

G4 レッスンプラン Unit3-2

■ 日付:2026年6月4日(金) ■ 学年・クラス:4年2クラス

■ 単元名:Unit3-2 I like Mondays.

■ 本時の目標:What day is it? It's (Monday).

■ 準備物:鉛筆、消しゴム、教科書、ファイル、フラッシュカード(天気/曜日/絵文字)、ワークシート

Flow	Skills	Procedure	Materials
導入 15分	Listening Speaking	(1) 挨拶(教科書、英語ファイル、ペンケース) <i>Good morning, everyone. / Let's get started. / How are you? / How's the weather today?</i> (2) ♪“Hello Song”♪ (3) フラッシュカード(曜日・アクティビティ) (4) 絵文字フラッシュカード(曜日) (5) ♪The Days of The Week♪ (6) Missing Game 曜日フラッシュカードを順番に並べ、一部のカードを取り除く。児童は残っている曜日を見て、抜けている曜日を推測し、英語で答える。	FC(天気) FC(曜日)
展開 20分	Reading Listening Speaking	(1) 目標:“What day is it? It's (Monday).”を黒板に書き、言わせる。 (2) Find Three Matches! (Workshop Activity) ・ワークシートを配布し、曜日と活動を自由に線で結ばせ、自分だけのスケジュールを作らせる。 ・T1とT2でモデル会話を行う。 <i>T1: I play the piano.</i> <i>T2: What day is it?</i> <i>T1: It's Monday.</i> ・児童は自分のワークシートと一致した場合、該当箇所に○を付ける。 ・○が3つ集まった児童は挙手し、ステッカーを受け取る。 ・数名の児童にデモンストレーションをさせ、曜日と活動について発表させる。	ワークシート
まとめ 10分	Writing Speaking	(1) ワークシートの曜日をなぞり書きをさせ、終わった児童には振り返りカードのUnit3-2に“Nice!”の文字を書くよう指示する。 (2) I&T2と下記の会話をし、ご褒美シールを渡す。 <i>T: What Day is it? S: It's (Friday).</i> (ワークシートの曜日を活用する) (3) ♪“Goodbye Song”♪ (4) 授業終わり <i>T: That's all for today. Thank you everyone.</i> <i>S: Thank you, OO sensei and OO sensei!</i> <i>T: See you next time. S: See you.</i> <i>T: “Rock, Scissors, Paper, 1-2-3!”</i>	英語ファイル 時間カード2セット

【板書計画】

Friday, June 4 th [ゴール] What day is it? It's (Monday).	Week Flash Cards	Classroom English
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G4 Lesson Plan Unit3-2

■ Date: Friday, June 4, 2026

■ Grade/Class: Grade 4 – Class 2

■ Unit: Unit3-2 I like Mondays.

■ Lesson Objective: What day is it? It's (Monday).

■ Materials: Pencil, Textbook, English file, Flashcards (weather & weeks), Picture cards(Flags)

Flow	Skills	Procedure	Materials
Warm-up 15 min.	Listening Speaking	(1) Greeting (<i>Students prepare textbook, English file, and pen case.</i>) <i>Good morning, everyone. / Let's get started. / How are you?</i> (2) ♪ "Hello Song" ♪ (3) Flashcards (Days of the Week & Activities) (4) Emoji Flashcards (Days of the Week) (5) ♪ The Days of The Week ♪ (6) Missing Game • Arrange the days-of-the-week flashcards in order and remove one card. Students look at the remaining cards, identify the missing day, and say it in English.	FC (weathers) FC(weeks)
Main Activity 20 min.	Reading Listening Speaking	(1) Write the target sentence on the board: "What day is it? It's (Monday)." Have students repeat after the teacher. (2) Find Three Matches! (Worksheet Activity) • Distribute the worksheet and have students create their own schedules by connecting days of the week with activities. • T1 and T2 demonstrate a model conversation. <i>T1: I play the piano.</i> <i>T2: What day is it?</i> <i>T1: It's Monday.</i> • Students put a circle on the corresponding activity if it matches their schedules. • Students who get three circles raise their hands and receive a sticker. • Invite a few students to demonstrate and present their day-and-activity combinations to the class.	worksheets
Closing 10 mini.	Writing Speaking	(1) Have students write "Nice!" in Unit 3-2 on their reflection cards. (2) Teacher-Student Conversation & Reward Sticker Teachers talk with each student and give a sticker as a reward. <i>T: What Day is it? S: It's (Friday).</i> (Use the days of the week on the worksheet.) (3) ♪ "Goodbye Song" ♪ (4) End of Class <i>T: That's all for today. Thank you everyone. S: Thank you, OO sensei and OO sensei!</i> <i>T: See you next time. S: See you. T: "Rock, Scissors, Paper, 1-2-3!"</i>	English file Stickers

【 chalkboard plan】

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