

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

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

Examples of Evaluation Criteria

| area | Knowledge & Skills | Thoughts, Judgment, and Expression | Attitude to proactive learning |
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| Listening | <p><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").</p> <p><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.</p> | *In this unit, we will not conduct evaluations to be recorded. | *In this unit, we will not conduct evaluations to be recorded. |
| Speaking [Presentation] | <p><Knowledge> Understand the main Target Language.</p> <p><Skills> Acquire the ability to talk about oneself using the main Target Language.</p> | They talk about their names, where they're from, what they like, what they do, and what they're good at to get to know them. | *In this unit, we will not conduct evaluations to be recorded. |

Unit Planning Example

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

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| | <input type="radio"/> Let's Listen and Read 1: listen while following the sentence with your finger. <input type="radio"/> Let's Write 1 . <input type="radio"/> Sounds and Letters . | | | | |
| 4 | <p>◆ You can listen to what people can do and what they are good at.</p> <input type="radio"/> In Small Talk, talk about your favorite subjects and the reasons you like, including what you can do and what you are good at. <input type="radio"/> In Let's Watch and Think 3, listen to the stories of the characters and write what you found. <input type="radio"/> In Let's Play 4, get used to the way the actions are described through the "Simon Says Game". <input type="radio"/> In Let's Listen 3, listen to the characters and what they are good at. <input type="radio"/> Chant Box ② " I am good at singing." <input type="radio"/> In Let's Try 3, talk in pairs about what you are good at and what you can do. | L | | | |
| 5 | <p>◆ You can listen and talk about your birthday, what you like, what you are good at, etc.</p> <input type="radio"/> Chant Box ② "I am good at singing." <input type="radio"/> In Let's Listen 4, write about the birthdays of the characters and what you have learned. <input type="radio"/> In Activity 2, talk with explanation of what you can do and what you are good at as a group. <input type="radio"/> In Let's Listen and Read 2, listen to the story of the characters while following the sentences with your fingers. <input type="radio"/> Do Let's Write 2 . <input type="radio"/> Sounds and Letters . | L (SP) | | | <input type="radio"/> Understand the main Target Language, etc., and acquire the skills to listen to specific information such as names, hometowns, likes and activities, what you are good at, birthdays, etc. |
| 6 | <p>◆ In order to let others know you better, you can organize what you say and introduce yourself.</p> | | | | |

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| | ○ In Small Talk, talk about what you are good at. | | | | |
| | ○ 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 other person's presentation and retry. | SP | SP | | <p>◎ Understand the main Target Language and acquire the skill to talk about yourself using the main Target Language.</p> <p>◎ 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.</p> |
| 7 | ◆ In order to let others know you better, you can organize what you say and introduce yourself in a cohesive manner. | | | | |
| | ○ Chant Box ② "I am good at singing." | | | | |
| | ○ Organize what you will talk about and introduce yourself in pairs. | | | | |
| | ○ In Activity 3, introduce yourself so that others can get to know you better. | SP | SP | | <p>◎ Understand the main Target Language and acquire the skill to talk about yourself using the main Target Language.</p> <p>◎ 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.</p> |
| | ○ In Let's Listen and Read 3, listen to the story of the characters while following the sentences with your fingers. | | | | |
| | ○ Do Let's Write 3 . | | | | |

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| | <input type="radio"/> Sounds and Letters . | | | | |
| 8 | ◆ Listen to stories about the lives of children around the world and read Story Time. | | | | |
| | <input type="radio"/> Watch the Around the World video (QR). | | | | |
| | <input type="radio"/> In Story Time, think about the meaning of sentences that you are familiar with. | | | | |
| | <input type="radio"/> Select a word with the same ending sound as the word from the picture in the Sound Box. | | | | |
| | <input type="radio"/> Conduct a CAN-DO check and review the learning of the unit. | | | | |

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|------------------------|------------|--|---------------|----------|
| Unit Name | | Lesson 2: Welcome to Japan. | Textbook page | pp.24-33 |
| | | Let's take a look at the good things about Japan. | Time | 8 hours |
| Unit Objectives | | In order to learn more about Japanese culture, students can listen to specific information such as specialties, famous places, events, etc., listen to short stories to get an overview, and, in order to learn more about the goodness of Japanese culture, organize the content and talk about their own thoughts and feelings. Also, read passages about the goodness of Japanese culture and understand the meaning. | | |
| Main Target | expression | We have (<i>hanami</i>) in (Japan) [(spring)]., We have (the Hakata Dontaku Festival) in (May) [(Fukuoka)]., You can (eat <i>sushi</i>)., It's (delicious). | | |
| Language | phrase | Movement, etc. (1) / Seasons / Month / Year / Food / Annual Events, etc. | | |
| Related: Goals by Area | | (1) Listening (i, u) / (2) Reading (i) / (4) Speaking [Presentation] i, u | | |

Examples of Evaluation Criteria

| area | Knowledge & Skills | Thoughts, Judgment, and 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. | 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. | *In this unit, we will not conduct evaluations to be recorded. | *In this unit, we will not conduct evaluations to be recorded. |
| Speaking [Presentation] | Knowledge: Understand the main Target Language. <Skills> Students have acquired the skills to speak about the goodness of Japanese culture, including their own 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 | 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 |

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Unit Planning Example

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
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| | | K/S | T/J/ E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ Understand expressions that introduce Japan's specialties, sights, events, etc. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve learning and teaching. |
| | ○ 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. | | | | |
| | ○ Understand the purpose, situation, and situation of the language activity in this unit. | | | | |
| | ○ Let's Play 1: "pointing game" to get used to the expressions for Japan's specialties, sights, events, etc. | | | | |
| | ○ Let's Listen 1: listen to words and phrases about Japan's specialties, landmarks, and events. | | | | |
| | ○ Let'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 introduce Japan's specialties, sights, events, etc. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ 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. | | | | |
| | ○ Talk about the good points about Japan using "We have ~" | | | | |
| | ○ In Let's Watch and Think 2, notice that the expressions to describe the situation have been added. | | | | |
| | ○ Let's Play 2: Practice expressions that express what you can do and how you can do things about Japan's specialties, sights, events, etc. | | | | |
| | ○ Let's Listen 2: Listen for Japan's | | | | |

