

3rd Grade - Unit 4

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

1. Unit Objective

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

2. Language material

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

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

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

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

4. Unit plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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