

1. Unit Objective

- Be aware of the differences in voice and rhythm between Japanese and English, and become familiar with the expressions of asking and answering someone. (Knowledge and skills)
- Listen to a simple short story with pictures to get an idea of the contents. (Abilities to think, make judgements and express themselves)
- Listen to short stories such as picture books while reacting, and try to repeat the lines with gestures and emotion so that they can be understood. (Motivation to learn and humanity)

2. Language material

- Are you (a dog)? Yes, I am. / No, I'm not. Who are you? I'm (a dog). Who am I? Hint, please.
- who, animals (cow, dragon, snake, tiger, sheep, chicken, wild boar), simple adjectives (long, shiny, scary, round, furry), body parts (head, eyes, ears, nose, mouth, shoulders, knees, toes)

[Already mentioned] Greetings / Self-introduction, I like (blue). Do you like (blue)? Yes, I do. / No, I don't. What (sport) do you like? How many(apples)? are, not, colors, shapes, condition / feelings, animals, fruits / vegetables, food / drink, numbers (1 ~ 30)

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 (presentation)	A. Have pupils try to talk about things around them using simple words, phrases, and basic expressions in front of people.

4. Unit plan

Time	The aim (◆) and main activity(【 】 , ○) 【 】 : Activities in the textbook	Evaluation perspective <Method>
1	◆Listen to a short story such as a picture book to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.	
	○Listen to the story from the textbook or other easy picture book. (First time) ○Who am I? Quiz 1	◎Be aware of the differences in voice and rhythm between Japanese and English.

	<ul style="list-style-type: none"> • Listen to the hints and guess what animal. ○Bingo Game (animals)	<Behavioral observation / self-reflection card analysis> * Reevaluate during subsequent lessons
2	◆ Listen to a short story such as a picture book to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.	
	<ul style="list-style-type: none"> • Listen to the story from the textbook. (Second time) • Listen to the story in the picture book and instruct the pupils to find out which page the scene is taking place. • Listen to the story, look for the scene in pairs, and point to it. • Who am I? Quiz 2 (part of the body) • Song: Head, Shoulders, Knees and Toes 	◎Be aware of the differences in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis> ◎Listening to a simple short story with pictures to get an idea of contents. <Behavioral observation / self-reflection card inspection>
3	◆ Be aware of the differences in voice and rhythm between Japanese and English, and become familiar with the expressions of asking and answering using the target expressions (Who?).	
	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees and Toes with gestures • Recite the story for the (Third time). • Scene card arrangement • Arrange the scene cards so that they match the progression of the story. • While looking at a scene card, reproduce the dialogue of the scene with the instructor. • Chain Game 	◎Be aware of the differences in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis> ◎Asking and answering “Who”. <Behavioral observation / self-reflection card inspection>
4	◆ Familiarize oneself with the expressions of asking and answering using the target expressions (Who?).	
	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees and Toes • Listen to the storytelling of picture books. (4th) • Who are you? 3 Hint Quiz Game • Prepare for the recital. 	◎Asking answering “who”. <Behavioral observation / self-reflection card inspection>

5	<p>◆ Listen to the story in the picture book while reacting, and repeat the lines with gestures.</p>	
	<p>○Song: Head, Shoulders, Knees and Toes</p> <p>○Listen to the story in the picture book. (5th time)</p> <p>○Recite the lines of the picture book.</p> <ul style="list-style-type: none"> • Present a section of the book in pairs or groups. 	<p>◎Listening to the story in the picture book while reacting. <Behavioral observation / self-reflection card inspection></p> <p>◎Repeating the lines of the story so that they can convey it. <Behavioral observation / self-reflection card inspection></p>

3rd Grade Unit 9 - Lesson 1 Who are you?

Goal: Listen to a short story to get an idea of the content, and notice the difference in voice and rhythm between Japanese and English.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (enlarged and cut out animals from worksheet Unit 9-2), pupil's cards (animals), 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 whole class and then greet several pupils individually. 	
15 min.	<ul style="list-style-type: none"> ○Listen to a short story (First time) 	<ul style="list-style-type: none"> • First, show the first scene of the picture book (textbook p.34, 35) with digital teaching materials, ask what can you see?, etc., and let them grasp the scene or situation. When the pupils realize that they are playing hide-and-seek, they will try to get interested in the story. • Read aloud. 	digital teaching materials pupil's textbook
8 min.	<ul style="list-style-type: none"> ○Who am I? 3 Hint Quiz 1 • Listen to the hints, think about what kind of animal it is, and answer. 	<ul style="list-style-type: none"> • While asking questions about the animals that appeared in the picture books, they should be excited to be able to recall the animals in English. Ask the pupils what kind of animal appeared in the picture book; show the picture card to confirm. Tell them to have "Who am I? Quiz". 	digital teaching materials pupil's textbook teacher picture cards (enlarged and cut out animal from worksheet Unit 9-2)
13 min.	<ul style="list-style-type: none"> ○Bingo Game (animal) 	<ul style="list-style-type: none"> • Check the pronunciations of all the animals with the pupils. <p>◎Notice difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis></p>	pupil cards (including animals that have already been learned) (1 set for 2 pupils)

