

## R6 Junior Sunshine 5 Year Guidance Plan Example (detailed version)

Unit Name	Lesson 1: Hello, everyone. Get to know your friends better.		Textbook page	pp.14-23
			Time	8 hours
Unit Objectives		They can ask for specific information about names, spelling of names, likes and possessions, and communicate with each other to get to know each other better.		
Main Target Language	expression	Hello., My name is (Hayashi Natsuki)., I like (baseball)., How do you spell your name?, What (animal) do you like?, I want (cats) .		
	phrase	Color / Fruits & Vegetables / Sports / Animals / Personal Objects		
Related Goals		(1) Listening / (3) Speaking [Interaction] A, B		

### Examples of Evaluation Criteria

Area	Knowledge & Skills (K/S)	Thinking, Judgment, and Expression (T/J/E)	Attitude to proactive learning
Listening	<Knowledge>Hello. My name is ~., How do you spell your name?, What ~ do you like?, I like ~., What do you want?, I want ~ . and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen to specific information about names, spelling names, likes and possessions, etc.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Interaction]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to communicate names, spelling names, and what you like and have using the main Target Language.	To get to know each other better, they tell each other their names, how they spell their names, and what they like and have.	*In this unit, we will not conduct evaluations to be recorded.

### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ Understand how to say hello and introduce yourself.				We do not provide evaluations to record, but we provide guidance to achieve the goals. Observe children doing the activities in Let's Try 1 and 2 and use them for improving teaching and learning.
	○ Let's Watch and Think 1: Watch the story of the characters.				
	○ Follow Up: Understand the outline of the talk and sets the goal of the unit.				
	○ Let's Play 1: Practice asking your teacher or friends what they like, or answering what you like.				
	○ Let's Listen 1: Listen to the characters' self-introductions.				
	○ Let's Try 1: Say your name and what you like or like.				
2	◆ Understand how to say greetings, self-introductions, and spell your name. They can also ask and say the spelling of names.				

	<ul style="list-style-type: none"> <li>○ Small Talk: Listen to the teachers talk about their favorite animals and interact with the teachers and friends.</li> <li>○ Let's Watch and Think 2: Watch the characters' self-introductions and write what you noticed.</li> <li>○ Let's Play 2: Familiarize yourself with the capital letters of the alphabet.</li> <li>○ Let's Listen 2: Listen to the spelling of the character's name.</li> <li>○ Let's Try 2: Share your name and spelling with each other.</li> </ul>				<p>We do not provide evaluations to record, but we provide guidance to achieve the goals. Determine whether children recognize the letters used in their names and use them to teach and improve learning.</p>
3	<ul style="list-style-type: none"> <li>◆ Tell your name and spelling to each other.</li> <li>○ Let's Play 3 ①: Get used to the lowercase letters of the alphabet.</li> <li>○ Let's Play 3 ②: Spell Haruhi, Natsuki, and people close to you using the uppercase and lowercase cards of the alphabet.</li> <li>○ Activity 1: Use the alphabet cards to tell your name and spelling with each other.</li> <li>○ Let's Listen and Read 1: Read the names of the characters (Shibusawa Eiichi, Tsuda Umeko). Also, read the characters used.</li> <li>○ Let's Write 1: Write your name.</li> <li>○ Sounds and Letters: Become familiar with the shape and the pronunciation of the letters of the alphabet.</li> </ul>				<p>We do not evaluate Ss to record, but we provide guidance to achieve the goals. Observe whether children recognize uppercase and lowercase letters of the alphabet and use them in teaching.</p>
4	<ul style="list-style-type: none"> <li>◆ Understand how to say things around you, ask, and answer questions about things you like.</li> <li>○ Small Talks: Listen to the teachers talk about their favorite numbers and interact with the teachers and friends.</li> <li>○ Let's Watch and Think 3: Watch the characters talk about what they like.</li> <li>○ Let's Play 4: Practice how to say things around you.</li> <li>○ Let's Listen 3: Ask about the characters' likes and dislikes.</li> <li>○ Let's Try 3: Ask and answer questions about what you like in pairs.</li> </ul>				<p>We do not provide evaluations to record, but we provide guidance to achieve the goals. Identify the skills to ask and answer what they like or want and use it in their teaching.</p>
5	<ul style="list-style-type: none"> <li>You can ask and answer questions about what you like and want.</li> <li>○ Let's Play 5: Ask and say things around you through "category games".</li> <li>○ Activity 2: Ask and answer questions in pairs about what you like and want.</li> <li>○ Let's Listen and Read 2: Follow the sentence with your finger while listening to Haruna's favorite things.</li> <li>○ Let's Write 2: Draw a picture of what you like and make a sentence that conveys what you like by tracing the letters.</li> </ul>				<p>We do not provide evaluations to record, but we provide guidance to achieve the goals. Identify the skills to ask, ask, and answer what they like or want, and use it in their teaching.</p>

	○ Sounds and Letters: Become familiar with the shape and reading of the letters of the alphabet.				
6	◆ You can listen to the characters' self-introductions, and ask and answer questions about what they want.				
	○ Small Talk , listen to the teachers talk about what they have, and interact with the teachers and friends.				
	○ Let's Watch and Think 4: Watch the self-introductions of children from around the world.				
	○ Let's Listen 4: Listen to the conversation of the characters and ask them about the spelling of their names, what they like, and what they want.	L			◎ Understand the main Target Language, etc. and acquire the skills to understand specific information like names, spelling, likes and possessions.
	○ Let's Try 4: Ask and answer what you want in pairs.				
7	◆ To get to know each other better, you can introduce yourself and ask and answer questions about what you like and want.				
	○ In Activity 3 , introduce yourself and ask and answer questions to get to know each other better.	SI	SI		◎ Understand the main Target Language and acquire the skills to communicate with each other about names, spelling of names, likes and possessions, etc. using the main Target Language. ◎ In order to get to know each other better, they tell each other their names, spelling of their names, what they like, and what they have.
	○ Let's Listen and Read 3: Follow the sentence with your finger while listening to what Natsuki wants.				
	○ Let's Write 3: Draw a picture of what you want and trace the expression that conveys what you want.				
	○ Sounds and Letters: Become familiar with the shape and reading of the letters of the alphabet.				
8	◆ Use what you learned in the unit to listen and read. Learn the sounds of English letters.				
	○ Sing "ABC Song" in Song Box.				
	○ Watch a video about how to greet in China, New Zealand, and France through Around the World.				
	○ Letter Box: Learn about the relationship between letters and sounds.				
	○ Story Time: Read words and expressions that you are familiar with their audio.				
	○ Conduct a CAN-DO check and review the learning of the unit.				

Unit Name		Lesson 2: When is your special day? Create a special calendar for your class.	Textbook page Time	pp.24-33 8 hours
Unit Objectives		To get to know the other person better, you can ask for specific information like birthdays, special occasions, likes and wants, etc. and talk about it.		
Main Target Language	expression	My birthday [special day] is (January 1st)., When is your birthday [special day]?, It's (my birthday) ., Do you like [want] (dogs)?		
	phrase	Month, year, date, season, annual events, etc.		
Related: Goals by Area		(1) Listening (i, u) / (3) Speaking [Interaction] (i, u)		

#### Examples of Evaluation Criteria

Area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> My birthday [special day] is ~ ., When is your birthday [special day] ?, It's ~ ., Do you like ~ ? and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen for specific information such as birthdays, special occasions, likes and wants, etc.	In order to get to know the other person better, ask for specific information such as birthdays, special occasions, likes and wants, etc.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Interaction]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to communicate about birthdays, special occasions, and what they like and want using the main Target Language.	To get to know each other better, they can tell each other about birthdays, special occasions, and things they like and want.	To get to know each other better, they try to tell each other about birthdays, special occasions, and things they like and want.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ You can understand how to say the month.				Provide guidance to achieve the goals. Observe the children in Let's Play 1 and Let's Listen 1 to improve teaching and learning.
	○ Watch and Think 1: Watch stories about the characters' birthdays and special occasions.				
	○ Follow Up: Understand the outline of the talk and share the goals of the unit.				
	○ Let's Play 1: Get used to the way of saying the month through "pointing games".				
	○ Let's Listen 1: Listen to the name of the month and the events that take place in that month.				
	○ Let's Try 1: Says the month of the birthday.				
2	◆ Understand how to say birthday.				Provide guidance to achieve the goals. Observe the children in Let's Play 2
	○ Small Talk, listen to the teachers talk about the number of letters in the name and interact with the teachers and friends.				

	<input type="radio"/> Let's Watch and Think 2: Listen to three foreign children talk about what month their school starts. <input type="radio"/> Let's Play 2, get used to the way of saying the date through the "pointing game". <input type="radio"/> Let's Listen 2: Listen to the birthday of the character. <input type="radio"/> Say your birthday in Let's Try 2.				and Let's Try 2 to teach and improve learning.
3	◆ Be able to ask, understand, and answer birthdays.				
	<input type="radio"/> Say the date of the card chosen by the teacher or friend in Let's Play 3. <input type="radio"/> Let's Listen 3 to listen to the birthdays of the three characters. <input type="radio"/> In Activity 1, ask each other about their birthdays and make a birthday chain to get to know each other better. <input type="radio"/> Let's Listen and Read 1: Follow the sentence with your finger while listening to the audio of how to say your birthday. <input type="radio"/> Write your birthday with Let's Write 1. <input type="radio"/> Sounds and Letters, trace the capital letters of the alphabet and write while looking at a model.				Provide guidance to achieve the goals. Observe the children in Let's Play 3 and Let's Listen 3 and use them to teach and improve learning.
4	◆ Be able to ask, understand, and answer special days.				
	<input type="radio"/> Small Talk, listen to the teachers talk about the number of 'e's in the name and interact with the teachers and friends. <input type="radio"/> Let's Watch and Think 3 to watch stories about special days for children in foreign countries. <input type="radio"/> Let's Play 4, ask for the date and write it, and connect the holidays and events related to that day with a line. <input type="radio"/> Let's Try 3, ask and answer special days in pairs.				Provide guidance to achieve the goals. Observe the children in Let's Play 4 and Let's Try 3 to improve teaching and learning.
5	Ask, understand, and answer questions about a character's special day and why.				
	<input type="radio"/> Let's Play 5, predict the three anniversaries of Japan (Strawberry Day, Dog Day, and Cat Day). <input type="radio"/> Let's Listen 4, listen to and write about the characters' special days and why. <input type="radio"/> In Activity 2, in order to get to know the other person well, ask and answer questions about special days, communicate with each other, and record the results on a calendar. <input type="radio"/> Let's Listen and Read 2, follow the	L			<input type="radio"/> Understand the main Target Language, etc., and acquire the skill to listen to specific information such as birthdays, special occasions, likes and wants.

	letters with your fingers while listening to the special days of Haruhi and Shuta.				
	○ Let's Write 2 to write about your special day.				
	○ Trace the capital letters of the alphabet with Sounds and Letters, or write while looking at a model.				
6	◆ Listen to stories and ask and answer questions with friends about special days and reasons to get to know them better.				
	○ Small Talk, listen to the teachers talk about the number of As in the name and interact with the teachers and friends.				
	○ Let's Play 6, say the dates of International Women's Day (March 8), World Food Day (October 16), and International Water Day (March 22) in English.				
	○ Let's Listen 5, listen to the conversation between Mr. Tanaka and Mr. Jack and write about the gift that makes Mr. Jack most happy and why.		L		◎ In order to get to know the other person well, able to understand specific information such as birthdays, special occasions, likes and wants, etc.
	○ Let's Try 4, ask and answer in pairs about a special day and why.	SI			◎ Understand the main Target Language and acquire the skills to communicate with each other about birthdays, special occasions, likes and wants, etc. using the target language.
7	To complete the special calendar for your class, you could ask and answer about birthdays, special dates, and why.				
	○ In Activity 3, share birthdays and special occasions to complete the class calendar.		SI	SI	◎ In order to get to know each other better, they can tell each other about birthdays, special days, and what we like and want. ◎ In order to get to know each other better, they try to tell each other about birthdays, special occasions, likes and wants, etc.
	○ Let's Listen and Read 3, follow the letters with your finger while listening to the audio.				
	○ Let's Write 3, complete the sentence for asking a special day.				
	○ Trace the capital letters of the alphabet with Sounds and Letters, or write while looking at a model.				
8	◆ Use what you learned in the unit to listen and read. Identify the uppercase letters of the alphabet.				
	○ Sing "Apples, Peaches, Pears, and Plums" in the Song Box.				

	<input type="radio"/> Watch a video (QR) introducing events and festivals in Mongolia, the Netherlands, and Brazil on Around the World, and ask what kind of events are held in each country.				
	<input type="radio"/> In the Letter Box, look for the capital letters of the alphabet hidden in the picture.				
	<input type="radio"/> Story Time, read words aloud and expressions that you are familiar with.				
	<input type="radio"/> Conduct a CAN-DO check and review the learning of the unit.				

Unit Name		Lesson 3: What do you have on Mondays?	Textbook page	pp.34-43
		Create a timetable to make your dreams come true.	Time	8 hours
Unit Objectives		In order to get to know the other person well, you can ask for specific information such as the favorite subjects and timetables for the future dreams, listen to a short story to get an overview, and talk about your thoughts and feelings in order let others know you better.		
Main Target Language	expression	What do you have on (Mondays)?, I [We] have (Japanese) on (Mondays)., Do you have (Japanese) on (Mondays)?, I like (English)., I want to be a (teacher).		
	phrase	Week / Subjects / Stationery / Occupation		
Related: Goals by Area		(1) Listening (i, b) / (4) Speaking [Presentation] (i)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills (K/S)	Thought, Judgment, and Expression (T/J/E)	Attitude to proactive learning (Attitude)
Listening	<Knowledge> What do you have on ~ ?, I [We] have ~ on ~., Do you have ~ on ~?, I like ~ ., I want to be ~. The related vocabularies (the target language henceforth) <Skills> Acquire the skills to listen to specific information such as the favorite subjects and timetables for the future dreams, and to grasp the outline by listening to short stories.	In order to get to know the other person, able to understand specific information such as the favorite subjects and timetables for the future dreams and listen to short stories to get an overview.	In order to get to know the other person, try to understand specific information such as the favorite subjects and timetables for the future dreams and listen to short stories to get an overview.
Speaking [Presentation]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to speak about the timetable for the future dreams, including their own thoughts and feelings, using the main Target Language.	In order to let others know you better, able to talk about the timetable for the future dreams, including thoughts and feelings.	In order to let others know you better, try to talk about the timetable for the future dreams, including thoughts and feelings.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ Understand how to say the name of the subjects.				Provide guidance to achieve the goals. Observe the children in Let's Play 1 and Let's Listen 1 to improve teaching and learning.
	○ While looking at the timetable of the day, listen to the instructor and talk about the favorite subjects.				
	○ Let's Watch and Think 1, listen to Ben's class timetable.				
	○ Follow Up to understand the outline of the talk and share the goals of the unit.				
	○ Let's Play 1, get used to the way the subject is said through the "pointing game".				
	○ Listen to the name of the subject in Let's Listen 1.				
	○ Let's Try 1 Let's talk about today's class timetable.				
	○ Sounds and Letters, trace the lowercase				



	letters of the alphabet and write while looking at a model.				
2	<p>◆ Students can listen and communicate with each other about their favorite subjects.</p> <p>○ Listen to and interact with teachers about things around them in Small Talk.</p> <p>○ While looking at the timetable of the day, listen to the instructor and talk about favorite subjects.</p> <p>○ Let's Watch and Think 2, ask about the characters' favorite subjects.</p> <p>○ Let's Play 2 , get used to the way of saying subjects and favorite subjects through the "Missing Game".</p> <p>○ Let's Listen 2 , listen to a talk about the characters' favorite subjects.</p> <p>○ Let's Try 2, tell the other person about your favorite subjects and ask the other person if they like the subject.</p>				Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning.
3	<p>◆ Ask and answer questions about your favorite subjects.</p> <p>○ Let's Play 3, get used to saying your favorite subjects through Chant Box 2 and "stereo games".</p> <p>○ In Activity 1 , ask and answer questions about your favorite subject.</p> <p>○ Let's Listen and Read 1 Follow the sentence with your finger while listening to the audio.</p> <p>○ Let's Write 1 to transcribe the words of your favorite subject.</p> <p>○ Sounds and Letters , trace the lowercase letters of the alphabet and write while looking at a model.</p>				Provide guidance to achieve the goals. Observe the children in Activity 1 and to improve teaching and learning.
4	<p>◆ Students can listen and talk about their favorite subjects and dreams for the future.</p> <p>○ Listen to the teachers talk and answer questions about belongings and the number of belongings in small talks.</p> <p>○ Let's Watch and Think 3: learn about the timetable of foreign countries and their children's dreams for the future.</p> <p>○ Let's Play 4, get used to the way of saying occupations through the "pointing game".</p> <p>○ Let's Listen 3, listen to the characters about their favorite subjects and the professions they want to pursue in the future.</p> <p>○ Let's Try 3 , tell each other in pairs about the profession you want to work in the future and your favorite subject.</p>	L	(SP)		◎ Understand the main Target Language, etc., and acquire the skills to listen to specific information about favorite subjects and future dreams, and to grasp the outline by listening to short stories.

5	◆ To let others know you better, you can talk about your future dreams and the timetable to make them come true.				
	○ Let's Play 5 1, ask and answer questions about the timetable through the "Information Gap Game".				
	○ Let's Play 5 2 to get used to the way of saying occupations through "gesture games".				
	○ In Activity 2, think of a timetable to make your dreams come true and communicate with each other as a group.	SP	SP		<p>◎ Understand the main Target Language and acquire the skill to speak about the timetable for future dreams including your thoughts and feelings using the main Target Language.</p> <p>◎ In order to let others know yourself better, talk about the timetable for your future dreams, including your thoughts and feelings.</p>
	○ Let's Listen and Read 2: Follow the sentence with your finger while listening to the audio.				
	○ Let's Write 2: write the profession you want to take.				
	○ Sounds and Letters, write the lowercase letters of the alphabet while looking at a model.				
6	◆ In order to know the other person better, you can ask about their future dreams and talk about the timetable for making their dreams come true.				
	○ Listen to and interact with teachers about their favorite days of the week in Small Talk.				
	○ Let's Listen 4: Ask about the timetable of the characters, and write down the recommended subjects and reasons for making your dreams come true in the future.		L	L	<p>◎ In order to know the other person, able to ask for specific information like their favorite subjects and timetables for their future dreams, and listen to short stories to get an overview.</p> <p>◎ In order to know the other person, try to get specific information like their favorite subjects and timetables for their future dreams, and try to get an overview by listening to short stories.</p>
	○ Review the timetable to make your future dreams come true and think about expressions.				
	○ Let's Try 4: in order to get to know each other better, talk about the timetable for making your future dreams come true, your favorite subjects, your future dreams, etc.	SP			◎ Understand the main Target Language and acquire the skill to speak about the timetable for

					future dreams, including your thoughts and feelings, using the main Target Language.
7	◆ In order to let others know your better, you can present a timetable for making your dreams come true in the future.				
	○ Activity 3, the whole class or group will present a timetable for making their dreams come true in order to let others know them better.		SP	SP	◎ In order to let others know you better, able to talk about the timetable for your future dreams, including your thoughts and feelings. ◎ In order to let others know you better, try to talk about the timetable for my future dreams, including my thoughts and feelings.
	○ Let's Write 3: Write a timetable to make your dreams come true.				
	○ Sounds and Letters , write the lowercase letters of the alphabet while looking at a model.				
8	◆ Use what you learned in the unit to listen and read and identify lowercase letters of the alphabet.				
	○ Song Box: sing "Today is Monday.".				
	○ Watch a video (QR) about classes based on the traditions and cultures of Jamaica, Uganda, and Finland in Around the World.				
	○ the Letter Box, follow the letters in alphabetical order and aim for the goal.				
	○ Story Time, think about the meaning of sentences that you are familiar with through the audio.				
	○ Sounds and Letters and Letter Box: to familiarize yourself with the lowercase letters of the alphabet.				
	○ Conduct a CAN-DO check and review the learning of the unit.				

Unit Name	Let's Check ①		Textbook page	pp.44-47
	Questions: The students in 5-2 Let's Talk!: Let's talk to the teacher.		Time	2 hours
Unit Objectives	Questions: To get to know the other person better, ask for specific information such as their timetables, birthdays, favorite things and what they have, etc., and listen to a short story to get an overview. They can also identify and write capital letters in typefaces. Let's Talk!: To get to know each other better, you can ask and answer questions about birthdays and favorite subjects.			
Main Target Language	expression	What you learned in Lesson 1~3		
	phrase	What you learned in Lesson 1~3		
Related: Goals by Area	(1) Listening (a, i) / (2) Reading (a) / (3) Speaking [Interaction] (i, u) / (5)Writing (a)			

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thoughts, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> how to read characters, We have ~ on ~., My birthday is ~., I like [have] ~. and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen to specific information such as timetables, birthdays, favorite things, and what they have, and to know which letter it is when they hear it pronounced.	In order to get to know the characters better, they ask for specific information, such as what they like, and listen to short stories to get an overview.	*In this unit, we will not conduct evaluations to be recorded.
Reading	<Knowledge> Understanding of capital letters in typefaces. <Skills> Acquire the skills to identify capital letters in typefaces.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Communication]	<Knowledge> Understand the language material you have learned so far. <Skills> Acquire the skills to communicate with each other using phrases and expressions for telling birthdays and favorite subjects.	In order to get to know each other better, they ask and answer questions about birthdays and favorite subjects.	In order to get to know each other better, they try to communicate with each other by asking and answering questions about birthdays and favorite subjects.
Writing	<Knowledge> understanding of capital letters. <skills> the skills to write capital letters.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.

#### Let's Talk! Teacher Rubric (Example Evaluation Criteria)

evaluation	Point of view		
	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
(a)	They use the correct expressions they have already learned to talk about themselves and ask and answer questions with	In order to get to know each other better, they talk about themselves by adding information such as birthdays and favorite	In order to get to know each other better, they try to talk about themselves by adding information such as birthdays and favorite

	ALTs.	subjects so that the other person can understand them better, ask questions related to ALT, give impressions, and answer questions.	subjects so that the other person can understand them better, ask questions related to ALT, give impressions, and answer questions.
(b)	Although he occasionally stammers and makes mistakes in some of his words and expressions, he talks about himself and asks and answers questions to ALTs.	In order to get to know each other better, they talk about themselves, and ask and answer questions from ALTs about birthdays and favorite subjects.	In order to get to know each other better, they try to talk about themselves, and ask and answer questions from ALTs about birthdays and favorite subjects.
(c)	Students who do not meet the above	Students who do not meet the above	Students who do not meet the above

Unit Name		Lesson 4: I can draw pictures well. Let others know you better.	Textbook page Time	pp.50-59 8 hours
Unit Objectives		In order to get to know the other person well, you can listen to specific information about what you can and cannot do, listen to a short story to get an overview, talk about your thoughts and feelings in order to let others know you and others better, and write with reference to example sentences.		
Main Target Language	expression	I [You / He / She] can [can't] (play soccer)., Can you (play soccer)?, Yes, I can. / No, I can't.		
	phrase	Sports / Musical Instruments / Movements(1) / Play		
Related: Goals by Area		(1) Listening (i, u) / (4) Speaking [Presentation] (5) Writing (a, i)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> Words and phrases about what you can and cannot do, and I [You / He / She] can [can't] ~ ., Can you ~ ? and related words and phrases (hereinafter referred to as "main Target Language"). <Skills>: Acquire the skills to understand specific information about what you and others can and cannot do, and to grasp the outline by listening to short stories.	In order to get to know the other person well, able to ask for specific information about what they can and cannot do, and to listen to short stories to get an overview.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Presentation]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to talk about what they can and cannot do, including their own thoughts and feelings, using the main Target Language.	In order to let others know you and others better, able to talk about what you and others can and cannot do, including your thoughts and feelings.	In order to let others know you and others better, try to talk about what you and others can and cannot do, including your thoughts and feelings.
Writing	<Knowledge> Understand the main words and expressions. <Skills> Acquire the skills to write about what you or a third party can and cannot do using the main Target Language.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ Understand what you can and cannot do.				Provide guidance to achieve the goals. Observe the children in Let's Watch and Think 1 and Let's Play 1 to improve teaching and learning.
	○ While looking at the textbook, watch Let's Watch and Think 1, listen to what the characters can and cannot do, and have an outlook on learning the unit.				
	○ Follow Up: Listen to the teachers' story and interact with the teachers, learn how to say the target sentence, and set the goal of the unit.				
	○ Get used to the way the action is said through the "pointing game" of Let's Play 1.				

	<input type="radio"/> In Let's Listen 1, listen to three things that Ben can do. <input type="radio"/> Say what you can do through Let's Try 1. <input type="radio"/> Sounds and Letters, read and write the capital letters of the alphabet.				
2	<p>You can ask and answer questions about what you can and cannot do.</p> <input type="radio"/> Small Talk, listen to the teachers talking about their favorite sports and interact with them and friends. <input type="radio"/> Let's Watch and Think 2, listen to what Mr. Tanaka and Mr. Jack can do and understand the content. <input type="radio"/> Let's Play 2, get used to the way of describing the action through the bingo game. <input type="radio"/> Let's Listen 2, listen to what Ben, Haruhi, and Shuta can and cannot do. <input type="radio"/> Through Let's Try 2, tell each other what you can and cannot do in pairs.				Provide guidance to achieve the goals. Observe the children in Let's Watch and Think 2 and Let's Try 2 and to improve teaching and learning.
3	<p>You can ask and answer questions about what you can and cannot do.</p> <input type="radio"/> Get used to the expressions to ask about what you can do in Let's Play 3. <input type="radio"/> Activity 1, ask each other what the friends can and cannot do in pairs. <input type="radio"/> Let's Listen and Read 1: Follow the sentence with your finger while listening to the audio about what Natsuki can do. <input type="radio"/> Let's Write 1: write one thing you can do. <input type="radio"/> Sounds and Letters, read and write the capital letters of the alphabet.				Provide guidance to achieve the goals. Observe the children in Activity 1 and Let' Write 1 to improve teaching and learning.
4	<p>◆ You can ask about what people close to the character can do, and introduce what your friends can and cannot do.</p> <input type="radio"/> Small Talk, listen to the teachers talking about their favorite subjects, and interact with them and friends. <input type="radio"/> Watch a video of the characters interviewing each other in Let's Watch and Think 3 and write what you heard. <input type="radio"/> Let's Play 4, say what the person in the photo can and cannot do. <input type="radio"/> Let's Listen 3, listen to what Tanaka-sensei, Natsuki, and Haruhi can and cannot do introduced by Akita and others, and connect them with a line. <input type="radio"/> Let's Try 3, introduce what your friends can and cannot do in pairs.		L		◎ Understand the main Target Language, etc. and acquire the skills to listen to specific information about what you can and cannot do, and to listen to short stories and grasp the overview.
5	<p>◆ In order to get to know the other person well, you can ask about what the characters can do, and introduce what the people close to you can and cannot do.</p>				

	○ Let's Listen 4, ask about the people who meet the conditions for making posters among Ben, Haruhi, and Natsuki.		L		◎ In order to get to know the other person well, they can listen to specific information about what people can and cannot do, and listen to short stories to get an overview.
	○ In Activity 2, introduce to your friends in the group what people close to you can and cannot do.				
	○ Through Let's Listen and Read 2, follow the sentences with your fingers while listening to the audio of what Ben can and cannot do about what Haruhi can and cannot do.				
	○ Let's Write 2, write one thing you can't do.				
	○ Sounds and Letters, read and write the capital letters of the alphabet.				
6	◆ You can talk about what you can and cannot do.				
	○ Small Talk, listen and communicate with your teachers and friends about what you want for your birthday.				
	○ Let's Watch and Think 4, listen to Sophia's and Kevin's self-introductions and understand the contents.				
	○ Let's Try 4, think about what you can and cannot do to let others know you better, and talk in pairs.	(SP)			
	○ Sing "Punchinello" in the Song Box.				
7	◆ Present or write about what you can and cannot do to let others know yourself better.				
	○ Activity 3, present what you can and cannot do while devising ways to get your friends interested.	SP	SP	SP	◎ Understand the main Target Language and acquire the skills to speak about what you, others, and third parties can and cannot do including your thoughts and feelings, using the main Target Language. ◎ In order to let others know yourself and others better, talk about what you and others can and cannot do, including your thoughts and feelings. ◎ In order to let others know yourself and others better, try to talk about what you and others can and cannot do, including your thoughts and feelings.
	○ Let's Listen and Read 3: Follow the sentence with your finger while listening to the audio about what Mifuyu can do.				
	○ Let's Write 3, write down what you can	book			◎ Understand the main



	and cannot do one by one.				words and expressions, and acquire the skill to write about what you and others can and cannot do using the main Target Language.
	<input type="radio"/> Sounds and Letters, read and write the capital letters of the alphabet.				
8	<p>◆ Use what you learned in the unit to listen and read. Also, understand the characteristics of the capital letters of the alphabet.</p> <p><input type="radio"/> Watch Around the World to learn about sports that are played all over the world and that everyone can do.</p> <p><input type="radio"/> Through the Letter Box, understand the characteristics of capital letters.</p> <p><input type="radio"/> Through Story Time, become familiar with reading while following the letters with your fingers, and enjoy the content of the story.</p> <p><input type="radio"/> Conduct a CAN-DO check and review the learning of the unit.</p>				

Unit Name		Lesson 5: Where is the station? Let's create a My Town and guide you.	Textbook page Time	pp.60-69 8 hours
Unit Objectives		To get to know the other person better, you can ask for specific information, such as directions to favorite places in the area. To get to know each other better, you can give directions to the places and why you like them each other.		
Main Target Language	expression	Where is (the station)?, Go straight for one block [two blocks]., Turn right [left]., You can see it on your right [left]., It's on [in / under / by] (the park)., We have (a park) in our town. What is your favorite place?, My favorite place is [It's] (the library).		
	phrase	Buildings, etc. / Nature, etc. / Directions / Location / Personal items		
Related: Goals by Area		(1) Listening (i,c) / (3) Speaking [Interaction] (b,c)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> Where is ~ ?, Go straight for ~ block(s)., Turn right [left]., You can see it on your right [left]., It's on [in / under / by] ~ ., We have ~ in our town., What is your favorite place?, My favorite place is [It's] ~. and related words (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen to specific information such as directions to favorite places in the area.	In order to get to know the other person well, I ask for specific information about favorite places in the area, such as directions.	In order to get to know the other person better, they try to ask for specific information such as directions to their favorite places in the area.
Speaking [Communication]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to give directions to favorite places in the community using the main Target Language.	To get to know each other better, they share directions and reasons for their favorite places in the area.	To get to know each other better, they try to give each other directions and to their favourite places and tell why they like them.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ Understand the way of saying facilities and buildings in the town.				Provide guidance to achieve the goals. Observe the children in Let's Try 1 and Let's Play 1 to improve teaching and learning.
	○ While looking at textbooks and maps of their own areas, listen to the teachers and communicate with them.				
	○ Let's Try 1: talk about the facilities and buildings in your area.				
	○ Let's Play 1, become familiar with the way facilities and buildings are said through bingo games.				
	○ Let's Listen 1: listen to the way of saying facilities and buildings.				
	○ Let's Watch and Think 1, Listen to people talk about the town Ben created in the game.				

	<input type="radio"/> Follow Up: Understand the outline of the talk and set the goal of the unit.				
	<input type="radio"/> Sounds and Letters, read and write lowercase letters of the alphabet.				
2	<b>◆ Understand expressions that show the position of things.</b>				
	<input type="radio"/> Small Talk, listen to the teachers talk about their favorite places at school, and interact with the teachers and friends.				Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning.
	<input type="radio"/> Listen to the teachers and communicate with them and friends about the location of the illustrations in the textbook pp. 60-61 and the objects around you.				
	<input type="radio"/> Let's Play 2, listen to the instructions and change the position of the object.				
	<input type="radio"/> Let's Listen 2: hear the position of things.				
	<input type="radio"/> the Chant Box, say "Where is your school bag?"				
	<input type="radio"/> Let's Try 2, talk about the location of things in the room you made.				
	<input type="radio"/> Song Box, Sing "On, In, Under, By" Song.				
3	<b>Ask and answer questions about facilities and buildings in the town and where they are located.</b>				
	<input type="radio"/> Let's Play 3, listen to the teachers talk and interact with them and friends about the location of the facility or building represented by the map symbol.				Provide guidance to achieve the goals. Observe the children in Activity 1 to improve teaching and learning.
	<input type="radio"/> In Activity 1, create your own town, and ask and answer questions about the facilities, buildings, and places in each town.				
	<input type="radio"/> Let's Listen and Read 1				
	<input type="radio"/> Let's Write 1				
	<input type="radio"/> Sounds and Letters, read and write lowercase letters of the alphabet.				
4	<b>◆ You can ask for directions to the facilities and buildings in the other person's My Town, and ask and answer directions.</b>				
	<input type="radio"/> the Small Talk, listen to the teacher's directions and give directions to your favorite food in autumn and the facilities and buildings where you can eat or buy it.				
	<input type="radio"/> Let's Watch and Think 2, listen to the characters giving directions.				
	<input type="radio"/> Let's Play 4, get used to how to give directions through the Simon Says Game.				
	<input type="radio"/> Let's Listen 3, listen to the directions from the characters.	(L)			
	<input type="radio"/> Let's Try 3, pair up to guide each other from the station to your house on My Town.	(SI)			
5	<b>◆ Ask for and give directions about your favorite places in My Town.</b>				
	<input type="radio"/> the Chant Box, say "Where is the pizza				

	shop?"				
	○ In Let's Play 5, listen to the directions and what you can do there, and think about which facility or building they are talking about.				
	○ In Activity 2, give directions for each other as a group to your favorite places in My Town.	SI			◎ Understand the main Target Language and acquire the skills to give directions to favorite places in the community using the main Target Language.
	○ Let's Listen and Read 2 .				
	○ Let's Write 2.				
	○ Sounds and Letters: read and write lowercase letters of the alphabet.				
6	◆ You can ask for directions to get to know the other person better, and to get to know each other better, you can ask and answer the questions (e.g. directions and why you like them) about your favorite places in My Town.				
	○ Small Talk, listen to the teachers talk about the school's facilities, and interact with them and friends.				
	○ In the Chant Box, say "Where is the pizza shop?"				
	○ Let's Listen 4, listen to the characters give directions to their favorite places.	L	L	L	◎ Understand the main Target Language and acquire the skills to listen to specific information such as directions to favorite places in the area. ◎ In order to get to know the other person well, ask for specific information such as directions to favorite places in the area. ◎ In order to get to know the other person better, try to ask for specific information such as directions to favorite places in the area.
	○ Listen to teachers talk about their favorite places including their feelings and thoughts.				
	○ Think of an expression that expresses the reason for your favorite place.				
	○ Let's Try 4, in order to get to know each other better, ask and answer questions about your favorite places in My Town, such as directions and why you like them.	SI			◎ Understand the main Target Language and acquire the skills to give directions to favorite places in the community using the main Target Language.
7	To get to know each other better, you can ask and answer questions about your favorite places in My Town, such as directions and why you like them.				
	○ In the Chant Box, say "Where is the pizza shop?"				
	○ In Activity 3, in order to get to know each other better, as a class or as a group, ask and answer questions about their favorite places in My Town, such as directions and	SI	SI	SI	◎ Understand the main Target Language and acquire the skills to communicate directions to

	why they like each other.				<p>favorite places in the community using the main Target Language.</p> <p>☉ In order to get to know each other better, they tell each other about their favorite places in the area, such as directions and why they like each other.</p> <p>☉ In order to get to know each other better, they try to tell each other about their favorite places in the area, such as directions and why they like them.</p>
	<input type="radio"/> Let's Listen and Read 3 .				
	<input type="radio"/> Let's Write 3.				
8	<p>◆ Use what you learned in the unit to listen and read. Also, write lowercase letters of the alphabet.</p>				
	<input type="radio"/> Song Box, "Hark! Hark! The dogs do bark.", "On, In, Under, By" Sing the song.				
	<input type="radio"/> Watch the Around the World video.				
	<input type="radio"/> Story Time, think about the meaning of sentences that you become familiar with through audio.				
	<input type="radio"/> Sounds and Letters (p.117) and Letter Box: summarize the study of the alphabet (lowercase).				
	<input type="radio"/> Conduct a CAN-DO check and review the learning of the unit.				

Unit Name	Lesson 6: What would you like? Think about your lunch menu and place your order.		Textbook page	pp.70-79
			Time	8 hours
Unit Objectives		Depending on the purpose - e.g. ordering at a restaurant, you can ask for specific information about the dish, its price, taste, etc., and communicate it in a polite way.		
Main Target Language	expression	May I help you?, What would you like?, I'd like (a hamburger)., How much is it?, It's (500) yen., It's (delicious)., What's this?, It's (pho)., It's (rice noodles).		
	phrase	Food / Taste, etc. / Number		
Related: Goals by Area		(1) Listening (i, u) / (3) Speaking [Interaction] (a, i)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> What would you like?, I'd like ~., How much is it?, It's ~ yen., It's ~. and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen to specific information about food, its price, taste, etc.	Depending on the purpose - e.g. ordering at a restaurant, they can ask for specific information about the food, its price, taste, etc.	Depending on the purpose - e.g. ordering at a restaurant, they try to ask for specific information about the food, its price, taste, etc.
Speaking [Interaction]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to communicate about food, its price, taste, etc., in a polite manner using the main Target Language.	Depending on the purpose - e.g. ordering at a restaurant, etc., they can talk about the food, its price, taste, etc. in a polite way.	Depending on the purpose - e.g. ordering at a restaurant, etc., they try to talk about the food, its price, taste, etc. in a polite way.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ Understand how to say food and drink.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	○ Let's Watch and Think 1: watch the characters' stories about food and drink.				
	○ Follow Up: understand the outline of the talk and share the goals of the unit.				
	○ Let's Play 1: get used to the way you say food.				
	○ Let's Listen 1: hear what the characters want to eat.				
	○ Let's Try 1: say what you want to eat.				
2	◆ You can listen to orders in a polite way and order in a polite way.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	○ Small Talk, listen to teachers talk about their favorite seasons and interact with teachers and friends.				
	○ Let's Watch and Think 2, watch the interaction between the characters and the clerk.				

	<input type="radio"/> Let's Play 2: Get used to the way to say how food tastes.				
	<input type="radio"/> Let's Listen 2 , listen to the food ordered by the characters.				
	<input type="radio"/> Let's Try 2, choose the food you want to order.				
3	<b>◆ You can order food and drinks or ask for orders in a polite manner.</b>				
	<input type="radio"/> Let's Play 3 to get used to the way food is said.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	<input type="radio"/> In Activity 1 , you take on the role of a clerk and a customer, asking for orders and placing orders.				
	<input type="radio"/> Let's Listen and Read 1 to follow the English text of the textbook with your finger.				
	<input type="radio"/> Let's Write 1 to write the food you want to order.				
	<input type="radio"/> Write lowercase letters corresponding to uppercase letters in Sounds and Letters.				
4	<b>◆ Ask each other about the price of food.</b>				
	<input type="radio"/> small talks, listen to the teachers talk about the number of things around them, and interact with the teachers and friends.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	<input type="radio"/> Let's Watch and Think 3: watch the characters talk about the price and taste of the food.				
	<input type="radio"/> With Let's Play 4, get used to the number and price.				
	<input type="radio"/> Let's Listen 3: ask the price of the food.				
	<input type="radio"/> Let's Try 3, ask each other the price of the food as a group.				
5	<b>◆ In order to get to know the other person well, you can ask and answer about the food you ordered, the reason, the taste, the price, etc.</b>				
	<input type="radio"/> Let's Listen 4 , listen to the dishes that the characters ordered and why.	L	L	L	<input type="radio"/> Understand the main target language and acquire the skills to listen to specific information about dishes, their prices, tastes, etc. <input type="radio"/> Depending on the purpose, they can ask for specific information about the food, its price, taste, etc. <input type="radio"/> Depending on the purpose, they try to ask for specific information about the food, its price, taste, etc.
	<input type="radio"/> Activity 2: Ask, answer, and introduce the food, its taste, price, etc. in groups.	SI			<input type="radio"/> Understand the main Target Language, and acquire the skills to talk about dishes, their prices,

					and tastes in a polite way using the main Target Language.
	○ Let's Listen and Read 2: follow the textbook with your finger.				
	○ Let's Write 2: Let's write an expression that ask for the price.				
	○ Write lowercase letters corresponding to uppercase letters in Sounds and Letters (p.118).				
6	◆ You can ask about the food and its price, and think about the lunch menu and place an order.				
	○ Small Talk: listen to the teachers talk about your favorite vegetables and interact with the teachers and friends.				
	○ Let's Listen 5: Ask about the price of the food and the food ordered by the characters.	L			◎ Understand the main target language and acquire the skills to listen to specific information about dishes, their prices, tastes, etc.
	○ Let's Try 4: in order to get to know each other better, order dishes from the lunch menu that you chose and discuss it.				
7	◆ Think of a lunch menu theme for someone close to you, order food and drinks, introduce the menu, and talk about it each other.				
	○ In Activity 3, order dishes from the lunch menu they chose for people close to you, ask for orders, and introduce dishes.	SI	SI	SI	◎ Understand the main Target Language, and acquire the skills to talk about the dishes, the prices, and tastes in a polite way using the main Target Language. ◎ Depending on the purpose, they can communicate with each other in a polite way about the food, its price, taste, etc. ◎ Depending on the purpose, they try to communicate with each other in a polite way about the food, its price, taste, etc.
	○ Let's Write 3 , write the other person's name and what he/she ordered.				
8	◆ Use what you learned in the unit to listen and read. They will also learn about the sounds of English letters.				
	○ Song Box: Sing "What would you like?"				
	○ Watch the Around the World video.				
	○ the Letter Box, summarize the study of uppercase and lowercase letters of the alphabet.				
	○ Story Time, read words and expressions that you are familiar with.				



	<input type="radio"/> Conduct a CAN-DO check and review the learning of the unit.				
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Unit Name	Let's Check ②		Textbook page	pp.80-83
	Questions: Teachers at Taiyo Elementary School Let's Talk! : Let's talk to the teacher.		Time	2 hours
Unit Objectives		Questions: To get to know the other person better, ask for specific information such as what they can and can't do, or listen to a short story to get an overview. Also, based on the setting, you can listen to a short story to get an overview. In addition, they can identify lowercase letters written in typeface, and know how to read and write. Let's Talk!: To get to know each other better, you can ask and answer questions about what you can do, what you like, and the city you live in.		
Main Target Language	expression	What you learned in Lesson 4~6		
	phrase	What you learned in Lesson 4~6		
Related: Goals by Area		(1) Listening (a, i, u) / (2) Reading (a) / (3) Speaking [Interaction] (i, u) / (5) Writing (a)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thoughts, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> How to read, I [You / He / She] can [can't] ~ ., Where is ~ ?, Go straight for ~ block(s)., Turn right [left]., You can see it on your right [left]., What would you like?, I'd like ~., How much is it?, It's ~ yen., It's ~. and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to listen to specific information about what the characters can and cannot do, and to recognize which letters they are when they hear them pronounced.	In order to get to know the characters better, they can ask for specific information about what a third person can do, and to get an overview of what kind of conversation they have in the restaurant after they listen to short stories.	*In this unit, we will not conduct evaluations to be recorded.
Reading	<Knowledge> Understand lowercase letters. <Skills> Acquire the skills to identify lowercase letters in typefaces.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Communication]	<Knowledge> Understand the target language you have learned so far. <Skills> Acquire the skills to ask and answer questions about themselves and others using the Target Language they have learned so far.	In order to get to know and each other's unexpected aspects, they can ask and answer questions about what they can do, what they like, and the town where they live.	In order to get to know and each other's unexpected aspects, they try to ask and answer questions about what they can do, what they like, and the town where they live.
Writing	<Knowledge> Understand lowercase typefaces. <Skill> Acquire the skill to write lowercase typeface.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.

Let's Talk! Teacher Rubric (Example Evaluation Criteria)

evaluation	point of view		
	Knowledge & Skills	Thoughts, Judgment, and Expression	Attitude to Attitude to proactive learning
(a)	They use the correct expressions they have already learned to talk about themselves and ask and answer questions from ALTs.	In order to get to know each other's unexpected aspects, they can add information about what they can do and the town where they live so that the other person can understand it better, ask questions related to ALT, give impressions, and answer questions.	In order to get to know each other's unexpected aspects, they try to add information about what they can do and the town where they live so that the other person can understand it better, ask questions related to ALT, give impressions, and answer questions.
(b)	Although they occasionally stammer and make mistakes in some of their words and expressions, they talk about themselves and ask and answers questions from ALTs.	In order to get to know each other's unexpected aspects, they talk about themselves and ask questions and answer questions from ALTs about what they can do and the town where they live.	In order to get to know each other's unexpected aspects, they try to talk about themselves and ask questions and answer questions from ALTs about what they can do and the town where they live.
(c)	Students who do not meet the above	Students who do not meet the above	Students who do not meet the above

Unit Name		Lesson 7: I love my town.	Textbook page	pp.86-95
		Let's take a look at some of the best things about town.	Time	8 hours
Unit Objectives		In order to let others know the area where you live, you can talk about recommended places with your own thoughts and feelings, and write with reference to example sentences. Also, can read what is written about the area and understand its meaning.		
Main Target Language	expression	I love my town., My favorite place is (the amusement park)., We have [don't have] (a park)., We can (enjoy watching soccer games). It's (beautiful).		
	phrase	Things to do/things to do/buildings, etc./conditions, etc./situations, etc.		
Related: Goals by Area		(2) Reading (i) / (3) Speaking [Presentation] (u) / (5) Writing (i)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thoughts, Judgment, and Expression	Attitude to proactive learning
Reading	<Knowledge> My favorite place is ~ ., We have ~ ., We can enjoy ~ ., It's ~ . and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> They have acquired the skills necessary to read and understand what is written about the area in which they live.	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Presentation]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to talk about their own areas using the main Target Language with their thoughts and feelings.	In order to let others know the area where they live, they talk about recommended places with their own thoughts and feelings.	In order to let others know the area where they live, they try to talk about recommended places with their own thoughts and feelings.
Writing	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to write about the area in which they live with their own thoughts and feelings, using the main target language.	In order to let others know the area where they live, they write about recommended places with their thoughts and feelings.	*In this unit, we will not conduct evaluations to be recorded.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ You can learn how to say facilities, places, and specialties in the town.				Provide guidance to achieve the goals. Assess the learning status of children and use them for guidance and learning improvement.
	○ Let's Watch and Think 1: Listen for the facilities and places in the character's town.				
	○ Follow Up to see the outline of the characters' stories and set the goals for the unit.				
	○ Let's Play 1, through the "pointing game", you will become familiar with the expressions of facilities and places in the area.				

	<input type="radio"/> Let's Listen 1 to listen to the expression of facilities and places.				
	<input type="radio"/> Let's Try 1 , tell them about your favorite facilities, places, and specialties in the town.				
	<input type="radio"/> Sounds and Letters , correctly write the four lines of the alphabet differently between uppercase and lowercase letters.				
2	<b>◆ You can talk about the facilities, places, and specialties in the town.</b>				
	<input type="radio"/> Small Talk, listen to and interact with teachers about their favorite subjects.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	<input type="radio"/> Let's Watch and Think 2, rewatch Ben and Haruhi's story (Let's Watch and Think 1) and learn the recommended places in town and why.				
	<input type="radio"/> Let's Play 2, learn the expressions that express states and characteristics through gestures.				
	<input type="radio"/> Let's Listen 2, listen to the introduction of the town by Haruhi and ask about the name of the facility and how it is.				
	<input type="radio"/> Let's Try 2: pairs tell each other about the facilities in their town and how they are doing.				
3	<b>◆ You can tell each other about the wonderful facilities and places in the town.</b>				
	<input type="radio"/> Let's Play 3: through the quiz, become familiar with the expressions that describe the facilities and situations.				Provide guidance to achieve the goals. Observe the children to improve teaching and learning.
	<input type="radio"/> Activity 1: introduce "wonderful places in the town" in a quiz format, and tell them about the situation, characteristics, and what you can do in that place.				
	<input type="radio"/> Let's Listen and Read 1: Follow the letters with your finger while listening to the introduction of the town by Haruhi.				
	<input type="radio"/> Let's Write 1: Write about a nice facility or place in your town.				
	<input type="radio"/> Sounds and Letters: correctly write the alphabet on the four differentiating the uppercase and lowercase letters.				
4	<b>◆ Be able to listen and talk about what you can do in foreign towns and in your own town.</b>				
	<input type="radio"/> Small Talks: Listen to and interact with teachers about "what you can and cannot do."				
	<input type="radio"/> Let's Watch and Think 3: Watch a video introducing a foreign town, choose the country you want to go to, and write the reason.				
	<input type="radio"/> Let's Play 4, become familiar with the expressions about places, facilities, and their situations through "perfect games".				
	<input type="radio"/> Let's Listen 3: Learn about the facilities in	(L)			

	the town and what the town is like from Ben's introduction to the town.				
	○ Let's Try 3, tell each other what you can do in your town.				
5	◆ You can talk about "the wonderful part of the town".				
	○ Let's Play 5, introduce your area through the "Tourist Information Game".				
	○ Activity 2, talk about "the wonderful things about the town."	SP			◎ Understand the main Target Language and acquire the skills to talk about the area in which they live with their own thoughts and feelings, using the main Target Language.
	○ Let's Listen and Read 2: While listening to the introduction of the town of Akita, follow the letters with your finger.				
	○ Let's Write 2: Write about what you can do in your town.	(W)			
	○ Sounds and Letters: correctly write the alphabet on the four lines differentiating the uppercase and lowercase letters.				
6	◆ You can read posters about the highlights of the town and organize the contents of the presentation.				
	○ Small talks: listen to and interact with teachers about "what you can and cannot do."				
	○ Let's Read 1: write what you have read and learned.	R			◎ Understand the main Target Language and acquire the skills necessary to read and understand the meaning of what is written about the area in which they live.
	○ Let's Try 4: Organize the thoughts on the good of the area where you live.				
	○ Let's Try 4, organize the content so that it conveys the good of the community, and practice making a presentation while devising ways to make better.	(SP )	(SP )	(SP )	
7	◆ In order to let people know the wonderful things about the area where they live, they can make presentations about local facilities and what they can do there.				
	○ Activity 3: Give a presentation on the facilities and things we can do in order to let people know the wonderful things about the area where we live.	SP	SP	SP	◎ Understand the main Target Language and acquire the skills to talk about the area in which they live with their own thoughts and feelings, using the main Target Language. ◎ In order to let others know the area where they live, they talk about recommended places with their own thoughts and

				feelings. ◎ In order to let others know the area where they live, they try to talk about recommended places with their own thoughts and feelings.
	Let's Write 3 completes the "Nice Places in Town" poster.	R	R	◎ Understand the main Target Language and acquire the skill to write about the area in which they live with their own thoughts and feelings, using the main Target Language. ◎ In order to let others know the area where they live, they write about recommended places with their own thoughts and feelings.
	○ Sounds and Letters , correctly write the alphabet on the lines differentiating the uppercase and lowercase letters.			
8	◆ Use what you learned in the unit to listen and read. Also, ask them how to read the alphabet and write the capital letters of the typeface.			
	○ Song Box: Sing "I love my town."			
	○ Around the World, Watch introductory videos of Bolivia, the United Arab Emirates, and the United States of America, and listen to the advantages of each country such as the facilities in each country and what you can do there.			
	○ Story Time: Read sentences that you are familiar with and think about the meaning.			
	○ Letter Box: Ask how to read the alphabet and write the capital letter of the alphabet.			
	○ Conduct a CAN-DO check and review the learning of the unit.			

Unit Name		Lesson 8: My Hero Let's make a "hero book".	Textbook page Time	pp.96-105 8 hours
Unit Objectives		In order to let others know people you admire and respect, students can listen to short stories about what they are good at, what they can do, and their personalities, they can talk about their own thoughts and feelings after organizing the contents. You can also write with reference to example sentences.		
Main Target Language	expression	Who is your hero?, My hero is (Ohtani Shohei)., He [She] is (a baseball player)., He [She] is good at (playing baseball), He [She] is (nice).		
	phrase	Behavior, etc. (1) / Occupation / Family / People / Personality etc.		
Related: Goals by Area		(1) Listening (i, u) / (4) Speaking [Presentation] (i) (5) Writing (a, i)		

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<Knowledge> Who is your hero?, My hero is ~ ., He [She] is ~ ., He [She] is good at ~ ., He [She] is ~ . and related words and phrases (hereinafter referred to as "main Target Language"). <Skills> Acquire the skills to grasp the outline of a short story about who people admire and what they are good at, what they can do, and their personalities.	In order to get to know the other person and the person they admire or respect well, they listen to a short story about what they are good at, what they can do, their personality, etc., and get an overview.	In order to get to know the other person and the person they admire or respect well, they try to listen to a short story about what they are good at, what they can do, their personality, etc., and get an overview.
Speaking [Presentation]	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to talk about who they admire or what they are good at and what they can do including their own thoughts and feelings using the main Target Language.	In order to get to know the person they admire and respect well, they can talk about what they are good at and what they can do including your own thoughts and feelings.	In order to get to know the person they admire and respect well, they try to talk about what they are good at and what they can do including your own thoughts and feelings.
Writing	<Knowledge> Understand the main Target Language. <Skills> Acquire the skills to write about people they admire and respect including their own thoughts and feelings using the main Target Language.	In order to get to know people they admire and respect, you can write about what they are good at, what they can do, their personality, etc. including your own thoughts and feelings.	In order to get to know people they admire and respect, you try to write about what they are good at, what they can do, their personality, etc. including your own thoughts and feelings.

#### Unit Planning Example

time	Goals (◆) and main learning activities (○)	evaluation			
		K/S	T/J/E	Attitude	Evaluation Criteria (◎)
1	◆ You can understand how to say what you are good at.				
	○ Let's Watch and Think 1: Watch a video from Ben's grandfather and grandmother.				Provide guidance to achieve the goals. Observe children's activities in Let's Watch and Think 1 and
	○ Follow Up: Understand the outline of the talk and share the goals of the unit.				



	<input type="radio"/> Let's Play 1: Get used to the various ways of saying things. <input type="radio"/> Let's Listen 1: Listen to what Ben's heroes are good at. <input type="radio"/> Let's Try 1: Say what you're good at. <input type="radio"/> Sounds and Letters: Think about the characteristics of sounds (cat, mat, hat).				Let's Play 1 to improve learning and teaching.
2	◆ You can ask and answer questions about what you are good at.				
	<input type="radio"/> Small Talk: Listen to the teachers talk about their favorite sports and interact with them and friends. <input type="radio"/> Watch and Think 2: Watch Mifuyu and Ben's talk about what they are good at and what they are not good at. <input type="radio"/> Let's Play 2: Get used to expressions that express whether you are good at a certain action or not. <input type="radio"/> Let's Listen 2: Listen to what Sophia, Kevin, and Jack are good at. <input type="radio"/> Let's Try 2: Ask and answer in pairs what you are good at.				Provide guidance to achieve the goals. Observe the children in Let's Watch and Think 2 and Let's Play 2 and to improve teaching and learning.
3	◆ You can tell each other what your heroes can do and what they are good at.				
	<input type="radio"/> Let's Play 3: Get used to the ways to say people close to you and their occupation, and how to use he and she to express what they are good at. <input type="radio"/> Activity 1: Introduce what your hero is good at and what he or she can do. <input type="radio"/> Let's Listen and Read 1: Listen to Ben talk about his hero and follow the sentence with your finger while listening to him. <input type="radio"/> Let's Write 1: Write about your hero and what he/she can do and what he/she is good at. <input type="radio"/> Sounds and Letters: Think about the characteristics of sounds (dog, jog, frog).				Provide guidance to achieve the goals. Observe the children in Activity 1 and Let's Write 1 to improve learning and teaching.
4	◆ You can understand what people are good at and their personalities, and talk about the strengths, personalities, and occupations of people close to you.				
	<input type="radio"/> Small Talks: Listen to stories about what people close to you can do, and communicate with teachers and friends. <input type="radio"/> Watch and Think 3: Watch a video of foreign children introducing their heroes. <input type="radio"/> Let's Play 4: Get used to expressions that express personality. <input type="radio"/> Let's Listen 3: Listen to the introduction of Natsuki, Akita, and Mifuyu's families, and ask about their strengths and personalities.		L		◎ Understand the main Target Language, etc., and acquire the skill to grasp the outline of short stories about the person people admire or respect and what they are good at, what they

					can do, their personality, etc.
	○ Let's Try 3: Introduce friends and people close to you in pairs.				
5	◆ In order to get to know the other person well, you can ask them what they are good at and their personality, and you can talk and write about your hero.				
	○ Let's Listen 4: Understand the content of the thank you card that Ben sends to the 6th graders who took care of him.		L	L	<p>◎ In order to get to know the other person well and the person they admire or respect, they can listen to a short story about what they are good at, what they can do, their personality, etc., and get an overview.</p> <p>◎ In order to get to know the other person well and the person they admire or respect, they try to listen to a short story about what they are good at, what they can do, their personality, etc., and get an overview.</p>
	○ Activity 2: Introduce your heroes in a quiz format as a group.				
	○ Let's Listen and Read 2: Follow the sentences with your fingers while listening to the content of Haruhi's talk about her hero.				
	○ Let's Write 2: Write what you can do in your town.				
	○ Sounds and Letters: Think about the characteristics of sounds (map, cap, clap).				
6	◆ You can read the introduction of the characters' heroes and talk about your hero in an organized manner.				
	○ Small Talk: Listen to the teachers talk about their favorite characters and interact with them and friends.				Provide guidance to achieve the goals. Observe the children in Let's Try 4 and use them to improve teaching and learning.
	○ Let's Read 1: write what you learned after reading the sheet that Akita wrote about his hero.				
	○ Let's Try 4: Introduce your hero to let others know about him/her.				
	○ Song Box , sing "My Hero".				
7	◆ In order to let others know you well, you can make a presentation about your heroes and organize and write the contents to create a "Hero Book".				
	○ Activity 3, present your hero to let others know you better.	SP	SP	SP	◎ Understand the main Target Language, and acquire the skills to speak about what people you admire and respect are good at and what they can do, including your own thoughts and feelings, using the main Target Language.

					<p>◎ In order to let others know the people you admire and respect well, you can talk about what they are good at and what they can do, including your own thoughts and feelings.</p> <p>◎ In order to let others know the people you admire and respect well, you try to talk about what they are good at and what they can do, including your own thoughts and feelings.</p>
	<p>○ Let's Write 3: Write about your hero in order to create a "Hero Book"</p>	W	W	W	<p>◎ Understand the main Target Language, and acquire the skill to write about people you admire and respect, including your own thoughts and feelings, using the main Target Language.</p> <p>◎ In order to let others know the person you admire and respect well, write about what they are good at, what they can do, their personalities, etc., including your own thoughts and feelings.</p> <p>◎ In order to let others know the person you admire and respect well, try to write about what they are good at, what they can do, their personalities, etc., including your own thoughts and feelings.</p>
	<p>○ Sounds and Letters: think about the characteristics of sounds (pig, dig, dog, top).</p>				
8	<p>◆ Use what you learned in the unit to listen and read. Also, think about the rhythm of English and the sound of letters.</p>				
	<p>○ Around the world: See what children in Mongolia, Serbia, and Brazil are good at.</p>				
	<p>○ Enjoy the sound and rhythm of letters with Sound Box.</p>				
	<p>○ Story Time: Read words and expressions that you are familiar with.</p>				
	<p>○ Conduct a CAN-DO check and review the learning of the unit.</p>				

Unit Name	Let's Check ③		Textbook page	pp.106-109
	Questions: Thank you, Mr. Meena Let's Talk! : Let's talk to the teacher.		Time	2 hours
Unit Objectives	<p>Questions: In order to get to know the other person better, you can ask for specific information about what you can do in the community, what they are doing, what they are good at and what they like, etc., and get an overview of what they are talking about. In addition, they can write uppercase and lowercase letters.</p> <p>Let's Talk!: To get to know each other better, you can ask and answer questions about what you are good at and what the town you live in is like.</p>			
Main Target Language	expression	What you've learned so far		
	phrase	What you've learned so far		
Related: Goals by Area	(1) Listening (i, u) / (3) Speaking [Interaction] (i, u) / (5) Writing (a)			

#### Examples of Evaluation Criteria

area	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
Listening	<p>&lt;Knowledge&gt; We have ~ ., We can enjoy ~ ., It's ~ ., He [She] is ~ ., He [She] is good at ~ ., He [She] is ~ ., What would you like?, I'd like ~.and related words and phrases (hereinafter referred to as "main Target Language").</p> <p>&lt;Skills&gt; Acquire the skills to listen to specific information such as what you can do in the community, how it is like, and the people the characters admire are good at and like.</p>	In order to get to know the characters well and to know the content of their responses, they can understand specific information or listen to short stories to get an overview.	*In this unit, we will not conduct evaluations to be recorded.
Speaking [Interaction]	<p>&lt;Knowledge&gt; Understand the target language you have learned so far.</p> <p>&lt;Skills&gt; Acquire the skills to talk about themselves and others, including their own thoughts and feelings, using the Target Language they have learned so far.</p>	In order to get to know each other better, they can ask and answer questions about what they are good at and the town where they live.	In order to get to know each other better, they try to ask and answer questions about what they are good at and the town where they live.
Writing	<p>&lt;Knowledge&gt; Understand the uppercase and lowercase letters.</p> <p>&lt;Skills&gt; Acquire the skills to write the uppercase and lowercase letters.</p>	*In this unit, we will not conduct evaluations to be recorded.	*In this unit, we will not conduct evaluations to be recorded.

#### Let's Talk! Teacher Rubric (Example Evaluation Criteria)

evaluation	point of view		
	Knowledge & Skills	Thought, Judgment, and Expression	Attitude to proactive learning
(a)	They use the correct expressions they have already learned to talk about themselves and ask and answer questions from ALTs.	In order to get to know each other better, they can talk about themselves by adding information about what they are good at and the town we live in and ask questions related to ALT, express their	In order to get to know each other better, they try to talk about themselves by adding information about what they are good at and the town we live in and ask questions related to ALT, express their

		impressions, and answer.	impressions, and answer
(b)	Although they occasionally stammers and make mistakes in some of their words and expressions, they can talk about themselves and ask and answers questions from ALTs.	In order to get to know each other better, they can talk about themselves and what they are good at, the town they live in, etc., and ask and answer questions from ALT.	In order to get to know each other better, they try to talk about themselves and what they are good at, the town they live in, etc., and ask and answer questions from ALT.
(c)	Students who do not meet the above	Students who do not meet the above	Students who do not meet the above