

Term Two-	Term Three-	Term Four-	Term Five-	Term Six-	Term Seven-	Term Eight-	Term Nine-	Term Ten-	Term Eleven-	Term Twelve-	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria						
														Listen	Read	Speak [Speak Take]	Speak [Announ- cement]	Write	Area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning			
											2	Let's Start Together (pp.6-11)	Students can listen to the English they are familiar with in the third and fourth grades, touch the illustrations that apply, and search for the alphabet.	alphabet Vocabulary: School / Food / Animals / Everyday Objects	1~3										
											4	Lesson 1 Nice to meet you. (pp.12-19)	In order to get to know yourself better and get to know the other person better, you can ask, communicate, and talk about their names, favorite foods, animals, and sports, etc. Let your friends know you Let's look back on the lesson < Skills > (1) I was able to know, hear, and say my name and the expressions of my favorite things. (2) I could identify each letter by reading the alphabet names. (3) I learned a fun way to talk to myself and understand myself better! < Structure > (4) Listening style was used to make it easier for the speaker to speak, and speaking style was changed to make it easier for the listener to understand. < Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?	•Nice to meet you. — Nice to meet you, too. •Hello, I'm (Ayaka). <u>Please call me (Aya).</u> •My name is (Sonoda Akie). •Do you like (yellow)? — Yes, I do. / No, I don't. •I like (dogs). I don't like (cats). •What (color) do you like? •I have (a towel). I don't have (a bag). <u>Oh. / Me, too. / Really? / I see.</u> •Vocabulary: Color / Sports / Animals / Vegetables / Fruits / Food / Dessert	1					listen	< Knowledge> Understand expressions that convey one's name or favorite things (I like [food, etc.], Do you like [sports]?, Yes, I do., What (color) do you like?, etc.). < Skills> Acquire the skill of listening to one's own name and expressions that convey what you like (I like [food, etc.], Do you like [sports]?, Yes, I do., What (color) do you like?).	To get to know my friends better, I request they introduce themselves using simple phrases and basic expressions, covering topics like their names, favorite foods, animals, sports, and more.	To get acquainted with their friends, they introduce themselves and inquire about names, favorite foods, animals, sports, etc., using simple phrases and basic expressions, drawing on what they've learned from their studies.		
2						read	< Knowledge> Understand how to read uppercase names of the alphabet. < Skills> Acquire the ability to read the names of capital letters of the alphabet.	To clearly communicate your name to someone, spell out your name using the alphabet and demonstrate the capital letters of each letter.	To clearly communicate my name to someone, I spell out my name using the alphabet, emphasizing the capital letters, and applying what I've learned from my studies.																
3						spea k [Com muni catio n]	< Knowledge> Understand expressions that convey one's name or favorite things (I like [food, etc.], Do you like [sports]?, Yes, I do., What (color) do you like?, etc.). < Skills> Acquire the skills to communicate your name and expressions that convey your favorite things (I like [food, etc.], Do you like [sports]?, Yes, I do., What (color) do you like?, etc.).	To become acquainted with each other, we talk about our names, favorite foods, animals, sports, and more, using simple phrases and basic expressions.	To get to know each other, we engage in conversation using simple words and basic expressions, drawing on what we've learned from our studies, including topics like names, favorite foods, animals, sports, and more.																
4						spea k [Anno uncem ent]	< Knowledge> Understand expressions that convey one's name or favorite things (I like [food, etc.], Do you like [sports]?, What (color) do you like?, etc.). < Skills> Acquire the skills to present your name and expressions that convey your favorite things (I like [food, etc.], Do you like [sports]?, What (color) do you like?, etc.).	To share information about himself with friends, he talks about his favorite foods, animals, sports, and more, using simple phrases and basic expressions.	To share information about myself with my friends, I create presentations on my favorite foods, animals, sports, and more, using simple phrases and basic expressions, incorporating what I've learned from my studies.																
5						write	Uppercase letters of the Alphabet / Lesson Retrospective																		
											7	Lesson 2 When is your birthday? (pp.20-29)	In order to get to know yourself well and the other person as well, you can ask and communicate about birthdays and what you want, and record them on your calendar. Let's make a calendar for the day of the class Let's look back on the lesson < Skills > (1) I was able to know, hear, and say the expressions of months and days. (2) I was able to trace the capital letters of the alphabet. (3) I was able to tell them about my birthday date and ask my friends' birthday. < Structure > (4) Listening style was used to make it easier for the speaker to speak, and speaking style was changed to make it easier for the listener to understand. < Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?	•When is your birthday? •My birthday is (January 8th). •I like (December). •Do you like (December)? •What do you want for your birthday? •I want (shoes). •Vocabulary: Month / Number (1 ~ 31) / Ordinal number (date) / Things around you	1					listen	< Knowledge> I understand expressions related to dates and birthdays, such as asking or answering about them ("When is your birthday?", "My birthday is [Month Day].", etc.). < Skills> I have acquired the skill to listen to expressions about dates and birthdays, such as asking or answering about them ("When is your birthday?", "My birthday is [Month Day].", etc.).	To learn about their friends, they request simple phrases and basic expressions regarding their birthdays and favorite months.	To learn about their friends, they listen to simple phrases and basic expressions regarding birthdays and favorite months, drawing on what they've observed in their studies.		
2							read	< Knowledge> Understand how to read and shape capital letters of the alphabet.																	
3							spea k [Com muni catio n]	< Knowledge> I understand expressions related to dates and birthdays, such as asking or answering about them ("When is your birthday?", "My birthday is [Month Day].", etc.). < Skills> I have acquired the skill to listen to expressions about dates and birthdays, such as asking or answering about them ("When is your birthday?", "My birthday is [Month Day].", etc.).	To get to know each other, share information about your birthdays and favorite months using simple phrases and basic expressions.	To learn about each other, discuss birthdays and favorite months using simple phrases and what we've learned so far.															
4						spea k [Anno uncem ent]	Uppercase letters of the alphabet / How to write capital letters																		
5						write	Checking Words / Stressing Words / Lesson Retrospective																		

