“ Are you ready?”

Let' s write (p.87)

6min.

- Have students write the question “How much...?” on page 87.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

ALT:“ Do you remember how to ask the price of food?”
HRT:“ How... are you? No. How... much - How much is it?”
ALT:“ That’ s right! 500 yen please.”
HRT:“ Here you are!”
ALT:“ Thank you! If you need help, please ask me or (HRT) sensei. Do you have a pencil?”
(Students trace the words and write the price on the line.)

Sounds and Letters: o, p (p.87)

8min.

- Review the jingle on page 87, going over the “o” and “p” sounds.
- Write the letters on the penmanship sheet.

Materials: •
pencil
• penmanship
sheet

HRT:“ Let’ s go over Sounds and Letters. Listen to (ALT) sensei carefully!”
ALT:“ O-o-octopus! O-o-omlete!”
HRT:“ Thank you. Now do p, please.”
ALT:“ Okay! P-p-pencil! P-p-pig!”
HRT:“ Can you hear the difference between o and p? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! O-o-octopus...”

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: What would you like?

minutes Goal: At the restaurant, order [food] and confirm the price.

Target Language: [Step 1] What would you like? I' d like ...
 [Step 2] How much is it? It' s ... yen.

Vocabulary: Food, drinks, fruits and vegetables, countries, bingo, dollar, here, I' d, let' s, with, would

Greeting, Small Talk: What dessert do you like the best?**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 dessert do you like the best?"

ALT: " I like banana splits."

HRT: " What' s a banana split?"

ALT: " It' s a banana, cut in half, with three scoops of ice cream, whipped cream, chocolate sauce, chopped nuts and a cherry!"

HRT: " Wow! I' ve never seen this in Japan."

Let' s sing: On Top of Spaghetti (p. 104)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

On top of spaghetti all covered with cheese,
 I lost my poor meatball when somebody sneezed.
 It rolled off the table, and on to the floor,
 and then my poor meatball rolled out of the door.
 It rolled in the garden, and under a bush,
 and then my poor meatball was nothing but mush.

Let' s watch (p.88)**7min.**

- Listen to the audio.
- Think deeply about different foods around the world.

Materials: •
animation
video

HRT: " Let' s watch 'World Tour' ."

(Play the video from the digital textbook.)

ALT: " Did you hear that? What are they talking about?"

HRT: " Let' s watch one more time. We' ll ask you some questions."

(Play the Story again.)

ALT: " What countries did you hear? What food does Spain have?"

HRT: " How about Brazil? How much is linguica?"

(Elicit answers from students.)

Let' s chant: I' d like French fries. (p.84)**4min.**

- Review the expressions from Step 1 and Step 2.

Materials:

ABC: " Let' s have lunch!"

D: " What would you like?"

A: " I' d like French fries."

B: " I' d like grilled fish."

C: " I' d like ice cream."

AB: " Hmm. Ice cream? That' s not lunch!"

Let's listen and read (p.88)

8min.

- Have students listen to the text and follow along with their finger.
- Have students write down the prices they can catch on pages 88 and 89.

Materials: •
textbook
• pencil

ALT:“ Look! It's a menu like at a restaurant.”
HRT:“ Let's listen and follow the text with your finger.”
(Play the audio for students.)
ALT:“ What foods did you hear? Corn soup... Sandwich... !”
HRT:“ Let's listen again and try to catch the prices of the items. Do you have a pencil?”
(Play the audio one more time.)
ALT:“ How much is a hamburger? How about fried chicken?”
(Check the answer as a class.)

You can do it! (p.89)

8min.

- Have students make groups and finish filling in the prices on page 89.
- Have students role play as either a customer or a waiter.
- Give the students a budget and have them order lunch.

