

BORDERLINK

Lesson Plans

Here We Go! 6

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 Theme: 1. The four necessities • Vocabulary warm-ups/ 2 alphabet minutes Goal: Review alphabet sounds and letters

Target Language: Classroom English

Vocabulary: Describing people and things, Weather, all, group, how's, lesson, of, start, today

Greeting, Small Talk: What's 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 and unusual name in my country! What's your name?"

(In pairs, students practice the Small Talk.)

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

6min.

- Have 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 communicate with a smile."

HRT: "Number two? Eye contact. Please look your partner in the eye when you talk to them."

ALT: "Number three... Clear voice. NOT YELLING, but clear. Raise your head and speak to the back of the room."

HRT: "Last, number four: Response. Give your partner a response or reaction. 'Wow! That was great!' or something like that..."

ALT: "We need these four things when we communicate with others."

HRT: "If you have these four things, you can communicate smoothly."

Vocabulary warm-ups (pp. 10-11)

6min.

- Say, "See you." according to the situation.

Materials: •
textbook

HRT: "When do we say, 'See you.'?"

(Elicit responses from students.)

ALT: "Let's practice saying 'See you!' in different scenes."

HRT: "Please look at the pictures on page 11. How would you talk with your friend?"

ALT: "Let's practice in pairs."

(Students role-play the conversations in the photos on page 11, thinking about how to say "See you.")

Warm Up Activity (pp. 10-11)

6min.

- Have students develop basic communication.
- Observe the activities
- Check the response sheets.

Materials: •
response
sheet

ALT: "Now we will ask some volunteers to share in front of the class."

(In pairs, students act out one of the scenes from page 11 in front of the class.)

Students can guess which scene their classmates are performing.

Activity Reflection (pp. 10-11)

6min.

- Think back on the four necessities and the warm up.
- Talk about things that were interesting/caught your attention.
- Write what you want to study from now on.

Materials: •
pencil and
paper

HRT: "What did you notice about the different ways to say goodbye?"
(Elicit responses from students.)
Talk about the different ways to say goodbye in Japanese.
Compare goodbyes in Japanese to English.

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

7min.

- Confirm 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. Desk. A dog and a desk. What letter? D!"
HRT: "What is the picture for S? Soccer and a snake!"
ALT: "Please check the pictures with your partner."

Let's sing: ABC song (pp. 12-13)

6min.

- Sing the ABC songs and alphabet jingle.
- Have students follow along with the audio, pointing at the letters.

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?

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: 3 classroom English/ 4 numbers

minutes Goal: Learn classroom English and practice numbers 0-900

Target Language: Classroom English

Vocabulary: Numbers (0-900)

Greeting, Small Talk: Where are you from?**6min.**

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

Materials:

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

HRT: "Hello. Where are you from?"

ALT: "I'm from (ALT country). Where are you from?"

HRT: "I'm from Japan."

ALT: "Yes, I know – but where? Where in Japan are you from?"

HRT: "I'm from Kumamoto."

(In pairs, students practice the Small Talk.)

Let's start 3 (pp. 14-15)**9min.**

- Listen to and say English expressions used in the classroom.
- Know English expressions – opening and closing greetings, calling out and answering, etc.

Materials: •
textbook

ALT: "What English expressions do we use in the classroom?"

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

HRT: "Look outside. How's the weather?"

ALT: "It's cloudy."

HRT: "What are some reactions we can use with our classmates?"

ALT: "Nice! Cool! Good job! Wow!"

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

ALT: "That's... all... for...? Today!"

Let's start 4 (p. 16)**10min.**

- Have students chant along with the rhythm.

Materials: •
response 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 4 (p. 16)**5min.**

- Listen to and say the numbers 0-60.
- 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 1-900 on page 16 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

5min.

- Play a game using the English for numbers.
- Observe the activities.
- Check the response sheets.

Materials: •
response
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.

Character review (p. 17)

4min.

- Introduce the characters in the textbook.
- Ask some questions to confirm understanding.

Materials: •
textbook

ALT: "Let's look at page 17. These are the characters in our textbook."
HRT: "Who is new this year? Asha. That's right!"
ALT: "Where is Asha from? India."
HRT: "Who likes robots? Kazuki does."
(Ask the students some questions about the characters to confirm their understanding.)
Allow them to talk about the characters in groups.

Character activity

4min.

- Have students imagine a character from the textbook.
- Pairs role-play a conversation between two characters.
- Classmates try to guess who the pair are pretending to be.

Materials: •
textbook

ALT: "Who am I? Can you guess?"
(ALT role-plays as one of the characters from the textbook.)
ALT: "Hey everyone! Let's play baseball after school! Strike three! You're out!"
HRT: "Oh, I know! You are Shota."
ALT: "That's right! Now it's your turn."
(Ask some volunteers to role-play as a student from the textbook.)
Have the class guess who they are.

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: This is me.

minutes Goal: Explore unit topics & vocabulary through animated videos

Target Language: [Step 1] Where are you from?, I'm from...
[Step 2] I'm good at...

Vocabulary: Animals, Countries, Sports, am

Greeting, Small Talk: What's my 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: "What's my name?"

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

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

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

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

The ALT explains their name and its meaning.

(In pairs, students practice the Small Talk.)

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

Story (pp.18-19)**8min.**

- 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? 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? Where is she from?"

Warm Up: Countries**5min.**

- Have students listen to and understand the names of countries.

Materials: •
Flash cards

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

ALT: "Yes, let's look at some flags. Do you know this country?"

(ALT holds up a 'country flag' flash card.)

Practice the names of the countries in English, noting differences between English and Japanese.

Elicit answers from students, and praise their efforts.

Let's play: Keyword game (p. 19)

8min.

• Play the Keyword game using country names.

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 Activity: Intro

6min.

• ALT introduces their country.

Materials: •
ALT's original
materials

ALT: "Do you remember where I'm from?"
(Elicit the answer from students.)
ALT: "Let me tell you about my country."
(The ALT introduces their country, the flag, famous food, places, people and culture.)
Prepare pictures 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 time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: This is me.

minutes Goal: Learn how to ask about hometowns and abilities

Target Language:[Step 1] Where are you from?, I'm from...

Vocabulary: Animals, Countries, Sports, am

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

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

Materials:

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

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

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

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

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

(In pairs, students practice the Small Talk.)

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

Let's watch (p.20)**6min.**

- Confirm the expressions in Step 1.
- Have students circle where the character is from.

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? Where is he from?"

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

Let's listen (p.20)**6min.**

- Listen for the study abroad students' hometowns in the conversation.
- Have students draw a line to connect the answer.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen and draw a line from the person to their country."

ALT: "Do you have a pencil?"

(Play the audio.)

ALT: "Did you get that? Where is Celine from? How about Hans?"

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'm from the U.S. (p.20)

4min.

• Become used to the expressions in Step 1.

Materials:

A: "Where are you from?" B: "I'm from the U.S. Hello." A: "Hello."
A: "Where are you from?" C: "I'm from Brazil. Ola." A: "Ola."
A: "Where are you from?" D: "I'm from Australia. Good day." A: "Good day."
A: "Where are you from?" E: "I'm from Japan. Konnichiwa." A: "Konnichiwa."
All: "Nice to meet you!"

Let's play: 3-hint Quiz (p.21)

9min.

• Confirm the expression "I'm from..."
• Have students guess the character the teacher is pretending to be.

Materials:

HRT: "Now I'll pretend to be one of the characters from the textbook"
ALT: "Let's play '3 Hint Quiz'!"

1. Choose a character. Give 3 simple hints such as, "I can play...", "I want to go to...", "My name starts with..." etc.
2. Sts try to guess the character.
※ Sts can create their own 3 Hint Quizzes in groups, pairs, or solo.
※ If you would like make this activity more interactive, JTE/ALT/Sts can ask questions such as "Where are you from?", "What are you good at?" and then a hint will be given.

Sounds and Letters: p, b (pp. 12-13)

8min.

• Review the jingle on pp. 12-13, going over the "p" 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: "P-p-pig! P-p-pencil."
HRT: "Thank you. Now do b, please."
ALT: "Okay! B-b-banana. B-b-bear."
HRT: "Can you hear the difference between p and b? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! P-p-pig..."

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: This is me.

minutes Goal: Ask each other about hometowns and abilities

Target Language:[Step 1] Where are you from?, I'm from...

Vocabulary: Animals, Countries, Sports, am

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

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

Materials:

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

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

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

HRT: "I like strawberries."

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

(In pairs, students practice the Small Talk.)

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

Let's chant: I'm from China. (p.20)**4min.**

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

Materials:

A: "Where are you from?" B: "I'm from China. Nihao." A: "Nihao."

A: "Where are you from?" C: "I'm from India. Namaste." A: "Namaste."

A: "Where are you from?" D: "I'm from Turkey. Merhaba." A: "Merhaba."

A: "Where are you from?" E: "I'm from Italy. Ciao." A: "Ciao."

All: "Nice to meet you!"

Let's play: 3-hint Quiz (p.21)**6min.**

- Repeat the activity from the previous lesson.
- Confirm the expression "I'm from..."
- Have students guess the character the teacher is pretending to be.

Materials:

ALT: "This time I'll pretend to be one of the characters from the textbook"

HRT: "Let's play '3 Hint Quiz'!"

1. Choose a character. Give 3 simple hints such as, "I can play...", "I want to go to...", "My name starts with..." etc.

2. Sts try to guess the character.

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

※ If you would like make this activity more interactive, JTE/ALT/Sts can ask questions such as "Where are you from?", "What are you good at?" and then a hint will be given.

Let's try (p.21)

9min.

- Have students ask each other and share their hometown and skills.
- Have students think of a gesture to communicate your skill.
- Have students try to guess what their classmates are good at.

Materials: •
textbook

HRT: "Please look at the table on p.21. Let's do some other quizzes."
ALT: "What do you see? What can these animals do?"
HRT: "Run fast... Swim fast... Okay. Can you make two groups?"
ALT: "Great! We have the 'Run' group and 'Swim' group. What else can we ask?"
HRT: "What countries do you see? Let's ask, 'Where are you from?'"
ALT: "Choose an animal and ask your friends. Can you guess their animal?"
HRT: "Do you understand? ALT sensei, let's do a demonstration."
ALT: "Alright!"
(Demonstrate the activity with the HRT.)

Let's write: (p.21)

6min.

- Have students write their hometown.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT: "Let's write where we are from. Do you remember where ALT sensei is from?"
ALT: "C-A-N-A-D-A, Canada. I'm from Canada. Where are you from?"
(Elicit answers from students.)
HRT: "Kanagawa, Tokyo, Saitama — if you need help spelling, please ask me or ALT sensei."
ALT: "Do you have a pencil?"
(Students trace the words and write where they are from on the line.)

Sounds and Letters: p, b (pp.12-13)

8min.

- Practice the letters p and b, and their sounds.

Materials: •
pencil
• penmanship
sheet

HRT: "Let's go over Sounds and Letters. Listen to ALT sensei carefully!"
ALT: "P-p-pig! P-p-pencil."
HRT: "Thank you. Now do b, please."
ALT: "Okay! B-b-banana. B-b-bear."
HRT: "Can you hear the difference between p and b? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! P-p-pig..."

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: This is me.

minutes Goal: Learn to express strengths and abilities

Target Language:[Step 2] I'm good at...

Vocabulary: Animals, Countries, Sports, am

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

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

Materials:

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

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

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

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

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

(In pairs, students practice the Small Talk.)

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

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

- Confirm the expressions in Step 2.

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? Where is he from?"

(Elicit answers from students.)

HRT: "What is Mike good at? Please circle one."

(Students circle the correct answer in their textbook.)

Let's listen (p.22)**6min.**

- Listen to the study abroad students talk about what they are good at.
- Have students write memos in their textbook.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen to Hans, Celine, Natasha and Sanjay."

ALT: "Let's write some memos. Do you have a pencil?"

(Play the audio.)

ALT: "Did you get that? 'I'm good at...' HRT sensei, what are you good at?"

HRT: "I'm good at kendo. And you?"

ALT: "I'm good at cooking! Do you want to hear them one more time?"

HRT: "Let's write what each student is good at."

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

Let's chant: I'm good at running. (p.22)

5min.

• Become used to the expressions in Step 2.

Materials:

A: "I'm good at running. How about you?"
B: "I'm good at swimming."
A: "Oh, that's cool!"

A: "I'm good at singing. How about you?"
B: "I'm good at dancing."
A: "Oh, that's great!"

Let's play: Chain Relay (p.23)

9min.

• Have students form a line and tell their group member what they are good at.
• The next student repeats what their partner told them, then adds what they are good at.
• Have students repeat until everyone in the line has had a turn.

Materials:

HRT: "Please think about what you are good at."
(Give students some time to think about their response.)
ALT: "Now let's play 'Chain Relay'!"

1. Split the class into groups, and have them sit single-file behind one another in a line.
2. The first two students of each line stand up. The first student tells their partner what they are good at. The second student confirms what their partner said, then adds what they are good at.
3. The first student sits down and the third student stands up. The chain follows the conversation and students move down the line until everyone has shared what they are good at.

Sounds and Letters: p, b (pp. 12-13)

8min.

• Practice the letters p and b, and their sounds.

Materials: •
pencil
• penmanship
sheet

HRT: "Let's go over Sounds and Letters. Listen to ALT sensei carefully!"
ALT: "P-p-peach! P-p-popcorn."
HRT: "Thank you. Now do b, please."
ALT: "Okay! B-b-beach. B-b-boy."
HRT: "Can you hear the difference between p and b?"
ALT: "Peach... beach... peach... beach..."
HRT: "ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! P-p-peach..."

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: This is me.

minutes Goal: Share strengths and abilities with each other

Target Language:[Step 2] I'm good at...

Vocabulary: Animals, Countries, Sports, am

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

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

Materials:

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

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

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

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

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

HRT: "Me? I like dogs."

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

(In pairs, students practice the Small Talk.)

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

Let's chant: I'm good at fishing. (p.23)**4min.**

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

Materials:

A: "I'm good at fishing. How about you?"

B: "I'm good at cooking."

A: "Oh, that's nice!"

B: "I'm good at drawing. How about you?"

A: "I'm good at soccer."

B: "Me, too!"

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

- Have students form a line and tell their group member what they are good at.
- The next student repeats what their partner told them, then adds what they are good at.
- Have students repeat until everyone in the line has had a turn.

Materials:

HRT: "Remember what you are good at? I think we can race even faster this time!"

ALT: "Let's play 'Chain Relay'!"

1. Split the class into groups, and have them sit single-file behind one another in a line.

2. The first two Sts of each line stand up. The first student tells their partner what they are good at. The second student confirms what their partner said, then adds what they are good at.

3. The first student sits down and the third student stands up. The chain follows the conversation and students move down the line until everyone has shared what they are good at.

Let's try (p.23)

10min.

- In pairs, ask your partner what they are good at.
- Have students take memos about what their partner said.

Materials: •
textbook
• **pencil**

ALT: "Let's practice these words on page 23. Arts and crafts... English... math... P.E..."
HRT: "ALT sensei, what are you good at?"
ALT: "I'm good at cooking and English. What about you, HRT sensei?"
HRT: "Me? I'm good at fishing and kendo."
ALT: "Let's make pairs. Ask your partner, "What are you good at?"
HRT: "Please write some memos in your textbook."

Let's write (p.23)

8min.

- Have students write their hometown.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• **pencil**

HRT: "Let's write what we are good at. Do you remember what ALT sensei is good at?"
ALT: "Cooking! I'm good at cooking."
HRT: "If you need help, please ask me or ALT sensei. You can copy the words from page 23."
ALT: "Do you have a pencil?"
(Students trace the words and write what they are good at on the line.)

Sounds and Letters: p, b (pp. 12-13)

5min.

- Practice the letters p and b, and their sounds.

Materials: •
pencil
• **penmanship sheet**

HRT: "Let's go over Sounds and Letters. Listen to ALT sensei carefully!"
ALT: "P-p-peach! P-p-popcorn."
HRT: "Thank you. Now do b, please."
ALT: "Okay! B-b-beach. B-b-boy."
HRT: "Can you hear the difference between p and b?"
ALT: "Peach... beach... peach... beach..."
HRT: "ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! P-p-peach..."

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: This is me.

minutes Goal: Introduce the lesser-known side of ourselves

Target Language: [Step 1] Where are you from?, I'm from...
 [Step 2] I'm good at...

Vocabulary: Animals, Countries, Sports, am

Greeting, Small Talk: Where is it from?**6min.**

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

Materials:

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

ALT: "Ms/Mr. (HRT), I have something with me today. Do you know where it's from?"

(ALT takes an avocado, for example, out of their bag.)

HRT: "Ah, avocado... Is it from California?"

ALT: "No, but that is a good guess. Try again?"

HRT: "Hm... Mexico?"

ALT: "That's right! Let's ask our classmates where a fruit/vegetable/ingredient is from!"

Let's sing: How Do You Do? (p.26)**4min.**

- Practice greetings through singing.
- Have students build friendships through expressions of caring and kindness.

Materials: •
textbook

How do you do, new friend? How do you do?

Is there anything that we can do for you?

We are glad to welcome you, and we hope you like us, too.

How do you do, new friend? How do you do?

Let's watch (p.24)**8min.**

- Watch the video.
- Think deeply about the hometowns and skills of elementary school students 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 his name? Where is she from?"

HRT: "What does he want? What does she want to be?"

(Elicit answers from students.)

Let's chant: I'm from Australia. (p.20)**4min.**

- Review the expressions from Step 1.

Materials:

A: "Where are you from?" B: "I'm from the U.S. Hello." A: "Hello."

A: "Where are you from?" C: "I'm from Brazil. Ola." A: "Ola."

A: "Where are you from?" D: "I'm from Australia. Good day." A: "Good day."

A: "Where are you from?" E: "I'm from Japan. Konnichiwa." A: "Konnichiwa." All: "Nice to meet you!"

A: "Where are you from?" B: "I'm from China. Nihao." A: "Nihao."

A: "Where are you from?" C: "I'm from India. Namaste." A: "Namaste."

A: "Where are you from?" D: "I'm from Turkey. Merhaba." A: "Merhaba."

A: "Where are you from?" E: "I'm from Italy. Ciao." A: "Ciao." All: "Nice to meet you!"

Let's chant: I'm good at running. (p.22)

4min.

•Review the expressions from Step 2.

Materials:

A: "I'm good at running. How about you?"
B: "I'm good at swimming." A: "Oh, that's cool!"
A: "I'm good at singing. How about you?"
B: "I'm good at dancing." A: "Oh, that's great!"

