

4th Grade - Unit 1 Unit Name Hello, world!

1. Unit Objective

- Be aware that there are various ways of greeting, and become familiar with the various ways of greeting. (Knowledge and skills)
- Say hello to your friends and share your tastes. (Thinking ability, judgment ability, expressive ability, etc.)
- While giving consideration to the other persons, greet friends and try to communicate their tastes. (Motivation toward learning, humanity, etc.)

2. Language elements

- Hello. Good [morning / afternoon / night]. I like (strawberries). Goodbye. See you.
- morning, afternoon, night, world

[Already mentioned] Greetings / Self-introduction, Do you like (blue)? Yes, I do. / No, I don't.
Condition / Feeling, color, number (1 ~ 30), food and drink, fruits /
vegetables, sports, animals

3. Area-specific goals

Listening	B. To understand the meaning of basic expressions related to familiar and simple matters when spoken slowly and clearly.
Speaking (interaction)	A. Use basic expressions to say hello, thank you, give simple instructions, and respond to them.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆Be aware that there are various ways of greeting, and become familiar with the various ways of greeting.	
	○Sing Hello Song (3rd Grade Unit 2) ○What kind of exchange are you doing? • Look at pages 2 and 3 of the textbook to predict how characters from all over the world are interacting with each other.	◎Being aware that there are various ways to say hello. <Behavioral observation / self-reflection card analysis>

	<p>[Let's Watch and Think 1] p.2, 3</p> <ul style="list-style-type: none"> • Watch the video and write down what you noticed about the greetings of various countries in the world in the textbook and interact with them. <p>○Let's say hello in the language of various countries.</p> <ul style="list-style-type: none"> • Choose a country where you want to say hello, and greet each other by imitating the words and gestures of that country. <p>[Let's Listen 1] p.2, 3</p> <ul style="list-style-type: none"> • Listen to the voice, think about which country's greeting, and write the number on the textbook. <p>[Let's Play] p.4</p> <ul style="list-style-type: none"> • Say hello and ask each other what you like. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Listening and saying various greetings <Behavioral observation / self-reflection card inspection></p>
2	<p>◆While thinking about other people, try to greet friends and communicate their tastes.</p> <p>○Sing Hello Song (3rd Grade Unit 2)</p> <p>[Let's Watch and Think 2] p.4</p> <ul style="list-style-type: none"> • Notice that there are greetings according to the time and situation. <p>[Let's Listen 2] p.5</p> <ul style="list-style-type: none"> • Enter what you know about the characters in □. <p>[Activity] p.5</p> <ul style="list-style-type: none"> • Walk around the classroom, make pairs, communicate what you like and dislike, and write down what you learned about the other persons in the table. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎Saying hello to one's friends and share one's tastes with each other. <Behavioral observation / self-reflection card inspection></p> <p>◎Trying to greet with one's friends while thinking about other people, and communicate about their tastes. <Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 1 - Lesson 1 Hello, world! Let's say hello in various words of the world
 Goal: To be aware that there are various ways of greeting, and become familiar with the various ways of greeting.

Semi-prepared: pupil's textbook, teacher's picture cards (national flag), worksheet (Unit 1-1), digital teaching materials, self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the class and greet some individually.	
3 min.	○Sing Hello Song (3rd Grade Unit 2)	• Sing with pupils.	digital teaching materials
3 min.	○What kind of exchange are you doing? • Look at pages 2 and 3 of the textbook to predict how characters from all over the world are interacting with each other.	• Show the textbook and say the greetings from other countries so that they will notice the difference in gestures and characters in each language. (Example) Chinese and Japanese are marked with “.”. The same greeting in New Zealand, USA. There are various characters. There are multiple countries and regions that use letters of the alphabet, etc.	digital teaching materials pupil's textbook
10 min.	[Let's Watch and Think 1] p.2, 3 • Watch the video and write down what you noticed about the greetings of various countries in the world in the textbook and interact with them. (Example) There are long greetings and	• It will lead to the viewing of video materials while raising pupil's interests such as differences and commonalities with Japan. • First, let the pupils student watch the greetings in English (USA) that the pupils have already known, then make them say hello and their names after the greetings, and then watch the	digital teaching materials pupil's textbook teacher picture cards (National flag)

	<p>short greetings, there are various ways of greeting, and there are greetings that bow as in Japan.</p>	<p>greetings from Indonesia, Russia, and Saudi Arabia.</p> <p>◎Being aware that there are various ways to say hello. <Behavioral observation / self-reflection card analysis></p>	
6 min.	<p>○Let's say hello in the language of various countries.</p> <ul style="list-style-type: none"> Choose a country and greet in the language of the country each other by imitating the words and gestures of that country. 	<ul style="list-style-type: none"> Choose one of the world greetings as a pair and have them greet you with gestures. Change partners to make new pairs and repeat activities. ◎Listening and saying various greetings. <Behavioral observation / self-reflection card inspection> 	<p>teacher's picture cards (National flag)</p>
5 min.	<p>[Let's Listen 1] p.2</p> <ul style="list-style-type: none"> Listen to the voice, think about which country's greeting, and write the number on the textbook. 	<ul style="list-style-type: none"> By making use of the greetings in the languages of various countries in the previous activity, listen only to the voice of the greeting, and consider which country the greeting is from the United States, Indonesia, Russia, or Saudi Arabia, and tell them to write the number in □. Match the answers and check again with "Let's Watch and Think". 	<p>digital teaching materials pupil's textbook teacher's picture cards (National flag)</p>
7 min.	<p>[Let's Play] p.4</p> <ul style="list-style-type: none"> Say hello and ask each other what you like. 	<ul style="list-style-type: none"> The instructor first introduces what he / she likes, asks a few pupils if they like them, and tries to draw out what they like. Ask a few pupils what they like and try to remind them of the expression I like ~. 	<p>pupil's textbook worksheet (Unit 1-1)</p>

		<ul style="list-style-type: none"> • Walk around the classroom, pair with friends, greet each other, and share what they like. 	
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' willingness to use English. 	self-reflection card
2 min	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd Grade Unit 2) • Say goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say goodbye. 	digital teaching materials

4th Grade Unit 1 - Lesson 2 Hello, world! Let's say hello in various words of the world
 Goal: Try to greet your friends and share your tastes while giving consideration to the other persons.

Preparation: pupil's textbook, worksheet (Unit 1-1), digital teaching materials, self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some individually.	
10 min.	○Sing Hello Song (3rd Grade Unit 2)	• Sing with pupils.	digital teaching materials
10 min.	[Let's Watch and Think 2] p.4 • Notice that there are greetings according to the time and situation.	• Show that there are different greetings in English for different times or situations. Ex. good morning / afternoon / evening, hello / hey / hi etc. • After setting the scene, let the student actually give a greeting suitable for the scene. • Give greetings from various scenes of daily life and have them compare Japanese and English. • Be sure to respect different cultures.	digital teaching materials pupil's textbook
10 min.	[Let's Listen 2] p.5 • Check the characters. • Enter what you know about the characters in □.	• First, ask if they remember the names of the three characters in the textbook, and confirm that they are the characters who appeared in Let's Try! 1. • Next, show the digital teaching materials of Let's Try! 1 to make them aware that the characters have grown from the third grade as well, and make them aware	pupil's textbook digital teaching materials

		<p>that they will study foreign language activities for one year this year.</p> <ul style="list-style-type: none"> • Let the pupils listen to the audio and ask them to fill in the names of the characters, what they like and what they dislike. • Depending on the situation of the pupils, stop halfway so that they can be confident that he / she can hear it. 	
15 min.	<p>[Activity] p.5</p> <ul style="list-style-type: none"> • Walk around the classroom, make pairs, communicate what you like and dislike, and write down what you learned about the other persons in the table on the textbook. 	<ul style="list-style-type: none"> • Listen to the audio of the model using digital teaching materials, and give a perspective on what kind of interaction should be done. • Furthermore, highlight the importance of interacting with several pupils and react. • In the 4th grade, it's important to listen to and react to the other person's story, to be aware of what is being said, and to ask and repeat questions. <p>◎Saying hello to your friends and share your tastes with each other. <Behavioral observation / self-reflection card inspection></p> <p>◎Trying to greet with friends while thinking about other people, and communicate their tastes. <Behavioral observation / self-reflection card inspection></p>	<p>digital teaching materials pupil's textbook worksheet (Unit 1-1)</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' willingness to use English. 	<p>self-reflection card</p>
2	<p>○Sing Goodbye Song</p>	<ul style="list-style-type: none"> • Sing with pupils. 	<p>digital teaching</p>

min.	(3rd year Unit 2) • Say goodbye.	• Say goodbye.	materials
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4th Grade - Unit 2 Unit Name Let's play cards.

1. Unit Objective

- Through the commonalities and differences between play in the world and Japan, you will notice that there are various ways of thinking. You will become familiar with various gestures, how to say play and weather, and expressions that invite your friends to play. (Knowledge and skills)
- Ask and answer about your favorite way to play and communicate with each other. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to invite your friends to play while considering the other persons. (Motivation toward learning, humanity, etc.)

2. Language elements

- How's the weather? It's [sunny / rainy / cloudy / snowy]. Let's (play cards). Yes, let's. Sorry. Stand up. / Sit down. / Stop. / Walk. / Jump. / Run. / Turn around.
 - Weather (weather, sunny, rainy, cloudy, snowy), state / feeling (hot, cold), Movement (stand, sit, stop, jump, turn, walk, run, look, put, touch, play), up, down, on, around, left, let', today, body parts (hand, leg), play (tag, jump rope, bingo, game), outside, inside, clothing (shirt, shorts, sweater, pants, boots, cap)
- [Already mentioned] Greetings / Self-introduction, I like (blue). Do you like (blue)? Yes, I do. / No, I don't. What (sport) do you like? it, right, body part, color, sports

3. Area-specific goals

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

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆Through the commonalities and differences between play in the world and Japan, you will notice that there are various ways of thinking, and you will know	

	<p>the weather and how to say play.</p> <p>○Answer the questions of the instructor and learn the way of saying the weather.</p> <p>○Sing Hello Song (3rd Grade Unit 2)</p> <p>[Let's Chant] How's the weather? p.6</p> <p>○What kind of scene is it?</p> <ul style="list-style-type: none"> • Look at pages 6 and 7 of the pupil's textbook and answer by thinking about what the characters in various parts of Japan are doing. <p>[Let's Watch and Think 1] p.6, 7</p> <ul style="list-style-type: none"> • Watch the pupil's play and listen to the stories of ALTs to announce the similarities and differences between their own play and the pupil's play around the world. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎Being aware that there are various ways of thinking through the similarities and differences between play in the world and Japan.</p> <p><Behavioral observation / self-reflection card analysis></p>
2	<p>◆Familiarize yourself with how to say play and the weather, and learn words and phrases that express various movements and expressions that invite your friends to play.</p> <p>○Answer the instructor's questions about the weather.</p> <p>○Sing Hello Song (3rd Grade Unit 2)</p> <p>[Let's Chant] How's the weather? p.6</p> <p>○Let's make a weather map.</p> <p>[Let's Listen 1] p.8</p> <ul style="list-style-type: none"> • Listen to the audio, and connect the characters and the illustrations with a line. <p>○Let's Game</p> <ul style="list-style-type: none"> • Become familiar with words that express movements and body parts. <p>○Let's Sing p.6</p> <p>Rain, rain, go away Eeny, meeny, miny, moe One little finger</p> <p>[Let's Listen 2] p.8</p> <ul style="list-style-type: none"> • Know how to say clothes. • Listen to the voice and connect the weather and clothing with a line. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎Listening to the weather and play, and connecting with a line. <Behavioral observation / descriptive analysis / self-reflection card inspection></p>

<p>3</p>	<p>◆Familiarize yourself with the way the weather is said, and ask and answer questions about your favorite way to play.</p> <p>○Answer the instructor’s questions about the weather. [Let’s Listen 3] p.9</p> <ul style="list-style-type: none"> • Listen to the country name and the weather, and draw a picture of the weather in □. <p>[Let’s Watch and Think 2] p.9</p> <ul style="list-style-type: none"> • Announce what they have already learned about the various weather conditions in the world. <p>○Tell us your favorite way to play according to the weather.</p> <ul style="list-style-type: none"> • Pair and communicate by suggesting and answering your favorite way to play according to the weather. <p>[Let’s Chant] How’s the weather? P.6</p> <p>○Let’s Sing p.6</p> <p>Rain, rain, go away Eeny, meeny, miny, moe One little finger</p> <p>○Sing Goodbye Song (3rd year)</p>	<p>◎Listening to and saying the weather. <Behavioral observation / self-reflection card inspection></p> <p>◎Asking and answering about your favorite way to play. <Behavioral observation / self-reflection card inspection></p>
<p>4</p>	<p>◆ Try to invite your friends to play while being considerate of the other person.</p> <p>○Sing Hello Song (3rd Grade) [Let’s Chant] How ’s the weather? p.6</p> <ul style="list-style-type: none"> • Become familiar with how to say the weather. <p>○Let’s Sing p.6</p> <p>Rain, rain, go away Eeny, meeny, miny, moe One little finger</p> <p>[Activity] p.9</p> <ul style="list-style-type: none"> • Walk around the classroom, make pairs with friends, greet, ask for their favorite way to play according to the weather specified by the instructor, and invite them to play. • Write down how many friends they want to play with depending on the weather. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎While paying attention to the other persons, asking to play and your favorite way to play. <Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 2 - Lesson 1 Let's play cards.

