

4th Grade - Unit 9 Unit Name This is my day.

1. Unit Objective

- Be aware of the differences in voice and rhythm between Japanese and English, and become familiar with the expressions that express your daily routine. (Knowledge and skills)
- Listen to a short story such as a picture book and react to it, or understand the approximate content. (Thinking ability, judgment ability, expressive ability, etc.)
- While considering the people you are communicating with, listen to a short story such as a picture book and try to react. (Motivation toward learning, humanity, etc.)

2. Language elements

- I wake up (at 6:00). I have breakfast (at 7:00). I go to school. I go home.
- Daily routine (wash my face, go to school, go home, brush my teeth, put away my futon, check my school bag, leave my house, take out the garbage), everything, later, boy, girl, yummy, wonderful

[Already mentioned] Greetings, daily routine, condition / feeling, movement, subject, This is my favorite place. I, am, it, is, day, you, up, my, have, breakfast, house, the, to, school, homework, dinner, a, dream

3. Area-specific goals in the relevant curriculum guidelines

Listening	B. If you speak slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (presentation)	C. Try to talk about your thoughts and feelings using simple words and basic expressions while showing the real thing in public about familiar and simple things related to daily life.

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 expressions that express your daily routine, listen to short stories such as picture books, react, and understand the approximate	

	<p>contents.</p>	
	<p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • Listen to the story while answering the instructor's questions and giving impressions. <p>○What were you doing?</p> <ul style="list-style-type: none"> • Remember what the main character of the picture book was doing. <p>○Which page? Quiz</p> <ul style="list-style-type: none"> • Listen to the daily routine that the instructor says and cooperate in pairs to find the page. <p>○Chant What time is it? (Unit 4)</p> <p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, arrange the picture cards in pairs according to the story. <p>○Song Goodbye Song (3rd Grade Unit 2)</p>	<p>* Guidance will be given toward the goal of listening to and reacting to short stories such as picture books and understanding the approximate contents, but record the evaluation at the next time.</p> <p>◎I am listening to expressions that represent my daily routine. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening to expressions that represent my daily routine. <Behavioral observation / self-reflection card inspection></p>
<p>2</p>	<p>◆Familiarize yourself with the expressions that express your daily routine, listen to short stories such as picture books, react, and understand the approximate contents.</p> <p>○Let's hear the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. <p>○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p> <p>○Gesture game</p> <ul style="list-style-type: none"> • See what the instructor does and answer what it is. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎I am listening and saying expressions about the daily routine. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening to short stories, answering questions, and understand the general content. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening and saying</p>

		expressions about the daily routine. <Behavioral observation / self-reflection card inspection>
3	<p>◆ Familiarize yourself with the expressions that express your daily routine, and listen to a cohesive story to understand the general content.</p>	
	<p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. <p>○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p> <p>○Let's line up the cards.</p> <ul style="list-style-type: none"> • Search and arrange the cards of the scene that the instructor says in pairs. <p>○Let's communicate in pairs.</p> <ul style="list-style-type: none"> • One person in the pair chooses one card, expresses the feelings of the hero by referring to the items on that card, and the other person chooses the corresponding card. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎I am listening to short stories, answering questions, and understand the general content. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening and say expressions that express my daily routine. <Behavioral observation / self-reflection card inspection></p>
4	<p>◆ Listen to a cohesive story, understand the general content, and react.</p>	
	<p>○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p> <p>○Let's listen the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. <p>○Let's introduce your favorite page.</p> <ul style="list-style-type: none"> • Listen to the instructor's favorite page and answer the question. • Introduce your favorite pages as a pair. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎I am listening to a cohesive story, I understand the general content and react. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening to a cohesive story, I understand the general content and react. <Behavioral observation / self-reflection card inspection></p>

5	<p>◆ Listen to a cohesive story and try to react while giving consideration to the other party.</p>	
	<p>○ Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p> <p>○ Let's listen to the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. <p>○ Who am I? Quiz</p> <ul style="list-style-type: none"> • Listen to the instructor's daily life and answer questions. • Listen to the instructor, think about which teacher each group is, and make a presentation. <p>○ Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎ I am listening to and reacting to a cohesive story while giving consideration to the people you are communicating with.</p> <p><Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 9 - Lesson 1 This is my day. My day

Goal: Familiarize yourself with the expressions that express your daily routine, listen to short stories such as picture books, react, and understand the approximate content.

