Reiwa 6 NEW HORIZON Elementary

**Unit teaching plan example (6th grade)**

**▶ Unit overview**

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| --- | --- | --- | --- | --- |
| Unit name | Unit 1 This is me! | | textbook page | pp.6-15 |
| Dividend time | 8 hours |
| unit objective | To get to know each other better, you can ask about and introduce things you like and treasures. You can also read example sentences about your favorite things or treasures, and use them as a reference when writing. | | learning period | April to May |
| Other related subjects | moral |
| Main expression | [What I like] What ... do you like? / I like ....  [Treasure] What is your treasure? / My treasure is .... / It's from ....  [Other] I'm from .... / I'm good at .... / Any questions? | | | |
| main vocabulary | Play / Sports / Personal things / People / Family etc. | scene | Classroom / transfer student self-introduction | |
| Function/function | present, introduce, explain, ask questions, answer | | | |
| Ingenuity (strategy) | Ask a question to the person presenting | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 1, refer to the instruction manual "Research Edition" p. 8 5 .

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (presentation) = speaking (presentation) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

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| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** |
| Starting Out (Time 1) 🏁Capture an overview of conversations about favorite things, treasures, etc. | | | | | |
| 1 | 6  ~  7 | Introduction (20 minutes) | | Greetings / SL (p.14 ) "Bb Sound" / Let's Sing (song) "Hello, everyone." / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment (20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation . |
| Let's Read and Write | Listen to the example sentences, read them, and write your name. |
| Summary (5 minutes) | | Reflect on your current learning. |
| Starting Out (Time 2) 🏁Students will get used to communicating about things they like, treasures, etc., and will have an outlook on their goal activities. | | | | | |
| 2 | 6  ~  7 | Introduction (1 5 minutes) | | (song) / Greetings / “Cc sound ” in SL (p.14 ) / Small Talk “Do you have a dog?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment ( 25 minutes) | Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (Time 3) 🏁Introduce and write about things you like with your friends. | | | | | |
| 3 | 8  ~  9 | Introduction (1 0 minutes) | | (Song) / Greetings / “Dd sound” in SL ( p.14 ) / Confirmation of goals | Let's Listen 1・L et's Try 1 : Listening / ● Knowledge/Skills  understand "I like ...." and "My treasure is ...." and related phrases.  Technique Students are acquiring the skills to grasp the general outline of their favorite things, treasures, and reasons by listening to exchanges and short stories. |
| Deployment ( 30 minutes) | Let's Watch 1 | Check the content of your self-introduction and how to express what you like . |
| Let's Listen 1 | Listen to the exchange and pick up what you like . |
| Let's Chant | “My treasure is this ball.” |
| Let's Try 1 | In pairs, ask each other what they like. |
| Let's Read and Write | Listen to the sample sentences, read them, and write what you like. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th hour) 🏁Share and write about treasures and why with friends. | | | | | |
| Four | 8  ~  9 | Introduction (1 5 minutes) | | (Song) / Greetings / “Ff sound ” in SL ( p.14 ) / Small Talk “What sport do you like?” / Confirmation of goals | Let's Listen 2・Let's Try 2 : Listening / ● Knowledge/Skills  knowledge Understand [ I like ...., My treasure is ...., and related phrases ] .  Technique Students are acquiring the skills to grasp the general outline of their favorite things, treasures, and reasons by listening to exchanges and short stories. |
| Deployment (25 minutes) | Let's Watch 2 | Check the treasure and how to convey the reason for it . |
| Let's Listen 2 | Listen to the exchange and learn about the treasure and the person who gave it to you . |
| Let's Chant | “My treasure is this ball.” |
| Let's Try 2 | In pairs, ask each other about treasures and why . |
| Let's Read and Write | Listen to the sample sentences, read them, and write your own treasures. |
| Summary ( 5 minutes) | | Check “Reflection” on p.9. |
| **Enjoy Communication** ( 5th hour) 🏁Think about the content of your presentation by reflecting on your expressions and organizing information about your favorite things and treasures. | | | | | |
| Five | Ten  ~  11 | Introduction (1 5 minutes) | | (Song) / Greetings / “Gg sound” in SL (p.15 ) / Small Talk “What is your treasure?” / Confirmation of goals | Step 2: Talk (presentation) / ● Knowledge/Techniques  knowledge I understand [same as above].  Skills Students have acquired the skill to use [ditto] to talk about their thoughts and feelings about things they like, treasures, and their reasons .  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to get to know the other person better, I get a general idea by listening to short stories and exchanges about things they like, what they treasure, and why. |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “My treasure is this ball.” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  - Organize what you want to convey by filling in the blanks with your thoughts or creating a " treasure introduction card . "  ・Practice your presentation and subsequent interaction in pairs to improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in the " Things to be careful about before presentation " on p.11 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to get to know each other better, we introduce our favorite things and treasures to each other. | | | | | |
| 6 | Ten  ~  11 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.15 ) “Review ① ” / Confirmation of goals | Your Goal: Talk (Presentation) / ◆ Thoughts, judgments, and presentations  ``In order to communicate about myself, I use simple words and basic expressions to talk about my thoughts and feelings, such as what I like and treasure, and why.''  Your Goal: Talk (Presentation) / ★ Attitude  [Same as above] Trying to talk . |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “My treasure is this ball.” |
| Your Goal | ・After watching the model video, introduce your favorite things and treasures .  ・All students will have time for interim guidance and will present again.  ・Fill out the ``After Activity Review'' and write a note about what you presented. |
| Summary ( 5 minutes) | | Check "Reflection" on p.11 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th Hour) 🏁Use images and audio as clues to think about things that are important to children around the world and deepen their understanding of world cultures . | | | | | |
| 7 | 12  ~  13 | Introduction ( 1 5 minutes) | | Greetings / Song / “ Sound of Aa ” in SL (p.15 ) / Small Talk “What country do you like?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (25 minutes) | cultural exploration | Watch the video and think about what is important to children around the world and why. |
| Fukabori! : Watch videos, learn about facilities built in developing countries with Japanese aid, and think about the relationship between Japan and the world . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | |
| 8 | 12  ~  13 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.15 ) “Let’s listen ①” / Confirm your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (30 minutes) | world exploration | Watch videos of Canadian children speaking and learn about their favorite things and Canadian specialties and landmarks . |
| story exploration | Listen to or read the story of the boy and the cat while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.13. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | |

**▶ Unit overview**

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| Unit name | Unit 2 My Daily Schedule | | textbook page | pp.16-25 |
| Dividend time | 8 hours |
| unit objective | In order to get to know each other's lives better, you can ask about and introduce them to each other's daily lives. You can also read example sentences about how to spend your weekend and use them as a reference when writing. | | learning period | May to June |
| Other related subjects | home |
| Main expression | [Daily life (how to spend your time)] What time do you (usually) ...? / I (usually) (action) at (time).  [Daily life (frequency)] I usually [always/sometimes/never] ....  [Other] Oh, you have .... / Lucky you! / This is my weekend schedule. | | | |
| main vocabulary | Daily life / frequency / number etc. | scene | Classroom / Online conversation | |
| Function/function | present, explain, ask questions, answer | | | |
| Ingenuity (strategy) | Add content after presenting | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 2, refer to the instruction manual "Research Edition" p.103.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (presentation) = speaking (presentation) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

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| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** |
| Starting Out (Time 1) 🏁Capture an overview of interactions about daily life. | | | | | |
| 1 | 16  ~  17 | Introduction (20 minutes) | | Greetings / SL (p.24 ) 's "Hh sound " / Let's Sing (song) Watch the video “It's Sunday!” / Small Talk “What time is it in New York?” / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. |
| Let's Read and Write | Listen to the sample sentences, read them, and write down what you usually do on the weekends. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| Starting Out (2nd hour) 🏁Students will become accustomed to the expressions of daily life interactions and have an outlook on goal activities. | | | | | |
| 2 | 16  ~  17 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.24 ) “Jj sound ” / Goal confirmation | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment ( 30 minutes) | Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (3rd period) 🏁Introduce and write about how you spent your weekend with your friends. | | | | | |
| 3 | 1 8  ~  19 | Introduction ( 1 0 minutes) | | (song) / Greetings / “L l sound” in SL (p.24 ) / Confirmation of goals | Let's Listen 1・L et's Try 1 : Listening / ● Knowledge/Skills  Understand I always ...., I usually ...., I sometimes .... and related phrases.  Technique Students have acquired the skills to listen to conversations about daily life and get an overview of their daily lives. |
| Deployment ( 30 minutes) | Let's Watch | Check how to ask and communicate about daily life . |
| Let's Listen 1 | Listen to the conversation and find out how they spent their Sundays . |
| Let's Chant | “Tell me about your daily schedule.” |
| Let's Try 1 | Ask each other what time on the weekend they would do each of the three activities. |
| Let's Read and Write | Listen to the sample sentences, read them, and write down what you usually do on the weekends. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th hour) 🏁Introduce your friends and write about your daily life. | | | | | |
| Four | 1 8  ~  19 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Mm sound ” in SL (p.24 ) / Small Talk “What time do you get up?” / Confirmation of goals | Let's Listen 2・Let's Try 2 : Listening / ● Knowledge/Skills  knowledge Understand [ I always ...., I usually ...., I sometimes ...., and related phrases ] .  Technique Students have acquired the skills to listen to conversations about daily life and get an overview of their daily lives. |
| Deployment ( 25 minutes) | Let's Listen 2 | Listen to their interactions and find out how often they do housework . |
| Let's Chant | “Tell me about your daily schedule.” |
| Let's Try 2 | In pairs, share the frequency of things you do in your daily life . |
| Let's Read and Write | Listen to the sample sentences, read them, and write down what you sometimes do on the weekends. |
| Summary ( 5 minutes) | | Check “Reflection” on p.19. |
| **Enjoy Communication** ( 5th hour) 🏁Think about the content of your presentation by reflecting on expressions and organizing information about your daily life. | | | | | |
| Five | 2 0  ~  twenty one | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Nn sound” in SL (p.25 ) / Small Talk “What time do you go to bed?” / Confirmation of goals | Step 2: Talk (presentation) / ● Knowledge/Techniques  knowledge I understand [same as above].  Students have acquired the skill to talk about their thoughts and feelings about daily life using the same phrases as above .  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to get to know the other person better, I listen to short stories and conversations about their day-to-day life to get an overview. |
| Deployment ( 25 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “Tell me about your daily schedule.” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  - Organize the content you want to convey by filling in the blanks and creating a "How to spend your weekend card."  ・Practice your presentation and subsequent interaction in pairs to improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in the " Things to be careful about before presentation " on p.21 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to get to know each other better, we introduce how we spend our weekends. | | | | | |
| 6 | 2 0  ~  twenty one | Introduction ( 1 0 minutes) | | (Song) / Greetings / “Review ② ” of SL (p.25 ) / Confirmation of goals | Your Goal: Talk (Presentation) / ◆ Thoughts, judgments, and presentations  ``In order to communicate about myself, I talk about my thoughts and feelings about my daily life using simple words and basic expressions.''  Your Goal: Talk (Presentation) / ★ Attitude  [Same as above] Trying to talk . |
| Deployment ( 30 minutes) | Let's Chant | Get used to using important expressions by saying “Tell me about your daily schedule.” |
| Your Goal | ・After watching the model video, introduce how to spend your weekend .  ・All students will have time for interim guidance and will present again.  ・Fill out the ``After Activity Review'' and write a note about what you presented. |
| Summary ( 5 minutes) | | Check "Reflection" on p.21 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th Hour) 🏁Use images and audio as clues to think about schools and children's lives around the world, and deepen their understanding of world cultures . | | | | | |
| 7 | twenty two  ~  twenty three | Introduction ( 1 5 minutes) | | Greetings / Song / SL (p.25 ) “Oo sound ” / Small Talk “Tell me about your daily schedule.” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment ( 25 minutes) | cultural exploration | Watch the video to learn about how American elementary school students spend their day, and think about how it differs from your own school life. |
| Fukabori! : Watch the video and think about the differences between the weather forecasts in New York and Japan . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | |
| 8 | twenty two  ~  twenty three | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.25 ) ``Let's listen ②'' / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment ( 30 minutes) | world exploration | Watch videos of Swedish children speaking and learn about popular foods and natural phenomena . |
| story exploration | Listen to or read the story of the boy and the cat while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.23. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | |

**▶ Unit overview**

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| --- | --- | --- | --- | --- |
| Unit name | Unit 3 My Weekend | | textbook page | p p.28-35 |
| Dividend time | 8 hours |
| unit objective | You can ask and tell each other about what you did on the weekend to get to know each other's lives better. You can also read example sentences about what you did on the weekend and use them as a reference when writing. | | learning period | June to July​ |
| Other related subjects | moral |
| Main expression | [Impressions from the weekend] How was your weekend? / It was (impressions).  [What I did] I went to .... / I enjoyed .... / I ate .... / I played ....  【others】 Sounds good! / How was the weather? / It was (weather). / Are you good at ...? / Cool! | | | |
| main vocabulary | Things I did / town / impressions/situation / sports / weather etc. | scene | classroom / party | |
| Function/function | Ask questions, answer, explain, give feedback | | | |
| Ingenuity (strategy) | Organize and convey the content | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 3, refer to the instruction manual “Research Edition” p.121.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (exchange) = speaking (exchange) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

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| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | | **Recorded evaluation** |
| **Starting Out** (1st hour) 🏁Capture an overview of conversations about what you did over the weekend. | | | | | | |
| 1 | 26  ~  27 | Introduction (20 minutes) | | Greetings / SL (p.34 ) 's "Kk sound " / Let's Sing (song) Watch the video “How was your weekend?” / Small Talk “What do you do on weekends?” / Our Goal and see what you are aiming for. | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. | |
| Let's Read and Write | Listen to the sample sentences, read them, and write down the places you went on the weekend. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Starting Out** (2nd hour) 🏁Students will get used to communicating about what they did on the weekend and have a perspective on their goal activities. | | | | | | |
| 2 | 26  ~  27 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.34 ) "Pp sound " / Confirmation of goals | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. | |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. | |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Your Turn** (Time 3) 🏁Share and write about what you did over the weekend with your friends. | | | | | | |
| 3 | 28  ~  29 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “Rr sound” in SL (p.34 ) / Confirmation of goals | | Let's Listen 1・L et's Try 1 : Listening / ● Knowledge/Skills  Understands I went to ...., I enjoyed ...., I ate ...., It was .... and related phrases.  Technique I have acquired the skill of listening to conversations about what they did over the weekend and getting an overview of what they did. |
| Deployment (30 minutes) | Let's Watch | Check how to ask and answer questions about what you did over the weekend and what you thought . | |
| Let's Listen 1 | Listen to their conversations and find out what they did over the weekend . | |
| Let's Chant | “It was great!” | |
| Let's Try 1 | In pairs, tell each other what you did over the weekend. | |
| Let's Read and Write | Listen to the sample sentences, read them, and write down what you enjoyed over the weekend. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Your Turn** (4th hour) 🏁Share and write about your thoughts and what you did over the weekend. | | | | | | |
| Four | 28  ~  29 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Ss sound ” in SL (p.34 ) / Small Talk “How was your breakfast?” / Confirmation of goals | Let's Try 2: Listening / Knowledge /Skills  knowledge Understand [ I went to ...., I enjoyed ...., I ate ...., It was ...., and related phrases ] .  Technique I have acquired the skill of listening to conversations about what they did over the weekend and getting an overview of what they did. | |
| Deployment (25 minutes) | Let's Listen 2 | Listen to the conversation and ask about their thoughts on the weekend and what they did . |
| Let's Chant | “It was great!” |
| Let's Try 2 | in pairs about their thoughts on the weekend and what they did . |
| Let's Read and Write | Listen to the sample sentences, read them, and write down what you ate on the weekend. |
| Summary ( 5 minutes) | | Check “Reflection” on p.29. |
| **Enjoy Communication** ( 5th hour) 🏁Think about what you want to convey in your interactions by looking back on your expressions and organizing information about your thoughts on the weekend and what you did. | | | | | | |
| Five | 30  ~  31 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Tt sound” in SL (p.35 ) / Small Talk “How was your dinner last night?” / Confirmation of goals | Step 2: Talk (exchange) / ● Knowledge/Techniques  knowledge I understand [same as above].  Students have acquired the skill to communicate their thoughts and feelings about what they did during the technical weekend using the same words as above.  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to get to know the other person better, I try to get a general idea of what they did over the weekend by listening to their conversations. | |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “It was great!” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  ・Organize what you want to convey by filling in the blanks with your thoughts or creating a "card of what you did over the weekend."  ・Communicate in pairs about your impressions and what you did over the weekend to improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in " Things to keep in mind during the before conversation " on p.31 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to get to know each other better, we tell each other what we did on the weekend. | | | | | | |