Goal: Through the similarities and differences between play in the world and Japan, you will notice that there are various ways of thinking, and you will know the weather and how to say ways to play.

Preparation: pupil's textbook, teacher's picture cards (weather), digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
10 min.	<ul style="list-style-type: none"> • Say Hello. ○Answer the questions of the instructor and learn the ways of saying the weather. ○Sing Hello Song (3rd Grade Unit 2) [Let's Chant] How 's the weather? p.6 • Listen to the chant first, and then say only what they understand. 	<ul style="list-style-type: none"> • Say Hello to the class and greet some individually. • Look out the window and ask How is the weather? Use gestures while saying Sunny? Rainy? Cloudy? Snowy ?, and show them the teacher's cards. • Introduce "It's sunny / rainy / cloudy / snowy." According to the student's answers. In addition, ask "Do you like sunny / rainy / cloudy / snowy days?" So that the student can come learn how to say the weather. • Sing with pupils. • Show them twice and then tell them to sing only what they can understand. 	teacher picture cards (weather) digital teaching materials
10 min.	<ul style="list-style-type: none"> ○What kind of scene is it? • Look at pages 6 and 7 of the pupil's textbook and answer by thinking about what the characters in various parts of 	<ul style="list-style-type: none"> • Ask about the characters in the textbook, pick up the answers of the pupils, and let them touch the weather and how to play. At that time, you may listen to the audio of the digital teaching materials (▶ button). • Make people aware that each character is playing according to the weather. <p>It's snowy. Let's make a snowman.</p>	digital teaching materials pupil's textbook

	<p>Japan are doing.</p> <ul style="list-style-type: none"> • Answer the instructor's questions. 	<p>It's cloudy. Let's play tag. It's rainy. Let's play cards. It's sunny. Let's play dodgeball.</p> <ul style="list-style-type: none"> • Ask and interact with pupils about ways to play, make them aware that this unit deals with ways to play, and connect it to the next "Let's Watch and Think." Ask what other games you have, pick up the student's answers, and ask about them as well. <p>Do you like tag / card games / dodgeball / soccer / volleyball / Darumasan-ga-koronda?</p>	
19 min.	<p>[Let's Watch and Think 1] p.6, 7</p> <ul style="list-style-type: none"> • Watch the pupil's play and listen to the stories of ALTs to find the similarities and differences between their own play and the pupil's play around the world. <p><Example of remark></p> <p>There are various ways to play depending on the weather, we can play in the snow in areas with a lot of snow, they can play the same as in Japan in foreign countries, there are different</p>	<ul style="list-style-type: none"> • Show video materials of student's playing to make them aware that they are playing various games depending on the weather. In addition, after showing the video materials of digital materials, if there is an ALT, the ALT will introduce the play of elementary school pupils in his/her home country, and if not, instructors will introduce examples of world play on the Internet and inform the kids all over the world. <p>◎Being aware that there are many ways of thinking through the similarities and differences between play in the world and Japan.</p> <p><Behavioral observation / self-reflection card analysis></p>	<p>digital teaching materials pupil's textbook</p>

	games in foreign countries. There may have original games that are only available in Japan, 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 student's willingness to use English. 	self-reflection card
1 min.	<p>○Sing Goodbye Song (3rd year Unit 2)</p> <ul style="list-style-type: none"> • Say goodbye. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say goodbye. 	digital teaching materials

4th Grade Unit 2 - Lesson 2 Let's play cards.

Goal: Familiarize yourself with how to say ways to play and the weather, learn words and phrases that express various movements and expressions that invite your friends to play.

Preparation: pupil's textbook, teacher's picture cards (weather, clothing, etc.), worksheets (Unit2-1 ~ 2-4), digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
6 min.	<ul style="list-style-type: none"> • Say hello. ○Answer the instructor's questions about the weather. ○Sing Hello Song (3rd Grade Unit 2) [Let's Chant] How's the weather? p.6 	<ul style="list-style-type: none"> • Say hello to the class and greet some individually. • Look out the window and ask How is the weather? Use gestures while saying "Sunny? Rainy? Cloudy? Snowy?", and show them the teacher picture cards. • Introduce "It's sunny / rainy / cloudy / snowy." According to the student's answers. In addition, ask "Do you like sunny / rainy / cloudy / snowy days?" And talk about the weather with the student. • Sing and chant with pupils. 	teacher picture cards (weather) digital teaching materials
13 min.	<ul style="list-style-type: none"> ○Let's make a weather map. • Cut out the weather card on the worksheet (Unit 2-1). • Listen to the weather that the instructor says and put a weather card on the map of Japan. • Propose ways to play in the area. 	<ul style="list-style-type: none"> • With the map of Japan on the worksheet, confirm with the student which prefecture the school is located in. Then refer to the weather in Hokkaido, Shikoku, Kyushu, and Okinawa as in the example. At that time, ask the student to ask about the weather. • Open p.8 of the textbook and confirm the names of the three characters (No.1 Takeru, No.2 Sayo, No.3 William). • Listen to the audio and ask them to listen to the weather and ways to play. • The audio is an exchange between two pupils, first talking about the weather and then proposing to play 	worksheet (Unit 2-1) digital teaching materials pupil's textbook

	<p>[Let's Listen 1] p.8</p> <ul style="list-style-type: none"> • Check the names of the characters. • Listen to the audio to connect the characters and the illustrations with a line. • Think about ways to play each one has, answer, and listen to the voice to confirm the play. • Guess what the conversation between the two is like. 	<p>according to the weather. Therefore, in order to further motivate pupils to listen to the voice, after talking about the weather, stop once, ask about one of the three in the textbook, and what is the way to play shown in the illustration? Ask the pupils. (sunny: dodgeball, cloudy: tag, rainy: card)</p> <ul style="list-style-type: none"> • Listen to the continuation of the audio and check if you heard the way to play that they said. In addition, let them guess and announce what kind of scene the conversation between the two will be. • Communicate with pupils about the games in the textbook. <p>Do you like 'tag / card games / dodgeball / soccer / volleyball / <i>Darumasan-ga-koronda / Senchosan-ga-iimashita</i>'? etc.</p> <ul style="list-style-type: none"> • Ask about "the captain said" and connect to the next activity. <p>◎Listening to the weather and play, and connecting with a line. <Behavioral observation / descriptive analysis / self-reflection card inspection></p>	
5 min.	<p>○'Let's' Game</p> <ul style="list-style-type: none"> • Learn the rules while actually playing the game. • Become familiar with words that express movements and words that express body 	<ul style="list-style-type: none"> • Call for everyone to try to play similar to "the captain said". • Understand the rules while actually advancing the game. • The aim is to familiarize pupils with words that express movements and body parts, and the point is to give instructions at a good tempo. • Also, when the pupils get used to it, try to make them concentrate on listening to the instructions without the pupils getting tired, such as acting 	

	parts.	<p>differently from what you are saying.</p> <ul style="list-style-type: none"> • Finally, pick up the body parts and give instructions: (Let's) touch your eyes / mouth / arm / head / chin / leg / foot. to connect to the next activity, let's Sing. However, the aim of next Let's Sing is to familiarize them with the rhythm of English, and not to require them to become familiar with the words and phrases in the lyrics. 	
6 min.	<p>○Let's Sing p.6 Rain, rain, go away Eeny, meeny, miny, moe: Counting song One little finger: Singing and pointing to what was instructed.</p>	<ul style="list-style-type: none"> • Let's play more!, calling for various games as a continuation of the previous activity, and doing Let's Sing. • The aim is not to familiarize pupils with the words and phrases of the lyrics of Let's Sing shown on the screen of the digital teaching materials, but to familiarize them with the rhythm of English. Aim for the extent is required to which pupils can be seen humming these rhythms involuntarily during breaks. • Three songs are recorded, and it is recommended to select and sing according to the situation of the pupils. • "One little finger" allows the instructor to sing with movements, or if there is an ALT, etc., to actually sing, or to watch digital teaching materials like the other two songs. After listening to them a few times, the pupils try to say only what they can say together, and the pupils also move together to enjoy the song. <p>* "Eeny, meeny, miny, moe" is similar to the Japanese nursery rhyme "Which one should I choose?" And is a counting song sung by kids in English-speaking countries. It is sung when deciding</p>	<p>digital teaching materials worksheets (Unit 2-2 ~ 2-4)</p>

		“ <i>oni</i> ”.	
8 min.	[Let's Listen 2] p.8 <ul style="list-style-type: none"> • Know how to say clothes. • Listen to the voice and connect the weather and clothing with a line. 	<ul style="list-style-type: none"> • Encourage them to say what they can say about the weather and clothing in the textbook before listening to the voice. • Make pupils think about what kind of clothing is suitable for the weather. The audio is about a scene in which the parent is telling her child to wear clothes according to the weather, and a reply. The audio is heard so that the pupils can hear it enthusiastically. • The instructor should introduce the words such as clothing while picking up the answers of the pupils. brown / red cap, blue / green shirt, black / yellow boots 	digital teaching materials pupil's textbook teacher's picture cards (clothing, 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 pupils' willingness to use English. 	self-reflection card
2 min.	○Sing Goodbye Song (3rd year 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

How to proceed with 'Let's' Game

- When “Let's” is attached, the game will move according to the instructions that follow, and when “Let's” is not attached, it will not move. However, the student will be able to understand the rules by proceeding as follows.
- The instructor will say “Let's stand up / sit down / turn right / jump / walk / run / stop / touch your nose.” While adding movements, and encourage the student to imitate the movements. Let's touch your T-shirt / shorts / sweater / pants.
- Suddenly, say the action without “Let's”, and instruct the student who imitated by mistake to sit down by saying “Oh, no. Sorry.” So that the point is whether or not “Let's” is attached.
- Give instructions while adding actions over and over again.

4th Grade Unit 2 - Lesson 3 Let's play cards.

Goal: Familiarize yourself with the way the weather is said, and ask and answer questions about your favorite way to play.

