

4th Grade - Unit 4 Unit Name What time is it? What time is it now?

1. Unit Objective

- Be aware that the time varies depending on the country or region of the world, and become familiar with the time and how to say and ask about daily routines. (Knowledge and skills)
- Ask and answer about your favorite time. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to communicate about your favorite time while giving consideration to the people you are communicating with. (Motivation toward learning, humanity, etc.)

* The double line is the part where the unit objective described in “Textbook Teacher’s Guide” is changed.

2. Language elements

- What time is it? / It’s (8:30)./ It’s (“Homework Time”)./ How about you?
- Numbers (forty, fifty, sixty) / a.m. / p.m. / about / daily routine / time ([wake-up / breakfast / study / lunch / snack / dinner / homework / TV / bath / bed / dream] time)

[Already mentioned] Greetings: How’s the weather?/ It’s [sunny / rainy / cloudy / snowy]./

What day is it?/ It’s (Monday)./ What, is, it, book, number (1 ~ 60), day of the week, sports, play

3. Area-specific goals

Listening	A. When speaking slowly and clearly, try to hear simple words that describe yourself and your personal belongings.
Speaking (interaction)	C. To be able to communicate by asking and answering questions on the spot using simple words and basic expressions about yourself, the other person, and things around you.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆ Familiarize yourself with the time and daily routine.	

	<p>○Chants What day is it? (Unit 3)</p> <p>○What kind of scene is it?</p> <ul style="list-style-type: none"> • Check the number of words that you are familiar with, and know the time and daily routine. <p>○Let's know the life of the teacher.</p> <ul style="list-style-type: none"> • Listen to the leader's story and learn about the leader's daily routine. • Become familiar with the time and how to say the time by listening to the time and answering the instructor's questions many times. <p>[Let's Watch and Think 1] p.14, 15</p> <ul style="list-style-type: none"> • Ask what time and what the characters will do, and connect the time and daily routine with a line. <p>[Let's Chant] What time is it? P.15</p> <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Listening to the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>
2	<p>◆Be aware that the time varies depending on the country or region of the world, and become familiar with the time and daily routine.</p>	
	<p>[Let's Chant] What time is it? p.15</p> <p>○Pointing game</p> <ul style="list-style-type: none"> • Search for the daily routine that the instructor says from pages 14 and 15 of the textbook, point to it, and repeat it. <p>[Let's Watch and Think 2] p.16, 17</p> <ul style="list-style-type: none"> • Become familiar with how to say the time while answering the instructor's questions. • Watch the video materials, complete the clock, and connect the time and daily routine with a line. <p>[Let's Listen] p.16</p> <ul style="list-style-type: none"> • Listen to the voice, listen to the time, draw the hour hand on the clock, and complete the clock. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Notice that the time differs depending on the country or region of the world. <Behavioral observation / self-reflection card analysis></p> <p>◎Listening to and saying the time and daily routines. <Behavioral observation, textbook inspection, self-reflection card inspection></p> <p>◎Listening to the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>
3	<p>◆Ask and answer about your favorite time.</p>	
	<p>[Let's Chant] What time is it? p.15</p> <p>[Let's Watch and Think 1] p.14, 15</p>	<p>◎Asking and answering about daily routines.</p>

	<ul style="list-style-type: none"> • “Watch through” the video. ○ Compare with your friend’s daily routine. • Ask the time of the daily routine as a pair and compare it with the life of yourself and your friends. ○ Sing Goodbye Song (3rd year Unit 2) 	<p><Behavioral observation / self-reflection card inspection></p>
4	<p>◆ Try to communicate about your favorite time while thinking about other people.</p>	
	<p>[Let’s Chant] What time is it? p.15 [Activity] p.17</p> <ul style="list-style-type: none"> • Communicate your favorite time and daily routine and the reason. ○ Sing Goodbye Song (3rd Grade Unit 2) 	<p>◎ While thinking about other people, trying to ask and answer about my favorite time and communicate with others.</p> <p><Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 4 - Lesson 1 What time is it? What time is it now?