Materials: pupil's textbook, worksheets (Unit 9-1, 9-2), 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 and greet some pupils individually. 	
20 min.	<p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • Look at the first page to predict what the story will be like, and announce what is on that page and can be said in English. • Listen to the story while answering the instructor's questions and giving impressions. <p>○What were you doing?</p> <ul style="list-style-type: none"> • Remember what the main character of the picture book was doing. 	<ul style="list-style-type: none"> • Read aloud using a large picture book of digital teaching materials. • Before reading a picture book, first show the first page of the picture book to predict what the story will be, or let the illustrations on the page say what can be said in English to make the story interesting. To do so. • Read aloud. If there is an ALT, etc., the role may be divided with the instructor, the explanation may be read by the ALT, etc., and the dialogue of the main character may be read by the instructor. You may also listen to the audio of the digital teaching materials, but first use "manual playback" so that the instructor can turn the pages while watching the pupils. • After reading, remind the pupils of the daily routine that they are familiar with in Unit 4 while looking at the pictures on the page of the picture book, and ask the 	<p>digital teaching materials</p> <p>pupil's textbook</p>

		<p>following questions to look back on what it was like.</p> <p>What's his name? His name is ...?</p> <p>What time is Kazu's 'wake-up time'?</p> <p>Kazu's 'breakfast time' is ...?</p> <p>Kazu's school is ...?</p>	
10 min.	<p>○Which page? Quiz</p> <p>• Listen to the daily routine that the instructor says, and work together as a pair to find and open the page.</p>	<p>• Tell the daily routine that the pupils are familiar with in Unit 4 and ask them to open the pages of the textbook in pairs. The aim is to familiarize them with the words and phrases of their daily routine. Therefore, try to let them to listen to the daily routine not only once but many times.</p> <p>◎I'm listening to expressions that represent my daily routine.</p> <p><Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials</p> <p>pupil's textbook</p>
3 min.	<p>○Chant What time is it? (Unit 4)</p> <p>• Say the chant.</p>	<p>• Say with the pupils.</p>	<p>digital teaching materials</p>
5 min.	<p>○ Let's hear the story.</p> <p>-A pair of detachable picture cards from the worksheet (Unit 9-1, 9-2)</p> <p>Use one set and arrange the picture cards in order according to the story while listening to the story of the instructor.</p>	<p>• Prepare a set of worksheets (Unit 9-1, 9-2) with the picture cards separated for each pupil's pair.</p> <p>• Tell them to arrange the picture cards according to the story of the storytelling.</p> <p>• Read the picture book again.</p> <p>◎I'm listening to expressions that represent my daily routine.</p> <p><Behavioral observation / self-reflection card inspection></p>	
5	<p>• Look back on</p>	<p>• Praise the pupils' attitude toward</p>	<p>self-reflection card</p>

min.	today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye.	using English. • Sing with pupils. • Say Goodbye.	digital teaching materials
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* Guidance will be given toward the goal of listening to and reacting to short stories such as picture books and understanding the approximate contents, but record the evaluation at the next time.

How to read aloud

- Expressively add gestures so that the instructor can read the lines and devise the timing to turn the page according to the pupil's understanding and reaction. This will elicit the expectation and motivation to know what will happen on the next page and entertain the world of picture books.
- When you start reading, instead of reading one-sidedly, pupils have become accustomed to various things on the page, such as What's this? Do you like ~? Do you have ~? What ~ do you like? Ask questions using expressions and ask pupils to speak. It is important to read while interacting with the pupils and immerse them in the world of picture books.
- And above all, the instructor should enjoy reading the picture books too.

4 Grade Unit 9 - Lesson 2 This is my day. My day

Goal: Familiarize yourself with the expressions that express your daily routine, listen to short stories such as picture books, react, and understand the approximate content.

Materials: pupil's 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 and greet some pupils individually. 	
20 min.	<p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. 	<ul style="list-style-type: none"> • As in the last time, read aloud using a large picture book of digital teaching materials. What can be said in the dialogue of the picture book is to encourage pupils to say it together. <p>◎I am listening and saying expressions that express my daily routine. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening to short stories, answering questions, and understand the general content. <Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials</p> <p>pupil's textbook</p>
18 min.	<p>○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p> <ul style="list-style-type: none"> • Listen to the chant and announce the words you heard. 	<ul style="list-style-type: none"> • First, let them hear a few times to get the rhythm, and at the same time, let them announce what kind of words they heard. Compliment that they can hear at least one word in spite of the fast chant. 	<p>digital teaching materials</p>

	<ul style="list-style-type: none"> • Speak from where you can say. <p>○Gesture Game</p> <ul style="list-style-type: none"> • See what the instructor does and answer what it is. 	<ul style="list-style-type: none"> • Let the pupils enjoy the rhythm of English by letting them say what they can say instead of letting them say all of the chant. Also, let them think about gestures according to the lines of the chant. • Say with the pupils. • Call the pupils to play Gesture game with the flow from the chant. Do gestures the movements that represent the daily routine and let them answer what it is. Choose a gesture that is easy to understand. wash my face, brush my teeth, put away my futon, have breakfast, check my school bag, take out the garbage, do my homework, finish my dinner ◎I am listening and saying expressions that express my daily routine. <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. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

How to read aloud

• In the storytelling, gestures are added with expressive expressions, and the dialogue is read together, the timing of turning the page is devised, and questions are asked in the middle according to the pupil's understanding and reaction.

Read aloud while feeling a sense of unity with the pupils. Above all, I want to value the instructor's own enjoyable reading.

<Example of questions in the middle of reading aloud>

Who is this?

What time is it?

What time is your 'Dinner Time'?

- If there is an ALT, etc., the roles may be shared with the instructor, the explanation may be read by her ALT, etc., and the main character's dialogue may be read by the pupils and the instructor. You may also listen to the audio of digital teaching materials.

4th Grade Unit 9 - Lesson 3 This is my day. My day

Goal: Familiarize yourself with the expressions that represent your daily routine, and listen to a cohesive story to get an idea of what you are doing.

Materials: pupil's textbook, worksheets (Unit 9-1, 9-2) with separated picture cards, digital teaching materials, self-reflection card

* 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 and greet some pupils individually. 	
15 min.	<p>○Let's listen to the story.</p> <ul style="list-style-type: none"> • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. <p>○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning')</p>	<ul style="list-style-type: none"> • As in the last time, read aloud using a large picture book of digital teaching materials. What can be said together in the dialogue of the picture book encourages the pupils to say it together. <p>◎I am listening to short stories, answering questions, and understand the general content. <Behavioral observation / self-reflection card inspection></p> <ul style="list-style-type: none"> • Say with the pupils. Depending on the actual situation of the pupils, you may treat it to the extent that they enjoy the rhythm of English instead of letting them say everything. 	digital teaching materials
23 min.	<p>○Let's line up the cards.</p> <ul style="list-style-type: none"> • Use one set of detached picture cards from the worksheets (Units 9-1, 9-2) as a pair, and work together to find 	<ul style="list-style-type: none"> • Prepare a set of worksheets (Unit 9-1, 9-2) with the picture cards separated for each pupil's pair. • Say the lines of the picture book scene and the feelings of the hero in that scene in no particular order. 	pupils' textbook a detached picture card of the worksheets (Unit 9-1, 9-2)

	<p>and arrange the cards in the scene that the instructor says.</p> <p>○Let's communicate in pairs.</p> <ul style="list-style-type: none"> • For each pupil, the picture card of the worksheet (Unit 9-1, 9-2) is separated. <p>Use one set.</p> <ul style="list-style-type: none"> • One person in the pair chooses one card and expresses the feelings of the hero by referring to the items on that card. <p>Another person chooses the corresponding card. If they are the same card, put them together. Advance while changing roles.</p>	<ul style="list-style-type: none"> • Prepare one set of worksheets (Unit 9-1, 9-2) with the picture cards separated for each pupil, and let the pupils communicate with each other in the flow of the previous activity. <p>◎I am listening and say expressions that express my daily routine.</p> <p><Behavioral observation / 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. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

How to read aloud

- In the storytelling, gestures are added with expressive expressions, and the dialogue is read together, the timing of turning the page is devised, and questions are asked in the middle according to the pupils' understanding and reaction. Read aloud while feeling a sense of unity with the pupils. Above all, I want to value the instructor's own enjoyable reading.

- If there is an ALT, etc., the roles may be divided with the instructor, the explanation may be read by the ALT, etc., and the dialogue of the main character may be read by the pupils and the instructor. You may also listen to the audio of digital teaching materials.

4th Grade Unit 9 - Lesson 4 This is my day. My day

Goal: Listen to a cohesive story, understand the general content, and react.