Preparation: pupil's textbook, teacher's picture cards (play, weather), worksheets (Unit 2-2 ~ 2-4), digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
3 min.	<ul style="list-style-type: none"> • Say hello. ○Answer the instructor's questions about the weather. 	<ul style="list-style-type: none"> • Say hello to the class and greet some individually. • Look out the window and ask How is the weather ? Use gestures while saying Sunny? Rainy? Cloudy? Snowy?, and show them the teacher's picture cards. • Introduce "It's sunny / rainy / cloudy / snowy" according to the pupil's answers. In addition, ask Do you like sunny / rainy / cloudy / snowy days? And talk about the weather with the pupils. 	teacher's picture cards (weather)
5 min.	<p>[Let's Listen 3] p.9</p> <ul style="list-style-type: none"> • Listen to the name of a country and the weather, and draw a picture of the weather in □. 	<ul style="list-style-type: none"> • Listen to the audio once and announce the names of the countries pupils heard, confirm the position in the textbook, then listen to the voice again, and draw a picture of the weather in □ in the textbook. (see the weather mark on p.9 "Let's Listen 3"). • Ask what other weather conditions there are, and call for listening to the world's weather forecasts, which will lead to the next activity. <p>◎Listening to and saying the weather. <Behavioral observation / self-reflection card inspection></p>	digital teaching materials pupil's textbook

6 min.	<p>[Let's Watch and Think 2] p.9</p> <ul style="list-style-type: none"> • Say what they have already learned about the various weather conditions in the world. <p>examples</p> <ul style="list-style-type: none"> • I heard cats and dogs, but I wonder if it has something to do with the weather. • I wonder if typhoons are called hurricanes in the United States. • It snows a lot in New Zealand, etc. 	<ul style="list-style-type: none"> • Instead of listening to the details, pay attention to the various natural environments in the world. The aim is to raise interest in the world through the weather. 	digital teaching materials
14 min.	<p>○Tell us your favorite way to play according to the weather.</p> <ul style="list-style-type: none"> • Answer “No! / Yes, let’s.” To the instructor’s suggestion, or suggest ways to play according to the weather. • Make pairs and 	<ul style="list-style-type: none"> • Three types of images, Let’s Watch and Think 2, with digital teaching materials, stop the images when the weather is well understood, and invite the student to play. I recommend that you propose a way to play that is difficult to play in the weather, and encourage to reply “No!” <p>Then, by making them think about what kind of way to play is good, the student will be motivated to propose ways to play according to the weather. By doing so, it will lead to exchanges that proposes ways to play according to</p>	digital teaching materials teacher’s picture cards (play, weather)

	<p>communicate by suggesting and answering their favorite way to play according to the weather.</p>	<p>the weather as a pair.</p> <ul style="list-style-type: none"> • Introduce friend's favorite way to play in a pair and ask each other to play that the pupil think is suitable for the weather such as sunny, rainy, cloudy. Repeat this activity, back and forth, and diagonally. • Depending on the situation of the pupils, the instructor may set the weather such as "It's sunny." And let the student interact. The pupil should decide what kind of play to play and how to respond, without deciding the pattern of how to answer. <p>©Asking and answering about the favorite way to play. <Behavioral observation / self-reflection card inspection></p>	
10 min.	<p>[Let's Chant] How 's the weather? p.6 Let's Sing p.6 Rain, rain, go away Eeny, meeny, miny, moe: Counting song One little finger: Singing and pointing to what was instructed.</p>	<ul style="list-style-type: none"> • chant and sing with pupils. • The lyrics of "Let's Sing" are displayed on the screen of the digital teaching materials, but the aim is not to familiarize them with these words, but to familiarize them with the rhythm of English. Three songs are recorded, and it is good to select and sing according to the situation of the student. • One little finger allows the instructor to sing with movements, or if there is an ALT, etc., to actually sing, or to watch digital teaching materials like the other two songs. <p>Call for them to say only what they can say together, and let the student enjoy the song together.</p>	<p>digital teaching materials worksheets (Unit 2-2 ~ 2-4)</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' willingness to use English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

4th Grade Unit 2 - Lesson 4 Let's play cards.

Goal: Try to invite your friends to your favorite way to play while being considerate of the other person.

Preparation: pupil's textbook, teacher's picture cards (weather), worksheets (Unit 2-2 ~ 2-4), digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	Say Hello.	<ul style="list-style-type: none"> • Say Hello to the class and greet some individually. 	
3 min.	<ul style="list-style-type: none"> ○Sing Hello Song (3 Grade Unit 2) [Let's Chant] How's the weather? p.6 • Become familiar with how to say the weather. 	<ul style="list-style-type: none"> • Sing and chant with pupils. 	digital teaching materials
6 min.	<ul style="list-style-type: none"> ○Let's Sing p.6 Rain, rain, go away Eeny, meeny, miny, moe: Counting song One little finger: Singing and pointing to what was instructed. 	<ul style="list-style-type: none"> • Sing with pupils. • The lyrics of Let's Sing are displayed on the screen of the digital teaching materials, but the aim is not to familiarize them with these words, but to familiarize them with the rhythm of English. Three songs are recorded, and it is good to select and sing according to the situation of the pupils. • One little finger allows the instructor to sing with movements, or if there is an ALT, etc., to actually sing, or to watch digital teaching materials like the other two songs. Call for them to say only what they can say together, and let the student enjoy the song together. 	digital teaching materials worksheets (Unit 2-2 ~ 2-4)

28 min.	<p>[Activity] p.9</p> <ul style="list-style-type: none"> • While answering the instructor's questions, repeatedly listen to and say how to say and invite to play. • Walk around the classroom, make pairs with friends, greet, ask for their favorite way to play according to the weather specified by the instructor, and invite them to play. • Write down how many friends they want to play with depending on the weather. • From the interview results, say which way to play is popular on sunny / rainy days. • The pupils will say what they 	<ul style="list-style-type: none"> • Ask several pupils what kind of play they like and interact with them so that they can connect to the next activity while reminding them of how to say and invite play. • Specify the weather such as "On a sunny / rainy day". • Devise ways to increase pupils' motivation. One way is to ask, for the most popular play to decide which play to play together during the time such as special activities and mid-term breaks • By linking with the activities of "cultivating the ability to come to terms with each other in order to improve class life" in special activities, it is thought that it can be approached with the aim of "giving consideration" to the people they are communicating with. Conveniently linked with class council activities, increase student's motivation for foreign language activities by actually playing and connecting activities in foreign language activities to real life. • It is important to listen for pupils in the 4th grade to and react to the other person, and to ask questions and repeat while being aware of what is being conveyed to the other persons. • From the interview results, let each pupils predict the most popular play 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher's picture cards (weather)</p>

	want to do on a sunny day / rainy day and compare it with the interview results.	that everyone wants to play. After that, all the pupils in turn say what they want to do with others and ask them to make sure that they meet their expectations. ©While paying attention to the other people, asking about ways to play and inviting them to my favorite way to play. <Behavioral observation / self-reflection card inspection>	
5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupils' willingness to use English.	self-reflection card
1 min.	○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye.	• Sing with pupils. • Say Goodbye.	

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

1. Unit Objective

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

2. Language elements

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

3. Area-specific goals in the relevant curriculum guidelines

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

4. Unit plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How to proceed with the missing game

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

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

Goal: Try to communicate your favorite day of the week while giving consideration to people they are communicating with.

Preparation: pupils' textbook, digital teaching materials, self-reflection cards.

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

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

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

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

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

1. Unit Objective

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

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

2. Language elements

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

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

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

3. Area-specific goals

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

4. Unit plan

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

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

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

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

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

Preparation: pupil's textbook, teacher's picture cards (daily routine), digital teaching materials, self-reflection cards

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

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

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

		<p>watch.</p> <ul style="list-style-type: none"> • To raise pupil's interests by watching them while comparing them with their own lives. <p>◎Listening to the time and daily routine. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	
4 min.	<p>[Let's Chant] What time is it? p.15</p> <ul style="list-style-type: none"> • Say what you can. 	<ul style="list-style-type: none"> • First, let them hear the chant and let them say what they can say. • Chant with the pupils. 	digital teaching materials
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupil's attitude toward using English. 	self-reflection card
2 min.	<p>○Sing Goodbye Song (3rd year Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

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

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

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

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

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

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

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

Goal: Ask and answer about your favorite time.

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

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

5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupil's attitude toward using English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

Way of proceeding

- The instructor asks several pupils about the time of their daily routines, such as “Bed Time”, what time is it?, and interacts with them.
- In the continuation, the instructor calls everyone on each other to ask each other, and make them ask next to each other, back and forth, and diagonally. Seeing the situation, walking around the classroom, pairing up and asking about daily routines, so that the pupils can have a sense of accomplishment that “I understood the other person, I told about myself”. Try to devise something that suits the situation.
- Perform an interim evaluation so that the activities in the latter half will be in line with the aim. In the mid-term evaluation, for example, find a pair who has a pleasant exchange in the activity in the first half, reproduce the exchange in front of everyone, think about what kind of points are good, and make use of it in the second half. Encourage them to work more in line with their goals.

<Considerations>

- Because pupil's lives are diversified in bathing habits and dinner times, it is necessary to consider that some pupils do not want to answer. It is important to select the items to be asked according to the situation of the pupils so that the pupils' willingness to communicate will not decline.
- Lunch Time and Study Time are the same for almost all pupils, so it may not be dealt with here. Regarding Snack Time, there are many pupils who do not have such a habit, but by deliberately handling it, pupils will say No (Snack Time). It is also important to have pupils answer (I do not do that), and they can realize that life differs from person to person. Here, at least ask for the time of daily routines such as getting up, breakfast, homework, and going to bed.

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

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

Preparation: pupil's textbook, teacher picture cards (daily routine), digital teaching materials, self-reflection cards

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

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

		others. <Behavioral observation / self-reflection card inspection>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. 	self-reflection card
2 min.	<ul style="list-style-type: none"> ○ Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

Way of proceeding

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

A: Hello.

B: Hi.

A: I like 3:00.

B: Why?

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

B: I like 7:00.

A: Why?

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

A: OK, thank you.

4th Grade - Unit 5 Unit Name Do you have a pen? Let's make a recommended stationery set.

1. Unit Objective

- Become familiar with stationery and other school items and the phrases to ask and reply about them. (Knowledge and skills)
- Ask and answer questions about stationery and other items used at school. (Thinking ability, judgment ability, expressive ability, etc.)
- While giving consideration to the people you are communicating with, try to communicate about things used at school such as stationery. (Motivation toward learning, humanity, etc.)

2. Language elements

- Do you have (a pen)? Yes, I do. / No, I don't. I [have / don't have] (a pen). This is for you.
- have, personal belongings (glue stick, scissors, pen, stapler, magnet, marker, pencil sharpener, pencil case, desk, chair, clock, calendar), state / feeling (short)

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

What day is it? It's (Monday). Do you like (blue)? Yes, I do. / No, I don't.

What (sport) do you like? I like (soccer). (The "A" card), please. How many (apples)? Ten (apples). shape / feeling (big, small, long, short, shape, color, sports, animals, food and drink, number, body) Things around (pencil, eraser, ruler, crayon), number (1 ~ 60)

3. Area-specific goals in the relevant curriculum guidelines

Listening	B. To understand the meaning of basic expressions related to familiar and simple matters when spoken slowly and clearly.
Speaking (presentation)	C. Try to talk about your thoughts and feelings using simple words and basic expressions about familiar and simple things related to daily life.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆Familiarize yourself with the wording of things used at school such as	

	stationery.	
	<p>○Chants What time is it? (Unit 4)</p> <p>○Something, let's expect.</p> <ul style="list-style-type: none"> • Answer the instructor's questions and count what they have. <p>○Look at the textbook to announce what is available and learn how to use stationery.</p> <p>○Listen to the instructor and have a unit outlook.</p> <p>[Let's Watch and Think 1] p.18</p> <ul style="list-style-type: none"> • Know how to say stationery and count the number of them. <p>[Let's Play 1] I spy game p.19</p> <ul style="list-style-type: none"> • Listen to the instructor's hints, search for the appropriate item from their belongings, and say it. • Answer the instructor's questions. <p>(○BINGO game)</p> <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Listening to and say things used at school such as stationery. <Behavioral observation / self-reflection card inspection></p>
2	<p>◆Familiarize yourself with the expressions used for school items, such as stationery, to ask and respond about them.</p>	
	<p>○BINGO game</p> <p>○Card Destiny Game</p> <p>[Let's Chant] Do you have a pen? p.19</p> <ul style="list-style-type: none"> • Chant in pairs and answer from your own standpoint. <p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> • Listen to the introduction of the contents of the pencil case, think about whose the pencil case is, and write the name. • Answer the instructor's questions about the contents of the pencil case and exchange in pairs. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Answering questions about stationery and other belongings used at school. <Behavioral observation / self-reflection card inspection></p> <p>◎Answering questions about stationery and other belongings used at school. <Behavioral observation / self-reflection card inspection></p>
3	<p>◆Ask and answer questions about stationery and other items used at school.</p>	
	<p>[Let's Chant] Do you have a pen? p.19</p> <p>[Let's Watch and Think 2] p.20</p> <ul style="list-style-type: none"> • Write in □ what the children of the world have in their bags and noticed the differences compared to 	<p>◎Asking and answering questions about stationery and other items used at school. <Behavioral</p>

	<p>their own.</p> <p>[Let's Play 2] p.21</p> <ul style="list-style-type: none"> • One partner puts a stationery card on the textbook to make a stationery set, and tells it to the other partner to make the same stationery set. ○ Sing Goodbye Song (3rd Grade Unit 2) 	<p>observation / self-reflection card inspection></p>
4	<p>◆While giving consideration to the people you are communicating with, try to communicate about things used at school such as stationery.</p>	
	<p>[Let's Chant] Do you have a pen? P.19</p> <p>[Activity] Let's give the stationery set p.21</p> <ul style="list-style-type: none"> • Make a stationery set for nearby classmates. • Introduce what kind of set was made for whom. ○Sing Goodbye Song (3rd Grade Unit 2) 	<p>◎Communicating about stationery and other things used at school while giving consideration to the other people. <Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 5 - Lesson 1 Do you have a pen? Let's make a recommended stationery set.

