

4th Grade - Unit 3 Unit Name I like Mondays. What is your favorite day of the week?

1. Unit Objective

- Learn about the lives of children of the same age in the world, and become familiar with the way of saying the day of the week and the expressions of asking and answering the day of the week. (Knowledge and skills)
- Ask and answer about your favorite day of the week. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to communicate your favorite day of the week while giving consideration to the people you are communicating with. (Motivation toward learning, humanity, etc.)

2. Language elements

- What day is it? It's (Monday). Do you like (Mondays)? Yes, I do. / No, I don't. I like (Mondays).
- day, day of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday), fruits and vegetables (mushroom, watermelon), food and drink (soup, pie, sandwich), fresh [Already mentioned] Greetings, What (sport) do you like? How's the weather? It's [sunny / rainy / cloudy / snowy]. It, is, food and drink, sports, play

3. Area-specific goals in the relevant curriculum guidelines

Listening	A. When speaking slowly and clearly, try to hear simple words that describe yourself and your surroundings.
Speaking (interaction)	B. Communicate your thoughts and feelings about yourself and things around you, using simple words and phrases, while using actions.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆ Be aware of the similarities in your life with pupils of the same generation around the world, and become familiar with the wording of the days of the week.	
	○ Chant How's the weather? (Unit 2) ○ Three hint quiz • Answer the instructor's quiz and know how to say the days of the week. Look at the calendar,	◎ Finding commonalities between the pupils' own lives and the lives of children of the same generation around

	<p>check how to say the day of the week. [Let's Watch and Think 1] p.11</p> <ul style="list-style-type: none"> • Watch videos of pupils around the world on weekdays after school and how to spend weekends, and announce what they heard and what they understood. <p>[Let's Chant] What day is it? P.11</p> <ul style="list-style-type: none"> • Announce the sounds you can hear and say from where you can say. <p>[Let's Listen] p.12</p> <ul style="list-style-type: none"> • Listen to the schedule of the days of the week for the character, think about what day of the week it is. Using the illustration in the textbook as a hint, write the number in (). <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>the world. <Behavioral observation / self-reflection card analysis></p> <p>◎Listening to the day of the week. <Behavioral observation / self-reflection card inspection></p>
2	<p>◆Ask and answer about your favorite day of the week.</p>	
	<p>[Let's Chant] What day is it? P.11</p> <p>○Missing game</p> <p>[Let's Play] p.12, 13</p> <ul style="list-style-type: none"> • Answer the instructor's quiz. • Give a quiz on the day of the week about your weekly schedule. <p>○Let's interview.</p> <ul style="list-style-type: none"> • Communicate about your favorite day of the week. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎Asking and answering about one's favorite day of the week. <Behavioral observation / self-reflection card inspection></p>
3	<p>◆Try to communicate your favorite day of the week while giving consideration to the people they are communicating with.</p>	
	<p>[Let's Chant] What day is it? p.11</p> <p>[Let's Watch and Think 2] p.12</p> <p>○Look at the illustrations in the textbook and think about what kind of conversation each character is having.</p> <p>○Watch the video material and write down what you have learned about the characters' favorite days of the week and what to do in □.</p> <p>[Activity] p.13</p>	<p>◎Trying to communicate your favorite days of the week while giving consideration to the people they are communicating with. <Behavioral observation / self-reflection card inspection></p>

	<ul style="list-style-type: none">• Find someone who likes the same day of the week as you.○Sing Goodbye Song (3rd year Unit 2)	
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4th Grade Unit 3 - Lesson 1 I like Mondays. What is your favorite day of the week?

Goal: Be aware of what your life has in common with children of your generation around the world and become familiar with the wording of the day of the week.

Preparation: pupil's textbook, teacher's picture cards (days of the week), calendar (in the classroom), digital teaching materials, self-reflection card.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole class and greet some pupils individually.	
1 min.	○Chants How's the weather? (Unit 2)	• Sing with pupils.	digital teaching materials
8 min.	○Three hint quiz • Answer the instructor's quiz and know how to say the day of the week. Look at the calendar and check how to say the day of the week.	• Tell them to have Three Hints quiz and give hints from things that are familiar to pupils, such as a timetable and TV programs. Since pupils do not know how to say a subject, it is advisable to say the subject while showing a textbook. Devise a hint so that they will notice that it is a day of the week quiz. • Pick up pupils' comments and answers and introduce how to say the days of the week. When the seven days of the week are complete, refer to the calendar in the classroom and repeat the day of the week several times to check the day of the week. • Ask what to do after school on each day of the week or on weekends, and connect to the next activity. "What do you do after school? Do you play soccer? Do you do your homework?"	calendar (things in the classroom) teacher's picture cards (days of the week)

