

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

## 1. Unit Objective

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

## 2. Language material

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

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

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

## 4. Unit plan

| Time | The Goals (◆) and main activity( 【 】 , ○)<br>【 】 : Activities that are in the textbook  | Evaluation perspective<br><Method>   |
|------|---|--|
| 1    | ◆Familiarize oneself with expressions that ask and answer emotions and conditions.  |  |
|      | <ul style="list-style-type: none"> <li>• Chant Hello! (Unit 1)<br/>[Let's Watch and Think 1] p.6, 7</li> <li>• Learn the expressions that express emotions and states from the conversations of the characters.<br/>[Let's Listen] p.8</li> <li>• Listen to the voice and connect the characters with illustrations that show their emotions and states.</li> </ul> | ◎Asking and answering emotions and conditions.<br><Behavioral observation / self-reflection card inspection> |

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|---|---|--|
|   | <p>[Let's Sing 1] Hello Song p.8<br/>                 [Activity] p.9<br/>                 • Ask and answer questions among pupils.<br/>                 [Let's Watch and Think 2] p.9<br/>                 • Think about the meaning of gestures.<br/>                 [Let's Sing 2] Goodbye Song p.8</p>  |  |
| 2 | <p>◆ Recognize the importance of facial expressions and gestures, and try to greet them while trying to convey them to the other party by adding facial expressions and gestures.</p>   |  |
|   | <p>○ Chant Hello! (Unit 1)<br/>                 [Let's Sing 1] Hello Song p.8<br/>                 ○ Let's say Hello in pairs.<br/>                 [Let's Watch and Think 1] p.6, 7<br/>                 [Activity] p.9<br/>                 • Ask about one's emotional and physical condition, and write the name of the person who asked on the table in the textbook.<br/>                 [Let's Sing 2] Goodbye Song p.8</p> | <p>◎ Greeting while trying to convey to the other party with facial expressions and gestures. &lt;Behavioral observation / self-reflection card inspection&gt;<br/>                 ◎ Being aware of the importance of facial expressions and gestures. &lt;Behavioral observation / self-reflection card analysis&gt;</p> |

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

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

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

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

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|--------|--|--|--|
| 4 min. | [Let's Sing 1] Hello Song p.8<br>• Sing with gestures.                                     | • First, let the song be listen to and encourage them to sing from the part that can be sung. Make the pupils think about gestures and replace the fine part with hungry or sleepy so that the pupils can choose the lyrics so that they can sing happily.   | digital teaching materials<br>pupil's textbook   |
| 7 min. | [Activity] p.9<br>• Ask and answer questions among pupils.                                 | • Ask several pupils “How are you ?”. It is expected that the pupil will answer with words such as “I’m happy”, so in that case, show the answer as “Oh, you are happy. I’m good.” (Pointing to yourself. Encourage them to answer with “I’m ~”.<br>• When the pupil becomes accustomed to it, encourage them to ask with “How are you?” Familiarize them with these expressions.<br>• In this way, tell them to ask and answer each other in pairs next to each other, back and forth, and diagonally.<br>◎Asking and answering emotions and conditions. <Behavioral observation / self-reflection card inspection> | digital teaching materials<br>pupil’s textbook<br>teacher’s picture cards<br>(state / emotion) |
| 8 min. | [Let's Watch and Think 2] p.9<br>• Think about the meaning of the gesture and announce it. | • Show the video material without audio, and let them predict what the gesture means from the facial expressions and gestures of the characters. Also, in Japanese, it is good to let people think about what kind of gesture they will make at such times. After that, show the video material with audio and confirm the expression. Make people aware of the difference in meaning and fun of gestures.   | digital teaching materials<br>pupil’s textbook   |
| 3 min. | [Let's Sing 2] Goodbye Song  | • Have the pupils listen to the voice, ask the expressions that you can listen   | digital teaching materials   |

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

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

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

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

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

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

|  |                     |                                    |  |
|--|---------------------|------------------------------------|--|
|  | • Say Goodbye, etc. | this time.<br>• Say Goodbye, etc.. |  |
|--|---------------------|------------------------------------|--|