Goal: Familiarize yourself with the wording of stationery and other things used in school.

Preparation pupil's textbook, bags, various stationery, teacher's picture cards (stationery), pupil's cards (stationery), worksheet (Unit 1-2: Bingo sheet), stationery set (worksheets Unit 5-1, 5-2 cut out and created), digital teaching materials, self-reflection card

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some pupils individually.	
1 min.	○Chant What time is it? (Unit 4)	• Say with the pupils.	digital teaching materials
12 min.	○Guess what's in the bag • Answer the instructor's questions and count what you have. ○Look at the textbook to announce what is available and learn how to use stationery. ○Listen to the instructor and have a unit outlook.	• Puts a pencil case, a notebook, a book, a textbook, a stapler, a magnet, a calendar, a handkerchief, a clock, a key, etc. in the bag in advance, and asks the pupils what they think are inside. While responding to the answers and tweets, take them out of the bag one by one and introduce them. • Put multiple pencils, show the bunch to the pupil, let them predict how many, and then count with them. Instead of talking unilaterally, show things and interact with the pupils by asking or calling out "Do you have pencils in your desk / bag / pencil case / pocket? How many pencils? Let's count together." • Raise pupils' interest by opening their textbooks p.18 and 19 and	bag various stationery, etc. digital teaching materials pupil's textbook stationery set

		<p>asking if they have any stationery items in the textbook. In addition, the instructor will introduce how to say stationery in the textbook according to the pupil's answers and tweets. At that time, he/she may listen to the audio with digital teaching materials with the pupils.</p> <ul style="list-style-type: none"> • Introduce the stationery set that the instructor has created in advance for a certain teacher in the school, along with the reason. Also, at the end of this unit, tell pupils that they will make a stationery set for a certain person so that they can have a perspective on the unit. <p>(You are using the third person here, but you don't need to explain this or teach the pupils how to say it. Pay attention to "contents", the reason why you made such a stationery set.)</p>	
10 min.	<p>[Let's Watch and Think 1] p.18</p> <ul style="list-style-type: none"> • Know how to say stationery and count the number. 	<ul style="list-style-type: none"> • There are four types of video content, in which two children are playing at a store. • First, display the textbooks p.18 and 19 on a digital screen, check the wording of stationery, ask how many of them there are, and then show the video to increase the interest in the video. 	digital teaching materials
15 min.	<p>[Let's Play 1] I spy game p.19</p> <ul style="list-style-type: none"> • Listen to the instructor's hints, search for the 	<ul style="list-style-type: none"> • While showing your belongings, have the pupils search for the same thing. Do you have a pencil? Where is it? (Hold one hand over your eyes and make the gesture you are looking for) 	various stationery, etc. teacher's picture cards (stationery)

	<p>appropriate item from your belongings, and say it.</p> <ul style="list-style-type: none"> • Answer the instructor's questions. 	<p>Do it with various stationery items, and make sure that the stationery items around the pupils are checked.</p> <p>☉Listening and saying things used at school such as stationery. <Behavioral observation / self-reflection card inspection></p>	
	(○BINGO game)	<ul style="list-style-type: none"> • If you have time, play a Bingo game. 	<p>teacher's picture cards (stationery)</p> <p>pupil's cards (stationery)</p> <p>worksheet (Unit 1-2: Bingo sheet)</p>
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	<p>self-reflection card</p> <p>digital teaching materials</p>

I spy: The instructor chooses one of the stationery items in the textbook or something in the classroom, and he/she says that the color and shape are with "I spy with my little eye" ... something blue. Pupils answer what you are looking at. If they guess what the he/she choses, pupils will get 1 point.

- Depending on the situation of the pupils, it will be done individually, in pairs, or in groups.
- If you simply find and guess, it is not the end. If you guess, try to communicate with the pupils about the stationery. Here, the aim is to interact with pupils using stationery as a theme.

<Example of interaction>

T1: I spy with my little eye ... something blue.

S1: (A) Pencil.

S2: (A) Pencil case.

T1: Great. Show me. A blue pencil.

A blue pencil case. Very good.

S2:Do you like blue?

S1:How many pencils do you have?

Five? Everyone, how many pencils do you have? Let's count together.

How to proceed with BINGO game

- Each pupil arranges 9 out of 10 types of pupil's cards (stationery) on the square of the Bingo sheet (worksheet Unit 1-2).
- The instructor asks, "Do you have ~ (stationery)?", and the pupils answer, "Yes, I do. / No, I don't." But if there is a picture card for the stationery, turn it over. If any one of the vertical, horizontal, and diagonal rows is aligned, it becomes a Bingo. When they get used to it, the representative pupil or the nominated pupils will say it instead of the instructor.

4th Grade Unit 5 - Lesson 2 Do you have a pen? Let's make a recommended stationery set.

Goal Familiarize yourself with the expressions used at school, such as stationery, asking and answering.

Preparation: pupil's textbook, teacher's picture cards (stationery), pupil's cards (stationery), worksheets (Unit 1-2: Bingo sheet, Unit 5-1, 5-2), digital teaching materials, self-reflection card

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some pupils individually.	
8 min.	○BINGO game	• Do the same as before.	teacher's picture cards (stationery) pupil's cards (stationery) worksheets (Unit 1-2: Bingo Sheet)
12 min.	○Card Destiny Game	◎Answering questions about stationery and other belongings used at school. <Behavioral observation / self-reflection card inspection>	pupil's picture cards (stationery)
4 min.	[Let's Chant] Do they have a pen? p.19 • Chant in pairs and answer from their own standpoint.	• First, let them listen a few times, then ask one person to ask a question in a pair, and the other person to answer. The respondents are instructed to answer and say from their own standpoint about the stationery items they have selected in their previous activities.	digital teaching materials pupil's textbook cards used in previous activities (stationery)

14 min.	<p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> Listen to the introduction of the contents of the pencil case, think about whose pencil case it is, and write the name in (). Answer the instructor's questions about the contents of the pencil case and also with their pairs. 	<ul style="list-style-type: none"> Increase the motivation to listen by telling them to pay attention to the number and color of the stationery of the characters. Depending on the situation of the pupil, it is advisable to check the stationery in the four types of pencil cases on the textbook and then listen to the voice. Do not end by listening, but interact with the pupil using the contents of the pencil case as the subject matter. While interacting, familiarize them with the expressions to ask and answer about stationery, and encourage the pupils to say I have ~. <p>©Answering questions about stationery and other belongings used at school. <Behavioral observation / self-reflection card inspection></p>	digital teaching materials pupil's textbook
5 min.	<ul style="list-style-type: none"> Look back on today's activities and fill in the self-reflection card. Sing Goodbye Song (3rd Grade Unit 2) Say Goodbye. 	<ul style="list-style-type: none"> Praise the pupils' attitude toward using English. Sing with pupils. Say Goodbye. 	self-reflection card digital teaching materials

Instructions for BINGO game

- Each pupil arranges pupil's cards (stationery) on the square of the Bingo sheet worksheet (Unit 1-2).

- The instructor asks "Do you have ~ (stationery)?" And the pupils answer "Yes, I do/No, I don't."

If they have a stationery picture card, turn it over. If any one of the vertical, horizontal, and diagonal rows is aligned, it becomes a Bingo. When they get used to it, the representative pupil or the nominated pupil will say it instead of the instructor.

How to proceed with the card Destiny game

- Pupils are asked to choose and hold 5 types of end-of-book cards for pupils that they want to put in their pencil case.
- The instructor asks the pupils “Do you have ~ (stationery)?” A pupil holding a picture card for the stationery puts the card on the desk. When all 5 cards are gone, it’s up.

<Example of interaction>

T: Do you have a pencil?

P: Yes, I do. (Put the picture card of a pencil on the desk)

T: Good. Next, do you have a marker?

P: Yes, I do. (Put the picture card of a marker on the desk)

P: No, I don’t.

T: Only P? Good.

4th Grade Unit 5 - Lesson 3 Do you have a pen? Let's make a recommended stationery set.

Goal Ask and answer questions about stationery and other things used at school.

Preparation: pupil's textbook, teacher's picture cards (stationery), pupil's cards (stationery), digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some pupils individually.	
2 min.	【Let's Chant】Do you have a pen? p.19	• Say with the pupils.	digital teaching materials
10 min.	[Let's Watch and Think 2] p.20 • Write in □ what the pupils of the world have in their bags and notice compared to their own.	• Predict the contents of the bags of children around the world, raise their interest, and then show the video. • After watching, let them announce common points, differences, and notices. Also, ask the pupils if they have what the children had in their bags in the video, and exchange what they have with them so that they can connect to the next activity. • There are no textbooks in the bags of children around the world introduced in the video materials. In the world, textbooks are often left at school, but it is good to keep in mind that taking home textbooks every day has the advantage of being able to review and prepare at home.	digital teaching materials pupil's textbook
24 min.	[Let's Play 2] p.21 • One of the pair puts a stationery	• Let the pupils pair and ask the other person questions and tell them to make the same stationery set.	pupil's textbook teacher's picture cards (stationery)

	card on the textbook to make a stationery set, and tells it to the other party to make the same stationery set.	Demonstrate with representative pupil to help them understand how to proceed. ◎Asking and answer questions about stationery and other items used at school. <Behavioral observation / self-reflection card inspection>	pupil's cards (stationery)
5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupil's attitude toward using English.	self-reflection card
2 min.	○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye.	• Sing with pupils. • Say Goodbye.	digital teaching materials

Procedure

• As a pair (A and B), first think about what kind of stationery set A wants to make, and arrange pupil's picture cards (stationery) on the textbook. The stationery set keeps her invisible to B. B asks A about stationery "Do you have ~?", and in response to A's answer, makes the same stationery set as A on his own textbook. After making it, check if the stationery sets of A and B are the same. Change the other party and repeat.

4th Grade Unit 5 - Lesson 4 Do you have a pen? Let's make a recommended stationery set.

Goal: Try to communicate about stationery and other things used at school while giving consideration to the people you are communicating with.

Preparation: pupil's textbook, stationery set (used for the first time), stationery cards cut from worksheets (Unit 5-1, 5-2), paper, digital teaching materials, self-reflection card

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some pupils individually.	
3 min.	【Let's Chant】Do you have a pen? p.19	• Say with the pupil.	digital teaching materials
33 min.	[Activity] Let's put a stationery set. p.21 • Make a stationery set for people close to you. • Introduce what kind of set was made for whom. If the reason is complicated, introduce it in Japanese. Introduction example This is for S1. I have two red pencils. I have one blue	• Tell them that they will make a stationery set for someone, and re-introduce the stationery set created for XX teacher, which was introduced by the instructor at the first time, along with the reason. • If there is an ALT, etc., demonstrate how to collect cards. If there is no ALT etc., show it to the representative pupil and make sure they understand. • Although the stationery on the stationery card is already colored, you may paint it on top of it to take advantage of the pupil's imagination. ◎Trying to communicate about stationery and other things used at school while giving consideration to the people I'm communicating with.	pupil's textbook stationery set (used for the first time) many stationery cards cut from worksheets (Unit 5-1, 5-2) paper

	<p>stapler.</p> <p>I have one light blue notebook.</p> <p>One marker. One red marker.</p> <p>One glue stick. One eraser.</p> <p>S1 likes to make things, so I put in various stationery in Japanese.</p>	<Behavioral observation / self-reflection card inspection>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. 	self-reflection card
2 min.	<p>○Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Sing with pupils. • Say Goodbye. 	digital teaching materials

Way of proceeding

- Let the pupils make a stationery set for people close to the pupils.
- In the same way as a store, you can divide the stationery items into a handing side and a receiving side.
- Do you have ~? Yes, I do. Here you are. / No, I don't. Sorry.
- Attach the collected picture cards on a worksheet to complete the stationery set.
- Introduce what kind of stationery set was made for whom in the group.
- Introduce what kind of stationery set the representative pupil made for whom in front of everyone.

