

3rd Grade - Unit 3

Unit Name How many? Let's count and play

1. Unit Objective

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

2. Language material

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

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

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

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

4. Unit plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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