

# 6th Grade Lesson 6 Turn right.

6th Grade, Lesson 6, Turn right

## 1. Unit target

Ask for directions or guide someone else in an easy-to-understand manner.

Ask and answer about where something is.

• Become familiar with expressions to ask and say the way of buildings and directions to destinations.

• Knowing how to say various buildings in town, notice the difference with Japanese and know how to say directions.

## 2. Unit evaluation criteria

◎ I can ask clearly and understand completely about directions to a certain destination.

◎ I say the way to say the building and ask and say directions to the destination.

◎ In English and Japanese, I realize that the building representation is different.

3. Expression Where is the school? Go straight. Turn right / left. Stop. Excuse me. Sorry.

Park, flower shop, hospital, bookstore, restaurant, supermarket, fire station, police station, convenience store, department store, post office, station

(Personal belongings) t - shirt, cap, bag, cat, notebook, basket

Unit planning (4 hours)

※ 4th hour will use Unit 7 p52, p53 of "We can! 1". Please print beforehand.

A = Communicate

B = Get used to

C = Notice

Hr	Goals and main activities	Evaluation			Evaluation Criteria <Method>
		A	B	C	
1	<p>◆ Knowing how to say various buildings in town, noticing the difference with Japanese, and knowing how to guide someone</p> <ul style="list-style-type: none"> <li>○ "What's this? Game"</li> <li>Look at the picture card, knowing how to say the building while answering something.</li> <li>○ 【Let's play】 "Ohajiki game"</li> <li>○ "Missing game"</li> <li>○ "Where are you going?" Know how to interpret the directions.</li> <li>○ "Simon's Ses game"</li> <li>○ Sounds and Letters "Let's Write the Alphabet"</li> </ul>		X		<p>◎ I am aware of the characteristics of expressing buildings etc in English and the difference with Japanese. &lt;Presentation observation Description observation • Reflection card inspection&gt;</p>
2	<p>◆ Become familiar with expressions that inquire and say the way of buildings and how to get to the destination.</p> <p>【Let's Chant】 where is the station?</p> <ul style="list-style-type: none"> <li>○ "Turn right. Game" Close your eyes and do the action the instructor says.</li> <li>【Let's Listen】 Listen to the directions and fill in the textbook where Sakura's grandmother will arrive.</li> <li>【Activity】 Make the same town!</li> <li>Pair and teach you the location of the building in the blank space on the map on the directions.</li> <li>○ Sounds and Letters "Let's Write the Alphabet"</li> </ul>		X	X	<p>◎ I'm listening to directions to my destination. &lt;Behavioral Observation • Reflection Card Check&gt;</p> <p>◎ I'm asking and saying directions to my destination. &lt;Behavioral Observation • Reflection Card Check&gt;</p>
3	<p>◆ Ask a person to consciously ask for directions to their destination, or try to figure out directions.</p> <p>【Let's Chant】 where is the station?</p> <ul style="list-style-type: none"> <li>○ "Let's guide your friends ①"</li> <li>Put a picture card on the worksheet, make a map, and guide each other.</li> <li>○ "Let's guide your friends ②"</li> <li>Put the picture card of the building on the desk, and use the classroom as a town.</li> <li>○ Sounds and Letters "Let's Write the Alphabet"</li> </ul>	X			<p>◎ I am informed of the way to the destination with a consciousness of the partner and I am informing it clearly. &lt;Behavioral Observation • Reflection Card Check&gt;</p>

<p>4 ♦ In addition to knowing how to represent the position of an object, children try to ask and tell how to get to that location. (WC 1 - U 7) 【Let's Chant】 where is the treasure? (Where is the treasure) p.52</p> <p>(WC 1 - U 7) 【Let's Listen 1】 Listen to where the thing you are looking for is and put a marker on it. P.52</p> <p>(WC 1 - U 7) 【Let's Listen 2】 Listen to which room is written and write the number. P.53</p> <p>(WC 1 - U 7) 【Let's play 3】 Let's think what number is the room the friend chose. P.53</p> <p>· Sounds and Letters "Let's Write the Alphabet"</p>	X		<p>◎ I will ask and tell the place of things with a friend. &lt;Behavioral Observation • Reflection Card Check&gt;</p>
--	---	--	--

6th Grade, Lesson 6, Turn right. 1/4 hour

Target ♦ Know the way to say various buildings in town, notice the difference with Japanese, and know how to say directions.

