

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"> <li>• Answer the instructor's questions and count what they have.</li> </ul> <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. [Let's Watch and Think 1] p.18</p> <ul style="list-style-type: none"> <li>• Know how to say stationery and count the number of them.</li> </ul> <p>[Let's Play 1] I spy game p.19</p> <ul style="list-style-type: none"> <li>• Listen to the instructor's hints, search for the appropriate item from their belongings, and say it.</li> <li>• Answer the instructor's questions.</li> </ul> <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. &lt;Behavioral observation / self-reflection card inspection&gt;</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"> <li>• Chant in pairs and answer from your own standpoint.</li> </ul> <p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> <li>• Listen to the introduction of the contents of the pencil case, think about whose the pencil case is, and write the name.</li> <li>• Answer the instructor's questions about the contents of the pencil case and exchange in pairs.</li> </ul> <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎Answering questions about stationery and other belongings used at school. &lt;Behavioral observation / self-reflection card inspection&gt;</p> <p>◎Answering questions about stationery and other belongings used at school. &lt;Behavioral observation / self-reflection card inspection&gt;</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"> <li>• Write in □ what the children of the world have in their bags and noticed the differences compared to</li> </ul>	<p>◎Asking and answering questions about stationery and other items used at school. &lt;Behavioral</p>

	<p>their own.</p> <p>[Let's Play 2] p.21</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>○ Sing Goodbye Song (3rd Grade Unit 2)</li> </ul>	<p>observation / self-reflection card inspection&gt;</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"> <li>• Make a stationery set for nearby classmates.</li> <li>• Introduce what kind of set was made for whom.</li> <li>○Sing Goodbye Song (3rd Grade Unit 2)</li> </ul>	<p>◎Communicating about stationery and other things used at school while giving consideration to the other people. &lt;Behavioral observation / self-reflection card inspection&gt;</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"> <li>• 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.</li> </ul> <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"> <li>• Know how to say stationery and count the number.</li> </ul>	<ul style="list-style-type: none"> <li>• There are four types of video content, in which two children are playing at a store.</li> <li>• 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.</li> </ul>	digital teaching materials
15 min.	<p>[Let's Play 1] I spy game p.19</p> <ul style="list-style-type: none"> <li>• Listen to the instructor's hints, search for the</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>	various stationery, etc. teacher's picture cards (stationery)

	<p>appropriate item from your belongings, and say it.</p> <ul style="list-style-type: none"> <li>• Answer the instructor's questions.</li> </ul>	<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. &lt;Behavioral observation / self-reflection card inspection&gt;</p>	
	(○BINGO game)	<ul style="list-style-type: none"> <li>• If you have time, play a Bingo game.</li> </ul>	<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"> <li>• Look back on today's activities and fill in the self-reflection card.</li> <li>○Sing Goodbye Song (3rd year Unit 2)</li> <li>• Say Goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise the pupils' attitude toward using English.</li> <li>• Sing with pupils.</li> <li>• Say Goodbye.</li> </ul>	<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"> <li>Listen to the introduction of the contents of the pencil case, think about whose pencil case it is, and write the name in ( ).</li> <li>Answer the instructor's questions about the contents of the pencil case and also with their pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the motivation to listen by telling them to pay attention to the number and color of the stationery of the characters.</li> <li>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.</li> <li>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 ~.</li> </ul> <p>©Answering questions about stationery and other belongings used at school. &lt;Behavioral observation / self-reflection card inspection&gt;</p>	digital teaching materials pupil's textbook
5 min.	<ul style="list-style-type: none"> <li>Look back on today's activities and fill in the self-reflection card.</li> <li>○Sing Goodbye Song (3rd Grade Unit 2)</li> <li>Say Goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>Praise the pupils' attitude toward using English.</li> <li>Sing with pupils.</li> <li>Say Goodbye.</li> </ul>	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 them 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"> <li>• Look back on today's activities and fill in the self-reflection card.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise the pupils' attitude toward using English.</li> </ul>	self-reflection card
2 min.	<p>○Sing Goodbye Song (3rd Grade Unit 2)</p> <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with pupils.</li> <li>• Say Goodbye.</li> </ul>	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.