| 6 | 30  ~  31 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “Review ③ ” of SL (p.35 ) / Confirmation of goals | Your Goal: Talk (exchange) / ◆ Thoughts, judgments, and expressions  ``In order to express ourselves and get to know the other person better, we communicate our thoughts and feelings about what we did over the weekend using simple phrases and basic expressions.''  Your Goal: Talk (interaction) / ★ Attitude  [Same as above] They are trying to communicate . | |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “It was great!” |
| Your Goal | ・After watching the model video, tell each other what you did over the weekend .  ・Take time for interim guidance as a whole and communicate again .  ・Fill out the ``After Activity Review'' and write down what you said. |
| Summary ( 5 minutes) | | Check "Reflection" on p.31 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th Hour) 🏁Use visual and audio cues to think about what people around the world do on their days off and deepen their understanding of world cultures . | | | | | | |
| 7 | 32  ~  33 | Introduction ( 1 5 minutes) | | Greetings / Song / “Uu sound ” in SL (p.35 ) / Small Talk “How was your summer vacation?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] | |
| Deployment (25 minutes) | cultural exploration | Watch the video and learn about what children around the world did on their summer vacation last year, and think about the differences from your own summer vacation (in Japan). |
| Fukabori! : Watch the video and learn about Spain's summer festivals . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | | |
| 8 | 32  ~  33 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.35 ) “Let’s listen ③” / Confirm your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] | |
| Deployment (30 minutes) | world exploration | Watch videos of Indian kids talking and learn about what they did on the weekend and Indian food . |
| story exploration | Listen to or read the story of the boy and the cat while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.33. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Check Your Steps 1 Transmit! All my news | | textbook page | pp.36-37 |
| Dividend time | 2 hours |
| unit objective | In order to communicate about yourself, you can organize your thoughts and feelings about daily life and recent events. | | learning period | July |
| Other related subjects | - |
| Main expression | [Review of what you have learned] I like .... / My treasure is .... / It's from .... / I (frequency) ... (daily life). / I went to .... / It was.... etc. | | | |
| main vocabulary | Play / things around you / movements / things you did / town, etc. | scene | Classroom presentation | |
| Function/function | announce, explain, report | | | |
| Ingenuity (strategy) | make eye contact with the listener | | | |

**▶ Example evaluation criteria**　　\*It is recommended that the viewpoints/areas marked with ◎ be evaluated and recorded.

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| To listen | <Knowledge> Understands [expressions and related phrases that convey favorite things, treasures, daily life, things done, etc.].  <Skills> I have acquired the skills to listen to presentations about daily life and recent events and grasp the overview. | To get to know the other person better, listen to short stories about their daily life and recent events to get an overview. | In order to get to know the other person better, I try to listen to short summaries about daily life and recent events. |
| speaking (presentation) | <Knowledge> I understand [same as above]. ◎  <Skills> Students have acquired the skills to use [same as above] to talk about their thoughts and feelings about daily life and recent events. ◎ | In order to communicate about myself, I organize the content about my daily life and recent events, and then use simple words and basic expressions to talk about my thoughts and feelings. ◎ | In order to communicate about myself, I try to organize the content about my daily life and recent events, and then use simple words and basic expressions to talk about my thoughts and feelings. ◎ |

**▶ Example evaluation rubric for “speaking (presentation)”**

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| A (satisfactory) | In addition to B, you can include the simple words and basic expressions you have learned so far and speak them correctly. | In order to communicate about oneself, one can talk about daily life, recent events , etc., with a well-organized content and order. | In order to convey oneself, one can speak in a way that is easy to understand, paying attention to the other person's eye contact and reactions. |
| B (generally satisfactory) | ① Favorite things and treasures  ②Daily life and habits  ③Recent events  I can generally speak correctly about | In order to communicate about oneself, one can talk about daily life, recent events, etc. after organizing the content and order of what to say. | In order to convey yourself, you can speak in an easy-to-understand manner, paying attention to the other person's eye contact and reactions. |
| C (requires effort) | Less than B. | Less than B. | Less than B. |

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] Talk (presentation) = Speaking (presentation) / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **◎Evaluation to be recorded** |
| 1 | 36  ~  37 | 🏁current goal | | In order to get to know each other better, you can listen to specific information about daily life and recent events, and talk after organizing the content. |  |
| Introduction (10 minutes) | greeting | ・Before class starts, play Let's Sing from Units 1 to 3 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk | Teachers and students communicate about their favorite things, treasures, daily life, things they have done recently, etc. Interact with each other depending on the actual situation. |
| Deployment (30 minutes) | Your Goal | ・Watch the video and check the unit goals and goal activities.  ・Check the necessary expressions and vocabulary. Share the rubric with everyone as needed. | STEP : Talk (Presentation) / Knowledge/Techniques  Understand knowledge (expressions and related phrases that convey things you like, treasures, daily life, things you have done, etc.).  Skills Students have acquired the skill to use [ditto] to talk about their thoughts and feelings about daily life and recent events. |
| HOP | ・Listen to the audio of Meg's presentation and write what you understand in the space provided.  ・Check what you have learned in pairs or as a whole. |
| STEP | ・Organize your thoughts and information using the chart on p.37.  ・Individual study time. Children watch videos and audio from the textbook to reflect on what they learned in Units 1 to 3, and check vocabulary on the MPD.  ・Practice your presentation in pairs. Instructors provide interim guidance as necessary.  ・Fill in "Write down what you would like to improve upon in your presentation." on page 36. |
| Summary ( 5 minutes) | | Reflect on your current learning. |  |
| 2 | 36  ~  37 | 🏁current goal | | I can talk about my daily life and recent events in an organized manner in order to convey myself well. |  |
| Introduction (5 minutes) | greeting | ・Before class starts, play Let's Sing from Units 1 to 3 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk  Such | Either do the same activities as in Unit 1, or choose one or two songs from the Let's Chant songs in Units 1 to 3, and have everyone sing along to get used to the chant. |
| Deployment (30 minutes) | Your Goal | ・Share with the class the good points and reflections from the previous work.  ・Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check the `` Write down what you would like to improve upon in your presentation' ' that you filled out in the previous section . | JUMP : Story (Presentation) / ◆Thoughts, judgments, and presentations  ``In order to communicate about myself, I organize my thoughts and feelings about my daily life and recent events, using simple words and basic expressions.''  JUMP : Talk (Presentation) / ★Attitude  [Same as above] Trying to talk. |
| JUMP | ・Presentations will be performed several times with different participants in a rotation format.  ・The instructor will provide interim guidance and review ideas for making a good speech as a whole.  ・After repeating the test several times, perform mutual evaluation. |
| Summary (10 minutes) | | - Check MPD's CAN-DO tree (pp.42-43) and self-evaluate.  ・(If possible) Record and submit your presentation as a summary of the first semester.  ・Fill in JUMP on p.37 of the textbook.  ・Instructors provide feedback during the first semester by observing children's growth and building their confidence. |  |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Unit 4 Let's see the world. | | textbook page | pp.38-47 |
| Dividend time | 8 hours |
| unit objective | You can listen and communicate about the country you want to go to and the things you can do there, in order to convey the appeal of the country you want to go to. You can also read example sentences about the countries you want to go to and the things you can do there, and use them as a reference when writing. | | learning period | September to October |
| Other related subjects | society |
| Main expression | [Country I want to go to] Let's go to .... / Where do you want to go? / I want to go to ....  [What you can do] You can see .... / You can eat .... / You can visit .... / It's ....  [Other] Anything else? | | | |
| main vocabulary | Movement / impressions/situation / town, etc. | scene | classroom | |
| Function/function | ask, answer, explain | | | |
| Ingenuity (strategy) | Introduce photos by showing them on a tablet device, etc. | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 4, refer to the instruction manual “Research Edition” p.143.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (exchange) = speaking (exchange) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts, Judgments, Expressions / Attitude = Attitude towards learning independently

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | | **Recorded evaluation** |
| **Starting Out** (Time 1) 🏁Capture an overview of the conversation about the country you want to go to and what you can do there. | | | | | | |
| 1 | 38  ~  39 | Introduction (20 minutes) | | Greetings / SL (p.46 ) “Vv sound ” / Let’s Sing (song) “I want to go to America!” / Small Talk “What’s this country?” / Watch the video of Our Goal and find out what you want to be confirm. | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. | |
| Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Starting Out** (2nd session) 🏁Students will get used to communicating about the country they want to go to and what they can do there, and will have an outlook on their goal activities. | | | | | | |
| 2 | 38  ~  39 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “Ww sound ” in SL (p.46 ) / Confirmation of goals | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | Let's Chant | “You can eat spicy food.” | |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. | |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. | |
| Let's Read and Write | Listen to the sample sentences, read them, and write the country you want to go to. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Your Turn** (Time 3) 🏁Share with your friends the countries you want to visit and the things you can do there. | | | | | | |
| 3 | 40  ~  41 | Introduction ( 1 0 minutes) | | (song) / Greetings / “Yy sound” in SL (p.46 ) / Confirmation of goals | | Let's Listen: Listening / Knowledge /Techniques  Understand Let's go to ...., You can see [eat / buy] ...., It's ...., Where do you want to go? and how to answer them, as well as related phrases.  Technique They have acquired the skills to listen to conversations about the countries they want to visit and the things they can do there, and get an overview of the countries they want to visit. |
| Deployment (30 minutes) | Let's Watch | Check how to ask about the country you want to go to, how to answer it, and how to explain what you can do there . | |
| Let's Listen | Listen to the conversation and learn about the country they want to go to and what they want to do there . | |
| Let's Chant | “You can eat spicy food.” | |
| Let's Try | In pairs, tell each other what you can do in countries around the world. | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Your Turn** (4th hour) 🏁Research the country you want to go to and the things you can do there, and write using example sentences as reference. | | | | | | |
| Four | 40  ~  41 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Zz sound ” in SL (p.46 ) / Small Talk “Where do you want to go?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded. | |
| Deployment (25 minutes) | Let's Chant | “You can eat spicy food.” |
| Let's Read and Write | Using examples as a guide, write about the country you want to visit, what you can see, eat, and buy there. |
| Summary ( 5 minutes) | | Check “Reflection” on p.41. |
| **Enjoy Communication** ( 5th hour) 🏁Think about what you want to introduce in your exchanges by looking back on your expressions and organizing information about the country you want to go to and the things you can do there. | | | | | | |
| Five | 42  ~  43 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Xx sound” in SL (p.47 ) / Small Talk “What do you want to eat?” / Confirmation of goals | Step 2: Talk (exchange) / ● Knowledge/Techniques  knowledge Understand [ Let's go to ...., You can see [eat / buy] ...., It's ...., Where do you want to go? and how to answer them, and related phrases ] .  Students have acquired the skills to use [ditto] to communicate their thoughts and feelings about the country they want to go to and what they can do there .  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to learn about the attractions of countries around the world, I listen to conversations about the countries they want to visit and what they can do there to get an overview. | |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “You can eat spicy food.” |
| Step 2 | Check the vocabulary needed for the activity in M PD .  ・Organize what you want to communicate by filling in the blanks with information and thoughts, or by creating a "Country You Want to Visit Card."  - Students will introduce to each other in pairs the country they would like to visit and its attractions, improving both the content and their attitudes. |
| Summary ( 5 Minutes) | | Fill out the " Things to be careful of during the before conversation " section on p.43 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to convey the charm of the country you want to go to, introduce the country you want to go to and the things you can do there. | | | | | | |
| 6 | 42  ~  43 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “Review ④ ” of SL (p.47 ) / Confirmation of goals | Your Goal: Talk (exchange) / ◆ Thoughts, judgments, and expressions  ``In order to convey the appeal of countries around the world, we use simple words and basic expressions to communicate our thoughts and feelings about the countries we want to visit and the things we can do there.''  Your Goal: Talk (interaction) / ★ Attitude  [Same as above] They are trying to communicate . | |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “You can eat spicy food.” |
| Your Goal | ・After watching the model video, introduce each other the countries you want to visit and their charms .  ・Take time for interim guidance as a whole and communicate again .  ・Fill out the “After Activity Review” and write down what you said. |
| Summary ( 5 minutes) | | Check "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th hour) 🏁Use visual and audio cues to think about the appeal of world heritage sites and deepen your understanding of world cultures . | | | | | | |
| 7 | 44  ~  45 | Introduction ( 1 5 minutes) | | sound ” in SL (p.47 ) / Small Talk “What do you want to see?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] | |
| Deployment (25 minutes) | cultural exploration | Watch videos about world heritage sites overseas and think about their appeal. |
| Fukabori! : Watch videos and learn about Japan's world heritage sites . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | | |
| 8 | 44  ~  45 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.47 ) “Let’s listen ④” / Confirm goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] | |
| Deployment (30 minutes) | world exploration | Watch videos of Spanish children speaking and learn about Spain's famous sights, famous foods, festivals, and more . |
| story exploration | Listen to or read out loud the story of sea turtles while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.45. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Unit 5 Where is it from? | | textbook page | pp.48-59 |
| Dividend time | 8 hours |
| unit objective | In order to learn about the connections between ourselves and the world, we can listen to and introduce the countries where things around us are produced. Students will also be able to read example sentences and use them as a reference when writing about things around them and the countries in which they are produced. | | learning period | October to November |
| Other related subjects | society |
| Main expression | [Introduction] This is my....  [Where are you from?] Where is it from? / It's from .... / My ... is from (country). / (country) is in (region).  [Original sandwich]  Tell me about your sandwich. / My sandwich is a ... sandwich. / ( Alphabet) is for ( Ingredients) .  [Other]... is a nice country. / We are the ... team. / Can you guess? | | | |
| main vocabulary | Clothing / ingredients / stationery etc. | scene | home / classroom | |
| Function/function | present, explain, ask questions, answer | | | |
| Ingenuity (strategy) | Ask questions with the audience in mind | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 5, refer to the instruction manual "Research Edition" p. 1 6 1.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (presentation) = speaking (presentation) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** |
| **Starting Out** (1st hour) 🏁Capture an overview of the exchange regarding the country of origin of everyday items. | | | | | |
| 1 | 48  ~  49 | Introduction (20 minutes) | | Greetings / SL (p.58 ) 's "Sound of Qq " / Let's Sing (song) "One Big World" / Small Talk "Where is New Zealand?" / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. |
| Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Starting Out** (Time 2) 🏁Students will become accustomed to communicating about the countries of origin of things around them, and will have an outlook on their goal activities. | | | | | |
| 2 | 48  ~  49 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.58 ) "Ee sound " / Goal confirmation | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | Let's Chant | “Where is this chicken from?” |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Let's Read and Write | Listen to the sample sentences, read them, and write down things that are familiar to you. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (Time 3) 🏁Think of an original sandwich and write and share the ingredients and production area. | | | | | |
| 3 | 50  ~  51 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.58 ) “ Review ⑤ ” / Confirmation of goals | Let's Listen 1・L et's Try: Listening / ● Knowledge/Skills  Understand This is ...., It's from ...., country name is in region., and related phrases.  Technique Students have acquired the skills to listen to conversations about things around them and their countries of origin and get an overview of them. |
| Deployment (30 minutes) | Let's Watch | Check how to ask about and introduce things around you . |
| Let's Listen 1 | Listen to the conversation and learn about the ingredients and production areas . |
| Let's Chant | “Where is this chicken from?” |
| Let's Try | We come up with original sandwiches and ask each other about the ingredients and where they come from. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th hour) 🏁Research the countries and regions where everyday items are produced and write using example sentences as reference. | | | | | |
| Four | 50  ~  51 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.58 ) “ Let’s listen ⑤” / Small Talk “What vegetables do you like?” / Confirm your goals | Let's Listen 2: Listening / Knowledge /Skills  knowledge Understand [ This is ...., It's from ...., country name is in region., and related phrases ] .  Technique Students have acquired the skills to listen to conversations about things around them and their countries of origin and get an overview of them. |
| Deployment (25 minutes) | Let's Chant | “Where is this chicken from?” |
| Let 's Listen 2 | Listen to the conversation, find out the country of origin of the T-shirt, and write it down. |
| Let's Read and Write | - As a group, decide on a genre to research (food, stationery, etc.).  ・Write the country where everyday items are produced and the region to which that country belongs. |
| Summary ( 5 minutes) | | Check “Reflection” on p.51. |
| **Enjoy Communication** ( 5th hour) 🏁Think about the content of your group presentation by reflecting on expressions and organizing information about the countries where everyday items are produced. | | | | | |
| Five | 52  ~  53 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Review ⑥ ” of SL (p.59 ) / Small Talk “Is your glue from Japan?” / Confirmation of goals | Step 2: Talk (presentation) / Knowledge /Techniques  knowledge I understand [same as above].  Skills Students have acquired the skill to use [ditto] to talk about their thoughts and feelings about things around them and their countries of origin. |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “Where is this chicken from?” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  ・Think about what you will present as a group while filling in the blanks with what you researched in the previous session and making `` connection cards with the world . ''  ・Practice your presentation and subsequent interaction in pairs or groups to improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in the " Things to be careful about before presentation " on p.53 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to learn about the connections between ourselves and the world, we have students announce in groups the countries in which everyday items are produced. | | | | | |
| 6 | 52  ~  53 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “ Let’s listen ⑥ ” in SL (p.59 ) / Confirmation of goals | Your Goal: Listening / ◆ Thoughts, judgments, and expressions  In order to better understand the connections between ourselves and the world, we listen to exchanges and short stories about the things around us and the countries where they are produced to get an overview.  Your Goal: Talk (Presentation) / ◆ Thoughts, judgments, and presentations  ``In order to convey the connection between ourselves and the world, we present in groups our thoughts and feelings about the things around us and the countries where they are produced, using simple words and basic expressions.''  Your Goal: Talk (Presentation) / ★ Attitude  《Same as above》 We are working together to make an announcement . |
| Deployment (30 minutes) | Let's Chant | Practice using important expressions with “Where is this chicken from?” |
| Your Goal | ・After watching the model video, have your group make a presentation about which countries the things around them came from .  ・All students will have time for interim guidance and will present again.  ・Fill in the ``After Activity Review'' and write down what you presented. |
| Summary ( 5 minutes) | | Check "Reflection" on p.53 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th hour) 🏁Using images and audio as clues, think about the history of exchange between Japan and the world, and deepen your understanding of the connections between Japan and the world . | | | | | |
| 7 | 54  ~  5 7 | Introduction ( 1 5 minutes) | | “Review ⑦ ” of SL (p.59 ) / Small Talk “Where is your water bottle from?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (25 minutes) | cultural exploration | Watch videos of the Silk Road and people who came to Japan through it , and think about the exchanges between Japan and the world. |
| Fukabori! : p Look at p.56-57 , listen to the audio numbers, and think about the relationship between Japan and the world . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | |
| 8 | 54  ~  57 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.59 ) "Let's listen ⑦" / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | world exploration | Watch videos of Ghanaian children speaking and learn about Ghana's specialties and Japanese people with whom they have connections . |
| story exploration | Listen to or read out loud the story of sea turtles while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.55. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Unit 6 Save the animals. | | textbook page | pp.60-69 |
