

3rd Grade - Unit 5 Unit Name What do you like?

1. Unit Objective

- Be aware of the differences between Japanese and English speech, and become familiar with the expressions around pupils and the expressions that ask and answer what the partner likes. (Knowledge and skills)
- Ask and answer what the partner likes and communicate with each other. (Abilities to think, make judgements and express themselves)
- Try to ask and answer what the partner likes while trying to convey it to the partner. (Motivation to learn and humanity)

2. Language Material

- What do you like? I like (tennis). What (sport) do you like? I like (soccer).
 - what, color, sports (sport, volleyball, table tennis), food and drink (food, hamburger, pizza, spaghetti, steak, salad, cake, noodle, egg, rice ball, jam), fruit / vegetables (fruit, grapes, pineapple, peach, melon, banana, kiwi fruit, lemon)
- [Already mentioned] Greetings, Do you like (blue)? Yes, I do. / No, I don't, numbers (1 ~ 20), colors, fruits / vegetables, food and drink, sports

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 aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Be aware of the difference between Japanese and English speech, and learn how to describe things around them.	
	○Predict the activity from what the instructor says, and know how to say personal belongings. [Let's Play] p.18, 19 • Play marble game. ○Learn how to express what they like from what	◎Having noticed the difference between Japanese and English speech. <Behavioral observation / self-reflection card analysis>

	<p>the instructor says.</p> <p>[Let's Chant] What do you like? P.19</p> <p>○Song: Goodbye Song (Unit 2)</p>	
2	<p>◆Familiarize oneself with the expressions around them and the expressions that ask and answer what they like.</p>	
	<p>○Missing Game</p> <p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> • Listen to the characters, select the things that each character likes, and connect them with a line. <p>[Let's Chant] What do you like? p.19</p> <p>[Let's Watch and Think] p.21</p> <ul style="list-style-type: none"> • Anticipate and ask what the characters like. <p>○Let's ask each other in pairs.</p> <ul style="list-style-type: none"> • Ask and answer each other's favorite things in pairs. <p>○Song Goodbye Song (Unit 2)</p>	<p>◎Listening to the words around oneself. <Behavioral observation, textbook inspection, self-reflection card inspection></p> <p>◎Asking and answering what they like. <Behavioral observation / self-reflection card inspection></p>
3	<p>◆Ask and answer what the partner likes and communicate with each other.</p>	
	<p>[Let's Chant] What do you like? P.19</p> <ul style="list-style-type: none"> • Say chant according to the voice. <p>○Stereo Game</p> <p>[Activity 1] p.20</p> <ul style="list-style-type: none"> • Anticipate and ask friends what they like (food, colors, sports). <p>[Activity 2] p.21</p> <ul style="list-style-type: none"> • Think about what categories to ask about in the next activity other than food and colors, and make a presentation. <p>○Song: Goodbye Song (Unit 2)</p>	<p>◎Ask and answer what the partner likes and communicate with each other. <Behavioral observation / self-reflection card inspection></p>
4	<p>◆Try to ask and answer what the partner like while trying to convey it to the other party.</p>	
	<p>[Let's Chant] What do you like? p.19</p> <p>[Activity 2] p.21</p> <ul style="list-style-type: none"> • Interview by asking and answering one's friends what they like. <p>○Who am I? Quiz</p> <ul style="list-style-type: none"> • Listen to what they like and guess who it is. 	<p>◎Asking and answering what they like while trying to convey it to the partner. <Behavioral observation / self-reflection card inspection></p>

	○Song: Goodbye Song (Unit 2)	
--	------------------------------	--

3rd Grade Unit 5 - Lesson 1 What do you like? What do you like?

Goal: Be aware of the difference between Japanese and English speech and learn how to say things around pupils.

Teaching Material: digital teaching materials, pupil's textbook, teacher's picture cards (food, fruits, sports, colors, etc.), marbles (about 5 for each child), puppets, etc., self-reflection cards

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 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 class and greet several pupils individually. 	
13 min.	<p>○Have a perspective on the activity from the story of the instructor and know how to say things around pupils.</p>	<ul style="list-style-type: none"> • From today's topic of school lunch, interact with pupils about what kind of food they like. First, take up the food in the textbook, such as "I like pizza. Do you like pizza?", and talk about the instructor's favorite things such as fruits and sports, involving pupils. Ask them what they like to get them interested in the activity. Example: "I'm hungry. Are you hungry? Look, today's lunch menu is" "Do you like (lunch item)? I like it very much. How about pizza? Do you like pizza? I like pizza. I like cheese. Do you like cheese? Look at pages 18 and 19 of your textbooks. What can you find? Oh, apples. Do you like apples?" • While paying attention to the difference between Japanese and English voices, let pupils come across words that 	<p>digital teaching materials pupil's textbook teacher's picture cards (food, fruits, sports, etc.)</p>

