

● Lesson Plan

Treasure Hunt Book A [Unit 1-Week 1]

Items Needed	Teacher's Cards	Unit 1# 1~10
	Readers: LA-1	Science: Big Animals
	Teaching Aids	N/A

テキストブックやワークブック以外で準備するカードや音読絵本など

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
<b>★Welcoming Children</b>					
	1. Welcome Children		①-46	Play the "Hello Song." Hello Songをかけて生徒を迎える。	T: Hello, (Reiko). Hi, (Satoshi). Please come in and have a seat.
	2. Greetings			Smile as you greet the children. 笑顔で声をかける。	T: Hello. How are you? I am Ms. (Takano), your teacher. I'm going to call the roll. Are you Takashi? Yes? OK, you can say "Here!" when I call your name. Let's practice. "Here!" Ss: Here! T: Takashi. Takashi: Here! T: Very good!
	3. Attendance	Name List		Have the students learn to sit down, say hello, and respond to their names called for attendance. In the beginning, they may not readily respond with a "Here!" when you call their names. Help them make sure to carefully pronounce the words. As you teach them, the children will learn to pronounce correctly. 座ってあいさつをして、生徒の名前を呼ぶ。名前を呼ぶときは、手をあげて"Here!"と答える。生徒によっては、名前を呼んでもなかなか"Here!"と答えないかもしれませんが、生徒や保護者に正しい発音を教えることが大切です。	
p. 6	<b>★Listen and move!</b>				
	1. Introduction & Practice	TC#1-4	①-2 ①-2	① Play the CD, show the students the verb cards, and introduce the action verbs while pointing to the picture on the card. You can pause the CD at "Jump like a dolphin," and "Swim like a turtle," etc. to show each action with your gesture. ② Next have the children stand up and do the actions together along with the CD. ★ In either case, do not have the children repeat the words. ① 動詞カードを見せながら、CDをきかせ、動詞を導入する。 ② 今度は生徒を立てて実際に動作をさせる。 ★ いずれの場合も、生徒にリピートさせないように注意。	① T: Everyone, look at the picture and listen. CD: Jump like a dolphin. T shows the jump like a dolphin card and does the gesture. CD: Jump like a dolphin. T shows the jump like a dolphin card and does the gesture. -Do the same with other verbs. ② T: OK. Everyone, stand up (Tell them with the gesture.) Look at the picture, listen and do the action together. CD: Jump like a dolphin. Jump like a dolphin. Swim like a turtle. Swim like a turtle. Walk like an octopus. Walk like an octopus. Fly like a seagull. Fly like a seagull. T & Ss: (Do the actions of four verbs.)

指導項目

指導手順

講師や生徒が話す英文例

**SAMPLE**

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
	2. T.P.R.		①-3 ①-3	①Continue to play the CD after CD#①-2, have everyone move around the classroom to the directions of the music. ②Repeat. ①上記CD#7の2回目からCDは止めずに、引き続きCD#8をかけ、CDの音楽と指示に合わせて子どもたちと一緒に動く。 ②もう一度行う。	①CD: Now, listen and do the action. ②T: Let's do it one more time. T: Very good! Everyone, please sit down.
p. 7	★Sing and Play				
	The More We Get Together	SB p. 7	①-4 ①-4	Have the students sit down. ①Show them the student book p. 7. Talk about the dolphin, turtle and octopus in the picture. ②Show the gestures while saying the lyrics below. For your friends are my friends. And my friends are your friends. ③Have the children stand up and do the gestures together. ④Have them hold hands and make a circle. ⑤Play the CD and sing together. ⑥Do it again. 子どもたちを座らせて、 ①テキストの7ページを開いて、 ②For your friends are my friends. And my friends are your friends. の部分の動作を見せる。 ③子どもたちを立たせて一緒に動作をする。 ④子どもたち同士手をつながせて、輪を作る。 ⑤CDをかけて、音楽に合わせて動作をする。 ⑥2回行う	①T: Everyone, look at the pictures. Can you find the dolphin? Can you find the octopus? Can you find the turtle? How about the seagull? There are a starfish and a crab, too. They are my friends. ②T: My friends are my friends. (Put your hands forward.) My friends are your friends. (Put them back on your chest.) ③T: O.K. Let's stand up. Can you all do this? (Show the gesture of "Your friends are my friends.") (Show the gesture of "My friends are your friends.") ④T: Everyone, hold hands and make a circle. Swing your arms. OK, now let go of your hands. Hold hands again. Let's walk to the left. ⑤CD: ♪ The more we get together, together, together....
p. 8	★Look at the picture and listen				
	1. First time	SB p. 8	①-5	①Take out your student book again, and introduce the name of the book, Treasure Hunt. Talk about the cover page of the book. ②While showing the picture on page 8, talk about the picture. ③Have the students listen to the CD.	①T: Everyone, take out your books. Let's look at the front cover. What do you see? Do you see any dolphins here? Yes, point to the dolphins. Do you see any fish? Everyone, look at the treasure chest. Do you see any treasures? A crown, rings, necklaces... Your book is called Treasure Hunt A. You are going to meet lots of friends in this book. ②T: Now open your book to page 8. You are going to meet a dolphin and a mermaid. Look. He's Jet the Dolphin, and her name is May. May the Mermaid is waving to Jet the Dolphin. It's a beautiful day, isn't it? Seagulls are flying in the sky. Crabs are playing on the beach. ③T: Now, look at the picture and listen. CD: Hello. I'm Jet. Hi. I'm May.

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
	2. Second time	SB p. 8	①-5	<p>①Talk about the picture and conversation on the CD. ②Practice "Hello," and "Hi," with the students. ③Listen to the CD again.</p> <p>①CDの会話と絵について、話しをする。 ②"Hello","Hi"の練習をする。 ③もう一度会話を聞く。</p>	<p>①T: Everyone, point to Jet the Dolphin. What did Jet the Dolphin say? Ss: Hello. I'm Jet. T: What did May say? Ss: Hi. I'm May. ②T: Let's say "Hello" together. Hello. Hello. (waving her hand) Ss: Hello. T: Good. Let's say "Hi" together. Hi. Hi.(waving her hand) Ss: Hi. T: Good. Let's say "Hello" to Jet the Dolphin. T &amp; Ss: Hello! (waving hands) T: Let's say "Hi" to May. T &amp; Ss: Hi. (waving hands.) ③Let's listen to their "Hello," and "Hi".</p>
p. 9	★Listen and chant				
	1.Introduction & Practice	TC#5-10	①-6 ①-6 ①-6	<p>①Show the students the Teacher's Cards, have them listen to the CD, and introduce the names of the items on the beach. ②Play the CD again. This time pause the CD after each word has been said twice. ★Have the students say the names just as they heard them. If necessary, correct their pronunciation of "sh", "st" and other sounds, and have them practice saying the word several times. ★When using the CD, repeat the same for the next track, make sure to have the students repeat right after the narration on each track, then listening comprehension and ability to replicate the sounds. *Do not do this: CD→teacher→students. Help them if necessary. ③Have the students put special effort into pronunciation of the words that are strongly influenced by their Japanese equivalent such as "shovel". ③Play the CD one more time. This time, have the students repeat after the CD without pausing it till the end of the track #6. ①絵カードを見せてCDを聞かせて単語を導入する。 ②2回目はCDが単語を2回言ったあとに、CDを止めて、生徒に聞こえた通りに言わせたあと、必要に応じて発音を直し、何度か言う練習をする。 ★CD→講師→生徒の順番に言わないように注意する。 必ずCD→生徒の順番に言わせ、生徒の反復力をチェックし、必要に応じてヘルプする。 ★日本語の影響が強くなっている単語の発音の仕方に注意する。 shovelなど。 ③もう一度CDをかけ、今度はCDを最後まで止めずに生徒にリピートさせる。</p>	<p>①T: Look at the pictures and listen. CD: Sandcastle. Sandcastle. Shovel. Shovel. ... ②T: Let's listen to the CD again. Please repeat after the CD this time. T: Sandcastle. Ss: Sandcastle. T: Shovel. shovel. Ss: Shovel. T: Can you say "shovel" one more time? Ss: Shovel. T: Good. Let's go to the next one. Listen. CD: Starfish, starfish. Ss: Starfish. ③T: OK. Let's listen and practice one more time.</p>

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	2.Vocabulary Chant Activity	TC#5-10	①-7	<p>① Continue to play the CD after CD#①-6. While showing the students the Teacher's Cards, have them practice the pronunciation in time to the rhythm of the chant.</p> <p>② Stop the CD. Have the students slowly say the words that they had trouble pronouncing.</p> <p>③ Play the CD again and have them practice the words once more with the chant. This time, line up the Teacher's Cards in order in front of the students. Tell them to point to the appropriate cards as they chant.</p> <p>④ You may pause the CD after the first round, before "One more time!" is said on the CD. Shuffle the cards, play the CD again and continue to practice with the second round of the chant.</p> <p>① CD#①-6から引き続きCDは1つの単語のTeacher's Cardsを見せながら、チャンツのリズムに合わせて全員で発音練習する。 ②うまくいかなかった単語はもう一度ゆっくり発音練習をする。 ③生徒の前に単語のTeacher's Cardsを並べて、もう一度チャンツのリズムに合わせてカードを指さしながら練習する。 ④"One more time!"でCDを一旦止めて、カードをシャッフルし、再びチャンツをかけて、カードを指さしながらチャンツと一緒に言うように指示してもよい。</p>	<p>①T: Everyone, let's say it together with the rhythm of the chants.</p> <p>②T: This time can you say each word slowly? Ss: Sandcastle, sandcastle...</p> <p>③T: Very good. Let's say all one more time. Now, I'm going to line up the cards on the floor (table, chalkboard). Please point to each card and say the word with the rhythm. Are you ready?</p> <p>④T: (after the narrator says "One more time!") Now, I'm going to mix the cards. OK. Let's say it one more time. Be sure to point to the picture.</p>
p. 8	★Look at the beach and find a sandcastle.				
	Activity	SB p. 8	①-8	<p>①Have the students open their own student book to page 8.</p> <p>②Tell them to find the items they hear and point to the pictures on page 8.</p> <p>③Play the CD and continue to do the activity. *Pause the CD at each instruction by the narrator, to give the students sufficient time to find the objects.</p> <p>①生徒のテキストの8ページを開かせる。 ②最初は先生が単語を言って、8ページの絵の中から聞こえた単語を指さすことを教える。 ③CDをかけて、同様のアクティビティーを行う。 CDは1文ごとに止めて、生徒が理解しながら行っているかを確認する。</p>	<p>①T: Open your book to page 8.</p> <p>②T: Can you point to the Jet the Dolphin? Very good! Can you find May, the mermaid? Good. Now, listen to the CD and find more.</p> <p>③T: Look at the beach on page 8. Listen to the CD and find the pictures you will hear. CD: Find a sandcastle! (Stop the CD.) T: Everyone, can you find a sandcastle? ----- CD: Find a shovel! CD: Find a starfish! T: How many starfish can you find? CD: Find a shell! T: How many shells can you find? CD: Find a crab! T: Can you find three crabs? CD: Find a mermaid!</p>
★Learn-Abouts Readers Level 1					

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
	Learn-Abouts Readers Science Big Animals	LA-1 CD Science	LA-1 CD #2  LA-1 CD #2	<p>①Talk about the front cover and page 1 with the students. * Be sure to introduce the word "big" with the gesture.</p> <p>②Have the students look at the Picture Dictionary on pages 2 &amp; 3. Encourage them to count the animals.</p> <p>③(Picture Dictionary) Play the CD #2 and have the students listen to the entire track. The teacher should point to each animal.</p> <p>④Play the CD #2 again. This time have the students point to each animal with the teacher as they listen to the CD.</p> <p>①表紙と1ページ目について話をする。 "big"を導入するときは、必ずジェスチャーをつける。</p> <p>②2ページ目と3ページ目のPicture Dictionaryの絵をみせて動物の数を数えさせる。</p> <p>③(Picture Dictionary) CD #2をかけて、生徒に最後までCDを聞かせる。 先生はCDに合わせて、該当の動物の絵を指さしながら数える。</p> <p>④再びCD#2をかけて、今度は生徒と一緒に先生の本の動物を指ささせる。</p>	<p>①T: (Show the book to the students.) Look at the picture. What's this animal? Is it a cat? Meow, meow? Ss: No. T: Is it a dog? Woof, woof? Ss: No! Lion. T: Yes. This is a lion. The lion is big. (with the gesture) Can you do the gesture for big with me? Big. (with the gesture) Big. Ss: Big. (with the gesture) T: Big. (with the gesture) Ss: Big (with the gesture) T: OK. Let's look inside. Oh, this is an elephant. The elephant is also big.(with the gesture) Ss: Big. (with the gesture) Good. You can see lots of big animals in this book. Now, look at pages 2 and 3. Wow! There are lots of animals. How many animals can you see? Let's count. Ss: One, two, three, four, five, six. T: You can see six animals. They are all big animals. (with the gesture) (The teacher point to each picture in her/his book.)</p> <p>③T: Now look at the picture and listen to the CD. CD: Picture Dictionary! Bear, bear bear. Elephant, elephant, elephant. orse, horse, horse. Leopard, leopard, leopard. Lion, lion, lion. Rhinoceros, rhinoceros, rhinoceros.</p> <p>④T: Let's listen to the CD one more time. Now please point to the animals you hear with me.</p>
p.10	★Listen and count!				
	1. First time	SB p. 10	①-9	<p>①Show the students the teacher's book to page 10.</p> <p>②Play the CD and have them listen to how to count. Be sure to point to each picture while listening to how to count.</p> <p>①先生の本の10ページを見せる。 ②CDをかけて、数の数え方を聞かせる。 CDを聞いている間、カウントされていく絵を指さすことを忘れないように気をつける。</p>	<p>T: Look at this page. This is a turtle. T: How many turtles are there? Let's listen. CD: Number 1. Look at the turtle. Let's count. One. One turtle!</p>

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
	2. Second time	SB p. 10	①-9	<p>①Have the students open their student book to page 10. ②Practice counting with the CD. Pay special attention to the pronunciations of "th" and "f" sounds. *Focus on teaching how to count and having them say the numbers with good pronunciation. There is no need to force students to repeat the nouns such as "turtle", "seahorses", "jellyfish", "treasure chests", "fish".</p> <p>①生徒のテキストの10ページを開かせる。 ②今度は、CDと一緒に数を数える練習をする。 "th"や"f"の発音に注意して練習する。 目的はよい発音で数えることができるようにすることなので、 *turtle, seahorses, jellyfish, treasure chests, fishなどの名詞は無理に繰り返させる必要はありません。</p>	<p>①T: Open your book to page 10. ② T: Now listen and count together. CD: Number 1. Look at the turtle. Let's count. One. One turtle! T&amp;Ss: One!</p>
<b>★Farewell</b>					
	1. KID'S HANDBOOK Check * Attendance Record * Homework			<p>★★★ KID'S HANDBOOK Attendance stickers, reward stickers for homework are rewarded either before the lesson begins or after it ends.</p> <p>①Attendance Record pages: Have the students bring out their KID'S HANDBOOK in order to affix an Attendance Record sticker.</p> <p>②Homework pages: Have the students open the book to the homework pages. Explain that they will receive a reward sticker if they have listened to the story designated in the handbook for homework. The teacher writes the student's name in the homework column for the students.</p> <p>★★★ KID'S HANDBOOKの出席スティッカー、ごほうびスティッカー、レッスンの始まる前または、レッスンの終わりのこのセクションで行う。</p> <p>①出席シール 生徒にKID'S HANDBOOKを出させ、Attendance Recordにスティッカーを貼る。</p> <p>②宿題ご褒美シール Homeworkのページを開かせ、宿題指定の絵本を見ながらお話のCDを聞いてきたらごほうびスティッカーをもらえることを説明する。 先生が今日の宿題の欄の日付を記入する。</p>	<p>①T: Everyone, take out your KID'S HANDBOOK. Let me see a sticker on your Attendance Record. Which one do you like? (showing a sheet of stickers to the students)</p> <p>②T: Please open your handbook to the homework pages. Listen to this story at home, (showing the book) and you will get a sticker to put on this page next week.</p> <p>I will write today's date in your handbook for you. (Write 4/7 for example, telling them, "Today is April 7th.")</p>

SB P.	Contents	Equipment	CD#	Instructions	Classroom English
	2.The Good-bye Song		①-47	<p>While playing the "Good-bye Song," have the children pick up their things and then send them on their way. Shake each one's hand and collect their name tags.</p> <p>The Good-bye Songを流して、後片付けをさせて、生徒を送り出す。一人一人、握手をして、ネームタグを回収する。</p>	<p>T: That's all for today. Good-bye everyone. See you next week.</p> <p>Ss: Good-bye, Ms./Mr.---. See you next week.</p>