

<b>Let's Start</b>	<b>1 Always "Taisetsu" / Preparation of Words 2 Alphabet</b>	2023.12. 22 Updates	Subject	Alphabets, etc.
		Textbook page	p.10-p.13	
Unit Objectives 【Goal】	Prepare for 6th-grade learning.	Dividend time	1 hour	
		Period of study	April	
Language Materials	Words and expressions you've learned so far <span style="border: 1px solid black; padding: 2px;">Phrases</span> Let's Start 2 Alphabet apple, ant, banana, bear, cat, cake, dog, desk, egg, elephant, fish, five, gorilla, girl, hat, hamburger, ink, iguana, jump, jam, king, koala, lemon, lion, milk, monkey, notebook, nine, octopus, omelet, pencil, pig, queen, quiz, rabbit, rainbow, soccer, snake, tiger, taxi, umbrella, up, volleyball, violin, watch, watermelon, box, fox, yacht, yo-yo, zoo, zebra			

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

Listening	Knowledge: Understand how to read the alphabet. Skills: Acquire the ability to listen to how to read the alphabet.
Reading	Knowledge: Understand how to read the alphabet. Skills: Acquire the ability to pronounce how to read the alphabet.

time	page	Main Activities	evaluation
1	p.10 -p.11	<p><b>Let's Start 1 Always "Taisetsu" / Word Preparation Exercise</b>  <b>Think about what's important in communication.</b></p> <p>◆ <b>Always "Taisetsu"</b>  Think about why "facial expressions, eye contact, clear voice, and reaction to the other person's words" are important in communication, reflecting on your own experiences, and discussing.</p> <p>◆ <b>Warm Up [Word Preparation Exercise]</b>  By imagining various situations and saying the words "See you." with feelings, you will realize that you can convey various feelings with the same words.</p> <ul style="list-style-type: none"> <li>• Let's make the most of what we have noticed [Reflection on activities]  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.</li> </ul>	
	p.12 -p.13	<p>○ <b>Let's Start 2 Alphabet</b>  <b>Check the pronunciation, sounds, and letters of the alphabet.</b></p> <p>Say the alphabet jingle in time with the voice.</p> <ul style="list-style-type: none"> <li>• Listen to the pronunciation of the alphabet, search for the letters that match it from the keyboard, and find the resulting word from the table of the textbook.</li> <li>• Divide into groups and play a game in which you choose a word from the table in the textbook, pronounce the alphabet reading, and guess which word.</li> </ul>	<p>○ <b>Let's Start 2</b>  [Listen] [Knowledge] Understand how to read the alphabet. Skills: Acquire the ability to listen to how to read the alphabet.</p> <p>[Reading] [Knowledge] Understand how to read the alphabet. Skills: Acquire the skills to pronounce how to read the alphabet.</p>

<b>Unit 1</b>	<b>This is me.</b>	Subject	Self-introduction and what
		Textbook page	p.14-p.21 p.100
Unit Objectives 【Goal】	In order to convey your interests, you can organize the content and introduce yourself. [Speaking presentation] Organize the content and introduce yourself.	Priority Areas	Speaking Announcement
		Dividend time	7 hours
		Period of study	April ~ May
Language Materials	<p>【Expression】 [Step 1] Where are you from? I'm from .... I live in ....</p> <p>【Step 2】 I'm good at .... I'm interested in ....</p> <p>【Words and phrases】: country, what you are good at, etc.</p>		
Communication Useful phrases	<p>Functional expressions appearing in anime (a) Say hello How are you doing? (ｲ) compliment Sounds great. (d) Yes, let's.</p> <p>【Response】 【Step 1】 One more hint, please. 【Step 2】 Wow! Really?</p>		

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

Speaking 【Presentation】	<p>Where are you from? I'm from .... I live in ....or I'm good at .... I'm interested in .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the ability to talk about your country of origin, where you live, what you are good at, and what you are interested in.</p> <p>In order to convey one's own interests and concerns, the content is organized and self-introduction is made using simple words and basic expressions.</p> <p>Attitude: In order to convey one's interests, I try to organize the content and introduce myself using simple words and basic expressions.</p>
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Alphabet Time 1 \*Don't be confined to a unit, but look at it continuously.

Reading	<p>"Knowledge" I understand the words that describe what I am good at.</p> <p>Skills: Acquire the necessary skills to read and understand the meaning of words that represent what you are good at that</p>
Writing	<p>Knowledge: Understand the relationship between the sounds and letters of the alphabet (p, b) and the words that represent what you are good at.</p> <p>Skills: Students have acquired the skills to write the alphabet (p, b) on four lines and to transcribe words that represent what they are good at.</p>

time	page	Main Activities	evaluation
【Hop!】 Know how to say the names of countries in the world.			
1	p.14 -p.15	<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. 【How Do You Do?】</li> <li>◆ Small Talk 【Let's have a party.】</li> <li>◆ Story 【(Scene)University students studying in Japan come to the classroom. 】</li> </ul> <p>Watch anime to capture scenes and topics.</p> <ul style="list-style-type: none"> <li>◆ Let's listen and point.</li> </ul> <p>Listen to the explanation and point to the national flag that is the answer.</p>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Tell them your country of origin and where you live.			
2	p.16 -p.17	<p><b>Know how to tell people where you're from and where you live.</b></p> <ul style="list-style-type: none"> <li>◆ Let' s sing. 【How Do You Do?】</li> <li>◆ Let's watch.</li> </ul> <p>Use a part of the anime to check the expression in Step 1.</p> <ul style="list-style-type: none"> <li>◆ Let's listen.</li> </ul> <p>- Introduce vocabulary with Picture Dictionary (p.2).</p> <p>From interviews with foreigners, we ask them about their country of origin and where they live.</p> <ul style="list-style-type: none"> <li>◆ Let's chant. 【I'm from the U.S.】</li> </ul> <p>Use chants to familiarize yourself with the expressions in Step 1.</p> <ul style="list-style-type: none"> <li>◆ Small Talk 【Who am I?】</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
		◆ <b>Footnote on p.17 Sounds and letters of p and b</b>	
Step 1: Tell them your country of origin and where you live.			
3	p.16 -p.17	<b>Tell them where you're from and where you live.</b> ◆ <b>Let's chant. [I'm from the U.S.]</b> ○ <b>Let's try.</b> Pretend to be your favorite person or character, and give a quiz as a group to Who am I? <b>[Plus One] Introduce</b> the quiz that was given to the group to the whole class. ◆ <b>Let's write and read.</b> Write a sentence telling you where you live and read it aloud. ◆ <b>Footnote on p.17 Sounds and letters of p and b</b>	○ <b>Let's try.</b> [Speaking Presentation] «Knowledge» I'm from .... I live in .... Understand expressions and related words and phrases. Skills: Skills to talk about your country of origin and where you live.
【Step 2】 Tell each other what you are good at and what you are interested in.			
4	p.18 -p.19	<b>Know how to say what you're good at and what you're interested in.</b> ◆ <b>Let's chant. [I'm from the U.S.]</b> ◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2. ◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.3). - Listen to international students' self-introductions and what they are good at and what they are interested in. ◆ <b>Let's chant. [I'm good at running.]</b> Use chants to familiarize yourself with the expressions in Step 2. ◆ <b>Small Talk [What subjects do you like?]</b> ◆ <b>Footnote on p.19 Sounds and letters of p and b</b>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
5		<b>Tell each other what you are good at and what you are interested in.</b> ◆ <b>Let's chant. [I'm good at running.]</b> ○ <b>Let's try.</b> Tell your five friends what you're good at and what you're interested in. <b>[Plus One] Continue</b> the conversation and get to know your friend better. ◆ <b>Let's write and read.</b> Write a sentence that tells you what you are good at or what you are interested in, and read it aloud. ◆ <b>Footnote on p.19 Sounds and letters of p and b</b>	○ <b>Let's try.</b> [Speaking Presentation] «Knowledge» I'm good at ....or I'm interested in .... Understand expressions and related words and phrases. Skills: Acquire the ability to talk about what you are good at and what you are interested in.
【Jump! In order to convey your interests, organize the content and introduce yourself.			
6	p.20 -p.21	<b>Listen to the self-introductions of your friends around the world and think about how you will introduce yourself.</b> ◆ <b>Let's chant. [I'm from the U.S.] / [I'm good at running.]</b> ◆ <b>Let's watch and think.</b> - Listen to the self-introductions of friends around the world about what they are good at and what they are interested in. - Check questions from friends around the world. ◆ <b>Let's speak.</b> - Watch videos of models and get an idea of their activities. - Think about which of your friends in the world you would like to introduce yourself to. ◆ <b>Alphabet Time 1 (p.100) Sounds and Letters</b> Listen to a word that starts with the letters p or b and choose a picture of that word, or write the first letter of the word you heard and read the word.	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
7		<b>In order to convey your interests, organize the content and introduce yourself.</b> ◆ <b>Let's chant. [I'm from the U.S.] / [I'm good at running.]</b> ○ <b>Let's speak.</b> - Review textbooks, find expressions that can be used in activities, and share them with the entire group. - Write down what you want to convey in your self-introduction and the order in which you speak.	○ <b>Let's speak.</b> Where are you from? I'm from .... I live in .... or I'm good at .... I'm interested in .... Understand expressions and related words and phrases. Skills: You have acquired the skills to talk about your country of origin, where you live, what you are good at, and what you are interested in. In order to convey one's interests and concerns, the content is organized and self-introduction is made

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time	page	Main Activities	evaluation
		<ul style="list-style-type: none"> <li>Introduce yourself to your friends around the world by telling them what you are good at and what you are interested in.</li> <li>◆ <b>Alphabet Time 1 (p.100) Fun with Alphabet</b> Identify the words that represent what you are good at and write them down on the four lines.</li> <li>◆ <b>All About Me</b> Write about yourself in Unit 1 of All About Me at the end of the book.</li> <li>◆ <b>Reflection</b> Reflect on what you have learned and confirm what you have devised and what you want to apply next.</li> </ul>	using simple phrases and basic expressions. / "Attitude" is trying to be done.

Unit 2	Welcome to Japan.	Subject	Events in Japan
		Textbook page	p.22-p.29 p.101
Unit Objectives 【Goal】	In order to attract the interest of foreigners, we can introduce events in Japan. Listen: Listen to seasonal events and things you can do. [Speaking Presentation] You can introduce events and things you can do in Japan.	Priority Areas	Listening Speaking Announcement
		Dividend time	7 hours
		Period of study	May~June
Language Materials	<p>Expression 【Step 1】 What season do you like? I like .... In, we have ....</p> <p>【Step 2】 You can see/eat/visit/enjoy....</p> <p>Phrases: Seasons, months, days, seasonal events</p>		
Communication Useful phrases	<p>Functional expressions appearing in anime (b) Thank you for your presentation. (c) Announce In spring, we have <i>hanami</i>. You can see .... What do you think?</p> <p>Response 【Step 1】 Oh, you like spring. 【Step 2】 Interesting!</p>		

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

Listening	<p>"Knowledge" In (Season), we have .... or You can see/eat/visit/enjoy.... Understand expressions and related words and phrases.</p> <p>《Skills》 Acquire the skills to listen to seasonal events and what you can do in Japan.</p> <p>From the audio guide, we hear about seasonal events and what can be done at that time.</p> <p>"Attitude" I am trying to hear from the audio guide about seasonal events and what you can do at that time.</p>
Speaking [Presentation]	<p>"Knowledge" In (Season), we have .... or You can see/eat/visit/enjoy.... Understand expressions and related words and phrases.</p> <p>《Skills》 Acquire the skill to talk about your favorite seasonal events and things you can do in Japan.</p> <p>In order to attract the interest of foreigners, Japan's events and what can be done are introduced using simple phrases and basic expressions.</p> <p>《Attitude》 In order to attract the interest of foreigners, I try to introduce Japan's events and what can be done using simple phrases and basic expressions.</p>

Alphabet Time 2 \*Don't be confined to a unit, but look at it continuously.

Reading	<p>Knowledge: Understand the words for the seasons.</p> <p>Skills: Acquire the necessary skills to read and understand the meaning of words that describe the seasons that are familiar enough in speech.</p>
Writing	<p>Knowledge: Understand the relationship between the sounds and letters of the alphabet (c, g) and the words that represent the seasons.</p> <p>Skills: Skills such as writing the alphabet (c, g) on four lines and transcribing words that represent the seasons.</p>

time	page	Main Activities	evaluation
【Hop!】 Know how to say the seasons and events.			
1	p.22 -p.23	<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. 【 Swimming, Swimming】</b></li> <li>◆ <b>Small Talk 【Let's talk about the events.】</b></li> <li>◆ <b>Story [(Scene) Nick and his friends introduce Asha to events in Japan. ]</b> Watch the anime to capture scenes and topics.</li> <li>◆ <b>Let's listen and point.</b> 3 Hint Listen to the quiz and point to the photo of the event that will be the answer.</li> </ul>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Tell them about seasonal events.			
2	p.24 -p.25	<p><b>Know how to tell the story of seasonal events.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【 Swimming, Swimming】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 1.</li> <li>○ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.4-5). · Listen to the events that have been talked about from the conversation about seasonal events.</li> <li>◆ <b>Let's chant. 【 In spring, we have Children's Day.】</b> Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What event do you like?】</b></li> <li>◆ <b>Footnote on p.25 Sounds and letters of c and g</b></li> </ul>	<p>○ <b>Let's listen.</b> [Listen] 《Knowledge》 In (Season), we have .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to seasonal events.</p>
Step 1: Tell them about seasonal events.			
3	p.24 -p.25	<p><b>Tell them about seasonal events.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 In spring, we have Children's Day.】</b></li> <li>○ <b>Let's try.</b> Tell each other about your favorite seasons and events, and find out which seasons and events are the most popular in your class. <b>【 Plus One 】 Respond</b> to your friend's remarks and continue the conversation.</li> <li>◆ <b>Let's write and read.</b> Write a sentence that describes your favorite seasonal event and read it aloud.</li> <li>◆ <b>Footnote on p.25 Sounds and letters of c and g</b></li> </ul>	<p>○ <b>Let's try.</b> [Speaking Presentation] 《Knowledge》 In (Season), we have .... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about your favorite seasonal events.</p>
【Step 2】 Tell them what you can do in Japan.			
4	p.26 -p.27	<p><b>Learn how to tell people what you can do in Japan.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 In spring, we have Children's Day.】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</li> <li>○ <b>Let's listen.</b> - Introduce vocabulary from textbooks. · Choose a photo that matches the explanation from the audio guide that introduces Japan.</li> <li>◆ <b>Let's chant. 【 In Japan, you can eat sushi.】</b> Use chants to familiarize yourself with the expressions in Step 2.</li> <li>◆ <b>Small Talk 【What can you eat in Japan?】</b></li> <li>◆ <b>Footnote on p.27 Sounds and letters of c and g</b></li> </ul>	<p>○ <b>Let's listen.</b> You can see, eat, visit, and enjoy .... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to listen to events in Japan and what can be done there.</p>
5		<p><b>Tell them what you can do in Japan.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 In Japan, you can eat sushi.】</b></li> <li>○ <b>Let's try.</b> As a group, we introduce each other to what we can do in Japan. <b>【Plus One】 Choose</b> one thing that you find interesting in the group and introduce it to the whole class.</li> <li>◆ <b>Let's write and read.</b> Write down what you have introduced and read it aloud.</li> <li>◆ <b>Footnote on p.27 Sounds and letters of c and g</b></li> </ul>	<p>○ <b>Let's try.</b> You can see / eat / visit / enjoy .... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to talk about what you can do in Japan.</p>
【Jump!】 @szx^0987654321 In order to get foreigners interested, we will introduce events in Japan.			

time	page	Main Activities	evaluation	
6	p.28 -p.29	<p><b>Listen to events and things you can do from the audio guide, and listen to the videos of friends around the world to hear what you can do in that country.</b></p> <p>◆ <b>Let's chant.</b> 【In spring, we have Children's Day.】 / 【In Japan, you can eat sushi.】</p> <p>○ <b>Let's listen.</b> Listen to the audio guide about the events being introduced and what you can do at the time.</p> <p>◆ <b>Let's watch and think.</b> Watch videos of your friends around the world to hear what they can do in their countries and see how they can use expressions to help you present yourself.</p> <p>◆ <b>Let's speak.</b> · Watch videos of models and get an idea of their activities. · Review textbooks, find expressions that can be used in activities, and share them with the entire group.</p> <p>◆ <b>Alphabet Time 2 (p.101) Sounds and Letters</b> Listen to a word that starts with the letter c or g and choose a picture of that word, or write the first letter of the word you heard and read the word.</p>	<p>○ <b>Let's listen.</b> From the audio guide, we hear about seasonal events and what you can do at that time. / "Attitude" is trying to be heard.</p>	
7		<p><b>Introducing events in Japan to attract interest to foreigners.</b></p> <p>◆ <b>Let's chant.</b> 【In spring, we have Children's Day.】 / 【In Japan, you can eat sushi.】</p> <p>○ <b>Let's speak.</b> · Think about the cohesion and connection of what you will talk about, and make notes for your presentation. · To get ALT teachers interested, introduce events in Japan and what you can do at that time.</p> <p>◆ <b>Alphabet Time 2 (p.101) Fun with Alphabet</b> Identify the words that represent the seasons and write them on the four lines.</p> <p>◆ <b>All About Me</b> Write about yourself in Unit 2 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b> 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> [Speaking Presentation] 《Knowledge》 In (Season), we have .... or You can see/eat/visit/enjoy.... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to talk about your favorite seasonal events and things you can do in Japan. To attract the interest of foreigners, Japan's events and what can be done are introduced using simple phrases and basic expressions. / "Attitude" I am trying to introduce.</p>	
<b>Let's think about words</b>		<b>Japanese now English</b>	Subject	words, etc.
		<b>Disasters and English/Tongue Twisters</b>	Textbook page	p.30-p.31
Unit Objectives 【Goal】		Think about Japanese that has become English.	Dividend time	1 hour
			Period of study	June

time	page	Main Activities	evaluation
1	p.30 -p.31	<p><b>Japanese now English</b></p> <p>Knowing that there is a Japanese that has become English, he deepens his interest in words.</p> <ul style="list-style-type: none"> <li>Think about which of the following Japanese words can be understood as English, choose three, and write them in the alphabet. Tempura / Tea / Rice / Baseball / Judo / Karaoke</li> </ul> <p>◆ <b>Let's listen.</b> Listen to the audio and check the answer. - Think about why the three words written in the alphabet are used as English as they are, and discuss.</p> <hr/> <p><b>Disasters and English</b></p> <p>Learn how familiar things can be useful in times of disaster.</p> <ul style="list-style-type: none"> <li>When the following problems occur due to a disaster, think about what is useful with things around you. <ul style="list-style-type: none"> <li>(1) When the heating is not available and it is cold, but there are no clothes to wear on top.</li> <li>(2) When the water supply is not available and dirty dishes cannot be washed.</li> <li>(3) When you can't use the water supply and can't take a bath.</li> </ul> </li> </ul> <p>◆ <b>Let's listen.</b> Listen to the audio and listen to what of the following is useful when (1) ~ (3). Newspapers/a wet towel/a plastic bag</p> <hr/> <p><b>Tongue twisters</b></p> <p>Enjoy tongue twisters in English.</p> <ul style="list-style-type: none"> <li>Enjoy saying English tongue twisters aloud. Challenge yourself to see how quickly you can say it. A big black bug bit a big black bear.</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 3</b>	<b>What time do you get up?</b>	Subject	Helping you with your
		Textbook page	p.32-p.39 p.102
Unit Objectives 【Goal】	You can ask each other about your daily life in order to get to know each other better. [Read] You can read about your daily life from the blog. Write: You can write about your day's life. You can read your friends' statements and ask each other about their content.	Priority Areas	Reading Writing Talking Communicating
		Dividend time	7 hours
		Period of study	June ~ July
Language Materials	<b>Expression</b> [Step 1] What time do you ...? I ... at .... 【Step 2】 Do you help your family? I always / usually / sometimes / never .... <b>Phrases:</b> When, how much, life in one day		
Communication Useful phrases	Functional expressions appearing in anime (a) Repeat My daily schedule? (d) Accept Sure. Can I ask you some questions? <b>Response</b> 【Step 1】 That's early. 【Step 2】 Great.		

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Reading	《Knowledge》 What time do you ...? or I always/usually/sometimes/never.... Understand expressions and related words and phrases. Skills: Acquire the necessary skills to read and understand the meaning of what you do at what time and what you are doing at home. From the "Thoughts, Judgments, and Tables" blogs, I read about the daily life of the characters. I'm trying to read "Attitude".
Writing	《Knowledge》 What time do you ...? or I always/usually/sometimes/never.... Understand expressions and related words and phrases. Skills: Students have acquired the skills to write sentences that convey what to do at what time and what to do at home, paying attention to word order. In order to get to know each other better, he writes about his daily life using simple phrases and basic expressions. I'm trying to write "Attitude".
Speaking [Communication]	《Knowledge》 What time do you ...? or I always/usually/sometimes/never.... Understand expressions and related words and phrases. Skills: They have acquired the skills to communicate with each other about what to do at what time and what to do at home. In order to get to know each other better, they ask each other questions about their daily lives using simple phrases and basic expressions. / "Attitude" We are trying to ask each other.

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

Reading	"Knowledge" Understand the words and phrases that describe the daily routine. Skills: Acquire the necessary skills to read and understand the meaning of words and phrases that describe daily routines
Writing	Knowledge: Understand the relationship between the sounds and letters of the alphabet (t, d) and the words and phrases that represent daily routines.

time	page	Main Activities	evaluation
【Hop!】 Know how to live a day and how to help.			
1	p.32 -p.33	<b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b> ◆ Let's sing. 【 This Is the Way】 ◆ Small Talk 【Let's be friends.】 ◆ Story [(Scene) Shota makes a video call with an elementary school student in the Philippines. ] Watch anime to capture scenes and topics. ◆ Let's listen and point. Listen to the explanation and point to the picture that matches the content.	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Ask each other what time you want to do it.			
2	p.34 -p.35	<b>Know how to say what time you want to ask.</b> ◆ Let's sing. 【 This Is the Way】 ◆ Let's watch. Use a part of the anime to check the expression in Step 1.	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.

time	page	Main Activities	evaluation
		<p>◆ <b>Let's listen.</b> From the conversation with the sushi chef, you will hear what he does at what time.</p> <p>◆ <b>Let's chant. [ What time do you get up?]</b> Use chants to familiarize yourself with the expressions in Step 1.</p> <p>◆ <b>Small Talk [What time do you get up?]</b></p> <p>◆ <b>Footnote on p.35 Sounds and letters of t and d</b></p>	
Step 1: Ask each other what time you want to do it.			
3	p.34 -p.35	<p><b>Ask each other what time you want to be.</b></p> <p>◆ <b>Let's chant. [ What time do you get up?]</b></p> <p>○ <b>Let's try.</b> Ask each other what time they will wake up, have breakfast, go home, and take a bath. <b>[Plus One]</b> Ask each other what time you will do other things.</p> <p>○ <b>Let's write and read.</b> Write a sentence about your life "What time do you do ~" and read it aloud.</p> <p>◆ <b>Footnote on p.35 Sounds and letters of t and d</b></p>	<p>○ <b>Let's try.</b> [Speak Exchange] 《Knowledge》 What time do you ...? or I... at .... Understand expressions and related words and phrases. Skills: Acquire the skills to communicate what to do at what time.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 Acquire the skill of writing sentences that convey what to do at what time, paying attention to the word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
Step 2: Ask each other about the things they are helping at home.			
4		<p><b>Know how to say something about the help you're doing at home.</b></p> <p>◆ <b>Let's chant. [ What time do you get up?]</b></p> <p>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</p> <p>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.8-9). From the conversation, listen to what kind of help each person is doing at home.</p> <p>◆ <b>Let's chant. [ I always cook dinner.]</b> Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk [Do you cook at home?]</b></p> <p>◆ <b>Footnote on p.37 Sounds and letters of t and d</b></p>	
5	p.36 -p.37	<p><b>Ask each other about the things they do at home.</b></p> <p>◆ <b>Let's chant. [ I always cook dinner.]</b></p> <p>○ <b>Let's try.</b> Gather in groups and ask each other about the things they do at home. <b>[Plus One]</b> The person selected as the "master helper" of each group will announce what they are doing at home.</p> <p>○ <b>Let's write and read.</b> Write a sentence about what you are helping at home and read it aloud.</p> <p>◆ <b>Footnote on p.37 Sounds and letters of t and d</b></p>	<p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p> <p>○ <b>Let's try.</b> [Speak Exchange] 《 Knowledge 》 I always/usually/sometimes/never.... Understand expressions and related words and phrases. Skills: Acquire the skills to communicate with each other about the help you are doing at home.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 Acquire the skill of writing sentences that convey the help you are doing at home, paying attention to word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
[Jump!]In order to get to know each other better, ask each other about their daily lives.			
6	p.38 -p.39	<p><b>From Shota's blog and videos of friends around the world, he captures the state of his daily life.</b></p> <p>◆ <b>Let's chant. [ What time do you get up?] / [I always cook dinner.]</b></p> <p>○ <b>Let's read.</b> Read Shota's blog and choose an illustration that matches the content.</p> <p>◆ <b>Let's watch and think.</b> Watch videos of your friends around the world, listen to their daily lives, and look for similarities and differences in your own life.</p> <p>◆ <b>Let's write and speak.</b></p> <ul style="list-style-type: none"> <li>• Watch videos of models and get an idea of their activities.</li> <li>• Review textbooks, find expressions that can be used in activities, and share them with the entire group.</li> <li>• Write a sentence to introduce your daily life to your friends.</li> </ul> <p>◆ <b>Alphabet Time 3 (p.102) Sounds and Letters</b> Listen to a word that starts with the letter t or d, and choose a picture of that word, or write the first letter of the word you heard and read the word.</p>	<p>○ <b>Let's read.</b> From the "Thoughts, Judgments, Tables" blog, I read about the daily life of the characters. I'm trying to read "Attitude".</p>

time	page	Main Activities	evaluation
7		<p><b>Ask each other about their daily lives in order to get to know each other better.</b></p> <p>◆ <b>Let's chant. 【What time do you get up?】 / 【I always cook dinner.】</b></p> <p>○ <b>Let's write and speak.</b></p> <ul style="list-style-type: none"> <li>In a group, read each other's sentences and ask each other what you want to know.</li> </ul> <p>◆ <b>Alphabet Time 3 (p.102) Fun with Alphabet</b></p> <p>Solve the code and write the word that represents the daily routine indicated by the code on the four lines.</p> <p>◆ <b>All About Me</b></p> <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>○ <b>Let's write and speak.</b></p> <p>In order to get to know each other better, I write about my daily life using simple phrases and basic expressions. I'm trying to write "Attitude".</p> <p>In order to get to know each other better, we ask each other questions about our daily lives using simple phrases and basic expressions. / "Attitude" We are trying to ask each other.</p>

Summary	Friends of the World 1 You can do it! 1		Subject	Maldives & America	
			Textbook page	p.40-p.43	
Unit Objectives 【Goal】	<ul style="list-style-type: none"> <li>Listening to the general content of speeches of elementary school students around the world.</li> <li>You can create a Me on the Map to introduce Japan.</li> </ul> <p>You can listen to the speeches of your friends around the world and hear about the state of the country.</p> <p>You can create a Me on the Map to introduce Japan.</p>		Priority Areas	Listening Speaking Announcement	
				Dividend time	3 hours
				Period of study	July
Language Materials	<p><b>Expression</b> [5 years Unit 2] I want ... for my birthday. [5 Year Unit 8] We have .... 【Unit 1】 I'm good at .... 【Unit 2】 In ..., you can see ....</p> <p><b>Words or phrases</b> that you have learned so far</p>				
Communication Useful phrases	Functional expression (o)invite Let's be friends.				

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

Listening	<p>I'm good at what I've learned so far. and we have .... You can see .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skills to listen to what you are good at, what is in that country, and what you can do in that country.</p> <p>"Thoughts, Judgments, Tables" Listen to the general content of speeches by elementary school students in the Maldives and the United States.</p> <p>Attitude: Listening to the general content of speeches by elementary school students in the Maldives and the United States, he deepens his interest in foreign cultures and lifestyles.</p>
Speaking [Presentation]	<p>This is what I've learned so far. and I like .... I live in .... We have .... Understand expressions and related words and phrases.</p> <p>《Skills》 Acquire the skills to talk about yourself, your school, your community, and Japan.</p> <p>In order to let friends around the world know about it, I created Me on the Map and introduced Japan, where I live, using simple phrases and basic expressions.</p> <p>"Attitude" In order to let friends around the world know about it, I created a Me on the Map and tried to introduce Japan, where I live, using simple phrases and basic expressions.</p>

time	page	Main Activities	evaluation
1	p.40 -p.41	<p><b>Listen to the general content of the speeches 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 what you are good at from Ms. Sumi's speech in the Maldives.</li> </ul> <p>Listen to the speech again and discuss whether there is anything you would like to hear in more detail.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you have noticed about Sumi's life.</li> </ul> <p><b>○ Let's watch.</b></p> <ul style="list-style-type: none"> <li>From Mr. Jasper's speech in the United States, we will listen to two sports that are popular in the United States.</li> </ul> <p>Listen to the speech again and discuss whether there is anything you would like to hear in more detail.</p> <ul style="list-style-type: none"> <li>Look at the pictures in the textbook and discuss what you noticed about Jasper's life.</li> </ul> <p><b>◆ Maldives/USA</b></p> <p>Read the descriptions of the countries in the textbooks to gain a better understanding of the Maldives and the United States.</p>	<p><b>○ Let's watch.</b></p> <p>[Listen]《Knowledge》I'm good at what I've learned so far.... and we have .... You can see .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to what you are good at, what is in that country, and what you can do in that country. The general content is heard from speeches by elementary school students in the Maldives and the United States. Attitude: Listening to the general content of speeches by elementary school students in the Maldives and the United States, he deepens his interest in foreign cultures and lifestyles.</p>
2	p.42 -p.43	<p><b>In order to let my friends around the world know about it, I will create a Me on the Map and introduce Japan.</b></p> <p><b>◆ Let's think. 1</b></p> <ul style="list-style-type: none"> <li>Watch a model video of the 2D code to get an idea of the presentation. Understand that it is an activity to create a Me on the Map for friends around the world, introduce "me who lives on the earth" and convey that "we live on the same earth".</li> <li>Refer to the examples in the textbook and the model video to check what kind of content is conveyed. <ul style="list-style-type: none"> <li>(1) This is me.</li> <li>(2) This is my school.</li> <li>(3) This is my town.</li> <li>(4) This is my prefecture.</li> <li>(5) This is my country.</li> <li>(6) This is our planet.</li> </ul> </li> <li>As a group, think about what kind of content you want to convey to your friends around the world.</li> </ul> <p><b>◆ Let's think. 2</b></p> <p>Decide what you want to convey and add pictures and photos to create a Me on the Map.</p>	<p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>
3	p.42 -p.43	<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 Me on the Map, be aware of the volume and speed of your voice so that you can present it in an easy-to-understand manner for the listener.</li> <li>One by one, students will go to the front of the classroom and make a presentation. The listener notes the good points of the presentation. Record each presentation.</li> </ul> <p><b>◆ Share your impressions</b></p> <p>Share your thoughts on the content of each Me on the Map and how to present it. If necessary, play back the recorded presentation to review it</p> <p><b>◆ Reflection</b></p> <ul style="list-style-type: none"> <li>Reflect on whether you were able to hear the state of the country from the speeches of your friends around the world, and whether you were able to create a Me on the Map and introduce Japan to your friends around the world, and evaluate yourself.</li> <li>Since this is a presentation to let friends around the world know about it, it would be good if you could send the recorded presentation to sister schools overseas and interact with them.</li> </ul>	<p><b>○ You can do it!</b></p> <p>[Speak Presentation] 《Knowledge》 What I have learned so far This is .... and I like .... I live in .... We have .... Understand expressions and related words and phrases. / 《Skills》 Acquire the skills to talk about yourself, your school, your community, and Japan. To let friends around the world know about it, I created a Me on the Map to introduce Japan, where I live, using simple phrases and basic expressions. / 《Attitude》 In order to let my friends around the world know about me, I have created a Me on the Map to introduce Japan, where I live, using simple phrases and basic expressions.</p>

<b>Unit 4</b>	<b>My Summer Vacation</b>	Subject	Memories of summer
		Textbook page	p.44-p.51 p.103
Unit Objectives 【Goal】	You can write a picture diary to share your memories of summer vacation. From the blog, you can read the memories of the summer vacation. You can write a picture diary to convey your memories of summer vacation. You can share your memories of your summer vacation.	Priority Areas	Reading Writing Speaking Announcement
		Dividend time	7 hours
		Period of	September ~ October
Language Materials	Expression 【Step 1】 What did you do in summer? I went to/ate/saw/enjoyed.... 【Step 2】 How was it? It was .... Words and phrases such as movement, town, nature, situation, impressions, etc.		
Communication Useful phrases	Functional expression appearing in the anime (a) Greeting Welcome back. Good to see you all. (b) Compliment Good job. (c) Report I didn't know that. (e) Ask the question Anything else? (o) Command Hey, come on.		

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

Reading	《Knowledge》 What did you do in summer? I went to/ate/saw/enjoyed.... How was it? It was .... Understand expressions and related words and phrases. 《Skills》 Acquire the necessary skills to read and understand the meaning of what you did during the summer vacation and what you thought of it. From the blog, I read what I did during my summer vacation and my impressions of it. I'm trying to read "Attitude".
Writing	《Knowledge》 What did you do in summer? I went to/ate/saw/enjoyed .... How was it? It was .... Understand expressions and related words and phrases. Skills: Students have acquired the skills to write sentences that convey what they did during their summer vacation and their impressions, paying attention to word order. To convey the memories of the summer vacation, he writes in a picture diary about what he did during the summer vacation and his impressions using simple words and basic expressions. / Trying to write.
Speaking [Presentation]	《Knowledge》 What did you do in summer? I went to/ate/saw/enjoyed.... How was it? It was .... Understand expressions and related words and phrases. Skills: Acquire the ability to talk about what you did during the summer vacation and what you think about it. To convey the memories of the summer vacation, he presents what he did during the summer vacation and his impressions using simple words and basic expressions. / 《Attitude》 I'm about to announce.

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

Reading	"Knowledge" Understand the words that describe nature. Skills: Acquire the necessary skills to read and understand the meaning of words that describe nature that are familiar
Writing	Knowledge: Understand the relationship between the sounds and letters of the alphabet (s, z) and the words that represent nature.

time	page	Main Activities	evaluation
【Hop!】 Know how to say what you did during your summer vacation.			
1	p.44 -p.45	<b>Through anime, you will be exposed to the topics and vocabulary of this unit.</b> ◆ Let's sing. 【 A Sailor Went to Sea】 ◆ Small Talk 【Let's talk about our summer vacation.】 ◆ Story [(Scene) The teacher asks everyone about their memories of summer vacation. ] Watch anime to capture scenes and topics. ◆ Let's listen and point. 3 Listen to the quiz and point to the picture that will be the answer.	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Ask each other what they did during their summer vacation.			
2	p.46 -p.47	<b>Know how to say how to ask each other what you did during your summer vacation.</b> ◆ Let's sing. 【 A Sailor Went to Sea】 ◆ Let's watch. Use a part of the anime to check the expression in Step 1. ◆ Let's listen. - Introduce vocabulary with Picture Dictionary (p.6, p.10-11).	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.

time	page	Main Activities	evaluation
		<ul style="list-style-type: none"> <li>From the conversation, listen to the places where each person went and what they did.</li> <li>◆ <b>Let's chant. 【 I went to the mountains.】</b> Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What did you do yesterday?】</b></li> <li>◆ <b>Footnotes on p.47 Sounds and letters of s and z</b></li> </ul>	
Step 1: Ask each other what they did during their summer vacation.			
3	p.46 -p.47	<p><b>Ask each other what they did during their summer vacation.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I went to the mountains.】</b></li> <li>○ <b>Let's try.</b> Ask each other what they did during their summer vacation and find someone who did the same thing as you. <b>【Plus One】 Ask</b> a question to a friend who has done the same thing and continue the conversation.</li> <li>○ <b>Let's write and read.</b> Write a sentence telling you what you did during your summer vacation and read it aloud.</li> <li>◆ <b>Footnotes on p.47 Sounds and letters of s and z</b></li> </ul>	<p>○ <b>Let's try.</b> What did you do in summer? or I went to/ate/saw/enjoyed.... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about what you did during the summer vacation.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 I have acquired the skill of writing sentences that convey what I did during the summer vacation, paying attention to the word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
【Step 2】 Ask each other what they think of what they did during the summer vacation.			
4		<p><b>Learn how to say how to ask each other what you think of what you did during your summer vacation.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I went to the mountains.】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</li> <li>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.17). · From the interviews, we will hear about the places where the teachers went and their impressions.</li> <li>◆ <b>Let's chant. 【 It was great.】</b> Use chants to familiarize yourself with the expressions in Step 2.</li> <li>◆ <b>Small Talk 【What did you do last Sunday?】</b></li> <li>◆ <b>Footnote on p.49 Sounds and letters of s and z</b></li> </ul>	
5	p.48 -p.49	<p><b>Ask each other what they think of what they did during the summer vacation.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 It was great.】</b></li> <li>○ <b>Let's try.</b> Pair up and ask each other how they feel about their summer vacation, like a TV reporter interviewing them. <b>【Plus One】 Become</b> a group and continue the interviews for as long as possible.</li> <li>○ <b>Let's write and read.</b> Write a sentence expressing your impressions of what you did during the summer vacation and read it aloud.</li> <li>◆ <b>Footnote on p.49 Sounds and letters of s and z</b></li> </ul>	<p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p> <p>○ <b>Let's try.</b> What did you do in summer? I went to/ate/saw/enjoyed .... How was it? It was .... Understand expressions and related words and phrases. Skills: Acquire the skills to talk about what you did during the summer vacation and how you feel about it.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 Students have acquired the skills to write sentences that convey their impressions of what they did during the summer vacation, paying attention to word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
【Jump! Write a picture diary to share your memories of summer vacation.			
6	p.50 -p.51	<p><b>From the videos and blogs of friends around the world, capture what you did and what you thought about your summer vacation.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I went to the mountains./ 【It was great.】</b></li> <li>◆ <b>Let's watch and think.</b> Watch videos of friends around the world, listen to their memories of summer vacation, and find out what is the same and different from us.</li> <li>○ <b>Let's read.</b> Read the blog, choose a photo that matches the content, and guess who wrote the blog.</li> <li>◆ <b>Let's write and speak.</b> · Watch videos of models and get an idea of their activities. · Review textbooks, find expressions that can be used in activities, and share them with the entire group. · Write down what you did during your summer vacation and your impressions in a picture diary.</li> <li>◆ <b>Alphabet Time 4 (p.103) Sounds and Letters</b></li> </ul>	<p>○ <b>Let's read.</b> From the blog, I read what I did during my summer vacation and what I thought about it. I'm trying to read "Attitude".</p>

time	page	Main Activities	evaluation
		Listen to a word that starts with the letter s and z and choose a picture of that word, or write the first letter of the word you heard and read the word.	
7		<p><b>In order to share memories of summer vacation, write a picture diary and present it.</b></p> <p>◆ <b>Let's chant. 【I went to the mountains.】 / 【It was great.】</b></p> <p>○ <b>Let's write and speak.</b></p> <ul style="list-style-type: none"> <li>Practice your presentation in pairs.</li> <li>Take turns coming to the front and showing your picture diary and announcing in detail what you did during your summer vacation and your impressions.</li> </ul> <p>◆ <b>Alphabet Time 4 (p.103) Fun with Alphabet</b></p> <p>Write the words that represent nature that you learned through the game on the four lines.</p> <p>◆ <b>All About Me</b></p> <p>Write about yourself in Unit 4 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>○ <b>Let's write and speak.</b></p> <p>In order to convey the memories of the summer vacation, I write about what I did during the summer vacation and my impressions in a picture diary using simple words and basic expressions. I'm trying to write "Attitude".</p> <p>In order to convey the memories of the summer vacation, the students present their thoughts on the summer vacation using simple phrases and basic expressions. / "Attitude" is about to be announced.</p>

Unit 5	We live together.	Subject	Animals & Environment
		Textbook page	p.52-p.59 p.104
Unit Objectives 【Goal】	You can write a poster to convey the feelings of the animal. From the [Read] poster, you can read the feelings of the animals. You can write posters that convey the feelings of animals.	Priority Areas	Reading Writing
		Dividend time	7 hours
		Period of study	October~November
Language Materials	<p><u>Expression</u> 【Step 1】 What do [pandas] eat? [Pandas] eat ....</p> <p>【Step 2】 I live in/eat/have....</p> <p><u>Phrases:</u> nature, creatures, body</p>		
Communication Useful phrases	<p>Functional expressions appearing in anime (b) Show hesitation Let me see.</p> <p><u>Response</u> 【Step 1】 I think so, too. 【Step 2】 That's right.</p>		

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

Reading	<p>《Knowledge》 What do [pandas] eat? [Pandas] eat .... or I live in/eat/have .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the necessary skills to read and understand the meaning of what animals eat and what they say as if they were animals.</p> <p>From the poster, I read what the animals are saying.</p> <p>From the "Attitude" poster, I am trying to read what the animal is saying.</p>
Writing	<p>《Knowledge》 What do [pandas] eat? [Pandas] eat .... or I live in/eat/have .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skill to write sentences that convey what animals eat and what they say as if they were animals, paying attention to word order.</p> <p>In order to convey the feelings of animals, he writes posters about animals using simple phrases and basic expressions.</p> <p>Attitude: I try to write a poster about animals using simple phrases and basic expressions to convey the feelings of animals.</p>

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

Reading	<p>Knowledge: Understand the words used to describe animals.</p> <p>Skills: Acquire the necessary skills to read and understand the meaning of words that describe animals that are familiar enough with speech.</p>
Writing	<p>Knowledge: Understand the relationship between the sounds and letters of the alphabet (f, v) and the words that represent animals.</p> <p>Skills: Skills to write the alphabet (f, v) on four lines and to transcribe words that represent animals in a context.</p>

time	page	Main Activities	evaluation
<b>【Hop!】</b> Learn how to say the names of different animals.			
1	p.52 -p.53	<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. 【 The More We Get Together】</b></li> <li>◆ <b>Small Talk 【Let's think about animals.】</b></li> <li>◆ <b>Story [(Scene) Everyone discusses while looking at a picture book of wild animals. ]</b> Watch anime to capture scenes and topics.</li> <li>◆ <b>Let's listen and point.</b> 3 Listen to the quiz and point to the picture of the animal that will be the answer.</li> </ul>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Think about what animals eat and communicate with each other.			
2	p.54 -p.55	<p><b>Know how to tell animals what they eat.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【 The More We Get Together】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 1.</li> <li>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.11-13). · From the conversation, listen to what each animal eats and make a sentence A eat B.     ◆ <b>Let's chant. 【 Eagles eat snakes.】</b> Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What do the animals eat?】</b></li> <li>◆ <b>Footnotes on p.55 Sounds and letters of f and v</b></li> </ul>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
Step 1: Think about what animals eat and communicate with each other.			
3	p.54 -p.55	<p><b>Think about what animals eat and communicate with each other.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 Eagles eat snakes.】</b></li> <li>◆ <b>Let's try.</b> They look at the photos and think about what they eat, and then share their thoughts in pairs. <b>【Plus One】</b> Look at pictures of owls, frogs, grasshoppers, and grass, write what they eat with arrows, and tell each other what they eat in pairs.</li> <li>○ <b>Let's write and read.</b> Choose a favorite animal, write a sentence telling what the animal eats, and read it aloud.</li> <li>◆ <b>Footnotes on p.55 Sounds and letters of f and v</b></li> </ul>	<p>○ <b>Let's write and read.</b> [Writing/Reading] 《 Knowledge 》 [Pandas]eat .... Understand expressions and related words and phrases. Skills: Acquire the skill to write sentences that convey what animals eat, paying attention to word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
Step 2: Play your favorite animal and take a quiz on Who am I?			
4	p.56 -p.57	<p><b>Learn how to say who am I quiz by playing your favorite animal.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 Eagles eat snakes.】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</li> <li>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.11-13). · From the Who am I? quiz, ask who is playing which animal.</li> <li>◆ <b>Let's chant. 【 I live in the forest.】</b> Use chants to familiarize yourself with the expressions in Step 2.</li> <li>◆ <b>Small Talk 【Who am I?】</b></li> <li>◆ <b>Footnote on p.57 Sounds and letters of f and v</b></li> </ul>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
5		<p><b>Play your favorite animal and take a quiz on Who am I?</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I live in the forest.】</b></li> <li>◆ <b>Let's try.</b> Form a group and play your favorite animal and give each other a Who am I? quiz. <b>【Plus One】</b> Choose one of the quizzes from the group and give it to the whole class.</li> <li>○ <b>Let's write and read.</b> Write down the hint you gave and read it aloud.</li> <li>◆ <b>Footnote on p.57 Sounds and letters of f and v</b></li> </ul>	<p>○ <b>Let's write and read.</b> [Writing/Reading] [Skills] Acquire the skill of writing sentences that convey what you say as if you were an animal, paying attention to the word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
<b>【Jump!】</b> Write a poster to convey the feelings of the animal.			



time	page	Main Activities	evaluation
6	p.58 -p.59	<p><b>Read posters and watch videos to think about how animals feel.</b></p> <p>◆ <b>Let's chant.</b> 【 Eagles eat snakes.】 / 【I live in the forest.】</p> <p>○ <b>Let's read.</b> From the text on the poster, read which animal is saying and choose a photo.</p> <p>◆ <b>Let's watch and think.</b> Watch the video to find out why the number of animals is declining and think about how the animals feel.</p> <p>◆ <b>Let's write.</b></p> <ul style="list-style-type: none"> <li>• Watch videos of models and get an idea of their activities.</li> <li>• Review textbooks, find expressions that can be used in activities, and share them with the entire group.</li> </ul> <p>◆ <b>Alphabet Time 5 (p.104) Sounds and Letters</b> Listen to a word that starts with the letter for v and choose a picture of that word, or write the first letter of the word you heard and read the word.</p>	<p>○ <b>Let's read.</b> From the poster, I read what the animal is saying. I'm trying to read "Attitude".</p>
7		<p><b>In order to convey the feelings of the animals, they write posters and read them to each other.</b></p> <p>◆ <b>Let's chant.</b> 【 Eagles eat snakes.】 / 【I live in the forest.】</p> <p>○ <b>Let's write.</b></p> <ul style="list-style-type: none"> <li>• Referring to the examples in the textbook, choose your favorite animal and write a poster that conveys the feelings of the animal.</li> <li>• Read the poster with your friends and share your impressions.</li> </ul> <p>◆ <b>Alphabet Time 5 (p.104) Fun with Alphabet</b> Select the words A and B that represent animals and plants that apply to the sentence A eat B. from the cards and write them on four lines.</p> <p>◆ <b>All About Me</b> Write about yourself in Unit 5 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b> Reflect on what you have learned and confirm what you have devised and what you want to apply next.</p>	<p>○ <b>Let's write.</b> In order to convey the feelings of animals, I write posters about animals using simple phrases and basic expressions. I'm trying to write "Attitude".</p>
<b>Let's think about words 2</b>		<b>Constructing a Sentence</b>	Subject   word
			Textbook page   p.60
Unit Objectives 【Goal】		Understand the construction of sentences.	Dividend time   1 hour
			Period of   November

time	page	Main Activities	evaluation												
1	p.60	<p><b>Constructing a Sentence</b>  <b>Students learn that sentences that express the same meaning are constructed differently depending on the language, and deepen their interest in words.</b></p> <p><b>(1) Japanese and English</b></p> <ul style="list-style-type: none"> <li>Try to make a sentence that means "I eat fish" by combining cards in Japanese and English.</li> </ul> <p>Japanese <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I(is)</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>Fish(s)</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>eat</td></tr></table></p> <p>English <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>eat</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>fish</td></tr></table></p> <ul style="list-style-type: none"> <li>Discuss what you have noticed about how to construct Japanese sentences and how to construct English sentences.</li> </ul> <p><b>(2) Chinese and Korean</b></p> <ul style="list-style-type: none"> <li>Check what kind of word order you assemble sentences that mean "I eat fish" in Chinese and Korean.</li> </ul> <p>Chinese <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>me</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>Stutter</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>fish</td></tr></table></p> <p>Korean <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Nanun</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>Sensonur</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle; border-style: dashed;"><tr><td>Monnunda</td></tr></table></p> <ul style="list-style-type: none"> <li>Discuss what you notice about the similarities and differences in the construction of sentences in Japanese, English, Chinese, and Korean.</li> </ul>	I(is)	Fish(s)	eat	I	eat	fish	me	Stutter	fish	Nanun	Sensonur	Monnunda	<p>At this time, we will guide toward the goal, but we will not evaluate it or keep a record.</p>
I(is)															
Fish(s)															
eat															
I															
eat															
fish															
me															
Stutter															
fish															
Nanun															
Sensonur															
Monnunda															

<b>Unit 6</b>	<b>I want to go to Italy.</b>	Subject	Countries and regions you want to visit
		Textbook page	p.62-p.69 p.105
Unit Objectives 【Goal】	In order to convey the stories of countries around the world, you can become a travel agent and introduce them. From the audio of the tourist information desk, you can hear the name of the country and what you can do there. [Speaking Presentation] can convey the message of the countries of the world. You can discuss the country you want to visit.	Priority Areas	Listening Speaking, Presentation, and Communication
		Dividend time	7 hours
		Period of study	November ~ December
Language Materials	<p>Expression [Step 1] In ~, you can ....</p> <p>【Step 2】 Where do you want to go? I want to go to .... Why? I want to ....</p> <p>Phrases: country, behavior, etc.</p>		
Communication Useful phrases	<p>Functional expressions appearing in anime (a) Re-listen Sorry? (b) Indicate hesitation Well, ....</p> <p>(b) Praise Wow, it's cool. May I ask you a question?</p> <p>(d) I agree Yes, of course.</p> <p>Response 【Step 1】 Sorry? 【Step 2】 Why?</p>		

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

Listening	<p>《Knowledge》 In ~, you can .... Where do you want to go? I want to go to .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skills to listen to what you can do in countries around the world, the countries you want to go to, and the reasons for them.</p> <p>From the audio of the tourist information, we hear the name of the country and what you can do in that country. / "Attitude" is trying to be heard.</p>
Speaking [Presentation]	<p>《Knowledge》 In ~, you can .... Where do you want to go? I want to go to .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skills to talk about what you can do in the country.</p> <p>In order to convey the charm of the countries of the world, we introduce what can be done in those countries using simple phrases and basic expressions. / "Attitude" I am trying to introduce.</p>
Speaking [Communication]	<p>《Knowledge》 In ~, you can .... Where do you want to go? I want to go to .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skills to communicate the countries you want to visit and why.</p> <p>In order to decide which country to go to, they communicate with each other about the country they want to go to and the reason for it, using simple phrases and basic expressions. / "Attitude" We are trying to communicate with each other.</p>

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

Reading	<p>"Knowledge" I want to .... You can see .... Understand expressions and related words and phrases.</p> <p>I'm familiar enough with the "Skill" voice I want to .... You can see .... Acquire the necessary skills to understand the meaning of expressions and related phrases.</p>
Writing	<p>Knowledge: Understand the relationship between the sounds and letters of the alphabet (m, n) and the separation between words.</p>

time	page	Main Activities	evaluation
【Hop!】 Know how to say the countries of the world and what you can do.			
1	p.62 -p.63	<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. 【 Lavender's Blue】</li> <li>◆ Small Talk 【Let's talk about countries.】</li> <li>◆ Story [(Scene) Talking with Dr. Miller about the countries of the world. ]</li> </ul> <p>Watch anime to capture scenes and topics.</p> <ul style="list-style-type: none"> <li>◆ Let's listen and point.</li> </ul> <p>3 Listen to the quiz and point to the photo of the country that will be the answer.</p>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
【Step 1】 Tell them what you can do in countries around the world.			
2	p.64	<b>Know how to say what you can do in countries around the world.</b>	OLet's listen.

time	page	Main Activities	evaluation
	-p.65	<p>◆ <b>Let's sing. 【 Lavender's Blue】</b></p> <p>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 1.</p> <p>○ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.2, p.6-7). Listen to the tourist information about what you can do in the country.</p> <p>◆ <b>Let's chant. 【 You can visit Rome.】</b> Use chants to familiarize yourself with the expressions in Step 1.</p> <p>◆ <b>Small Talk 【What can you see in Japan?】</b></p> <p>◆ <b>Footnote on p.65 Sounds and letters of m and n</b></p>	[Listen] 《Knowledge》 In ~, you can .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to what can be done in countries around the world.
Step 1: Tell them what you can do in countries around the world.			
3	p.64 -p.65	<p><b>Tell them what countries around the world can do.</b></p> <p>◆ <b>Let's chant. 【 You can visit Rome.】</b></p> <p>○ <b>Let's try.</b> Choose two countries you want to introduce, find out what you can do in each country, and then pair up and give each other a quiz. <b>【Plus One】</b> Form a group of 4 people, divide into pairs, and give a quiz.</p> <p>◆ <b>Let's write and read.</b> Write a sentence telling you what you can do in the country you are referring to, and read it aloud.</p> <p>◆ <b>Footnote on p.65 Sounds and letters of m, n</b></p>	<p>○ <b>Let's try.</b> [Speaking Presentation] 《Knowledge》 In ~, you can .... Understand expressions and related words and phrases. Knowledge: Acquire the skills to talk about what can be done in countries around the world. [Speak Exchange] 《Knowledge》 In ~, you can .... Understand expressions and related words and phrases. Skills: Acquire the skills to communicate the countries you want to visit and why.</p>
Step 2: Ask each other about the country they want to go to and why.			
4		<p><b>Know how to say how to ask about the country you want to go to and why.</b></p> <p>◆ <b>Let's chant. 【 You can visit Rome.】</b></p> <p>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</p> <p>○ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.2, p.6-7). - From the conversation, listen to the countries you want to go to and why.</p> <p>◆ <b>Let's chant. 【 Where do you want to go?】</b> Use chants to familiarize yourself with the expressions in Step 2.</p> <p>◆ <b>Small Talk 【Where do you want to go in Japan?】</b></p> <p>◆ <b>Footnote on p.67 Sounds and letters of m and n</b></p>	
5	p.66 -p.67	<p><b>Ask each other which country they want to go to and why.</b></p> <p>◆ <b>Let's chant. 【 Where do you want to go?】</b></p> <p>○ <b>Let's try.</b> Ask each other about the country you want to go to and why, and find friends who want to go to the same country as you. <b>Continue</b> the conversation and learn more about why you want to go.</p> <p>◆ <b>Let's write and read.</b> Write a sentence telling the country you want to go to and read it aloud.</p> <p>◆ <b>Footnote on p.67 Sounds and letters of m and n</b></p>	<p>○ <b>Let's try.</b> [Speak Presentation] 《 Knowledge 》 Where do you want to go? I want to go to .... Understand expressions and related words and phrases. Skills: Acquire the ability to speak about what can be done in countries around the world. [Speak Exchange] 《Knowledge》 Where do you want to go? I want to go to .... Understand expressions and related words and phrases. Skills: Acquire the skills to communicate the countries you want to visit and why.</p>
【Jump! In order to convey the charm of countries around the world, I will introduce you as a travel agent.			
6	p.68 -p.69	<p><b>From tourist information and videos of friends around the world, we hear about what can be done in various countries.</b></p> <p>◆ <b>Let's chant. 【 You can visit Rome.】 / 【Where do you want to go?】</b></p> <p>○ <b>Let's listen.</b> From the tourist guide, you will hear about the countries introduced and what you can do there.</p> <p>◆ <b>Let's watch and think.</b> Watch videos of friends from around the world introducing the charms of your country, make notes on what you can do in that country, and use it as a reference when introducing your country.</p> <p>◆ <b>Let's speak.</b> - Watch videos of models and get an idea of their activities.</p>	<p>○ <b>Let's listen.</b> [Listen] 《思・判・表》 From the audio of the tourist information, I hear the name of the country and what you can do in that country. / "Attitude" is trying to be heard.</p>

time	page	Main Activities	evaluation	
		<ul style="list-style-type: none"> <li>Review textbooks, find expressions that can be used in activities, and share them with the entire group.</li> <li>Make the bulletin boards necessary for the activity.</li> </ul> <p>◆ <b>Alphabet Time 6 (p.105) Sounds and Letters</b> Listen to a word that starts with the letter m or n and choose a picture of that word, or write the first letter of the word you heard and read the word.</p>		
7		<p><b>In order to convey the charm of the countries of the world, I will introduce you as a person from a travel agency.</b></p> <p>◆ <b>Let's chant. 【 You can visit Rome.】 / 【Where do you want to go?】</b> ○ <b>Let's speak.</b></p> <ul style="list-style-type: none"> <li>The roles of the travel agent and the customer are divided, and the travel agent introduces the charm of the chosen country, and the customer takes turns listening to the story.</li> <li>The guests who heard the story discuss which country they want to go to and decide on one.</li> </ul> <p>◆ <b>Alphabet Time 6 (p.105) Fun with Alphabet</b> Transcribe words with attention to word separation and complete sentences.</p> <p>◆ <b>All About Me</b> Write about yourself in Unit 6 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b> 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> In order to convey the charm of the countries of the world, we introduce what can be done in those countries using simple phrases and basic expressions. / "Attitude" I am trying to introduce. In order to decide which country to go to, they communicate the country they want to go to and the reason for it using simple phrases and basic expressions. / "Attitude" We are trying to communicate with each other.</p>	
<b>Summary</b>	<b>Friends of the World 2</b>		Subject	Thailand & Chile
	<b>You can do it! 2</b>		Textbook page	p.70-p.73
Unit Objectives 【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 divide into a host and a guest and conduct an English talk show.</li> </ul> <p>You can hear from interviews with friends around the world what they have done and what they want to do. You can use the dice to talk to an English talk show.</p>		Priority Areas	Listening Talking Communicating
			Dividend time	3 hours
			Period of study	December
Language Materials	<p>Expression 【Unit 2】 What season do you like? 【Unit 4】 What did you do ...? It was.... 【Unit 6】 Where do you want to go? I want to go to ....</p> <p>Words or phrases that you have learned so far</p>			
Communication Useful phrases	Functional expression (a) Say hello How are you? (b) How long!			

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

Listening	<p>Knowledge: Understand expressions and related phrases such as "Where do you want to go?" and "What season do you like?"</p> <p>Skills: Acquire the ability to listen to what you have done in the past and what you want to do in the future. The general content is heard from interviews with elementary school students in Thailand and Chile.</p> <p>Attitude: From interviews with elementary school students in Thailand and Chile, he has gained a general idea of the content and deepened his interest in foreign cultures and lifestyles.</p>
Speaking [Communication]	<p>Knowledge: Understand expressions and related phrases such as "Where do you want to go?" and "What season do you like?"</p> <p>Skills: They have acquired the skills to communicate with each other about their idols, their favorite seasons, what they did during their summer vacations, and the countries they want to visit.</p> <p>"Thoughts, Judgments, Tables" We exchange simple words and basic expressions on the chosen theme.</p> <p>Attitude: I am trying to communicate about the chosen theme using simple phrases and basic expressions.</p>

time	page	Main Activities	evaluation
1	p.70 -p.71	<p><b>Listen to the general content from interviews with elementary school students around the world.</b></p> <p><b>○ Let's watch.</b> Listen to an interview with Mr. Tan in Thailand and take notes on what he answers to the three questions.  <ul style="list-style-type: none"> <li>○ What did you do last Sunday?</li> <li>○ Can you play ice hockey?</li> <li>○ Where do you want to go in Japan?</li> </ul> </p> <ul style="list-style-type: none"> <li>• Look at the pictures in the textbook and discuss what you have noticed about Mr. Tan's life.</li> </ul> <p><b>○ Let's watch.</b> Listen to an interview with Mr. Ash from Chile and take notes on what he answers to the three questions in the textbook.  What season do you like?  What did you do last Sunday?  What do you want to do in summer?</p> <ul style="list-style-type: none"> <li>- Look at the pictures in the textbook and discuss what you noticed about Ash's life.</li> </ul> <p><b>◆ Thailand / Chile</b> Read the descriptions of the countries in the textbooks to gain a better understanding of Thailand and Chile.</p>	<p><b>○ Let's watch.</b> [Listen] 《Knowledge》 Where do you want to go? or What season do you like? Understand expressions and related words and phrases. Skills: Acquire the skills to listen to what you have done in the past and what you want to do in the future. "Thoughts, Judgments, Tables" Interviews with elementary school students in Thailand and Chile give a rough idea of the contents. Attitude: From interviews with elementary school students in Thailand and Chile, he has deepened his interest in foreign cultures and lifestyles.</p>
2	p.72 -p.73	<p><b>Divided into a host and a guest, they will conduct an English talk show.</b></p> <p><b>◆ Let's think. 1</b> (1) Prepare for a talk show  <ul style="list-style-type: none"> <li>- Watch model videos and understand what it is like to be a host or guest on an English talk show using dice.</li> <li>- Decide on the questions to be assigned to the dice rolls and summarize them in a worksheet.</li> </ul> (2) Rehearse  <ul style="list-style-type: none"> <li>• Become a group and check each other's questions and answers.</li> <li>- Decide on a role and rehearse to see if you can talk.</li> </ul> </p> <p><b>◆ Let's think. 2</b>  <ul style="list-style-type: none"> <li>• Based on the rehearsal, discuss how to continue and enliven the conversation, and confirm the expressions to keep the conversation going. Repeat the other person's words: Oh, you like cats. Listen again: Excuse me? Sorry? Expand the conversation Anything else? Why? What do you want to do there?</li> </ul> </p>	<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> - Watch the model video again. Each group is divided into a talk show host and a guest role. The guests roll the dice, and the host asks the guests the questions that come up.</p> <p><b>◆ Share your impressions with each other</b> Tell each other what you think about each group's talk show, such as what you liked about it.</p> <p><b>◆ Reflection</b> Conduct a self-evaluation by reflecting on whether you were able to hear what you did and what you wanted to do from interviews with friends around the world, whether you were able to set up an English talk show and continue the conversation by dividing the host and the guest.</p>	<p><b>○ You can do it!</b> Understand expressions and related phrases such as Where do you want to go? and What season do you like? Skills: They have acquired the skills to communicate with each other about their idols, their favorite seasons, what they did during their summer vacations, and the countries they want to visit. / 《Thought, Judgment, Table》 We are exchanging simple phrases and basic expressions on the chosen theme. / "Attitude" I am trying to communicate about the chosen theme using simple phrases and basic expressions.</p>

<b>Unit 7</b>	<b>My Dream</b>	Subject	Junior High School Life and Future Dreams
		Textbook page	p.74-p.81 p.106
Unit Objectives 【Goal】	You can make a "dream declaration" to think about your future. From the "Dream Declaration", you can read what you want to do. Write: You can write a "dream declaration" for your junior high school life. Students will be able to present in detail their "dream declarations" for their junior high school life.	Priority Areas	Reading Writing Speaking Announcement
		Dividend time	7 hours
		Period of study	January~February
Language Materials	<p>【Expression】 【Step 1】 What club do you want to join? I want to join .... 【Step 2】 What do you want to be? I want to be ....</p> <p>【Words and phrases】, such as movements, club activities, subjects, occupations</p>		
Communication Useful phrases	<p>Functional expressions appearing in anime (a) Say hello Hi, everyone. Hi, guys. See you. (b) Encourage Good luck. (b) Reassure No problem, Nick.</p> <p>【Response】 【Step 1】 Me, too. 【Step 2】 Good luck!</p>		

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

Reading	<p>《Knowledge》 What club do you want to join? What do you want to be? Understand expressions and related words and phrases.</p> <p>《Skills》 Students have acquired the necessary skills to read and understand the meaning of sentences that tell them what they want to do in junior high school and what kind of profession they want to have in the future.</p> <p>From the "Dream Manifesto" of "Thoughts, Judgments, and Tables," we read what the person wants to do. I'm trying to read "Attitude".</p>
Writing	<p>《Knowledge》 What club do you want to join? What do you want to be? Understand expressions and related words and phrases.</p> <p>Skills: Students have acquired the skills to write sentences that tell them what they want to do in junior high school and what kind of occupation they want to have in the future, paying attention to the word order.</p> <p>In order to think about his future, he writes a "dream declaration" of his junior high school life, using simple phrases and basic expressions. I'm trying to write "Attitude".</p>
Speaking 【Presentation】	<p>《Knowledge》 What club do you want to join? What do you want to be? Understand expressions and related words and phrases.</p> <p>Skills: Students have acquired the skills to talk about what they want to do in junior high school, what kind of profession they want to pursue in the future, and why.</p> <p>In order to think about his future, he presents a "dream declaration" of his junior high school life using simple phrases and basic expressions. / "Attitude" is about to be announced.</p>

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

Reading	<p>"Knowledge" I want to be .... Understand expressions and related words.</p> <p>I want to be familiar enough with the "Skill" voice .... Acquire the necessary skills to read expressions and related words and understand their meaning.</p>
Writing	<p>"Knowledge" The relationship between the sounds and letters of the alphabet (l, r) and I want to .... Understand the word order of sentences.</p>

time	page	Main Activities	evaluation
【Hop!】 Learn about junior high school club activities and occupations.			
1	p.74 -p.75	<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. 【 I Think You're Wonderful】</b></li> <li>◆ <b>Small Talk 【Let's think about our future.】</b></li> <li>◆ <b>Story [(Scene) Nick and his friends come to visit the junior high school. ]</b></li> </ul> <p>Watch anime to capture scenes and topics.</p> <ul style="list-style-type: none"> <li>◆ <b>Let's listen and point.</b></li> </ul> <p>Listen to the quiz and point to the picture that will be the answer.</p>	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 the club activities you want to join.			

time	page	Main Activities	evaluation
2	p.76 -p.77	<p><b>Know how to tell them about the club activities you want to join.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【 I Think You're Wonderful】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 1.</li> <li>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.14). - From the conversation, ask about the club activities you want to participate in and the subjects you want to work in junior high school.</li> <li>◆ <b>Let's chant. 【 I want to join the drama club.】</b> Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What do you want to do next Sunday?】</b></li> <li>◆ <b>Footnote on p.77 Sounds and letters of L and R</b></li> </ul>	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 the club activities you want to join.			
3	p.76 -p.77	<p><b>Tell each other about the club activities you want to join.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I want to join the drama club.】</b></li> <li>○ <b>Let's try.</b> Ask each other about the club activities they want to join in junior high school and the subjects they want to work. <b>【Plus One】 Continue</b> the conversation and learn more about each other's thoughts.</li> <li>○ <b>Let's write and read.</b> Write a sentence telling you what you want to do in junior high school and read it aloud.</li> <li>◆ <b>Footnote on p.77 Sounds and letters of L and R</b></li> </ul>	<p>○ <b>Let's try.</b> [Speaking Presentation] 《Knowledge》 What club do you want to join? Understand expressions and related phrases. Skills: Acquire the skills to talk about what you want to do in junior high school.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 Students have acquired the skills to write sentences that convey what they want to do in junior high school, paying attention to word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
Step 2: Tell them what kind of job you want to do and why.			
4	p.78 -p.79	<p><b>Know what kind of job you want to do and how to say why.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 I want to join the drama club.】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</li> <li>◆ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.15). - From the stories of friends around the world, listen to the profession you want to pursue and the reason for it.</li> <li>◆ <b>Let's chant. 【 What do you want to be?】</b> Use chants to familiarize yourself with the expressions in Step 2.</li> <li>◆ <b>Small Talk 【What do you want to be?】</b></li> <li>◆ <b>Footnote on p.79 Sounds and letters of l and r</b></li> </ul>	At this time, we will guide toward the goal, but we will not evaluate it or keep a record.
5	p.78 -p.79	<p><b>Tell them what kind of job you want to do and why.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What do you want to be?】</b></li> <li>○ <b>Let's try.</b> Ask each other about their dreams for the future and find friends who want to work in the same profession. <b>【Plus One】 Continue</b> the conversation and learn more about each other's thoughts.</li> <li>○ <b>Let's write and read.</b> Write a sentence that conveys your dreams for the future and read it aloud.</li> <li>◆ <b>Footnote on p.79 Sounds and letters of l and r</b></li> </ul>	<p>○ <b>Let's try.</b> Understand expressions and related phrases such as "speaking, presenting," "knowledge," and "What do you want to be?" Skills: Acquire the skills to talk about the profession you want to pursue in the future and why.</p> <p>○ <b>Let's write and read.</b> [Writing/Reading] 《Skills》 Acquire the skill of writing sentences that convey the occupation you want to pursue in the future, paying attention to word order. Skills: Acquire the necessary skills to read and understand meaning.</p>
【Jump! In order to think about your future, make a "dream declaration".			
6	p.80 -p.81	<p><b>Read the characters' "Dream Declarations" and watch videos introducing junior high school life to summarize your thoughts on "Dream Declarations".</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant.</b> 【I want to join the drama club.】 / 【What do you want to be?】</li> <li>○ <b>Let's read.</b> From the "dream declaration" of the characters, we read the club activities they want to join and the profession they want to have.</li> <li>◆ <b>Let's watch and think.</b> Watch a video of junior high school students introducing their school life, expand their image of junior high school life, and summarize their thoughts on their "dream declaration".</li> </ul>	<p>○ <b>Let's read.</b> [Read] "Thoughts, Judgments, Tables" "Dream Declaration" to read what the person wants to do. I'm trying to read "Attitude".</p>



time	page	Main Activities	evaluation
		<p>◆ <b>Let's write and speak.</b></p> <ul style="list-style-type: none"> <li>• Watch videos of models and get an idea of their activities.</li> <li>• Review textbooks to find expressions that can be used for "dream declarations" and share them with the entire group.</li> </ul> <p>- Write a "Dream Declaration".</p> <p>◆ <b>Alphabet Time 7 (p.106) Sounds and Letters</b></p> <p>Listen to a word that starts with the letter l or r, choose a picture of that word, or write the first letter of the word you heard and read the word.</p>	
7		<p><b>In order to think about your future, make a "dream declaration".</b></p> <p>◆ <b>Let's chant.</b></p> <p>【I want to join the drama club.】 / 【What do you want to be?】</p> <p>○ <b>Let's write and speak.</b></p> <p>- Make a detailed presentation on what you wrote in the "Dream Declaration".</p> <p>◆ <b>Alphabet Time 7 (p.106) Fun with Alphabet</b></p> <p>Pay attention to the word order and rearrange the words to form sentences.</p> <p>◆ <b>All About Me</b></p> <p>Write about yourself in Unit 7 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>○ <b>Let's write and speak.</b></p> <p>In order to think about his future, he writes a "dream declaration" for his junior high school life, using simple phrases and basic expressions. I'm trying to write "Attitude".</p> <p>In order to think about one's future, students present a "dream declaration" for their junior high school life using simple phrases and basic expressions. / "Attitude" is about to be announced.</p>

<b>Let's think about words</b>	<b>Speeches that reach the hearts of others</b>	subject	word
		Textbook page	p.82
Unit Objectives 【Goal】	Think about a speech that will reach the other person's heart.	Dividend time	1 hour
		Period of study	February

time	page	Main Activities	evaluation
1	p.82	<p><b>Speeches that reach the hearts of others</b>  <b>Listen to and compare speeches on the same theme and think about the speeches that will reach the other person's heart.</b></p> <p>(1) Compare speeches</p> <ul style="list-style-type: none"> <li>• Two people are doing "I like sushi." Compare speeches on the same theme.</li> <li>- Think about which speech conveyed the presenter's thoughts and feelings in an easy-to-understand manner, and discuss the reason.</li> </ul> <p>(2) Think about a speech that reaches the heart of the other person</p> <ul style="list-style-type: none"> <li>- Discuss as a group what makes a speech that reaches the heart of the other person.</li> </ul> <p>It is easier to understand if you organize the information you want to convey.          Giving a few reasons for an opinion makes it more persuasive.          Gestures and facial expressions are important.          When showing a photo, clearly indicate "Look at this."          It is also effective to ask questions to the listener.</p> <ul style="list-style-type: none"> <li>• Based on the discussion, announce what you want to keep in mind in your speech.</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 8</b>	<b>My Best Memory</b>	Subject	Memories and events of elementary school life
		Textbook page	p.84-p.91 p.107
Unit Objectives 【Goal】	In order to share memories, students can share events and impressions of school events. From the speeches, you can hear the memories of school events. Speak and present: You can share your memories of a school event. Listen to the speech, ask questions, and share your thoughts.	Priority Areas	Listening Speaking, Presentation, and Communication
		Dividend time	7 hours
		Period of study	February ~ March
Language Materials	<p>Expression [Step 1] What's your best memory? My best memory is ....</p> <p>【Step 2】 We went to / saw / played .... It was ....</p> <p>Words and phrases, such as movements, school events, situations, impressions, etc.</p>		
Communication Useful phrases	Functional expressions appearing in anime (b) Expressing surprise That's a surprise. (b) compliment Oh, great.		

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

Listening	<p>《Knowledge》 My best memory is .... or We went to / saw / played .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skill to listen to memorable school events, places where they went, and what they did.</p> <p>From the two speeches, I ask them about their memories of school events and think about whose speeches they are.</p> <p>"Attitude" From the two speeches, I try to listen to memories of school events and think about whose speeches they are.</p>
Speaking [Presentation]	<p>《Knowledge》 My best memory is .... or We went to / saw / played .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the ability to talk about memorable school events, places you went to and did at that time, etc.</p> <p>In order to share memories, she presents her memories of school events using simple phrases and basic expressions.</p> <p>Attitude: In order to share memories, I try to present my memories of school events using simple phrases and basic expressions.</p>
Speaking [Communication]	<p>《Knowledge》 My best memory is .... or We went to / saw / played .... Understand expressions and related words and phrases.</p> <p>Skills: Acquire the skills to communicate with each other about memorable school events, places and things you did at that time.</p> <p>In order to share memories, I use simple words and basic expressions to ask questions and convey my impressions to my friends.</p> <p>Attitude: I try to ask questions and convey my thoughts to my friends using simple phrases and basic expressions to share memories.</p>

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

Reading	<p>《Knowledge》 My best memory is .... Understand expressions and related words.</p> <p>My best memory is .... Acquire the necessary skills to read expressions and related words and understand their meaning.</p>
Writing	<p>Knowledge: Understand the relationship between the sounds and letters of the alphabet (ch, sh) and the separation between words.</p> <p>Skills: Students have acquired the skills to write the alphabet (ch, sh) on four lines and to transcribe sentences with attention to the separation between words.</p>

time	page	Main Activities	evaluation
【Hop!】 Know how to say a school event.			
1	p.84 -p.85	<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. 【 Make New Friends】</b></li> <li>◆ <b>Small Talk 【Let's talk about our memories.】</b></li> <li>◆ <b>Story [(Scene) Nick and his friends talk about their memories of elementary school. ]</b></li> </ul> <p>Watch anime to capture scenes and topics.</p> <ul style="list-style-type: none"> <li>◆ <b>Let's listen and point.</b></li> </ul> <p>Listen to the quiz and point to the picture of the school event that will be the answer.</p>	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 memorable school events.			
2	p.86 -p.87	<p><b>Learn how to tell a memorable school event.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's sing. 【 Make New Friends】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 1.</li> <li>○ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.16). From the conversation, listen to the school events that each of them remembers.</li> <li>◆ <b>Let's chant. 【 What's your best memory?】</b> Use chants to familiarize yourself with the expressions in Step 1.</li> <li>◆ <b>Small Talk 【What event do you like?】</b></li> <li>◆ <b>Footnote on p.87 Sounds and letters of ch, sh</b></li> </ul>	<p>○ <b>Let's listen.</b> [Listen] 《Knowledge》 My best memory is .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to memorable school events.</p>
【Step 1】 Tell each other about memorable school events.			
3	p.86 -p.87	<p><b>Tell each other about memorable school events.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What's your best memory?】</b></li> <li>○ <b>Let's try.</b> Ask 10 of your friends about their most memorable school event. <b>【Plus One】</b> Based on what you asked your friends, predict and announce the "top 5 memorable events".</li> <li>◆ <b>Let's write and read.</b> Write a sentence about the most memorable school event and read it aloud.</li> <li>◆ <b>Footnote on p.87 Sounds and letters of ch, sh</b></li> </ul>	<p>○ <b>Let's try.</b> [Speaking Presentation] 《Knowledge》 My best memory is .... Understand expressions and related words and phrases. Skills: Develop the skills to talk about memorable school events. [Speak Exchange] 《Knowledge》 My best memory is .... Understand expressions and related words and phrases. Skills: Skills to communicate about memorable school events.</p>
【Step 2】 Tell them where you went and what you did at the school event.			
4		<p><b>Know how to tell people where they went at school events and what they did.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What's your best memory?】</b></li> <li>◆ <b>Let's watch.</b> Use a part of the anime to check the expression in Step 2.</li> <li>○ <b>Let's listen.</b> - Introduce vocabulary with Picture Dictionary (p.6, p.16-17). · Listen to the presentations of school events and what each person did.</li> <li>◆ <b>Small Talk 【What did you do last year?】</b></li> <li>◆ <b>Footnote on p.89 Sounds and letters of ch, sh</b></li> </ul>	<p>○ <b>Let's listen.</b> We went to / saw / played .... Understand expressions and related words and phrases. Skills: Acquire the skills to listen to places and things you did at school events.</p>
5	p.88 -p.89	<p><b>Tell them where you went and what you did at school events.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What's your best memory?】</b></li> <li>○ <b>Let's try.</b> Tell your friends about the places you went and what you did at memorable school events. <b>【Plus One】</b> Listen to your friends and ask them what they want to know more.</li> <li>◆ <b>Let's write and read.</b> Write a sentence about what you did at a memorable event and read it aloud.</li> <li>◆ <b>Footnote on p.89 Sounds and letters of ch, sh</b></li> </ul>	<p>○ <b>Let's try.</b> [Speaking Presentation] 《Knowledge》 My best memory is .... or We went to / saw / played .... Understand expressions and related words and phrases. Skills: Acquire the ability to talk about places and things you have done at memorable events. [Speak Exchange] 《Knowledge》 My best memory is .... or We went to / saw / played .... Understand expressions and related words and phrases. Skills: Acquire the skills to communicate with each other about the places and things they did at school events.</p>
【Jump】In order to share memories, we will present the events and impressions of the school event.			
6	p.90 -p.91	<p><b>Listen to the speeches of the characters and the videos of friends around the world to hear their memories of school events.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Let's chant. 【 What's your best memory?】</b></li> <li>○ <b>Let's listen.</b> From the audio of the speech, listen to school events, what you did, and your impressions, and guess whose speech was the content.</li> <li>◆ <b>Let's watch and think.</b> Listen to the videos of your friends around the world and listen to their memories of school events and use them as a reference for your own presentations.</li> <li>◆ <b>Let's speak.</b></li> </ul>	<p>○ <b>Let's listen.</b> From the two speeches, I listen to my memories of school events and think about whose speeches they are making. / "Attitude" I'm trying to think.</p>

time	page	Main Activities	evaluation
		<ul style="list-style-type: none"> <li>• Watch videos of models and get an idea of their activities.</li> <li>• Review textbooks, find expressions that can be used for presentations, and share them with the entire group.</li> </ul> <p>◆ <b>Alphabet Time 8 (p.107) Sounds and Letters</b> Listen to a word that starts with the letters ch or sh and choose a picture of that word, or write the first letter of the word you heard and read the word.</p>	
7		<p><b>In order to share memories, share events and impressions of school events.</b></p> <p>◆ <b>Let's chant. 【 What's your best memory?】</b></p> <p>○ <b>Let's speak.</b></p> <ul style="list-style-type: none"> <li>• Think about what you will present as your favorite memory of your elementary school life, and practice in pairs.</li> <li>• Take turns to present at the front of the classroom. The listener asks questions and gives impressions.</li> </ul> <p>◆ <b>Alphabet Time 8 (p.107) Fun with Alphabet</b> Pay attention to the separation between words and follow the maze to form sentences.</p> <p>◆ <b>All About Me</b> Write about yourself in Unit 8 of All About Me at the end of the book.</p> <p>◆ <b>Reflection</b> 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> In order to share memories, students present their memories of school events using simple phrases and basic expressions. / "Attitude" is about to be announced.</p> <p>In order to share memories, I use simple words and basic expressions to ask questions and convey my impressions to my friends. I'm trying to convey an attitude.</p>

Summary	Friends of the World 3 You can do it! 3		Subject	South Korea, Germany
			Textbook page	p.92-p.95
Unit Objectives 【Goal】	<ul style="list-style-type: none"> <li>• You can read the general contents from the postcards of elementary school students around the world.</li> <li>• You can hold an English Festival and enjoy various events and presentations.</li> </ul> <p>You can read what you want to do from the postcards of your friends around the world. You can also make a presentation and hold an English Festival.</p>	Priority Areas	Reading Speaking Announcement	
		Dividend time	3 hours	
		Period of study	March	
Language Materials	<p>Expression [Unit 6] I want to go to .... I want to eat ....</p> <p>【Unit 7】 What do you want to be? I want to be ....</p> <p>Words or phrases that you have learned so far</p>			

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

Reading	<p>《Knowledge》 I want to study / be / go to .... Understand expressions and related words and phrases.</p> <p>"Skills": Acquire the necessary skills to read and understand the meaning of sentences that convey what you want to do, the profession you want to do, the country you want to go to, etc.</p> <p>From the postcards of elementary school students in Korea and Germany, I read what they want to do and come up with my own responses.</p> <p>Attitude: From the postcards of elementary school students in Korea and Germany, he reads what they want to do, deepening his interest in foreign cultures and lifestyles.</p>
Speaking [Presentation]	<p>Knowledge: Understand the expressions and phrases you have learned so far.</p> <p>Skills: Acquire the skills to read, speak, and write using the expressions you have learned so far.</p> <p>In order to enjoy the English Festival, we organize events and presentations using simple words and basic expressions.</p> <p>《Attitude》 In order to enjoy the English Festival, we are planning as a group and trying to make events and presentations using simple phrases and basic expressions.</p>

time	page	Main Activities	evaluation
1	p.92 -p.93	<p><b>Reading the general contents from the postcards of elementary school students around the world.</b></p> <p><b>○ Let's read.</b></p> <ul style="list-style-type: none"> <li>Read the postcards of Mr. Shion in Korea to understand his favorite subjects and the profession he wants to pursue in the future. Think about what kind of reply you would write to Mr. Zion.</li> <li>Look at the pictures in the textbook and discuss what you have noticed about Zion's life.</li> </ul> <p><b>○ Let's read.</b></p> <ul style="list-style-type: none"> <li>Read Julian's postcards from Germany to understand the country you want to go to and what you want to do there. Think about what kind of reply you would write to Julian.</li> <li>Look at the pictures in the textbook and discuss what you have noticed about Julian's life.</li> </ul> <p><b>◆ South Korea / Germany</b></p> <p>Read the descriptions of the countries in the textbooks to gain a better understanding of Korea and Germany.</p>	<p><b>○ Let's read.</b></p> <p>[Read] 《Knowledge》 What I have learned so far I want to study/be/go to .... Understand expressions and related words and phrases. / "Skills": Acquire the necessary skills to read and understand the meaning of sentences that convey what you want to do, the profession you want to do, the country you want to go to, etc. From the postcards of elementary school students in Korea and Germany, I read what they want to do and come up with my own responses. Attitude: From the postcards of elementary school students in Korea and Germany, he reads what he wants to do, and deepens his interest in foreign cultures and lifestyles.</p>
2	p.94 -p.95	<p><b>Hold an English Festival and enjoy various events and presentations.</b></p> <ul style="list-style-type: none"> <li>Learn about holding an English Festival, watch model videos, and understand the events and presentations exemplified in the textbook. (Example) Quiz Show: Create a quiz in English. Our Messages: Say thank you to those who have helped you. The Top Five: Take a survey of your friends and announce the results. Let's Read Books: Read books in English.</li> </ul> <p><b>◆ Let's think.</b></p> <ul style="list-style-type: none"> <li>Discuss in groups what you can think of in addition to the examples in the textbook.</li> <li>Decide on events and presentations to be held as a group and make a plan.</li> <li>Prepare what you need for events and presentations. Discuss who you want to invite as guests.</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>Rehearse as a group.</li> <li>Each group will have an event or presentation.</li> </ul> <p><b>◆ Share your impressions with each other</b></p> <p>Tell each other what you think about each group's events and presentations.</p> <p><b>◆ Reflection</b></p> <p>Reflect on whether you were able to read what you wanted to do from the postcards of your friends around the world, and whether you were able to enjoy the English Festival by planning events and presentations as a group, and evaluate yourself.</p>	<p><b>○ You can do it!</b></p> <p>[Speak, Present], "Knowledge" Understand the expressions and phrases you have learned so far. Skills: Acquire the skills to read, speak, and write using the expressions you have learned so far. In order to enjoy the English Festival, we organize events and presentations using simple words and basic expressions. In order to enjoy the English Festival, we are planning as a group and trying to make an event or presentation using simple phrases and basic expressions.</p>

<b>Stories in English</b>	<b>Kurikindi</b>	Subject	Story, Environment
		Textbook page	p.96-p.97
Unit Objectives 【Goal】	Read the story aloud in English and discuss your thoughts.	Dividend time	1 hour
		Period of	March
Language Materials	Expression We can't .... I can .... I don't want to .... I want to .... Phrases forest, fire, anything, drop, water, try, home		
Communication Useful phrases	能表現 (工)断る I don't want to go. (e) Invite Let's get out!		

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 .... and I want to .... Understand the expressions and phrases you have learned so far.</p> <p>Skills: Acquire the necessary skills to listen to audio and infer 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>
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time	page	Main Activities	evaluation
1	p.96 -p.97	<p><b>Read the story of Krikindi aloud with emotion and discuss what you would do if you were an animal living in the forest.</b></p> <p>◆ <b>Capture the outline of the story</b> Look at the picture and predict the outline of the story. Listen to the audio to get an overview of the story.</p> <p>◆ <b>Think about the feelings of the person</b></p> <ul style="list-style-type: none"> <li>• Think about the feelings and behaviors of forest animals through the following questions. What did the animals do when the forest caught fire? What happened to the hummingbird Krikindi? Why did Krikindi act like that? What did the other animals think when they saw the behavior of the kurikindi?</li> </ul> <p>○ <b>Read aloud</b></p> <ul style="list-style-type: none"> <li>• Practice reading aloud by reading after the audio or reading with the audio.</li> <li>• Divide into the roles of the animals and say the dialogue with your feelings.</li> </ul> <p>◆ <b>Discuss your impressions</b></p> <ul style="list-style-type: none"> <li>• Read the story and discuss what you think is good or how you feel. Think about what you would do if you were an animal that lived in the forest.</li> </ul> <p>◆ <b>Discuss global environmental issues</b></p> <ul style="list-style-type: none"> <li>• From the stories of animals when the environment of the forest is in danger, we will think about whether there are any similarities with the problems of our own people living on the same planet.</li> <li>• Share what you know about global environmental issues. Discuss what we can do to protect the earth's environment.</li> </ul>	<p>○ <b>Read aloud</b></p> <p>[Read] 《Knowledge》 I can .... and I want to .... Understand the expressions and phrases you have learned so far. 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>