		“What do you do on Saturdays? Do you watch TV? Do you help your mother and father?”	
10 min.	<p>[Let’s Watch and Think 1] p.11</p> <ul style="list-style-type: none"> • Watch videos of pupils around the world on weekdays after school and how to spend weekends, and announce what they heard and what they understood. 	<ul style="list-style-type: none"> • Compare the lives of pupils around the world with their own lives and let them think about what they have in common. However, for pupils at this stage, the video is difficult, so tell them that they do not have to listen to or understand everything, and let them announce the words they can hear first. • Tell them that the appearance of pupils around the world seen in the video is an example. In addition, each pupil talks only about a certain day of the week, but by adding the following supplements in Japanese, it helps the pupils’ understanding the contents of the video and also the situation of the pupils in the video will become more realistic. <p>1. Other than Monday, this pupil’s brother may have a role to help around the house.</p> <p>2 What time do you wake up except Tuesday? On Tuesday, there may be something special in the morning.</p> <p>3 On weekdays, pupils may be studying at school using computers.</p> <p>4 Except for Friday, these pupils play other games.</p> <p>5 Maybe these pupils are playing soccer with a local soccer team on Saturdays.</p> <p>© Finding commonalities between the lives of children of the same generation around the world and their own lives. <Behavioral observation /</p>	<p>digital teaching materials</p> <p>pupil’s textbook</p>

		self-reflection card analysis>	
5 min.	<p>[Let's Chant]</p> <p>What day is it?</p> <p>P.11</p> <ul style="list-style-type: none"> Announce the sounds you can hear and say from where you can say. 	<ul style="list-style-type: none"> The lyrics of this chant are foods and ingredients including each day of the week and the first sound of that day. For example, Monday [mʌndei] has the same [mʌ] as mushroom [mʌʃru: m]. By doing this, it will be easier to say the days of the week in connection with foods that are familiar to pupils. Also, since it is a long chant, it is good to handle only the first three lines of the script at first. Consideration should be given so that pupils can work enthusiastically by stopping halfway according to the situation of the pupils. 	digital teaching materials
10 min.	<p>[Let's Listen] p.12</p> <ul style="list-style-type: none"> Listen to the schedule of the day of the week with the characters, think about what day of the week it is. <p>Using the illustration in the textbook as a hint, and write the number in ().</p>	<ul style="list-style-type: none"> Check the schedule from Monday to Sunday in the textbook. Next, let's hear the schedule for the week by voice. After that, ask the pupil to answer the quiz, listen to the voice of the quiz, think about which day of the week, and write the number in (). After that, confirm the answer by voice of the answer. The aim is to familiarize yourself with how to say and ask the day of the week repeatedly. <p>◎Listening to the day of the week. <Behavioral observation / self-reflection card inspection></p>	pupil's textbook digital teaching materials
5 min	<ul style="list-style-type: none"> Look back on today's activities and fill in the self-reflection card. 	<ul style="list-style-type: none"> Praise the pupils attitude toward using English. 	self-reflection card
2	○Sing Goodbye	<ul style="list-style-type: none"> Sing with pupils. 	digital teaching

min	Song (3rd year Unit 2) • Say goodbye.	• Say goodbye.	materials
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4th Grade Unit 3 - Lesson 2 I like Mondays. What is your favorite day of the week?

Goal: Ask and answer about your favorite day of the week.

Preparation: pupil's textbook, teacher's picture cards (day of the week, sports, etc.), worksheets (Unit 3-1), digital teaching materials, self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. • Answer today's day of the week. 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Point to the calendar and ask "What day is it today?" • Say the first three lines of the script with the pupil. 	teacher's picture cards (day of week)
3 min.	【Let's Chant】What day is it? p.11		digital teaching materials
5 min.	○Missing game	<ul style="list-style-type: none"> • Post the teacher's picture cards on the blackboard while confirming how to say it with pupils. 	teacher's picture cards (day of week)
20 min.	<p>[Let's Play] p.12, 13</p> <ul style="list-style-type: none"> • Answer the instructor's quiz. <p>• A pair will give a quiz on the day of the week about the schedule for one week.</p> <p>Dialogue example (A: If you plan to play soccer on Thursday for a</p>	<ul style="list-style-type: none"> • The instructor should think about the day of the week quiz in advance with reference to Let's Listen. • Post the teacher picture cards (day of the week) on the blackboard while saying the day of the week with the pupils. • Introduce what the instructor does on each day of the week by posting a picture card such as the action. At that time, considering the burden on the pupils, use the vocabulary and expressions that they are familiar with as much as possible so that they can have a sense of accomplishment that they were able to answer the quiz. 	teacher's picture cards (day of the week, sports, etc.) pupils' textbook