A: "I'm good at fishing. How about you?"
B: "I'm good at cooking." A: "Oh, that's nice!"
B: "I'm good at drawing. How about you?"
A: "I'm good at soccer." B: "Me, too!"

You can do it! Self-introduction (p.25)

12min.

•Have students prepare their self-introductions for students from around the world.
•Gather pictures using ICT, newspapers/magazines, original drawings, etc.

Materials: •
tablets/
Chromebooks
• paper

ALT: "Let's make a self-introduction to show students from around the world!"
HRT: "What can we show from Japan?" (Elicit ideas from students)
ALT: "Those are some great ideas. Let's make groups and prepare."
HRT: "You can use your tablet to look for pictures or draw your own." (Give students time to prepare.)
ALT: "Okay... I can't wait!"
HRT: "Let's hear your introductions for students around the world!"
ALT: "Remember: clear voice, eye contact and a smile!" (Students present their self-introductions in groups.)

Fun Time I: Fun with letters (pp.26-27)

5min.

•Have students listen and write the first letter of the word.
•Listen to the poem and find words in the illustration.

Materials: •
textbook

HRT: "Let's play with letters! Listen to the word and write the first letter on the tag. ALT sensei, can you help us?"
ALT: "Sure! Cap! c, c, cap! Yo-yo! y-y-yo-yo! Pencil! p-p..."
(Check the answers as a class.)

HRT: "Now please listen to the poem."
(Students listen to the poem and feel the rhythm.)
ALT: "Are there any words you know? Let's see how many you can find in the picture."
(Play the poem again and check the words and 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 time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

45 Theme: Welcome to Japan

minutes Goal: Explore lesson topics & vocabulary through animated videos

Target Language:[Step 1] In spring [summer / fall / winter], we have...
 [Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

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's the date today?**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'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.)

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

- Have students check 4 seasons.
- Have students play "Whisper Game."

Materials:
seasons card

HRT: "First, let's check 4 seasons. What's this?"
 ALT: "Let's play 'Whisper Game!'"

1. Divide the class into groups (by rows). The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows.
2. The last St in each row tells the HRT/ALT the target language. Correct groups receive one point.
3. The Sts rotate and a new round begins.

※ Instead of whispering, gestures can be used to pass the target language.

Let's sing: Do-Re-Mi (p.36)**7 min.**

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

Materials:
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.
 Me – a name I call myself. Far – a long, long way to run.
 Sew – a needle pulling thread. La – a note to follow sew.
 Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Story (pp.28-29)

12min.

•Introduce the unit topic.

Materials: •
animation
video

HRT: "Let's watch the story."
(Play the Story from the digital textbook.)
ALT: "Who is in the story? Where are they?"
HRT: "What are they talking about? Let's watch one more time."
(Play the Story again.)
ALT: "What events did you hear? What seasons?"

Let's play: Memory game (p.29)

12min.

•Introduce the seasons/events vocabulary.

Materials: •
flashcards
• magnets/
tape

HRT: "Let's review seasons and events."
(Practice the vocabulary before the activity.)
ALT: "Let's play 'Missing Game!'"

1. The HRT/ALT places all flashcards/objects in the Sts view.
2. Sts close their eyes and the HRT/ALT takes an object(s) from the board. Sts open their eyes and say what is missing.

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

min.

© Evaluation:

45 Theme: Welcome to Japan

minutes Goal: Learn to express seasons and events

Target Language:[Step 1] In spring [summer / fall / winter], we have...

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

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

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

Materials:

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

HRT: "(ALT) sensei, what season is it?"

ALT: "It's spring."

HRT: "That's right! It's spring! Let's go fishing!"

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

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

(In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.

Me – a name I call myself. Far – a long, long way to run.

Sew – a needle pulling thread. La – a note to follow sew.

Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Let's watch (p.30)**6min.**

- Confirm the expressions in Step 1.

Materials: •
animation
video

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

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

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

(Play the Story again.)

ALT: "What event did Yui introduce? When is hanami What can you see?"

(Elicit answers from students)

Let's listen (p.30)**5min.**

- Listen for the traditional Japanese events in the conversation.
- Have students draw a line to connect the answer.

Materials: •
textbook
• **pencil**

ALT: "Next, Let's learn about traditional Japanese events."

HRT: "Please listen and draw a line from the person to their event. Do you have a pencil?"

(Play the audio.)

ALT: "Did you get that? Who is Asha? What event does Kazuki talk about?"

HRT: "Do you want to hear it one more time?"

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

Let's chant: In spring, we have Children's Day. (p.30)

5min.

• Become used to the expressions in Step 1.

Materials:

A: "Welcome to Japan."
A: "In spring, we have Children's Day. You can see koinobori."
A: "In summer, we have a summer festival. You can see fireworks."
A: "In winter, we have oshogatsu. You can visit a shrine."

B: "How about fall?"

Let's play: Card matching (p.31)

9min.

• Have students match an event card with the appropriate season card.

Materials: •
season cards
• event cards

ALT: "Next, please watch a demonstration."
HRT: "We have 4 season cards — spring, summer fall and winter."
ALT: "We have many event cards! setsubun, doll festival, shichi-go-san..."
(HRT draws one season card.)
HRT: "Spring. Please make a match."
ALT: "I know! Children's Day!"
HRT: "One match, one point. Let's make groups."
(Pass out two sets of cards to each group.)

Sounds and Letters: c, g (pp. 12-13)

8min.

• Review the jingle on pp. 12-13, going over the "c" and "g" 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 g, please."
ALT: "Okay! G-g-gorilla! G-g-girl!"
HRT: "Can you hear the difference between c and g? 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: Welcome to Japan

minutes Goal: Introduce seasonal events in Japan

Target Language:[Step 1] In spring [summer / fall / winter], we have...

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

Greeting, Small Talk: What do you enjoy in spring?**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 enjoy in spring?"

ALT: "In spring? Hm... I enjoy flowers. And you?"

HRT: "I do too. I enjoy hanami. I usually go to the park."

ALT: "That sounds wonderful!"

(In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.

Me – a name I call myself. Far – a long, long way to run.

Sew – a needle pulling thread. La – a note to follow sew.

Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Let's chant: In spring, we have Children's Day. (p.30)**4min.**

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

Materials:

A: "Welcome to Japan."

A: "In spring, we have Children's Day. You can see koinobori."

A: "In summer, we have a summer festival. You can see fireworks."

A: "In winter, we have oshogatsu. You can visit a shrine."

B: "How about fall?"

Let's play: Card matching (p.31)**6min.**

- Have students match an event card with the appropriate season card.

Materials: •
season cards
• **event cards**

ALT: "Let's try our 'Card Matching' game again."

HRT: "We have 4 season cards and many event cards."

(HRT draws one season card.)

HRT: "Spring. Please make a match."

ALT: "I know! Children's Day!"

HRT: "Can you make a sentence this time?"

ALT: "In spring, we have Children's Day!"

HRT: "One match, one point. Make a sentence? Two points! Let's make groups."

(Pass out two sets of cards to each group.)

Let's try (p.31)

10min.

- Introduce Japanese seasonal events.
- Develop knowledge of seasons.
- Role-play conversation skills.

Materials: •
textbook
• pencil

ALT: "Now, let's split into two halves — this half will be tourists! This half will be tour guides."
HRT: "Tour guides, raise your hand! Ask your tourists, 'What season do you like?' and introduce an event for their season."
ALT: "Tourists, raise your hand! Write your tour guide's name here below the event they told you."
HRT: "Let's try. Tourists can stand up and walk around. Find a tour guide who is sitting down."
(After the activity, ask tourists what events they were introduced to.)
Ask tour guides what seasons were popular with tourists.

Let's write (p.31)

5min.

- Have students write a season and event.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT: "Let's write the season you like. What season do you like, ALT sensei?"
ALT: "I like winter!"
HRT: "What do we have in winter?"
ALT: "We have a snow festival in winter."
HRT: "Spring, summer, fall — if you need help, please ask me or ALT sensei."
ALT: "Do you have a pencil?"
(Students trace the words and write a season and an event on the line.)

Sounds and Letters: c, g (pp.12-13)

8min.

- Review the jingle on pp.12-13, going over the "c" and "g" 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 g, please."
ALT: "Okay! G-g-gorilla! G-g-girl!"
HRT: "Can you hear the difference between c and g? 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: Welcome to Japan

minutes Goal: Learn to express what we can do at local events

Target Language:[Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

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

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

Materials:

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

HRT: (pointing at the calendar) "What month is this?"

ALT: "It's January!"

HRT: "What month is this?"

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

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

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

(In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.

Me – a name I call myself. Far – a long, long way to run.

Sew – a needle pulling thread. La – a note to follow sew.

Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Let's watch (p.32)**6min.**

- Confirm the expressions in Step 2.

Materials: •
animation
video

HRT: "Let's watch the story."

(Play the Story from the digital textbook.)

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

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

(Play the Story again.)

ALT: "What event did Nick introduce? What can you enjoy in summer?"

(Elicit answers from students)

Let's listen (pp.32-33)**6min.**

- Have students match regional events to the map of Japan.

Materials: •
textbook
• **pencil**

HRT: "Please look at page 33. What do you see? A map of Japan!"

ALT: "How many events are there? Do you know any of these events?"

(Elicit responses from students.)

ALT: "They are introducing regional events around Japan to foreign tourists."

HRT: "Let's listen and write the number below the picture. Do you have a pencil?"

(Students listen and write the number below the corresponding picture.)

Check the answers and number order as a class.

Let's chant: You can see the parade. (p.32)

4min.

• Become used to the expressions in Step 2.

Materials:

A: "Welcome to Kyoto. In summer, we have Gion Festival. You can see the parade."

B: "Welcome to Nagasaki. In fall, we have Kunchi Festival. You can see dragon dances."

C: "Welcome to Sapporo. In winter, we have Snow Festival. You can see snow art."

D: "How about spring?"

Let's play: Card matching (p.32)

9min.

• Have students match an event card with the appropriate activity card.

Materials: •
event cards
• things-you-
can-do cards

ALT: "Let's try our 'Card Matching' game again."

HRT: "This time, we have event cards like Sapporo Snow Festival, Awa Odori and Kobe Luminarie..."

HRT: "And 'Things-you-can-do' cards like dance bon odori, see fireworks, and eat at a yatai..."

(HRT draws one event card.)

HRT: "Hamamatsu Festival – what can you do there?"

ALT: "I know! Fly a kite!"

HRT: "Oh, good match! One match, one point. Let's make groups."

(Pass out two sets of cards to each group.)

Sounds and Letters: c, g (pp. 12-13)

8min.

• Review the jingle on pp. 12-13, going over the "c" and "g" 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-cap! C-c-cup!"

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

ALT: "Okay! G-g-guitar! G-g-grass!"

HRT: "Can you hear the difference between c and g? ALT sensei, one more time please?"

ALT: "Sure. Repeat after me! C-c-cap..."

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: Welcome to Japan

minutes Goal: Introduce our abilities at local events

Target Language:[Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

Greeting, Small Talk: Why can't you wait?**6min.**

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

Materials:

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

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

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

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

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

(In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.

Me – a name I call myself. Far – a long, long way to run.

Sew – a needle pulling thread. La – a note to follow sew.

Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Let's chant: You can see the parade. (p.32)**4min.**

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

Materials:

A: "Welcome to Kyoto. In summer, we have Gion Festival. You can see the parade."

B: "Welcome to Nagasaki. In fall, we have Kunchi Festival. You can see dragon dances."

C: "Welcome to Sapporo. In winter, we have Snow Festival. You can see snow art."

D: "How about spring?"

Let's play: Card matching (pp.32-33)**6min.**

- Have students match an event card with the appropriate activity card.

Materials: •
event cards
• **things-you-can-do cards**

ALT: "Let's try our 'Card Matching' game again."

HRT: "We have event cards like Sapporo Snow Festival, Awa Odori and Kobe Luminarie..."

HRT: "And 'Things-you-can-do' cards like dance bon odori, see fireworks, and eat at a yatai..."

(HRT draws one event card.)

HRT: "We have Hamamatsu Festival – what can you do there?"

ALT: "You can fly a kite there."

HRT: "Excellent! One match, one point. Make a sentence? Two points! Let's make groups."

(Pass out two sets of cards to each group.)

Let's try (pp.32-33)

10min.

- Introduce Japanese regional events.
- Develop knowledge of Japanese regions.
- Role-play conversation skills.

Materials: •
textbook
• pencil

ALT: "Now, let's split into two halves — this half will be tourists! This half will be tour guides."

HRT: "Tourists, raise your hand! Where do you want to go?"

ALT: "Tour guides, raise your hand! Introduce an event from your tourists' region. What can they do there?."

HRT: "Let's try. Tourists can stand up and walk around. Find a tour guide who is sitting down."

(Switch roles if time allows. After the activity, ask tour guides what regions were popular with tourists. Ask tourists what events they were introduced to.)

Let's write (p.32)

5min.

- Have students write what they can do at the event they introduced.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT: "ALT sensei, remember the event you introduced?"

ALT: "Sapporo Snow Festival."

HRT: "What can you do there?"

ALT: "You can see beautiful snow art."

HRT: "Great. Let's write what you can do at your event on the line. If you need help, please ask me or ALT sensei."

ALT: "Do you have a pencil?"

(Students trace the words and write what you can do at their event on the line.)

Sounds and Letters: c, g (pp.12-13)

8min.

- Review the jingle on pp.12-13, going over the "c" and "g" 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-cap! C-c-cup!"

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

ALT: "Okay! G-g-guitar! G-g-grass!"

HRT: "Can you hear the difference between c and g? ALT sensei, one more time please?"

ALT: "Sure. Repeat after me! C-c-cap..."

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: Welcome to Japan

minutes Goal: Experience festivals to learn about Japanese events

Target Language:[Step 1] In spring [summer / fall / winter], we have...
 [Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

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

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

Materials:

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

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

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

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

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

(In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.

Me – a name I call myself. Far – a long, long way to run.

Sew – a needle pulling thread. La – a note to follow sew.

Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Let's watch (p.34)**7min.**

- Watch the video.
- 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 his name? Where is she from?"

HRT: "What events and festivals do they have? What can you do there?"

(Elicit answers from students.)

Let's chant: In spring, we have Children's Day. (p.30)**4min.**

- Review the expressions from Step 1.

Materials:

A: "Welcome to Japan."

A: "In spring, we have Children's Day. You can see koinobori."

A: "In summer, we have a summer festival. You can see fireworks."

A: "In winter, we have oshogatsu. You can visit a shrine."

B: "How about fall?"

Let's chant: You can see the parade. (p.32)

4min.

•Review the expressions from Step 2.

Materials:

A: "Welcome to Kyoto. In summer, we have Gion Festival. You can see the parade."

B: "Welcome to Nagasaki. In fall, we have Kunchi Festival. You can see dragon dances."

C: "Welcome to Sapporo. In winter, we have Snow Festival. You can see snow art."

D: "How about spring?"

Let's listen and read (p.34)

8min.

•Have students listen to the text and follow along with their finger.
•Confirm the event and what you can do there.

Materials: •
textbook

ALT: "Look! Nick has written a blog about a Japanese event."

HRT: "Let's listen to Nick and follow along with the text with your finger."

(Play the audio for students.)

ALT: "What event is Nick introducing? What can you do there?"

HRT: "Please find the sticker in the back of your book that matches Nick's blog. Let's add it to the page."

(Check the answer as a class.)

You can do it! (p.35)

10min.

•Have students make groups to introduce an event.
•Confirm the month and season of each group's event.
•Have students research what can be done at their event.

Materials: •
pencil
• paper
• tablet/
Chromebook

HRT: "Let's imagine we are introducing events to foreign tourists."

ALT: "What event would you share with them?"

(Let students brainstorm with their classmates.)

HRT: "Let's hear your ideas. What event would you present? Why?"

(Elicit answers from students.)

ALT: "What season do we have it? Do you know what month it is? What can you do at the event?"

HRT: "Please make groups and discuss your group's event. You can use your tablets to research and make a presentation, or take some notes."

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: Welcome to Japan

minutes Goal: Introduce events in Japan

Target Language:[Step 1] In spring [summer / fall / winter], we have...
 [Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

Greeting**1 min.**

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

Materials:

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

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

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

Materials:

HRT: "(ALT) sensei, what event do you like?"
 ALT: "I like (Thanksgiving)!"
 HRT: "Oh, what's (Thanksgiving)?"
 ALT: "It's a day when families give thanks and eat a big dinner together."
 HRT: "Sounds nice! When is (Thanksgiving)?"
 (In pairs, students practice the Small Talk.)

Let's sing: Do-Re-Mi (p.36)**4 min.**

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

Materials: •
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.
 Me – a name I call myself. Far – a long, long way to run.
 Sew – a needle pulling thread. La – a note to follow sew.
 Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

You can do it! (p.35)**9 min.**

- 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 get back into our groups 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.35)

8min.

- 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 be tourists, half will be tour guides."
HRT: "Tour guides, raise your hand! Please get ready to present."
ALT: "Tourists, raise your hand! Please walk around and listen to many presentations."
HRT: "Let's try. Tourists 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: "Tour guides, tourists – please switch!"
(After the activity, ask the class what they noticed, what they liked about their classmates' presentations and how they improved.)

Fun Time 2 (pp.36-37)

8min.

- Have students guess which Japanese words are used in English.

Materials: •
textbook

HRT: "ALT sensei, how do you say karaoke in English?"
ALT: "Karaoke."
HRT: "Karaoke is karaoke in English?"
ALT: "Sure! We have many Japanese words in English. Sushi, manga, anime..."
HRT: "They sound different, but they are Japanese words."
ALT: "Can you guess what Japanese words are used in English?"

Fun Time 2 (pp.36-37)

8min.

- Understand the sounds of letters.
- Listen and write the first letter of the animal's name.

Materials: •
textbook
• pencil

HRT: "Turn to page 36. Can you find any animals hiding in the picture?"
(Elicit responses from students.)
ALT: "Please listen and write the first letter of the hidden animal's name on the tag."
(Play the audio and check the answers 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 time...)
HRT: "That's all for today. See you next time! Goodbye!"

◎ Evaluation:

45 Theme: Welcome to Japan

minutes Goal: Deepen understanding of Japanese culture to the world

Target Language:[Step 1] In spring [summer / fall / winter], we have...
 [Step 2] Welcome to (region name). You can enjoy [see / eat]....

Vocabulary: Seasons, Events, Describe people and events, Food, Actions

Greeting**1 min.**

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

Materials:

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

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

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

Materials:

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

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

- Have students check 4 seasons.
- Have students play "4 Corners."

Materials:
seasons card

HRT: "First, let's check 4 seasons. What's this?"
 ALT: "Let's play '4 Corners!'"