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								listen	read	spea k [Spea r Take]	spea k [Anno uncem ent]	write	Area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Early	Semester 1	6	7	Lesson 3 I have P.E. on Monday. (pp.30-39)	<p>In order to get to know yourself better and get to know the other person better, you can create a dream time and ask, communicate, and talk about your favorite days of the week, subjects, and who you want to learn with.</p> <p>Let's make time for your dreams</p> <p>Let's look back on the lesson</p> <p>< Skills ></p> <p>(1) I was able to know, hear, and say expressions about subjects and time assignments.</p> <p>(2) I was able to trace the lowercase letters of the alphabet.</p> <p>(3) I was able to think about the time of the dream and convey it.</p> <p>< Structure ></p> <p>(4) I learned how to listen so that it would be easier for my friends to give presentations, and I learned how to speak in a way that was easy for the listeners to understand.</p> <p>< Summary ></p> <p>What did you learn from the activity, what did you notice, and what did you want to use in your future learning?</p>	<p>•What do you have on (Tuesday)?</p> <p>•I have (math, English, and music) on (Tuesday).</p> <p>•I study (P.E.) with (Hachimura Rui).</p> <p>•What day is it?</p> <p>•Good idea!</p> <p>•Vocabulary: Subject / Day of the week</p>	1	○					listen	<p><Knowledge > I understand expressions related to subjects, days of the week, and schedules, such as "I have [subject].", "Is it [day of the week]?", and "I study [subject] with [person].".</p> <p><Skills> I have developed the skill to comprehend expressions related to subjects, days of the week, and schedules, such as "I have [subject].", "Is it [day of the week]?", and "I study [subject] with [person].", when they are spoken.</p>	To learn about the dream my friend thought of, I am listening to simple phrases and basic expressions related to subjects and schedules.	To understand the dream schedules my friends have created, I listen to simple words and basic expressions, applying what I've learned about subjects and timetables from my studies.
							2	○		○						
							3	○		○			spea k [Co mmu nicat ion]	<p><Knowledge > I understand expressions related to subjects, days of the week, and schedules, such as "I have [subject].", "Is it [day of the week]?", and "I study [subject] with [person].".</p> <p><Skills> I have acquired the skill to communicate expressions related to subjects, days of the week, and schedules, such as "I have [subject].", "Is it [day of the week]?", and "I study [subject] with [person].".</p>	To find out the days of the week designated for each other's dream classes and quizzes, they discuss subjects and schedules using simple phrases and basic expressions.	To discover which days of the week are allocated for each other's dream classes and quizzes, we discuss subjects and schedules using simple phrases and basic expressions, leveraging insights from our studies.
							4				○					
							The Alphabet ㊦	○	○			○	write	<p>< Knowledge> Understand the lowercase letters of the alphabet.</p> <p>< Skills> Skills in writing lowercase letters of the alphabet.</p>	—	—
	Sounds and Letters	○	○			○	Review	<p>Checking Words / Stressing Words / Lesson Retrospective</p>	—	—						
	1		○								Let's Read and Act ㊦ Let's remember the important things (p.40)	<p>•Greet your friends.</p> <p>•Wash your hands. Gargle.</p> <p>•Work together.</p> <p>•Don't push. Don't run. etc</p>	—	—	—	
	Let's Look at the World ㊦ (p.41)		○				Let's Look at the World ㊦ (p.41)	<p>Based on the SDGs, learn about the state of schools around the world and realize that there are differences in school life overseas.</p>	—	—						—
	2	Semester 2	9	7	Lesson 4 This is my dream day. (pp.42-51)	<p>If I had a free day (day off), I would like to spend it exploring a new hobby or a skill that I have been interested in doing but haven't had the time to try. Additionally, I can write uppercase letters of the alphabet that consist of straight lines (e.g., A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z).</p> <p>If you have a free day (day off), tell them what you want to do</p> <p>Let's look back on the lesson</p> <p>< Skills ></p> <p>(1) I have learned expressions related to time and daily routines, and I am able to understand and use them in conversations.</p> <p>(2) I was able to think about how I would spend my free day and tell people.</p> <p>< Structure></p> <p>(3) I devised ways to ask questions that make it easier for the speaker to talk, and I also thought about how to speak in a way that is easy for the listener to understand.</p> <p>< Summary ></p> <p>What did you learn from the activity, what did you notice, and what did you want to use in your future learning?</p>					<p>•What time is it in (Boston)?</p> <p>•It's (seven o'clock in the morning).</p> <p>•What time do you (get up)?</p> <p>•I (get up) at (six).</p> <p>•I (always) (wash the dishes).</p> <p>•What do you do in the morning [afternoon]?</p> <p>•I (catch insects) in the morning [afternoon].</p> <p>- Vocabulary: Daily routine - Habit / Frequency (always / usually / sometimes / never)</p>	1	○			
	2						○		○			read	—	—	—	
3	○								○							spea k [Co mmu nicat ion]
4	○							○		spea k [Anno uncem ent]		<p><Knowledge> I understand expressions related to time, daily routines, and frequency, as well as how to express habits, such as "I [daily routine] at [time].", and "I [frequency] [habit]".</p> <p><Skills> I have acquired the skill to present expressions related to time, daily routines, frequency, and habits, such as "I [daily routine] at</p>	—	—		
Sounds and Letters	○	○		○												