	<p>week)</p> <p>A: Today. Soccer. What day is it today?</p> <p>B: It's Thursday. A: That's right. (B: If you plan to do gymnastics on Monday and Friday for one week)</p> <p>B: Today, Gymnastics. What day is it today?</p> <p>A: It's Friday. B: No, sorry. A: It's Monday. B: That's right.</p>	<ul style="list-style-type: none"> • Have the pupils actually fill in the schedule for the week on the table and give a quiz based on it. However, it is difficult for them to make quizzes such as those given by instructors, and pupils' lives vary, and they are not familiar with the English vocabulary and expressions that represent them. So, write them in the table of the textbook. It should be in illustrations and Japanese, and hints can be given at the word level or in Japanese. The aim of this activity is to familiarize them with the wording of the days of the week. • Devise ways to give pupils a sense of accomplishment, depending on the actual situation. 	
8 min.	<p>○Let's interview.</p> <ul style="list-style-type: none"> • Work in pairs and communicate your schedule. Based on the other party's schedule, anticipate the day of the week they like, ask each other, and exchange their favorite days. 	<ul style="list-style-type: none"> • Have the pupil fill in the worksheet (Unit 3-1) with illustrations and Japanese. Show the representative pupil and how to proceed, and try to make the children understand. The instructor and the representative pupil briefly communicate the schedule and ask the pupil to anticipate the day of the week that the instructor is likely to like based on the instructor's schedule. ◎Asking and answering about my favorite day of the week. <Behavioral observation / self-reflection card inspection> 	worksheet (Unit 3-1)
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. Fill 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. 	self-reflection card

	in the box.		
2 min.	○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye.	• Sing with pupils. • Say Goodbye.	digital teaching materials

How to proceed with the missing game

- The instructor posts the day of the week card while confirming the wording with the pupil, and then removes all the cards while confirming the wording with the pupil. Except for one card, the instructor posts the cards other than the removed card on the blackboard. Then, ask the pupil “What’s missing?” In this game pupils think about what day of the week card is not on the blackboard when you finish posting it. Hide 1 to 4 cards (depending on the actual situation).
- Leave the picture card posted on the blackboard and let the pupils close their eyes. In the meantime, there is also a method of hiding about 1 to 4 of the picture cards posted on the blackboard and letting them answer by thinking about the day of the week of the card that has disappeared with their eyes open. It is recommended to select according to the actual situation of pupils.

4th Grade Unit 3 - Lesson 3 I like Mondays. What is your favorite day of the week?
 Goal: Try to communicate your favorite day of the week while giving consideration to people they are communicating with.
 Preparation: pupils' textbook, digital teaching materials, self-reflection cards.

* For digital teaching materials that are not specified, use those of the relevant grade.

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. 	
3 min.	<p>【Let's Chant】What day is it? p.11</p>	<ul style="list-style-type: none"> • Say the first three lines of the script with pupils. 	digital teaching materials
10 min.	<p>[Let's Watch and Think 2] p.12</p> <ul style="list-style-type: none"> • Look at the illustrations in the textbook and think about what kind of conversation each character is having. • Watch the video material and write down what you have learned about the characters' favorite days of the week and what to do in □. <p><Entry example> 1 I invited him to play tennis. But he didn't have a racket. I had two, so it was okay.</p>	<ul style="list-style-type: none"> • Look at the illustrations in the textbook, check the characters with the pupils, and let them imagine what kind of conversation they are having before watching. • The conversation in the video material is a little long, and it may be difficult for pupils at this stage to hear it. Therefore, it is advisable to let them announce the words they can hear after telling them that they do not need to hear or understand everything. 	digital teaching materials pupil's textbook

	<p>2 Sayo hates Sundays. She has to clean. But Emily likes Sundays.</p> <p>3 Both of them like soccer.</p>		
23 min.	<p>[Activity] p.13</p> <ul style="list-style-type: none"> • Walk around the classroom to make a pair and find someone who likes the same day of the week as you. 	<ul style="list-style-type: none"> • The instructor will demonstrate the interaction with several pupils and have them work after confirming the importance of the other person's consciousness. Also, by setting "Let's find a friend who likes the same day as you", you can increase the motivation of pupils for their activities. • Tell pupils to walk around the classroom, make a pair, and ask for their favorite day of the week. When giving a reason, depending on the actual situation of the pupils, the instructor may ask to convey it in English as much as possible with words that they can understand, or they may convey it in Japanese. • It is important for the pupils in the 4th grade to listen to and react to the other persons, and to ask and repeat questions while being aware of what is being conveyed by the other persons. • Pause the activity in the middle and make an intermediate evaluation. Share examples of pupils' interactions with each other while giving consideration to the other persons throughout the class so that the activities in the latter half will be more in line with the aim. 	pupil's textbook

		<p>◎Communicating my favorite days of the week while giving consideration to the other party. <Behavioral observation / self-reflection card inspection></p>	
10 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. Fill in the box. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. 	self-reflection card
6 min.	<p>○Sing Goodbye Song (3rd year Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials