

3rd Grade - Unit 1

Unit Name Hello!

Say Hello and Become Friends

1. Unit Objective

- Be aware that there are various languages used around the world, and become familiar with greetings and how to say names. (Knowledge and Skills)
- Say own name and say Hello to each other. (Abilities to think, make judgements and express themselves.)
- Try to say one's name and exchange greetings while trying to convey understanding to the people they are communicating with. (Motivation to learn and humanity)

2. Language material

- Hello. Hi. I'm (Hinata). Goodbye. See you.
- Greetings (Hello, hi, Goodbye, see you), friend, I, am

3. Area-Specific Objectives related to the Course of Study

Listening	B. Have pupils try to understand the meaning of basic expressions for familiar and simple things in English that are spoken slowly and clearly.
Speaking (interaction)	A. Have pupils try too greetings, express gratitude, give simple instructions with basic expressions and respond to them.

4. Unit Plan

Time	Goals (◆) and Main Activities (【 】, ○) 【 】: Activities in the textbook.	Evaluation Perspective <Method>
1	<p>◆ Be aware that there are various languages in the world, and become familiar with greetings and how to introduce one's own name.</p> <p>○ Know what kind of activities the class will be doing during the time of Foreign Languages Activities class. [Let's Watch and Think] p.2</p> <ul style="list-style-type: none"> • Watch video materials that show there are various countries in the world, as well as the state and language of each country. <p>Notice that their salutations are also different.</p> <p>○ Say Hello/Goodbye/etc. in various languages around the world.</p>	<p>* Because it is the first class in Foreign Language Activities, instructors will give guidance toward the goals, but will not keep a record of evaluation.</p>

	<ul style="list-style-type: none"> • Walk freely around the classroom and greet friends in various languages. ○ Say Hello, say own name, and get a name tag. • Say Hello to the instructor, say one's own name, and receive a name tag from the instructor. <p>[Let's Chant] Hello! p.3</p>	
2	<p>◆ Be aware that there are various languages used around the world, and think of how to and try to give one's name to others and exchange greetings.</p> <p>[Let's Watch and Think] p.2</p> <ul style="list-style-type: none"> • Listen to the greetings and names (language of characters' country and English) of the characters in the video materials. <p>[Let's Listen] p.4</p> <ul style="list-style-type: none"> • Listen to the greetings and connect the characters and their appropriate national flags with lines. <p>[Let's Chant] Hello! P.3</p> <p>○ Pass Game</p> <ul style="list-style-type: none"> • Pass the ball around, exchange greetings with the instructor and say own name. <p>[Activity] p.5</p> <ul style="list-style-type: none"> • Walk around freely, greeting friends and saying own name. 	<p>◎ Being aware that there are various languages used around the world.</p> <p><Behavioral observation / self-reflection card analysis></p> <p>◎ Saying one's own name and greet each other.</p> <p><Behavioral observation / self-reflection card inspection></p> <p>◎ Exchanging greetings thinking of how to and try to say one's own name</p> <p><Behavioral observation / self-reflection card inspection></p>

3rd Grade Unit 1 - Lesson 1 Hello! Say Hello and become friends

1st Lesson Goal: Be aware that there are various languages in the world and become familiar with greetings and how to introduce one's name.

Teaching Materials: digital teaching materials, pupil's textbook, teacher's picture cards (national flags), worksheets (Unit 1-2, 1-3 Name Cards), name tags (for each pupil), self-reflection cards

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
2 min.	Say Hello.	Say Hello to the whole class and to a few pupils individually. At this time, the pupil may not know how to say Hello in English. The instructor should encourage the pupil to return the greeting as is, saying Hello.	
10 min.	Learn what kind of activities will be done during Foreign Language Activities.	Let them freely announce what they noticed from the cover of the textbook, and touch on the wish contained in the title of the textbook, "Let's Try!", to increase their motivation and expectations for future classes.	digital teaching materials pupil's textbook
10 min.	[Let's Watch and Think] p.2 • From the video materials, notice that there are various countries in the world, and that the languages and greetings differ from country to country.	<ul style="list-style-type: none"> • Focus class's attention on the world map, characters, etc., which will lead to the viewing of video materials while arousing the interest of pupils. • Have the pupils be aware of the different countries, languages, greetings, etc. 	digital teaching materials pupil's textbook teacher's picture cards (country flags)
7 min.	• Say greetings in various languages	• While factoring in the pupil's abilities and interest, choose a	teacher's picture cards

	<p>from around the world.</p> <ul style="list-style-type: none"> • Do greetings in the languages found around the world. 	<p>number of countries and try to motivate them by saying “Let’s go on a world trip and say Hello!” Have them see that there are various languages and greetings around the world through this activity.</p>	<p>(country flags) digital teaching materials</p>
5 min.	<ul style="list-style-type: none"> • Say Hello, say one’s own name, and get a name tag. • Say Hello to the instructor, say one’s own name, and receive a name tag from the instructor. 	<ul style="list-style-type: none"> • Exchange greetings with each pupil, ask them to say their name, and hand them a name tag. If there are multiple instructors the pupils can be split into groups, and if there is only one instructor, the name tags can be given before class to secure more activity time. • When the pupil receives the name tag, encourage them to say “Thank you.” Also, the instructor should say “Here you are.” When handing it over, and try to reply “You’re welcome.” It is important to value such exchanges that enrich communication, and have the pupil do the same. 	<p>name tags (Prepare name tags with each pupil’s name written with the alphabet for the whole class) (Unit 1-2, 1-3 <i>Meishi</i> Card)</p>
4min .	<p>[Let’s Chant] Hello! P.3</p> <ul style="list-style-type: none"> • Imitate the voice and do the chant. 	<ul style="list-style-type: none"> • Show them the TV screen and let them understand the scenario for the chant. • Have the pupil slowly say and imitate it until they get used to it. The instructor should also say it with the pupils. 	<p>digital teaching materials pupil’s textbook</p>
7 min.	<ul style="list-style-type: none"> • Look back on today’s activities and fill in the self-reflection card. • Say Goodbye / see you / etc. 	<ul style="list-style-type: none"> • Praise the pupil’s good points about their attitude toward using English and reiterate today’s goal. • Say Goodbye / see you / etc. 	<p>self-reflection card</p>

* Because it is the first time in Foreign Language Activities, we will guide them toward the goal but will not keep a record of evaluation.

3rd Grade Unit 1 - Lesson 2 Hello! Say Hello and become friends

2nd Lesson Goal: Be aware that there are various languages used around the world and think of how to and try to give one's name to others and exchange greetings.

Teaching Materials: digital teaching materials, pupil's textbook, teacher's picture cards (national flags), balls, worksheets (Unit 1-1 greeting bingo sheet), CDs (music), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
3 min.	Say Hello.	Say Hello to the whole class and to a few pupils individually.	
5 min.	[Let's Watch and Think] p.2 • Watch the video material again.	• Have the pupils open the textbook to last class's material, have them recall things about countries they studied and the greetings they listen to, and view digital materials again.	digital teaching materials pupil's textbook teacher picture cards (national flag)
7 min.	[Let's Listen] p.4 • Listen to the voice and connect the characters and the national flag with a line.	• Have the pupils look at the characters in the textbook and make them predict the country name and greetings to increase their interest in the activity.	digital teaching materials teacher's picture cards (national flag)
3 min.	[Let's Chant] Hello! P.3 • Say chant with the voice. • Say chant with one's own name.	• The instructor also does the chant. • Once they get used to it, use the karaoke version to encourage pupils to say their names and motivate them to communicate in English. • Once they get used to it, the pupil may be more interested in the chant that replaces the lyrics with the names of the pupil.	digital teaching materials pupil's textbook
5	• Pass game	Demonstrate with a few pupils to	balls, etc. (things

min.	<ul style="list-style-type: none"> • Say one's name by exchanging greetings with the instructor. 	<p>help them understand how to play.</p> <ul style="list-style-type: none"> • Consider who to nominate until they get used to the activity. • Consider the form of the activity, such as doing it as a whole class or as a group, tailoring it to the class. 	that can be passed) CD (music)
15 min.	<p>[Activity] p.5</p> <ul style="list-style-type: none"> • Walk freely, greet friends, introduce each other's names, and write one's name in Japanese on the other person's textbook. 	<ul style="list-style-type: none"> • Have pupils walk freely around the classroom, greet friends they meet, and share their names. After sharing names, instruct them to write their names on the other person's textbook. • Temporarily stop the activity partway through. In the first half, the instructor searches for a pair who had a pleasant exchange when greeting and exchanging names, and has the pair reproduce the greeting, etc. in front of everyone. Let other pupils announce the good points from the exchange of the pair. Have them pay attention to their example and then proceed with the second half. By doing this, it can be expected that the latter half of the exchange will be better communicated to the other pupils. • Keep in mind that this activity is not a competition to see how many people they can greet. This is so that pupils can recognize their efforts in having greeted their friends in English. <p>◎Saying one's name and saying Hello to each other. <Behavioral observation / self-reflection card inspection></p> <p>◎Saying one's name and exchanging greetings. <Behavioral</p>	digital teaching materials pupil's textbook worksheet (Unit 1-1 Greeting Bingo Sheet)

		observation / self-reflection card inspection>	
7 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. • Say Goodbye, see you, etc.. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and reiterate today's goal. • Say Goodbye, see you, etc. 	self-reflection card

3rd Grade - Unit 2 Unit Name How are you?

1. Unit Objective

- Be aware of the importance of facial expressions and gestures, and become familiar with expressions that ask and answer emotions and states. (Knowledge and skills)
- Greet each other while using facial expressions and gestures. (Abilities to think, make judgements, and express themselves)
- Try to greet while trying to be understood by the other party with facial expressions and gestures. (Motivation to learn and humanity)

2. Language material

- How are you? I'm (happy).
 - how, are, me, and, state / feeling (fine, happy, good, sleepy, hungry, tired, sad, great)
- [Already mentioned] Greetings and self-introduction

3. Area-Specific Objectives related to the Course of Study

Listening	B. Have pupils try to understand the meaning of basic expressions for familiar and simple things in English that are spoken slowly and clearly.
Speaking (interaction)	A. Have pupils try too greetings, express gratitude, give simple instructions with basic expressions and respond to them.

4. Unit plan

Time	The Goals (◆) and main activity(【 】 , ○) 【 】 : Activities that are in the textbook	Evaluation perspective <Method>
1	◆Familiarize oneself with expressions that ask and answer emotions and conditions. • Chant Hello! (Unit 1) [Let's Watch and Think 1] p.6, 7 • Learn the expressions that express emotions and states from the conversations of the characters. [Let's Listen] p.8 • Listen to the voice and connect the characters with illustrations that show their emotions and states.	◎Asking and answering emotions and conditions. <Behavioral observation / self-reflection card inspection>

	<p>[Let's Sing 1] Hello Song p.8</p> <p>[Activity] p.9</p> <ul style="list-style-type: none"> • Ask and answer questions among pupils. <p>[Let's Watch and Think 2] p.9</p> <ul style="list-style-type: none"> • Think about the meaning of gestures. <p>[Let's Sing 2] Goodbye Song p.8</p>	
2	<p>◆ Recognize the importance of facial expressions and gestures, and try to greet them while trying to convey them to the other party by adding facial expressions and gestures.</p>	
	<p>○ Chant Hello! (Unit 1)</p> <p>[Let's Sing 1] Hello Song p.8</p> <p>○ Let's say Hello in pairs.</p> <p>[Let's Watch and Think 1] p.6, 7</p> <p>[Activity] p.9</p> <ul style="list-style-type: none"> • Ask about one's emotional and physical condition, and write the name of the person who asked on the table in the textbook. <p>[Let's Sing 2] Goodbye Song p.8</p>	<p>◎ Greeting while trying to convey to the other party with facial expressions and gestures. <Behavioral observation / self-reflection card inspection></p> <p>◎ Being aware of the importance of facial expressions and gestures. <Behavioral observation / self-reflection card analysis></p>

3rd Grade Unit 2 - Lesson 1 How are you?

Goal: Familiarize oneself with expressions that ask and answer emotions and conditions.

Teaching Material: Digital teaching materials, pupil's textbook, teacher's picture cards (state / emotion), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
3 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? ○Chant Hello! (Unit 1)	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. • Say with the pupils. 	digital teaching materials
7 min.	[Let's Watch and Think 1]* p.6, 7 <ul style="list-style-type: none"> • Learn the expressions that express emotions and states from the conversations of the characters. 	<ul style="list-style-type: none"> • Encourage pupils to speak freely about the textbook and confirm that it is an "excursion" scene. • Have the pupils imagine what kind of story is told about from the facial expressions of the characters so that pupils can match the expressions. • There are 5 children in the textbook. Before watching each conversation, while listening to the reactions of the pupils, show the picture cards and say Tired? Happy? Sleepy? Hungry? Sad? 	pupil's textbook digital teaching materials teacher's picture cards (state / emotion)
6 min.	[Let's Listen] p.8 <ul style="list-style-type: none"> • Listen to the voice and connect the characters with illustrations that show their emotions and states. 	<ul style="list-style-type: none"> • Ask "How are you?" and reply to one another with "I'm ~". Try to have the pupils understand the meaning before starting the activity. If there is no other instructor (e.g. an ALT), the instructor will use puppets, etc. A method of playing two roles per person is also possible. • Confirm the meaning of the pictures that are showing the six states of the textbook and predict answers of the characters with pupils beforehand. Listen to the voice after motivating. 	digital teaching materials pupil's textbook teacher's picture cards (state / emotion)

4 min.	<p>[Let's Sing 1] Hello Song p.8</p> <ul style="list-style-type: none"> • Sing with gestures. 	<ul style="list-style-type: none"> • First, let the song be listen to and encourage them to sing from the part that can be sung. Make the pupils think about gestures and replace the fine part with hungry or sleepy so that the pupils can choose the lyrics so that they can sing happily. 	<p>digital teaching materials pupil's textbook</p>
7 min.	<p>[Activity] p.9</p> <ul style="list-style-type: none"> • Ask and answer questions among pupils. 	<ul style="list-style-type: none"> • Ask several pupils “How are you ?”. It is expected that the pupil will answer with words such as “I’m happy”, so in that case, show the answer as “Oh, you are happy. I’m good.” (Pointing to yourself. Encourage them to answer with “I’m ~”). • When the pupil becomes accustomed to it, encourage them to ask with “How are you?” Familiarize them with these expressions. • In this way, tell them to ask and answer each other in pairs next to each other, back and forth, and diagonally. <p>◎Asking and answering emotions and conditions. <Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials pupil’s textbook teacher’s picture cards (state / emotion)</p>
8 min.	<p>[Let's Watch and Think 2] p.9</p> <ul style="list-style-type: none"> • Think about the meaning of the gesture and announce it. 	<ul style="list-style-type: none"> • Show the video material without audio, and let them predict what the gesture means from the facial expressions and gestures of the characters. Also, in Japanese, it is good to let people think about what kind of gesture they will make at such times. After that, show the video material with audio and confirm the expression. Make people aware of the difference in meaning and fun of gestures. 	<p>digital teaching materials pupil’s textbook</p>
3 min.	<p>[Let's Sing 2] Goodbye Song</p>	<ul style="list-style-type: none"> • Have the pupils listen to the voice, ask the expressions that you can listen 	<p>digital teaching materials</p>

	<p>p.8</p> <ul style="list-style-type: none"> • Listen to the voice and think about the meaning. • Sing along with the voice. 	<p>to, and draw out words such as Goodbye from the pupil so that they can think about what kind of situation they are and understand their meaning.</p> <ul style="list-style-type: none"> • Sing with pupils. 	
7 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. • Say Goodbye, etc. 	self-reflection card

3rd Grade Unit 2 - Lesson 2 How are you?

