

|                           |  |                 |                                      |
|---------------------------|--|-----------------|--------------------------------------|
| <b>Let's Start</b>        | 1 Always "Taisetsu" / Preparation of Words<br>2 Expressions learned in grades 3 and 4<br>3 Alphabet  | subject         | Familiar expressions, alphabet, etc. |
|                           |  | Textbook page   | p.10-p.15                            |
| Unit Objectives<br>【Goal】 | Reflect on the learning of the 3rd and 4th grades and prepare for the 5th grade.   | Dividend time   | 2 hours                              |
|                           |  | Period of study | April                                |
| Language Materials        | Words and expressions learned in grades 3 and 4<br><u>Vocabulary</u> [Let's Start 3] Alphabet<br>apple, banana, cat, dog, egg, fish, gorilla, hat, ink, jump, king, lemon, milk, notebook, octopus, pencil, queen, rabbit, soccer, tiger, umbrella, volleyball, watch, box, yacht, zoo |                 |                                      |

| time | page          | Main Activities   | evaluation   |
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| 1    | p.10<br>-p.11 | <p><b>Let's Start 1 Always "Taisetsu" / Word Preparation Exercise</b><br/> <b>Think about what's important in communication.</b></p> <p>◆ <b>Always "Taisetsu"</b><br/> Think about why "facial expressions, eye contact, clear voice, and reactions to the other person's words" are important in communication.</p> <p>◆ <b>Warm Up [Word Preparation Exercise]</b><br/> Say various feelings in Hi.'s greeting and apply your feelings to each other. Think about what you can do to convey your feelings.</p> <p>• Let's make the most of what we have noticed [Reflection on activities]<br/> Always look back on the activities of the word preparation exercise and discuss what you noticed. Also, write what you want to use for your future learning.</p> | At this time, we will guide toward the goal, but we will not evaluate it or keep it on record. |
|      | p.12<br>-p.13 | <p><b>Let's Start 2 Expressions learned in grades 3 and 4</b><br/> <b>Listen to the expressions learned in the third and fourth grades.</b></p> <p>◆ <b>Let's listen.</b><br/> From conversations using expressions and vocabulary that you were exposed to in junior high school, choose an illustration that matches the content.</p>   |  |
| 2    | p.14<br>-p.15 | <p><b>Let's Start 3 Alphabet</b><br/> <b>Find out how to read the alphabet.</b></p> <p>• Sing the ABC song while following the letters with your finger in time with the song.</p> <p>Listen to the pronunciation of the alphabet, search for the letter that matches it from the keyboard, and add a circle.</p> <p>- Compare the Romanization and English spelling of the words milk and hat to see the differences.</p> <p>- Listen to the alphabet jingle and say the following, understand the sounds of the alphabet and pronounce the words.</p>   | At this time, we will guide toward the goal, but we will not evaluate it or keep it on record. |

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| <b>Unit 1</b>                   | <b>Hello, everyone.</b>   | subject        | self-introduction                    |
|                                 |   | Textbook page  | p.16-p.25<br>Alphabet Time1 included |
| Unit Objectives<br>【Goal】       | To get to know your classmates, you can make a business card and introduce yourself.<br>You can introduce yourself by saying your name and what you like.   | Priority Areas | Speaking Announcement                |
|                                 |   | Dividend time  | 7 hours                              |
|                                 |   | Period of      | April ~ May                          |
| Language Materials              | <p><b>Expression</b> 【Step 1】 My name is .... How do you spell it?<br/>                 【Step 2】 Do you like ...? Yes, I do. / No, I don't. What sport [color/fruit] do you like? I like ....</p> <p><b>Words and phrases</b>: colors, shapes, sports, animals, fruits and vegetables</p> |                |                                      |
| communication<br>Useful phrases | <p>Functional expressions appearing in anime (a) Greeting (first meeting) Nice to meet you. (a) Aizuchi to strike I see.<br/>                 (b) Praise Great. That's nice. (d) I agree with Me, too.</p> <p><b>Response</b> 【Step 2】 Good.</p>  |                |                                      |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |  |
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| Speaking<br>【Presentation】 | <p>"Knowledge" How do you spell it? do you like? I like ...Understand expressions and related words and phrases.<br/>                 Skills: Skills in spelling names and talking about things you like.<br/>                 In order to get along with his classmates, he talks about his name and favorite things using simple phrases and basic expressions.<br/>                 In order to get along with her classmates, she tries to talk about her name and favorite things using simple phrases and basic expressions.</p> |
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Alphabet Time 1 \*Don't be confined to a unit, but look at it continuously.

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| Reading | <p>Knowledge: Understand how to read the capital letters of the alphabet.<br/>                 Skills: Acquire the ability to pronounce how to pronounce the capital letters of the alphabet.</p> |
| Writing | <p>Knowledge: Understand how to write capital letters of the alphabet.<br/>                 Skills: Possess the skills to trace and write capital letters of the alphabet.</p>                    |

| time  | page          | Main Activities  | evaluation   |
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| 【Hop!】 Know how to say colors, sports, fruits, etc. |               |  |  |
| 1   | p.16<br>-p.17 | <p><b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【 Hello to the World】</b></li> <li>◆ <b>Small Talk 【Let's go to my school.】</b></li> <li>◆ <b>Story [(Scene) Back to school, meet new friends and teachers. ]</b><br/>                     Watch anime to capture scenes and topics.</li> <li>◆ <b>Let's listen and point.</b><br/>                     Look at the Picture Dictionary and point to the words you hear, such as colors or sports.</li> </ul>   | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |
| Step 1: Ask each other how they spell their names.  |               |  |  |
| 2   | p.18<br>-p.19 | <p><b>Know how to spell each other's names.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【Hello to the World】</b></li> <li>◆ <b>Let's watch.</b><br/>                     Use a part of the anime to check the expression in Step 1.</li> <li>◆ <b>Let's listen.</b><br/>                     - Check the Romanization table at the end of the book.<br/>                     - Listen to the correct spelling from a conversation that asks for names and spellings.</li> <li>◆ <b>Let's chant. 【 How do you spell it?】</b><br/>                     Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What's your name?】</b></li> <li>◆ <b>Alphabet Time 1 ①② (p.24-p.25)</b><br/>                     Read aloud while pointing to the letters, or search for the letters that are read aloud.</li> </ul> | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |

| time   | page          | Main Activities   | evaluation   |
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| Step 1: Ask each other how they spell their names.   |               |   |  |
| 3  | p.18<br>-p.19 | <p><b>Ask each other how they spell their names.</b></p> <p>◆ <b>Let's chant. 【 How do you spell it?】</b></p> <p>○ <b>Let's try.</b><br/>Ask each other how they spell their names and hold down the letters on the keyboard.</p> <p><b>【Plus One】 Change</b> the order of spelling and do a quiz to guess the person.</p> <p>◆ <b>Let's write and read.</b><br/>Write your name and read the spelling aloud.</p> <p>◆ <b>Alphabet time 1 ③ (p.24-p.25)</b><br/>Consider grouping the capital letters of the alphabet.</p>  | <p>○ <b>Let's try.</b><br/>Understand expressions and the alphabet, such as "Speaking, Presentation", "Knowledge", and "How do you spell it?" Skills: Skills in speaking with the spelling of names.</p> |
| Step 2: Ask each other what you like.  |               |   |  |
| 4  | p.20<br>-p.21 | <p><b>Know how to say what you like to ask each other.</b></p> <p>◆ <b>Let's chant. 【 How do you spell it?】</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>◆ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.2-5).<br/>- Listen to what you like from the conversations of the characters.</p> <p>◆ <b>Let's chant. 【 I like red.】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【What food do you like?】</b></p> <p>◆ <b>Alphabet Time 1 ④ (p.24-p.25)</b><br/>Arrange the uppercase cards in alphabetical order.</p>   | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>  |
| 5  |               | <p><b>Ask each other what they like.</b></p> <p>◆ <b>Let's chant. 【 I like red.】</b></p> <p>○ <b>Let's try.</b><br/>Ask each other what your friends like.</p> <p><b>【Plus One】 Ask</b> your friends if they like what you like.</p> <p>◆ <b>Let's read.</b><br/>Read aloud a sentence that tells you what color you like.</p> <p>◆ <b>Alphabet Time 1 ⑤ (p.24-p.25)</b><br/>Listen to the audio and trace the capital letters of the alphabet you hear with a pencil.</p>  |  |
| 【Jump! In order to get to know your classmates, make a business card and introduce yourself. |               |   |  |
| 6  | p.22<br>-p.23 | <p><b>Listen to the self-introductions of your friends around the world and think about how you will introduce yourself.</b></p> <p>◆ <b>Let's chant. 【 How do you spell it?】 / 【I like red.】</b></p> <p>◆ <b>Let's watch and think.</b><br/>- Watch video letters from friends around the world and capture the content.<br/>Think about what kind of self-introduction you should give, so that the other person will remember you.</p> <p>◆ <b>Let's speak.</b><br/>- Watch videos of models and get an idea of their activities.<br/>Make a business card by spelling your name and drawing a picture of what you like.</p> <p>◆ <b>Alphabet Time 1 ⑥ (p.24-p.25)</b><br/>Listen to the audio and write the capital letters of the alphabet you hear in a notebook.</p> | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>  |
| 7  |               | <p><b>In order to get to know your classmates, give them business cards and introduce yourself.</b></p> <p>◆ <b>Let's chant. 【How do you spell it?】 / 【I like red.】</b></p> <p>○ <b>Let's speak.</b><br/>- Review textbooks, find expressions that can be used to introduce yourself, and share them with the entire group.<br/>- Exchange business cards and introduce yourself.</p> <p>◆ <b>All About Me</b><br/>Write about yourself in Unit 1 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b></p>  |  |

Reiwa 6th year edition – 5<sup>th</sup> Grade

| time | page | Main Activities   | evaluation |
|------|------|---|------------|
|      |      | Reflect on what you have learned and confirm what you have devised and what you want to apply next. |            |

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|---------------------------------|---|----------------|--------------------------------------|
| <b>Unit 2</b>                   | <b>When is your birthday?</b>   | subject        | Birthdays, Gifts                     |
|                                 |   | Textbook page  | p.26-p.35<br>Alphabet Time2 included |
| Unit Objectives<br>【Goal】       | You can ask each other about your birthday to get to know each other better.<br>You can ask each other what you want for your birthday.   | Priority Areas | Talking Communicating                |
|                                 |   | Dividend time  | 7 hours                              |
|                                 |   | Period of      | May~June                             |
| Language Materials              | <b>Expression</b> 【Step 1】 When is your birthday? My birthday is ....<br><b>Expression</b> 【Step 2】 What do you want for your birthday? I want ....<br><b>Words and phrases</b> : Month, day, personal things |                |                                      |
| Communication<br>Useful phrases | Functional expressions appearing in anime (a) Hitting Aizuchi That's right. (a) Repeat Oh, July 15th?<br>(b) Wow. Really? (イ)礼を言 Thank you very much.<br><b>Response</b> 【Step 1】 Excuse me?                  |                |                                      |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                             |   |
|-----------------------------|---|
| Speaking<br>【Communication】 | Knowledge: Understand expressions such as When is your birthday? and What do you want for your birthday?<br>Skills: Skills to communicate with each other about birthdays and what they want for birthdays.<br>In order to get to know each other better, they communicate with each other about their birthdays and what they want for their birthdays, using simple phrases and basic expressions.<br>Attitude: In order to get to know each other better, we try to communicate with each other about birthdays and what we want for birthdays using simple phrases and basic expressions. |
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Alphabet Time 2 \*Don't be confined to a unit, but look at it continuously.

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| Reading | Knowledge: Understand how to read lowercase letters of the alphabet.<br>Skills: Acquire the ability to pronounce lowercase letters of the alphabet. |
| Writing | Knowledge: Understand how to write lowercase letters of the alphabet.<br>Skills: Skills in tracing and writing lowercase letters of the alphabet.   |

| time  | page          | Main Activities  | evaluation   |
|---|---------------|--|--|
| 【Hop!】 Know how to say things around you.     |               |  |  |
| 1   | p.26<br>-p.27 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ <b>Let' s sing. 【Sing, Sing, Together】</b><br>◆ <b>Small Talk 【Let's go to my favorite shop.】</b><br>◆ <b>Story [(Scene) I come to a store looking for a gift. ]</b><br>Watch anime to capture scenes and topics.<br>◆ <b>Let's listen and point.</b><br>Look at the picture in the textbook and point to what you hear.   | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |
| Step 1: Ask each other about their birthdays. |               |  |  |
| 2   | p.28<br>-p.29 | <b>Know how to say how to ask about a birthday.</b><br>◆ <b>Let's sing. 【Sing, Sing, Together】</b><br>◆ <b>Let's watch.</b><br>Use a part of the anime to check the expression in Step 1.<br>◆ <b>Let's listen.</b><br>- Introduce vocabulary with Picture Dictionary (p.8).<br>- Listen to the month and date of the birthday from the conversation where you ask for the birthday.<br>◆ <b>Let's chant. 【When is your birthday?】</b><br>Use chants to familiarize yourself with the expressions in Step 1.<br>◆ <b>Small Talk 【When is your favorite day?】</b><br>◆ <b>Alphabet Time 2 ①② (p.34-p.35)</b><br>Read aloud while pointing to the letters, or play a maze game by tracing the letters. | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |

| time  | page          | Main Activities   | evaluation  |
|---|---------------|---|---|
| Step 1: Ask each other about their birthdays.   |               |   |   |
| 3   | p.28<br>-p.29 | <p><b>Ask each other about their birthdays.</b></p> <p>◆ <b>Let's chant. 【 When is your birthday?】</b></p> <p>○ <b>Let's try.</b><br/>Ask each other about their birthdays, and line up in order of earliest birthdays.</p> <p>◆ <b>【Plus One】</b> Find friends with the same birthday date.</p> <p>◆ <b>Let's read.</b><br/>Read aloud the card of your birth month.</p> <p>◆ <b>Alphabet time 2 ③ (p.34-p.35)</b><br/>Consider the grouping of lowercase letters of the alphabet.</p>   | <p>○ <b>Let's try.</b><br/>Understand expressions and related phrases such as "speaking, interacting," "knowledge," and "When is your birthday?" Skills: Acquire the skills to communicate about birthdays.</p>   |
| Step 2: Ask each other what they want for their birthday.                               |               |   |   |
| 4   | p.30<br>-p.31 | <p><b>Know how to say what you want for your birthday.</b></p> <p>◆ <b>Let's chant. 【 When is your birthday?】</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>◆ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.9).<br/>· Listen to what you want for your birthday from the conversations of the characters.</p> <p>◆ <b>Let's chant. 【 I want a pink pencil case.】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【What do you want?】</b></p> <p>◆ <b>Alphabet Time 2 ④ (p.34-p.35)</b><br/>Arrange lowercase cards in alphabetical order.</p>   | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>   |
| 5   |               | <p><b>Ask each other what they want for their birthday.</b></p> <p>◆ <b>Let's chant. 【 I want a pink pencil case.】</b></p> <p>○ <b>Let's try.</b><br/>Look at the photos and ask each other what they want for their birthdays.<br/><b>Ask</b> them in detail about what they want for their birthday.</p> <p>◆ <b>Let's read.</b><br/>Read aloud a sentence that tells you what you want.</p> <p>◆ <b>Alphabet time 2 ⑤ (p.34-p.35)</b><br/>Listen to the audio and trace the lowercase letters of the alphabet you hear with a pencil.</p>  | <p>○ <b>Let's try.</b><br/>Understand expressions and related phrases such as "speaking, interacting," "knowledge," and "What do you want for your birthday?" Skills: They have acquired the skills to communicate with each other about what they want for their birthdays.</p>  |
| 【Jump! In order to get to know each other better, ask each other about their birthdays. |               |   |   |
| 6   | p.32<br>-p.33 | <p><b>Listen to interviews with friends around the world and think about questions to ask your friends.</b></p> <p>◆ <b>Let's chant. 【 When is your birthday?】 / 【I want a pink pencil case.】</b></p> <p>◆ <b>Let's watch and think.</b><br/>Watch interviews with friends from around the world to complete your cards.<br/>If you were to make a card, think about what questions you would ask.</p> <p>◆ <b>Let's speak.</b><br/>· Watch videos of models and get an idea of their activities.<br/>· Review textbooks, find expressions that can be used for interviews, and share them with the entire group.</p> <p>◆ <b>Alphabet time 2 ⑥ (p.34-p.35)</b><br/>Listen to the audio and write the lowercase letters of the alphabet you hear in a notebook.</p> | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>   |
| 7   |               | <p><b>In order to get to know each other better, ask each other about their birthdays.</b></p> <p>◆ <b>Let's chant. 【When is your birthday?】 / 【I want a pink pencil case.】</b></p> <p>○ <b>Let's speak.</b><br/>Ask them what they want for their birthday or birthday, make a card for their friends, and collect them to make a birthday calendar for the class.</p> <p>◆ <b>All About Me</b><br/>Write about yourself in Unit 2 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b><br/>Reflect on what you have learned and confirm what you have devised and what you want to apply next.</p>  | <p>○ <b>Let's speak.</b><br/>Understand expressions and related phrases such as "When is your birthday?" and "What do you want for your birthday?" Skills: Skills to communicate with each other about birthdays and what they want for birthdays. In order to get to know each other better, we communicate with each other about our birthdays and what we want for our birthdays using simple phrases and basic expressions. /</p> |

| time | page | Main Activities | evaluation   |
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|      |      |                 | "Attitude" We are trying to communicate with each other. |



|                                 |   |                |                                      |
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| <b>Unit 3</b>                   | <b>What subjects do you like?</b>   | subject        | School Life and Subjects             |
|                                 |   | Textbook page  | p.36-p.45<br>Alphabet Time3 included |
| Unit Objectives<br>【Goal】       | To convey your interests, you can publish your "My Timetable".<br>From the conversation, you can hear your favorite days of the week and subjects.<br>You can present your "timetable" or your favorite subjects. | Priority Areas | Listening, Speaking,                 |
|                                 |   | Dividend time  | 7 hours                              |
|                                 |   | Period of      | June ~ July                          |
| Language Materials              | <b>Expression</b> 【Step 1】 What subjects do you like? I like ....<br>【Step 2】 What do you have on ...? I have ....<br><b>Phrase:</b> Day of the week, subject   |                |                                      |
| Communication<br>Useful phrases | Functional expressions appearing in anime (a) Aizuchi wo hit Oh, do you? (a) Repeat Oh, you play sports.<br>(b) Praise that's great.<br><b>Response</b> 【Step 1】 How about you? 【Step 2】 Wow!                     |                |                                      |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

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| Listening                  | 《Knowledge》 What subjects do you like? Understand expressions such as ?, and related words.<br>Skills: Acquire the skills to listen to favorite subjects and timetables.<br>From the conversation between the character and the foreign elementary school student, we ask the timetable of the person's favorite day of the week and his favorite subject.<br>"Attitude" From the conversation between the character and a foreign elementary school student, I am trying to find out the timetable of the person's favorite day of the week and his favorite subject. |
| Speaking<br>[Presentation] | 《Knowledge》 What subjects do you like? I have ...Understand expressions and related words and phrases.<br>Skills: Acquire the ability to talk about your favorite subjects and timetables.<br>In order to convey my interests and concerns, I create a "My Timetable" and present it using simple phrases and basic expressions.<br>Attitude: In order to convey my interests, I try to create a "timetable" and present it using simple phrases and basic expressions.  |

Alphabet Time 3 \*Continuous observation without being bound by a unit.

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| Reading | Knowledge: Understand how to read uppercase and lowercase letters of the alphabet.<br>Skills: Acquire the skills to pronounce how to read uppercase and lowercase letters of the alphabet. |
| Writing | Knowledge: Understand how to write uppercase and lowercase letters of the alphabet.<br>Skills: Acquire the skills to trace and write uppercase and lowercase letters of the alphabet.      |

| time  | page          | Main Activities  | evaluation   |
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| 【Hop!】 Know the days of the week and how to say the subjects. |               |  |  |
| 1   | p.36<br>-p.37 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ <b>Let's sing. 【 I Love the Mountains】</b><br>◆ <b>Small Talk 【Let's talk about subjects.】</b><br>◆ <b>Story [(Scene) Talk online with elementary school students from around the world. ]</b><br>Watch anime to capture scenes and topics.<br>◆ <b>Let's listen and point.</b><br>Look at the Picture Dictionary and point to the day of the week or subject you heard. | At this time, we will guide toward the goal, but we will not evaluate it or keep a record.   |
| Step 1: Ask each other about their favorite subjects.         |               |  |  |
| 2   | p.38<br>-p.39 | <b>Know how to say what your favorite subject is.</b><br>◆ <b>Let's sing. 【 I Love the Mountains】</b><br>◆ <b>Let's watch.</b><br>Use a part of the anime to check the expression in Step 1.<br>○ <b>Let's listen.</b><br>- Introduce vocabulary with Picture Dictionary (p.10).<br>- Listen to your favorite subjects from conversations with elementary school students around the world.<br>◆ <b>Let's chant. 【 What subjects do you like?】</b>                 | <b>○ Let's listen.</b><br>Understand expressions and related phrases such as "Listening" and "Knowledge" and "What subjects do you like?" Skills: Acquire the skills to listen to favorite subjects. |

| time | page | Main Activities   | evaluation |
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|      |      | Use chants to familiarize yourself with the expressions in Step 1.<br>◆ <b>Small Talk 【Do you like arts and crafts?】</b><br>◆ <b>Alphabet Time 3 ① (p.44-p.45)</b><br>Read aloud while pointing to the letters Aa~Zz. |            |

| time   | page          | Main Activities   | evaluation   |
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| Step 1: Ask each other about their favorite subjects.                  |               |   |  |
| 3  | p.38<br>-p.39 | <p><b>Ask each other about their favorite subjects.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What subjects do you like?】</b></li> <li>○ <b>Let's try.</b><br/>Make groups and ask each other about your favorite subjects.<br/><b>【Plus One】 Ask each other why you like the subject.</b></li> <li>◆ <b>Let's read.</b><br/>Read aloud a sentence that tells you about your favorite subject.</li> <li>◆ <b>Alphabet time 3 ② (p.44-p.45)</b><br/>Consider how uppercase letters D, E, and G change to lowercase.</li> </ul>  | <p>○ <b>Let's try.</b><br/>Understand expressions and related phrases such as "speaking, presenting," "knowledge," and "What subjects do you like?" Skills: Skills are acquired to talk about favorite subjects.</p>   |
| Step 2: Ask each other about the timetable for each day of the week.   |               |   |  |
| 4  | p.40<br>-p.41 | <p><b>Know how to ask for a timetable for each day of the week.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What subjects do you like?】</b></li> <li>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</li> <li>○ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.10).<br/>- Listen to the timetable for each day of the week from conversations with Thai elementary school students.</li> <li>◆ <b>Let's chant. 【 I have math, music, and English.】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</li> <li>◆ <b>Small Talk 【Do you like Monday?】</b></li> <li>◆ <b>Alphabet Time 3 ③ (p.44-p.45)</b><br/>Make a set of uppercase and lowercase letters with alphabet cards.</li> </ul>  | <p>○ <b>Let's listen.</b><br/>What do you have on ...Understand expressions and related words and phrases. Skills: Acquire the skills to listen to the timetable for each day of the week.</p>   |
| 5  |               | <p><b>Ask each other about the timetable for each day of the week.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I have math, music, and English.】</b></li> <li>○ <b>Let's try.</b><br/>Pretend to be an elementary school student from around the world and ask each other about the timetable.<br/><b>【Plus One】 Look</b> at the completed timetable and talk about what you noticed.</li> <li>◆ <b>Let's read.</b><br/>Read aloud the sentence that tells you about your timetable.</li> <li>◆ <b>Alphabet time 3 ④ (p.44-p.45)</b><br/>Read the letters Aa~Zz aloud and trace them with a pencil.</li> </ul>   | <p>○ <b>Let's try.</b><br/>What do you have on ...? I have ...Understand expressions and related words and phrases. Skills: Acquire the skills to speak about the timetable.</p>   |
| 【Jump! In order to convey your interests, publish your "My Timetable". |               |   |  |
| 6  | p.42<br>-p.43 | <p><b>Ask them about their favorite subjects and timetables, and think about "my timetable."</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant.</b><br/>【What subjects do you like?】 / 【I have math, music, and English.】</li> <li>○ <b>Let's listen.</b><br/>From the conversation between the character and the foreign elementary school student, listen to the timetable of the person's favorite day of the week and favorite subject.</li> <li>◆ <b>Let's watch and think.</b><br/>- Watch videos of friends from around the world and notice the differences in subjects between Japan.<br/>Think about what you want to learn in order to create "my timetable."</li> <li>◆ <b>Let's speak.</b><br/>- Watch videos of models and get an idea of their activities.<br/>- Review textbooks, find expressions that can be used for presentations, and share them with the entire group.</li> <li>◆ <b>Alphabet time 3 ⑤ (p.44-p.45)</b><br/>Listen to the audio and write the letters Aa~Zz you hear in a notebook.</li> </ul> | <p>○ <b>Let's listen.</b><br/>[Listen] 《Knowledge》 What subjects do you like? Understand expressions such as ?, and related words. Skills: Acquire the ability to listen to favorite subjects and timetables. From the conversation between the character and the foreign elementary school student, we ask the timetable of the person's favorite day of the week and his favorite subject. / "Attitude" is trying to be heard.</p> |
| 7  |               | <p><b>In order to convey your interests, publish your "My Timetable."</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant.</b><br/>【What subjects do you like?】 / 【I have math, music, and English.】</li> <li>○ <b>Let's speak.</b><br/>- Make a "My Timetable" and present it as a group.</li> <li>◆ <b>All About Me</b></li> </ul>  | <p>○ <b>Let's speak.</b><br/>What subjects do you like? or What do you have on ...? I have ...Understand expressions and related words and phrases. Skills: Acquire the ability to talk about your favorite subjects and timetables. In order to convey my</p>   |

| time | page | Main Activities   | evaluation   |
|------|------|---|--|
|      |      | <p>Write about yourself in Unit 3 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b></p> <p>Reflect on what you have learned and confirm what you have devised and what you want to apply next.</p> | <p>interests and concerns, I create a "My Timetable" and present it using simple phrases and basic expressions. / "Attitude" is about to be announced.</p> |

|                                 |   |                 |                                       |
|---------------------------------|---|-----------------|---------------------------------------|
| <b>Summary</b>                  | <b>Friends of the World 1</b><br><b>You can do it! 1</b>  | subject         | Norway & South Africa                 |
|                                 |   | Textbook page   | p.46-p.49                             |
| Unit Objectives<br>【Goal】       | <ul style="list-style-type: none"> <li>You can get a rough idea of the content from interviews with elementary school students around the world.</li> <li>You can interact with your teachers and friends to find common ground with each other.</li> </ul> <p>You can hear what they are talking about from interviews with friends around the world.</p> <p>You can interact on the spot to find common ground between yourself and the other person.</p> | Priority Areas  | Listening<br>Talking<br>Communicating |
|                                 |   | Dividend time   | 3 hours                               |
|                                 |   | Period of study | July                                  |
| Language Materials              | <p>【Expression】 【Unit 1】 How do you spell it? What sport do you like?<br/>                 【Unit 2】 When is your birthday? What do you want for your birthday?<br/>                 【Unit 3】 What subjects do you like?</p> <p>【Words or phrases】 that you have learned so far</p>  |                 |                                       |
| Communication<br>Useful phrases | <p>Functional expression (a) Greeting Hello. Nice to meet you. (a) Hit the side of the eye Me, too. That's right. I see.<br/>                 (b) Thank you. You're welcome. (b) Praise Great. Cool. That's nice.</p>   |                 |                                       |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                             |   |
|-----------------------------|---|
| Listening                   | <p>《Knowledge》 What I learned in Unit 1~3 ... Understand expressions such as do you like? and When is your birthday?</p> <p>Skills: Acquire the skill of listening to people about their likes, birthdays, birthdays, and what they want for their birthdays. The book is based on interviews with elementary school students in Norway and South Africa.</p> <p>Attitude: From interviews with elementary school students in Norway and South Africa, he has deepened his interest in foreign cultures and lifestyles.</p>                                   |
| Speaking<br>[Communication] | <p>《Knowledge》 What I learned in Unit 1~3 ... Understand expressions such as do you like? and When is your birthday?</p> <p>Skills: Acquire the skills to communicate with each other about what you like, what you want for your birthday or birthday. In order to find common ground between the two of us, we choose a topic and exchange it with the teacher and friends for one minute.</p> <p>Attitude: In order to find common ground between the two of us, we choose a topic and try to have a one-minute exchange with the teacher or a friend.</p> |

| time | page          | Main Activities   | evaluation  |
|------|---------------|---|---|
| 1    | p.46<br>-p.47 | <p><b>Listen to the general content from interviews with elementary school students around the world.</b></p> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>From the interview with Ms. Mathilde from Norway, we will ask her about her favorite sport.</li> </ul> <p>Listen to the interview again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Mathilde's life.</li> </ul> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>From an interview with Mr. Tabonga from South Africa, we will ask him about his two favorite subjects.</li> </ul> <p>Listen to the interview again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Tabonga's life.</li> </ul> <p><b>◆ Norway/South Africa</b></p> <p>Read the descriptions of the countries in the textbook to gain a better understanding of Norway and South Africa.</p>  | <p><b>○ Let's watch.</b></p> <p>[Listen] 《Knowledge》 What I learned in Unit 1~3 ... Understand expressions such as do you like? and When is your birthday? Skills: Acquire the skills to ask about what you like, what you want for your birthday or birthday, etc. Interviews with elementary school students in Norway and South Africa give a general overview of the contents. Attitude: From interviews with elementary school students in Norway and South Africa, he has deepened his interest in foreign cultures and lifestyles.</p> |
| 2    | p.48<br>-p.49 | <p><b>Communicate with teachers and friends to find common ground with each other.</b></p> <p><b>◆ Let's think. 1</b></p> <ul style="list-style-type: none"> <li>Gather in groups and tell each other about your work while looking at the diagrams in the textbook that show ideas for one-minute talk topics, such as sport and food.</li> <li>Think about what you want to talk about in the one-minute talk and add it to the diagram.</li> <li>Discuss what you have noticed about interactions where you can find "common ground" between them and you.</li> </ul> <p><b>◆ Let's think. 2</b></p> <ul style="list-style-type: none"> <li>Understand the importance of response to keep the conversation going, and think about what words to say at what time.</li> <li>Listen to the previous interview again to see how to ask questions and respond.</li> </ul> <p><b>◆ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch a model video of a 2D code to get an idea of the conversation. Keep in mind that the goal is to find common ground with the other person.</li> <li>While checking "Good Performance", share an image of a good interaction.</li> <li>Pair up and have your first one-minute talk.</li> </ul> | <p>At this time, we will provide guidance toward the goal, but we will not evaluate it or keep a record.</p>  |
| 3    |               | <p><b>○ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch the model video again.</li> <li>Look back on the previous one-minute talk and think about how to improve the exchange by referring to the good performance in the textbook.</li> <li>In groups of four, students are divided into pairs and one group has a one-minute talk. The other group sees the exchange and tells them what they liked about it. Change pairs and do it again.</li> <li>In parallel with group activities, one by one, one person will have a one-minute talk with the ALT.</li> </ul> <p><b>◆ Announce</b></p> <ul style="list-style-type: none"> <li>Present what you found in common with the One-minute Talk.</li> </ul> <p><b>◆ Reflection</b></p> <p>Reflect on whether you were able to listen to the interviews of your friends around the world and whether you were able to interact with them for one minute to find common ground and evaluate yourself.</p>   | <p><b>○ You can do it!</b></p> <p>[Speaking, Interaction] 《 Knowledge 》 What I learned in Unit 1~3 ... Understand expressions such as do you like? and When is your birthday? Skills: Acquire the skills to communicate with each other about what you like, and what you want for your birthday or birthday. In order to find common ground between the two of us, we choose a topic and exchange it with the teacher and friends for one minute.</p>  |

|                              |   |                 |                                    |
|------------------------------|---|-----------------|------------------------------------|
| <b>Unit 4</b>                | <b>He can run fast. She can do <i>kendama</i>.</b>  | subject         | What you can and can't do          |
|                              |   | Textbook page   | p.50-p.57 p.105                    |
| Unit Objectives<br>【Goal】    | You can present quizzes with hints on what you can do to get to know your friends and teachers better.<br>From the [Listen] quiz, you can hear what you can and cannot do.<br>You can introduce what people close to you can and cannot do. | Priority Areas  | Listening<br>Speaking Announcement |
|                              |   | Dividend time   | 7 hours                            |
|                              |   | Period of study | September ~ October                |
| Language Materials           | <b>Expression</b> [Step 1] Can you ...? Yes, I can. / No, I can't. I can ....<br>【Step 2】 He / She can / can't ....<br><b>Phrases</b> What you can and can't do   |                 |                                    |
| Communication Useful phrases | Functional expressions appearing in anime (a) Call out Hey, look. (b) Say thank you Thanks.<br>(d) Accept OK. (e) Invite Let's join them.<br><b>Response</b> 【Step 2】 Cool.   |                 |                                    |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |  |
|----------------------------|--|
| Listening                  | 《Knowledge》 Can you ...He / She can / can't ...Understand expressions and related words and phrases.<br>Skills: Acquire the ability to listen to what people can and cannot do.<br>From the guessing quiz, I ask about what I can and cannot do while thinking about who I am talking about.<br>"Attitude" I'm trying to find out what I can and can't do while thinking about who I'm talking about.  |
| Speaking<br>[Presentation] | 《Knowledge》 Can you ...He / She can / can't ...Understand expressions and related words and phrases.<br>Skills: Acquire the ability to talk about what friends and teachers can and cannot do.<br>In order to get to know their friends and teachers better, they create and present quizzes using simple phrases and basic expressions.<br>Attitude: In order to get to know your friends and teachers better, you are trying to create and present quizzes using simple phrases and basic expressions. |

Alphabet Time 4 \*Don't be confined to a unit, but continue to look at it.

|         |  |
|---------|--|
| Reading | "Knowledge" Understand the words used for sports.<br>Skills: Acquire the necessary skills to read and understand the meaning of words that describe sports that you are familiar |
| Writing | Knowledge: Understand how to write the alphabet (a~e).<br>《Skill》 Acquire the skill to write the alphabet (a~e) on four lines.   |

| time  | page          | Main Activities  | evaluation  |
|---|---------------|--|---|
| 【Hop!】 Know how to say actions and activities.      |               |  |   |
| 1   | p.50<br>-p.51 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ Let's sing. 【 Who Took the Cookies from the Cookie Jar?】<br>◆ Small Talk 【Let's go to the playground.】<br>◆ Story [(Scene) Talking while looking at the schoolyard during recess. ]<br>Watch anime to capture scenes and topics.<br>◆ Let's listen and point.<br>Look at the picture in the textbook and point to what you hear. | At this time, we will guide towards the goal, but we will not evaluate it or keep a record.   |
| Step 1: Ask each other what they can and cannot do. |               |  |   |
| 2   | p.52<br>-p.53 | <b>Know how to say what you can do.</b><br>◆ Let's sing. 【 Who Took the Cookies from the Cookie Jar?】<br>◆ Let's watch.<br>Use a part of the anime to check the expression in Step 1.<br>○ Let's listen.<br>- Introduce vocabulary with Picture Dictionary (p.11).<br>・ Listen to the conversations of the characters and what they can and cannot do.<br>◆ Let's chant. 【 Can you ride a bicycle?】                        | <b>○ Let's listen.</b><br>[Listen] 《 Knowledge 》 Can you ...Understand expressions and related words and phrases. Skills: Acquire the ability to listen to what people can and cannot do. |

| time   | page          | Main Activities  | evaluation   |
|--|---------------|--|--|
|  |               | Use chants to familiarize yourself with the expressions in Step 1.<br>◆ <b>Small Talk 【Can you cook?】</b><br>◆ <b>Footnote on p.53 Sounds and letters of a and b</b>   |  |
| Step 1: Ask each other what they can and cannot do.  |               |  |  |
| 3  | p.52<br>-p.53 | <b>Ask each other what they can and can't do.</b><br>◆ <b>Let's chant. 【 Can you ride a bicycle?】</b><br>○ <b>Let's try.</b><br>In pairs, ask each other if they can do something that the other person can do.<br><b>【Plus One】</b> Ask questions about what you want to know more.<br>◆ <b>Let's write and read.</b><br>Write down one thing you can do and read it aloud.<br>◆ <b>Footnote on p.53 Sounds and letters of a and b</b>  | ○ <b>Let's try.</b><br>[Speaking Presentation] 《Knowledge》<br>Can you ...Understand expressions and related words and phrases. Skills: Acquire the skills to talk about what people can and cannot do.   |
| Step 2: Tell each other what your friends can and can't do.  |               |  |  |
| 4  | p.54<br>-p.55 | <b>Know how to say what your friends and teachers can and cannot do.</b><br>◆ <b>Let's chant. 【 Can you ride a bicycle?】</b><br>◆ <b>Let's watch.</b><br>Use a part of the anime to check the expression in Step 2.<br>○ <b>Let's listen.</b><br>- Introduce vocabulary with Picture Dictionary (p.11).<br>Listen to whom your friends and teachers are talking about when they explain things.<br>◆ <b>Let's chant. 【 He can play baseball.】</b><br>Use chants to familiarize yourself with the expressions in Step 2.<br>◆ <b>Small Talk 【Who is great?】</b><br>◆ <b>Footnotes on p.55 Sounds and letters of c, d, e</b>   | ○ <b>Let's listen.</b><br>[Listen] 《Knowledge》 He / She can / can't ...Understand expressions and related words and phrases. Skills: Acquire the ability to listen to what people can and cannot do.   |
| 5  |               | <b>Tell each other what your friends can and cannot do.</b><br>◆ <b>Let's chant. 【 He can play baseball.】</b><br>○ <b>Let's try.</b><br>Tell each other what your friends can and cannot do, and guess who they are.<br><b>【Plus One】 Introduce</b> what you learned from the quiz to another group.<br>◆ <b>Let's write and read.</b><br>Write down one thing your friend can do and read it aloud.<br>◆ <b>Footnotes on p.55 Sounds and letters of c, d, e</b>   | ○ <b>Let's try.</b><br>[Speaking Presentation] 《Knowledge》 He / She can / can't ...Understand expressions and related words and phrases. Skills: Acquire the ability to talk about what friends and teachers can and cannot do.  |
| 【Jump! Present a quiz with hints on what you can do to get to know your friends and teachers better. |               |  |  |
| 6  | p.56<br>-p.57 | <b>Listen to stories about your friends and teachers about what you can and cannot do.</b><br>◆ <b>Let's chant. 【 Can you ride a bicycle?】 / 【He can play baseball.】</b><br>○ <b>Let's listen.</b><br>Take a quiz about your friends and teachers to find out what you can and cannot do, and guess who you're talking about.<br>◆ <b>Let's watch and think.</b><br>Watch videos of friends around the world to understand how they introduce people close to them, and use them for your next presentation.<br>◆ <b>Let's speak.</b><br>• Watch videos of models and get an idea of their activities.<br>• Review textbooks, find expressions that can be used for presentations, and share them with the entire group.<br>◆ <b>Alphabet Time 4 (p.105) Sounds and Letters</b><br>Guess the first letter of the word by listening to the letter a~e, or write the first letter of the word you heard. | ○ <b>Let's listen.</b><br>[Listen] 《Knowledge》 Can you ...He / She can / can't ...Understand expressions and related words and phrases. Skills: Acquire the ability to listen to what people can and cannot do. From the guessing quiz, I ask about what I can and can't do while thinking about who I am talking about. / "Attitude" is trying to be heard. |
| 7  |               | <b>Present a quiz with hints on what you can do to get to know your friends and teachers better.</b><br>◆ <b>Let's chant. 【Can you ride a bicycle?】 / 【He can play baseball.】</b><br>○ <b>Let's speak.</b><br>• As a group, think of a quiz to guess a friend or teacher using a hint of what you can and cannot do.<br>• Have a quiz competition in class.  | ○ <b>Let's speak.</b><br>[Speaking Presentation] 《Knowledge》<br>Can you ...He / She can / Can't ...Understand expressions and related words and phrases. Skills: Acquire the ability to talk about what friends and teachers can and cannot do. In order to get to know my friends and teachers better, I create and present                                 |



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| time | page | Main Activities  | evaluation  |
|------|------|--|---|
|      |      | <ul style="list-style-type: none"> <li>◆ <b>Alphabet Time 4 (p.105) Fun with Alphabet</b><br/>Associate a picture with a word that represents a sport.</li> <li>◆ <b>All About Me</b><br/>Write about yourself in Unit 4 of All About Me at the end of the book.</li> <li>◆ <b>Reflection</b><br/>Reflect on what you have learned and confirm what you have devised and what you want to apply next.</li> </ul> | <p>quizzes using simple phrases and basic expressions. / "Attitude" is about to be announced.</p> |

|                                 |   |                 |  |
|---------------------------------|---|-----------------|--|
| <b>Unit 5</b>                   | <b>My hero is my brother.</b>   | subject         | Longing person                           |
|                                 |   | Textbook page   | p.58-p.65 p.106                          |
| Unit Objectives<br>【Goal】       | You can introduce people you admire in order to convey your interests.<br>From the introduction, you can read the occupation and personality of the person.<br>[Write] can write about a person's occupation, personality, etc.<br>You can introduce people you admire by talking about a person's occupation or personality. | Priority Areas  | Reading Writing<br>Speaking Announcement |
|                                 |   | Dividend time   | 7 hours                                  |
|                                 |   | Period of study | October~November                         |
| Language Materials              | <b>Expression</b> [Step 1] Who is this? He / She is (name).... He / She is (family relationships, occupation, etc.) ....<br>【Step 2 He / She is (personality, etc.) ....<br><b>Phrases:</b> People, occupations, personalities, people, etc.  |                 |  |
| Communication<br>Useful phrases | Functional expressions appearing in the anime (a) Repeating Wheelchair basketball? (b) Compliments Sounds cool. That's amazing.<br>(e) Request Please look at this.<br><b>Response</b> 【Step 2】 Really?   |                 |  |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |   |
|----------------------------|---|
| Reading                    | Who is this? or He / She is .... Understand expressions and related words and phrases.<br>Skills: Acquire the necessary skills to read and understand the meaning of sentences that convey the family relationships, occupation, personality, etc. of the person you admire.<br>From the introduction of the person you admire, you can read the person's occupation and personality. I'm trying to read "Attitude".  |
| Writing                    | Who is this? or He / She is .... Understand expressions and related words and phrases.<br>Skills: Acquire the skills to write sentences on four lines that convey the family relationships, occupation, personality, etc. of the person you admire.<br>In order to convey one's own interests and concerns, she writes about the occupation and personality of the person she admires using simple phrases and basic expressions. I'm trying to write "Attitude". |
| Speaking<br>【Presentation】 | Who is this? or He / She is .... Understand expressions and related words and phrases.<br>Skills: Acquire the skills to talk about family relationships, occupations, and personalities of the people you admire.<br>In order to convey his own interests and concerns, he presents the occupation and personality of the person he admires using simple phrases and basic expressions. / "Attitude" is about to be announced.                                    |

Alphabet Time 5 \*Continuous observation without being bound by a unit.

|         |   |
|---------|---|
| Reading | Understand the words "knowledge" and character.<br>Skills: Acquire the necessary skills to read and understand the meaning of words that describe personality and other |
| Writing | Knowledge: Understand how to write the alphabet (f~j).<br>《Skill》 Acquire the skill to write the alphabet (F~J) on 4 lines.   |

| time   | page          | Main Activities   | evaluation   |
|--|---------------|---|--|
| 【Hop!】 Know how to say family, occupation, personality, etc. |               |   |  |
| 1  | p.58<br>-p.59 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ <b>Let's sing. 【 Humpty Dumpty】</b><br>◆ <b>Small Talk 【Let's talk about our heroes.】</b><br>◆ <b>Story [(Scene) In English class, talk about the person you admire. ]</b><br>Watch anime to capture scenes and topics.<br>◆ <b>Let's listen and point.</b><br>Look at the Picture Dictionary and point to what you hear. | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |
| 【Step 1】 Tell them about the person's occupation.            |               |   |  |
| 2  | p.60<br>-p.61 | <b>Know how to say things like a person's occupation.</b><br>◆ <b>Let's sing. 【Humpty Dumpty】</b><br>◆ <b>Let's watch.</b><br>Use a part of the anime to check the expression in Step 1.<br>◆ <b>Let's listen.</b><br>- Introduce vocabulary with Picture Dictionary (p.12-13).<br>From the stories of the characters, we find out who the person you admire is.<br>◆ <b>Let's chant. 【 She is my sister.】</b>      | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |

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| time | page | Main Activities  | evaluation |
|------|------|--|------------|
|      |      | Use chants to familiarize yourself with the expressions in Step 1.<br>◆ <b>Small Talk 【She is a chef.】</b><br>◆ Footnote on p.61 Sounds and letters of f and g |            |

| time   | page          | Main Activities   | evaluation   |
|--|---------------|---|--|
| 【Step 1】 Tell them about the person's occupation.                      |               |   |  |
| 3  | p.60<br>-p.61 | <p><b>Tell them about a person's occupation, etc.</b></p> <p>◆ <b>Let's chant. 【 She is my sister.】</b></p> <p>○ <b>Let's try.</b><br/>In pairs, introduce each other to the people you admire close to you.<br/><b>【Plus One】 Become</b> a group and introduce each other to the people you admire.</p> <p>○ <b>Let's write and read.</b><br/>Write about the person you introduced and read it aloud.</p> <p>◆ <b>Footnote on p.61 Sounds and letters of f and g</b></p>  | <p>○ <b>Let's try.</b><br/>Who is this? or He / She is .... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about people's family relationships and occupations.</p> <p>○ <b>Let's write and read.</b><br/>[Writing/Reading] 《Skills》 Acquire the skill of writing sentences that convey a person's family relationship or occupation on four-lined paper. Skills: Acquire the necessary skills to read and understand the meaning.</p> |
| 【Step 2】 Tell them about their personality.                            |               |   |  |
| 4  | p.62<br>-p.63 | <p><b>Know how to say things like a person's personality.</b></p> <p>◆ <b>Let's chant. 【She is my sister.】</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>◆ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.13).<br/>· From the explanation of the person you admire, listen to the personality of the person.</p> <p>◆ <b>Let's chant. 【 She is active.】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【My Favorite Character】</b></p> <p>◆ <b>Footnote on p.63 Sounds and letters of h, i, and j</b></p>   | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>  |
| 5  |               | <p><b>Convey a person's personality, etc.</b></p> <p>◆ <b>Let's chant. 【 She is active.】</b></p> <p>○ <b>Let's try.</b><br/>Choose a person you admire from among well-known people and introduce them to each other.<br/><b>【Plus One】 Quiz with</b> other groups about the people you introduced.</p> <p>○ <b>Let's write and read.</b><br/>Write down the name of the person you admire and their personality, and read it aloud.</p> <p>◆ <b>Footnote on p.63 Sounds and letters of h, i, and j</b></p>   | <p>○ <b>Let's try.</b><br/>He / She is .... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about people's personalities.</p> <p>○ <b>Let's write and read.</b><br/>[Writing/Reading] 《Skill》 Acquire the skill of writing sentences on four-lined paper, that convey the personality of the person you admire. Skills: Acquire the necessary skills to read and understand the meaning.</p>  |
| 【Jump! In order to convey your interests, introduce people you admire. |               |   |  |
| 6  | p.64<br>-p.65 | <p><b>Read testimonials and listen to stories about people close to you.</b></p> <p>◆ <b>Let's chant. 【 She is my sister.】 / 【She is active.】</b></p> <p>○ <b>Let's read.</b><br/>Read the introduction of a familiar person written by the character and understand the content.</p> <p>◆ <b>Let's watch and think.</b><br/>Watch videos of friends around the world to understand how they introduce people close to you and well-known people, and use them for your next presentation.</p> <p>◆ <b>Let's write and speak.</b><br/>· Watch videos of models and get an idea of their activities.<br/>· Choose one of the people introduced so far and make a "My Hero card".</p> <p>◆ <b>Alphabet Time 5 (p.106) Sounds and Letters</b><br/>Guess the first letter of the word by listening to the word starting with the letter f~j, or write the first letter of the word you heard.</p> | <p>○ <b>Let's read.</b><br/>[Read] 《Knowledge》 He / She is .... Understand expressions and related words and phrases. Skills: Acquire the skills necessary to read and understand the meaning of sentences that convey the family relationships, occupation, personality, etc. of the person you admire. From the introduction of the person you admire, you can read the person's occupation and personality. I'm trying to read "Attitude".</p>                                |
| 7  |               | <p><b>Introduce people you admire in order to convey your interests.</b></p> <p>◆ <b>Let's chant. 【 She is my sister.】 / 【She is active.】</b></p> <p>○ <b>Let's write and speak.</b><br/>· Review textbooks, find expressions that can be used in activities, and share them with the entire group.<br/>· While showing the "My Hero card", announce the person you admire.</p> <p>◆ <b>Alphabet Time 5 (p.106) Fun with Alphabet</b></p>   | <p>○ <b>Let's write and speak.</b><br/>In order to convey one's own interests and concerns, write about the occupation and personality of the person you admire using simple phrases and basic expressions. I'm trying to write "Attitude".<br/>To convey one's own interests, one presents the occupation and personality</p>   |

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| time | page | Main Activities   | evaluation  |
|------|------|---|---|
|      |      | <p>Associate pictures with words that describe personality, etc.</p> <p>◆ <b>All About Me</b><br/>Write about yourself in Unit 5 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b><br/>Reflect on what you have learned and confirm what you have devised and what you want to apply next.</p> | <p>of the person one admires using simple phrases and basic expressions. / "Attitude" is about to be announced.</p> |

|                                |   |                 |             |
|--------------------------------|---|-----------------|-------------|
| <b>Let's think about words</b> | <b>Differences between Japanese and English</b>           | subject         | words, etc. |
|                                |   | Textbook page   | p.66-p.67   |
| Unit Objectives<br>【Goal】      | Think about the differences between Japanese and English. | Dividend time   | 1 hour      |
|                                |   | Period of study | November    |

| time | page          | Main Activities   | evaluation  |
|------|---------------|---|---|
| 1    | p.66<br>-p.67 | <p><b>Differences between Japanese and English</b><br/>Compare Japanese and English, discuss what you noticed, and deepen your interest in words.</p> <p>◆ <b>A word that expresses family</b></p> <ul style="list-style-type: none"> <li>• List what you noticed about the word "family" by comparing Japanese and English.</li> <li>- Japanese is said differently depending on whether you are older or younger, such as "brother and brother" or "sister and sister", but in English, regardless of whether you are older or younger, brother is brother and sister is sister.</li> </ul> <p>All English words for family, such as -father and mother, end in -er.</p> <ul style="list-style-type: none"> <li>- The English word for grandparents is grandfather, grandmother and grand-.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss what you think is different between Japanese and English, and what you think is common.</li> </ul> <p>◆ <b>Words that express oneself</b></p> <ul style="list-style-type: none"> <li>• List various words that describe "you" in Japan.</li> <li>• Discuss what you notice about the differences between Japanese and English words that describe you.</li> </ul> <hr/> <p><b>Disasters and English</b><br/>Understand the profession of helping people in times of disaster.</p> <p>◆ <b>Let's listen.</b></p> <ul style="list-style-type: none"> <li>• Predict how people in the profession shown in the photo will help people in the event of a disaster.</li> <li>• Listen to the people in which they are talking about the professions that help people in times of disaster and see if your prediction was correct.</li> </ul> <p>◆ <b>Let's think.</b></p> <ul style="list-style-type: none"> <li>- Look at two photos related to the disaster and discuss which profession you think will be involved in each scene.</li> </ul> <hr/> <p><b>The Gingerbread Man</b><br/>Enjoy listening to the story of The Gingerbread Man.</p> <p>Listen to the audio and enjoy the story of The Gingerbread Man.</p> <ul style="list-style-type: none"> <li>• The "I" in "I'm the gingerbread man." in the speech bubble of the textbook is discussed by thinking about what kind of Japanese is appropriate.</li> </ul> | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p> |

|                                 |  |                 |                                    |
|---------------------------------|--|-----------------|------------------------------------|
| <b>Unit 6</b>                   | <b>Where is the library?</b>   | Subject         | Location and location,             |
|                                 |  | Textbook page   | p.68-p.75 p.107                    |
| Unit Objectives<br>【Goal】       | Everyone can think of a town that is comfortable to live in and guide each other to the "ideal town".<br>[Listen] You can listen to places and directions from directions.<br>You can communicate with them to guide them through the "ideal town".                                      | Priority Areas  | Listening<br>Talking Communicating |
|                                 |  | Dividend time   | 7 hours                            |
|                                 |  | Period of study | November ~ December                |
| Language Materials              | <u>Expression</u> [Step 1] Where is ...? It's on / in / under / by ....<br>【Step 2】 Go straight for .... Turn right / left ....<br><u>Phrases</u> : Personal objects, towns, directions  |                 |                                    |
| Communication<br>Useful phrases | Functional expressions appearing in anime (A) Aizuchi wo Hit Oh, I see. (a) Repeat The library? Use a slope?<br>(d) I agree with you're right, Shota.<br>Can you bring me some water, Lily?<br>(e) Order Go straight. Turn right at the first corner.<br><u>Response</u> 【Step 1】 Sorry? |                 |                                    |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                             |  |
|-----------------------------|--|
| Listening                   | Where is ...? or It's on/in/under/by .... or Go straight for.... Turn right/left.... Understand expressions and related words and phrases.<br>Skills: Acquire the ability to listen to specific information about indoor objects and facilities in the town, such as where they are located and directions.<br>From the dialogue of the directions, the characters are asked for directions to the facility they want to go to with reference to the map.<br>"Attitude" From the directions conversation, I am trying to get directions to the facility that the characters want to go to with reference to the map. |
| Speaking<br>[Communication] | Where is ...? or It's on/in/under/by.... or Go straight for.... Turn right/left.... Understand expressions and related words and phrases.<br>Skills: Acquire the skills to communicate with each other about indoor objects and facilities in the town, such as where they are located and directions.<br>Thinking of an "ideal town" where everyone can live comfortably, he uses simple phrases and basic expressions to guide the way.<br>Attitude: Thinking of an "ideal town" where everyone can live comfortably, he tries to guide the way using simple phrases and basic expressions.                        |

Alphabet Time 6 \*Continuous observation without being bound by a unit.

|         |  |
|---------|--|
| Reading | Understand the word "knowledge" for facility.<br>Skills: Acquire the necessary skills to read and understand the meaning of words that describe facilities that are familiar |
| Writing | Knowledge: Understand how to write the alphabet (k~o).<br>《Skill》 Acquire the skill to write the alphabet (k~o) on four lines.   |

| time   | page          | Main Activities  | evaluation  |
|--|---------------|--|---|
| 【Hop!】 Know how to say a store or establishment. |               |  |   |
| 1  | p.68<br>-p.69 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ Let's sing. 【 The Hokey-Pokey】<br>◆ Small Talk 【Let's go to Honcho Park.】<br>◆ Story [(Scene) Have a conversation in the park for directions. ]<br>Watch anime to capture scenes and topics.<br>◆ Let's listen and point.<br>Look at the picture in the textbook and point to what you hear. | At this time, we will guide toward the goal, but we will not evaluate it or keep a record.  |
| Step 1: Ask each other where things are.         |               |  |   |
| 2  | p.70<br>-p.71 | <b>Know how to say how to ask and answer where things are.</b><br>◆ Let's sing. 【 The Hokey-Pokey】<br>◆ Let's watch.<br>Use a part of the anime to check the expression in Step 1.<br>○ Let's listen.<br>- Introduce vocabulary with Picture Dictionary (p.9, p.16).<br>From the dialogue of the characters, listen to what is located in the room.                                    | ○ Let's listen.<br>[Listen] 《Knowledge》 Where is ...? or It's on/in/under/by.... Understand expressions and related words and phrases. Skills: Acquire the ability to listen to specific information about the places where things are in the room. |



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| time | page | Main Activities  | evaluation |
|------|------|--|------------|
|      |      | <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 Where is the cup?】</b><br/>Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【Where is the cookie jar?】</b></li> <li>◆ <b>Footnote on p.71 Sounds and letters of k and l</b></li> </ul> |            |

| time  | page          | Main Activities   | evaluation  |
|---|---------------|---|---|
| Step 1: Ask each other where things are.  |               |   |   |
| 3   | p.70<br>-p.71 | <p><b>Ask each other where things are.</b></p> <p>◆ <b>Let's chant. [ Where is the cup?]</b></p> <p>○ <b>Let's try.</b><br/>Think about your ideal room, pair up, and ask each other where things are.</p> <p><b>[Plus One] Become</b> a group and introduce each other to your ideal room.</p> <p>◆ <b>Let's write and read.</b><br/>Write down where you can find the things in your ideal room and read them aloud.</p> <p>◆ <b>Footnote on p.71 Sounds and letters of k and l</b></p>   | <p>○ <b>Let's try.</b><br/>Where is ...? or It's on/in/under/by.... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to communicate with each other about indoor objects, such as where they are located.</p>  |
| Step 2: Ask for directions and answer.  |               |   |   |
| 4   | p.72<br>-p.73 | <p><b>Know how to ask for directions and how to answer.</b></p> <p>◆ <b>Let's chant. [ Where is the cup?]</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>○ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.14, p.16).<br/>· From the directions conversation, listen to which facilities are located on the map.</p> <p>◆ <b>Let's chant. [ Where is the station?]</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk [Where is the restaurant?]</b></p> <p>◆ <b>Footnote on p.73 Sounds and letters of m, n, o</b></p>   | <p>○ <b>Let's listen.</b><br/>[Listen] 《Knowledge》 Where is ...? or Go straight for.... Turn right/left.... Understand expressions and related words and phrases. Skills: Acquire the skills to listen for specific information, such as directions to facilities in the town.</p>  |
| 5   |               | <p><b>Ask for directions or answer.</b></p> <p>◆ <b>Let's chant. [ Where is the station?]</b></p> <p>○ <b>Let's try.</b><br/>Add the facilities you want to the map and show them the way to it in pairs.<br/><b>[Plus One]</b> Change the other person and give each other directions.</p> <p>◆ <b>Let's write and read.</b><br/>Write a sentence asking for the location of the facility you asked for directions and read it aloud.</p> <p>◆ <b>Footnote on p.73 Sounds and letters of m, n, o</b></p>   | <p>○ <b>Let's try.</b><br/>[Speak Exchange] 《Knowledge》 Where is ...? or Go straight for.... Turn right/left.... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to communicate directions to facilities in the town.</p>   |
| [Jump! Think of a town where everyone can live comfortably, and guide each other to the "ideal town". |               |   |   |
| 6   | p.74<br>-p.75 | <p><b>Listen to directions conversations and think about livable towns from the introduction of towns around the world.</b></p> <p>◆ <b>Let's chant. [ Where is the cup?] / [Where is the station?]</b></p> <p>○ <b>Let's listen.</b><br/>From the directions conversation, we hear the location of the facility where the characters are asking for directions.</p> <p>◆ <b>Let's watch and think.</b><br/>Watching videos of "The City You Can Eat" Todmorden and New York's Central Park, we think about what kind of facilities should be in a town where everyone can live comfortably, and make use of them in our next activities.</p> <p>◆ <b>Let's speak.</b><br/>· Watch videos of models and get an idea of their activities.<br/>· Prepare a picture of the facility or place that you thought of as a group.</p> <p>◆ <b>Alphabet Time 6 (p.107) Sounds and Letters</b><br/>Guess the first letter of a word that starts with the letter k~o, or write the first letter of the word you heard.</p> | <p>○ <b>Let's listen.</b><br/>[Listen] 《Knowledge》 Where is ...? or It's on/in/under/by.... or Go straight for.... Turn right/left.... Understand expressions and related words and phrases. Skills: Acquire the ability to listen to specific information about indoor objects and facilities in the town, such as where they are located and directions. From the dialogue of the directions, the characters refer to the map and ask for directions to the facility they want to go. / "Attitude" is trying to be heard.</p> |
| 7   |               | <p><b>Think of a town where everyone can live comfortably, and guide each other to the "ideal town".</b></p> <p>◆ <b>Let's chant. [ Where is the cup?] / [Where is the station?]</b></p> <p>○ <b>Let's speak.</b><br/>· Review textbooks and look for expressions that can be used in activities.<br/>· Use the map in the textbook to guide the "ideal town" in a group.</p> <p>◆ <b>Alphabet Time 6 (p.107) Fun with Alphabet</b><br/>Connect words that describe facilities with pictures and map symbols.</p> <p>◆ <b>All About Me</b><br/>Write about yourself in Unit 6 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b></p>  | <p>○ <b>Let's speak.</b><br/>Where is ...? or It's on/in/under/by.... or Go straight for.... Turn right/left.... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to communicate with each other about indoor objects and facilities in the town, such as where they are located and directions. Thinking of an "ideal town" where everyone can live comfortably, he uses simple phrases and basic expressions to guide the way. / "Attitude" is trying to be done.</p>                      |

| time | page | Main Activities   | evaluation |
|------|------|---|------------|
|      |      | Reflect on what you have learned and confirm what you have devised and what you want to apply next. |            |

| Summary                         | Friends of the World 2<br>You can do it! 2   |  | subject         | China & Australia                          |
|---------------------------------|--|--|-----------------|--|
|                                 |  |  | Textbook page   | p.76-p.79                                  |
| Unit Objectives<br>【Goal】       | <ul style="list-style-type: none"> <li>You can get a rough idea of the content from the video letters of elementary school students from around the world.</li> <li>Students can create and present poems that reflect on each other's differences.</li> </ul> Listen: You can hear what they are talking about from the video letters of your friends around the world.<br>You can write and present poems that reflect each other's differences. |  | Priority Areas  | Listening Writing<br>Speaking Announcement |
|                                 |  |  | Dividend time   | 3 hours                                    |
|                                 |  |  | Period of study | December                                   |
| Language Materials              | Expression [Unit 4] I can / can't .... He / She can / can't ....<br>【Unit 5】 Who is your hero? My hero is .... He / She is ....<br>Words or phrases that you have learned so far   |  |                 |  |
| Communication<br>Useful phrases | Functional expression (a) Greeting Hello, from China. Hi, friends!<br>(o) Ask questions What do you like? What can you do? Who is your hero?<br>(e) Request Please look at this picture. Please tell me about your hero.   |  |                 |  |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |   |
|----------------------------|---|
| Listening                  | 《Knowledge》 I can/can't .... or He / She can / can't .... or He / She is .... Understand expressions and related words and phrases.<br>Skills: Acquire the skills to listen to what you and others close to you can do, as well as the occupation and personality of those close to you.<br>"Thoughts, Judgments, Tables" is a video letter from elementary school students in China and Australia.<br>《Attitude》 From the video letters of elementary school students in China and Australia, he has deepened his interest in foreign cultures and lifestyles.   |
| Writing                    | 《Knowledge》 I can/can't .... or He/She can/can't .... Understand expressions and related words and phrases.<br>Skills: Acquire the ability to trace and transcribe words and phrases to write sentences that convey what you and others close to you can and cannot do.<br>To get to know each other better, they write words and phrases on a worksheet and compose poems that acknowledge the differences between themselves and the other person.<br>To get to know each other better, I write words and phrases on a worksheet and try to compose a poem that acknowledges the differences between myself and the other person. |
| Speaking<br>[Presentation] | 《Knowledge》 I can/can't .... or He/She can/can't .... Understand expressions and related words and phrases.<br>Skills: Acquire the ability to talk about what you and others close to you can and cannot do.<br>To get to know each other better, they compose and publish poems that acknowledge the differences between themselves and those close to them.<br>To get to know each other better, I am trying to compose and publish poems that acknowledge the differences between myself and those close to me.  |

| time | page          | Main Activities   | evaluation   |
|------|---------------|---|--|
| 1    | p.76<br>-p.77 | <p><b>Listen to the general content of the video letters of elementary school students around the world.</b></p> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>Listen to two things you can do from Mikki's video letter in China.</li> </ul> <p>Watch the video letter again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Mikki's life.</li> </ul> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>From Alex's video letter from Australia, we hear about two people I admire.</li> </ul> <p>Watch the video letter again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Alex's life.</li> </ul> <p><b>◆ China/Australia</b></p> <p>Read the descriptions of the countries in the textbooks to gain a better understanding of China and Australia.</p> | <p><b>○ Let's watch.</b></p> <p>[Listen] 《Knowledge》 I can/can't .... or He/She can/can't .... or He/She is .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to what you and others close to you can do, as well as the occupation and personality of people close to you. The general content of the video is heard from the video letters of elementary school students in China and Australia. Attitude: Listening to the general content of video letters from elementary school students in China and Australia, he deepened his interest in foreign cultures and lifestyles.</p>                                  |
| 2    | p.78<br>-p.79 | <p><b>Compose and publish a poem that recognizes each other's differences.</b></p> <p><b>◆ Let's think. 1</b></p> <p>Read Kaneko Misuzu's poem "Me, the Little Bird, and the Suzu" and discuss their impressions and think about what they do to express their differences.</p> <p><b>◆ Let's think. 2</b></p> <ul style="list-style-type: none"> <li>Decide on a person close to you to be featured in the poem, write down what you can and cannot do with each other, and think about the content of the poem.</li> </ul> <p><b>○ Write a poem</b></p> <p>Write words and phrases on the worksheet to create a poem. Referring to the Good Performance section of the textbook, review the textbook to find expressions that can be used, and devise the order of expressions to be conveyed.</p> <p><b>◆ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch a model video of the 2D code to get an idea of the presentation.</li> <li>While checking "Good Performance", share an image of a good presentation.</li> </ul>   | <p><b>○ Write a poem</b></p> <p>[Writing] 《Knowledge》 I can/can't .... or He/She can/can't .... Understand expressions and related words and phrases. Skills: Acquire the ability to trace and transcribe words and phrases to write sentences that convey what you and others close to you can and cannot do. To get to know each other better, they write words and phrases on a worksheet and create a poem that recognizes the differences between themselves and the other person. To get to know each other better, I write words and phrases on a worksheet and try to create a poem that acknowledges the differences between myself and the other person.</p> |
| 3    |               | <p><b>○ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch the model video again.</li> <li>Practice your presentation in pairs. While showing the worksheet, be aware of the volume and speed of your voice so that you can present it in a way that is easy for the listener to understand.</li> <li>Present one person at a time in the group. The listener should take notes of the content of the poem and the good points of the presentation.</li> </ul> <p><b>◆ Share your impressions</b></p> <p>Share your thoughts on the content of each poem and how to present it.</p> <p><b>◆ Reflection</b></p> <p>Reflect on whether you were able to listen to the video letters of your friends around the world, or whether you were able to compose and present a poem that acknowledges each other's differences to get to know each other better, and do a self-evaluation.</p>  | <p><b>○ You can do it!</b></p> <p>I can/can't .... or He/She can/can't .... Understand expressions and related words and phrases. Skills: Acquire the ability to talk about what you and others close to you can and cannot do. To get to know each other better, they compose and publish poems that acknowledge the differences between themselves and those close to them. To get to know each other better, I am trying to create and publish poems that acknowledge the differences between myself and those close to me.</p>   |

|                                 |  |                 |                                    |
|---------------------------------|--|-----------------|------------------------------------|
| <b>Unit 7</b>                   | <b>What would you like?</b>  | subject         | Food, price                        |
|                                 |  | Textbook page   | p.80-p.87 p.108                    |
| Unit Objectives<br>【Goal】       | In order to spread the local specialties, you can think of original dishes and order from each other.<br>From the conversation, you can hear the contents of the food request and order.<br>You can interact with each other, such as ordering food and asking each other for food.        | Priority Areas  | Listening<br>Talking Communicating |
|                                 |  | Dividend time   | 7 hours                            |
|                                 |  | Period of study | January~February                   |
| Language Materials              | <p>【Expression】 [Step 1] What would you like? I'd like ....</p> <p>【Step 2】 How much is it? It's ... yen.</p> <p>【Words and phrases】: fruits and vegetables, various ingredients, foods, drinks and desserts, tastes and textures, numbers</p>   |                 |                                    |
| Communication<br>Useful phrases | <p>Functional expressions appearing in anime (b) Expressing surprise Really? (b) Let to show hesitation's see.<br/>(d) I agree All right. How about you, Dad?<br/>(e) Request I'd like today's special, a salad, and tea, please.</p> <p>【Response】 【Step 1】 Sure. 【Step 2】 Let's see.</p> |                 |                                    |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                             |  |
|-----------------------------|--|
| Listening                   | <p>《Knowledge》 What would you like? or How much is it? Understand expressions and related words and phrases.</p> <p>Skills: Acquire the ability to listen to specific information about ordered food and its price.</p> <p>From conversations in restaurants, he asks about the food ordered and the price of the food.</p> <p>Attitude: From conversations in restaurants, I am trying to get information about the food I ordered and the price of the food.</p>   |
| Speaking<br>【Communication】 | <p>《Knowledge》 What would you like? or How much is it? Understand expressions and related words and phrases.</p> <p>Skills: They have acquired the skills to order food and politely ask each other for prices.</p> <p>To spread the local specialties, they come up with original dishes and order each other using simple phrases and basic expressions.</p> <p>To spread the local specialties, we try to think of original dishes and order each other using simple phrases and basic expressions.</p> |

Alphabet Time 7 \*Don't be confined to a unit, but look at it continuously.

|         |  |
|---------|--|
| Reading | <p>Knowledge: Understand words for food and drink.</p> <p>Skills: Acquire the necessary skills to read and understand the meaning of words denoting food and drink that are familiar</p> |
| Writing | <p>Knowledge: Understand how to write the alphabet (p~t).</p> <p>《Skill》 Acquire the skill to write the alphabet (p~t) on four lines.</p>  |

| time   | page          | Main Activities  | evaluation   |
|--|---------------|--|--|
| 【Hop!】 Know how to say food, drinks, and prices. |               |  |  |
| 1  | p.80<br>-p.81 | <p><b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b></p> <ul style="list-style-type: none"> <li>◆ Let's sing. 【 Pease Porridge Hot】</li> <li>◆ Small Talk 【Let's go to Hungry Lion.】</li> <li>◆ Story [(Scene) Nick's family comes to the restaurant. ]<br/>Watch anime to capture scenes and topics.</li> <li>◆ Let's listen and point.<br/>Look at the menu and point to the one that fits the description.</li> </ul>  | At this time, we will guide toward the goal, but we will not evaluate it or keep a record.   |
| 【Step 1】 Order food in a polite way.             |               |  |  |
| 2  | p.82<br>-p.83 | <p><b>Know how to order food politely.</b></p> <ul style="list-style-type: none"> <li>◆ Let's sing. 【 Pease Porridge Hot】</li> <li>◆ Let's watch.<br/>Use a part of the anime to check the expression in Step 1.</li> <li>○ Let's listen.<br/>- Introduce vocabulary with Picture Dictionary (p.6-7).<br/>Listen to what you ordered from the conversation when you order lunch.</li> <li>◆ Let's chant. 【 I'd like French fries.】<br/>Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ Small Talk 【What would you like?】</li> <li>◆ Footnote on p.83 Sounds and letters of p, q</li> </ul> | <p>○ Let's listen.</p> <p>[Listen] 《Knowledge》 What would you like? Understand expressions and related phrases. Skills: Acquire the skills to listen to specific information about the food you ordered.</p> |

| time  | page          | Main Activities   | evaluation   |
|---|---------------|---|--|
| 【Step 1】 Order food in a polite way.  |               |   |  |
| 3   | p.82<br>-p.83 | <p><b>They order food from each other in a polite way.</b></p> <p>◆ <b>Let's chant. 【 I'd like French fries.】</b></p> <p>○ <b>Let's try.</b><br/>Become a customer with the staff of Hungry Lion and order food from each other.</p> <p><b>【Plus One】</b> Devise ways to communicate, such as confirming the details of the order and expressing gratitude.</p> <p>◆ <b>Let's write and read.</b><br/>Write a sentence telling you what you ordered and read it aloud.</p> <p>◆ <b>Footnote on p.83 Sounds and letters of p, q</b></p>  | <p>○ <b>Let's try.</b><br/>Understand expressions and related phrases such as "What do you like?"<br/>Skills: Acquire the skills to order food from each other in a polite manner.</p>   |
| 【Step 2】 Check the price and place an order.  |               |   |  |
| 4   | p.84<br>-p.85 | <p><b>Know how to check the price.</b></p> <p>◆ <b>Let's chant. 【 I'd like French fries.】</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>○ <b>Let's listen.</b><br/>- Introduce vocabulary with the Picture Dictionary (p.4-5, p.18).<br/>· Listen to the prices of various things from conversations in restaurants.</p> <p>◆ <b>Let's chant. 【 How much is it?】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【We are in New York.】</b></p> <p>◆ <b>Footnote on p.85 Sounds and letters of R, S, T</b></p>  | <p>○ <b>Let's listen.</b><br/>[Listen] 《Knowledge》 How much is it?<br/>Understand expressions and related phrases. Skills: Acquire the ability to listen to specific information about the price of things.</p>  |
| 5   |               | <p><b>Check the price and place an order.</b></p> <p>◆ <b>Let's chant. 【 How much is it?】</b></p> <p>○ <b>Let's try.</b><br/>Order within 800 yen and complete your original dish.</p> <p><b>【Plus One】</b> Become a group and introduce original dishes to each other.</p> <p>◆ <b>Let's write and read.</b><br/>Write a sentence telling the price of the original dish and read it aloud.</p> <p>◆ <b>Footnote on p.85 Sounds and letters of R, S, T</b></p>   | <p>○ <b>Let's try.</b><br/>Understand expressions and related phrases such as "Speaking, Communicating", "Knowledge", etc. / 《Skill》 Acquire the skill of asking each other for prices.</p>  |
| 【Jump! In order to spread the local specialties, we think of original dishes and order from each other. |               |   |  |
| 6   | p.86<br>-p.87 | <p><b>Listen to conversations at restaurants and introductions to international cuisines, and use them to explain their original dishes.</b></p> <p>◆ <b>Let's chant. 【 I'd like French fries.】 / 【How much is it?】</b></p> <p>○ <b>Let's listen.</b><br/>From the conversation at the restaurant, ask about the price of the original dish and what you ordered.</p> <p>◆ <b>Let's watch and think.</b><br/>Listen to explanations about famous dishes from countries where you have friends from around the world, and make use of the flavors and ingredients in your next activity.</p> <p>◆ <b>Let's speak.</b><br/>· Watch videos of models and get an idea of their activities.<br/>· Make a menu list by thinking about dishes using local specialties.</p> <p>◆ <b>Alphabet Time 7 (p.108) Sounds and Letters</b><br/>Guess the first letter of the word by listening to the word starting with the letter p~t, or write the first letter of the word you heard.</p> | <p>○ <b>Let's listen.</b><br/>What would you like? or How much is it?<br/>Understand expressions and related phrases. Skills: Acquire the ability to listen to specific information about the food ordered and its price. From conversations in restaurants, ask about the food ordered and the price of the food. / "Attitude" is trying to be heard.</p>                                       |
| 7   |               | <p><b>To promote local specialties, restaurants think of original dishes and order from each other.</b></p> <p>◆ <b>Let's chant. 【 I'd like French fries.】 / 【How much is it?】</b></p> <p>○ <b>Let's speak.</b><br/>· Review textbooks, find expressions that can be used in activities, and share them with the entire group.<br/>· Become a customer with a clerk and order food from each other.</p> <p>◆ <b>Alphabet Time 7 (p.108) Fun with Alphabet</b><br/>Connect silhouettes with words that describe food and drinks.</p> <p>◆ <b>All About Me</b><br/>Write about yourself in Unit 7 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b></p>  | <p>○ <b>Let's speak.</b><br/>What would you like? or How much is it?<br/>Understand expressions and related phrases. / 《Skill》 Acquire the skills to order food and politely ask each other prices. To promote local specialties, restaurants think of and order original dishes from each other using simple phrases and basic expressions. / 《Attitude》 We are trying to order each other.</p> |

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| time | page | Main Activities   | evaluation |
|------|------|---|------------|
|      |      | Reflect on what you have learned and confirm what you have devised and what you want to apply next. |            |

| Let's think about words         | Words that connect hearts   | subject         | word     |
|---------------------------------|---|-----------------|----------|
|                                 |   | Textbook page   | p.88     |
| Unit Objectives<br>【Goal】       | Think about the words that connect your heart.  | Dividend time   | 1 hour   |
|                                 |   | Period of study | February |
| Communication<br>Useful phrases | Functional expression (b) Thank you. (b) Praise that's great.<br>Are you OK? (e)Request Five, please. |                 |          |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|           |   |
|-----------|---|
| Listening | <p>Understand functional expressions such as "Thank you" and "That's great."</p> <p>Acquire the ability to listen to functional expressions such as "Thank you" and "That's great."</p> <p>He thinks of words that are appropriate for each scene, and listens to the conversation to confirm them.</p> <p>Attitude: I try to think of the right words for each situation, and I try to listen to the conversation to confirm it.</p> |
|-----------|---|

| time | page | Main Activities  | evaluation   |
|------|------|--|--|
| 1    | p.88 | <p><b>Words that connect hearts</b></p> <p>Deepen your interest in words by realizing the importance of words that connect hearts and the fact that there are words that are appropriate for the other person.</p> <ul style="list-style-type: none"> <li>• Think about what you would say in the next scene (1) ~ (4).           <ol style="list-style-type: none"> <li>(1) When you are treated kindly</li> <li>(2) When you are impressed by what the other person has to say</li> <li>(3) When making a request</li> <li>(4) When a friend falls</li> </ol> </li> </ul> <p><b>○ Let's listen.</b></p> <p>Predict in which of the above (1) ~ (4) the words A~D are used, and listen to the audio to confirm.</p> <p>A Five, please.<br/> B That's great.<br/> C Are you OK?<br/> D Thank you.</p> <ul style="list-style-type: none"> <li>• Using the example below as a hint, notice that the words change depending on the other person even if they have the same meaning, and discuss how it is in Japanese and in what cases.<br/> I want a hot dog.<br/> I'd like a hot dog.</li> </ul> | <p><b>○ Let's listen.</b></p> <p>Understand functional expressions such as "Listen," "Knowledge," "Thank you." and "That's great." Acquire the ability to listen to functional expressions such as "Thank you" and "That's great." Think of words that are appropriate for each scene, and listen to the conversation to confirm it. / "Attitude" is trying to be heard.</p> |



|                                 |  |                 |  |
|---------------------------------|--|-----------------|--|
| <b>Unit 8</b>                   | <b>This is my town.</b>  | subject         | Their Town                               |
|                                 |  | Textbook page   | p.90-p.97 p.109                          |
| Unit Objectives<br>【Goal】       | You can create a pamphlet to convey the story of your town.<br>From the pamphlet, you can read what is in the town and what you can do there.<br>[Write] I can write about what is in town and what can be done there.<br>You can introduce what is in town and what you can do there. | Priority Areas  | Reading Writing<br>Speaking Announcement |
|                                 |  | Dividend time   | 7 hours                                  |
|                                 |  | Period of study | February ~ March                         |
| Language Materials              | [Expression] [Step 1] We have ....<br>【Step 2】 You can see / eat / enjoy ....<br>[Words and phrases]: town, nature, movement, etc., appearance, impressions, etc.  |                 |  |
| Communication<br>Useful phrases | Functional expressions appearing in anime (a) Call out Hey, guys. (イ) compliment Oh, that sounds interesting.<br>(オ)誘る Come and visit us, thank you.   |                 |  |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |   |
|----------------------------|---|
| Reading                    | "Knowledge" We have .... You can see/eat/enjoy... Understand expressions and related words and phrases.<br>《Skills》 In order to read and understand the meaning of sentences that tell you what is in the town and what you can do in the town, you have acquired the necessary skills.<br>From the pamphlet, read what is in the town and what can be done in the town. I'm trying to read "Attitude". |
| Writing                    | "Knowledge" We have .... You can see/eat/enjoy... Understand expressions and related words and phrases.<br>Skills: Acquire the skill of writing sentences on four-lined paper that convey what is in the town and what can be done in the town.<br>To convey the charm of his town, write pamphlets introducing his town using simple phrases and basic expressions. Try to write the "Attitude".       |
| Speaking<br>[Presentation] | "Knowledge" We have .... You can see/eat/enjoy... Understand expressions and related words and phrases.<br>Skills: Skills to talk about things in town and things that can be done in town.<br>To convey the charm of your town, you can introduce the things in the town and what you can do in the town using simple phrases and basic expressions. / "Attitude" I am trying to introduce.            |

Alphabet Time 8 \*Continuous observation without being bound by a unit.

|         |   |
|---------|---|
| Reading | Understand words such as "knowledge" and actions.<br>Skills: Acquire the necessary skills to read and understand the meaning of words that describe actions that are familiar |
| Writing | Knowledge: Understand how to write the alphabet (u~z).<br>Skills: Acquire the ability to write the alphabet (u~z) on four lines.  |

| time  | page          | Main Activities   | evaluation   |
|---|---------------|---|--|
| 【Hop!】 Know how to say facilities and places.               |               |   |  |
| 1   | p.90<br>-p.91 | <b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b><br>◆ Let's sing. 【 Go Round and Round the Village】<br>◆ Small Talk 【Let's be friends.】<br>◆ Story [(Scene) Nick and his friends make a video to introduce the town. ]<br>Watch anime to capture scenes and topics.<br>◆ Let's listen and point.<br>Listen to the quiz and point to the picture that matches the answer.  | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |
| Step 1: Tell each other about your favorite places in town. |               |   |  |
| 2   | p.92<br>-p.93 | <b>Know how to tell people about your favorite places in town.</b><br>◆ Let's sing. 【 Go Round and Round the Village】<br>◆ Let's watch.<br>Use a part of the anime to check the expression in Step 1.<br>◆ Let's listen.<br>- Introduce vocabulary with Picture Dictionary (p.14, p.17).<br>- Listen to the characters' stories and their favorite places in town.<br>◆ Let's chant. 【 We have a zoo.】<br>Use chants to familiarize yourself with the expressions in Step 1.<br>◆ Small Talk 【Do you have a restaurant in your town?】<br>◆ Footnote on p.93 Sounds and letters of u, v, w | At this time, we will guide toward the goal, but we will not evaluate it or keep a record. |



| time  | page          | Main Activities  | evaluation  |
|---|---------------|--|---|
| Step 1: Tell each other about your favorite places in town.                         |               |  |   |
| 3   | p.92<br>-p.93 | <p><b>Tell each other about your favorite places in town.</b></p> <p>◆ <b>Let's chant. 【 We have a zoo.】</b></p> <p>○ <b>Let's try.</b><br/>Get together as a group and share your favorite places in your town.</p> <p><b>【Plus One】 Choose</b> one of the places that you communicated with the group and present it to the class.</p> <p>○ <b>Let's write and read.</b><br/>Write a sentence that tells you what is in your town and read it aloud.</p> <p>◆ <b>Footnote on p.93 Sounds and letters of u, v, w</b></p>  | <p>○ <b>Let's try.</b><br/>We have .... Understand expressions and related words and phrases. Skills: Possess the skills to speak of what is in town.</p> <p>○ <b>Let's write and read.</b><br/>[Writing/Reading] [Skills] Acquire the skill of writing sentences on four lines that convey what is in the town. Skills: Acquire the necessary skills to read and understand meaning.</p>                           |
| 【Step 2】 Tell each other what you can do in your town.                              |               |  |   |
| 4   | p.94<br>-p.95 | <p><b>Know how to say what you can do in your town.</b></p> <p>◆ <b>Let's chant. 【 We have a zoo.】</b></p> <p>◆ <b>Let's watch.</b><br/>Use a part of the anime to check the expression in Step 2.</p> <p>◆ <b>Let's listen.</b><br/>- Introduce vocabulary with Picture Dictionary (p.14-17).<br/>· From interviews on radio programs, hear what you can do in the town.</p> <p>◆ <b>Let's chant. 【 You can enjoy fishing.】</b><br/>Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【Can you ski in your town?】</b></p> <p>◆ <b>Footnote on p.95 Sounds and letters of x, y, z</b></p>  | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>   |
| 5   |               | <p><b>Tell each other what you can do in your town.</b></p> <p>◆ <b>Let's chant. 【 You can enjoy fishing.】</b></p> <p>○ <b>Let's try.</b><br/>Groups of people share what they can do in their town.</p> <p><b>【Plus One】 Present</b> what you have done as a group to the class.</p> <p>○ <b>Let's write and read.</b><br/>Write a sentence telling you what you can do in your town and read it aloud.</p> <p>◆ <b>Footnote on p.95 Sounds and letters of x, y, z</b></p>  | <p>○ <b>Let's try.</b><br/>You can see/eat/enjoy.... Understand expressions and related words and phrases. Skills: Skills to talk about what you can do in town.</p> <p>○ <b>Let's write and read.</b><br/>[Writing/Reading] [Skills] Acquire the skill of writing sentences on four lines that convey what can be done in the town. Skills: Acquire the necessary skills to read and understand meaning.</p>       |
| 【Jump! In order to convey the charm of your town, make a pamphlet and introduce it. |               |  |   |
| 6   | p.96<br>-p.97 | <p><b>Think about your own town by reading pamphlets introducing your town and listening to the town introductions of your friends around the world.</b></p> <p>◆ <b>Let's chant. 【 We have a zoo.】 / 【You can enjoy fishing.】</b></p> <p>○ <b>Let's read.</b><br/>Read the pamphlet introducing the town and choose a photo that matches the content.</p> <p>◆ <b>Let's watch and think.</b><br/>Understand the charm of your town introduced by friends around the world, and think about what you can introduce to convey the charm of your town.</p> <p>◆ <b>Let's write and speak.</b><br/>· Watch videos of models and get an idea of their activities.<br/>· Work as a group and make a pamphlet to introduce the town.</p> <p>◆ <b>Alphabet Time 8 (p.109) Sounds and Letters</b><br/>Guess the first letter of a word that starts with the letter u~z, or write the first letter of the word you heard.</p> | <p>○ <b>Let's read.</b><br/>We have .... You can see/eat/enjoy.... Understand expressions and related words and phrases. Skills: Acquire the skills necessary to read and understand the meaning of sentences that tell you what is in the town and what you can do in the town. From the pamphlets, I read what is in the town and what can be done in the town. I'm trying to read "Attitude".</p>                |
| 7   |               | <p><b>In order to convey the charm of your town, make a pamphlet and introduce it.</b></p> <p>◆ <b>Let's chant. 【 We have a zoo.】 / 【You can enjoy fishing.】</b></p> <p>○ <b>Let's write and speak.</b><br/>· Review textbooks, find expressions that can be used in activities, and share them with the entire group.<br/>· While showing a pamphlet, make a presentation about the charm of your town.</p> <p>◆ <b>Alphabet Time 8 (p.109) Fun with Alphabet</b><br/>Read the sentence and choose the right verb for the context.</p> <p>◆ <b>All About Me</b></p>   | <p>○ <b>Let's write and speak.</b><br/>In order to convey the charm of your town, you write a pamphlet introducing your town using simple phrases and basic expressions. I'm trying to write "Attitude".<br/>In order to convey the charm of your town, you can introduce things in the town and what you can do in the town using simple phrases and basic expressions. / "Attitude" I am trying to introduce.</p> |

| time | page | Main Activities  | evaluation |
|------|------|--|------------|
|      |      | Write about yourself in Unit 8 of All About Me at the end of the book.<br><b>◆ Reflection</b><br>Reflect on what you have learned and confirm what you have devised and what you want to apply next. |            |

| Summary                   | Friends of the World 3<br>You can do it! 3   |                 | subject                            | Azerbaijan<br>United Kingdom |
|---------------------------|--|-----------------|------------------------------------|------------------------------|
|                           |  |                 | Textbook page                      | p.98-p.101                   |
| Unit Objectives<br>【Goal】 | <ul style="list-style-type: none"> <li>You can get a rough idea of the content from the video letters of elementary school students around the world.</li> <li>In order to convey the charm of the region, you can make chants and present them.</li> </ul> Listen: You can hear what they are talking about from the video letters of your friends around the world.<br>You can make chants and present them to convey the charm of the region. | Priority Areas  | Listening<br>Speaking Announcement |                              |
|                           |  | Dividend time   | 3 hours                            |                              |
|                           |  | Period of study | March                              |                              |
| Language Materials        | Expression 【Unit 8】 We have .... You can see/eat....<br>Words or phrases that you have learned so far  |                 |                                    |                              |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|                            |  |
|----------------------------|--|
| Listening                  | We have learned in Unit 8 of Knowledge. You can see/eat.... Understand expressions and related words and phrases.<br>Skills: Acquire the skills to listen to things in the town, what you can do in the town, and the specialties of the country.<br>"Thoughts, Judgments, Tables" Hear the general contents from video letters of elementary school students in Azerbaijan and the United Kingdom.<br>Attitude: Listening to the general contents of video letters of elementary school students in Azerbaijan and the United Kingdom, he deepened his interest in foreign cultures and lifestyles. |
| Speaking<br>[Presentation] | We have learned in Unit 8 of Knowledge. You can see/eat.... Understand expressions and related words and phrases.<br>Skills: Skills to talk about what is in your area and what you can do there.<br>In order to convey the charm of the region, he creates and presents chants that introduce the region using simple words and basic expressions.<br>In order to convey the charm of the region, I am trying to create and present chants that introduce the region using simple phrases and basic expressions.  |

| time | page            | Main Activities  | evaluation   |
|------|-----------------|--|--|
| 1    | p.98<br>-p.99   | <p><b>Listen to the general content of the video letters of elementary school students around the world.</b></p> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>Listen to Azerbaijan's famous dishes from Azerbaijan's video letter.</li> </ul> <p>Watch the video letter again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Amir's life.</li> </ul> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>From Lizzie's video letter in the UK, we hear what is in the town where Lizzie lives.</li> </ul> <p>Watch the video letter again and discuss what else you would like to hear.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you noticed about Lizzie's life.</li> </ul> <p><b>◆ Azerbaijan / United Kingdom</b></p> <p>Read the descriptions of the country in the textbook and gain a better understanding of Azerbaijan and the United Kingdom.</p> | <p><b>○ Let's watch.</b></p> <p>[Listen] "Knowledge" We have learned in Unit 8 .... You can see/eat.... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to things in the town, what you can do in the town, and the specialties of the country. "Thoughts, Judgments, Tables" Hear the general contents of video letters from elementary school students in Azerbaijan and the United Kingdom. Attitude: Listening to the general content of video letters from elementary school students in Azerbaijan and the United Kingdom, he deepened his interest in foreign cultures and lifestyles.</p> |
| 2    | p.100<br>-p.101 | <p><b>In order to convey the charm of the region, chants are made and presented.</b></p> <p><b>◆ Let's think.</b></p> <p>Refer to the map in your textbook and write down the charms of the prefecture where you live.</p> <p><b>◆ Let's chant. [ Welcome to our town.]</b></p> <p>Listen to and sing some of the chants from the region introductions and use them as a reference when making your own chants.</p> <p><b>◆ Make chants</b></p> <ul style="list-style-type: none"> <li>Make groups and think about what you want to introduce in the chants.</li> <li>Devise the order of the information to be conveyed and make chants.</li> </ul> <p><b>◆ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch a model video of the 2D code to get an idea of the presentation.</li> <li>While checking "Good Performance", share an image of a good presentation.</li> <li>Prepare photos to be used for the presentation next time.</li> </ul>   | <p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>  |
| 3    |                 | <p><b>○ You can do it!</b></p> <ul style="list-style-type: none"> <li>Watch the model video again.</li> <li>Practice your presentation as a group. While showing photos, be aware of the volume and speed of your voice so that you can make your presentation easy for the listener to understand.</li> <li>Each group will go to the front of the classroom and make a presentation. The listener should take note of the content of the chant and the good points of the presentation.</li> </ul> <p><b>◆ Share your impressions with each other</b></p> <p>Share your thoughts on the content of each group's chants and how they will be presented.</p> <p><b>◆ Reflection</b></p> <p>Reflect on whether you were able to listen to the video letters of your friends around the world, and whether you were able to make chants and present them to convey the charm of the region, and evaluate yourself.</p>   | <p><b>○ You can do it!</b></p> <p>We have learned in Unit 8 of "Knowledge" You can see/eat.... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about what is in your area and what you can do there. In order to convey the charm of the region, he creates and presents chants that introduce the region using simple phrases and basic expressions. In order to convey the charm of the region, I am trying to create and present chants that introduce the region using simple phrases and basic expressions.</p>  |

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|---------------------------------|--|-----------------|--------------------|
| <b>Stories in English</b>       | <b>Yes, you can.</b>   | subject         | Story, Environment |
|                                 |  | Textbook page   | p.102-p.103        |
| Unit Objectives<br>【Goal】       | Read the story aloud in English and discuss your thoughts.   | Dividend time   | 1 hour             |
|                                 |  | Period of study | March              |
| Language Materials              | <u>Expression</u> : I can/can't .... You can .... Imperative (Swim/Help me.)<br><u>Vocabulary</u> swim, catch, fish, warm, today, help, great, now |                 |                    |
| communication<br>Useful phrases | Functional Expression (b) Encourage Go for it. (e) Command Help me.  |                 |                    |

Evaluation criteria (examples) "Knowledge" = knowledge, "skill" = skill, "thought, judgment, table" = thinking, judgment, expression, "attitude" = attitude to proactively engage in learning

|         |  |
|---------|--|
| Reading | <p>"Knowledge" I can/can't .... Understand expressions and related phrases that encourage or encourage others to take action.</p> <p>Skills: Acquire the necessary skills to listen to audio and infer the meaning from pictures, and to understand the meaning of reading it.</p> <p>I understand the content of the story, pretend to be a character, and read the dialogue aloud with my feelings.</p> <p>"Attitude" I understand the content of the story, pretend to be a character, and try to read the dialogue aloud with my feelings.</p> |
|---------|--|

| time | page            | Main Activities   | evaluation  |
|------|-----------------|---|---|
| 1    | p.102<br>-p.103 | <p><b>Read aloud the story of the polar bear with emotions and discuss what you think.</b></p> <p>◆ <b>Capture the outline of the story</b><br/>Look at the picture and predict the outline of the story.<br/>Listen to the audio to get an overview of the story.</p> <p>◆ <b>Thinking about the feelings of cubs and mother bears</b><br/>Think about how the cubs and mother bears are feeling when they say the next line.<br/>Bear cubs: I can't swim. I can't catch a fish.<br/>Mother Bear: Swim.<br/>Bear cubs: No, I can't.<br/>Mother bear: Yes, you can. )<br/>Bear cubs: Yes, I can swim now.</p> <p>○ <b>Read aloud</b></p> <ul style="list-style-type: none"> <li>▪ <b>Practice reading aloud by reading after the audio or reading with the audio.</b></li> <li>▪ <b>Divided into the roles of a cub, a mother bear, and a seagull, read the dialogue with feelings.</b></li> </ul> <p>◆ <b>Discuss your impressions</b><br/>Read the story and discuss what you think is good or what you think you can feel.</p> <p>◆ <b>Discuss global environmental issues</b><br/>In the story, he wonders why the ice in the place where the polar bear lives has cracked, and realizes that it is the effect of global warming.<br/>• Share what you know about global warming, what is happening, and what will happen if left unchecked.<br/>Discuss what we can do to stop global warming.</p> | <p>○ <b>Read aloud</b><br/>I can/can't .... Understand expressions and related phrases that encourage or encourage others to take action. Skills: Acquire the necessary skills to listen to audio and infer meaning from pictures, and to understand the meaning of reading it. I understand the content of the story, pretend to be a character, and read the dialogue aloud with my feelings. / "Attitude" I understand the content of the story, pretend to be a character, and try to read the dialogue aloud with my feelings.</p> |