# R6 Junior Sunshine 6 Year Guidance Plan Example (detailed version)

| Unit   | Unit Name  Lesson 1: This is me.  Present yourself.            |  | Textbook<br>page  | pp.14-23       |  |
|--|--|--|---|----------------|--|
|  |  | Time   | 8 hours   |                |  |
|  |  | Ask for specific information such as your na                             | ame, where you'   | re from, what  |  |
| Unit Ob  | ojectives  | you like to do, and what you're good at, a                               | and introduce yo  | urself to help |  |
|  | people get to know you better.                                 |  |   |                |  |
| Main   |  | I'm (Chiba Haruhi)., I'm from (Sweden)., Wh                              | )., I'm from (Sweden)., What (animal) do you like [have / |                |  |
| Target   | expression   | want]?, I like [want / have] (cats)., I can(swim)., I'm good at (swimmin |   |                |  |
|  |  | It's (nice)., My birthday is (January 1st)., When is your birthday?      |   |                |  |
| Language   | Language phrase Animals / Sports / Food / Month / Year / Subje |  |   |                |  |
| Related: (4) Listaning (5) (4) Specking [Droscottetion |  |  | 1 /i\   |                |  |
| Goals  | by Area  | (1) Listening (a)/ (4) Speaking [Presentation]                           | ] (')   |                |  |

#### Examples of Evaluation Criteria

| area                       | Knowledge & Skills   | Thoughts, Judgment, and Expression  | Attitude to proactive learning                                 |
|----------------------------|--|---|--|
| Listening                  | <knowledge> I'm ~., I'm from ~., What ~ do you like [have / want]?, I like [want / have] ~., I can ~., I'm good at ~., It's ~., My birthday is ~., When is your birthday? and related words and phrases (hereinafter referred to as "main Target Language"). <skills> Acquire the ability to listen to specific information such as your name, hometown, what you like to do, what you are good at, your birthday, etc.</skills></knowledge> | *In this unit, we will not conduct evaluations to be recorded.  | *In this unit, we will not conduct evaluations to be recorded. |
| Speaking<br>[Presentation] | <knowledge> Understand the main Target Language. <skills> Acquire the ability to talk about oneself using the main Target Language.</skills></knowledge>   | They talk about their names, where they're from, what they like, what they're do, and what they're good at to get to know them. | *In this unit, we will not conduct evaluations to be recorded. |

| ti | Goals (♠) and main learning activities (○) | evaluation |
|----|--|------------|
|----|--|------------|

| m |  | K/S     | T/J/     | Attit  | Evaluation Criteria (⊚)      |
|---|--|---------|----------|--------|------------------------------|
| е |  |         | Е        | ude    |                              |
| 1 | ◆ Understand the content and expressions of              | self-in | troduc   | tion.  |                              |
|   | ○ Song Box <b>1</b> sing "B-I-N-G-O"                     |         |          |        |                              |
|   | $\bigcirc$ Listen to the instructor's self-introduction. |         |          |        |                              |
|   | $\bigcirc$ In Let's Watch and Think 1, listen to the     |         |          |        |                              |
|   | characters' stories.                                     |         |          |        | Provide guidance to          |
|   | O In Let's Play 1, practice asking your                  |         |          |        | achieve the goals.           |
|   | teacher or friends what they like, or                    |         |          |        | Observe the children in      |
|   | answering what you like.                                 |         |          |        | Let's Listen 1 and Let's Try |
|   | O In Let's Listen 1, write the order of the              |         |          |        | 1 to improve learning and    |
|   | characters' self-introductions.                          |         |          |        | teaching.                    |
|   | In Let's Try 1, say two sentences to introduce           |         |          |        |                              |
|   | you.   |         |          |        |                              |
|   | ○ Sounds and Letters .                                   |         |          |        |                              |
| 2 | ◆ Be able to talk about yourself, including who          | ere you | ı are fr | om, wl | hat you like, and what you   |
|   | want.  |         |          |        |                              |
|   | O In Small Talk, talk about your favorite fruit.         |         |          |        |                              |
|   | O In Let's Play 2, ask and say the name of               |         |          |        |                              |
|   | the country through the "Three Hints Quiz".              |         |          |        |                              |
|   | ○ In Let's Watch and Think 2, write what you             |         |          |        | <b>.</b>                     |
|   | learned from listening to the characters.                |         |          |        | Provide guidance to          |
|   | ○Let's Play 2: "What's this? " Take a quiz.              |         |          |        | achieve the goals.           |
|   | ∘ In Let's Listen 2, listen to the stories of the        |         |          |        | Observe children in Let's    |
|   | characters and connect them with where                   |         |          |        | Listen 2 and Let's Try 2 to  |
|   | they are from and what they want.                        |         |          |        | improve learning and         |
|   | Chant Box ① Say "I'm from the U.S.A."                    |         |          |        | teaching.                    |
|   | O In Let's Try 2, tell each other in pairs where         |         |          |        |                              |
|   | you are from, what you like, what you want,              |         |          |        |                              |
|   | etc.   |         |          |        |                              |
| 3 | ◆ You can talk about your favorite things, birth         | ndays,  | etc.     |        |                              |
|   | O In Let's Play 3, get used to the way of                |         |          |        |                              |
|   | saying the month, day, animal, etc. through              |         |          |        | Provide guidance to          |
|   | the "chain game".  |         |          |        | achieve the goals.           |
|   | ○In Activity 1, in order to get to know each             |         |          |        | Observe the children in      |
|   | other better, students ask and answer                    |         |          |        | Activity 1 to improve        |
|   | questions about our favorite things and                  |         |          |        | learning and teaching.       |
|   | birthdays through "self-introduction bingo".             |         |          |        |                              |

|   | O Let's Listen and Read 1: listen while   |         |         |         |   |
|---|---|---------|---------|---------|---|
|   | following the sentence with your finger.  |         |         |         |   |
|   | ○Let's Write 1 .  |         |         |         |   |
|   | ○Sounds and Letters .   |         |         |         |   |
| 4 | ◆ You can listen to what people can do and w  | hat the | ey are  | good a  | t.  |
|   | O In Small Talk, talk about your favorite   |         |         |         |   |
|   | subjects and the reasons you like, including  |         |         |         |   |
|   | what you can do and what you are good at.   |         |         |         |   |
|   | O In Let's Watch and Think 3, listen to the   |         |         |         |   |
|   | stories of the characters and write what you  |         |         |         |   |
|   | found.  |         |         |         |   |
|   | O In Let's Play 4, get used to the way the  |         |         |         |   |
|   | actions are described through the "Simon  |         |         |         |   |
|   | Says Game".   |         |         |         |   |
|   | $\bigcirc$ In Let's Listen 3, listen to the characters  | L       |         |         |   |
|   | and what they are good at.  |         |         |         |   |
|   | ○Chant Box ② " I am good at singing."   |         |         |         |   |
|   | ○In Let's Try 3, talk in pairs about what you   |         |         |         |   |
|   | are good at and what you can do.  |         |         |         |   |
|   |   |         |         |         |   |
| 5 | ◆ You can listen and talk about your birthday,  | what y  | ou like | e, what | you are good at, etc.   |
| 5 | ◆ You can listen and talk about your birthday,  ○Chant Box ② "I am good at singing."  | what y  | ou like | e, what | you are good at, etc.   |
| 5 |   | what y  | ou like | e, what | you are good at, etc.  © Understand the main  |
| 5 | ○Chant Box ② "I am good at singing."  | -       | ou like | e, what |   |
| 5 | ○ Chant Box ② "I am good at singing."  ○ In Let's Listen 4, write about the birthdays   | -       | ou like | , what  | <ul><li>Understand the main</li></ul>   |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have</li> </ul>   | -       | ou like | e, what | <ul><li>Understand the main</li><li>Target Language, etc., and</li></ul>  |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have</li> </ul>   | -       | ou like | e, what | <ul> <li>Understand the main</li> <li>Target Language, etc., and</li> <li>acquire the skills to listen to</li> </ul>  |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have</li> </ul>   | -       | ou like | e, what | <ul> <li>Understand the main</li> <li>Target Language, etc., and</li> <li>acquire the skills to listen to</li> <li>specific information such as</li> </ul>  |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have</li> </ul>   | -       | ou like | e, what | <ul> <li>Understand the main</li> <li>Target Language, etc., and</li> <li>acquire the skills to listen to</li> <li>specific information such as</li> <li>names, hometowns, likes</li> </ul>                   |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have</li> </ul>   | -       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> </ul>  | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what</li> </ul>  | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a</li> </ul>   | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a group.</li> </ul>  | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a group.</li> <li>○ In Let's Listen and Read 2, listen to the</li> </ul>   | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a group.</li> <li>○ In Let's Listen and Read 2, listen to the story of the characters while following the</li> </ul>   | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a group.</li> <li>○ In Let's Listen and Read 2, listen to the story of the characters while following the sentences with your fingers.</li> </ul>                              | L       | ou like | e, what | Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are                               |
| 5 | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ In Let's Listen 4, write about the birthdays of the characters and what you have learned.</li> <li>○ In Activity 2, talk with explanation of what you can do and what you are good at as a group.</li> <li>○ In Let's Listen and Read 2, listen to the story of the characters while following the sentences with your fingers.</li> <li>○ Do Let's Write 2.</li> </ul> | L (SP)  |         |         | ○ Understand the main<br>Target Language, etc., and<br>acquire the skills to listen to<br>specific information such as<br>names, hometowns, likes<br>and activities, what you are<br>good at, birthdays, etc. |

|   | <ul> <li>In Small Talk, talk about what you are good<br/>at.</li> </ul>  |        |         |        |  |
|---|--|--------|---------|--------|--|
|   | O In Let's Watch and Think 4, listen to and  |        |         |        |  |
|   | understand the self-introductions of children  |        |         |        |  |
|   | around the world.  |        |         |        |  |
|   | ○ In Let's Try 4, organize what you will talk  |        |         |        |  |
|   | about and share it in pairs to let others know   |        |         |        |  |
|   | you.   |        |         |        |  |
|   | ○ Take a hint from the good points of the  | SP     | SP      |        | Understand the main  |
|   | other person's presentation and retry.   |        |         |        | Target Language and  |
|   |  |        |         |        | acquire the skill to talk  |
|   |  |        |         |        | about yourself using the   |
|   |  |        |         |        | main Target Language.  |
|   |  |        |         |        | O In order to let others   |
|   |  |        |         |        | know you better, talk about  |
|   |  |        |         |        | your name, where you are   |
|   |  |        |         |        | from, what you like to do,   |
|   |  |        |         |        | what you can do, what you  |
|   |  |        |         |        | are good at, etc.  |
| 7 | ◆ In order to let others know you better, you c  | an org | anize v | what y | ou say and introduce   |
|   | yourself in a cohesive manner.   |        |         |        |  |
|   | youroon in a concerve marmer.  |        |         |        |  |
|   | ○Chant Box ② "I am good at singing."   |        |         |        |  |
|   |  |        |         |        |  |
|   | OChant Box 2 "I am good at singing."   |        |         |        |  |
|   | OChant Box ❷ "I am good at singing."  ○ Organize what you will talk about and  | SP     | SP      |        | <ul><li>Understand the main</li></ul>  |
|   | <ul> <li>○Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> </ul>   | SP     | SP      |        | <ul><li>Understand the main</li><li>Target Language and</li></ul>  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        |  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the   |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.   |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.   In order to let others  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  © In order to let others know you better, talk about   |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  In order to let others know you better, talk about your name, where you are  |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  In order to let others know you better, talk about your name, where you are from, what you like to do,                           |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  In order to let others know you better, talk about your name, where you are from, what you like to do, what you can do, what you |
|   | <ul> <li>Chant Box  "I am good at singing."</li> <li>Organize what you will talk about and introduce yourself in pairs.</li> <li>In Activity 3, introduce yourself so that others can get to know you better.</li> </ul>   | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  In order to let others know you better, talk about your name, where you are from, what you like to do, what you can do, what you |
|   | <ul> <li>○ Chant Box ② "I am good at singing."</li> <li>○ Organize what you will talk about and introduce yourself in pairs.</li> <li>○ In Activity 3, introduce yourself so that others can get to know you better.</li> <li>○ In Let's Listen and Read 3, listen to the story</li> </ul> | SP     | SP      |        | Target Language and acquire the skill to talk about yourself using the main Target Language.  In order to let others know you better, talk about your name, where you are from, what you like to do, what you can do, what you |

|   | ○Sounds and Letters .   |        |        |         |                    |
|---|---|--------|--------|---------|--------------------|
| 8 | ◆ Listen to stories about the lives of children a   | around | the wo | orld an | d read Story Time. |
|   | OWatch the Around the World video (QR).   |        |        |         |                    |
|   | O In Story Time, think about the meaning of sentences that you are familiar with.                                   |        |        |         |                    |
|   | <ul> <li>Select a word with the same ending sound<br/>as the word from the picture in the Sound<br/>Box.</li> </ul> |        |        |         |                    |
|   | Conduct a CAN-DO check and review the learning of the unit.   |        |        |         |                    |

| 110.74     | <b>N</b>   | Lesson 2: Welcome to Japan.   | Textbook page pp.24-3         |                   |  |  |
|------------|------------|---|-------------------------------|-------------------|--|--|
| Unit       | Name       | Let's take a look at the good things about Japan.                         | Time                          | 8 hours           |  |  |
|            |            | In order to learn more about Japanese c                                   | ulture, students              | can listen to     |  |  |
|            |            | specific information such as specialties, fam                             | ous places, even              | its, etc., listen |  |  |
| Linit Ok   | ojectives  | to short stories to get an overview, and, in                              | order to learn more about the |                   |  |  |
| Offic Or   | njectives  | goodness of Japanese culture, organize the content and talk about their   |                               |                   |  |  |
| own though |            | vn thoughts and feelings. Also, read passages about the goodness of       |                               |                   |  |  |
|            |            | Japanese culture and understand the meani                                 | ng.                           |                   |  |  |
| Main       | expression | We have (hanami) in (Japan) [(spring)]., W                                | /e have (the Ha               | kata Dontaku      |  |  |
| Target     | expression | Festival) in (May) [(Fukuoka)]., You can (eat                             | sushi)., It's (deli           | cious).           |  |  |
| Language   | phrase     | Movement, etc. (1) / Seasons / Month / Year                               | / Food / Annual               | Events, etc.      |  |  |
| Related:   |            | (1) Listening (i, u) / (2) Reading (i) / (4) Speaking [Presentation] i, u |                               |                   |  |  |
| Goals      | by Area    | (1) Listering (i, u) / (2) Reading (i) / (4) Spea                         | iking įr resentatio           | Jilj I, U         |  |  |

| area                       | Knowledge & Skills   | Thoughts,<br>Judgment, and<br>Expression   | Attitude to proactive learning  |
|----------------------------|--|--|---|
| Listening                  | <knowledge> We have ~ in ~., You can ~., It's ~. and related words and phrases (hereinafter referred to as "main Target Language"). <skills> Students have acquired the skills to listen to specific information such as Japan's specialties, landmarks, events, etc., and to listen to short stories to get an overview.</skills></knowledge> | In order to learn more about Japanese culture, they can listen to and understand specific information such as Japan's specialties, sights, events, etc., and listen to short stories to get an overview. | In order to learn more about Japanese culture, they try to listen to and understand specific information such as Japan's specialties, sights, events, etc., and listen to short stories to get an overview. |
| Reading                    | <knowledge> Understand the main Target Language. <skills> Students have acquired the skills necessary to read and understand the meaning of Japanese culture using the main linguistic materials.</skills></knowledge>   | *In this unit, we will<br>not conduct<br>evaluations to be<br>recorded.  | *In this unit, we will<br>not conduct<br>evaluations to be<br>recorded.   |
| Speaking<br>[Presentation] | Knowledge: Understand the main Target Language. <skills>Students have acquired the skills to speak about the goodness of Japanese culture, including their own thoughts and feelings, using the main Target Language.</skills>   | In order to let people know more about the goodness of Japanese culture, they can talk about Japan's specialties, sights, and events, including their own thoughts and feelings, after organizing the    | In order to let people know more about the goodness of Japanese culture, they try to talk about Japan's specialties, sights, and events, including their own thoughts and feelings, after organizing the    |

|  | contents. | contents. |
|--|-----------|-----------|
|  | COMENIA.  | CONTENTS. |

| ti | Figuring Example                                 |         |         |         | evaluation                                     |
|----|--|---------|---------|---------|--|
| m  | Goals (♦) and main learning activities (○)       | K/S     | T/J/    | Attit   | Evaluation Criteria (◎)                        |
| е  | · ,  |         | Е       | ude     | (-/  |
| 1  | ◆Understand expressions that introduce Japan     | n's spe | cialtie | s, sigh | ts, events, etc.                               |
|    | O Let's Watch and Think 1: Understand the        |         |         |         |  |
|    | overview, and notice the way to say the          |         |         |         |  |
|    | expressions for introducing Japan's              |         |         |         |  |
|    | specialties, sights, and events that you         |         |         |         |  |
|    | want to know.                                    |         |         |         |  |
|    | O Understand the purpose, situation, and         |         |         |         | Provide guidence to                            |
|    | situation of the language activity in this unit. |         |         |         | Provide guidance to achieve the goals. Observe |
|    | OLet's Play 1: "pointing game" to get used to    |         |         |         | the children in Let's Listen 1                 |
|    | the expressions for Japan's specialties,         |         |         |         | and Let's Try 1 to improve                     |
|    | sights, events, etc.                             |         |         |         | learning and teaching.                         |
|    | OLet's Listen 1: listen to words and phrases     |         |         |         | learning and teaching.                         |
|    | about Japan's specialties, landmarks, and        |         |         |         |  |
|    | events.  |         |         |         |  |
|    | OLet's Try 1: talk about what you think of as    |         |         |         |  |
|    | Japanese food, events, and places.               |         |         |         |  |
|    | ○Sounds and Letters .                            |         |         |         |  |
| 2  | ◆ Able to listen and use the expressions that i  | introdu | ce Jap  | oan's s | pecialties, sights, events,                    |
|    | etc.   | Ī       |         | Ī       |  |
|    | O While talking about "favorite sports" in       |         |         |         |  |
|    | Small Talk, we will understand and learn         |         |         |         |  |
|    | the expressions such as "What ~ do you           |         |         |         |  |
|    | like?", "I like ~." and sports phrases.          |         |         |         |  |
|    | O Talk about the good points about Japan         |         |         |         | Provide guidance to                            |
|    | using "We have $\sim$ "                          |         |         |         | achieve the goals. Observe                     |
|    | O In Let's Watch and Think 2, notice that I      |         |         |         | the children in Let's Listen 2                 |
|    | the expressions to describe the situation        |         |         |         | and Let's Try 2 to improve                     |
|    | have been added.                                 |         |         |         | teaching and learning.                         |
|    | O Let's Play 2: Practice expressions that        |         |         |         | Caoming and Icaning.                           |
|    | express what you can do and how you can          |         |         |         |  |
|    | do things about Japan's specialties, sights,     |         |         |         |  |
|    | events, etc.                                     |         |         |         |  |
|    | OLet's Listen 2: Listen for Japan's              |         |         |         |  |

|   | specialties, landmarks, events, etc.  |          |            |   |
|---|---|----------|------------|---|
|   | O Let's Try 2: tell each other about the  |          |            |   |
|   | goodness of Japan by adding information.  |          |            |   |
| 3 | ◆Able to listen and use the expressions that in   | troduce  | Japan's sp | ecialties, sights, and events   |
|   | in detail.  |          |            |   |
|   | ○Watch Let's Watch and Think 1check the   |          |            |   |
|   | words and expressions that introduce the  |          |            |   |
|   | goodness of Japan.  |          |            |   |
|   | O In Activity 1, share thoughts on the  |          |            |   |
|   | goodness of Japan by adding information   |          |            | Duranida muidan aa ka   |
|   | such as specialties, sights, events, etc.   |          |            | Provide guidance to   |
|   | OLet's Listen 3: Listen to the introduction of  |          |            | achieve the goals. Observe  |
|   | Japanese prefectures.   |          |            | the children in Activity 1 and Let's Listen 3 to  |
|   | $\bigcirc$ Read the memo with reference to the  |          |            | improve teaching and  |
|   | image posted on the blackboard in Let's   |          |            | learning.   |
|   | Listen and Read 1.  |          |            | learning.   |
|   | OLet's Write 1: Write a sentence introducing  |          |            |   |
|   | one recommendation of Japan that you  |          |            |   |
|   | want to introduce.  |          |            |   |
|   | ○Sounds and Letters .   |          |            |   |
| 4 | ◆Able to listen and use the expressions that in   | ntroduce | Japan's sp | ecialties, sights, and events   |
|   | in detail.  |          |            |   |
|   |   |          |            | I   |
|   | O While talking about "favorite food" in  |          |            |   |
|   | O While talking about "favorite food" in Small Talk, they will understand and learn   |          |            |   |
|   | _   |          |            |   |
|   | Small Talk, they will understand and learn  |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you   |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases  |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss   |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.   |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's   |          |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  Owatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's specialties and seasonal events with  | L        |            | • Understand the main   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's specialties and seasonal events with "Three Hints Quiz".  | L        |            | <ul><li>Understand the main</li><li>Target Language, etc., and</li></ul>                |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's specialties and seasonal events with "Three Hints Quiz".  O Listen to the contents of the introductions | L        |            |   |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's specialties and seasonal events with "Three Hints Quiz".  O Listen to the contents of the introductions | L        |            | Target Language, etc., and acquire the skills to listen to specific information such as |
|   | Small Talk, they will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases for food and taste.  OWatch Let's Watch and Think 3: discuss ideas for introducing in more detail.  OLet's Play 3: Tell each other about Japan's specialties and seasonal events with "Three Hints Quiz".  O Listen to the contents of the introductions | L        |            | Target Language, etc., and acquire the skills to listen to                              |

|   |  |  |  | grasp the outline by   |
|---|--|--|--|--|
|   |  |  |  | listening to short stories.  |
| ○In Let's Try 3: share thoughts on the                              | (SP  |  |  |  |
| goodness of Japan by adding detailed                                | )  |  |  |  |
| information, situations, impressions, etc.                          |  |  |  |  |
| ◆In order to learn more about Japan's specialt                      | ies, sią   | ghts, a  | nd eve   | nts recommended by others,   |
| you can understand specific information intro                       | duced  | and g  | rasp th  | e overview.  |
| $\bigcirc$ Find friends who are in the same category                |  |  |  |  |
| in Activity 2, and introduce your thoughts                          |  |  |  |  |
| on the goodness of Japan to each other in                           |  |  |  |  |
| that group.   |  |  |  |  |
| O Let's Listen 5: Listen to the characters' introductions to Japan. | L  | L  | L  | <ul> <li>○ Understand the main</li> <li>Target Language, etc., and acquire the skills to listen to specific information about</li> <li>Japan's specialties, famous places, events, etc., and to grasp the outline by listening to short stories.</li> <li>○ In order to learn more about Japan culture, they can listen to specific information about Japan's specialties, famous places, events, etc., and get an overview.</li> <li>○ In order to learn more about Japan culture, they try to listen to specific information about Japan's specialties, famous places, events, etc., and get an</li> </ul> |
| ○ In Let's Listen and Read 2, read notes                            |  |  |  | overview.  |
| about recommendations with reference to                             |  |  |  |  |
| the stories of the characters.                                      |  |  |  |  |
| O Write one reason for the recommendation                           |  |  |  |  |
| that you want to introduce in Let's Write 2.                        |  |  |  |  |
| ○Sounds and Letters .   |  |  |  |  |
| ◆In order to let people know the goodness of                        | Japane   | ese cul  | ture, w  | e can introduce Japan's  |
| specialties, sights, and events in detail. You                      | can un   | dersta   | nd the   | meaning the tourist posters  |
| written by others by reading.                                       |  |  |  |  |
|   |  |  |  |  |
| O While talking about "favorite seasons" in                         |  |  |  |  |
|   |  |  |  |  |
| O While talking about "favorite seasons" in                         |  |  |  |  |
|   | goodness of Japan by adding detailed information, situations, impressions, etc.  In order to learn more about Japan's specialt you can understand specific information intro in Activity 2, and introduce your thoughts on the goodness of Japan to each other in that group.  Let's Listen 5: Listen to the characters' introductions to Japan.  In Let's Listen and Read 2, read notes about recommendations with reference to the stories of the characters.  Write one reason for the recommendation that you want to introduce in Let's Write 2.  Sounds and Letters. | goodness of Japan by adding detailed information, situations, impressions, etc.  In order to learn more about Japan's specialties, signed you can understand specific information introduced.  Find friends who are in the same category in Activity 2, and introduce your thoughts on the goodness of Japan to each other in that group.  Let's Listen 5: Listen to the characters' introductions to Japan.  In Let's Listen and Read 2, read notes about recommendations with reference to the stories of the characters.  Write one reason for the recommendation that you want to introduce in Let's Write 2.  Sounds and Letters.  In order to let people know the goodness of Japanes specialties, sights, and events in detail. You can understand the support of the stories of the specialties, sights, and events in detail. | goodness of Japan by adding detailed information, situations, impressions, etc.  In order to learn more about Japan's specialties, sights, a you can understand specific information introduced and goodness of Japan to each other in that group.  Let's Listen 5: Listen to the characters' L introductions to Japan.  In Let's Listen and Read 2, read notes about recommendations with reference to the stories of the characters.  Write one reason for the recommendation that you want to introduce in Let's Write 2.  Sounds and Letters .  In order to let people know the goodness of Japanese cul specialties, sights, and events in detail. You can understa | goodness of Japan by adding detailed information, situations, impressions, etc.  In order to learn more about Japan's specialties, sights, and everyou can understand specific information introduced and grasp the Find friends who are in the same category in Activity 2, and introduce your thoughts on the goodness of Japan to each other in that group.  Let's Listen 5: Listen to the characters' L L L introductions to Japan.  |

|   | for food and taste.  |        |         |         |   |
|---|--|--------|---------|---------|---|
|   |  |        |         |         |   |
|   | O Let's Try 4: introduce the goodness of   |        |         |         |   |
|   | Japan with friends and organize the  |        |         |         |   |
|   | contents of your presentation.   |        |         |         |   |
|   | O Make a poster using the sentences and  |        |         |         |   |
|   | the images from Let's Write 1 and 2.   |        |         |         |   |
|   | Owhile showing posters, introduce Japan's specialties, sights, and events in detail.     | SP     | SP      | SP      | <ul> <li>○ Understand the main         Target Language and acquire the skill to talk about the goodness of Japanese culture, including your thoughts and feelings, using the main Target Language.         ○ In order to let people know more about the goodness of Japanese culture, they can talk about Japan's specialties, sights, and events, including their own thoughts and feelings, after organizing the contents.         ○ In order to let people know more about the goodness of Japanese culture, they try to talk about Japan's specialties, sights, and events, including their own thoughts and feelings, after organizing the contents.     </li> <li>○ Landerstand the main</li> </ul> |
|   | OLet's Read 1: read the Presentation by the characters.                                  | R      |         |         | Understand the main<br>Target Language and<br>acquire the skills necessary<br>to read and understand the<br>meaning of Japanese<br>culture using the main<br>Target Language.   |
| 7 | ♦ In order to let people know the goodness of specialties, sights, and events in detail. | Japane | ese cul | ture, w | e can introduce Japan's   |
|   | Oln Activity 3, introduce Japan's specialties,   | SP     | SP      | SP      | O Understand the main   |
|   | sights, and events in detail as a group.   | or.    | 3r      | or.     | Target Language and acquire the skill to talk about the goodness of Japanese culture, including thoughts and feelings, using the main Target Language.  In order to let people know more about the goodness of Japanese culture, they can talk about Japan's specialties, sights, and events, including their own thoughts and feelings,  |

|   | OLet's Write 3: creates a poster that is easier to understand based on Let's Write |         |         |        | after organizing the contents.  In order to let people know more about the goodness of Japanese culture, they try to talk about Japan's specialties, sights, and events, including their own thoughts and feelings, after organizing the contents. |
|---|--|---------|---------|--------|--|
|   | 1 and 2.   |         |         |        |  |
|   | ○Sounds and Letters .  |         |         |        |  |
| 8 | ◆ Listen to a story about various events arour                                     | nd the  | world a | and ge | t an overview of the story.  |
|   | Familiarize yourself with the sounds of letters                                    | s and r | ead st  | ories. |  |
|   | OSong Box: Sing "Welcome to Japan"   |         |         |        |  |
|   | OWatch the Around the World video (QR).  |         |         |        |  |
|   | O In Story Time: think about the meaning of sentences that you are familiar with.  |         |         |        |  |
|   | O Beocme familiar with the sound of letters with Sound Box.                        |         |         |        |  |
|   | Conduct a CAN-DO check and review the learning of the unit.                        |         |         |        |  |

| Unit Name                 |           | Lesson 3: What time do you get up?  | Textbook<br>page  | pp.34-43       |  |  |  |  |
|---------------------------|-----------|---|---|----------------|--|--|--|--|
|                           |           | Share your ideal Sunday schedule.   | Time  | 8 hours        |  |  |  |  |
| Unit Ot                   | pjectives | In order to get to know the other people be information about how they spend your day activities, and you can ask and answer quest better | and how often th  | ney do certain |  |  |  |  |
| Main Target    Detter.    |           |   | - (0  | , , , ,        |  |  |  |  |
| Language                  | phrase    | Food / Daily Routine / Meal / Frequency / Nu  | Food / Daily Routine / Meal / Frequency / Number / Time / Day of the Week |                |  |  |  |  |
| Related:<br>Goals by Area |           | (1) Listening (i, u) / (3) Speaking [Interaction] (u)   |   |                |  |  |  |  |

| area                        | Knowledge & Skills  | Thoughts, Judgment, and Expression  | Attitude to proactive learning   |
|-----------------------------|---|---|--|
| Listening                   | <knowledge> I (get up) at (six)., I always [usually / sometimes / never] ~ at ~., I always [usually / sometimes / never] eat ~ for breakfast [lunch / dinner]., What time do you ~? and related words and phrases (hereinafter referred to as "main Target Language") and so on. <skills>: Acquire the ability to listen for specific information about how you spend your day and how often you do certain movements.</skills></knowledge> | In order to get to know the other person better, they can ask for specific information about how they spend their day and how often they do certain activities. | In order to get to know the other person better, they try to ask for specific information about how they spend their day and how often they do certain activities. |
| Speaking<br>[Communication] | <knowledge> Understand the main Target Language. <skills> Students have acquired the skills to communicate with each other by asking and answering questions about how they spend their day and how often they do certain actions, using the main Target Language.</skills></knowledge>   | To get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain activities.                    | To get to know each other better, they try to ask and answer questions about how they spend their day and how often they do certain activities.                    |

| 1: | Planning Example   |         |              |         | oveluation                     |
|----|--|---------|--------------|---------|--------------------------------|
| ti | Ocale (A) and exists because in the contract of the contract o | 14.00   | <b>T</b> /./ | A       | evaluation                     |
| m  | Goals (♠) and main learning activities (○)   | K/S     | T/J/         | Attit   | Evaluation Criteria (⊚)        |
| е  |  | E ude   |              |         |                                |
| 1  | ◆ Understand and speak how to say actions in   | n daily | life.        |         |                                |
|    | <ul> <li>Let's Watch and Think 1 and listen to the</li> </ul>  |         |              |         |                                |
|    | teachers to learn how to say daily activities  |         |              |         |                                |
|    | in English.  |         |              |         |                                |
|    | O Understand the purpose, situation, and   |         |              |         |                                |
|    | situation of the language activity in this unit.   |         |              |         | Provide guidance to            |
|    | O In Let's Play 1, get used to the way you   |         |              |         | achieve the goals. Observe     |
|    | express actions through "gesture games".   |         |              |         | the children in Let's Listen 1 |
|    | OLet's Listen 1: Listen for what people do at  |         |              |         | and Let's Try 1 to teach and   |
|    | what time.   |         |              |         | improve learning.              |
|    | ○Chant Box <b>①</b> "I get up at 6:00."  |         |              |         |                                |
|    | OLet's Try 1: describe the action from   |         |              |         |                                |
|    | waking up in the morning to going to bed.  |         |              |         |                                |
|    | ○Sounds and Letters .  |         |              |         |                                |
| 2  | ◆ You can talk about your daily routine and wl   | hat you | ı will d     | o at wl | nat time.                      |
|    | O In Small Talk, talk about your favorite time   |         |              |         |                                |
|    | of day.  |         |              |         |                                |
|    | ○Chant Box <b>①</b> "I get up at 6:00."  |         |              |         |                                |
|    | $\bigcirc$ In Let's Watch and Think 2, listen to the   |         |              |         |                                |
|    | conversation about what Ben and his  |         |              |         | Provide guidance to            |
|    | friends do at what time.   |         |              |         | achieve the goals. Observe     |
|    | O In Let's Play 2, through the "Simon Says   |         |              |         | children in Let's Listen 2     |
|    | Game", get used to the way to say the  |         |              |         | and Let's Try 2 to improve     |
|    | action and practice the number 1 ~ 60.   |         |              |         | teaching and learning.         |
|    | OLet's Listen 2: check what people do at   |         |              |         |                                |
|    | what time.   |         |              |         |                                |
|    | O In Let's Try 2, tell each other about each   |         |              |         |                                |
|    | other's daily routines.  |         |              |         |                                |
| 3  | They can ask and answer questions about their  | r daily | lives.       |         |                                |
|    | ○Chant Box <b>①</b> "I get up at 6:00.", <b>②</b>  |         |              |         | Provide guidance to            |
|    | "What time do you get up?"   |         |              |         | achieve the goals. Observe     |
|    | ○In Let's Play 3, get used to the way to say   |         |              |         | the children in Let's Play 3   |
|    | the actions in your daily life and the time of   |         |              |         | and Activity 1 to improve      |
|    | day to do them through the "What time?   |         |              |         | teaching and learning.         |

| <ul> <li>In Activity 1, ask and answer questions about your daily routine.</li> <li>Let's Listen and Read 1.</li> <li>Let's Write 1.</li> </ul>   |   |   |   |  |
|---|---|---|---|--|
|   | often   |   |   |  |
| <ul> <li>In Small Talk, talk about your favorite vegetables.</li> <li>Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often.</li> <li>In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game".</li> </ul> |   |   |   |  |
| C Let's Listen 3: check what they are doing<br>and how often.   | L   |   |   | <ul> <li>Understand the main</li> <li>Target Language and</li> <li>acquire the skills to</li> <li>understand specific</li> <li>information about the</li> <li>frequency of certain</li> <li>actions.</li> </ul>  |
| O In Let's Try 3: talk about what you do,   |   |   |   |  |
| ♦ In order to get to know the other person well communicate with each other.  | ll, you   | can as  | k abou  | ut their eating habits and   |
| •   |   |   |   |  |
| Get up?"  Clet's Listen 4: Check the lifestyle habits of two foreign children.  |   | L   | L   | In order to get to know<br>the other person well, they<br>can ask them for specific<br>information about how they<br>spend their day and how<br>often they do certain<br>actions.  |
|   |   |   |   | <ul> <li></li></ul>  |
|   | about your daily routine.  ○Let's Listen and Read 1.  ○Let's Write 1.  ○Sounds and Letters .  ◆ You can ask what you do in a day and how  ○ In Small Talk, talk about your favorite vegetables.  ○ Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often.  ○ In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game".  ○ Let's Listen 3: check what they are doing and how often.  ○ In Let's Try 3: talk about what you do, when and how much you do on weekdays.  ◆ In order to get to know the other person well communicate with each other.  ○ Chant Box ③ "What time do you usually get up?"  ○ Let's Listen 4: Check the lifestyle habits of | about your daily routine.  ○Let's Listen and Read 1 .  ○Let's Write 1.  ○Sounds and Letters .  ◆ You can ask what you do in a day and how often.  ○ In Small Talk, talk about your favorite vegetables.  ○ Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often.  ○ In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game".  ○ Let's Listen 3: check what they are doing and how often.  ○ In Let's Try 3: talk about what you do, when and how much you do on weekdays.  ◆ In order to get to know the other person well, you communicate with each other.  ○Chant Box ❸ "What time do you usually get up?"  ○ Let's Listen 4: Check the lifestyle habits of | about your daily routine.  ○Let's Listen and Read 1.  ○Let's Write 1.  ◇ You can ask what you do in a day and how often.  ○ In Small Talk, talk about your favorite vegetables.  ○ Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often.  ○ In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game".  ○ Let's Listen 3: check what they are doing and how often.  ○ In Let's Try 3: talk about what you do, when and how much you do on weekdays.  ◆ In order to get to know the other person well, you can as communicate with each other.  ○ Chant Box ③ "What time do you usually get up?"  ○ Let's Listen 4: Check the lifestyle habits of | about your daily routine.  ○Let's Listen and Read 1 .  ○Let's Write 1.  ○Sounds and Letters .  ◆ You can ask what you do in a day and how often.  ○ In Small Talk, talk about your favorite vegetables.  ○ Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often.  ○ In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game".  ○ Let's Listen 3: check what they are doing and how often.  ○ In Let's Try 3: talk about what you do, when and how much you do on weekdays.  ◆ In order to get to know the other person well, you can ask about communicate with each other.  ○ Chant Box ③ "What time do you usually get up?"  ○ Let's Listen 4: Check the lifestyle habits of L L |

|   | ○Let's Listen and Read 2 .   |        |        |        |   |
|---|--|--------|--------|--------|---|
|   | ○Let's Write 2 .   |        |        |        |   |
|   | ○Sounds and Letters .  |        |        |        |   |
| 6 | Ask and answer questions about your ideal Su   | nday s | chedul | e.     |   |
|   | ○Chant Box <b>③</b> "What time do you usually  |        |        |        |   |
|   | get up?"   |        |        |        |   |
|   | $\bigcirc$ In Small Talk, ask each other about their   |        |        |        |   |
|   | favorite places.   |        |        |        |   |
|   | $\bigcirc$ Listen to the teacher's "ideal Sunday   |        |        |        |   |
|   | schedule".   |        |        |        |   |
|   | ○ Let's Read 1 .   |        |        |        |   |
|   | O In Let's Try 4, share your "ideal Sunday   | SI     |        |        | O Understand the main   |
|   | schedule" with each other.   |        |        |        | Target Language, and  |
|   |  |        |        |        | acquire the skills to ask and   |
|   |  |        |        |        | answer questions about  |
|   |  |        |        |        | how to spend the day and  |
|   |  |        |        |        | how often to do certain   |
|   |  |        |        |        | actions.  |
| 7 | To get to know each other better, you can ask a  | and an | swer q | uestio | ns about your "ideal Sunday   |
|   | schedule."   |        |        |        |   |
|   | _  |        |        |        |   |
|   | ○Chant Box <b>③</b> "What time do you usually  |        |        |        |   |
|   | OChant Box <b>3</b> "What time do you usually get up?"   |        |        |        |   |
|   | ·  | SI     | SI     | SI     | Understand the main     Target Language, and  |
|   | get up?"   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about   |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.   |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions. <ul> <li>In order to get to know each other better, they can ask and answer questions</li> </ul>  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.   |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know each other better, they try  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI SI  | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know  |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know each other better, they try to ask and answer questions about how they spend their day and how                       |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know each other better, they try to ask and answer questions about how they   |
|   | get up?"  OIn Activity 3, share your "ideal Sunday   | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know each other better, they try to ask and answer questions about how they spend their day and how often they do certain |
|   | get up?"  OIn Activity 3, share your "ideal Sunday schedule" to get to know each other better. | SI     | SI     | SI     | Target Language, and acquire the skills to ask and answer questions about how to spend the day and how often to do certain actions.  In order to get to know each other better, they can ask and answer questions about how they spend their day and how often they do certain actions.  In order to get to know each other better, they try to ask and answer questions about how they spend their day and how often they do certain |

| 8 | ◆ Read and understand an outline of a talk about the daily routines of workers in Japan and |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | abroad. Also, familiarize yourself with the sounds of letters.                              |  |  |  |  |  |
|   | ○Song Box "Here we go round the mulberry  |  |  |  |  |  |
|   | bush."  |  |  |  |  |  |
|   | ○Watch the Around the World video (QR).   |  |  |  |  |  |
|   | O Read the text based on the photos and   |  |  |  |  |  |
|   | illustrations in Story Time and think about   |  |  |  |  |  |
|   | the meaning.  |  |  |  |  |  |
|   | O In the Sound Box, select a word with the  |  |  |  |  |  |
|   | same first sound.   |  |  |  |  |  |
|   | ○ Conduct a CAN-DO check and review the   |  |  |  |  |  |
|   | learning of the unit.   |  |  |  |  |  |

|          |            | Let's Check ①   | Textbook page         | pp.44-47      |  |  |
|----------|------------|---|-----------------------|---------------|--|--|
| Unit     | Name       | Questions: Meeting new teachers and   |                       |               |  |  |
|          |            | exchange students   | Time                  | 2 hours       |  |  |
|          |            | Let's Talk! : Let's talk to the teacher.  |                       |               |  |  |
|          |            | Questions: Able to ask for specific informati                                       | on such as how        | often you do  |  |  |
|          |            | certain actions or what you are good at, and  | d understand an       | overview of a |  |  |
|          |            | short talk about Japan to better understand the other person's thoughts.            |                       |               |  |  |
| Unit Ob  | jectives   | They can also read or write birthdays and favorite things.                          |                       |               |  |  |
|          |            | Let's Talk!: In order to get to know each other better, students can ask and        |                       |               |  |  |
|          |            | answer questions about their favorite things, things they can do, and their         |                       |               |  |  |
|          |            | daily routines in relation to school life.  |                       |               |  |  |
| Main     | expression | Lesson 1~3, What they have learned in the   | 5 <sup>th</sup> grade |               |  |  |
| Target   | nhrasa     | Legger 1 2 What they have learned in the  | Eth grade             |               |  |  |
| Language | phrase     | Lesson 1~3, What they have learned in the !   | o grade               |               |  |  |
| Rela     | ated:      | (1) Listening a,i,u / (2)Reading (i) / (3)Speaking [Interaction] (i,u) / (5)Writing |                       |               |  |  |
| Goals    | by Area    | (a)   |                       |               |  |  |

| area                        |  | Thoughts, Judgment, and  | Attitude to  |
|-----------------------------|--|--|--|
| area                        | Knowledge & Skills   | Expression   | proactive<br>learning  |
| Lintonino                   | <pre><knowledge> I'm ~., I'm from ~., I like [want / have] ~., I'm good at ~., I [always / usually / sometimes / never]~(on ~)., We have ~ in ~., [I / You] can ~., It's ~., I I [like / want] ~ . and related words and phrases</knowledge></pre> | In order to know which introduction about Japan was presented by a character, they can listen to the story and grasped the outline.        | *In this unit, we will not conduct evaluations to be recorded.                                 |
| Listening                   | (hereinafter referred to as "main Target Language").<br><skills> Acquire the skills to listen to specific information, such as how often a character does a certain action and what they are good at.</skills>                                     |  |  |
| Reading                     | <knowledge> Understand the main Target Language. <skills> Acquire the skills necessary to read and understand the meaning of things written using the main Target Language, such as birthdays and favorite things.</skills></knowledge>            | *In this unit, we will not conduct evaluations to be recorded.   | *In this unit, we will not conduct evaluations to be recorded.                                 |
| Speaking<br>[Communication] | <knowledge> Understand the language material they have learned so far. <skills> Students have acquired the skills to communicate about</skills></knowledge>  | In order to get to know<br>each other better, they can<br>ask and answer questions<br>about what they like to do,<br>what they can do, and | In order to get to<br>know each other<br>better, they try<br>to communicate<br>with each other |

|          | themselves and others, including                    | what they do in school life. | by asking and                    |
|----------|---|------------------------------|----------------------------------|
|          | their own thoughts and feelings,                    |                              | answering                        |
|          | using the Target Language they have learned so far. |                              | questions about                  |
|          | Have learned 50 far.                                |                              | what they like,<br>what they can |
|          |   |                              | do, and their                    |
|          |   |                              | daily routines in                |
|          |   |                              | relation to                      |
|          |   |                              | school life.                     |
|          | <knowledge>My birthday is ~., I</knowledge>         | *In this unit, we will not   | *In this unit, we                |
|          | like ~. and related words and                       | conduct evaluations to be    | will not conduct                 |
|          | phrases.  | recorded.                    | evaluations to                   |
| Writing  | <skills> Acquire the skills to write</skills>       |                              | be recorded.                     |
| vviiding | the familiar words and                              |                              |                                  |
|          | expressions such as birthdays                       |                              |                                  |
|          | and favorite things while being                     |                              |                                  |
|          | aware of word order.                                |                              |                                  |

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

| Loto raint. | Talk! Teacher Rubric (Example Evaluation Criteria) |                              |                                |  |  |  |  |
|-------------|--|------------------------------|--------------------------------|--|--|--|--|
|             | point of view                                      |                              |                                |  |  |  |  |
| evaluation  | Knowledge & Skills                                 | Thoughts, Judgment, and      | Attitude to proactive          |  |  |  |  |
|             | Knowledge & Okilis                                 | Expression                   | learning                       |  |  |  |  |
|             | They use the correct                               | In order to get to know each | In order to get to know each   |  |  |  |  |
|             | expressions they have                              | other better, they can talk  | other better, they try to talk |  |  |  |  |
|             | already learned to talk                            | about themselves in school   | about themselves in school     |  |  |  |  |
|             | about themselves and ask                           | life by adding information   | life by adding information     |  |  |  |  |
|             | to and answer questions                            | about what they like, what   | about what they like, what     |  |  |  |  |
| (a)         | from ALTs.   | they can do, and their daily | they can do, and their daily   |  |  |  |  |
| (a)         |  | routines so that the other   | routines so that the other     |  |  |  |  |
|             |  | person can understand it     | person can understand it       |  |  |  |  |
|             |  | well, and they can ask       | well, and they try to ask      |  |  |  |  |
|             |  | questions related to ALT,    | questions related to ALT,      |  |  |  |  |
|             |  | express their impressions,   | express their impressions,     |  |  |  |  |
|             |  | and answer.                  | and answer.                    |  |  |  |  |
|             | Although they occasionally                         | In order to get to know each | In order to get to know each   |  |  |  |  |
|             | stumble and make                                   | other better, they can talk  | other better, they try to talk |  |  |  |  |
|             | mistakes, they can talk                            | about themselves and ask     | about themselves and ask       |  |  |  |  |
| (b)         | about themselves and ask                           | questions and answer         | questions and answer           |  |  |  |  |
| (5)         | to and answer questions                            | questions about their        | questions about their          |  |  |  |  |
|             | from ALTs.   | favorite things, things they | favorite things, things they   |  |  |  |  |
|             |  | can do, and their daily      | can do, and their daily        |  |  |  |  |
|             |  | routines in school life.     | routines in school life.       |  |  |  |  |
| (c)         | Students who do not meet                           | Students who do not meet     | Students who do not meet       |  |  |  |  |
| (0)         | the above  | the above                    | the above                      |  |  |  |  |

| Unit Name                 |  | Lesson 4: My Summer Vacation  | Textbook<br>page  | pp.50-59        |  |  |
|---------------------------|--|---|---|-----------------|--|--|
|                           |  | Share your memories of your summer vacation.  | Time  | 8 hours         |  |  |
| Unit Ob                   | pjectives  | Students can ask for specific information about their memories of summer vacation, such as where they went and what they did there and talk about |   |                 |  |  |
|                           |  | their thoughts and feelings to let others know themselves better.   |   |                 |  |  |
| Main                      | (fun).   |   |   | hing)]., It was |  |  |
| Target                    |  | Things to do / Things to do / Buildings, etc. /   | Things to do / Things to do / Buildings, etc. / Nature, etc. / Food / |                 |  |  |
| Language                  | Language phrase Operation(1) / Operation(2) / Status, etc. / A |   |   |                 |  |  |
| Related:<br>Goals by Area |  | (1) Listening (i) / (4) Speaking [Presentation] i.  |   |                 |  |  |

| area           | area Knowledge & Skills                            |                        | Attitude to proactive learning |  |
|----------------|--|------------------------|--------------------------------|--|
|                | <knowledge> I went to [ate / saw /</knowledge>     | *In this unit, we will | *In this unit, we will         |  |
|                | enjoyed] ~ ., It was ~ . Understand                | not conduct            | not conduct                    |  |
|                | expressions and related words and                  | evaluations to be      | evaluations to be              |  |
| Listening      | phrases (hereinafter referred to as "main          | recorded.              | recorded.                      |  |
| Listerling     | Target Language").                                 |                        |                                |  |
|                | <skills> Acquire the skills to understand</skills> |                        |                                |  |
|                | specific information about memories of             |                        |                                |  |
|                | summer vacation.                                   |                        |                                |  |
|                | <knowledge> Understand the main</knowledge>        | In order to let others | *In this unit, we will         |  |
|                | Target Language.                                   | know yourself better,  | not conduct                    |  |
|                | <skills> Students have acquired the</skills>       | talk about your        | evaluations to be              |  |
| Speaking       | skills to talk about their memories of             | memories of            | recorded.                      |  |
| [Presentation] | summer vacation, including their own               | summer vacation,       |                                |  |
|                | thoughts and feelings, using the main              | including your         |                                |  |
|                | Target Language.                                   | thoughts and           |                                |  |
|                |  | feelings.              |                                |  |

| ti |  | evaluation |      |      |                         |
|----|--|------------|------|------|-------------------------|
| m  | Goals (♦) and main learning activities (○) | K/S        | T/J/ | Atti | Evaluation Criteria (⊚) |
| е  |  |            |      |      |                         |

|   |  |         | Е      | utd     |                                |
|---|--|---------|--------|---------|--------------------------------|
|   |  |         |        | е       |                                |
| 1 | ◆ Understand expressions that represent the    | past.   |        |         |                                |
|   | O Listen to the teacher's memories of          |         |        |         |                                |
|   | summer vacation.                               |         |        |         |                                |
|   | O Let's Watch and Think 1, watch a video       |         |        |         |                                |
|   | (QR) in which the characters talk about        |         |        |         |                                |
|   | their memories of summer vacation.             |         |        |         | Provide guidance to            |
|   | ○ In Let's Play 1, play a "pointing game"      |         |        |         | achieve the goals. Observe     |
|   | using words for buildings, play, and food.     |         |        |         | the children in Let's Listen 1 |
|   | O In Let's Listen 1, listen to what the        |         |        |         | and Let's Try 1 to improve     |
|   | characters did during their summer             |         |        |         | teaching and learning.         |
|   | vacation.                                      |         |        |         |                                |
|   | O In Let's Try 1, say where you went during    |         |        |         |                                |
|   | the summer vacation.                           |         |        |         |                                |
|   | ○Sounds and Letters .                          |         |        |         |                                |
| 2 | ◆ You can ask and say where you went during    | your :  | summe  | er vaca | ation and what you enjoyed.    |
|   | ○Song Box: "A sailor went to sea." Listen      |         |        |         |                                |
|   | and sing where you can sing.                   |         |        |         |                                |
|   | O In Small Talk, talk in pairs about your      |         |        |         |                                |
|   | favorite foods in the summer.                  |         |        |         |                                |
|   | ○ Let's Watch and Think 2, watch a video       |         |        |         |                                |
|   | (QR) of foreign children talking about their   |         |        |         |                                |
|   | summer vacation while comparing it with        |         |        |         |                                |
|   | summer vacation in Japan.                      |         |        |         | Provide guidance to            |
|   | ○ In Let's Play 2, play a "keyword game"       |         |        |         | achieve the goals. Observe     |
|   | with words that describe buildings, nature,    |         |        |         | the children in Let's Listen 2 |
|   | etc.   |         |        |         | and Let's Try 2 to improve     |
|   | O In Let's Listen 2, ask where the             |         |        |         | teaching and learning.         |
|   | characters went and fill in the circles to     |         |        |         |                                |
|   | match the content.                             |         |        |         |                                |
|   | ○Chant Box "I went to the beach.": Listen      |         |        |         |                                |
|   | and say what you can say.                      |         |        |         |                                |
|   | O In Let's Try 2, say where you went on        |         |        |         |                                |
|   | summer vacation in a pair and what you         |         |        |         |                                |
|   | enjoyed.                                       |         |        |         |                                |
| 3 | ◆ Be able to listen and talk about what you at | e and s | saw du | ring th | e summer vacation.             |
|   | O Listen to "A sailor went to sea." in the     |         |        |         | Provide guidance to            |

|   | Song Box and sing where you can sing                     |      |         |        | achieve the goals. Observe     |
|---|--|------|---------|--------|--------------------------------|
|   | while playing with your hands.                           |      |         |        | the children in Let's Listen 3 |
|   | O In Let's Play 3, play a "feint-repeat game"            |      |         |        | and Activity 1 to improve      |
|   | using words for food and play.                           |      |         |        | teaching and learning.         |
|   | O In Let's Listen 3, listen to the characters'           |      |         |        |                                |
|   | memories of summer vacation and connect                  |      |         |        |                                |
|   | the pictures with lines to match the                     |      |         |        |                                |
|   | content.   |      |         |        |                                |
|   | ○Say "I went to the beach." in the Chant Box.            |      |         |        |                                |
|   | ○In Activity 1, in order to find out how your            |      |         |        |                                |
|   | friends spend their summer vacation, talk                |      |         |        |                                |
|   | about what they ate and saw during the                   |      |         |        |                                |
|   | summer vacation in pairs multiple times.                 |      |         |        |                                |
|   | O In Let's Listen and Read 1, listen to the              |      |         |        |                                |
|   | audio or read the sentences of the                       |      |         |        |                                |
|   | characters' memories of summer vacation                  |      |         |        |                                |
|   | while following the sentences with their                 |      |         |        |                                |
|   | fingers.   |      |         |        |                                |
|   | OLet's Write 1 Write one thing you did during            |      |         |        |                                |
|   | your summer vacation.                                    |      |         |        |                                |
|   | ○Sounds and Letters .                                    |      |         |        |                                |
| 4 | ◆ You can hear what people did during the su             | mmer | vacatio | on and | their impressions.             |
|   | O In Small Talk, talk in pairs about what you            |      |         |        |                                |
|   | have eaten recently.                                     |      |         |        |                                |
|   | O In Let's Watch and Think 3, listen to the              |      |         |        |                                |
|   | stories of the characters, listen to specific            |      |         |        |                                |
|   | information, and write the order in which                |      |         |        |                                |
|   | you heard.   |      |         |        |                                |
|   | ○ In Let's Play 4, play a "Pittari game" in              |      |         |        |                                |
|   | which you say "English that expresses                    |      |         |        |                                |
|   | feelings and impressions" that match the                 |      |         |        |                                |
|   | picture or photo.  |      |         |        |                                |
|   | $\bigcirc$ In Let's Listen 4, listen to the audio of the | (L)  |         |        |                                |
|   | characters talking about what they did                   |      |         |        |                                |
|   | during their summer vacation and what                    |      |         |        |                                |
|   | they thought of it, and choose from the                  |      |         |        |                                |
|   | illustrations in the textbook and connect                |      |         |        |                                |
|   | them with a line.  |      |         |        |                                |
|   |  |      |         |        |                                |

|   | O In Let's Try 3, talk about what they               |        |        |        |                             |
|---|--|--------|--------|--------|-----------------------------|
|   | enjoyed during the summer vacation and               |        |        |        |                             |
|   | what they think in groups.                           |        |        |        |                             |
| 5 | ◆ You can listen and talk about what you did a       | and wh | at you | thoug  | ht during the summer        |
|   | vacation.  |        |        |        |                             |
|   | O In Let's Listen 5, listen to information           | L      |        |        | O Understand the main       |
|   | about the characters' memories of summer             |        |        |        | Target Language and         |
|   | vacation and determine whether they                  |        |        |        | acquire the skills to       |
|   | match the illustrations.                             |        |        |        | understand specific         |
|   |  |        |        |        | information about           |
|   |  |        |        |        | memories of summer          |
|   |  |        |        |        | vacation.                   |
|   | ○In Activity 2, talk about what you did during       |        |        |        |                             |
|   | your summer vacation in pairs or groups,             |        |        |        |                             |
|   | adding your impressions so that the other            |        |        |        |                             |
|   | person will be interested.                           |        |        |        |                             |
|   | O Let's Listen and Read 2: Listen and read           |        |        |        |                             |
|   | while following the sentences about the              |        |        |        |                             |
|   | impressions of the online experience trip.           |        |        |        |                             |
|   | O In Let's Write 2, write one of your                |        |        |        |                             |
|   | impressions of what you did during your              |        |        |        |                             |
|   | summer vacation.                                     |        |        |        |                             |
|   | ○Sounds and Letters .                                |        |        |        |                             |
| 6 | ◆ In order to let others know yourself better, y     | ou car | share  | your r | memories of summer          |
|   | vacation with the group.                             | T      | 1      |        |                             |
|   | O In Small Talk, talk in pairs about what you        |        |        |        |                             |
|   | did on the weekend.                                  |        |        |        |                             |
|   | $\bigcirc$ In Let's Listen and Read 3, listen to the |        |        |        |                             |
|   | audio and read about the characters'                 |        |        |        |                             |
|   | memories of summer vacation while                    |        |        |        |                             |
|   | following the sentences with their fingers.          |        |        |        |                             |
|   | O In Let's Try 4, organize the contents of the       | SP     | SP     |        | O Understand the main       |
|   | presentation and discuss the advantages              |        |        |        | Target Language and         |
|   | and areas for improvement in the group so            |        |        |        | acquire the skill to talk   |
|   | that you can convey your memories of                 |        |        |        | about your memories of      |
|   | summer vacation in an easy-to-understand             |        |        |        | summer vacation, including  |
|   | manner. In addition, prepare presentation            |        |        |        | your thoughts and feelings, |
|   | materials.   |        |        |        | using the main Target       |
|   |  |        |        |        | Language.                   |

|   |  |        |       | know yourself better, talk          |
|---|--|--------|-------|-------------------------------------|
|   |  |        |       | about your memories of              |
|   |  |        |       | summer vacation, including          |
|   |  |        |       | your thoughts and feelings.         |
| 7 | ◆ In order to let others know yourself better, y     | ou can | share | your memories of the summer         |
|   | vacation.  |        |       |                                     |
|   | ○In Activity 3, present the memories of              | SP     | SP    | Understand the main                 |
|   | summer vacation in pairs or groups                   |        |       | Target Language and                 |
|   |  |        |       | acquire the skill to talk           |
|   |  |        |       | about your memories of              |
|   |  |        |       | summer vacation, including          |
|   |  |        |       | your thoughts and feelings,         |
|   |  |        |       | using the main Target               |
|   |  |        |       | Language.                           |
|   |  |        |       |                                     |
|   |  |        |       | know yourself better, talk          |
|   |  |        |       | about your memories of              |
|   |  |        |       | summer vacation, including          |
|   |  |        |       | your thoughts and feelings.         |
|   | $\bigcirc$ In Let's Write 3, write down what you did |        |       |                                     |
|   | and your impressions from the content of             |        |       |                                     |
|   | the presentation.                                    |        |       |                                     |
|   | ○Sounds and Letters .                                |        |       |                                     |
| 8 | ◆ Listen to stories about people who crossed         | the se | a and | get an overview. Also, read a story |
|   | about summer vacation.                               |        |       |                                     |
|   | ○Watch the Around the World video (QR).              |        |       |                                     |
|   | O In Story Time, read while guessing the             |        |       |                                     |
|   | meaning based on the photo.                          |        |       |                                     |
|   | O In the Sound Box, take out the "first sound"       |        |       |                                     |
|   | or "middle sound" of the word and say it.            |        |       |                                     |
|   | O Conduct a CAN-DO check and review the              |        |       |                                     |
|   | learning of the unit.                                |        |       |                                     |

| Unit Name |  | Lesson 5: Where do you want to go?   | Textbook<br>page   | pp.60-69          |  |  |
|-----------|--|--|--------------------|-------------------|--|--|
|           |  | Let's tell each other about the country we want to visit.                  | Time               | 8 hours           |  |  |
|           |  | In order to get to know the other person be                                | etter, you can as  | sk for specific   |  |  |
|           |  | information about the country you want to                                  | visit and why, lis | ten to a short    |  |  |
| Unit Ob   | ojectives  | story to get an overview, and ask and answer questions to get to know each |                    |                   |  |  |
|           |  | other better. Students can also write simple phrases and expressions about |                    |                   |  |  |
|           |  | the country they want to visit.  |                    |                   |  |  |
| Main      | overession   | Where do you want to go?, I want to go to                                  | [see / watch / ea  | nt / buy / visit] |  |  |
| Target    | Target expression ~., You can see [watch / eat / buy / visit]                      |  |                    |                   |  |  |
| Language  | Language phrase Countries of the World / Buildings / Nature (World Heritage Sites) |  |                    |                   |  |  |
| Rela      | ated:  | (1) Listening (i, u) / (3) Speaking [Interaction] i, u / (5) Writing (i)   |                    |                   |  |  |
| Goals     | by Area  | (1) Elsterning (1, a) / (b) opeaking [interaction] I, a / (b) writing (i)  |                    |                   |  |  |

| area          | Knowledge & Skills                               | Thoughts,<br>Judgment, and<br>Expression | Attitude to proactive learning |
|---------------|--|--|--------------------------------|
|               | <knowledge>Where do you want to go?,</knowledge> | In order to get to                       | *In this unit, we will         |
|               | I want to go to [see / watch / eat / buy /       | know the other                           | not conduct                    |
|               | visit] ~., You can see [watch / eat / buy /      | person better, they                      | evaluations to be              |
|               | visit] ~., Why? and related words and            | can listen to short                      | recorded.                      |
|               | phrases (hereinafter referred to as "main        | stories about the                        |                                |
| Listening     | Target Language").                               | country they want to                     |                                |
| Listerling    | <skills>: Students have acquired the</skills>    | go to and why, and                       |                                |
|               | skills to understand specific information        | understand specific                      |                                |
|               | about the country they want to go to and         | information and get                      |                                |
|               | what they want to do and what they can           | an overview.                             |                                |
|               | do there, and to listen to short stories to      |  |                                |
|               | get an overview.                                 |  |                                |
|               | <knowledge>: Understand the main</knowledge>     | In order to get to                       | In order to get to             |
|               | Target Language.                                 | know each other                          | know each other                |
|               | <skills>: Students have acquired the</skills>    | better, they can ask                     | better, they try to ask        |
| Speaking      | skills to ask and answer questions about         | and answer                               | and answer                     |
| [Interaction] | the country they want to go to and what          | questions about the                      | questions about the            |
|               | they want to do and what they can do             | country we want to                       | country we want to             |
|               | there, using the main Target Language.           | go to and what we                        | go to and what we              |
|               |  | want to do and what                      | want to do and what            |

|          |  | we can do there.       | we can do there.       |
|----------|--|------------------------|------------------------|
|          | <knowledge> Understand the main</knowledge>  | *In this unit, we will | *In this unit, we will |
|          | Target Language.                             | not conduct            | not conduct            |
|          | <skills> Students have acquired the</skills> | evaluations to be      | evaluations to be      |
| Writing  | skills to write about the country they want  | recorded.              | recorded.              |
| vviiding | to go to, what they want to do there, and    |                        |                        |
|          | what they can do, including their            |                        |                        |
|          | thoughts and feelings using the main         |                        |                        |
|          | Target Language.                             |                        |                        |

| ti |  |        |         |        | evaluation                     |
|----|--|--------|---------|--------|--------------------------------|
| m  | Goals (♦) and main learning activities (○)                     | K/S    | T/J/    | Attit  | Evaluation Criteria (⊚)        |
| е  |  |        | Е       | ude    |                                |
| 1  | ◆ You can understand the way of saying vario                   | us cou | ıntries | in the | world and the expressions      |
|    | that convey the country you want to visit.                     |        |         |        |                                |
|    | OWhile looking at the textbook pp. 60-61,                      |        |         |        |                                |
|    | listen to the teachers and interact with                       |        |         |        |                                |
|    | them.  |        |         |        |                                |
|    | ○Watch Let's Watch and Think 1 to grasp                        |        |         |        |                                |
|    | the goal of the unit.  |        |         |        | Provide guidance to            |
|    | ○ In Let's Play 1, get used to the way of                      |        |         |        | achieve the goals. Observe     |
|    | saying countries through the "pointing                         |        |         |        | the children in Let's Listen 1 |
|    | game".   |        |         |        | and Let's Try 1 to improve     |
|    | O In Let's Listen 1, write the numbers in the                  |        |         |        | teaching and learning.         |
|    | order of the introduction.                                     |        |         |        | todorning and loarning.        |
|    | OLet's Try 1 Let's talk about the country you                  |        |         |        |                                |
|    | want to go to in pair.   |        |         |        |                                |
|    | O In Sounds and Letters, do Letter Sound                       |        |         |        |                                |
|    | Jingle.  |        |         |        |                                |
| 2  | <ul> <li>Understand the expressions that convey the</li> </ul> | e coun | try you | ı want | to go to and what you want     |
|    | to do there.   |        |         |        |                                |
|    | ○ In Small Talk, tell each other about your                    |        |         |        | Provide guidance to            |
|    | favorite food.   |        |         |        | achieve the goals. Observe     |
|    | O In Let's Watch and Think 2, listen to and                    |        |         |        | children in Let's Watch and    |
|    | write a summary of the character's story.                      |        |         |        | Think 2, Let's Listen 2, and   |
|    | ○In Let's Play 2, talk using expressions that                  |        |         |        | Let's Try 2 to improve         |
|    | express what you want to do and how you                        |        |         |        | teaching and learning.         |

|   |  | •        | •        |          |                              |
|---|--|----------|----------|----------|------------------------------|
|   | want to do it, so that the three cards are               |          |          |          |                              |
|   | connected.   |          |          |          |                              |
|   | ○Song Box: Sing "I want to eat."                         |          |          |          |                              |
|   | $\bigcirc$ In Let's Listen 2, listen to the conversation |          |          |          |                              |
|   | of the characters and connect the                        |          |          |          |                              |
|   | countries you want to go to and what you                 |          |          |          |                              |
|   | want to do.  |          |          |          |                              |
|   | OLet's Try 2 Let's talk about the countries              |          |          |          |                              |
|   | you want to go to and why in pairs.                      |          |          |          |                              |
| 3 | ♦ You can ask and answer the country you wa              | ant to g | go to a  | nd wha   | at you want to do there.     |
|   | ○Song Box: Sing "I want to eat."                         |          |          |          |                              |
|   | ○Chant Box <b>①</b> "Where do you want to go?            |          |          |          |                              |
|   | (1)"   |          |          |          |                              |
|   | ○ In Let's Play 3 1, get used to the                     |          |          |          |                              |
|   | expressions of asking and answering the                  |          |          |          |                              |
|   | country you want to visit.                               |          |          |          |                              |
|   | ○In Activity 1, students form a group and ask            |          |          |          | Provide guidance to          |
|   | and answer questions about the country                   |          |          |          | achieve the goals. Observe   |
|   | they want to go to and what they want to                 |          |          |          | the children in Activity 1   |
|   | do there in order to get to know each other              |          |          |          | and Let's Write 1 to         |
|   | better.  |          |          |          | improve teaching and         |
|   | O Let's Listen and Read 1: Listen to the                 |          |          |          | learning.                    |
|   | audio and follow the English sentence with               |          |          |          |                              |
|   | your finger.   |          |          |          |                              |
|   | ○Let's Write 1: Write the country you want to            |          |          |          |                              |
|   | go to and what you want to do there.                     |          |          |          |                              |
|   | $\bigcirc$ In Sounds and Letters, do Letter Sound        |          |          |          |                              |
|   | Jingle.  |          |          |          |                              |
| 4 | ◆ You will be able to listen to and communicate          | te spec  | cific de | tails al | oout the country you want to |
|   | go to and what you can do there.                         |          |          |          |                              |
|   | ○Song Box: Sing "I want to eat."                         |          |          |          |                              |
|   | $\bigcirc$ Tell each other about what you can do in      |          |          |          |                              |
|   | Small Talk.  |          |          |          |                              |
|   | O Let's Watch and Think 3: understand                    |          |          |          | •                            |
|   | specific information about the country you               |          |          |          |                              |
|   | want to go to, what you want to do there,                |          |          |          |                              |
|   | and what you can do.                                     |          |          |          |                              |
|   | ○ In Let's Play 4, through the "Matching                 |          |          |          |                              |

|         |   | T        |        |         |   |
|---------|---|----------|--------|---------|---|
|         | Game", get used to the name of the              |          |        |         |   |
|         | country, what you want to do and what you       |          |        |         |   |
|         | can do there, and how to say it.                |          |        |         |   |
|         | O In Let's Listen 3, listen to the              | L        |        |         | ○ Understand the main                     |
|         | conversations of the characters and             |          |        |         | Target Language, etc., and                |
|         | connect the countries you want to visit and     |          |        |         | acquire the skills to                     |
|         | what you can do there with a line.              |          |        |         | understand specific                       |
|         |   |          |        |         | information about the                     |
|         |   |          |        |         | country you want to go to                 |
|         |   |          |        |         | and what you want to do                   |
|         |   |          |        |         | and what you can do there,                |
|         |   |          |        |         | and to listen to short stories            |
|         |   |          |        |         | and grasp the overview.                   |
|         | O In Let's Try 3, in pairs, tell each other the | (SI)     |        |         |   |
|         | country you want to go to and what you          |          |        |         |   |
|         | want to do and what you can do there.           |          |        |         |   |
| 5       | ◆ In order to get to know the other person we   | ll, you  | can as | k for s | pecific information about the             |
|         | country you want to go to and the reason for    | it, and  | you c  | an tell | each other what you can do                |
|         | in the country you want to go to.               |          |        |         |   |
|         | ○Chant Box ② "Where do you want to go?          |          |        |         |   |
|         | (2)"  |          |        |         |   |
|         | O In Let's Listen 4, listen to the stories of   |          | L      |         |   |
|         | the characters and write about the travel       |          |        |         | the other person well, they               |
|         | destinations you chose, to make your            |          |        |         | can listen to short stories               |
|         | father happy, and the reasons for your          |          |        |         | about the country they want               |
|         | choice.   |          |        |         | to go to and why, and they                |
|         |   |          |        |         | understand specific                       |
|         |   |          |        |         | information and get an                    |
|         |   |          |        |         | overview.                                 |
|         | ○In Activity 2, talk about the country they     | SI       | SI     |         | O Understand the main                     |
|         | want to visit and what they can do there in     |          |        |         | Target Language, and                      |
|         | groups.   |          |        |         | acquire the skills to ask and             |
|         |   |          |        |         | answer questions about the                |
|         |   |          |        |         | country you want to go to                 |
|         |   |          |        |         | and what you want to do                   |
|         |   |          |        |         | and what you can do there.                |
|         |   |          |        |         | <ul><li>In order to get to know</li></ul> |
|         |   |          |        |         | each other better, we ask                 |
|         |   |          |        |         | and answer questions                      |
| <u></u> |   | <u> </u> |        |         | and answer questions                      |

|   |  |          |          |         | about the country we want     |
|---|--|----------|----------|---------|-------------------------------|
|   |  |          |          |         | to go to and what we want     |
|   |  |          |          |         | to do and what we can do      |
|   |  |          |          |         | there.                        |
|   | ○ In Let's Listen and Read 2, follow the text    |          |          |         |                               |
|   | written on the poster with your finger while     |          |          |         |                               |
|   | listening to the audio.                          |          |          |         |                               |
|   | O Let's Write 2 to write what you can do in      |          |          |         |                               |
|   | the recommended countries.                       |          |          |         |                               |
|   | O In Sounds and Letters, do Letter Sound         |          |          |         |                               |
|   | Jingle.  |          |          |         |                               |
| 6 | ◆ You can communicate with each other by as      | sking a  | nd an    | swering | g questions about the         |
|   | country you want to visit.                       |          |          |         |                               |
|   | OLet's Read 1: read the introduction of the      |          |          |         |                               |
|   | recommended tour.                                |          |          |         |                               |
|   | O Let's Try 4: Organize the contents of the      |          |          |         |                               |
|   | "Country You Want to Go Quiz" and                |          |          |         |                               |
|   | communicate it in pairs.                         |          |          |         |                               |
| 7 | In order to get to know each other better, we ca | n ask    | and ar   | nswer ( | questions about the country   |
|   | we want to visit. In addition, you can write wh  | nile ref | erring t | to exar | nple sentences.               |
|   | ○Chant Box ② "Where do you want to go?           |          |          |         |                               |
|   | (2)"   |          |          |         |                               |
|   | ○In Activity 3, talk to each other so that you   | SI       | SI       | SI      | O Understand the main         |
|   | can understand the country you want to go        |          |          |         | Target Language, and          |
|   | to.  |          |          |         | acquire the skills to ask and |
|   |  |          |          |         | answer questions about the    |
|   |  |          |          |         | country you want to go to     |
|   |  |          |          |         | and what you want to do       |
|   |  |          |          |         | and what you can do there.    |
|   |  |          |          |         | In order to get to know       |
|   |  |          |          |         | each other better, they can   |
|   |  |          |          |         | ask and answer questions      |
|   |  |          |          |         | about the country we want     |
|   |  |          |          |         | to go to and what we want     |
|   |  |          |          |         | to do and what we can do      |
|   |  |          |          |         | there.                        |
|   |  |          |          |         | In order to get to know       |
|   |  |          |          |         | each other better, they try   |
|   |  |          |          |         | to communicate by asking      |

|   |   |         |       |        | and answering questions      |
|---|---|---------|-------|--------|------------------------------|
|   |   |         |       |        | about the country we want    |
|   |   |         |       |        | to go to and what we want    |
|   |   |         |       |        | to do and what we can do     |
|   |   |         |       |        | there.                       |
|   | O In Let's Write 3, write about the country                       | W       |       |        | O Understand the main        |
|   | you want to go to and what you want to do                         |         |       |        | Target Language, and         |
|   | there.  |         |       |        | acquire the skill to write   |
|   |   |         |       |        | about the country you want   |
|   |   |         |       |        | to go to and what you want   |
|   |   |         |       |        | to do and what you can do    |
|   |   |         |       |        | there, including your        |
|   |   |         |       |        | thoughts and feelings,       |
|   |   |         |       |        | using the main Target        |
|   |   |         |       |        | Language.                    |
|   | $\bigcirc$ In Sounds and Letters, do Letter Sound                 |         |       |        |                              |
|   | Jingle.   |         |       |        |                              |
| 8 | ♦ Understand and read the outline of the talk                     | about ' | World | Herita | ge sites. Also, consider the |
|   | word order in English.  |         |       |        |                              |
|   | ○Song Box: Sing "I want to eat."                                  |         |       |        |                              |
|   | OWatch the Around the World video (QR).                           |         |       |        |                              |
|   | $\ensuremath{\bigcirc}$ In Story Time, think about the meaning of |         |       |        |                              |
|   | sentences that you are familiar with.                             |         |       |        |                              |
|   | $\bigcirc$ In the Sound Box, look at the illustration             |         |       |        |                              |
|   | and arrange the four sentences                                    |         |       |        |                              |
|   | appropriately.  |         |       |        |                              |
|   | O Conduct a CAN-DO check and review the                           |         |       |        |                              |
|   | learning of the unit.   |         |       |        |                              |

|                            |   | Lesson 6: My Best Memory  | Textbook<br>page | pp.70-79      |  |  |  |
|----------------------------|---|---|------------------|---------------|--|--|--|
| Unit                       | Name  | Let's make an album of memories of elementary school life.  | Time             | 8 hours       |  |  |  |
| Unit Ob                    | pjectives   | In order to get to know the other person well, you can listen to a short story about the memories of elementary school life and get an overview, and in order to let others know yourself better, you can organize what you say and talk about or write about it, including your own thoughts and feelings. |                  |               |  |  |  |
| Main<br>Target<br>Language | Target   expression   school trip) is my best memory., I enjoyed (ate (pizza) / saw (pandas)]., It was fun [fanta |   |                  | (the beach) / |  |  |  |
| Related: Goals by Area     |   | (1) Listening (a) / (4) Speaking [Presentation] C / (5) Writing (b)   |                  |               |  |  |  |

| area           | area Knowledge & Skills                       |                        | Attitude to proactive learning |  |
|----------------|---|------------------------|--------------------------------|--|
|                | <knowledge>What's your best</knowledge>       | In order to get to     | In order to get to             |  |
|                | memory?, My best memory is ~., ~ is my        | know the other         | know the other                 |  |
|                | best memory., I went to[ate / saw /           | person better, they    | person better, they            |  |
|                | enjoyed] ~., It was ~. and related words      | can listen to a short  | try to listen to a short       |  |
|                | and phrases (hereinafter referred to as       | story about my         | story about my                 |  |
| Listening      | "main Target Language").                      | memories of            | memories of                    |  |
|                | <skills>: Students have acquired the</skills> | elementary school      | elementary school              |  |
|                | ability to grasp the outline of their         | life and get an        | life and get an                |  |
|                | memories of elementary school life by         | overview.              | overview.                      |  |
|                | listening to short stories using the main     |                        |                                |  |
|                | Target Language.                              |                        |                                |  |
|                | <knowledge>: Understand the main</knowledge>  | In order to let others | In order to let others         |  |
|                | Target Language.                              | know yourself better,  | know yourself better,          |  |
|                | <skills> Students have acquired the</skills>  | you can talk about     | you try to talk about          |  |
| Speaking       | ability to talk about their memories of       | your memories of       | your memories of               |  |
| [Presentation] | elementary school life, including their       | elementary school      | elementary school              |  |
|                | own thoughts and feelings using the           | life, including your   | life, including your           |  |
|                | main Target Language.                         | thoughts and           | thoughts and                   |  |
|                |   | feelings.              | feelings.                      |  |
| Writing        | <knowledge>: Understand the main</knowledge>  | In order to let others | In order to let others         |  |

| Target Language.                        | know yourself better, know yourself better,   |
|---|---|
| <skills>Students have acquired</skills> | d the they can write about they try to write  |
| ability to write about their memo       | ries of their memories of about their         |
| elementary school life, including       | their elementary school memories of           |
| own thoughts and feelings, usir         | g the life, including their elementary school |
| main Target Language.                   | thoughts and life, including their            |
|   | feelings with thoughts and                    |
|   | reference to feelings with                    |
|   | example sentences. reference to               |
|   | example sentences.                            |

| ti |  |        |          |         | evaluation                     |
|----|--|--------|----------|---------|--------------------------------|
| m  | Goals (♦) and main learning activities (○)                     | K/S    | T/J/     | Attit   | Evaluation Criteria (⊚)        |
| е  |  |        | E        | ude     |                                |
| 1  | ◆ Understand how to say school events and €                    | expres | sions t  | hat des | scribe the best memories of    |
|    | elementary school life.  |        |          |         |                                |
|    | O While looking at the textbook page, listen                   |        |          |         |                                |
|    | to the teacher's memories of elementary                        |        |          |         |                                |
|    | school life and talk about it, and learn what                  |        |          |         |                                |
|    | to do in the unit.   |        |          |         |                                |
|    | ○In Let's Watch and Think 1, Listen to Ben                     |        |          |         |                                |
|    | and his friends talking about their                            |        |          |         | Provide guidance to            |
|    | yearbook.  |        |          |         | achieve the goals. Observe     |
|    | ○ In Let's Play 1, get used to the way to                      |        |          |         | the children in Let's Listen 1 |
|    | describe the school events through the                         |        |          |         | and Let's Try 1 to improve     |
|    | "missing game".  |        |          |         | teaching and learning.         |
|    | O Let's Listen 1 to listen to school events.                   |        |          |         |                                |
|    | OLet's Try 1 Let's talk about memorable                        |        |          |         |                                |
|    | events from elementary school life.                            |        |          |         |                                |
|    | ○ In Sounds and Letters, do Letter Sound                       |        |          |         |                                |
|    | Jingle.  |        |          |         |                                |
| 2  | <ul> <li>You can ask and talk about your fondest me</li> </ul> | emorie | s of ele | ementa  | ary school life.               |
|    | ○In the Small Talk, talk about today's                         |        |          |         | Provide guidance to            |
|    | breakfast.   |        |          |         | achieve the goals. Observe     |
|    | O In Let's Play 2, get used to the expression                  |        |          |         | the children in Let's Listen 2 |
|    | to say school events through the "pointing                     |        |          |         | and Let's Try 2 to improve     |
|    | game".   |        |          |         | teaching and learning.         |

|   | O Let's Watch and Think 2: Learn the  |        |         |        |   |
|---|---|--------|---------|--------|---|
|   | expressions for asking the best memory.   |        |         |        |   |
|   | O In Let's Listen 2, listen to Natsuki's best   |        |         |        |   |
|   | memories.   |        |         |        |   |
|   | OLet's Try 2: share your best memories.   |        |         |        |   |
| 3 | ◆ Be able to talk using expressions that ask a  | nd ans | wer th  | e best | memories of elementary  |
|   | school life.  |        |         |        |   |
|   | ○Chant Box <b>①</b> "My best memory is the  |        |         |        |   |
|   | school trip."   |        |         |        |   |
|   | O In Let's Play 3, get used to the way to say   |        |         |        |   |
|   | school events through the "Three Hints  |        |         |        | Provide guidance to   |
|   | Quiz".  |        |         |        | achieve the goals. Observe  |
|   | ○In Activity 1, ask and answer your favorite  |        |         |        | the activities of children in   |
|   | memories to find friends who share your   |        |         |        | Let's Play 3 and Activity 1   |
|   | memories.   |        |         |        | and use them to improve   |
|   | ○Let's Listen and Read 1 .  |        |         |        | teaching and learning.  |
|   | ○Let's Write 1.   |        |         |        |   |
|   | O In Sounds and Letters, do Letter Sound  |        |         |        |   |
|   | Jingle.   |        |         |        |   |
|   |   |        |         |        |   |
| 4 | ◆ You can listen and talk about your best mer   | nories | of eler | nentar | y school life and the reasons   |
| 4 | ◆ You can listen and talk about your best mer for it.   | nories | of eler | nentar | y school life and the reasons   |
| 4 |   | nories | of eler | nentar | y school life and the reasons   |
| 4 | for it.   | nories | of eler | nentar | y school life and the reasons   |
| 4 | for it.  O In the Small Talk, talk about what you   | mories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  O In the Small Talk, talk about what you want to do on the weekend.  | nories | of eler | nentar | y school life and the reasons   |
| 4 | for it.  O In the Small Talk, talk about what you want to do on the weekend.  OChant Box  What is your best   | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box  "What is your best memory?"  | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box "What is your best memory?"  In Let's Watch and Think 3, listen to the  | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box "What is your best memory?"  In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the   | mories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box "What is your best memory?"  In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did  | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box "What is your best memory?"  In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.   | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  In the Small Talk, talk about what you want to do on the weekend.  Chant Box  "What is your best memory?"  In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  In Let's Play 4, get used to expressions  | nories | of eler | mentar | y school life and the reasons   |
| 4 | for it.  ○ In the Small Talk, talk about what you want to do on the weekend.  ○Chant Box ② "What is your best memory?"  ○ In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  ○ In Let's Play 4, get used to expressions that express what you have done and what   | nories | of eler | mentar | y school life and the reasons  Output   |
| 4 | for it.  ○ In the Small Talk, talk about what you want to do on the weekend.  ○Chant Box ② "What is your best memory?"  ○ In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  ○ In Let's Play 4, get used to expressions that express what you have done and what you think through "category games".   |        | of eler | mentar |   |
| 4 | for it.  ○ In the Small Talk, talk about what you want to do on the weekend.  ○Chant Box ② "What is your best memory?"  ○ In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  ○ In Let's Play 4, get used to expressions that express what you have done and what you think through "category games".  ○ Let's Listen 3: Understand about the |        | of eler | mentar | <ul><li>Understand the main</li></ul>   |
| 4 | for it.  ○ In the Small Talk, talk about what you want to do on the weekend.  ○Chant Box ② "What is your best memory?"  ○ In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  ○ In Let's Play 4, get used to expressions that express what you have done and what you think through "category games".  ○ Let's Listen 3: Understand about the |        | of eler | mentar | <ul><li>○ Understand the main</li><li>Target Language, etc., and</li></ul>                                      |
| 4 | for it.  ○ In the Small Talk, talk about what you want to do on the weekend.  ○Chant Box ② "What is your best memory?"  ○ In Let's Watch and Think 3, listen to the story of Shuta and Ben and learn the expressions that express what they did and what they thought.  ○ In Let's Play 4, get used to expressions that express what you have done and what you think through "category games".  ○ Let's Listen 3: Understand about the |        | of eler | mentar | <ul> <li>Understand the main</li> <li>Target Language, etc., and</li> <li>acquire the skill to grasp</li> </ul> |

|   |  |          |           |        | using the main Target         |
|---|--|----------|-----------|--------|-------------------------------|
|   |  |          |           |        | Language.                     |
|   | O In Let's Try 3, tell each other what you did   |          |           |        |                               |
|   | and what you thought about your favorite         |          |           |        |                               |
|   | memory in pairs.                                 |          |           |        |                               |
| 5 | ◆ In order to get to know the other person bet   | ter, you | u can a   | ask an | d talk about your favorite    |
|   | memories of elementary school life and the r     | easons   | s for it. |        |                               |
|   | ○Chant Box ② "What is your best                  |          |           |        |                               |
|   | memory?"   |          |           |        |                               |
|   | O In Let's Listen 4, ask them about their        |          | L         | L      | In order to get to know       |
|   | favorite memories and reasons for them in        |          |           |        | the other person better,      |
|   | order to learn about the characters.             |          |           |        | they can listen to a short    |
|   |  |          |           |        | story about my memories of    |
|   |  |          |           |        | elementary school life and    |
|   |  |          |           |        | get an overview.              |
|   |  |          |           |        | In order to get to know       |
|   |  |          |           |        | the other person better,      |
|   |  |          |           |        | they try to listen to a short |
|   |  |          |           |        | story about my memories of    |
|   |  |          |           |        | elementary school life and    |
|   |  |          |           |        | get an overview.              |
|   | Oln Activity 2, in order to get to know each     |          |           |        |                               |
|   | other, tell each other about their best          |          |           |        |                               |
|   | memories and the reasons for them, using         |          |           |        |                               |
|   | expressions that they have already               |          |           |        |                               |
|   | learned.   |          |           |        |                               |
|   | OLet's Listen and Read 2 .                       |          |           |        |                               |
|   | OLet's Write 2.                                  |          |           |        |                               |
| 6 | ◆ In order to let others know yourself better, y | ou can   | talk a    | bout y | our best memories of          |
|   | elementary school life and the reasons for it    | includi  | ng you    | r own  | thoughts and feelings, after  |
|   | organizing the contents.                         |          |           |        |                               |
|   | O In Let's Try 4, organize the content for       | SP       | SP        |        | O Understand the main         |
|   | presentation, communicate with each other        |          |           |        | Target Language and           |
|   | in pairs, and devise a way to convey the         |          |           |        | acquire the skill to talk     |
|   | message.   |          |           |        | about memories of             |
|   |  |          |           |        | elementary school life,       |
|   |  |          |           |        | including your own            |
|   |  |          |           |        | thoughts and feelings,        |
|   |  |          |           |        | using the main Target         |

| 7 | OLet's Listen and Read 3 .  ◆ In order to let others know yourself better, y elementary school life and the reasons for it, |    |    | •  |   |
|---|---|----|----|----|---|
|   | write with reference to example sentences.  | ı  |    | ı  |   |
|   | ○Chant Box ② "What is your best memory?"  |    |    |    |   |
|   | Oln Activity 3, share our best memories with each other.  | SP | SP | SP | <ul> <li>◯ Understand the main         Target Language and acquire the skill to talk about memories of elementary school life, including your own thoughts and feelings, using the main Target Language.         ⊙ In order to let others know yourself better, talk about your memories of elementary school life, including your thoughts and feelings, after organizing what you will talk about.         ⊙ In order to let others know yourself better, try to talk about your memories of elementary school life, including your thoughts and feelings, after organizing what you will talk about.     </li> </ul> |
|   | ○Let's Write 3.   | W  | W  | W  | <ul><li>Understand the main</li></ul>   |
|   |   |    |    |    | Target Language and   |

|   |  |         |        |         | acquire the skill to write   |
|---|--|---------|--------|---------|------------------------------|
|   |  |         |        |         | about memories of            |
|   |  |         |        |         | elementary school life,      |
|   |  |         |        |         | including your own           |
|   |  |         |        |         | thoughts and feelings,       |
|   |  |         |        |         | using the main Target        |
|   |  |         |        |         | Language.                    |
|   |  |         |        |         | In order to let others       |
|   |  |         |        |         | know yourself better, write  |
|   |  |         |        |         | about your memories of       |
|   |  |         |        |         | elementary school life,      |
|   |  |         |        |         | including your thoughts and  |
|   |  |         |        |         | feelings with reference to   |
|   |  |         |        |         | example sentences.           |
|   |  |         |        |         | O In order to let others     |
|   |  |         |        |         | know yourself better, try to |
|   |  |         |        |         | write about your memories    |
|   |  |         |        |         | of elementary school life,   |
|   |  |         |        |         | including your thoughts and  |
|   |  |         |        |         | feelings with reference to   |
|   |  |         |        |         | example sentences.           |
| 8 | ♦ Read and understand an outline of a talk at        | oout sc | hool e | vents a | around the world. Also, pay  |
|   | attention to the sound of the letters as you re      | ad.     |        |         |                              |
|   | $\circ$ Listen to "I went to school one morning." in |         |        |         |                              |
|   | the Song Box.  |         |        |         |                              |
|   | ○Watch a video (QR) about school life                |         |        |         |                              |
|   | abroad on Around the World.                          |         |        |         |                              |
|   | O Read sentences in Story Time and think             |         |        |         |                              |
|   | about the meaning.                                   |         |        |         |                              |
|   | ○Pay attention to the sound of the letters in        |         |        |         | -                            |
|   | the Sound Box and follow the sentence                |         |        |         |                              |
|   | with your finger while listening to the audio.       |         |        |         |                              |
|   | O Conduct a CAN-DO check and review the              |         |        |         |                              |
|   | learning of the unit.                                |         |        |         |                              |

| Unit Name       |            | Let's Check ②  | Textbook<br>page | pp.80-83 |  |
|-----------------|------------|--|------------------|----------|--|
|                 |            | Questions: Let's tell each other about the   |                  |          |  |
|                 |            | countries of the world   | Time             | 2 hours  |  |
|                 |            | Let's Talk! : Let's talk to the teacher.   |                  |          |  |
| Unit Objectives |            | Questions: Ask for specific information about what you can do in a country           |                  |          |  |
|                 |            | and how it is, or understand an outline of a short story about the                   |                  |          |  |
|                 |            | memories of summer vacation to get to know the other person better.                  |                  |          |  |
|                 |            | Also, read what people wrote about their memories of summer vacation                 |                  |          |  |
|                 |            | and recommended countries. You can also write down what you can do in                |                  |          |  |
|                 |            | the recommended countries.   |                  |          |  |
|                 |            | Let's Talk! : In order to get to know each other better, you can ask and             |                  |          |  |
|                 |            | answer questions about the country you want to visit, what you want to do            |                  |          |  |
|                 |            | there, and your memories of summer vacation.   |                  |          |  |
| Main            | expression | Lesson 4~6,5   |                  |          |  |
| Target          | phrase     | London 4 6 F   |                  |          |  |
| Language        |            | Lesson 4~6,5   |                  |          |  |
| Related:        |            | (1) Listening (i,u) / (2)Reading (i) / (3)Speaking [Interaction] (i,u) / (5) Writing |                  |          |  |
| Goals by Area   |            | (a)  |                  |          |  |

| area      | Knowledge & Skills                            | Thoughts, Judgment, and<br>Expression | Attitude to proactive learning |
|-----------|---|---------------------------------------|--------------------------------|
|           | <knowledge>I went to [ate / saw /</knowledge> | In order to get to know the           | *In this unit, we              |
|           | enjoyed] ~ ., It was ~ ., I want to go        | characters better, I listen to        | will not conduct               |
|           | to [see / watch / eat / buy / visit]~.,       | them talk about what they             | evaluations to                 |
|           | We have ~., You can see [watch /              | can find in their country of          | be recorded.                   |
|           | eat / buy / visit]~. and related              | origin, what they can do              |                                |
| Lietoping | words and phrases (hereinafter                | there, and their memories of          |                                |
| Listening | referred to as "main Target                   | summer vacation.                      |                                |
|           | Language").                                   |                                       |                                |
|           | Skills: Acquire the skills to                 |                                       |                                |
|           | understand specific information,              |                                       |                                |
|           | such as what can be done in a                 |                                       |                                |
|           | country and how it is done.                   |                                       |                                |
|           | <knowledge>: Understand the</knowledge>       | To know who it was written            | *In this unit, we              |
| Reading   | main Target Language.                         | for, they can read what is            | will not conduct               |
|           | <skills> Students have acquired</skills>      | written about recommended             | evaluations to                 |

|                | the skills necessary to understand             | countries and understand     | be recorded.        |
|----------------|--|------------------------------|---------------------|
|                | the meaning of the passage about               | the meaning.                 |                     |
|                | the memories of summer vacation                |                              |                     |
|                | and the recommended countries                  |                              |                     |
|                | that use the main Target                       |                              |                     |
|                | Language.                                      |                              |                     |
|                | <knowledge>: Understand the</knowledge>        | In order to get to know each | In order to get to  |
|                | language material you have                     | other better, they can ask   | know each other     |
|                | learned so far.                                | and answer questions about   | better, they try to |
|                | <skills>: Students have acquired</skills>      | the countries they want to   | ask and answer      |
|                | the skills to ask and answer                   | visit, what they want to do  | questions about     |
| Speaking       | questions about themselves and                 | there, and their memories of | the countries       |
| [Interaction]  | others using the Target Language               | summer vacation.             | they want to        |
| [IIIIeraction] | they have learned so far.                      |                              | visit, what they    |
|                |  |                              | want to do there,   |
|                |  |                              | and their           |
|                |  |                              | memories of         |
|                |  |                              | summer              |
|                |  |                              | vacation.           |
|                | <knowledge>: Understand the</knowledge>        | *In this unit, we will not   | *In this unit, we   |
|                | main Target Language.                          | conduct evaluations to be    | will not conduct    |
|                | <skills>: Acquire the skills to write</skills> | recorded.                    | evaluations to      |
| Writing        | about what you can do in the                   |                              | be recorded.        |
|                | recommended countries using the                |                              |                     |
|                | familiar words and expressions                 |                              |                     |
|                | while being aware of word order.               |                              |                     |

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

|            | point of view            |                               |                               |  |  |  |  |  |
|------------|--------------------------|-------------------------------|-------------------------------|--|--|--|--|--|
| evaluation | Knowledge & Skills       | Proactively                   |                               |  |  |  |  |  |
|            | Knowledge & Skills       | Expression                    | Attitude to learning          |  |  |  |  |  |
|            | They use the correct     | In order to get to know each  |                               |  |  |  |  |  |
|            | expressions they have    | other better, they can add    | other better, they try to add |  |  |  |  |  |
|            | already learned to talk  | information about the         | information about the         |  |  |  |  |  |
| (a)        | about themselves and ask | countries they want to go to, | countries they want to go to, |  |  |  |  |  |
| (a)        | and answer questions     | what they want to do there,   | what they want to do there,   |  |  |  |  |  |
|            | from ALTs.               | and their memories of         | and their memories of         |  |  |  |  |  |
|            |                          | summer vacation so that the   | summer vacation so that the   |  |  |  |  |  |
|            |                          | other person can              | other person can              |  |  |  |  |  |

|      |                            | understand it, and they can    | understand it, and they try to |
|------|----------------------------|--------------------------------|--------------------------------|
|      |                            | ask questions related to       | ask questions related to       |
|      |                            | ALT, express our               | ALT, express our               |
|      |                            | impressions, and answer.       | impressions, and answer.       |
|      | Although they occasionally | In order to get to know each   | In order to get to know each   |
|      | stumble and make           | other better, they can talk to | other better, they try to talk |
|      | mistakes in some of their  | ALTs about the countries       | to ALTs about the countries    |
| (1-) | words and expressions,     | they want to visit, what they  | they want to visit, what they  |
| (b)  | they can talk about        | want to do there, and their    | want to do there, and their    |
|      | themselves and ask and     | memories of summer             | memories of summer             |
|      | answers questions from     | vacations, and they can ask    | vacations, and they try to     |
|      | ALTs.                      | and answer questions.          | ask and answer questions.      |
| (-)  | Students who do not meet   | Students who do not meet       | Students who do not meet       |
| (c)  | the above                  | the above                      | the above                      |

| Unit Name              |            | Lesson 7: My Dream   | Textbook page    | pp.86-95         |  |  |
|------------------------|------------|--|------------------|------------------|--|--|
|                        |            | Let's talk about our dreams for the future.  | Time             | 8 hours          |  |  |
| Unit Objectives        |            | In order to get to know the other person well, you can understand specific information about their future dreams and the reasons for them, or listen to a short story and get an overview. In addition, in order to let others know yourself well, you can organize the content and talk about it including your thoughts and feelings, and write using example sentences. |                  |                  |  |  |
| Main                   | expression | What do you want to be?, I want to be (a vet)., I like (animals)., I want to (help animals).   |                  |                  |  |  |
| Target<br>Language     | phrase     | Things to do/things to do/occupations / to do actions, etc.(2)   | o something / ac | tions, etc.(1) / |  |  |
| Related: Goals by Area |            | (1) Listening (i,u) / (4) Speaking [Presentation] (i,u) / (5) Writing (a, i)   |                  |                  |  |  |

## Examples of Evaluation Criteria

|                |   | Thoughts,              | Attitude to            |  |
|----------------|---|------------------------|------------------------|--|
| area           | Knowledge & Skills                                  | Judgment, and          | proactive learning     |  |
|                | Ex  |                        |                        |  |
|                | <knowledge>What do you want to be?,</knowledge>     | In order to get to     | *In this unit, we will |  |
|                | I want to be ~., I like ~., I want to ~. and        | know the other         | not conduct            |  |
|                | related words and phrases (hereinafter              | person better, they    | evaluations to be      |  |
|                | referred to as "main Target Language").             | can understand         | recorded.              |  |
|                | <skills>: Acquire the skills to understand</skills> | specific information   |                        |  |
| Listening      | specific information about future dreams            | about their future     |                        |  |
|                | and reasons for them, and to grasp the              | dreams and the         |                        |  |
|                | outline of short stories.                           | reasons for them,      |                        |  |
|                |   | and they can listen    |                        |  |
|                |   | to short stories and   |                        |  |
|                |   | get an overview.       |                        |  |
|                | <knowledge>: Understand the main</knowledge>        | In order to let others | In order to let others |  |
|                | Target Language.                                    | know yourself better,  | know yourself better,  |  |
|                | <skills>: Students have acquired the</skills>       | you can talk about     | you try to talk about  |  |
| Speaking       | ability to talk about their dreams for the          | your dreams for the    | your dreams for the    |  |
| [Presentation] | future and their reasons for them                   | future and the         | future and the         |  |
| [Fresentation] | including their own thoughts and                    | reasons for them,      | reasons for them,      |  |
|                | feelings using the main Target                      | including your         | including your         |  |
|                | Language.   | thoughts and           | thoughts and           |  |
|                |   | feelings.              | feelings.              |  |

|         | <knowledge>: Understand the main</knowledge> | In order to let others | In order to let others |
|---------|--|------------------------|------------------------|
|         | Target Language.                             | know yourself better,  | know yourself better,  |
|         | <skills> Students have acquired the</skills> | you can write about    | you try to write about |
|         | skills to write about their dreams for the   | your future dreams     | your future dreams     |
| Writing | future and their reasons for them,           | and the reasons for    | and the reasons for    |
|         | including their own thoughts and             | them, including your   | them, including your   |
|         | feelings, using the main Target              | thoughts and           | thoughts and           |
|         | Language.                                    | feelings using         | feelings using         |
|         |  | example sentences.     | example sentences.     |

## Unit Planning Example

| ti |   | evaluation |         |         |                                |
|----|---|------------|---------|---------|--------------------------------|
| m  | Goals (♦) and main learning activities (○)    | K/S        | T/J/    | Attit   | Evaluation Criteria (⊚)        |
| е  |   |            | Е       | ude     |                                |
| 1  | ◆ Understand how to say occupation and be a   | able to    | talk al | oout th | e job you want to do.          |
|    | O In Let's Watch and Think 1, notice the      |            |         |         |                                |
|    | expressions that express the occupation       |            |         |         |                                |
|    | and the occupation that you want to do.       |            |         |         |                                |
|    | OLet's Watch and Think 2: Listen to people's  |            |         |         |                                |
|    | stories about their jobs.                     |            |         |         |                                |
|    | ○ In Let's Play 1: play a "pointing game" to  |            |         |         | Provide guidance to            |
|    | get used to the way of saying the             |            |         |         | achieve the goals. Observe     |
|    | occupation and the expressions that           |            |         |         | the children in Let's Listen 1 |
|    | convey the profession you want to do.         |            |         |         | and Let's Try 1 to improve     |
|    | OLet's Listen 1: Understand the job people    |            |         |         | teaching and learning.         |
|    | want to do.                                   |            |         |         |                                |
|    | OLet's Try 1: say the profession you want to  |            |         |         |                                |
|    | work in.                                      |            |         |         |                                |
|    | ○ In Sounds and Letters, do Letter Sound      |            |         |         |                                |
|    | Jingle.                                       |            |         |         |                                |
| 2  | ◆ Be able to talk about the occupation you wa | ant to d   | lo usin | g the e | expressions to ask and         |
|    | answer.                                       | •          | ı       | ı       | -                              |
|    | ○ In Small Talk: Talk about their favorite    |            |         |         |                                |
|    | subjects.                                     |            |         |         | Provide guidance to            |
|    | Oln Let's Play 2, play a "gesture game" to    |            |         |         | achieve the goals. Observe     |
|    | get used to the way to say the profession.    |            |         |         | the children in Let's Listen 2 |
|    | O Write what you heard in Let's Watch and     |            |         |         | and Let's Try 2 to improve     |
|    | Think 3.                                      |            |         |         | teaching and learning.         |
|    | O In Let's Listen 2, Understand the           |            |         |         |                                |

|   | profession that the character wants to do.        |          |        |          |   |
|---|---|----------|--------|----------|---|
|   | O In Let's Try 2, ask and answer about the        |          |        |          |   |
|   | profession you want to do.                        |          |        |          |   |
| 3 | ◆ Be able to talk about the occupation you wa     | int to d | o usin | g expr   | essions to ask and answer.                              |
|   | ○Chant Box <b>①</b> "What do you want to be?"     |          |        |          |   |
|   | ○Let's Play 3: "Who am I? Quiz": Take a           |          |        |          |   |
|   | quiz to find out how to say the profession        |          |        |          |   |
|   | you want to work in and why.                      |          |        |          |   |
|   | ○ In Let's Play 3, play a "perfect game" to       |          |        |          |   |
|   | get used to the expression of asking and          |          |        |          | Dravida avidanas ta                                     |
|   | answering the job you want to do.                 |          |        |          | Provide guidance to                                     |
|   | ○In Activity 1, ask and answer what kind of       |          |        |          | achieve the goals. Observe the children in Let's Play 3 |
|   | job you would like to do.                         |          |        |          | and Activity 1 to improve                               |
|   | OLet's Listen and Read 1: Listen to the           |          |        |          | teaching and learning.                                  |
|   | audio and follow the English sentence with        |          |        |          | teaching and learning.                                  |
|   | your finger.                                      |          |        |          |   |
|   | O Let's Write 1: Write down the profession        |          |        |          |   |
|   | you want to work in.                              |          |        |          |   |
|   | $\bigcirc$ In Sounds and Letters, do Letter Sound |          |        |          |   |
|   | Jingle.   |          |        |          |   |
| 4 | ◆ In order to get to know the other person well   | ll, you  | can un | dersta   | nd specific information of the                          |
|   | profession you want to work in and the reaso      | n for it | and li | sten to  | a short story to get an                                 |
|   | overview. They can also talk about the profes     | ssion tl | ney wa | int to d | lo including the reasons for                            |
|   | doing so.   |          |        |          |   |
|   | O In Small Talk: Talk about "what you can         |          |        |          |   |
|   | do and what you can't do".                        |          |        |          |   |
|   | O In Let's Watch and Think 4: watch a story       |          |        |          |   |
|   | about the profession that the characters          |          |        |          |   |
|   | want to work in and the reason for it, and        |          |        |          |   |
|   | learn how to say why.                             |          |        |          |   |
|   | O In Let's Listen 3, in order to get to know      | L        | L      |          | Ounderstand the main                                    |
|   | the three characters better, listen to the        |          |        |          | Target Language, etc., and                              |
|   | audio and understand specific information         |          |        |          | acquire the skills to                                   |
|   | and overviews.                                    |          |        |          | understand specific                                     |
|   |   |          |        |          | information about future                                |
|   |   |          |        |          | dreams and reasons for                                  |
|   |   |          |        |          | them, and to grasp the                                  |
|   |   |          |        |          |   |

|   |   |          |         |         | stories.  In order to get to know the other person well, they can understand specific information about their future dreams and the reasons for them, and listen to short stories to get an overview.   |
|---|---|----------|---------|---------|---|
|   | O In Let's Play 4, play a "card exchange  |          |         |         |   |
|   | game" to get used to the expressions that   |          |         |         |   |
|   | describe the profession they want to work   |          |         |         |   |
|   | in and the reason for it.   |          |         |         |   |
|   | O In Let's Try 3, talk about the profession   | (SP      |         |         |   |
|   | you want to do, including the reason.   | )        |         |         |   |
| 5 | ♦ You can talk about the profession you want  | to wor   | k in an | d the r | eason for it.   |
|   | ○Chant Box ② "I want to be a baker."  |          |         |         |   |
|   | O In Let's Play 5, play a "dream game" to   |          |         |         |   |
|   | get used to the expression of talking about   |          |         |         |   |
|   | the profession you want to do and the   |          |         |         |   |
|   | reason for it.  |          |         |         |   |
|   | ○In Activity 2, say and ask about the profession you want to work in and why.                         | SP       |         |         | <ul> <li>○ Understand the main</li> <li>Target Language, and</li> <li>acquire the skills to talk</li> <li>about their future dreams</li> <li>and the reasons for them</li> <li>including their thoughts and</li> <li>feelings using the main</li> <li>Target Language.</li> </ul> |
|   | <ul> <li>Let's Listen and Read 2 Listen to the<br/>audio and follow the sentence with your</li> </ul> |          |         |         |   |
|   | finger.   |          |         |         |   |
|   | OLet's Write 2 Write why you want to work in  |          |         |         |   |
|   | a certain profession.   |          |         |         |   |
| 6 | ◆ In order to let others know yourself well, stu  | dents    | can or  | ganize  | the contents of their future  |
|   | dreams and the reasons for them including the   | neir tho | oughts  | and fe  | elings and then make  |
|   | presentations in pairs.   |          |         |         |   |
|   | ○Chant Box ② "I want to be a baker."  |          |         |         |   |
|   | ○Read the characters' dreams for the future   |          |         |         |   |

|   | in Let's Read 1 and write what you found.   |        |           |         |  |
|---|---|--------|-----------|---------|--|
| - | ○ In Let's Try 4 (first half): organize the   |        |           |         |  |
|   | contents of your presentation.  |        |           |         |  |
|   | ○ In Let's Try 4 (second half): Present in  | SP     | SP        |         | □ Understand the main  |
|   | pairs based on what we have organized.  | 01     | O.        |         | Target Language, and   |
|   | pairs based on what we have organized.  |        |           |         | acquire the skills to talk   |
|   |   |        |           |         | about your future dreams   |
|   |   |        |           |         | and the reasons for them,  |
|   |   |        |           |         | including your thoughts and  |
|   |   |        |           |         | feelings, using the main   |
|   |   |        |           |         | Target Language.   |
|   |   |        |           |         | In order to let others   |
|   |   |        |           |         |  |
|   |   |        |           |         | know yourself better, talk about your future dreams  |
|   |   |        |           |         | ,  |
|   |   |        |           |         | and the reasons for them,  |
|   |   |        |           |         | including your thoughts and  |
|   |   |        |           |         | feelings, after organizing   |
|   |   |        |           |         | the contents.  |
| 7 | <ul> <li>In order to let others know yourself well, you</li> </ul>  | Carre  | n gai iiz | .00     | bornorns or your ratare  |
| 7 | dreams and the reasons for them, and then rand feelings.  |        | •         |         | •  |
| 7 | dreams and the reasons for them, and then r   |        | •         |         | •  |
| 7 | dreams and the reasons for them, and then rand feelings.  | make a | prese     | entatio | n, including your thoughts   |
| 7 | dreams and the reasons for them, and then rand feelings.  Oln Activity 3, in order to let others know   | make a | prese     | entatio | on, including your thoughts  Output  Description:  |
| 7 | dreams and the reasons for them, and then rand feelings.  Oln Activity 3, in order to let others know yourself better, you will give a presentation   | make a | prese     | entatio | <ul><li>n, including your thoughts</li><li>Understand the main</li><li>Target Language, and</li></ul>  |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | <ul> <li>including your thoughts</li> <li>Understand the main</li> <li>Target Language, and</li> <li>acquire the skills to talk</li> </ul>   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | <ul> <li>In, including your thoughts</li> <li>Understand the main</li> <li>Target Language, and</li> <li>acquire the skills to talk</li> <li>about your future dreams</li> <li>and the reasons for them,</li> </ul>  |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | O Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | O Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main  |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main  Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language.  |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | <ul> <li>Understand the main</li> <li>Target Language, and</li> <li>acquire the skills to talk</li> <li>about your future dreams</li> <li>and the reasons for them,</li> <li>including your thoughts and</li> <li>feelings, using the main</li> <li>Target Language.</li> <li>In order to let others</li> </ul>  |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language. ⊙ In order to let others know yourself better, talk   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language.  o In order to let others know yourself better, talk about your future dreams   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main  Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main  Target Language.  o In order to let others know yourself better, talk about your future dreams and the reasons for them,   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language.  o In order to let others know yourself better, talk about your future dreams and the reasons for them, including your thoughts and   |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language.  o In order to let others know yourself better, talk about your future dreams and the reasons for them, including your thoughts and feelings, after organizing              |
| 7 | dreams and the reasons for them, and then rand feelings.  On Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons | make a | prese     | entatio | o Understand the main Target Language, and acquire the skills to talk about your future dreams and the reasons for them, including your thoughts and feelings, using the main Target Language. ⊙ In order to let others know yourself better, talk about your future dreams and the reasons for them, including your thoughts and feelings, after organizing the contents. |

|   |   |         |          |        | drooms and the recent to     |
|---|---|---------|----------|--------|------------------------------|
|   |   |         |          |        | dreams and the reasons for   |
|   |   |         |          |        | them, including your         |
|   |   |         |          |        | thoughts and feelings, after |
|   |   |         |          |        | organizing the contents.     |
|   | O In Let's Write 3, write the content of your   | W       | W        | W      | O Understand the main        |
|   | presentation using the example sentences.       |         |          |        | Target Language, and         |
|   |   |         |          |        | acquire the skill to write   |
|   |   |         |          |        | about your future dreams     |
|   |   |         |          |        | and the reasons for them,    |
|   |   |         |          |        | including your thoughts and  |
|   |   |         |          |        | feelings, using the main     |
|   |   |         |          |        | Target Language.             |
|   |   |         |          |        |                              |
|   |   |         |          |        | know yourself well, write    |
|   |   |         |          |        | about your future dreams     |
|   |   |         |          |        | and the reasons for them,    |
|   |   |         |          |        | including your thoughts and  |
|   |   |         |          |        | feelings with reference to   |
|   |   |         |          |        | example sentences.           |
|   |   |         |          |        |                              |
|   |   |         |          |        | know yourself well, try to   |
|   |   |         |          |        | write about your future      |
|   |   |         |          |        | dreams and the reasons for   |
|   |   |         |          |        | them, including your         |
|   |   |         |          |        | thoughts and feelings with   |
|   |   |         |          |        | reference to example         |
|   |   |         |          |        | sentences.                   |
|   | Review the unit.                                |         |          |        |                              |
| 8 | ◆ Listen to stories about various professions i | n the v | vorld, ı | unders | tand the outline, and read.  |
|   | Familiarize yourself with the sounds of letters | 3.      |          |        |                              |
|   | OSong Box: Sing "Wheels on the Bus"             |         |          |        |                              |
|   | OWatch the Around the World video (QR).         |         |          |        |                              |
|   | ○ In Story Time, think about the meaning of     |         |          |        |                              |
|   | sentences using the familiar words and          |         |          |        |                              |
|   | expressions as clues.                           |         |          |        |                              |
|   | Sound Box: Read while paying attention          |         |          |        |                              |
|   | to the sound of the letters.                    |         |          |        |                              |
|   | ○ Conduct a CAN-DO check and review the         |         |          |        |                              |
|   | learning of the unit.                           |         |          |        |                              |
|   | <u>-</u>  |         | l .      | l .    | <u> </u>                     |

| Unit Name                                  |             | Lesson 8: My Junior High School Life  | Textbook<br>page  | pp.96-105      |  |  |
|--|-------------|---|-------------------|----------------|--|--|
| Unit                                       | Name        | Tell them what you want to do in junior high school.                          | Time              | 8 hours        |  |  |
|  |             | In order to let others know yourself well, yo                                 | u can talk about  | your future in |  |  |
|  |             | junior high school and present yourself after organizing the contents         |                   |                |  |  |
| Linit Ok                                   | ala ativa a | including your thoughts and feelings, and write using example sentences.      |                   |                |  |  |
| Unit Ot                                    | ojectives   | In addition, in order to get to know the other person well, you can read what |                   |                |  |  |
|  |             | is written about their future in junior high school and present and you can   |                   |                |  |  |
|  |             | understand the meaning.   |                   |                |  |  |
| Main                                       | expression  | I want to join (the basketball team)., I want to                              | o study (English) | hard.          |  |  |
| Target                                     |             | Luniar High Cahaal / Cubicata ata   |                   |                |  |  |
| phrase Junior High School / Subjects, etc. |             |   |                   |                |  |  |
| Related:                                   |             | (2) Deading (i) / (4) Checking [Drescritation] (ii) / (5) Maiding (i)         |                   |                |  |  |
| Goals                                      | by Area     | (2) Reading (i) / (4) Speaking [Presentation] (u) / (5) Writing (i)           |                   |                |  |  |

## Examples of Evaluation Criteria

| area           | Knowledge & Skills                                      | Thoughts, Judgment, and Expression | Attitude to proactive learning |
|----------------|---|------------------------------------|--------------------------------|
|                | <knowledge>I want to join ~., I want to</knowledge>     | In order to get to                 | *In this unit, we will         |
|                | study ~. and related words and phrases                  | know the other                     | not conduct                    |
|                | (hereinafter referred to as "main Target                | person better, they                | evaluations to be              |
|                | Language").   | can read what was                  | recorded.                      |
| Reading        | <skills> Students have acquired the</skills>            | written about their                |                                |
| Reading        | skills necessary to read and understand                 | future and present                 |                                |
|                | the meaning of passages, which use                      | and they can                       |                                |
|                | using the main Target Language, about                   | understand the                     |                                |
|                | their future in junior high school and the              | meaning.                           |                                |
|                | present self.   |                                    |                                |
|                | <knowledge>: Understand the main</knowledge>            | In order to let others             | In order to let others         |
|                | Target Language.  | know yourself better,              | know yourself better,          |
|                | <skills>Students have acquired the</skills>             | you can talk about                 | you try to talk about          |
| Speaking       | skills to speak about their future and                  | your future and your               | your future and your           |
| [Presentation] | [Presentation] current self, such as junior high school |                                    | current self with your         |
|                | life, using the main Target Language,                   | thoughts and                       | thoughts and                   |
|                | including their thoughts and feelings.                  | feelings after                     | feelings after                 |
|                |   | organizing the                     | organizing the                 |

|         |  | contents.              | contents.              |
|---------|--|------------------------|------------------------|
|         | <knowledge>: Understand the main</knowledge> | In order to let others | *In this unit, we will |
|         | Target Language.                             | know yourself better,  | not conduct            |
|         | <skills> Students have acquired the</skills> | they can write about   | evaluations to be      |
|         | skills to write about their future and       | their future and       | recorded.              |
| Writing | current self using the main Target           | current self,          |                        |
| vvnung  | Language, including their thoughts and       | including their        |                        |
|         | feelings.                                    | thoughts and           |                        |
|         |  | feelings with          |                        |
|         |  | reference to           |                        |
|         |  | example sentences.     |                        |

### Unit Planning Example

| This Planning Example                          |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
|  |   |   |   | evaluation  |  |  |
|  |   | T/J/  | Attit   | Evaluation Criteria (⊚)   |  |  |
|  |   | Е   | ude   |   |  |  |
| ◆ Understand the words and expressions that    | descr   | ibe jun   | ior hig   | h school life.  |  |  |
| O In Let's Watch and Think 1, watch a video    |   |   |   |   |  |  |
| (QR) in which the characters listen to a       |   |   |   |   |  |  |
| story about junior high school life from their |   |   |   |   |  |  |
| seniors.                                       |   |   |   |   |  |  |
| O In Let's Play 1: play a "pointing game"      |   |   |   | Duranida maidan ar 4-   |  |  |
| using words from junior high school life.      |   |   |   | Provide guidance to   |  |  |
| O In Let's Listen 1, listen to what the        |   |   |   | achieve the goals. Observe the children in Let's Listen 1   |  |  |
| characters thought about their junior high     |   |   |   |   |  |  |
| school life.                                   |   |   |   | and Let's Try 1 to improve teaching and learning.   |  |  |
| ○Chant Box ② Listen to "I want to join the     |   |   |   | teaching and learning.  |  |  |
| chorus." and say what you can say.             |   |   |   |   |  |  |
| O In Let's Try 1, Talk about something that    |   |   |   |   |  |  |
| interests you about junior high school life.   |   |   |   |   |  |  |
| ○Sounds and Letters .                          |   |   |   |   |  |  |
| ♦ You can talk about what you want to do in ju | unior h   | igh scl   | nool.   |   |  |  |
| O Listen to "My Junior High School Life" in    |   |   |   | Dravida quidance to   |  |  |
| the Song Box and sing what you can sing.       |   |   |   | Provide guidance to   |  |  |
| ○ In Small Talk, share your favorite           |   |   |   | achieve the goals. Observe the children in Let's Listen 2   |  |  |
| memories in pairs.                             |   |   |   | and Let's Try 2 to improve  |  |  |
| O Let's Watch and Think 2 Watch a video        |   |   |   | teaching and learning.  |  |  |
| (QR) in which junior high school students      |   |   |   | Caoming and learning.   |  |  |
|  | Goals (♠) and main learning activities (○)  ◆ Understand the words and expressions that ○ In Let's Watch and Think 1, watch a video (QR) in which the characters listen to a story about junior high school life from their seniors. ○ In Let's Play 1: play a "pointing game" using words from junior high school life. ○ In Let's Listen 1, listen to what the characters thought about their junior high school life. ○ Chant Box ② Listen to "I want to join the chorus." and say what you can say. ○ In Let's Try 1, Talk about something that interests you about junior high school life. ○ Sounds and Letters . ◆ You can talk about what you want to do in ju ○ Listen to "My Junior High School Life" in the Song Box and sing what you can sing. ○ In Small Talk, share your favorite memories in pairs. ○ Let's Watch and Think 2 Watch a video | Goals (♠) and main learning activities (○)  ♣ Understand the words and expressions that descr  ○ In Let's Watch and Think 1, watch a video (QR) in which the characters listen to a story about junior high school life from their seniors.  ○ In Let's Play 1: play a "pointing game" using words from junior high school life.  ○ In Let's Listen 1, listen to what the characters thought about their junior high school life.  ○ Chant Box ② Listen to "I want to join the chorus." and say what you can say.  ○ In Let's Try 1, Talk about something that interests you about junior high school life.  ○ Sounds and Letters .  ♠ You can talk about what you want to do in junior h  ○ Listen to "My Junior High School Life" in the Song Box and sing what you can sing.  ○ In Small Talk, share your favorite memories in pairs.  ○ Let's Watch and Think 2 Watch a video | Goals (♠) and main learning activities (○)    K/S   T/J/E     ● Understand the words and expressions that describe jure   In Let's Watch and Think 1, watch a video (QR) in which the characters listen to a story about junior high school life from their seniors.   In Let's Play 1: play a "pointing game" using words from junior high school life.   In Let's Listen 1, listen to what the characters thought about their junior high school life.   OL Chant Box ② Listen to "I want to join the chorus." and say what you can say.   In Let's Try 1, Talk about something that interests you about junior high school life.   OSounds and Letters .   ◆ You can talk about what you want to do in junior high school Listen to "My Junior High School Life" in the Song Box and sing what you can sing.   In Small Talk, share your favorite memories in pairs.   Let's Watch and Think 2 Watch a video | Goals (♠) and main learning activities (○)  K/S T/J/ E  Understand the words and expressions that describe junior hig  In Let's Watch and Think 1, watch a video  (QR) in which the characters listen to a story about junior high school life from their seniors.  In Let's Play 1: play a "pointing game" using words from junior high school life.  In Let's Listen 1, listen to what the characters thought about their junior high school life.  Chant Box Listen to "I want to join the chorus." and say what you can say.  In Let's Try 1, Talk about something that interests you about junior high school life.  Sounds and Letters .  You can talk about what you want to do in junior high school.  Listen to "My Junior High School Life" in the Song Box and sing what you can sing.  In Small Talk, share your favorite memories in pairs.  Let's Watch and Think 2 Watch a video |  |  |

|   | introduce junior high school life.              |         |         |       |                                |
|---|---|---------|---------|-------|--------------------------------|
|   | O In Let's Play 2, in order to become           |         |         |       |                                |
|   | familiar with the expressions that describe     |         |         |       |                                |
|   | junior high school life, play "gesture          |         |         |       |                                |
|   | games" using the vocabulary of club             |         |         |       |                                |
|   | activities, subjects, and school events.        |         |         |       |                                |
|   | Oln Let's Listen 2, ask where the characters    |         |         |       |                                |
|   | have been, and fill in the circles to match     |         |         |       |                                |
|   | the content.                                    |         |         |       |                                |
|   | ○Chant Box ②: "I want to join the chorus."      |         |         |       |                                |
|   | ○In Let's Try 2, say in pairs what you want to  |         |         |       |                                |
|   | do in junior high school.                       |         |         |       |                                |
| 3 | ◆ You can talk about what you want to do in ju  | ınior h | igh sch | nool. |                                |
|   | O Listen to "My Junior High School Life" in     |         |         |       |                                |
|   | the Song Box and sing what you can sing.        |         |         |       |                                |
|   | O In Let's Listen 3, listen to the stories of   |         |         |       |                                |
|   | the characters about their junior high          |         |         |       |                                |
|   | school life and write what you have             |         |         |       |                                |
|   | learned.  |         |         |       |                                |
|   | ○Chant Box <b>①</b> : "What do you want to do?" |         |         |       | Provide guidance to            |
|   | ○In Activity 1, talk about what you want to do  |         |         |       | achieve the goals. Observe     |
|   | in junior high school and why in pairs, and     |         |         |       | the children in Let's Listen 3 |
|   | find friends who have similar reasons.          |         |         |       | and Activity 1 to improve      |
|   | O In Let's Listen and Read 1, listen to the     |         |         |       | teaching and learning.         |
|   | audio of the characters talking about what      |         |         |       | todorning and loanning.        |
|   | they want to do in junior high school and       |         |         |       |                                |
|   | read the script while following the             |         |         |       |                                |
|   | sentences with their fingers.                   |         |         |       |                                |
|   | OLet's Write 1 Write one thing you want to      |         |         |       |                                |
|   | do in junior high school.                       |         |         |       |                                |
|   | OSounds and Letters.                            |         |         |       |                                |
| 4 | ◆ You can talk about what you like and what y   | ou are  | good    | at.   |                                |
|   | Talk in pairs about what you want to do         |         |         |       | Provide guidance to            |
|   | during spring break or after school at Small    |         |         |       | achieve the goals. Observe     |
|   | Talk.   |         |         |       | the children in Let's Listen 4 |
|   | O Watch and Think 3 to watch a video (QR)       |         |         |       | and Let's Try 3 to improve     |
|   | about the middle school days of celebrities.    |         |         |       | teaching and learning.         |
|   | ○Chant Box <b>①</b> "What do you want to do?"   |         |         |       |                                |

|   | ○ In Let's Play 3, play the "Card Destiny        |         |         |         |                               |
|---|--|---------|---------|---------|-------------------------------|
|   | Game" to get used to saying what you can         |         |         |         |                               |
|   | do, what you are good at, and how to say         |         |         |         |                               |
|   | your favorite subjects.                          |         |         |         |                               |
|   | O In Let's Listen 4, ask the characters what     | •       |         |         |                               |
|   | they want to do in junior high school and        |         |         |         |                               |
|   | why, and write what you know.                    |         |         |         |                               |
|   | ○ In Let's Try 3, talk in pairs about what you   |         |         |         |                               |
|   | like, what you are good at, and what you         |         |         |         |                               |
|   | can do.  |         |         |         |                               |
| 5 | ◆ Be able to talk about what you want to do in   | junior  | high s  | chool   | with the reason.              |
|   | ○Chant Box <b>①</b> "What do you want to do?"    |         |         |         |                               |
|   | Oln Activity 2, in order to talk about what      | (SP     |         |         |                               |
|   | they are interested in in junior high school     | )       |         |         |                               |
|   | life, talk about in groups what is written on    |         |         |         |                               |
|   | the card they chose.                             |         |         |         |                               |
|   | ○ In Let's Listen and Read 2, listen to the      |         |         |         |                               |
|   | audio and read the script, while following       |         |         |         |                               |
|   | the sentences with their fingers, about          |         |         |         |                               |
|   | what they want to do in junior high school       |         |         |         |                               |
|   | life and why.                                    |         |         |         |                               |
|   | O In Let's Write 2, write what you want to do    |         |         |         |                               |
|   | in junior high school and why.                   |         |         |         |                               |
| 6 | ♦ In order to let others know yourself better, y | ou car  | talk a  | bout y  | our future and present,       |
|   | including what you want to do in junior high s   | school, | after o | organiz | ring what you want to convey. |
|   | Also, in order to get to know the other persor   | n well, | you ca  | n read  | what is written and           |
|   | understand the meaning.                          |         |         |         |                               |
|   | O In Let's Read 1, read a sentence written       | R       | R       |         | O Understand the main         |
|   | about what the character wants to do in the      |         |         |         | Target Language, etc., and    |
|   | future and why, and write what you learn.        |         |         |         | acquire the skills necessary  |
|   |  |         |         |         | to read and understand the    |
|   |  |         |         |         | meaning of the passages       |
|   |  |         |         |         | written using the main        |
|   |  |         |         |         | Target Language about the     |
|   |  |         |         |         | future and the present self.  |
|   |  |         |         |         | In order to get to know       |
|   |  |         |         |         | the other person well, they   |
|   |  |         |         |         | can read what is written      |
|   |  |         |         |         | about their future and        |

|   |  |        |         |        | present and understand the meaning.      |
|---|--|--------|---------|--------|--|
|   | ○ In Let's Try 4, organize and think about       | SP     | SP      |        | Understand the main                      |
|   |  | SF     | SF      |        |  |
|   | the content of your presentation and give        |        |         |        | Target Language, and                     |
|   | advice to each other in order to present         |        |         |        | acquire the ability to talk              |
|   | what you want to do in junior high school to     |        |         |        | about your future and                    |
|   | the seniors, the teachers and friends. In        |        |         |        | present and your thoughts                |
|   | addition, prepare presentation materials.        |        |         |        | and feelings using the main              |
|   |  |        |         |        | Target Language.                         |
|   |  |        |         |        | O In order to let others                 |
|   |  |        |         |        | know yourself better, talk               |
|   |  |        |         |        | about your future and                    |
|   |  |        |         |        | present and your thoughts                |
|   |  |        |         |        | and feelings                             |
| 7 | ◆ In order to let others know yourself better, y | ou car | talk a  | nd wri | te about your future and                 |
|   | present, including what you want to do in junior | high s | school. |        |  |
|   | ○In Activity 3, students will present to their   |        | SP      | SP     |  |
|   | junior high school seniors, teachers, and        |        |         |        | know yourself better, talk               |
|   | friends what they want to do in junior high      |        |         |        | about your future and                    |
|   | school so that people can understand             |        |         |        | present and your thoughts                |
|   | themselves better.                               |        |         |        | and feelings after                       |
|   |  |        |         |        | organizing the contents,                 |
|   |  |        |         |        | including your thoughts and              |
|   |  |        |         |        | feelings.                                |
|   |  |        |         |        | <ul><li>In order to let others</li></ul> |
|   |  |        |         |        | know yourself better, try to             |
|   |  |        |         |        | talk about your future and               |
|   |  |        |         |        | present and your thoughts                |
|   |  |        |         |        | and feelings after                       |
|   |  |        |         |        | organizing the contents,                 |
|   |  |        |         |        | including your thoughts and              |
|   |  |        |         |        | feelings.                                |
|   | ○ In Let's Write 3, write 4 sentences about      | W      | W       |        | <ul><li>Understand the main</li></ul>    |
|   | what you want to do in junior high school        | VV     | VV      |        | Target Language, and                     |
|   | based on the content of your presentation        |        |         |        | acquire the skill to write               |
|   | ·  |        |         |        | •  |
|   | so that others can understand yourself           |        |         |        | about your future and                    |
|   | well.  |        |         |        | present and your thoughts                |
|   |  |        |         |        | and feelings using the main              |
|   |  |        |         |        | Target Language.                         |

|   |   |        |         |         | In order to let others<br>know yourself well, write<br>about your future and<br>present and your thoughts<br>and feelings with reference<br>to example sentences. |
|---|---|--------|---------|---------|---|
| 8 | ◆ Listen to stories about the lives of junior hig overview. Also, read about the future.  | h scho | ol stud | lents a |   |
|   | O Watch the Around the World video (QR).  |        |         |         |   |
|   | Read the sentence while guessing the meaning in Story Time.   |        |         |         |   |
|   | In the Sound Box, listen to the English<br>sentence using the picture as a clue, think<br>of the letter of the alphabet that applies to<br>the blank, and write it. |        |         |         |   |
|   | Conduct a CAN-DO check and review the learning of the unit.   |        |         |         |   |

| Unit Name          |            | Let's Check ③  | Textbook page | pp.106-109 |  |
|--------------------|------------|--|---------------|------------|--|
|                    |            | Questions: Graduation  Let's Talk!: Let's talk with the teacher.   | Time          | 2 hours    |  |
|                    |            | Questions: To get to know the other person better, listen to a short story about what they value and get an overview. In addition, in order to get to        |               |            |  |
|                    |            | know the other person well, read the passage about elementary school life,   |               |            |  |
| Unit Ob            | ojectives  | future dreams, and what you want to do in junior high school life. In addition, in order to let others know yourself better, you can write about yourself by |               |            |  |
|                    |            | referring to example sentences.  Let's Talk!: In order to get to know each other better, you can ask and   |               |            |  |
|                    |            | answer questions about what you want to do in the future and your dreams for the future.   |               |            |  |
| Main               | expression | What you've learned so far   |               |            |  |
| Target phrase What |            | What you've learned so far   |               |            |  |
| Related:           |            | (1) Listening (i,u) / (2) Reading (i) / (3) Speaking [Interaction] (i,u) / (5) Writing   |               |            |  |
| Goals              | by Area    | (a)  |               |            |  |

## Examples of Evaluation Criteria

|           |   |                             | Attitude to       |
|-----------|---|-----------------------------|-------------------|
| aroa      | area Knowledge & Skills                     |                             | Attitude to       |
| alea      | Knowledge & Skills                          | Expression                  | proactive         |
|           |   |                             | learning          |
|           | *In this unit, we will not conduct          | In order to get to know the | *In this unit, we |
|           | evaluations to be recorded.                 | other person better, they   | will not conduct  |
| Listening |   | can listen to a short story | evaluations to    |
|           |   | about what they value and   | be recorded.      |
|           |   | get an overview.            |                   |
|           | <knowledge> My best memory</knowledge>      | In order to know whose      | *In this unit, we |
|           | is ~., I want to be ~., I want to ~.,       | impression it is, they can  | will not conduct  |
|           | I like $\sim$ ., I can $\sim$ . and related | read and understand what    | evaluations to    |
|           | words and phrases (hereinafter              | is written about            | be recorded.      |
| Reading   | referred to as "main Target                 | someone's memories of       |                   |
| Reading   | Language").                                 | elementary school life and  |                   |
|           | <skills>: Students have acquired</skills>   | their dreams for the future |                   |
|           | the skills necessary to read and            |                             |                   |
|           | understand the meaning of what              |                             |                   |
|           | the characters want to do in                |                             |                   |

|                             | junior high school using the              |                              |                    |
|-----------------------------|---|------------------------------|--------------------|
|                             | target language they've learnt so         |                              |                    |
|                             | far.                                      |                              |                    |
|                             | <knowledge>: Understand the</knowledge>   | In order to get to know      | In order to get to |
|                             | target language you have                  | each other better, they can  | know each other    |
|                             | learned so far.                           | ask and answer questions     | better, they try   |
| Speaking<br>[Communication] | <skills>: Students have acquired</skills> | about what they want to do   | to ask and         |
|                             | the skills to ask and answer              | in the future and what their | answer             |
|                             | questions about themselves and            | dreams are for the future.   | questions about    |
|                             | others using the Target                   |                              | what they want     |
|                             | Language they have learned so             |                              | to do in the       |
|                             | far.                                      |                              | future and what    |
|                             |   |                              | their dreams are   |
|                             |   |                              | for the future.    |
|                             | <knowledge>: Understand the</knowledge>   | In order to let others know  | *In this unit, we  |
|                             | main Target Language.                     | yourself better, write about | will not conduct   |
|                             | <skills>: Students have acquired</skills> | yourself with reference to   | evaluations to     |
| Writing                     | the ability to write about                | example sentences.           | be recorded.       |
|                             | themselves, including their               |                              |                    |
|                             | thoughts and feelings, using the          |                              |                    |
|                             | main Target Language.                     |                              |                    |

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

| evaluation | Knowledge 9 Ckille         | Thoughts, Judgment, and        | Attitude to proactive          |
|------------|----------------------------|--------------------------------|--------------------------------|
|            | Knowledge & Skills         | Expression                     | learning                       |
|            | They use the correct       | In order to get to know each   | In order to get to know each   |
|            | expressions they have      | other better, they can talk to | other better, they try to talk |
|            | already learned to talk    | ALTs about themselves by       | to ALTs about themselves       |
|            | about themselves and ask   | adding information about       | by adding information about    |
| (2)        | and answer questions       | what they want to do in the    | what they want to do in the    |
| (a)        | from ALTs.                 | future and their dreams in     | future and their dreams in     |
|            |                            | an easy-to-understand way,     | an easy-to-understand way,     |
|            |                            | and ask questions, express     | and ask questions, express     |
|            |                            | the impressions, and           | the impressions, and           |
|            |                            | answer.                        | answer.                        |
|            | Although they occasionally | In order to get to know each   | In order to get to know each   |
| (b)        | stumble and make           | other better, they can talk to | other better, they try to talk |
|            | mistakes, they can talk    | ALTs about what they want      | to ALTs about what they        |

|     |  | about themselves and ask | to do in the future and what | want to do in the future and |
|-----|--|--------------------------|------------------------------|------------------------------|
|     |  | and answers questions    | their dreams are for the     | what their dreams are for    |
|     |  | from ALTs.               | future, and ask and answer   | the future, and ask and      |
|     |  |                          | questions.                   | answer questions.            |
| (c) |  | Students who do not meet | Students who do not meet     | Students who do not meet     |
|     |  | the above                | the above                    | the above                    |