

3rd Grade - Unit 7 Unit Name This is for you. Let's send a card.

### 1. Unit Objective

- Be aware of the difference between Japanese and English voices and become familiar with how to say shapes and expressions that ask and answer what pupils want. (Knowledge and skills)
- Ask and answer what pupils want and communicate with each other. (Abilities to think, make judgement and express themselves.)
- Try to introduce pupils' work while trying to convey it to the partner. (Motivation to learn and humanity)

### 2. Language material

- What do you want? (A star), please. Here you are. This is for you. Thank you. You're welcome.
  - want, this, a, for, state / feeling (big, small), shape (square, rectangle, star, diamond), bus, flower, shop, balloon, house, car, candy, animals (dog, cat, panda, mouse, bear)
- [Already mentioned] I like (blue). Do you like (blue)? Yes, I do. / No, I don't. I don't like (blue).  
 What (sport) do you like? How many(apples)? Shape, color, number (1 ~ 30), tree

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

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| Listening              | A. Have students 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 students 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( 【 】 , ○)<br>【 】 : Activities in the textbook   | Evaluation perspective<br><Method>   |
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| 1    | ◆Be aware of the difference between Japanese and English voices, and learn how to express shapes and things around pupils.  |  |
|      | <ul style="list-style-type: none"> <li>• What is in the textbook?</li> <li>• Announce what is in the textbook.</li> </ul> [Let's Play 1] p.27<br><ul style="list-style-type: none"> <li>• Look at the silhouette in the shape quiz and guess</li> </ul> | ◎Notice the difference between Japanese and English voice. <Behavioral observation / self-reflection |

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|   | <p>what it is.</p> <p>[Let's Play 2] p.27</p> <ul style="list-style-type: none"> <li>• Play pointing games as a pair or as an individual.</li> </ul> <p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> <li>• Look at the 5 types of cards in the textbook, think about what kind of cards they are from the patterns written on the cards, and announce them.</li> <li>• Listen to the audio of the video material, check what kind of card it is, and know how to say greetings such as seasons and events.</li> <li>• Look at the greeting card created by the instructor and have an idea for the final activity.</li> </ul> | card analysis>   |
| 2 | <p>◆Familiarize oneself with the wording of shapes and know the expressions that express what pupils want.</p>   |  |
|   | <ul style="list-style-type: none"> <li>• Missing Game</li> </ul> <p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> <li>• Look at the video materials and learn that there are various cards to convey one's feelings, and increase pupils' motivation for activities at the end of the unit.</li> <li>• Let's make a card.</li> <li>• Ask and answer what representative pupil wants.</li> </ul> <p>[Let's Chant] What do you want? p.27</p>  | <p>◎Listening to and saying how to say the shape.</p> <p>&lt;Behavioral observation / self-reflection card inspection&gt;</p>                                    |
| 3 | <p>◆Familiarize oneself with colors, shapes, and expressions that ask and answer what the partner wants.</p>   |  |
|   | <p>[Let's Chant] What do you want? p.27</p> <p>[Let's Listen] p.29</p> <ul style="list-style-type: none"> <li>• Listen to the audio, think about who made which work, and connect with a line.</li> <li>• Matching game "What is this?"</li> <li>• Use colored paper (about 10 sheets) to make a shape and make a quiz.</li> <li>• Ask and answer What's this?</li> </ul>  | <p>◎Communicating by asking and answering about colors, shapes, and what the partner wants. &lt;Behavioral observation / self-reflection card inspection&gt;</p> |
| 4 | <p>◆Ask and answer what the partner wants and communicate with each other.</p>   |  |
|   | <p>[Let's Chant] What do you want? p.27</p> <p>[Activity] p.29</p>   | <p>◎Asking and answering what the partner wants and</p>  |

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|   | <ul style="list-style-type: none"> <li>• Ask and answer what the partner wants, collect shapes, and make a greeting card.</li> <li>• Watch digital teaching materials, learn how to introduce them, and have a prospect for the next time.</li> </ul>                        | communicating with each other. <Behavioral observation / self-reflection card inspection>  |
| 5 | <p>◆Try to introduce one's work while trying to convey it to the partner.</p> <p>[Let's Chant] What do you want? p.27<br/>[Activity] p.29</p> <ul style="list-style-type: none"> <li>• Practice.</li> <li>• Introduce each other's works.</li> <li>• Give a card.</li> </ul> | <p>◎Introducing one's work while trying to convey it to the partner.</p> <p>&lt;Behavioral observation / self-reflection card inspection&gt;</p> |