Prepared teacher picture card (buildings), digital material, markers (ohajiki), retrospective card

Children's activities	Leader's activities	Preparation
<ul style="list-style-type: none"> <li>○ Greeting.</li> <li>○ Get used to the reading and sound of the alphabet. (Hi, friends! Plus Jingle Animal)</li> </ul>	<ul style="list-style-type: none"> <li>· Greet the class as a whole and greet a few children individually.</li> <li>· Choose the version / speed according to the level of the children.</li> </ul>	<ul style="list-style-type: none"> <li>· Digital teaching materials (Hi Friends+)</li> </ul>
<p>○ What's this? Play the game</p> <ul style="list-style-type: none"> <li>· I answer something from some of the picture cards in the building. I know how to say the building in English.</li> </ul>	<ul style="list-style-type: none"> <li>· Show the teacher picture card for a moment or show only a part of it, ask what the building is.</li> <li>· While introducing the name of the building, let's notice that there are expressions using stations and stores, and that there are expressions different from Japanese like department stores.</li> </ul> <p>Evaluation</p>	<p>Teacher picture card (building)</p> <p>Digital teaching material</p>
<ul style="list-style-type: none"> <li>○ 【Let's Listen】 p.14, p.15</li> <li>· Choose five from the picture of the building on the textbook and put an ohajiki on the picture.</li> <li>· If you have a marker on the picture of a building that the leader says, take it off. First to clear all their markers wins.</li> </ul>	<ul style="list-style-type: none"> <li>After the children place ohajiki on the textbook pictures, say the building on the textbook repeatedly and let the child listen to the sound many times.</li> <li>· Repeat many times to notice the difference between Japanese and English expressions. In case</li> </ul> <p>Evaluation</p>	<p>Place markers (ohajiki)</p> <p>Digital teaching materials</p>
<ul style="list-style-type: none"> <li>○ Play a missing game.</li> <li>(See teaching guide Hi friends! 2 P.17)</li> </ul>	<ul style="list-style-type: none"> <li>· Present teacher picture card.</li> <li>· Let the students close their eyes and the teacher pulls one picture card from the blackboard.</li> <li>· Open your eyes and ask What's missing?</li> </ul>	<p>Teacher picture card (building)</p> <p>Digital teaching materials</p>
<ul style="list-style-type: none"> <li>○ "Where are you going?"</li> <li>· Listen to the directions.</li> <li>· Say the directions along with the leader.</li> <li>· Lastly, only children say directions.</li> </ul>	<ul style="list-style-type: none"> <li>· Put the road only on the textbook p.14/15 on the blackboard. (In the case of digital teaching materials, use the page after erasing the building on the screen of p.16/17 Activity.)</li> <li>· While introducing how to say directions to the destination, place a teacher picture card in the place where you arrived and reproduce the textbook town. Do this with the next two buildings as well.</li> <li>· After the third one, encourage the children to say it together, and then only the children by themselves.</li> </ul>	<p>Teacher picture card (building)</p> <p>Digital teaching materials</p>

<ul style="list-style-type: none"> <li>○ Play Simon's Says game.</li> <li>· While actually moving while standing, check how to move when Go straight. Turn right. Turn left. Stop.</li> </ul>	<ul style="list-style-type: none"> <li>· Go straight. Turn right. Turn left. Stop.</li> <li>· Let's demonstrate and make sure the children know how to proceed.</li> </ul>	
<p>【How to proceed Simon's Games】</p> <ol style="list-style-type: none"> <li>① Children stand.</li> <li>② The leader instructs the movement with Go straight. Turn right. Turn left. Stop. In doing so, children should act only with "Simon says" at the beginning of the instruction.</li> <li>③ The child(ren) who move without "Simon says" to prompt them must sit down.</li> <li>④ Repeat this process until the number of children standing is about half or less.</li> </ol>		
<ul style="list-style-type: none"> <li>○ "Let's write the alphabet."</li> <li>- Following the reference example, trace the letters of the gray alphabet on the 4th line.</li> <li>· Fill in the retrospective card.</li> <li>· Say goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>· Write only three letters according to the level of the children. Write the words that appear in the vocabulary and expressions handled in the lesson.</li> <li>· Say goodbye.</li> </ul>	<p>Three worksheets ⑤-1/2/3</p> <p>Retrospective card</p>

