

BORDERLINK

Lesson Plans

Junior Sunshine 5

How to use Borderlink's lesson plans for Junior Sunshine:

- 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: Nice to meet you.

minutes Goal: Listen to instructor's self-introduction and comprehend the

Target Language: Hello. I'm ~., Nice to meet you., I like ~., I play ~., I have ~.

Vocabulary: Capital letters A ~ Z, Numbers(1-40)

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?"

BOL Activity: Beanbag Toss**6min.**

- Have students check uppercase letters.
- Have students play Bean Bag Toss.

Materials: •
Alphabet
(uppercase)

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

ALT: "Let's play 'Bean Bag Toss!'"

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

Let's Listen 1 (p.6)**6min.**

- Have students listen to the audio.
- Confirm what students heard.

Materials: •
digital
textbook

HRT: "Open your textbook to page 6. 'Let's Listen 1'. Who is this?"

The ALT plays the audio from the Digital Textbook.

Students listen to the self introduction of Mr. Shindo.

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

Examples: "What's his name?" "What does he like?" "Who has dogs? Raise your hand!" etc.

Introduction to English Studies**6min.**

- Let students know the points for English learning and the importance of visual aids.

Materials: •
digital
textbook

HRT: "(ALT) sensei, why is it so important to study English?"

ALT: "It is important to study English, because English is used all over the world in many different places."

Let's Sing 1: Hello Song (p.6)

4min.

• Check the song.

Materials: •
digital
textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Hello Song.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.
After a few minutes, sing the song together as a class.
Sing slowly without music, focusing on pronunciation and intonation.

Let's Watch and Think (pp.6-7)

10min.

• Watch a video and check understanding.
• If needed, ALT repeats the audio slowly with gesture.

Materials: •
digital
textbook

HRT: "Let's watch and think."
Play the video from the digital textbook.
*Depending on the students' level, stop the audio and check the content when needed to encourage their understanding.
ALT: "What did you hear?"
HRT: "What names did you hear?"
ALT: "What countries did you hear?"

Let's Sing 2: ABC Song (p.8)

5min.

• Check the song.

Materials: •
digital
textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Hello Song.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.
After a few minutes, sing the song together as a class.
Sing slowly without music, focusing on pronunciation and intonation.

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: Nice to meet you.

minutes Goal: Become familiar with capital letters, pointing them out from the

Target Language: Hello. I'm ~ ., Nice to meet you., I like ~ ., I play ~ ., I have ~ .

Vocabulary: Capital letters A ~ Z, Numbers(1-40)

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

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

Materials:

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

HRT: "What food do you like?"

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

HRT: "I like hamburg steak."

Let's Sing 1: Hello Song (p.6)**3min.**

- Check the song.

Materials: • digital textbook

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Hello Song.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation.

Let's Sing 2: ABC Song (p.8)**3min.**

- Check the song.

Materials: • digital textbook

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'ABC Song.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.

After a few minutes, sing the song together as a class.

Sing slowly without music, focusing on pronunciation and intonation.

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

- Have students check uppercase letters.
- Have students play ABC Card Sort.

Materials: • Alphabet (uppercase)

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

ALT: "Let's play 'Whisper Game!'"

1. Divide the class into groups (by rows). The HRT/ALT whispers some alphabet to the first member of each group. The Sts pass the alphabets down the rows.

2. The last St in each row tells the HRT/ALT the alphabets. Correct groups receive one point.

3. The Sts rotate and a new round begins.

Let's Play 1 (p.8)

8min.

- Have students think about the questions.
- Check the pronunciation of alphabet.

Materials: •
digital
textbook
• textbook
• data
picture cards
(Alphabet)

HRT: "Let's play an alphabet quiz!"
ALT: "Yes, let's try to guess out what the letters are."

Let's Play 2 (p.8)

9min.

- Put alphabet cards on the floor.
- Have students play the pointing game.

Materials: •
digital
textbook
• data
picture cards
(Alphabet)

HRT: "Let's play another alphabet game."
ALT: "Sounds great. First, let's match the letters as you hear them in the Alphabet song."

HRT: "Next, let's play a pointing game."
ALT: "Okay, I will say a letter and you (gesture students) point to the same letter. Let's go ~ "

Let's Play 3 (p.8)

8min.

- Have the students look for the Capital letters/uppercase alphabet in the pictures.
- Have the students think about letters around them.

Materials: •
digital
textbook
• data
picture cards
(Alphabet)
• PC

HRT: "Let's play a Search The Alphabet game. Look at Let's Play 3 on page 8."
ALT: "Okay, let's look at the three (3) pictures and try to find the Capital letters/Uppercase letters/BIG letters (give gestures) in the pictures. What letters can you see in picture # 1."

continue with #2 and #3

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: Nice to meet you.

minutes Goal: Can write their name card using Hepburn style letters

Target Language: Hello. I'm ~., Nice to meet you., I like ~., I play ~., I have ~.

Vocabulary: Capital letters A ~ Z, Numbers(1-40)

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 spell your name?****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 spell your name?"
HRT: "H-A-N-A-K-O. Hanako. How do you spell your name?"
ALT: "M-I-C-H-A-E-L. Michael."**BOL Activity: ABC Card Sort****6 min.**•Have students check numbers from 1-40.
•Have students play Lucky Numbers.**Materials:** •
blank paperHRT: "First, let's check numbers. What's this?"
ALT: "Let's play 'Lucky Numbers!'"

1. The ALT writes 7 secret numbers on a piece of paper without showing anyone.
2. Sts each write 7 numbers down on their own papers.
3. The ALT reads off each of their secret numbers. Sts without the number on their sheet sit down. The last St standing wins.

Let's Sing 2: ABC Song (p.8)**5 min.**

•Check the song.

Materials: •
**digital
textbook**HRT: "Let's sing a song."
ALT: "Nice! Let's sing the ABC song."

Handwriting LI (pp.82-83)

10min.

•Have students write the alphabet in uppercase.

Materials: •
digital
textbook
• textbook

HRT: "Great job. Now Let's Read and Write – turn to page 82 and get your pencil ready."
ALT: "Okay, let's write the alphabet in Capital letters/uppercase/BIG letters – each letter 5 times."

Let's Read and Write (p.9)

11min.

•Have students look at the Roman letter chart at the end of the textbook.
•Have students write their name.

Materials: •
data picture
cards (name
card)
• textbook

HRT: "Great job. Now Let's Read and Write – turn to page 82 and get your pencil ready."
ALT: "Okay, let's write the alphabet in Capital letters/uppercase/BIG letters – each letter 5 times."

HRT: "Well done. Now turn back to page 9 and let's do #2."
ALT: "Okay, let's write your (gesture students) name in Capital letters/uppercase/BIG letters. For example (on the blackboard) this is my name"

HRT: "Nice! Now let's make 5 name cards."
ALT: "Write your name and draw pictures of things you like."

Let's Play 4 (p.9)

5min.

•Have students play role call game.

Materials: •
textbook

HRT: "Let's play Roll Call game! Listen to (ALT) sensei carefully."
ALT: "I'll say the numbers. Please listen carefully and repeat them."

• Roll Call game: Teachers count up from 1 and students repeat. When students hear their number, the student raises their hand.
Option:
• ALT says numbers randomly. When students hear their number, they stand up.
• HRT/ALT give students one number randomly. Counting all together, students clap their hands when they hear their number.

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: Nice to meet you.

minutes Goal: Greet and do self-introductions while exchanging name cards

Target Language: Hello. I'm ~., Nice to meet you., I like ~., I play ~., I have ~.

Vocabulary: Capital letters A ~ Z, Numbers(1-40)

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? Interesting! How many students like ice hockey? Raise your hand." (ALT counts the students' hands and writes the number on the board.) ALT: "How about you, (HRT) sensei? What sport do you like?" HRT: "I like soccer. Who likes soccer? Raise your hand!" (ALT counts the students' hands and writes the number on the board.) ALT: "Wow, (soccer) is popular!"

BOL Activity: Key Alphabet Game

6 min.	•Have students check uppercase letters. •Have students play ABC Card Sort.
Materials:	HRT: "First, let's check the alphabet. What's this?" ALT: "Let's play 'Key Alphabet Game'!" 1. Sts make pairs and use 1 eraser (or other object) to grab per pair. 2. The ALT selects one letter of alphabet as the "Key alphabet" and instructs Sts to put their hands on their heads. 3. The ALT practices alphabet which the Sts repeat. When the ALT says the "Key Alphabet", Sts try to be the first in their pair to grab the eraser/object.

Let's Sing 2: ABC Song (p.8)

5 min.	•Check the song.
Materials: • digital textbook	HRT: "Let's sing a song." ALT: "Nice! Let's sing the ABC song."

Let's Play 5 (p.10)

10min.	<ul style="list-style-type: none">•Have students think about the questions.•Check the pronunciation of the alphabet.
Materials: <ul style="list-style-type: none">• digital textbook• textbook	HRT: "Okay everyone, let's play Alphabet Karuta - yeah!" ALT: "Sounds fun. Okay, first let's practice the alphabet - repeat after me: A - A, B - B, C - C, (repeat all A-Z)." HRT: "Great job. Now let's play Alphabet Karuta." ALT: "Make pairs and put one set of alphabet cards in front of you." HRT: "Okay, listen to the Karuta rules - 1) Listen. (ALT) sensei will say an letter 2) Repeat - you repeat the letter 3) After you repeat the letter, you can take the cards - Okay? So, Listen, Repeat, Take the card - Okay?" ALT: "Let's try. Are you ready? Here we go... A"

Let's Listen 2 (p.10)

5min.	<ul style="list-style-type: none">•Have students listen to the audio.•Confirm what students heard.
Materials: <ul style="list-style-type: none">• digital textbook• textbook	HRT: "Alright, let's do Let's Listen 2 on page 10" ALT: "Okay everyone, let's listen to Miki's self introduction and make a note of her points."

Let's Try (pp.10-11)

11min.	<ul style="list-style-type: none">•Have students interview their classmates and give their name cards to each other.•Have students glue the name cards they receive on page 11.•Stop the students half way through - give comments and suggestions to improve for the second half.
Materials: <ul style="list-style-type: none">• digital textbook• data picture cards (Months name)• calendar	HRT: "Good job everyone. Now let's do an interview activity - please turn to Let's Try on page 10." ALT: "Okay, this activity is walking around, meeting people, introducing yourself and exchanging cards." HRT: "Yes, we'll meet 4 people; 2 boys and 2 girls." ALT: "Watch me and (ALT) sensei give an example..." ALT: "Hello. My name is Tom Brown. Nice to meet you." HRT: "Nice to meet you, too. My name is Gen Tamura." ALT: "I like sports - I like soccer." HRT: "Oh, you like soccer. I like baseball." ALT: "I like baseball, too." HRT: "This is my name card. Here you are." ALT: "Thank you. Here is my name card." HRT: "Thank you. Nice to meet you, too." After 2 cards are exchanged, stop the students, give positive feedback and suggestions, then continue.

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: When is your birthday?

minutes Goal: Understand the goal of making a class birthday poster and learn

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

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 get her?"

BOL Activity: Making Groups Game**6 min.**

- Have students check months.
- Have students play Making Groups Game.

Materials:

HRT: "First, let's check months. What's this?"
ALT: "Let's play 'Making Groups Game!'"

1. The HRT/ALT call out a month and Sts move quickly to make a group with exactly that number of the month.
2. The Sts who create successful groups sit down. Better luck next time to those standing.

Let's Listen 1 (p.12)**8 min.**

- Have students listen to the audio.
- Confirm what students heard.

Materials: • digital textbook

HRT: "Open your textbook to page 12. 'Let's Listen 1'."
The ALT plays the audio from the Digital Textbook.
Students listen to the conversation.
ALT: "Did you catch that? Do you want to hear it one more time? Okay."

Review Months

8min.

•Have students practice pronunciation of the new words.
(Months and seasons)

Materials: •
digital
textbook

HRT: "Okay, let's practice the months of the year – please repeat after (ALT) sensei"
ALT: "Alright, please repeat; January – January, February – February ... December – December."
HRT: "Well done – one more time."
ALT: "Alright, please repeat; January – January, February – February ... December – December."

Example: Randomize the order and check students' understanding.
Flash a flash cards for a moment and then hide the card. Have the students guess the Month (or sport) on the card.

Let's Sing: Twelve Months (p. 13)

7min.

•Check the song.

Materials: •
digital
textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Twelve Months.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.
After a few minutes, sing the song together as a class.
Sing slowly without music, focusing on pronunciation and intonation.

Let's Play 1 (p. 13)

8min.

•Have students play "Key word game."
•Have students play "Missing game."

Materials: •
digital
textbook
• data
picture cards
(subjects)

HRT: "Okay, now let's play Keyword game. Yeah!" ALT: "So, make pairs and put one eraser on the desk."
HRT: "(ALT) sensei will choose the Keyword. Repeat after him/her when you hear the keyword, then try to grab the eraser."
ALT: "Okay, here we go! The first Keyword is (April). 1) Listen, 2) Repeat, 3) Grab. January... July... April!"

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."

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!"

© Evaluation:

45 Theme: When is your birthday?

minutes Goal: In addition to hearing/saying month names, learn to say dates

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

Greeting**1 min.**

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

Materials:

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

Small Talk: When is Tanabata?**5 min.**

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

Materials:

ALT: ~ Sensei! When is Tanabata? I don't have Tanabata in my country.
HRT: Tanabata is on July 7th.
ALT: Thank you! Do you know Thanksgiving Day? (Or ALT's country event)
HRT: No, I don't know that. Who knows Thanksgiving Day?
ALT: (Thanksgiving) is in November! We eat a lot of food with my family. I can show you pictures!

BOL Activity: Beanbag Toss**6 min.**

- Have students check months.
- Have students play Bean Bag Toss.

Materials: •
calendar

HRT: "First, let's check months. What's this?"
ALT: "Let's play 'Bean Bag Toss'!"

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

Let's Sing: Twelve Months (p. 13)**5 min.**

- Check the song.

Materials: •
digital
textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Twelve Months.'"

Option: If the digital textbook is available individually, encourage the students to practice by themselves.
After a few minutes, sing the song together as a class.
Sing slowly without music, focusing on pronunciation and intonation.

Let's Play 2 (p. 14)

9min.

- Ask students about the month looking at the calendar.
- Have students listen to Japanese old style month.

Materials: • digital textbook

HRT: "Great, let's now check the months."
ALT: "Okay, look at #1 - how many days are there? Yes, 29. So, what month do you think it is?"
HRT: "January? Good try - close - try again."
ALT: "Okay, now look at #2 - how many days are there? Yes, 31. So, what month do you think it is?"
HRT: "Yes, it could be January, March, May, July, August, October, November or December - very good!"

Example: "How many days are there in a month?" "How many holidays do we have in Japan?" "How about other countries?"

Let's Play 3 (p. 14)

9min.

- Have students play months row. (七並べ in Japanese)

Materials: • digital textbook • data picture cards (Month name)

HRT: "Okay, let's play the Months Card game." ALT: "Great, first let's practice the months - please repeat: January - January, February - February (do all months)." HRT: "Good job. Now is the challenge, I want you to put the month card you hear on your desk."
ALT: "Yes, Listen, Repeat, Put On Your Desk. Please watch (ALT) sensei and me..." ALT: "January" HRT: "January" and put the card on the desk. ALT: "April" HRT: "April" and put the card on the desk. ALT: "Do you understand? Okay, let's try - here we go ..."
Option:
1. All Sts take turns standing up and saying numbers in successive order. (1st Sts - 1, 2nd Sts □ 2, etc.)
2. ALT decides a few months are replaced by "buzz." Ex. Buzz months are March, May, September. Sts say: " January, February, buzz, April, buzz, June, July, August, buzz..."

Let's Play 4 (p. 14)

8min.

- Have students listen to the audio and say what they notice about the differences between normal numbers and ordinal numbers such as 1 or 1st.
- Have students practice months and dates with pointing game using a calendar.

Materials: • digital textbook calendar

HRT: "Good job everyone. Now let's go to Let's Play 4 on page 14."
ALT: "Okay, first please repeat the days of the week. Sunday - Sunday, Monday - Monday (say all days). Great, now let's practice dates. Please point and repeat - first - first, second - second, third - third (say all dates)."
HRT: "Well done! That's a lot of numbers to remember - let's do it one more time."
ALT: "Here we go - Please point and repeat - first - first, second - second, third - third (say all dates)."
HRT: "Great job!"

Reflection/Goodbye

2min.

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

Materials: • reflection sheet

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

◎ Evaluation:

45 Theme: When is your birthday?

minutes Goal: In addition to hearing/saying month names and dates, convey

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

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

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

Materials:

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

HRT: (Point to the caller.) What month is this?

ALT: It's January!

HRT: What month is this?

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

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

ALT: I like December because I have my birthday! What month do you like?

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

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

Materials:

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

1. Divide the blackboard with one space for each row of Sts in the class. (Ex. 6 rows = 6 spaces)

2. Write numbers (within a set range e.g. 1st-31st) in each group's space on the blackboard.

3. The HRT/ALT calls out an ordinal number, and in the front Sts race to the board to circle the correct number. Rotate Sts and repeat.

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

Let's Sing: Twelve Months (p. 13)**7min.**

- Check the song.
- Have students clap their hands when they hear some months ALT decides.

Materials: • digital textbook

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Twelve Months.'"

Option:

- Increase the number to clap their hands.
- Students stand when students sing about their months.