Reiwa 6th edition "ONE WORLD Smiles" annual guidance plan

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that

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											and speaking	not been learned								[time]." and "I [frequency] [habit]."			
											Review of how to write capital letters of the alphabet (letters with only straight lines) / Checking words and phrases / Sentence strength / Lesson retrospective	Review	○	○						write	—	—	—

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Term	Term	Term	Term	Term	Term	Term	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
											listen	read	speaking [Speak Take]	speaking [Announcement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Early	2nd	seme	ster	7	9		Lesson 5 I can run fast. (pp.52-61)	In order to show what you can do, you can listen, communicate, and talk about what you can do. You can also write your name or capital letters of the alphabet. (Curved text only)		1	○					listen	<Knowledge> Expressions that convey or ask what you can do (I [He/She] can [possible]., Who can [possible]?, What can you do?) I understand about. <Skill> Expressions that convey or ask what can be done (I [He/She] can [possible]., Who can [possible]?, What can you do?) Acquire the skills to listen about.	To understand your friends better, you're listening to straightforward phrases and simple expressions about their abilities and interests.	To understand their friends better, they're making an effort to listen to simple words and basic expressions about their abilities, using what they've learned in their studies.
								Let's collect "what everyone in the class can do"		2	○				read	—	—	—	
								Let's look back on the lesson < Skills > (1) I knew how to communicate and ask what I could do, and I was able to listen and say. (2) I understood he and she, which represent people other than myself and the other person. (3) I was able to tell them what I could do and ask them. < Structure > (4) Listening style was used to make it easier for the speaker to speak, and speaking style was changed to make it easier for the listener to understand. < Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?	• I can (play the recorder). I can't (run fast). • Who can (ski)? • He [She] can (swim well). • What can you do? • Vocabulary: What you can do / Adverbs (well / high / fast)	3	○				speaking [Communication]	<Knowledge> Expressions that convey or ask what you can do (I [He/She] can [possible]., Who can [possible]?, What can you do?) I understand about. <Skill> Expressions that convey or ask what can be done (I [He/She] can [possible]., Who can [possible]?, What can you do?) They have acquired the skills to communicate with each other.	To understand each other and their friends (third parties) better, they talk about their abilities and interests using simple phrases and basic expressions.	To understand each other and their friends better, they aim to communicate using simple phrases and basic expressions, using what they've learned in their studies.	
								Differences in English and Katakana pronunciation including t and d / T and D sounds and spelling, listening and speaking	Sounds and Letters	○	○				speaking [Announcement]	<Knowledge > An expression that conveys what you can do (I can [can do].) I understand about. <Skill> An expression that conveys what you can do (I can [can do].) You have acquired the skills to present about.	To complete the "Tree of What Can Be Done," he shares his abilities using simple phrases and basic expressions.	To finish the "Tree of What You Can Do," I'm working on showing what I'm capable of using simple words and basic phrases, using what I've learned in my studies.	