Goal: Familiarize yourself with the target time and how to say your daily routine.

Preparation: pupil's textbook, teacher's picture cards (daily routine), 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.	• Say Hello.	• Say Hello to the class and greet some pupils individually.	
2 min.	○Chant What day is it? (Unit 3)	• Chant with the pupils.	digital teaching materials
10 min.	○What kind of scene is it? • Look at pages 14 and 15 of the textbook and announce what you can say in English. Check the number of words you are used to, and know the time and daily routine.	• Tell pupils to pupil's textbook p.14 and 15 and have them present what they can express in English. While picking up the answers of the pupil, the instructor draws out cards of the 10 kinds of daily routines. Introduce how to say the daily routines. At that time, the picture cards of the daily routine will be posted on the blackboard in order to connect to the next activity. • Here, considering the burden on pupils, the daily routine is used as a noun as follows. Familiarity with the daily routines of oneself and one's friends in this unit leads to Unit 4 of the 5th grade. [Wake up / Breakfast / Study / Lunch / Snack / Homework / Dinner / Bath / Bed / Dream] Time • Using the examples in the textbook show your daily routine to	digital teaching materials pupil's textbook teacher's picture cards (daily routine)

		the pupils to promote interest and give an example.	
14 min.	<p>○Let's know the life of the instructor.</p> <ul style="list-style-type: none"> • Listen to the instructor and learn about the his/her daily routine. • Become familiar with the time by listening to the time and answering the instructor's questions. 	<ul style="list-style-type: none"> • Under the picture cards of the daily routine posted on the blackboard in the previous activity, draw a circle (outer frame of the clock). While introducing the instructor's own daily routine, draw a short hand and a long hand on a circle that looks like a clock to show the time. (Striking a point on the circle that represents 1, 2, 3, 6, 9 o'clock.) • Engage the pupils by asking them to guess what time they think the instructor does daily routines. Let the pupils to ask when the instructor does routines so he/she can answer. 	teacher's picture card (daily routine)
15 min.	<p>[Let's Watch and Think 1] p.14, 15</p> <ul style="list-style-type: none"> • Ask what time the characters will do the routines, and connect the time and daily routine with a line. 	<ul style="list-style-type: none"> • Show the characters' daily lives and tell them to connect the illustrations of the daily routine in the textbook with the time. • The pupil's textbook does not have dots to connect the pictures of the daily routine with the time, but the screens of the digital teaching materials have dots on both sides. Therefore, it is recommended to show the projection on a digital screen and connect them with a line as an example. • Rather than letting the pupils watch 10 different daily routines at once, ask the pupils which daily routine they want to watch. Ask what time the pupils do the routines, and call on them to compare with their own lives, one by one. Let them 	

		<p>watch.</p> <ul style="list-style-type: none"> • To raise pupil's interests by watching them while comparing them with their own lives. <p>◎Listening to the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	
4 min.	<p>[Let's Chant] What time is it? p.15</p> <ul style="list-style-type: none"> • Say what you can. 	<ul style="list-style-type: none"> • First, let them hear the chant and let them say what they can say. • Chant with the pupils. 	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 pupil's attitude toward using English. 	self-reflection card
2 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

4th Grade Unit 4 - Lesson 2 What time is it? What time is it now?

Goal: Be aware that the time varies depending on the country or region of the world, and become familiar with the time and daily routine.

Preparation: pupil's textbook, teacher picture card (daily routine), digital teaching materials, worksheets (Unit 1-2, 1-3: Bingo sheet), self-reflection card

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 greet some pupils individually. 	
3 min.	<p>[Let's Chant] What time is it? p.15</p> <ul style="list-style-type: none"> • Chant what you can say. 	<ul style="list-style-type: none"> • Chant with the pupils. 	digital teaching materials
10 min.	<p>○Pointing game</p> <ul style="list-style-type: none"> • Search for, point to and repeat the daily routine that the instructor says on pages 14 and 15 of the textbook. • After doing it in pairs, do it individually. 	<ul style="list-style-type: none"> • Post the daily routine picture cards on the blackboard chronologically and get the pupils to repeat. At that time, ask the pupils, "Do you like ~ Time"? What time is your "~ Time"? <p>This leads to activities at the end of the unit. After posting all the picture cards, tell them to play the Pointing game. The aim is to familiarize them with wording of their daily routine.</p>	<p>teacher's picture cards (daily routine) digital teaching materials pupil's textbook</p>
15 min.	<p>[Let's Watch and Think 2] p.16, 17</p> <ul style="list-style-type: none"> • Become familiar with how to say the time while answering the instructor's questions. 	<ul style="list-style-type: none"> • Tell the pupils to open the textbooks to p.16, 17 and check the city names (London, Tokyo, San Francisco, New York) on the map of "Let's Watch and Think" and which country they are in. • Ask what time it is in Tokyo?, get the answer, "Twelve from the pupil, 	digital teaching materials pupil's textbook

	<ul style="list-style-type: none"> • Watch the videos, complete the clock, and connect the time and the picture of the daily routine with a line. 	<p>and confirm how to say “It’s twelve.”</p> <p>Next, ask if it is twelve in Tokyo, what time it is in other cities, and ask the pupils to predict the time. Getting the pupils’ answers, repeat “It’s (time)” and let them say “It’s (time)”.</p> <p>First, show the video of Tokyo, confirm that it is noon, and connect the clock and the picture of the daily routine with a line. Then show the other three cities one by one, write the long hand on the clock, and connect it with the picture of the daily routine.</p> <ul style="list-style-type: none"> • After getting the pupils to guess what time it is in other cities. Get them to think and say what they would be doing at that time and what they think children in those cities are doing. • If internet connection is possible, make them to watch real-time images of the world and raise pupils’ interests. <p>◎Notice that the time differs depending on the country or region of the world. <Behavioral observation / self-reflection card analysis></p> <p>◎Listening to and saying the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	
8 min.	<p>[Let’s Listen] p.16</p> <ul style="list-style-type: none"> • Listen to the voice, listen to the time, write the long hand on the clock, and complete the clock. 	<ul style="list-style-type: none"> • Depending on the situation of the pupils, the instructor may check the four types of daily routines in the textbook before proceeding. • Also, since the listening here is a model of the activity at the end of the unit, it is not just an activity to end with listening, but after that, Ask the 	<p>digital teaching materials</p> <p>pupil’s textbook worksheets</p> <p>(Unit 1-2, 1-3: Bingo sheet)</p>

		<p>pupils “Do you like ‘~ Time’? What time is your ‘~ Time’?” and try to interact with the pupils.</p> <ul style="list-style-type: none"> • Depending on the situation of the pupils, it may be good to practice with how to say the time in a bingo game before this activity. Distribute bingo sheets (Unit 1-2, 1-3) to each pupil, have them write numbers 1 to 12 on the squares, and ask all pupils to write numbers. <p>Ask what time it is. And then answer with It’s ~. Check if the number of the time that the instructor said is on the sheet. If any one of the vertical, horizontal, and diagonal rows is checked, it will be Bingo.</p> <p>©Listening to the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	
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 pupil’s attitude toward using English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

4th Grade Unit 4-Lesson 3 What time is it? What time is it now?

Goal: Ask and answer about your favorite time.

Preparation pupil's textbook, teacher picture card (daily routine), digital teaching materials, worksheets (Unit 4-1, 4-2), self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the class and greet some pupils individually.	
2 min.	【Let's Chant】What time is it? p.15	• Chant with the pupils. • Have them say the time part instead of their own time.	digital teaching materials
8 min.	[Let's Watch and Think 1] p.14, 15 • "Watch through" the video.	• Go through the video that the pupils watched the previous time. Stop before the characters say their names, time, and daily routines, and ask "Is it "Bed Time / Dinner Time / Lunch Time"?" • At that time, ask What time is your "Wake-up Time" and interact with the pupils?	digital teaching materials pupil's textbook teacher's picture cards (daily routine)
26 min.	○Compare with your friend's daily routine. • Ask a partner what time he/she do daily activities and compare it to your time.	• Tell the pupils to ask about the time of daily routines, in pairs, compare it with your own life. ◎Asking and answering about daily routines. <Behavioral observation / self-reflection card inspection>	pupil's textbook worksheets (Unit 4-1, 4-2)

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 pupil's attitude toward using English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

Way of proceeding

- The instructor asks several pupils about the time of their daily routines, such as “Bed Time”, what time is it?, and interacts with them.
 - In the continuation, the instructor calls everyone on each other to ask each other, and make them ask next to each other, back and forth, and diagonally. Seeing the situation, walking around the classroom, pairing up and asking about daily routines, so that the pupils can have a sense of accomplishment that “I understood the other person, I told about myself”. Try to devise something that suits the situation.
 - Perform an interim evaluation so that the activities in the latter half will be in line with the aim. In the mid-term evaluation, for example, find a pair who has a pleasant exchange in the activity in the first half, reproduce the exchange in front of everyone, think about what kind of points are good, and make use of it in the second half. Encourage them to work more in line with their goals.
- <Considerations>
- Because pupil's lives are diversified in bathing habits and dinner times, it is necessary to consider that some pupils do not want to answer. It is important to select the items to be asked according to the situation of the pupils so that the pupils' willingness to communicate will not decline.
 - Lunch Time and Study Time are the same for almost all pupils, so it may not be dealt with here. Regarding Snack Time, there are many pupils who do not have such a habit, but by deliberately handling it, pupils will say No (Snack Time). It is also important to have pupils answer (I do not do that), and they can realize that life differs from person to person. Here, at least ask for the time of daily routines such as getting up, breakfast, homework, and going to bed.

4th Grade Unit 4 - Lesson 4 What time is it? What time is it now?

Goal: Try to communicate about your favorite time while considering people they are communicating with.

Preparation: pupil's textbook, teacher picture cards (daily routine), 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 class and greet some pupils individually. 	
3 min.	<p>【Let's Chant】 What time is it? p.15</p>	<ul style="list-style-type: none"> • Chant with the pupils. • Change the time part to their own time. 	digital teaching materials teacher's picture cards (daily routine)
33 min.	<p>[Activity] p.17</p> <ul style="list-style-type: none"> • Listen to the instructor and learn about his/her life. • Answer the questions of the instructor and listen to "Let's Listen" to check how to say your favorite time. • Say their favorite time and daily routine and the reason. 	<ul style="list-style-type: none"> • As a demonstration, talk about your favorite time and reason. <p>example T: I like 7 a.m. Why? (Ask the pupils why the instructor thinks)</p> <p>I like "Breakfast Time." I like <i>miso</i> soup.</p> <ul style="list-style-type: none"> • Next, ask a few pupils what time they like, and in response to the answer, ask why encouraging them to perspective on the unit. In addition, let them to listen to "Let's Listen" again and check the model. <p>©Asking and answering about my favorite time and communicating with</p>	digital teaching materials pupil's textbook

		others. <Behavioral observation / self-reflection card inspection>	
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 min.	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

Way of proceeding

- Each pupils should write down in advance the time and reason he / she likes most in his / her daily life.
- Let the pupils walk around the classroom, make a pair, and communicate their favorite time and daily routine and the reason.
- Stop the activity in the middle and perform an interim evaluation so that the activity will be more in line with the aim.

A: Hello.

B: Hi.

A: I like 3:00.

B: Why?

A: It's "Snack Time". I like cakes. How about you?

B: I like 7:00.

A: Why?

B: It's "Dinner time". I like *sushi*.

A: OK, thank you.