4th Grade - Unit 6 Unit Name Alphabet Let's play with letters in the alphabet

1. Unit Objective

- Be aware of the things around you that are represented by typeface characters, and become familiar with the lowercase letters and how to read them. (Knowledge and skills)
- Give and answer quizzes about the letters of the alphabet around you. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to communicate about the letters of the alphabet while giving consideration to the other party. (Motivation toward learning, humanity, etc.)

2. Language elements

- Look. What's this? / Hint, please. / How many letters? / I have (six). / Do you have (a "b")? / Yes, I do. / No, I don't. That's right. / Sorry. Try again.
 - Lowercase letters (a ~ z), letter, try, again, bookstore, juice, news, school, station, taxi, telephone
- [Already mentioned] What do you want? up, down, left, right, look, shop, numbers (1 ~ 60), capital letters (A ~ Z), personal belongings, etc.

3. Area-specific goals

Listening	C. To hear and know what letter is being said
Speaking (interaction)	C. With support, ask and answer questions using simple words and basic expressions about yourself, other people, and things around you.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆ Be aware that there are many characters in print around you, and become familiar with the lowercase letters in print and how to read them.	
	○What is this? • Answer the instructor's questions. • Remember how to read capital letters.	◎ Notice that there are many printed characters around ones.

	<p>○Where is it?</p> <ul style="list-style-type: none"> • Find and say various letters and signboards from the textbook. • Search for and say the letters that the instructor says. <p>[Let's Watch and Think] p.22</p> <ul style="list-style-type: none"> • Look at the signs and displays around you to know the lowercase letters of the alphabet. <p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing to the music. <p>○Pointing game</p> <ul style="list-style-type: none"> • Do it individually. Say the name of the letter after the instructor. <p>○Missing game</p> <p>[Let's Chant] Alphabet Chant p.23</p> <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p><Behavioral observation / self-reflection card analysis></p> <p>*Guide the pupils toward the goal of becoming familiar with lowercase letters, but don't evaluate yet. Record your evaluations of whether they are familiar with lowercase letters next time.</p>
2	<p>◆ Familiarize yourself with lowercase letters and how to read them.</p>	
	<p>【Let's Sing】ABC Song p.23</p> <p>【Let's Chant】Alphabet Chant p.23</p> <p>【Let's Play 1】p.23</p> <ul style="list-style-type: none"> • Find the lowercase letters of the alphabet in the illustrations of the city and point to them. <p>[Let's Play 2] p.23</p> <ul style="list-style-type: none"> • Play the marble game using the lowercase letters around the textbook. <p>○Matching Game</p> <ul style="list-style-type: none"> • Match uppercase and lowercase letters. <p>○Sing Goodbye Song (3rd year Unit 2)</p>	<p>◎Listening and saying the names of the alphabet letters.</p>
3	<p>◆ Ask and answer about the letters of the alphabet around you.</p>	
	<p>[Let's Sing] ABC Song p.23</p> <p>[Let's Chant] Alphabet Chant p.23</p> <p>○BINGO game</p> <p>[Let's Listen] p.24</p> <ul style="list-style-type: none"> • While looking at the textbook on p.22 and 23, listen to Who am I? Quiz, and choose which display or signboard it is. • Next, listen to "Let's Listen" on p.24 of the 	<p>◎Asking and answering questions about the letters of the alphabet around ones.</p> <p><Inspect behavioral observation / self-reflection cards></p>

	<p>textbook, think about which signboard or textbook display it is, and write the number in □.</p> <p>○Alphabet character quiz</p> <ul style="list-style-type: none"> • Take a quiz about the letters of the alphabet around you in a pair. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	
4	<p>◆Try to communicate about the letters of the alphabet while thinking about the other party.</p>	
	<p>[Let's Chant] Alphabet Chant p.23</p> <p>[Activity 1] p.25</p> <ul style="list-style-type: none"> • Choose one from the five displays, ask about the characters in pairs, and answer by thinking about the other group's display. <p>[Activity 2] p.25</p> <ul style="list-style-type: none"> • Choose one of the 10 colors in the textbook, ask about the letters in pairs, and think about the color of the other person. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Try to communicate about the letters of the alphabet considering people I am communicating with.</p> <p><Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 6 - Lesson 1 Alphabet Let's play with letters in the alphabet

Goal: Be aware that there are many things around you that are represented by typeface characters, and become familiar with the lowercase letters and how to read them.

Preparation: pupil's textbook, things around you in uppercase letters and their pictures, teacher picture cards (uppercase and lowercase), digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. 	<ul style="list-style-type: none"> • Say Hello to the class and greet some pupils individually. 	
22 min.	<ul style="list-style-type: none"> ○ What is this? • Answer the instructor's questions. • Remember how to read capital letters. 	<ul style="list-style-type: none"> • prepare in advance logos and signs displayed in capital letters. ex. famous characters, labels on sweet box, clothing, etc. • First, slowly write the capital letters of those alphabets on the blackboard and ask the pupil what they are. Example: KOBAN, P, station name, place name signboard, NHK, TEL, etc. • The aim is to make the pupils aware of the many things around them that are represented by the alphabet. Review capital letters by posting the capital letter card on the blackboard. Search for letters of the alphabet around the class, point out lowercase letters that they learned in the third grade. <p>◎Notice that there are many English letters around us. <Behavioral observation / self-reflection card analysis></p>	<p>items displayed in uppercase letters around us and their photo cards (uppercase / lowercase)</p>

	<p>○Where is it?</p> <ul style="list-style-type: none"> • Find and say various characters and signboards from the textbook. • Search for and repeat the characters that the instructor says. <p>[Let's Watch and Think] p.22</p> <ul style="list-style-type: none"> • Look at the signs and displays around them to find lowercase letters of the alphabet. 	<ul style="list-style-type: none"> • tell the pupils to open the textbook to p.22 and 23 and let them announce what kind of alphabet letters they see. Say the name of the letter and let them find them. Also, show the difference between cursive and print. Connect this to the next activity. • Watch the video material and encourage them to read the characters (name) along with the audio. 	<p>digital teaching materials</p> <p>pupil's textbook</p>
3 min.	<p>[Let's Sing] ABC Song p.23</p> <ul style="list-style-type: none"> • Sing to the music. 	<ul style="list-style-type: none"> • Sing with pupils • "Z" touches on how to read differently in British English and American English. 	<p>digital teaching materials</p> <p>teacher's picture cards (lowercase)</p>
10 min.	<p>○Pointing Game</p> <ul style="list-style-type: none"> • Do it individually. Say the name of the letter after the instructor. <p>○Missing Game</p>	<ul style="list-style-type: none"> • Play a pointing game using the lowercase letters around the pupil's textbook p.14 and 15. • You may say the name of the letters or use digital teaching materials. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher's picture cards (lowercase)</p>
5 min.	<p>[Let's Chant] Alphabet Chant p.23</p>	<ul style="list-style-type: none"> • Chant with the pupils. 	<p>digital teaching materials</p> <p>teacher's picture cards (lowercase)</p>

2 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○ Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

*Guide the pupils toward becoming familiar with lowercase letters but do not record evaluations. Evaluate next time if the pupils remember lowercase letters

How to proceed with the Missing game

- Post 1 to 8 teacher cards (lowercase letters) on the blackboard while checking with pupils how to read them. Remove all the cards while confirming that they are closing their eyes, and the instructor removes one of them. Check how to read with the pupils while posting the cards other than the removed cards on the blackboard again. Finally, the pupil thinks about what the card is not on the blackboard and says. It's a good idea to start with 1 card and use about 4 cards (depending on the actual situation).

- At first, select consecutive letters in alphabetical order such as f, g, h, i, j, k, l, m, etc., and when the pupils get used to it, select the letters at random.

- Alternatively, post the card on the blackboard and then have the pupils close their eyes, and the instructor will remove 1 to 4 cards and let the pupils open their eyes.

Make the pupil think about what the hidden card is and announce it

4th Grade Unit 6 - Lesson 2 Alphabet Let's play with letters in the alphabet

Goal: Familiarize yourself with lowercase letters and how to read them.

Preparation: pupil's textbook, teacher's picture cards (uppercase / lowercase), pupil's cards (uppercase / lowercase), digital teaching materials, ohajiki, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the class and greet some pupils individually.	
3 min.	[Let's Sing] ABC Song p.23 【Let's Chant】 Alphabet Chant p.23	• Sing with pupils. • Post the lowercase card on the blackboard while pronouncing with pupils, and then say the chants with the pupils.	digital teaching materials teacher's picture cards (lowercase)
15 min.	[Let's Play 1] p.23 • Look for the lowercase letters in the illustrations of the city and point to them. [Let's Play 2] p.23 • Play a marble game using the lowercase letters around the textbook.	• Tell the pupils to open pages 22 and 23, and have the instructor say or listen to digital teaching materials to search for letters. Once they get used to it, you may ask pupils to be the questioner. • Demonstrate and let them understand how to proceed. ◎ Listening, saying, and reading lowercase letters. <Behavioral observation / self-reflection card inspection>	digital teaching materials pupil's textbook Ohajiki teacher picture cards (lowercase)
20 min.	○Matching game • Match uppercase and lowercase letters.	• Arranging teacher cards (capital letters) on the blackboard in alphabetical order, have pupils repeat the names. • Arrange lowercase letter cards under the capital letter cards and have the pupils repeat the names. • Next, perform the following activities in pairs or groups	teacher picture's cards (uppercase / lowercase) pupil's cards (uppercase / lowercase)

		<p>according to the situation of the pupils. Support individuals.</p> <p>◎ Listening, saying and reading lowercase letters in typefaces. <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. ○ Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	<p>self-reflection card digital teaching materials</p>

way of proceeding

- Pupils choose five lowercase letters from the lowercase letters on the textbook and place a marble on them. The instructor chooses 10 of the 26 teacher picture cards (lowercase) and holds them, and does not show the pupils which letters.
- If the pupil ask "Do you have ~?", The instructor answers "Yes, I do. I have ~. / No, I don't. Sorry." If the pupils has the marble on the letter which the instructor has, they can take that marble. Take that marble. The person who has no marbles wins.

Way of proceeding

(Method 1) For pupils, prepare one set of uppercase letters and one set of lowercase letters for pupil's cards in pairs, and shuffle them all. At the signal of the instructor, cooperate in pairs to classify them into uppercase and lowercase letters and arrange them in alphabetical order.

(Method 2) In a pair of pupils (A, B), hold 10 of her shuffled uppercase and lowercase cards invisible to the other party. The rest of the cards should be bundled in the center with the letters down. If you have a pair of uppercase and lowercase letters on your card, you can get it. The winner is the one who exchanges the following with the other party, puts out a pair of uppercase and lowercase letters, and runs out of cards in hand.

A: Do you have a "b"?

B: Yes, I do. Here you are.

(A puts out together with the "B" card on hand. B takes one from the stack)

B: Do you have a "c"?

A: No, I don't. Sorry.

(B takes one from the bundle)

4th Grade Unit 6 - Lesson 3 Alphabet Let's play with letters in the alphabet

Goal: Ask and answer about the letters of the alphabet around you.

Preparation: pupils' textbook, teacher's picture cards (lowercase), pupil's cards (lowercase), worksheets (Unit 1-2, 1-3: Bingo sheets), personal belongings, digital teaching materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the class and greet some pupils individually.	
4 min.	[Let's Sing] ABC Song p.23 [Let's Chant] Alphabet Chant p.23	• Sing and chant with pupils.	digital teaching materials teacher's picture cards(lowercase)
10 min.	○BINGO game		teacher's picture cards (lowercase) pupil's cards (lowercase) worksheets (Unit 1-2, 1-3: Bingo Sheet)
9 min.	[Let's Listen] p.24 • While looking at p.22 and 23 in the textbook, listen to Who am I? Answer the instructor quiz by choosing a signboard. • Next, listen to	• Say who am I? Quiz on p.22 and 23 in the textbook • Before listening to "Let's Listen", give a simple quiz relevant to class. • For the first question of "Let's Listen", devise a way of listening so that the pupils can have a sense of accomplishment, such as stopping one sentence at a time and listening. • Depending on the situation of the	pupil's textbook digital teaching materials

	Let's Listen on p.24. Think about which sign board or display it is, and write the number in □.	pupils, the same activities will be carried out in the city of the pupil's textbooks p.22 and 23 with reference to this quiz.	
15 min.	○Alphabet quiz • Take a quiz about the letters of the alphabet in pairs.	• Refer to how to proceed with the previous activities. Tell them to give hints as a pair about the letters on pages 22 and 23 of the textbook and the letters around them, or to listen to the hints and answer what they are.	pupil's textbook personal belongings, etc.
5 min.	• Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye.	• Praise the pupils' attitude toward using English. • Sing with pupils • Say Goodbye.	self-reflection card digital teaching materials

How to proceed with BINGO games

- The pupils choose 16 cards from the lowercase cards and arrange them in 4 vertical x 4 horizontal bingo sheets to make a Bingo sheet.

The instructor chooses 10 of the 26 lowercase cards and keeps the letters hidden from the other pupils.

- If the pupils have a lowercase alphabetic card that asks "Do you have ~?" And the instructor answers "Yes, I do. I have ~.", Turn the card over. The instructor answers No, I do n't. If he does not have the lowercase alphabet card asked.
- If a row of vertical, horizontal, and diagonal cards is turned inside out, it becomes a bingo.

How to proceed with the alphabet character quiz

- Make pairs and each person chooses one from the signs and displays on pages 14 and 15 of the textbook. Alternatively, choose one from the alphabetical display on your personal belongings.
- For the partner of the pair,

I have four letters. I have a “T” and an “X”.

Tell in the same flow as “Let’s Listen”,

The other party uses that as a hint to think about which signboard or display to answer.

When asking questions about things around you, try to give hints such as colors and categories in addition to the letters.

4th Grade Unit 6 - Lesson 4 Alphabet: Let's play with letters in the alphabet

Goal: Try to communicate about the letters of the alphabet while giving consideration to the people you are communicating with.

Preparation: pupil's textbook, teacher's picture card (lowercase), digital materials, self-reflection cards

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the class and greet several pupils individually.	
1 min.	[Let's Chant] Alphabet Chant p.23	• Say with the pupils.	digital teaching materials teacher's picture cards (lowercase)
10 min.	[Activity 1] p.25 • Choose one from the five displays, ask about the characters in pairs, and answer by considering the display of the other pupils.	• As a demonstration, ask a pupil to choose one display, and then ask Do you have a ~ ?. Encourage other pupils to ask questions together and understand how to proceed.	digital teaching materials pupil's textbook teacher's picture cards(lowercase)
27 min.	[Activity 2] p.25 • Choose one of the 10 colors in the pupil's textbook, ask about the letters in pairs, and think about the color of the other person and answer.	• In the same way as "Activity 1", use pupil's favorite color as the subject. • It is recommended to listen to the model talk between "Ayame" and "Ren" in the digital teaching materials. • In order to increase the difficulty level, devise rules according to the situation of the pupils so that the pupils can ask more motivated questions. Such as limiting the	digital teaching materials pupil's textbook

		<p>number of questions to two.</p> <ul style="list-style-type: none"> • Enable pupils to communicate enthusiastically, such as by asking them to find friends who like each color so that they can change their partner and repeat it over and over again. • Stop the activity in the middle, and ask a good pair of pupils to demonstrate to the class, confirm the good points to the whole class and continue the activity so that the activity in the latter half will be more in line with the aim. <p>©Communicating about the letters of the alphabet while giving consideration to people I am communicating with. <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. -Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

way of proceeding

- Pair (A and B), and select one from the five displays on the textbook.
- B asks Do you have a ~ ?, and A replies with Yes, I do. / No, I don't. Whether the selected display contains the character.
- From the answer, B thinks about what display A chooses and answers.
- Change the partner of the pair and do it several times.
- Depending on the situation of the pupils, the pupils' textbook p.22 and 23 may be displayed.

4th Grade - Unit 7 Unit Name What do you want? What do you want?

1. Unit Objective

- Become familiar with how to say ingredients and expressions that ask or request what you want. (Knowledge and skills)
- Ask and request the ingredients you want, and introduce the menus you have thought of. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to introduce your own original menu while considering the people you are communicating with. (Motivation toward learning, humanity, etc.)

2. Language elements

- What do you want? I want (potatoes), please. How many? (Two), please. Here you are. Thank you.
- Fruits and vegetables (vegetable, potato, cabbage, corn, cherry), food and drink (sausage)
[Already mentioned] What's this? It's (a fruit). Do you have (a pen)? Do you like (blue)? Yes, I do. / No, I don't. I [have / don't have] (a pen). Fruits / vegetables, food and drink, number (1 ~ 60)

3. Area-specific goals in the relevant curriculum guidelines

Listening	B. If you speak slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (presentation)	C. Organize what you are trying to convey about familiar and simple matters, and then be able to speak your thoughts and feelings using simple words and phrases and basic expressions.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆ Familiarize yourself with how to say ingredients and expressions that ask or request what you want.	

	<p>○Chants Alphabet Chant (Unit 6)</p> <p>○What is there?</p> <ul style="list-style-type: none"> • See the pupils' textbook p.26 and 27 and announce the ingredients you know. <p>[Let's Watch and Think] p.27</p> <ul style="list-style-type: none"> • Look at the state of the world market and know that there are various ingredients in the world and that the same foods as ourselves are also ingredients. <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Listen and understand the interaction between the representative pupil and the instructor when making a fruit parfait. • See the interaction between the instructor and the representative pupils and the representative pupils, and ask and answer together. <p>[Let's Chant] What do you want? p.27</p> <p>○Song Goodbye Song (3rd Grade Unit 2)</p>	<p>* Guidance will be given toward the goal, but the evaluation will be recorded during as the next time.</p>
2	<p>◆ Familiarize yourself with the expressions of asking and requesting what you want.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Pair and interact to make a parfait. <p>[Let's Listen 1] p.28</p> <ul style="list-style-type: none"> • Listen to the characters introducing the contents of their fruit parfait and connect them with a line. <p>○Song Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am asking or requesting what I or you want.</p> <p><Behavioral observation / self-reflection card inspection></p>
3	<p>◆ Introduce fruit parfaits, ask and request what you want, and communicate with each other.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Introduce the parfaits you made the previous time. • Tell the parfait you want to interact with. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am talking about fruit parfaits.</p> <p><Behavioral observation / self-reflection card inspection></p> <p>◎ I am communicating by asking and requesting what I or you want. <Behavioral</p>

		observation / self-reflection card inspection>
4	<p>◆ Ask and answer what you want about ingredients and communicate with each other.</p>	
	<p>[Let's Chant] What do you want? p.27 [Let's Listen 2] p.29</p> <ul style="list-style-type: none"> • Listen to the voice and connect the canned illustration to the letters with a line. <p>[Activity 2] p.29</p> <ul style="list-style-type: none"> • Think about what kind of pizza to make for whom, exchange ingredients and collect ingredients to make an original pizza. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am asking and answering what I or you want about ingredients and communicating with each other. <Behavioral observation / self-reflection card inspection></p>
5	<p>◆ Try to introduce your own original pizza while considering the other party.</p>	
	<p>[Let's Chant] What do you want? p.27 [Activity 2] p.29</p> <ul style="list-style-type: none"> • Introducing the original pizza created in the previous time. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am introducing my own original pizza while giving consideration to the other party. <Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 7 - Lesson 1 What do you want? What do you want?

Goal: Familiarize yourself with how to say ingredients and expressions that ask or request what you want.

Preparation: pupils' textbook, teacher's picture cards (vegetables / fruits), digital teaching materials, self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. ○Chant Alphabet Chant (Unit 6) 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Say the chant with the pupils. 	digital teaching materials
6 min.	<ul style="list-style-type: none"> ○What is there? • See the pupil's textbook p. 26 and 27 and announce the ingredients you know. 	<ul style="list-style-type: none"> • From the pupil's textbook p.26 and 27, let the pupils announce the ingredients they know, and introduce their expressions while picking up the pupil's announcements and tweets. A teacher picture cards (vegetables / fruits) will be posted on the blackboard accordingly. If there is an ALT, have him/her pronounce it. If there is not an ALT, let pupils listen to it with digital teaching materials. • Depending on the actual situation of the pupils, as an activity to recognize letters, an activity to search for a capital letter signboard that the instructor says and an activity to read the capital letter signboard may be included. (PIZZA, VEGETABLES, FRUITS) • Not only introduce the ingredients, but also interact with the pupils by asking if they like them based on the ingredients. 	digital teaching materials pupil's textbook teacher's picture cards (vegetables / fruits)

7 min.	<p>[Let's Watch and Think] p.27</p> <ul style="list-style-type: none"> • Look at the world market and learn that there are various ingredients in the world, and that the same foods as ourselves are also ingredients. 	<ul style="list-style-type: none"> • Be aware of differences and commonalities while comparing with the Japanese market. After watching it once, show it by country, ask what the fruits in the video are, ask if they like them, and interact with the pupils. 	digital teaching materials
20 min.	<p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Listen to and understand the interaction between the representative pupil and the instructor. • See the interaction between the instructor and the representative pupil and the representative pupil, and ask and answer together. 	<ul style="list-style-type: none"> • Post teacher cards on the blackboard while confirming the wording of fruits with the pupils. Next to it, draw a picture of the parfait container and write Fruits Parfait Shop on the card. • Call the pupils "Let's make a delicious fruit parfait". And give a demonstration by using the representative pupil as a clerk. • Check the fruit on the screen as a pupil using the digital teaching materials (p.28 Activity 1). apple, peach, melon, pineapple, kiwifruit, banana, cherry, strawberry, orange, ice cream • The representative pupil is regarded as a customer, and the instructor becomes a clerk and asks the representative pupil "What do you want?" After repeating while changing the representative of the guest role, encourage other pupils to ask What do you want? As a clerk with the instructor. • Next, let multiple representative pupils play the roles of a clerk and a 	

		guest, and interact with each other to complete the parfait.	
5 min.	[Let's Chant] What do you want? p.27 • Listen the first time, say from where you can say the second time. The third time, say until the end.	<ul style="list-style-type: none"> • The first time pupils watch the video, stop before the last 'Nice salad.' Have them announce what ingredients have come out, and post a vegetable / fruit teacher picture cards on the blackboard accordingly. potatoes, carrots, onions, cucumbers, bananas • The second time, tell pupils to say only what they can say, but at the end stop just before 'Nice salad.' Ask what the pupils can do. Call to confirm it, and say it again from the beginning the third time. 	digital teaching materials teacher's picture cards (vegetables / fruits)
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○ Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

* Guidance will be given toward the goal, but the evaluation will be recorded during the next time.

Example of interaction

T: I want apples, please.

S: Here you are. (Give the apple picture card to the instructor.)

T: Thank you. (Post the card you received on the parfait container. Ask for another fruit as well.)

4th Grade Unit 7 - Lesson 2 What do you want? What do you want?

Goal: Familiarize yourself with expressions that ask or request what you want.

Preparation: pupil's textbook, teacher's picture cards (vegetables / fruits), pre-made fruit parfait worksheet (Unit 7-1, 7-2), B5 size paper (1 for each pupil: parfait mount), glue (Each pupil), digital teaching materials, self-reflection card.