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| | specialties, landmarks, events, etc. | | | | |
| | ○ Let's Try 2: tell each other about the goodness of Japan by adding information. | | | | |
| 3 | ◆ Able to listen and use the expressions that introduce Japan's specialties, sights, and events in detail. | | | | |
| | ○ Watch Let's Watch and Think 1 check the words and expressions that introduce the goodness of Japan. | | | | Provide guidance to achieve the goals. Observe the children in Activity 1 and Let's Listen 3 to improve teaching and learning. |
| | ○ In Activity 1, share thoughts on the goodness of Japan by adding information such as specialties, sights, events, etc. | | | | |
| | ○ Let's Listen 3: Listen to the introduction of Japanese prefectures. | | | | |
| | ○ Read the memo with reference to the image posted on the blackboard in Let's Listen and Read 1. | | | | |
| | ○ Let'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 introduce Japan's specialties, sights, and events in detail. | | | | |
| | ○ While talking about "favorite food" in 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. | | | | |
| | ○ Watch Let's Watch and Think 3: discuss ideas for introducing in more detail. | | | | |
| | ○ Let's Play 3: Tell each other about Japan's specialties and seasonal events with "Three Hints Quiz". | | | | |
| | ○ Listen to the contents of the introductions by the characters in Let's Listen 4. | L | | | ◎ Understand the main Target Language, etc., and acquire the skills to listen to specific information such as Japan's specialties, famous places, events, etc., and to |

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| | | | | | grasp the outline by listening to short stories. |
| | ○ In Let's Try 3: share thoughts on the goodness of Japan by adding detailed information, situations, impressions, etc. | (SP) |) | | |
| 5 | ◆ In order to learn more about Japan's specialties, sights, and events recommended by others, you can understand specific information introduced and grasp the overview. | | | | |
| | ○ 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. | L | L | L | ◎ Understand the main Target Language, etc., and acquire the skills to listen to specific information about Japan's specialties, famous places, events, etc., and to grasp the outline by listening to short stories. ◎ 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. ◎ 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 overview. |
| | ○ 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 . | | | | |
| 6 | ◆ In order to let people know the goodness of Japanese culture, we can introduce Japan's specialties, sights, and events in detail. You can understand the meaning the tourist posters written by others by reading. | | | | |
| | ○ While talking about "favorite seasons" in Small Talk, we will understand and learn the expressions such as "What ~ do you like?", "I like ~.", and words and phrases | | | | |

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| | for food and taste. | | | | |
| | ○ Let's Try 4: introduce the goodness of Japan with friends and organize the contents of your presentation. | | | | |
| | ○ Make a poster using the sentences and the images from Let's Write 1 and 2. | | | | |
| | ○ While showing posters, introduce Japan's specialties, sights, and events in detail. | SP | SP | SP | <p>◎ 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.</p> <p>◎ 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.</p> <p>◎ 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.</p> |
| | ○ Let's Read 1: read the Presentation by the characters. | R | | | <p>◎ Understand the main Target Language and acquire the skills necessary to read and understand the meaning of Japanese culture using the main Target Language.</p> |
| 7 | ◆ In order to let people know the goodness of Japanese culture, we can introduce Japan's specialties, sights, and events in detail. | | | | |
| | ○ In Activity 3, introduce Japan's specialties, sights, and events in detail as a group. | SP | SP | SP | <p>◎ Understand the main Target Language and acquire the skill to talk about the goodness of Japanese culture, including thoughts and feelings, using the main Target Language.</p> <p>◎ 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,</p> |

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| | | | | | 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. |
| | ○Let's Write 3: creates a poster that is easier to understand based on Let's Write 1 and 2. | | | | |
| | ○Sounds and Letters . | | | | |
| 8 | ◆ Listen to a story about various events around the world and get an overview of the story. Familiarize yourself with the sounds of letters and read stories. | | | | |
| | ○Song Box: Sing "Welcome to Japan" | | | | |
| | ○Watch the Around the World video (QR). | | | | |
| | ○ In Story Time: think about the meaning of sentences that you are familiar with. | | | | |
| | ○ Beocme familiar with the sound of letters with Sound Box. | | | | |
| | ○ Conduct a CAN-DO check and review the learning of the unit. | | | | |

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| Unit Name | | Lesson 3: What time do you get up? Share your ideal Sunday schedule. | Textbook page | pp.34-43 |
| | | | Time | 8 hours |
| Unit Objectives | | In order to get to know the other people better, you can ask for specific information about how they spend your day and how often they do certain activities, and you can ask and answer questions to get to know each other better. | | |
| Main Target Language | expression | I (get up) at (six)., I always [usually / sometimes / never] (get up) at (six)., I always [usually / sometimes / never] eat (apples) for breakfast [lunch / dinner]., What time do you (get up)? | | |
| | phrase | Food / Daily Routine / Meal / Frequency / Number / Time / Day of the Week | | |
| Related: Goals by Area | | (1) Listening (i, u) / (3) Speaking [Interaction] (u) | | |

Examples of Evaluation Criteria

| area | Knowledge & Skills | Thoughts, Judgment, and Expression | Attitude to proactive learning |
|-----------------------------|--|---|--|
| Listening | <p><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.</p> <p><Skills>: Acquire the ability to listen for specific information about how you spend your day and how often you do certain movements.</p> | 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 [Communication] | <p><Knowledge> Understand the main Target Language.</p> <p><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.</p> | 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. |

Unit Planning Example

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
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| | | K/S | T/J/E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ Understand and speak how to say actions in daily life. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to teach and improve learning. |
| | ○ Let's Watch and Think 1 and listen to the teachers to learn how to say daily activities in English. | | | | |
| | ○ Understand the purpose, situation, and situation of the language activity in this unit. | | | | |
| | ○ In Let's Play 1, get used to the way you express actions through "gesture games". | | | | |
| | ○ Let's Listen 1: Listen for what people do at what time. | | | | |
| | ○ Chant Box ① "I get up at 6:00." | | | | |
| | ○ Let's Try 1: describe the action from waking up in the morning to going to bed. | | | | |
| 2 | ◆ You can talk about your daily routine and what you will do at what time. | | | | Provide guidance to achieve the goals. Observe children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ In Small Talk, talk about your favorite time of day. | | | | |
| | ○ Chant Box ① "I get up at 6:00." | | | | |
| | ○ In Let's Watch and Think 2, listen to the conversation about what Ben and his friends do at what time. | | | | |
| | ○ In Let's Play 2, through the "Simon Says Game", get used to the way to say the action and practice the number 1 ~ 60. | | | | |
| | ○ Let's Listen 2: check what people do at what time. | | | | |
| 3 | They can ask and answer questions about their daily lives. | | | | Provide guidance to achieve the goals. Observe the children in Let's Play 3 and Activity 1 to improve teaching and learning. |
| | ○ Chant Box ① "I get up at 6:00.", ② "What time do you get up?" | | | | |
| | ○ In Let's Play 3, get used to the way to say the actions in your daily life and the time of day to do them through the "What time?" | | | | |

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| | <input type="radio"/> In Activity 1, ask and answer questions about your daily routine. <input type="radio"/> Let's Listen and Read 1 . <input type="radio"/> Let's Write 1. <input type="radio"/> Sounds and Letters . | | | | |
| 4 | ◆ You can ask what you do in a day and how often. | | | | |
| | <input type="radio"/> In Small Talk, talk about your favorite vegetables. | | | | |
| | <input type="radio"/> Let's Watch and Think 3: listen to the teacher to learn expressions that describe what to do and how often. | | | | |
| | <input type="radio"/> In Let's Play 4, get used to expressions that express frequency through "Yes, No Quiz" and "Newspaper Reporter Game". | | | | |
| | <input type="radio"/> Let's Listen 3: check what they are doing and how often. | L | | | <input type="radio"/> Understand the main Target Language and acquire the skills to understand specific information about the frequency of certain actions. |
| | <input type="radio"/> In Let's Try 3: talk about what you do, when and how much you do on weekdays. | | | | |
| 5 | ◆ In order to get to know the other person well, you can ask about their eating habits and communicate with each other. | | | | |
| | <input type="radio"/> Chant Box ③ "What time do you usually get up?" | | | | |
| | <input type="radio"/> Let's Listen 4: Check the lifestyle habits of two foreign children. | | L | L | <input type="radio"/> In order to get to know the other person well, they can ask them for specific information about how they spend their day and how often they do certain actions. <input type="radio"/> In order to get to know the other person well, they try to ask them for specific information about how they spend their day and how often they do certain actions. |
| | <input type="radio"/> In Activity 2, tell each other about your eating habits. | (SI) | | | |

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| | ○Let's Listen and Read 2 . | | | | |
| | ○Let's Write 2 . | | | | |
| | ○Sounds and Letters . | | | | |
| 6 | Ask and answer questions about your ideal Sunday schedule. | | | | |
| | ○Chant Box ③ "What time do you usually get up?" | | | | |
| | ○ In Small Talk, ask each other about their favorite places. | | | | |
| | ○ Listen to the teacher's "ideal Sunday schedule". | | | | |
| | ○ Let's Read 1 . | | | | |
| | ○ In Let's Try 4, share your "ideal Sunday schedule" with each other. | SI | | | ◎ Understand the main 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 and answer questions about your "ideal Sunday schedule." | | | | |
| | ○Chant Box ③ "What time do you usually get up?" | | | | |
| | ○In Activity 3, share your "ideal Sunday schedule" to get to know each other better. | SI | SI | SI | ◎ Understand the main 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 actions. |
| | ○ In Let's Write 3, write about your life, when and how much. | | | | |
| | ○Sounds and Letters . | | | | |

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| 8 | <p>◆ 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.</p> |
| | <p>○ Song Box "Here we go round the mulberry bush."</p> |
| | <p>○ Watch the Around the World video (QR).</p> |
| | <p>○ Read the text based on the photos and illustrations in Story Time and think about the meaning.</p> |
| | <p>○ In the Sound Box, select a word with the same first sound.</p> |
| | <p>○ Conduct a CAN-DO check and review the learning of the unit.</p> |

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|------------------------|---|--|---------------|----------|
| Unit Name | Let's Check ① | | Textbook page | pp.44-47 |
| | Questions: Meeting new teachers and exchange students Let's Talk! : Let's talk to the teacher. | | Time | 2 hours |
| Unit Objectives | | <p>Questions: Able to ask for specific information such as how often you do certain actions or what you are good at, and understand an overview of a short talk about Japan to better understand the other person's thoughts.</p> <p>They can also read or write birthdays and favorite things.</p> <p>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.</p> | | |
| Main Target Language | expression | Lesson 1~3, What they have learned in the 5 th grade | | |
| | phrase | Lesson 1~3, What they have learned in the 5 th grade | | |
| Related: Goals by Area | | (1) Listening a,i,u / (2)Reading (i) / (3)Speaking [Interaction] (i,u) / (5)Writing (a) | | |