3rd Grade Unit 7 - Lesson 1 This is for you. Let's send a card

Goal: Be aware of the difference between Japanese and English voices and learn how to express shapes and things around pupils.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colors, shapes), greeting cards (created for presentation), self-reflection cards

| Time    | Pupil's activity   | Instructor's activity<br>◎Evaluation <method>   | Teaching material  |
|---------|--|---|--|
| 2 min.  | <ul style="list-style-type: none"> <li>• Say Hello.</li> <li>I'm ~. How are you?</li> </ul>                              | <ul style="list-style-type: none"> <li>• Say Hello to the whole class and greet some individually.</li> </ul>   |  |
| 10 min. | <ul style="list-style-type: none"> <li>○What is in the textbook?</li> <li>• Announce what is in the textbook.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask the pupils "what can you see? What's this?" and use digital teaching materials while picking up the pupils' answers and tweets to find out where and what the textbook is. The instructor introduces the English and explains that it is an amusement park. Also, let them come across shapes and expressions of things around them. At that time, make them aware of the difference between Japanese and English voices.</li> <li>&lt;What is in the textbook&gt;<br/>roller coaster, castle, tree, bus, shop, balloon, flower, Ferris wheel, candy, ice cream, hot dog, (clock, flag), circle, triangle, square, rectangle, heart, star, diamond</li> <li>◎Have noticed the difference between Japanese and English voice. &lt;Behavior Observation / self-reflection card analysis&gt;</li> </ul> | digital teaching materials<br>pupil's textbook<br>teacher picture cards (colors, shapes) |
| 10 min. | [Let's Play 1] p.27<br><ul style="list-style-type: none"> <li>• In the shape quiz (2</li> </ul>                          | <ul style="list-style-type: none"> <li>• From the silhouettes of several black shapes, let them guess</li> </ul>  | digital teaching materials   |

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|        | types), look at the silhouette and think about what it is and answer.   | what they are, or let them say their favorite shape and think about the animals hidden behind them. Through activities, increase interest in and become familiar with the wording.   |  |
| 8 min. | [Let's Play 2] p.27<br>• Play pointing games as a pair or as an individual.   | <ul style="list-style-type: none"> <li>• After confirming how to say the shape, do it in pairs. Try to point to the shape and personal belongings that the instructor said.</li> <li>• Cooperate in pairs, go individually, and gradually increase the speed that the instructor says to maintain motivation.</li> </ul>   | digital teaching materials<br>pupil's textbook<br>teacher picture cards (colors, shapes) |
| 5 min. | [Let's Watch and Think] p.28<br>Look at the 5 types of cards from the textbook and look at the patterns on the cards. Think about what kind of card it is and announce it.<br>Listen to the audio of the video material, check what kind of card it is, and know how to say greetings such as seasons and events. | <ul style="list-style-type: none"> <li>• The cards in the textbook will make pupils think about what kind of event, etc., and while picking up the comments of the pupils, they will come across how to say greetings such as seasons and events. Let them listen to the audio and check it with the digital teaching materials (▶ button on the card).</li> </ul> | digital teaching materials<br>pupil's textbook   |
| 3 min. | ○Look at the greeting card created by the instructor and have an idea for the final activity.   | <ul style="list-style-type: none"> <li>• Show the cards created by the instructor (created using various shapes), and give a perspective to the end of the unit, such as "Let's send a card that conveys our gratitude," and motivate them.</li> </ul>   | greeting card (created by a instructor)  |

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| 5<br>min. | • Look back on today's activities and fill in the self-reflection card. | • Praise the pupils' good points about the pupil's awareness and aim at this time. | self-reflection card |
| 2<br>min. | • Say Goodbye.  | • Say Goodbye.   |                      |

3rd Grade Unit 7 - Lesson 2 This is for you. Let's send a card

Goal: Get accustomed to the wording of the form and know the expression that expresses what pupils want.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colors, shapes), teacher picture cards (multiple cut out shapes), self-reflection cards.