							Review of how to write capital letters of the alphabet (letters with curves) / Check words and phrases / Intonation / Lesson review	Review	○	○				write	<Knowledge > An expression that conveys what you can do (I can [can do].) I understand about. <Skill> An expression that conveys what you can do (I can [can do].) Acquire the skill to trace and write parts of sentences about.	—	—		
final	11	7	(8)			Lesson 6 Where do you want to go? (pp.62-75)	In order to find out which prefecture you want to visit with your overseas friends, you can listen, communicate, and talk about the season you want to go to, what you can do there, and what you want to do. You can also write uppercase letters of the alphabet. (Similar to each other)		1	○					listen	< Knowledge > Expressions that convey how to ask, answer, and reason for the prefecture you want to go to (Where do you want to go?, I want to go to [prefecture]., I want to [want to do something].) I understand about. <Skills> Expressions that convey how to ask, answer, and the reason for the prefecture you want to visit (Where do you want to go?, I want to go to [prefecture]., I want to [want to do].) Acquire the skills to listen about.	To get to know their friends better, they ask for simple phrases and basic explanations about which prefectures they want to visit and why.	To understand their friends better, they listen to simple words and basic expressions, drawing on what they've learned about the prefectures they want to visit and the reasons why.	
							Tell them which prefecture you want to visit with your overseas friends.		2	○				read	< Knowledge> I understand expressions that indicate the prefecture I want to visit and the reasons for it ("I want to go to [Prefecture].", "We can [do something]."). <Skill> Learn to read and understand expressions about the prefecture you want to visit and your reasons ("I want to go to [Prefecture].", "We can [do something].").	To get to know someone, learn basic phrases and expressions about the prefecture you're visiting and why. This helps in understanding them better.	To understand someone, I study the prefecture I plan to visit and my reasons for visiting, by learning simple words and expressions based on my previous studies.		
							Let's look back on the lesson < Skills > (1) I was able to know how to tell and ask about the places I wanted to go and why, and I was able to listen and say. (2) I was able to trace and write down how to express the place I wanted to visit. (3) I was able to think of places I wanted to go and tell them and ask them. < Structure > (4) Listening style was used to make it easier for the speaker to speak, and speaking style was changed to make it easier for the listener to understand. < Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?	• Where do you want to go? • I want to go to (Okinawa). • I want to see (the Okinawa Eisa Festival) (in summer). • You can (eat Ishikari nabe) in (Hokkaido). • I want to (see) (beautiful lavender fields). • We can (enjoy onsen). • Vocabulary: Adjectives (beautiful / delicious / exciting / fun / great) / Four seasons	3					speaking [Communication]	< Knowledge > Expressions that convey how to ask, answer, and reason for the prefecture you want to go to (Where do you want to go?, I want to go to [prefecture]., I want to [want to do something].) I understand about. <Skills> Expressions that convey how to ask, answer, and the reason for the prefecture you want to visit (Where do you want to go?, I want to go to [prefecture]., I want to [want to do].) They have acquired the skills to communicate with each other.	To get to know each other, we talk about the prefectures we want to visit and why, using simple phrases and basic expressions.	To understand each other, we discuss prefectures we'd like to visit and why, using simple phrases and leveraging insights from our studies.		
														Review of how to write capital letters of the alphabet (letters with curves) / Check words and phrases / Intonation / Lesson review	Review	○	○		