Materials: •
textbook
• pencil

HRT:“ Please look at the menu on page 89. Let's finish filling in the prices.”
ALT:“ Let's imagine we are out to lunch. I'll give you each 1,000 yen. Here you are!”
HRT:“ In groups, let's role play waiters and customers. Please keep your order under the 1,000 yen budget!”
(Give the students some time to role play and order.)
ALT:“ Waiters and customers... please switch roles!”
(Repeat the activity until everyone has had a turn to order.)
HRT:“ So what did you order? Let's see what foods were popular in our class.”

Fun Time 4: Alphabet Bingo (p.90)

6min.

- Play alphabet bingo using the first letter of the word.

Materials: •
textbook
• pencil

ALT:“ Please choose 9 letters for your ABC Bingo card.”
HRT:“ (ALT) sensei will say a word. Circle the first letter of the word if it's on your bingo card.”
ALT:“ Are you ready? Cake... Pencil...”
(Call letters (words) until there are a few winners.)

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: Think about words

minutes Goal: Politely convey your intention and value words connecting hearts

Target Language: Expression the studnets have already learned

Vocabulary: One Day, let' s no

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: Where do you want to go?****5min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** ALT:“ Ms/Mr. (HRT), where do you want to go?”
HRT:“ Oh, I want to go to Denmark. How about you?”
ALT:“ Me? I want to go to Chile. It has so much history!”**Let' s sing: On Top of Spaghetti (p. 104)****4min.** ·Have students warm up their voices through singing.
·Create a fun atmosphere around English language learning.**Materials:** ·
textbook On top of spaghetti all covered with cheese,
I lost my poor meatball when somebody sneezed.
It rolled off the table, and on to the floor,
and then my poor meatball rolled out of the door.
It rolled in the garden, and under a bush,
and then my poor meatball was nothing but mush.**Let' s try (p.92)****10min.** ·Have students think about the pictures and text on p.92
·Have students think about how they would feel in this situation.
·Have students add more to the conversation to make it flow more smoothly.**Materials:** ·
textbook ALT:“ Look at the pictures on page 92. What do you see?”
HRT:“ Soccer... Two boys... Now look at the text. What are they saying?”
(Elicit responses from students.)
ALT:“ How would you feel if your friend said ‘No.’ to you?”
HRT:“ What can we add to make the conversation more smooth?”
(Give students some time to think and respond.)

Let's listen. 1 (pp.92-93)

9min.

- Have students listen for the reason Takashi declines the invitation in the audio.
- Have students think about how they could decline an invitation from a friend politely.

Materials: •
textbook

HRT:“ Let's listen to the conversation.”
(Play the audio.)
HRT:“ What is Takashi's reason for saying no?”
ALT:“ What are some other reasons you might say no to an invitation from a friend?”
(Elicit responses from students.)

Let's listen. 2 (p.93)

9min.

- Have students think about reactions to different situations.
- Have students match the speech bubbles on page 93 to the pictures above.

Materials: •
textbook

HRT:“ Look at A, B, C and D on page 93. What would you say in each situation?”
(Elicit responses from students.)
ALT:“ Now look at 'Let's listen. 2'. We have 4 speech bubbles.”
HRT:“ Can you guess which one matches with the pictures A, B, C and D above?”
(Give students some time to work on their answers.)
ALT:“ Each situation is different, so of course our reaction will be different, too.”
HRT:“ Let's check the answers.”

Tips (p.93)

5min.

- Have students think about how what they say changes depending on who they're talking to.
- Give examples.

Materials: •
textbook

ALT:“ Let's look at 'Tips' at the bottom of page 93. What do you see?”
HRT:“ 'I want a hot dog.' 'I'd like a hot dog.' What's the difference?”
(Give students some time to think and respond.)
HRT:“ Like Japanese, English changes depending on who we are talking to.”
ALT:“ We can speak casually to friends but we should be more polite with strangers.”
HRT:“ Can you share some examples in Japanese?”
ALT:“ How do you talk to your friends? How do you talk to your parents? Your teachers?”
(Elicit responses from students.)

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: Friends Around the World 2

minutes Goal: Explore global cultures through videos of students.

Target Language: What time do you get up? I usually get up at ... (Unit 4) Where do you want to go? I want to go to... I want to... (Unit 6)

Vocabulary: People, locations, things around you, living things, school, classrooms, actions, countries, snow, some, there, water

Greeting, Small Talk: What country' s 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?"
 ALT: " Ms/Mr. (HRT), what country' s food do you like?"
 HRT: " I like Korea. For example, kimchi and Korean barbecue. And you?"
 ALT: " I like Japanese food. I eat natto for breakfast and tamagoyaki for dinner."

Let' s sing: On Top of Spaghetti (p. 104)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

On top of spaghetti all covered with cheese,
 I lost my poor meatball when somebody sneezed.
 It rolled off the table, and on to the floor,
 and then my poor meatball rolled out of the door.
 It rolled in the garden, and under a bush,
 and then my poor meatball was nothing but mush.

Let' s watch: the Philippines (p.94)**7min.**

- Have students watch the video.
- Have students think about what time Abby usually gets up and what she does to help her parents.

Materials: •
animation
video
• **textbook**

HRT: " Let' s watch a video."
 (Play the video with textbooks closed.)
 ALT: " What did you hear? Who is she? Abby, right!"
 (Elicit answers from students.)
 HRT: " Now open your textbook. Please look at page 94."
 ALT: " Let' s follow the text and watch one more time."
 (Play the video again.)
 HRT: " What could you learn this time?"
 (Check students' responses and note how their comprehension improved.)

Philippines Quiz (p.94)**8min.**

- Have students deepen their understanding of the Philippines.

Materials: •
animation
video

HRT: " Look at the bottom of page 94."
 ALT: " Let' s try Abby' s quiz. Please look at the pictures."
 HRT: " Can you see the plants? What do you think they are? Please circle A, B or C."
 (Check students' responses and confirm the answers as a class.)
 ALT: " I have some more questions for you. How many islands does the Philippines have?"
 HRT: " Can you find the answer on page 94?"
 (Answer: over 7,000.)

Let's watch: Paraguay (p.95)

8min.

- Watch the video.
- Think about what Kuki likes and where he wants to go.

Materials: •
animation
video
• textbook

HRT: " Please close your textbook again. Let's watch another video."
(Play the video with textbooks closed.)
ALT: " What did you hear? Who is he? Kuki, right!"
(Elicit answers from students.)
HRT: " Now open your textbook.) Please look at page 95."
ALT: " Let's follow the text and watch one more time."
(Play the video again.)
HRT: " What could you learn this time?"
(Check students' responses and note how their comprehension improved.)

Paraguay Quiz (p.95)

6min.

- Have students deepen their understanding of Paraguay.

Materials: •
textbook
• pencil

ALT: " Look at the bottom of page 95."
HRT: " Let's try Kuki's quiz. Please look at the pictures."
ALT: " What instrument does Kuki's father make? Please circle A, B or C."
(Check students' responses and confirm the answers as a class.)
ALT: " I have some more questions for you. What animal is on the back side of Paraguay's flag?"
HRT: " Can you find the answer on page 95?"
(Answer: a lion.)

Communicate in English

4min.

- Ask students what time they get up.
- Ask students what chores they usually do.
- Ask students what countries they want to go to.

Materials:

HRT: " Let's communicate in English. (ALT) sensei will ask you some questions."
ALT: " What time do you get up?"
(Elicit answers from students.)
HRT: " How many friends can you ask in 1 minute? Ready? Go!"
(Give students some time to ask their classmates.)
ALT: " Let's try another question: What chores do you usually do?"
HRT: " How many friends can you ask in 1 minute? Ready? Go!"
ALT: " Last one: What country do you want to go to?"

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 minutes.)
HRT: " That's all for today. See you next time! Goodbye!"

© Evaluation:

Believe in your Possibility!