6th Grade, Lesson 6, Turn right. 2/4 hours

Target ♦ Become familiar with expressions of asking and saying how to say buildings and how to get to the destination.

Preparation "Hi, friends! 2", digital teaching materials, teacher cards (buildings), picture cards for the book at the end (cut the buildings on p. 47/48 in advance)

Children's activities	Leader's activities	Preparation
<ul style="list-style-type: none"> <li>○ Greeting.</li> <li>○ Get used to the reading and sound of the alphabet. (Hi, friends! Plus jingle)</li> <li>○ 【Let's Chant】 where is the station? P.16</li> <li>· Listen to the sound and say it together.</li> </ul>	<ul style="list-style-type: none"> <li>· Greet a greeting to the whole and greet a few individual children individually.</li> <li>· Sing the chant.</li> <li>· Choose the version / speed according to the actual condition of the child.</li> </ul>	<ul style="list-style-type: none"> <li>· Digital teaching materials</li> </ul>
<ul style="list-style-type: none"> <li>○ "Turn right. Game" <ul style="list-style-type: none"> <li>· Destination is decided and all are asked Where is the ~ all at once.</li> <li>· Repeat the instruction by the leader while keeping their eyes closed and doing the action.</li> <li>· Stop moving when the leader says, "STOP!", open your eyes, and check the where you are.</li> </ul> </li> <li>○ 【Let's Listen】 p.14, p.15 <ul style="list-style-type: none"> <li>· Listen to the sound teaching materials and listen to where Sakura's grandmother goes and fill in the textbook's table.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Go straight. Checks children's steps. Turn right. Turns to the right, Turn left. Turns to the left, stops at Stop.</li> <li>· Have the child close his / her eyes.</li> <li>· Where is the ~? Depending on the rhythm, give instructions for moving.</li> <li>· Stop! Stop and then the children open their eyes.</li> <li>· Check the position of the start and play the software audio.</li> <li>· Depending on where the children are, stop it halfway and proceed while confirming the direction of travel.</li> <li>· Check the answers with the students.</li> </ul>	
<ul style="list-style-type: none"> <li>○ 【Activity】 "Make the same town" p16/17 <ul style="list-style-type: none"> <li>· Make a pair so that you can not see each other's textbook.</li> <li>· One child positions their picture cards at the end of the five buildings that are not on the textbook map freely in the blank space of the map.</li> <li>· The other child of the pair asks the location of the five kinds of buildings, "where is the ~?". The first child will guide the second child from the starting point.</li> <li>· Second child places the building picture card in the place they were directed.</li> </ul> <p>This is repeated 5 times.</p> <ul style="list-style-type: none"> <li>· Compare the completed map and confirm.</li> <li>· Change roles and do it again.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Use pictorial cards and digital teaching materials to check how to say the buildings and how to say directions.</li> <li>· Demonstrate and make sure the children know how to proceed.</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher picture card (buildings)</li> <li>· Picture card for ending children (Building)</li> <li>· Digital teaching materials</li> </ul>
<ul style="list-style-type: none"> <li>○ Sounds and Letters "Let's Write the Alphabet" <ul style="list-style-type: none"> <li>· Following the reference example, trace the letters of the gray alphabet on the four lines, paying attention to the shape.</li> <li>· Fill in the retrospective card.</li> <li>· Say goodbye.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Write only three letters according to the level of the children.</li> <li>· Write the words that appear in the vocabulary and expressions handled in the lesson.</li> <li>· To announce impressions.</li> <li>· Say goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>· 3 worksheets</li> <li>· Retrospective card</li> </ul>

6th Grade, Lesson 6, Turn right. 3/4 hours

Target ♦ We will ask the driver how to get to the destination with help from a or try to figure out the way ourselves.

Preparation "Hi, friends! 2", digital teaching material, teacher's card (buildings), worksheet (map) Building picture cards (building p49, cut in advance)

Children's activities	Leader's activities	Preparation
<ul style="list-style-type: none"> <li>Greet the teachers.</li> <li>Get used to reading and sound of the alphabet. (Hi, friends! Plus jingle)</li> <li>【Jingle】 Food Jingle.</li> </ul>	<ul style="list-style-type: none"> <li>Greet the class as a whole and greet a few children individually.</li> <li>Choose the version / speed according to the level of the children.</li> </ul>	Digital Teaching Materials, Hi Friends+
<p>【Let's Chant】 "Where is the station?" P.16</p> <ul style="list-style-type: none"> <li>Listen to sound teaching materials and say it together with picture cards.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the audio teaching materials and say it together, showing the picture cards.</li> </ul>	Teacher picture card (building) Digital teaching material
<ul style="list-style-type: none"> <li>○ "Let's show friends ①"</li> </ul>	<ul style="list-style-type: none"> <li>Creatively draw original maps such as a friend's house and favorite places on worksheet.</li> <li>If you do not know how to say the original place, tell them they can say it in Japanese.</li> </ul>	Worksheet (map) Building picture cards

【"Let's show friends ①" How to proceed】

① Children pair up, one person freely places the picture card on his worksheet so that the other person can not see it, and make a map of the town. Write the original location on the spare card and place it in the map.

② Another person asks Where is the ~? And tells the location of the building etc, and arranges the picture card for the book at the end of the worksheet to reproduce the other child's town.

③ Check the towns to see if they match.

<ul style="list-style-type: none"> <li>Children should think about their presentations to make it pleasant and easy to guide each other.</li> </ul>	<p>Notice that there are such as Please and Thank you. Emphasize important words and let them make use of it in the activities. ※Evaluation</p>	
<ul style="list-style-type: none"> <li>○ "Let's show friends ②".</li> </ul>	<ul style="list-style-type: none"> <li>Pass the map created in pairs or groups, become the side to be guided and the side to guide, actually let the city guide. ※ Evaluation.</li> </ul>	Teacher picture card (building) Building picture cards

【How to proceed "Let's show friends ②"】

① Leaders prepare maps of imaginary towns in advance. With the desk as a block in the classroom, put a teacher picture card on the desk at the destination and make the town. Pass that map to a pair or group.

② Children prepare a pair of picture cards for the end-of-the-a-kind children in pairs or groups, the side who receives the guide selects one of them and inquires about the place as a guide. Guide guides will orally guide you based on the maps gathered from the leaders.

③ The guided person walks towards the destination actually by walking through Ahi as instructed. When arriving, turn the card on the desk and check whether the destination matches.

④ We will exchange roles and repeat, so that everyone can experience the side to be on the way to guide.

\* From a different starting point, try ingesting at the same time, etc. so that many pairs and groups at the same time can guide you.

-- sorry this one was hard to translate and I wasn't sure that they were talking about. I didn't want to alter the original text either. So, see if you can figure it out -- Gunnar

<ul style="list-style-type: none"> <li>○ "Let's write the alphabet"</li> <li>Following the reference example, trace the letters of the gray alphabet on the four lines.</li> <li>Fill in the retrospective card.</li> </ul>	<ul style="list-style-type: none"> <li>Write only three letters according to the level of the children.</li> <li>Write the words that appear in the vocabulary and expressions handled in the lesson.</li> <li>Say goodbye.</li> </ul>	Three worksheets ⑤-1/2/3 Reward card
---	--	---

6th Grade, Lesson 6, Turn right. 4/4 hours

Target ♦ In addition to knowing how to represent the position of an object, students try to inquire and tell the place of things with the help of a partner.