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							listen	read	spea k [Spea r Take]	spea k [Annou cement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning			
final	2nd semester	11	Lesson 7 I'd like pizza. (pp.76-85)	<p>In order to come up with an original menu and role-play the restaurant, you can ask about how to take orders, how to place orders, how to pay the bills, and use polite expressions to place orders. You can also write lowercase letters of the alphabet. (one-story letters)</p> <p>Let's role-play using the original menu</p> <p>Let's look back on the lesson < Skills > (1) I was able to know, hear, and say food, cooking, and expressions of begging. (2) I was able to know, hear, and say expressions of receiving and placing orders. (3) I was able to think of and write recommended menus. (4) I was able to receive orders and exchange orders.</p> <p>< Structure > (5) Using polite expressions, I explained how to receive and place orders with a heartfelt feeling.</p> <p>< Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?</p>	<p>•What would you like? •I'd like (pizza and salad). •How much? •That's (900 yen). •Vocabulary: Family / Food and Drink / Numbers (110-900)</p>	1	○					listen	< Knowledge> Understand phrases about food and drinks, polite replies to orders, and expressions for prices ("What would you like?", "I'd like [food].", "How much?", "That's [price] yen."). < Skills> Gain the skill to understand phrases related to food and drinks, along with expressions for polite order responses and pricing ("What would you like?", "I'd like [food].", "How much?", "That's [price] yen.").	To order or take orders at a restaurant, they listen to simple phrases and basic expressions related to food, drinks, and pricing.	To order and take orders at a restaurant, I'm learning to understand simple terms and expressions about food, drinks, and prices, applying insights from my past studies.			
						2	○											
						3				○			read	< knowledge> Learn food and drink terms and phrases written in lowercase letters using an alphabetic font. < Skills> Develop the skill to read and comprehend food and drink terms written in lowercase alphabetical letters.	To understand the unique menu created by a friend, he reads and grasps simple words and phrases about food and drinks.	To grasp the unique menu my friends created, I aim to read and comprehend straightforward words and phrases about food and drinks, leveraging what I've learned so far.		
						4						○	○	○	spea k [Co mmu nicat ion]	< Knowledge> Understand phrases for food and drinks, polite replies to orders, and expressions for prices ("What would you like?", "I'd like [food].", "How much?", "That's [price] yen."). < Skills> Learn to use phrases for food and drinks, respond politely to orders, and express prices ("What would you like?", "I'd like [food].", "How much?", "That's [price] yen.").	To order and handle orders at restaurants, they use simple phrases and basic expressions to discuss food, drinks, and prices.	To manage food orders and receive them at restaurants, we use simple phrases and basic expressions about food, drinks, and pricing, drawing on our collective knowledge from previous studies.
						Sounds and Letters		○	○				○	spea k [Anno uncement]	—	—	—	
	Review		○	○				○	write	< knowledge> Understand food words and phrases written in lowercase letters of the alphabetic. < Skills> Develop the skill to write down food terms and phrases in lowercase alphabetical letters.	To create an original menu, dish names are chosen and written down from words and phrases that are easily recognized when heard.	To create an original menu, I utilize what I've learned from past studies about dish names, choose words and phrases I'm familiar with from listening, and attempt to write them down.						
