

Major Components of Each Unit (Years 3 - 6) include a STORY, SONGS or CHANTS, and GAMES.

1. Stories

Each unit in Year 3 and 4 has a traditional Japanese story that has been translated into English assigned to it. The story is read to the students in parts over the first three lessons in each Unit. In Year 5 and 6, the stories are traditional stories from other cultures. The stories in each unit at present are recommendations only.

A Resource list of titles for year 3 and 4:

1. HIGHLY RECOMMENDED RESOURCE (Yr 3 & 4): "Koto Tale" Story CDs by Elizabeth Falconer. *Little Pink Fish; Once Up On A Lilypad; Crane's Story; Hana & the Dragon; Plum Boy!*

This is a set of 5 CDs that are oral stories told by Elixzabeth Falconer in simple language. After each sentence or short 'scene' the a few bars of the koto are played. These story breaks also serve as pictorial scenes that the children can draw. Each CD is comprised of 4 or 5 different short stories.

CD 1: ASIN B007WZN9E. (Little Pink Fish): Atabichi, the Hoppositional Frog; Kintaro; Crab and Monkey; Little Pink Fish.

CD 2: ASIN B000059GYA. (Hana and the Dragon): Hana and the Dragon; Grow, Nose, Grow; Rabbit and Crocodile; Roly-Poly Rice Ball; The Magic Seashell.

CD 3: ASIN B00008Y08H. (Once Up On a Lilypad): Once Up On a Lilypad; The Cricket's Chirp; Roofle; Papachu; The Looooong Name.

CD 4: ASIN B00004T2VR. (Plum Boy): Plum Boy; Kumo the Spider; Issunboshi; Shiro and Kuro; The Tale of the Snail.

CD 5: ASIN B0000639NG. (Crane's Story): The Crane's Story; Wings of Love; The Tanabata Legend; The Golden Arrow; Ever After.

2. HIGHLY RECOMMENDED RESOURCE: *Once Upon a Time in Japan*. Kodansha International. ISBN: 4770021739. THIS BOOK IS BILINGUAL. It covers 8 folktales including;

Issun Booshi, Momotaroo, Hanasaka Jiisan, Tanabata, Kintaroo, Kaguyahime, Kachikachi Yama and Urashima Taroo.

3. HIGHLY RECOMMENDED RESOURCE: *Japanese Children's Favorite Stories* Compiled by Florence Sakade; illustrated by Yoshisuke Kurosaki; Tuttle Publishing Co., 1958; third edition with color illustrations, 2003 HC with audio CD. ISBN 0804834490

Peach Boy, The Magic Teakettle, Monkey-Dance and Sparrow-Dance, The Long-Nosed Goblins, The Rabbit in the Moon, The Tongue-Cut Sparrow, Silly Saburo, The Toothpick Warriors, The Sticky-Sticky Pine, The Spider Weaver, Little One-Inch, The Badger and the Magic Fan, Mr. Lucky Straw, Why the Jellyfish Has no Bones, The Old Man Who Made Trees Blossom, The Crab and the Monkey, The Ogre and the Rooster, The Rabbit Who Crossed the Sea, The Grateful Statues, The Bobtail Monkey.

4. HIGHLY RECOMMENDED RESOURCE: *Japanese Children's Favorite Stories Book Two*. Compiled by Florence Sakade; Illustrated by Yoshio Hayashi; Tuttle Publishing, 2004HC with audio CD. ISBN 0804833818

The Magic Mortar, How to Fool a Cat, The Dragon's Tears, The Rolling Rice-Cakes, The Robe of Feathers, The Princess and the Herdboy, Urashima Taro, The Fairy Crane, The Old Man with a Wen, The Flying Farmer, Why the Red Elf Cried, The Biggest in the World, The Sandal Seller, The Singing Turtle, Saburo the Eel Catcher, Kintaro's Adventures.

5. RESOURCE: *Japanese Fairy Tales (Classic Japanese Fairy Tales)*. Yoko Imoto, Keisuke Nishimoto. Heian Publishing. Vol.1 (ISBN 0893468452); Vol.2 (0893468495); Vol. 3 (0893469297); Vol. 4 (0893469300)

6. RESOURCE: *Kintaro's Adventure's and other Japanese Children's Stories*. Alan Sorrell, Tuttle Publishing. (ISBN: 0804803439). Other stories are: The Singing Turtle; Saburo, the Eel Catcher; The Princess and the Herdboy; How to fool a Cat.

7. RESOURCE: *Kintaro, The Nature Boy*. R.F. McCarthy & S. Yonai. Kodansha (ISBN: 477002102X); *The Moon Princess* (Kaguyahime). R. F. McCarthy & K. Oda. Kodansha. (ISBN: 4770020996); *The Adventures of Momotaro, the Peach Boy*. R. F. McCarthy, Kodansha. (ISBN:4770020988); *Urashimatara and the Kingdom Beneath the Sea*. R. F. McCarthy & S. Kasamatsu. Kodansha (ISBN:4770021003).

8. RESOURCE: *The Little Bitty Snake (小さな小さな蛇)*. J. Rodieck. Open Hand Publishing. (ISBN: 0940880075)

9. RESOURCE: *The Shining Princess*. Eric Quayle & Michael Foreman/113pp/Andersen Press. *The Shining Princess, The White Hare and the Crocodiles, My Lord Bag-o'-Rice, The Tongue-cut Sparrow, The Adventure of a Fisher Lad, The Old Man Who Made Dead Trees Bloom, Momotaro, Matsuyama Mirror, The Wooden Bowl, The Ogre of Rashomon*

Notes on selection and usage of stories:

1. Review the stories above and choose the shorter books with simple plots, and relatively easier English vocabulary for the lower years.

2. It is important to choose stories in 3rd year that the children are already familiar with from their Japanese language classes. The students can more easily identify with the characters in the story if they have heard the story before. The CD can be used in conjunction with the book for teachers who aren't confident in their English reading ability.

3. Another option for lessons 3 and 4 of each unit, and / or the review unit, Unit 5, is for the children to roleplay either the whole story or parts of the story. Difficult points of understanding can be read/explained in Japanese. i.e. It is not necessary to do the whole skit in English. Vocabulary would be a useful starting point, and some key phrases. E.g. 'Once upon a time..'

4. In selecting stories, it is advisable to avoid those with violent scenes, or morbid themes. For example, Issunboshi, Momotaro, Hanasaka Jiisan, etc all involve fighting scenes. While these will no doubt interest many students in the class, one should ask whether or not stories of love, morality, friendship, and hope would be more appropriate themes.

2. Song / Chants

Where possible each unit has a song and / or jazz chant to be learnt. The song/chant can be sung at the start (warm-up) and / or end (warm-down) of each lesson. Choose songs/chants that require actions or musical instruments accompaniment. The songs and chants that are presently in each unit are recommendations only.

1. RESOURCE: *Longman Songs and Chants*. M. Graham & S. Proctor. (includes CD). ISBN: 9620052730. Longman. (50 songs and chants for primary schools are included).

3. Games

1. RESOURCE: *みんなで作る英語の時間 100 Exciting Activities. 英語活動事例集「100」監修 松川茶子. Bunkeido 2000. コード G001.*

4. Other resources for games, activities, and lessons.

1. RESOURCE: *The English teaching Manual for Elementary School Teachers. Japan Times, 楽し英語の授業マニュアル. ISBN: 4-7890-1086-4*

Year 3 Unit 1

Key phrases	Discourse
Good morning / afternoon	A: Hello. I'm _____
Hi / Hello	B: Hello. I'm _____
I'm _____	A: Nice to meet you.
Nice to meet you (too)	B: Nice to meet you too.

Year 3 Unit 1 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. English Shower:</p> <p>a) Draw a showerhead at the top of the blackboard and at the bottom of the board draw a small figure of a person. (Put on the right side of the board)</p> <p>b) Question the Ss to find out what English the Ss do know. As the Ss give answers, put them on the board. Write or stick the phrases on the board (keep to one side). If Ss are quiet, prompt them. For e.g. hum the tune to 'Happy Birthday to you'. (also, katakana words)</p> <p>c) Song: Happy Birthday to You</p>	<p>(Possible answers)</p> <p>hello;</p> <p>My name is _____</p> <p>What's your name?</p> <p>How are you?</p> <p>I'm fine</p> <p>Thank you:</p> <p>Happy Birthday.</p> <p>Numbers 1 - 10</p>	<p>T (J): Today is our first class in English.</p> <p>- What English words do you know already?</p> <p>- What English phrases do you know?</p> <p>- What numbers do you know?</p> <p>Purpose: to get Ss used to using second names in introductions (e.g., Ken NOT Kato)</p>	<p>1. Prepared words/phrases on flashcards that can be magnetically stuck on the board. Draw a shower head</p> <p>NOTE: Have two copies of 'I'm'</p> <p>'Hi'</p> <p>'Hello'</p> <p>'Nice to meet you'</p> <p>Nice to meet you too'</p>
Lesson Focus	<p>1. Discuss a first meeting in Japanese. What terms are used? Write them on the board (left side) in Japanese. Explain the only difference in English is the order of the name.</p> <p>2. From the list of Japanese expressions on the board, arrange the pieces in a dialogue.</p> <p>3. Role Play the greeting sequence in Japanese.</p> <p>4. Select the appropriate phrases from the English Shower phrases on the board, and arrange them in dialogue form</p> <p>OR</p> <p>Act though the dialogue but orally substitute the Japanese for English</p>	<p>A: Hello. I'm _____</p> <p>B: Hello. I'm _____</p> <p>A: Nice to meet you.</p> <p>B: Nice to meet you too.</p>	<p>4. (Actions: shake hands)</p>	<p>Cartoon figures of two people (characters)</p>
Focus reinforcement	<p>1. Role play the dialogue in pairs.</p> <p>2. Give the Ss a time limit (e.g. 3 minutes) and tell them to greet as many students as possible in the time limit.</p> <p>3. Reduce the time to 1 minute and play again.</p> <p>4. Reduce the time to 15 seconds and play again.</p>			
Review (warm-down)	<p>1. Split the class in half. Line half the class along one wall of the room and the other on the other side. Have the students go down the line greeting each person in turn. When they get to the end, they become the last person in the line.</p> <p>2. Story from a Big Book (nb. Only read or play part of the story. Accompany with T expressions, intonation, and Ss actions)</p> <p>3. Song - Happy Birthday to you</p>		<p>The story is an English translation of the Japanese story.</p>	<p>Story: The Little Bitty Snake - 小さな小さな蛇 (traditional Japanese)</p>

Year 3 Unit 1 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up (5 mins)	<p>1. Start with warm-down activity 1 from the first lesson (Split the class in half or thirds, fourths depending upon class size). Line half the class along one wall of the room and the other on the other side. Have the students go down the line greeting and shaking hands with each person in turn. When they get to the end, they become the last person in the line)</p>	<p>A: Hello. I'm _____</p> <p>B: Hello. I'm _____</p> <p>A: Nice to meet you.</p> <p>B: Nice to meet you too.</p>		
Lesson Focus	<p>1. Teach the Song:</p>	<p>Vocabulary: Farm, Duck, Pig, Cow, Horse,</p>		<p>Cut-out colored pictures of</p>

(10 mins)	Old Macdonald Had a Farm	Chicken, Goat, Turkey etc.		farm animals that can be attached to the board.
Focus reinforcement (20 mins)	1. Children select a black and white picture of an animal that the teacher has prepared and color it. 2. Students make a simple helmet, and using glue attach the colored picture to the front of the helmet.			2. Black and white (line drawings) of the same
Review (15 mins)	1. Role play the dialogue in pairs. 2. Give the Ss a time limit (e.g. 3 minutes) and tell them to greet as many 'animals' as possible in the time limit. 3. Reduce the time to 1 minute and play again. 4. Reduce the time to 15 seconds and play again.. 5. Re-read the same section of the story that was read in lesson 1, and continue with the second third of the story)	A: Hello. I'm (a cow). Moooo! B: Hello. I'm (a duck). Quack, quack A: Nice to meet you.Moo! B: Nice to meet you too. (Quack, quack)		

Year 3 Unit 1 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Same procedure as lesson 2 warm-up. Split the class in half. Line half the class along one wall of the room and the other on the other side. Have the students go down the line greeting each person in turn. When they get to the end, they become the last person in the line. 2. Re-read parts 1 and 2 of the story.	A: Hello. I'm _____ B: Hello. I'm _____ A: Nice to meet you _____ B: Nice to meet you too _____	Make sure students repeat the name of the person they have met. A: (Hello, I'm Shoko). B: Nice to meet you <u>Shoko</u> .	
Reinforcement activities	1. Children select a superhero, Japanese animation character, or sports star they would like to be, draw caricatures of them and make helmets. 2. act out the dialogue again, but this time they are someone else.	A: Hello. I'm (Abaranger). B: Hello. I'm (Doraemon). A: Nice to meet you (Abaranger). B: Nice to meet you too. (Doraemon).		Pictures of characters, famous people, etc.
Review (warm-down)	1. Read the final section of the story. 2. Song: Old Macdonald			

Year 3 Unit 1 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Review songs: a) Happy Birthday to you b) Old MacDonald Had a Farm			
Reinforcement activities	1. Game: By now students have three 'identities', themselves, an animal, and a 'character'. Act out the dialogue again, but this time students turn their helmets around so that partners can't see 'who or what' they are. The other partner must guess the identity from the 'actions' of the 'character, person or animal'	A: Hello. I'm (Abaranger). B: Hello. I'm (Doraemon). A: Nice to meet you (Abaranger). B: Nice to meet you too. (Doraemon).		
Review (warm-down)	1. review vocabulary (Make a picture dictionary - a special notebook reserved for pictures of the vocabulary they learnt) 2. Final reading of the Story 3. Song: Old Macdonald			

Year 3 Unit 2

Key phrases	Discourse
How are you? I'm fine And you? I'm fine too	A: Hello. I'm _____ B: Hello. I'm _____ A: Nice to meet you. B: Nice to meet you too. A: How are you? B: I'm fine. And you? A: I'm fine too.

Year 3 Unit 2 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story – Investigation Procedure. Title exploration/pictures/vocabulary. Investigate the story first by looking at the pictures, looking at the title, inferring the story in Japanese. Put some cardboard cut-outs of the characters or objects in the story to one side of the board. Use later when reading the story. Allow the Ss to ‘discover’ the English words and / or expressions. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.	1. Greeting A: Hello. I’m _____ B: Hello. I’m _____ A: Nice to meet you. B: Nice to meet you too.	Story: It is important that the T allows Ss to speculate by inference. In other words, don’t ‘correct’ students’ inferences about the story. Allow them to be wrong. The story is an English translation of the Japanese story.	Story: The Return of the Crane (鶴の恩返し)
Lesson Focus	1. How are you? I’m fine. The teacher puts on the board, a variety of emotive faces. As the various faces are put up on the board, the T elicits the Japanese vocabulary for each face from the Ss. T then selects one that corresponds to (fine). 2. Elicit the standard Japanese greeting sequence (nb. Of someone they know). 3. Teach the English sequence by substituting the Japanese expressions for the English ones. A: ‘How are you?’ B: I’m fine. And you? A: I’m fine too.	A: How are you? B: I’m fine. And you? A: I’m fine too.		1. Prepared flashcards of facial emotions that can be magnetically stuck on the board. There are many available. E.g. Cartoon figures of two people (characters)
Focus reinforcement	1. Card game. Using the cards from Unit 1 (e.g. animal, characters, famous people etc), students pair off. Then, each student lays their 5 cards face down in front of them and mixes them up. In turn, each S picks up a card, look at the picture, and says: A/B: Hello, I’m Doraemon/Ultraman/ etc The first student then says ‘How are you Ultraman?’ The second student replies ‘I’m fine. And you?’			
Review (warm-down)	1. Teach the song ‘How are you?’ 2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.	Actions: i. Hello, Hello (Wave your right hand then your left hand) ii How are you? (Put your head to the side and your hands on your hips) iii Fine, thanks. Fine, thanks/I’m fine thank you (Shake hands with a partner)	Story: It is important that the T allows Ss to speculate by inference. In other words, don’t ‘correct’ students’ inferences about the story. Allow them to be wrong.	

Year 3 Unit 2 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Song ‘How are you’ + Actions How are you? 3. Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes)	1. Dialogue in pairs 2. Sing the song	Story: do not require memorization of vocabulary in the story. Different stories interest different people, and those students who are most interested in the particular story will remember vocabulary. In another student, other students might remember other vocabulary. Ss can draw the characters they remember in a personal	

			learner dictionary. They can leave space for the writing of the names of each if desired.	
Lesson Focus	<p>1. How are you? I'm _____.</p> <p>The teacher puts on the board, a variety of emotive faces. As the various faces are put up on the board, the T elicits the Japanese vocabulary for each face from the Ss. T then selects one that corresponds to (happy)(sad)(hungry)(thirsty)(great)(no good).</p> <p>2. Elicit the standard Japanese greeting sequence (nb. Of someone they know).</p> <p>3. Teach the English sequence by substituting the Japanese expressions for the English ones. Ss select their 'real' emotion at the time of the lesson.</p>	<p>A: 'How are you?'</p> <p>B: I'm _____. And you?'</p> <p>A: I'm _____ (too).</p>	<p>There are three levels of emotions:</p> <ol style="list-style-type: none"> 1. great, fantastic, excellent 2. fine, okay, alright 3. no good. <p>NB. If both Ss feel the same way, they should use 'too'</p>	
Focus reinforcement	<p>1. Ss make their own 'emotion' cards (at least 5). (great, okay, hungry, tired, thirsty, no good, sad etc.)</p> <p>2. Play the game (from lesson 1) but this time, Ss pick up two cards each time - one card is 'who' they are; the second card is the 'emotion'. Do the dialogue from the top.</p>	<p>A: Hello. I'm _____</p> <p>B: Hello. I'm _____</p> <p>A: Nice to meet you.</p> <p>B: Nice to meet you too</p> <p>A: 'How are you _____?'</p> <p>B: I'm _____. And you _____?'</p> <p>A: I'm _____ (too).</p>		
Review (warm-down)	<p>1. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary.</p> <p>2. Song: How are you</p>			

Year 3 Unit 2 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. greeting</p> <p>2. Story part 1 and part 2</p>			
Reinforcement activities	<p>3. Prepare a 'skit' in groups. Split the class into groups of 2, and students practice the dialogue but DO NOT NAME themselves.. Each member should adopt' a persona (i.e. as a famous person, animal, character), and act as that person. They can prepare by dressing up as that person, adopting a 'sound', or even the voice of that persona.</p>	<p>A: Hello. I'm (action)</p> <p>B: Hello. I'm (action)</p> <p>A: Nice to meet you.</p> <p>B: Nice to meet you too</p> <p>A: 'How are you (action)?'</p> <p>B: I'm (each puts an 'emotion' picture in front of their face). And you (action)?'</p> <p>A: I'm _____ (too).</p>	<p>1. Students should adopt easily recognizable personas. They will be presenting their skit to the class in the next lesson, and the class members must be able to 'guess' who each person 'is'. Students should be allowed to practice in private, away from the other pairs.</p>	
Review (warm-down)	<p>1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part)</p> <p>2. Song: How are you</p>	<p>Story vocabulary (each S has their own personal collection of vocabulary from the story that interested them)</p>	<p>As the teacher has read through the story the Ss have altered their own inferences about the story – abandoning some, altering others, and adopting new ones.</p>	

Year 3 Unit 2 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. Re-read the whole story.</p>			
Reinforcement activities	<p>Presentation of each pairs' skit.</p>		<p>Students have a class list and beside each name, they write down the 'personas' each pair adopted after each skit has been</p>	

			presented.	
Review (warm-down)	1. Song – How are you.			

Year 3 Unit 3

Key phrases	Discourse
How old are you? I'm _____ (introduce): - numbers	A: Hi , I'm _____ B: Hello. I'm _____ A: Nice to meet you. B: Nice to meet you too. A: How are you? B: I'm fine. And you? A: I'm fine too. B: How old are you? A: I'm _____ . And you? B: I'm _____

Year 3 Unit 3 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story – Investigation Procedure. Title exploration/pictures/vocabulary. Investigate the story first by looking at the pictures, looking at the title, inferring the plot of the story in Japanese. Put some cardboard cut-outs of the characters or objects in the story to one side of the board. 3.Pictures – How many dogs? (1)	Numbers 1-12 Animal (pet) vocabulary: Cat, dog, hamster, horse, rabbit.	Story: do not require memorization of vocabulary in the story. Different stories interest different people, and those students who are most interested in the particular story will remember vocabulary. In another student, other students might remember other vocabulary. Ss can draw the characters they remember in a personal learner dictionary. They can leave space for the writing of the names of each if desired.	Page 1 Story: The Grateful Statues -笠地蔵 (traditional Japanese)
Focus	1. Main Conversation 1 (1/2) 2. Talk about it – picture with children of various ages. (1)	“Hello. Nice to meet you.” “Nice to meet you too. How old are you?” “I am eight. How about you?” “I am nine.”		Page 2 (top and middle)
Reinforcement	1: Talk to your classmates! (with badges) (1/2)	A: Output of that main conversation substituting different ages.		A: Page 2 (bottom) B: Page 3 C: Page 3
Review (warm-down)	1. Jazz chant 2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem. 3. Song: One Potato, Two Potatoes.	Numbers to ten	Story: The cut-outs can be used as the reading of the story progresses. The Ss ‘discover’ the English words, expressions. The cut-outs can be labeled if desired.	<u>Jazz chant:</u> Pippity, pippity, pop How many times before I stop One, two, three, four... <u>Song:</u> One Potato, Two Potatoes (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 3 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Song + Actions – One Potato, Two Potatoes.			Song: One Potato, Two Potatoes.

	3. Story: Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes)			
Focus	1. Listening – Can you add up and take away? 2. Dialogue	1. 3+4 (three plus four), 8-2 (eight minus two). 2. “Hello. Nice to meet you.” “Nice to meet you too. How old are you?” “I am eight. How about you?” “I am nine.”	Supplementary: Game – Make the number! (2)	
Reinforcement	1. Pictures - Talk about it (animals) 2. Drawing – Your best animal	1. “She is Robyn. She is a koala.” “How old is she?” “She is 5.”		A: Page 2 (bottom) B: Page 3 C: Page 3
Review (warm-down)	1. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary. 2. Song: One Potato, Two Potatoes			Page 4 Song: One Potato, Two Potatoes (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 3 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story part 1 and part 2 3. Picture – Talk about it - Josh’s (a dog’s) birthday (3)	How old is he? He’s 4. Vocabulary – birthday cake, candles, birthday present.		Song: One Potato, Two Potatoes. Page 5
Reinforcement activities	1. Dialogue substitution. Ss select a character to assume. The teacher puts a selection of famous characters with their ‘ages’ on the board. E.g. Atom Boy, Mickey Mouse, Doraemon, Hello Kitty, Sailor Moon etc. each student selects one, and then in pairs, they go through the dialogue. When ‘A’ says his / her ‘age’, then ‘B’ follows up with ‘Happy Birthday’ 2. Drawing – Your Birthday	A: Hi. How are you? B: I’m fine. And you? A: <u>Great!</u> Today’s my birthday! B: <u>Really!</u> How old are you? A: I’m nine.” B: Happy Birthday (Doraemon/ Ultraman etc)		A: Page 5 B: Page 6 C: Page 6 D: Page 7
Review (warm-down)	1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part) 2. Song – Happy Birthday! Sing the song a number of times, but substitute the characters in place of ‘you’ 3. Song: One Potato, Two Potatoes	Happy Birthday to you (x 2) Happy Birthday dear <u>Sailor Moon</u> Happy Birthday to you		Song: One Potato, Two Potatoes (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 3 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story (Re-read the whole story)			
Reinforcement activities	1. Listening/TPR - Training a dog (4) Kind owner and Angry owner 2. Character Building Part 1 (Divide the class into groups of four.e.g. 2 girls + 2 boys). Each group comes up with four characters who are all friends. Explain that these characters will be the ‘actors’ in the ‘adventure story’ they create for the rest of the year. Allow them to choose identities, costumes, one or two pets (also with names). The characters can have any ‘magical’ powers they wish. Draw the characters, then ‘present’ them to the class with a brief explanation. Each Ss introduces another student’s character.	2. Character Building (presentation format) e.g. 2 students – one of whom is the ‘character.’ The other introduces them. 1. This is _____ (name of character) 2. She is _____ (age)		

Review (warm-down)	1. Animal Bingo 2. Song: One Potato, Two Potatoes.	Numbers, names and ages of animals.		Page 8 Song: One Potato, Two Potatoes (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)
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Year 3 Unit 4

Key phrases	Discourse
Where do you live? I live in _____	A: Hi, I'm _____ B: Hello. I'm _____
(introduce): - countries - cities towns	A: Nice to meet you. B: Nice to meet you too. A: How are you? B: I'm fine. And you? A: I'm fine too. B: How old are you? A: I'm _____. And you? B: I'm _____ A: Where do you live? B: I live in _____

Year 3 Unit 4 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story investigation 3. review • Repeat the dialogue addition after the teacher • Students walk around the room and ask five people "How old are you?" When asked their age, they answer "I'm _____ years old."	1. T: Good morning / afternoon. How are you? Ss: I'm fine. And you? T: I'm fine too. (Ss ask each other but substitute other words instead of 'fine') 2. How old are you? I'm _____. And you? I'm _____.	Story: It is important that the T allows Ss to speculate by inference. In other words, don't 'correct' students' inferences about the story. Allow them to be wrong.	Story: Kintaro 金太郎 (traditional Japanese)
Focus	1. Introduction of new vocabulary • Repeat after the teacher 2. Introduction of new expressions • Chants and rhythm	Vocabulary: Japan, Aichi-ken, Chiryu, Ushida-cho, etc A: Where / do you live? B: I live in / _____.		
Reinforcement	1. Practice • With the person sitting next to them the students take turns asking "Where do you live?" and answering with "I live in _____." 2. Divide the class into five or six teams. The first student says to the person sitting next to him or her, "Where do you live?" The person who is asked answers, "I live in _____," and continues to ask the next student, "Where do you live?"		If necessary, get some pairs to come to the front and act out.	
Review (warm-down)	1. Song: Eenie, Meenie, Minie, Moe 2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.			CD, CD player Song: Eenie, Meenie, Minie, Moe (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 4 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story: Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes) 3. Review of the previous lesson <ul style="list-style-type: none"> • Repeat after the teacher • Practice in pairs 	T: Good morning / afternoon. How are you? S: I'm fine. And you? T: I feel great. S1: Where do you live? S2: I live in _____. Where do you live? S1: I live in _____.		
Focus	1. Introduction of new vocabulary: <ul style="list-style-type: none"> • Repeat after the teacher 2. Practice: <ul style="list-style-type: none"> • The teacher shows a country (or city) on a world map and asks students, "Where do you live?" Students answer the corresponding answer using "I live in ____." First as a class, then individually. 	Vocabulary: Japan, Brazil, China, Australia, Britain (England), the United States, Korea, Germany, Italy, France, Thailand, etc. New York, Sydney, London, Paris, Tokyo, etc	Get students to indicate the locations of the corresponding countries on a world map.	A world map
Reinforcement	<i>Karuta</i> Game 1. Students break up into groups of four or five. Each group has a set of <i>Karuta</i> cards (countries (+ cities) = 15 cards). 2. The teacher says "I live in ____." The students must try to take the corresponding card. 3. Students count their cards at the end of the game. 4. Aim is to get as many cards as possible.			<i>Karuta</i> cards showing countries (or cities)
Review (warm-down)	1. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary. 2. Song: Eenie, Meenie, Minie, Moe			CD, CD player Song: Eenie, Meenie, Minie, Moe (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

Year 3 Unit 4 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story part 1 and part 2 3. Review of the previous lesson <ul style="list-style-type: none"> • Ask students "Where do you live?" Students can answer with any place they choose on a world map, using "I live ____." 	T: Good morning / afternoon. How are you? S: I'm fine. And you? T: I'm happy. T: Where do you live? S: I live in _____. Where do you live? T: I live in _____.	Get students to indicate the locations of the corresponding countries on a world map.	A world map
Reinforcement activities	1. Interview Game: <ul style="list-style-type: none"> • Each student has a business card, which shows the country (or city) where they are supposed to live. • Students walk around the room and ask others, "Where do you live?" • When asked, they use their business card to answer by saying "I live in ____." • In the eight minute time limit, they must find persons for each country (or city) listed on the map they hold. 		Supplementary: Absurd Situation: Yuki met Mickey Mouse at Chiryu Station. They know each other, but are not close friends. Y: Hi, Mickey. How are you? M: Fine. And you? Y: Fine too. Where do you live? M: I live in Tokyo Disneyland. Y: You live in Tokyo? M: No, not Tokyo. I live in Chiba-ken. I live in Tokyo Disneyland in Chiba-ken. Y: You live in Tokyo Disneyland in	Business cards World maps Picture cards

			Chiba-ken!	
Review (warm-down)	1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part) 2. Song: Eenie, Meenie, Minie, Moe			CD, CD player

Year 3 Unit 4 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Practice in pairs S1: Where do you live? S2: I live in _____. Where do you live? S1: I live in _____.	T: Good morning / afternoon. How are you? S: I'm fine. And you? T: I'm fine too.	Get some of the pairs to come to the front and act out.	
Reinforcement activities	1. Interview Game: • Students walk around the room and ask ten people (nb. The 'characters that each student has adopted) "Where do you live ___?" When asked, they answer "I live in ____." • They write down where their classmates live on a grid. 2. Telephone Game:		2. Telephone game procedure. 1. Students sit in a large circle. 2. Two toy telephones are passed around the circle to the song "How are you?" 3. When the song stops, the two students holding the telephones stand up and ask each other, "Where do you live?" and answer "I live in _____."	Street maps of the town you are in. CD player
Review (warm-down)	1. Song: "How are you?" 2. Character Building part 2 3. Song: Eenie, Meenie, Minie, Moe	Character Building (presentation format) e.g. 2 students – one of whom is the 'character', the other introduces them. 1. This is _____ (name of character) 2. She / He is _____ (age) 3. She / He lives in _____		Song: Eenie, Meenie, Minie, Moe (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

Year 3 Unit 5 REVIEW UNIT (2 lessons only - adjust below)

Key phrases	Discourse
2 free lessons for the teacher to consolidate the discourse	A: Hi, I'm _____ B: Hello. I'm _____
Suggestions:	A: Nice to meet you. B: Nice to meet you too.
1. Roleplay part of or the entire dialogue to date as part of a LESS (Learning English through Silly Situations) - absurd situation.	A: How are you? B: I'm fine. And you?
2. Roleplay some of the stories that have been used in lessons to date	A: I'm fine too. B: How old are you?
3. Sing all the songs to date, and accompany them with children on musical instruments.	A: I'm _____. And you? B: I'm _____ A: Where do you live? B: I live in _____

Year 3 Unit 5 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Focus				
Reinforcement				
Review (warm-down)				

Year 3 Unit 5 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
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Warm Up			
Focus			
Reinforcement			
Review (warm-down)			

Year 3 Unit 6

Key phrases	Discourse
(Now that everyone has introduced themselves, it's best to change the format of the dialogue from this point) It's a ____ day. Yes. It is. (introduce) - hot / cold / warm / cool - sunny / cloudy / windy / rainy	A: Hi _____ B: Hi _____ A: How are you? B: I'm <u>fine</u> . And you? A: I'm <u>fine</u> (too). B: It's a _____ day. A: Yes. It is.

Year 3 Unit 6 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Questioning 3. Story – Investigation Procedure. Title exploration/pictures/vocabulary. Investigate the story first by looking at the pictures, looking at the title, inferring the story in Japanese. Put some cardboard cut-outs of the characters or objects in the story to one side of the board. Use later when reading the story. Allow the Ss to 'discover' the English words and / or expressions. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.	2. questioning T: Good afternoon everyone. : How are you everybody? S: I am <u>fine</u> . T: How old are you? S: I am eight. T: Where do you live? S: I live in _____.	Story: It is important that the T allows Ss to speculate by inference. In other words, don't 'correct' students' inferences about the story. Allow them to be wrong. 楽しく参加できているか リズムカルに！	ジャズチャンツ Story: Urashimatarou 浦島太郎 (traditional Japanese)
Lesson Focus	T shows Ss picture cards of various weather one by one, saying, "It is a rainy day". It's a rainy day. It's a warm day. hot/ cold/ warm/ cool/ cloudy/ windy/ rainy/ sunny	Pronunciation : a hot day/ a cold day/ a warm day/a cool day/a cloudy day/a windy day/ a rainy day/a sunny day It's a rainy day.	イントネーションに注意させる リズムにのせて指導する	天候を表す絵を導入
Focus reinforcement	T shows picture card. T shows a model at first, then start chorus reading, then pair work. T shows picture card and ask Ss to speak following sentences. It is a rainy day. (sunny, cloudy, windy)	It is a rainy day. It is a sunny day. It is a cloudy day. It is a windy day.		ジャズチャンツ
Review (warm-down)	1. Teach the Song: Rain, Rain, Go Away. 2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.	It is a warm day. Yes, it is.		Song: Rain, Rain, Go Away. (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

← ----- 表の書式変更

Year 3 Unit 6 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting Good afternoon everyone. 2. Story: Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes) 3. T shows a weather picture, then ask the weather.	Hello. How are you? I am fine. And you? It is a rainy day. It is a warm day.		Picture card を提示して

Focus	1. T shows a map of Japan and asks them to speak following sentences. It is a rainy day in Tokyo. It is a cloudy day in Fukuoka.	Pronunciation: a cold in Sapporo/a warm day in Osaka/ a cool in Tokyo/(cloudy/ windy/ rainy/ sunny)	地図により、各都市及び天気図記号が記入されている。	日本地図を例示して Tokyo, Nagoya, Osaka, Sapporo, Fukuoka にさまざまな天気図記号を例示
Reinforcement	Using Jazz Chants Rhythm, T points out one of the cities on a map, then ask the class to speak following sentences.. Then T picks up some Ss to speak individually. 。 。 。 。 。 。 。 。 ♪♪ It is a warm day in Osaka. It is a cold day in Sapporo..	モデルによる提示、続いて chorus reading、音声のみで It is a warm day in Osaka. It is a cold day in Sapporo		日本地図を例示ジャズチャンツ
Review (warm-down)	1. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary. 2. Song: Rain, Rain, Go Away.			Song: Rain, Rain, Go Away. (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

Year 3 Unit 6 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story part 1 and part 2 3. Weather review. T shows the weather picture. T shows the weather map of Japan	It is a _____ day. (rainy, sunny, cloudy, windy) It is a cold day in Sapporo. It is a warm day in Nagoya. It is a _____ day in _____.	復習をリズムにのせて、モデルに従って復唱 一絵を見てコーラスで復唱	Picture card 天気を示した絵。 天気図付き日本地図
Reinforcement activities	1. T shows a model performance (really cold gesture, Not so cold gesture, not feel cold at all) It is a cold day. 2. T asks a pair of students to pick up one city from a weather map of Japan. Then T asks them to perform a dialogue between them.	A: Hi, Jun! B: Hi, Miki! It is a cold day. A: Yes, it is. A: Hi, Maki, it is a hot day. B: Yes, it is. A: It is a cold day in Sapporo. B: Yes, it is. A: It is a warm day in Sendai. B: Yes, it is.	感情を込めて、体で表現してみよう。(寒さ、暑さの感情をジェスチャーを交え表現する) 先生がモデルをオーバーアクションで示す。 一斉練習 →生徒にモデルをやらせる → ペア・グループで演じる 感情を表すようにクラスで発表してもらおう。次の文を2人組みで表現してもらい発表する。	ジャズチャンツにのせて
Review (warm-down)	1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part) 2. Song: Rain, Rain, Go Away.			Song: Rain, Rain, Go Away. (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

Year 3 Unit 6 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting. 2. T shows a weather map of Japan, then ask the weather.	It is a _____ day in _____. It is a sunny day in _____. Yes, it is/ No, it isn't.	感情が伝わるように表現しよう	天気図付き日本地図
Reinforcement activities	1. T shows a model dialogue. Using a real cellular phone. (telephone dialogue) T shows a model dialogue → Between T and Ss → Between S and S	A: Hi, Jun! How are you? B: Hi, Yuki. I'm fine. And you? A: I'm fine, too. Is it a cloudy day in Fukuoka? B: Yes, it is. It is a cold day.	イントネーション・リズムに注意しよう。感情を込めよう。 ○○さんは、台風の接近を心配して連絡をとる。	チャンツ

	<p>2.T shows a typhoon is coming in Okinawa. T shows a model dialogue→Between T and Ss →Between S and S A pair of Ss shows their dialogue in front of the class.(Using cellular phones)</p> <p>3.A pair of Ss create their own situation.(ie grand mother lives in Osaka.) A pair of Ss shows their dialogue in front of the class.(Using cellular phones)</p>	<p>A: Hi, Natsuki! How are you? B: Hi, Yuki. I'm fine. And you? A: I'm fine, too. Is it a rainy day in Okinawa? B: Yes, it is.</p> <p>A: Hi, Grandma! How are you? B: Hi, Yuki. I'm fine. And you? A: I'm fine, too. Is it a warm day in Osaka? B: Yes, it is.</p>	<p>日本語で生徒たちが状況を設定し、自由会話を作成する。ペアごとに発表してもらおう。 生徒たちが生き生きして活動しているか？</p>	携帯電話
Review (warm-down)	<p>1. Character Building part 3 (What is the weather like where each Ss character lives?) 2. Song: Rain, Rain, Go Away.</p>	<p>Is it a rainy day in Okinawa? Is it a cloudy day in Osaka?</p>		

Year 3 Unit 7

Key phrases	Discourse
<p>Do you like _____ ? Yes. I do I like _____ (introduce): - food (uncountable) - sports - colours famous people</p>	<p>A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Do you like _____ ? A: Yes. I do. I love _____ Do you like _____ ? B: Yes. I do. I love _____</p>

Year 3 Unit 7 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. Greeting dialogue 2. Story Investigation Procedure. Title exploration/pictures/vocabulary. Investigate the story first by looking at the pictures, looking at the title, inferring the story in Japanese. Put some cardboard cut-outs of the characters or objects in the story to one side of the board. Use later when reading the story. Allow the Ss to 'discover' the English words and / or expressions. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem. 3. 天気図の各地の天気記号を見ながら、 It's a (fine) day ここで始めからビデオで対話を見る</p>	<p>B: Do you like _____ ? A: Yes. I do. I love _____ Do you like _____ ? B: Yes. I do. I love _____</p> <p>It's a cold / cloudy / sunny / cool / windy / rainy day. It's sunny.</p>	<p>Story: It is important that the T allows Ss to speculate by inference. In other words, don't 'correct' students' inferences about the story. Allow them to be wrong.</p>	<p>Story: Saburo the Eel Catcher - 三郎 天気予報の表示を見て表現する ビデオを見る</p>
Focus	<p>1. Introduction of new vocabulary (絵又は図を見ながら食べ物や果物の名前を導入し、練習をする。 Spaghetti, French fries, fish, salad, noodles, soup, rice, fruit Apples, grapes, oranges, bananas,</p>	<p>1. Vocabulary + he / she / it 2. Dialogue A: Hi, _____. B: Hi, _____/ A: How are you? B: I'm _____. And you? A: It's a warm day. B: Yes, it is. A: Do you like ice cream?</p>		<p>Jazz chant variation and substitution. I love <u>baseball</u> / sushi I love <u>me</u> I love <u>Mummy</u>. And <u>she</u> loves me</p>

Reinforcement	1. 食べ物の絵をみながら I like _____ を意練習を行なう。 2. Jazz chant 3. カルタ取り (No. 30) / 仲間集め (No. 26)	B: Yes, I do. I love ice cream. Jazz chant I love coffee I love tea I love the boys (girls) And the boys (girls) love me		みんなで作る英語の時間 100 Exciting Activities. 英語活動事例集「100」 監修 松川菘子 Bunseido 2000
Review (warm-down)	1. Teach the Song: Bingo 2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.			Song: Bingo (Japan Times, 楽し英語の授業マニュアル) (4-7890-1086-4)

Year 3 Unit 7 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting dialogue 2. Story: Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes) 3. 天気図の各地の天気記号を見ながら、 It's a (fine) day ここで始めからビデオで対話を見る	A: Hi, _____. B: Hi, _____/ A: How are you? B: I'm _____. And you? A: It's a warm day. B: Yes, it is. A: Do you like ice cream? B: Yes, I do. I like apples.		
Focus	1. Introduction of new vocabulary (絵又は図を見ながらスポーツの名前を導入し、練習をする。 Volleyball, soccer, tennis, baseball, badminton, skiing, basketball			
Reinforcement	1. スポーツの絵をみながら I like _____ 表現の意練習を行なう。 2. Guessing game (No. 31)			みんなで作る英語の時間 100 Exciting Activities. 英語活動事例集「100」 監修 松川菘子 Bunseido 2000
Review (warm-down)	1. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary. 2. Song: Bingo			Song: Bingo (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 7 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting (add ' .but it's too (cold), (hot), (rainy), (windy) etc 2. Story part 1 and part 2 3. 食べ物、果物、スポーツの絵を見せ、I like _____ の復習	A: Hi, _____. B: Hi, _____/ A: How are you? B: I'm _____. And you? A: I'm _____, (too). B: It's a (fine) day A: Yes, it is, but it's too (cold)		
Reinforcement activities	1. 色の絵を見せ、単語を導入 (SK 1) red, green, blue, yellow, pink, orange, purple, brown, black Freeze game (No.13) / Ghost card game (No. 15)			みんなで作る英語の時間 100 Exciting Activities. 英語活動事例集「100」

	2. Guessing their favorite fruit. (No. 31) 3. Fruit basket (No. 33)			監修 松川 荅子 Bunseido 2000
Review (warm-down)	1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part) 2. Song: Bingo			Song: Bingo (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 7 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting (add '.but it's too (cold), (hot), (rainy), (windy) etc 2. 食べ物、果物、スポーツの絵を見せ、I like _____の復習	A: Hi, _____. B: Hi, _____/ A: How are you? B: I'm _____. And you? A: I'm _____, (too). B: It's a (fine) day A: Yes, it is, but it's too (cold)		
Reinforcement activities	1. 写真を見せ有名人を紹介する (Prime Minister) Koizumi, (baseball player) Matsui, (soccer player) Nakata, (Sumo wrestler) Kotoooshuu, etc. 有名人のお面をかぶり、 A: Hi, how are you, Mr. Koizumi? B: I am _____. And you, Ms. Kuroyanagi? A: I'm a little tired. I'm cold. 2. Pass game (No. 35)			みんなで作る英語の時間 100 Exciting Activities. 英語活動事例集「100」 監修 松川 荅子 Bunseido 2000
Review (warm-down)	Song: Bingo			

Year 3 Unit 8

Key phrases	Discourse
No. I don't . I like _____ - food (uncountable) - sports - colours famous people	A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Do you like _____? A: No I don't . I like _____ Do you like _____? B: No. I don't. I like _____

Year 3 Unit 8 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up 1	1. Greeting 2. Story Investigation Procedure. Title exploration/pictures/vocabulary. Investigate the story first by looking at the pictures, looking at the title, inferring the story in Japanese. Put some cardboard cut-outs of the characters or objects in the story to one side of the board. Use later when reading the story. Allow the Ss to 'discover' the English words and / or expressions. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the	I (a) T: Good morning (afternoon, everyone). How are you? S: I'm fine, thank you. T: It's a fine/cold/cool/warm/rainy day. S: Yes, it is. T: Are you happy / sad / hungry / excited? S: Yes, I am./ No, I am not.	1. You can ask students if they are happy or sad. It depends on the weather of the day. 2. Story: It is important that the T allows Ss to speculate by inference. In other words, don't 'correct' students' inferences about the story. Allow them to be wrong.	Story: The Bamboo Princess - かぐや姫 (traditional Japanese)

	<p>resolution of the problem.</p> <p>3. Vocabulary review T shows Ss picture cards of various colours one by one, saying, "This is ...?"</p> <p>4. Review of previous lesson. The teacher puts pictures on the board of drinks/food/sport that the T likes. Students ask the teacher, "Do you like ___?" Teacher answers: "Yes, I do. And you?" Student: Yes, I do.</p>	<p>(Switch roles: Ss ask the T)</p> <p>3. Ss will say, 'Blue/Red/Orange/Black/White/Brown/Green/...'</p> <p>4. Ss: Do you like ___? - orange juice? milk? ice cream? orange marmalade? strawberry jam? Sushi? miso-shiru? udon? chocolate? baseball? soccer? dodgeball? + (2 or 3 popular idols' faces immediately followed by T's face)? Ss - Yes, I do.</p>	<p>3. T shows Ss picture cards of various colours one by one, saying, "This is ...?"</p> <p>4. Students can ask the T individually or chorally? (Do you like ___?) T can start this warm-up 2 by introducing/reminding the words/phrases to be shown. "Do-you-like Rap" is one of the options as a warm-up activity.</p>	
Focus	<p>1. Introduction of new words T shows pictures of following things to introduce new words and phrases. Put them on the board in pairs. tea, coffee, apple juice, banana juice bread, rice baseball. Soccer. Call out one student to come to the board and be the teacher. With the student and class watching, the teacher takes one picture from the board. Explain that this is the weather / drink / food / sport etc, that you (the teacher) like. The selected student must then ask the teacher, 'Do you like ___?' (the name of the remaining picture on the board). The teacher answers: No, I don't. I like ___ (and shows the picture)</p> <p>2. Continue the same procedure calling out different students to ask the question, 'Do you like ___'</p> <p>3. After 6-10 students have asked the question, swap roles. (The student must answer the question instead of the teacher)</p>	<p>S: Do you like orange marmalade? T: No, I don't. I like strawberry jam.</p> <p>S: Do you like <i>udon</i>? T: No, I don't. I like <i>ramen</i>.</p> <p>S: Do you like chocolate? T: No, I don't. I like ice cream.</p>		Cf. Picture cards provided in the textbook
Reinforcement	<p>1. Each student takes out the food / sports / drinks / weather cards from their pack. Together with a partner, the students make pairs of each category. E.g. food = rice / bread. Drink = tea / coffee. Each student arranges their pairs on their own desk. The first student picks up a 'drink' they like. The second student asks, "Do you like ___ (the picture that is left on the desk). The first student replies, "No, I don't. I like ___" (and shows the picture). Reverse roles and follow the same procedure for each category.</p>		This activity needs lot of sophistication	
Review (warm-down)	<p>1. Teach the song: If You're Happy</p> <p>2. Story (Pt 1) – Review the characters/objects that the Ss need to find in the story. Read Part 1 of the story (the first third of the book), and try to identify the English names for the characters/objects. Question the students and by looking at the pictures, allow Ss to infer the remaining story plot. Guide Ss to infer the identity of the characters, the setting, the development of the plot step by step, the problem (if any), and the resolution of the problem.</p>			Song: If You're Happy (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 8 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting	T: Good morning (afternoon, everyone).	You can ask students if they are happy or	

	2.Story: Re-read Story part 1 and review the inferences made about the rest of the plot, the setting, the characters., etc. Tell students the English vocabulary, but do not require memorization. (see notes)	How are you? S: I'm fine, thank you. T: It's a fine/cold/cool/warm/rainy day. S: Yes, it is.	sad. It depends on the weather of the day.																
Focus	Review of previous lesson Using picture cards attached to the back of the textbook, each S is asked to choose one favourite animal, sports or game, beverage and vegetable. Put them in two piles face down in front of themselves. One pile is the colour / animal / food / weather / drink etc they like, the other is what they dislike. In turns, they pick up a card from either pile and ask "Do you like ___?". Their partner replies Yes, I do" OR "No, I don't. I like ___ "(And picks up the card of the one they like).	Ss: i. Yes, I do. OR ii. No. I don't. I like ___.	Partners should be different from the previous class.																
Reinforcement	1. Students make their own survey sheet. Each student has two or three flyers brought from home. Cut out foods, toys, games etc. and paste onto a piece of paper in the column on the left. 2. Ss move around the class and ask others, "Do you like ___? (the items they have on their survey sheet). The student that is asked must reply either "Yes, I do. And you?" OR "No, I don't. I like ___?" As each student answers, the first student makes a tally mark in the appropriate column.	Ss: Yes, I do. And you? OR No, I don't. I like ___?(from the same category)	Example survey grid <table border="1"> <tr> <td>Item</td> <td>〃</td> <td>〃</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>When a student replies "No, I don't. I like ___", what they like must be from the same 'category' as the question, even if they don't have the picture. For e.g. S1. Do you like Doraemon? S2. No, I don't. I like Sazae-san. etc</p>	Item	〃	〃													Chirashi - flyers from the newspapers of food, video games, toys for sale. Children bring them from home.
Item	〃	〃																	
Review (warm-down)	1.As many students report back to the class as possible (in English) Eg. "Five kids like Doraemon" "Six kids don't like Doraemon" 2. Story part 2 (Re-read part 1 as well). Guide Ss to identify, the characters, setting, development of the plot step by step, the problem (if any) and the resolution of the problem. Ss can draw (or cut and paste from a worksheet) the characters or the objects they are interested in into a personal learner dictionary. 3. Song: If You're Happy		Song: If You're Happy (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4) + actions																

Year 3 Unit 8 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. greeting 2.Story part 1 and part 2 3. review T shows picture cards and asks following questions ""Do-you-like Rap" toward the end of this review. 4. 10 colours to remember: Red, blue, yellow, black, white grey, orange, green pink purple. Use picture/colour cards.	2. Review T: Do you like a rainy day? S: No, I don't. I like a fine day. orange juice? - apple juice. coffee? - tea. ice cream? - cake. bread? -rice. Apricot jam? - strawberry jam. udon?- ramen. chocolate?- ice cream		
Reinforcement activities	Ss are advised to think about or prepare their own skits for kamishibai presentation in the following lesson. They are required to present two skits as KAMISHIBAI.			

	Cf. LESS 1-a & 1-b		
Review (warm-down)	1. Part 3 of the story (read Pt 1 and Pt 2 in turn) (FINAL part) 2. Song: If You're Happy		Song: If You're Happy (Japan Times, 楽し英語の授業マニュアル)(4-7890-1086-4)

Year 3 Unit 8 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes Materials
Reinforcement activities	Present two skits as KAMISHIBAI Eg.	Do you like ___? Yes, I do. No, I don't. I like _____.	<p>LESS=Learn English through Silly Situations [ONLY WITH PICTURES]</p> <p>LESS 1-a <i>In the desert a man is lying. He is thirsty and looks almost dying. Here suddenly appears a stupid-looking angel with wings on its back. The man looks up and smiles to see the angel coming down to him.</i> ANGIE [<i>cheerfully</i>]: Hi, I'm Angie. Nice to meet you! MAN: Oh, I'm Nice to meet you. ANGEL: It's sunny! How are you? MAN: I a-m t-h-i-r-s-t-y.... ANGEL: Ah, do you like milk? MAN: Yes, I do. ANGEL: Do you like orange juice? MAN: Yes, I do. ANGEL: Do you like water? MAN: YES, I DO! ANGEL: Here you are. [Angel gives put milk, orange juice and water into a glass! and gives it to the man.] MAN: Aggghh, thank you. [The man hesitates but drinks it up.] or [The man collapses down on his face.]</p> <p>LESS 1-b <i>In the desert a man is lying. He is thirsty and looks almost dying. Here suddenly appears a stupid-looking angel with wings on its back. The man looks up and smiles to see the angel coming down to him.</i> ANGIE [<i>cheerfully</i>]: Hi, I'm Angie. Nice to meet you! MAN: Oh, I'm Baku. Nice to meet you. ANGEL: It's sunny! How are you? MAN: I a-m t-h-i-r-s-t-y.... ANGEL: Ah, do you like milk? This question rings the bell. The man remembers what happened before. MAN: No, I don't. ANGEL: Do you like orange juice? MAN: No, I don't. ANGEL: Do you like water? MAN: YES, I DO! ANGEL: Here you are. [He finds Angie with a big bottle of milk, a huge jug of orange juice and a tiny vial of water which is just enough for an ant to wash its hands quickly. With a big smile, Angie gives him the tiny vial and disappears.]</p>

			ANGEL: Bye! MAN: Aggghh, thank you. [The man collapses down on his face.]
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----- End of Year 3 -----

- Krick Krack Mountain (カチカチ山) violent
Peach Boy - 桃太郎 (traditional Japanese) violent
Tom Thumb (One Inch Boy) - 一寸法師 (violent)
Snow Lady (雪女) - morbid
Bamboo Princess - かぐや姫 (traditional Japanese) - older ch'n

Year 4 Unit 1

Key phrases	Discourse
Review of year 3	A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Do you like _____? A: (a) Yes. I do. How about you? OR (b) No I don't. I like _____ How about you? Do you like _____? B: (a) Yes. I do. OR (b) No. I don't. I like _____. A: I see.

Year 4 Unit 1 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Sing songs from Year 3 a) Old MacDonald had a Farm (Unit 1) b) How are you? (Unit 1) c) Hello, How are you? (Unit 2) c) Numbers Song (Unit 3) d) Head and Shoulders e) Hot, Hot, Hot (Unit 6) f) Red, yellow, blue and green (Unit 7) g) Do you like baseball? (Unit 8) 2. Act out the Final Dialogue from Year 3.	A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Do you like _____? A: No I don't. I like _____ Do you like _____? B: No. I don't. I like _____	Nb. Substitute (fine) for any other words they remember from Year 3: e.g. happy, sad, great, hungry, thirsty etc.	Song list and Cds from year 3.

Focus	1. Ss complete a grid of likes and dislikes. The grid can have famous people, food, characters, seasons, snow etc. Ss check with a cross or a tick. 2. Students get together in pairs (same gender where possible). Swap papers so that each knows what the other likes. Practice the dialogue. Do you like _____? Yes, I do. 3. Again in pairs, but this time they have to select items that both like. Practice the dialogue.	1. A: Do you like _____? B: Yes. I do. 2. A: Do you like _____? B: Yes. I do. How about you? A: Yes. I do too. B: That's great		Worksheet A: - a grid of 8-10 things in four categories: food, people, sports, school subjects Worksheet B - Flyers from the newspapers. Make sure each pair has the same copy of a flyer.
Reinforce-ment	1. Use the flyers for the dialogue practice. Substitute A's 'Yes, I do' for 'Me too'	A: Do you like _____? B: Yes. I do. How about you? A: Me too. B: That's great		
Review (warm-down)	1. Song: Do you like baseball? 2. Story (read the 1st third of the story only)			Story:

Year 4 Unit 1 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Song: Do you like baseball? 2. Re-read the 1st third of the story 3. Repeat the final dialogue from lesson 1			
Focus	1. Ss complete a grid of likes and dislikes. The grid can have famous people, food, characters, seasons, snow etc. Ss check with a cross or a tick. 2. Students get together in pairs (different genders where possible). Swap papers so that each knows what the other likes and dislikes. This time they have to select items that one likes and the other dislikes. Practice the dialogue.	A: Do you like _____? B: No, I don't. I like _____? How about you? Do you like _____? A: No, I don't B: Oh, I see.	Stress that B has two jobs. a. To first respond to the question b. to 'punchback' - ask the same question.	
Reinforce-ment	1.	A: Do you like _____? B: No, I don't. I like _____? How about you? Do you like _____? A: No, I don't B: Oh, I see.		
Review (warm-down)				

Year 4 Unit 1 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Reinforcement activities				
Review (warm-down)				

Year 4 Unit 1 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				

Reinforcement activities				
Review (warm-down)				

Year 4 Unit 2

Key phrases	Discourse
Can you _____? Yes. I can. How about you? (and you) That's great. (introduce action verbs such as) - hop (extension: 3 times) - skip (3 times) - jump (5 times) - clap (6 times) - swim (name of stroke or metres – nos. over 10) sing (name of song)	A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Can you _____? A: Yes. I can. I can ____ How about you? Can you _____? B: Yes. I can. A: That's great.

Year 4 Unit 2 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. TPR - Can you.....? (1)	Input Output - Students could act in the role of teacher with the TPR commands		Page 1
Focus	Model Listening Hi Can you swim....? (2)	Output of model conversation		Page 2
Reinforcement	1: Communication gap speaking with three classmates (1/2) 2: TPR - Can you swim backstroke? (2)	A: Output based on model conversation (substitution of sentence elements) Revision of sports vocabulary B: Input plus possible 'choral' repetition		A: Page 2(student A) Page 3(student B) B: Page 3 lower part
Review (warm-down)	1. Story			Story:

Year 4 Unit 2 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Short Story – The dog who can and can't.	Input Students could read along (looking or not looking at the words)		Page 4
Focus				
Reinforce-ment				
Review (warm-down)				

Year 4 Unit 2 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting			
Reinforcement activities	1: Quiz – What's the name of the animal? What do you think? Can it.....? 2: Pronunciation – sounds	1: Thinking skills! 2: Familiarization through repeating the sounds 3: Revision of animal vocabulary, as well as		A: Page 5 B: Page 6 C: Page 7

	3: Listening – What can you see?	colours and parts of the body	
Review (warm-down)	1. Can Bingo (4)	Input Revision After first game – Output with students acting as ‘bingo caller’	Page 8

Year 4 Unit 2 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Reinforcement activities				
Review (warm-down)				

Year 4 Unit 3

Key phrases	Discourse
No. I can't. That's too bad. (introduce 1. play ___(sports, instruments) (basketball, dodgeball, tennis, the piano, the violin,the recorder, the drums) 2. eat ___ 3. drink ___ 4. drive ___ (a car, a bus, a train)	A: Hi _____ B: Hi _____ A: How are you? B: I'm fine. And you? A: I'm fine too. B: It's a _____ day. A: Yes. It is. B: Can you _____? A: No. I can't ____ How about you? Can you _____? B: No. I can't A: That's too bad.

Year 4 Unit 3 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story 3. TIMES TABLE [<i>kakezan</i>] SONG 2 times 1 is 2.12 times 3 is 36 4. Review a. CAN YOU Rap. Can you skip/jump rope for 5 times? Yes, I can. Can you dance? Yes, I can. Can you sing an English song? Yes, I can. b. Read aloud together. Eric Carl, <i>Head, Shoulders, Toes</i> T reads the first two sentences on each page. S answers the T's question, 'Yes, I can'.	1. T: Good morning (afternoon), everyone. How are you today? S: I'm fine, thank you. T: It's a fine/rainy/sunny/windy day. S: Yes, it is. T: Are you happy/hungry/sad/excited/GENKI? S: Yes, I am/No, I am not. 4. a. CAN YOU Rap. Can you skip/jump rope for 5 times? Yes, I can. Can you dance? Yes, I can. Can you sing an English song? Yes, I can. 4. b. Read aloud together. Eric Carl, <i>Head, Shoulders, Toes</i> T reads the first two sentences on each page. S answers the T's question, 'Yes, I can'.		2. Story 3. Song::Show a big times table. 2の段と3の段。 英語では「九九」が12までであると教える。
Focus	No, I can't. I can't ~. Can you play the violin? No, I can't.	Can you eat <i>natto/takuan/sashimi</i> /Cheese? Yes, I can. I love _____. It's yummy! No, I can't. I don't like _____. It's yucky!	Show pictures.	1. "I Can't" RAP, No.1. 2. Other verbs: A: Can you _____?

	<p>Can you play the guitar? No, I can't. Can you swim on your back? No, I can't. Can you swim on your side? No, I can't. Can you drink beer? No, I can't.</p> <p>Here "I Can't" RAP, No.1" is introduced. "Can you ____?" "Yes, I can." "No, I can't." ***** Ask your friends. Can you eat <i>natto/takuan/sashimi</i>/Cheese? Yes, I can. I love _____. It's yummy! No, I can't. I don't like _____. It's yucky!</p>		<p>In "I Can't" RAP, No 1, the answers to the question, 'Yes' or 'No', are suggested by T's gestures</p> <p>*****</p> <p>Ss can walk around in the classroom to find out someone who cannot eat something that you cannot either.</p>	<p>- see me? - play the violin? - Jump rope? - Eat pizza? - Swim 50 metres? - Run 100 meters? - Clap your hands? - Write kanji? - Read English? - ride a horse? - drink apple juice? B: Yes, I can. / No, I can't / I don't know.</p>
Reinforcement	"I Can't" RAP with pictures.			
Review (warm-down)	<p>1. Song: Can You Draw? 2. Story (read the 1st third of the story only)</p>			Song: Longman: Can You Draw (p.10)

Year 4 Unit 3 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. Greeting 2. Story 3. Review (a) Can you eat ____? (b) Can you play/swim/drink ____? (c) "I Can't" RAP, No.1.</p>	<p>3.review (a) Can you eat <i>natto/takuan/sashimi</i>/Cheese? Yes, I can. I love _____. It's yummy! No, I can't. I don't like _____. It's yucky (b) No, I can't. (c) Rap - yes, I can / No, I can't.</p>	<p>3. (b) Show pictures that depict the physical activities or situations. (c) In this RAP, yes or no is always visually or physically suggested by T or the person standing before the class. (Or, possibly, Absurd-Situation Kamishibai used/created in the preceding lessons.)</p>	"I Can't" RAP, No.1.
Focus	<p>1. Situational usage of the 'That's too bad' <i>A boy is at the top of the tree.</i> A: Can you jump? B: No, I can't. A: That's too bad.</p> <p><i>A cat is left on a sandbar.</i> A: Can you swim? Cat: No, I can't. A: (That's) too bad.</p> <p><i>A girl is at a table, on which is a full course of natto dishes.</i> A: Hello, can you eat <i>natto</i>? B: No, I can't. A: That's too bad.</p> <p>"I Can't" RAP, No 2.</p>	<p>(No, I can't) (That's) too bad Note: 'That's' is optional in this expression.</p>	<p>It's advisable to use pictorial depictions of these situations.</p>	"I Can't" RAP, No 2. the rap with 'That's too Bad' following 'No, I can't' T's demonstration.
Reinforcement	1. Students decide their own real or absurd situations using real people and possible events or 'talking ' animals and silly situations. Ss sketch out their 'event' and report to the teacher or class. They will use this in the next lesson.			
Review (warm-down)	<p>1. Raps 1 & 2 2. Story</p>			

Year 4 Unit 3 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting	3.		"I Can't" RAP NO. 3.

	<p>2. Story</p> <p>3. “I Can’t” Rap, No 3. followed by dialogue practice. Include the ‘How about you?’ and repetition of the question</p>	<p>A: Can you read this Kanji? B: No, I can’t. How about you.?Can you read this Kanji? A: Yes, I can. B: That’s great!</p> <p>A: Can you jump/skip a rope a hundred times? B: No I can’t. How about you? Can you skip/jump rope for 100 times? A: Yes, I can.</p>		<p>with “How about you?”</p> <p>Obviously, “I Can’t” Rap No 3 is almost the same as the raps no. 1 and 2. We simply add new phrases to Rap No. 1.</p>
Reinforcement activities	<p>1. Give students pictorial and oral explanations of the following Absurd Situation with two different endings. What follows is an example. On a cold windy night, we can see two men standing on a deck. The ship is sinking down into the storming sea. A: Hi, _____. How are you? B: Hi, _____ I’m OK. And you? A: I am not well. B: That’s too bad. Can you swim? A: Yes, I can, but B: That’s greeeeaaaat! Are you ready? A: Noooooooooooo! ALTERNATIVE ENDING B: That’s too bad. Can you Swim? A: No I can’t. B: That’s too bad. A: How about you? Can you swim? B: Yes, I can. I can swim! Bye. A: _____!</p> <p>2. Students decide their own absurd situations using real people and or ‘talking ’ animals and silly situations. Ss sketch out their ‘event’ and report to the teacher or class. They will use this in the next lesson.</p>		<p>1. T’s demonstration. How the story ends depends on the picture panel that T shows. KAMISHIBAI.</p> <p>2. It’s a good idea to have three people per group; one narrator, and two actors. The narrator can explain the situation in Japanese and then the two actors use only English in doing the dialogue.</p>	Picture panels of the AbSit on OHP.
Review (warm-down)	<p>1. Story</p> <p>2. Song</p>			

Year 4 Unit 3 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes Materials
Warm Up	<p>1. Greeting</p> <p>2. story</p> <p>3. “I Can’t” RAP, No 1,2 & 3.</p>		<p>ACTION SONGS: An example. An action song with ‘cannot.’ In this unit we can use the first half of the song, which still make sense and will work.</p> <p>Miss Mary Mac Miss Mary Mac, Mac, Mac/ All dressed in black, black, black, With silver buttons, buttons, buttons./ All down her back, back, back. She cannot read, read, read./ She cannot write, write, write, But she can smoke, smoke, smoke./ Her father’s pipe, pipe, pipe.</p> <p>ACTIONS: Stand up and face a partner. There are eight actions that are repeated throughout the song in sequence and in time with the music.</p>
Reinforcement activities	<p>Presentation of student-made Absurd Situations.</p>	<p>B: Can you _____? A: No. I can’t ____ / Yes, I can. How about you? Can you _____? B: No. I can’t A: That’s too bad. (Let’s go / Goodbye)</p>	
Review (warm-down)	<p>1. Songs or chants (see notes)</p>		

			<p>1. Cross your arms over your chest. 2. Slap your thighs. 3. Clap your hands.</p> <p>4. Clap your partner's hands (palms facing outwards). 5. Clap your hands.</p> <p>6. Clap your partner's hands. 7. Clap your hands. 8. Clap your partner's hands.</p> <p>You can perform the clapping pattern in a circle by clapping the hands of the people on each side of you on action 4, 6 and 8. The circle can step sideways throughout the song.</p> <p>[from Beatrice Harrop, Linda Friend and David Gadsby, <i>Okki-Tokki-Unga: Action Songs for Children</i>, 2nd edition, (London: A & C Black, 1994), 30-31.]</p> <p>Incidentally, <i>Okki-tokki-unga</i> is a song about the story of an Eskimo boy who goes on a seal hunt. As no English word appears in this action song, you can use it at the very beginning of the English course.</p>
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Year 4 Unit 4

Key phrases	Discourse
(Answer alternatives to How are you?) I'm <u>great</u> (++) I'm <u>okay</u> (neutral) I'm <u>pretty good</u> (neutral) I'm <u>not bad</u> (neutral) I'm <u>not so good</u> (-)	A: Hi _____ B: Hi _____ A: How are you? B: I'm _____. A: (a) That's great (good) OR (b) That's too bad (c) How are you? B: I'm _____ A: That's great (good) OR That's too bad

Year 4 Unit 4 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	Greeting Good morning, everyone. How are you?	Can you drink Japanese tea? Yes, I can. / No, I cannot. Can you eat Kimuchi? Yes, I can./ No, I cannot.		
Focus	T shows a variety facial expressions by himself/herself. Ss guess what kind of expressions in Japanese. T asks Ss "How are you?"	A: How are you? B: I'm great. A: How are you? B: I'm okay. A: How are you? B: I'm pretty good. A: How are you? B: I'm not bad. A: How are you? B: I'm not so good.		顔の表情が描かれている picture card
Reinforcement	T shows picture card. T shows a model at first, then start chorus reading, then pair work. T shows picture card and ask Ss to speak following sentences. It is a rainy day. (sunny, cloudy, windy)	T: I'm okay. I'm pretty good. I'm not bad. I'm not so good. S1: How are you? S2: I'm great(okay, pretty good, not bad, not so		Jazz Chants

		bad)		
Review (warm-down)	How are you?	A: How are you? B: I'm fine.		

Year 4 Unit 4 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	Good afternoon everyone. How are you?			
Focus	T casts dice. In each spot there is a face; pretty good, good, not so good. T asks Ss to imitate the face. Then T asks Ss to speak "I'm okay(pretty good, not bad, bad)". T tries to praise Ss performances, saying "That's nice".	S: I'm great.(okay, pretty good) T: That's good. S: I'm not so good. T: That's too bad.		さいころ
Reinforce-ment	Ss cast die. Then Ss	S: I'm great. S: I'm okay. S: I'm pretty good. S: I'm not bad. S; I'm not so bad.		Jazz Chants
Review (warm-down)				

Year 4 Unit 4 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	Greetings Get to know others by introducing each other.	A: Hi Yuki. This is Satomi. B: How are you Satomi? C: I'm fine, and you?		
Reinforcement activities	T talks ALT on the cellular phone. After a model conversation is over, Ss are asked to speak their dialogue. Then a pair of Ss show their conversation to the other pair of Ss. Each pair will show their performance in turn, then the other pair comment on them. T pick up some pairs, then asks them to perform in front of the class.	A: Hi Yuki. How are you? B: Hi Tomoka, I'm fine. And you? A: I'm not so good. B: That's too bad.	身振り手振りを交えてことばを伝えようとする。	Team-teaching
Review (warm-down)		A: How are you? B: I'm fine. A: That's good.		

Year 4 Unit 4 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	Greetings			
Reinforcement activities	T asks Ss to make die by each group. Ss try to make animals' face dice(ie.monkey, lion, fox). Group oriented activities or cooperative learning style. (about 20 minutes) Each group casts die, then asks a class to imitate the face of animals and say "The cat is not so good(pretty good, great, ok)".	A group of Ss make die. A:Can you imitate animals' face? B: Yes, I can . A: How is the cat? B: The cat is not so good? A: That's too bad. A: How is the monkey? B: It is pretty good. A: That's good.		画用紙、ハサミ、ダンボール箱
Review (warm-				

down)				
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Year 4 Unit 5

Key phrases	Discourse
2 free lessons for the teacher to consolidate the discourse Suggestions: 1. Roleplay part of or the entire dialogue to date as part of a LESS (Learning English through Silly Situations) - absurd situation. 2. Roleplay some of the stories that have been used in lessons to date 3. Sing all the songs to date, and accompany them with children on musical instruments.	Dialogue practice activities that reinforce the students' options i.e. to make a choice when answering. 1. I'm great / pretty good etc. 2. Yes, I do. OR - No, I don't. 3. Yes, I can. OR - No, I can't. 4. That's great OR That's too bad

Year 4 Unit 5 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Focus				
Reinforce-ment				
Review (warm-down)				

Year 4 Unit 5 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Focus				
Reinforce-ment				
Review (warm-down)				

Year 4 Unit 6

Key phrases	Discourse
What ____ do you like? (a) sport (b) icecream (or food) (c) singer (d) colour (e) baseball team	A: Hi _____ B: Hi _____ A: How are you? B: I'm _____. A: (a) That's great (good) OR (b) That's too bad (c) How are you? B: I'm _____ A: That's great (good)

	OR That's too bad B: It's a _____ day. A: Yes. It is. B: What _____ do you like? A: I like _____. And you? (how about you?) B: I like _____. A: I see.
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Year 4 Unit 6 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Review Showing the picture cards of actions verbs, T asks Ss to say each action verb. Ss will say, <i>“Walk, Run, Swim, Sing, Clap, Touch, Point to, Raise, Turn, Put down, etc.”</i> Ss sing ‘Head and Shoulders’ or ‘If You Are Happy, Clap Your Hands.’	A: Hi, _____. B: Hi, _____. A: How are you, B-san? B: I'm (<u>fine / great</u>). A: That's great. How are you, C-san? C: I'm (<u>not so good</u>). A: That's too bad. How are you, D-san? ?		Picture Cards or Dice
Focus	Introduction of new vocabulary T shows picture cards and says sports names. Ss will repeat after T: <i>baseball, volleyball, soccer, tennis, basketball, ping-pong, swimming, badminton,</i> Introduction of the key sentence T shows the picture cards of sports and asks a question, “What sport do you like?” Ss answer, “I like _____. And you?” seeing the picture cards. A: What sport do you like			
Reinforce-ment	Gesture game Ss try to show the meaning of action verbs by gesture. T has them show the gestures representing action verbs. In each group of four of five Ss, each member makes a gesture, and the rest of them say ‘action verbs’			
Review (warm-down)				

Year 4 Unit 6 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Focus	Introduction of new vocabulary T shows picture cards and says color names. Ss will repeat after T: <i>green, black, red, brown, yellow, blue,</i> Introduction of the key sentence T asks a question, “What color do you like?” Ss answer, “I like _____. And you?” A: What color do you like? B: I like green. What color do you like?	Ss will repeat after T: <i>green, black, red, brown, yellow, blue,</i> Ss answer, “I like _____. And you?” A: What color do you like? B: I like green. What color do you like		
Reinforcement				

Review (warm-down)				
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Year 4 Unit 6 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. greeting 2. review</p> <p>Showing the picture cards of food, T asks Ss what food do you like. Ss will say, I like (<i>milk, tea, meat, bread, orange juice, water, fish</i>)</p> <p>‘Simon says’ game Only when T says, “Simon says, ‘Touch your head...’, Ss are expected to act out as directed, namely, to touch his/her head. When T doesn’t use the phrase ‘Simon says’, Ss are expected not to act out</p>	<p>A: Hi, _____. B: Hi, _____/ A: How are you, B-san? B: I’m (<u>fine</u> / <u>great</u>). A: That’s great. How are you, C-san? C: I’m (<u>not so good</u>). A: That’s too bad. How are you, D-san?</p>		
Reinforcement activities	<p>Information-gap activity Ss walk around the room and ask the key question to collect information on their classmates’ favorite sports</p>			
Review (warm-down)	<p>Freeze game Ss gather together in the playground. Ss stand on one side. T says, “Green light”, “Read light”. Green light indicates that they can move. Read light shows that they cannot move. T says either way. When T says read light and finds Ss, those Ss have to go back to the start line</p>			

Year 4 Unit 6 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	<p>1. Greeting</p>	<p>A: Hi, _____. B: Hi, _____/ A: How are you, B-san? B: I’m (<u>fine</u> / <u>great</u>). A: That’s great. How are you, C-san? C: I’m (<u>not so good</u>). A: That’s too bad. How are you, D-san?</p>		
Reinforcement activities	<p>Showing the pictures of professional baseball players, T asks what baseball player do you like? Ss will say, “<i>I like Ichiro, etc.</i>” T put the pictures of famous singer on the floor upside down. When each S chooses a card, T asks, “What song do you like?” Ss will answer, “I like _____ (in Japanese).”</p>			
Review (warm-down)				

Year 4 Unit 7

Key phrases	Discourse
Oh really.	A: Hi _____
What can you play?	B: Hi _____

What can you hear? What can you see? I can play/hear/see _____ What sport can you play? What juice can you drink? What sushi can you eat? What song can you sing?	A: How are you? B: I'm _____. A: (a) That's great (good) OR (b) That's too bad (c) How are you? B: I'm _____. A: That's great (good) OR That's too bad B: It's a _____ day. A: Yes. It is. B: What _____ can you _____? A: I can _____. And you? (how about you?) B: I can _____. A: Great! (Excellent/fantastic)
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Year 4 Unit 7 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story 3. Review: "What do you like?" RAP,	3.What <u>colour</u> do you like? I like red/ blue/ green/ yellow/ white/ pink/ black. What <u>juice</u> do you like? I like apple juice/orange juice/pineapple juice/grapefruit juice/kiwi juice. What <u>noodles</u> do you like? I like spaghetti/udon/ramen/soba.		Whole class: Wadaya, wadaya,wadaya like? (x2) (pass the ball to someone)
Focus	1 Teach the Song: I am the Music Man 2. Introduce the DIALOGUE A: I am a musician. B: Oh, really? What (instrument) can you play? A: I can play the piano. B: That's great.	2. T: What can you play? I can play <u>the piano</u> . I can play <u>the violin</u> . I can play <u>the trumpet</u> . I can play <u>the drum</u> .		I am the Music Man, I come from down your way. What can you play? I can play the piano. PIA, PIA, PIANO,PIANO, PIANO,PIA, PIA, PIANO, PIA PIANO.
Reinforcement	Activity 1 1. Have on a desk at the front of the room the following real instruments if possible: taiko drum; recorder; violin; triangle; okarina; maracas; castenet, kenban harmonica, harmonica 2. Call on individual students and ask them, 'What (instrument) can you play? The student who is called upon answers 'I can play the _____. 3. If successful in saying the answer, he/she comes to the front of the class, and the teacher says 'Show me please' whereupon the student plays the instrument. Activity 2: 1. The teacher asks the class to turn around and face the back of the room. The T calls on one person to come to the front, and strike one note on one	Activity 1: T: What can you play? S: I can play the _____. T: Show me please Activity 2 (What can you hear?) S1: What can you hear? S2: I can hear _____. Activity 4 (What can you see?) T: What can you see?	It is useful to have a basic song as an example for the students to play, something that is well known from their music class.	Alternative Song: The Big Bass drum: Oh, we can play on the <u>big bass drum</u> and this is the way we do it. (Bang, bang, bang) on the big bass drum and that's the way we do it. (ch'n play the instrument they have when the song gets to bang, bang, bang) tri-an-gle re-cor-der vi-o-lin

	of the instruments. The student then puts the instrument down, and then asks the class. What can you hear? The Ss out up their hands and one student is called upon to answer. Activity 3: Use a CD of various sounds: e.g. water/rain; train; car horn; ocean; bird etc.(Same as above but there is no need for Ss to turn around and close their eyes). 4. Use, OHT pictures that are blurred, out of focus or enlarged on the OHP. Ask the students this time 'What can you see?'	S: I can see _____?		oka-ri-na etc.
Review (warm-down)	1. Story 2. Song (to student accompaniment)			

Year 4 Unit 7 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story 3. Review (a) What can you play?	3.		
Focus	Teach the vocabulary 'Instrument' and review the vocabulary 'song' 'animal' 'food' 'sport' 'fruit' as being nouns for a 'family' of different types of things. Focus 1: 1. Follow the same procedure as Activity 2 in lesson 1, however this time the teacher asks the students 'What <u>instrument</u> can you <u>hear</u> ? Ss put there hands up and answer 'I can hear the _____'. 2. The teacher hums a tune to a well-known pop song. 'What <u>song</u> can you <u>hear</u> ?' 3. All the students close their eyes, and the teacher selects one student to say something aloud in a 'different' voice. What <u>student</u> can you <u>hear</u> ? 4. The teacher sings a well-known song to the students. 'What <u>song</u> can you <u>sing</u> ?' A student answers: 'I can sing _____', so the teacher then says, 'Sing _____ please' 5. OHP: 'What animal can you see?' Focus 2: Elicit the vocabulary by showing pictures of the nouns and doing the actions. Elicit the correct question format for each pair.	Focus 1: (What can you hear?) S1: What (instrument/student) can you hear? S2: I can hear _____. T: What song can you hear? S: I can hear _____ T: What song can you sing? S: I can sing _____. T: What (picture/animal/thing) can you see? S: I can see _____? Focus 2: S: What <u>juice</u> can you <u>drink</u> ? S: What <u>food</u> can you <u>eat</u> ? S: What <u>video game</u> can you <u>play</u> ? S: What <u>sport</u> can you <u>play</u> ?	Where possible, always use the students as 'demonstrators' and questioners.	-Various musical instruments. - CD of various common sounds - OHP with various pictures
Reinforcement	1. Interview game: Handout with all the students' names listed down one side, and five or six nouns + verbs at the top (represented pictorially and written in English) across the top. Divide the class in two, half of which are the interviewers and the other half the interviewees. Set a time limit and tell Ss to interview as many different students as possible within the time limit. They must get some answers for each of the different questions. Interviewers can make brief notes in Japanese on the grid. Swap roles and do again. If time report back to the class.	S1: What <u>sport</u> can you <u>play</u> ? S2: I can play soccer/volleyball/dodgeball etc S1: What <u>song</u> can you <u>sing</u> ? S2: I can sing _____ S1: What <u>juice</u> can you <u>drink</u> ? S2: I can drink _____?	Song - sing Juice - drink Food - eat Video game - play Sport - play Instrument - play	

		S1: What <u>fruit/sushi</u> can you eat? S2: I can eat _____.		
Review (warm-down)	1. Song 2. Story			

Year 4 Unit 7 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story			
Reinforcement activities	1. Absurd Situation: A Martian has come down to earth and joined the class for a week. Prepare an 'Interview with a Martian'. Students work in pairs and 'construct' their interview. Draw a picture of the Martian, and make notes of what he can drink; eat; play; sing; write etc.	Questions to ask should be about food; song; game; juice; sport:		
Review (warm-down)	1. Story 2. Song			

Year 4 Unit 7 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up				
Reinforcement activities	Presentation of Skit 'Interview with a Martian'			
Review (warm-down)	1. Song			

Year 4 Unit 8

Key phrases	Discourse
Can you _____? Yes, I can No, I can't I don't know.	1. S1: Can you (verb) + (noun) Eg. Can you <u>play</u> the <u>castenet</u> ? S2: Yes, I can. OR No, I can't. 2. S1: What <u>sport</u> can you <u>play</u> ? S2: I can <u>play soccer</u> . S1: Really? (turning to S3) Can you <u>play soccer</u> ? S3: Yes, I can. OR No, I can't S2: That's great OR That's too bad

Year 4 Unit 8 Lesson 1

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story 3. Song (Music Man or Big Bass Drum)	(b) Can you (from Unit 3) verbs and the answers 'Yes, I can' & 'No, I can't'		
Focus	1. (a) Have on a desk at the front of the room the following real instruments if possible: taiko drum; recorder; violin; triangle; okarina; maracas; castenet, kenban harmonica, harmonica (b) Question the students as a class. T: Who can play the _____? The students are required to put their hands up and say: S: I can. (c). Select one student to come to the front for each instrument. As they arrive ask them: T: Can you play the _____? S: Yes, I can. T: Show me please. 4. Sing the song again, but this time the child on each instrument answers: I can play the _____, and does so. 2. REVIEW verbs: write; say; skip; hop; jump	T: Who can play the _____? Ss: I can		
Reinforcement	1. Detective Jack / Julie (a) The teacher splits the class into groups of four and numbers each student 1-4. One student per group is assigned one of the four following verbs. Write; Say; Play; Skip. Each student must supply a noun for each verb. e.g. Can you write _____ (kanji)?; Can you skip <u>10</u> times? Can you say (5 x tables, tongue twister)? Can you play (tune on the recorder/ocarina/castenet etc)?; Can you hop _____? (b) All the same numbered students form a new group and sit in a circle. (c) Each student asks the other members of the 'new' group their question.	S1: Can you play the _____? S2: Yes, I can. S1: Show me please S1: Hi _____. How are you? S2: I'm great. S1: Can you write <i>kumo</i> (the kanji)? S2: Yes, I can OR (No, I can't) S1: Show me please? (if yes) That's too bad (if no)	Write - (kanji) Say - (tongue twister) Skip - (number of times) Hop - (on one leg a number of times) Notes: the verb must be demonstrable in the classroom so the student who is questioned can demonstrate it. (This is a noisy activity))
Review (warm-down)	1. Story 2. Song			

Year 4 Unit 8 Lesson 2

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story			
Focus	1. REVIEW nouns and verbs from Unit 7. Song - sing; juice - drink; game - play; sport - play; instrument - play; write - kanji 1. The 'Can' chart. Ss make their own 'can' chart listing two 'unusual' things for each of the following categories that they can 'do': foods, sport, video game, instrument: swim; etc this chart will be used in the next class.		Sing - 2 songs Drink - 2 drinks Eat - 2 foods Play - 2 Video games Play - 2 Sports Play - 2 Instruments Write- 2 kanji Eat - ikura	

Reinforcement	1 Ss Practice 'write' and 'say' and 'sing' with the student next to them.	S1: Can you write _____? S2: yes, I can OR No, I can't Extension: If YES: S1: Show me please. If NO: S1 That's too bad.		
Review (warm-down)	1. Story 2. Song			

Year 4 Unit 8 Lesson 3

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Story 2. Song 3. review charts and basic question format: Can you (verb) + (noun)?			
Reinforcement activities	Unbelievable! 1. In pairs, students question each other according to the two things they have put on their chart (from lesson 1) for each category. Mark their chart accordingly for themselves and their partner. As this time the questions are in the abstract, there is no way for the S to know if the interviewee is telling the truth. Therefore, if they don't believe the student, they have to say 'Really?' with an exaggerated upward intonation S1. Can you eat <i>ikura</i> ? S2: Yes, I can OR No, I can't. S1: really? / REALLY.. That's great. 2. The same as above, but this time do the activity class-wide a number of times giving the Ss decreasing time limits. Ss need only ask one question from each category. Points are gained for asking the most questions and for asking the greater number of people, or for getting the most number of positive or negative responses. For those 'concrete' questions that are answered +, the S1 must ask S2 to demonstrate.	S1: Can you <u>swim 50 meters</u> ? S2: Yes, I can. S1: reaLLY? (if they don't believe the answer use rising intonation) OR S1: REALy (with falling intonation). That's great! OTHERS: Sing - 2 songs Drink - 2 drinks Eat - 2 foods Play - 2 Video games Play - 2 Sports Play - 2 Instruments Write- 2 kanji Eat - ikura		
Review (warm-down)				

Year 4 Unit 8 Lesson 4

Stage /Time	Procedure	Student Language objective (SL)	Notes	Materials
Warm Up	1. Greeting 2. Story			
Reinforcement activities	Triple Dialogue	S1: What sport can you play? S2: I can play soccer. S1: That's great. (turning to S3) Can you play soccer? S3: Yes, I can.		
Review (warm-down)				