Preparation "We can! 1" Copy of children's text of Unit 5, digital teaching materials, teacher cards (lower case), retrospective cards, worksheets

Children's activities	Leader's activities	Preparation
<ul style="list-style-type: none"> <li>○ Greeting.</li> <li>○ Get used to the reading and sound of the alphabet. (Hi, friends! Plus jingle)</li> <li>○ (WC 1 - U 7) 【Let's Chant】 Where is the treasure? (Where is the treasure?) P.52</li> <li>· Listen to the sound and say it together.</li> </ul>	<ul style="list-style-type: none"> <li>· Greet a greeting to the whole and greet a few individual children individually.</li> <li>· Sing while watching and listening to chants with digital teaching materials</li> <li>· Choose the version / speed according to the level of the children.</li> </ul>	Digital Teaching Materials
<ul style="list-style-type: none"> <li>○ (WC 1 - U 7) 【Let's Listen 1】 p.52 "What are you looking for?"</li> <li>· Listen to the characters. Upon inquiring or answering what he is looking for, thinking where they are and marking in the textbook .</li> </ul>	<ul style="list-style-type: none"> <li>· By working the first question with the students, students will know how to proceed.</li> <li>· When you answer, check not only the place but also the answer by saying with the child while checking the picture. It is aimed to familiarize by listening and saying words representing positions</li> </ul>	<ul style="list-style-type: none"> <li>Digital teaching materials</li> <li>· Copy of children's text</li> </ul>
<p>No.1: It's on the bed. It's blue. (Blue shirt on the bed)      No.2: It's on the wall. It's blue. (Blue hat hanging on the wall)      It's under the desk. It's green. (A green bag under the desk)      No.4: It's in the basket. It's yellow. (Nagano Yellow T-shirt of the basket)      No.5: It's by the bed. It's white. (A white cat near the bed)      No. 6: It's by the bed. It's brown. (Brown book by the bed)</p>		
<ul style="list-style-type: none"> <li>○ (WC 1 - U 7) 【Let's Listen 2】 p.53 "Whose room is that?"</li> <li>· Listen to the voice and fill in the room of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>· Take time to check the differences of the four kinds of rooms in the textbook beforehand and play the sound.</li> </ul>	<ul style="list-style-type: none"> <li>Digital materials</li> <li>· Copy of children's text</li> </ul>
	<p>No.1: Hi, I'm Hana. This is my room. I have a cap on the wall. I have a bat on the chair.      I have a bag on the desk. I have a book on the mat.      No.2: Hi, I'm Kenta. This is my room. I have a cap on the mat. I have a bat under the desk.      I have a bag on the chair. I have a book on the bed.      No.3: Hi, I'm Laksh. This is my room. I have a cap by the mat. I have a bat under the bed.      I have a bag under the desk. I have a book under the chair.</p>	
<ul style="list-style-type: none"> <li>○ (WC 1 - U 7) 【Let's play 3】 p.53 "Let's set up a friend's room of your choice"</li> <li>· Act with a pair. One child selects a room from among the four.</li> <li>· The other student asks Where is ~? And listens to the answer and selects which room the other party chose.</li> </ul>	<ul style="list-style-type: none"> <li>· First of all, the instructor should demonstrate and make sure the students understand how to proceed</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;">         Procedure (example)          S1: where is the bat?          S2: It's under the bed.          S1: No. 3          S2: That's right.       </div>	<ul style="list-style-type: none"> <li>Digital teaching materials</li> <li>· Copy of children's text</li> </ul>
<ul style="list-style-type: none"> <li>○ Sounds and Letters "Let's Write the Alphabet"</li> <li>· Following the reference example, trace the letters of the gray alphabet on the four lines, paying attention to the shape.</li> <li>· Fill in the review card.</li> <li>· Say goodbye</li> </ul>	<ul style="list-style-type: none"> <li>· Write only three letters according to the actual condition of the child.</li> <li>· Write the words that appear in the vocabulary and expressions handled in the lesson.</li> <li>· To express thoughts about the class.</li> <li>· Say goodbye</li> </ul>	<ul style="list-style-type: none"> <li>3 worksheets</li> <li>· Retrospective card</li> </ul>