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

Let's sing: Do-Re-Mi (p.36)**4 min.**

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

Materials:
textbook

Doe – a deer, a female deer. Ray – a drop of golden sun.
 Me – a name I call myself. Far – a long, long way to run.
 Sew – a needle pulling thread. La – a note to follow sew.
 Tea – a drink with jam and bread. That will bring us back to doe-oh-oh-oh!

Fun Time 2 (pp.36-37)

15min.

• Review Japanese words used in English.

Materials: •
textbook
• pencil

HRT: "Last class, ALT sensei taught us some Japanese words used in English. Can you remember any?"
(Elicit responses from students.)
ALT: "Sushi... manga... anime... good job!"
HRT: "Now look at page 37. Which words do you think are the same in Japanese and English?"
ALT: "Let's work in groups. Write your answers on the line in English, please."
(Check the answers as a class.)

Fun Time 2 (pp.36-37)

12min.

• Think about why Japanese words are used in English.

Materials:

HRT: "ALT sensei, why do you use those Japanese words in English?"
ALT: "Good question! Class, what do you think?"
HRT: "Talk in your groups. Let's think about why English uses Japanese words — then let's share our ideas."
(Students brainstorm the use of Japanese words in English.)
Share ideas as a class and discuss.

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

min.

◎ Evaluation:

45 Theme: What do you want to watch?

minutes Goal: Explore lesson topics & vocabulary through animated videos

Target Language:[Step 1] Do you want to watch...? Yes, I do. / No, I don't.

[Step 2] What do you want to watch? I want to watch...

Vocabulary: Sports, Describe people and things, People, together

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc. Elicit responses from students.

Small Talk: What sport do you like?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what sport do you like?" ALT: "Oh, my favorite sport? Umm... I like ice hockey." HRT: "Really? It's not popular in Japan." ALT: "How about you, (HRT) sensei? What sport do you like?" HRT: "I like soccer." (In pairs, students practice the Small Talk.)

BOL Activity: Charades

6 min.	•Have students check actions. •Have students play "Charades."
Materials:	HRT: "First, let's check actions. What's this?" ALT: "Let's play 'Charades'!" 1. Divide Sts into groups, and number each St in the group. 2. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members. 3. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate.

Let's sing: Take Me Out to the Ball Game (p.47)

6 min.	•Have students warm up their voices through signing. •Create a fun atmosphere around English language learning.
Materials: • textbook	Take me out to the ball game. Take me out with the crowd. Buy me some peanuts and cracker jack. I don't care if I never get back. Let me root, root, root for the home team . If they don't win, it's a shame. For it's one, two, three strikes – "You're out!" – at the old ball game.

Story (pp.38-39)

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?"
(Elicit answers from students.)

Warm Up: Sports

7min.

•Introduce the sports 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 the sports in English, noting differences between English and Japanese.
Elicit answers from students, and praise their efforts.

Let's play: Pointing game (p.39)

10min.

•Have students listen to and understand the names of sports.

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 sport. The first student to point to the sport 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 do you want to watch?

minutes Goal: Learn to ask and answer about preferred sports

Target Language: [Step 1] Do you want to watch...?, Yes, I do. / No, I don't.

Vocabulary: Sports, Describe people and things, People, together

Greeting, Small Talk: What sports can you play?**6min.**

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

Materials:

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

HRT: "What sports can you play?"

ALT: "I can play badminton!"

HRT: "Oh, you can play badminton!"

ALT: "Yes. And you?"

HRT: "I can do kendo."

(In pairs, students practice the Small Talk.)

Let's sing: Take Me Out to the Ball Game (p.47)**4min.**

- Have students warm up their voices through signing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and cracker jack. I don't care if I never get back.

Let me root, root, root for the home team. If they don't win, it's a shame.

For it's one, two, three strikes – "You're out!" – at the old ball game.

Let's watch (p.40)**7min.**

- Confirm the expressions in Step 1.
- Have students circle the sport Nick wants to watch.

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 does Nick want to watch?"

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

Let's listen (p.40)**6min.**

- Have students listen and understand the order of events.

Materials: •
textbook
• **pencil**

ALT: "Look at the table here. How many channels are there?"

(Elicit answers from students.)

ALT: "Two! How many sports? Four!"

HRT: "Let's listen to Nick to find out what sports he wants to watch."

ALT: "Please write the number in the table."

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

Let's chant: Do you want to watch wrestling? (p.40)

4min.

• Become used to the expressions in Step 1.

Materials:

A: "Do you want to watch wrestling?" B: "Yes, I do."
A: "Me, too. It's exciting." B: "It's fun. It's cool."
All: "Let's go!"

B: "Do you want to watch para swimming?" A: "Yes, I do."
B: "Me, too. It's fantastic." A: "It's beautiful. It's cool."
All: "Let's go!"

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

8min.

• Have students write down three sports they want to watch.
• In groups, students shuffle the cut-out cards face down on their desks.
• Have students turn over one card and guess which group member wants to watch it.

Materials: •
cut-out cards
• pencil
• paper

HRT: "Please choose three sports and write them down — in secret."
ALT: "Okay... 1, 2, 3. Finished."
HRT: "Great. Now lets shuffle the cards face-down..."
(The HRT draws one card and shows it to the students.)
HRT: "ALT sensei, do you want to watch volleyball?"
ALT: "No, I dont. Sorry!"
(The ALT draws one card and shows it to the students.)
ALT: "HRT sensei, do you want to watch wheelchair tennis?"
HRT: "Yes, I do! One point for you"

Sounds and Letters: t, d (pp.12-13)

8min.

• Review the jingle on pp.12-13, going over the "d" and "t" 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: "T-t-tiger! T-t-taxi!"
HRT: "Thank you. Now do g, please."
ALT: "Okay! D-d-dog! D-d-desk!"
HRT: "Can you hear the difference between t and d? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! T-t-tiger..."

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 do you want to watch?

minutes Goal: Ask each other about preferred sports

Target Language:[Step 1] Do you want to watch...?, Yes, I do. / No, I don't.

Vocabulary: Sports, Describe people and things, People, together

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

(In pairs, students practice the Small Talk.)

Let's sing: Take Me Out to the Ball Game (p.47)**4min.**

- Have students warm up their voices through signing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and cracker jack. I don't care if I never get back.

Let me root, root, root for the home team . If they don't win, it's a shame.

For it's one, two, three strikes – "You're out!" – at the old ball game.

Let's chant: Do you want to watch wrestling? (p.40)**4min.**

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

Materials:

A: "Do you want to watch wrestling?" B: "Yes, I do."

A: "Me, too. It's exciting." B: "It's fun. It's cool."

All: "Let's go!"

B: "Do you want to watch para swimming?" A: "Yes, I do."

B: "Me, too. It's fantastic." A: "It's beautiful. It's cool."

All: "Let's go!"

Let's play: Card game (p.41)**6min.**

- Have students write down three sports they want to watch.
- In groups, students shuffle the cut-out cards face down on their desks.
- Have students turn over one card and guess which group member wants to watch it.

Materials: •
cut-out cards
• pencil
• paper

HRT: "Please choose three sports and write them down – in secret."

ALT: "Okay... 1, 2, 3. Finished."

HRT: "Great. Now lets shuffle the cards face-down..."

(The HRT draws one card and shows it to the students.)

HRT: "ALT sensei, do you want to watch volleyball?"

ALT: "No, I dont. Sorry!"

(The ALT draws one card and shows it to the students.)

ALT: "HRT sensei, do you want to watch wheelchair tennis?"

HRT: "Yes, I do! One point for you"

Let's try (p.41)

8min.

•Have students ask their classmates to find out who wants to watch a certain sport.

Materials:

HRT: "Please listen to ALT sensei. Heads down. Raise your hand if you want to watch the sport ALT sensei says."
ALT: "Do you want to watch swimming?"
(Students keep their heads down and quietly raise their hands.)
The ALT will count how many students raised their hand and share with the class.
ALT: "Five. Interesting..."
HRT: "Let's try to find five classmates who want to watch swimming. Ask around!"
(Students walk around and try to find five students.)
After some time, ask the students to share who the 5 students are who want to watch swimming.
Repeat with other sports.

Let's write (p.41)

7min.

•Have students write the sport the teacher chooses in their textbook.

Materials: •
textbook
• pencil

HRT: "ALT sensei, what sport do you like?"
ALT: "I like... gymnastics."
HRT: "Okay, class. Let's write gymnastics in our textbooks on page 41."
ALT: "If you need help spelling, please ask me or HRT sensei."
HRT: "Do you have a pencil?"
(Students write the sport ALT chose on the line.)

Sounds and Letters: t, d (pp.12-13)

8min.

•Review the jingle on pp.12-13, going over the "d" and "t" 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: "T-t-tiger! T-t-taxi!"
HRT: "Thank you. Now do g, please."
ALT: "Okay! D-d-dog! D-d-desk!"
HRT: "Can you hear the difference between t and d? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! T-t-tiger..."

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 do you want to watch?

minutes Goal: Learn to ask and answer about preferred sports again

Target Language:[Step 2] What do you want to watch?, I want to watch...

Vocabulary: Sports, Describe people and things, People, together

Greeting, Small Talk: What movie do you want to watch?**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 movie do you want to watch?"

HRT: "I want to watch 'The Super Mario Bros. Movie'. And you?"

ALT: "I like Mario too! I just saw the movie last weekend."

HRT: "Don't tell me how it ends!"

ALT: "I won't! Hm... What movie should I watch?"

(In pairs, students practice the Small Talk.)

Let's sing: Take Me Out to the Ball Game (p.47)**4min.**

- Have students warm up their voices through signing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and cracker jack. I don't care if I never get back.

Let me root, root, root for the home team . If they don't win, it's a shame.

For it's one, two, three strikes – "You're out!" – at the old ball game.

Let's watch (p.42)**7min.**

- Confirm the expressions in Step 1.
- Have students circle the sport Shota wants to watch.

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? Who is talking? What sport does Shota want to watch?"

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

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

- Listen for the sport video the students want to watch in the conversation.
- Have students draw a line to connect the answer.

Materials: •
textbook
• **pencil**

HRT: "Next, Let's listen and draw a line from the student to the sport video they want to watch."

ALT: "Do you have a pencil?"

(Play the audio.)

ALT: "Did you get that? What does Asha want to watch? How about Yui?"

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 want to watch rugby. (p.42)

4min.

• Become used to the expressions in Step 2.

Materials:

A: "What do you want to watch?"
B: "I want to watch rugby."
A: "Me, too. Let's watch it together!"

B: "What do you want to watch?"
A: "I want to watch sitting volleyball."
B: "Me, too. Let's watch it together!"

Let's play: Guessing game (p.43)

8min.

• Have students guess three sports their teacher wants to watch.
• Have students ask the question to their teacher.

Materials: •
cut-out cards

ALT: "Let's play a game! Can you guess which sports I want to watch?"
HRT: "Choose three sports from your cut-out cards. What does ALT sensei want to watch?"
(Students choose three sports from the cut-out cards.)
HRT: "How do we ask?"
(Elicit answers from students.)
HRT: "What sport do you want to watch?"
ALT: "I want to watch... baseball!"
HRT: "Who has baseball? That's one right answer! Can you get two? Three? Let's ask."
(Students who choose all three sports correctly are the winners.)

Sounds and Letters: t, d (pp. 12-13)

8min.

• Review the jingle on pp. 12-13, going over the "d" and "t" 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: "T-t-table! T-t-tea!"
HRT: "Thank you. Now do g, please."
ALT: "Okay! D-d-doctor! D-d-donut!"
HRT: "Can you hear the difference between t and d? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! T-t-table..."

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 do you want to watch?

minutes Goal: Ask each other about preferred sports again

Target Language:[Step 2] What do you want to watch?, I want to watch...

Vocabulary: Sports, Describe people and things, People, together

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. How are you? 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!"

(In pairs, students practice the Small Talk.)

Let's sing: Take Me Out to the Ball Game (p.47)**4min.**

- Have students warm up their voices through signing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and cracker jack. I don't care if I never get back.

Let me root, root, root for the home team . If they don't win, it's a shame.

For it's one, two, three strikes – "You're out!" – at the old ball game.

Let's chant: I want to watch gymnastics. (p.42)**4min.**

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

Materials:

A: "What do you want to watch?"

B: "I want to watch gymnastics."

A: "Me, too. Let's watch it together!"

B: "What do you want to watch?"

A: "I want to watch para swimming."

B: "Me, too. Let's watch it together!"

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

- Have students guess three sports their teacher wants to watch.
- Have students ask the question to their teacher.

Materials: •
cut-out cards

ALT: "Let's play a game! This time, can you guess which sports HRT sensei wants to watch?"

HRT: "Choose three sports from your cut-out cards. What do I want to watch?"

(Students choose three sports from the cut-out cards.)

ALT: "How do we ask?"

(Elicit answers from students.)

ALT: "What sport do you want to watch?"

HRT: "I want to watch... sitting volleyball!"

ALT: "Who has sitting volleyball? That's one right answer! Can you get two? Three? Let's ask."

(Students who choose all three sports correctly are the winners.)

Let's try (p.43)

9min.

- Have students ask each other what sport they want to watch.
- Have students find others who want to watch the same sport and get their signature.

Materials: •
pencil
• worksheet

HRT: "Please choose the cut-out card with the sport you want to watch."
ALT: "Okay, I've made my choice."
HRT: "ALT sensei, what sport do you want to watch?"
ALT: "I want to watch soccer."
(The ALT and HRT both show their cut-out cards.)
HRT: "Me too!"
(The HRT signs the ALT's worksheet.)
ALT: "Let's try to find a classmate with the same sport. Everyone stand up."
(Students walk around and try to find a classmate with the same sport.)

Let's write (p.43)

6min.

- Have students write the sport they want to watch.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

ALT: "Let's write The sport you want to watch. Do you remember what HRT sensei wants to watch?"
HRT: "I want to watch sitting volleyball."
ALT: "If you need help, please ask me or HRT sensei. Do you have a pencil?"
(Students trace the words and write the sport they want to watch on the line.)

Sounds and Letters: t, d (pp. 12-13)

8min.

- Review the jingle on pp. 12-13, going over the "d" and "t" 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: "T-t-table! T-t-tea!"
HRT: "Thank you. Now do g, please."
ALT: "Okay! D-d-doctor! D-d-donut!"
HRT: "Can you hear the difference between t and d? ALT sensei, one more time please?"
ALT: "Sure. Repeat after me! T-t-table..."

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 do you want to watch?

minutes Goal: Ask each other to look up the sports we want to watch

Target Language: [Step 1] Do you want to watch...?, Yes, I do. / No, I don't.
 [Step 2] What do you want to watch?, I want to watch...

Vocabulary: Sports, Describe people and things, People, together

Greeting, Small Talk: Did you see the soccer match on TV?**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), did you see the soccer match on TV?"

HRT: "Yes, I did. I'm a big soccer fan."

ALT: "Was the game exciting?"

HRT: "Yes! The winning point was scored at the last minute! What did you think?"

ALT: "It was very exciting. I stayed up late to watch the end."

(In pairs, students practice the Small Talk.)

Let's sing: Take Me Out to the Ball Game (p.47)**4min.**

- Have students warm up their voices through signing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and cracker jack. I don't care if I never get back.

Let me root, root, root for the home team. If they don't win, it's a shame.

For it's one, two, three strikes – "You're out!" – at the old ball game.

Let's watch (p.44)**7min.**

- Watch the video.
- Think deeply about the Olympics, Paralympics, and the athletes.

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 does Kiryu want to do? What can Mei do?"

(Elicit answers from students.)

Let's chant: Do you want to watch wrestling? (p.40), I want to watch rugby. (p.42)**4min.**

- Review the expressions from Step 1 and Step 2.

Materials:

A: "Do you want to watch wrestling?" B: "Yes, I do."

A: "Me, too. It's exciting." B: "It's fun. It's cool."

All: "Let's go!"

B: "Do you want to watch para swimming?" A: "Yes, I do."

B: "Me, too. It's fantastic." A: "It's beautiful. It's cool."

All: "Let's go!"

A: "What do you want to watch?"

B: "I want to watch rugby."

A: "Me, too. Let's watch it together!"

Let's listen and read (p.44)

8min.

- Have students listen to the text and follow along with their finger.
- Confirm the sport Yui wants to watch.

Materials: •
textbook

ALT: "Look! Yui has written a blog about sports."
HRT: "Let's listen to Yui and follow along with the text with your finger."
(Play the audio for students.)
ALT: "What sport does Yui want to watch? Is there someone in her family who can play table tennis?"
HRT: "Please find the sticker in the back of your book that matches Yui's blog. Let's add it to the page."
(Check the answer as a class.)

You can do it! Self-introduction (p.45)

8min.

- Have students interview their classmates about the sports they want to watch.
- Have students try to guess what sports are popular in their class and their ranking.
- The class votes and confirms the ranking of popular sports.

Materials: •
textbook
• pencil

HRT: "Please look at the table on page 45. How many sports are there?"
ALT: "Ten! Let's review these sports."
(Review the vocabulary.)
HRT: "Let's ask 7 friends, 'What sport do you want to watch?' and write their names in the table."
(Give the students some time to ask their classmates.)
ALT: "Can you guess the most popular sport in the class? Please write 1-10 in the 'Ranking guess' column."
HRT: "Now let's take a vote and compare your guess to the answer. Everyone please vote one time!"
ALT: "One time only!"
(Take a vote and write the rankings on the board.)

Fun Time 3: Bingo (pp.46-47)

6min.

- Play alphabet bingo using the first letter of the word.
- Try the tongue twister.

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? Teacher... Sunny..."
(Call letters (words) until there are a few winners.)

HRT: "Now let's try the tongue twister."
ALT: "A big black bug bit a big black bear."
HRT: "Okay... Can you go faster?"
ALT: "A big black bug bit a big black bear."

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: Friends Around the World 1

minutes Goal: View kids' videos, review Units 1-3 & explore cultures

Target Language: I'm from.... (Unit 1)

Vocabulary: Describing people and things, Career, Countries, someday, song, thing

Greeting, Small Talk: Do you like traveling?**6min.**

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

Materials:

HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), do you like traveling?"
 HRT: "Yes, I do. I went to Australia last year."
 ALT: "That's nice. I've never been to Australia."
 HRT: "You should go. How about you? Do you like traveling?"
 ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."
 (In pairs, students practice the Small Talk.)

Warm Up: Countries**6min.**

- Have students listen to and understand the names of countries.