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Sing with pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
25 min.	[Activity 1] p.28 <ul style="list-style-type: none"> • Look at the interaction between the instructor and the representative pupil and remember the contents of the previous time. • Pair and do as if you were playing a shop. • Name the finished parfait. 	<ul style="list-style-type: none"> • Perform the activities from the previous time with several pupils and remind them. • The instructor introduces his/her parfait that he/she has made in advance and calls to make a parfait in the same way as a shopkeeper. • Become a pair and become a shop and a customer. The shopkeeper holds a fruit card and interacts with customer. When you receive the fruit card, draw a picture of the parfait container on the parfait mount and paste it on it to make a parfait. Take turns. • Tell them to give a name to the parfait they made. ◎I am asking or requesting what I want. <Behavioral observation / self-reflection card inspection>	digital teaching materials teacher's picture cards (vegetables / fruits) Pre-made fruit parfait worksheet (Unit 7-1, 7-2) B5 size paper (1 sheet for each pupil: parfait mount) Nori (each pupil)
10 min.	[Let's Listen 1] p.28	<ul style="list-style-type: none"> • Check the names of the three characters (Emily, Sayo, Takeru) and 	digital teaching materials

	<ul style="list-style-type: none"> • Listen to the characters introducing the contents of their fruit parfait and connect them with a line. 	<p>what kind of fruits are contained in each of the four types of fruit parfait. Since there is a wealth of audio information, it is important to confirm it here. At that time, ask the pupils “Do you like ~?” Instead of just checking, try to communicate enough about the contents of each parfait.</p> <ul style="list-style-type: none"> • Listen to the audio of digital teaching materials and connect the parfait in the textbook with the characters. <p>Take time to listen to the voice one by one so that the pupil can feel “understood” and “heard”.</p>	pupil’s textbook
5 min.	<ul style="list-style-type: none"> • Look back on today’s activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils’ attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 3 What do you want? What do you want?

Goal: Communicate by introducing fruit parfaits and asking and requesting what I want.

Preparation: pupil's textbook, teacher cards (vegetables / fruits), parfait works made in the previous time, digital teaching materials, self-reflection cards.

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

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Sing with pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
35 min.	[Activity 1] p.28 <ul style="list-style-type: none"> • Answer the instructor's questions while watching the parfait introduced by the instructor. • Introduce the parfait made the previous time as a group. After the group introduction, change members or walk around the classroom freely to introduce each other with many friends. <ul style="list-style-type: none"> • Go around 	<ul style="list-style-type: none"> • The instructor will reintroduce the parfait shown at the previous time. This time, ask questions such as "Do you like ~?" "Do you have apples in your parfait?" And try to interact with the pupils. • Pause the activity in the middle and make an interim evaluation. Instead of simply introducing the first half, find a pair who were exchanging about fruits, introduced them, and confirmed what kind of exchange they were doing. In the second half, call for exchanges about fruits and parfaits as much as possible. ©I am talking about fruit parfaits. <Behavioral observation / self-reflection card inspection> <ul style="list-style-type: none"> • Arrange the parfaits of the group members on the desk for each group. Divide the group into a clerk role and a customer role. The customer goes to 	parfait work made in the previous time pupil's textbook

	groups other than your own and tell the parfait you want to interact with.	the shops of groups other than his own group, interacts with each other, and tells each group the parfait they want. ©I am communicating by asking and requesting what I want. <Behavioral observation / self-reflection card inspection>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 4 What do you want? What do you want?

Goal: Ask and answer what you want about the ingredients and communicate with each other.

Preparation: pupil's textbook, teacher picture cards (vegetables / fruits), worksheets (Unit 7-3, 7-4: pizza mount sheet, separate cards such as vegetables / fruits) digital teaching materials, self-reflection card.

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

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
3 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet several pupils individually. • Say with the pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
10 min.	[Let's Listen 2] p.29 <ul style="list-style-type: none"> • Listen to the voice and connect the canned illustration and the letters with a line. 	<ul style="list-style-type: none"> • Before listening to the audio, confirm with the pupil what the canned vegetables and fruits in the illustration are. • Since the canned food will introduce itself, listen to the voice and tell them to connect the letters below the illustration with the canned food. • Listen to audio with digital teaching materials. Depending on the actual situation of the pupils, you may proceed while confirming the answer one-by-one. • While asking what kind of vegetables the pupils like (not the end of listening), remind themselves of the familiar way of saying vegetables in Let's Try! 1 and introduce new ways of saying 	digital teaching materials pupil's textbook

		<p>vegetables. tomato, cabbage, corn, mushroom, onion, green pepper, cucumber</p>	
27 min.	<p>[Activity 2] p.29</p> <ul style="list-style-type: none"> • See the interaction between the instructor and the representative pupil and have an outlook for the activity. • Think about what kind of pizza to make for whom, divide into exchanges between the shop and the customer, collect the ingredients, and make an original pizza. 	<ul style="list-style-type: none"> • Post the teacher's picture cards such as vegetables and fruits on the blackboard while confirming with the pupils. • Demonstration with the representative pupil as a clerk and the instructor as a guest, and making pizza while interacting. At that time, tell them who they are for and give them a sense of purpose and perspective. • Divide the pupils into two groups, a shopper and a customer, and have them make pizza by collecting the ingredients they want to by interacting with in the same way as a shop. • Depending on the actual situation of the pupils, it is possible to handle items other than the ingredients listed on the worksheet (tomato, sausage, green pepper, mushroom, corn, pineapple). • Set the scene when there are no ingredients in the shop. You can make pupils aware that there are also ways to hide the ingredients in the shop from the pupils who play the role of customers, and ask them what they are accustomed to, such as "Do you have ~?" Also, the pupils should think about what to say if there is none and get closer to the goal. • It is important to pause the activity in the middle and perform 	<p>teacher's picture cards (vegetables / fruits) worksheets (Unit 7-3, 7-4: Pizza mount sheet, separate cards for vegetables, fruits, etc.)</p>

		<p>an interim evaluation so that the pupils can get closer to their goal.</p> <p>◎I am asking and answering what I want about ingredients and communicating with each other.</p> <p><Behavioral observation / self-reflection card inspection></p>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 5 What do you want? What do you want?

Goal: Try to introduce your own original pizza while considering the other party.

Preparation: pupil's textbook, teacher's picture cards (vegetables / fruits), pizza works created earlier (each pupil), digital teaching materials, self-reflection cards.

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
4 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Say with the pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
36 min.	[Activity 2] p.29 <ul style="list-style-type: none"> • Introducing the original pizza made in the previous time. 	<ul style="list-style-type: none"> • Introduce the pizza you made in the previous time and give it an original name in consideration of the giver. ◎I am introducing my own original pizza while giving consideration to the other party. <Behavioral observation / self-reflection card inspection>	pizza work made in the previous time (each pupil)
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd Grade Unit 2) <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupil' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

Example of how to introduce

- First, introduce your pizza as a group.
- The listening pupil gives an impression of what he/she thinks of the pizza.

This is my pizza, ○○ (pizza name).

I have ~, ~ and ~. This is for ~.

- Listen to the announcements of friends in the group, think about what you should be

careful about when making announcements, and practice.

- Make a presentation in front of everyone.
- The listening pupil gives his/her impressions.

<Example of impression>

Nice pizza.

I like ○○ pizza.

I like sausages.

4th Grade - Unit 8 Unit Name This is my favorite place. Let's introduce our favorite places.

1. Unit Objective

- Through the similarities and differences between school life in Japan and the world, you will notice that there are various ways of thinking, and become familiar with how to say subject names and classroom names and how to guide them. (Knowledge and skills)
 - Guide to a place in the school that you like and communicate about that place. (Thinking ability, judgment ability, expressive ability, etc.)
 - While considering the other person, try to communicate about the place you like. (Motivation toward learning, humanity, etc.)
- * The double line is the part added to the unit objective described in "Teaching".

2. Language elements

○ Go straight. Turn [right / left]. Stop. This is (the music room). This is my favorite place. Why? I like (music).

○ favorite, place, my, our, go, why, straight, school / classroom, etc. (classroom, restroom, [science / music / arts and crafts / computer / cooking] room, [school nurse's / school principal's / teachers'] office, entrance, library, gym, playground)

[Already mentioned] Greetings, day of the week, sports, This is for you. Do you like (blue)? Yes, I do. / No, I don't. Turn, right, left, lunch, school

3. Area-specific goals in the relevant curriculum guidelines

Listening	B. To understand the meaning of basic expressions related to familiar and simple matters when spoken slowly and clearly.
Speaking (interaction)	C. With support, ask questions and answer questions using simple words and basic expressions about yourself, the other person, and things around you.
Speaking (presentation)	B. Try to talk about yourself using simple words and basic expressions while showing the real thing in public.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	<p>◆Familiarize yourself with how to say subject names, classroom names, and directions.</p> <p>○Chants What do you want? (Unit 7)</p> <p>○Let's answer the school quiz.</p> <ul style="list-style-type: none"> • Look at the things in the classroom and some pictures of the classroom, think about what it is and where it is, and make a presentation. • Learn how to talk about the classroom. <p>○Let's give directions.</p> <ul style="list-style-type: none"> • Know how to get directions and tell them how to get there. <p>[Let's Chant] School Chant p.32</p> <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>* Guidance will be given toward the goal, but the evaluation will be recorded at the same time as the next time.</p>
2	<p>◆ Familiarize yourself with how to say subject names, classroom names, and directions.</p> <p>[Let's Chant] School Chant p.32</p> <p>[Let's Play 1] Pointing game p.31</p> <ul style="list-style-type: none"> • In pairs, look at the school map on pages 30 and 31 of the pupil's textbook, and search for and point to the classroom that the instructor says. <p>○Let's think about which classroom.</p> <ul style="list-style-type: none"> • As a pair, look at the school map on pages 30 and 31 of the pupil's textbook, cooperate and follow the directions that the instructor says with your finger, and say the name of the classroom that arrived. Once you get used to it, do it individually. <p>[Let's Listen 1] p.30, 31</p> <ul style="list-style-type: none"> • Listen to the directions with the audio of digital teaching materials, think about which classroom, and make a presentation. <p>[Let's Play 2] p.33</p> <ul style="list-style-type: none"> • Ask about your favorite place. • Interview with friends and enter the name of the 	<p>◎I am listening to how to say the subject names, classroom names, and directions. <Behavioral observation / self-reflection card inspection></p> <p>◎I know by listening to the directions. <Behavioral observation / self-reflection card inspection></p>

	<p>friend who likes the classroom in the textbook in □. [Let's Watch and Think 1] p.31</p> <ul style="list-style-type: none"> • Listen to the explanation in the video material and announce what kind of English you heard. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	
3	<p>◆ Through the similarities and differences between school life in Japan and the world, you will notice that there are various ways of thinking, and you will be guided to a place in the school that you like and communicate about that place.</p>	
	<p>[Let's Chant] School Chant p.32 [Let's Watch and Think 2] p.32</p> <ul style="list-style-type: none"> • Watch the video materials and write down what you noticed, such as the difference between foreign and Japanese elementary schools. • Answer the instructor's questions about the contents of the video materials. <p>[Activity] p.33</p> <ul style="list-style-type: none"> • Communicate your favorite places in the school as a pair along with the reason. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎I am aware that there are various ideas. <Behavioral observation / self-reflection card analysis></p> <p>◎I am guiding to places in the school that I like and communicating about those places. <Behavioral observation / self-reflection card inspection></p>
4	<p>◆ Try to communicate and introduce your favorite places while giving consideration to the people you are communicating with.</p>	
	<p>[Let's Chant] School Chant p.32 [Activity] p.33</p> <ul style="list-style-type: none"> • As in the previous time, communicate your favorite places in the school in pairs with the reason. <p>[Let's Listen 2] p.32</p> <ul style="list-style-type: none"> • Listen to the audio and connect the characters and the classroom illustration with a line. <p>○Let's introduce your favorite place.</p> <ul style="list-style-type: none"> • Introduce your favorite places in a group. <p>○Sing Goodbye Song (3rd Grade Unit</p>	<p>◎While giving consideration to the people I am communicating with, I am communicating about the places I like. <Behavioral observation / self-reflection card inspection></p> <p>◎I am listening to and talking about my friends or favorite places. <Behavioral observation / self-reflection card inspection></p> <p>◎I am introducing and listening to places I like or my friend likes while giving consideration to the people I am communicating with. <Behavioral</p>

	2)	observation / self-reflection card inspection>
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4th Grade Unit 8 - Lesson 1 This is my favorite place. Let's go to your favorite place.
 Goal: Familiarize yourself with the subject name, classroom name, and directions.
 Preparations: pupil's textbook, teacher's picture cards (classrooms), pictures of classrooms in the school, sketches of the school building (things that give a bird's-eye view of the school building such as classroom layout), digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. ○Chant What do you want? (Unit 7) 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with the pupil. 	digital teaching materials
30 min.	<ul style="list-style-type: none"> ○Let's answer the school quiz. • Look at the things in the classroom and some pictures of the classroom, think about what it is and where it is, and make a presentation. • Learn how to talk about the classroom. ○Let's give directions. • Know how to get directions and tell the way with the instructor. • When you get used to it, just say it to the pupils. 	<ul style="list-style-type: none"> • The instructor should take pictures of the entire classroom, part of the classroom, and things in the classroom in advance. (Use the image reading function in the digital teaching material "Teaching Material dogubako".) Display the photo data on the screen. First, project the things in the classroom or a part of the classroom, ask "What's this? What room? Music room? Library? Computer room?" etc., and while picking up the answers and tweets of the pupils, let them come across the way of saying the classroom names. While introducing how to say the classroom, we will post the teacher's card (classroom) on the blackboard. • Choose one of the teacher's picture cards and ask Where is the ~ (room) ?. Try to choose a classroom that you can easily go to, such as 	Photographs of the classroom in the school digital teaching materials teacher's picture cards (classroom) A sketch of the inside of the school building (a bird's-eye view of the inside of the school building, such as a classroom layout)

		<p>Turn right / left. Go straight. The aim is to meet the way of directions.</p> <ul style="list-style-type: none"> • Project a floor plan of the school building (it should be read into digital teaching materials), call for “Let’s go to the ~ (room).” and tell the pupils and how to get to the classroom together. • When the pupils get used to it, the instructor encourages the pupil to say their own way by making a voice as quiet as possible or saying one breath later than the pupils. 	
5 min.	<p>[Let’s Chant] School Chant p.32</p> <ul style="list-style-type: none"> • Announce the words you hear. • Speak from where you can say. 	<ul style="list-style-type: none"> • At first, let them listen a few times, announce the words they hear, and let them say what they can say. • Say with the pupil. 	<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. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils’ attitude toward using English. • Sing with pupils. • Say Goodbye. 	<p>self-reflection card digital teaching materials</p>

* Guidance will be given toward the goal, but the evaluation will be recorded at the same time as the next time.

4th Grade Unit 8 - Lesson 2 This is my favorite place. Let's go to your favorite place.
 Goal: Familiarize yourself with the subject names, classroom names, and directions.
 Preparations: pupil's textbook, teacher's picture cards (classroom), digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] School Chant p.32 <ul style="list-style-type: none"> • Speak from where you can say. 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with the pupil. 	digital teaching materials
15 min.	[Let's Play 1] Pointing game p.31 <ul style="list-style-type: none"> • In pairs, look at the school map on pages 30 and 31 of the pupil's textbook, and search for and point to the classroom that the instructor says. ○Let's think about which classroom. <ul style="list-style-type: none"> • As a pair, look at the school map on pages 30 and 31 of the pupils' textbook, cooperate and follow the directions that the instructor says with your finger, and say the names of the classroom that arrived. Once you get used to it, do it individually. 	<ul style="list-style-type: none"> • While posting the teacher's picture cards on the blackboard, check how to say the classroom names with the pupils. • Listen to the classroom names that the instructor says and tell them to point to the classroom in the textbook. You may tell the classroom name with digital teaching materials. • Determine the starting point, tell the way from there, think about which classroom you arrived at, and ask them to answer. The aim is to repeatedly ask how to get directions. ◎I am listening to how to say the subject names, classroom names, and directions. <Behavioral observation / review card>	teacher's picture cards (classroom) digital teaching materials pupil's textbook

5 min.	[Let's Listen 1] p.30, 31 <ul style="list-style-type: none"> Listen to the directions with the audio of digital teaching materials, think about which classroom, and make a presentation. 	<ul style="list-style-type: none"> In the flow of the previous activity, listen to the directions by voice of digital teaching materials. Listen to the voice again to confirm the answer. 	digital teaching materials pupil's textbook
9 min.	[Let's Play 2] p.33 <ul style="list-style-type: none"> Ask about your favorite place. Communicate with your friends about your favorite places, and write the names of your friends who like the classroom in the textbook in □. Ask why you like it again. 	<ul style="list-style-type: none"> First, the instructor will introduce his / her favorite place in the school and motivate him / her for the next interview activity. At that time, ask the pupils if they like the classroom so that they can connect to Let's Play instead of introducing them unilaterally. Ask each pupil about their favorite classroom and the reason. 	pupil's textbook digital teaching materials
6 min.	[Let's Watch and Think 1] p.31 <ul style="list-style-type: none"> Listen to the explanation in the video material and announce what kind of English you heard. 	<ul style="list-style-type: none"> The characters will guide you to your favorite place in the school, so ask them to ask how they will guide you and let them watch the video. While picking up the pupils' answers and tweets, let them watch again and check how to explain. <p>©I know by listening to the directions. <Behavioral observation / self-reflection card inspection></p>	digital teaching materials 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. Sing with pupils. 	self-reflection card digital teaching materials

	<p>○ Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none">• Say Goodbye.	<ul style="list-style-type: none">• Say Goodbye.	
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4th Grade Unit 8 - Lesson 3 This is my favorite place. Let's go to your favorite place.
 Goal: Through the similarities and differences between school life in the world and Japan, you will be aware that there are various ways of thinking, and you will be guided to a place in the school that you like and communicate about that place.
 Preparations: pupils' textbook, teacher's picture cards (classroom), digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] School Chant p.32 <ul style="list-style-type: none"> • Say the chant. 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with pupils 	digital teaching materials
15 min.	[Let's Watch and Think 2] p.32 <ul style="list-style-type: none"> • Watch the video materials and write down what you noticed, such as the difference between foreign and Japanese elementary schools. • Answer the instructor's questions about the contents of the video materials. 	<ul style="list-style-type: none"> • Tell the pupils to watch the video materials that the pupils and teachers around the world introduce their school, and to write what they found or noticed in □. • First, do not try to make them understand everything, but let them announce the words they hear and watch them several times. Compliment that they can hear the words from a cohesive sentence, even if they do not understand everything, so that they can have a sense of accomplishment. <Example> In foreign schools, they sometimes play the guitar and violin during music classes. Science rooms and gymnasiums are different from Japanese science rooms and gymnasiums. Pupils around the	digital teaching materials pupils' text

		<p>world also play basketball and observe under a microscope. etc</p> <ul style="list-style-type: none"> • Show the video and try to communicate with the pupils about the contents of the video material, rather than simply noticing the differences and commonalities between foreign and Japanese elementary schools. <p>Let them to try to catch the characters in the video material asking the pupils at the end and ask the pupil.</p> <p>Do you play the violin? Do you like music?</p> <p>Do you like basketball? Do you like P.E.?</p> <p>What sport do you like?</p> <p>Do you have a microscope? Do you like science?</p> <p>◎I am aware that there are various ways of thinking. <Behavioral observation / self-reflection card analysis></p>	
20 min.	<p>[Activity] p.33</p> <ul style="list-style-type: none"> • Communicate your favorite places in the school as a pair along with the reason. 	<ul style="list-style-type: none"> • While changing pairs, select from the following formats according to the actual situation of the pupils. <p>◎I am guiding to places in the school that I like and communicating about those places. <Behavioral observation / self-reflection card inspection></p>	<p>Teacher's picture cards (classroom) 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' attitude toward using English. • Sing with pupils. • Say Goodbye. 	<p>self-reflection card digital teaching materials</p>

	<input type="radio"/> Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye.		
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How to proceed (described on p.35 of the instruction book) * Select according to the actual situation of the pupils and the unit concept.

<Quiz format 1>

- Introduce your favorite place as a pair. Without saying the place you like, we will guide you from your current location to that location based on the map of the school. The person who is guided will answer which classroom it is. If so, tell them why you like it.

<Quiz format 2>

- Pair and say why you like the place. Listen to it, guess where it is and answer.

<Interview format>

- Pair up, ask where you like, and write down the classroom name and the reason in the table.

4th Grade Unit 8 - Lesson 4 This is my favorite place. Let's find your favorite place.
 Goal: Try to communicate and introduce your favorite places while giving consideration to the other person.
 Preparations: pupils' textbook, teacher's picture cards (classroom), digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] School Chant p.32 • Say the chant. 	<ul style="list-style-type: none"> • Say Hello to the whole and greet some pupils individually. • Say with pupils 	digital teaching materials
15 min.	<p>[Activity] p.33</p> <ul style="list-style-type: none"> • As in the previous time, communicate your favorite places in the school in pairs with the reason. 	<ul style="list-style-type: none"> • As in the previous time, select from the following formats according to the actual situation of the pupil while changing the pair. <p>◎While giving consideration to the people I am communicating with, I am communicating about the places I like. <Behavioral observation / self-reflection card inspection></p>	teacher's picture cards (classroom) digital teaching materials pupil's textbook
20 min.	<p>[Let's Listen 2] p.32</p> <ul style="list-style-type: none"> • Listen to the audio and connect the characters and the classroom illustration with a line. <p>○Let's introduce your favorite place.</p> <ul style="list-style-type: none"> • Think about your own introduction by 	<ul style="list-style-type: none"> • Tell them how to introduce their favorite places and use them as a reference when introducing them. • Take time to think about and practice the pupil's own introduction by referring to the introduction of the characters in Let's Listen 2. • Introduce within the group. 	digital teaching materials pupil's textbook

	<p>referring to the introduction of the characters in Let's Listen 2.</p> <ul style="list-style-type: none"> • Introduce your favorite places in a group. 	<ul style="list-style-type: none"> • Provide individual support. <p>☉I am listening to and talking about my favorite places. <Behavioral observation / self-reflection card inspection></p> <p>☉I am introducing and listening to places I like while giving consideration to the people I am communicating with. <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. ○Sing Goodbye Song (3rd Grade Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

How to proceed (described on p.35 of the instruction book) * Select according to the actual situation of the pupils and the unit concept.

<Quiz format 1>

- Introduce your favorite place as a pair. Without saying the place you like, we will guide you from your current location to that location based on the map of the school. The person who is guided will answer which classroom it is. If so, tell them why you like it.

<Quiz format 2>

- Pair and say why you like the place. Listen to it, guess where it is and answer.

<Interview format>

- Pair up, ask where you like, and write down the classroom name and the reason in the table.

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

1. Unit Objective

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

2. Language elements

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

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

3. Area-specific goals in the relevant curriculum guidelines

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

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆Familiarize yourself with the expressions that express your daily routine, listen to short stories such as picture books, react, and understand the approximate	

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

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

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

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

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

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

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

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

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

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

How to read aloud

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

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

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

Materials: pupil's textbook, digital teaching materials, self-reflection cards

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

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	• Say Hello.	• Say Hello to the whole and greet some pupils individually.	
20 min.	○Let's listen to the story. • While listening to the story of the instructor, say what you can say in the dialogue of the picture book together.	• As in the last time, read aloud using a large picture book of digital teaching materials. What can be said in the dialogue of the picture book is to encourage pupils to say it together. ◎I am listening and saying expressions that express my daily routine. <Behavioral observation / self-reflection card inspection> ◎I am listening to short stories, answering questions, and understand the general content. <Behavioral observation / self-reflection card inspection>	digital teaching materials pupil's textbook
18 min.	○Chant This is how I spend my day. (Hi, friends! Story Books 'Good Morning') • Listen to the chant and announce the words you heard.	• First, let them hear a few times to get the rhythm, and at the same time, let them announce what kind of words they heard. Compliment that they can hear at least one word in spite of the fast chant.	digital teaching materials

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

How to read aloud

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

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

<Example of questions in the middle of reading aloud>

Who is this?

What time is it?

What time is your 'Dinner Time'?

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

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

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

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

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

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

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

How to read aloud

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

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

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

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

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

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

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

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

How to read aloud

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

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

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

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

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

Materials: pupil's textbook, teacher's picture cards (movements), pictures of teachers in the school, digital teaching materials, self-reflection cards

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

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

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

How to read aloud

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