	1	Let's Read and Act ㉔ A Good Idea! (p.86)	By listening to English while looking at the pictures, you can read the flow of the story and the changes in the feelings of the characters. You can also play a character.	Go back! / I'm sorry. / Don't worry, etc		○	○				—	—	—					
	1	Let's Look at the World ㉔ (p.87)	Based on the SDGs, comparing sign language between Japan and the United States, I realized that there are various languages.	Hello. / Thank you. / Sorry. etc		○	○				—	—	—					
	3rd semester	1	7	Lesson 8 Where is the station? (pp.88-97)	<p>To create a town map and guide, discuss the locations of shops and facilities and directions to reach them. Learn to describe places and write lowercase letters, including those with ascenders and descenders, by using examples. Share directions to navigate to destinations effectively.</p> <p>Let's look back on the lesson < Skills > (1) I was able to know, say, and write expressions about various facilities. (2) I was able to know, hear, and say how to express myself, in order to ask for directions and give directions. (3) I was able to exchange questions and guidance on how to get there.</p> <p>< Structure > (4) We thought about how to provide easy-to-understand guidance, and worked while thinking about it.</p> <p>< Summary > What did you learn from the activity, what did you notice, and what do you want to use it in your future learning?</p>	<p>•Where is (the station)? •Go straight. •Turn right [left] at the (first) corner. •Cross (the street). •It's on your left [right]. •Vocabulary: Facilities in towns and schools / Prepositions (on / in / under / by)</p>	1	○					listen	< Knowledge> Understand words and phrases such as facilities and expressions that ask or guide you to a place (e.g., Where is the [facility]?, Go straight., Turn right [left] at the [ordinal number] corner.). < Skills> Acquire the ability to listen to words such as facilities and expressions that ask or guide people to places (e.g., Where is [facility]?, Go straight., Turn right[left] at the [ordinal number] corner.).	To reach their destination, they listen to simple phrases and basic expressions related to facilities and directions.	To reach their destination, they focus on understanding simple terms and basic expressions related to facilities and directions, applying insights from their previous studies.		
							2	○										
3							○		○			read	< Knowledge> Understand the words and phrases of the facility name written in lowercase letters of the alphabet. < Skills> Acquire the ability to read and understand the words and phrases of facility names written in lowercase letters of the alphabet.	To develop a map symbol guide, I have learned and comprehended the words and phrases that denote facility names.	To craft a map symbol guide, I'm learning to recognize words and phrases that identify facility names, leveraging what I've observed in my studies to date.			
4												○	○	○	spea k [Co mmu nicat ion]	< Knowledge> Understand words and phrases such as facilities and expressions that ask or guide you to a place (e.g., Where is the [facility]?, Go straight., Turn right [left] at the [ordinal number] corner.). < Skills> Acquire the skills to communicate words such as facilities and expressions, such as asking or guiding places (e.g., Where is the [facility]?, Go straight., Turn right [left] at the [ordinal number] corner.).	To guide each other through their towns, they discuss the facilities at their destinations and how to reach them, using simple phrases and basic expressions.	To navigate each other's towns, they exchange information about destination facilities and how to get there using straightforward words and expressions, drawing on what they've learned so far.
2		Sounds and Letters		○	○			○	spea k [Anno uncement]	—	—	—						

