

## 本書をお使いになる前に

『30 Lesson Plans for Young Learners』は、WELCOME to Learning World Yellow book とキッズ英語絵本シリーズ (Ten Stories to Develop Children's Basic English Skills) の1、2、4巻を基礎に、明日からすぐに使える実践的なレッスンプランを幼稚園・小学校低学年の子供達のために構築したものです。45分授業のために年間30のレッスンが用意されていますが、25分授業の場合には年間54までレッスンを拡張することができます。テキストとテキスト準拠のCDは生徒全員に持たせることが理想的ですが、テキストを持たないクラスでも無理なくレッスンを進行できるようにデザインしてあります。

レッスンの進行はできるだけ詳しく記述してありますので、講師経験の異なる複数の外国人講師でも、偏りのない一定の水準でレッスンをおこなうことができます。日本語を話せない外国人講師を派遣する場合でも、クラス担任の先生に各レッスンの目的や活動内容を理解していただき、ご協力をいただけるようにレッスン内容を簡潔に日本語で記しました。

また、各レッスンプランの最後には、レッスンを担当した先生が次のレッスンのためにコメントを書きとめることができるようにNotesの欄を設けてあります。有意義にお使いください。

p.5にある「担任の先生へ」の手紙のページは、年間の授業がスタートする前にコピーをして各クラスの担任の先生に渡してください。手紙の余白には1年間どのように授業を進めていくか...等、担任の先生と派遣等の企業や機関の担当者の方が相互の連絡や確認のために使える欄があります。システムの決まり事のメモ代わりにお使いください。

レッスンの内容は、単語や歌を覚えたり楽しくゲームをすることを通じて、子供達が自然に少しずつ自己表現をするようになり、言語教育に必要な「伝え合う喜び」を感じながら、「コミュニケーション能力」が身につくようデザインしました。また、Lesson 25～27、28～30には1年間で学習した歌やお話を応用して、幼稚園や小学校の発表会で実践できる劇のシナリオを用意しました。「この1年でこれだけできるようになりました」という成果を形にする、いい機会ですので、是非、発表会やクリスマス会等でご活用ください。

## 30 Lesson Plans for Young Learners

## To the Teachers

*"30 Lesson Plans for Young Learners — Can't wait for the next lesson!"* is a volume of lesson plans based on *WELCOME to Learning World Yellow Book and Picture Books (10 Stories to Develop Children's Basic English Skills)* Vol. 1, 2 and 4. Derived by the average number of lessons taught in kindergarten and elementary schools, the thirty lesson plans are designed for 45-minute classes but can be used for 25-minute classes by splitting up the activities. It is possible to teach up to 54 lessons within a year.

This book is designed in a way that each lesson can be conducted with or without textbooks. The detailed explanations of lesson procedures in each unit enables all teachers, regardless of the amount of teaching knowledge or skills, to conduct lessons with equally high quality. Because it is important that homeroom teachers have general ideas of the English lessons, 'Notes for the homeroom teachers' in each unit summarizes the lesson targets in Japanese so that they can actively participate and assist in the lessons you teach.

As the letter on p.5 states, the homeroom teachers play a quiet yet essential role by communicating the individual needs and profiles of the students, thus providing a channel of communication between the foreign English teachers, the Japanese teachers and you and your company.

In addition, there is a progress chart on pp. 6-7 for general record keeping of dates, names of teachers and lessons taught. The chart will be a great help in keeping records especially for schools that only hold a few lessons a year.

The purpose of this course is to foster children's communicative competence through English education using fun songs and chants, educational and enjoyable stories and activities and games that require both individual and group work. Two plays based on two stories from Picture Books (lessons 25-30) are included so that you can use them for Christmas parties or *happyoukai* events. Not only are they excellent ways to review all material taught in each lesson, they give a wonderful opportunity for the students to present and their parents to see what they have learned and acquired throughout the year.

In this book, each lesson is designed to be held in the following order: Opening/Warm up → Review → Activity → Closing. "Activity", which is the body of the lesson, consists of four parts in the sequence of "Introduction", "Situational Activity", "Song/Chant (Intake of the target vocabulary/expressions)" and "Follow-up".

As it focuses on flexibility of the usage of English language, the songs and the chants could be creatively changed depending on each lesson.

Please be familiar with the tune of the songs by listening to the karaoke before the lesson. Afterwards, teach the students songs and chants with the lyrics. This will enable them to intake the vocabulary, phrases, and the expression of the lesson.

The lesson plans are designed for **45-minute classes** but can be used for **25-minute classes** by splitting up the activities. Do the activities in the white boxes for the first week then teach the activities in the gray boxes the second week after reviewing the first lesson. This way, it is possible to teach up to 54 lessons with this book.

### 1 Opening/Warm up

Interact with the children using learned material. In order for the children to make smooth transitions from using Japanese to English, carefully select vocabulary and sentence patterns suitable for their level.

Do not drill the children with questions when reviewing. Communicate with them by interacting with each child using words and dialogues they learned. Incorporate as much of the learned material as possible into the interactions and conversations you hold with the children and show them that English is a 'living' language.

For an example, when children do not understand how to answer, "What...?" questions, rephrase the question into a 'Yes or No' question.

1st step: Where did you go last Saturday?

2nd step: Did you go to school? Did you stay at home?

### 2 Review

Children forget what they learn after a week. And that is why it is important to progress slowly but consistently by adding new material a little at a time. Present complex material in a spiral yet progressive way and children will acquire new material as they review. Set a goal where everyone can recite what he/she learns at the end of the year. You can work towards this goal by letting your students choose which lesson they like to review and have them recite in groups. Letting the students make their own choices will encourage self-expression and foster self-esteem.

### 3 Activities

The purpose of participating in the activities is to experience using words and dialogues learned in an actual situation. Here, the activities are broken down into 4 stages.

1. **Introduction**—Vocabulary and expressions they need to know in order to do the activity are introduced.
2. **Situational Activity**—Target vocabulary and expressions are used in the activity set up as a live situation. This is an activity to actually use the target vocabulary and expressions rather than to learn them from the textbook.
3. **Song/Chant (Intake of the target vocabulary/expressions)**—Students take in the vocabulary and expressions through singing songs and reciting chants.
4. **Follow-up**—The exercises are designed to foster self-expression and to expand the Situational Activity.

### 4 Closing

Finish off the lesson by giving students positive feedback as you briefly review and say farewells. Send them off on a positive note.

このレッスンプランの各レッスンは、Opening/Warm up → Review(復習) → Activity(活動) → Closingの順でおこないます。Activity (活動)の部分がレッスンの本体で、「導入」、「実際の場面で英語を使う活動」、「ターゲットの語彙や文の定着」、「拡張」の順に進みます。

実際の場面で英語を使うことを重視しているため、ターゲットの歌やチャンツを紹介する前に、歌やチャンツを実際の活動に即して歌詞を替えて使う活動がたくさんあります。レッスンが始まる前にカラオケを聞いて練習しておきましょう。その後、その語彙や表現方法を定着するために歌やチャンツを教えてください。

このレッスンプランは**45分授業**を基礎に編集されていますが、**25分授業**の場合、各アクティビティの白地の部分を1週目におこない、2週目は、第1週目に習ったことを簡単に復習した後、グレー地の部分を中心に進めてください。25分授業では最大54レッスンまで本レッスンプランを活用することができます。

### 1 Opening/Warm up

既習の言語材料を使って子供達とコミュニケーションをとります。日本語の世界から英語の世界へとスムーズに移行させるために、できるだけ自然に既習の語彙・文型を使って、それぞれの時期に合った質問をしてください。話すスピードは特に遅くする必要はありません。子供達に復習をしていると感じさせずに、一人一人と会話することが大切です。できる限り多くの既習の英語表現を用いて、既習の語彙・語句が実際の生活の中で「言語として使用される体験」をさせます。

例えばWh疑問文で質問して子供が理解できない時は、Yes, Noで答える疑問文に変えてみましょう。

第1段階: Where did you go last Saturday?

第2段階: Did you go to school? Did you stay at home?

### 2 Review

子供達は、一週間たつと習ったことを忘れてしまうのが普通です。先を急がずに、同じ言語材料でもスパイラルに何度も繰り返しながら、徐々に複雑にしていくことが必要です。一年間学習したものを、学年末には全部暗誦できることを目標に復習時間を使ってください。その際、指導者が復習のレッスンを決めるのではなく、子供に既習のページを選ばせて、グループで暗誦させるとよいでしょう。子供自身に選ばせることが、自己表現能力育成・自尊心の育成につながります。

### 3 Activities

アクティビティ(言語活動)は、そのレッスンのターゲットの語彙・文章を実際の場面で使うことを目的としています。本レッスンプラン集ではアクティビティを4つの段階に分けてあります。

1. **導入 (Introduction)**: 言語活動をおこなうためのイントロダクションで、言語活動を遂行するのに必要な語彙や文章を提示します。
2. **実際の場面で英語を使う活動 (Situational Activity)**: ターゲットの語彙や文章を実際の場面で使用する活動(ゲーム)です。子供達にとっては、語彙や語句を学ぶための活動というよりも、その活動を遂行するために、その語彙や語句を使わなければならない活動です。
3. **ターゲットの語彙・文の定着 (Song/Chant)**: 上記2の活動において、実際の場面で知らず知らずのうちに使えるようになった語彙や表現方法を定着させます。本レッスンプランでは歌とチャンツで定着を図ります。
4. **拡張 (Follow-up)**: 上記2の活動をより深く、拡張する活動です。

### 4 Closing

今回のレッスンが楽しみになるよう、楽しい雰囲気を大切にしましょう。

Songs/Chants

Lesson	song/chant title	material & CD number (karaoke)
1	Say Hello	WELCOME pink TM CD  2
2	Skip to My Friend	WELCOME yellow TM CD  3 (65)
3	Good Morning	WELCOME yellow TM CD  6 (66)
4	One Apple, Two Apples	WELCOME yellow TM CD  10(82)
5	Happy Birthday	WELCOME yellow TM CD  13(67)
6	Ten Little Boppers	Picture Book Vol.1 CD  26
7	Finger Family	WELCOME yellow TM CD  16(68)
8	This is My Father	WELCOME yellow TM CD  19(69)
9	My Favorite Color	WELCOME yellow TM CD  22(70)
10	Something Green	WELCOME yellow TM CD  25(79)
11	A Beautiful Butterfly (song)	Picture Book Vol.2 CD  1 (25)
	Action Colors (A Beautiful Butterfly)	Picture Book Vol.2 CD  23(24)
12	One Little Finger	WELCOME yellow TM CD  28(71)
13	With My Eyes, I Can See	WELCOME yellow TM CD  31(80)
14	One Little Finger (A Teddy Bear)	Picture Book Vol.4 CD  16(17)
15	Action Alphabet	WELCOME yellow TM CD  33-34(80)
	The ABC Song	WELCOME yellow TM CD  36(72)
16	Clap Your Hands with Alphabet	WELCOME yellow TM CD  39(79)
17	A Dog is Marching	WELCOME yellow TM CD  42(80-81)
18	Open the Window	WELCOME yellow TM CD  45(79)
19	Do You Know Jenny?	WELCOME yellow TM CD  48(73)
20	I Like Hamburgers	WELCOME yellow TM CD  51(82)
21	Five Little Monkeys	WELCOME yellow TM CD  54(74)
	Seesaw, Seesaw	WELCOME yellow TM CD  53
22	Swimming, Swimming	WELCOME yellow TM CD  57(75)
23	Stand Up. Turn Around.	WELCOME yellow TM CD  60(81)
24	I'm Walking	WELCOME yellow TM CD  63(76)
25	My Favorite Color	WELCOME yellow TM CD  22(70)
	A Beautiful Butterfly (song)	Picture Book Vol.2 CD  1 (25)
27	Action Colors (A Beautiful Butterfly)	Picture Book Vol.2 CD  23(24)
28	Head, Shoulders, Knees and Toes	(This song is not included.)
	With My Eyes, I Can See	WELCOME yellow TM CD  31(80)
30	A Dog is Marching	WELCOME yellow  42(80-81)
	One Little Finger (A Teddy Bear)	Picture Book Vol.4 CD  16(17)

子供達が英語のレッスンを  
楽しく続けるために  
お願いしたいこと

子供達にとって、英語のレッスンは未知の世界であり、自分とは異なった言葉話す外国人と接していくことは大きな挑戦といえるでしょう。子供達が楽しんでレッスンを受けるには、日頃から子供達が信頼している担任の先生のご協力が不可欠です。

子供達は、大人がすでに身につけてしまった「母国語の常識」にとらわれることなく、外国人教師が発音する音をそのまま吸収することができます。また、教師の指示をひとかたまりの文章として、指示が出された状況とつなぎ合わせて丸覚えしていきます。しばらくの間は理解できなくても、レッスンを通して身体を動かし、発話し、楽しむうちに、次第に教師の指示を推測し、内容を理解できるようになります。つまり、子供達は英語を理解する能力を潜在的に持っていますので、教師側はこの間、気長に、辛抱強く子供達と接してあげてください。担任の先生方には、英語教師の英語の意味をそのまま訳すことはなさらずに見守っていただきたく存じます。

また、子供達が授業に集中できる時間は非常に短いので、内容の充実だけでなく、活動を迅速におこなうことが大切です。その意味では歌やチャンツが最適ですが、歩いたり走ったりする活動では、熱中しすぎてレッスンの内容から逸脱してしまう子供がいるかもしれません。その際には一人一人の性格や行動を最も把握していらっしゃる担任の先生のご協力をぜひお願い申し上げます。

レッスンでは、教師が一方的に子供達に話しかける(インプット)だけでなく、子供達から自分の意見などを発話させる(アウトプット)活動が大切です。子供達には、自ら活発に表現する子供、周りを十分確認してから表現する子供、先生の助けをきっかけに表現する子供、とさまざまな個性があるでしょう。「シャイな子供が勇気を出して自分のことを言おうとしている」等の細かい変化は、担任の先生にしかわからないことでもありますので、その場合には外国人教師に子供達の状況を率直にお伝え下さい。また、活動中に起こる不測の事態—子供達が体調不良を訴えたり、トイレに行きたくなったり、不安感を訴えたりした場合—についても、先生のいつもの方法で問題を解決していただけると幸いです。

各レッスンの内容についてはレッスンプランの最後の欄に、どのような活動をするかを説明しています。先生がレッスンを楽しんで下されば、子供達も元気に参加することができ、授業を進める英語教師の励みにもなります。「もうおしまい? 楽しかったね」ということばで終わることのできるレッスンを実現するためにも、先生のご理解とご協力をお願い申し上げます。

担任の先生へ

(この余白には、宿題の音声やテキストを誰がいつ子供達に手渡す、1年間どのように授業を進める...等、各学校のシステムや決まりごとをメモするなどして事前の準備にお役立てください。)

# Progress Chart

## 学年別レッスン進度チャート

この進度チャートは、各幼稚園・小学校ごとに年間のレッスン数が異なる場合を想定して欄を設けてあります。学校名、学年(クラス)、使用開始年度を記入し、レッスンごとにその日にちとレッスン担当の外国人教師名を書きとめて、記録を残してください。

学校名/学年 School name/Grade	開始年度 Starting Year & Month	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
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date = Lesson date : 授業実施日      T's name = Teacher's name : 担任外国人教師の名称

# Lesson 1

**Linguistic Aim** To be able to say greetings and their names.  
あいさつと自分の名前を言うことができます。


**Communicative Aim** To encourage students to say their names loudly in class.  
自分の名前を大きな声で言うことができます。

Textbook

Teaching Tools

- WELCOME to Learning World PINK Teacher's CD
- PINK TM (pp.2-3)

TM: Teacher's Manual  
T: Teacher  
S: Student  
Ss: Students  
HRT: Homeroom Teacher

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
5	Greetings	Greet Ss. Encourage Ss to greet in a loud voice. Greet several times. Decide on a pose (i.e. thumbs up) when you ask, "How are you?" That pose will help remind them answer the question later.	"Good morning." "I can't hear you. Good morning!" "How are you?"	"Good morning." "Good morning." "I'm fine, thank you."
5	Warm up	Introduce yourself and ask the HRT's name in front of the class. Then shake hands with him/her and say, "Nice to meet you."	"My name is ____." "What's your name?" "Nice to meet you."	HRT: "My name is ____." "Nice to meet you."
5	Activity 1	<b>What's Your Name?</b> 1 Make a big circle with Ss. Ask S on your right his/her name. 2 Have that S ask the next S on the right his/her name and continue on around the circle counter-clockwise until all Ss have a chance to do this activity. 3 Repeat the activity clockwise, starting from S on your left. Continue on with the activity as before.	1 "My name is ____." "What's your name?" 2 "Ask your friend's name." 3 "My name is ____." "What's your name?"	1 "My name is ____." 2 "What's your name?" 3 "My name is ____." "What's your name?"
5	Activity 2	<b>Song: "Say Hello"</b> 1 Play the song and have everyone sing with action together. Have Ss sing "Hello" and "I'm fine" parts. → See Warming Up Song in TM-Pink (p.3).	1 Play  2. (PINK-TM) 1 Say hello, (hello) Say hello, (hello) Say hello, (hello) my friends, Say hello, (hello) Say hello, (hello) Say hello, my friends. 2 How are you? (I'm fine) How are you? (I'm fine) How are you? (I'm fine) my friends, How are you? (I'm fine) How are you? (I'm fine) How are you? my friends.	
20	Activity 3	<b>Action Game</b> 1 Have Ss stand up and do some easy actions, such as walk, run, hop, jump and touch your head (in place, not around the room). Then have them follow you walk, run, and jump around the classroom.	1 "Everybody, stand up. Walk like this and say, 'Walk!'" "Make a big circle and follow me. Jump, jump, jump." "Stop!"	1 "Walk, walk, walk." "Jump, jump, jump." "Stop!"
5	Closing	Quickly review the lesson by asking some Ss their names, shaking hands and saying, "Nice to meet you." Say farewell to Ss.	"My name is ____." "What's your name?" "Nice to meet you." "Good-bye." "See you next week."	"My name is ____." "Nice to meet you." "Good-bye." "See you."

担任の先生へ

一番最初のレッスンです。活動1では、子供達を大きな円を作らせるように並ばせ、外国人講師が名前を尋ねます。最初は右側に座っている子供の名前を尋ね、子供達は順に右側の子供の名前を尋ねていきます。外国人講師まで順番が帰ってくると、今後は左側に座っている子供の名前を尋ねていきます。活動2では、挨拶の歌 "Say Hello" を紹介します。子供達は "Hello." "I'm fine." の箇所のみ大声で歌うことができればよいことにします。活動3では、子供達を立たせ、その場で足踏みや走るまね、跳ねるまねなどをさせ、その後各動作をしながら教師の後に付いて教室の中を回ります。

Notes:

# Lesson 2

**Linguistic Aim** To learn greetings: "My name is \_\_\_\_."  
"What's your name?"  
挨拶の表現について学びます。

**Communicative Aim** To encourage students to introduce themselves.  
自分の名前を言って自己紹介をします。

Textbook



Yellow Unit 1-A (pp.2-3)

- Teacher's CD
- TM (pp.2-3)

Teaching Tools

PICTURE CARDS 240 (characters: Jenny, Tomoya)



TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine, thank you."
	Warm up	Sing the song, "Say Hello".	Play  2. (PINK-TM)	
5	Review	Ask Ss their names. Have them answer in a loud voice. Have some volunteers ask each other their names.	"My name is ____." "What's your name?"	"My name is ____."
10	Activity 1	Introduction 1 Go to the HRT and introduce yourself. Say, "Nice to meet you, my friend," and shake hands with him/her. 2 Pair up Ss and have them practice the dialogue.	1 "My name is ____." "What's your name?" "Nice to meet you, my friend."	1 HRT: "My name is ____." "Nice to meet you, my friend." 2 "My name is ____." "What's your name?" "My name is ____."
10	Activity 2	Situational Activity <b>Find a Partner!</b> 1 Play the song and all Ss skip around the classroom freely as they clap their hands. When the song comes to "Skip to your friend, my darling," stop the music and have Ss each choose a partner and sing the second verse. 2 Repeat this several times. Play the CD from the beginning each time or sing without it.	1 Play  65(karaoke). 1 Skip, skip, skip to your friend. (x3) Skip to your friend, my darling. 2 My name is ____. What's your name? My name is ____. What's your name? My name is ____. My name is ____. Nice to meet you, my friend.	1 Sing with their partners.

45分の  
ときは  
+  
10

5	<b>Activity 3</b> Song/Chant	<b>Song : "Skip to My Friend"</b> 1 Show Tomoya and Jenny's cards and sing with the CD. → See Action to the Song <b>ACTIVITY A</b> in TM (p.3) 2 Have Ss stand in a circle. Play the song and have one S skip to another S and introduce themselves to each other while other Ss sing. 3 Both Ss skip to other Ss to find new partners while other Ss sing. Repeat until everyone in the circle gets involved.  * For a 45 min. lesson, do activities 1,3 then 2.	1 Play  3 or 65. 1 Skip, skip, skip to your friend. Skip, skip, skip to your friend. Skip, skip, skip to your friend. Skip to your friend, my darling. 2 My name is Tomoya. What's your name? My name is Jenny. What's your name? My name is Tomoya. My name is Jenny. Nice to meet you, my friend.	1 Sing the song in a loud voice.  2&3 A: "My name is ____." "What's your name?" B: "My name is ____." "What's your name?"
2	<b>Closing</b>	Quickly review the day's lesson by asking Ss their names.  Say farewell to Ss.	"What's your name?"  "Good-bye." "See you next week."	"My name is ____."  "Good-bye." "See you next week."

**担任の先生へ** 自己紹介の歌をならいます。活動1では、先生にまず "What's your name?" と聞きますので、"My name is \_\_\_\_" と自分の名前で答えてください。その後 "Nice to meet you." で、外国人講師と握手します。活動2では、子供達が音楽に合わせて自由に教室をスキップします。"Skip to your friend, my darling." のところで近くの子供とペアになり、歌に合わせて自己紹介をします。活動3では、最初の1人が子供達の周りをスキップしながらまわり、子供同士で名前を聞き合います。次に2人がスキップをして、新しい2人の子供の名前を聞きます。このように、最初は1人から始まり、ペアをつくっていくことで1人が2人になり、2人が4人になり、4人が8人になる過程を楽しんでください。

**Notes:**

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# Lesson 3

**Linguistic Aim** To learn different greetings (morning, afternoon, evening).  
朝、昼、夜の挨拶について学びます。

**Communicative Aim** To encourage students to greet in a loud voice.  
正しい挨拶を使えるようにします。

**Textbook** Yellow Unit 1-B (pp. 4-5) ●Teacher's CD ●TM (pp.4-5)



**Teaching Tools** PICTURE CARDS 240 (greetings: Good morning, Good afternoon, Good evening)/A ball/ PINK Teacher's CD (for Warm up)

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine, thank you."
	Warm up	Sing the song, "Say Hello".	Play  2. (PINK-TM)	Sing the song with T.

5	<b>Review</b>	1 Form a circle and sing, "Skip to My Friend". 2 Review the dialogue, "My name is ____," and "What's your name?" Ask each S individually.	1 Play  3. 2 "My name is ____." "What's your name?"	2 "My name is ____."
5	<b>Activity 1</b> Introduction	1 Introduce <b>greeting</b> pictures (morning/afternoon/evening/night) with PICTURE CARDS and have Ss understand that greetings differ at different times of the day.	1 "What time of the day is this?" "It's morning." "In the morning, we say, 'Good morning.'"	1 "It's morning." "Good morning."
10	<b>Activity 2</b> Situational Activity	1 Sing the first part of the song and throw the ball to S1. S1 sings the second half of the song. 2 Ss continue on and repeat this activity. → See Action to the Song <b>ACTIVITY A</b> in TM (p.5)	1&2 Play  66 (karaoke). T sings: ( Good morning, good morning. How are you today? Good morning, good morning. I'm fine, how are you? )	1 S1 sings: ( Good morning, good morning. I'm fine, how are you? )
10	<b>Activity 3</b> Song/Chant	<b>Song : "Good Morning"</b> 1 Play the song and have everyone sing together. 2 Divide the class in two and have them face each other. One group will sing the first part and the other group will sing the second part.	1&2 Play  6. A: Good morning, good morning. How are you today? B: Good morning, good morning. I'm fine, how are you?	1 Sing the song with T. 2 Sing the song in groups.
10	<b>Activity 4</b> Follow-up	<b>Good Morning</b> 1 While the music is playing, Ss walk around the classroom. 2 Stop the music and have them make pairs. 3 Show one <b>greeting</b> PICTURE CARD and have Ss greet each other.	1 play  66 (karaoke). ( Good morning, good morning. How are you today? Good morning, good morning. I'm fine, how are you? )	1 "Good morning." "Good afternoon." "Good evening."
2	<b>Closing</b>	Quickly review the lesson by showing the <b>greeting</b> PICTURE CARDS and asking which greeting is appropriate.  Say farewell to Ss.	"What's the greeting in the morning?" "How about in the afternoon?" "How about in the evening?" "Good-bye." "See you next week."	"Good morning." "Good afternoon." "Good evening." "Good-bye." "See you next week."

**担任の先生へ** それぞれの挨拶があることを知り、言えるようにします。活動2では、前半部、後半部と2グループにわけて、挨拶の英語表現をお互いに実際に挨拶をさせて練習します。活動3では、活動2の定着を図るために歌をみんなで歌います。活動4では、それぞれの状況に合った絵を見せて適切な挨拶を言わせませす。

**Notes:**

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10	<b>Activity 3</b> Song/Chant	<b>Song: "My Favorite Color"</b> 1 Place <b>color</b> PICTURE CARDS on the chalk tray in the order of the lyrics of the song. Point to each card as you sing the song. 2 Have Ss sing the song together. 3 When you finish singing the song, choose one child and ask what his/her favorite color is.	<b>1&amp;2</b> Play  22. Orange, blue, green and pink, brown, yellow, black and red. I like yellow. I like pink. What's your favorite color? I like...! <b>3</b> "What's your favorite color?"	<b>1</b> Identify the colors and sing with T. <b>3</b> "I like pink."
10	<b>Activity 4</b> Follow-up	<b>Find Something Red</b> 1 Call out one color. Have Ss find something of each color you mention. 2 Tell Ss the names of the objects they found.	<b>1</b> "Let's find something <u>red</u> !" <b>2</b> "Oh, it's a <u>red</u> bag!" "A <u>red</u> jacket!"	<b>1</b> Ss walk around the classroom and find something <u>red</u> . <b>2</b> Show objects to T.
2	<b>Closing</b>	Quickly review the lesson by showing <b>colors</b> with PICTURE CARDS. Say farewell to Ss.	"Good-bye." "See you next week."	"Good-bye." "See you."

**担任の先生へ**

色について学習します。活動2では、1人1人に自分のいちばん好きな色を聞きます。答えた生徒はとなりの子供に「あなたは?」「How about you?」と順番に聞いていきます。活動3では、活動1、2の定着のために歌を歌います。活動4では、先生が言う色の物を教室の中で探し、見つけたものを先生に見せます。

**Notes:**

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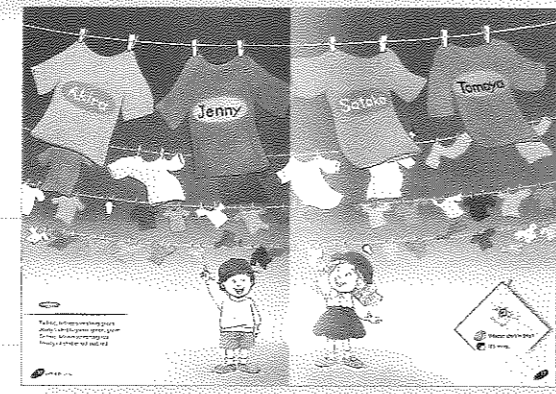
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# Lesson 10

- Linguistic Aim** To learn the names of clothes. (shirt, blouse, cap, hat, shoes, sweater, shorts, skirt, socks)  
服装についての語彙と表現方法について学びます。
- Communicative Aim** To encourage students to say the colors of their clothes.  
自分の服の色を言うことができます。
- Textbook** **Yellow Unit 4-B** (pp.16-17) ●Teacher's CD ●TM (pp.16-17)



**Teaching Tools** PICTURE CARDS 240 (Colors and Clothes 4B)/  
Enlarged copy of Jenny, Tomoya and Peter on TM p.45 ⇒ Color Jenny, Tomoya and Peter. Use the same colors as CD 24 script. Color Peter freely using any color. (Activity 1)  
Enlarged copy of Jenny and Tomoya on TM p.44 ⇒ Color Jenny's T-shirt green and Tomoya's T-shirt red, the same as CD 25. (Activity 3)

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	<b>Opening</b>	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine."
	<b>Warm up</b>	Encourage Ss to answer questions using dialogues they learned in previous lessons.	"How old are you?" "Where is S's name?" "What's your teacher's name?" "What's your favorite color?"	"I'm ___ years old." "Here I am." "Her/His name is ___." "I like ___."
5	<b>Review</b>	<b>1</b> Review the song, "My Favorite Color". <b>2</b> Review songs and chants for reinforcement.	<b>1</b> Play  22.	<b>1&amp;2</b> Sing songs and chants they learned in previous lessons.
5	<b>Activity 1</b> Introduction	<b>1</b> Introduce <b>clothes</b> with PICTURE CARDS. <b>2</b> Show enlarged copies of Jenny, Tomoya (and Peter), and ask the colors of their clothes. (See  24 script.)	<b>1</b> "What's this?" "What are these?" "They are pants." <b>2</b> "What color is Jenny's hat?" "What color is Tomoya's sweater?"	<b>1</b> "It's a <u>skirt</u> ." "(They are) pants." <b>2</b> "It's blue." "It's yellow."
10	<b>Activity 2</b> Situational Activity	<b>1</b> Have 11 volunteers come up to the front. Have each of them hold a color T-shirt card. Introduce the chant. Continue until all the colors are mentioned. <b>2</b> Collect the cards once. Then hand out the cards again to the 11 Ss. Tell the volunteers not to show the cards to the class. <b>3</b> Volunteers chant and ask the class using the first half of the chant, "Tell me, tell me..." <b>4</b> Have Ss guess who has which color T-shirt cards. <b>5</b> When the colors they are holding are mentioned, they can sit down. Continue until all Ss sit down. Ss who guess the correct person will be the next 11 Ss holding the color T-shirt cards.	<b>1&amp;2</b> Play  79 (karaoke). (Tell me, tell me, something <u>green</u> . Jenny's shirt is <u>green</u> , <u>green</u> , <u>green</u> . Tell me, tell me, something <u>red</u> . Tomoya's shirt is <u>red</u> , <u>red</u> , <u>red</u> .)	<b>3</b> 11 Ss: "Tell me, tell me, something <u>blue</u> ." <b>4</b> "Mayumi's shirt is <u>blue</u> , <u>blue</u> , <u>blue</u> ."
10	<b>Activity 3</b> Song/Chant	<b>Song: "Something Green"</b> <b>1</b> Show enlarged colored copies of Tomoya and Jenny. (They are wearing T-shirts.) <b>2</b> Play the chant and have everyone recite together as you point to Tomoya and Jenny's T-shirts.	<b>2</b> Play  25. Tell me, tell me, something <u>green</u> . Jenny's shirt is <u>green</u> , <u>green</u> , <u>green</u> . Tell me, tell me, something <u>red</u> . Tomoya's shirt is <u>red</u> , <u>red</u> , <u>red</u> .	<b>2</b> Recite the chant with T.
10	<b>Activity 4</b> Follow-up	<b>What I am Wearing</b> <b>1</b> Ask several Ss the color of their own clothes. <b>2</b> Choose one S in your mind and describe his/her clothes. <b>3</b> Have Ss guess the S you are describing. <b>4</b> Have one S play your role. (If it is too difficult, have S tell only the colors.)	<b>1</b> "What color is your shirt, S's name?" <b>2</b> "She is wearing a red and white sweater, pink socks and a brown skirt. Who is she?"	<b>1</b> "It's <u>white</u> ." "It's <u>green</u> and <u>red</u> ." <b>3</b> "I know. That's <u>Emiko</u> ." <b>4</b> "He is wearing <u>white</u> and <u>black</u> ."

2	Closing	Quickly review the lesson by asking Ss the color of their clothes. Say farewell to Ss.	"What color are your socks?" "Good-bye." "See you next week."	"(They are) white." "Good-bye." "See you."
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**担任の先生へ** 服装に関する語彙を学びます。活動2では、11人の生徒がそれぞれ違うTシャツのカードを持って前に立ちます。最初はそのカードを見ながら先生の質問に答えます。次にカードを見せないようにして、だれがどの色のTシャツを持っているかをあてます。活動3では、定着のためにチャンツを大きな声で言えるようにします。活動4は、子供の1人を心に決めて、その子供が何を着ているかを英語で説明して、どの子供かあてさせることによって、服装と色の学習の定着を図ります。

Notes:

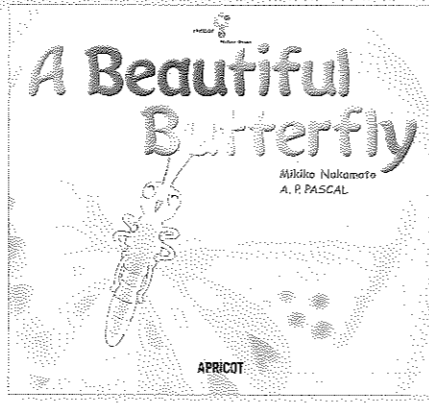
# Lesson 11 Picture Book

**Linguistic Aim** To learn colors and the expression, "Something (blue)." 色の語彙と "Something (blue)." の表現方法を学びます。

**Communicative Aim** To develop students' self-esteem. 美しさは個人で異なること、人それぞれの価値を認めあう自尊心を高めます。

**Textbook** Vol.2 "A Beautiful Butterfly" ●Picture Book CD

**Teaching Tools** Copies of butterfly in picture book on pp.28-29 for all students/PICTURE CARDS 240 (Colors)



TIME (minutes)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
5	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine."
	Warm up	Encourage Ss to answer questions using dialogues they learned in previous lessons.	"How old are you?" "Where is S's name?" "What color is my shirt?" "Whose shirt is this?"	"I'm ___ years old." "Here I am." "Yellow." "It's mine."
5	Review	1 Review the chant, "Something Green." 2 Place the color PICTURE CARDS along the chalk tray in the order of red, green, blue, yellow, pink, white, black, gray, purple, brown and orange and review them.	1 Play CD 25 (71karaoke). 2 "What color is this?" "Let's say the colors from the beginning. Red, green, blue..."	1 Recite the chant. 2 Recite the colors. "Red, green, blue..."
	Listen and Read.	1 (pp.2-3) Open the book to pp.2-3 and introduce the caterpillar.	1 "What's this?" "It's a caterpillar. It is a black caterpillar."	1 "It's a caterpillar."

15

- 2 (p.2) Point to each color card on the chalk tray with the lyrics of the song. **2 Play CD 1.**  
I am a caterpillar,  
I am a TINY caterpillar,  
I am a tiny BLACK caterpillar,  
And one day I will be a butterfly,  
A beautiful butterfly,  
Flying in the sky,  
I will be red and green and blue and yellow and pink and white and black and gray and purple and brown and orange...  
A beautiful butterfly.
- 3 (pp.4-5) Turn to pp.4-5 and introduce the butterfly. **3 "Wow! A beautiful butterfly! Isn't this butterfly beautiful?"**
- 4 (pp.6-9) Before turning to pp.8-9, have Ss guess something blue to eat. Continue on the same way with yellow, red, pink and brown to p.25. **4 "What's blue? (Turn the page.) Yes! A blueberry." Repeat 4.**
- 5 (pp.26-27) Point to each butterfly with **CD 20.** **5 Play CD 20.**
- 6 (pp.28-29) Ask Ss what color butterfly they want to be. **6 "What color butterfly do you want to be? A red butterfly? A green butterfly? Or a red and green butterfly?"**
- 4 "Blueberry."
- 6 "I want to be a blue butterfly!"

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- Activity 1 Coloring a Beautiful Butterfly**
- 1 (pp.28-29) Hand out copies of the butterfly on pp.28-29. Encourage Ss to color and make their own butterflies. They can use as many colors as they wish. **1 "Color your butterflies."** **1 Color the butterfly freely.**
  - 2 Have each S stand up and describe his/her butterfly. Encourage Ss to be proud of their own butterflies. Give as many positive feedback as possible. **2 "That's a beautiful butterfly!" "I like your butterfly." "What a colorful butterfly!"** **2 "This is my beautiful butterfly." "It's red, yellow, pink and green."**

10

- Activity 2 Song: "Action Colors"**
- 1 (pp.30-31) Hand out color PICTURE CARDS one to each S. Make sure that all Ss know the colors they have. **1 "Red, raise your hands."**
  - 2 Sing the song and act to the lyrics accordingly. **2 Play CD 23.**
  - 3 Change the color and sing the song with actions again. **1 Red, red, clap your hands, Blue, blue, clap your hands, Green, green, clap your hands, Everybody, clap your hands. (2 yellow, brown, pink / 3 orange, purple, black) 3 verses**

**担任の先生へ** 色の英語を教えると同時に、果物の名前も覚えます。最初にいろいろな色を紹介します。絵本の8ページを見せる前に、何か青い食べ物を当てさせます。同じように黄色、赤、ピンク、茶色と続けます。活動1では、ちょうちょの絵を自分が美しいと思う色で自由にぬります。自分がぬったちょうちょをクラスの前で見せることで「美しい」という表現はそれぞれ違っていてもよいことを教えます。活動3では、ピクチャーカードを使って色の定着を図り、色の歌を歌います。この絵本のシナリオが Lesson 25-27にありますので、発表会で英語劇をおこなう希望等がありましたら、前もって講師に伝えてください。

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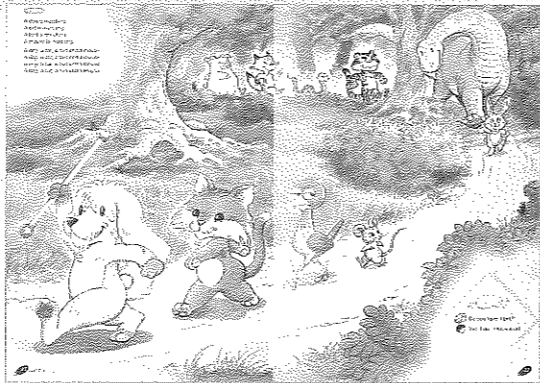


# Lesson 17

**Linguistic Aim** To learn about animals.  
動物の語彙と表現方法について学びます。

**Communicative Aim** To encourage students to express themselves as animals.  
子供達それぞれの表現方法で、動物を身体を使って表します。

**Textbook** **Yellow Unit 7-A** (pp.26-27) ●Teacher's CD  
●TM (pp.26-27)



**Teaching Tools** PICTURE CARDS 240 (Animals 7A)

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	<b>Opening</b>	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine."
	<b>Warm up</b>	Encourage Ss to answer questions using dialogues they learned in previous lessons.	"How old are you?" "Where is S's name?" "What's your teacher's name?" "What's your favorite color?" "What's this?"	"I'm ___ years old." "Here I am." "Her/His name is ___." "I like ___." "It's a ___."
5	<b>Review</b>	Review songs and chants for reinforcement.		Sing songs and chants they learned in previous lessons.
5	<b>Activity 1</b> Introduction	<b>1</b> Introduce the four animals ( <b>bird, dog, cat, mouse</b> ) with PICTURE CARDS.	<b>1</b> "What's this?" "It's a bird."	<b>1</b> Repeat the words after T. "It's a bird."
10	<b>Activity 2</b> Situational Activity & Song/Chant	<b>Fruit Basket</b> <b>1</b> Divide Ss into four groups (bird/dog/cat/mouse). Prepare as many chairs as the number of Ss. Place the chairs in a circle. <b>2</b> Have them sit at random. <b>3</b> Make sure Ss know what they are by saying, "You are a dog. You are a bird...."  <b>Chant: "A Dog is Marching"</b> <b>4</b> Have all of them stand up and march in a circle to the chant. Tell Ss to march as if they were the animals.	<b>3</b> (Pointing to each S) "You are a dog. You are a bird." "Dogs, raise your hands!" "Birds, raise your hands." "Cats, raise your hands." "Mice, raise your hands." "How do dogs move?" (Show Ss dog action.)  <b>4</b> "Let's stand up and march!" (Play CD 42).	<b>3</b> Raise his/her hand.  <b>4</b> Chant loudly when marching.  A dog is marching. A cat is marching. A bird is marching. A mouse is marching. A dog, a cat, a bird and a mouse. (Repeat 4 times)

**5** You are the first IT. When the chant comes to the end, IT says, "Stop!" and have them sit. Then call out one animal group (e.g. 'dogs'). That group has to stand up again and switch chairs. While they are moving, take one seat so that one S will be left. S who couldn't catch a seat will become the next IT.  
**6** Have all Ss stand up again and do the game several times.

**5** "Dogs, sit down!"

**5** Follow T's directions.

**6** "OK. Let's play again."

20	<b>Activity 3</b> Follow-up	<b>Marching Animals</b> <b>1</b> Introduce the names of animals ( <b>rabbit, dinosaur, tiger, snake, fox, pig</b> ) with PICTURE CARDS. <b>2</b> Ask Ss what their favorite animals are. Put Ss in groups of four. Have them discuss their favorite animals. <b>3</b> Change the names of animals in the chant using Ss' favorite ones. Have Ss march and act their favorite animals with the rhythm.	<b>2</b> "What are your favorite animals?"  <b>3</b> "Make groups of four." Play CD 80, 81 (rhythm) (when Ss say "Start the rhythm!")	<b>2</b> "I like rabbits."  <b>3</b> "I am a monkey." "I am a giraffe." "I am a hippo." "I am a spider." "Start the rhythm!" (March freely in class.) "A monkey is marching." "A giraffe is marching." "A hippo is marching." "A spider is marching."
	<b>Closing</b>	Quickly review the lesson by impersonating an animal and asking Ss to guess which animal it is. Then ask them if they like that particular animal.  Say farewell to Ss.	"What animal is this?" "Do you like dogs?"  "Good-bye." "See you next week."	"It's a dog." "Yes, I do. / No, I don't."  "Good-bye." "See you."

**担任の先生へ**

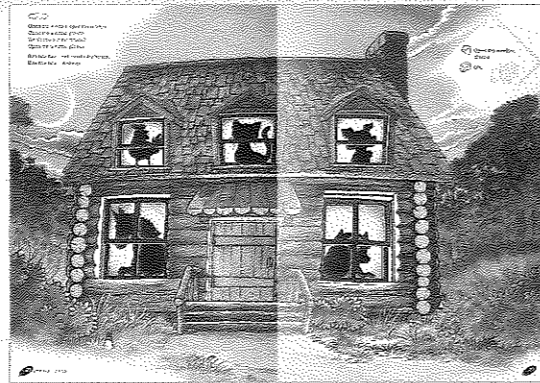
動物について学習します。活動1では、カードで動物の語彙を紹介します。活動2は椅子取りゲームです。チャンツに出てくる動物ごとにグループを4つに分け、チャンツに合わせて行進します。チャンツが終わると一度みんなが椅子に座ります。次に先生が言った動物の子供達だけが、座っている場所を互いに交換します。椅子に座れなかった子供は先生の役割(IT:オニ)をします。活動3では、グループにわかれて自分達の好きな動物でチャンツを作り、その動物になったつもりで行進します。

Notes:

# Lesson 18

**Linguistic Aim** To learn sounds animals make.  
英語での動物の鳴き声を学びます。

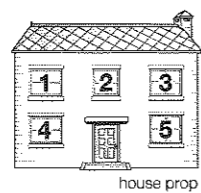
**Communicative Aim** To encourage students to participate positively in the activities and ask the teacher proper questions to attain answers. 積極的に言語活動に参加し、答えを見つけ出すために適切な質問をするように導きます。



**Textbook** **Yellow Unit 7B** (pp.28-29) ●Teacher's CD ●TM (pp.28-29)

**Teaching Tools** PICTURE CARDS 240 (Animals 7B)/Copy of house prop on TM p.51 ⇒ Cut the windows out so they open and close./Copies of window props on TM pp.48-50 ⇒ Cut out windows No.1-5 (with animal shadows) for Activity 3. Cut out window 6 (without animal shadow) for Activity 4.

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine."
	Warm up	Encourage Ss to answer questions using dialogues they learned in previous lessons.	"How old are you?" "Where is S's name?" "What's your teacher's name?" "What's your favorite animal?" "What color is your shirt?" "Do you have a pet?"	"I'm ___ years old." "Here I am." "Her/His name is ___." "I like ___." "It's ___." "Yes, I do./No, I don't."
5	Review	Review songs and chants for reinforcement.		Sing songs and chants they learned in previous lessons.
5	Activity 1 Introduction	1 Introduce the animals (sheep, rooster, cat, dog, horse) with PICTURE CARDS.	1 "Do you know what it is?"	1 "Sheep." "Cat."
10	Activity 2 Situational Activity	<b>Who's There In The House?</b> 1 Show Ss the house prop. Review sounds animals make. 2 Place one animal PICTURE CARD behind the house prop and say the chant. 3 Have one S ask you to open one of the windows and guess the animal behind the house prop. 4 If S cannot guess the animal, say the chant again and repeat 3 until one S guesses the animal correctly.	1 "What sound does a sheep make?" "No, it says 'Baa, baa, baa.'" 2 "Open the window, open the window, open the window, please. Who's there in the house? Open the window, please." (rhythmically) 3 "Which window do you want to open first?" 4 "Which window do you want to open next?"	1 Repeat after T and say, "Baa, baa, baa." 2 Recite the chant with T. 3 "Open number 2, please." 4 "Open number 4, please." "It's a dog."

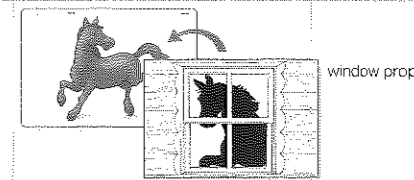


## Activity 3

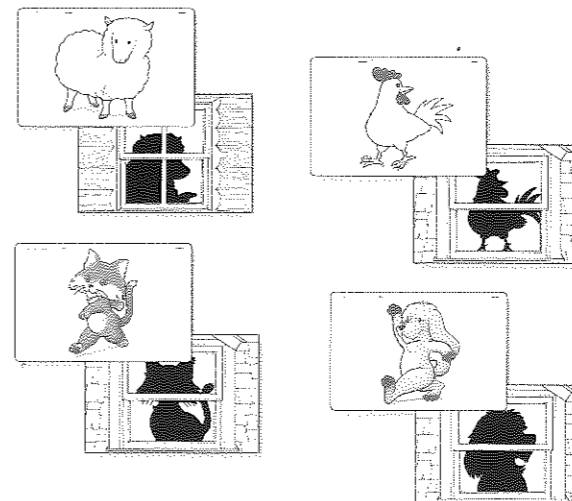
Song/Chant

### Chant: "Open the Window"

1 Place sheep, rooster, cat, dog, horse PICTURE CARDS on the chalk tray. Cover each card with the window prop.



2 Play the CD. Take each window prop off and show the animals behind it as the chant goes on. (Remove window prop at \*.)



2 Play CD 45. 2 Recite the chant with T.

Open the window. Open the window.  
Open the window, please.  
Who's there in the house? Open the window, please.  
Baa, baa, baa. I'm here in the house. Baa, baa, baa.  
\* A sheep!  
★repeat  
Cock-a-doodle-doo. I'm here in the house.  
Cock-a-doodle-doo. \* A rooster!  
★repeat  
Meow, meow, meow. I'm here in the house.  
Meow, meow, meow. \* A cat!  
★repeat  
Bow wow, wow. I'm here in the house.  
Bow wow, wow. \* A dog!  
★repeat  
Neigh, neigh, neigh. I'm here in the house.  
Neigh, neigh, neigh. \* A horse!

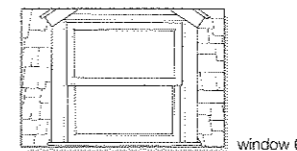
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## Activity 4

Follow-up

### Whose Sound?

1 Choose one animal card and cover it with the window prop No.6. Make the sound the animal makes. Have Ss guess what animal is behind the window.



2 Change the animal card and ask Ss what sound that animal makes. Go through all the animals.

1 "Meow, meow, meow.  
I'm here in the house.  
Meow, meow, meow."  
"What's behind the window?"

"It's a cat."

2 "What sound does a dog make?"

2 "Wan, wan."  
"Bow wow."

10

## Closing

Say farewell to Ss.

"Good-bye."  
"See you next week."

"Good-bye."  
"See you."

2

### 担任の先生へ

ピクチャーカードで動物の名前を復習した後、活動2では、開閉できる窓がついた家のうしろに動物のカードを隠し、窓から見える一部からどの動物が隠れているかを当てるゲームをします。が、この活動の目的は自分が開けたと思う窓をはっきりと先生に英語で伝えることです。活動3では、定着のためにチャンツを練習します。活動4では、英語での動物の鳴き声を学習します。先生がチャンツに出てきた動物の鳴き声を真似ます。子供達はそれを聞いて、何の動物かをあてます。

### Notes: