

BORDERLINK

Lesson Plans

Junior Sunshine 6

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: We are friends.

minutes Goal: Introduce ourselves to many friends

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

Vocabulary:

Greeting**1 min.**

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

Materials:

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

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

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

Materials:

HRT: "(ALT) sensei, what sport do you like?"
ALT: "Oh, my favorite sport? Umm... I like ice hockey."
HRT: "Really? It's not popular in Japan."
ALT: "How about you, (HRT) sensei? What sport do you like?"
HRT: "I like soccer."

Why do we study English?**3 min.**

- Have students think about why we study English.

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."
HRT: "What can you do with English?"
(Show some examples.)
ALT: "What jobs use English?"

Let's Listen (p.4)**8 min.**

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

Materials: • digital textbook

HRT: "Good job. Next, open your textbook to page 4. 'Let's Listen'. Who is talking?"
(Play the audio.)
ALT: "Did you catch that? What words did you hear? What are they talking about? Please share your opinions in your group."
HRT: "Do you want to hear it one more time?"
ALT: "Yes? Okay, let's listen one more time."

Let's Play 1 (p.4)

11 min.

- Have students learn how to introduce themselves.
- Have students make pairs and introduce themselves to as many classmates as possible in 5 minutes.

Materials: •
digital
textbook

HRT: "(ALT) sensei, do you know my name?"
ALT: "Of course, I know. (HRT) sensei."
HRT: "Yes, my name is ~ . I'm ~ ."
ALT: "Do you like ~ ?"
HRT: "Yes, I do. I like ~ . I like ~ , too."
ALT: "Let's play an interview game. Please introduce yourself to as many classmates as possible for 5 minutes."

Let's Play 2 (p.4)

5min.

- Have students play Addition R/S/P.

Materials: •
textbook

HRT: "Okay. Next challenge! What is one plus one?" (Count on your hands.)
ALT: "One plus one? It's two. How about 3 plus 5?" (Ask students, counting on your hands.)
HRT: "Good try, but no. It's 8!"
ALT: "Now let's play Addition R/S/P. Please watch us."

Addition R/S/P game:
Pairs of students play R/S/P. Instead of rock, scissors or paper, students show 1, 2, 3, 4 or 5 fingers.
The pair add how many fingers there are between the two of them. The student who says the sum of the pair's fingers the fastest is the winner.

Let's Play 3 (p.4)

10min.

- Have students find some things they have in common with each other.

Materials: •
textbook

HRT: "Well done. Now let's find common things in your group."
ALT: "Please watch us! (HRT) sensei, do you like swimming?"
HRT: "No, I don't. Do you like basketball?"
ALT: "Yes, I do."
HRT: "I like basketball, too. We like basketball!"

Interaction example:

A: "Do you like tennis?" B: "Yes, I do./No, I don't."
A: "Can you play ~ ?" B: "Yes, I can./No, I can't."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: We are friends.

minutes Goal: Share your thoughts by finding common things

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

Vocabulary:

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 I do?

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: "Hello, everyone! Let's have a quiz! What can I do? I'll give you three choices. Two are true, one is a lie. Guess which one!" HRT: "Okay. Two are true, one is a lie." ALT: "One, I can ~ . Two, I can ~ . Three, I can ~ . Which one is a lie?" HRT: "You can ~ . You can ~ . You can ~ ... That's difficult! You can't ..." ALT: "That's right. Well done. Now it's your turn." HRT: "Okay. One, I can ~ . Two, I can ~ . Three, I can ~ ." ALT: "That's hard. Class, please help. One, two or three?" (Encourage students to guess.) HRT: "Yes, that's right! Good job!" ALT: "Now it's your turn. Make groups, think of your 3 choices, and let's quiz in your group. Go!"

BOL Activity: Circle Clap

6 min.	<ul style="list-style-type: none"> Have students check the Sports vocabulary words. Have students play Circle Clap.
Materials:	HRT: "First, let's check sports. What's this?" (After practicing...) 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* "tennis!" when practicing sports.) 2. The next St continues the rhythm, using a new word, and so on. If a St repeats the same word as the previous St, they are 'out' until the next St makes a mistake and can return into the game. ※ Flashcards can be placed on the blackboard. ※ For higher levels use more vocabulary words, increased speed, etc.

Let's Play 4 (p.5)

5 min.	<ul style="list-style-type: none"> Show a demonstration and have students understand the rules. Have students play Addition R/S/P while trying to add up to 7.
Materials: • digital textbook	HRT: "Okay, let's play Addition Rock/Scissors/Paper." ALT: "But we have a rule. You have to make 7." HRT: "Yes, 7. Not 6 or 5 or 8, but 7! Please watch us." Addition R/S/P game: Pairs of students play R/S/P. Instead of rock, scissors or paper, students show 1, 2, 3, 4 or 5 fingers. The pair add how many fingers there are between the two of them. In this lesson, the goal is 7.

Let's Play 3 (p.4)

10min.

- Have students review the last lesson.
- Have students find some things they have in common with members of their groups.

Materials: •
textbook

HRT: "Well done. Next let's find common things in your group."
ALT: "Please watch us! (HRT) sensei, do you like swimming?"
HRT: "No, I don't. Do you like basketball?"
ALT: "Yes, I do."
HRT: "I like basketball, too. We like basketball!"
ALT: "Good. We found something in common."
HRT: "Today, let's make different groups. Let's find something in common. Go!"
Interaction example:
A: "Do you like tennis?" B: "Yes, I do./No, I don't." A: "Can you ~?" B: "Yes, I can./No, I can't."

Let's Try (p.5)

16min.

- Have students find some things they have in common with each other.
- Play Fruits Basket.

Materials: •
chairs

HRT: "Well done. Next, let's make a circle with your chairs."
ALT: "We'll find things we have in common with our classmates."
HRT: "(ALT) sensei, give us a demonstration."

Fruits Basket: Students make a circle with their chairs. The student who is "it" asks a question that might have a common answer with their classmates, such as "Do you like apples?" Students who like apples move to different chairs. Students who do not, stay in their seats.

Option: Students try to find a specific number of likes, such as "Let's find something which 4 students like."

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 time do you get up?

minutes Goal: Listen & understand how to express numbers & times

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

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 time do you usually get up?

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: "Hello." HRT: "Hello." ALT: "Ms./Mr. (HRT), what time do you usually get up?" HRT: "I usually get up at 05:30 AM. How about you?" ALT: "Wow, so early! I always get up at 07:00 AM."

BOL Activity: Making Groups Game

6 min.	<ul style="list-style-type: none"> • Have students check numbers. • Have students play the Making Groups Game.
Materials:	HRT: "Okay, first, let's check numbers. What's this?" (After practicing...) ALT: "Let's play 'Making Groups Game!'"
	<ol style="list-style-type: none"> 1. The HRT/ALT call out a number and Sts move quickly to make a group of that number. 2. The Sts who create successful groups sit down. (Better luck next time to those still standing.)

Let's Listen 1 (p.6)

12 min.	<ul style="list-style-type: none"> • Have students learn the time expressions. • Have students listen to the audio about the time schedule. • Confirm what students heard.
Materials: • digital textbook	HRT: "Open your textbook to page 6. 'Let's Listen 1'." (Play the audio.) ALT: "Did you catch that? What did you hear? What time does he/she sleep? Please share your opinions in your group." HRT: "Do you want to hear it one more time?"

Let's Play 1 (pp.6-7)

7min.

- Have students get used to the number 1-60.
- Have students pronounce the number chart.

Materials: •
textbook

HRT: "Let's play 'Buzz Game!'"

ALT: "Please watch us."

Option: Buzz Game

1. All Sts take turns standing up and saying numbers in successive order. (1st St: "One!" 2nd St: "Two!" etc.)

2. ALT decides a few numbers are replaced by " Buzz." Ex. Buzz numbers are 3, 5, and 9. Sts say: " One, two, buzz, four, buzz, six, seven, eight, buzz..."

3. Sts who say the wrong number sit down.

※ Use multiples of numbers. It can also be fun to have groups compete to see who can get the highest count. As an alternative, you can have the Sts continue until someone makes a mistake and restart.

※ Can be played in groups or pairs.

Let's Listen 2 (pp.6-7)

12min.

- Have students listen to the audio about the time in countries overseas.

Materials: •
digital
textbook
• textbook

HRT: "What time is it in Japan?"

ALT: "It's 10:00 AM. Where is Sydney? What time is it in Sydney?"

(After some questions...)

HRT: "Now, let's listen carefully."

(Play the audio.)

ALT: "What did you hear? Do you want to listen again?"

Option: ALT asks students "What time is it in (country)?" Looking at the world map, students guess the time in that country.

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 time do you get up?

minutes Goal: Guess the meaning of expressions that indicate actions

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

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 time do you usually go to bed?

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

Review: Numbers (pp.6-7)

6 min.	<ul style="list-style-type: none"> Have students open the textbook to pp.6-7. Have students review 1-60.
Materials:	HRT: "Let's review numbers. What's this?" (Show numbers randomly. After practicing...) ALT: "Let's play the pointing game!" Option: <ul style="list-style-type: none"> Karuta etc.

Let's Chant 1 (p.8)

7 min.	<ul style="list-style-type: none"> Have students chant to understand the actions and sounds, connecting pictures with sounds. Have students learn actions through chants.
Materials: • digital textbook	HRT: "Next, turn to page 8 and let's chant." (After listening to the chant...) ALT: "What is 'get up'?" (After some questions...) HRT: "Okay, next let's chant and do the actions."

Let's Play 2 (p.8)

9min.

- Have students play Simon Says.
- HRT/ALT holds an action card, while doing the gesture.

Materials:
• data
picture cards
(Actions)

HRT: "Let's play 'Simon Says'.
ALT: "First, let's review the action words."
(After reviewing...)
HRT: "Now, let's play 'Simon Says'."

Let's Listen 3 (p.8)

9min.

- Have students listen to the interview about daily events.
- Have students connect the dots with a line.
- Confirm what students heard.

Materials: •
digital
textbook
• textbook

ALT: "First, let's check the actions. What does he/she do?"
(After checking...)
HRT: "Now let's listen to the audio. Please listen carefully."
(Play the audio.)
ALT: "What did you hear? What does he/she do at (time)?"

BOL Activity: Lucky Numbers

6min.

- Have students check the numbers.
- Have students play Lucky Numbers.

Materials:

HRT: "First, let's check numbers. What's this?"
(After practicing...)
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.

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

© Evaluation:

45 Theme: What time do you get up?

minutes Goal: Ask & answer about daily life with frequency words

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

Greeting**1 min.**

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

Materials:

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

Small Talk: What time is it?**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 time is it?"
Sts: "11:30!"
ALT: "Yes. It is 11:30 AM. Question time! What time is it in Taiwan?" (Show a world map.)
HRT: "Taiwan is here. Is it one hour earlier or one hour later?"
Sts: "Earlier!"
ALT: "Yes. It is 10:30 AM in Taiwan."

BOL Activity: Charades**6 min.**

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

Materials:

HRT: "First, let's check actions. What's this?"
(After practicing...)
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 Chant 1 (p.8)**5 min.**

- Have students chant to understand the actions and sounds, connecting pictures with sounds.
- Have students learn actions through chants.

Materials: • digital textbook

HRT: "Next, turn to page 8 and let's chant." (After listening to the chant...)
ALT: "Do you remember 'get up'?" (Give some questions with some gesture.)

Let's Play 3 (p.9)

12min.

•Have students interact using the expression, "What time do you ~?"

Materials:

• data
picture cards
(Actions)

HRT: "(ALT) sensei, what time do you go to sleep?"

ALT: "I go to sleep at 9:00 PM."

HRT: "Wow, that's early. I go to sleep at 1:00 AM."

ALT: "What time do you start work?"

HRT: "I start work at 7:00 AM. What time do you get up?" (To students.)

ALT: "Now let's interview your classmates. Ask 'What time do you ~?'"

Interaction example: A: "What time do you (get up)?" B: "I (get up) at ~."

Let's Chant 2 (p.9)

5min.

•Have students chant about frequency, such as always, usually, and sometimes.
•Have students learn the differences between always, usually, and sometimes.

Materials: •
digital
textbook
• textbook

HRT: "(ALT) sensei. What do you 'usually' do on Sunday?"

ALT: "I 'usually' play tennis! "

HRT: "Do you 'always' brush your teeth?"

ALT: "Yes! I 'always' brush my teeth once a day."

HRT: "Once a day? I brush my teeth three times a day. Do you 'sometimes' go shopping?"

ALT: "Yes! I 'sometimes' go shopping. I like shopping!"

HRT: "What's 'always', 'usually', 'sometimes'? Listen carefully to the chant."

ALT: "What did you hear?"

Let's Listen 4 (p.9)

9min.

•Have students listen to the interview about daily routines and draw a circle in the brackets.
•Confirm what students heard.

Materials: •
digital
textbook
• textbook

HRT: "Please look at page 9."

ALT: "Let's listen and draw a circle in the brackets."

(After listening...)

HRT: "What did you hear?"

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."

(After some time...)

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

◎ Evaluation:

45 Theme: What time do you get up?

minutes Goal: Listen to daily life expressions & infer their meaning

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

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 usually do on Sunday mornings?

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

BOL Activity: Whisper Game

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

Let's Chant 1 (p.8)

5 min.	<ul style="list-style-type: none"> Have students chant to understand the actions and sounds, connecting pictures with sounds. Have students learn actions through chants.
Materials: • digital textbook	HRT: "Next, turn to page 8 and let's chant." (After listening to the chant...) ALT: "Do you remember 'get up'?" (After some questions...) HRT: "Okay, now let's play the pointing game!" Option: Students chant all together, pointing at the words as they hear them.

ALT's Daily Routine

10min.

- Have students listen to the HRT/ALT's daily routine.
- Confirm what they understood.

Materials:

HRT: "Let's listen to (ALT) sensei's daily routine."
ALT: "I will tell you my daily routine. Please listen carefully."
ALT: "I get up at... I eat at... I start work at..." etc.
HRT: "What did you hear?"

Let's Listen 5 (pp.10-11)

10min.

- Have students listen to the audio and write a memo in the chart.

Materials: •
digital
textbook
• **textbook**

HRT: "Let's listen to Jim and Hanna."
(Play the audio.)
ALT: "What time does he/she get up?"
HRT: "Let's listen again."

Option: Stop the audio before specific points and give students time to think about what is being said.

Let's Try (pp.10-11)

6min.

- Have students write the times for their daily routine in preparation for the next lesson.

Materials: •
textbook

HRT: "Let's write your daily routine."
ALT: "Please write down your daily routine on the chart."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ **Evaluation:**

45 Theme: What time do you get up?

minutes Goal: Introduce our daily life to each other

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

Greeting**1 min.**

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

Materials:

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

Small Talk: What time do you watch TV?**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 time do you watch TV?"
ALT: "I watch TV at 7:00 PM."
HRT: "What do you watch?"
ALT: "I watch anime! What do you watch?" (To students.)

BOL Activity: Late Sleeper**6 min.**

- Have students check the Time vocabulary words.
- Have students play Late Sleeper.

Materials:

HRT: "First, let's check time. What's this?"
(After practicing...)
ALT: "Let's play 'Late Sleeper'!"

1. Sts write down what time they go to bed.
2. Sts ask each other "what time do you go to bed?" to find the person who goes to bed the latest.
※ Incorporate target vocabulary/a last man standing element to determine the latest sleeper. Can also keep the earliest and latest sleepers standing.

Review Action Words**6 min.**

- Have students play the 'Reverse-keyword game'.

Materials: •
textbook

HRT: "Next, turn to page 8 and let's chant."
(After listening to the chant...)
ALT: "Do you remember 'get up'?"
(After some questions...)
HRT: "Okay, now let's play the pointing game!"

Option: Students chant all together, playing pointing the words.

Let's Chant I (p.8)

3min.

- Have students chant to understand the actions and sounds, connecting pictures with sounds.
- Have students learn actions through chants.

Materials: •
digital
textbook

HRT: "Next, turn to page 8 and let's chant."
(After listening to the chant...)
ALT: "Do you remember 'get up'?"
(After some questions...)
HRT: "Okay, now let's play pointing game!"

Option: Students chant all together, pointing at the words as they hear them..

Daily Routine Quiz

10min.