Materials: • flashcards

HRT: "Let's do a warm-up."
 ALT: "Yes, let's look at some flags. Do you know this country?"
 (ALT holds up a 'country flag' flash card.)
 Practice the names of the countries in English, noting differences between English and Japanese.
 Elicit answers from students, and praise their efforts.

Let's watch (p.48)**8min.**

- Watch the video.
- 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? Nilay, right!"
 HRT: "Where is Nilay from? Turkey."
 (Elicit answers from students.)
 HRT: "Now open your textbook. Please look at page 48."
 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.)

Turkey Quiz (p.48)**7min.**

- Have students deepen their understanding of Australia.

Materials: • textbook • pencil

HRT: "Look at the bottom of page 48."
 ALT: "Let's try Nilay's quiz. Please look at the pictures."
 HRT: "What does her hometown have?"
 ALT: "What is inside one of the rocks?"
 HRT: "How about picture number two? What is a 'lif'? Please circle A, B or C."
 (Check students' responses and confirm the answers as a class.)

Let's watch: Thailand (p.49)

7min.

- 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? Weetiwat, yes!"
HRT: "Where is Weetiwat from? Thailand."
(Elicit answers from students.)
HRT: "Now open your textbook. Please look at page 49."
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.)

Thailand Quiz (p.49)

7min.

- Have students deepen their understanding of France.

Materials: •
textbook
• pencil

ALT: "Look at the bottom of page 49."
HRT: "Let's try Weetiwat's quiz. Please look at the pictures."
ALT: "What festival do you think Weetiwat enjoys? Please circle A, B or C."
HRT: "How about picture number two? Can you elephants?"
ALT: "How do elephants help Thailand?"
(Check students' responses and confirm the answers as a class.)

Reflection

2min.

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

Materials:

HRT: "In the first term, we talked about..."
ALT: "What are you good at?"
HRT: "We also learned about Japanese events and festivals."
ALT: "What do we have in spring? When is Children's Day?"
HRT: "Please ask your friends some questions you learned in the first term."
ALT: "How many friends can you ask in 1 minute? Hurry!"

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: My Summer Vacation

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

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

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: 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: "I want to go to China. How about you?" ALT: "Me? I want to go to Palau. It looks beautiful!"

Let' s sing: A Sailor Went to Sea (p.58)

4min.	·Have students warm up their voices through singing. ·Create a fun atmosphere around English language learning.
Materials: · textbook	A sailor went to sea, sea, sea, To see what he could see, see, see, But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.

Story (pp.50-51)

10min.	·Introduce the unit topic.
Materials: · animation video	HRT: "Turn to pages 50 and 51. My Summer Vacation." 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! Lily. Second?" HRT: Let's listen to the story one more time. (Play the Story again.) ALT: "What did you hear? Where did they go? What did they do?"

Vocabulary warm-ups (pp.50-51)

8min.

- Introduce the vocabulary for summer memories.
- Elicit other words related to summer memories by asking students about their vacations.

Materials: •
Picture cards
• **textbook**

ALT: "Let's practice these words on pages 50 and 51. Hiking... English camp... barbecue... fireworks..."
HRT: "(ALT) sensei, do you like barbecues?"
ALT: "Yes, I do! I'm good at cooking. What about you, (HRT) sensei?"
HRT: "Me? I love barbecue chicken."
ALT: "Delicious! Let's make pairs and practice the words with your partner." HRT: "First, play Rock-scissors-paper. Winners point to the textbook, runners-up say the English word."
ALT: "Practice the words with your partner. Ready? Go!"

Let's play: Pointing Game (p.51)

10min.

- Have students listen to and say the vocabulary words.
- Have students follow the numbers with their finger, while listening to the audio.

Materials: •
textbook

HRT: "Let's review the vocabulary. Please follow along with your finger."
ALT: "Grandparents... whale watching..."
(Review the vocabulary on pages 50 and 51.)
ALT: "Let's practice with the pointing game."
HRT: "Make pairs. The student who repeats and points to the correct picture first is the winner."
ALT: "Ready? Okay... snow cone!"
(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 4, we talked about..."
ALT: "Summer vacation!"
HRT: "We also learned some new vocabulary words."
ALT: "What are S'mores? What is 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.

- 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: My Summer Vacation

minutes Goal: Learn to ask about summer activities.

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting, Small Talk: Where do you want to go during winter vacation?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather? What's your favorite ...?"</p> <p>HRT: "(ALT) sensei, where do you want to go during winter vacation?"</p> <p>ALT: "I want to go back to my home country! I miss my family. And you?"</p> <p>HRT: "I want to go some place warm... I want to go to Okinawa!"</p> <p>ALT: "Nice!"</p>

Let' s sing: A Sailor Went to Sea (p.58)

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	<p>A sailor went to sea, sea, sea, To see what he could see, see, see, But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.</p>

Let' s watch (p.52)

6min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 1.
Materials: • animation • video	<p>HRT: "Let's watch the story." (Play the Story from the digital textbook.)</p> <p>ALT: "Did you hear that? Who is she? Lily! Where did Lily go?"</p> <p>HRT: "Let's watch one more time. We'll ask you some questions." (Play the Story again.)</p> <p>ALT: "What did Lily enjoy on her summer vacation? She went whale watching."</p> <p>HRT: "Did she do anything else?" (Elicit answers from students. Gesture to hint that Lily enjoyed surfing too, if necessary.)</p>

Let' s listen (p.52)

5min.	<ul style="list-style-type: none"> •Listen for places and activities in the conversation. •Have students write a letter in the brackets to convey their answer.
Materials: • textbook • pencil	<p>ALT: "Next, Let's listen to Nick and Asha's summer vacations."</p> <p>HRT: "Please listen and write an N for nick or an A for Asha in the brackets. Do you have a pencil?" (Play the audio.)</p> <p>ALT: "Did you get that? Where did Asha go? What activities did Nick enjoy?"</p> <p>HRT: "Do you want to hear it one more time?" (Play the audio again and check the answers as a class.)</p>

Let's chant: I went to the mountains. (p.52)

5min.

• Become used to the expressions in Step 1.

Materials: •
textbook
• digital
textbook

A: "What did you do in summer?"
B: "I went to the mountains. I enjoyed hiking."
A: "That's nice." B: "What did you do in summer?"
A: "I went to the sea. I ate fresh fish."
B: "That's nice." C: "What did you do in summer?"
D: "I went to an aquarium. I saw a penguin show."
C: "That's nice."

Let's play: "Went to, saw, ate, made and enjoyed" Game (p.53)

9min.

• Have students make sentences using prompts and picture cards.

Materials: •
Picture cards
• prompts

ALT: "Next, please watch a demonstration. Look at the board."
HRT: "We have went to, saw, ate, made and enjoyed."
ALT: "We also have many picture cards! My friends, pizza, shopping..."
(HRT draws one prompt.)
HRT: "Ate. Please make a sentence."
ALT: "I ate pizza. Yummy!"
HRT: "One sentence, one point. Let's make groups."
(Pass out prompts to each group.)

Sounds and Letters: s, z (p.53)

8min.

• Review the jingle on p. 53, going over the "s" and "z" 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: "S-s-soccer! S-s-snake!"
HRT: "Thank you. Now do z, please."
ALT: "Okay! Z-z-zoo! Z-z-zebra!"
HRT: "Can you hear the difference between s and z? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! S-s-soccer..."

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Ask about other people's summer vacation.

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting, Small Talk: Where did you go this summer?**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 ...?"
 ALT: "Ms/Mr. (HRT), where did you go this summer?"
 HRT: "I didn't go anywhere. I enjoyed summer at home. You?"
 ALT: "I went to Kobe. I saw fireworks!"

Let' s sing: A Sailor Went to Sea (p.58)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

A sailor went to sea, sea, sea,
 To see what he could see, see, see,
 But all that he could see, see, see,
 Was the bottom of the deep blue sea, sea, sea.

Let' s chant: [Challenge] I went to the lake. (p.52)**4min.**

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

Materials:

A: "What did you do in summer?"
 B: "I went to the lake. I enjoyed fishing."
 A: "That's nice." B: "What did you do in summer?"
 A: "I went to the fruit park (fruit farm). I ate fresh melon."
 B: "That's nice." C: "What did you do in summer?"
 D: "I went to the zoo. I saw a baby panda."
 C: "That's nice."

Let' s play:“ Went to, saw, ate, made and enjoyed” Game (p.53)**6min.**

- Have students make sentences using prompts and picture cards.

Materials: •
Picture cards
• prompts

ALT: "Let's try our 'Card Matching' game again. Look at the board."
 HRT: "We have went to, saw, ate, made and enjoyed."
 ALT: "We also have many picture cards! A department store, camping, yakisoba..."
 (HRT draws one prompt.)
 HRT: "Enjoyed. Please make a sentence."
 ALT: "I enjoyed camping. It was fun!"
 HRT: "One sentence, one point. Let's make groups."
 (Pass out prompts to each group.)

Let's try (p.53)

10min.	<ul style="list-style-type: none">•Have students think about two things they did during summer vacation.•Students ask their partner about their summer vacation.•Students who did the same things circle the activity in their textbook.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Now look at the table on page 53. It's like the game we just played." ALT: "What did you see on your summer vacation? What did you eat? Did you make something?" HRT: "Please draw a picture in the boxes." (Allow students a minute or two to fill in the blanks.) HRT: "Now let's stand up and walk around the room. Ask your classmates about their summer vacation." ALT: "'What did you do in summer?' If you both did the same activity, circle it in your textbook." HRT: "Do you understand? Are you ready? Go!" (After the activity, ask students what events they had in common and with who.)

Let's write (p.53)

5min.	<ul style="list-style-type: none">•Have students write where they went during summer vacation.•Talk about capitalization, punctuation and spaces.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "Let's write where you went in summer. Where did you go, (ALT) sensei?" ALT: "I went to the sea!" HRT: "Wow! What did you see?" ALT: "I saw a jellyfish!" HRT: "The mountains, the river, the sea — 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: s, z (p.53)

8min.	<ul style="list-style-type: none">•Review the jingle on p. 53, going over the "s" and "z" 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: "S-s-soccer! S-s-snake!" HRT: "Thank you. Now do z, please." ALT: "Okay! Z-z-zoo! Z-z-zebra!" HRT: "Can you hear the difference between s and z? (ALT) sensei, one more time please?" ALT: "Sure. Repeat after me! S-s-soccer..."

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: My Summer Vacation

minutes Goal: Learn phrases to convey your thoughts.

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting, Small Talk: Do you like traveling?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather? What's your favorite ...?"
 ALT: "Ms/Mr. (HRT), do you like traveling?"
 HRT: "Yes, I do. I went to India last year."
 ALT: "That's nice. I've never been to India."
 HRT: "You should go - the Taj Mahal was amazing!"
 ALT: "That's nice."
 HRT: "How about you? Do you like traveling?"
 ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."

Let' s sing: A Sailor Went to Sea (p.58)**4min.**

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

Materials:
• textbook

A sailor went to sea, sea, sea,
 To see what he could see, see, see,
 But all that he could see, see, see,
 Was the bottom of the deep blue sea, sea, sea.

Let' s watch (p.54)**6min.**

- Confirm the expressions in Step 2.

Materials:
• animation
• video

HRT: "Let's watch the story."
 (Play the Story from the digital textbook.)
 ALT: "Did you hear that? Who is he? Kazuki! Where did Kazuki go?"
 HRT: "Let's watch one more time. We'll ask you some questions."
 (Play the Story again.)
 ALT: "What was Kazuki's impression of English camp?"
 HRT: "Was it easy for him? Did he have fun?"
 (Elicit answers from students.)

Let' s listen (p.54)**5min.**

- Listen for places and activities in the conversation.
- Have students write a letter in the brackets to convey their answer.

Materials:
• textbook
• pencil

HRT: "Next, let's listen to Mr. Hanai and Ms. Miller's summer vacations."
 ALT: "Please listen and draw a line from the teacher to the place where they went."
 HRT: "How was it? Write their impression in the box below the picture. Do you have a pencil?"
 (Play the audio.)
 ALT: "Did you get that? Where did Mr. Hanai go? What did Ms. Miller think of Gion Festival?"
 (Use gestures to convey that it was hot.)
 HRT: "Do you want to hear it one more time?"
 (Play the audio again and check the answers as a class.)

Let's chant: It was great. (p.54)

5min.

• Become used to the expressions in Step 2.

Materials:

A: "I went to Kumamoto. I saw the castle."
B: "How was it?" A: "It was great."
A: "I went to Okinawa. I ate taco rice."
B: "How was it?" A: "It was delicious."
A: "I went to Kyoto. I visited a temple."
B: "How was it?" A: "It was beautiful."

Let's play: Card matching (p.55)

9min.

• Have students match the place card with the appropriate impression.

Materials: •
Places cards
• Impressions
cards

ALT: "Next, let's try the 'Card Matching' game. Please watch a demonstration."
HRT: "We have many places — stadium, sea, Mt. Fuji, aquarium and Gion Festival."
ALT: "We also have impressions. Fun, hot, exciting..."
(HRT draws one Places card.)
HRT: "Where did you go in summer?"
ALT: "I went to the stadium."
HRT: "Which impression matches stadium? One match, one point. Let's make groups."
(Pass out two sets of cards to each group.)

Sounds and Letters: s, z (p.55)

8min.

• Review the jingle on p. 55, going over the "s" and "z" 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: "S-s-soup! S-s-star!"
HRT: "Thank you. Now do z, please."
ALT: "Okay! Z-z-zero! Z-z-zipper!"
HRT: "Can you hear the difference between s and z? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! S-s-soup..."

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

◎ Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Discuss your summer activities and thoughts

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting, Small Talk: How 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? What's your favorite ...?"
 ALT: "Ms/Mr. (HRT), you like to travel, right?"
 HRT: "Yes, I love to travel."
 ALT: "How do you like to travel?"
 HRT: "Oh me, I like to travel by plane. How about you (ALT) sensei?"
 ALT: "Me? I like to take time and travel by car."

Let' s sing: A Sailor Went to Sea (p.58)**4min.**

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

Materials:
• textbook

A sailor went to sea, sea, sea,
 To see what he could see, see, see,
 But all that he could see, see, see,
 Was the bottom of the deep blue sea, sea, sea.

Let' s chant: [Challenge] It was fun. (p.54)**4min.**

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

Materials:

A: "I went to Osaka. I saw a comedy show."
 B: "How was it?" A: "It was great."
 A: "I went to Nagoya. I ate an apple."
 B: "How was it?" A: "It was sweet."
 A: "I went to Tokyo. I visited museums."
 B: "How was it?" A: "It was interesting."

Let' s play: Card matching (p.55)**6min.**

- Have students match the place card with the appropriate impression.

Materials:
• Places cards
• Impressions cards

ALT: "Let's try our 'Card Matching' game again. Please watch a demonstration."
 HRT: "We have many places — stadium, sea, Mt. Fuji, aquarium, and Gion Festival."
 ALT: "We also have impressions. Interesting, tiring, amazing..."
 (HRT draws one Impressions card.)
 HRT: "How was it?"
 ALT: "It was exciting."
 HRT: "Which place was exciting? One match, one point. Let's make groups."
 (Pass out two sets of cards to each group.)

Let's try (p.55)

10min.

- Have students think about two things they did during summer vacation.
- Students interview their partner about their summer vacation.
- Students talk and react with expressions and gestures.

Materials:
• textbook
• pencil

HRT: "Now look at page 55. Let's interview your classmates. First, we'll show you a demonstration."
ALT: "Hello HRT sensei. How was your summer vacation? Where did you go?"
HRT: "I went to my grandparents house in Nagano."
ALT: "What did you do?"
HRT: "We went to a restaurant, we drove up the mountain, and we went to an onsen."
ALT: "Wow! Did you have a nice time?"
HRT: "It was wonderful."
(After the activity, ask students about their classmates, what they did and their thoughts.)

Let's write (p.55)

5min.

- Have students write one impression of their summer vacation.
- Talk about capitalization, punctuation and spaces.

Materials:
• textbook
• pencil

HRT: "Let's write one impression of your summer vacation. How was your summer vacation, (ALT) sensei?"
ALT: "It was hot."
HRT: "Oh. Did you have fun?"
ALT: "Yes, I did. It was hot, but I had fun!"
HRT: "Interesting, exciting, amazing — 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: s, z (p.55)

8min.

- Review the jingle on p. 55, going over the "s" and "z" 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: "S-s-soup! S-s-star!"
HRT: "Thank you. Now do z, please."
ALT: "Okay! Z-z-zero! Z-z-zipper!"
HRT: "Can you hear the difference between s and z? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! S-s-soup..."

Reflection/Goodbye

2min.

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

Materials:
• reflection sheet

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

© Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Think about your best summer memory and its impression.

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting, Small Talk: Did you enjoy your summer vacation?**6min.**

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather? What's your favorite ...?"
 ALT: "Ms/Mr. (HRT), did you enjoy your summer vacation?"
 HRT: "Yes, I did. I ate ice cream and saw my family. How about you?"
 ALT: "Yes, very much. I went hiking and I ate delicious food, too."

Let' s sing: A Sailor Went to Sea (p.58)**4min.**

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

Materials:
textbook

A sailor went to sea, sea, sea,
 To see what he could see, see, see,
 But all that he could see, see, see,
 Was the bottom of the deep blue sea, sea, sea.

Let' s watch (p.56)**7min.**

- Watch the video.
- Think deeply about summer vacations 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 did they go during summer? What did they do?"
 HRT: "How are summer vacations around the world different from your summer vacation in Japan?"
 (Elicit answers from students.)

Let' s chant: I went to the mountains. (p.52)**4min.**

- Review the expressions from Step 1.

Materials:

A: "What did you do in summer?"
 B: "I went to the mountains. I enjoyed hiking."
 A: "That's nice." B: "What did you do in summer?"
 A: "I went to the sea. I ate fresh fish."
 B: "That's nice." C: "What did you do in summer?"
 D: "I went to an aquarium. I saw a penguin show."
 C: "That's nice."

Let's chant: It was great. (p.54)

4min.

•Review the expressions from Step 2.

Materials:

A: "I went to Kumamoto. I saw the castle."
B: "How was it?" A: "It was great."
A: "I went to Okinawa. I ate taco rice."
B: "How was it?" A: "It was delicious."
A: "I went to Kyoto. I visited a temple."
B: "How was it?" A: "It was beautiful."

Let's listen and read (p.56)

8min.

•Have students listen to the text and follow along with their finger.
•Confirm where Asha went and what she did there.

Materials: •
textbook

ALT: "Look! Asha made a poster about her summer vacation."
HRT: "Let's listen to Asha and follow the text with your finger."
(Play the audio for students.)
ALT: "Where did Asha go? What can you do there?"
HRT: "Please find the sticker in the back of your book that matches Asha's poster. Let's add it to the page."
(Check the answer as a class.)