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 reiterate the unit goal.	self-reflection card
2 min.	• Say Goodbye.	• Say Goodbye.	

* Guidance will be given toward the goal of “listening to short stories such as picture books and grasping the approximate contents”, and evaluation will be conducted from the second reading onward

3rd Grade Unit 9 - Lesson 2 Who are you?

Goal: Listen to the picture book to get an idea of the content and notice the difference in voice and rhythm between Japanese and English.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene-specific cards (as needed), animal photos, 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. I'm ~. How are you? 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet several pupils individually. 	
10 min.	<ul style="list-style-type: none"> ○Listen to the picture book. (Second time) • Repeat the story after the instructor if possible. 	<ul style="list-style-type: none"> • Read aloud with rich expressions while using gestures. • Since this is the second time, encourage pupils to speak the part that can be said and create an atmosphere in which they can participate. • In order to motivate them, use digital teaching materials or read by ALTs to change the reading method. <p>◎Notice the difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis></p>	<p>digital teaching materials</p> <p>pupil's textbook</p>
10 min.	<ul style="list-style-type: none"> ○Listen to the story about the scene in the picture book and find out which page it is. • Listen to the story, look for the scene in pairs, and point to it. 	<ul style="list-style-type: none"> • Demonstrate and let them understand the activity method. At first, it is better to do it in pairs. Once they get used to it, let them do it individually. • Read one page of the picture book with gestures such as "1, 2, 3, 4. ... Ready or not, here I come!" And let the pupil open the page of the scene. Make a card for each scene and hold it like a <i>karuta</i>. 	<p>digital teaching materials</p> <p>pupil's textbook (cards for each scene, etc., if necessary)</p>

		<p>©Listening to short stories such as picture books and get an idea of what they are. <Behavioral observation / self-reflection card inspection></p>	
10 min.	○Who am I? Quiz 2 (Part of the body)	<ul style="list-style-type: none"> • Check how the animals say and show how to work. Show a part of the animal's body and ask them to think about what animals they are. 	animal photos, etc. teacher picture cards (animal)
6 min.	○Song Head, Shoulders, Knees and Toes	<ul style="list-style-type: none"> • The instructor touches that part of his/her body, saying head, shoulders, knees, toes, eyes, ears, mouth, nose. Encourage the pupils to stand and touch that part of his/her body while saying it together. After repeating it several times, gradually and slowly sing with the melody of the song. • As the pupils get used to it, speed up the song. * Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet. 	
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.	<ul style="list-style-type: none"> • Say Goodbye 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 -Lesson 3 Who are you?

Goal: Be aware of the differences in voice and rhythm between Japanese and English and become familiar with the expressions of asking and answering using the target expressions (Who?).

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene cards (6 types of worksheet Unit 9-1 are cut out in advance), self-reflection cards

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 greet several pupils individually.	
5 min.	○Song Head, Shoulders, Knees and Toes	• Sing a song in the same way as the first time. Gradually increase the speed and devise ways to sing so that the pupils' motivation can be maintained. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.)	
5 min.	○Please Touch Game	• Show the model and let them understand how to proceed. ◎Notice difference in voice and rhythm between Japanese and English. <Behavioral observation / self-reflection card analysis>	
10 min.	○Listen to the story of the picture book. (Third time) • Say the parts that can be said together.	• Read aloud with rich expressions while using gestures. Since this is the third time, the repeating exercise encourages pupils to speak and creates an atmosphere in which pupils can participate. • Be creative with changing the method of reading aloud.	teacher picture cards (animals) digital teaching materials pupil's textbook

10 min.	<p>○Scene card arrangement</p> <ul style="list-style-type: none"> • Arrange the scene cards so that they fit the plot while listening to the storytelling. • While looking at the scene card, reproduce the dialogue of the scene with the instructor. 	<ul style="list-style-type: none"> • Have the pair prepare one set of 6 types of scene cards for worksheet Unit 9-1. While listening to the storytelling, cooperate and arrange the scene cards according to the plot. • After the 6 scenes, read the textbook of the picture book of the scene according to the story. Encourage the pupils to say it together. 	Scene card (6 types of worksheet Unit 9-1 are cut out in advance)
6 min.	<p>○Chain Game Who are you? I'm ~.</p>	<ul style="list-style-type: none"> • Demonstrate and let them understand how to proceed. <p>◎Asking and answering "Who". <Behavioral observation / self-reflection card inspection></p>	teacher picture cards (animal)
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.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 - Lesson 4 Who are you?