Let's Play 4 (p. 14)**5min.**

- Have students practice months and/or dates with pointing game using a calendar.

Materials: • digital textbook

HRT: "Good job everyone. Now let's go to Let's Play 4 on page 14."

ALT: "Okay, first please repeat the days of the week. Sunday - Sunday, Monday - Monday (say all days). Great, now let's practice dates. Please point and repeat - first - first, second - second, third - third (say all dates)."

HRT: "Well done! That's a lot of numbers to remember - let's do it one more time."

ALT: "Here we go - Please point and repeat - first - first, second - second, third - third (say all dates)."

HRT: "Great job!"

Let's Listen 2 (p. 15)

5min.

- Have students listen to the audio and write the dates.
- Have students connect dots with a line

HRT: "Okay everyone, please go to Let's Listen 2 on page 15."

ALT: "Great. There are two (gesture 2) things to do;

1) Write the dates you hear

&

2) Connect the date and pictures. Okay?"

HRT: "Get your pencils ready and let's go."

Let's Watch and Think (p. 15)

5min.

- Show pictures or movies of Australia.
- Have students discuss what they notice.

Materials: •
digital
textbook

HRT: "Good job. Now Let's Watch and Think on page 15."

ALT: "Okay. Let's watch the videos and discuss the differences between Australia and Japan."

HRT: "Here we go - let's watch and think..."

Let's Play 5 (p. 15)

9min.

- Have students learn the way of asking and answering about their favorite season.
- Have students learn season names.
- Have students interview each other.

Materials: •
digital
textbook

HRT: "Okay, you all did great. Next we are going to do Let's Play 5 on page 15."

ALT: "Yes, Let's Play 5 is learning and practising season names."

HRT: "Please repeat after (ALT) sensei..."

ALT: "Please repeat - 'What season do you like?' - 'What season do you like?', 'I like summer.' - 'I like summer. Good job.'"

HRT: "Let's practice all seasons."

ALT: "Please repeat - 'What season do you like?' - 'What season do you like?', 'I like spring.' - 'I like spring'." (do Spring, Summer, Fall, Winter)

HRT: "Great job. Now let's do an activity and ask 5 people; 2 boys, 2 girls and 1 teacher. "

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: When is your birthday?

minutes

Goal: In addition to hearing/saying month names and dates, learning

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

Greeting**1 min.**

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

Materials:

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

Small Talk: What do you want for your birthday?**5 min.**

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

Materials:

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

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: Twelve Months (p. 13)**7 min.**

- Check the song.
- Have students clap their hands when they hear some months ALT decides.
- Have students stand on their birthday while singing.

Materials:
• digital textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Twelve Months.'"

Option:

- Increase the number to clap their hands.
- Students stand when students sing about their months.

Let's Play 4 (p. 14)

5min.

•Have students practice months and/or dates with pointing game using a calendar.

Materials: •
digital
textbook
• calendar

HRT: "Good job everyone. Now let's go to Let's Play 4 on page 14."

ALT: "Okay, first please repeat the days of the week. Sunday – Sunday, Monday – Monday (say all days). Great, now let's practice dates. Please point and repeat – first – first, second – second, third –> third (say all dates)."

HRT: "Well done! That's a lot of numbers to remember – let's do it one more time."

ALT: "Here we go – Please point and repeat – first – first, second – second, third – third (say all dates)."

HRT: "Great job!"

Let's Listen 3 (p. 16)

9min.

•Have students learn the expression to ask or answer their birthday.
•Listen to 4 birthdays and connect dots with a line.

Materials: •
digital
textbook
• textbook

HRT: "Well done everyone. Now let's go to Let's Listen 3 on page 16 about asking and answering birthdays."

ALT: "First, let's repeat the question and answer. (get students to repeat and couple of times.)"

HRT: "Good job. Now, get your pencils ready. Let's listen and connect the birthdays of the 4 people."

ALT: "Ready? Let's start ..."

(Can ask if 'one more time?' is needed or not.)

Let's Play 6 (p. 16)

10min.

•Have students interview their classmates about when their birthdays are.
•Have students repeat and write down the month which they heard

Materials: •
digital
textbook
• textbook
• data
picture cards
(Months
name)
• calendar

HRT: "Great job. Now, do Let's Play 6 on page 16 and play an interview game. Please watch (ALT) sensei and me."

ALT: "Hello, I'm Luffy."

HRT: "Luffy, nice to meet you. How are you?"

ALT: "I'm great, thank you."

HRT: "Luffy, when is your birthday?"

ALT: "My birthday is July 7th. (HRT writes the date in the textbook.) When is your birthday?"

HRT: "My birthday is September 1st." (ALT writes the date in the textbook.)

ALT: "I see – bye." HRT: "Goodbye."

Option: Give a card with a famous person. Students try to pretend the person.

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: When is your birthday?

minutes Goal: Complete the class birthday poster

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

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: When is your birthday?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	ALT: "Ms/Mr. (HRT), when is your birthday?" HRT: "My birthday is September 7th. And you?" ALT: "My birthday is in spring. It's April 21st."

BOL Activity: Buzz Game

6 min.	<ul style="list-style-type: none"> Have students check ordinal numbers. Have students play Buzz Game.
Materials:	HRT: "First, let's check ordinal numbers. What's this?" ALT: "Let's play 'Buzz Game'!" 1. All Sts take turns standing up and saying numbers in successive order. (1st Sts - 1, 2nd Sts □ 2, etc.) 2. ALT decides a few numbers are replaced by "buzz." Ex. Buzz numbers are 3, 5, 9. Sts say: "1, 2, buzz, 4, buzz, 6, 7, 8, buzz..." 3. Sts who say the wrong number sit down. ※ this activity can also be used with ordered vocabulary, such as days of the week or months. ※ Can be played in groups or pairs.

Let's Sing: Twelve Months (p. 13)

7 min.	<ul style="list-style-type: none"> Check the song. Have students clap their hands when they hear some months ALT decides. Have students stand on their birthday while singing.
Materials: • digital textbook	HRT: "Let's sing a song." ALT: "Yes, let's sing 'Twelve Months.'"
	Option: <ul style="list-style-type: none"> Increase the number to clap their hands. Students stand when students sing about their months.

Let's Play 4 (p. 14)

5min.

•Have students practice months and/or dates with pointing game using a calendar.

Materials: • digital textbook • calendar

HRT: "Good job everyone. Now let's go to Let's Play 4 on page 14."

ALT: "Okay, first please repeat the days of the week. Sunday – Sunday, Monday – Monday (say all days). Great, now let's practice dates. Please point and repeat – first – first, second – second, third – third (say all dates)."

HRT: "Well done! That's a lot of numbers to remember – let's do it one more time."

ALT: "Here we go – Please point and repeat – first – first, second – second, third – third (say all dates)."

HRT: "Great job!"

Let's Try (p. 17)

19min.

•Have students interview about when the birthday is each other and write down memo about their birthday.

•Ask students what they heard.

•Have students give comments each other about their birthday poster.

Materials: • textbook Wksht • birthday poster

HRT: "Well done. Now please turn to page 17 Let's Try. We will ask birthdays and make a Birthday Poster."

ALT: "Sounds good. First, let's make Lunch Groups – go. Next, let's ask each others' birthdays. Repeat 'When is your birthday?', 'My birthday is April 1st. (Then write your friends Name and Birthday in the textbook.)"

HRT: "Yes, ask 'When is your birthday?', then write down your friend's name and birthday. When you have finished, sit down. Let's go ~ ."

(Make Poster/Table space on the blackboard – January to December)

HRT: "Okay, now let's check birthdays. Hands-up who's birthday is in January?"

S1: "Ryo's birthday is January 6th." S2: "Haruka's birthday is January 21st."

(Continue for each month – putting names <and dates> in the month columns on the blackboard.)

HRT: "Well done everyone – now we have our class birthday poster! Good job everyone."

min.

Materials:

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: When is your birthday?

minutes Goal: Recognize capital letters on signs around them as actual letters,

Target Language: When is your birthday ~ ?, My birthday is ~ ., What season do you like?, I like (seasons).

Vocabulary: Months, Ordinal numbers(1st ~ 31st), Seasons, Capital letters (A ~ Z)

Greeting, Small Talk: Do you remember my birthday?**6min.**

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

Materials:

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

HRT: Do you remember my birthday?

ALT: December?

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

ALT: Oh! It's March 22nd.

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

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

BOL Activity: Circle Clap**6min.**

- Have students check months.
- Have students play Circle Clap.

Materials:

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

ALT: "Let's play 'Circle Clap'!"

1. Determine the order in which Sts will speak. HRT/ALT starts the rhythm and pattern by clapping and saying a word. (Ex. *clap* *clap* "January!")

2. The next St continues the rhythm, using a new word. If a St repeats the same word as a previous St, they are 'out' until the next St makes a mistake and can return then.

※ Flashcards can be placed on the blackboard.

※ For higher levels, increase speed.

※ Can be played in groups.

Let's Sing: Twelve Months (p. 13)**3min.**

- Check the song.
- Have students clap their hands when they hear some months ALT decides.

Materials: • digital textbook

HRT: "Let's sing a song."

ALT: "Yes, let's sing 'Twelve Months.'"

Option:

- Increase the number to clap their hands.

- Students stand when students sing about their months.

Handwriting L2- 1 (p.84)**5min.**

- Have students look for letters around them.
- Have students guess the relationship between the alphabet and things or places.

Materials: • textbook

HRT: "Okay. Next let's do some writing practice. Please turn to page 84 and get your pencil ready."

ALT: "Yes, page 84, Lesson 2, When is your birthday? writing practice."

HRT: "In groups, look at # 1-1 and discuss if/where you have seen the letters in the 4 pictures. Go."

ALT: "Okay, times up. Which ones did see and where?"

Handwriting L2-1 (p.84)

5min.

•Have students find two uppercase letters and write them down on the lines on the page.

Materials: •
textbook

ALT: "Okay, times up. Next, let's write some of the letters we see on logos – for example PET."
HRT: "Well done. What did you write?"

Handwriting L2-2 (pp.84-85)

9min.

•Have students find the letters with only straight lines.
•Have students find the letters with straight and curved lines.
•Have students write single letters with only one stroke.

Materials: •
textbook

HRT: "Next, let's do #s 2-1, 2-2 & 2-3."
ALT: "Okay, in 2-1 please write letters with only straight lines."
HRT: "Great job – next is 2-2."
ALT: "Okay, in 2-2 please write letters with straight and curved lines."
HRT: "Great job – next is 2-3."
ALT: "Okay, in 2-3 please write letters with only one stroke."
HRT: "Great job everyone!"

Handwriting L2-3 (p.85)

9min.

•Have students write letters caring about the form/writing neatly.

Materials: •
textbook

ALT: "And finally, let's do #3 – checking the shape differences and writing neatly. Go."
HRT: "Good job everyone!"
*HRT/ALT shows typical errors when writing the alphabet letters while doing the task.

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 have on Mondays?

minutes Goal: Can hear a coherent speech about school life, comprehend the

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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

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

Materials:

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

HRT: "What day is it today?"

ALT: "It's (Monday)."

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

ALT: "I play tennis."

Let's Listen 1 (p.18)**5min.**

- Have students listen to the audio.
- Confirm what students heard.

Materials: • digital textbook

HRT: "Okay, please turn to page 18 to Let's Listen 1."

ALT: "You will hear two teachers talk. Listen to the conversation and try to catch what day they say, and why do they say 'doctor'?"

HRT: "Are you ready?"

(Play the audio.)

ALT: "One more time?"

Let's Sing: Sunday, Monday, Tuesday (p.18)**5min.**

- Check the song.

Materials: • digital textbook

HRT: "Let's sing a song."

ALT: "Yes, let's sing the 'Sunday, Monday, Tuesday.'"

Option:

- Increase the number to clap their hands.

- Students stand when students sing their birthday months.

Let's Play 1-1 (p.19)**5min.**

- Have students play "Pointing Game."

Materials: • digital textbook • picture cards

HRT: "Great! Now let's play a game."

ALT: "Yeah, let's play the Pointing Game."

HRT: "(ALT) sensei will say the Day and the Subject. You repeat and point. Okay?"

ALT: "Okay, here we go! Wednesday, music."

HRT: "'Wednesday, music.' Point!"

ALT: "Good job! Let's continue."

Let's Play 1-2 (p.19)

8min.

- Confirm the key phrases.
- Have students play "Pointing Game" with the key phrases.

Materials: • digital textbook • data picture cards (subjects)

HRT: "Good job. Now let's level-up!"
ALT: "Let's play the Key Phrase Pointing Game. I'll say key phrases and you say and point which day it is. Okay?"
HRT: "Alright, (ALT) sensei, what subjects do you like?"
ALT: "I like Japanese, social studies and science."
(Students say and point to Wednesday.)
HRT: "Great! Well done! Let's try some more."

Key phrases: What subjects do you like? I like (subjects).

BOL Activity: Flashcard Review

6min.

- Have students check subjects.
- Have students play "Flashcard Review."

Materials:

HRT: "First, let's check subjects. What's this?"
ALT: "Let's play 'Flashcard Review!'"

1. The HRT/ALT places the flashcards on the board and writes a number next to each card.
2. The HRT/ALT says a word or the number next to the flashcard, and Sts say the corresponding word/number.

Let's Watch and Think (p.19)

8min.

- Have students watch the movie.
- Confirm what students heard.

Materials:

HRT: "Well done. Now we will do Let's Watch and Think."
ALT: "Okay everybody, watch and think about schools around the world and make a note of the differences to Japanese schools."
HRT: "Here we go. Let's watch and think."

Ask the students what they saw and the difference to Japanese schools.

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 have on Mondays?

minutes Goal: Can ask and answer about subjects and days of the week.

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

Greeting

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

Small Talk: What subject do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "Oh, today we have P.E. class. I'm so excited! I like P.E. What subject do you like?" ALT: "I like science! What subject do you like?" HRT: "I like science too. Also, I like English." ALT: "Great, What subject do you like?" (Ask students)

BOL Activity: Circle Clap

6 min.	<ul style="list-style-type: none"> Have students check things in school. Have students play Circle Clap.
Materials:	HRT: "First, let's check things in school. What's this?" ALT: "Let's play 'Circle Clap'!" 1. Determine the order in which Sts will speak. HRT/ALT starts the rhythm and pattern by clapping and saying a word. (Ex. *clap* *clap* "basketball!") 2. The next St continues the rhythm, using a new word. If a St repeats the same word as a previous St, they are 'out' until the next St makes a mistake and can return then. ※ Flashcards can be placed on the blackboard. ※ For higher levels, increase speed. ※ Can be played in groups.

Let's Sing: Sunday, Monday, Tuesday (p. 18)

5 min.	<ul style="list-style-type: none"> Check the song.
Materials:	HRT: "Let's sing a song." ALT: "Yes, let's sing the 'Sunday, Monday, Tuesday.'"
digital textbook	
data picture cards (subjects)	Option: <ul style="list-style-type: none"> Increase the number to clap their hands. Students stand when students sing their birthday months.

Let's Chant (p.20)

5min.

Materials: •
digital
textbook
• data
picture cards
(subjects)

• Play the chant and encourage the students to sing along.
• After playing the chant, ask the students questions about what they heard.
• Have students point while they are singing.
HRT: "Next, turn to page 20 and let's chant."
ALT: "Okay, let's chant and point to the subjects on pages 18 and 19."
HRT: "Yes, Chant and Point. Let's go!"

Let's Listen 2 (p.20)

9min.

Materials: •
digital
textbook
• data
picture cards
(subjects)

• Have students listen to the audio.
• Have students write notes in the textbook, while listening.
HRT: "Okay, please turn to page 20 to Let's Listen 2."
ALT: "You will hear schedule. Listen to the schedule and try to find which day it is."
HRT: "Are you ready?"
(音声を再生する。)
ALT: "One more time?"

Let's Play 2 (p.20)

12min.

Materials: •
digital
textbook
• data
picture cards
(subjects)

• Have students ask about what subjects their classmates like.
ALT: "Great. Now Let's Play 2. Let's ask each other what subjects you like and write them down."
HRT: "First, let's practice, so repeat after (ALT) sensei."
ALT: "'What subject do you like?' 'I like English.' Very good ! One more time... 'What subject do you like?' 'I like music.'
HRT: "Very good. Now please watch us... (ALT) sensei, what subject do you like?"
ALT: "I like math."
HRT: "Okay" (HRT writes it down in their textbook.)
ALT: "What subject do you like?" HRT: "I like science."
HRT: "Okay" (HRT writes it down in their textbook.)
ALT: "Let's ask 3 people. Then let's check the most popular subjects."

Reflection/Goodbye

2min.

Materials:
• reflection
sheet

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

◎ Evaluation:

45 Theme: What do you have on Mondays?

minutes Goal: Can ask and answer about subjects and days of the week.

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

Greeting

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

Small Talk: What animal do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	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?"

BOL Activity: Three Hint Quiz

6 min.	<ul style="list-style-type: none"> Have students check jobs. Have students play 3 Hint Quiz.
Materials:	HRT: "First, let's check jobs. What's this?" ALT: "Let's play '3 Hint Quiz'!" 1. Choose a vocabulary word. Give 3 simple hints such as What the job person can do, shape, color, size etc. 2. Sts try to guess the word. ※ Sts can create their own 3 Hint Quizzes in groups, pairs, or solo. ※ If you would like make this activity more interactive, HRT/ALT/Sts can ask questions such as "Can he/she ~ ?"

Let's Sing: Sunday, Monday, Tuesday (p. 18)

5 min.	<ul style="list-style-type: none"> Check the song.
Materials: • digital textbook • data picture cards (subjects)	HRT: "Let's sing a song." ALT: "Yes, let's sing the 'Sunday, Monday, Tuesday.'" Option: <ul style="list-style-type: none"> Increase the number to clap their hands. Students stand when students sing their birthday months.

Let's Chant (p.20)

5min.

- Play the chant and encourage the students to chant along.
- After playing the chant, ask the students questions about what they heard.
- Have students point while they are chanting.

Materials: •
digital
textbook
• data
picture cards
(subjects)

HRT: "Next, turn to page 20 and let's chant."
ALT: "Okay, let's chant and point to the subjects on pages 18 and 19."
HRT: "Yes, Chant and Point. Let's go!"

Let's Play 3 (p.21)

10min.

- Practice English names of items 1-6.
- Have students connect dots with a line(s) to what subjects the items are used in.

Materials: •
digital
textbook
• picture card

HRT: "Well done everyone. Now, turn to page 21. Let's Play 3."
ALT: "What are the names of the items number 1 through 6? Do you know? Raise your hand!"
HRT: "What is number 1?"
ALT: "Bottle? Good try. Yes, beaker. We say beaker. Please repeat. Beaker... beaker..."
HRT: "Okay, what is number 2?"
(Continue 1 ~ 6 in the same way)
ALT: "Good job. Next, connect numbers 1 through 6 to the subjects on the right."
HRT: "Please think, as some items may be used in many subjects. More than one line is okay."
Option: If the multiple lines can be available, have students explain the reasons.

Let's Play 4 (p.21)

11min.

- Have students play the subjects quiz.

Materials: •
digital
textbook
• picture
cards
(subjects)

HRT: "Okay, now Let's Play 4. This is a great, fun quiz game."
ALT: "Yes, it's a lot of fun. Someone stands at the front and secretly we put a subject on the blackboard. You give hints and the person has to guess the subject."
HRT: "Let's try! ALT) sensei will be first. Please stand here and let's put a subject on the blackboard."
ALT: "Okay, hint please!"

HRT: "Well done (ALT) sensei! Who wants to try next? Okay, rock, scissors, paper. The winner goes first."
Subjects quiz: Have a student stand with their back to the board. The HRT/ALT/volunteer student picks one subject and puts it on the board. Have the class give some hints related to subject. The student with their back to the board tries to guess the subject behind them.

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 have on Mondays?

minutes Goal: Ask, answer, and convey information about subjects and

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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 TV show do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what TV show do you like?" ALT: "I like Dragon Ball Z! We can watch it on Saturdays. How about you? What TV show do you like?" HRT: "I like Doraemon. We can watch it on Fridays." ALT: "To students, "How about you? What TV show do you like?" St: "I like Spy Family." ALT: "What day can we watch it? Monday? Tuesday?" St: "Tuesday." ALT: "Oh, I see. We can watch it on Tuesdays! I want to watch it!"

BOL Activity: Beanbag Pass

6 min.	<ul style="list-style-type: none"> Have students check subjects. Have students play Beanbag Pass.
Materials:	HRT: "First, let's check subjects. What's this?" ALT: "Let's play 'Beanbag Pass!'"
	<ol style="list-style-type: none"> A ball is given to a St to start the activity. The St says the target word (Japanese, math etc.) and passes to another St to continue the sequence. Sts reach the limit (defined by the HRT/ALT) and recite all of the target words in reverse order.

Let's Chant (p.20)

5 min.	<ul style="list-style-type: none"> Play the chant and encourage the students to chant along. After playing the chant, ask the students questions about what they heard. Have students point while they are chanting.
Materials:	HRT: "Next, turn to page 20 and let's chant." ALT: "Okay, let's chant and point to the subjects on pages 18 and 19." HRT: "Yes, Chant and Point. Let's go!"
digital textbook	
data picture cards (subjects)	

Let's Play 5 (p.22)

16min.

- Have students ask what subjects are on each other's cards.
- Have students answer what is hidden in the schedule.

Materials: •
textbook

HRT: "Okay, next is Let's Play 5 on page 22."
ALT: "Let's Play 5 is asking about schedules. It's easy. Watch us!"
HRT: "Hello." ALT: "Hello."
HRT: (Showing card to sts...) What do you have on ... days?"
ALT: "I have ..., ..., ... and" HRT: "I see."
ALT: "What do you have on ... days?"
HRT: "I have ..., ..., ... and" ALT: "I see."
HRT: "First let's practice. Please repeat. 'What do you have on ~ ?' 'I have ..., ..., ... and'
HRT: "Do you understand? Now make pairs and we will hand out the cards."

Let's Listen 3 (p.22)

10min.

- Have students listen to the Who am I? quiz.
- Have students listen to the audio a few times.
- Connect dots with a line.

Materials: •
digital
textbook

HRT: "Well done. Next, please go to Let's Listen 3 on page 22."
ALT: "Okay, let's listen to the audio and connect the picture."
HRT: "Yes, connect the subject with the right job."
ALT: "Okay, let's listen."

Option: At first, have students listen to the audio. Second time, HRT/ALT stop the audio seeing students' understanding of the contents.

min.

Materials:

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 have on Mondays?

minutes Goal: Hear a conversation about timetables and one's thoughts about

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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 do you have on Mondays?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what do you have on Mondays?" ALT: "I have Japanese lessons on Mondays." HRT: "You study Japanese?" ALT: "Yes, I do! What about you, (HRT) sensei?" HRT: "Me? I have English lessons on Mondays." ALT: "Really? That's great!"

BOL Activity: Karuta

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

Let's Play 6 (p.23)

15 min.	<ul style="list-style-type: none"> Have students look at the job cards from the data picture cards. Have students think about the subjects most connecting to the job.
Materials: data picture cards (job) picture cards (subject)	HRT: "Alright, next is Let's Play 6 on page 23. Let's try to match school subjects with jobs." ALT: "You pick a job card and guess what subject matches the job. Watch us! HRT sensei, what card do you have?" HRT: "I have a (scientist) card." ALT: "What subject best matches the (scientist) job?" HRT: "Math." ALT: "Good try... A better one?" HRT: "I know! Science." ALT: "Yes. Well done! Now change." HRT: "What card do you have?" ALT: "I have a (baseball player) card." HRT: "What subject?" ALT: "I know! P.E." HRT: "First, make pairs. A asks B, then B asks A. Ready? Go!" (Change pairs if time allows.)

Let's Listen 4 (p.23)

15min.

- Have students listen to the audio.
- Have students guess what Mr. Davis wants to be and draw a circle in the brackets.

Materials: • digital textbook
• data picture cards (job)

HRT: "Good job. "Next we will do Let's Listen 4 and guess Mr. Davis's dream job."
ALT: "First, let's practice Days, Subjects and Jobs. Please repeat..."
(Practice with students.)

HRT: "Wow, that was a lot! (HRT) sensei, can we do little by little please?"

ALT: "Okay. Listen again."

(Check what jobs they heard.)

Option: First, students listen to the audio. Second time, HRT/ALT pauses it and checks students' understanding.

Interaction example: "What do you have on ~ ?"

min.

Materials:

(Play the audio.)

min.

Materials:

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 have on Mondays?

minutes Goal: Convey their timetables and their thoughts while being

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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 subjects do you have on Wednesdays?

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 subjects do you have on Wednesdays?" ALT: "I have English on Wednesdays. What about you, (HRT) sensei?" HRT: "Me? I have home economics on Wednesdays." ALT: "Really? That sounds nice!"

BOL Activity: 4 Corners

6 min.	•Have students check subjects. •Have students play 4 Corners.
Materials:	HRT: "First, let's check subjects. What's this?" ALT: "Let's play '4 Corners'!" 1. Flashcards are placed around the room. One student stands at the front with their eyes closed and counts to ten aloud. 2. While the student counts, the class moves to stand next to different flashcards. After counting, the student in front says a word and eliminates the student standing at that card. 3. Repeat, changing the student at the front, until 1 ~ 3 students are left.

Let's Chant (p.20)

5 min.	•Play the chant and encourage the students to chant along. •After playing the chant, ask the students questions about what they heard. •Have students point while they are chanting.
Materials: • digital textbook	HRT: "Okay everyone, turn to page 20 and Let's Chant." ALT: "Nice. First time, let's listen." HRT: "Great, now let's chant together." ALT: "Very good! Let's chant one more time with loud voices."

Let's Play 7-1 (p.24)

10min.

- Have students draw a job card and in a group think about a weekly schedule in order to get that job.
- Have students decide why the schedule is suitable.
- Have students think about one special lesson and add it at the last lesson of the schedule.

Materials: •
digital
textbook
textbook

HRT: "Well done! Okay, next please turn to page 24."
ALT: "Let's Play 7-1. We will think about what to study, so we can get a job."
HRT: "So make groups and choose a job. Then think about what subjects you need to study to get that job."
ALT: "Let's choose one extra subject to add to your schedule."
HRT: "Okay, let's make groups and start thinking."

Let's Play 7-2 (p.24)

16min.

- Have students practice to make a presentation.
- Have some students ask the questions and the others answer them.
- If students finish earlier than others, have them think about a second job.

Materials: •
digital
textbook
• textbook

HRT: "Good job! Next, let's practice your presentation."
ALT: "Half of your group will ask questions."
HRT: "The other half will answer, so the presentation will be active and interesting."

A: "What is your dream job?"
B: "I want to be a ... "
A: "What do you have on ~ ?"
B: "I have ..., ..., ..., ..., and ... "

min.

Materials:

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 have on Mondays?

minutes Goal: Convey their timetables and their thoughts while being

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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 subjects do we have 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:

HRT: "(ALT) sensei! I forgot the daily schedule. Today is (day). What do we have?"
ALT: "Let's tell (HRT) sensei about today's schedule." What do you have on (day)?"
Sts: "Japanese...Math...English...Arts and c....."
ALT: "Arts and crafts and..."
Sts: "p...."
ALT: "Period for integrated..."
Sts: "Period for integrated study"
HRT: "Thank you! Because of your help, I can teach today!"

BOL Activity: Stepping Stone**6 min.**

- Have students check jobs.
- Have students play Stepping Stone.

Materials:

HRT: "First, let's check jobs. What's this?"
ALT: "Let's play 'Stepping Stone'!"

1. Divide the class into two groups. Place flashcards on the blackboard in a line. The groups wait at opposite ends of the board.
2. When the HRT/ALT says "Go", one St from each group moves forward, and says the vocabulary on the card. When they meet at the same card, Sts play RPS. The winner continues forward, while the loser goes to the back of their group's line. The next St in that group starts from their end of the board.
3. The game continues until one St makes it to the opposite side of the board.

Let's Chant (p.20)**5 min.**

- Play the chant and encourage the students to chant along.
- After playing the chant, ask the students questions about what they heard.
- Have students point while they are chanting.

Materials: • digital textbook

HRT: "Okay everyone, turn to page 20 and Let's Chant."
ALT: "Nice. First time, let's listen."
HRT: "Great! Now let's chant together."
ALT: "Very good! Let's chant one more time with loud voices."

Let's Try (p.25)

26min.

Materials:
• textbook
• data
picture cards
(subjects)

•Have students do a weekly schedule quiz competition.
•Have students guess which day has a special class.
•Have students guess what job people can get with that weekly schedule.
HRT: "Okay, next let's do a Timetable Quiz Competition!" ALT: "Sounds fun. Please turn to Let's Try on page 25."
HRT: "In groups you will make a Special Study Schedule for a special job." ALT: "And people have to guess what job this Special Study Schedule is for."
HRT: "For example, you will ask, 'What do you have on ... (day)?' and answer with 'I have ..., ..., ... and'"
ALT: "After you know hear the schedule, you'll have some thinking time!"
HRT: "Yes, think what job that Special Study Schedule is for." ALT: "Okay, let's practice."
HRT: "Let's form groups then make your Special Study Schedule."
Option: You can try doing it in the opposite way -> for a certain job, what Special Study Schedule do you need to have to become a soccer player or dentist or pilot or nurse (for example)

min.

Materials:

min.

Materials:

Reflection/Goodbye

2min.

Materials:
• reflection
sheet

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

◎ **Evaluation:**

45 Theme: What do you have on Mondays?

minutes Goal: Write lowercase letters

Target Language: Do you have (subjects) on (days)., Yes, I do. No, I don't., What do you have on ~ ?, What subject do you like?, Are you ~ ?, Yes, I am., No, I'm not.

Vocabulary: Subjects, Occupations, Animals, Days, Lowercase letters

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 small letters can you see?**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: "I will show you one picture. It has small letters. Please find the letters. How many can you find?"
(ALT shows a picture with some small letters. To make it harder, please add some capital letters, too.)
HRT: "Let's answer the questions!"
ALT shows the picture for 1 second.
ALT: "Do you want to see it longer? I will show you it for 15 seconds. Okay?"
After 15 seconds, HRT: "What small letters can you see?"
Sts: "a... c..." (Teachers write down the letters on the blackboard.)
ALT: "Everyone, nice work!"

BOL Activity: Unlucky Card**6 min.**

- Have students check subjects.
- Have students play Unlucky Card.

Materials:

HRT: "First, let's check subjects. What's this?"
ALT: "Let's play 'Unlucky Card!'"

1. Sts close their eyes similar to the Missing Game. The HRT/ALT places FCs on the board and hides an "unlucky card" post-it under one of them.
2. Sts open their eyes, and volunteer to choose a FC, using the vocabulary. The ALT removes the FC. If there is nothing under it, it's "safe". If the "unlucky card" is under it, the game is over. Sts close their eyes again and the HRT/ALT shuffles and resets the FCs.
3. The game ends when every FC except the one with the "unlucky card" under it is removed.

Let's Sing: Jingle 1 (p.86)**3 min.**

- Check the song.
- Have students look at letters around them.

Materials: •
digital
textbook
• textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing the 'Jingle 1.'"

Option:

- Increase the number to clap their hands.
- Students stand when students sing their birthday months.

Handwriting L3-1 (p.86)

10min. •Have students listen to the audio and pick cards.

Materials: •
textbook HRT: "Next, turn to page 86. Number 1."
ALT: "Let's listen, repeat and point to the animal names."
HRT: "Let's listen, repeat and point."
ALT: "Are you ready? Let's go!"

Handwriting L3-2 (pp.86-87)

9min. •Have students write lowercase letters.

Materials: •
textbook HRT: "Great. Next we'll do number 3-2."
ALT: "Yes, trace and write the lower case letters of the alphabet."
HRT: "Yes, like this. Trace the first letter then write three more."
ALT: "Remember! It's not a race. Writing neatly is most important."
HRT: "Let's go!"

Handwriting L3-3 (p.88)

9min. •Have students write lowercase letters, while caring about the forms of letters.

Materials: •
textbook HRT: "Great job."
ALT: "Okay, last let's do number 3-3 on page 88."
HRT: "Please pay attention to letters that have the same shape."
ALT: "Yes, play attention and write neatly."
HRT: "Let's go!"

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: Can you do this?

minutes Goal: Listen to conversations using "can" and comprehend English

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

Greeting**1 min.**

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

Materials:

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

Small Talk: Can you do this?**5 min.**

- Show many things which HRT/ALT can or cannot do.
- Let students learn "Can/ Cannot".

Materials:

HRT: "Okay, now let's listen to what we can and cannot do."
ALT: "(ALT) sensei, can you play the piano?"
HRT: "Yes, I can. Can you play the guitar?"
ALT: "No, I cannot. Can you ski?"
HRT: "Yes, I can. Can you play baseball?"
ALT: "No, I cannot. Can you coOkay?"
HRT: "Yes, I can. Can you paint?"
ALT: "Yes, I can!"

Let's Listen I (p.26)**10 min.**

- Have students listen to the audio.
- Have students learn "can" and "can't."

Materials:

HRT: "Great, now turn to Let's Listen I."
ALT: "Okay, turn to page 26 and listen to the two teachers conversation."
HRT: "Yes, listen to what Mr. Brown and Mr. Shindo are talking about."
ALT: "Listen to what they can and cannot do."

Let's Play I-I (pp.26-27)**11 min.**

- Have students play pointing game with animal words.

Materials: • digital textbook

HRT: "Okay, next we'll do Let's Play I-I."
ALT: "Alright, turn to page 26 and point and answer the questions."
HRT: "Yes, (ALT) sensei will ask a question, you will point and answer."
ALT: "Here we go... What's this? ... It's a bear. What's this? ... It's a penguin."

Do all the pictures on pages 26 & 27.

Let's Play 1-2 (pp.26-27)

10min.	<ul style="list-style-type: none">•Have students learn action words.•Have students play "Simon says".
Materials: • digital textbook	HRT: "Good job. Next, let's say the words and then play Simon Says." ALT: "Cool, I like Simon Says." HRT: "Okay, please repeat the words." ALT: "Fly. Jump. Run." (Repeat all action-verbs.) HRT: "Great, now let's play Simon Says." ALT: "Okay, let's play Simon Says. You do the actions. Simon Says FLY." (Students do the actions. Every 3rd icon, ask the students "Can you ... ?" "Yes, I can/No, I cannot.") HRT: "Fantastic! Well done!"

BOL Activity: Charades

6min.	<ul style="list-style-type: none">•Have students check actions.•Have students play "Charades."
Materials:	HRT: "First, let's check actions. What's this?" ALT: "Let's play 'Charades'!" <ol style="list-style-type: none">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.

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

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!"

© Evaluation:

45 Theme: Can you do this?

minutes Goal: Become familiar with expressions for actions and connect them

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

Greeting

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

Small Talk: Can you sing well?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, can you sing well?" ALT: "Yes, I can. I like karaoke. I usually go with my friends." HRT: "Okay, please sing for the class!" ALT: "No, thank you! I'm embarrassed..." (Sing a verse or two of a song if students want to.)

BOL Activity: Whisper Game

6 min.	<ul style="list-style-type: none"> Have students check animal names. Have students play the Whisper Game.
Materials:	HRT: "First, let's check animals. What's this?" ALT: "Let's play 'Whisper Game'!" 1. Divide the class into groups (by rows). The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows. 2. The last St in each row tells the HRT/ALT the target language. Correct groups receive one point (or change to 10 points or 100, in order to motivate them). 3. The Sts rotate and a new round begins. ※ Instead of whispering, gestures can be used to pass the target language.

Let's Play 1-2 (pp.26-27)

5 min.	<ul style="list-style-type: none"> Have students learn action words. Have students play "Simon says".
Materials: • digital textbook	HRT: "Good job. Next, let's say the words and then play Simon Says." ALT: "Cool, I like Simon Says." HRT: "Okay, please repeat the words." ALT: "Fly. Jump. Run." (Repeat all action-icons.) HRT: "Great, now let's play Simon Says." ALT: "Okay, let's play Simon Says. You do the actions. Simon Says FLY." (Students do the actions. Every 3rd icon, ask the students "Can you ... ?" "Yes, I can/No, I cannot.") HRT: "Fantastic! Well done!"

Let's Listen 2-1 (p.28)

9min.

- Have students listen to the audio.
- If the animals can do things in the textbook, have students draw a circle. If not, draw a cross in the box.

Materials: •
digital
textbook
• textbook

HRT: "Good job."
ALT: "Next, turn to page 28. We will do Let's Listen 2-1."
HRT: "This is fun. Listen to the audio and mark a circle for yes or an X for no next to the animal pictures."
ALT: "Okay, pencils ready? Let's go!"

Let's Listen 2-2 (p.28)

9min.

- Have students listen to 3 hints and write down a - e in the brackets.

Materials: •
digital
textbook
• textbook

HRT: "Well done. Next, we will do Let's Listen 2-2."
ALT: "Okay, listen to the 3 HINTS and write down the correct letters in the brackets."
HRT: "Pencils ready? Ears ready? Let's go ~ "

Let's Listen 2-3 (p.28)

8min.

- HRT/ALT say "he/ she/ it/ can(can't) ~".
- Have students draw a circle or an X in the chart and guess what the animal is.

Materials: •
digital
textbook
• textbook

HRT: "Okay, now let's try a challenge!"
ALT: "Yes. Are you ready for a challenge?"
HRT: "On a new 2-1 sheet, listen to (ALT) sensei and me give your original can and cannot quiz."
ALT: "Same as before, listen to what the animals can and cannot do, and mark with a circle or an X. Are you ready?"
HRT: "Okay. This animal cannot..., cannot... but they can..."

Option: Erase the animals on the animal chart and give students a new worksheet to use.

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: Can you do this?

minutes Goal: Become familiar with phrases for expressing what one can and

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

Greeting

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

Small Talk: What food can you eat?

5 min.	<ul style="list-style-type: none"> • HRT/ALT and students greet each other and ask simple questions. • HRT/ALT demonstrate the Small Talk before involving the students. • The HRT should show the students what they are aiming for.
Materials:	(HRT shows a picture of a blowfish, for example.) HRT: "You can eat (fugu) in Japan! What food can you eat in your country?" (ALT shows a picture of a bison, for example.) ALT: "You can eat a (bison burger) in my country!"

BOL Activity: Turnaround Game

6 min.	<ul style="list-style-type: none"> • Have students check actions. • Have students play Turnaround Game.
Materials:	HRT: "First, let's check actions. What's this?" ALT: "Let's play 'Turnaround Game!'" 1. Two Sts come to the front, choose a secret flashcard, and stand back-to-back, a meter apart, and holding the flashcards facing out. 2. On the count of three the Sts turn around to face each other. The first St to correctly read the other's flashcard wins.

Let's Play 2 (p.29)

9 min.	<ul style="list-style-type: none"> • Have students play the Simon Says. • Increase action words in addition to the words on the textbook.
Materials: • digital textbook	HRT: "Good job. Next, let's say the words and then play Simon Says." ALT: "Cool, I like Simon Says." HRT: "Okay, please repeat the words." ALT: "Play badminton. ...play soccer. ...jump rope." (Repeat all action-icons.) HRT: "Great, now let's play Simon Says." ALT: "Okay, let's play Simon Says. You do the actions. Simon Says FLY." (Students do the actions. Every 3rd icon, ask the students "Can you ... ?" "Yes, I can/No, I cannot.") HRT: "Fantastic! Well done!"

Let's Play 3 (p.29)

9min.

- Have students make 3 hint quiz about what they can/can't do..
- Have students make pairs and quiz each other.

Materials: •
textbook

HRT: "Good job everyone. Next, let's make a 3 hint quiz."
ALT: "Great! Let's think and say 3 things what we can and cannot do."
HRT: "Then, in pairs, we will listen and guess right or wrong."
ALT: "look at page 29 and listen."
(ALT reads the conversation.)
HRT: "So, let's make pairs and quiz each other. First, A asks B, then B asks A. Let's quiz 3 people."
ALT: "Ready? Go!"

Let's Play 4 (p.29)

13min.

- Have students make groups of 3 and make quizzes with "can" and "can't."

Materials: •
glue
• marker
• scissors
• paper

HRT: "Okay. Good job."
ALT: "Next, let's make groups of three and make a can and cannot presentation."
HRT: "Look at the picture on page 29. You draw an animal and each of you say one thing that the animal can or cannot do."
ALT: "That sounds like fun. Okay, make groups of three and, with the paper, draw your animal."
HRT: "Then decide 3 things it can and cannot do."
ALT: "Let's make groups of 3. Ready? Go!"

(Hand out paper for drawing. Give them 5-7 minutes to draw, then present.)

min.

Materials:

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: Can you do this?

minutes Goal: Learn " he, she" and words for family and talk about what they

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

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 can he do well?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "Who is he?" ALT: "Oh, he is ~ sensei!" HRT: "What can he do well?" ALT: "He can play soccer well!" HRT: "Any other answers?" (Elicit answers from Sts.) ALT: "Great! I want to know what you can do, too!"

BOL Activity: Missing Game

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

Let's Play 2 (p.29)

8 min.	<ul style="list-style-type: none"> Have students play the Simon Says. Increase action words in addition to the words on the textbook.
Materials: • digital textbook	HRT: "Good job. Next, let's say the words and then play Simon Says." ALT: "Cool, I like Simon Says." HRT: "Okay, please repeat the words." ALT: "Play badminton. ...play soccer. ...jump rope." (Repeat all action-icons.) HRT: "Great, now let's play Simon Says." ALT: "Okay, let's play Simon Says. You do the actions. Simon Says FLY." (Students do the actions. Every 3rd icon, ask the students "Can you ... ?" "Yes, I can/No, I cannot.") HRT: "Fantastic! Well done!"

Let's Listen 3 (p.30)

10min.

•Have students listen to the audio and write numbers in the textbook.

Materials: •
digital
textbook

HRT: "Okay, good job everyone. Next please turn to page 30."
ALT: "Yes, Let's Listen 3. It's about family members and what they can and can't do."
HRT: "Get your pencil ready, listen and write the correct letter a-d in the brackets."
ALT: "Listen for he and she, and can and can't."
HRT: "Here we go!"

Let's Listen 4 (p.30)

13min.

•Have listen to the audio about weathers and actions around Japan.

Materials: •
digital
textbook

HRT: "Well done. Next is Let's Listen 4."
ALT: "Yes, this is interesting. You will hear about the weather, family members, and what he or she can and can't do".
HRT: "First, draw a picture of the weather in the big box, then write can or can't in the small box. Okay?"
ALT: "Good luck!"

min.

Materials:

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: Can you do this?

minutes Goal: Make profile cards and present what they can do.

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

Greeting**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 animals can you see in the sea?****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:** (Before the class, search for a picture in the sea with a computer.)
ALT: "Ms/Mr. (HRT), what animals can you see in the sea?"
HRT: "You can see fish!"
ALT: "You can see sharks, too! Sharks eat fish."
HRT: "Okay, now I will show you a picture from the sea. What animals can you see in the sea?"
(Elicit answers from Sts.)
ALT: "Okay everyone, good job!"**BOL Activity: Pictionary****6min.** •Have students check actions.
•Have students play Pictionary.**Materials:** HRT: "First, let's check actions. What's this?"
ALT: "Let's play 'Pictionary'!"

1. Give one St a secret word (flashcard). The St has 20 seconds to draw the word on the card.
2. Sts guess the word using the target phrase "Is it a ...?"
3. If a St is correct, they come to the front and become the next drawer. Repeat until time is up.**Let's Try (p.31)****32min.** •Have students draw pictures in the boxes and make profiles.
•Have students make presentations.**Materials:** •
textbook ALT: "Good job everyone. Next, turn to page 31. Let's Try."
HRT: "Here we will make a presentation. Let's prepare by writing three things in the boxes."
ALT: "Change like to can. For example, I can play the piano. I can sing. I can cook. I can speak English."
HRT: "Then we will practice giving a presentation in pairs."
(After they have practiced in pairs, ask for volunteers to give their presentation.
Borrow one of the student's sheets and give a demonstration as if it were your own.)
Calculate the time. Students need thinking time, writing time, pair practice time, and presentation time.
If everyone wants to present, that's great!
But if there is not enough time to do review, then get them to make groups and choose one or two people to do their presentation.

min.

Materials:

min.

Materials:

min.

Materials:

Reflection/Goodbye

2min.

Materials:
• reflection
sheet

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

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

© Evaluation:

45 Theme: Can you do this?

minutes Goal: Can write lowercase letters correctly while paying attention to

Target Language: Can you ~ ?, Yes, I can., No, I can't., He/She/I can..., I can ~ .

Vocabulary: Actions, Animals, Lowercase letters a ~ z

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 small letters can you see?

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: "I will show you a picture. It has small letters. Please find as many letters as you can." (ALT shows a picture with some small letters. To make this quiz harder, please add some capital letters.) HRT: "Let's answer questions!" ALT shows the picture for 1 second. ALT: "Do you want to see it longer? I will show you for 15 seconds. Okay?" After 15 seconds, HRT: "What small letters did you see?" Sts: "a... c..." (Teachers write down the letters on the blackboard.) ALT: "Everyone, nice work!"

BOL Activity: Pictionary

6 min.	•Have students check animals. •Have students play Pictionary.
Materials:	HRT: "First, let's check animals. What's this?" ALT: "Let's play 'Pictionary'!" 1. Give one St a secret word (flashcard). The St has 20 seconds to draw the word on the card. 2. Sts guess the word using the target phrase "Is it a ...?" 3. If a St is correct, they come to the front and become the next drawer. Repeat until time is up.

Let's Sing: Jingle 1 (p.89)

3 min.	•Check the song. •Have students notice letters have 「音読み」.
Materials: • digital textbook • textbook	HRT: "Let's sing a song." ALT: "Yes, let's sing Jingle 1 on page 89." Notice that letters sometimes have different sounds.

Handwriting L4-1 (p.89)

9min.

•Have students think about letters – which could be in the black box in the textbook.

Materials: •
textbook

HRT: "Next, let's think what letters go in the black boxes."
ALT: "Yes, think of the shape and imagine what letter fits in the box."

Handwriting L4-2 (p.89)

9min.

•Have students write lowercase letters caring about the height.

Materials: •
textbook

HRT: "Good job."
ALT: "Next, let's think about the height of the letters."
HRT: "Let's write the letters making the height even."
ALT: "Good luck."

(Give good and bad examples on the board.)

Handwriting L4-2 (p.89)

10min.

•Have students write lowercase letters with care about the shape.

Materials: •
textbook

HRT: "Great work."
ALT: "Next, look at number 3 and try to make the shape and height of the letters."
HRT: "Good luck!"

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 have a party!

minutes Goal: Learn about English parties and enjoy various activities.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What can I do?

5 min.	·HRT/ALT and students greet each other and ask simple questions. ·HRT/ALT demonstrate the Small Talk before involving the students. ·The HRT should show the students what they are aiming for.
Materials:	HRT/ALT: "Hello. How are you? What day is it today? What's the date today? How's the weather?" ALT: "Hello, everyone! Quiz time! What can I do? You have 3 choices. 2 are true and 1 is a lie. Guess which one!" HRT: "Ok, 2 are true. 1 is a lie." ALT: "1, I can ~ . 2, I can ~ . 3, I can ~ . Which is a lie?" HRT: "You can ~ . You can ~ . You can ~ ... Hard question!"

BOL Activity: Making Groups Game

6 min.	·Have students check months. ·Have students play Making Groups Game.
Materials:	HRT: "First, let's check months. What's this?" ALT: "Let's play 'Making Groups Game!'" 1. The HRT/ALT call out a month and Sts move quickly to make a group with exactly that number of the month. 2. The Sts who create successful groups sit down. Better luck next time to those standing.

Let's Listen (p.34)

5 min.	·Have students listen to conversation about English party and understand what the English party is about.
Materials: • digital textbook • textbook	HRT: "Let's listen to the audio and understand what we are going to study." ALT: "Yes, let's listen and prepare everything." (After listening...) HRT: "What did you hear?" ALT: "What can you do in English party?" (To students) HRT: "Can you play baseball?" ALT: "Can you sing a song?" (After some questions...) HRT: "Let's have English party!"

Let's Play 1 (p.34)

13min.	<ul style="list-style-type: none">• Show demonstration to students.• Have students play the mystery box quiz.
Materials: <ul style="list-style-type: none">• Mystery box (a bag)• Something to put in the box	HRT: "Let's play the mystery box game." ALT: "OK everyone, please watch us." HRT: "What's this?" ALT: "This is a mystery box. Please close your eyes." (Put something in the box.) HRT: (Close eyes and put a hand in the box.) "Oh, what's this? Hint, please." ALT: "It has long ears. It is an animal. It eats carrots." HRT: "Now, I understand. This is a rabbit!" ALT: "That's right! Next, your turn! Who wants to play?"

Let's Play 2 (p.34)

13min.	<ul style="list-style-type: none">• Show demonstration to students.• Have students play the touching game.
Materials: <ul style="list-style-type: none">• FCs	HRT: "Let's play the touching game." ALT: "2 volunteer please. OK everyone, please watch us." HRT: " Listen carefully." ALT: "I see. I'm ready." HRT: ".....English!" ALT: (Touch the flashcard as soon as possible.) "I got it!" HRT: "Good! What did he get?" (To students)

Reflection/Goodbye

2min.	<ul style="list-style-type: none">• Leave students with praise and reflect on their accomplishments.• Have students fill out the reflection sheet.
Materials: <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!"

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

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Let's have fun with various activities.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: Can you cook well?

5 min.	·HRT/ALT and students greet each other and ask simple questions. ·HRT/ALT demonstrate the Small Talk before involving the students. ·The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, can you cook well?" ALT: "No, I can't... can you?" HRT: "Yes, I can. I like barbecue. I like to grill." ALT: "Wow! I'm getting hungry..."

BOL Activity: Beanbag Pass

6 min.	·Have students check subjects. ·Have students play Beanbag Pass.
Materials:	HRT: "First, let's check subjects. What's this?" ALT: "Let's play 'Beanbag Pass!'" 1. A ball is given to a St to start the activity. 2. The St says the target word (Japanese, math etc.) and passes to another St to continue the sequence. 3. Sts reach the limit (defined by the HRT/ALT) and recite all of the target words in reverse order.

Let's Sing 1 (p.35)

6 min.	·Check and prepare the song.
Materials: · digital textbook · Picture cards (Months)	HRT: "Let's sing a song." ALT: "OK. Yes, let's sing 'Twenty Steps.'" Option: If the digital textbook is available individually, encourage the students to practice by themselves. After a few minutes, sing the song together as a class. Sing slowly without music, focusing on pronunciation and intonation.

Let's Play 3 (p.35)

8min.

- Have students play the lucky numbers game.
- Decide what number is the lucky number.
- Have students say "lucky" when they say the lucky number.

Materials:

HRT: "Let's play "lucky numbers!"
ALT: "I need 2 volunteers. OK everyone, please watch us."
HRT: "Today's lucky number is... 7!"
ALT: "Let's count up one by one. Let's start!"
HRT: "1." St1: "2." ALT:"3." St2: "4." HRT: "5." St1: "6" ALT: "Lucky!"
St2: "8." HRT: "9." St1: "10."
HRT: "Good job! Level up! We have 3 lucky numbers!"

Let's Play 4 (p.35)

8min.

- Have students play silhouette quiz.
- Have students guess what the picture is, by seeing the silhouette.

Materials:
• silhouette
cards

HRT: "Let's play silhouette quiz."
ALT: "OK everyone, please watch us!"
HRT: "(ALT) sensei! What's this?" (Show a silhouette. Ex, a clock)
ALT: "It's difficult. I need some hints."
HRT: "It has two hands. One hand is short. The other hand is long."
ALT: "I know! It is a clock!"
HRT: "That's right! Next question! Let's play silhouette quiz together."

Let's Play 5 (p.35)

9min.

- Have students play watermelon game.
- Have students give directions to the player.

Materials:

HRT: "Let's play watermelon game."
ALT: "This is fun, so please watch us!"
HRT: "First, please wear this." (Show students a blindfold.)
ALT: "I'm ready."
HRT: (Put a (ballon) watermelon on the floor.)"(ALT) sensei. Spin 5 times. 1, 2, 3, 4, 5." (Count together.)
ALT: "Oh, where am I?"
HRT: "Let's give him/her a direction. Straight? Right? Left? Stop?"
ALT: "Now, I'll hit it!"
HRT: "Nice job! Who's next?" (To students)

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Let's have fun with various activities.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: Can you play badminton?

5 min.	·HRT/ALT and students greet each other and ask simple questions. ·HRT/ALT demonstrate the Small Talk before involving the students. ·The HRT should show the students what they are aiming for.
Materials:	HRT: "What sports can you play?" ALT: "I can play badminton!" HRT: "Oh, you can play badminton!" ALT: "Yes. And you?" HRT: "I can do kendo."

BOL Activity: Buzz Game

6 min.	·Have students check ordinal numbers. ·Have students play Buzz Game.
Materials:	HRT: "First, let's check ordinal numbers. What's this?" ALT: "Let's play 'Buzz Game'!" 1. All Sts take turns standing up and saying numbers in successive order. (1st Sts - 1, 2nd Sts □ 2, etc.) 2. ALT decides a few numbers are replaced by "buzz." Ex. Buzz numbers are 3, 5, 9. Sts say: " 1, 2, buzz, 4, buzz, 6, 7, 8, buzz..." 3. Sts who say the wrong number sit down. ※ this activity can also be used with ordered vocabulary, such as days of the week or months. ※ Can be played in groups or pairs.

Let' s Sing 2 (p.36)

7 min.	·Check the song.
Materials: digital textbook	HRT: "Let's sing a song." ALT: "Yes, first, let's sing 'Twelve Months.'" (After singing) HRT: "Great job! Let's sing one more song." ALT: "The next one is Sunday, Monday, Tuesday! Let's sing together - 1, 2 ..." Option: If the digital textbook is available individually, encourage the students to practice by themselves. After a few minutes, sing the song together as a class. Sing slowly without music, focusing on pronunciation and intonation.

Let's Play 6 (p.36)

11 min.	<ul style="list-style-type: none">• Show demonstration to students.• Have students play the bridge game.
Materials: • textbook	HRT: "Let's play the bridge game." ALT: "Sounds good - I like the bridge game. OK, please watch us." <ol style="list-style-type: none">1. Put the 'days of the week' and 'months' cards on the blackboard.2. Two team members (one from each end) advance while touching the cards and saying the card-name.3. When the members meet, they play rock-paper-scissors.4. The winner continues with the cards and the loser goes to the back of the line.5. Continue until time is up or one team wins.

Let's Play 7 (p.36)

13 min.	<ul style="list-style-type: none">• Show demonstration to students.• Have students make and play the OX quiz. (Circle or x quiz.)
Materials:	HRT: "Let's play OX quiz." ALT: "OK everyone, first please watch us, then we'll play it together." HRT: "This side is O. This side is X. My birthday is June 1st." (Do gesture with O and X.) ALT: "My birthday is December 22nd. I will go to X side." HRT: "Next question. Do you like tomatoes?" (Do gesture with O and X.) ALT: "I like tomatoes! I will go to O side."

Reflection/Goodbye

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

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

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Let's have fun with various activities.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What sport do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT: "(ALT) sensei, what sport do you like?"</p> <p>ALT: "Oh, my favorite sport? Umm... I like ice hockey."</p> <p>HRT: "Really? It's not popular in Japan."</p> <p>ALT: "How about you, (HRT) sensei? What sport do you like?"</p> <p>HRT: "I like soccer."</p>

BOL Activity: Charades

6 min.	<ul style="list-style-type: none"> Have students check animals. Have students play "Charades."
Materials:	<p>HRT: "First, let's check animals. What's this?"</p> <p>ALT: "Let's play 'Charades!'"</p> <ol style="list-style-type: none"> Divide Sts into groups, and number each St in the group. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members. When all Sts are done, the HRT will ask for volunteers to come to the front and demonstrate.

Let' s Sing 2 (p.36)

7 min.	<ul style="list-style-type: none"> Review the song.
Materials: digital textbook	<p>HRT: "Let's sing a song."</p> <p>ALT: "Yes, first, let's sing 'Twelve Months.'" (After singing)</p> <p>HRT: "Great job! Let's sing one more song."</p> <p>ALT: "One more? OK, next let's sing Sunday, Monday, Tuesday! Let's sing together - 1, 2 ..."</p> <p>Option: If the digital textbook is available individually, encourage the students to practice by themselves. After a few minutes, sing the song together as a class. Sing slowly without music, focusing on pronunciation and intonation.</p>

Subject chant (p.20)

5min.

- Show the subject picture cards and have the students chant all together.
- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.

Materials:
• digital
textbook

HRT: "Next, turn to page 20 and let's chant."
ALT: "Okay, like sensei said, turn to page 20 and let's chant together. Ready? "

Simon Says (pp.26-27, p.29)

9min.

- Have students learn action words.
- Have students play "Simon Says".

Materials:

HRT: "Good job. Next, let's say the words and then play Simon Says."
ALT: "Cool, I like Simon Says."
HRT: "Okay, please repeat the words."
ALT: "Fly. Jump. Run."
(Repeat all action-icons.)
HRT: "Great, now let's play Simon Says."
ALT: "Okay, let's play Simon Says. You do the actions. Simon Says FLY."
(Students do the actions. Every 3rd icon, ask the students "Can you ... ?" "Yes, I can/No, I cannot.")
HRT: "Fantastic! Well done!"

Let's Play 8 (p.36)

10min.

- Have students review words and phrases used for this game.
- Make a circle with chairs.

Materials:

HRT: "Let's play fruit basket!"
ALT: "Great! First, let's review words and phrases, then we will play it together."

Reflection/Goodbye

2min.

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

Materials:
• reflection
sheet

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

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Let's prepare for an English party.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What fruit 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 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?"

BOL Activity: ABC word sort

6 min.	•Have students check days. •Have students play "ABC word sort."
Materials: • Days cards	HRT: "First, let's check days. What's this?" ALT: "Let's play 'ABC word sort'!" 1. Give each St one "days" card and tell them not to look at the card. 2. When the ALT says "go", Sts look at their cards and race to get them into order from Sunday to Saturday. ※ Check their order and confirm with the class.

ABC Song (p.8)

5 min.	•Review the song.
Materials: • digital textbook	HRT: "Let's sing a song." ALT: "Sounds good. Yes, let's sing the 'ABC Song' - are you ready? Here we go."

Let's Try (p.37)

26min.

- Explain about the English party.
- Have students make groups and decide what English game they are going to play.
- Give students time to prepare and do a rehearsal.

Materials:

HRT: "OK everyone, now we are going to do an English party!"
ALT: "Wow, that sounds like a nice idea! Please watch us. Let's have fun!"

Reflection/Goodbye

2min.

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

Materials:
• reflection sheet

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

min.

min.

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Let's enjoy an English party.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What color do you like?

5 min.	·HRT/ALT and students greet each other and ask simple questions. ·HRT/ALT demonstrate the Small Talk before involving the students. ·The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) 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?"

BOL Activity: Number Dash

6 min.	·Have students check ordinal numbers. ·Have students play Number Dash.
Materials:	HRT: "First, let's check ordinal numbers. What's this?" ALT: "Let's play 'Number Dash!'" 1. Divide the blackboard with one space for each row of Sts in the class. (Ex. 6 rows = 6 spaces) 2. Write numbers in each group' s space on the blackboard. (within a set range e.g. 1st-31st). 3. The HRT/ALT calls out an ordinal number, and in the front Sts race to the board to circle the correct number. Rotate Sts and repeat. ※ add challenge by saying a color as well. Sts then must use the correct color to circle the number.

Let' s Try (p.37)

31 min.	·Explain about today's flow. ·Have students do a rehearsal for a few minutes and then start the English party.
Materials:	HRT: "Today, we will have the English party!" ALT: "Are you ready? Let's all have a lot fun together!" 1. The first half of the group give the others quizzes and games to play. 2. Next, the second half of the group's turn. (If there are many groups, have one group come to the front and show their games to the others.)

Reflection/Goodbye

2min.

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

Materials:
• reflection sheet

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

min.

min.

min.

© Evaluation:

45 Theme: Let's have a party!

minutes Goal: Notice and distinguish the initial consonants of words.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What vegetable do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what 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?"

BOL Activity: Flashcard Review

6 min.	<ul style="list-style-type: none"> Have students check subjects. Have students play "Flashcard Review."
Materials:	HRT: "First, let's check subjects. What's this?" ALT: "Let's play 'Flashcard Review!'" 1. The HRT/ALT places the flashcards on the board and writes a number next to each card. 2. The HRT/ALT says a word or the number next to the flashcard, and Sts say the corresponding word/number.

Let' s Sing (p.90)

4 min.	<ul style="list-style-type: none"> Check the song. Have the students pay attention to the name and sound pronunciation, such as /ei/ in April and /□/ in Africa.
Materials: digital textbook	HRT: "Let's sing a song." ALT: "Yes, let's sing the 'A, B, C' song." (After listening...) HRT: "What did you hear? Is this A /ei/ in the song?" ALT: "Some letters have two ways to pronounce them. One way is the name pronunciation, like A /ei/ in April. The other way is the sound pronunciation, like A /ae/ in Africa." HRT: "How about B? How do you say this?" (Continue with B-sounds...)

Handwriting P1-1-1 (pp.90-91)

9min.

- Play the audio.
- Have the students learn the beginning sound of each word.

Materials:
• textbook

HRT: "Alright – well done. Next, let's listen and answer the questions!"
ALT: "Now, you will hear 2 words. If you hear the same sound at the beginning of the word, please draw a circle. If not, then please draw a cross. One more time – if you hear the same sound at the beginning of the word, please draw a circle. If not, then please draw a cross. OK? Here we go."

Handwriting P1-1-2 (p.91)

9min.

- Play the audio.
- Have the students learn the beginning sound of each word.

Materials:
• textbook

HRT: "Good job, everyone! Next, look at number ② on page 91."
ALT: "You will hear 3 words. One word has a different sound at the beginning. When you hear that, please put a cross in the brackets. One more time, when you hear the word with a different sound, put a cross in the brackets. Let's go. "

Handwriting P1-1-3 (p.91)

9min.

- Play the audio.
- Have students learn the beginning sound of each word.

Materials:
• textbook

HRT: "OK everyone, now let's look at number ③ on page 91."
ALT: "Next question. You will hear 3 words. One word has a different sound at the beginning. When you hear it, please put a cross in the brackets. One more time, when you hear the word with a different sound, put a cross in the brackets. Let's start."

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 have a party!

minutes Goal: Notice and distinguish the initial consonants of words.

Target Language: Review L1-L4

Vocabulary: Animals, Subjects, Numbers, Days, Months, Ordinal numbers

Greeting

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

Small Talk: What food 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 food do you like?" ALT: "I like (pizza)." HRT: "Oh, you like pizza! What kind of pizza do you like?" ALT: "I like spinach and mushroom pizza."

BOL Activity: Whisper Game

6 min.	•Have students check animals and numbers. •Have students play the Whisper Game.
Materials:	HRT: "First, let's check numbers and animals. What's this?" ALT: "Let's play 'Whisper Game'!" 1. Divide the class into groups (by rows). The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows. 2. The last St in each row tells the HRT/ALT the target language. Correct groups receive one point (or change to 10 points or 100, in order to motivate them). 3. The Sts rotate and a new round begins. ※ Instead of whispering, gestures can be used to pass the target language.

Let' s Sing (p.90)

4 min.	•Review the song. •Have students pay attention to the name and sound pronunciations, such as /ei/ in April and /ae/ in Africa.
Materials: • digital textbook	HRT: "Alright, next let's sing a song. OK?" ALT: "Yes, that sounds good! Let's sing the 'A. B. C.' song. Do you remember this song? Let's all sing it together - are you ready?"

Handwriting P1-2-1 (p.92)

9min.

- Play the audio.
- Have the students learn the beginning sound of each word.

Materials:
• textbook

HRT: "Well done everyone. Now we will learn beginning sounds."
ALT: "OK, let's listen to some words and then please connect the words and letter in the textbook. Let's listen and connect. Are you ready?"

Handwriting P1-2-2 (pp.92-93)

9min.

- Play the audio.
- Have the students learn the beginning sound of each word.

Materials:
• textbook

HRT: "Great job. Next, let's learn letters."
ALT: "Letters will be good. You listen to some words and then connect the words and letters in the textbook."

Handwriting P1-2-3 (p.93)

9min.

- Play the audio.
- Have the students learn the beginning sound of each word.

Materials:
• textbook

HRT: "Great job everyone. Now, let's learn the next letters."
ALT: "OK, you listen to some words and then connect the words and letters in the textbook again."

Reflection/Goodbye

2min.

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

Materials:
• reflection sheet

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

© Evaluation:

45 Theme: Where is your treasure?

minutes Goal: Listen to phrases of buildings, facilities, and directions.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting, Small Talk: introduce colors, animals and directions.**6min.**

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

Materials:

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

HRT: " (ALT) sensei, what 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?"

Check notices (pp.38-39)**5min.**

- Show students the buildings in the textbook on pages 38-39.
- Have students say the buildings that they know in English.

Materials:

HRT: "OK, now please open your textbook to pages 38-39."

ALT: "Yes, on pages 38-39 there are many buildings, what buildings can you say in English?"

HRT: "I know - hands up."

ALT: "Book store - very good."

HRT: "Hospital - yes!"

(Check the names the students know.)

Let's Listen I (p.38)**5min.**

- Play the audio.
- Have the students listen to the conversation about directions and discuss the content in groups.

Materials: • digital
textbook
• textbook

HRT: "Good job everyone. Now, let's listen to the audio."

(After listening)

ALT: "OK, so what did you hear? Hands up ~"

Let's Play I (p.38)**5min.**

- Have the students answer what the map symbols mean in Japanese and point to the same buildings as the symbols.

Materials: •
textbook

HRT: "We have many map symbols in Japan."

ALT: "Wow, there are so many! We don't have these symbols in my country. Oh, what's this? Japanese is ok."

Let' s Chant 1 (p.38)

5min.

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students point while they are singing.

Materials: • digital textbook • textbook

HRT: " Next, let' s do the chant."
ALT: " Please listen carefully first." (After listening)
HRT: " So, what did you hear?"
ALT: " Do you want to listen again?" (After listening again)
HRT: " Okay, now let' s chant and point to the buildings on pages 38 and 39."
ALT: " Yes, Chant and Point - let' s go!"

Let' s Play 2 (p.39)

8min.

- Have the students play Simon says.
- Check phrases for directions.

Materials: • textbook

HRT: " Well done with the Chant. OK, now please stand up!"
ALT: " Everyone, can you turn right/left? Can you go straight?" (Do gesture)
HRT: " Great! We are ready."
ALT: " Yes, now let' s play Simon says."
HRT: " (ALT) sensei will say 'Simon says ...' , so please listen and do what he/she says - good luck."

Let' s Listen 2 (p.39)

9min.

- Play the audio.
- Have the students listen to the conversation and answer where the person is going.

Materials: • digital textbook • textbook

HRT: " Great. Now, we' ll do Let' s Listen 2."
ALT: " OK, there are 5 questions, so listen to the directions and guess where the person is going."
HRT: " Yes, then write the numbers in the brackets."
ALT: " That' s right - listen to where they want to go and write the numbers in the brackets. Let' s go -"

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: Where is your treasure?

minutes Goal: Get familiar with giving directions.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting, Small Talk: introduce colors, animals and directions.**6min.**

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

Materials:

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

HRT: "What food do you like?"

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

HRT: "I like hamburg steak."

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

- Have the students check building names.
- Play Keyword Game."

Materials:

HRT: "First, let's review building names."

ALT: "OK, now let's play 'Keyword Game'!"

1. Sts make pairs and use 1 eraser (or other object) to grab.

2. The ALT selects one vocabulary word as the "Keyword" and instructs Sts to put their hands on their heads.

3. The ALT says the 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.

Let's Listen I (p.38)**5min.**

- Play the audio.
- Have the students listen to the conversation about directions and review the previous lesson.
- Have students follow the directions, pointing at the map.

Materials: • digital textbook • textbook

HRT: "OK. Now let's listen to the audio."

ALT: "Right, let's listen and follow the directions. So, please and point at the buildings on the map."

HRT: "Yes, let's listen and point. Are you ready?"

ALT: "Let's go."

Let's Chant I (p.38)**4min.**

- Play the chant and encourage the students to sing along.
- Have the students point while they are singing.

Materials: • digital textbook • textbook

HRT: "Good job. Next, please turn to page 38 and let's do the chant."

ALT: "Great, let's chant together and point at the buildings at the same time."

HRT: "Yes, chant and point - let's go."

Let's Play 2 (p.39)

4min.

- Have the students play Simon says.
- Check phrases for directions.

Materials: •
textbook

HRT:“ Well done with the Chant. OK, now please stand up!”
ALT:“ Everyone, can you turn right/left? Can you go straight?” (Do gesture)
HRT:“ Great! We are ready.”
ALT:“ Yes, now let's play Simon says.”
HRT:“ (ALT) sensei will say 'Simon says ...' , so please listen and do what he/she says - good luck.”

Let's Listen 3 (p.40)

8min.

- Play the audio.
- Have the students listen to the 4 conversations and connect the dots with a line.

Materials: •
digital
textbook
• textbook

HRT:“ Now, please turn to page 40 and let's listen.” (After listening)
ALT:“ So, what did you hear? Where do they want to go?”
HRT:“ Do you want to listen again?” (After listening again)
ALT:“ Now, let's check the answers.”

Let's Play 3 (p.40)

10min.

- Using the memo ad on the map on pages 38 and 39, have the students give directions in pairs.
- Review the words and phrases.
- Give a demonstration to the students.

Materials: •
textbook

HRT:“ Well done. Now, let's practice in pairs.”
ALT:“ (HRT) sensei and I will demonstrate, so please watch us.”
HRT:“ OK, in pairs now it's your turn.”
ALT:“ Good luck.”

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: Where is your treasure?

minutes Goal: Guide others the way you want.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting

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

Small Talk: What do you usually do after school?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT: " (ALT) sensei, what do you usually do after school?" ALT: " I usually play tennis after school! And you?" HRT: " I coach the kendo club." ALT: " Cool! Can I join sometime?"</p>

BOL Activity: Blind Direction

6 min.	<ul style="list-style-type: none"> Have students practice direction phrases. Have students play Blind Direction."
Materials:	<p>HRT: " OK everyone - first, let's review direction phrases." ALT: " Great, please repeat and point in the direction. Here we go; Straight - straight. Turn right - turn right. Turn-left - turn-left. Stop-stop." HRT: " Well done, now let's play 'Blind Direction' !" ALT: " This will be fun."</p> <ol style="list-style-type: none"> Split the class into 2 or more groups. One St from each group is blindfolded and another St will navigate them to a hidden object/flashcard in the room using words only. The first team to find their object/flashcard gets a point. Sts then change roles for the next round(s).

Let's Listen I (p.38)

5 min.	<ul style="list-style-type: none"> Play the audio. Have the students listen to the conversation about directions and review the previous lesson. Give the students some questions about directions.
Materials: • digital textbook • textbook	<p>HRT: " Great job giving with the directions questions. Now, let's listen to the audio." ALT: " OK, I choose a building and you give me the directions." HRT: " This will be interesting - let's try." ALT: " Department Store." Sts explain how to get there - turn left, go straight, go straight, go straight, at the Pet Store turn right, go straight, the Department Store is in front of you. Ex. Where is the Police Station? How do I get to the Book Store? (add your own questions)</p>

Let' s Chant 1 (p.38)

4min.

- Play the chant and encourage the students to sing along.
- Have students point at the building while they are singing.

Materials: •
digital
textbook
• textbook

HRT: " Very good. Next, we' ll do Let' s Chant 1."
ALT: " Wonderful. Let' s all chant together and point at the buildings at the same time."
HRT: " In a loud voice - here we go."

Let' s Chant 2 (p.41)

8min.

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students do gestures while they are singing.

Materials: •
digital
textbook
• textbook

HRT: " Next, turn to page 41 to Let' s Chant 2."
ALT: " OK, first please listen carefully." (After listening)
HRT: " Alright, what words did you hear?"
(Check with the sts what words they heard.)

ALT: " Do you want to listen again?" (After listening again)
HRT: " Okay, now let' s chant and do gestures while chanting."
ALT: " Big gestures - let' s go."
(When the sts hear 'turn right' , they turn right with chanting.)

Let' s Play 4 (p.41)

14min.

- Have the students make memos for giving directions.
- Review the treasure words in the chart on page 41.
- Show a demonstration to students.

Materials: •
textbook
• memo

HRT: " Everyone, please watch. (ALT) sensei. Where is your treasure?" (Show the textbook to the sts.)
ALT: " My treasure? Ok. I will guide you. Go straight. Go straight. Turn right. Go straight. Turn left."
HRT: " Is it a blue book?"
ALT: " Yes, my treasure is a blue book! Now, it' s your turn."
HRT: " Did you get it? First, decide your treasure and then write a memo about how to get there."

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: Where is your treasure?

minutes Goal: Get familiar with expressing locations.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting

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

Small Talk: Where is the station?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>ALT: " (HRT) sensei, where is the station?" HRT: " From school? Go straight, turn right at the first corner. Go straight for two blocks. You can see it on your left." ALT: " Thank you!"</p>

BOL Activity: Stepping Stone

6 min.	<ul style="list-style-type: none"> Have students practice colors. Have students play Stepping Stone.
Materials:	<p>HRT: " OK, first let's practice colors. What's this?" ALT: " Yes, that's Blue - how about this?" HRT: " Yes, that's Green ..." ALT: " Good job. Now, let's have some fun and play 'Stepping Stone' !"</p> <ol style="list-style-type: none"> Divide the class into two groups. Place flashcards on the blackboard in a line. The groups wait at opposite ends of the board. When the HRT/ALT says " Go" , one St from each group moves forward, and says the vocabulary on the card. When they meet at the same card, Sts play RPS. The winner continues forward, while the loser goes to the back of their group's line. The next St in that group starts from their end of the board.

Look at the pictures. (pp.42-43)

4 min.	<ul style="list-style-type: none"> Have students say words they know in the pictures on pages 42 to 43 and discuss what they notice. Tell students what they are going to learn.
Materials: • textbook	<p>HRT: " Alright, now please open your textbook to pages 42 and 43 and look at the pictures." ALT: " OK, let's practice 'What's this?' Please tell us what words you know." (After students answer ...)</p> <p>HRT: " Well done. We learned many things already." ALT: " Yes, that's really good. We can say directions and we can say place names, too." HRT: " Very good job everyone!"</p>

Let's Play 5 (p.42)

7min.

- Check words for things around us.
- Have students play the pointing game.

Materials:
• textbook

HRT: "OK everyone - first, let's check the new words."
ALT: "What's this?" (After practice...)
ALT: "Well done. Now what?"
HRT: "Now, let's play the pointing game!"
ALT: "Great!"

Let's Chant 3 (p.42)

8min.

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students do gestures while they are singing.

Materials:
• digital
textbook
• textbook

HRT: "Alright. Next, please turn to page 42 to Let's Chant 3."
ALT: "Please listen carefully first." (After listening)
HRT: "What words did you hear?"
ALT: "Do you want to listen again?" (After listening again)
HRT: "Okay, now let's chant and do gestures while chanting."
ALT: "Let's go."

Let's Play 6 (p.42)

12min.

- Have students play interview game.
- Have students decide their important things and ask where they are to each other.

Materials:
• textbook

HRT: "Good job. Now, please watch - (ALT) sensei. Where is your treasure?" (Show the textbook to the sts.)
ALT: "It's under the desk."
HRT: " (Pretend to find ti.) Is it an... airplane?"
ALT: "Yes! You are right! Very good."

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: Where is your treasure?

minutes Goal: Get familiar with asking and answering for directions.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting

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

Small Talk: Where is the library?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	ALT: " (HRT) sensei, where is the library?" HRT: " From here? Go straight, turn left at the first corner. Go straight for one block. You can see it on your right." ALT: " Thank you!"

BOL Activity: Where is the character?

6 min.	<ul style="list-style-type: none"> Have students check "places." Have students play "Where is the character?"
Materials:	HRT: " OK everyone. First, let's check places. What's this?" ALT: " Yes, the post office - well done. What's this?" HRT: " Well done, fire station." CONTINUE FOR A FEW MORE PLACES ALT: " Great, now let's play 'Where is the character?'" HRT: " OK" 1. Prepare some characters which are popular in the class. 2. Students close their eyes and the HRT/ALT hide the characters in the classroom. Have the students use " in", " on", " under", " by" to explain where the characters are. 3. Students open their eyes and guess where the characters are. ex, " Nemo is under the desk."

Look at the map. (p.44)

4 min.	<ul style="list-style-type: none"> Have students say the words they know of places on page 44 and discuss what they see. Tell the students what they are going to learn.
Materials: textbook	HRT: " Good job, now please open your textbook to page 44." ALT: " OK, what's this? Please tell us the name of the place." (After students answer it...) HRT: " Yes, the PARK." ALT: " What do you see in the park? How many people? What are they doing? Oh, look - what's that?" HRT: " Yes, can you see it?" HRT: " We learned many words - well done."

Let' s Chant 2 (p.41)

7min.

- Play the Chant and encourage the students to sing along.
- Have the students do gestures while they are singing.

Materials: • digital textbook • textbook

HRT:“ Alright. Next, please turn to page 41 and let' s chant together.”
ALT:“ First, please listen carefully.” (After listening)
HRT:“ Do you want to listen again?” (After listening again)
ALT:“ Okay, now let' s chant and do gestures while chanting.”
(When students hear turn right, they turn right while chanting.)

Let' s Chant 3 (p.42)

7min.

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students do gestures while they are singing.

Materials: • digital textbook • textbook

HRT:“ Alright. Next, please turn to page 42 to Let' s Chant 3.”
ALT:“ Please listen carefully first.” (After listening)
HRT:“ What words did you hear?”
ALT:“ Do you want to listen again?” (After listening again)
HRT:“ Okay, now let' s chant and do gestures while chanting.”
ALT:“ Let' s go.”

Let' s Play 7 (p.44)

13min.

- Have the students play the giving directions game.
- Show demonstration to the students.
- Have the students choose a treasure and then give directions in groups.

Materials: • textbook

HRT:“ OK, please watch our demonstration - (ALT) sensei. Where is your treasure?” (Show the textbook to students.)
ALT:“ Go straight. Turn right. Go straight. Turn left. Go straight. Turn left. Go straight. You can see it on your right. It' s under the tree.”
HRT:“ (Pretend to find.) Oh, I found it!”
ALT:“ Now, let' s play in groups.”

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: Where is your treasure?

minutes Goal: Read phrases about locations and giving directions.

Target Language: I want to go to (Places). Where is the ~? Go straight. Turn right [left]. It's on [in / under / by] ~.

Vocabulary: Colors, Animals, Directions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: Where is the soccer stadium?

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, where is the soccer stadium?” HRT:“ From school? Go straight, turn right at the second corner. Go straight for three blocks. You can see it on your left.” ALT:“ Thank you!”

BOL Activity: Pictionary

6 min.	•Have students check “places” . •Have students play Pictionary.
Materials:	HRT:“ OK everyone. First, let’ s check places. What’ s this?” ALT:“ Yes, the fire station - well done. What’ s this?” HRT:“ Well done, flower shop.” CONTINUE FOR A FEW MORE PLACES ALT:“ Great, now let’ s play ‘Pictionary’ !” HRT:“ OK” 1. Give one St a secret word (flashcard). The St has 10 seconds to draw the word on the card. 2. Sts guess the word. 3. If a St is correct, they come to the front and become the next drawer. Repeat until time is up.

Let’ s Chant 2 (p.41)

7 min.	•Play the Chant and encourage the students to sing along. •Have the students do gestures while they are singing.
Materials: • digital textbook • textbook	HRT:“ Alright. Next, please turn to page 41 and let’ s chant together.” ALT:“ First, please listen carefully.” (After listening) HRT:“ Do you want to listen again?” (After listening again) ALT:“ Okay, now let’ s chant and do gestures while chanting.” (When students hear turn right, they turn right while chanting.)

Let' s Chant 3 (p.42)

7min.

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students do gestures while they are singing.

Materials: •
digital
textbook
• textbook

HRT: " Alright. Next, please turn to page 42 to Let' s Chant 3."
ALT: " Please listen carefully first." (After listening)
HRT: " What words did you hear?"
ALT: " Do you want to listen again?" (After listening again)
HRT: " Okay, now let' s chant and do gestures while chanting."
ALT: " Let' s go."

Let' s Read and Write ① (p.45)

9min.

- Have the students read and think about how to use the phrases.
- Have the students write the command memo with the first memo.

Materials: •
textbook

HRT: " Well done everyone. Now, please look at page 45."
ALT: " OK, Let' s Read & Write."
HRT: " Yes, here let' s read the first memo together."
ALT: " What is " Go straight? Let' s do a gesture."
HRT: " Very good. Let' s do the next one."
ALT: " What is " Turn right? Let' s do a gesture."
(Continue for all phrases.)
HRT: " Next, let' s write the commands"

Let' s Read and Write ② (p.45)

8min.

- Have the students choose one treasure from the map on page 44 and complete the command memo.

Materials: •
textbook

HRT: " Good job. Next, please choose one treasure from the map."
ALT: " Then let' s think how to get there from the 'start.'"
HRT: " First let' s repeat, then let' s write."
ALT: " Yes, first repeat, then write."

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: Where is your treasure?

minutes Goal: Let' s declare the location of the treasure.

Target Language: I want to go to (Places). Where is the ~? Go straight.Turn right [left]. It' s on [in / under / by] ~ .

Vocabulary: Colors, Animals, Directions

Greeting, Small Talk: introduce colors, animals and directions.**6min.**

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

Materials:

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

HRT:“ (ALT) sensei, what 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?”

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

- Have students check colors.
- Have students play Missing Game.

Materials:

HRT:“ First, let' s check colors. What' s this?”

ALT:“ Let' s play 'Missing Game' !”

1. The HRT/ALT places all flashcards/objects in the Sts view.

2. Sts close their eyes and the HRT/ALT takes an object(s) from the board. Sts open their eyes and say what is missing.

Let' s Chant 2 (p.41)**4min.**

- Play the chant and encourage the students to sing along.
- Have students review phrases for giving directions.

Materials: • digital
textbook
• textbook

HRT:“ Next, turn to page 41 and let' s all chant.”

ALT:“ Please listen carefully and review the phrases.”

HRT:“ What words did you hear?”

(Check the words they heard.)

ALT:“ Let' s chant one more time.”

Let' s Chant 3 (p.42)**4min.**

- Play the chant and encourage the students to sing along.
- After playing the chant, ask the students questions about what they heard.
- Have students do gestures while they are singing.

Materials: • digital
textbook
• textbook

HRT:“ Alright. Next, please turn to page 42 to Let' s Chant 3.”

ALT:“ Please listen carefully first.” (After listening)

HRT:“ What words did you hear?”

ALT:“ Do you want to listen again?” (After listening again)

HRT:“ Okay, now let' s chant and do gestures while chanting.”

ALT:“ Let' s go.”

Let's Try ① (p.46)

4min.

•Have students decide their treasure and draw its picture in the box on page 46.

Materials: •
textbook

HRT:“ Now, please open your textbook to page 46.”
ALT:“ You can see a box. Decide your treasure and draw a picture of it in the box.”
HRT:“ OK, let's start.”

Let's Try ② (p.46)

15min.

•Have students give a presentation about their treasure.
•Give a demonstration to the students.

Materials: •
textbook

HRT:“ Good job. Now, let's do presentations about your treasures.”
ALT:“ That should be interesting!”
HRT:“ Yes, I want to see your presentations.”
ALT:“ OK, please watch us.”
(Give a demonstration.)

Let's Try ③ (p.46)

4min.

•Have students write a note in the chart about their classmate's presentation.

Materials: •
textbook

HRT:“ Well done. What did you hear in the presentations?”
ALT:“ Yes, what things did you hear?”
HRT:“ That's right, where is it? What is the treasure?”
(Check what the students heard.)

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: Where is your treasure?

minutes Goal: Transcribe words, listen for initial consonants on a grid.

Target Language: I want to go to (Places). Where is the ~? Go straight.Turn right [left]. It' s on [in / under / by] ~ .

Vocabulary: Colors, Animals, Directions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: What animal 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:“ (ALT) sensei, what animal do you like?” ALT:“ Oh, my favorite animal? Hm... I like kangeroos.” HRT:“ Who likes kangeroos? Raise your hand!” ALT:“ How about you? What animal do you like?” HRT:“ Me? I like elephants.” ALT:“ Okay, class... which do you like, kangeroos or elephants?”

BOL Activity: ABC Card sort

6min.	•Have students check the alphabet. •Have students play “ABC Card sort.”
Materials: • alphabet cards	HRT:“ Good job everyone. First, let’ s review the alphabet.” ALT:“ OK, repeat after me; A - A, B - B, C - C...” HRT:“ Well done, now let’ s play a game.” ALT:“ Yes, let’ s play ‘ABC Card Sort’ !” 1. Sts make groups and place cards face-down on desks. Sts shuffle the cards without looking. 2. When the ALT says“ go” , Sts turn over cards and race in groups to put them in order. ※ If a group finishes early, have them put the cards in reverse order.

Let’ s Sing (p.94)

3min.	•Review the song. •Have the students pay attention to the names and sound pronunciation.
Materials: • digital textbook • textbook	HRT:“ Alright, now let’ s sing a song.” ALT:“ Yes, let’ s sing the ‘ABC Song’ .” (After listening...) HRT:“ Do you remember this song?” ALT:“ Some letters have two ways to pronounce them. How do you pronounce“ B” ? (Check the letters with the students.) Option: Please use the words list from 115 to 119. example: bag, ball, banana etc.

Handwriting L5-1 (p.94)

10min.

- Read one letter of the alphabet aloud.
- Have the students pick up the card of that letter.
- Have the students write the word on the lines on the textbook.

Materials: •
textbook
• **Picture**
cards (letters
and sound)

HRT:“ Good job everyone. Next, turn to page 94, listen and answer the questions.”
ALT:“ Yes, you need to listen and answer the questions.”
HRT:“ (ALT) sensei will read, so please listen.”
ALT:“ Yes, I will read one letter of the alphabet. Please pick up the card of that letter.”
(After the questions...)
HRT:“ Well done, now let’ s write them in your textbook.”

Handwriting L5-2 (p.95)

9min.

- Have students prepare the picture cards and put their hands on their head.
- Read 4 words aloud, then say go and have the students line up the cards in the order they heard.
- Have the students write the words in their textbooks.

Materials: •
textbook
• **Picture**
cards (letters
and sound)

HRT:“ OK, next let’ s make groups.”
ALT:“ Yes, in your group please prepare one set of data picture cards.”
HRT:“ (ALT) sensei will read 4 words aloud. Let’ s listen to him/her.”
ALT:“ OK, please line up the cards in the order which you heard.”

Handwriting L5-3 (p.95)

9min.

- Read the words.
- Have the students write the first letter in their textbook.

Materials: •
textbook

HRT:“ Great job, everyone. OK, last question.”
ALT:“ I will read some words. Please listen carefully and guess what the first letter is.”

Reflection/Goodbye

2min.

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

Materials:
• **reflection**
sheet

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

© Evaluation:

45 Theme: My Hero

minutes Goal: Listen & learn about Mr. Brown and Jim' s heroes.

Target Language: He [She] is ~ . He [She] can ~ . Who is ~ ? be good at ~ .

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

Greeting, Small Talk: (Introduction to Lesson 6)**6min.**

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

Materials:

HRT/ALT: " Hello. What day is it today? What' s the date today? How' s the weather?"
 ALT: " Ms/Mr. (HRT), did you 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."

Let' s Listen I (p.48)**6min.**

- Play the audio.
- Have the students listen to Mr. Brown' s hero.

Materials: • digital textbook • textbook

HRT: " OK, next let' s open your textbook at page 48."
 ALT: " Alright, let' s listen to who is Mr. Brown' s hero."
 (After listening...)
 HRT: " What did you hear?"
 ALT: " Well done, very good."
 HRT: " Do you want to listen one more time?"

Let' s Chant (p.48)**5min.**

- Play the chant and encourage the students to chant along.
- After playing the chant, ask the students questions about what they heard.

Materials: • digital textbook • textbook

HRT: " Alright everyone, turn to page 48 and let' s chant."
 ALT: " OK, first time let' s listen." (After listening...)
 HRT: " What words did you hear?"
 ALT: " Great, now let' s chant together."
 HRT: " Very good! Let' s chant one more time with loud voices."

Let' s Play I (p.48)**10min.**

- Have the students play the he/she chain game. (Theme: numbers)
- Review numbers.

Materials: • textbook

HRT: " OK, now let' s play the he/she chain game."
 ALT: " It' s fun. Please watch us."

1. Make groups and make circles with chairs.
2. The first students say their attendance number.
ex, I' m No. 3.
3. Next student says the number of the first person and their number, as well. Keep adding numbers.
ex, She is No. 3. I' m No. 11. She is No. 3. He is No. 11. I' m No. 22...

Let' s Listen 2 (p.48)

5min.

- Play the audio.
- Have the students listen to who Jim' s hero.

Materials: • digital textbook • textbook

HRT:“ Great job. Now we will do Let' s Listen 2. Please open your textbook to page 48.”
ALT:“ OK. We will listen to who is Jim' s hero.”
(After listening...)
HRT:“ What did you hear?”
ALT:“ Well done, very good.”
HRT:“ Do you want to listen one more time?”

Let' s Watch and Think (p.49)

6min.

- Watch the video and check the students understanding.
- If needed, ALT repeats the audio slowly with gestures.

Materials: • digital textbook • textbook

HRT:“ Well done everyone. Now, let' s watch a video about Blind Soccer.”
ALT:“ Blind Soccer? Do you know Blind Soccer? Please tell me what you know.”
(After some questions...)
HRT:“ OK, now let' s watch a video!”
(After watching the video...)
ALT:“ What did you hear?”
HRT:“ Good job. Do you want to watch it again?”
(Play again, if necessary.)
ALT:“ What did you hear?”

Let' s Play 2 (p.49)

5min.

- Play the audio of “Let' s Listen 2”.
- Decide the keywords.
- Have the students touch the pictures of the keywords.

Materials: • digital textbook • textbook

HRT:“ Well done, so far. Let' s listen again.”
ALT:“ Yes, let' s listen and point at the keywords! What are the keywords?”
HRT:“ How about,“ Mr. Kawamura” ,“ Soccer” ,“ hero.”
(After listening...)

Option: Listen to the audio and make gestures.

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 Hero

minutes

Goal: Listen and understand the story of Kazuya' s hero.

Target Language: He [She] is ~ .He [She] can ~ .Who is ~ ?

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

Greeting, Small Talk: (Introduction to Lesson 6)**6min.**

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

Materials:

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

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

*HRT shows a picture of Lionel Messi, for example.

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

HRT:“ You don' t know him?! This is Messi. He is an AMAZING soccer player!”

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

HRT:“ YES! OF COURSE!”

Let' s Listen 2 (p.48)**3min.**

- Play the audio.
- Have the students review Jim' s hero.

Materials: • digital textbook • textbook

HRT:“ Alright. Next, please open your textbooks to page 48.”

ALT:“ OK, let' s review Jim' s hero.”

HRT:“ Are you ready? Let' s go.”

ALT:“ What did you hear?”

Check what the students heard.

Let' s Chant (p.48)**3min.**

- Play the chant and encourage the students to sing along.

Materials: • digital textbook • textbook

HRT:“ Good job. Next, let' s chant.”

ALT:“ Yes, First listen carefully and we will review the words and phrases.”

HRT:“ OK, here we go.”

Let' s Play 3 (p.50)**5min.**

- Have the students play the he/she chain game. (Theme: feeling)
- Review feelings phrases.

Materials: • textbook

HRT:“ Great. Now, let' s play the he/she chain game.”

ALT:“ It' s fun. Please watch us.”

1. Make groups and make circles with chairs.

2. The first students say their feelings.

ex, I' m sad.

3. Next student says the feeling of first person and their feeling. Keep adding feelings.

ex, She is sad. I' m happy. She is sad. He is happy. I' m hungry...

Let's Listen 3 (p.50)

5min.

- Play the audio.
- Have the students listen to the conversation about Kazuya's hero.

Materials:
• digital
textbook
• textbook

HRT: "Well done everyone. Next, let's listen to a conversation."
(After listening...)
ALT: "OK. What did you hear?"
Check what they heard and play one more time, if needed.

Let's Watch and Think 2 (p.51)

5min.

- Watch the video and check their understanding.
- If needed, ALT repeats the audio slowly with gestures.

Materials:
• digital
textbook
• textbook

HRT: "Well done everyone. Now let's watch a video."
ALT: "OK, we will do Let's Watch and Think 2."
HRT: "Let's watch and think - are you ready?"
ALT: "What did you see?"
Ask the students.
HRT: "Do you want to watch it one more time?"
ALT: "Alright, one more time."

Let's Play 4 & 5 (p.51)

16min.

- Have the students play the touching game, and listening to "Let's Listen 3."
- Have the students introduce their classmates and what they can do.
- Give a demonstration to students.

Materials:
• digital
textbook
• textbook

HRT: "Well done, now let's play touching game!"
ALT: "Sounds good. OK, the keywords are 'yo-yo' and 'hero.' (After listening...)
HRT: "Good job! Next, let's introduce your classmates."
ALT: "We will give a demonstration, so please watch us. (HRT) sensei. Can you swim?"
HRT: "No, I can't." ALT: "I see. Can you play baseball?"
HRT: "Yes, I can." ALT: "I see. OK, let's go! (To one student) Hello, ~ san. this is my friend (HRT name). He/She can play baseball! How about your friend?"
HRT: "So, let's make groups, ask what your friends can/can't do, then introduce each other. Do you understand? Let's start."

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 Hero

minutes Goal: Listen & understand the story about Hannah' s hero.

Target Language: He [She] is ~ .He [She] can ~ .Who is ~ ?

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

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

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

Materials:

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

HRT:“ (ALT) sensei, what do you want to be?” ALT:“ I want to be a baseball player! 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 Chant (p.48)**5min.**

- Play the chant and encourage the students to sing along.

Materials: • digital textbook • textbook

HRT:“ Good job. Next, let' s chant.”

ALT:“ Yes, let' s first listen carefully and we will review the words and phrases.”

HRT:“ OK, here we go.”

ALT:“ So, what did you hear?”

HRT:“ Very good. Now let' s sing the chant.”

ALT:“ OK, in a loud voice - let' s go.”

Review**5min.**

- Play some audio files and videos to review what the students have learned so far.

Materials: • digital textbook • textbook

HRT:“ Alright, next let' s review what we have learned.”

ALT:“ Sounds good. What did you learn? Let' s listen to some audio again”

HRT:“ First, let' s listen to Mr. Brown. Who is his hero? Do you remember?” (After listening...)

ALT:“ Who is his hero? Why?” (After checking“ Let' s Listen 2 & 3” and reviewing.)

HRT:“ We have learned many things.”

ALT:“ Well done everyone.”

Let' s Play 6 (p.52)**5min.**

- Have the students play the he/she chain game. (Theme: sports)
- Review sports names.

Materials: • textbook

HRT:“ Well done everyone. Now, let' s play the he/she chain game.”

ALT:“ I like this game! Please watch us.”

1. Make groups and make circles with chairs.

2. The first students say a sport.

ex, I can play baseball.

3. Next student says the sport of the first person and their sport. Keep adding sports.

ex, She can play baseball. I can play soccer./ She can play baseball. He can play soccer. I can play volleyball.

Let' s Listen 4 (p.52)

5min.

- Play the audio.
- Have thd students listen to the conversation about Hanna' s hero.

Materials: • digital textbook • textbook

HRT:“ Well done everyone. Next, let' s listen to a conversation.”
(After listening...)
ALT:“ OK. What did you hear?”
HRT:“ Very good listening!”
(Check what they heard and play one more time, if needed.)

Let' s Play 7 (p.53)

5min.

- Play the audio of “Let' s Listen 4”.
- Decide the keywords.
- Have the students touch the pictures of the keywords.

Materials: • digital textbook • textbook

HRT:“ OK, let' s listen again.”
ALT:“ Let' s listen and touch the keywords! What are the keywords?”
HRT:“ How about,“ junior high school” ,“ she can dance?”
ALT:“ Nice! Let' s play the touching game!”

Option: Listening to the audio, do gestures.

Let' s Listen 2, 3, 4 (p.48, 50, 52)

12min.

- Review “Let' s Listen 2, 3 & 4.”
- Have the students check who is each person' s hero.
- Have the students think about who they want to introduce.

Materials: • digital textbook • textbook

HRT:“ Good job. So, again let' s do a review.”
ALT:“ Alright. Who is Mr. Brown' s hero? Who is Jim' s hero?... Let' s check them again! Listen carefully.”
(After listening...)
HRT:“ Let' s check who their hero is and why.” (After checking...)
ALT:“ Now, let' s brainstorm about who is your hero.”

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 Hero

minutes Goal: Create a speech draft about your hero using the given examples.

Target Language: He [She] is ~ .He [She] can ~ .Who is ~ ?

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: Do you know a hero from here?

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:“ 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: Charades

6 min.	•Have the students check actions. •Have the 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 Listen 5 (p.54)

6 min.	•Play the audio. •Have the students listen to the conversation about Miki’ s hero. •Put a circle in the brackets.
Materials: • digital textbook • textbook	HRT:“ Well done everyone. Next, let’ s listen to a conversation.” (After listening...) ALT:“ OK. What did you hear? Who is her hero? How old is he/she? What can her hero do? What can’ t her hero do?” HRT:“ Let’ s listen again and put circles in the brackets.”

Let's Read and Write (p.54)

25min.

- Have the students read the example memo about Miki's hero on page 54, write notes and make a poster.
- Have the students rehearse in pairs or in groups.

Materials:
· digital
· textbook
· textbook

HRT: " Good job everyone. Next, please look at the memo on page 54."
ALT: " Yes, let's check the points to write and then do a presentation."
(After some questions...)
HRT: " OK, now let's write notes and make a poster for your version. Who is your hero?"

Presentation and poster points:

- People's names starts with a capital letter.
- Eye contact and a clear voice.

min.

Materials:

min.

Materials:

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 Hero

minutes Goal: Let' s present about your hero.

Target Language: He [She] is ~ .He [She] can ~ .Who is ~ ?

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

Greeting

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

BOL Activity: Simon Says

6 min.	<ul style="list-style-type: none"> Have the students check actions. Have the students play "Simon Says."
Materials:	<p>HRT: " First, let' s check actions. What' s this?" ALT: " Let' s play 'Simon Says' !"</p> <p>1. If an instruction has " Simon Says" the Sts do the action. Otherwise, Sts should not do the action. For example, if the HRT/ALT says " Simon says, cook your dinner" , Sts should do gesture of cooking. If the HRT/ALT says, " cook your dinner," Sts who do the action are 'out' . They sit down but can still practice. 2. To begin, allow Sts a practice round. The last St (or 3 Sts) standing are the winners. ※ A St can take over the role of Simon, depending on the level of the class. Commands can also be simplified or sped up to meet the level of the class."</p>

Let' s Try (p.55)

31 min.	<ul style="list-style-type: none"> Have the students give a presentation about their hero. Check points for a presentation.
Materials: • textbook • poster	<p>HRT: " OK. Today, we will give presentations." ALT: " Fantastic. I' m looking forward to hearing your presentations!" HRT: " First, let' s check your presentations and practice." (After some minutes...) ALT: " Alright, now let' s check the points for a great presentation. What is important?" (After some questions...) HRT: " Let' s start our presentation."</p> <p>Points: Eye contact, smile, gestures, confidence, speak slowly, prepare pictures/props, etc Options: Make groups and students do presentations in groups.</p>

min.

Materials:

min.

Materials:

min.

Materials:

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 Hero

minutes Goal: Learn capital, small letters & rules of capital letters.

Target Language: He [She] is ~ .He [She] can ~ .Who is ~ ?

Vocabulary: Alphabet (Uppercase letters, Lowercase letters)

Greeting

1 min.	·Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: Who is your hero?

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, 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...”

BOL Activity: ABC Word sort

6 min.	·Have the students check alphabet. ·Have the students play “ABC Word sort.”
Materials: · Data picture card (letters and sound)	HRT:“ First, let’ s review alphabet.” ALT:“ Let’ s play ‘ABC Word Sort’ !” 1. Give each St one ABC word card and tell them not to look at the card. 2. When the ALT says“ go” , Sts look at their cards and race to get them into alphabetical order. ※ Check their order and confirm with the class.

Let’ s Sing (p.96)

3 min.	·Review the song. ·Have the students pay attention to name and sound pronunciations.
Materials: · digital textbook · textbook	HRT:“ Well done everyone. Now, let’ s sing a song.” ALT:“ Yes, let’ s sing the ‘ABCD Song’ .” (After listening...) HRT:“ Good job. Do you remember this song?” ALT:“ Yes, some letters have two ways to pronounce them. How do you pronounce“ C” ? (Check the letters with the students.) Option: Please use the words list from 115 to 119. example: cake, card, cat etc.

Handwriting L6-1 (p.96)

9min.

- Review lowercase and uppercase letters.
- Have the students connect the dots corresponding to lowercase and uppercase letters with a line.

Materials: •
textbook

HRT:“ Good job. Now, please open your textbooks to page 96.”
ALT:“ Yes, let’ s connect the dots with the letters.”

1. Similar shapes between small and capital letters
2. Slightly different shapes
3. Letters with vertical lines and circles (make sure the circle is on the correct side – ex. b & d)
4. Very different shapes

Handwriting L6-2 (p.97)

9min.

- Have the students think about words which start with a capital letter.
ex, Sunday, London

Materials: •
textbook

HRT:“ Alright. Next, please look at question 2.”
ALT:“ OK. We have many words which start with a capital letter.”
HRT:“ Yes, let’ s check and write the words on the lines.”
ALT:“ Well done. Do you know any similar words?”

Examples: Name, Disneyland, U.S.A. etc.

Handwriting L6-3 (p.97)

10min.

- Have the students think about days, months, and name-words which start with a capital letter.

Materials: •
textbook

HRT:“ Well done. Now, please look at question 3.”
ALT:“ OK. Again, let’ s check the words which start with a capital letter. Everyone knows the similar words. For example, days.”
HRT:“ Yes, how do you spell“ 月曜日 ?”
ALT:“ And how about months?” (After some questions...)
HRT:“ Well done. Now, let’ s write some words. You can choose the words.”
ALT:“ OK, but It should start with a capital letter.”

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: Happy New Year

minutes Goal: Observe global New Year customs, and compare to Japan.

Target Language: Happy New Year. January 1st. I'm ~. I can ~.

Vocabulary: Chinese Zodiac, Country name, Alphabet (Uppercase letters, Lowercase letters), Animals, Actions

Greeting

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

Small Talk: When is (New Year's Day)?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	<p>HRT: "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)?"</p>

BOL Activity: Flashcard Review

6 min.	<ul style="list-style-type: none"> Have students check Chinese zodiac. (rat, tiger, rabbit, ox, dragon, horse, snake, monkey, rooster, sheep, boar) Have students play "Flashcard Review."
Materials:	<p>HRT: "First, let's check Chinese Zodiac." ALT: "Let's play 'Flashcard Review'!"</p> <ol style="list-style-type: none"> The HRT/ALT places the flashcards on the board and writes a number next to each card. The HRT/ALT says a word or the number next to the flashcard, and Sts say the corresponding word/number.

Let's Watch and Think I (p.56)

12 min.	<ul style="list-style-type: none"> Watch a video and check their understanding. If needed, ALT repeats the audio slowly with gestures.
Materials:	<p>HRT: "Alright. Next, let's watch a video about New Year's Day around the world." ALT: "Wow, what country is this?" (After some questions...) HRT: "Now, let's watch the video!" (After watching a video...) ALT: "Well done. What did you hear? What did you see? What are the differences?"</p>

Let's Play (pp.56-57)

13min.	·Have the students play pointing game.
Materials: • textbook	HRT:“ OK everyone. Do you know 十二支 (Juunishi)? What's this?” (After students answer some of them...) ALT:“ Did you know that 'Juunishi' is called the 'Chinese zodiac.’” HRT:“ So, let's check the Chinese zodiac.” (After checking the Chinese zodiac in English...) ALT:“ Good job. Now, let's play pointing game.” HRT:“ Are you ready? Please repeat and point. Let's go.”

Let's Play (pp.56-57)

6min.	·Have the students connect the dots with a line.
Materials: • textbook	HRT:“ Well done. Now, let's connect kanji with English.” ALT:“ OK. What is“ rabbit” in Japanese? It's a difficult question.” HRT:“ Rabbit” is this.” (HRT writes the kanji.) ALT:“ Oh, I see. Now, I can connect the dots with a line.” HRT:“ Next, it's your turn. What is“ rat” ?”

min.	
Materials:	

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: Happy New Year

minutes Goal: Listen & understand the Chinese zodiac story.

Target Language: Happy New Year.

Vocabulary: Chinese Zodiac, Country name, Capital and Small letters, Animals, Actions

Greeting

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

Small Talk: What do you do on New Year's Day?

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: "I go to a shrine on New Year's Day. What do you do on New Year's Day in your country, (ALT) sensei?" ALT: "My country? Nothing special... I usually go to a restaurant with friends." HRT: "Really? In Japan, many restaurants are closed on New Year's Day."

BOL Activity: Where is the Character?

6 min.	<ul style="list-style-type: none"> Have students check country names. Have students play "Where is the Character?"
Materials:	HRT: "First, let's check country names." ALT: "Let's play 'Where is the Character?'!" 1. All cards are on the board. Sts close their eyes, and the ALT hides a picture of a character/object behind one of the cards. 2. Sts open their eyes and guess where the object is using the target language. ※ This can be done in groups/with multiple object/characters.

Let's Chant (p.57)

8 min.	<ul style="list-style-type: none"> Play the chant and encourage the students to sing along. After playing the chant, ask the students questions about what they heard. Have the students point while they are singing.
Materials: • digital textbook • textbook	HRT: "Well done everyone. Next, please turn to page 57 and let's chant." ALT: "OK, first please listen carefully." (After listening) HRT: "What did you hear?" ALT: "Good job. Do you want to listen again?" (After listening again) HRT: "Okay, now let's chant and point to the buildings on page 57." ALT: "Yes, chant and point. Let's go!"

Let's Listen (p.57)

15min.	<ul style="list-style-type: none">• Play the audio.• Have the students listen to the story of the Chinese zodiac.• Have the students listen to the story again and put the pictures in the right order.
Materials: <ul style="list-style-type: none">• digital• textbook• textbook	HRT: "OK. Who knows the story of the Chinese zodiac?" ALT: "I don't know. How many animals are there in this story?" HRT: "Well, let's listen to the story and see!" (After listening...) ALT: "OK. What did you hear? How many animals are there? What animals are in the story? Which is the first one?" HRT: "Well done. Now, let's listen and check the story again."

Let's Listen (p.57)

8min.	<ul style="list-style-type: none">• Have the students listen to the story again and say what they heard.
Materials:	HRT: "Good job. Now we know the order, let's listen to the story again." ALT: "OK. What did you notice? Why is the rat the first one? They are too short to be the winner." (Ask some questions...) Interaction examples: Why are the monkey, chicken and dog in the same row from 9th to 11th?

min.	
Materials:	

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: Happy New Year

minutes Goal: Learn about global New Year cultures, cards, and Nengajo.

Target Language: Happy New Year.

Vocabulary: Chinese Zodiac, Country name, Capital and Small letters, Animals, Actions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: What is your Chinese Zodiac sign?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	ALT:“ Ms/Mr. (HRT), what is your Chinese Zodiac sign?” HRT:“ Oh, I’ m a Dragon. How about you?” ALT:“ Me? I’ m a Taurus.” HRT:“ No, I mean the Chinese Zodiac. What animal are you?” ALT:“ Oh, the Chinese Zodiac - I’ m a Dog.” HRT: To the students“ What Chinese Zodiac sign are you?”

BOL Activity: ABC Word Sort

6 min.	•Have students check Chinese zodiac. (rat, tiger, rabbit, ox, dragon, horse, snake, monkey, rooster, sheep, boar) •Have students play “ABC word sort.”
Materials:	HRT:“ First, let’ s review Chinese Zodiac.” ALT:“ Let’ s play ‘ABC Word Sort’ !” 1. Give each St one Chinese Zodiac card and tell them not to look at the card. 2. When the ALT says“ go” , Sts look at their cards and race to get them into Chinese Zodiac order. ※ Check their order and confirm with the class. ※ If some groups finish faster, let them make the opposite order.

Let’ s Chant (p.57)

5 min.	•Play the chant and encourage the students to sing along. •Have the students do gestures while they are singing.
Materials: • digital textbook • textbook	HRT:“ Alright. Next, please turn to page 57 and let’ s do the chant again.” ALT:“ OK, first let’ s review things. What animals can we see?” (After some questions...) HRT:“ Please listen carefully and then we will review.” ALT:“ Next, let’ s do gestures while you are sining.”

Let's Watch and Think 2 (p.58)

12min.

- Watch the video and check their understanding.
- If needed, the ALT repeats the audio slowly with gestures.

Materials:
• digital
textbook
• textbook

HRT: "Let's watch a video about food on New Year's Day around the world."
ALT: "Sounds good. What country is this? Have you ever eaten a pretzel?"
(After some questions...)
HRT: "OK, now let's watch the video!"
(After watching the video...)
ALT: "Great. What did you hear? What do people eat in Korea on New Year's Day?"

Let's Read and Think (p.58)

9min.

- Show New Year's cards to the students.
- Have the students connect the cards with the country flags.
- Have the students greet with "Happy New Year!"

Materials:
textbook

HRT: "(ALT) sensei, can you read this?"
ALT: "No, I can't. I don't know this letter. I do know this one!" (point to the card in English.)
HRT: "Which dots can we connect with the English cards?" (to students)
ALT: "Do people in Brazil use English? How about China? Yes, in the U.S.A. people use English." (Connect the dots with a line.)
HRT: "OK, let's think and connect the cards with the flags."

Think about New Year's Greeting Card

5min.

- Have the students think about their original New Year card.
- Discuss what information is needed.

Materials:
textbook

HRT: "Great job everyone. Next you are going to make your original cards."
ALT: "That's right. Have you ever written a New Year's card? What is needed for this card?"
HRT: "Well, we need a greeting! What do you need?" (to the students)
ALT: "Yes, we need names, 'from' and 'to'!"
HRT: "Do you need anything else? Now, let's think about a New Year's card."
ALT: "Yes, we let's brainstorm in groups."

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: Happy New Year

minutes Goal: Make a New Year' s card.

Target Language: Happy New Year.

Vocabulary: Chinese Zodiac, Country name, Capital and Small letters, Animals, Actions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: Zodiac signs

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: (ALT) sensei. Do you know how many Chinese Zodiac signs there are?” ALT:“ 6?” HRT:“ Nice try. No, we have 12!” ALT:“ That is a lot! Why so many?” HRT:“ That’ s a good question. Class, why so many?” Get answers from the students

BOL Activity: Karuta

6 min.	•Have students check country names. •Have students play “Karuta”
Materials:	HRT:“ First, let’ s check country names.” ALT:“ Let’ s play ‘Karuta’ !” 1. Divide Sts into small groups. Sts spread cards face-up across desks, central to all group members. 2. Sts place their hands on their heads. When the HRT/ALT calls a vocabulary word Sts race to touch the matching card. ※ Challenge Sts with a rule that touching the wrong card loses a turn and Sts have to sit out the next round.

Let’ s Chant (p.57)

8 min.	•Review the chant.
Materials: • digital textbook • textbook	HRT:“ Good job. Next, let’ s chant.” ALT:“ Yes, let’ s first listen carefully and then we will review the words and phrases.” HRT:“ OK, here we go.” ALT:“ So, what did you hear?” HRT:“ Very good. Now let’ s sing the chant.” ALT:“ OK, in a loud voice - let’ s go.”

Let's Listen (p.57)

18min.

- Play the audio.
- Have the students listen to the story again and review it.

Materials:
• textbook

HRT: "Everyone, do you remember the story?"
ALT: "Who is the third one? How about the seventh?" (After some questions...)
HRT: "Alright. Let's listen to the story again and then review it." (After listening...)
ALT: "How did the bear get the 12th year?"
(Ask some questions.)

Let's Try (p.59)

5min.

- Have the students write their New Year's cards.
- Teach the students where "From (name)" should be written.
- Have the students think about what they are going to write.

Materials:
• textbook

HRT: "Well done everyone. Now, let's check how to make New Year's cards."
ALT: "What do you want to tell your friends on New Year's Day? Where do you write your name?"
HRT: "Now, let's make your own card."
ALT: "If you have time, please draw a picture in the box."
HRT: "The cards look great!"

Show New Year's cards to classmates

min.

- Show New Year's cards to their classmates.
- Have the students tell their names and explain about the pictures.

Materials:
• textbook

HRT: "OK. Are you ready? Did you make your New Year's cards?"
ALT: "Yes! Let's show our New Year's cards to each other. Please watch us first."
HRT: "Hi, Happy New Year. I'm ~. This is my card. This picture is ..." (Showing New Year's card...)
ALT: "Nice card! Happy New Year. I'm ~. This is my card. This picture is ..." (Showing a new year card.)
HRT: "Thank you! Bye."
ALT: "Bye. Do you understand? Now, it's your turn. Let's start."

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: Happy New Year

minutes Goal: Recognize and write capital and small letters correctly.

Target Language: Happy New Year.

Vocabulary: Chinese Zodiac, Country name, Capital and Small letters, Animals, Actions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: New Year’ s Day cards

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT:“ (ALT) sensei, do you know about Japanese New Year’ s Day cards?” ALT:“ We have Birthday cards, Christmas cards, Mother’ s Day and Father’ s Day cards. New Year’ s Day cards? No, what are they?” HRT:“ It is an old Japanese tradition.” ALT:“ Tradition?” HRT:“ Yes, to send cards to all the people to say Thank You for their help and kindness during the year.” ALT:“ That’ s a nice tradition.” HRT:“ Thank you.”

BOL Activity: ABC Word Card sort

6 min.	•Have students check alphabet. •Have students play “ABC Word Card sort.”
Materials: • Data picture card (letters and sound)	HRT:“ First, let’ s review alphabet.” ALT:“ Let’ s play ‘ABC Word Card Sort’ !” 1. Give each St one ABC word card and tell them not to look at the card. 2. When the ALT says“ go” , Sts look at their cards and race to get them into alphabetical order. ※ Check their order and confirm with the class.

Let’ s Sing (p.98)

7 min.	•Listen to the song. •Have the students pay attention to the name and sound pronunciations.
Materials: • digital textbook • textbook	HRT:“ Now, let’ s sing a song.” ALT:“ Sounds good. First, let’ s sing the ‘ABCD Rap’ .” (After listening...) HRT:“ What’ s this? (Show ‘D’)” ALT:“ Yes, it’ s /di:/. However, was it /di:/ in the song?” HRT:“ No, it was /d/ in the song.” ALT:“ Do you know some words with the /d/ sound?” Option: Please use the words list from 115 to 119. example: dog, friend, desk, doctor

Handwriting L7-1 (p.98)

12min.	•Have the students write the small letters corresponding to the captal letters.
Materials: • textbook	HRT:“ Next, please open your textbook to page 98.” ALT:“ We can see the alphabet. What’ s this? (While showing some letters...)” (After some questions...) HRT:“ Please write the small letters on the lines three times.” Option: Alphabet Exercise: Use the four lines and the alphabet and move your body. Stand when the letter is in the middle two lines. Raise your hand when the letter touches the top line. Crouch down when the letter dips below the bottom line. Gesture game: The teacher expresses the shape of a letter with their body, and the students guess it. (Think YMCA dance.)

Handwriting L7-2 (p.99)

12min.	•Have the students write captal letters corresponding to the small letters.
Materials: • textbook	HRT:“ OK everyone. Please open your textbook to page 99.” ALT:“ We can see alphabet. What’ s this? (While showing some letters...)” (After some questions...) HRT:“ Please write capital letters on the lines three times.” Option: Alphabet Exercise: Use the four lines and the alphabet to move your body. Stand when the letter is in the middle two lines. Raise your hand when the letter touches the top line. Crouch down when the letter dips below the bottom line. Gesture game: The teacher expresses the shape of a letter with their body, and the students guess it. (Think YMCA dance.)

min.	
Materials:	

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: Happy New Year

minutes Goal: Recognize and write capital and small letters correctly.

Target Language: Happy New Year.

Vocabulary: Chinese Zodiac, Country name, Capital and Small letters, Animals, Actions

Greeting

1 min.	•Prepare students for the lesson by creating an English environment.
Materials:	HRT/ALT:“ Hello. What day is it today? What’ s the date today? How’ s the weather?” (Elicit responses from students.)

Small Talk: New Year’ s Day food

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 special food do you have at New Year?” ALT:“ At New Year? Nothing special. What do you have in Japan?” HRT:“ We have ‘Osechi ryori’ – special food to celebrate the New Year.” ALT:“ Hmm, why is it special?” HRT:“ Look at the photos. Specially made and each item has a special meaning for your health and/or wealth, etc.” ALT:“ Wow! That is special! Osechi ryori!”

BOL Activity: ABC Word Card sort

6 min.	•Have students check alphabet. •Have students play “ABC Word Card sort.”
Materials: • Data picture card (letters and sound)	HRT:“ First, let’ s review alphabet.” ALT:“ Let’ s play ‘ABC Word Card Sort’ !” 1. Give each St one ABC word card and tell them not to look at the card. 2. When the ALT says“ go” , Sts look at their cards and race to get them into alphabetical order. ※ Check their order and confirm with the class.

Let’ s Sing (p.98)

3 min.	•Review the song. •Have the students pay attention to the name and sound pronunciations.
Materials: • digital textbook • textbook	HRT:“ Well done. Now, let’ s review the song.” (After listening...) ALT:“ OK. Let’ s check the next letter. What’ s this?” (Show“ E”) HRT:“ How do you pronounce“ E” ? ALT:“ Yes, it’ s /i:/. However, was it /i:/ in the song?” HRT:“ No, it was /e/ in the song.” ALT:“ That’ s right. Do you know some other words with the /e/ sound?” Option: Please use the words list from 115 to 119. example: egg, eight, eighteen

Handwriting L7-3 (p.100)

10min.

•Have the students write small and capital letters, caring about their shapes – such as “b” and “d”.

Materials: •
textbook

HRT:“ Please open your textbook to page 100.”
ALT:“ OK, you can see the alphabet. What’ s this?” (After some questions...)
HRT:“ That’ s right. These letters are a little difficult.”
ALT:“ I know. Do you remember which is“ b” ? (Write“ b” and“ d” on the blackboard.) How about“ p” or“ q” ?”
HRT:“ Wow, they look similar. Let’ s practice, so we know which is which!”

Handwriting L7-4 (p.100)

9min.

•Have the students listen and write small letters.
•Play the audio. (or ALT reads alphabet.)

Materials: •
digital
textbook
• **textbook**

HRT:“ Well done. Now, listen carefully and write the small letter on the lines.”
(Play the audio for one letter.)
ALT:“ OK, what did you hear?”
HRT:“ Let’ s say the sound.” (Say /p/ all together.)
ALT:“ Which letter has that sound?”
HRT:“ Yes, it’ s“ P” .”
ALT:“ Now, please write a small“ p” on the lines.
(Play the audio again and check the answers.)

Handwriting L7-5 (p.101)

9min.

•Have the students listen and write small letters.
•Play the audio. (or ALT reads alphabet.)

Materials: •
digital
textbook
• **textbook**

HRT:“ Great job everyone. Next, let’ s listen to the audio.”
ALT:“ OK, listen carefully and write 3 letters on the lines.” (Play the audio for 3 letters.)
ALT:“ What did you hear?”
HRT:“ Let’ s say the sounds.” (Say /m/, /a/, and /t/ all together.)
ALT:“ Which letters have these sounds?”
HRT:“ Yes, it’ s“ M” What’ s next? It’ s“ A” . What’ s last? It’ s“ T” .”
ALT:“ Now, please write down a small“ m” ,“ a” and“ t” on the lines. (Play the audio again and 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:

Believe in your Possibility!