Goal: Recognize the importance of facial expressions and gestures, and try to greet them while trying to convey them to the other party by adding facial expressions and gestures.

Teaching Material: Digital teaching materials, pupil's textbook, teacher's picture cards (state / emotion), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
8 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? • Chant Hello! (Unit 1) [Let's Sing 1] Hello Song p.8 • Sing with gestures. 	<ul style="list-style-type: none"> • Say Hello to the class and greet some individually to remind them of what they learned before. • Sing with pupils and sing with gestures. • Make pupils think of original gestures, or change the activity form by walking freely in the classroom and forming a pair. 	digital teaching materials
5 min.	○Let's say Hello in pairs.	<ul style="list-style-type: none"> • Ask a few pupils "how are you?" Again, post a picture card according to the pupil's answer, and check the vocabulary that expresses emotions and conditions. • Instruct them to greet each other, back and forth, and diagonally. 	teacher's picture cards (state / emotion)
7 min.	<p>[Let's Watch and Think 1] p.7</p> <ul style="list-style-type: none"> • Check the expressions that express emotions and states from the conversations of the characters. 	<ul style="list-style-type: none"> • Watch the previous video again. Before that, look at the illustrations in the textbook to remind each pupil of how they feel and announce the words that describe the emotions and conditions they encountered the previous time. After doing so, show the video material. 	digital teaching materials pupil's textbook (state / emotion)

15 min.	<p>[Activity] p.9</p> <ul style="list-style-type: none"> • Ask about one's condition and physical condition, and write the name of the person who asked on the table in the textbook. 	<ul style="list-style-type: none"> • Make the pupils walk around the classroom, pair with friends, greet them, and tell them to ask about their condition. • First, try the activity. In the first half, the instructor observes the pupils while greeting with them, and finds a pupil who had pleasant greeting where the other party understood his / her condition. • Give awareness of the importance of giving gestures and facial expressions by stopping the class and show off the facial expressions and gestures of pupils who have done it well. In this way, instructors can make sure that the activity is in line with the goal. <p>◎Greeting while trying to convey to the other party with facial expressions and gestures. <Behavioral observation / self-reflection card inspection></p> <p>◎Awareness of the importance of facial expressions and gestures. <Behavioral observation / self-reflection card analysis></p>	digital teaching materials pupil's textbook
3 min.	<p>[Let's Sing 2] Goodbye Song p.8</p> <ul style="list-style-type: none"> • Sing with gestures. 	<ul style="list-style-type: none"> • Sing with pupils and add gestures. 	digital teaching materials
7 min.	<ul style="list-style-type: none"> • Look back on today's lesson and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at 	self-reflection card

	• Say Goodbye, etc.	this time. • Say Goodbye, etc..	
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3rd Grade - Unit 3

Unit Name How many? Let's count and play

1. Unit Objective

- Because of the difference in counting numbers between Japan and foreign countries, be aware that there are various ways of thinking, and become familiar with how to say numbers from 1 to 20 and how to ask for numbers. (Knowledge and skills)
- Ask and answer questions about numbers and communicate with each other. (Abilities to think, make judgements and express themselves)
- Try to ask and answer using numbers while trying to convey them to the other party. (Motivation to learn and humanity)

2. Language material

- How many (apples)? (Ten) (apples). Yes. That's right. No. Sorry.
- many, number (1 ~ 20), personal belongings (counter, ball, pencil, eraser, ruler, crayon), fruits / vegetables (apple, strawberry, tomato), shape (circle, triangle, cross, listen tot), stroke , yes, no, sorry, that, is, right

[Already mentioned] Greetings / self-introduction, condition / feelings

3. Area-specific Objectives related to the Course of Study

Listening	A. Have pupils try and listen to and understand simple words and phrases about themselves and the things around them in English that is spoken slowly and clearly.
Speaking (interaction)	C. Have pupils try to ask questions and answer the questions about themselves, other people, and things around them using simple words, phrases, or basic expressions with the instructor's support.

4. Unit plan

Time	The Goals (◆) and main activity(【】 , ○) 【】 : Activities that are in the textbook	Evaluation perspective <Method>
1	◆Familiarize oneself with the wording of numbers from 1 to 10. ○Song Hello Song (Unit 2) ○Know how to say things around pupils. [Let's Play 2] p.12 • Play rock-paper-scissors with the instructor. No.1 (10 times) ○Missing game (1 ~ 10) [Let's Sing] Ten Steps p.10	◎Listening to and saying numbers from 1 to 10. <Behavioral observation / self-reflection card inspection>

	○Song Goodbye Song (Unit 2)	
2	◆ From the difference in counting methods between Japan and foreign countries, notice that there are various ways of thinking, and become accustomed to the way of saying numbers from 1 to 20.	
	○Song Hello Song (Unit 2) [Let's Sing] Ten Steps p.10 [Let's Watch and Think] p.12 Write the number of the country in □. ○Guess what the instructor has and how many. ○Count the number of personal items in the textbook. [Let's Play 1] p.10, 11 • Play a marble game. • Song Goodbye Song (Unit 2)	◎Being aware that there are various ways of thinking. <Behavioral observation / self-reflection card analysis> ◎Listening to and saying numbers from 1 to 20. <Behavioral observation / self-reflection card inspection>
3	◆ Familiarize oneself with the expression of asking for numbers, and ask and answer numbers to communicate.	
	○Song Hello Song (Unit 2) [Let's Sing] Ten Steps p.10 [Let's Play 2] p.12 • Play rock-paper-scissors with the instructor. No.2 (10 times) ○Clap game [Let's Play 3] p.13 [Activity 1] p.13 • Ask for the number of apples and find a friend who has the same number of apples. ○Song Goodbye Song (Unit 2)	◎Asking and answering numbers. <Behavioral observation / self-reflection card inspection> ◎Communicating by asking and answering numbers. <Behavioral observation / self-reflection card inspection>
4	◆ Try to ask and answer numbers while trying to convey them to the other party.	
	○Have a prospect for the final activity from the story of the instructor. ○Which kanji is it? [Let's Chant] How many? P.13 [Activity 2] p.13 • Introduce one's favorite Chinese characters with one's friends.	◎Asking and answering numbers while devising ways to convey them to the other party. <Behavioral observation / self-reflection card inspection>

	○Song Goodbye Song (Unit 2)	
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3rd Grade Unit 3 - Lesson 1 How many? Count and play

Goal: Familiarize oneself with how to say numbers from 1 to 10.

Teaching Materials: personal items (pencils, erasers, etc.), digital teaching materials, pupil's textbook, teacher's picture cards (personal items), teacher's picture cards (1 ~ 10), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole and greet several pupils individually. 	
2 min.	<ul style="list-style-type: none"> ○Song Hello Song (Unit 2) • Sing with gestures. 		digital teaching materials
15 min.	<ul style="list-style-type: none"> ○Know how to say things around pupils. • Learn how to say things around them by saying after the instructor and answering the questions of the instructor. • Open pupils' textbooks p.10 and 11 and say things and numbers on the desk. At that time, pupils say what they can say in English. <Things in the textbook> pencil, eraser, ruler, dice, block, apple, listen tot, ball, crayon, counter, clock, one ~ twelve, A ~ Z 	<ul style="list-style-type: none"> • Put a pencil, eraser, dice, etc. in his / her pocket in advance, and ask What's this? While touching it, takes it out, show the real thing, and introduce it by saying Oh, a pencil. .. • Also, show the pupils the things on their desks, introduce them as Oh, an eraser. And ask other pupils if they have "Everyone, an eraser?". (Originally we use the Phrase "Do you have an eraser?", depending on the actual situation of the pupils, in this case use the phrase, "An eraser?") • By repeating this kind of thing, let the pupils come across the way of saying things around them in English. • Have the pupils open the pupil's textbook, ask "What can you see?" And ask them to announce the items and numbers in the textbook. At that time, if the pupil answers in Japanese, the instructor will return it in English, and they will be able to understand more words. Ask the 	Personal items (pencils, erasers, etc.) pupil's textbook digital teaching materials teacher's picture cards (personal items)

		number, such as How many apples? One? Two?, and give a perspective to the unit.	
10 min.	[Let's Play 2] p.12 Let's play rock-paper-scissors. No.1 (10 times) • Play rock-paper-scissors with the instructor and friends, and write down the results on the table in the textbook.○ (win), △ (Aiko), × (lose)	<ul style="list-style-type: none"> • After filling in the results of playing rock-paper-scissors 10 times, ask How many circles / triangles / crosses ? Perhaps the pupils are beginning to count the numbers of ○, △, × entered in the table before the instructor asks How many ~ ? Therefore, when the instructor asks, "How many circles?", The pupil's consciousness and the expression "how many" match, and the pupil seems to understand the meaning of the expression "how many". In this way, it is important for pupils to be able to infer the meaning of English words and expressions, whether they are scenes or situations, without asking "how many ○s are there?" In Japanese. • After counting the numbers of ○, △, and × entered in the table, the instructor asks One? Two? ... And ask the pupils to raise their hand. The instructor tells the numbers one to ten many times, and they'll come across those words. At that time, a teacher's card will be posted on the blackboard to connect to the next activity. 	digital teaching materials pupil's textbook teacher's picture cards (1-10)
6 min.	○Missing game (1-10)	<ul style="list-style-type: none"> • While pointing at the number cards posted on the blackboard in the previous activity, it is advisable to confirm the wording of numbers in English with the pupil and make them aware that there are 10 number cards on the blackboard before starting the activity. 	teacher's picture cards (1 ~ 10)

		◎Listening to and saying numbers from 1 to 10. <Behavioral observation / self-reflection card inspection>	
3 min.	[Let's Sing] Ten Steps p.10 • Sing to the music.	• Sing with pupils. • When they get used to it, let them choose one number and clap their hands once without saying the number, so that they can change their singing style and maintain their motivation.	digital teaching materials teacher's picture cards (1 ~ 10)
5 min.	• Look back on the activities at this time and fill in the self-reflection card.	• Praise the pupils' good points about their attitude toward using English and their aim at this time.	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) •Sing a song and say Goodbye.	•Sing and say Goodbye with the pupils.	digital teaching materials

3rd Grade Unit 3 - Lesson 2 How many? Count and play

Goal: be aware that there are various ways of thinking from the difference in how to count numbers in Japan and foreign countries, and become familiar with how to say numbers from 1 to 20.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (1 ~ 20), boxes and bags, personal belongings such as pencils and marbles 1 ~ 20, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
1 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole and greet several pupils individually. 	
5 min.	<ul style="list-style-type: none"> ○Song Hello Song (Unit 2) [Let's Sing] Ten Steps p.10 	<ul style="list-style-type: none"> • Sing with pupils. • Through singing a song, remind them of how to say 1 to 10 numbers that they knew the previous time, so that they can connect to the next activity. 	digital teaching materials teacher's picture cards (1 ~ 20)
8 min.	[Let's Watch and Think] p.12 <ul style="list-style-type: none"> • Write the number in □, considering which country the number is to say. 	<ul style="list-style-type: none"> • First, check which country they are from the six national flags in the pupil's textbook, and then have the pupils listen to only the audio of the digital teaching materials (▶ button), and ask them which country the number is. (From the top left, China: No.2, America: No.1, Japan: No.3 From the bottom left, India: No.5, Korea: No.4, Spain: No.6) • At that time, in Korean and Chinese, the pronunciation of "3" should be pronounced like "san" in Japanese, and in Japanese, "4" should be pronounced "4", "yon", and "7". It is worth noting that there are various counting methods, such as pronouncing "shichi," "nana," and "9" as "kyu" and "ku." Make people aware that there are 	digital teaching materials pupil's textbook

		<p>various ways of thinking due to the difference in counting methods between Japan and foreign countries.</p> <ul style="list-style-type: none"> • Next, show the video (Q button) so that pupils can notice the difference in counting, and finally confirm the answer (A button). <p>◎Being aware that there are various ways of thinking. <Behavioral observation / self-reflection card analysis></p>	
8 min.	<p>○Guess what the instructor has and how many.</p> <ul style="list-style-type: none"> • Guess and answer what are in the box or the bag of the instructor and the number of them. 	<ul style="list-style-type: none"> • Put pencils or marbles in a box or a bag in advance. Shake the box to make a sound or touch the bag to make the pupil predict what are inside and how many, then take out the pencils etc. that are inside and count with the pupils. Try to remind pupils of the words around them that they met last time. • At first, pupils handles 10 or less items, but as they get used to it, they handle 11 or more items, instructor counts them with the pupils so that they naturally encounter 11 or more items. • From the activity of counting personal belongings to the activity using the following pupil's textbooks. 	boxes and bags 1 to 20 personal items such as pencils and marbles
8 min.	<ul style="list-style-type: none"> • Count the number of personal items in the textbook. • Count the number of things on the screen of digital teaching materials and the textbook for pupils. 	<ul style="list-style-type: none"> • From the flow of the previous activity, show the screen of the digital teaching material and ask how many balls. • First, ask How many ~ ?, show the digital teaching materials or pupil's textbooks, and then hide the screen or close the textbooks. After that, predict the number. Count with the pupils again in digital materials or textbooks 	digital teaching materials pupil's textbook

		<p>to see if the expectations are correct.</p> <ul style="list-style-type: none"> • Through this activity, have the pupils listen to the voice over and over again so that they will become accustomed to the numbers of 11 or more. 	
8 min.	<p>[Let's Play 1] p.10, 11</p> <ul style="list-style-type: none"> • Play a marble game. 	<ul style="list-style-type: none"> • Show a demonstration and let them understand how to proceed. <p>◎Listening to and saying numbers from 1 to 20.</p> <p><Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>marbles (or pieces of paper, etc.)</p>
5 min.	<ul style="list-style-type: none"> • Look back on the activities at this time and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<p>○Song Goodbye Song (Unit 2)</p> <ul style="list-style-type: none"> • Sing a song and say Goodbye. 	<ul style="list-style-type: none"> • Sing and say Goodbye with the pupils. 	digital teaching materials

3rd Grade Unit 3 - Lesson 3 How many? Count and play

Goal: Familiarize oneself with the expression that asks for the characteristic and communicate by asking and answering the number.

Teaching material: digital teaching materials, pupil's textbook, teacher's picture cards (1 ~ 20), tambourine, castanets, etc., colored pencils, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
1 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole and greet several pupils individually. 	
4 min.	<ul style="list-style-type: none"> ○Song Hello Song (Unit 2) [Let's Sing] Ten Steps p.10 	<ul style="list-style-type: none"> • Sing with the pupils. 	digital teaching materials pupil's textbook (1-20)
8 min.	<ul style="list-style-type: none"> [Let's Play 2] p.12 Rock-paper-scissors game No.2 (10 times) • Play rock-paper-scissors with the instructor and friends, and record the results on the table in the textbook. • Count the number together with the result of the first time (1st time). 	<ul style="list-style-type: none"> • Play rock-paper-scissors 10 times in the continuation of the first hour, and ask How many circles / triangles / crosses?. • Ask the pupil to raise their hand by asking One? Two? ... together with the result of the first time. 	digital teaching materials pupil's textbook teacher's picture cards (1-20)
5 min.	<ul style="list-style-type: none"> ○Clap game 	<ul style="list-style-type: none"> • First, let the pupils understand how to proceed while doing it together. • Through activities, let them listen to and repeat 1 to 20 to familiarize themselves with those words and to familiarize themselves with how to ask 	digital teaching materials tambourine, castanets, etc.

		<p>numbers.</p> <p>◎Asking and answering numbers. <Behavioral observation / self-reflection card inspection></p>	
6 min.	<p>[Let's Play 3] p.13 How many apples? Quiz</p> <ul style="list-style-type: none"> • Look at the objects displayed on the screen and answer the number. (1) There are multiple items of one type. (2) There are two or three types of similar items. 	<ul style="list-style-type: none"> • In order to increase the pupils' motivation to count, there is also a method of showing the screen for 1 to 3 seconds, then having all the pupils predict the number, and then showing the screen again to count and confirm the number. It is advisable to devise according to the actual situation of the pupils. • Since the instructor handles apples, tomatoes, and strawberries that are similar in shape, it may be confusing for some pupils. Depending on the actual situation of the pupils, only ① may be used. 	<p>digital teaching materials pupil's textbook</p>
14 min.	<p>[Activity 1] p.13</p> <ul style="list-style-type: none"> • Ask for the number of apples and find a friend who has the same number of apples. 	<ul style="list-style-type: none"> • Of the 20 apples in the pupil's textbook, paint as many apples as he/she likes, then walk in the classroom and ask How many apples? To find a friend who has the same number of apples... In order to give every pupil a sense of accomplishment that they have found friends who chose the same number, the following measures should be taken according to the actual situation. <p><Example></p> <ul style="list-style-type: none"> * Apply 10 pieces and make it in the range of 10 to 20 pieces. * The first time is 1 to 10 pieces, the second time is 11 to 20 pieces for her, etc. <p>◎ Communicating by asking and</p>	<p>digital teaching materials pupil's textbook colored pencils</p>

		answering numbers. <Behavioral observation / self-reflection card inspection>	
5 min.	<ul style="list-style-type: none"> • Look back on the activities at this time and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○ Song Goodbye Song (Unit 2) • Sing a song and say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	digital teaching materials

3rd Grade Unit 3 - Lesson 4 How many? Count and play

Goal: Try to ask and answer numbers while trying to reach the target.

Teaching Materials: digital teaching materials, pupil's textbook, teacher's picture cards (1-20 cards with Chinese characters), worksheets (Unit3-1, 3-2), self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
1 min.	<ul style="list-style-type: none"> • Say Hello. <p>I'm ~. How are you?</p>	<ul style="list-style-type: none"> • Say Hello to the whole and greet several pupils individually. 	
12 min.	<ul style="list-style-type: none"> • Have a prospect for the final activity from the story of the instructor. • Count the number of strokes for the Chinese characters shown by the instructor, one's own surname, and one's own name. <p>○Which kanji is it?</p> <ul style="list-style-type: none"> • Ask and answer the number of strokes in Chinese characters. • Ask the instructor for the number of strokes and predict which Chinese character it will be. 	<ul style="list-style-type: none"> • Show your favorite Chinese characters and the Chinese characters selected from the instructor's surname and name, then ask for the number of strokes of the Chinese characters showing your fingers and teacher's cards such as How many strokes? One, two, three ... Make them understand that and encourage them to answer. • Ask about the pupils' surnames and the number of strokes in the names to give a perspective on the final activity. • From the Chinese characters that the pupils have learned so far, select two or three sets (6 characters) of the same picture and write them on the blackboard. (Example) 2 strokes: person(人) / Motivation(力), 4 strokes: friends(友) / dogs(犬), 8 strokes: Gaku(学) / Hayashi(林) • Have one representative pupil choose one of the Chinese characters written on the blackboard, and let the other pupils predict which Chinese character he/she has chosen. First, the instructor asks them How many strokes? And 	<p>digital teaching materials pupil's textbook teacher's picture cards (1-20, cards with Chinese characters)</p>

		<p>asks the pupil to answer.</p> <p>Change the representative pupil and repeat several times, and encourage other pupils to ask together.</p> <ul style="list-style-type: none"> • When the pupil gets used to it, increase the number of Chinese characters, and the instructor chooses the Chinese characters and asks the pupil how many strokes? Can be done individually or in pairs. 	
5 min.	<p>[Let's Chant] How many? P.13</p> <ul style="list-style-type: none"> • Say Chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
20 min.	<p>[Activity 2] p.13</p> <ul style="list-style-type: none"> • Write one's favorite Chinese characters and stroke count on the worksheet (Unit 3-1) and introduce it. And introduce one's favorite Chinese characters with one's friends. • Write one's friend's favorite Chinese characters on the worksheet (Unit 3-2). 	<ul style="list-style-type: none"> • Give pupils a perspective on their activities by using digital teaching materials and demonstrating by the instructor(s). • Let the pupil choose one of the 1 to 13 strokes of <i>kanji</i> that he / she likes, and write the <i>kanji</i> and the number of strokes on the worksheet (Unit 3-1) and the reason for choosing it on the worksheet (Unit 3-2). Let it go. • Let the pupil ask a friend about the number of strokes, predict the Chinese characters chosen by the friend, and ask the friend to confirm the answer. • Provide personalized support and speak to them as an opportunity for mutual understanding. • It is also possible to stop the activity in the middle, reproduce the exchange with the pair who was devised to convey to the other party in the first half, confirm the points that are devised in the whole class, and make 	<p>digital teaching materials</p> <p>pupil's textbook worksheets (Unit3-1, 3-2)</p>

		<p>the exchange that makes use of them in the second half.</p> <p>◎Asking and answering numbers while devising ways to convey them to the other party.</p> <p><Behavioral observation / self-reflection card inspection></p>	
5 min.	<ul style="list-style-type: none"> • Look back on the activities at this time and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<p>○Song Goodbye Song (Unit 2)</p> <ul style="list-style-type: none"> • Sing a song and say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	digital teaching materials

3rd Grade - Unit 4

Unit Name I like blue. Let's say what you like.

1. Unit Objective

- Become familiar with the various ways of thinking, the difference between Japanese and English through foreign words regarding voice and rhythm, and the expressions used to express colors and ask and answer whether one like or not. (Knowledge and skills)
- Communicate one's tastes. (Abilities to think, make judgements and express themselves)
- Try to introduce one's taste while trying to convey it to the other party. (Motivation to learn and humanity)

2. Language material

- I like (blue). Do you like (blue)? Yes, I do. / No, I don't. I don't like (blue).
- like, do, not, don't, too, colors (red, blue, green, yellow, pink, black, white, orange, purple, brown), sports (soccer, baseball, basketball, dodgeball, swimming), eating and drinking foods (ice cream, pudding, milk, orange juice), fruits / vegetables (onion, green pepper, cucumber, carrot), rainbow

[Already mentioned] Greetings / self-introduction, condition / feelings

3. Area-specific Objectives related to the Course of Study

Listening	B. Have pupils try to understand the meaning of basic expressions for familiar and simple things in English that are spoken slowly and clearly.
Speaking (interaction)	B. Have pupils try to share their own thoughts or feelings about themselves or about things around them with gestures and by using simple words, phrases, or basic expressions.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware that there are various ways of thinking, become familiar with the wording of colors, and know the expressions that express one's favorite things.	
	○Song: Hello Song (Unit 2) [Activity 1] p.14, 15 • Freely paint the rainbow on the textbook to complete one's own rainbow. [Let's Watch and Think 1] p.14, 15 • Watch the pupils around the world drawing a rainbow in the video materials and notice the	◎Being aware that there are various ways of thinking. <Behavioral observation / self-reflection card analysis>

	<p>differences and commonalities with their works.</p> <p>○Let's introduce one's own rainbow.</p> <p>○Tell me your favorite color.</p> <ul style="list-style-type: none"> • Listen to the instructor and know the expressions that express what you like. <p>○Song: Goodbye Song (Unit 2)</p>	
2	<p>◆Through foreign words, notice the differences from Japanese such as English voice and rhythm, and become familiar with expressions that express one's taste.</p>	
	<p>○Song: Hello Song (Unit 2)</p> <p>○Shuffle quiz</p> <ul style="list-style-type: none"> • Answer the color of the card pointed by the instructor. <p>[Let's Listen 1] p.16</p> <ul style="list-style-type: none"> • Ask who likes what color and connect it with a line. <p>[Let's Sing] The Rainbow Song p.15</p> <p>○Know what the instructor likes and what the instructor doesn't like.</p> <p>[Let's Listen 2] p.16</p> <ul style="list-style-type: none"> • Listen to the voice and write down the numbers of the sports that the characters like and those that they don't. <p>[Let's Chant] I like blue. P.15 (Sports)</p> <p>○Card Destiny Game</p> <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Listening to the color. <Behavioral observation / self-reflection card inspection></p> <p>◎Listening to expressions that express one's taste. <Behavioral observation / self-reflection card inspection></p> <p>◎Notice differences from Japanese, such as English voice and rhythm. <Behavioral observation / self-reflection card inspection></p> <p>◎Listening to and saying expressions that express one's taste. <Behavioral observation / self-reflection card inspection></p>
3	<p>◆Familiarize oneself with the expressions that ask and answer whether the partner likes it or not, and communicate one's own tastes.</p>	
	<p>○Song: Hello Song (Unit 2)</p> <p>[Let's Sing] The Rainbow Song p.15</p> <p>[Let's Listen 3] p.16</p> <ul style="list-style-type: none"> • Listen to the conversation and circle the characters you like. (Color, sports, food) <p>[Let's Watch and Think 2] p.17</p> <ul style="list-style-type: none"> • Enter ○ or △ in anticipation of whether you 	<p>◎Asking and answering whether you like it. <Behavioral observation / self-reflection card inspection></p> <p>◎Communicating one's own tastes. <Behavioral</p>

	<p>like the characters, and ask Do you like ~ ?</p> <p>○○ × quiz</p> <ul style="list-style-type: none"> • Ask friends what they like or dislike. <p>[Let's Chant] I like blue. p.15 (QA edition)</p> <p>[Let's Play] p.17</p> <ul style="list-style-type: none"> • Interview with friends in anticipation of their likes and dislikes. <p>○Song: Goodbye Song (Unit 2)</p>	<p>observation / self-reflection card inspection></p>
4	<p>◆Try to introduce one's own taste while trying to convey it to the partner.</p>	
	<p>○Song: Hello Song (Unit 2)</p> <p>[Let's Sing] The Rainbow Song p.15</p> <p>[Let's Chant] I like blue. p.15 (color, sports, QA)</p> <p>[Activity 2] p.17</p> <ul style="list-style-type: none"> • Draw a picture of one's own favorite things on the worksheet and create a self-introduction sheet. <p>○Introduce oneself with one's own tastes.</p> <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Introducing one's taste while trying to convey it to the partner.</p> <p><Behavioral observation, self-reflection card inspection></p>

3rd Grade Unit 4 - Lesson 1 I like blue. Let's say what you like

Goal: Be aware that there are various ways of thinking, become familiar with the wording of colors, and know the expressions that express your favorite things.

Teaching materials: digital teaching materials, pupils' textbook, teacher's picture cards (colors), colored pencils, etc.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	Say Hello. I'm ~. How are you?	• Say Hello to the whole and say Hello individually.	
1 min.	○Song Hello Song (Unit 2)	• Sing with pupils.	digital teaching materials
10 min.	[Activity 1] p.17 • Freely paint the rainbow on the textbook to complete one's own rainbow.	• While asking "What's this?" By pointing to various things in the textbook, pick up the pupil's tweet called " <u>Niji</u> (rainbow)" and let him listen to the word "rainbow". Invite them to a rainbow by simply asking about what they look like when they see the rainbow. • Color freely and tell that the rainbow will be completed. T: Look at your textbook. Please color the rainbow. Please make your original rainbow. • Ask about the color and order of coloring, let them say colors many times, and get used to it. Try to get familiar with it. red, light green, purple, orange, light blue, yellow, green, white, pink etc.	Pupil's textbook teacher's picture cards (colors) colored pencils, etc.
10 min.	[Let's Watch and Think 1] p.14 • Watch the pupils around the world	• While raising pupils' interests and interests in what kind of rainbows foreign children draw, connect them to the viewing of video materials and talk	digital teaching materials pupil's textbook teacher's picture

	<p>drawing a rainbow in the video materials and notice the differences and commonalities with their works.</p>	<p>to them so that they will notice the differences and commonalities with their works.</p> <p>T: Please watch the video. What colors can you see in the rainbow? Are they beautiful?</p> <ul style="list-style-type: none"> • By confirming with the pupils what color they are drawn in, let the pupils repeatedly listen to and say the color so that they can get used to it. <p>◎Being aware that there are various ways of thinking. <Behavioral observation / self-reflection card analysis></p>	<p>cards (colors)</p>
10 min.	<p>○Let's introduce one's own rainbow.</p>	<ul style="list-style-type: none"> • Take up the rainbow of several pupils and introduce the color of the rainbow to everyone with the pupils. Through this activity, they will be familiar with the wording of color by letting them listen to and say the wording of color many times. • Tell each other to introduce their rainbow in pairs. • Announce what color is in the rainbow from the whole, post the teacher's card (colors) of that color on the blackboard, and connect it to the next activity. 	<p>teacher picture cards (colors)</p>
5 min.	<p>○Tell me your favorite color.</p> <ul style="list-style-type: none"> • Listen to the instructor and know the expressions that express what you like. • Say the color according to the instructor's 	<ul style="list-style-type: none"> • Leave the teacher's card (colors) posted on the blackboard in the previous activity. • Introduce instructor's favorite color, such as What color is this? Look. This is ~. I like ~. While showing the color of instructor's clothes, let them come across expressions that express instructor's favorite things. Ask the pupils I like ~. Yes? No? While pointing 	<p>teacher picture cards (colors)</p>

	question.	to the color card posted on the blackboard to encourage them to speak. Depending on the pupil's answer, point the pupil at You like ~. Point at yourself and say I like ~. repeatedly so that the pupil can listen to the expression I like ~. You like ~. over and over again.	
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"> ○ Song Goodbye Song (Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd Grade Unit 4 - Lesson 2 I like blue. Let's say what you like.

Goal: Through foreign words, notice the differences from Japanese such as English voice and rhythm, and become familiar with expressions that express one's taste.

Teaching materials: digital teaching materials, pupils' textbook, teacher's picture cards (color / sports), pupils' cards (color, sports), concrete objects such as candy boxes, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? ○Song Hello Song (Unit 2) 	<ul style="list-style-type: none"> • Say Hello to the whole and say Hello individually. • Sing with the pupils. 	digital teaching materials
5 min.	<ul style="list-style-type: none"> ○Shuffle quiz • Check the color with the instructor. • Answer what color the card the instructor has inserted. 	<ul style="list-style-type: none"> • Pick up the colors of the clothes worn by the instructor and the pupils, the rainbow drawn by the pupils before, and post the teacher's card (colors) on the blackboard while checking the color with the pupils. T: Look. This is red. This is...? Yes, that's right. This is blue. 	teacher's picture cards (colors)
5 min.	<ul style="list-style-type: none"> [Let's Listen 1] p.16 • Ask who likes what color and connect it with a line. 	<ul style="list-style-type: none"> • Let the pupils predict what color the textbook characters like, and listen to the voice to confirm it. ◎Listening to the color. <Behavioral observation / self-reflection card inspection> 	digital teaching materials pupil's textbook
3 min.	<ul style="list-style-type: none"> [Let's Sing] The Rainbow Song p.15 • Sing along with the voice. 	<ul style="list-style-type: none"> • First, listen only to the voice and ask the pupils what color they can listen to. • Sing with pupils. 	digital teaching materials
5 min.	<ul style="list-style-type: none"> ○Know what the instructor likes and doesn't like. • Listen to what the 	<ul style="list-style-type: none"> • Introduce what the instructor likes and dislikes using I [like / don't like] ~. while showing sweets that pupils seem to like and illustrations of characters. 	concrete objects such as candy boxes

	instructor likes and doesn't like.	At that time, instead of introducing one-sidedly, ask the pupils Do you like ~?	
8 min.	[Let's Listen 2] p.16 • Listen to the voice and write down the numbers of the sports that the characters like and those that they don't.	• Ask the characters what sports they like and what they don't, and ask them to write a number. At that time, instead of suddenly listening to the voice and making it active, before listening to the voice, make a scene setting such as predicting the tastes of the characters and listening to the voice to confirm that their expectations are correct. T: Look at your textbook. This is 'soccer'. Do you like soccer? This is 'baseball'. Do you like baseball? Yes? Good. Please listen.	digital teaching materials pupil's textbook teacher picture cards (sports)
2 min.	[Let's Chant] I like blue. P.15 (② "I like soccer" sports edition) • Say Chant according to the voice.	• Remind the pupils how to say sports and let the pupils notice the difference in voice. When making the pupils repeat, the instructor should also say it and show the intonation of the word with the top and bottom of the hand so that the child who cannot grasp the characteristics by voice alone can easily notice the difference in voice. ◎Notice differences from Japanese, such as English voice and rhythm. <Behavioral observation / self-reflection card analysis>	digital teaching materials
8 min.	○Card Destiny Game	• Tell them to play the Card Destiny Game. T: Let's play the Card Destiny Game. Are you ready? The first card is "red"! Who has the 'red' card? Please say, 'I like red.' Or 'I don't like red.' And put	pupil's picture cards (colors, sports)

		<p>the 'red' card down on your desk.</p> <p>◎Listening to and saying expressions that express one's taste. <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. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○Song Goodbye Song (Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd grade Unit 4 - Lesson 3 I like blue. Let's say what you like.

Goal: Familiarize oneself with the expressions that ask and answer whether the partner likes it or not and communicate one's tastes.

Teaching materials: digital teaching materials, pupil's textbook, teacher's picture cards (colors, sports, food and drink, vegetables), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? ○Hello Song (Unit 2)	<ul style="list-style-type: none"> • Say Hello to the whole and say Hello individually. 	digital teaching materials
2 min.	[Let's Sing] The Rainbow Song p.15 <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Sing with the pupils. 	digital teaching materials
7 min.	[Let's Listen 3] p.16 <ul style="list-style-type: none"> • Listen to the conversation and circle the characters pupils like. (colors, sports, foods and drinks, vegetables) 	<ul style="list-style-type: none"> • While showing the colors, sports, and foods picture cards used in [Let's Listen], say whether the instructor like it or not, and ask the pupils if they like it. Ask the pupil Yes? / No ?, and depending on the pupil's answer, put the picture card under the heart drawn on the blackboard or the broken heart. Through this activity, make it clear that Do you like ~? Is asking for one's taste. In addition, ask several pupils Do you like ~? while showing a picture card to deepen their understanding and connect to [Let's Listen]. • Listen to the conversation in which the characters ask for their tastes, and tell them to write a circle on the table in the textbook. T: Let's listen. Please draw a circle in	digital teaching materials pupil's textbook teacher's picture cards (colors, sports, foods and drinks, vegetables)

		the box.	
7 min.	[Let's Watch and Think 2] p.17 • Enter ○ or △ in anticipation of whether pupils like the characters, and ask Do you like ~?.	<ul style="list-style-type: none"> • Post the picture card on the blackboard while saying English for sports, foods, etc. (you may listen digital teaching materials). At that time, encourage the pupil to say it together, or show a part of the pupil's picture card and ask what it is. <p>T: What's this? A carrot? That's right.</p> <ul style="list-style-type: none"> • Enter ○ or △ on the table of the textbook in anticipation of the character's preference. Ask the characters on the screen if they like it and see if it matches their expectations. Through this activity, familiarize themselves with the expressions Do you like ~? Yes, I do. / No, I don't. <p>T: Let's ask together. Do you like ~?</p>	digital teaching materials teacher picture cards (colors, sports, foods and drinks, vegetables)
8 min.	○ ○× Quiz • Ask friends what they like or dislike.	<ul style="list-style-type: none"> • Put the representative pupil (S1) in front. Using the picture cards used in the previous activity, and consult with pupils other than S1 to decide what to ask, and predicts S1's preference (instructor may indicate ○× by hand). After that, ask the representative child (S1) Do you like ~? And ask them to confirm whether they match their expectations. <p>T: Please guess if [S1] likes blue or not. Everyone, let's ask [S1] together.</p> <p>◎ Asking and answering whether you like it. <Behavioral observation / self-reflection card inspection></p>	teacher picture cards (colors, sports, foods and drinks, vegetables)
3 min.	[Let's Chant] I like blue.	• Say with the pupils.	digital teaching materials

	p.15 (QA edition)		
9 min.	[Let's Play] p.17 <ul style="list-style-type: none"> • Interview with friends in anticipation of their likes and dislikes. Change the other party and try again.	<ul style="list-style-type: none"> • Make a pair and ask them to write <input type="radio"/> <input type="checkbox"/> about the colors and sports drawn on the front of the textbook in anticipation of their likes and dislikes. • Ask each other and ask them to confirm that they meet their expectations. T: Please make pairs. Guess if your partner likes this or not. Please enter <input type="radio"/> or <input type="checkbox"/> in the box. Please ask each other. ◎ Communicating one's tastes. <Behavioral observation / self-reflection card inspection>	pupil's textbook
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.	<input type="radio"/> Song Goodbye Song (Unit 2) <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd grade Unit 4 - Lesson 4 I like blue. Let's say what you like.

Goal: Try to introduce one's taste while trying to convey it to the partner.

Teaching material: Digital teaching materials, pupil's textbook, worksheet (Unit 4-1), teacher's picture cards (colors, sports, foods and drinks, vegetables), color pencils, self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? ○Hello Song (Unit 2)	<ul style="list-style-type: none"> • Say Hello to the whole and say Hello individually. 	digital teaching materials
3 min.	[Let's Sing] The Rainbow Song p.15 <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Sing with the pupils. 	digital teaching materials pupil's textbook
2 min.	【Let's Chant】 I like blue. p.15	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
8 min.	[Activity 2] p.17 <ul style="list-style-type: none"> • Draw a picture of one's favorite things on the worksheet (Unit 4-1) and create a self-introduction sheet. 	<ul style="list-style-type: none"> • Have each pupil create a self-introduction sheet by expressing what they like or dislike with pictures and words. What do you like? What color do you like? Please draw your favorite things on your worksheet. • While the pupils are drawing on the worksheet, teachers go around the pupils individually and say "You like ~. That's good. Do you like ~?" And interact with each other. 	worksheets (Unit4-1) Colored pencils, etc.
23 min.	○Introduce oneself with one's own tastes. Hello. I'm ~. I like ~. / I don't like ~. (Do you like ~?) Thank you.	<ul style="list-style-type: none"> • Create a group of 4 or 5 people and introduce oneself one by one. (Choose a form according to the number of pupils in the class and the actual situation) T: Please make groups of four or	digital teaching materials teacher picture cards (colors, sports, foods and drinks,

		<p>five. Please talk about yourselves. I'm ~. I like ~. I don't like ~. Thank you. OK?</p> <ul style="list-style-type: none"> • Temporarily stop the activity on the way, introduce good examples in front of everyone, and perform an interim evaluation so that the activity is in line with the aim. • Have several representatives make a presentation in front of the whole. <p>◎Introducing one's taste while trying to convey it to the partner. <Behavioral observation / self-reflection card inspection></p>	<p>vegetables) Worksheet (Unit4-1)</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 pupils' attitude toward using English. 	self-reflection card
2 min.	<p>○Song Goodbye Song (Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd Grade - Unit 5 Unit Name What do you like?

1. Unit Objective

- Be aware of the differences between Japanese and English speech, and become familiar with the expressions around pupils and the expressions that ask and answer what the partner likes. (Knowledge and skills)
- Ask and answer what the partner likes and communicate with each other. (Abilities to think, make judgements and express themselves)
- Try to ask and answer what the partner likes while trying to convey it to the partner. (Motivation to learn and humanity)

2. Language Material

- What do you like? I like (tennis). What (sport) do you like? I like (soccer).
 - what, color, sports (sport, volleyball, table tennis), food and drink (food, hamburger, pizza, spaghetti, steak, salad, cake, noodle, egg, rice ball, jam), fruit / vegetables (fruit, grapes, pineapple, peach, melon, banana, kiwi fruit, lemon)
- [Already mentioned] Greetings, Do you like (blue)? Yes, I do. / No, I don't, numbers (1 ~ 20), colors, fruits / vegetables, food and drink, sports

3. Area-Specific Objectives related to the Course of Study

Listening	A. Have pupils try and listen to and understand simple words and phrases about themselves and the things around them in English that is spoken slowly and clearly.
Speaking (interaction)	C. Have pupils try to ask questions and answer the questions about themselves, other people, and things around them using simple words, phrases, or basic expressions with the instructor's support.

4. Unit Plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware of the difference between Japanese and English speech, and learn how to describe things around them.	
	○Predict the activity from what the instructor says, and know how to say personal belongings. [Let's Play] p.18, 19 • Play marble game. ○Learn how to express what they like from what	◎Having noticed the difference between Japanese and English speech. <Behavioral observation / self-reflection card analysis>

	<p>the instructor says.</p> <p>[Let's Chant] What do you like? P.19</p> <p>○Song: Goodbye Song (Unit 2)</p>	
2	<p>◆Familiarize oneself with the expressions around them and the expressions that ask and answer what they like.</p>	
	<p>○Missing Game</p> <p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> • Listen to the characters, select the things that each character likes, and connect them with a line. <p>[Let's Chant] What do you like? p.19</p> <p>[Let's Watch and Think] p.21</p> <ul style="list-style-type: none"> • Anticipate and ask what the characters like. <p>○Let's ask each other in pairs.</p> <ul style="list-style-type: none"> • Ask and answer each other's favorite things in pairs. <p>○Song Goodbye Song (Unit 2)</p>	<p>◎Listening to the words around oneself. <Behavioral observation, textbook inspection, self-reflection card inspection></p> <p>◎Asking and answering what they like. <Behavioral observation / self-reflection card inspection></p>
3	<p>◆Ask and answer what the partner likes and communicate with each other.</p>	
	<p>[Let's Chant] What do you like? P.19</p> <ul style="list-style-type: none"> • Say chant according to the voice. <p>○Stereo Game</p> <p>[Activity 1] p.20</p> <ul style="list-style-type: none"> • Anticipate and ask friends what they like (food, colors, sports). <p>[Activity 2] p.21</p> <ul style="list-style-type: none"> • Think about what categories to ask about in the next activity other than food and colors, and make a presentation. <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Ask and answer what the partner likes and communicate with each other. <Behavioral observation / self-reflection card inspection></p>
4	<p>◆Try to ask and answer what the partner like while trying to convey it to the other party.</p>	
	<p>[Let's Chant] What do you like? p.19</p> <p>[Activity 2] p.21</p> <ul style="list-style-type: none"> • Interview by asking and answering one's friends what they like. <p>○Who am I? Quiz</p> <ul style="list-style-type: none"> • Listen to what they like and guess who it is. 	<p>◎Asking and answering what they like while trying to convey it to the partner. <Behavioral observation / self-reflection card inspection></p>

	○Song: Goodbye Song (Unit 2)	
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3rd Grade Unit 5 - Lesson 1 What do you like? What do you like?

Goal: Be aware of the difference between Japanese and English speech and learn how to say things around pupils.

Teaching Material: digital teaching materials, pupil's textbook, teacher's picture cards (food, fruits, sports, colors, etc.), marbles (about 5 for each child), puppets, etc., self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. <p>I'm ~. How are you?</p>	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
13 min.	<p>○Have a perspective on the activity from the story of the instructor and know how to say things around pupils.</p>	<ul style="list-style-type: none"> • From today's topic of school lunch, interact with pupils about what kind of food they like. First, take up the food in the textbook, such as "I like pizza. Do you like pizza?", and talk about the instructor's favorite things such as fruits and sports, involving pupils. Ask them what they like to get them interested in the activity. Example: "I'm hungry. Are you hungry? Look, today's lunch menu is" "Do you like (lunch item)? I like it very much. How about pizza? Do you like pizza? I like pizza. I like cheese. Do you like cheese? Look at pages 18 and 19 of your textbooks. What can you find? Oh, apples. Do you like apples?" • While paying attention to the difference between Japanese and English voices, let pupils come across words that 	<p>digital teaching materials pupil's textbook teacher's picture cards (food, fruits, sports, etc.)</p>

		<p>describe things around them.</p> <p>For example, let the pupils say orange and then digitally listen to the word in English. At that time, in the case of “orange”, move the hand flat, and raise the hand at the time of the sound of “o” and lower it with the “range”, so the instructor shows the intonation in English. This is one way to represent intonation.</p> <p>© Notice the difference between Japanese and English speech.</p> <p><Behavioral observation / self-reflection card analysis></p>	
8 min.	<p>[Let’s Play] p.18, 19</p> <ul style="list-style-type: none"> • Play Marble Game. • Select about 5 pictures on the textbook and place marbles on them. If there is a marble on the word that the instructor said, take it. 	<ul style="list-style-type: none"> • Make the demonstration to have pupils understand the method of activity. • Have pupils listen over and over again to familiarize them with the voice. At that time, try to feel the difference between Japanese and English voices experientially. 	<p>digital teaching materials</p> <p>pupil’s textbook</p> <p>teacher’s picture cards (food, fruits, sports, colors, etc.)</p> <p>marbles (about 5 for each pupil)</p>
10 min.	<ul style="list-style-type: none"> • Learn how to express what they like from the instructor’s explanation. 	<ul style="list-style-type: none"> • If there is an ALT, etc. have the following conversation with the instructor so that the pupil can guess the meaning of “What ~ do you like?” from the scene. If not, ask the teachers in the school to cooperate to take a video in advance. Repeatedly answer “No, I don’t.”, And finally “I like baseball / curry and rice / milk / blue.” Alternatively, the instructor may play two roles with a puppet. • After asking what food / fruit / 	<p>digital teaching materials</p> <p>teacher picture cards (food, fruits, sports, colors, etc.)</p> <p>puppet, etc.</p>

		sport / color do you like? To the class, ask several pupils individually and encourage them to answer, "I like ~."	
5 min.	[Let's Chant] What do you like? p.19 <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • At first, the pupils elicit interest by stopping partway through and having them say the English they listen to. There are three versions of Chant: 1 colors, 2 fruits, and 3 food. Depending on the actual situation of the pupils, the instructor may choose to try multiple chants. 	digital teaching materials teacher picture cards (colors, fruits, food)
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) <ul style="list-style-type: none"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye, etc. 	digital teaching materials

3rd Grade Unit 5 - Lesson 2 What do you like? What do you like?

Goal: Familiarize oneself with the way pupils say things around them and the expressions pupils ask and answer what they like.

Teaching Material: digital materials, pupil's textbook, teacher's picture cards (food, fruits, sports, etc.), self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
10min.	○Missing Game	<ul style="list-style-type: none"> • While interacting with pupils with phrases such as "I like ~. Do you like ~? What food / fruit / sport do you like?" Post a picture card such as food from the previous time on the blackboard, remind them of the wording, and then tell them to play Missing Game. 	teacher picture cards (food, fruits, sports, etc.)
8min.	<p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> • Listen to the characters, select the things that each character likes, and connect them with a line. 	<ul style="list-style-type: none"> • Have pupils anticipate what characters like, and then listen to the audio in digital materials to see if that expectation is true. <p>◎Listening to the words around pupils. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	<p>teacher picture cards (food, fruits, sports, etc.)</p> <p>digital teaching materials</p> <p>pupil's textbook</p>
4 min.	<p>[Let's Chant] What do you like? p.19</p> <ul style="list-style-type: none"> • Say Chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
8 min.	<p>[Let's Watch and Think] p.21</p> <ul style="list-style-type: none"> • Anticipate and ask what the characters 	<ul style="list-style-type: none"> • The video is about two characters. One person asks a question with Do you like ~?, and the other person answers with No, 	<p>digital teaching materials</p> <p>pupil's textbook</p>

	<p>like. Finally, check the answer on the screen.</p>	<p>I don't. After that, the exchange “What do you like? I like ~.”</p> <ul style="list-style-type: none"> • In this activity, when the activity is finished, repeat it. This time, after the “Do you like ~? No, I don't.” portion, have the pupils ask the child in the video “What do you like?”, This will be a mock dialogue between the pupils and the child in the video, with the child in the video answering that question with “I like ~.” • Therefore, follow the procedure below. <ol style="list-style-type: none"> 1. Watch the videos separately instead of clicking the “Watch all” button in the digital teaching materials to watch the dialogue of Do you like ~? No, I don't. 2. Make the pupils anticipate what the child (who answered No, I don't.) likes. 3. In the digital teaching materials, click the button on the right and ask the pupils what do you like? The child in the video answers with I like ~. <ul style="list-style-type: none"> • The aim is to familiarize pupils with the expressions What do you like? and I like ~. 	
8 min.	<ul style="list-style-type: none"> • Let's ask each other in pairs. • Ask and answer each other's favorite things in pairs. 	<ul style="list-style-type: none"> • At the end of the unit, have them do a “Who am I?” Quiz based on the interview results. Tell them that you should collect as much information as possible about their friends so that they can answer the quiz. Have the pupils announce what category they would like to ask. Select some of 	pupil's textbook

		<p>them according to their individual ability.</p> <ul style="list-style-type: none"> • First, they will ask what they like to the those next to them. Tell them to ask each other to get hints for making predictions. • While watching the pupils, support by speaking together with the pupils as needed. <p>◎Asking and answering what your partner likes. <Behavioral observation / self-reflection card inspection></p>	
3 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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<p>○Song Goodbye Song (Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd Grade Unit 5 - Lesson 3 What do you like?

Goal: Ask and answer what pupils like and communicate.

Teaching Material: digital teaching materials, pupil's textbook, teacher's picture cards (food, fruits, sports, numbers, colors, etc.), pupil's cards, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you?	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
4 min.	[Let's Chant] What do you like? p.19 <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
10 min.	○Stereo Game What ~ do you like? I like ~.	<ul style="list-style-type: none"> • Tell them to play Stereo Game. Through this activity, familiarize them with the expressions that ask and answer what they like. • Previously they asked each other what they like in the food, fruit, and sport categories, but here increase the categories. The instructor can use categories such as numbers (1 to 20) and colors that pupils are accustomed to. 	teacher picture cards (food, fruits, sports, numbers, colors, etc.)
15 min.	[Activity 1] p.20 <ul style="list-style-type: none"> • Anticipate and ask friends what they like (food, color, sport). 	<ul style="list-style-type: none"> • Ask friends what they like, "food", "color", and "sport" from their usual situation. (back and forth, and diagonally) • It is an activity that will lead to Activity 2, and the instructor will support pupils so that they can do it with confidence. ◎Ask and answer what they	pupil's textbook

		like and communicate with each other. <Behavioral observation / self-reflection card inspection>	
7 min.	[Activity 2] Ask friends what they like. p.21 • Think about what things to ask about in the next activity other than food and color, and then present them.	• Ask the pupils about the things they want to look up other than food and color, and ask them to present them. • In addition, ask several pupils what they like about the thing(s) so that they can use it for the next activity.	pupil's textbook
5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupils' good points about their attitude toward using English and their aim at this time.	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) • Say Goodbye, etc..	• Sing with the pupils. • Say Goodbye, etc..	digital teaching materials

3rd Grade Unit 5 - Lesson 4 What do you like?

Goal: Try to ask and answer what they like while trying to convey it to the other party.

Teaching Material: digital teaching materials, pupil's textbook, worksheet(Unit 5-1), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you?	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
4 min.	[Let's Chant] What do you like? p.19 <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
20 min.	[Activity 2] p.21 <ul style="list-style-type: none"> • Interview by asking and answering friends what they like. 	<ul style="list-style-type: none"> • First, fill in one's favorite things with pictures and words, let them decide if there is something pupils want to ask other than color and food, and then let them conduct an interview freely. • Temporarily stop the activity on the way, introduce good examples in front of everyone, and perform an interim evaluation so that the activity is in line with the aim. By consciously doing it in the latter half, pupils in the latter half will be more conscious of the other partner. • Also participate in the activities and provide support as needed. ◎Asking and answering what they like while trying to convey it to the other party. <Behavioral observation /	digital teaching materials pupil's textbook worksheet (Unit 5-1)

		self-reflection card inspection>	
12 min.	○Who am I? Quiz • Listen to someone's likes, think about who it is, and answer.	• Based on the interview results, the instructor will become a "child" and introduce what he / she likes, such as "I like ~." "I don't like ~.", and ask the class to think about who he / she is. This can deepen mutual understanding between pupils and lead them to making friends in the class.	pupil's textbook
5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupil's good points about their attitude toward using English and their aim at this time.	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) • Say Goodbye, etc.	• Sing with the pupils. • Say Goodbye, etc.	digital teaching materials

1. Unit Objective

- Be aware that there are things around pupils that are represented by letters, and become familiar with the capital letters and how to read them. (Knowledge and skills)
- Communicate the initials of one's first and last name. (Abilities to think, make judgements and express themselves)
- Try to convey the initials of one's first and last name to the partner. (Motivation to learn and humanity)

2. Language Material

- (The "A" card), please. Here you are. Thank you. You're welcome.
 - Uppercase letters (A ~ Z), the, card, alphabet, please, here, thank, welcome, numbers (21 ~ 30, 0), book, drum, fish, gorilla, hat, ink, jet, king, monkey, notebook, pig, queen, rabbit, sun, tree, umbrella, violin, watch, box, yacht
- [Already mentioned] Greetings, you, are, numbers (1 ~ 20), apple, crayon, egg, lemon, orange

3. Area-Specific Objectives related to the Course of Study

Listening	C. Have pupils try to understand what letters of the alphabet are being said when they listen to their pronunciation.
Speaking (interaction)	B. Have pupils try to share their own thoughts or feelings about themselves or about things around them with gestures and by using simple words, phrases, or basic expressions.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware that there are things around pupils that are represented by letters of the alphabet, and learn how to read capital letters.	
	[Let's Watch and Think] p.22, 23 <ul style="list-style-type: none"> • Watch the video material and see the alphabet displayed in various ways to think about what it represents. ○Find the capital letters of the alphabet hidden in the textbook. • Find the capital letters of the alphabet hidden in the picture. 	◎Being aware that there are things around pupils that are represented by capital letters of the alphabet. <Behavioral observation / self-reflection card analysis>

	<p>[Let's Sing] ABC Song p.23</p> <p>○Pointing Game (A ~ M)</p> <p>○Song Goodbye Song (Unit 2)</p>	
2	<p>◆Familiarize oneself with the capital letters in print and how to read them.</p>	
	<p>[Let's Sing] ABC Song p.23</p> <p>○Let's guess what character.</p> <ul style="list-style-type: none"> • Look at the capital letters of the alphabet presented by the instructor and guess what it is. <p>○Let's arrange the letters.</p> <ul style="list-style-type: none"> • Arrange the alphabet cards (A to M) at the end of the book for pupils in order from A. <p>○Pointing Game (N ~ Z)</p> <p>○Line connection</p> <ul style="list-style-type: none"> • Connect the letters with a line in the order of reading the capital letters that the instructor says. <p>○Let's search for the alphabet in the things around us.</p> <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Listening to and saying the readings of the capital letters and recognize the sounds and characters as one.<Behavioral observation / self-reflection card inspection></p>
3	<p>◆Familiarize oneself with the capital letters in print and how to read them.</p>	
	<p>[Let's Sing] ABC Song p.23</p> <p>○Bingo Game</p> <p>[Let's Play] p.24</p> <ul style="list-style-type: none"> • Focus on the shape of the letters in the alphabet and freely divide them into groups. <p>○Collect letters of the alphabet.</p> <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Listening to and saying the readings of the capital letters and recognize the sounds and characters as one.<Behavioral observation / self-reflection card inspection></p> <p>◎Listening to and saying the readings of the capital letters and recognize the sounds and characters as one.<Behavioral observation / self-reflection card inspection></p>
4	<p>◆Try to convey the initials of one's first and last name to the partner.</p>	

	<p>[Let's Sing] ABC Song p.23</p> <p>○Alphabet Arrangement Game</p> <ul style="list-style-type: none"> • Collaborate with friends and arrange the alphabet cards in order. <p>[Activity] p.25</p> <ul style="list-style-type: none"> • Collect the initials of one's first and last name to create an initial card. • Introduce the initials of one's first and last name. <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Communicating the initials of one's first and last name. <Behavioral observation / self-reflection card inspection></p> <p>◎Being trying to convey the initials of first and last name while trying to convey it to the partner.<Behavioral observation / self-reflection card inspection></p>
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3rd Grade Unit 6 - Lesson 1 ALPHABET Good friends with alphabet letters

Goal: Be aware that there are things around you that are represented by letters of the alphabet and learn how to read capital letters.

Teaching Material: digital teaching materials, pupil's textbook, teacher alphabet cards (capital letters), pupil's cards (capital letters), photographs, etc., self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
8 min.	<p>[Let's Watch and Think] p.22, 23</p> <ul style="list-style-type: none"> • Watch the video material and see the various displays of the alphabet to think about what it represents. 	<ul style="list-style-type: none"> • Ask the pupils to list the things they know from video materials of towns, or from photographs prepared by the instructor (things that pupils often see such as "P" in the parking lot, "2B" on the pencil, signboards of stores, etc.), textbooks, etc., thinking about what each one represents. And let them know letters of the alphabet and their name sounds. • Post the teacher cards (capital letters) on the blackboard to connect to the next activity. 	<p>photos, etc.</p> <p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher alphabet cards (capital letters)</p>
10 min.	<ul style="list-style-type: none"> • Find the capital letters hidden in the textbook. • Search for capital letters around pupils, and announce them. 	<ul style="list-style-type: none"> • Have the pupils search for the capital letters of the alphabet posted on the blackboard, and according to the pupil's answer, let them know how to read the letters of the alphabet (name) many times. • Have them find the capital letters of the alphabet in the pictures of the town in the textbook, and reconfirm how to read them with digital teaching materials. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher picture cards (capital letters)</p>

		<ul style="list-style-type: none"> • Have pupils look for capital letters around them. <p>◎Being aware that there are things around them that are represented by capital letters of the alphabet. <Behavioral observation / self-reflection card analysis></p>	
5 min.	<p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Listen to the audio materials and sing along while pointing to the teacher cards (capital letters) posted on the blackboard in alphabetical order. Once pupils get used to it, gradually increase the speed and have them sing energetically. 	<p>digital teaching materials</p> <p>teacher alphabet cards (capital letters)</p>
13 min.	<p>○Pointing Game (A ~ M)</p> <ul style="list-style-type: none"> • Point one's finger at the letter that the instructor said. <ol style="list-style-type: none"> 1. Do it in pairs. 2. Do it individually. 	<ul style="list-style-type: none"> • Tell them to play Pointing Game. Use the page of the alphabet cards for pupils (A ~ M: do not separate the cards). The instructor says the name of the letter and tells the pupils to point to the letter. • At first, let them do it in pairs on one page. Once they get used to it, let them do it by themselves. • Tell them to cut out the uppercase letters A to M cards by next time. 	<p>teacher alphabet cards (capital letters)</p> <p>pupil's textbook</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 pupils' good points about the pupils' awareness and aim at this time. 	<p>self-reflection card</p>
2 min.	<p>○Song Goodbye Song (Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye, etc. 	<p>digital teaching materials</p>

3rd Grade Unit 6 - Lesson 2 ALPHABET Good friends with alphabet letters

Goal: Familiarize oneself with the capital letters and how to read them.

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (capital letters), pupil's cards (capital letters), worksheets (Unit 6-1 ~ 6-5), self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
3 min.	<p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Sing with the pupils. 	<p>digital teaching materials pupil's textbook</p>
15 min.	<ul style="list-style-type: none"> • What character is it? • Look at the capital letters of the alphabet presented by the instructor, think about what it is, and answer. • Let's arrange the letters. • Arrange the pupils' cards (A to M) in order from A. * Let's make an alphabet with one's body. • Collaborate with friends to express the alphabet. 	<ul style="list-style-type: none"> • Ask What's this (letter)? <p>While showing the teacher alphabet cards for a moment or slowly writing a large capital letter on the blackboard, reminding them of how to say the name of the alphabet.</p> <ul style="list-style-type: none"> • Tell the pupils to arrange the alphabet cards (A to M) that they cut out in alphabetical order. <p>* Instead of the above two activities, it is possible to "make capital letters of the alphabet with the body" according to the abilities of the children.</p>	<p>teacher alphabet cards (capital letters) pupil picture cards (capital letters)</p>

8 min.	○Pointing Game (N ~ Z) 1. Do it in pairs. 2. Do it individually.	<ul style="list-style-type: none"> Let the pupils play Pointing Game in the same way as last time. The instructor says, "Point to the letter 'N'." etc. Tell them to cut out the uppercase letters N ~ Z cards by next time. 	teacher alphabet cards (capital letters) pupil's textbook
5 min.	<ul style="list-style-type: none"> Line connection Connect the letters with a line in the order that the instructor says. 	<ul style="list-style-type: none"> After confirming the reading (name) from A to Z, say how to read the alphabet and tell them to connect the letters of the alphabet. After telling the pupils how to read the letters, provide support that suits the abilities of the pupils by showing the letters of the alphabet. <p>◎Listening to and saying how to read the capital letters to match the characters.</p> <p><Behavioral observation / self-reflection card inspection></p>	worksheets (Unit 6-1 ~ 6-5)
5 min.	○Let's search for the alphabet in the things around pupils.	<ul style="list-style-type: none"> As with the previous time, let the pupils find the capital letters of the alphabet in the classroom, the pupils' stationery, clothes, etc., and have them announce them. <p>Expand out to the classroom and the school according to the abilities of the pupils.</p>	pupils' belongings (stationery, etc.)
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 good points of the pupils about the aim of this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> Song Goodbye Song (Unit 2) Say Goodbye, etc. 	<ul style="list-style-type: none"> Sing with the pupils. Say Goodbye, etc. 	digital teaching materials

3rd Grade Unit 6 - Lesson 3 ALPHABET Good friends with alphabet letters

Goal: Familiarize oneself with the capital letters in print and how to read them.

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (capital letters), pupils' cards (capital letters) and their copies, Let's Try! 2 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. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
3 min.	<p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Sing with the pupils. 	digital teaching materials
8 min.	<ul style="list-style-type: none"> • Bingo Game • Arrange the cards in any letter order (3x3, 4x4, etc. as instructed) and turn over the card that the instructor calls out. • If the turned over cards create a vertical, diagonal, or horizontal row, it is Bingo. 	<ul style="list-style-type: none"> • Pupils choose 9 cards from the letter cards in pairs and arrange them in 3 rows vertically and horizontally on the desk. 16 sheets (4 x 4) and 25 sheets (5 x 5) are also possible depending on the abilities of the pupils. It is also conceivable to divide the set of cards in half and play 2 times (A ~ M, N ~ Z). Instructors may use the Let's Try! 2 worksheet (Unit 1-2, 1-3 Bingo Sheet). • Randomly say letters of the alphabet to teach pupils how to read them. <p>◎Listening to and saying how to read the capital letters in the typeface to match the characters. <Behavioral observation / self-reflection card inspection></p>	teacher alphabet cards (capital letters) pupil picture cards (capital letters) Let's Try! 2 worksheets (Unit 1-2, 1-3 Bingo Sheet)

17 min.	[Let's Play] p.24 <ul style="list-style-type: none"> • Focus on the shape of the letters in the alphabet, divide them freely, and put them in the textbook. 	<ul style="list-style-type: none"> • The aim is to deepen awareness of the shapes of letters in the alphabet. • Characters with only straight lines, characters with only curves, left-right symmetry, favorite characters, etc. can be freely divided into groups. • Finally, let them announce and share the reason for the grouping. 	pupil's cards (capital letters)
8 min.	<ul style="list-style-type: none"> • Collect letters of the alphabet. • Do it about twice. 	<ul style="list-style-type: none"> • Demonstrate and let them understand how to proceed. • The aim is to familiarize pupils with the expressions used in the next exchange as well as how to read the names of letters in the alphabet. <p>◎Listening how to read and saying the capital letters and in the typeface to match the characters. <Behavioral observation / self-reflection card inspection></p>	copies of pupils' picture cards (capital letters)
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) <ul style="list-style-type: none"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye, etc.. 	digital teaching materials

3rd Grade Unit 6 - Lesson 4 ALPHABET Good friends with alphabet letters
 Goal: Try to convey the initials of your first and last name to the other party.
 Teaching Material: digital teaching materials, pupil's textbook, teacher cards (capital letter), pupil's cards (capital letters) and their copies, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
3 min.	<p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing along with the voice. 	<ul style="list-style-type: none"> • Sing with the pupils. The instructors can also arrange things such as standing or sitting at the time of the initials of one's name is said. 	digital teaching materials
8 min.	<ul style="list-style-type: none"> • Alphabet Arrangement Game • Collaborate with friends and arrange the alphabet cards in order. 	<ul style="list-style-type: none"> • Post the teacher alphabet cards from A to Z on the blackboard in alphabetical order. • Make the cards from A to Z line up on the desk while cooperating in pairs. (They may stand side by side and sit down when completed.) Do it several times while increasing motivation by measuring time. • Depending on the ability of the pupils, the difficulty level may be increased by arranging from Z to A in reverse. 	teacher alphabet cards (capital letters) pupil cards (capital letters) and its copy (1 set for 2 pupils)
18 min.	<p>[Activity] p.25</p> <ul style="list-style-type: none"> • Collect the initials of first and last name to spell out the initials. • There are two roles, one is to give a letter card and the other is to receive a letter card. 	<ul style="list-style-type: none"> • Show a model of the activity and make them understand how to proceed. • Create multiple sets of cards in advance. (Copy the pupil's cards (capital letters) and cut them.) • Divide the pupils into the role of giving and the role of receiving. 	digital teaching materials copy of pupil's card (capital letters)

	<p>Refer to the English name tag, get the card required for the initials of first and last name, and attach it to the textbook.</p>	<p>Divide the time in half and have them change roles.</p> <ul style="list-style-type: none"> • If there is time, the instructor may let them do the same, but instead spelling out a friend's or family member's initials. <p>◎ Communicating the initials of your first and last name. <Behavioral observation / self-reflection card inspection></p>	
7 min.	<ul style="list-style-type: none"> • Introduce the initials of first and last name. <p>Hello, everyone. I'm (Ogawa Maki). "O" and "M". Thank you.</p>	<ul style="list-style-type: none"> • Show digital teaching materials or models to motivate pupils while giving them a perspective on their activities. • Let the pupils check the expressions used in the demonstration, introduce them next to each other, and have them get used to the activity. • Provide personalized support so that pupils can actively work with confidence. • Devise a method of introduction according to the situation of the class and pupils, such as introducing each other by walking around freely or in groups or with the entire class. <p>◎Trying to convey the initials of one's first and last name to the other party. <Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials pupil's textbook</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 pupils' good points about their attitude toward using English and their aim at this time. 	<p>self-reflection card</p>

2 min.	○ Song Goodbye Song (Unit 2) • Say Goodbye, etc..	• Sing with the pupils. • Say Goodbye, etc..	digital teaching materials
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3rd Grade - Unit 7 Unit Name This is for you. Let's send a card.

1. Unit Objective

- Be aware of the difference between Japanese and English voices and become familiar with how to say shapes and expressions that ask and answer what pupils want. (Knowledge and skills)
- Ask and answer what pupils want and communicate with each other. (Abilities to think, make judgement and express themselves.)
- Try to introduce pupils' work while trying to convey it to the partner. (Motivation to learn and humanity)

2. Language material

- What do you want? (A star), please. Here you are. This is for you. Thank you. You're welcome.
 - want, this, a, for, state / feeling (big, small), shape (square, rectangle, star, diamond), bus, flower, shop, balloon, house, car, candy, animals (dog, cat, panda, mouse, bear)
- [Already mentioned] I like (blue). Do you like (blue)? Yes, I do. / No, I don't. I don't like (blue).
 What (sport) do you like? How many(apples)? Shape, color, number (1 ~ 30), tree

3. Area-specific Objectives related to the Course of Study

Listening	A. Have students try and listen to and understand simple words and phrases about themselves and the things around them in English that is spoken slowly and clearly.
Speaking (interaction)	C. Have students try to ask questions and answer the questions about themselves, other people, and things around them using simple words, phrases, or basic expressions with the instructor's support.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware of the difference between Japanese and English voices, and learn how to express shapes and things around pupils.	
	<ul style="list-style-type: none"> • What is in the textbook? • Announce what is in the textbook. [Let's Play 1] p.27 <ul style="list-style-type: none"> • Look at the silhouette in the shape quiz and guess 	◎Notice the difference between Japanese and English voice. <Behavioral observation / self-reflection

	<p>what it is.</p> <p>[Let's Play 2] p.27</p> <ul style="list-style-type: none"> • Play pointing games as a pair or as an individual. <p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> • Look at the 5 types of cards in the textbook, think about what kind of cards they are from the patterns written on the cards, and announce them. • Listen to the audio of the video material, check what kind of card it is, and know how to say greetings such as seasons and events. • Look at the greeting card created by the instructor and have an idea for the final activity. 	card analysis>
2	<p>◆Familiarize oneself with the wording of shapes and know the expressions that express what pupils want.</p>	
	<ul style="list-style-type: none"> • Missing Game <p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> • Look at the video materials and learn that there are various cards to convey one's feelings, and increase pupils' motivation for activities at the end of the unit. • Let's make a card. • Ask and answer what representative pupil wants. <p>[Let's Chant] What do you want? p.27</p>	<p>◎Listening to and saying how to say the shape.</p> <p><Behavioral observation / self-reflection card inspection></p>
3	<p>◆Familiarize oneself with colors, shapes, and expressions that ask and answer what the partner wants.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Let's Listen] p.29</p> <ul style="list-style-type: none"> • Listen to the audio, think about who made which work, and connect with a line. • Matching game "What is this?" • Use colored paper (about 10 sheets) to make a shape and make a quiz. • Ask and answer What's this? 	<p>◎Communicating by asking and answering about colors, shapes, and what the partner wants. <Behavioral observation / self-reflection card inspection></p>
4	<p>◆Ask and answer what the partner wants and communicate with each other.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Activity] p.29</p>	<p>◎Asking and answering what the partner wants and</p>

	<ul style="list-style-type: none"> • Ask and answer what the partner wants, collect shapes, and make a greeting card. • Watch digital teaching materials, learn how to introduce them, and have a prospect for the next time. 	<p>communicating with each other. <Behavioral observation / self-reflection card inspection></p>
5	<p>◆Try to introduce one's work while trying to convey it to the partner.</p> <p>[Let's Chant] What do you want? p.27 [Activity] p.29</p> <ul style="list-style-type: none"> • Practice. • Introduce each other's works. • Give a card. 	<p>◎Introducing one's work while trying to convey it to the partner. <Behavioral observation / self-reflection card inspection></p>

3rd Grade Unit 7 - Lesson 1 This is for you. Let's send a card

Goal: Be aware of the difference between Japanese and English voices and learn how to express shapes and things around pupils.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colors, shapes), greeting cards (created for presentation), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
10 min.	<ul style="list-style-type: none"> ○What is in the textbook? • Announce what is in the textbook. 	<ul style="list-style-type: none"> • Ask the pupils "what can you see? What's this?" and use digital teaching materials while picking up the pupils' answers and tweets to find out where and what the textbook is. The instructor introduces the English and explains that it is an amusement park. Also, let them come across shapes and expressions of things around them. At that time, make them aware of the difference between Japanese and English voices. <What is in the textbook> roller coaster, castle, tree, bus, shop, balloon, flower, Ferris wheel, candy, ice cream, hot dog, (clock, flag), circle, triangle, square, rectangle, heart, star, diamond ◎Have noticed the difference between Japanese and English voice. <Behavior Observation / self-reflection card analysis> 	digital teaching materials pupil's textbook teacher picture cards (colors, shapes)
10 min.	[Let's Play 1] p.27 <ul style="list-style-type: none"> • In the shape quiz (2 	<ul style="list-style-type: none"> • From the silhouettes of several black shapes, let them guess 	digital teaching materials

	types), look at the silhouette and think about what it is and answer.	what they are, or let them say their favorite shape and think about the animals hidden behind them. Through activities, increase interest in and become familiar with the wording.	
8 min.	[Let's Play 2] p.27 • Play pointing games as a pair or as an individual.	<ul style="list-style-type: none"> • After confirming how to say the shape, do it in pairs. Try to point to the shape and personal belongings that the instructor said. • Cooperate in pairs, go individually, and gradually increase the speed that the instructor says to maintain motivation. 	digital teaching materials pupil's textbook teacher picture cards (colors, shapes)
5 min.	[Let's Watch and Think] p.28 Look at the 5 types of cards from the textbook and look at the patterns on the cards. Think about what kind of card it is and announce it. Listen to the audio of the video material, check what kind of card it is, and know how to say greetings such as seasons and events.	<ul style="list-style-type: none"> • The cards in the textbook will make pupils think about what kind of event, etc., and while picking up the comments of the pupils, they will come across how to say greetings such as seasons and events. Let them listen to the audio and check it with the digital teaching materials (▶ button on the card). 	digital teaching materials pupil's textbook
3 min.	○Look at the greeting card created by the instructor and have an idea for the final activity.	<ul style="list-style-type: none"> • Show the cards created by the instructor (created using various shapes), and give a perspective to the end of the unit, such as "Let's send a card that conveys our gratitude," and motivate them. 	greeting card (created by a instructor)

5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupils' good points about the pupil's awareness and aim at this time.	self-reflection card
2 min.	• Say Goodbye.	• Say Goodbye.	

3rd Grade Unit 7 - Lesson 2 This is for you. Let's send a card

Goal: Get accustomed to the wording of the form and know the expression that expresses what pupils want.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colors, shapes), teacher picture cards (multiple cut out shapes), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. "I'm ~. How are you?" 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
5 min.	○Missing Game	<ul style="list-style-type: none"> • Become accustomed to the words through activities. • Leave the colored cards posted on the blackboard as they are, and use them for the subsequent activities of "Let's make a card." 	teacher picture cards (colors, shapes)
8 min.	<p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> • Look at the video materials and learn that there are various cards to convey their feelings, and increase their motivation for activities at the end of the unit. 	<ul style="list-style-type: none"> • From the video of giving various greeting cards to each other, capture the event and season and make them aware that there are various cards to convey their feelings. (Birthday card, Christmas card, Valentines card, thank-you card, Japanese New Year's card, etc.) • Also, let them announce that they have noticed how they are handing over the cards so that they can listen the expression "This is for you." 	digital teaching materials pupil's textbook
15 min.	○Let's make a card. <ul style="list-style-type: none"> • Understand what the situation is like by watching the interaction between the instructor and the 	<ul style="list-style-type: none"> • From the continuation of the previous activity, tell everyone to make a card. Draw a large square on the blackboard as if it were a card, and call out "This is a card. Let's decorate it." 	digital teaching materials teacher picture cards (multiple cutouts)

	<p>representative pupil.</p> <ul style="list-style-type: none"> • Ask and answer what you want from the representative pupil. 	<ul style="list-style-type: none"> • Nominate a representative pupil and ask “what do you want?” By pointing at the color picture card posted on the blackboard. • Since pupils do not seem to understand the meaning immediately, they specifically point to a color card. Ask “A purple heart? A red square?” Make a gesture to hand it over. • Encourage pupils to answer with please, and make them understand that it is a scene of exchanging what they want. • Communicate with several representative pupils and encourage other pupils to ask “What do you want?” together. <p>© Listening to and saying how to say the shape. <Behavioral observation / self-reflection card inspection></p>	
8 min.	<p>[Let’s Chant] What do you want? p.27</p> <ul style="list-style-type: none"> • Say chants according to the voice. • Change the color and shape, think about the finished product, and say chant. 	<ul style="list-style-type: none"> • At first, let the pupils listen only to the voice, ask what kind of English they listen, and after getting interested, show the screen and let them say. • Let the pupils choose the color, shape, and finished product of the chant’s dialogue, and say it together according to the rhythm of the chant. 	<p>digital teaching materials multiple cutouts of teacher picture cards (colors, shapes)</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 pupils’ good points about their attitude toward using English and their aim at this time. 	<p>self-reflection card</p>

2 min.	• Say Goodbye.	• Say Goodbye.	
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3rd Grade Unit 7 - Lesson 3 This is for you. Let's send a card

Goal: Familiarize oneself with the target colors, shapes, and expressions that ask and answer what pupils want.

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (colors, shapes), pupil's card (colors, shapes), colored paper (worksheets Unit7-1, 7-2) to make colored paper into various shapes (cut out), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant] What do you want? p.27</p> <ul style="list-style-type: none"> • Say chants according to the voice. • Change the color shape, think about the finished product, and say chants. 	<ul style="list-style-type: none"> • Say with the pupil. • Depending on the actual situation, it is also good to make original chant made at the previous time or new original chant. 	digital teaching materials
8 min.	<p>[Let's Listen] p.29</p> <ul style="list-style-type: none"> • Listen to the audio, think about who made which work, and connect them with a line. 	<ul style="list-style-type: none"> • Before listening to the audio, let them think about what shape and how many should be in which work, arouse interest, and then concentrate on listening. • Listen to the audio and connect each work by drawing a line. 	pupil's textbook digital teaching materials
6 min.	○Matching Game	<ul style="list-style-type: none"> • Demonstrate and let the pupils understand how to proceed. 	teacher picture cards (colors, shapes) pupil's cards (colors, shapes)

18 min.	<ul style="list-style-type: none"> • What is this? • Use colored paper (about 10 sheets) to make a shape and make a quiz. • Pupils have completed shapes, then ask and answer “What’s this?” 	<ul style="list-style-type: none"> • Demonstrate and hand over the color cards the pupils want in pairs to make a certain shape and make them understand that they will take a quiz. • Show the finished shape to the other party and ask what it is. • Communicating by asking and answering about colors, shapes, and what they want. <Behavioral observation / self-reflection card inspection> 	colored paper (colored drawing paper cut out into various shapes using worksheets Unit7-1, 7-2)
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 pupils’ good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 7 - Lesson 4 This is for you. Let's send a card

Goal: Ask and answer what the partner wants and communicate with each other.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colored), colored paper (colored paper cut out into various shapes using worksheet Unit 7-1, 7-2), worksheets (Unit 7-3 ~ 7-5) and greeting cards created using them (pupil's works), colored pencils, glue, etc. (prepared by each pupil), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant]</p> <p>What do you want? p.27</p> <ul style="list-style-type: none"> • Say chants according to the voice. • Change the color and shape, think about the finished product, and say chants. 	<ul style="list-style-type: none"> • Say with the pupils. Depending on the actual situation, it is also good to say the original chant made at the previous time. 	<p>digital teaching materials</p> <p>teacher picture cards (colors, shapes)</p>
27 min.	<p>[Activity] p.29</p> <ul style="list-style-type: none"> • Ask and answer what you want, collect shapes, and make a greeting card. • Once you have collected the necessary shapes, arrange them and attach them to the mount. Also attach the name and message of the recipient. 	<ul style="list-style-type: none"> • Demonstrate and use digital teaching materials to help them understand how to proceed. • Taking advantage of the experience of the activities from the previous time, the role is divided into the side that receives the shape and the side that gives the shape, and the roles are switched between the first half and the second half. (It is advisable to devise a form and method according to the number of pupils in the class and the actual situation.) • Support pupils' active communication. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>colored paper (colored drawing paper cut out into various shapes using worksheets Unit7-1, 7-2)</p> <p>colored pencils, glue, etc. (prepared by each pupil)</p> <p>worksheets (Unit 7-3 ~ 7-5)</p>

		<ul style="list-style-type: none"> • Perform an interim evaluation so that the activities in the latter half will be in line with the aim. In the mid-point 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. <p>Encourage them to interact with each other.</p> <ul style="list-style-type: none"> • When limiting the recipients to class friends, make sure that all pupils receive the card. <p>© Asking and answering what the partner wants and communicate with each other. <Behavioral observation / self-reflection card inspection></p>	
5 min.	<ul style="list-style-type: none"> • Watch digital teaching materials, learn how to introduce them, and have an idea for the next time. 	<ul style="list-style-type: none"> • Introduce what they have created (flowers, robots, etc.) and have them check the expressions used when handing out greeting cards with digital teaching materials, and if they have time, have them practice for the next presentation. 	worksheets (Unit 7-3 ~ 7-5) and greeting card created using it (pupils' work)
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 7 - Lesson 5 This is for you. Let's send a card

Goal: Try to introduce one's work while trying to convey it to the partner.

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (colors, shapes), worksheets (Unit 7-3 ~ 7-5) and created using them, greeting cards (pupil's work), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant] What do you want? p.27</p> <ul style="list-style-type: none"> • Say chant according to the voice. • Change the color and shape to say chants. 	<ul style="list-style-type: none"> • Say with the pupils. • Depending on the actual situation, it is also good to say the original chant made at the previous time. 	<p>digital teaching materials</p> <p>teacher picture cards (colors, shape)</p>
32 min.	<p>[Activity] p.29</p> <ul style="list-style-type: none"> • Practice. • Introduce each other's works. 1. In pairs 2. In a group 3. In front of the whole class (representative pupil) • Give a card. This is for you, (name). 	<ul style="list-style-type: none"> • The instructor will demonstrate how to give the card, or use the digital teaching materials for students to watch and listen. <p><Introduction example></p> <p>“Hello. This is my card. (I haven't shown the front of the card yet). One pink circle, one yellow circle, one white circle, and two brown rectangles. Ice cream.”</p> <ul style="list-style-type: none"> • First, the pupils introduce their own cards in pairs next to each other, front and back, and diagonally. In order to convey the feelings to the partner, the instructors will give advice after the activity on what kind of ingenuity is necessary so that the activity will be in line with the aim. • Provide individual support so 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>worksheet (Unit 7-3 ~ 7-5) and greeting card created using it (pupil's work)</p>

		<p>that they can make positive announcements.</p> <ul style="list-style-type: none"> • The activities in the latter half will be more in line with the aim, such as pausing the activities in the middle and conducting an interim evaluation and introducing good examples in front of everyone. <p>◎Introducing one's work while trying to convey it to the partner. <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. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade - Unit 8 Unit Name What's this?

1. Unit Objective

- Become aware of the difference between foreign words and the English from which they are derived and become familiar with phrases in textbook and phrases to ask and answer what a certain thing is. (Knowledge and skills)
- Give quizzes and answer each other's quizzes. (Abilities to think, make judgements and express themselves)
- Try to give quizzes and answer quizzes while communicating with others. (Motivation to learn and humanity)

2. Language material

- What's this? Hint, please. It's (a fruit). It's (green). It's (a melon). That's right.
- it, hint, sea, animal (elephant, horse), spider

[Already mentioned] I like (blue). Do you like (blue)? Yes, I do. / No, I don't. No. Sorry.

Number (1 ~ 30), Fruits / Vegetables, Food and Beverages, Animals, Colors, Shapes, state / feeling, what, is, this, please

3. Area-specific Objectives related to the Course of Study

Listening	A. Have pupils try and listen to and understand simple words and phrases about themselves and the things around them in English that is spoken slowly and clearly.
Speaking (interaction)	C. Have pupils try to ask questions and answer the questions about themselves, other people, and things around them using simple words, phrases, or basic expressions with the instructor's support.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware of the difference between foreign words and the English from which they are derived, become familiar with phrases in textbook, and phrases to ask and answer what a certain thing is.	
	[Let's Play 1] p.31 • Watch video materials and think about what is hidden. • [Let's Play 2] p.32 • Guess something from the silhouette or cross section.	◎Be aware of the difference between foreign words and English words. <Behavioral observation / self-reflection card analysis> ◎Listening to and saying

	<ul style="list-style-type: none"> • Shuffle Game • [Let's Chant] What's this? P.31 	things around pupils. <Behavioral observation / self-reflection card inspection>
2	<p>◆Familiarize oneself with the expressions around pupils and the expressions to ask and answer what a certain thing is.</p>	
	<p>[Let's Chant] What's this? p.31</p> <ul style="list-style-type: none"> • What 's this? Quiz • Stereo Game • [Activity] 1 Hint Quiz Q 1 p.32, 33 • Listen to the voice of the three hints, think about what it is, and answer. 	◎Listening to or saying expressions that ask or answer what a certain thing is. <Behavioral observation / self-reflection card inspection>
3	<p>◆Familiarize oneself with expressions that ask or answer what a certain thing is.</p>	
	<p>[Let's Chant] What's this? p.31</p> <p>[Activity] 1 Hint Quiz Q 2, 3 p.32, 33</p> <ul style="list-style-type: none"> • Listen to hints in the video material, think about what it is, and answer. • Think about hints and give quizzes. The representative pupil listens to the hint and answers. 	◎Listening to or saying expressions that ask or answer what a certain thing is. <Behavioral observation / self-reflection card inspection>
4	<p>◆Familiarize oneself with expressions that ask or answer what a certain thing is.</p>	
	<p>[Let's Chant] What's this? p.31</p> <p>[Activity] 2 Chinese character quiz, 3 foot quiz p.32, 33</p> <ul style="list-style-type: none"> • Prepare for the quiz tournament. • Choose one of the quizzes and other quizzes you have done so far and prepare. 	◎Listening to or saying expressions that ask or answer what a certain thing is. <Behavioral observation / self-reflection card inspection>
5	<p>◆Try to give quizzes and answers while asking and answering about something and communicating with each other, and trying to convey it to the partner.</p>	
	<p>[Let's Chant] What's this? p.31</p> <p>[Activity] Let's have a quiz tournament. p.32, 33</p> <ul style="list-style-type: none"> • Give quizzes to each group. • Divided into a question side and an answer side, with quizzes in the middle. 	◎Asking and answering about something and communicating with each other. <Behavioral observation / self-reflection

		card inspection> ©Giving quizzes and answer while trying to convey to the other party. <Behavioral observation / self-reflection card inspection>
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3rd Grade Unit 8 - Lesson 1 What's this?

Goal: Be aware of the difference between loanwords and the English from which they are derived, become familiar with the wording of things around pupils, and know the expressions that ask and answer what a certain thing is.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (vegetables, fruits, animals), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
13 min.	<p>[Let's Play 1] p.31</p> <ul style="list-style-type: none"> • Watch video materials and think about what is hidden. 	<ul style="list-style-type: none"> • While showing the textbook, ask "What's this? What can you see?" To help them understand the scene and motivate their activities by drawing out the experience of playing in nature. • Ask "what's this?" about what they see in the magnifying glass, ask individuals or groups to make predictions, and confirm the answer with digital teaching materials. • In a natural conversation, try to meet the expressions of things around pupils such as insects and the expressions that ask what a certain thing is. <p>(From the left of the spread page) (Spring) Crow's nest, (Summer) Spider, (Autumn) Moth feather, (Winter) Owl</p>	<p>digital teaching materials pupil's textbook</p>
10 min.	<p>[Let's Play 2] p.32</p> <ul style="list-style-type: none"> • Think about something from the silhouette and cross section and answer.(From the top 	<ul style="list-style-type: none"> • Show the silhouette and cross-sectional view of the image, and let each person think about something and make a presentation. While drawing out the answers of the pupils, let them 	<p>digital teaching materials pupil's textbook teacher picture cards pupil picture cards (vegetables,</p>

	<p>left) a carrot, a cucumber, a peach, a pineapple (From the bottom left) an onion, a green pepper, an orange, a tomato</p>	<p>come across words such as vegetables.</p> <ul style="list-style-type: none"> • The instructor deals with vegetables and fruits that are familiar as foreign words such as peach, pineapple, orange, tomato, etc., when pupils come across the wording in English, move the instructor's hand flat in Japanese and pronounce it. In the case of English, raise instructor's hand to make them notice the difference in voice when they pronounce strongly. <p>◎Be aware of the difference between foreign words and English voice. <Behavioral observation / self-reflection card analysis></p>	fruits)
8 min.	<ul style="list-style-type: none"> • Shuffle Game 	<ul style="list-style-type: none"> • Check how to say things around the pupils with them and show how to proceed with a demonstration. <p>◎Listening to and saying things around pupils. <Behavioral observation / self-reflection card inspection></p>	teacher picture cards (vegetables, fruits, animals)
5 min.	<p>[Let's Chant] What's this? p.31 Animals (dogs, monkeys, tigers)</p>	<ul style="list-style-type: none"> • At first, do not show the screen, but concentrate on the voice and ask what kind of English they listen to motivate themselves. • Make pupils say happily in rhythm with the feeling of answering a quiz while looking at the screen. Once pupils get used to it, the instructor can freely change the animal part to make an original chant. 	digital teaching materials pupil's textbook teacher picture cards (animals)
5	<ul style="list-style-type: none"> • Look back on today's 	<ul style="list-style-type: none"> • Praise the pupils' good points 	self-reflection card

min.	activities and fill in the self-reflection card.	about their attitude toward using English and their aim at this time.	
2 min.	• Say Goodbye.	• Say Goodbye.	

3rd Grade Unit 8 - Lesson 2 What's this?

Goal: Familiarize oneself with the way pupils say things around them and the expressions that ask and answer what a certain thing is.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colors, shapes, vegetables, fruits, animals, capital letters), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet several pupils individually. 	
4 min.	<p>[Let's Chant]</p> <p>What's this? p.31</p> <ul style="list-style-type: none"> • Say Chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
10 min.	<ul style="list-style-type: none"> • What's this? Quiz 	<ul style="list-style-type: none"> • Hold a plain card on top of the teacher picture card with the vocabulary that the pupil is familiar with, and ask the pupils "What's this?" Ask the pupils if they want a hint, the instructor pulls out the expression, Hint, please, from the pupils. Shifts the plain card a little, shows a part of the picture below, and asks "What's this?" By repeating this, the pupil should be reminded of what he or she has been accustomed to, or the expression when asking what something is, should be listen to and familiarized. 	
10 min.	<ul style="list-style-type: none"> • Stereo Game What's this? It's ~. 	<ul style="list-style-type: none"> • Tell them to play Stereo Game and show how to proceed with a demonstration. At first, the instructor asks "What's this?", but encourages the pupils to ask with 	teacher picture cards (animals, fruits, vegetables) teacher alphabet cards (capital

		<p>them. During the activity, the instructors will provide personalized support.</p> <p>☉Listening to or saying expressions that ask or answer what a certain thing is. <Behavioral observation / self-reflection card inspection></p>	letters)
12 min.	<p>[Activity] 1 Hint Quiz Q 1</p> <p>p.32, 33</p> <ul style="list-style-type: none"> Listen to the voice of the three hints, think about what it is, and answer. 	<ul style="list-style-type: none"> Using digital teaching materials, only Q.1 of the hint quiz will be given. In Q.1, hints are at the word level, but since Q.2 and Q.3 are at the sentence level, they are dealt with at the next time, and at this time, only Q.1 is dealt with. Let the pupils listen to the voices of the three hints and ask them to think about what they are and answer them. With this as a reference, use the words and phrases that the pupils are familiar with, and think about the following hints when asking questions. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher picture cards (colors, shapes, vegetables, fruits, animals)</p> <p>teacher alphabet cards (capital letters)</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 pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> Say Goodbye. 	<ul style="list-style-type: none"> Say Goodbye. 	

3rd Grade Unit 8 - Lesson 3 What's this?

Goal: Familiarize oneself with expressions that ask and answer what an object is.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (food, animals, etc.), self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant] What's this? p.31</p> <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupil. 	digital teaching materials
10 min.	<p>[Activity] 1 Hint Quiz Q 2, 3 p.32, 33</p> <ul style="list-style-type: none"> • Listen to hints in the video material, think about what it is, and answer. 	<ul style="list-style-type: none"> • Use digital teaching materials to give hints and quizzes Q.2 and Q.3. Previously, Q.1 dealt with the word level, but this time, it deals with the sentence It's ~. • After the two quizzes, refer to these and think about the following hints and hints that are appropriate for expressing with It's ~. From the previous hints. • Choose one of the 14 types on the screen of the digital teaching materials so that the pupils can use the words and phrases that they are familiar with. At that time, from the picture cards posted on the blackboard in advance, put a picture card of a certain thing in an envelope and put it in an envelope. Point to the envelope and ask "What's this?", which attracts pupils' 	digital teaching materials pupil's textbook

		<p>interest.</p> <ul style="list-style-type: none"> • Connect to the next activity where the pupils think about hints. 	
22 min.	<ul style="list-style-type: none"> • Think about hints and give quizzes. The representative pupil listens to the hints and answers. 	<ul style="list-style-type: none"> • Give hints and quizzes as follows in the flow of previous activities. <p>* If it is difficult for the pupil to ask a question, two representative pupils may be asked to cooperate and think about the answer. Another idea is to divide the class in half into a “team that gives hints” and a “team that thinks about answers”, and an instructor joins the “team that gives hints” to think about hints with the pupils.</p> <p>◎Listening to or saying expressions that ask or answer what a certain thing is.</p> <p><Behavioral observation / self-reflection card inspection></p>	<p>teacher picture cards (food, animals, etc.)</p> <p>digital teaching materials</p> <p>pupil’s textbook</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 pupils’ good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 8 - Lesson 4 What's this?

Goal: Familiarize oneself with expressions that ask and answer what an object is.

Teaching Material: digital teaching materials, pupil's textbook, things to use in quizzes, self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant] What's this? p.31</p> <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	
10 min.	<p>【Activity】 p.32, 33</p>	<ul style="list-style-type: none"> • Give pupils the experience of giving and answering various quizzes so that they can make their own quizzes. • The answers to the 2 <i>kanji</i> Quiz and the 3 Foot Quiz may not be available in the pupils' textbook. <2 Chinese character quiz> • Ask the pupils "What's this?" And how to read Chinese characters. In response to remarks such as "<i>Umihoshi!</i>", give a hint of "sea creatures." Pupils may think of "starfish" as "star-shaped sea creatures." After that, make them think about what to say in English. • <i>Kanji</i> must be an ideographic character in which one character has a meaning. Make pupils aware of the fun of words by touching on the fact that the letters of the alphabet are phonetic letters that have no 	<p>digital teaching materials</p> <p>pupil's textbook</p>

		<p>meaning in one letter.</p> <p><3 Foot Quiz></p> <ul style="list-style-type: none"> • Put your foot and ask “What’s this?” It seems unpredictable from the pictures alone, so ask the pupils to say “Hint, please.” For example, long ears for a rabbit. After having the pupil make predictions, check the answers with digital teaching materials. <p>◎Listening to or saying expressions that ask or answer what a certain thing is.</p> <p><Behavioral observation / self-reflection card inspection></p>	
22 min.	<p>○Prepare for the quiz tournament.</p> <ul style="list-style-type: none"> • Choose one of the quizzes and other quizzes they have done so far and prepare in a group. 	<ul style="list-style-type: none"> • Let the pupils prepare for the quiz tournament for the next time. • Go around each group and support how to give hints. • In addition to the “Silhouette”, “<i>Kanji</i>”, “Footprint”, and “Hint” quizzes that have been dealt with so far, “Drawing” and “Drilling” (Hiding photos etc. on the back, putting a mount with windows such as ○ and △ on it , open the window as a hint. Insert a photo in an envelope, show a little. Let them choose the quiz method while acknowledging the pupils’ free ideas. 	what to use in the quiz
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’ good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 8 - Lesson 5 What's this?

Goal: Asking and answering about a certain thing and communicating, giving a quiz and answering while devising to convey to the partner.

Teaching Material: digital teaching materials, pupil's textbook, things to use at quiz competitions, self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some individually. 	
4 min.	<p>[Let's Chant] What's this? p.31</p> <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • Say with the pupils. 	digital teaching materials
32 min.	<p>[Activity] p.32, 33</p> <ul style="list-style-type: none"> • Give quizzes to each group. • Divided into a question side and an answer side, with quizzes in the middle. 	<ul style="list-style-type: none"> • The question side and the answer side will be divided into activities, and they will be replaced in the middle. • "What's this?" "It's ~." "Hint, please." "It's ~." "That's right." • Make the pupils think about what kind of ingenuity is needed to tell the other persons, and make them aware of the purpose of the activity. • Stop the activity on the way and perform an interim evaluation. Share examples that are devised so that they can be communicated to the partner, so that the activities in the latter half will be more in line with the aim. <p>◎Asking and answering about something and communicating with each other. <Behavioral</p>	pupil's textbook things to use for quiz competitions

		<p>observation / self-reflection card inspection></p> <p>◎Giving quizzes and answering while trying to convey to the partner. <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. 	<ul style="list-style-type: none"> • Praise the pupils' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

1. Unit Objective

- Be aware of the differences in voice and rhythm between Japanese and English, and become familiar with the expressions of asking and answering someone. (Knowledge and skills)
- Listen to a simple short story with pictures to get an idea of the contents. (Abilities to think, make judgements and express themselves)
- Listen to short stories such as picture books while reacting, and try to repeat the lines with gestures and emotion so that they can be understood. (Motivation to learn and humanity)

2. Language material

- Are you (a dog)? Yes, I am. / No, I'm not. Who are you? I'm (a dog). Who am I? Hint, please.
- who, animals (cow, dragon, snake, tiger, sheep, chicken, wild boar), simple adjectives (long, shiny, scary, round, furry), body parts (head, eyes, ears, nose, mouth, shoulders, knees, toes)

[Already mentioned] Greetings / Self-introduction, I like (blue). Do you like (blue)? Yes, I do. / No, I don't. What (sport) do you like? How many(apples)? are, not, colors, shapes, condition / feelings, animals, fruits / vegetables, food / drink, numbers (1 ~ 30)

3. Area-specific Objectives related to the Course of Study

Listening	B. Have pupils try to understand the meaning of basic expressions for familiar and simple things in English that are spoken slowly and clearly.
Speaking (presentation)	A. Have pupils try to talk about things around them using simple words, phrases, and basic expressions in front of people.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Listen to a short story such as a picture book to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.	
	○Listen to the story from the textbook or other easy picture book. (First time) ○Who am I? Quiz 1	◎Be aware of the differences in voice and rhythm between Japanese and English.

	<ul style="list-style-type: none"> • Listen to the hints and guess what animal. ○Bingo Game (animals)	<Behavioral observation / self-reflection card analysis> * Reevaluate during subsequent lessons
2	◆ Listen to a short story such as a picture book to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.	
	<ul style="list-style-type: none"> • Listen to the story from the textbook. (Second time) • Listen to the story in the picture book and instruct the pupils to find out which page the scene is taking place. • Listen to the story, look for the scene in pairs, and point to it. • Who am I? Quiz 2 (part of the body) • Song: Head, Shoulders, Knees and Toes 	◎Be aware of the differences in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis> ◎Listening to a simple short story with pictures to get an idea of contents. <Behavioral observation / self-reflection card inspection>
3	◆ Be aware of the differences in voice and rhythm between Japanese and English, and become familiar with the expressions of asking and answering using the target expressions (Who?).	
	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees and Toes with gestures • Recite the story for the (Third time). • Scene card arrangement • Arrange the scene cards so that they match the progression of the story. • While looking at a scene card, reproduce the dialogue of the scene with the instructor. • Chain Game 	◎Be aware of the differences in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis> ◎Asking and answering “Who”. <Behavioral observation / self-reflection card inspection>
4	◆ Familiarize oneself with the expressions of asking and answering using the target expressions (Who?).	
	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees and Toes • Listen to the storytelling of picture books. (4th) • Who are you? 3 Hint Quiz Game • Prepare for the recital. 	◎Asking answering “who”. <Behavioral observation / self-reflection card inspection>

<p>5</p>	<p>◆ Listen to the story in the picture book while reacting, and repeat the lines with gestures.</p>	
	<p>○Song: Head, Shoulders, Knees and Toes ○Listen to the story in the picture book. (5th time) ○Recite the lines of the picture book. • Present a section of the book in pairs or groups.</p>	<p>◎Listening to the story in the picture book while reacting. <Behavioral observation / self-reflection card inspection> ◎Repeating the lines of the story so that they can convey it. <Behavioral observation / self-reflection card inspection></p>

3rd Grade Unit 9 - Lesson 1 Who are you?

Goal: Listen to a short story to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (enlarged and cut out animals from worksheet Unit 9-2), pupil's cards (animals), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and then greet several pupils individually. 	
15 min.	<ul style="list-style-type: none"> ○Listen to a short story (First time) 	<ul style="list-style-type: none"> • First, show the first scene of the picture book (textbook p.34, 35) with digital teaching materials, ask what can you see?, etc., and let them grasp the scene or situation. When the pupils realize that they are playing hide-and-seek, they will try to get interested in the story. • Read aloud. 	digital teaching materials pupil's textbook
8 min.	<ul style="list-style-type: none"> ○Who am I? 3 Hint Quiz 1 • Listen to the hints, think about what kind of animal it is, and answer. 	<ul style="list-style-type: none"> • While asking questions about the animals that appeared in the picture books, they should be excited to be able to recall the animals in English. Ask the pupils what kind of animal appeared in the picture book; show the picture card to confirm. Tell them to have "Who am I? Quiz". 	digital teaching materials pupil's textbook teacher picture cards (enlarged and cut out animal from worksheet Unit 9-2)
13 min.	<ul style="list-style-type: none"> ○Bingo Game (animal) 	<ul style="list-style-type: none"> • Check the pronunciations of all the animals with the pupils. <p>◎Notice difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis></p>	pupil cards (including animals that have already been learned) (1 set for 2 pupils)

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 good points about their attitude toward using English and reiterate the unit goal. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

* Guidance will be given toward the goal of “listening to short stories such as picture books and grasping the approximate contents”, and evaluation will be conducted from the second reading onward

3rd Grade Unit 9 - Lesson 2 Who are you?

Goal: Listen to the picture book to get an idea of the content and notice the difference in voice and rhythm between Japanese and English.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene-specific cards (as needed), animal photos, etc., self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet several pupils individually. 	
10 min.	<ul style="list-style-type: none"> ○Listen to the picture book. (Second time) • Repeat the story after the instructor if possible. 	<ul style="list-style-type: none"> • Read aloud with rich expressions while using gestures. • Since this is the second time, encourage pupils to speak the part that can be said and create an atmosphere in which they can participate. • In order to motivate them, use digital teaching materials or read by ALTs to change the reading method. <p>◎Notice the difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis></p>	<p>digital teaching materials</p> <p>pupil's textbook</p>
10 min.	<ul style="list-style-type: none"> ○Listen to the story about the scene in the picture book and find out which page it is. • Listen to the story, look for the scene in pairs, and point to it. 	<ul style="list-style-type: none"> • Demonstrate and let them understand the activity method. At first, it is better to do it in pairs. Once they get used to it, let them do it individually. • Read one page of the picture book with gestures such as "1, 2, 3, 4. ... Ready or not, here I come!" And let the pupil open the page of the scene. Make a card for each scene and hold it like a <i>karuta</i>. 	<p>digital teaching materials</p> <p>pupil's textbook (cards for each scene, etc., if necessary)</p>

		<p>©Listening to short stories such as picture books and get an idea of what they are. <Behavioral observation / self-reflection card inspection></p>	
10 min.	○Who am I? Quiz 2 (Part of the body)	<ul style="list-style-type: none"> • Check how the animals say and show how to work. Show a part of the animal's body and ask them to think about what animals they are. 	animal photos, etc. teacher picture cards (animal)
6 min.	○Song Head, Shoulders, Knees and Toes	<ul style="list-style-type: none"> • The instructor touches that part of his/her body, saying head, shoulders, knees, toes, eyes, ears, mouth, nose. Encourage the pupils to stand and touch that part of his/her body while saying it together. After repeating it several times, gradually and slowly sing with the melody of the song. • As the pupils get used to it, speed up the song. * Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet. 	
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 -Lesson 3 Who are you?

Goal: Be aware of the differences in voice and rhythm between Japanese and English and become familiar with the expressions of asking and answering using the target expressions (Who?).

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene cards (6 types of worksheet Unit 9-1 are cut out in advance), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello. I'm ~. How are you?	• Say Hello to the whole and greet several pupils individually.	
5 min.	○Song Head, Shoulders, Knees and Toes	• Sing a song in the same way as the first time. Gradually increase the speed and devise ways to sing so that the pupils' motivation can be maintained. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.)	
5 min.	○Please Touch Game	• Show the model and let them understand how to proceed. ◎Notice difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis>	
10 min.	○Listen to the story of the picture book. (Third time) • Say the parts that can be said together.	• Read aloud with rich expressions while using gestures. Since this is the third time, the repeating exercise encourages pupils to speak and creates an atmosphere in which pupils can participate. • Be creative with changing the method of reading aloud.	teacher picture cards (animals) digital teaching materials pupil's textbook

10 min.	<p>○Scene card arrangement</p> <ul style="list-style-type: none"> • Arrange the scene cards so that they fit the plot while listening to the storytelling. • While looking at the scene card, reproduce the dialogue of the scene with the instructor. 	<ul style="list-style-type: none"> • Have the pair prepare one set of 6 types of scene cards for worksheet Unit 9-1. While listening to the storytelling, cooperate and arrange the scene cards according to the plot. • After the 6 scenes, read the textbook of the picture book of the scene according to the story. Encourage the pupils to say it together. 	Scene card (6 types of worksheet Unit 9-1 are cut out in advance)
6 min.	<p>○Chain Game Who are you? I'm ~.</p>	<ul style="list-style-type: none"> • Demonstrate and let them understand how to proceed. <p>◎Asking and answering "Who". <Behavioral observation / self-reflection card inspection></p>	teacher picture cards (animal)
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 - Lesson 4 Who are you?

Goal: Familiarize oneself with the expressions of asking and answering using the target expressions (Who?).

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), pupils' cards (animals: 4 to 5 types for each person), scene-specific cards (as needed), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello. I'm ~. How are you?	• Say Hello to the whole and greet some individually.	
3 min.	○Song Head, Shoulders, Knees and Toes	• Sing with the pupils. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.)	
10 min.	○ Listen to the story in the picture book. (Fourth Time) • Say the parts that can be said together.	• Read aloud with rich expressions while using gestures. Since this is the 4th time, encourage active pupils to speak and create an atmosphere where pupils can participate.	teacher picture cards (animal) digital teaching materials pupil's textbook
8 min.	○Who are you? Quiz Who are you? Are you ~? Yes. I'm ~. Sorry. I'm ~.	• Through activities, familiarize them with the expressions that the other person asks or answers. ◎Asking or answering "Who". <Behavioral observation / self-reflection card inspection>	pupil picture cards (animals: 4-5 types for the number of pupils) teacher picture cards (animals)

15 min.	<p>○Prepare for the recital.</p> <p>I see something ~.</p> <p>Are you a(n) ~?</p> <p>Yes, I am. I'm a(n) ~.</p>	<ul style="list-style-type: none"> • Demonstrate to help pupils understand the activity method and motivate them. Check the expression to use with them. • Perform in pairs or groups depending on the actual situation. Let them select one or two scenes they want to introduce from the picture book, and decide the role, and practice. • Do not expect perfect imitation, allow pupils' ingenuity and arrangements, praise their positive attitude, and increase their motivation. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher picture cards (animals)</p> <p>(If necessary, cards for each scene, etc.)</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 pupils' good points about their attitude toward using English and reinforce the lesson aims. 	<p>self-reflection card</p>
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 - Lesson 5 Who are you?

Goal: While listening to the picture book story while reacting, try to imitate the lines so that they can be conveyed to the partner.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene-specific cards, etc. (if necessary), self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole and greet several pupils individually. 	
3 min.	<ul style="list-style-type: none"> ○Song Head, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> • Sing with pupils. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.) 	
10 min.	<ul style="list-style-type: none"> ○Listen to the story in the picture book. (Fifth time) • Repeat the story. 	<ul style="list-style-type: none"> • Read aloud while using gestures to serve as a model for the recital. Since it will be the last, encourage pupils to speak and create an atmosphere where pupils can participate. Divide the lines so that the instructor and the pupils say half then rotate. ◎Listening to the short story while reacting. <Behavioral observation / self-reflection card inspection> 	
23 min.	<ul style="list-style-type: none"> ○Give a presentation by saying the lines of the picture book. • Present in pairs or groups. 	<ul style="list-style-type: none"> • Have the pupils think about what kind of gestures and actions should be taken in order to convey it to their classmates, and make them aware of the purpose of the activity. • Modify the activity according to the situation of the pupils so that they can experience a sense of accomplishment. • Pause the activity half way 	teacher picture cards (animals) digital teaching materials pupil's textbook (cards for each scene, etc., if necessary)

		<p>through to perform an interim evaluation. Share examples that are devised so that they can be communicated and the activities in the latter half will be more in line with the lesson aim.</p> <ul style="list-style-type: none"> • Finally, let the groups present in front of the whole class. <p>©Repeating the lines to convey it to the other party. <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. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English and show what they have accomplished 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	