Goal: Familiarize oneself with the expressions of asking and answering using the target expressions (Who?).

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), pupils' cards (animals: 4 to 5 types for each person), scene-specific cards (as needed), 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 whole and greet some individually. 	
3 min.	<ul style="list-style-type: none"> ○Song Head, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> • Sing with the pupils. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.) 	
10 min.	<ul style="list-style-type: none"> ○ Listen to the story in the picture book. (Fourth Time) • Say the parts that can be said together. 	<ul style="list-style-type: none"> • Read aloud with rich expressions while using gestures. Since this is the 4th time, encourage active pupils to speak and create an atmosphere where pupils can participate. 	teacher picture cards (animal) digital teaching materials pupil's textbook
8 min.	<ul style="list-style-type: none"> ○Who are you? Quiz Who are you? Are you ~? Yes. I'm ~. Sorry. I'm ~. 	<ul style="list-style-type: none"> • Through activities, familiarize them with the expressions that the other person asks or answers. ◎Asking or answering "Who". <Behavioral observation / self-reflection card inspection> 	pupil picture cards (animals: 4-5 types for the number of pupils) teacher picture cards (animals)

15 min.	<p>○Prepare for the recital.</p> <p>I see something ~.</p> <p>Are you a(n) ~?</p> <p>Yes, I am. I'm a(n) ~.</p>	<ul style="list-style-type: none"> • Demonstrate to help pupils understand the activity method and motivate them. Check the expression to use with them. • Perform in pairs or groups depending on the actual situation. Let them select one or two scenes they want to introduce from the picture book, and decide the role, and practice. • Do not expect perfect imitation, allow pupils' ingenuity and arrangements, praise their positive attitude, and increase their motivation. 	<p>digital teaching materials</p> <p>pupil's textbook</p> <p>teacher picture cards (animals)</p> <p>(If necessary, cards for each scene, etc.)</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' good points about their attitude toward using English and reinforce the lesson aims. 	<p>self-reflection card</p>
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	

3rd Grade Unit 9 - Lesson 5 Who are you?

Goal: While listening to the picture book story while reacting, try to imitate the lines so that they can be conveyed to the partner.

Teaching Materials: digital teaching materials, pupil's textbook, teacher picture cards (animals), scene-specific cards, etc. (if necessary), 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 whole and greet several pupils individually. 	
3 min.	<ul style="list-style-type: none"> ○Song Head, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> • Sing with pupils. (Although it is not included in the digital teaching materials, it is possible to use commercially available song CDs or the Internet.) 	
10 min.	<ul style="list-style-type: none"> ○Listen to the story in the picture book. (Fifth time) • Repeat the story. 	<ul style="list-style-type: none"> • Read aloud while using gestures to serve as a model for the recital. Since it will be the last, encourage pupils to speak and create an atmosphere where pupils can participate. Divide the lines so that the instructor and the pupils say half then rotate. ◎Listening to the short story while reacting. <Behavioral observation / self-reflection card inspection> 	
23 min.	<ul style="list-style-type: none"> ○Give a presentation by saying the lines of the picture book. • Present in pairs or groups. 	<ul style="list-style-type: none"> • Have the pupils think about what kind of gestures and actions should be taken in order to convey it to their classmates, and make them aware of the purpose of the activity. • Modify the activity according to the situation of the pupils so that they can experience a sense of accomplishment. • Pause the activity half way 	teacher picture cards (animals) digital teaching materials pupil's textbook (cards for each scene, etc., if necessary)

		<p>through to perform an interim evaluation. Share examples that are devised so that they can be communicated and the activities in the latter half will be more in line with the lesson aim.</p> <ul style="list-style-type: none"> • Finally, let the groups present in front of the whole class. <p>©Repeating the lines to convey it to the other party. <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 and show what they have accomplished 	self-reflection card
2 min.	<ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Say Goodbye. 	