Materials: pupils' textbook, digital teaching materials, self-reflection card

* 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
10 min.	<ul style="list-style-type: none"> • Say Hello. ○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning') 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with the pupils. Depending on the actual situation of the pupil, you may treat it to the extent that you enjoy the rhythm of English instead of letting them say everything. 	digital teaching materials
10 min.	<ul style="list-style-type: none"> ○Let's listen to the story. • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. 	<ul style="list-style-type: none"> • As in the last time, read aloud using a large picture book of digital teaching materials. What can be said in the dialogue of the picture book is to encourage pupils to say it together. ◎Listening to a cohesive story, I understand the general content and react. <Behavioral observation / self-reflection card inspection> 	
20 min.	<ul style="list-style-type: none"> ○Let's introduce your favorite page. • Listen to the instructor's favorite page and answer the question. • Listen to the hints about your favorite 	<ul style="list-style-type: none"> • First, introduce his/her favorite page in the picture book. Say what's on the page and tell why you like the page. ◎Listening to a cohesive story, I understand the general content and react. <Behavioral observation / self-reflection card inspection> 	digital teaching materials pupil's textbook

	<p>page that the representative pupil says, think about which page, and announce it.</p> <ul style="list-style-type: none"> • Introduce your favorite pages as a pair. 	<ul style="list-style-type: none"> • Ask all pupils what page do you like. And let them decide which page they like. • Have 3 to 5 representative pupils introduce their pages. • Pair and tell each other to introduce their favorite pages. Provide individual support. 	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○ Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

How to read aloud

- In the storytelling, gestures are added with expressive expressions, and the dialogue is read together, the timing of turning the page is devised, and questions are asked in the middle according to the pupil's understanding and reaction.

Read aloud while feeling a sense of unity with the pupils. Above all, I want to value the instructor's own enjoyable reading.

- If there is an ALT, etc., the roles may be divided with the instructor, the explanation may be read by the ALT, etc., and the dialogue of the main character may be read by the pupils and the instructor. You may also listen to the audio of digital teaching materials.

4th Grade Unit 9 - Lesson 5 This is my day. My day

Goal: Listen to a cohesive story and try to react while giving consideration to the other person.

Materials: pupil's textbook, teacher's picture cards (movements), pictures of teachers in the school, 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
5 min.	<ul style="list-style-type: none"> • Say Hello. ○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning') 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with the pupils. Depending on the actual situation of the pupils, you may treat it to the extent that they enjoy the rhythm of English instead of letting them say everything. 	digital teaching materials
5 min.	<ul style="list-style-type: none"> ○Let's listen to the story. • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together. 	<ul style="list-style-type: none"> • As in the last time, read aloud using a large picture book of digital teaching materials. encourage pupils to say what they can say in the dialogue of the picture book together. Since it is the last time of the unit, it seems that the pupil can say many of the lines. 	digital teaching materials pupil's textbook
25 min.	<ul style="list-style-type: none"> ○Who am I? Quiz • Listen to the instructor's daily life and answer the questions. • Listen to the instructor, think about which teacher is, and make a 	<ul style="list-style-type: none"> • Introduce the daily life of the instructor. Instead of introducing one-sidedly, ask the pupils questions and introduce them while exchanging. • Next, based on what you heard about how the teachers in the school spent their holidays, the pupils tell the pupils that they will 	teacher's picture cards (operation)

	presentation in each group.	<p>have Who am I? Quiz. Introduce the daily life using picture cards, as if you were the teacher who they had lessons with or were familiar with.</p> <ul style="list-style-type: none"> • Rather than introducing one-sidedly, try to proceed while asking and exchanging questions with the pupils. <p>◎ I am listening to and reacting to a cohesive story while giving consideration to the people I am communicating with. <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. • Write down what you learned in the one-year foreign language activity in the textbook and interact with each other. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Looking back on the year, admit and praise the place where they have grown more than in April. Conclude the year by calling out so that they can look forward to the start of foreign language classes in the 5th grade from the next year. • Sing with pupils. • Say Goodbye. 	self-reflection card pupil's textbook digital teaching materials

How to read aloud

- In the storytelling, gestures are added with expressive expressions, and the dialogue is read together, the timing of turning the page is devised, and questions are asked in the middle according to the pupil's understanding and reaction. Read aloud while feeling a sense of unity with the pupils. Above all, I want to value the instructor's own enjoyable reading.
- If there is an ALT, etc., the roles may be shared with the instructor, the explanation may be read by her ALT, etc., and the main character's dialogue may be read by the pupils and the instructor. You may also listen to the audio of digital teaching materials.