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that

						and speaking have not been learned							ent]			
						Review of how to write lowercase letters of the alphabet ("two-story" letters) / Checking words and phrases / Sentence strength / Lesson retrospective	Review	○	○				write	< Knowledge> Understand the words and phrases of the facility name written in lowercase letters of the alphabet. < Skills> Gain the skill to write facility names and related phrases in lowercase alphabetical letters.	To create a map symbol guide, select and write down words and phrases representing facility names from those familiar enough to be recognized by ear.	To develop a map symbol guide, I'm choosing and writing down appropriate words and phrases I recognize by sound, utilizing insights from my previous studies on terms representing facility names.

Term	Term	Term	Term	Dividend	Title of Teaching Material	Unit Goal/Children's Goal/"Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria		
									listen	read	spea k [Spea r Take]	spea k [Annou cement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression
fin	al	3	rd	7	Lesson 9 My Hero, My Dream Friend (pp.98-107)	To meet someone you admire, listen, communicate, and discuss their profession, skills, talents, and unique qualities. Additionally, write sentences about this person using example sentences or by writing lowercase letters, including those with descenders and other characters. Meet the people you admire and want to be friends with Let's look back on the lesson < Skills > (1) I could understand people's skills and how to describe them, so I could talk about what they're good at. (2) I knew and could use words to talk about people. (3) I thought about people I admired and wanted to be friends with, then wrote their names down and talked to them (like having an imaginary conversation). < Structure > (4) The speaker adjusted their listening style to facilitate smoother communication, while adapting their speaking style to enhance the listener's comprehension. < Summary > What did you learn from the activity, what did you notice, and what did you want to use in your future learning?	•Who is your dream friend [hero]? •This is my dream friend [hero]. •He [She] can (swim very fast). •He [She] is (cool). •What are you good at? •I'm good at (cooking). •He [She] is good at (pitching). Vocabulary: Adjectives (brave / cool / cute / funny / great / kind / smart / strong)	1	○				listen	< Knowledge> I understand words and expressions that describe a person's characteristics ("He/She can [do something].", "I am/He is/She is good at [skill].", "He/She is [trait]."). <Skills> Learn to comprehend words and expressions that describe a person's traits ("He/She can [do something].", "I am/He is/She is good at [something].", "He/She is [characteristic].").	To get to know someone you admire or want to befriend, listen to simple phrases and basic expressions about their skills, abilities, and what they excel at..	To understand someone you admire or wish to befriend, try listening to simple words and basic expressions about their strengths, abilities, and what they've learned from their studies.
								2	○				read	<Knowledge> I understand words and expressions that detail a person's characteristics ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait]."). <Skills> Develop the ability to read and understand words and expressions describing a person's traits ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait].").	To become familiar with someone you admire or wish to befriend, read and comprehend simple phrases and basic expressions about their talents, abilities, and capabilities.	To get to know someone you admire and want to befriend, try to read and comprehend simple words, phrases, and basic expressions about their strengths, abilities, and traits, applying what you've learned from your studies.
								3		○	○	○	spea k [C o mmu nica ti on]	< Knowledge> I understand words and expressions that describe a person's characteristics ("He/She can [do something].", "I am/He is/She is good at [something].", "He/She is [trait]."). <Skills> They have learned how to communicate using words and expressions that describe a person's traits ("He/She can [do something].", "I am/He is/She is good at [something].", "He/She is [trait].").	To learn about each other's admired individuals and potential friends, they discuss their skills, abilities, and traits using simple phrases and basic expressions.	To connect with someone you admire and want to befriend, attempt to discuss each other's skills, abilities, and traits using simple words and basic expressions, drawing on what you've both observed in your studies.
								4		○	○	○	spea k [Anno uncem ent]	<Knowledge> I understand words and expressions that describe a person's characteristics ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait]."). <Skills> You have gained the skills to present words and expressions that describe a person's characteristics ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait].").	To share with your friends who you admire or wish to befriend, you can describe their skills, abilities, and what they excel at using simple phrases and basic expressions.	To inform my friends about who I admire and wish to befriend, I aim to share their strengths, abilities, and traits using simple words and basic expressions, leveraging what I've observed in my studies thus far.
								Sounds and Letters	○	○		○	write	<Knowledge> I understand words and expressions that describe a person's characteristics ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait]."). <Skills> Learn to write down words and expressions that describe a person's traits ("He/She can [do something].", "He/She is good at [something].", "He/She is [trait].").	To inform my friends about who I admire or want to be friends with, I choose and write down the person's strengths, abilities, and traits using words and expressions I recognize by sound.	To help my friends understand who I admire and wish to befriend, I attempt to write down their strengths, abilities, and insights from their studies. I choose appropriate words and expressions that are recognizable from spoken language.
						Review of how to write lowercase letters of the alphabet (e.g., the letters "one basement floor") / Checking words / Intonation / Lesson retrospective	Review	○	○			○				
					My Word Bank (pp.108-113)	Refer to words and expressions that are useful for self-expression activities	Self-Enjoyment (Favorite Things) / Things Around You / Places / Things to Do / Food and Drink									
					Let's Enjoy the Music It's a Small World (p.114)	Enjoy the song and understand its message.	English audio									
					Supermarket Jingle, Forest Jingle (p.115)	Getting used to saying words that include the common sounds for each letter of the alphabet.	Vocabulary: Food / Animals / Everyday Objects									
					Romanization Table(p.116)	Check the Hepburn romanization										
Total 67 (70) hours																

● Endnotes: Alphabet Table: Rules for Writing English

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

* The number of hours of payout and the total number of hours is the number of selected hours. The number of hours indicated by parentheses is the standard time.