- Have students listen to someone's daily routine and write the time in the chart on pp.10-11.
- Confirm what they heard.

Materials: •
textbook

HRT: "(ALT) sensei has a quiz."
ALT: "Yes! Please guess whose daily routine this is."

Option: Prepare the daily routines of some familiar teachers for the class.

Let's Try (pp.10-11)

12min.

- Have students make a presentation about their daily routine in groups.
- Have students write some notes about their friends' routines in the chart .
- Check the points for a good presentation.

Materials: •
data
picture cards
(Actions)

HRT: "Let's give presentations about our daily routine."
ALT: "Please write a memo about your classmates' presentations in the chart."
HRT: "Before the presentation, what are some important points for a good presentation?"
ALT: "Smile! Any other ideas?"
(Elicit students' responses.)
HRT: "Now let's make groups and start your presentations."

Points: Eye contact, clear voice, etc.

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: What time do you get up?

minutes Goal: Listen to words, learn & practice lowercase letters

Target Language: What time is it? It's ~ (o'clock). What time do you ~ ? I (always/usually/sometimes) get up at ~ . What time do you ~ ? I ~ at...

Vocabulary: Numbers (50 ~ 60), Actions, Frequency

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 usually do after school?**5 min.**

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

Materials:

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?"

BOL Activity: ABC Card Sort**6 min.**

- Have students check the letters of the alphabet.
- Have students play ABC Card Sort.

Materials:

HRT: "First, let's check the alphabet. What letter is this?"
(After practicing...)
ALT: "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: Jingle 2 (p.82)**7 min.**

- Check the song.
- Have students pay attention to the beginning sounds of words, such as /t/ in "ten".

Materials: • digital textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Jingle 2'."
(After listening...)
HRT: "What did you hear? What is the beginning sound of (word)?"
ALT: "Let's listen again!"

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.

Handwriting L2-1 (p.82)

14min.

- Have students care about the beginning sounds of words.
- Have students put the words in the order which they hear them.

Materials: •
digital
textbook
textbook
• data picture
cards (letters
and sound)

HRT: "Please open your textbook to page 82."
ALT: "Do you know any of these words?"
(After checking their pronunciation...)
HRT: "Let's check the sound!"
ALT: "What is the beginning sound of (word)?"
HRT: "Let's listen and check the beginning sound again."

Handwriting L2-2 (p.83)

10min.

- Have students pay attention to the beginning sounds of words.
- Have students listen to a word and choose the first letter of the word.

Materials: •
digital
textbook
• textbook

HRT: "First, look at the pictures. What's this?"
ALT: "Let's guess what the first letter is."
(After guessing...)
HRT: "Now let's listen to words carefully."
ALT: "What did you hear? What is the first letter?"

Option: Students think about other words with the same beginning sound.
Ex, ten : to/ table/ take/ talk/ tea etc.

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: Where do you want to go?

minutes Goal: Listen to a tour planner's talk

Target Language: Where do you want to go? I want to go to ~. Why? I want to see [eat] ~. You can [eat] ~. Welcome to ~. Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

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

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

Materials:

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

(HRT shows a picture of a blowfish, for example.)

HRT: "I can eat (fugu) in Japan! What food can you eat in your country?"

(ALT shows a picture of a bison, for example.)

ALT: "I can eat a (bison burger) in my country!"

Look at the 'Sunshine Tours' Posters**5min.**

- Have students open the textbook to pp. 12-13 and say what they know about each country.

Materials: • digital textbook • textbook • world map

HRT: "Please open your textbook to pages 12 to 13."

ALT: "There are many countries around the world."

(Show a world map.)

HRT: "Where is (country)? What is famous in (country)?"

Let's Listen 1 (p.12)**5min.**

- Have students listen to the audio.
- Confirm what students heard.
- Share the goal for this Lesson.

Materials: • digital textbook

HRT: "Let's listen to the tour planner."

(Play the audio.)

ALT: "What did you hear? Do you want to listen again? Please share your opinions in your group."

(After sharing in groups...)

HRT: "In this lesson, you are going to introduce your favorite country and the reason(s) why you like it."

Let's Play 1 (pp.12-13)**5min.**

- Have students write the names of various countries in Japanese.

Materials: • textbook

HRT: "How many countries do you know on this page?"

ALT: "What is Japan in Japanese? How about other countries? Let's discuss in groups!"

(After some time...)

HRT: "Let's hear your answers!"

Option: Students discuss what countries they know and guess or search for the English names of the countries.

Let's Chant 1 (p. 13)

5min.

•Have students chant and practice about country names.

Materials: •
digital
textbook

HRT: "Next, turn to page 13 and let's chant."
(After listening to the chant...)
ALT: "What country did you hear?"
(After checking the countries...)
HRT: "Okay, now let's listen again!"

Option: Students chant all together, pointing at the words as they hear them.

Let's Play 2 (p. 13)

7min.

•Have students review the countries and play the Missing game.

Materials:
• data
picture cards
(Country)

HRT: "Now we know many countries! What country is this?"
(After checking the countries...)
ALT: "Let's play 'Missing game!'"

Missing game:

1. The HRT/ALT places all flashcards/objects on the board.
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 Play 3 (p. 13)

10min.

•Review the colors and shapes in English.
•Have students play the country flag quiz.

Materials:
• data
picture cards
(Country)

HRT: "Let's review colors and shapes."
ALT: "What color is this? What shape is this?"
(After practicing...)

HRT: "Now listen to (ALT) sensei carefully."

ALT: "This flag has 3 rectangles. One rectangle is green. One rectangle is white. One rectangle is red. What country is this?"
(Ask some questions about national flags.)

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 do you want to go?

minutes Goal: Familiarize yourself, asking what countries you want to go

Target Language: Where do you want to go? I want to go to ~. Why? I want to see [eat] ~. You can [eat] ~. Welcome to ~. Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

Greeting

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

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

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, where do you want to go during summer vacation?" ALT: "I want to go back to my home country. I miss my family. And you?" HRT: "I want to go someplace cool... I want to go to Hawaii!" ALT: "That sounds nice!"

BOL Activity: Unlucky Card

6 min.	•Have students check the Countries vocabulary words. •Have students play Unlucky Card.
Materials:	HRT: "First, let's check countries. What's this?" (After practicing...) 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 Chant 1 (p. 13)

5 min.	•Have students chant and practice the English names of various countries.
Materials: • digital textbook	HRT: "Next, turn to page 13 and let's chant." (After listening to the chant...) ALT: "What country did you hear?" (After checking the countries...) HRT: "Okay, now let's listen again!" Option: Students chant all together. Play the missing game.

Let's Listen 2 (p. 14)

8min.

•Have students listen to the audio and connect the dots with a line.

Materials: •
digital
textbook
• textbook

HRT: "Now, please open your textbook to page 14."
ALT: "Let's listen and connect dots with a line."
(After listening...)
HRT: "What did you hear? Where does he/she want to go?"
ALT: "Let's check the answers."

Let's Chant 2 (p. 14)

6min.

•Have students chant and practice their intonation while referring to page 111.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen, 'Where do you want to go?'"
ALT: "What did you hear?"
HRT: "Next, please open your textbook to page 111."
ALT: "Let's check intonation."
(After practicing...)
HRT: "Now, let's chant together."

Let's Play 4 (p. 14)

12min.

•Have students play Interview Bingo.

Materials: •
bingo sheet
• data
picture cards
(Country)

HRT: "Let's play Interview Bingo!"
ALT: "Please decide which country you want to go to."
(After some time...)
HRT: "Now, please watch us."
(HRT/ALT demonstrate the game to Sts.)
ALT: "Let's interview different classmates around in the classroom."
Interview Bingo: Students decide one country where they want to go and start to interview around the class. If they hear the country on the Bingo sheet, they draw a circle around that country.
A: "Where do you want to go?" B: "I want to go to (country)."

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 do you want to go?

minutes Goal: Ask & answer travel places & reasons for visiting

Target Language: Where do you want to go? I want to go to ~ . Why? I want to see [eat] ~ . You can [eat] ~ . Welcome to ~ . Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

Greeting

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

Small Talk: How much is it?

5 min.	<ul style="list-style-type: none"> • HRT/ALT and students greet each other and ask simple questions. • HRT/ALT demonstrate the Small Talk before involving the students. • The HRT should show the students what they are aiming for.
Materials:	HRT: "What's that, (ALT) sensei?" ALT: "This is ~ , from my home country. We use it for ~ ." HRT: "Wow! I want one. How much is it?" ALT: "This was a gift from my family. It's priceless!"

BOL Activity: Stepping Stone

6 min.	<ul style="list-style-type: none"> • Have students check the Countries vocabulary words. • Have students play Stepping Stone.
Materials:	HRT: "First, let's check countries. What's this?" (After practicing...) ALT: "Let's play 'Stepping Stone!'"
	<ol style="list-style-type: none"> 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 Watch and Think (p. 15)

7 min.	<ul style="list-style-type: none"> • Have students watch the video and guess which countries appear in the video. • Stop the video and confirm students' understanding.
Materials: • digital textbook	HRT: "Please open your textbook to page 15." ALT: "What country is this? Let's discuss in groups." HRT: "Let's watch a video and find the answers." (After watching the video...) ALT: "What did you hear?"

Let's Chant 3 (p.15)

5min.

- Have students chant and practice the words for famous things.
- Have students practice "I want to see (world heritage site)." and "I want to eat (food)."

Materials: •
digital
textbook

HRT: "Let's chant together."
ALT: "What did you hear? What can you eat? What can you see?"

Let's Play 5 (p.15)

9min.

- Have students play Concentration. (Shinkei Suijaku)

Materials: •
data picture
cards (World
heritage •
Food)

HRT: "First let's review the words. What's this?"
ALT: "Now, let's play 'Concentration!'"

Concentration (Shinkei Suijaku):
Make 2 types of card sets. One set is about World heritage. The other set is about food.
One student picks up one card from each set. If the cards' countries match, the student gets one point.
(Ex: Mt. Fuji and Sushi. Japan.)
Option: Students say "I want to see ~ ." and "I want to eat ~ ." when they draw the cards.

Let's Play 6 (p.15)

10min.

- Give students time to think about where they want to go and why.
- Have students interview each other about the country where they want to go and why.

Materials: •
data picture
cards (World
heritage •
Food)

HRT: "We will interview our classmates about where they want to go and why."
ALT: "Please watch us."
HRT: "(ALT) sensei, where do you want to go?"
ALT: "I want to go to China."
HRT: "Why?"
ALT: "I want to see the Great Wall."
HRT: "OK. Now let's prepare and interview your classmates."
A: "Where do you want to go?" B: "I want to go to ~ ."
A: "Why?" B: "I want to eat/see ~ ."

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 do you want to go?

minutes Goal: Create a tour referring to the tour planner's talk

Target Language: Where do you want to go? I want to go to ~ . Why? I want to see [eat] ~ . You can [eat] ~ . Welcome to ~ . Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

Greeting**1 min.**

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

Materials:

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

Small Talk: What is this country?**5 min.**

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

Materials:

ALT: "Ms./Mr. (HRT), what is this country? Do you know?"
(ALT shows a picture/gestures to look like the Statue of Liberty.)
HRT: "Oh, this is in New York, so the answer is... USA!"
ALT: "That's right. America. You can see the Statue of Liberty."

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

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

Materials:

HRT: "First, let's check foods. What's this?"
(After practicing...)
ALT: "Let's play 'Hot Potato'!"

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

Let's Chant 3 (p. 15)**5 min.**

- Have students chant and review the famous things around the world.
- Write down words which appear in 'Let's Read and Write' on the blackboard.

Materials: • digital textbook
• data picture cards (World heritage • Food)

HRT: "Let's review some words. What's this?"
(After reviewing...)
ALT: "Now let's chant together again."

Let's Listen 3 (p. 16)

8min.

- Have students listen to the audio and write what they hear in the textbook in Japanese.
- After checking students' answers, have the students listen again.

Materials: •
digital
textbook
• textbook

HRT: "Please open your textbook to page 16."
ALT: "Let's listen to the tour planner again. Please write what you heard in the memo."
(After listening...)
HRT: "What did you hear?"
ALT: "You can hear more clearly than before!"

Let's Read and Write (p. 16)

18min.

- Review "You can see/eat ~."
- Have students make groups and prepare their original tour plans.

Materials: •
textbook

HRT: "Let's make a tour plan with your group!"
ALT: "You will write a country name and 'You can see...' and 'You can eat...' Also, you can draw two pictures in the boxes."
HRT: "Let's start to make our tour plans."
ALT: "When you finish making your plan, please practice your presentation in your group."

Making tour plan:

1. Students pick one country or prefecture and write down what people can see and eat there.
2. Students draw 2 pictures in the boxes.

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: Where do you want to go?

minutes Goal: Introduce your recommended tour plan

Target Language: Where do you want to go? I want to go to ~ . Why? I want to see [eat] ~ . You can [eat] ~ . Welcome to ~ . Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

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 country's food do you like?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	ALT: "Ms./Mr. (HRT), what country's food do you like?" HRT: "I like Korea. For example, kimchi and Korean barbecue. And you?" ALT: "I like Japanese food. I eat natto for breakfast and tamagoyaki for dinner."

BOL Activity: Where is the Character

6 min.	<ul style="list-style-type: none"> Have students check the Countries vocabulary words. Have students play 'Where is the Character?'
Materials:	HRT: "First, let's check countries. What's this?" (After practicing...) 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 Try ① (p. 17)

23 min.	<ul style="list-style-type: none"> Have each group make a booth and introduce the tour plan students made in the last lesson.
Materials: • textbook	HRT: "Let's make a tour plan in your group!" ALT: "You will write a country name and 'You can see...' and 'You can eat...'. Also, you can draw two pictures in the boxes." HRT: "Let's start to make a tour plan." ALT: "When you finish making your plan, please practice your group's presentation."

Make a tour plan:
 1. Students pick one country or prefecture and write down what people can see and eat there.
 2. Students draw pictures in the two boxes.

Let's Try ② (p. 17)

8min.

- Have students discuss which tour plan they want to make and write the country in their textbook.
- ALT gives compliments to all students and confirms all countries have different cultures.

Materials: •
textbook

HRT: "Please open your textbook to page 17."
ALT: "Let's write where you want to go and the reason why."
(After some time...)
HRT: "Let's share your opinion."

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: Where do you want to go?

minutes Goal: Write small letters while singing/listening to alphabet

Target Language: Where do you want to go? I want to go to ~ . Why? I want to see [eat] ~ . You can [eat] ~ . Welcome to ~ . Excuse me. No problem. I see. You're welcome.

Vocabulary: Lowercase letters (a-z), Countries

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 country's school lunch do you want to 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:	ALT: "Ms./Mr. (HRT), what country's school lunch do you want to eat?" HRT: "I want to eat Italy's school lunch. I love pasta." ALT: "That sounds nice. I want to eat China's school lunch." HRT: "I bet it's delicious too."

BOL Activity: Fruits Basket

6 min.	<ul style="list-style-type: none"> • Have students check the Food vocabulary words. • Have students play Fruits Basket.
Materials:	HRT: "First, let's check foods. What's this?" (After practicing...) ALT: "Let's play 'Fruits Basket'!" 1. Sts move chairs into a circle, with one less chair than there are players. 2. The HRT/ALT makes a true/false statement e.g. "I like apples." The Sts described stand up and change seats. The last St standing is the next round leader. 3. The rest of the Sts ask the round leader a question using the target language and vocabulary and the round leader answers. Sts that fit the criteria stand up and move. Repeat this step until time is up.

Let's Sing: abcd Song (p.84)

3 min.	<ul style="list-style-type: none"> • Check the song. • Have students pay attention to the name pronunciation and sound pronunciation, such as /ei/ in April and /□/ in Africa.
Materials: • digital textbook • data picture cards (alphabet lowercase letters)	HRT: "Let's sing a song." ALT: "Yes, let's sing 'abcd 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 name pronunciation, like A /ei/ in April. The other way is sound pronunciation, like A /□/ in Africa." HRT: "How about B? How do you say this?"

Handwriting L3-1 (p.84)

8min.

•Have students listen to the song and put the lowercase letters in alphabetical order.

Materials: •
digital
textbook
• data
picture cards
(alphabet
lowercase
letters)

HRT: "Let's make groups."

ALT: "I'll give you lowercase letters. Let's listen to the song again and put the cards in alphabetical order."

Option: HRT/ALT check the letters, listening to the song.

Handwriting L3-2 (pp.84-85)

10min.

•Have students write lowercase letters, looking at the sample letters.
•Have students pronounce the letters at the same time.

Materials: •
digital
textbook
• textbook

HRT: "Let's practice writing lowercase letters."

ALT: "Please look at the model and write the letters."

HRT: "Writing and pronouncing the letters is a good way to learn the alphabet."

Handwriting L3-3 (p.85)

10min.

•Have students listen to the audio about countries.
•Have students write the first letter of the country and confirm the first letter for countries is a capital letter..
•Have students finish writing the name of the country in lowercase letters.

Materials: •
digital
textbook
• textbook

HRT: "Listen to the country name and write the first letter of the country."

(After listening...)

ALT: "I'll repeat slowly. Please listen carefully."

(After checking the first letter...)

HRT: "Now, please write the other letters and finish the country name."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."

(After some time...)

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

© Evaluation:

45 Theme: Welcome to Japan.

minutes Goal: Express Japanese food, nature, events, & famous places

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

Greeting

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

Small Talk: How many seasons does your country have?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	ALT: "How many seasons does Japan have?" HRT: "We have 4 seasons. Spring, summer, fall and winter." ALT: "What about the rainy season? And typhoon season?" HRT: "We have the rainy season in June. Typhoons usually come in August"

Share the goal (pp.18-19)

5 min.	•Have students think about what they are going to study in Lesson 4.
Materials:	HRT: "Please look at pages 18 and 19." ALT: "Food, nature, place, festival... Wow, there are many good things about Japan." HRT: "Please share your ideas. What are some good things about Japan?"

Let's Listen 1 (pp.18-19)

7 min.	•Have students listen to the audio and draw a circle in the brackets corresponding to the pictures. •Confirm what students heard.
Materials: • digital textbook • textbook	HRT: "Let's listen carefully and draw a circle." (After listening...) ALT: "What did he/she say?" HRT: "Let's listen again!"

Let's Play 1 (p.19)

8min.

•Have students play the Missing game.

Materials: •
digital
textbook

HRT: "Let's check the words in the textbook."
(After practicing...)
ALT: "Let's play 'Missing game!'"

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 (p.19)

7min.

•Have students chant.
•Change the order and have students practice foods, nature, events and famous places etc.

Materials: •
digital
textbook
• textbook

HRT: "First, let's listen to the chant."
(Play the audio.)
ALT: "What did you hear?"
HRT: "Next, let's chant together."
(After practicing...)
ALT: "Let's change some words in the chant."

Let's Play 2 (p.19)

10min.

•Have students discuss good points about Japan and share their opinions.
•If possible, have students notice some adjectives (delicious, beautiful, etc.) which will be used in the Lesson 4 presentation.

Materials: •
digital
textbook
• textbook

HRT: "(ALT) sensei, what is good about Japan?"
ALT: "First, we can eat delicious food. I like ~. Second, we can see beautiful things. Third, ..."
HRT: "Japan is a great place, isn't it?"
ALT: "What are some good points about Japan?" (To students.)
HRT: "Please share your opinions 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: Welcome to Japan.

minutes Goal: Learn to introduce food, nature, events in JP & landmarks

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

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 part of Japanese culture 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: "What part of Japanese culture do you like?" ALT: "I like Japanese wooden buildings, like Horyuji. What part of Japanese culture do you like?" HRT: "I like kendo. I coach the kendo club."

BOL Activity: Three Hint Quiz

6 min.	•Have students check famous foods in Japan. •Have students play 3 Hint Quiz.
Materials:	HRT: "First, let's check famous foods from Japan. What's this?" (After practicing...) ALT: "Let's play '3 Hint Quiz'!" 1. Choose a vocabulary word. Give 3 simple hints such as shape, color, taste, size, use, 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, HRET/ALT/Sts can ask questions such as "What color is it?" and then a hint will be given.

Let's Chant (p. 19)

8 min.	•Have students chant. •Change the order and have students practice the foods, nature, events and famous places in Japan.
Materials: • digital textbook	HRT: "Let's review the words in the textbook." ALT: "Next, let's listen to the chant again." (After chanting...) HRT: "Let's change some of the words and try the chant again."

Let's Listen 2 (p.20)

12min.	•Have students listen to the audio and follow the arrows in the order they are spoken in order to reach the goal.
Materials: • digital textbook • textbook	HRT: "Let's listen to the introduction." ALT: "Let's draw arrows in the order which you hear the audio." (After listening...) HRT: "What did you hear first?" (After some questions...) ALT: "Let's listen and check the answers." Option: Check and review pictures in the textbook again.

Let's Play 3 (p.20)

11min.	•Have students play the Keyword game.
Materials: • digital textbook	HRT: "First, let's check the words on pages 18 and 19. What's this?" (After practicing...) ALT: "Let's play 'Keyword Game!'" 1. Sts make pairs and use 1 eraser (or other object) to grab per pair. 2. The ALT selects one vocabulary word as the "Keyword" and instructs Sts to put their hands on their heads. 3. The ALT practices vocabulary which the Sts repeat. When the ALT says the "Keyword", Sts try to be the first in their pair to grab the eraser/object."

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: Welcome to Japan.

minutes Goal: Learn to introduce Japan & consider what to highlight

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

Greeting**1 min.**

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

Materials:

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

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

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

Materials:

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

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

- Have students check famous places in Japan.
- Have students play Four Corners.

Materials:

HRT: "First, let's check famous places in Japan. What's this?"
(After practicing...)
ALT: "Let's play 'Four 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 Chant (p. 19)**8 min.**

- Have students chant.
- Change the order and have students practice the foods, nature, events and famous places in Japan.

Materials: • digital textbook

HRT: "Let's review the words in the textbook."
ALT: "Next, let's listen to the chant again."
(After chanting...)
HRT: "Let's change some of the words and try the chant again."

Let's Listen 3 (p.21)

8min.

- Have students listen to the audio and write what they heard in the chart.
- Confirm what students heard.

Materials: •
digital
textbook
• textbook

HRT: "Please open your textbook to page 21."
ALT: "Let's listen to the story. Please focus on famous places and things."
HRT: "What did you hear? I'll play it again. Let's focus on places only this time."
(After listening to the story a few times...)
ALT: "Now, let's check your answers."

Option: Let students listen a few times and focus on one point (famous places, famous things) at a time.

Let's Play 4 (p.21)

15min.

- Have students make groups and brainstorm what they will introduce about Japan.

Materials: •
digital
textbook
• textbook

HRT: "Next, let's think about your presentations."
ALT: "We are going to have a presentation about Japan. Let's brainstorm. Please make groups of 3 or 4."
HRT: "Please open your textbook to page 21 and write a memo about Japan."
(After brainstorming...)
ALT: "Let's think about how you can say what you want to say in English."

Option: Review 'Let's Listen 3' to check words and phrases.

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: Welcome to Japan.

minutes Goal: Practice presentation skills & learn to introduce Japan

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

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's important in (ALT)'s culture?

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: "Thank you for teaching me about Japanese culture last lesson. Today, I will tell you about my culture!" HRT: "(ALT) sensei, what culture do you have in your country?" ALT: "We have art like... music like... and food like..." HRT: "Wonderful! It's all very interesting."

BOL Activity: Whisper Game

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

Let's Chant (p. 19)

5 min.	<ul style="list-style-type: none"> Have students chant. Change the order and have students practice the foods, nature, events and famous places in Japan.
Materials: • digital textbook	HRT: "Let's review the words in the textbook." ALT: "Next, let's listen to the chant again." (After chanting...) HRT: "Let's change some of the words and try the chant again."

Let's Play 3 (p.20)

5min.

•Have students play the Keyword game.

Materials: •
digital
textbook

HRT: "First, let's check the words on page 18-19. What's this?
(After practicing...)
ALT: "Let's play 'Keyword Game!'"

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

Let's Play 5 (p.22)

11 min.

•Have students complete the chart on page 21 and practice for their presentation.
•Have students decide the order for the practice in groups.

Materials: •
textbook

ALT: "Let's practice words and phrases. I'll give you a word from pages 18 and 19. For example, 'a castle'."
HRT: A student: 'We...' B student: 'have...' C student: 'a castle...' D student: '...in Osaka.'
ALT: "One student says one word or part and passes to the next group member."
HRT: "Now let's try!"

1st time: A: "We" B: "have" C: "a castle" D: "in Osaka."
2nd time: D: "We" A: "have" B: "a castle" C: "in Osaka."

Let's Play 6 (p.22)

10min.

•Have students make a worksheet based on the sample in the textbook.
•Have students prepare for the presentation.
•Have students pay attention to the points for a good presentation.

Materials: •
textbook

HRT: "Next, let's make a card."
ALT: "Let's make a card to introduce Japan!"
HRT: "After making a card, we will practice presenting."
(After preparation...)
ALT: "Before practicing our presentations, let's check the points for a good presentation."

Points: Eye contact, clear voice, etc.

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: Welcome to Japan.

minutes Goal: Introduce Japan

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

Greeting

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

Small Talk: What event do you like in your country?

5 min.	•HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	HRT: "(ALT) sensei, what event do you like?" ALT: "I like (Thanksgiving)!" HRT: "Oh, what's (Thanksgiving)?" ALT: "It's a day when families give thanks and eat a big dinner together." HRT: "Sounds nice! When is (Thanksgiving)?"

BOL Activity: Turnaround Game

6 min.	•Have students check famous things in Japan. •Have students play Turnaround Game.
Materials:	HRT: "First, let's check famous things in Japan. What's this?" (After practicing...) 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 Chant (p. 19)

3 min.	•Have students chant to review words and phrases.
Materials: • digital textbook	HRT: "Let's review the words in the textbook." (After reviewing...) ALT: "Next, let's listen to the chant again and review the words and phrases."

Let's Try (p.23)

28min.

- Have students decide which group will present first.
- Distribute the reflection sheet and review the points for a good presentation.
- Give students time to practice.

Materials: •
textbook

HRT: "I'll give you a worksheet."

ALT: "Please write your name and check the points for presentation again."

HRT: "Next, we'll have some practice time.

(After practicing...)

ALT: "Let's start your presentations!"

(After presenting...)

HRT: "Nice presentations! Nice smiles. Please give me more eye contact! Do you have any comments?" (To students.)

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: Welcome to Japan.

minutes Goal: Listen carefully to the first sound of each word

Target Language: Welcome to ~ . We have ~ . It's ~ . Please ~ .

Vocabulary: Food, Famous tourist spots, Events, Nature

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 food is from your home country?**5 min.**

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

Materials:

ALT: "Ms./Mr. (HRT), what food is from your hometown?"
HRT: "I'm from Tochigi, so strawberries. Strawberries are in the green group."
ALT: "That's great! Strawberries from Tochigi are delicious, too."
HRT: "How about you? What food is from your hometown?"
ALT: "Almonds. In my hometown there are many almond trees."
HRT: "That's interesting."

BOL Activity: Karuta**6 min.**

- Have students check famous things in Japan.
- Have students play Karuta.

Materials:

HRT: "First, let's check famous things in Japan. What's this?"
(After practicing...)
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 Sing: Jingle 2 (p.86)**3 min.**

- Check the song.
- Have students care about the differences between voiced and voiceless consonants, such as /p/ in "pen" and /b/ in "bag."

Materials: •
digital
textbook
• textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Jingle 2'."
(After listening...)
HRT: "What did you hear?. What is the difference between the /p/ sound and the /b/ sound?"
ALT: "Let's listen again!"
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.

Handwriting L4-1 (p.86)

8min.

• Have students listen to the words and draw a circle for the beginning letter of a word.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen to the audio and draw a circle."
(Play the audio.)
ALT: "What did you hear? What is the first sound?"

Option:

- HRT/ALT separates words in each letter and pronounce one by one.
- Ex, "/b/ /a/ /g/ bag"
- Have students look at the picture, guess and pronounce each letter of the word.

Handwriting L4-2 (p.87)

11 min.

• Have students listen to words and draw a circle around the first letter of the word.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen to the audio and draw a circle."
(Play the audio.)
ALT: "What did you hear? What was the first sound?"

Option:

- HRT/ALT separates words into letters and pronounces them one-by-one.
- Ex: "/s/ /k/ /i/, ski"
- Have students look at the picture, guess and pronounce each letter of the word.

Handwriting L4-3 (p.87)

9min.

• ALT writes a word on the blackboard, leaving out the first letter.
• ALT pronounces the first letter of the word only.
• Have students guess what the word is.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen to (ALT) sensei say the first sound and guess the word."
ALT: "I will write all of the letters on the board, but not the first letter. You need to listen carefully."
(ALT says the first letter of the word.)
ALT: "What did you hear? What is the first sound of this word?"
(Ask some questions.)

Option: Make pairs or groups. Students ask similar questions to their group members.

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

© Evaluation:

45 Theme: I want to see the Milky Way.

minutes Goal: Listen to Summer Triangle & Tanabata stories

Target Language: I want to go to see/eat/play/enjoy/read ~ . What color do you want? I want ~ .

Vocabulary: He/she can... Here you are.

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

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

Materials:

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

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

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

HRT: "I want to go someplace cold... I want to go to Hokkaido!"

ALT: "Nice!"

Look at the Sky (pp.24-25)**4min.**

- Have students share what they know about the sky and Tanabata in groups, and together as a class.

Materials:

HRT: "(ALT) sensei. In Japan, we have Tanabata. Do you know Tanabata?"

ALT: "No, I don't. I want to know about Tanabata."

HRT: "Everyone, let's share things about Tanabata!"

(After sharing...)

ALT: "Thank you everyone! Now, I know well about Tanabata!"

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

- Have students check ordinal numbers.
- Have students play Buzz Game.

Materials:

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

(After practicing...)

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

1. All Sts take turns standing up and saying ordinal numbers in successive order. (1st Sts - 1st, 2nd Sts - 2nd, etc.)

2. ALT decides a few numbers are replaced by "buzz." Ex. Buzz numbers are Three, 5, 9. Sts say: "One, Two, 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 Listen I (p.24)**6min.**

- Play the audio and have students learn some words related to Lesson 5.
- Have students notice the words which are related to science class.

Materials: • digital textbook

HRT: "Please open your textbook to page 24."

ALT: "How many stars do you know? Orion's belt, the big dipper, the little dipper... The north star!"

HRT: "Let's listen carefully."

(Play the audio.)

Let's Listen 2 (pp.24-25)

11 min.

- Have students listen to the story of Tanabata.
- Tell students that they will learn about presenting what they want to do during summer vacation.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen to the story of Tanabata!"
(Play the audio.)
ALT: "What did you hear?"
(After some questions...)
HRT: "We are going to have a presentation."
ALT: "You can talk about what you want to do during summer vacation in this presentation."

Let's Play I (p.26)

5min.

- Have students review I, you, he, she, we and they.
- Have students play the Gesture game.
- Show some gestures connecting to pronouns in the textbook.

Materials: •
digital
textbook
• textbook

HRT: "'I' have a book. What do 'you' have?" (With gesture.)
ALT: "'I' have an eraser."
HRT: "Oh, 'you' have an eraser. What does 'she' have?"
ALT: "'She' has a pen case."
(After checking pronouns...)
HRT: "Now, let's play 'Gesture game'."

Let's Sing: Twinkle, Twinkle, Little Star (p.25)

5min.

- Play the audio and have students think about what the song is about.
- Compare students' thoughts with the lyrics to Twinkle, Twinkle, Little Star.

Materials: •
digital
textbook
• textbook

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Twinkle, Twinkle, Little Star'."
(After listening...)
HRT: "Do you know this song?"
ALT: "What did you hear?"

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

© Evaluation:

45 Theme: I want to see the Milky Way.

minutes Goal: Familiarize yourself with summer vacation expressions

Target Language: I want to go to see/eat/play/enjoy/read ~ . What color do you want?
I want ~ .

Vocabulary: He/she can... Here you are.

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

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

Materials:

ALT: "Ms./Mr. (HRT), where do you want to go?"

HRT: "I want to go to Korea. I want to eat bibimbap in Korea. How about you?"

ALT: "Me? I want to go to Brazil. I want to see the beautiful sea. It looks beautiful!"

BOL Activity: ABC Card Sort**6min.**

- Have students check all 12 months.
- Have students play ABC Card Sort.

Materials:

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

(After practicing...)

ALT: "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 Play 1 (p.26)**3min.**

- Have students review I, you, he, she, we, and they
- Play the gesture game.
- Show some gestures connecting to pronouns in the textbook.

Materials: •
digital
textbook
• textbook

HRT: "'I' have a book. What do 'you' have?" (With gesture.)

ALT: "'I' have an eraser."

HRT: "Oh, 'you' have an eraser. What does 'she' have?"

ALT: "'She' has a pen case."

(After checking pronouns...)

HRT: "Now, let's play the gesture game with more words."

Option: Depending on the students' level, use some words students have learned in Lessons 1-4.

Let's Listen 2 (p.25)**8min.**

- Review all 12 months.
- Have students listen to the story of Tanabata again.
- Have students do gestures when they hear pronouns.

Materials: •
digital
textbook
• textbook

HRT: "Now, let's review the months again."

ALT: "What's this?"

(After practicing...)

HRT: "Next, let's listen to the story of Tanabata again."

ALT: (Stop the audio) "Who's talking now?"

(After listening...)

HRT: "When is Tanabata?"

Interaction example: "When is (Children's Day)?" "What do people do for (event)?"

Let's Play 2 (p.26)

8min.

- Have students learn how to say "I want to ~."
- Have students learn the meanings of the pictures and how to say them.
- Have students play the Pointing Game.

Materials: •
digital
textbook
• textbook

HRT: "Please open your textbook to page 26. Let's review words and phrases. What's this?"
(After practicing...)
ALT: "Now, let's play the pointing game."

Option:

- Randomize the order and check students' understanding.
- Flash the flash cards for a moment and then hide the cards. Have the students guess the word on the card.

Let's Read and Write (p.27)

9min.

- Have students think about and write what they want to do during summer vacation.

Materials: •
digital
textbook
• textbook

HRT: "(ALT) sensei, what do you want to do during summer vacation?"
ALT: "I want to go to Disneyland! What do you want to do during summer vacation?"
HRT: "I want to read many books! What do you want to do during summer vacation?" (To students...)
(Elicit students' responses.)
ALT: "Now let's think and write down what you want to do in your textbook."

Let's Sing: Twinkle, Twinkle, Little Star (p.25)

3min.

- Play the audio and have students think about what the song is about.
- Have students raise their hand when they hear the keywords.

Materials: •
digital
textbook
• textbook

ALT: "Today's keywords are 'star', 'diamond', and 'sky'. When you hear the keywords please raise your hand!"
HRT: "What is 'star' in Japanese?"
(After some questions...)
ALT: "Now, let's sing the song together. Twinkle, twinkle, little star..."
(ALT raises their hand.)

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: I want to see the Milky Way.

minutes

Goal: Write & present summer plans using example sentences

Target Language: I want to go to see/eat/play/enjoy/read ~ . What color do you want? I want ~ .

Vocabulary: He/she can... Here you are.

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 to eat?**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 to eat?"
HRT: "I want to eat spicy fried chicken. And you?"
ALT: "I like spicy food too! I want to eat tamales from Mexico."
HRT: "Tamales? I don't know..."
ALT: "It's kind of like nikuman, but tamales are made with corn."

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

- Have students check the Actions vocabulary words.
- Have students play the Whisper Game.

Materials:

HRT: "First, let's check actions. What's this?"
(After practicing...)
ALT: "Let's play 'Whisper Game'!"

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

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

Let's Listen 2 (p.25)**5 min.**

- Review the story.
- ALT reads the story, inserting intentional mistakes.
- Have the students answer with what the ALT said that was wrong.

Materials:

HRT: "Today we will listen to the story of Tanabata again."
ALT: "I will read the story but I will change the words. Please work in groups to find the wrong words."
(ALT reads the story with changes.)
HRT: "It's difficult..."
ALT: "What were the wrong words? Did you find them? Let's share in groups."

Let's Try ② (p.27)

9min.

- Practice how to say "I want to ~."
- Copy over the wish they wrote before onto the tanzaku paper.

Materials: •
digital
textbook
• textbook

HRT: "We will have a presentation about what you want to do."
ALT: "First, let's review words and phrases. (HRT) sensei, what do you want to do?"
HRT: "I want to eat lunch. I'm hungry. What do you want to do?"
ALT: "I want to see the Milky Way. What do you want to do?" (To students.)
(After practicing...)
HRT: "Please copy over the wish you wrote in the previous lesson."

Let's Try ② (p.27)

14min.

- Have students practice and present the wish that they wrote on the tanzaku.
- Stick students' wishes on a sheet of paper.

Materials:

HRT: "First, let's practice your presentations in pairs (groups)."
(After practicing...)
ALT: "Now, let's give our presentations. I'm looking forward to hearing your wishes!"
(After presenting...)
HRT: "Let's stick your wish on this paper!"

Let's Sing: Twinkle, Twinkle, Little Star (p.25)

3min.

- Play the audio and have students think about what the song is about.
- Compare students' thoughts with the lyrics to Twinkle, Twinkle, Little Star.

Materials: •
digital
textbook
• textbook

ALT: "Today's keywords are '...', '...', and '...'. When you hear the keywords please raise your hand!"
HRT: "What does '...' mean?"
(After some questions...)
ALT: "Now, let's sing the song together. Twinkle, twinkle, little star..."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: I want to see the Milky Way.

minutes Goal: Read the text & write the characters

Target Language: I want to go to see/eat/play/enjoy/read ~ . What color do you want? I want ~ .

Vocabulary: He/she can... Here you are.

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 country's school lunch do you want to eat?**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 favorite English word?"
HRT: "I like the word 'teacher' because I want to teach students. What word do you like?"
ALT: "I like the word 'adventure' because I want my life to be like an adventure!"
HRT: "That's a nice way to think about it."

BOL Activity: ABC Card Sort**6 min.**

- Have students check the letters of the alphabet.
- Have students play ABC Card Sort.

Materials:

HRT: "First, let's check the alphabet. What's this?"
(After practicing...)
ALT: "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: Jingle 2 (p.88)**6 min.**

- Check the song and sing the song together as a class.

Materials:

HRT: "Let's sing a song."
ALT: "Yes, let's sing 'Jingle 2'."
(After listening...)
HRT: "What did you hear?"
ALT: "Let's listen again!"
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.

Handwriting L5-1 (p.88)

8min.

•Have students listen to the audio and circle the vocabulary words that they hear.

Materials: •
digital
textbook
• textbook

HRT: "Please open your textbook to page 88."
ALT: "Do you know these words? Can you pronounce them?"
(After checking words and pronunciation...)
HRT: "Let's check the sound!"
ALT: "What did you hear?"

Handwriting L5-2 (p.89)

8min.

•Have students read the tanzaku as a class and choose the matching picture.

Materials:

HRT: "Let's read the tanzaku together."
ALT: "First, let's check some words. What is 'see'? Can you do a gesture?"
HRT: "Now let's read the sentence together and draw a circle."

Option:

ALT puts 3 types of pictures with 3 types of verbs on the blackboard and reads the sentences without visual aids.
Students listen to the ALT and point at what the ALT talks about.
Ex: Natto for "eat", Mt. Fuji for "see" and Okinawa for "go."

Handwriting L5-3 (p.89)

9min.

•HRT/ALT shows some sentences to students.
•Have students guess the rules of writing.
•Have students write the letters in the textbook.

Materials:

HRT: "I have some English sentences here. Please take a look."
ALT: "English has some rules for writing. Can you find any rules?"
(After guessing...)
HRT: "Nice guesses! Now let's write in the textbook."

Rules:

1. The first letter of sentence is a capital letter.
2. Put a space between words.
3. Put a period at the end of a sentence.

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

◎ Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Listen to summer vacation and understand basic expressions.

Target Language: I went (saw, ate, enjoyed)... It was...

Vocabulary: Adjective, Noun, Gerund

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

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

Materials:

HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?"
 ALT: "Ms/Mr. (HRT), where do you want to go this summer?"
 HRT: "I don't want to go anywhere. I just want to relax and enjoy summer at home. How about you?"
 ALT: "Oh, I want to go to Kobe and see the fireworks festival!"

BOL Activity: Charades**6min.**

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

Materials:

HRT: "First, let's check actions. What's this?"
 (After practicing...)
 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.

Share students' wishes**5min.**

- Ask the students about what their wish is.
- Have the students share about whether their wishes came true or not, in groups.

Materials:

HRT: "OK, (ALT) sensei. We wrote our wish on a 'Tanzaku'. Your wish is...?"
 ALT: "My wish is I want to"
 HRT: "Oh yes, now I remember. Did it come true?"
 ALT: "No, not yet. I'm still wishing... Your wish is...?"
 HRT: "I want to go to Hawaii!"
 ALT: "Did it come true?"
 HRT: "Yes, it did. I went to Hawaii this summer! These are the photos."
 ALT: "That's nice! How about your wish? Let's ask each other in groups."

Let's Listen I (p.28)**8min.**

- Play the audio and have the students listen to Mr. Brown's memory of his summer vacation.
- Give some questions to check the students' understanding.

Materials: • digital textbook • textbook

HRT: "Next, let's listen to the audio."
 ALT: "Alright. We are going to listen to Mr. Brown's summer vacation."
 (After listening...)
 HRT: "What did you hear? Where did he go? What did he see? What did he eat? What did he enjoy? How was it?"
 ALT: "Please focus on one or two things. Listen carefully again."

Option: Ask one question and have students listen to the audio.

Let's Chant 1 (p.29)

5min.

•Check the chant and have the students notice the past tense verbs.

Materials: •
digital
textbook
• textbook

HRT: "Good job. Next, first let's listen to the chant."
(Play the audio.)
ALT: "What did you hear? Did you hear "go"?" (With gesture)
HRT: "No, let's check the word. Listen carefully." (Play the audio and stop when you hear "went".)
ALT: "It was "went". I go to school everyday. I went to the zoo in the summer. What is the difference?"
(After some questions and listening...)
HRT: "Next, let's chant together - loud voices."

Option: Do gestures while singing.

Let's Play 1 (pp.28-29)

8min.

•Check words for past tense verbs.
•Have the students play the pointing game.

Materials: •
textbook

HRT: "Well done. Next, please look at pages 28 and 29."
ALT: "Yes, you can see some past tense verbs. What is 'went'?"
HRT: (Do gesture)
ALT: "Yes! I went to Disneyland in the summer." (Check the other verbs, as well.)
HRT: "Great! Now, let's play pointing game."
ALT: "Please listen carefully, repeat and point. Let's go."

Let's Chant 2 (p.30)

5min.

•Listen to the chant and have the students check for adjectives and nouns.

Materials: •
digital
textbook
• textbook

HRT: "Good job everyone. Next, let's listen to the chant." (Play the audio.)
ALT: "(HRT) sensei. What did you eat yesterday?"
HRT: "Me? I ate watermelon yesterday."
ALT: "Nice. How was it?"
HRT: "It was delicious! (ALT) sensei, where did you go for summer vacation?"
ALT: "Me? I went to Ueno zoo in summer vacation."
HRT: "How was it?"
ALT: "It was exciting! What did you enjoy?" (After some questions to students...)
HRT: "Next, let's chant 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: My Summer Vacation

minutes Goal: Describe summer vacation memories.

Target Language: I went (saw, ate, enjoyed)... It was...

Vocabulary: Adjective, Noun, Gerund

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 day is it today?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT/ALT: "Hello. What day is it today? What's the date today? How's the weather?" ALT: "(HRT) sensei, what's the date today?" HRT: "You don't know?! It's (May 2nd)." ALT: "Thank you." HRT: "...Oh! It's my daughter's birthday!" ALT: "Happy birthday to her! What birthday present did you buy for her?"

BOL Activity: Flashcard Review

6 min.	<ul style="list-style-type: none"> Have students check the memory words. Have students play Flashcard Review.
Materials:	HRT: "Let's check memory words." 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 Chant 2 (p.30)

6 min.	<ul style="list-style-type: none"> Review the chant.
Materials:	HRT: "Good job. Next, let's review the chant." ALT: "What words did you hear?" (After some questions...) HRT: "Now, everyone, let's chant together - big voice."

Let's Listen 2 (p.30)

6min.

- Play the audio and have the students listen to Mr. Brown's memory of his summer vacation.
- Give some questions to check the students' understanding.
- Have the students connect the dots with a line.

Materials:

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

ALT: "Before listening, let's check the pictures for hints. Who is this? (Pointing to a character.) What is this? (Pointing to a picture.)"

HRT: "Are you ready? Now, we will do Let's Listen 3 – Miki, Jim and Hanna's summer memories."

ALT: "OK, let's listen and connect the dots. Are you ready?"

Let's Chant 3 (p.30)

6min.

- Listen to the chant and have the students check for past tense verbs.

Materials: •
digital
textbook
• textbook

HRT: "Well done. Next, let's listen to a chant."

(Play the audio.)

ALT: "What did you hear?"

HRT: "Next, let's chant together – big voices."

Option: Play the pointing game after listening to the chant.

Let's Play (p.30)

13min.

- Review words.
- Have the students play memory Karuta.

Materials: •
data picture
cards
(Memory)

HRT: "OK, next let's play memory Karuta."

ALT: "Great, I like Karuta. Please watch us!"

Memory karuta:

1. Play Karuta but the person who gets a card should say sentences with the word, including the subject and verb.

2. The others point to the pictures on pages 28 to 29 when they hear the word.

Ex, The person who got "watermelon" says "I ate watermelon."

(Others point to the picture.)

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

ALT: "Great job today, class! Let's write your reflection sheet."

(After some time...)

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

◎ Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Create vacation cards and role-play, using textbook examples.

Target Language: I went (saw, ate, enjoyed)... It was...

Vocabulary: Adjective, Noun, Gerund

Greeting**1 min.** ·Prepare students for the lesson by creating an English environment.**Materials:** ALT/HRT: "Hello. How are you? How's the weather? What day is it today?" etc.
Elicit responses from students.**Small Talk: Do you like traveling?****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), do you like traveling?"
HRT: "Yes, I do. I went to Australia last year."
ALT: "That's nice. I've never been to Australia."
HRT: "You should go. How about you? Do you like traveling?"
ALT: "Yes. I like to travel by Shinkansen. In my country, our trains are very slow."**BOL Activity: Karuta****6 min.** ·Have students check the memory and past action words.
·Have students play Karuta.**Materials:** · picture card(Lesson 6)
HRT: "First, let's check the memory and past action words. What's this?"
(After practicing...)
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 3 (p.30)**4 min.** ·Listen to the chant and have the students check for past tense verbs.**Materials:** · digital textbook · textbook
HRT: "OK, first let's listen to a chant."
(Play the audio.)
ALT: "Great. So, what did you hear?"
HRT: "Next, let's chant together - big voices."

Option: Do gestures while chanting.

Let's Read and Write (pp.31-32)

10min.

- Have the students read the memory card on page 31.
- Have the students write their own memory card on page 32.

Materials: •
textbook
• worksheet

HRT: "Great job. Now let's Read and Write. Turn to pages 31 and 32 and get your pencil ready."
ALT: "First, let's check and read the memory card."
HRT: "What is his/her memory? What did he/she enjoy?"
(After some questions...)
ALT: "Let's write your memory on page 32. You can use the 'Word Box' for help. "

Let's Try (p.32)

17min.

- Have the students introduce one of the friend's memories of summer.
- Have the listeners guess whose memory it is.

Materials: •
textbook
• worksheet

HRT: "Alright. Next, let's introduce friend's memories."
ALT: "Also, please guess whose memory it is!"
HRT: "OK, first watch us. We'll show you a demonstration!" (Pick up one memory card and demonstrate.)
ALT: "Now it's your turn in groups. Let's make groups and group leader please start."
HRT: "Let's make groups - 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!"

min.

© Evaluation:

45 Theme: My Summer Vacation

minutes Goal: Read "Summer Vacation Memories" and understand its content.

Target Language: I went (saw, ate, enjoyed)... It was...

Vocabulary: Adjective, Noun, Gerund

Greeting

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

Small Talk: Where did you go this summer?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	ALT: "Ms/Mr. (HRT), where did you go this summer?" HRT: "Like I wanted, I didn't go anywhere. I just relaxed and enjoyed summer at home. Such a nice refreshing time. And you? Did you go to Kobe?" ALT: "Yes, I went to Kobe and we saw the fireworks festival - it was amazing!"

BOL Activity: ABC word sort

6 min.	<ul style="list-style-type: none"> Have students check alphabet. Have students play "ABC word sort."
Materials:	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.

Let's Sing (p.90)

4 min.	<ul style="list-style-type: none"> Have the students listen and sing Jingle 2.
Materials: • digital textbook • textbook	HRT: "Well done. Now, let's sing a song." ALT: "Yes, I love songs. Let's sing 'Jingle 2'." (After listening...) HRT: "What did you hear? Do you want to listen again?" ALT: "OK, let's listen again!" Option: If the digital textbook is available, 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.

Handwriting L6-1 (p.90)

9min.

- Have the students play "Tic-Tac-Toe."
- Show a demonstration to the students.

Materials: •
digital
textbook
• textbook

HRT: "Good job everyone. Now, let's play Tic-Tac-Toe"
ALT: "This will be fun. Do you know this game? Please watch us."

1. Make pairs and do R/S/P.
2. First turn person chooses one box and draws a circle. Next, the second turn person chooses another box and draw a cross. When they choose a box, they should pronounce the word.
3. The person who gets the most lines with 3 circles or crosses in a row is the winner (vertical, horizon or diagonal)

Handwriting L6-2 (p.90)

9min.

- Play the audio.
- Have the students listen and circle the words which express Satoshi's memory of his summer.

Materials: •
digital
textbook
• textbook

HRT: "Well done. Now, please listen and circle the correct words."
ALT: "OK, listen to his memories and circle the correct words. "
(After listening...)
HRT: "What did you hear?"
ALT: "One more time?"

Handwriting L6-3 (p.91)

9min.

- Have the students read "memory of my summer" and write what Satoshi did in Japanese.

Materials: •
digital
textbook
• textbook

HRT: "Good job everyone. Now, please look at page 91."
ALT: "OK, let's listen to Satoshi's memory of his summer."
(After listening...)
HRT: "What did you hear?"
ALT: "Let's listen again and write what he did in the brackets in Japanese."

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: Make introduction about your future dream

minutes Goal: Listen to introductions of world achievers and understand gists.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

Greeting

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

Small Talk: What do you want to be?

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 want to be?" ALT: "I want to be a firefighter! And you?" HRT: "Me? I want to be a teacher!" ALT: "Of course!" HRT: "Who wants to be a teacher? Raise your hand!" ALT: "Why do you want to be a teacher?" HRT: "Because teachers help students learn."

BOL Activity: Circle Clap

6 min.	<ul style="list-style-type: none"> Have students check occupation. Have students play "Circle Clap."
Materials:	HRT: "Let's check occupation words." 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** Waiter!" when practicing jobs.) 2. The next St continues the rhythm, using a new word, and so on. 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. <ul style="list-style-type: none"> Flashcards can be placed on the blackboard. For higher levels use more vocabulary words, increased speed, etc. Can be played in groups.

Let' s Watch and Think (p.34)

8 min.	<ul style="list-style-type: none"> Have the students watch the video about Rudashingua. Stop the video and confirm the students' understanding.
Materials: • digital textbook • textbook	HRT: "OK everyone. Please open your textbook at page 34." ALT: "Well, do you know who she is?" HRT: "Let's watch the video and find the answers." ALT: "Are you ready?" (After watching the video...) ALT: "What did you hear?"

Let's Listen I (p.34)

5min.

- Play the audio.
- Have the students listen to the conversation between Mr. Shindo and Mr. Brown.
- Ask questions to check the students' understanding.

Materials: •
digital
textbook
• textbook

HRT: "Good job. Now, let's listen to the audio."
(After listening)
ALT: "What did you hear?"
HRT: "Do you want to listen one more time?"

Let's Chant I (p.34)

6min.

- 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: "Well done. Next, turn to page 34 and let's chant."
ALT: "First, please listen carefully." (After listening)
HRT: "OK, what did you hear?"
ALT: "Do you want to listen again?" (After listening again)
HRT: "Great, now let's chant and point to the occupations on page 34 at the same time."
ALT: "Yes, sing and point. Let's go!"

Let's Play I (p.34)

12min.

- Have the students play occupation Karuta.
- Have the students play the concentration game.

Materials: •
textbook
• data picture
card (jobs)

HRT: "Great. Next let's play occupation Karuta."
ALT: "Cool, I love Karuta. OK, let's check the rules. Please watch us."
(After demonstration...)
HRT: "Now, let's all play together!"
(After the game...)
ALT: "Let's play another game, concentration game."
HRT: "Great - are you ready? 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: Make introduction about your future dream

minutes Goal: Listen to introductions of world achievers and understand gists.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

Greeting

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

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

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, where do you want to go during winter vacation?" ALT: "I want to go back to my home country! I miss my family. And you?" HRT: "I want to go some place warm... I want to go to Okinawa!" ALT: "Nice!"</p>

BOL Activity: Unlucky Card

6 min.	<ul style="list-style-type: none"> Have students check country name. Have students play "Unlucky Card."
Materials:	<p>HRT: "First, let's check countries. What's this?" (After practicing...) ALT: "Let's play 'Unlucky Card!'"</p> <ol style="list-style-type: none"> 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. 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. The game ends when every FC except the one with the "unlucky card" under it is removed.

Let's Chant 2 (p.35)

4 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, looking at pages 12 and 13.
Materials: • digital textbook • textbook	<p>HRT: "Alright. Next, turn to page 35 to Let's Chant 2." ALT: "First, please listen carefully."(After listening) HRT: "What did you hear?" ALT: "Do you want to listen again?" (After listening again) HRT: "Okay, now let's chant and point to the country names, looking at pages 12 and 13." ALT: "Yes, sing and point. Let's go!"</p>

Let's Play 2-1 (p.35)

9min.

•Have the students play country name Karuta.

Materials:

• data
picture cards
(Country
names)

HRT: "Great job. Now, let's play country name Karuta."
ALT: "OK, I'll read the country names and you pick up the card as fast as you can."
HRT: "Ready? Good luck."

Let's Play 2-2 (p.35)

10min.

•Have the students play "Go Fish."

Materials:

• data
picture cards
(Country
names)

HRT: "OK, well done. Now, let's play Go Fish."
ALT: "Great - I love Go Fish. First, please watch us."
1. Prepare several sets of national flag Karuta.
2. Distribute cards to each participating child as their hand, and place the remaining cards in a pile in the middle of the table.
3. Ask the person next to you, "Do you have 'Japan'?"
4. If the person asked has Japan in their hand, they give it to the asker, otherwise they reply "Go fish."
5. The person who was told "Go fish" takes one card from the pile.
6. The game ends when someone runs out of cards or when the pile is empty. If the pile is empty, the person with the fewest cards in their hand wins.

Let's Listen 2 (p.35)

8min.

•Play the audio.
•Have the students listen to Masahiro Tanaka.
•Ask questions to check the students' understanding.

Materials: •
digital
textbook
• textbook

HRT: "Let's listen to the audio."
(After listening)
ALT: "What did you hear?"
HRT: "Do you want to listen again?"
ALT: "Let's listen for information about 'what they do' and 'where they live'. Let's listen."
HRT: "Please write your answers on page 35."

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: Make introduction about your future dream

minutes Goal: Discuss Japanese food, places, and sports.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

Greeting

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

Small Talk: What is famous in Japan?

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, what is famous in Japan?" HRT: "Why of course, we have Mt. Fuji and sushi." ALT: "But what about Sumo and cherry blossoms?" HRT: "Yes, those too." ALT: "And kimonos and onsens." HRT: "Yes, those too." ALT: "And ..." HRT: "Yes, we have many famous things, don't we!"

BOL Activity: Scategories

6 min.	<ul style="list-style-type: none"> Have students check sports and food. Have students play "Scategories."
Materials: Blank sheet	HRT: "Let's review sports and food words." ALT: "Let's play 'Scategories!'"
	<ol style="list-style-type: none"> Divide a sheet of paper into 4-6 sections, choosing a category for each. Sts fill their spaces with things that fit the categories. ※ Use pictures for younger groups, and words for older Sts."

Let' s Listen 3 (p.36)

8 min.	<ul style="list-style-type: none"> Play the audio. Have the students listen to Mr. Davis. Ask questions to check the students' understanding.
Materials: digital textbook textbook	HRT: "Well done. Now, let's listen to the audio." (After listening) ALT: "What did you hear?" HRT: "Do you want to listen one more time?" ALT: "OK, let's listen for information about 'food', 'places' and 'sports'." HRT: "Let's listen and write things down on page 36."

Let's Play 3 (p.36)

8min.

- Show demonstration to the students.
 - Ask questions to the students about famous foods, places and sports in Japan.
 - Have the students ask questions to the ALT/HRT about famous foods, places and sports in Japan.
- HRT: "OK. Now, let's talk by asking and answering questions."
ALT: "First, please watch us."
Ex, What foods are famous in Japan? What places are famous in Japan? What sports are famous in Japan?

Materials: •
textbook

Let's Read and Write (p.36)

15min.

- Have the students pick up one card about an occupation and a country name and then write them on the lines.
- Show the students examples.

Materials: •
textbook

- HRT: "So far, so good. Next, we'll write down the occupation and country name from cards."
ALT: "Please watch us."
HRT: "OK. First I will pick an 'occupation card' and then a 'country card'.
ALT: "(HRT)-sensei, what is your job?"
HRT: "I am a designer in America."
(Then the other person takes cards)
ALT: "OK. Let's make pairs, then ask and tell about our occupations."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

min.

◎ Evaluation:

45 Theme: Make introduction about your future dream

minutes Goal: Learn expressions of greeting, jobs, country, and famous things.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

Greeting, Small Talk: What is famous in Japan? (2)**6min.**

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

Materials:

ALT: "(HRT) sensei, before I asked you what is famous in Japan?"
 HRT: "Yes, (to students) do you remember what I said?"
 (students answer "Mt. Fuji and sushi")
 ALT: "Very good (to students) what else is famous in Japan - can you tell me?"
 (elicit answers from students)
 HRT: "Yes, those too."
 ALT: "Yes, those too."
 HRT: "Yes, we have many famous things, don't we!"

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

- Have students check food.
- Have students play "3 HInt Quiz."

Materials:

HRT: "Let's review food words."
 ALT: "Let's play '3 Hint Quiz!'"

1. Choose a vocabulary word. Give 3 simple hints such as shape, color, taste, size, use, 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, JTE/ALT/Sts can ask questions such as "What color is it?" and then a hint will be given.

Let' s Chant 1 (p.34)**4min.**

- Review the chant.
- Ask job names to students.

Materials:

HRT: "OK. Let's review jobs."
 ALT: "What's this? (with gesture)" (After some questions...)
 HRT: "Nice! Next, let's review the chant again."

Option: While chanting, get the students to point at the pictures or do gestures.

Let' s Chant 2 (p.35)**4min.**

- 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, looking at pages 12 and 13.

Materials: •
 digital
 textbook
 • textbook

HRT: "Well done. Next, turn to page 35 and let's chant."
 ALT: "First, please listen carefully." (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 country names, looking at pages 12 and 13."
 ALT: "Yes, chant and point. Let's go!"

Let's Play 4 (p.37)

8min.

•Have the students check information about the country card they pick.

Materials: •
textbook

HRT: "OK, do you remember which card you got last lesson?"
ALT: "Yes, I got Korea. How about you? What country did you get?"
HRT: "We will look into these countries! Let's check the information."

Option: Use the Internet, the school library etc.

Let's Chant 3 (p.37)

7min.

•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
• textbook

HRT: "Good job everyone. Next, turn to page 37 and let's chant."
ALT: "OK. First, please listen carefully."(After listening)
HRT: "What did you hear?"
ALT: "Do you want to listen again?"

Let's Play 5 (p.37)

8min.

•Have the students practice class reunion in 20 years.

Materials: •
digital
textbook
• textbook

HRT: "OK. Now we have a fun challenge. Can you imagine your future in 20 years time?"
ALT: "Wow. OK, I will be 45 years old. I will live in London. (HRT) sensei. Can you imagine 20 years later? What will you be doing?"
HRT: "I'm a pilot. I live in America."
ALT: "That's great! What is famous food in America?"
HRT: "Hot dogs are famous in America."
ALT: "So in pairs, let's ask and tell about us in 20 years time."

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: Make introduction about your future dream

minutes Goal: Act as famous person who meets people around the world.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

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 to be?****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 to be?"
HRT: "I want to be a fire fighter. What do you want to be?"
ALT: "Me? I want to be an actor. I want to be on Japanese TV."
HRT: "Interesting..."**BOL Activity: Stepping Stone****6 min.** ·Have students check places.
·Have students play Stepping Stone.**Materials:** HRT: "First, let's check places. What's this?"
(After practicing...)
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 3 (p.37)**4 min.** ·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
· textbook
HRT: "Good job. Next, turn to page 37 to Let's Chant 3."
ALT: "Please listen carefully first." (After listening)
HRT: "What did you hear?"
ALT: "Do you want to listen again?"

Let's Try (p.38)

27min.

·Have the students pretend to be themselves in the future and have a class reunion.

Materials: ·
textbook

HRT: "Alright. Now, let's have a party."
ALT: "Sounds great!"
HRT: "Yes, let's have a reunion party of this class!"
ALT: "OK. Please try to pretend to be yourself in the future."
HRT: "Write down what your friend will be doing in the future."

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.

Materials:

min.

© Evaluation:

45 Theme: Make introduction about your future dream

minutes Goal: Choose or write down the middle vowel of words.

Target Language: I live in ... Do you have...? Yes, I do. No, I don't. What is famous in ...?

Vocabulary: Country name, Jobs, Food, Places, Sports

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 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:	ALT: "(HRT) sensei, what bugs do you like?" HRT: "Interesting question. I like 'ants'." ALT: "OK, what sea animal do you like?" HRT: "Hmm, I like the octopus." ALT: "And last one, do you like busses or jet planes?" HRT: "I actually like both, but I prefer jets." ALT: "I see. Thank you." (HRT: Shrugs and shows a strange face)

BOL Activity: ABC Card Sort

6 min.	•Have students check the letters of the alphabet. •Have students play ABC Card Sort.
Materials:	HRT: "First, let's check the alphabet. What's this?" (After practicing...) ALT: "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.92)

6 min.	•Check the song and sing together as a class.
Materials: • digital textbook • textbook	HRT: "Well done. Now, let's sing a song." ALT: "Yes, let's sing the 'aiueo Jingle'." (After listening...) HRT: "What did you hear? Do you want to listen again?" ALT: "OK. Let's listen again!" Option: If the digital textbook is available, 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.

Handwriting P1-1 (p.92)

8min.

•Have the students play 'aeiou Karuta' in pairs or groups.

Materials: •
digital
textbook
• textbook
• data picture
card (vowels)

HRT: "OK. Now, let's play a game. We have some Karuta cards."
ALT: "Great. Let's play 'aeiou Karuta'."

aeiou karuta: This Karuta has the same rule as Japanese Karuta. Depending on the situation, the size and rules can be changed.
1. Spread the picture cards on a desk, and the Sts point or pick up the cards while listening to the ALT/HRT reading aloud.
2. Play Karuta with one set of cards in pairs.
3. Play Karuta with two sets of cards in pairs.
4. Play Karuta with one set of cards in a small group.

Handwriting P1-2-1 (p.92)

8min.

•Have the students put the cards in the order they hear.

Materials: •
digital
textbook
• textbook
• data picture
card (vowels)

HRT: "Well done. Next, let's put cards in the order we hear."
ALT: "Please watch us first."
(To make the game more difficult, increase the number of cards each time.)

Handwriting P1-2-2 (p.93)

9min.

•Have the students say the words and fill-in the letter in the middle.

Materials: •
textbook

HRT: "Good job. Oh, what's this?" (Show the page to the students.)
ALT: "It's 'Jam.'" (saying and writing "a" at the same time.)
HRT: "Next, it's your turn. What's this?"
(ALT & HRT take turns and point to each picture, asking the students "What's this?" each time.)

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: Watch the world.

minutes Goal: Listen & understand Miki and Hassan' s Turkish conversation.

Target Language: We have ... in ... First (Second, Third), we have ... You can see (eat/have)...

Vocabulary: Country name

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 Japanese 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 Japanese food do you like?”
ALT:“ I like (sushi) but I love 'miso soup' .”
HRT:“ Wow. Me, too! It is so delicious!”
ALT:“ Yes. And so traditionally Japanese!”
HRT:“ So true!”**BOL Activity: Keyword Game****6 min.** ·Have students review country names.
·Have students play Keyword Game.**Materials:** HRT:“ Let' s review country names.”
ALT:“ Let' s play 'Keyword Game' !”

1. Sts make pairs and use 1 eraser (or other object) to grab per pair.
2. The ALT selects one vocabulary word as the“ Keyword” and instructs Sts to put their hands on their heads.
3. The ALT practices vocabulary which the Sts repeat. When the ALT says the“ Keyword” , Sts try to be the first in their pair to grab the eraser/object.**Let' s Listen I (p.40)****8 min.** ·Play the audio.
·Have the students listen to the tea ceremony.
·Ask questions to check the students' understanding.**Materials:** · digital
· textbook
· textbook
HRT:“ Great job everyone. Let' s listen to the audio.”
(After listening)
ALT:“ What did you hear?”
HRT:“ Do you want to listen to it again?”

Interaction example:“ What is this room? What do people do in this room? What is a 'tea ceremony' ?”

Let's Listen 2-1 (p.41)

4min.

- Play the audio.
- Have the students listen to the conversation between Miki and Hassan.
- Ask questions to check the students' understanding.

Materials: •
digital
textbook
• textbook

HRT: "Well done. Now, let's listen to the audio."
ALT: "Oh, do you like Miso?"
HRT: "How do we use Miso?"
ALT: "Now, let's listen to more about Miso."
(After listening)
HRT: "What did you hear? Do you know some other healthy foods?"

Let's Listen 2-2 (p.41)

9min.

- Have the students talk about what they can make using the phrase "I can..."

Materials: •
textbook

HRT: " (ALT) sensei. What can you cook?"
ALT: "Me? What can I cook? I can cook (something from the ALT country). What can you cook?"
HRT: "I can cook curry and rice. What can you cook? (to the students)"
(After giving some questions...)
ALT: "Let's ask each other in pairs."

Let's Listen 3 (p.41)

10min.

- Have the students listen to the conversation between Miki and Hassan and connect the dots.

Materials: •
digital
textbook
• textbook

HRT: "OK. Now, let's listen to the audio."
(After listening...)
ALT: "What did you hear? Who likes natto? What food can we eat in Hassan's country?"
HRT: "Now, listen again and this time please connect the dots."
(After listening...)
ALT: "Let's check the answers."
HRT: "Good job everyone!"

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: Watch the world.

minutes Goal: Listen to foreign food and introduce Japanese famous foods.

Target Language: We have ... in ... First (Second, Third), we have ... You can see (eat/have)...

Vocabulary: Country name

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 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 food from southern Europe.”
HRT:“ Oh, you mean Italy and Spain?”
ALT:“ Yes. how about you?”
HRT:“ Me too, I like pizza! What kind of pizza do you like?”
ALT:“ I like spinach and mushroom pizza.”
HRT:“ Sounds delicious!”**BOL Activity: Hot Potato****6 min.** ·Have students check the Food vocabulary words.
·Have students play Hot Potato.**Materials:** HRT:“ First, let’ s check foods. What’ s this?”
(After practicing...)
ALT:“ Let’ s play ‘Hot Potato’ !”

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

Let’ s Watch and Think I (p.42)**9 min.** ·Have the students watch the video about the introduction to food.
·Stop the video and confirm the students’ understanding.
·Have the students discuss the similar and different points of Japan.**Materials:** · digital
· textbook
· textbook
HRT:“ Good job everyone. Next, please open your textbook to page 42.”
ALT:“ Oh, do you know what this is?”
(After some questions...)
HRT:“ Let’ s watch the video and find out the answers.”
(After watching the video...)
ALT:“ What did you hear?”

Let' s Read and Think - 1 (p.42)

12min.	<ul style="list-style-type: none">•Have the students read the memo from Anand and discuss what they find out.•Review ordinal numbers.•Ask questions to check the students' understanding.
Materials: textbook	HRT:“ OK. Next, let' s read Anand' s memo.” (After a few minutes...) ALT:“ What' s this? Do you know what 'biryani' is?” (Students try to explain what it is) HRT:“ Who has eaten biryani?”

Let' s Read and Think - 2 (p.42)

10min.	<ul style="list-style-type: none">•Have the students read the memo from Anand and discuss what they find out.•Review ordinal numbers.•Ask questions to check the students' understanding.
Materials: textbook	HRT:“ Well done. Next, let' s read Miku' s memo.” (After a few minutes...) ALT:“ Did you notice something from her memo?” (Review how to use“ first” ,“ second” and“ third?”) HRT:“ Now, it' s your turn. Let' s think about Japanese food.” ALT:“ Yes, please think about 3 Japanese foods you want to introduce.” (After preparation...) HRT:“ Let' s introduce Japanese food to each other.” ALT:“ Who wants to go first?”

Reflection/Goodbye

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

min.	
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© Evaluation:

45 Theme: Watch the world.

minutes Goal: Learn about costumes and currencies in different countries.

Target Language: We have ... in ... First (Second, Third), we have ... You can see (eat/have)...

Vocabulary: Country name

Greeting

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

Small Talk: Do you like quizzes?

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 games do you like to play?” HRT:“ Games? I actually like quizzes.” ALT:“ Wow, me too!” HRT:“ Yes, I love to challenge myself and try different quizzes.” ALT:“ Then, today is your lucky day!” HRT:“ Really?” ALT:“ Yes, we will do som quizzes today.” HRT:“ Fantastic!”

BOL Activity: 3 Hint Quiz

6 min.	•Have students review country names. •Have students play ‘3 Hint Quiz’.
Materials:	HRT:“ First, let’ s check 3 Hint Quiz. What’ s this?” (After practicing...) ALT:“ Let’ s play ‘3 Hint Quiz’ !” 1. Choose a vocabulary word. Give 3 simple hints such as shape, color, taste, size, use, 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, HRET/ALT/Sts can ask questions such as“ What color is it?” and then a hint will be given.

Let’ s Chant (p.43)

4 min.	•Play the chant and encourage the students to sing along. •Have the students point to the country while listening to the chant.
Materials: • digital textbook • textbook	HRT:“ Great job everyone. Next, please turn to page 43 and let’ s chant.” ALT:“ OK. Let’ s review the chant. What words do you remember?” (After listening) ALT:“ Good. Now let’ s chant and point to the country names on pages 12 and 13.” ALT:“ Yes, chant and point. Let’ s go!”

Let's Listen 4 (p.43)

6min.

- Play the audio.
- Have the students listen to Miki's story about Kimonos.
- Ask questions to check the students' understanding.

Materials: • digital textbook • textbook

HRT: "Alright. Now, let's listen to the audio."
(After listening)
ALT: "What did you hear? What color is her Kimono? When does she wear her kimono?"
HRT: "Do you want to listen to it again?"
ALT: "OK. One more time - let's listen to the points."

Let's Play 1 (p.43)

11min.

- Have the students connect the traditional clothes to the countries with a line.
- Check the answers.

Materials: • textbook

HRT: "Next let's try to match. What are Japan's traditional clothes?"
ALT: "Are they Kimonos?"
HRT: "Yes. We have Kimonos. Please open your textbook to page 42."
ALT: "How about this? Where can we wear these traditional clothes? (Pointing to the picture...)"
(After a few minutes...)
HRT: "Let's check the answer."

Let's Watch and Think 2 (p.43)

10min.

- Check the dollar/yen rate of that day and write the rate in the box.
- Discuss where each money can be used.
- Check the answers.

Materials: • digital textbook • (Ideally) Real money from each country

HRT: "OK. Next, what's this?"
ALT: "Yeah, it's money! Oh, where is this money from? Who knows?"
HRT: "Yes, it's from America!"
ALT: "Question! What can we buy for 1 dollar now? Can we buy a game?" (Students guess what they can buy.)
HRT: "Yes, we can buy a ~. How much is this with Japanese yen?"
ALT: "It's ~ yen! Next, let's check where this money is from."
HRT: "Please look at the letters. What country?"
ALT: "Who knows?"

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: Watch the world.

minutes Goal: Let' s compare houses and seasons around the world.

Target Language: We have ... in ... First (Second, Third), we have ... You can see (eat/have)...

Vocabulary: Country name

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 season 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 season do you like?”
ALT:“ I like winter.”
HRT:“ Me too. Do you like skiing?”
ALT:“ Yes, I do. You sound excited!”
HRT:“ Yes, let' s go skiing!”
ALT:“ Sounds great!”**BOL Activity: 4 Corners****6 min.** ·Have students check the 4 seasons.
·Have students play 4 Corners.**Materials:** · HRT:“ First, let' s check the 4 seasons' names. What' s this?”
· season cards ALT:“ Next, 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 Play 2 (pp.44-45)**11 min.** ·Have the students guess where each house is from and write the answer in the brackets.**Materials:** · HRT:“ OK. This will be interesting. Please open your textbook at page 44.”
· digital ALT:“ Wow. What' s this? These are houses abroad. Can you guess where they are from?”
· textbook HRT:“ Let' s match the picture number with the country letters A, B, C & D.”
· textbook ALT:“ Good luck.”

Let's Listen 5 (pp.44-45)

12min.	<ul style="list-style-type: none">• Play the audio.• Have the students listen to greetings around the world.• Ask questions to check the students' understanding.
Materials: <ul style="list-style-type: none">• digital• textbook• textbook	HRT: " Good job. Now, let's listen to the audio." (After listening) ALT: " What did you hear? How many " hellos " did you hear? What was the 1st greeting? How about the 2nd one?" HRT: " Do you want to listen one more time?" ALT: " OK. Let's listen carefully. Writing notes is OK."

Let's Watch and Think 3 (p.45)

8min.	<ul style="list-style-type: none">• Have the students watch the video about seasons all over the world.• Stop the video and confirm the students' understanding.
Materials:	HRT: " Well done. Next, please open your textbook at page 45." ALT: " Alright. How many seasons does Japan have?" (After some questions about seasons.) HRT: " OK. Let's watch the video and find out the answers." (After watching the video...) ALT: " What did you hear? Is it cold in December in Australia?"

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.	
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© Evaluation:

45 Theme: What sports do you like?

minutes Goal: Listen and learn about sports names.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

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? I like tennis.”
HRT:“ Really? I also like tennis but it' s not my favorite sport.”
ALT:“ What is your favorite sport?”
HRT:“ I love to play soccer!”
ALT:“ Wow, that' s so cool!”

BOL Activity: Pictionary

6 min. ·Have students check sports.
·Have students play Pictionary.

Materials: HRT:“ First, let' s check sports. What' s this?”
ALT:“ Let' s play 'Pictionary' !”

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 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 Listen (p.46)

4 min. ·Play the audio.
·Have the students listen to Hanna and Kazuya' s conversation about sports.
·Ask questions to check the students' understanding.

Materials: · digital
· textbook
· textbook
HRT:“ Good job everyone. Now, let' s listen to the audio.”
(After listening)
ALT:“ What did you hear?”
HRT:“ Do you want to listen to it one more time?”

Let' s Play 1 (p.47)

8min.

·Have the students play a 3 Hint Quiz.

Materials: ·
textbook

HRT:“ Good job. On page 47, you can see many sports. How many sports can you see?”
(After some questions...)
ALT:“ Now, let' s play a 3 hint quiz.”
(Give 3 hints about“ sports' items” ,“ gestures” and“ the name of an athlete.”)
(If possible, make pairs or groups and have the students make quizzes.)

Let' s Chant 1 (p.47)

8min.

·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
· **textbook**

HRT:“ OK. Next, turn to page 47 and let' s chant.”
ALT:“ First, please listen carefully.” (After listening)
HRT:“ What did you hear?”
ALT:“ Great. Now, let' s all sing along to the chant – big voices.”

Let' s Play 2 (p.47)

11 min.

·Have the students point to the word while they are singing.

Materials: ·
digital
textbook
· **textbook**

ALT:“ OK. Do you want to listen again?” (After listening again)
HRT:“ Good job. Now, let' s chant and point to the sports.”
ALT:“ Yes, chant and point. 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: What sports do you like?

minutes

Goal: Ask and answer questions about favorite sports athletes.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

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:

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 to watch?”
ALT:“ To watch? Umm... I like to watch ice hockey.”
HRT:“ Really? Is that popular in your country?”
ALT:“ How about you, (HRT) sensei? What sport do you like to watch?”
HRT:“ I like to watch soccer and play soccer!”
ALT:“ Oh, shall I call you Soccer Sensei?”
HRT:“ Ha ha ha!”

BOL Activity: Charades

6 min. ·Have students check sports players.
·Have students play Charades.

Materials: HRT:“ First, let' s check sports players. What' s this?”
(After practicing...)
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 (p.46)

4 min. ·Play the audio.
·Have the students review and listen to Hanna and Kazuya' s conversation about sports.

Materials: · digital
· textbook
· textbook
HRT:“ Good job. Now, let' s review the conversation.”
(After listening)
ALT:“ What words did you hear?”
HRT:“ What is the conversation about?”
(Get comments from the students)
ALT:“ Yes, that' s right - well done.”
HRT:“ Let' s listen and check one more time.”

Let' s Chant 2 (p.48)

8min.

- Play the chant and check the words and phrases.
- After playing the chant, ask the students questions about what they heard.
- After checking the words and phrases, have the students chant along.

Materials: •
digital
textbook
• textbook

HRT: " Good job. Next, turn to page 48 and let' s chant."
ALT: " First, please listen carefully." (After listening)
HRT: " OK. What did you hear? Let' s check the words and phrases." (After checking words and phrases...)
ALT: " Do you want to listen again?" (After listening again)
HRT: " Okay, now let' s chant together."

Word Box (p.48)

8min.

- Have the students check what athletes have "player" in the chant.
- Have the students look for words without "player", such as swimmer.

Materials: •
textbook

HRT: " Well done. We sang about athletes."
ALT: " Did you notice any rules?"
HRT: " Yes, that' s right! Athletes sometimes use 'player' ."
ALT: " However, some athletes don' t have 'player' ."
HRT: " I found one - 'swimmer' ! Can you find any other words?"

Let' s Play 3 (p.48)

11 min.

- Have the students play the interview game about their favorite athletes.

Materials: •
textbook

HRT: " Well done. Next, please look at page 48."
ALT: " OK. Let' s play an interview game. Now, please watch us."
(Demonstrate)
HRT: " Next it' s your turn. In pairs, let' s interview each other."

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

© Evaluation:

45 Theme: What sports do you like?

minutes Goal: Ask and answer questions about sports sts want to try.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

Greeting, Small Talk: What sport do you want to try?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>ALT/HRT:“ Hello. How are you? How’ s the weather? What day is it today?” etc. HRT:“ (ALT) sensei, what sport do you want to try?” ALT:“ To try? Umm... I would like to try ski jumping.” HRT:“ Really? Is that popular in your country?” ALT:“ No, only in the Winter Olympics. How about you, (HRT) sensei? What sport do you want to try?” HRT:“ I want to try sumo!” ALT:“ Oh wow! That looks scary!” HRT:“ But exciting!”</p>

BOL Activity: Pictionary

6min.	<ul style="list-style-type: none"> •Have students check sports. •Have students play Pictionary.
Materials:	<p>HRT:“ First, let’ s check sports. What’ s this?” ALT:“ Let’ s play ‘Pictionary’ !”</p> <ol style="list-style-type: none"> 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 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 Listen (p.46)

4min.	<ul style="list-style-type: none"> •Play the audio. •Have the students review and listen to Hanna and Kazuya’ s conversation about sports.
Materials: • digital textbook • textbook	<p>HRT:“ Good job everyone. Now, let’ s listen to the audio.” (After listening) ALT:“ What did you hear?” HRT:“ Do you want to listen to it one more time?”</p>

Let’ s Chant 3 (p.49)

8min.	<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.
Materials: • digital textbook • textbook	<p>HRT:“ Well done. Next, turn to page 49 and let’ s chant.” ALT:“ OK. First, please listen carefully.” (After listening) HRT:“ What did you hear?” ALT:“ Do you want to listen again?” (After listening again) HRT:“ Yes, chant together. Let’ s go!”</p>

Word Box (p.49)

4min.

- Have the students notice that some sports use “play” and others use “do.”
- Give some examples of words with “play” and “do.”
- Possibly, have the students discuss the reasons.

Materials: •
digital
textbook
• textbook

HRT:“ Good job. We all chanted together.”
ALT:“ Yes. Do you notice something?”
HRT:“ We use “ play” with sports.”
ALT:“ Nice, but do you know that some sports use “ do?””
HRT:“ I can say,“ do judo! Do you know another one?”

Let’ s Play 4-1 (p.49)

5min.

- Have the students write down 3 sports which they want to play, looking at pages 46 and 47.

Materials: •
textbook

HRT:“ Well done. We know many sports now. (ALT) sensei, what sport do you want to play?”
ALT:“ I want to play badminton, volleyball and do Kendo! How about you?”
HRT:“ I want to do surfing, play wheelchair tennis and do judo! Now, let’ s write that down.” (Write 3 sports on page 49.)
ALT:“ How about you?” (to the students)
HRT:“ Now, it’ s your turn.”

Let’ s Play 4-2 (p.49)

10min.

- Have the students play an interview game about 3 sports which they want to play.
- Have the students try to find classmates who want to play the same sports.

Materials: •
textbook

HRT:“ Good job. Now, let’ s play an interview game!”
ALT:“ First, please watch us. (HRT) sensei, what sport do you want to play?”
HRT:“ Oh, I want to play volleyball! OK, let’ s play volleyball.”
ALT:“ (Yes) That’ s a good idea! / (No) No, thank you. What sport do you want to play?” (After the conversation...)
HRT:“ Ok? Please choose one sport and 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: What sports do you like?

minutes Goal: Discuss favorite sports, athletes, and sports you want to try.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

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

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

Materials:

ALT/HRT: " Hello. How are you? How' s the weather? What day is it today?" etc.
 HRT: " What sports can you play?"
 ALT: " I can play tennis and badminton!"
 HRT: " Oh, you can play badminton, too!"
 ALT: " Yes. And how about you?"
 HRT: " Like you know, I play soccer and I can do kendo."
 ALT: " Kendo? Wow, that' s traditional and very cool!"

BOL Activity: Charades**6min.**

- Have students check sports players.
- Have students play Charades.

Materials:

HRT: " First, let' s check sports players. What' s this?"
 (After practicing...)
 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 (p.46)**4min.**

- Play the audio.
- Have the students review and listen to Hanna and Kazuya' s conversation about sports.

Materials: • digital
 textbook
 • textbook

HRT: " Let' s review the conversation."
 (After listening)
 ALT: " What did you hear?"
 HRT: " Do you want to listen to it one more time?"
 ALT: " Let' s listen for different sports names."

Review Sports**6min.**

- Have the students review sports names.

Materials: • textbook

HRT: " Well done everyone. Now, let' s review sports names."
 ALT: " OK. What' s this? Do you remember?" (pointing to pages 46 and 47.)

Option: Play the Keyword game/ Missing game/ Simon says etc...

Review Lesson Conversation

4min.

• Give questions to the students and review words and phrases about sports.

Materials:

HRT: " (ALT) sensei. Who is your favorite sports player?"

ALT: " My favorite sports player is ... How about you? Who is your favorite sports player?" (to the students)

HRT: " What sport do you want to play?"

ALT: " I want to play ..."

(Give some questions to students - What sports do you like? What sports don't you like? What sports do you want to learn?)

Let's Play 5-1 (p.50)

12min.

• Have the students play an interview game and ask each other about their favorite sports and sports players.
• Have the students write notes on page 50.

Materials: •
textbook

HRT: " Good job. Now, please look at page 48."

ALT: " OK. Let's play interview game. Now, please watch us."

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

ALT: " Oh, I like baseball!"

HRT: " Who is your favorite baseball player?"

ALT: " Of course, I love Shohei Ohtani!"

HRT: " What sports do you want to try?"

ALT: " Hmm, I want to try surfing. How about you? What sports do you like?"

(ask/answer questions with your partner)

Let's Play 5-2 (p.50)

5min.

• Check what is the most popular sport in the classroom.

Materials: •
textbook

HRT: " Good job. Now, let's find out what is the most popular sport in this class."

ALT: " Interesting. So, please write your favorite sport in the brackets."

(After a few minutes)

HRT: " Great. Now, let's check together. What is your favorite sport? Tennis?"

ALT: " Who likes tennis? Raise your hand."

(Check the most popular sports and count hands, in order to find the most popular.)

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 sports do you like?

minutes Goal: Present your favorite sports or countries.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

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: Popular sports

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 the most popular sports in the world?” ALT:“ Most popular? Hmm, baseball, tennis, rugby, soccer and basketball.” HRT:“ No, but good try.” ALT:“ What are the most popular sports then?” HRT:“ Are you ready? #1 is soccer, #2 is cricket, #3 is hockey, #4 is tennis and #5 is volleyball! Baseball is #8.” ALT:“ Wow, interesting!”

BOL Activity: Bingo

6 min.	•Have students check sports and sports players. •Have students play Bingo.
Materials:	HRT:“ Let' s review sports and sports players.” ALT:“ Let' s play 'Bingo' !” 1. Sts fill in a bingo card with sports/ sports players. 2. The HRT/ALT calls out a sports/ sports player and Sts mark it on their bingo card. 3. When Sts complete a full row or column, they say“ BINGO!” ※ When using more advanced language, have the Sts use the target language to ask for the word. i.e. Sts:“ What is your favorite sports?” HRT/ALT:“ My favorite sport is tennis!”

Let' s Listen (p.46)

5 min.	•Play the audio. •Have the students review and listen to Hanna and Kazuya' s conversation about sports.
Materials: • digital textbook • textbook	HRT:“ Good job. Now, let' s review the conversation.” (After listening) ALT:“ What words did you hear?” HRT:“ What is the conversation about?” (Get comments from the students) ALT:“ Yes, that' s right - well done.” HRT:“ Let' s listen and check one more time.”

Let's Try (p.51)

26min.

- Have the students give a presentation about their favorite sports and sports players.
- Check points for a presentation, before giving presentations.

Materials: •
textbook

HRT:“ Good job everyone. Today we are going to do presentations.”
ALT:“ OK, but first let's check points for a good presentation.”
HRT:“ Great idea. (to the students) What are the important points to remember?”
ALT:“ That's right, Speak Naturally with a Powerful and Clear Voice! Talk to your audience not AT them. Give examples. And Eye Contact!”
HRT:“ Great points! Now, let's practice for 5 minutes. Let's start.”
(After 5 minutes...)
HRT:“ OK. Now, let's start our presentation.”
ALT:“ Who wants to go first?”

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.

Materials:

min.

© Evaluation:

45 Theme: What sports do you like?

minutes Goal: Write sentences introducing your favorite sports or countries.

Target Language: What ... do you ...? I like... I want to play... Who is your favorite ...?
My favorite sports player is...

Vocabulary: Sports, Athlete' s names

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: Oldest sport****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, this is an interesting one – do you know the oldest sports in the world?”
ALT:“ The oldest? Hmm, horse racing?”
HRT:“ No, but good try.”
ALT:“ Please give me a hint.”
HRT:“ Are you ready? Hint #1 is Greece. Hint #2 800-1200 BC it was also in the Olympics. Hint #3 – gesture...”
ALT:“ I know, I know – Wrestling!”
HRT:“ Yes, very good! Wrestling is the oldest sport in the world.”
ALT:“ Wow!”**BOL Activity: ABC Card Sort****6 min.** ·Have students check the letters of the alphabet.
·Have students play ABC Card Sort.**Materials:** HRT:“ First, let' s check the alphabet. What' s this?”
(After practicing...)
ALT:“ 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)****3 min.** ·Check the song and sing together as a class.**Materials:** · digital
· textbook
· textbook
HRT:“ OK. Now, let' s sing a song.”
ALT:“ Yes, let' s sing 'abcd Rap' .”
(After listening...)
HRT:“ What did you hear?”
ALT:“ Let' s listen again!”
Option: If the digital textbook is available, 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.

Handwriting L8-1 (p.94)

7min.

- Have the students write a sentence with 2 sports names, following the rules for writing.
- Have the students write a sentence with 2 country names, following the rules for writing.

Materials: •
textbook

HRT:“ Well done. OK. Now, please open your textbook to page 94.”
ALT:“ What is this? What is this?” (Pointing to sports and countries...)
HRT:“ Here, let’ s write your favorite sports and countries. You can search for your favorite sports and countries and then write them on the lines.”
ALT:“ Let’ s start.”

Handwriting L8-2 (p.95)

11min.

- Have the students pick a sport and and country, then pretend to be a person from that country.
- Have the students introduce the sport in pairs.

Materials: •
textbook

HRT:“ OK. Let’ s try an activity.” ALT:“ This will be fun. Imagine you are from India.”
HRT:“ (ALT) sensei, do you know cricket?” ALT:“ Yes, I do. I have played cricket! We have cricket in India.”
HRT:“ Next, imagine you are from France.” ALT:“ OK.”
HRT:“ Do you know fencing?” ALT:“ Yes, we have fencing in France.”
HRT:“ Next, you are from Japan.” ALT:“ OK.”
HRT:“ Do you know sumo?” ALT:“ Yes, we have sumo in Japan.”
HRT:“ So, the activity is to imagine you are from various countries and ask about sports. If you have questions, then ask (ALT) sensei or me.”
HRT:“ Make pairs and let’ s ask each other 2 times. Let’ s go.”

Handwriting L8-3 (p.95)

10min.

- Have the students write the sentences which they spoke in Handwriting 2 on the page.

Materials: •
textbook

HRT:“ Good job. Now you can say where many sports are from.”
ALT:“ Next, please write down 2 sentences with the sports and countries names.”
HRT:“ For example; We have Kendo in Japan.”

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 Favorite Memory

minutes Goal: Learn English expressions for elementary school events.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

Greeting, Small Talk: What is your best school memory?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>ALT/HRT:“ Hello. How are you? How’ s the weather? What day is it today?” etc. ALT:“ Ms/Mr. (HRT), what is your best school memory?” HRT:“ Ah, my best school memory was our school trip. We went to Nikko Toshogu.” ALT:“ That sounds wonderful!” HRT:“ And you?” ALT:“ My best school memory was playing in the drama festival - it was a lot of fun.” HRT:“ That’ s nice.”</p>

BOL Activity: Unlucky Card

6min.	<ul style="list-style-type: none"> •Have students check school events. •Have students play ‘Unlucky Card’.
Materials:	<p>HRT:“ Let’ s check school events.” ALT:“ Let’ s play ‘Unlucky Card’ !”</p> <ol style="list-style-type: none"> 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.

Check the goal

3min.	<ul style="list-style-type: none"> •Show the students a model and tell them the goal for this unit. <p>Goal: To give a presentation about introducing their best memory of school events.</p>
Materials:	<p>HRT:“ (ALT) sensei. What’ s your best school memory?” ALT:“ My favorite memory is the sports festival. Everyone ran and threw balls. I enjoyed it a lot! How about you?” HRT:“ Oh, my favorite memory is the school trip. I saw many monkeys in Nikko. I enjoyed hiking. Everyone, what is (ALT) sensei’ s favorite memory?” (After some questions...) ALT:“ Good job. So, at the end of this unit, you will have a presentation about your favorite memory! Let’ s practice and have a great presentation!”</p>

Let’ s Listen I (p.52)

8min.	<ul style="list-style-type: none"> •Play the audio. •Have the students listen to Miki’ s storybook. •Ask questions to check the students’ understanding.
Materials:	<p>HRT:“ OK. Now, let’ s listen to the audio.” (After listening) ALT:“ What did you hear?” HRT:“ Did you hear event names and best memories?” ALT:“ Do you want to listen again? Check for the event names and best memory points. Let’ s listen.”</p>

Let' s Chant (p.52)

6min.

- 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
• textbook

HRT: " Good job. Next, turn to page 52 and let' s chant."
ALT: " First, please listen carefully." (After listening)
HRT: " What did you hear?"
ALT: " Do you want to listen again?"
HRT: " OK. Let' s listen and then sing together."

Let' s Play I (p.53)

6min.

- Have the students play the pointing game.

Materials: •
textbook

HRT: " Well done. Now, we will play pointing game."
ALT: " OK. First, let' s check the words. Listen and repeat."
(After practicing...)
HRT: " Very good. Now, let' s play pointing game!"
ALT: " OK. Listen, repeat and point! Here we go."

Let' s Listen 2 (p.53)

8min.

- Play the audio.
- Have the students listen to Miki' s storybook and write the story order in the brackets.

Materials: •
digital
textbook
• textbook

HRT: " Good job everyone. Next, let' s listen to Miki' s story book again."
ALT: " OK. Please listen and write the correct story order in the brackets."
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: My Favorite Memory

minutes Goal: Compare school events globally to understand diverse cultures.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

Greeting, Small Talk: Do you remember your school entrance ceremony?

6min.	<ul style="list-style-type: none"> •HRT/ALT and students greet each other and ask simple questions. •HRT/ALT demonstrate the Small Talk before involving the students. •The HRT should show the students what they are aiming for.
Materials:	<p>ALT/HRT:“ Hello. How are you? How’ s the weather? What day is it today?” etc. ALT:“ Ms/Mr. (HRT), do you remember your school entrance ceremony?” HRT:“ Ah, my school entrance ceremony. Yes, I was dressed up smart and feeling happy but also nervous.” ALT:“ That’ s interesting” HRT:“ Yes, happy because I was starting elementary school but a little nervous because I did not know anyone .” ALT:“ Me, too. I was also happy and nervous but all turned out well.”</p>

BOL Activity: Keyword Game

6min.	<ul style="list-style-type: none"> •Have students check past tense words. •Have students play Keyword Game.
Materials:	<p>HRT:“ Let’ s check past tense words.” ALT:“ Let’ s play ‘Keyword Game’ !”</p> <ol style="list-style-type: none"> 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.

Let’ s Chant (p.52)

2min.	<ul style="list-style-type: none"> •Play the chant and encourage the students to sing along. •Have students review words and phrases.
Materials: • digital textbook • textbook	<p>HRT:“ OK. Next, let’ s review the chant.” ALT:“ So, what words did you hear?” (After some questions...) HRT:“ Now, everyone let’ s chant together – big voice.”</p>

Let’ s Play I (p.53)

2min.	<ul style="list-style-type: none"> •Have the students play the pointing game.
Materials: • textbook	<p>HRT:“ Good job everyone. Now, let’ s play pointing game.” ALT:“ Yes, let’ s play pointing game.” HRT:“ OK. Listen to the school events, repeat and point to the pictures on pages 52 and 53.” ALT:“ Great. Listen, repeat and point. Let’ s start – sports day, sports day – good job...” (say/point to all school events)</p>

Let's Watch and Think (p.54)

8min.

- Have the students write what they notice when they look at school events around the world.
- Discuss what they notice.

Materials: •
digital
textbook
• textbook

HRT: "Well done. Next, please open your textbooks to page 54."
ALT: "OK. What animal is this? What are they doing?"
(After some questions...)
HRT: "Now, let's watch a video about school events around the world."
(After watching the video...)
ALT: "What did you see and hear?"
HRT: "In your textbook, please write down what you say. English or Japanese is OK."
ALT: "Do you want to watch one more time?"
HRT: "Let's watch and write down the points. Good luck."

Let's Listen 3 (p.54)

8min.

- Play the audio.
- Have the students listen to the 3 students and connect the dots.

Materials: •
digital
textbook
• textbook

HRT: "Excellent. Now, let's listen and connect the dots!"
ALT: "First, let's check some words. What's summer? What's festival?"
(After some questions...)
HRT: "OK. Please listen carefully."
(After listening...)
ALT: "What did you hear? Did you get it? Do you want to listen again?"
HRT: "Let's listen and connect the dots."

Let's Play 2 (p.54)

11 min.

- Have the students talk about their favorite school memory.

Materials: •
textbook

HRT: "(ALT) sensei. What is your favorite school memory?"
ALT: "My favorite school memory? My favorite memory is ... the music festival! I like singing and listening to music. The music festival was fantastic! What is your favorite school memory?"
HRT: "My favorite memory is our school trip. We went to Nikko and I enjoyed eating delicious food."
ALT: "Nice! What is your favorite memory?" (gesture to the students)
(After some questions to a few students...)
HRT: "Now, let's talk with your classmates for ... hmm, 5 minutes. Please try to talk to more than 5 students."
ALT: "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 Favorite Memory

minutes Goal: Trace with finger, listening to sentences on school events.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

Greeting**1 min.** ·Prepare students for the lesson by creating an English environment.**Materials:** ALT/HRT:“ Hello. How are you? How’ s the weather? What day is it today?” etc.
Elicit responses from students.**Small Talk: How was your graduation ceremony?****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:“ Ms/Mr. (ALT), how was your school graduation ceremony memory?”
ALT:“ Ah, my school graduation ceremony is a happy, sad, exciting and fulfilling memory.”
HRT:“ Fulfilling?”
ALT:“ Fulfilling means accomplished, satisfied, a job well done.”
HRT:“ Ah, a job well done – that makes sense.”
ALT:“ Yes, I tried hard at elementary school and feel it was a job well done.”
HRT:“ Oh, I see.”**BOL Activity: ABC word sort****6 min.** ·Have students review school events.
·Have students play “ABC word sort.”**Materials:** HRT:“ First, let’ s review school events. What’ s this?”
ALT:“ Let’ s play ‘ABC word sort’ !”

1. Give each St one“ school event 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, depending on the first letter of words.
※ Check their order and confirm with the class.**Let’ s Chant 1 (p.52)****2 min.** ·Play the chant and encourage the students to sing along.
·Have the students review the words and phrases.**Materials:** · digital
· textbook
· textbook
HRT:“ OK. Now, let’ s review the chant.”
ALT:“ Alright. So what words did you hear?”
(After some questions...)
HRT:“ Now, everyone, let’ s chant together – big voice.”

Let's Play 1 (p.53)

2min.

•Have the students play the pointing game.

Materials: •
digital
textbook
• textbook

HRT:“ Well done. Now, we will play pointing game.”
ALT:“ OK. First, let's check the words. Listen and repeat.”
(After practicing...)
HRT:“ Very good. Now, let's play pointing game!”
ALT:“ OK. Listen, repeat and point! Here we go.”

Let's Read and Think 1 (p.55)

12min.

•Have the students think about which picture connects to each word and write “a” to “d” in the brackets.

Materials: •
textbook

HRT:“ Good job everyone. So now we know many school event names.”
ALT:“ Please tell me the school events you know.”
HRT:“ What is ceremony?” (After some questions...)
ALT:“ Great. Let's match the words and pictures on page 55 and write ‘a’ to ‘d’ in the brackets.”
(After a few minutes...)
HRT:“ Good job. Now, let's check the answers.”

Let's Read and Think 2 (p.55)

15min.

•Play the audio.
•Have the students listen to the “memory picture book” and follow the sentences with a finger.

Materials: •
digital
textbook
• textbook

HRT:“ So far so good. Now, listen carefully.”
ALT:“ OK. Please listen to the English and follow the sentences with your finger.”
(After listening...)
HRT:“ What did you hear? Let's check.”
ALT:“ What is Miki's favorite memory?...” (Where did she go? What did Miki enjoy doing?)

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 Favorite Memory

minutes Goal: Share your favorite school event in English with others.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

Greeting**1 min.** ·Prepare students for the lesson by creating an English environment.**Materials:** ALT/HRT:“ Hello. How are you? How’ s the weather? What day is it today?” etc.
Elicit responses from students.**Small Talk: What did you see on your school trip?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** ALT:“ Ms/Mr. (HRT), what did you see on your school trip?”
HRT:“ I saw many temples and shrines. And you?”
ALT:“ I saw mountains and animals. It was very exciting!”**BOL Activity: Whisper Game****6 min.** ·Have students review past tense words.
·Have students play the Whisper Game.**Materials:** HRT:“ First, let’ s review past tense words. What’ s this?”
(After practicing...)
ALT:“ Let’ s play ‘Whisper Game’ !”

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

Let’ s Chant I (p.52)**2 min.** ·Play the chant and encourage the students to sing along.
·Have the students review the words and phrases.**Materials:** · digital
· textbook
· textbook
HRT:“ OK. Now, let’ s review the chant.”
ALT:“ Alright. So what words did you hear?”
(After some questions...)
HRT:“ Now, everyone, let’ s chant together – big voice.”

Let's Play 1 (p.53)

2min.

•Have the students play the pointing game.

Materials: •
digital
textbook
• textbook

HRT:“ Well done. Now, we will play pointing game.”
ALT:“ OK. First, let's check the words. Listen and repeat.”
(After practicing...)
HRT:“ Very good. Now, let's play pointing game!”
ALT:“ OK. Listen, repeat and point! Here we go.”

Let's Play 3 (p.56)

17min.

•Have the students decide the theme of the memory picture books.
•Have the students share and give comments about their theme in groups first and then in the class.
•If possible, take notes about the students' themes, in order to share with them in future lessons.

Materials: •
textbook

HRT:“ Well done. Everyone, do you remember (ALT) sensei's favorite school memory?”
ALT:“ Yes, we have many good memories, so let's brainstorm your favorite memories and share them all together. First, let's think by yourself.”
(After some minutes...)
HRT:“ Next, let's share your ideas in groups and give comments to each other.”
(After some minutes...)
ALT:“ Great. Now, let's share with the class. Who wants to share? Raise your hand!”
HRT:“ So, let's listen to his/her school memories.”
(After listening)
ALT:“ Good job! What did you hear?”

Let's Play 4 (p.56)

10min.

•Have the students talk about their favorite memory, adding information about what they did.

Materials: •
textbook

HRT:“ Great job everyone! Now, let's talk with your friends!”
ALT:“ First, please watch us!”
HRT:“ Hello, (ALT) sensei. What is your favorite school memory?”
ALT:“ My favorite school memory is the summer camp. I saw many stars! What is your favorite school memory?”
HRT:“ My favorite memory is our school trip. I went to Nikko and ate lot of delicious food!”
ALT:“ Now, we need to add information about what we did in the memory. Let's try!” (After some minutes...)
HRT:“ Who wants to share? Let's try.”
(encourage and praise the students that try)

Reflection/Goodbye

2min.

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

Materials: •
reflection
sheet

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

© Evaluation:

45 Theme: My Favorite Memory

minutes Goal: Create a sheet for a memorable school event in four lines.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

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 is your favorite memory?

5 min.	<ul style="list-style-type: none"> HRT/ALT and students greet each other and ask simple questions. HRT/ALT demonstrate the Small Talk before involving the students. The HRT should show the students what they are aiming for.
Materials:	HRT: "Ms/Mr. (ALT), what is your favorite school memory?" ALT: "My favorite memory is our school trip." HRT: "Where did you go?" ALT: "We went to Nikko. I saw many temples, I ate delicious 'yuba' and I enjoyed hiking, too." HRT: "That sounds wonderful. How about you?" ALT: "My favorite memory is our school play. I acted with all my friends and had a special 'bento' together - it was a lot of fun!" HRT: "Nice."

BOL Activity: Bingo

6 min.	<ul style="list-style-type: none"> Have students review school events and past tense words. Have students play the Bingo.
Materials:	HRT: "Let's review school events and past tense words." ALT: "Let's play 'Bingo'!" 1. Sts fill in a bingo card with words. 2. The HRT/ALT calls out a word. and Sts mark it on their bingo card. 3. When Sts complete a full row or column, they say "BINGO!" ※ When using more advanced language, have the Sts use the target language to ask for the word, i.e. Sts: "What's your favorite memory?" HRT/ALT: "My favorite memory is ..."

Let's Chant I (p.52)

2 min.	<ul style="list-style-type: none"> Play the chant and encourage the students to sing along. Have the students review the words and phrases.
Materials: • digital textbook • textbook	HRT: "OK. Now, let's review the chant." ALT: "Alright. So what words did you hear?" (After some questions...) HRT: "Now, everyone, let's chant together - big voice."

Let' s Play I (p.53)

2min.

•Have the students play the pointing game.

Materials: •
digital
textbook
• textbook

HRT:“ Well done. Now, we will play pointing game.”
ALT:“ OK. First, let' s check the words. Listen and repeat.”
(After practicing...)
HRT:“ Very good. Now, let' s play pointing game!”
ALT:“ OK. Listen, repeat and point! Here we go.”

Let' s Read and Write I (p.57)

27min.

•Have the students make their own presentation sheet about their favorite memory in school.

Materials: •
textbook

HRT:“ Great job everyone. Now, let' s make your own worksheet.”
ALT:“ (HRT) sensei, but what' s the topic?”
HRT:“ OK, it is 'your favorite school event memory' .”
ALT:“ That sounds fun!”
HRT:“ Now, please look at page 57. Let' s write your memories here.”
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!”

min.

© Evaluation:

45 Theme: My Favorite Memory

minutes Goal: Practice presentations in groups.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

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 usually do after school?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** 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?”**BOL Activity: Bingo****6 min.** ·Have students review school events and past tense words.
·Have students play the Bingo.**Materials:** HRT:“ Let’ s review school events and past tense words.”
ALT:“ Let’ s play ‘Bingo’ !”

1. Sts fill in a bingo card with words.
 2. The HRT/ALT calls out a word. and Sts mark it on their bingo card.
 3. When Sts complete a full row or column, they say“ BINGO!”
- ※ When using more advanced language, have the Sts use the target language to ask for the word, i.e. Sts:“ What’ s your favorite memory?” HRT/ALT:“ My favorite memory is ...”

Let’ s Chant 1 (p.52)**2 min.** ·Play the chant and encourage the students to sing along.
·Have the students review the words and phrases.**Materials:** · digital
· textbook
· textbook
HRT:“ OK. Now, let’ s review the chant.”
ALT:“ Alright. So what words did you hear?”
(After some questions...)
HRT:“ Now, everyone, let’ s chant together – big voice.”

Let' s Play 1 (p.53)

2min.

·Have the students play the pointing game.

Materials: ·
digital
textbook
· textbook

HRT:“ Well done. Now, we will play pointing game.”
ALT:“ OK. First, let' s check the words. Listen and repeat.”
(After practicing...)
HRT:“ Very good. Now, let' s play pointing game!”
ALT:“ OK. Listen, repeat and point! Here we go.”

Let' s Read and Write 2 (p.58)

18min.

·Show the example on page 58 to the students.
·Have the students write their own memory story book.

Materials: ·
textbook
· Blank paper

HRT:“ Great job. Next, please look at page 58.”
ALT:“ Yes, we can see an example of a memory story book. What does the writer say?”
(After some questions...)
HRT:“ Now, let' s make your own story book.”
ALT:“ First, please write your memory on the right side. After that, please draw a picture on the left.”
HRT:“ Good luck.”

Let' s Play 5 (p.58)

9min.

·Have the students practice presentations.

Materials: ·
textbook
· Blank paper

HRT:“ Well done everyone. Next, we will have presentations. So first, let' s practice in groups.”
ALT:“ OK. Let' s check the important presentation points. Please share your ideas. What are the important presentation points.”
(After some questions...)
HRT:“ Now, let' s make groups and practice your presentations!”

Points for presenters: eye contact / clear voice / smile
Points for listeners: nodding / eye contact with presenters / applause

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 Favorite Memory

minutes Goal: Present your“ Memory Picture Book” keeping audience in mind.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

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 junior high school event do you want to enjoy?****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 junior high school event do you want to enjoy?”
HRT:“ I want to enjoy sports day.”
ALT:“ Why?”
HRT:“ Because it is much bigger than sports day at elementary school.”
ALT:“ That’ s true, it is very big and sounds like a lot of fun!”**BOL Activity: ‘Whisper Game’****6 min.** ·Have students review school events and past tense words.
·Have students play ‘Whisper Game’.**Materials:** HRT:“ Let’ s review school events and past tense words.”
ALT:“ Let’ s play ‘Whisper Game’ !”

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

Let’ s Try ① (p.59)**8 min.** ·Find out what the students think are the top 3 memorable school events from their elementary school life.**Materials:** ·
textbook HRT:“ (ALT) sensei.”
ALT:“ Yes.”
HRT:“ What do you think is the most popular school event in this class?”
ALT:“ Hmm, I guess music festival is the number one memory. What do you think, (HRT) sensei?”
HRT:“ Well, I guess the Tanabata event was the most popular. What do you think?” (to the students)
(Give some time for them to guess... and write the event names on the blackboard)

Let's Try ② (p.59)

1 min.	•Have the students give their most memorable school event presentations.
Materials: textbook	HRT:“ Nice guessing. Now, let's give your presentations.” ALT:“ OK everyone, let's watch and listen to your best school memory presentations.” HRT:“ Let's enjoy.” (write down the event names on paper, while the students present)

Let's Try ③ (p.59)

12 min.	•Write the top 3 memorable school events from elementary school life on a chart.
Materials: textbook	HRT:“ Very good presentations!” ALT:“ Yes, everyone did reall good - well done!” HRT:“ OK. Let's check the most popular events.” ALT:“ Alright. (to the students) What events do you hear?” HRT:“ Please raise your hand and say the event name.” (write the event names on the blackboard and check the numbers) ALT:“ Wow, No. 3 is ...” HRT:“ No. 2 is ...” ALT:“ And the #1 most popular school event is ... !”

Reflection/Goodbye

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

min.	
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◎ Evaluation:

45 Theme: My Favorite Memory

minutes Goal: Listen/read “The Big Turnip” and consider word order in English.

Target Language: What is your favorite memory? My favorite memory is...

Vocabulary: School events, past tense

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 subject do you want to study in junior high school?****5 min.** ·HRT/ALT and students greet each other and ask simple questions.
·HRT/ALT demonstrate the Small Talk before involving the students.
·The HRT should show the students what they are aiming for.**Materials:** ALT: “Ms/Mr. (HRT), what subject do you want to study in junior high school?”
HRT: “I want to study English. And you?”
ALT: “I want to study Japanese!”
HRT: “Very good. Let’s study hard next year.”**BOL Activity: ABC Card Sort****6 min.** ·Have students check the letters of the alphabet.
·Have students play ABC Card Sort.**Materials:** HRT: “First, let’s check the alphabet. What’s this?”
(After practicing...)
ALT: “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.96)****3 min.** ·Check the song and sing together as a class.**Materials:** · digital textbook
· textbook
HRT: “OK. Now, let’s sing a song.”
ALT: “Yes, let’s sing ‘abcd Rap’.”
(After listening...)
HRT: “What did you hear?”
ALT: “Let’s listen again!”
Option: If the digital textbook is available, 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.

Handwriting L9-1 (p.96)

8min.

- Play the audio.
- Have the students listen to “The Great Big Turnip”.

Materials: •
digital
textbook
• **textbook**

HRT: “ Good job. Now, please open your textbook at page 96.”
ALT: “ We can see pictures. What can you see in the pictures?”
(After some questions...)
HRT: “ Have you read the story ‘The Giant Turnip’ ?”
ALT: “ Let’ s listen to it in English.”
(After listening...)
HRT: “ What did you hear? What words did you hear?”

Handwriting L9-2 (p.96)

8min.

- Have the students listen to the story again and follow the pictures.
- Have the students notice accents and intonation and repeat what they hear.

Materials: •
digital
textbook
• **textbook**

HRT: “ Good job everyone. Now, let’ s listen to the story again.”
ALT: “ Yes! Let’ s listen and read it together.”
HRT: “ Please repeat – let’ s start.”

(Depending on the students’ level, stop the audio and them repeat.)

Handwriting L9-3 (p.97)

12min.

- Have the students choose the picture that correctly represents the sentence.
- Have the students choose the sentence that correctly represents the picture.

Materials: •
textbook

HRT: “ Great. Now, let’ s look at page 97.”
ALT: “ OK. Let’ s read the English and choose the right picture. What are they doing?”
HRT: “ Alright. Let’ s check the answer.”
ALT: “ Next, look at the picture and choose the right sentence. What are they doing?”
HRT: “ Alright. Let’ s check the answer.”

Option: Let’ s Try
• Have the students think about what happens next in the story in [1].

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!