You can do it! (p.57)

10min.

•Have students make groups to introduce their summer vacations.
•Confirm where they went, what they did and the impressions of each group.
•Have students prepare pictures.

Materials: •
pencil
• paper
• tablet/
Chromebook

HRT: "Let's introduce your favorite summer memories!"
ALT: "Did you go anywhere special? What activity would you share with your classmates?"
(Let students brainstorm with their classmates.)
HRT: "Let's hear your thoughts. What was your best summer memory? Why?"
(Elicit answers from students.)
ALT: "Where did you go? What did you enjoy? How did it make you feel?"
HRT: "Please make groups and discuss your summer memories. You can use your tablets to research and make a presentation, or take some notes."

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: My Summer Vacation

minutes **Goal:** Present your thoughts about your best summer vacation.

Target Language:[Step 1] I went to [ate / saw / enjoyed]... [Step 2] How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

Greeting

2min.	<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 is your dream vacation?

5min.	<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), I have a question." HRT: "OK." ALT: "What is your dream vacation?" HRT: "I would love to go to Bora Bora!" ALT: "Please do go. It is an amazing place!" HRT: "You have been to Bora Bora?" ALT: "Yes, but only one time. I want to go again." HRT: "Wow! It looks so beautiful." ALT: "It is! That's why you must go!"

Let's sing: A Sailor Went to Sea (p.58)

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	A sailor went to sea, sea, sea, To see what he could see, see, see, But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.

You can do it! (p.57)

8min.	<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 get back into our groups 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.57)

8min.	<ul style="list-style-type: none">•Groups take turns presenting and playing audience members.•Practice presentation skills and listening manners.
Materials: <ul style="list-style-type: none">• pencil• paper• tablet/ Chromebook	ALT: "Now, let's split our groups into two halves – half will present their summer memories, half will be audience members." HRT: "Presenters, raise your hand! Please get ready to share your summer memories." 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!'" (Switch roles after some time.) HRT: "OK, 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.)

Fun Time 4 (pp.58-59)

8min.	<ul style="list-style-type: none">•Have students follow the path to spell out 4 words.
Materials: <ul style="list-style-type: none">• textbook• pencil	HRT: "S-p-r-i... Under the bridge! N... Through the tunnel! G!" ALT: "Spring. Do you like spring, (HRT) sensei?" HRT: "No, I don't. I have hay fever. How about you?" ALT: "Yes, I do! I don't have hay fever. I like to see the flowers bloom." HRT: "Follow the road to make a word. Write them on the four lines at the end of each road." ALT: "Can you make four words? Ready? Go!"

Fun Time 4 (pp.58-59)

8min.	<ul style="list-style-type: none">•Think about the difference between "see" and "sea".•Ask students if they know any other words with the same sound that have different meanings.
Materials: <ul style="list-style-type: none">• textbook	HRT: "Each class, we sing 'A Sailor Went to Sea', but do you know the difference between 'sea' and 'see'?" (Allow students time to brainstorm with their classmates.) ALT: "These two words have the same sound in English, but the spelling is different." HRT: "The meaning is different, too. What is 'sea' in Japanese? Now, what is 'see'?" HRT: "Do you know any other words that sound the same but have different meanings?" (Elicit responses from students.) ALT: "Flower and flour. Bass and bass..." HRT: "One is a plant and one is for cooking. One is a fish and one is in music."

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: My Summer Vacation

minutes Goal: Read about your friends' best summer vacation.

Target Language:【 Step 1 】 I went to [ate / saw / enjoyed]...【 Step 2 】 How was it? It was...

Vocabulary: Food, Living things, People, actions, Describing people and things, nature, town, vacation, was

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: Which do you like?

5min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: "Ms/Mr. (ALT), I have a question." ALT: "OK." HRT: "Which do you like? Domestic or International travel?" ALT: "That is a difficult question." HRT: "Why?" ALT: "Because I love to do both! How about you?" HRT: "Yes, it's a tough question, as I like both, too!"

Let' s sing: A Sailor Went to Sea (p.58)

4min.	•Have students warm up their voices through singing. •Practice the sounds of English words and intonation.
Materials: • textbook	A sailor went to sea, sea, sea, To see what he could see, see, see, But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.

You can do it! (p.57)

8min.	•Look back on the presentations from Unit 4. •Encourage students to share what they learned and what was good about the presentations.
Materials: • pencil • paper • tablet/ Chromebook	ALT: "Let's look back on your presentations about summer memories. 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.)

BOL Activity: 3 Hint Quiz

1 2min.	<ul style="list-style-type: none">• Review what students learned from their presentations in the form of a quiz.• Have students choose a presentation they liked.• Students give three hints about that person's summer memories, while their classmates try to guess who it is.
Materials:	HRT: "Pretend you are someone from our class." ALT: "Let's play '3 Hint Quiz!'" 1. Choose a presentation you liked. Give 3 hints such as "I went to...", "I saw...", "I enjoyed...". 2. Sts try to guess whose presentation your hints match. ※ Sts can create their own 3 Hint Quizzes in groups, pairs or solo. ※ If you would like make this activity more interactive, JTE/ALT/Sts can ask questions about the presentation's owner such as "Do they wear glasses?" or "Are they in the basketball club?" and then a hint will be given.

Fun Time 4 (pp.58-59)

1 2min.	<ul style="list-style-type: none">• Have students listen to the English story.• Have students follow along with their finger and read the story out loud.
Materials: • textbook	HRT: "Open your textbooks to page 59. 'The Rolling Rice Ball'. ALT: "What's riceball in Japanese? Onigiri. Right!" HRT: "Let's enjoy the story. Please listen and follow along." (Play the Story once.) HRT: "What is the story about?" ALT: "Where do the rice balls go? What present does the old man get?" HRT: "Let's listen to the story one more time. Follow along with your finger and read aloud." (Play the Story again.)

Reflection/Goodbye

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

min.	
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◎ Evaluation:

45 Theme: He is Famous. She is great.

minutes Goal: Get familiar with the unit topic and vocab through the video.

Target Language:[Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one' s self, things one wears, fruits and vegetables, nature, living things

Greeting

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

Small Talk: Do you know a hero from here?

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:“ Do you know a hero from here?” ALT:“ I know Sakamoto Ryoma.” HRT:“ He is a famous but he is not a hero from our city. The hero is Shibusawa Eichi.” (Decide them in each area) ALT:“ Oh great! What did he do?” HRT:“ He made new companies in Japan. He is called a father of Japan economy.” ALT:“ Wow! Do you know a hero from my hometown?”

BOL Activity: ALT Corner

6 min.	<ul style="list-style-type: none"> The ALT introduces jobs from their home country. Have students ask questions about jobs. Have students look for similar jobs in Japan.
Materials: • ALT’ s original presentation	ALT:“ In my home country, we have some interesting jobs. What jobs do you have in Japan?” (Elicit responses from students.) HRT:“ Japan has salarymen and women, programmers, teachers...” ALT:“ In my home country, we have those, too. We also have police officers who ride horses.” HRT:“ Oh, I’ ve seen them before on TV and in movies.” ALT:“ We also have a special job for taking care of the trophy for our biggest hockey tournament.” HRT:“ Interesting! I wonder what that job is like...” (ALT presents jobs from their home country.)

Let’ s sing: Humpty Dumpty (p.68)

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	Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. All the king’ s horses, And all the king’ s men, Couldn’ t put Humpty together again.

Story (pp.60-61)

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 jobs did you hear?”
(Elicit answers from students.)

Warm Up: Jobs, Personalities

7min.

·Introduce the jobs and personalities vocabulary.

Materials: ·
flash cards

HRT:“ Let’ s learn some vocabulary.”
ALT:“ Yes, let’ s look at some jobs. Do you know this job?
(ALT holds up a ‘job’ flash card.)
Practice the names of the jobs in English, noting differences between English and Japanese.
Elicit answers from students, and praise their efforts.

Let’ s play: Gesture game (p.61)

10min.

·Have students listen to and understand the names of jobs.

Materials: ·
textbook

HRT:“ Let’ s review the vocabulary. Please point with your finger.”
ALT:“ Artist... chef... doctor... tennis player...”
(Review the vocabulary on pages 60 and 61.)
ALT:“ Let’ s practice with the gesture game.”
HRT:“ Make groups. Take turns. One student gestures. The others try to guess which job they are gesturing.”
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 is Famous. She is great.

minutes Goal: Learn how to convey what you want and like, etc.

Target Language:[Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one' s self, things one wears, fruits and vegetables, nature, living things

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? What’ s your favorite ...?”
 HRT:“ (ALT) sensei, what do you want to be?” ALT:“ I want to be a firefighter! And you?”
 HRT:“ Me? I want to be a teacher!” ALT:“ Of course!”
 HRT:“ Who wants to be a teacher? Raise your hand!” ALT:“ Why do you want to be a teacher?”
 HRT:“ Because teachers help students learn.”

Let’ s sing: Humpty Dumpty (p.68)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: • textbook

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king’ s horses,
 And all the king’ s men,
 Couldn’ t put Humpty together again.

Let’ s watch (p.62)

7min.

- Confirm the expressions in Step 1.
- Have students circle the instrument Yui 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 her name? What instrument does Yui play?”
 HRT:“ Please circle the answer in your textbook.”

Let’ s listen (p.62)

6min.

- Have students listen and understand what each person likes and what they like to do.

Materials: • textbook • pencil

ALT:“ Look at the table here. How many activities are there?”
 (Elicit answers from students.)
 ALT:“ Four! How many sports? Three!”
 HRT:“ Let’ s listen to Shota and his friends to find out what they play, what they like and what they want.”
 ALT:“ Please write the letter in the parenthesis.”
 (Play the audio and check the answers as a class.)

Let's chant: I want new shoes. (p.62)

4min.

• Become used to the expressions in Step 1.

Materials:

A: "I like running. I want new shoes."
B: "I see."
B: "I like skating. I want new skates."
A: "I see."
C: "I like animals. I want a penguin."
D: "Really?"

Let's play: Card game (p.63)

8min.

• Have students express what they like/play/have/want using Cut-out cards.
• In pairs, students shuffle the Cut-out cards face down on their desks.
• Have students turn over one card and use "I (don't) like/play/have/want..." to express their feelings.

Materials:

HRT: "Please get your Cut-out cards — sports, stationery, foods..."

Cut-out cards

ALT: "Okay... got it! Let's make pairs."

HRT: "Great. Now, let's shuffle the cards face-down..."

(The HRT draws one card and shows it to the students.)

HRT: "Volleyball. I don't play volleyball."

(The ALT draws one card and shows it to the students.)

ALT: "Pizza. I eat pizza. Do you understand?"

HRT: "Draw one card and express your feelings with 'I like/play/have/want...' or 'I don't like/play/have/want...'."

Sounds and Letters: f, v (p.63)

8min.

• Review the jingle on page 63, going over the "f" and "v" 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: "F-f-fish! F-f-five!"

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

ALT: "Okay! V-v-volleyball! V-v-violin!"

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

ALT: "Sure. Repeat after me! F-f-fish..."

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 is Famous. She is great.

minutes Goal: Convey the things one wants, likes, etc.

Target Language:[Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one' s self, things one wears, fruits and vegetables, nature, living things

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

6min.

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

Materials:

HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather? What’ s your favorite ...?”
 ALT:“ Ms/Mr. (HRT), What do you want to be?”
 HRT:“ I want to be a teacher, of course. What do you want to be?”
 ALT:“ Me? I want to be an actor. I want to be on Japanese TV.”
 HRT:“ Interesting...”

Let’ s sing: Humpty Dumpty (p.68)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king’ s horses,
 And all the king’ s men,
 Couldn’ t put Humpty together again.

Let’ s chant: [Challenge] I have a drum. (p.62)

4min.

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

Materials:

A:“ I play music. I have a drum.”
 B:“ I see.”
 B:“ I play badminton. I have a racket.”
 A:“ I see.”
 C:“ I do judo. I have a black belt.”
 D:“ Really?”

Let’ s play: Card game (p.63)

6min.

- Have students express what they like/play/have/want using Cut-out cards.
- In pairs, students shuffle the Cut-out cards face down on their desks.
- Have students turn over one card and use “I (don’ t) like/play/have/want...” to express their feelings.

Materials: •
Cut-out cards

HRT:“ Please get your Cut-out cards – sports, stationery, foods...”
 ALT:“ Okay... got it! Let’ s make pairs.”
 HRT:“ Great. Now lets shuffle the cards face-down...”
 (The HRT draws one card and shows it to the students.)
 HRT:“ Baseball. I play baseball.”
 (The ALT draws one card and shows it to the students.)
 ALT:“ Salad. I don’ t eat salad. Do you understand?”
 HRT:“ Draw one card and express your feelings with ‘I like/play/have/want...’ or ‘I don’ t like/play/have/want...’ .”

Let' s try (p.63)

8min.

•Have groups quiz the rest of the class to see if they can guess which student the hints are about.

Materials: •
textbook
• pencil
• markers
• colored
pencils

HRT:“ Please llook at page 63. Let' s try. I like, I play, I have, I want.”
ALT:“ I like pizza. I play basketball. I have a cat. I want a car!”
HRT:“ You are going to draw four pictures in the four boxes to describe what you like, play, have and want.”
(Give students some time to draw.)
HRT:“ Are you finished? Let' s make groups and share your hints and pictures with your groupmates.”
(Students make groups and present their hints to each other.)
ALT:“ Now please choose one student from your group to challenge the rest of the class.”
(Groups share one member' s hints with the rest of the class, while they try to guess which member of the group it is.)

Let' s write (p.63)

7min.

•Have students write one hint they used in their quiz on page 63.

Materials: •
textbook
• pencil

HRT:“ I like yakiniku. I play baseball. I have a daughter. I want a dog.”
ALT:“ That' s nice, (HRT) sensei.”
HRT:“ Okay, class. Let' s write one hint in our textbook on page 63.”
ALT:“ If you need help spelling, please ask me or (HRT) sensei.”
HRT:“ Do you have a pencil?”
(Students write one hint from 'Let' s try' on the line.)

Sounds and Letters: f, v (p.63)

8min.

•Review the jingle on page 63, going over the “f” and “v” 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:“ F-f-fish! F-f-five!”
HRT:“ Thank you. Now do v, please.”
ALT:“ Okay! V-v-volleyball! V-v-violin!”
HRT:“ Can you hear the difference between f and v? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! F-f-fish...”

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 is Famous. She is great.

minutes Goal: Learn phrases for introducing a person's career,

Target Language:[Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one's self, things one wears, fruits and vegetables, nature, living things

Greeting, Small Talk: Who is your hero?

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 ...?"
 ALT: " (HRT) sensei, who is your hero?"
 HRT: " This is my hero! He is Roki Sasaki. He is a baseball player! Who is your hero?"
 ALT: " My hero is... He/She is..."

Let's sing: Humpty Dumpty (p.68)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: • textbook

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king's horses,
 And all the king's men,
 Couldn't put Humpty together again.

Let's watch (p.64)

7min.

- Confirm the expressions in Step 1.
- Have students draw a line from the picture of Kazuki's hero to the word that describes his character.

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: " Who is Kazuki's hero? What is he like?"
 HRT: " Please draw a line to connect the answer in your textbook."

Let's listen (p.64)

6min.

- Have students listen to the quiz and guess the person.
- Have students write a memo about what they have learned.

Materials: • textbook • pencil

ALT: " Let's listen to a quiz. Can you guess the person from A, B, C and D?"
 HRT: " Write a memo in the table on page 64 in your textbook. Are you ready?"
 (Play the audio for students.)
 ALT: " How did you do? Would you like to hear the quiz again?"
 (Play the audio one more time.)
 HRT: " Let's check the answers. They hold concerts in different countries... They went to the US this summer..."
 ALT: " Concerts... singer... it must be..."
 HRT: " ...Nishino Mai! Did you get it right?"

Let' s chant: She is kind and gentle. (p.64)

4min.

•Become used to the expressions in Step 2.

Materials:

A:“ This is Tomita Eriko. She is a nurse.
She is kind and gentle. She can help people.”
B:“ This is Hanyu Yuzuru. He is a figure skater.
He is really beautiful. He can skate well.”
C:“ This is Katsura Kaishi. He is a rakugo performer.
He is good and funny. He can speak English... very well!”

Let' s play: Guessing the Person Quiz (p.65)

8min.

•Review the 9 people on the Cut-out cards as a class, going over their jobs and personalities.
•Have students draw one card and pretend to be that person.
•In groups, have students try to guess each other' s card.

Materials: •

ALT:“ Let' s play a game! First, do you know these nine people?”

Cut-out cards

HRT:“ Look at your Cut-out cards. Do you remember their jobs? What are they like?”

(Review the characters on the Cut-out cards as a class.)

HRT:“ Now make groups. Each student draw one card and pretend to be that person.”

ALT:“ Quiz your group like this: Who is this? He is great. He is a sushi chef.”

HRT:“ Can you guess the person from these hints? Quiz your group!”

(In groups, students quiz each other until everyone has had a turn.)

Sounds and Letters: f, v (p.65)

8min.

•Review the jingle on page 63, going over the “f” and “v” 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:“ F-f-father! F-f-flower!”

HRT:“ Thank you. Now do v, please.”

ALT:“ Okay! V-v-voice! V-v-vest!”

HRT:“ Can you hear the difference between f and v? (ALT) sensei, one more time please?”

ALT:“ Sure. Repeat after me! F-f-father...”

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 is Famous. She is great.

minutes Goal: Introduce a person's career, character, etc.

Target Language: [Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one's self, things one wears, fruits and vegetables, nature, living things

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? What's your favorite ...?"
 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: Humpty Dumpty (p.68)**4min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king's horses,
 And all the king's men,
 Couldn't put Humpty together again.

Let's chant: She is kind and gentle. (p.64)**4min.**

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

Materials:

A: "This is Tomita Eriko. She is a nurse.
 She is kind and gentle. She can help people."
 B: "This is Hanyu Yuzuru. He is a figure skater.
 He is really beautiful. He can skate well."
 C: "This is Katsura Kaishi. He is a rakugo performer.
 He is good and funny. He can speak English... very well!"

Let's play: Guess the Person Quiz (p.65)**6min.**

- Review the 9 people on the Cut-out cards as a class, going over their jobs and personalities.
- Have students draw one card and pretend to be that person.
- In groups, have students try to guess each other's card.

Materials: •
Cut-out cards

ALT: "Let's play a game! First, do you know these nine people?"
 HRT: "Look at your Cut-out cards. Do you remember their jobs? What are they like?"
 (Review the characters on the Cut-out cards as a class.)
 HRT: "Now make groups. Each student draw one card and pretend to be that person."
 ALT: "Quiz your group like this: Who is this? She is a designer. She is creative."
 HRT: "Can you guess the person from these hints? Quiz your group!"
 (In groups, students quiz each other until everyone has had a turn.)

Let's try (p.65)

9min.

- Have students draw a famous person.
- Have students quiz each other, describing the person's job and personality..

Materials: •
textbook
• pencil
• markers
• colored
pencils

HRT: " Now I want you to think of a famous person or character."
ALT: " Okay, I' ve made my choice."
HRT: " Next, please draw a picture of them."
(Give students some time to draw.)
HRT: " Quiz your group members! Show them your picture. Tell them your person' s job and personality."
ALT: " He is a baseball player. He is great!"
HRT: " Can you guess the famous person? Let' s try it in groups."
(Students quiz each other, showing their drawings and sharing their person' s job and personality.)

Let's write (p.65)

6min.

- Have students write the job of the famous person they drew for their quiz on page 65.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

ALT: " Let' s write the job of the famous person you drew. Do you remember my famous person' s job?"
HRT: " Baseball player, right?"
ALT: " That' s right! Do you remember, man or woman?"
HRT: " ' He is a baseball player.' Man!
ALT: " That' s right! If you need help, please ask me or (HRT) sensei. Do you have a pencil?"
(Students trace the words and write a pronoun and job on the line.)

Sounds and Letters: f, v (p.65)

8min.

- Review the jingle on page 63, going over the "f" and "v" 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: " F-f-father! F-f-flower!"
HRT: " Thank you. Now do v, please."
ALT: " Okay! V-v-voice! V-v-vest!"
HRT: " Can you hear the difference between f and v? (ALT) sensei, one more time please?"
ALT: " Sure. Repeat after me! F-f-father..."

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 is Famous. She is great.

minutes Goal: Introduce someone with an active role in the world.

Target Language:[Step 1] I like [have / play / want]...

[Step 2] Who is this? He [She] is(career names / characteristics)

Vocabulary: careers, describing people and things, sports, things around one' s self, things one wears, fruits and vegetables, nature, living things

Greeting, Small Talk: Who is your hero?

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, who is your hero?”
 ALT:“ This is my hero! He is Barack Obama. He was a great American President! Who is your hero?”
 HRT:“ My hero is... He/She is...”

Let’ s sing: Humpty Dumpty (p.68)

4min.

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king’ s horses,
 And all the king’ s men,
 Couldn’ t put Humpty together again.

Let’ s watch (p.66)

7min.

- Listen to the audio.
- Think deeply about the amazing things people around the world are doing.

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 jobs did you hear? What’ s his name? What’ s her name?”
 HRT:“ What does Uehara Hiromi play? What can Takahashi Tomotaka create?”
 (Elicit answers from students.)

Let’ s chant: I want new shoes. (p.62), [Challenge] I have a drum. (p.62)

4min.

- Review the expressions from Step 1 and Step 2.

Materials:

A:“ I like running. I want new shoes.” B:“ I see.”
 B:“ I like skating. I want new skates.” A:“ I see.”
 C:“ I like animals. I want a penguin.” D:“ Really?”
 A:“ I play music. I have a drum.” B:“ I see.”
 B:“ I play badminton. I have a racket.” A:“ I see.”
 C:“ I do judo. I have a black belt.” D:“ Really?”

Let's listen and read (p.66)

8min.

- Have students listen to the text and follow along with their finger.
- Have students guess the answer to the quiz from the pictures on pages 66 and 67.

Materials: •
textbook

ALT:“ Look! It's a quiz about a famous person.”
HRT:“ Let's listen and follow along with the text with your finger.”
(Play the audio for students.)
ALT:“ He is from... Shimane. He can play... tennis. Who is he?”
HRT:“ Look at the pictures on pages 66 and 67. Please find the person that matches the quiz.”
(Check the answer as a class.)

You can do it! Guess Who? Talk Show (p.66)

8min.

- In pairs, have one student pretend to be a famous person and the other pretend to host a talk show.
- Have students ask questions and try to guess who the famous person is.
- Have students rotate so that everyone gets a chance to be both a host and a famous guest.

Materials: •
textbook

HRT:“ Please look at the people on pages 66 and 67. Let's imagine we are hosting a TV talk show!”
ALT:“ In groups, 2 students will be hosts and 2 will be famous guests.”
HRT:“ One host will introduce one guest to the group, the group will try to guess who that person is.”
ALT:“ Next, it's the other host's turn to introduce their guest.”
HRT:“ The guest who the group guesses first will leave with their host and move to another group.”
ALT:“ Let's try it. Hosts, get ready!”
(Have students role play and switch roles as time allows.)

Fun Time 5: Playing with Letters (p.68)

6min.

- Have students arrange the words to form a sentence.
- Think about the differences between English and Japanese sentences.

Materials: •
textbook
• pencil
• penmanship
sheet

ALT:“ Now look at the cards on page 68.”
HRT:“ What order do we put them in to make a sentence?”
ALT:“ Work in groups. Let's make a sentence using these three cards!”
(Give students some time to form their answers.)
HRT:“ In Japanese, we often use the order I - soccer - like. Watashi wa sakka ga suki desu.”
ALT:“ In English, we use the order subject-verb-object. I like soccer.”
HRT:“ How are English sentences different from Japanese sentences?”
(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 time...)
HRT:“ That's all for today. See you next time! Goodbye!”

◎ Evaluation:

45 Theme: This is my town.

minutes Goal: Get familiar with the unit topic and vocab through the video.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

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 do you usually do after school?

5min. ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.

Materials: HRT:“ (ALT) sensei, what do you usually do after school?”
ALT:“ I usually go to the park and play tennis after school! And you?”
HRT:“ I coach the kendo club.”
ALT:“ Cool! Can I join sometime?”

Let' s sing: Sing (p.78)

4min. ·Have students warm up their voices through singing.
·Practice the sounds of English words and intonation.

Materials: · Sing, sing a song.
textbook Sing out loud. Sing out strong.
Sing of good things not bad.
Sing of happy not sad.
Sing, sing a song.
Make it simple to last your whole life long.
Don' t worry that it' s not good enough for anyone else to hear.
Just sing, sing a song.

Story (pp.70-71)

10min. ·Introduce the unit topic.

Materials: · HRT:“ Turn to pages 70 and 71. This is my town.”
animation ALT:“ Who is in the story? Where are they? What do they see?”
video (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! Anna. Second?”
HRT: Let' s listen to the story one more time. (Play the Story again.)
ALT:“ What did you hear? What do they have in their town?”

Vocabulary warm-ups (pp.70-71)

8min.

•Introduce the vocabulary for buildings and facilities.

Materials: •
Picture cards
• textbook

ALT:“ Let’ s practice these words on pages 70 and 71. Beach... Stadium... Amusement park...”
HRT:“ ALT sensei, do you like the zoo?”
ALT:“ Yes, I do! I like the zoo and the aquarium. What about you, HRT sensei?”
HRT:“ Me? I love the aquarium. I take my daughter there once a year.”
ALT:“ That’ s nice. 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: Bingo Game (p.71)

10min.

•Have students play bingo using their Cut-out cards.
•Have students practice listening and recognizing the vocabulary words.

Materials: •
Bingo sheet
• Cut-out
cards

HRT:“ Let’ s review the vocabulary. Please get your Cut-out cards.”
ALT:“ Please pick 9 buildings and facilities and put them in any order on your Bingo sheet.”
(Give students some time to prepare their Bingo sheets.)
ALT:“ When I call a building or facility, check to see if you have it. If you do, flip that Cut-out card over.”
HRT:“ Students who get three cards in a row, column or diagonal, please say ‘Bingo!’ .”
ALT:“ Ready? Okay, let’ s begin. Chinatown...”
(Play Bingo as time allows, clearing cards if necessary.)

Reflection

4min.

•Have students fill out the reflection sheet.

Materials:
• reflection
sheet

HRT:“ In the first lesson of Unit 6, we talked about...”
ALT:“ Jobs! Personalities!”
HRT:“ We also learned some new vocabulary words.”
ALT:“ What is creative? What’ s gentle in Japanese?”
HRT:“ Please introduce a famous person to your partner. What is their job? What is their personality like?”
ALT:“ What can you learn in 2 minutes? Hurry!”

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: This is my town.

minutes Goal: Learn how to say places and buildings name in town.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

Greeting, Small Talk: Why do you like our town?

6min.

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

Materials:

HRT/ALT:“ Hello. What day is it today? What' s the date today? How' s the weather? What' s your favorite ...?”
 HRT:“ (Makes a happy gesture.)
 ALT:“ Oh, why are you so happy?”
 HRT:“ I really like our town!”
 ALT:“ I see. Why do you like our town?”
 HRT:“ There are so many parks and other places to go to - I love it!”

Let' s sing: Sing (p.78)

4min.

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

Materials: •
textbook

Sing, sing a song.
 Sing out loud. Sing out strong.
 Sing of good things not bad.
 Sing of happy not sad.
 Sing, sing a song.
 Make it simple to last your whole life long.
 Don' t worry that it' s not good enough for anyone else to hear.
 Just sing, sing a song.

Let' s watch (p.72)

6min.

- Confirm the expressions in Step 1.
- Have students circle the picture that matches Ann' s explanation.

Materials: •
animation
video

HRT:“ Let' s watch the story.”
 (Play the Story from the digital textbook.)
 ALT:“ Did you hear that? Who is she? Anna. Where is Anna from?”
 HRT:“ Let' s watch one more time. We' ll ask you some questions.”
 (Play the Story again.)
 ALT:“ Where does Anna live? She lives on a beautiful island called Puerto Rico.”
 HRT:“ What can you enjoy there?”
 (Elicit answers from students. Gesture to convey that you can enjoy jogging, if necessary.)

Let' s listen (p.72)

5min.

- Listen for buildings and facilities in the conversation.
- Have students write the number of the town below the buildings.

Materials: •
textbook
• pencil

ALT:“ First, please repeat after me. Park... museum... library...”
 (Practice the buildings and facilities vocabulary.)
 ALT:“ Next, let' s listen to Kazuki and his friends introduce their hometowns.”
 HRT:“ Matsubara, Takeyama and Umezono. Write 1, 2 or 3 in the brackets that match what each town has.”
 ALT:“ Listen carefully! Are you ready?”
 (Play the audio for students.)
 HRT:“ What does Matsubara have? Do you want to hear it one more time?”
 (Play the audio again. Check the answers as a class.)

Let's chant: We don't have an aquarium. (p.72)

5min.

• Become used to the expressions in Step 1.

Materials:

A: "We live in a nice town."
A: "We don't have an aquarium, but we have the sea."
A: "We like our town."
B: "We live in a nice town."
B: "We don't have an amusement park, but we have the mountains."
B: "We like our town."

Let's play: Dream Town Card Game (p.73)

9min.

• Have students make a dream town using Cut-out cards.
• Have students describe their dream town from the Cut-out cards.

Materials:

ALT: "Next, let's build our own dream towns! Get your Cut-out cards, please."

Cut-out cards

HRT: "In groups, each student takes a card and says, 'We have...'. "

(HRT draws one Cut-out card.)

ALT: "We have an aquarium."

HRT: "When everyone has 4 cards, please put your cards down and talk about your dream towns with the group."

ALT: "Aquarium, zoo, park and beach! My dream town has many animals!"

HRT: "Are you ready? Let's make our dream towns!"

(Students practice reading the sentences and talking freely about their dream towns.)

Sounds and Letters: m, n (p.73)

8min.

• Review the jingle on p. 73, 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: This is my town.

minutes Goal: Talk with each other about things that are and aren't in town.

Target Language:[Step 1] We have / don't have...

[Step 2] We can see [eat / enjoy]... / It's...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

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

6min.

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

Materials:

HRT/ALT: " Hello. What day is it today? What's the date today? How's the weather? What's your favorite ...?"
 HRT: " (Makes a bored gesture.)"
 ALT: " Oh, what's wrong?"
 HRT: " I have nothing to do."
 ALT: " I see. What do you want for your town?"
 HRT: " I want Disneyland for our town! What do you want for our town?"

Let's sing: Sing (p.78)

4min.

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

Materials: •
textbook

Sing, sing a song.
 Sing out loud. Sing out strong.
 Sing of good things not bad.
 Sing of happy not sad.
 Sing, sing a song.
 Make it simple to last your whole life long.
 Don't worry that it's not good enough for anyone else to hear.
 Just sing, sing a song.

Let's chant: [Challenge] We don't have a museum. (p.72)

5min.

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

Materials:

A: " We live in a nice town."
 A: " We don't have a museum, but we have a zoo."
 A: " We like our town."
 B: " We live in a nice town."
 B: " We don't have a department store, but we have a market."
 B: " We like our town."

Let's play: Dream Town Card Game (p.73)

6min.

- Have students make a dream town using Cut-out cards.
- Have students describe their dream town from the Cut-out cards.

Materials: •
Cut-out cards

ALT: " Next, let's build out own dream towns! Get your Cut-out cards, please."
 HRT: " In groups, each student takes a card and says, 'We have...' ."
 (HRT draws one Cut-out card.)
 ALT: " We have an aquarium."
 HRT: " When everyone has 4 cards, please put your cards down and talk about your dream towns with the group."
 ALT: " Aquarium, zoo, park and beach! My dream town has many animals!"
 HRT: " Are you ready? Let's make our dream towns!"
 (Students practice reading the sentences and talking freely about their dream towns.)

Let's try (p.73)

9min.

•In pairs, have students write down three things their town has and three things it doesn't have.
•Have two pairs play Rock-scissors paper. The losing pair shares one "We don't have..." while the winning pair shares one "We have..." sentence.

Materials: •
textbook
• pencil

HRT:" Now look at 'Let's try.' on page 73. Please make pairs."
ALT:" What are three things your town has? How about three things your town doesn't have?"
HRT:" Please make a list."
(Allow students a minute or two to make their lists.)
HRT:" Now let's stand up and walk around the room. Pairs face off and play Rock-scissors-paper."
ALT:" The losing pair shares one thing their town does not have."
HRT:" The winning pair shares one thing their town has. Do you understand? Are you ready? Go!"
(After the activity, ask students what things their town has and does not have.)

Let's write (p.73)

5min.

•Have students write what their town has.
•Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT:" Let's write about our town. What does our town have?"
ALT:" We have a library!"
HRT:" That's right. Do you like reading, (ALT) sensei?"
ALT:" Yes I do!"
HRT:" Bookstore, department store, amusement park — if you need help, please ask me or (ALT) sensei."
ALT:" Do you have a pencil?"
(Students trace the words and write what their town has on the line.)

Sounds and Letters: m, n (p.73)

8min.

•Review the jingle on p. 73, 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: This is my town.

minutes Goal: Learn how to say what can be done at various places.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

Greeting, Small Talk: What event 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:	<p>HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather? What’ s your favorite ...?”</p> <p>ALT:“ (HRT) sensei, what event do you like?”</p> <p>HRT:“ I like the summer fireworks event!”</p> <p>ALT:“ Oh, where is that?”</p> <p>HRT:“ In ‘Hanabi Park’ they have a big fireworks festival every year.”</p> <p>ALT:“ Sounds nice! When is the summer fireworks event?”</p> <p>HRT:“ It’ s in July.”</p>

Let’ s sing: Sing (p.78)

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	<p>Sing, sing a song.</p> <p>Sing out loud. Sing out strong.</p> <p>Sing of good things not bad.</p> <p>Sing of happy not sad.</p> <p>Sing, sing a song.</p> <p>Make it simple to last your whole life long.</p> <p>Don’ t worry that it’ s not good enough for anyone else to hear.</p> <p>Just sing, sing a song.</p>

Let’ s watch (p.74)

6min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 2. •Have students write the place Lily is introducing and what you can do there.
Materials: • animation • video	<p>HRT:“ Let’ s watch the story.”</p> <p>(Play the Story from the digital textbook.)</p> <p>ALT:“ Did you hear that? Who is she? Lily! Where does Lily introduce?”</p> <p>HRT:“ Let’ s watch one more time. We’ ll ask you some questions.”</p> <p>(Play the Story again.)</p> <p>ALT:“ What can you enjoy in Chinatown?”</p> <p>HRT:“ Is Chinatown small? Is it big?”</p> <p>(Elicit answers from students.)</p>

Let’ s listen (p.74)

5min.	<ul style="list-style-type: none"> •Listen for places and what you can do there in the conversation. •Have students draw a line to connect their answer. •Have students write a memo for what you can do there.
Materials: • textbook • pencil	<p>HRT:“ Next, Let’ s listen to a radio reporter interview people in town.”</p> <p>ALT:“ Please listen and draw a line from the person to the place they introduce.”</p> <p>HRT:“ What can you do there? Write a memo in your textbooks. Do you have a pencil?”</p> <p>(Play the audio.)</p> <p>ALT:“ Did you get that? What did the woman in Yokohama introduce? What can you do in Chinatown?”</p> <p>(Use gestures to convey that you can eat delicious food.)</p> <p>HRT:“ Do you want to hear it one more time?”</p> <p>(Play the audio again and check the answers as a class.)</p>

Let's chant: We can enjoy fishing. (p.74)

5min.

• Become used to the expressions in Step 2.

Materials:

A: "Tell me about your town."
B: "We have a river."
B: "It's long. It's beautiful. We can enjoy fishing."
B: "We have a park."
B: "It's nice. It's beautiful. We can play baseball."
C: "We have a market."
C: "It's new. It's beautiful. We can get fresh food."
C: "We have a beach."
C: "It's big. It's beautiful. We can see sea turtles."

Let's play: Guess the Place Quiz (p.75)

9min.

• Have students think about the prefectures of Japan and what they are known for.
• Have students guess which prefecture the teacher's hints are describing.

Materials:

ALT: "Next, let's try a 'Guess the place' quiz. Please listen to (HRT) sensei."
HRT: "We have many prefectures in Japan — Kanagawa, Ibaraki, Aichi, Akita..."
ALT: "What are they famous for? What can you see there? What can you eat?"
HRT: "I'm thinking of a prefecture... I'll give you three hints."
ALT: "Okay, I'm listening!"
HRT: "We can enjoy skiing and snowboarding. We can eat melon and corn. We can see bears!"
ALT: "Do you know? Let's guess!"
(Give the students some time to brainstorm with their classmates before checking the answer — Hokkaido.)

Sounds and Letters: m, n (p.75)

8min.

• Review the jingle on p. 75, 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-melon! M-m-mouse!"
HRT: "Thank you. Now do n, please."
ALT: "Okay! N-n-net! N-n-noodles!"
HRT: "Can you hear the difference between m and n? (ALT) sensei, one more time please?"
ALT: "Sure. Repeat after me! M-m-melon..."

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: This is my town.

minutes Goal: Communicate the things that can be done in various places.

Target Language: [Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

Greeting, Small Talk: Do you like rainy days**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, do you like rainy days?"
 ALT: " Yes, I like rainy days! I can go to the aquarium, the cinema, the pool, the ..."
 HRT: " I don' t like rain!"

Let' s sing: Sing (p.78)**4min.**

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

Materials: •
textbook

Sing, sing a song.
 Sing out loud. Sing out strong.
 Sing of good things not bad.
 Sing of happy not sad.
 Sing, sing a song.
 Make it simple to last your whole life long.
 Don' t worry that it' s not good enough for anyone else to hear.
 Just sing, sing a song.

Let' s chant: We can enjoy fishing. (p.74)**4min.**

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

Materials:

A: " Tell me about your town."
 B: " We have a river."
 B: " It' s long. It' s beautiful. We can enjoy fishing."
 B: " We have a park."
 B: " It' s nice. It' s beautiful. We can play baseball."
 C: " We have a market."
 C: " It' s new. It' s beautiful. We can get fresh food."
 C: " We have a beach."
 C: " It' s big. It' s beautiful. We can see sea turtles."

Let' s play: Guess the Place Quiz (p.75)**6min.**

- Have students think about the prefectures of Japan and what they are known for.
- Have students guess which prefecture the teacher' s hints are describing.

Materials:

ALT: " Next, let' s try a 'Guess the place' quiz. Please listen to (HRT) sensei."
 HRT: " We have many prefectures in Japan — Okinawa, Kagoshima, Nagano, Saga..."
 ALT: " What are they famous for? What can you see there? What can you eat?"
 HRT: " I' m thinking of a prefecture... I' ll give you three hints."
 ALT: " Okay, I' m listening!"
 HRT: " We can enjoy surfing and shopping. We can eat sweet potatoes and peanuts. We can see Mickey and Minnie!"
 ALT: " Do you know? Let' s guess!"
 (Give the students some time to brainstorm with their classmates before checking the answer — Chiba.)

Let's try (p.75)

10min.

- Have students think about the prefectures of Japan and what they are known for.
- Have students choose a prefecture and make some hints describing their choice.
- Have students guess which prefecture their classmates hints are describing.

Materials: •
textbook
• pencil
• markers
• colored
pencils

ALT:“ Now we want you to make your own ‘Guess the place’ quiz.”
HRT:“ We have many prefectures in Japan – Fukushima, Shimane, Ehime, Gifu...”
ALT:“ What are they famous for? What can you see there? What can you eat?”
HRT:“ Please choose a prefecture and make three hints.”
ALT:“ You can draw a picture to support your quiz.”
(Give students some time to create their quizzes.)
ALT:“ I’ m excited to hear your hints. Let’ s make groups and go around the room to share our quizzes!”
(Groups move around the room giving other groups their quizzes. Continue as time allows.)

Let's write (p.75)

5min.

- Have students write one thing they can enjoy in their own prefecture.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

HRT:“ Let’ s write one thing we can enjoy in our prefecture. What do you enjoy about living here, (ALT) sensei?”
ALT:“ I enjoy eating delicious fruits. We can enjoy fresh apples.”
HRT:“ That’ s right. Our prefecture is famous for apples.”
ALT:“ We can enjoy mountains too!”
HRT:“ What can you enjoy locally? If you need help, please ask me or (ALT) sensei.”
ALT:“ Do you have a pencil?”
(Students trace the words and write what they can enjoy on the line.)

Sounds and Letters: m, n (p.75)

8min.

- Review the jingle on p. 75, 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-melon! M-m-mouse!”
HRT:“ Thank you. Now do n, please.”
ALT:“ Okay! N-n-net! N-n-noodles!”
HRT:“ Can you hear the difference between m and n? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! M-m-melon...”

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: This is my town.

minutes Goal: Explore the town where people live and think about your town.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

Greeting, Small Talk: Do you like sunny days?

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, do you like sunny days?”
 ALT:“ Yes, I like sunny days! I can go to the beach, the park, the amusement park, go shopping ...”
 HRT:“ I don' t like sunny days!”

Let' s sing: Sing (p.78)

4min.

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

Materials: •
textbook

Sing, sing a song.
 Sing out loud. Sing out strong.
 Sing of good things not bad.
 Sing of happy not sad.
 Sing, sing a song.
 Make it simple to last your whole life long.
 Don' t worry that it' s not good enough for anyone else to hear.
 Just sing, sing a song.

Let' s watch (p.76)

7min.

- Watch the video.
- Think deeply about the character of towns and cities 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 Weetiwat' s favorite place?”
 HRT:“ How are towns around the world different from your town in Japan?”
 (Elicit answers from students.)

Let' s chant: We don' t have an aquarium. (p.72)

4min.

- Review the expressions from Step 1.

Materials:

A:“ We live in a nice town.”
 A:“ We don' t have an aquarium, but we have the sea.”
 A:“ We like our town.”
 B:“ We live in a nice town.”
 B:“ We don' t have an amusement park, but we have the mountains.”
 B:“ We like our town.”

Let's chant: We can enjoy fishing. (p.74)

4min.

•Review the expressions from Step 2.

Materials:

A: "Tell me about your town."
B: "We have a river."
B: "It's long. It's beautiful. We can enjoy fishing."
B: "We have a park."
B: "It's nice. It's beautiful. We can play baseball."
C: "We have a market."
C: "It's new. It's beautiful. We can get fresh food."
C: "We have a beach."
C: "It's big. It's beautiful. We can see sea turtles."

Let's listen and read (p.76)

8min.

•Have students listen to the text and follow along with their finger.
•Confirm where Mr. Hanai is from and what you can enjoy there.

Materials: •
textbook

ALT: "Look! Mr. Hanai is introducing his hometown."
HRT: "Let's listen to him and follow the text with your finger."
(Play the audio for students.)
ALT: "Where in Mr. Hanai from? What can you enjoy there?"
HRT: "Please find the sticker in the back of your book that matches Mr. Hanai's introduction. Let's add it to the page."
(Check the answer as a class.)

You can do it! (p.77)

10min.

•Have students make groups to introduce their town.
•Confirm what they can do/see/enjoy/eat in their town for each group.
•Have students prepare pictures for their pamphlets

Materials: •
pencil
• paper
• tablet/
Chromebook

HRT: "Let's make a pamphlet to introduce your town!"
ALT: "What is your town famous for? What would you like to share with your classmates?"
(Let students brainstorm with their classmates.)
HRT: "Let's hear your thoughts. What can you do here in town? What can you eat?"
(Elicit answers from students.)
ALT: "What can you see? What can you enjoy? How does it make you feel?"
HRT: "Please make groups and discuss your town. You can use your tablets to research and make a presentation, or take some notes."

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: This is my town.

minutes Goal: Present the good points of your town.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

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 did you do last Sunday?

5min. ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.

Materials: HRT/ALT:“ Hello. What day is it today? What' s the date today? How' s the weather? What' s your favorite ...?”
ALT:“ Ms/Mr. (HRT), what did you do last Sunday?”
HRT:“ I went to the park with my wife and daughter.”
ALT:“ That' s nice. I love the park.”
HRT:“ There' s a big park near my house. How about you? What did you do?”
ALT:“ I saw live music in Yokohama. It was great!”

Let' s sing: Sing (p.78)

4min. ·Have students warm up their voices through singing.
·Practice the sounds of English words and intonation.

Materials: · Sing, sing a song.
· textbook Sing out loud. Sing out strong.
Sing of good things not bad.
Sing of happy not sad.
Sing, sing a song.
Make it simple to last your whole life long.
Don' t worry that it' s not good enough for anyone else to hear.
Just sing, sing a song.

You can do it! Review (p.77)

8min. ·Have students practice their presentations.
·Give feedback and discuss ideas for improvement.
·Practice again after applying feedback.

Materials: · HRT:“ Let' s get back into our groups and practice for our presentations.”
· pencil ALT:“ (HRT) sensei and I will walk around and give you some ideas.”
· paper (Evaluate each group' s practice and give feedback.)
· tablet/ HRT:“ What can you do to make your pamphlet better?”
Chromebook ALT:“ I hope we gave you some ideas. Let' s practice one more time!”

You can do it! Presentation (p.77)

8min.

- 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 pamphlets, half will be audience members.”
HRT:“ Presenters, raise your hand! Please get ready to share about your town.”
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!’”
(Switch roles after some time.)
HRT:“ OK, 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.)

Fun Time 6: Me on the Map (p.79)

8min.

- Have listen to the audio while looking at page 79 in their textbooks.
- Have students think about and become aware of where they are in the world.

Materials: • textbook
• pencil
• worksheet

HRT:“ Please look at page 79. Me on the Map. Please listen to the audio.”
(Play the audio for students.)
HRT:“ We are small on a map. Let’ s start small and get bigger.”
ALT:“ Me... My house... My street...”
HRT:“ We live in the same town, the same prefecture, the same country, continent and planet.”
(Play the audio one more time.)
HRT:“ For homework, please draw a picture of your house and your street in the circles on the worksheet.”

Fun Time 6: Playing with Letters (p.78)

8min.

- Have students write the letters corresponding to the numbers to solve the puzzle.

Materials: • textbook
• pencil

HRT:“ Look at Fun Time 6 on page 78. We have numbers and letters.”
ALT:“ We’ ll use these numbers as a code to give you a secret message. Can you crack the code?”
HRT:“ Please listen carefully to ALT sensei and write the letters to solve the puzzle.”
ALT:“ Are you ready? Number one is... 2, 5, 1, 3, 8. What is this?”
(Elicit responses from students.)
ALT:“ Number two is... 13, 15, 21, 14, 20, 1, 9, 14.”
HRT:“ Could you find the secret message? Let’ s check the answers.”

Reflection/Goodbye

2min.

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

Materials: • reflection sheet

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

© Evaluation:

45 Theme: This is my town.

minutes Goal: Expand students' view on places people live in the world.

Target Language:[Step 1] We have / don' t have...

[Step 2] We can see [eat / enjoy]... / It' s...

Vocabulary: Town, Nature, Things around you, Actions , Describing people and things, continent, planet, prefecture, question, sunset

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: Where do you go by train?

5min.

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

Materials:

HRT/ALT:“ Hello. What day is it today? What' s the date today? How' s the weather? What' s your favorite ...?”
ALT:“ Ms/Mr. (HRT), where do you go by train?”
HRT:“ I go to my hometown, Niigata. And you?”
ALT:“ I usually go to Tokyo. I take the JR Tokaido line.”

Let' s sing: Sing (p.78)

4min.

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

Materials: •
textbook

Sing, sing a song.
Sing out loud. Sing out strong.
Sing of good things not bad.
Sing of happy not sad.
Sing, sing a song.
Make it simple to last your whole life long.
Don' t worry that it' s not good enough for anyone else to hear.
Just sing, sing a song.

You can do it! Activity (p.77)

12min.

•Look back on the presentations from Unit 6.
•Encourage students to share what they learned and what was good about the presentations.

Materials: •
pencil
• paper
• tablet/
Chromebook

ALT:“ Let' s look back on your pamphlets about our town. What did you like the best?”
HRT:“ Which groups do you think had good ideas? Which 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.)

Fun Time 6: Me on the Map (p.79)

8min.

- Have listen to the audio while looking at page 79 in their textbooks.
- Have students think about and become aware of where they are in the world.

Materials: •
textbook
• pencil
• worksheet

HRT:“ Please look at page 79. Me on the Map. Please listen to the audio.”
(Play the audio for students.)
HRT:“ For homework, you drew pictures of your house and your street in the circles on the worksheet.”
ALT:“ Today let’ s cut them out and make our own ‘Me on the Map’ craft.”
HRT:“ You can paste photos or draw pictures to finish each circle.”
(Allow students some time to finish their craft.)
ALT:“ When you are finished, we will present them in groups.”
(Have students share in groups, rotating to other groups if time allows.)

Fun Time 6: Playing with Letters (p.78)

8min.

- Have students write the letters corresponding to the numbers to solve the puzzle.

Materials: •
textbook
• pencil

HRT:“ Look at Fun Time 6 on page 78. We have numbers and letters.”
ALT:“ We’ ll use these numbers as a code to give you a secret message. Can you crack the code?”
HRT:“ Please listen carefully to (ALT) sensei and write the letters to solve the puzzle.”
ALT:“ I have a new message today. Are you ready? Number one is... 6, 18, 9, 5, 14, 4. What is this?”
(Elicit responses from students. Answer – friend.)
HRT:“ Now in pairs, send your partner a secret message. Use the numbers on page 78.”
ALT:“ Can you solve the puzzle and find the secret message? Let’ s try!”
(Have some students share a secret message to the class if time allows.)

Reflection

4min.

- Have students fill out the reflection sheet.

Materials:
• reflection
sheet

HRT:“ In Unit 6, we talked about...”
ALT:“ Our town! What we have!”
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 dream town. What does it have? What can you enjoy there?”
ALT:“ What can you learn in 2 minutes? Hurry!”

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: My Best Memory

minutes Goal: Get familiar with the unit topic and vocab through the video.

Target Language:[Step 1] What' s your best memory? My best memory is...

[Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

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 do you come to school?

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), how do you come to school?” HRT:“ By car. I live far away. How about you?” ALT:“ I take the train. I can' t drive in Japan.”

BOL Activity: ALT Corner

6 min.	•The ALT introduces school events from their home country. •Have students ask questions about school events. •Have students look for similar school events in Japan.
Materials: • ALT' s original presentation	ALT:“ In my country, we have some interesting school events. What school events do you have in Japan?” (Elicit responses from students.) HRT:“ Japan has Sports Day, Chorus Festival, Culture Day...” ALT:“ In my home country, we have Indigenous Peoples Day.” HRT:“ I' ve never heard of it. What' s that?” ALT:“ We celebrate the culture of the native people of my home country.” HRT:“ Interesting! I wonder if Japan has a day like that...” (ALT presents school events from their home country.)

Let' s sing: Bring Happiness to the World (p.89)

6 min.	•Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: • textbook	Let our song echo through our hearts In harmony as we sing our parts We send our song from our town KOBE To bring happiness to the world.

Story (pp.80-81)

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 school events did you hear?”
(Elicit answers from students.)

Warm Up: School Events

7min.

·Introduce school events vocabulary.

Materials: ·
Picture cards

HRT:“ Let’ s learn some vocabulary.”
ALT:“ Yes, let’ s look at some school events. Do you know this school event?
(ALT holds up a ‘school event’ flash card.)
Practice the names of school events in English, noting the differences between English and Japanese.
(Elicit answers from students, and praise their efforts.)

Let’ s play: Pointing game (p.81)

10min.

·Have students listen to and understand the names of school events.

Materials: ·
textbook

ALT:“ Now let’ s play a game!”
HRT:“ Let’ s play pointing game. Make pairs.”
ALT:“ Put your desks together. Two students and one textbook in the middle.”
HRT:“ (ALT) sensei will read a school event. The first student to repeat the name and point to the correct picture in the textbook 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: My Best Memory

minutes **Goal:** Learn phrases to communicate the events that remain in memory.

Target Language:[Step 1] What' s your best memory? My best memory is...
 [Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

Greeting, Small Talk: What did you see on your school trip?

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

Let' s sing: Bring Happiness to the World (p.89)

6min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: • textbook	Let our song echo through our hearts In harmony as we sing our parts We send our song from our town KOBE To bring happiness to the world.

Let' s watch (p.82)

6min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 1. •Have students circle Nick's memorable school event.
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' s Nick' s best memory?” HRT:“ Please circle the answer in your textbook.”

Let' s listen (p.82)

6min.	<ul style="list-style-type: none"> •Listen for each student's best memory in the conversation. •Have students draw a line to connect the answer.
Materials: • textbook • pencil	HRT:“ Next, Let' s listen and draw a line from the student to their best memory.” ALT:“ Do you have a pencil?” (Play the audio.) ALT:“ Did you get that? What was Takuya' s best memory? How about Asha?” HRT:“ I' ll play the audio one more time. Try to answer the questions on the right.” (Play the audio again and check the answers as a class.)

Let's chant: My best memory is our school trip. (p.82)

4min.

·Become used to the expressions in Step 1.

Materials:

A: " My best memory is our school trip."
A: " We saw a castle."
A: " It was great."
B: " My best memory is our sports day."
B: " We played volleyball."
B: " It was fun."

Let's play: " Who is faster" Game (p.83)

7min.

·Have students form three groups - one group holds picture cards while two groups race.
·Groups start at opposite ends of the line and race to read as many school events as possible within the time limit.

Materials: ·
Picture cards

HRT: " A, B, C. Please make three groups. Group A, please come here and pick one Picture card."
ALT: " Group B on the left side... Group C on the right side..."
HRT: " Great. I will explain the rules. Group A will ask, 'What's your best memory?' ."
ALT: " Groups B and C answer, 'My best memory is...' and move on to the next Picture card."
HRT: " The group that can read the most school events in the time limit is the winner."
ALT: " Now let's race! Are you ready? Go!"
(After the time limit, rotate groups until all three groups have had a chance to hold Picture cards.)

Sounds and Letters: l, r (p.83)

8min.

·Review the jingle on p.83, going over the "l" and "r" 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: " L-l-lemon! L-l-lion!"
HRT: " Thank you. Now do r, please."
ALT: " Okay! R-r-rabbit! R-r-rainbow!"
HRT: " Can you hear the difference between l and r? (ALT) sensei, one more time please?"
ALT: " Sure. Repeat after me! L-l-lemon..."

Reflection/Goodbye

2min.

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

Materials:
· reflection
sheet

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

© Evaluation:

45 Theme: My Best Memory

minutes Goal: Share the event that stands out in your memory.

Target Language:[Step 1] What’ s your best memory? My best memory is...
 [Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

Greeting, Small Talk: What is your best memory?

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

Let’ s sing: Bring Happiness to the World (p.89)

6min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: • textbook	Let our song echo through our hearts In harmony as we sing our parts We send our song from our town KOBE To bring happiness to the world.

Let’ s chant: My best memory is our school trip. (p.82)

4min.	<ul style="list-style-type: none"> •Review the expressions from Step 1 . •Repeat the chant from the previous lesson.
Materials:	A:“ My best memory is our school trip.” A:“ We saw a castle.” A:“ It was great.” B:“ My best memory is our sports day.” B:“ We played volleyball.” B:“ It was fun.”

Let’ s play:“ Who is faster” Game (p.83)

6min.	<ul style="list-style-type: none"> •Have students form three groups – one group holds picture cards while two groups race. •Groups start at opposite ends of the line and race to read as many school events as possible within the time limit.
Materials: • Picture cards	HRT:“ A, B, C. Please make three groups. Group A, please come here and pick one Picture card.” ALT:“ Group B on the left side... Group C on the right side...” HRT:“ Great. I will explain the rules. Group A will ask, ‘What’ s your best memory?’ .” ALT:“ Groups B and C answer, ‘My best memory is...’ and move on to the next Picture card.” HRT:“ The group that can read the most school events in the time limit is the winner.” ALT:“ Now let’ s race! Are you ready? Go!” (After the time limit, rotate groups until all three groups have had a chance to hold Picture cards.)

Let's try (p.83)

7min.

- Have students ask their classmates about their best memories.
- Have students find classmates who share the same best memory as them.

Materials:
• textbook
• pencil

HRT:“ Please listen to (ALT) sensei. We're going to ask our classmates...”
ALT:“ What's your best memory?”
HRT:“ First, circle your best memory. Next, ask your classmates...”
ALT:“ What's your best memory?”
HRT:“ If you share the same best memory, have your classmates sign your textbook.”
ALT:“ Remember to give a reaction too, like 'Really?' or 'Me too!' .”
HRT:“ Are you ready? Let's stand up! Ask as many students as you can!”
(After the activity, check which school events were popular amongst the class.)

Let's write (p.83)

6min.

- Have students write their best memory.
- Talk about capitalization, punctuation and spaces.

Materials:
• textbook
• pencil

HRT:“ ALT sensei, what's your best memory?”
ALT:“ My best memory is our volunteer day. I helped clean up the park.”
HRT:“ That's very kind of you. Okay, class. Let's write your best memory on page 83.”
ALT:“ If you need help spelling, please ask me or (HRT) sensei.”
HRT:“ You can also check your textbook. Do you have a pencil?”
(Students write their best memory on the line.)

Sounds and Letters: l, r (p.83)

8min.

- Review the jingle on p.83, going over the “l” and “r” 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:“ L-l-lemon! L-l-lion!”
HRT:“ Thank you. Now do r, please.”
ALT:“ Okay! R-r-rabbit! R-r-rainbow!”
HRT:“ Can you hear the difference between l and r? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! L-l-lemon...”

Reflection/Goodbye

2min.

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

Materials:
• reflection sheet

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

© Evaluation:

45 Theme: My Best Memory

minutes Goal: Learn the phrases to share where you went and what you did.

Target Language:[Step 1] What' s your best memory? My best memory is...
 [Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

Greeting, Small Talk: What is your best school memory?

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? What' s your favorite ...?” ALT:“ Ms/Mr. (HRT), what is your best school memory?” HRT:“ Ah, my best school memory is the school play. The students were amazing!” ALT:“ That' s wonderful!” HRT:“ And you?” ALT:“ My best school memory is the school trip to Nikko. It was an incredible experience!”

Let' s sing: Bring Happiness to the World (p.89)

6min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: • textbook	Let our song echo through our hearts In harmony as we sing our parts We send our song from our town KOBE To bring happiness to the world.

Let' s watch (p.84)

6min.	<ul style="list-style-type: none"> •Confirm the expressions in Step 2. •Have students take notes about where Shota went, what he saw and how he felt about it.
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:“ Where did Shota go? What did he see? How does he feel about it?” HRT:“ Please write some notes in your textbook.”

Let' s listen (p.84)

6min.	<ul style="list-style-type: none"> •Listen for each student' s best memory in the conversation. •Have students draw a line to connect the answer.
Materials: • textbook • pencil	HRT:“ Next, let' s listen and draw a line from the student to their best memory.” ALT:“ Do you have a pencil?” (Play the audio.) ALT:“ Did you get that? What was Lily' s best memory? How about Nanami?” HRT:“ I' ll play the audio one more time. Try to answer the questions on the right.” (Play the audio again and check the answers as a class.)

Let' s chant: [Challenge] My best memory is our field trip. (p.82)

4min.

•Become used to the expressions in Step 2.

Materials:

A:“ My best memory is our field trip.”
A:“ We went to the museum.”
A:“ It was interesting.”
B:“ My best memory is our music festival.”
B:“ We sang together.”
B:“ It was fun.”

Let' s play: Card game (p.85)

7min.

•Have students match 'Best memory' cards with 'What they did' cards.

Materials: •

ALT:“ Let' s play a card game! Get your Cut-out cards, please!”

Cut-out cards

HRT:“ We have 'Best memory' cards and 'What they did' cards. Can you make a match?”

(ALT takes a 'Best memory' card.)

ALT:“ My best memory is our sports day.”

(ALT takes a 'What they did' card.)

ALT:“ We saw many temples. Oh no!”

HRT:“ No match, no point. Next!”

(Have students play in groups, reading the cards they pick up. The student with the most matches wins.)

Sounds and Letters: l, r (p.85)

8min.

•Review the jingle on p.85, going over the “l” and “r” 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:“ L-l-lettuce! L-l-library!”

HRT:“ Thank you. Now do r, please.”

ALT:“ Okay! R-r-ruler! R-r-recorder!”

HRT:“ Can you hear the difference between l and r? (ALT) sensei, one more time please?”

ALT:“ Sure. Repeat after me! L-l-lettuce...”

Reflection/Goodbye

2min.

•Leave students with praise and reflect on their accomplishments.

•Have students fill out the reflection sheet.

Materials:

• reflection sheet

ALT:“ Great job today, class! Let' s write your reflection sheet.”

(After some time...)

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

© Evaluation:

45 Theme: My Best Memory

minutes

Goal: Share where you went and what you did for an event.

Target Language: [Step 1] What' s your best memory? My best memory is...
 [Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

Greeting, Small Talk: Where did you go and what did you do?**6min.**

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

Materials:

HRT/ALT: " Hello. What day is it today? What' s the date today? How' s the weather? What' s your favorite ...?"
 HRT: " Ms/Mr. (ALT), you said your best school memory was your school trip, right?"
 ALT: " Yes, that' s right."
 HRT: " Where did you go?" ALT: " We went to Nikko in Tochigi prefecture."
 HRT: " What did you do?" ALT: " Many things; we went to Nikko Toshogu, Kegon Falls and Edomura."
 HRT: " That' s wonderful!"
 ALT: " Yes, it was an incredible experience for everyone!"

Let' s sing: Bring Happiness to the World (p.89)**6min.**

- Have students warm up their voices through singing.
- Create a fun atmosphere around English language learning.

Materials: •
textbook

Let our song echo through our hearts
 In harmony as we sing our parts
 We send our song from our town KOBE
 To bring happiness to the world.

Let' s chant: [Challenge] My best memory is our field trip. (p.82)**4min.**

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

Materials:

A: " My best memory is our field trip."
 A: " We went to the museum."
 A: " It was interesting."
 B: " My best memory is our music festival."
 B: " We sang together."
 B: " It was fun."

Let' s play: Card game (p.85)**6min.**

- Have students match 'Best memory' cards with 'What they did' cards.

Materials: •
Cut-out cards

ALT: " Let' s play a card game! Get your Cut-out cards, please!"
 HRT: " We have 'Best memory' cards and 'What they did' cards. Can you make a match?"
 (ALT takes a 'Best memory' card.)
 ALT: " My best memory is our sports day."
 (ALT takes a 'What they did' card.)
 ALT: " We saw many temples. Oh no!"
 HRT: " No match, no point. Next!"
 (Have students play in groups, reading the cards they pick up. The student with the most matches wins.)

Let's try (p.85)

7min.

- Have students share their best memories, what they did and how they felt.
- Have students who are listening ask follow-up questions or react to the speaker.

Materials:

HRT:“ Please think about your best memories. Where did you go? What did you eat?”
ALT:“ What did you do? How did you feel?”
HRT:“ Let's make groups and share our best memories, what we did and how we felt.”
ALT:“ One person will share, while the other group members will be the audience.”
HRT:“ Remember to give a reaction like 'Wonderful!' or 'Me too!' .”
ALT:“ Audience members can ask questions, as well! Are you ready? Let's begin!”
(Allow enough time for each group member to share.)

Let's write (p.85)

6min.

- Have students write what they did during their best memory.
- Talk about capitalization, punctuation and spaces.

Materials: •
textbook
• pencil

ALT:“ (HRT) sensei, what is your best memory?”
HRT:“ My best memory is our school trip.”
ALT:“ Really? What did you do there?”
HRT:“ We saw many temples.”
ALT:“ Let's write what you did in your best memory on page 85.”
ALT:“ If you need help, please ask me or (HRT) sensei. Do you have a pencil?”
(Students trace the words and write what they did on the line.)

Sounds and Letters: l, r (p.85)

8min.

- Review the jingle on p.85, going over the “l” and “r” 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:“ L-l-lettuce! L-l-library!”
HRT:“ Thank you. Now do r, please.”
ALT:“ Okay! R-r-ruler! R-r-recorder!”
HRT:“ Can you hear the difference between l and r? (ALT) sensei, one more time please?”
ALT:“ Sure. Repeat after me! L-l-lettuce...”

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: My Best Memory

minutes Goal: Present your best memory from elementary school.

Target Language:[Step 1] What' s your best memory? My best memory is...
 [Step 2] We went to [ate / saw / enjoyed / played / sang]...

Vocabulary: describing people and things, school events, actions, things around you, nature, art, field, lot, memory, our

Greeting, Small Talk: What is your best school memory?

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? What' s your favorite ...?” ALT:“ Ms/Mr. (HRT), what is your best school memory?” HRT:“ Ah, my best school memory is the school play. All of the students sung and acted so well!” ALT:“ That' s wonderful!” HRT:“ And you?” ALT:“ My best school memory is the school trip to Nikko. We experienced a lot of Japanese history and culture!”

Let' s sing: Bring Happiness to the World (p.89)

6min.	<ul style="list-style-type: none"> •Have students warm up their voices through singing. •Create a fun atmosphere around English language learning.
Materials: textbook	Let our song echo through our hearts In harmony as we sing our parts We send our song from our town KOBE To bring happiness to the world.

Let' s watch (p.86)

6min.	<ul style="list-style-type: none"> •Watch the video. •Think deeply about the best memories shared by students 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 school events did you hear? What' s his name? What' s her name?” HRT:“ Where did Sasha go on his school trip? What did Abby enjoy?” (Elicit answers from students.)

Let' s chant: My best memory is our school trip. (p.82), [Challenge] My best mem-

4min.	<ul style="list-style-type: none"> •Review the expressions from Step 1 and Step 2.
Materials:	A:“ My best memory is our school trip.” A:“ We saw a castle. It was great.” B:“ My best memory is our sports day.” B:“ We played volleyball. It was fun.” A:“ My best memory is our field trip.” A:“ We went to the museum. It was interesting.” B:“ My best memory is our music festival.” B:“ We sang together. It was fun.”

Let's listen and read (p.86)

7min.

- Have students listen to the text and follow along with their finger.
- Confirm Nick's best memory from elementary school.
- Have students write some notes in their textbook.

Materials: •
textbook
• pencil

ALT: "Look! Nick is talking about his best memory from elementary school life."
HRT: "Let's listen to him and follow the text with your finger."
(Play the audio for students.)
ALT: "What is Nick's best memory? What did he do? How did he feel about it?"
HRT: "Please write some notes in the table on page 86."
(Check the answer as a class.)

You can do it! (p.87)

8min.

- Have students think about their best memory from elementary school.
- Have students try to make sentences for what they did and how they felt about it.
- Have the students share their best memories with the class.

Materials: •
textbook
• pencil
• presentation
paper

HRT: "Please look at 'You can do it!' on page 87. My Best Memory."
ALT: "What was your best memory from elementary school life?"
HRT: "Mine was our school trip. We went to Kyoto. It was interesting."
ALT: "Memory. What you did. How you felt. Please write three sentences."
(Give the students some time to write their sentences on page 87.)
ALT: "Let's share our best memories with the class."
(Have students present in groups or one-at-a-time if time allows.)
HRT: "Now let's collect everyone's presentation papers and make a memory book."

Fun Time 3: Playing with Letters (p.88)

6min.

- Listen to the audio and write the words from the 6 hints on the four lines.
- Write the letters from the squares 1-6 to solve the puzzle.

Materials: •
textbook
• pencil

HRT: "Let's try Fun Time 7 on page 88. What is Kazuki's treasure? Can you solve the puzzle?"
ALT: "Listen to the audio and find the matching hint below. Write the letters on the line."
(Play the audio for students.)
HRT: "When you are finished, copy the letters in the red boxes to the line below."
ALT: "Did you solve the puzzle? What's Kazuki's treasure?"
HRT: "The answer is... friend!"

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: Let's think about vocabulary

minutes Goal: Creatively use vocabulary you already know.

Target Language: Things studied until now

Vocabulary: actions, know

Greeting

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

Small Talk: What part of Japanese culture do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "What part of Japanese culture do you like?" ALT: "I like Japanese wooden buildings, like Horyuji. What part of Japanese culture do you like?" HRT: "I like kendo. I coach the kendo club."

Let's try (pp.90-91)

18 min.	<ul style="list-style-type: none"> Have students play the association game. In pairs, one student closes their eyes while the other gives hints. The student with their eyes closed tries to guess the correct place.
Materials: Picture cards	ALT: "Let's play a game. First, please make pairs." HRT: "One student will give hints, one student will guess." ALT: "Try to get your partner to guess without saying the word." (ALT puts a place Picture Card on the board.) HRT: "Some hints could be color, size, ability..." ALT: "What can you do there? What can you see there?" (Students take turns in each role, giving hints and guessing.)

Let's listen (p.91)

8 min.	<ul style="list-style-type: none"> Have students think about the difference between the two pictures on page 91. Have students think about the importance of gestures in communication.
Materials: textbook	HRT: "Look at the two pictures on page 91. What's different?" (Give students some time to brainstorm in groups.) ALT: "Which is better for the boy's presentation? Gesture or no gesture?" HRT: "We use gestures and body language to add meaning and emotion to our speech." ALT: "What are some other gestures we might use when presenting?" (Elicit responses from students.)

Tips (p.91)

7min.

- Have students think about when certain gestures are used.
- Have students think about the difference between gestures used in Japan and those used in other countries.

Materials:
• textbook

HRT:“ Now look at the five gestures below. When do we use these gestures?”
(Give students some time to brainstorm in groups.)
ALT:“ Some gestures have different meanings in different cultures.”
HRT:“ For example, this gesture can mean rich or expensive in Japan...”
ALT:“ ...but where I’ m from it means OK.”
HRT:“ Do you know any other gestures with different meanings in different cultures?”
(Elicit responses from students.)

Reflection

4min.

- Have students fill out the reflection sheet.

Materials:
• reflection sheet

HRT:“ In this lesson, we talked about the importance of...”
ALT:“ Gestures!”
HRT:“ We can use gestures to add meaning and emotion to our conversations.”
ALT:“ What are some gestures we can use?”
HRT:“ Please have a conversation in pairs. Use gestures to level up your communication.”
ALT:“ What can you learn from gestures? 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: Friends Around the World 2

minutes Goal: Explore global cultures through videos of students.

Target Language: I went to [ate / saw / enjoyed] ... It was ... (Unit 4) My best memory is ... (Unit 7)

Vocabulary: Food, Things around you, Town, Countries, him, Korean, live

Greeting, Small Talk: What culture do you have in your 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? What's your favorite ...?"
 ALT: "Thank you for teaching me about Japanese culture last lesson. Today, I will tell you about my culture!"
 HRT: " (ALT) sensei, what culture do you have in your country?"
 ALT: "We have art like... and music like... and food like..."
 HRT: "Wonderful! It's all very interesting."

Warm Up: Countries**6min.**

- Have students listen to and understand the names of countries.

Materials:
• flash cards

HRT: "Let's do a warm-up."
 ALT: "Yes, let's look at some flags. Do you know this country?"
 (ALT holds up a 'country flag' flash card.)
 Practice the names of the countries in English, noting differences between English and Japanese.
 Elicit answers from students, and praise their efforts.

Let's watch: Malaysia (p.92)**8min.**

- Watch the video.
- Think about what Farisha's best memory 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? Farisha. She's from Malaysia, right?"
 HRT: "What is Farisha's best memory?" (Elicit answers from students.)
 HRT: "Now open your textbook. Please look at page 92. Let's follow the text and watch one more time." (Play the video again.)
 ALT: "What could you learn this time?"
 (Check students' responses and note how their comprehension improved.)

Malaysia Quiz (p.92)**7min.**

- Have students deepen their understanding of Malaysia.

Materials:
• textbook
• pencil

HRT: "Look at the bottom of page 92."
 ALT: "Let's try Farisha's quiz. Please look at the pictures."
 HRT: "What event can you see in the picture? Please circle A, B or C."
 ALT: "I have another question: What does Farisha's father teach her?"
 HRT: "Can you find the answer on page 92?"
 (Check students' responses and confirm the answers as a class.)

Let's watch: U.S.A. (p.93)

7min.

- Watch the video.
- Think about Ellie's favorite park and what she enjoys there.

Materials: •
animation
video
• textbook

HRT: "Let's watch another video." (Play the video with textbooks closed.)
ALT: "What did you hear? Who is she? Ellie. She's from the U.S.A., right?"
HRT: "Where is Ellie's favorite park? What does she enjoy there?" (Elicit answers from students.)
HRT: "Now open your textbook. Please look at page 93. Let's follow the text and watch one more time." (Play the video again.)
ALT: "What could you learn this time?"
(Check students' responses and note how their comprehension improved.)

U.S.A. Quiz (p.93)

7min.

- Have students deepen their understanding of the U.S.A.

Materials: •
textbook
• pencil

HRT: "Look at the bottom of page 93."
ALT: "Let's try Ellie's quiz. Please look at the pictures."
HRT: "What are they making in the picture? Please circle A, B or C."
ALT: "I have another question: Where does the big yellow bus take the children every morning?"
HRT: "Can you find the answer on page 93?"
(Check students' responses and confirm the answers as a class.)

Talking in English

2min.

- Ask students what their favorite memory is.
- Make pairs and have students ask each other about their favorite memories.

Materials:

HRT: "Let's communicate in English. (ALT) sensei will ask you some questions."
ALT: "What is your best memory from elementary school?"
(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 a follow-up question: Why? Why is it your best memory?"
HRT: "How many friends can you ask in 1 minute? Ready? Go!"
ALT: "Last one: Where 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 time...)
HRT: "That's all for today. See you next time! Goodbye!"

© Evaluation:

Believe in your Possibility!