		<p>describe things around them.</p> <p>For example, let the pupils say orange and then digitally listen to the word in English. At that time, in the case of “orange”, move the hand flat, and raise the hand at the time of the sound of “o” and lower it with the “range”, so the instructor shows the intonation in English. This is one way to represent intonation.</p> <p>© Notice the difference between Japanese and English speech.</p> <p><Behavioral observation / self-reflection card analysis></p>	
8 min.	<p>[Let’s Play] p.18, 19</p> <ul style="list-style-type: none"> • Play Marble Game. • Select about 5 pictures on the textbook and place marbles on them. If there is a marble on the word that the instructor said, take it. 	<ul style="list-style-type: none"> • Make the demonstration to have pupils understand the method of activity. • Have pupils listen over and over again to familiarize them with the voice. At that time, try to feel the difference between Japanese and English voices experientially. 	<p>digital teaching materials</p> <p>pupil’s textbook</p> <p>teacher’s picture cards (food, fruits, sports, colors, etc.)</p> <p>marbles (about 5 for each pupil)</p>
10 min.	<ul style="list-style-type: none"> • Learn how to express what they like from the instructor’s explanation. 	<ul style="list-style-type: none"> • If there is an ALT, etc. have the following conversation with the instructor so that the pupil can guess the meaning of “What ~ do you like?” from the scene. If not, ask the teachers in the school to cooperate to take a video in advance. Repeatedly answer “No, I don’t.”, And finally “I like baseball / curry and rice / milk / blue.” Alternatively, the instructor may play two roles with a puppet. • After asking what food / fruit / 	<p>digital teaching materials</p> <p>teacher picture cards (food, fruits, sports, colors, etc.)</p> <p>puppet, etc.</p>

		sport / color do you like? To the class, ask several pupils individually and encourage them to answer, "I like ~."	
5 min.	[Let's Chant] What do you like? p.19 <ul style="list-style-type: none"> • Say chant according to the voice. 	<ul style="list-style-type: none"> • At first, the pupils elicit interest by stopping partway through and having them say the English they listen to. There are three versions of Chant: 1 colors, 2 fruits, and 3 food. Depending on the actual situation of the pupils, the instructor may choose to try multiple chants. 	digital teaching materials teacher picture cards (colors, fruits, food)
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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) <ul style="list-style-type: none"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye, etc. 	digital teaching materials

3rd Grade Unit 5 - Lesson 2 What do you like? What do you like?

Goal: Familiarize oneself with the way pupils say things around them and the expressions pupils ask and answer what they like.

Teaching Material: digital materials, pupil's textbook, teacher's picture cards (food, fruits, sports, etc.), 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? 	<ul style="list-style-type: none"> • Say Hello to the class and greet several pupils individually. 	
10min.	○Missing Game	<ul style="list-style-type: none"> • While interacting with pupils with phrases such as "I like ~. Do you like ~? What food / fruit / sport do you like?" Post a picture card such as food from the previous time on the blackboard, remind them of the wording, and then tell them to play Missing Game. 	teacher picture cards (food, fruits, sports, etc.)
8min.	<p>[Let's Listen] p.20</p> <ul style="list-style-type: none"> • Listen to the characters, select the things that each character likes, and connect them with a line. 	<ul style="list-style-type: none"> • Have pupils anticipate what characters like, and then listen to the audio in digital materials to see if that expectation is true. <p>◎Listening to the words around pupils. <Behavioral observation, textbook inspection, self-reflection card inspection></p>	teacher picture cards (food, fruits, sports, etc.) digital teaching materials pupil's textbook
4 min.	<p>[Let's Chant] What do you like? p.19</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
8 min.	<p>[Let's Watch and Think] p.21</p> <ul style="list-style-type: none"> • Anticipate and ask what the characters 	<ul style="list-style-type: none"> • The video is about two characters. One person asks a question with Do you like ~?, and the other person answers with No, 	digital teaching materials pupil's textbook

	<p>like. Finally, check the answer on the screen.</p>	<p>I don't. After that, the exchange “What do you like? I like ~.”</p> <ul style="list-style-type: none"> • In this activity, when the activity is finished, repeat it. This time, after the “Do you like ~? No, I don't.” portion, have the pupils ask the child in the video “What do you like?”, This will be a mock dialogue between the pupils and the child in the video, with the child in the video answering that question with “I like ~.” • Therefore, follow the procedure below. <ol style="list-style-type: none"> 1. Watch the videos separately instead of clicking the “Watch all” button in the digital teaching materials to watch the dialogue of Do you like ~? No, I don't. 2. Make the pupils anticipate what the child (who answered No, I don't.) likes. 3. In the digital teaching materials, click the button on the right and ask the pupils what do you like? The child in the video answers with I like ~. <ul style="list-style-type: none"> • The aim is to familiarize pupils with the expressions What do you like? and I like ~. 	
8 min.	<ul style="list-style-type: none"> • Let's ask each other in pairs. • Ask and answer each other's favorite things in pairs. 	<ul style="list-style-type: none"> • At the end of the unit, have them do a “Who am I?” Quiz based on the interview results. Tell them that you should collect as much information as possible about their friends so that they can answer the quiz. Have the pupils announce what category they would like to ask. Select some of 	pupil's textbook

		<p>them according to their individual ability.</p> <ul style="list-style-type: none"> • First, they will ask what they like to the those next to them. Tell them to ask each other to get hints for making predictions. • While watching the pupils, support by speaking together with the pupils as needed. <p>◎Asking and answering what your partner likes. <Behavioral observation / self-reflection card inspection></p>	
3 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' 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"> • Say Goodbye, etc. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye. 	digital teaching materials

3rd Grade Unit 5 - Lesson 3 What do you like?

Goal: Ask and answer what pupils like and communicate.

Teaching Material: digital teaching materials, pupil's textbook, teacher's picture cards (food, fruits, sports, numbers, colors, etc.), pupil's cards, 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 class and greet several pupils individually. 	
4 min.	[Let's Chant] What do you like? p.19 <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
10 min.	○Stereo Game What ~ do you like? I like ~.	<ul style="list-style-type: none"> • Tell them to play Stereo Game. Through this activity, familiarize them with the expressions that ask and answer what they like. • Previously they asked each other what they like in the food, fruit, and sport categories, but here increase the categories. The instructor can use categories such as numbers (1 to 20) and colors that pupils are accustomed to. 	teacher picture cards (food, fruits, sports, numbers, colors, etc.)
15 min.	[Activity 1] p.20 <ul style="list-style-type: none"> • Anticipate and ask friends what they like (food, color, sport). 	<ul style="list-style-type: none"> • Ask friends what they like, "food", "color", and "sport" from their usual situation. (back and forth, and diagonally) • It is an activity that will lead to Activity 2, and the instructor will support pupils so that they can do it with confidence. ◎Ask and answer what they	pupil's textbook

		like and communicate with each other. <Behavioral observation / self-reflection card inspection>	
7 min.	[Activity 2] Ask friends what they like. p.21 <ul style="list-style-type: none"> • Think about what things to ask about in the next activity other than food and color, and then present them. 	<ul style="list-style-type: none"> • Ask the pupils about the things they want to look up other than food and color, and ask them to present them. • In addition, ask several pupils what they like about the thing(s) so that they can use it for the next activity. 	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' good points about their attitude toward using English and their aim at this time. 	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) <ul style="list-style-type: none"> • Say Goodbye, etc.. 	<ul style="list-style-type: none"> • Sing with the pupils. • Say Goodbye, etc.. 	digital teaching materials

3rd Grade Unit 5 - Lesson 4 What do you like?

Goal: Try to ask and answer what they like while trying to convey it to the other party.

Teaching Material: digital teaching materials, pupil's textbook, worksheet(Unit 5-1), 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 class and greet several pupils individually. 	
4 min.	[Let's Chant] What do you like? p.19 <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.	[Activity 2] p.21 <ul style="list-style-type: none"> • Interview by asking and answering friends what they like. 	<ul style="list-style-type: none"> • First, fill in one's favorite things with pictures and words, let them decide if there is something pupils want to ask other than color and food, and then let them conduct an interview freely. • 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. By consciously doing it in the latter half, pupils in the latter half will be more conscious of the other partner. • Also participate in the activities and provide support as needed. ◎Asking and answering what they like while trying to convey it to the other party. <Behavioral observation /	digital teaching materials pupil's textbook worksheet (Unit 5-1)

		self-reflection card inspection>	
12 min.	○Who am I? Quiz • Listen to someone's likes, think about who it is, and answer.	• Based on the interview results, the instructor will become a "child" and introduce what he / she likes, such as "I like ~." "I don't like ~.", and ask the class to think about who he / she is. This can deepen mutual understanding between pupils and lead them to making friends in the class.	pupil's textbook
5 min.	• Look back on today's activities and fill in the self-reflection card.	• Praise the pupil's good points about their attitude toward using English and their aim at this time.	self-reflection card
2 min.	○Song Goodbye Song (Unit 2) • Say Goodbye, etc.	• Sing with the pupils. • Say Goodbye, etc.	digital teaching materials