| Time    | Pupil's activity  | Instructor's activity<br>◎Evaluation <method>   | Teaching material  |
|---------|---|---|--|
| 2 min.  | <ul style="list-style-type: none"> <li>• Say Hello. "I'm ~. How are you?"</li> </ul>  | <ul style="list-style-type: none"> <li>• Say Hello to the whole class and greet some individually.</li> </ul>   |  |
| 5 min.  | ○Missing Game   | <ul style="list-style-type: none"> <li>• Become accustomed to the words through activities.</li> <li>• Leave the colored cards posted on the blackboard as they are, and use them for the subsequent activities of "Let's make a card."</li> </ul>  | teacher picture cards (colors, shapes)                                 |
| 8 min.  | <p>[Let's Watch and Think] p.28</p> <ul style="list-style-type: none"> <li>• Look at the video materials and learn that there are various cards to convey their feelings, and increase their motivation for activities at the end of the unit.</li> </ul> | <ul style="list-style-type: none"> <li>• From the video of giving various greeting cards to each other, capture the event and season and make them aware that there are various cards to convey their feelings. (Birthday card, Christmas card, Valentines card, thank-you card, Japanese New Year's card, etc.)</li> <li>• Also, let them announce that they have noticed how they are handing over the cards so that they can listen the expression "This is for you."</li> </ul> | digital teaching materials<br>pupil's textbook                         |
| 15 min. | ○Let's make a card.<br><ul style="list-style-type: none"> <li>• Understand what the situation is like by watching the interaction between the instructor and the</li> </ul>   | <ul style="list-style-type: none"> <li>• From the continuation of the previous activity, tell everyone to make a card. Draw a large square on the blackboard as if it were a card, and call out "This is a card. Let's decorate it."</li> </ul>   | digital teaching materials<br>teacher picture cards (multiple cutouts) |

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|        | <p>representative pupil.</p> <ul style="list-style-type: none"> <li>• Ask and answer what you want from the representative pupil.</li> </ul>   | <ul style="list-style-type: none"> <li>• Nominate a representative pupil and ask “what do you want?” By pointing at the color picture card posted on the blackboard.</li> <li>• Since pupils do not seem to understand the meaning immediately, they specifically point to a color card. Ask “A purple heart? A red square?” Make a gesture to hand it over.</li> <li>• Encourage pupils to answer with please, and make them understand that it is a scene of exchanging what they want.</li> <li>• Communicate with several representative pupils and encourage other pupils to ask “What do you want?” together.</li> </ul> <p>© Listening to and saying how to say the shape. &lt;Behavioral observation / self-reflection card inspection&gt;</p> |  |
| 8 min. | <p>[Let’s Chant]<br/>What do you want?<br/>p.27</p> <ul style="list-style-type: none"> <li>• Say chants according to the voice.</li> <li>• Change the color and shape, think about the finished product, and say chant.</li> </ul> | <ul style="list-style-type: none"> <li>• At first, let the pupils listen only to the voice, ask what kind of English they listen, and after getting interested, show the screen and let them say.</li> <li>• Let the pupils choose the color, shape, and finished product of the chant’s dialogue, and say it together according to the rhythm of the chant.</li> </ul>  | <p>digital teaching materials<br/>multiple cutouts of teacher picture cards (colors, shapes)</p> |
| 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’ good points about their attitude toward using English and their aim at this time.</li> </ul>   | <p>self-reflection card</p>  |



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| 2<br>min. | • Say Goodbye. | • Say Goodbye. |  |
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3rd Grade Unit 7 - Lesson 3 This is for you. Let's send a card

Goal: Familiarize oneself with the target colors, shapes, and expressions that ask and answer what pupils want.

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (colors, shapes), pupil's card (colors, shapes), colored paper (worksheets Unit7-1, 7-2) to make colored paper into various shapes (cut out), self-reflection cards.

| Time   | Pupil's activity  | Instructor's activity<br>◎Evaluation <method>  | Teaching material  |
|--------|---|--|--|
| 2 min. | <ul style="list-style-type: none"> <li>• Say Hello.</li> <li>I'm ~. How are you?</li> </ul>   | <ul style="list-style-type: none"> <li>• Say Hello to the whole class and greet some individually.</li> </ul>  |  |
| 4 min. | <p>[Let's Chant] What do you want? p.27</p> <ul style="list-style-type: none"> <li>• Say chants according to the voice.</li> <li>• Change the color shape, think about the finished product, and say chants.</li> </ul> | <ul style="list-style-type: none"> <li>• Say with the pupil.</li> <li>• Depending on the actual situation, it is also good to make original chant made at the previous time or new original chant.</li> </ul>  | digital teaching materials   |
| 8 min. | <p>[Let's Listen] p.29</p> <ul style="list-style-type: none"> <li>• Listen to the audio, think about who made which work, and connect them with a line.</li> </ul>  | <ul style="list-style-type: none"> <li>• Before listening to the audio, let them think about what shape and how many should be in which work, arouse interest, and then concentrate on listening.</li> <li>• Listen to the audio and connect each work by drawing a line.</li> </ul> | pupil's textbook<br>digital teaching materials                           |
| 6 min. | ○Matching Game  | <ul style="list-style-type: none"> <li>• Demonstrate and let the pupils understand how to proceed.</li> </ul>  | teacher picture cards (colors, shapes)<br>pupil's cards (colors, shapes) |

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| 18 min. | <ul style="list-style-type: none"> <li>• What is this?</li> <li>• Use colored paper (about 10 sheets) to make a shape and make a quiz.</li> <li>• Pupils have completed shapes, then ask and answer “What’s this?”</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate and hand over the color cards the pupils want in pairs to make a certain shape and make them understand that they will take a quiz.</li> <li>• Show the finished shape to the other party and ask what it is.</li> <li>• Communicating by asking and answering about colors, shapes, and what they want. &lt;Behavioral observation / self-reflection card inspection&gt;</li> </ul> | colored paper (colored drawing paper cut out into various shapes using worksheets Unit7-1, 7-2) |
| 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’ good points about their attitude toward using English and their aim at this time.</li> </ul>  | self-reflection card  |
| 2 min.  | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>  | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>  |   |

3rd Grade Unit 7 - Lesson 4 This is for you. Let's send a card

Goal: Ask and answer what the partner wants and communicate with each other.

Teaching Material: digital teaching materials, pupil's textbook, teacher picture cards (colored), colored paper (colored paper cut out into various shapes using worksheet Unit 7-1, 7-2), worksheets (Unit 7-3 ~ 7-5) and greeting cards created using them (pupil's works), colored pencils, glue, etc. (prepared by each pupil), self-reflection cards.

| Time    | Pupil's activity  | Instructor's activity<br>◎Evaluation <method>  | Teaching material   |
|---------|---|--|---|
| 2 min.  | <ul style="list-style-type: none"> <li>• Say Hello.</li> <li>I'm ~. How are you?</li> </ul>   | <ul style="list-style-type: none"> <li>• Say Hello to the whole class and greet some individually.</li> </ul>  |   |
| 4 min.  | <p>[Let's Chant]</p> <p>What do you want?<br/>p.27</p> <ul style="list-style-type: none"> <li>• Say chants according to the voice.</li> <li>• Change the color and shape, think about the finished product, and say chants.</li> </ul>  | <ul style="list-style-type: none"> <li>• Say with the pupils. Depending on the actual situation, it is also good to say the original chant made at the previous time.</li> </ul>   | <p>digital teaching materials</p> <p>teacher picture cards (colors, shapes)</p>   |
| 27 min. | <p>[Activity] p.29</p> <ul style="list-style-type: none"> <li>• Ask and answer what you want, collect shapes, and make a greeting card.</li> <li>• Once you have collected the necessary shapes, arrange them and attach them to the mount. Also attach the name and message of the recipient.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate and use digital teaching materials to help them understand how to proceed.</li> <li>• Taking advantage of the experience of the activities from the previous time, the role is divided into the side that receives the shape and the side that gives the shape, and the roles are switched between the first half and the second half. (It is advisable to devise a form and method according to the number of pupils in the class and the actual situation.)</li> <li>• Support pupils' active communication.</li> </ul> | <p>digital teaching materials</p> <p>pupil's textbook</p> <p>colored paper (colored drawing paper cut out into various shapes using worksheets Unit7-1, 7-2)</p> <p>colored pencils, glue, etc. (prepared by each pupil)</p> <p>worksheets (Unit 7-3 ~ 7-5)</p> |

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|        |  | <ul style="list-style-type: none"> <li>• Perform an interim evaluation so that the activities in the latter half will be in line with the aim. In the mid-point evaluation, for example, find a pair who has a pleasant exchange in the activity in the first half, reproduce the exchange in front of everyone, think about what kind of points are good, and make use of it in the second half.</li> </ul> <p>Encourage them to interact with each other.</p> <ul style="list-style-type: none"> <li>• When limiting the recipients to class friends, make sure that all pupils receive the card.</li> </ul> <p>© Asking and answering what the partner wants and communicate with each other. &lt;Behavioral observation / self-reflection card inspection&gt;</p> |   |
| 5 min. | <ul style="list-style-type: none"> <li>• Watch digital teaching materials, learn how to introduce them, and have an idea for the next time.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce what they have created (flowers, robots, etc.) and have them check the expressions used when handing out greeting cards with digital teaching materials, and if they have time, have them practice for the next presentation.</li> </ul>   | worksheets (Unit 7-3 ~ 7-5) and greeting card created using it (pupils' work) |
| 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' good points about their attitude toward using English and their aim at this time.</li> </ul>  | self-reflection card  |
| 2 min. | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>   | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>  |   |

3rd Grade Unit 7 - Lesson 5 This is for you. Let's send a card

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

Teaching Material: digital teaching materials, pupil's textbook, teacher cards (colors, shapes), worksheets (Unit 7-3 ~ 7-5) and created using them, greeting cards (pupil's work), self-reflection cards.

| Time    | Pupil's activity  | Instructor's activity<br>◎Evaluation <method>  | Teaching material   |
|---------|---|--|---|
| 2 min.  | <ul style="list-style-type: none"> <li>• Say Hello.</li> <li>I'm ~. How are you?</li> </ul>   | <ul style="list-style-type: none"> <li>• Say Hello to the whole class and greet some individually.</li> </ul>  |   |
| 4 min.  | <p>[Let's Chant] What do you want? p.27</p> <ul style="list-style-type: none"> <li>• Say chant according to the voice.</li> <li>• Change the color and shape to say chants.</li> </ul>  | <ul style="list-style-type: none"> <li>• Say with the pupils.</li> <li>• Depending on the actual situation, it is also good to say the original chant made at the previous time.</li> </ul>  | <p>digital teaching materials</p> <p>teacher picture cards (colors, shape)</p>  |
| 32 min. | <p>[Activity] p.29</p> <ul style="list-style-type: none"> <li>• Practice.</li> <li>• Introduce each other's works.</li> <li>1. In pairs</li> <li>2. In a group</li> <li>3. In front of the whole class (representative pupil)</li> <li>• Give a card. This is for you, (name).</li> </ul> | <ul style="list-style-type: none"> <li>• The instructor will demonstrate how to give the card, or use the digital teaching materials for students to watch and listen.</li> </ul> <p>&lt;Introduction example&gt;</p> <p>“Hello. This is my card. (I haven't shown the front of the card yet). One pink circle, one yellow circle, one white circle, and two brown rectangles. Ice cream.”</p> <ul style="list-style-type: none"> <li>• First, the pupils introduce their own cards in pairs next to each other, front and back, and diagonally. In order to convey the feelings to the partner, the instructors will give advice after the activity on what kind of ingenuity is necessary so that the activity will be in line with the aim.</li> <li>• Provide individual support so</li> </ul> | <p>digital teaching materials</p> <p>pupil's textbook</p> <p>worksheet (Unit 7-3 ~ 7-5) and greeting card created using it (pupil's work)</p> |

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|        |   | <p>that they can make positive announcements.</p> <ul style="list-style-type: none"> <li>• The activities in the latter half will be more in line with the aim, such as pausing the activities in the middle and conducting an interim evaluation and introducing good examples in front of everyone.</li> </ul> <p>◎Introducing one's work while trying to convey it to the partner.<br/>&lt;Behavioral observation / self-reflection card inspection&gt;</p> |                      |
| 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' good points about their attitude toward using English and their aim at this time.</li> </ul>   | self-reflection card |
| 2 min. | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>  | <ul style="list-style-type: none"> <li>• Say Goodbye.</li> </ul>   |                      |