Examples of Evaluation Criteria

| area | Knowledge & Skills | Thoughts, Judgment, and Expression | Attitude to proactive learning |
|--------------------------|--|---|--|
| Listening | <p><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 (hereinafter referred to as "main Target Language").</p> <p><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.</p> | 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. |
| Reading | <p><Knowledge> Understand the main Target Language.</p> <p><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.</p> | *In this unit, we will not conduct evaluations to be recorded. | *In this unit, we will not conduct evaluations to be recorded. |
| Speaking [Communication] | <p><Knowledge> Understand the language material they have learned so far.</p> <p><Skills> Students have acquired the skills to communicate about</p> | In order to get to know each other better, they can ask and answer questions about what they like to do, what they can do, and | In order to get to know each other better, they try to communicate with each other |

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

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

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

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|------------------------|--|---|---------------|----------|
| Unit Name | Lesson 4: My Summer Vacation | | Textbook page | pp.50-59 |
| | Share your memories of your summer vacation. | | Time | 8 hours |
| Unit Objectives | | 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 Target Language | expression | I went to (the beach) [ate (pizza) / saw (pandas) / enjoyed (fishing)]., It was (fun). | | |
| | phrase | Things to do / Things to do / Buildings, etc. / Nature, etc. / Food / Operation(1) / Operation(2) / Status, etc. / Appearance, etc. | | |
| Related: Goals by Area | | (1) Listening (i) / (4) Speaking [Presentation] i. | | |

Examples of Evaluation Criteria

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

Unit Planning Example

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|------|--|------------|------|------|-------------------------|
| time | Goals (◆) and main learning activities (○) | evaluation | | | |
| | | K/S | T/J/ | Atti | Evaluation Criteria (◎) |

| | | | E | utd | e |
|------------------------|---|--|---|-----|---|
| 1 | ◆ Understand expressions that represent the past. | | | | |
| | ○ Listen to the teacher's memories of summer vacation. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve teaching and learning. |
| | ○ Let's Watch and Think 1, watch a video (QR) in which the characters talk about their memories of summer vacation. | | | | |
| | ○ In Let's Play 1, play a "pointing game" using words for buildings, play, and food. | | | | |
| | ○ In Let's Listen 1, listen to what the characters did during their summer vacation. | | | | |
| | ○ 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 summer vacation and what you enjoyed. | | | | |
| | ○ Song Box: "A sailor went to sea." Listen and sing where you can sing. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ 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. | | | | |
| | ○ In Let's Play 2, play a "keyword game" with words that describe buildings, nature, etc. | | | | |
| | ○ In Let's Listen 2, ask where the 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. | | | | |
| | ○ 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 ate and saw during the summer vacation. | | | | |
| | ○ Listen to "A sailor went to sea." in the | | | | Provide guidance to |

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| | <p>Song Box and sing where you can sing while playing with your hands.</p> <p><input type="radio"/> In Let's Play 3, play a "feint-repeat game" using words for food and play.</p> <p><input type="radio"/> In Let's Listen 3, listen to the characters' memories of summer vacation and connect the pictures with lines to match the content.</p> <p><input type="radio"/> Say "I went to the beach." in the Chant Box.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> Let's Write 1 Write one thing you did during your summer vacation.</p> <p><input type="radio"/> Sounds and Letters .</p> | | | | <p>achieve the goals. Observe the children in Let's Listen 3 and Activity 1 to improve teaching and learning.</p> |
| 4 | <p>◆ You can hear what people did during the summer vacation and their impressions.</p> <p><input type="radio"/> In Small Talk, talk in pairs about what you have eaten recently.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> In Let's Listen 4, listen to the audio of the 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.</p> | (L) | | | |

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| | <input type="radio"/> 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 and what you thought during the summer vacation. | | | | |
| | <input type="radio"/> In Let's Listen 5, listen to information about the characters' memories of summer vacation and determine whether they match the illustrations. | L | | | <input checked="" type="radio"/> Understand the main Target Language and acquire the skills to understand specific information about memories of summer vacation. |
| | <input type="radio"/> 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. | | | | |
| | <input type="radio"/> Let's Listen and Read 2: Listen and read while following the sentences about the impressions of the online experience trip. | | | | |
| | <input type="radio"/> In Let's Write 2, write one of your impressions of what you did during your summer vacation. | | | | |
| | <input type="radio"/> Sounds and Letters . | | | | |
| 6 | ◆ In order to let others know yourself better, you can share your memories of summer vacation with the group. | | | | |
| | <input type="radio"/> In Small Talk, talk in pairs about what you did on the weekend. | | | | |
| | <input type="radio"/> 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. | | | | |
| | <input type="radio"/> In Let's Try 4, organize the contents of the presentation and discuss the advantages and areas for improvement in the group so that you can convey your memories of summer vacation in an easy-to-understand manner. In addition, prepare presentation materials. | SP | SP | | <input checked="" type="radio"/> Understand the main Target Language and acquire the skill to talk about your memories of summer vacation, including your thoughts and feelings, using the main Target Language. |

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

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|------------------------|------------|--|---------------|----------|
| Unit Name | | Lesson 5: Where do you want to go? | Textbook page | pp.60-69 |
| | | Let's tell each other about the country we want to visit. | Time | 8 hours |
| Unit Objectives | | In order to get to know the other person better, you can ask for specific information about the country you want to visit and why, listen to a short 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 Target Language | expression | Where do you want to go?, I want to go to [see / watch / eat / buy / visit] ~., You can see [watch / eat / buy / visit] ~., Why? | | |
| | phrase | Countries of the World / Buildings / Nature (World Heritage Sites) | | |
| Related: Goals by Area | | (1) Listening (i, u) / (3) Speaking [Interaction] i, u / (5) Writing (i) | | |

Examples of Evaluation Criteria

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

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

Unit Planning Example

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
|------|--|------------|-------|----------|---|
| | | K/S | T/J/E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ You can understand the way of saying various countries in the world and the expressions that convey the country you want to visit. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve teaching and learning. |
| | ○ While 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. | | | | |
| | ○ In Let's Play 1, get used to the way of saying countries through the "pointing game". | | | | |
| | ○ In Let's Listen 1, write the numbers in the order of the introduction. | | | | |
| | ○ Let's Try 1 Let's talk about the country you want to go to in pair. | | | | |
| 2 | ◆ Understand the expressions that convey the country you want to go to and what you want to do there. | | | | Provide guidance to achieve the goals. Observe children in Let's Watch and Think 2, Let's Listen 2, and Let's Try 2 to improve teaching and learning. |
| | ○ In Small Talk, tell each other about your favorite food. | | | | |
| | ○ In Let's Watch and Think 2, listen to and write a summary of the character's story. | | | | |
| | ○ In Let's Play 2, talk using expressions that express what you want to do and how you | | | | |

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| | <p>want to do it, so that the three cards are connected.</p> <p><input type="radio"/> Song Box: Sing "I want to eat."</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> Let's Try 2 Let's talk about the countries you want to go to and why in pairs.</p> | | | | |
| 3 | <p>◆ You can ask and answer the country you want to go to and what you want to do there.</p> | | | | |
| | <p><input type="radio"/> Song Box: Sing "I want to eat."</p> <p><input type="radio"/> Chant Box ❶ "Where do you want to go? (1)"</p> <p><input type="radio"/> In Let's Play 3 1, get used to the expressions of asking and answering the country you want to visit.</p> <p><input type="radio"/> In Activity 1, students form a group and ask and answer questions about the country they want to go to and what they want to do there in order to get to know each other better.</p> <p><input type="radio"/> Let's Listen and Read 1: Listen to the audio and follow the English sentence with your finger.</p> <p><input type="radio"/> Let's Write 1: Write the country you want to go to and what you want to do there.</p> <p><input type="radio"/> In Sounds and Letters, do Letter Sound Jingle.</p> | | | | <p>Provide guidance to achieve the goals. Observe the children in Activity 1 and Let's Write 1 to improve teaching and learning.</p> |
| 4 | <p>◆ You will be able to listen to and communicate specific details about the country you want to go to and what you can do there.</p> | | | | |
| | <p><input type="radio"/> Song Box: Sing "I want to eat."</p> <p><input type="radio"/> Tell each other about what you can do in Small Talk.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> In Let's Play 4, through the "Matching</p> | | | | |

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| | 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. | | | | |
| | ○ In Let's Listen 3, listen to the conversations of the characters and connect the countries you want to visit and what you can do there with a line. | L | | | ◎ Understand the main Target Language, etc., and acquire the skills to 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. |
| | ○ In Let's Try 3, in pairs, tell each other the country you want to go to and what you want to do and what you can do there. | (SI) | | | |
| 5 | ◆ In order to get to know the other person well, you can ask for specific information about the country you want to go to and the reason for it, and you can 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)" | | | | |
| | ○ In Let's Listen 4, listen to the stories of the characters and write about the travel destinations you chose, to make your father happy, and the reasons for your choice. | | L | | ◎ In order to get to know the other person well, they can listen to short stories about the country they want to go to and why, and they understand specific information and get an overview. |
| | ○ In Activity 2, talk about the country they want to visit and what they can do there in groups. | SI | SI | | ◎ Understand the main Target Language, and 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, we ask and answer questions |

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| | | | | | 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. | | | | |
| | ○ Let's Write 2 to write what you can do in the recommended countries. | | | | |
| | ○ In Sounds and Letters, do Letter Sound Jingle. | | | | |
| 6 | ◆ You can communicate with each other by asking and answering questions about the country you want to visit. | | | | |
| | ○Let's Read 1: read the introduction of the recommended tour. | | | | |
| | ○ 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 can ask and answer questions about the country we want to visit. In addition, you can write while referring to example sentences. | | | | |
| | ○Chant Box ② "Where do you want to go? (2)" | | | | |
| | ○In Activity 3, talk to each other so that you can understand the country you want to go to. | SI | SI | SI | <p>◎ Understand the main Target Language, and 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.</p> <p>◎ 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.</p> <p>◎ In order to get to know each other better, they try to communicate by asking</p> |

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| | | | | and answering questions about the country we want to go to and what we want to do and what we can do there. |
| | ○ In Let's Write 3, write about the country you want to go to and what you want to do there. | W | | ◎ Understand the main Target Language, and 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. |
| | ○ In Sounds and Letters, do Letter Sound Jingle. | | | |
| 8 | ◆ Understand and read the outline of the talk about World Heritage sites. Also, consider the word order in English. | | | |
| | ○ Song Box: Sing "I want to eat." | | | |
| | ○ Watch the Around the World video (QR). | | | |
| | ○ In Story Time, think about the meaning of sentences that you are familiar with. | | | |
| | ○ In the Sound Box, look at the illustration and arrange the four sentences appropriately. | | | |
| | ○ Conduct a CAN-DO check and review the learning of the unit. | | | |

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|------------------------|------------|---|---------------|----------|
| Unit Name | | Lesson 6: My Best Memory | Textbook page | pp.70-79 |
| | | Let's make an album of memories of elementary school life. | Time | 8 hours |
| Unit Objectives | | 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 Target Language | expression | What's your best memory?, My best memory is (the school trip)., (The school trip) is my best memory., I enjoyed (fishing) [went to (the beach) / ate (pizza) / saw (pandas)]., It was fun [fantastic]. | | |
| | phrase | Things to do/things to do/school events/sports/seasons/conditions, etc. | | |
| Related: Goals by Area | | (1) Listening (a) / (4) Speaking [Presentation] C / (5) Writing (b) | | |

Examples of Evaluation Criteria

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

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| | Target Language. <Skills>Students have acquired the ability to write about their memories of elementary school life, including their own thoughts and feelings, using the main Target Language. | know yourself better, they can write about their memories of elementary school life, including their thoughts and feelings with reference to example sentences. | know yourself better, they try to write about their memories of elementary school life, including their thoughts and feelings with reference to example sentences. |
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Unit Planning Example

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
|------|---|------------|-------|----------|---|
| | | K/S | T/J/E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ Understand how to say school events and expressions that describe the best memories of elementary school life. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve teaching and learning. |
| | ○ 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 yearbook. | | | | |
| | ○ In Let's Play 1, get used to the way to describe the school events through the "missing game". | | | | |
| | ○ Let's Listen 1 to listen to school events. | | | | |
| | ○ Let's Try 1 Let's talk about memorable events from elementary school life. | | | | |
| | ○ In Sounds and Letters, do Letter Sound Jingle. | | | | |
| 2 | ◆ You can ask and talk about your fondest memories of elementary school life. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ In the Small Talk, talk about today's breakfast. | | | | |
| | ○ In Let's Play 2, get used to the expression to say school events through the "pointing game". | | | | |

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| | <input type="radio"/> Let's Watch and Think 2: Learn the expressions for asking the best memory. | | | | |
| | <input type="radio"/> In Let's Listen 2, listen to Natsuki's best memories. | | | | |
| | <input type="radio"/> Let's Try 2: share your best memories. | | | | |
| 3 | ◆ Be able to talk using expressions that ask and answer the best memories of elementary school life. | | | | |
| | <input type="radio"/> Chant Box ❶ "My best memory is the school trip." | | | | Provide guidance to achieve the goals. Observe the activities of children in Let's Play 3 and Activity 1 and use them to improve teaching and learning. |
| | <input type="radio"/> In Let's Play 3, get used to the way to say school events through the "Three Hints Quiz". | | | | |
| | <input type="radio"/> In Activity 1, ask and answer your favorite memories to find friends who share your memories. | | | | |
| | <input type="radio"/> Let's Listen and Read 1 . | | | | |
| | <input type="radio"/> Let's Write 1. | | | | |
| | <input type="radio"/> In Sounds and Letters, do Letter Sound Jingle. | | | | |
| 4 | ◆ You can listen and talk about your best memories of elementary school life and the reasons for it. | | | | |
| | <input type="radio"/> In the Small Talk, talk about what you want to do on the weekend. | | | | |
| | <input type="radio"/> Chant Box ❷ "What is your best memory?" | | | | |
| | <input type="radio"/> 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. | | | | |
| | <input type="radio"/> In Let's Play 4, get used to expressions that express what you have done and what you think through "category games". | | | | |
| | <input type="radio"/> Let's Listen 3: Understand about the memorable event and the reason for it. | L | | | <input type="radio"/> Understand the main Target Language, etc., and acquire the skill to grasp the outline of the memories of elementary school life by listening to short stories |

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| | | | | | using the main Target Language. |
| | ○ 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 better, you can ask and talk about your favorite memories of elementary school life and the reasons for it. | | | | |
| | ○ Chant Box ② "What is your best memory?" | | | | |
| | ○ In Let's Listen 4, ask them about their favorite memories and reasons for them in order to learn about the characters. | | L | L | ◎ In order to get to know the other person better, 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. |
| | ○ In 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. | | | | |
| | ○ Let's Listen and Read 2 . | | | | |
| | ○ Let's Write 2 . | | | | |
| 6 | ◆ In order to let others know yourself better, you can talk about your best memories of elementary school life and the reasons for it including your own thoughts and feelings, after organizing the contents. | | | | |
| | ○ In Let's Try 4, organize the content for presentation, communicate with each other in pairs, and devise a way to convey the message. | SP | SP | | ◎ 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 |

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| | | | | | Language. <input type="radio"/> In order to let others know yourself better, able to talk about your memories of elementary school life, including your thoughts and feelings, after organizing what you will talk about. |
| | ○Let's Listen and Read 3 . | | | | |
| 7 | ◆ In order to let others know yourself better, you can talk about your best memories of elementary school life and the reasons for it, including your own thoughts and feelings, and write with reference to example sentences. | | | | |
| | ○Chant Box ② "What is your best memory?" | | | | |
| | ○In Activity 3, share our best memories with each other. | SP | SP | SP | <input type="radio"/> 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. <input type="radio"/> 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. <input type="radio"/> 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. |
| | ○Let's Write 3. | W | W | W | <input type="radio"/> Understand the main Target Language and |

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| | | | | | <p>acquire the skill to write about memories of elementary school life, including your own thoughts and feelings, using the main Target Language.</p> <p>☉ 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.</p> <p>☉ 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.</p> |
| 8 | <p>◆ Read and understand an outline of a talk about school events around the world. Also, pay attention to the sound of the letters as you read.</p> | | | | |
| | ○ Listen to "I went to school one morning." in the Song Box. | | | | |
| | ○ Watch a video (QR) about school life abroad on Around the World. | | | | |
| | ○ 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. | | | | |
| | ○ Conduct a CAN-DO check and review the learning of the unit. | | | | |

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| Unit Name | Let's Check ② | | Textbook page | pp.80-83 |
| | Questions: Let's tell each other about the countries of the world Let's Talk! : Let's talk to the teacher. | | Time | 2 hours |
| Unit Objectives | | <p>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.</p> <p>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.</p> <p>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.</p> | | |
| Main Target Language | expression | Lesson 4~6,5 | | |
| | phrase | Lesson 4~6,5 | | |
| Related: Goals by Area | | (1) Listening (i,u) / (2)Reading (i) / (3)Speaking [Interaction] (i,u) / (5) Writing (a) | | |

Examples of Evaluation Criteria

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

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

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

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

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

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|------------------------|------------|--|---------------|----------|
| 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 Target Language | expression | What do you want to be?, I want to be (a vet)., I like (animals)., I want to (help animals). | | |
| | phrase | Things to do/things to do/occupations / to do something / actions, etc.(1) / actions, etc.(2) | | |
| Related: Goals by Area | | (1) Listening (i,u) / (4) Speaking [Presentation] (i,u) / (5) Writing (a, i) | | |

Examples of Evaluation Criteria

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

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

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
|------|--|------------|-------|----------|---|
| | | K/S | T/J/E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ Understand how to say occupation and be able to talk about the job you want to do. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve teaching and learning. |
| | ○ In Let's Watch and Think 1, notice the expressions that express the occupation and the occupation that you want to do. | | | | |
| | ○ Let's Watch and Think 2: Listen to people's stories about their jobs. | | | | |
| | ○ In Let's Play 1: play a "pointing game" to get used to the way of saying the occupation and the expressions that convey the profession you want to do. | | | | |
| | ○ Let's Listen 1: Understand the job people want to do. | | | | |
| | ○ Let'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 want to do using the expressions to ask and answer. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ In Small Talk: Talk about their favorite subjects. | | | | |
| | ○ In Let's Play 2, play a "gesture game" to get used to the way to say the profession. | | | | |
| | ○ Write what you heard in Let's Watch and Think 3. | | | | |
| | ○ In Let's Listen 2, Understand the | | | | |

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| | profession that the character wants to do. | | | | |
| | ○ In Let's Try 2, ask and answer about the profession you want to do. | | | | |
| 3 | ◆ Be able to talk about the occupation you want to do using expressions to ask and answer. | | | | |
| | ○ Chant Box ❶ "What do you want to be?" | | | | Provide guidance to achieve the goals. Observe the children in Let's Play 3 and Activity 1 to improve teaching and learning. |
| | ○ 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 answering the job you want to do. | | | | |
| | ○ In Activity 1, ask and answer what kind of job you would like to do. | | | | |
| | ○ Let's Listen and Read 1: Listen to the audio and follow the English sentence with your finger. | | | | |
| | ○ Let's Write 1: Write down the profession you want to work in. | | | | |
| | ○ In Sounds and Letters, do Letter Sound Jingle. | | | | |
| 4 | ◆ In order to get to know the other person well, you can understand specific information of the profession you want to work in and the reason for it and listen to a short story to get an overview. They can also talk about the profession they want to do including the reasons for doing so. | | | | |
| | ○ In Small Talk: Talk about "what you can do and what you can't do". | | | | |
| | ○ 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. | | | | |
| | ○ In Let's Listen 3, in order to get to know the three characters better, listen to the audio and understand specific information and overviews. | L | L | | ◎ Understand the main Target Language, etc., and acquire the skills to understand specific information about future dreams and reasons for them, and to grasp the outline by listening to short |

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| | | | | <p>stories.</p> <p>◎ 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.</p> |
| | <p>○ 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.</p> | | | |
| | <p>○ In Let's Try 3, talk about the profession you want to do, including the reason.</p> | (SP) | | |
| 5 | <p>◆ You can talk about the profession you want to work in and the reason for it.</p> | | | |
| | <p>○ Chant Box ② "I want to be a baker."</p> | | | |
| | <p>○ 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.</p> | | | |
| | <p>○ In Activity 2, say and ask about the profession you want to work in and why.</p> | SP | | <p>◎ Understand the main Target Language, and acquire the skills to talk about their future dreams and the reasons for them including their thoughts and feelings using the main Target Language.</p> |
| | <p>○ Let's Listen and Read 2 Listen to the audio and follow the sentence with your finger.</p> | | | |
| | <p>○ Let's Write 2 Write why you want to work in a certain profession.</p> | | | |
| 6 | <p>◆ In order to let others know yourself well, students can organize the contents of their future dreams and the reasons for them including their thoughts and feelings and then make presentations in pairs.</p> | | | |
| | <p>○ Chant Box ② "I want to be a baker."</p> | | | |
| | <p>○ Read the characters' dreams for the future</p> | | | |

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| | 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 pairs based on what we have organized. | SP | SP | | <p>◎ 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.</p> <p>◎ 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.</p> |
| 7 | ◆ In order to let others know yourself well, you can organize the contents of your future dreams and the reasons for them, and then make a presentation, including your thoughts and feelings. | | | | |
| | ○ In Activity 3, in order to let others know yourself better, you will give a presentation about your future dreams and the reasons for them. | SP | SP | SP | <p>◎ 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.</p> <p>◎ 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.</p> <p>◎ In order to let others know yourself better, try to talk about your future</p> |

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| | | | | | dreams and the reasons for them, including your thoughts and feelings, after organizing the contents. |
| | ○ In Let's Write 3, write the content of your presentation using the example sentences. | W | W | W | <p>☉ Understand the main 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.</p> <p>☉ In order to let others know yourself well, write about your future dreams and the reasons for them, including your thoughts and feelings with reference to example sentences.</p> <p>☉ In order to let others 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.</p> |
| | ○ Review the unit. | | | | |
| 8 | ◆ Listen to stories about various professions in the world, understand the outline, and read. Familiarize yourself with the sounds of letters. | | | | |
| | ○ Song Box: Sing "Wheels on the Bus" | | | | |
| | ○ Watch 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. | | | | |

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|------------------------|--|---|---------------|-----------|
| Unit Name | Lesson 8: My Junior High School Life | | Textbook page | pp.96-105 |
| | Tell them what you want to do in junior high school. | | Time | 8 hours |
| Unit Objectives | | In order to let others know yourself well, you can talk about your future in junior high school and present yourself after organizing the contents including your thoughts and feelings, and write using example sentences. 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 Target Language | expression | I want to join (the basketball team)., I want to study (English) hard. | | |
| | phrase | Junior High School / Subjects, etc. | | |
| Related: 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 |
|-------------------------|---|--|---|
| Reading | <p><Knowledge>I want to join ~., I want to study ~. and related words and phrases (hereinafter referred to as "main Target Language").</p> <p><Skills> Students have acquired the skills necessary to read and understand the meaning of passages, which use using the main Target Language, about their future in junior high school and the present self.</p> | In order to get to know the other person better, they can read what was written about their future and present and they can understand the meaning. | *In this unit, we will not conduct evaluations to be recorded. |
| Speaking [Presentation] | <p><Knowledge>: Understand the main Target Language.</p> <p><Skills>Students have acquired the skills to speak about their future and current self, such as junior high school life, using the main Target Language, including their thoughts and feelings.</p> | In order to let others know yourself better, you can talk about your future and your current self with your thoughts and feelings after organizing the | In order to let others know yourself better, you try to talk about your future and your current self with your thoughts and feelings after organizing the |

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

Unit Planning Example

| time | Goals (◆) and main learning activities (○) | evaluation | | | |
|------|--|------------|-------|----------|---|
| | | K/S | T/J/E | Attitude | Evaluation Criteria (◎) |
| 1 | ◆ Understand the words and expressions that describe junior high school life. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 1 and Let's Try 1 to improve teaching and learning. |
| | ○ 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 . | | | | |
| 2 | ◆ You can talk about what you want to do in junior high school. | | | | Provide guidance to achieve the goals. Observe the children in Let's Listen 2 and Let's Try 2 to improve teaching and learning. |
| | ○ 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 (QR) in which junior high school students | | | | |

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| | <p>introduce junior high school life.</p> <p><input type="radio"/> 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.</p> <p><input type="radio"/> In Let's Listen 2, ask where the characters have been, and fill in the circles to match the content.</p> <p><input type="radio"/> Chant Box ②: "I want to join the chorus."</p> <p><input type="radio"/> In Let's Try 2, say in pairs what you want to do in junior high school.</p> | | | | |
| 3 | <p>◆ You can talk about what you want to do in junior high school.</p> <p><input type="radio"/> Listen to "My Junior High School Life" in the Song Box and sing what you can sing.</p> <p><input type="radio"/> In Let's Listen 3, listen to the stories of the characters about their junior high school life and write what you have learned.</p> <p><input type="radio"/> Chant Box ① : "What do you want to do?"</p> <p><input type="radio"/> In Activity 1, talk about what you want to do in junior high school and why in pairs, and find friends who have similar reasons.</p> <p><input type="radio"/> In Let's Listen and Read 1, listen to the audio of the characters talking about what they want to do in junior high school and read the script while following the sentences with their fingers.</p> <p><input type="radio"/> Let's Write 1 Write one thing you want to do in junior high school.</p> <p><input type="radio"/> Sounds and Letters.</p> | | | | <p>Provide guidance to achieve the goals. Observe the children in Let's Listen 3 and Activity 1 to improve teaching and learning.</p> |
| 4 | <p>◆ You can talk about what you like and what you are good at.</p> <p><input type="radio"/> Talk in pairs about what you want to do during spring break or after school at Small Talk.</p> <p><input type="radio"/> Watch and Think 3 to watch a video (QR) about the middle school days of celebrities.</p> <p><input type="radio"/> Chant Box ① "What do you want to do?"</p> | | | | <p>Provide guidance to achieve the goals. Observe the children in Let's Listen 4 and Let's Try 3 to improve teaching and learning.</p> |

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| | <p>○ 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.</p> <p>○ In Let's Listen 4, ask the characters what they want to do in junior high school and why, and write what you know.</p> <p>○ In Let's Try 3, talk in pairs about what you like, what you are good at, and what you can do.</p> | | | | |
| 5 | ◆ Be able to talk about what you want to do in junior high school with the reason. | | | | |
| | ○ Chant Box ① "What do you want to do?" | | | | |
| | ○ In Activity 2, in order to talk about what they are interested in in junior high school life, talk about in groups what is written on the card they chose. | (SP) | | | |
| | ○ 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. | | | | |
| | ○ 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, you can talk about your future and present, including what you want to do in junior high school, after organizing what you want to convey. Also, in order to get to know the other person well, you can read what is written and understand the meaning. | | | | |
| | ○ In Let's Read 1, read a sentence written about what the character wants to do in the future and why, and write what you learn. | R | R | | <p>◎ Understand the main Target Language, etc., and 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.</p> <p>◎ In order to get to know the other person well, they can read what is written about their future and</p> |

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

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|---|--|--|--|--|---|
| | | | | | <p>© In order to let others know yourself well, write about your future and present and your thoughts and feelings with reference to example sentences.</p> |
| 8 | <p>◆ Listen to stories about the lives of junior high school students overseas and get an overview. Also, read about the future.</p> | | | | |
| | ○ 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 sentence using the picture as a clue, think of the letter of the alphabet that applies to the blank, and write it. | | | | |
| | ○ Conduct a CAN-DO check and review the learning of the unit. | | | | |

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|------------------------|--|----------------------------|---------------|------------|
| 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 |
| Unit Objectives | <p>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, 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.</p> <p>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.</p> | | | |
| Main Target Language | expression | What you've learned so far | | |
| | phrase | What you've learned so far | | |
| Related: Goals by Area | (1) Listening (i,u) / (2)Reading (i) / (3)Speaking [Interaction] (i,u) / (5) Writing (a) | | | |

Examples of Evaluation Criteria

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

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

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

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

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