| Dividend time | 8 hours |
| unit objective | In order to deepen your understanding of living things, you can listen to and tell them about where living things live, the problems they face, and what you can do for them. You can also read example sentences and write about them with reference to the example sentences. | | learning period | November to December |
| Other related subjects | Science |
| Main expression | [Creature] Let's save the .... / Where do ... live? / ... live in ....  [ Problems we have /What we can do]... is a big problem. / We can ....  [Other] I have an idea. / Nice idea! | | | |
| main vocabulary | Nature / Sea creatures / Problems with living things and what you can do/ animals etc. | scene | home / classroom | |
| Function/function | announce, explain | | | |
| Ingenuity (strategy) | Let's all work together | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 6, refer to the instruction manual “Research Edition” p.179.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (presentation) = speaking (presentation) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** |
| **Starting Out** (1st hour) 🏁Capture an overview of conversations about environmental issues facing the world. | | | | | |
| 1 | 60  ~  61 | Introduction (20 minutes) | | Greetings / SL (p.68 ) 's "ch sound " / Let's Sing (song) Watch the video “We all live together.” / Small Talk “What animal do you like?” / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. |
| Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Starting Out** (2nd session) 🏁Students will become accustomed to communicating about environmental issues facing the world, and will have a clear outlook on goal activities. | | | | | |
| 2 | 60  ~  61 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “sh sound ” in SL (p.68 ) / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | Let's Chant | “Let's save the animals!” |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Let's Read and Write | Listen to the example sentences, read them, and write down the creature you want to save. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (Time 3) 🏁Ask a friend about where living things live. | | | | | |
| 3 | 62  ~  63 | Introduction ( 1 0 minutes) | | (Song) / Greetings / “th sound ① ” in SL (p.68 ) / Confirmation of goals | Let's Listen: Listening / Knowledge /Techniques  Understand Let's save ...., Where do living things live? and how to answer them, ... is a big problem., We can ...., and related phrases.  Technique Students are learning the skills to listen to speeches about where living things live and the problems they face, and to get an overview of them. |
| Deployment (30 minutes) | Let's Watch | Check out where living things live and how to describe the problems they face . |
| Let's Listen | Listen to speeches and learn about where living things live and the problems they face . |
| Let's Chant | “Let's save the animals!” |
| Let's Try | In pairs, ask each other where living things live. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th hour) 🏁Read about what you can do for living things, and write about the places where living things live and the problems they face, using example sentences as a reference. | | | | | |
| Four | 62  ~  63 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.68 ) “ t h sound ②” /  Small Talk “What do penguins eat?” / Goal confirmation | At this time, we will provide guidance toward the goal, but no evaluation will be recorded. |
| Deployment (25 minutes) | Let's Chant | “Let's save the animals!” |
| Let 's Read | Read posters written in familiar sentences using pictures and other clues. |
| Let's Read and Write | Write about the places where living things live and the problems they face. |
| Summary ( 5 minutes) | | Check “Reflection” on p.63. |
| **Enjoy Communication** ( 5th hour) 🏁Think about the content of your presentation by looking back on your expressions and organizing information about the creatures you want to save and what you can do around you. | | | | | |
| Five | 64  ~  65 | Introduction ( 1 5 minutes) | | (Song) / Greetings / “Wh sound ” in SL (p.69 ) / Small Talk “Where do lions live?” / Confirmation of goals | Step 2: Talk (presentation) / ● Knowledge/Techniques  knowledge Understand [ Let's save ...., Where do living things live? and how to answer them, ... is a big problem., We can ...., and related phrases ].  Skills Students are acquiring the skills to use [ditto] to talk about their thoughts and feelings about where living things live, the problems they face, and what they can do in their daily lives.  Step 2: Listening / ◆ Thoughts, judgments, and expressions  To deepen our understanding of living things, we listen to short stories about where living things live, the problems they face, and what we can do in our daily lives to get an overview. |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “Let's save the animals!” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  - Organize the content you want to convey by filling in the blanks with information and thoughts or creating "what we can do cards."  ・Practice your presentation in pairs or groups to improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in the " Things to be careful about before presentation " on p.65 . |
| **Enjoy Communication** ( 6th hour) 🏁In order to deepen our understanding of living things, we share information about living things and things we can do around us. | | | | | |
| 6 | 64  ~  65 | Introduction ( 1 0 minutes) | | (Song) / Greetings /SL (p.69 ) “ Review ⑧ ” / Confirmation of goals | Your Goal: Talk (Presentation) / ◆ Thoughts, judgments, and tables  ``In order to deepen our understanding of living things, we use simple words and basic expressions to talk about our thoughts and feelings about where living things live, the problems they face, and what we can do in our daily lives.''  Your Goal: Talk (Presentation) / ★ Attitude  [Same as above] Trying to talk . |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “Let's save the animals!” |
| Your Goal | ・After watching the model video, students will present about what they can do to help living things .  ・All students will have time for interim guidance and will present again.  ・Fill in the ``After Activity Review'' and write down what you presented. |
| Summary ( 5 minutes) | | Check "Review" on p.65 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th Hour) Using images and audio as clues, students will think about Japan's relationship with the world's creatures and 🏁deepen their understanding of the problems faced by the world's creatures . | | | | | |
| 7 | 66  ~  67 | Introduction ( 1 5 minutes) | | Greetings / Song / SL (p.69 ) “ Review ⑨ ” / Small Talk “What can we do for the sea turtles?” / Confirmation of goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (25 minutes) | cultural exploration | Watch videos of elephants in Borneo and think about the problems faced by living things around the world. |
| Fukabori! : Think about the production of agricultural products with consideration for the ecosystem . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | |
| 8 | 66  ~  67 | introduction ( 10 minutes ) | | Greetings / Song / SL (p.69 ) “Let’s listen ⑧” / Confirm your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment ( 30 minutes) | world exploration | Watch a video of a Brazilian child speaking and learn about the characteristics and problems of the Amazon rainforest . |
| story exploration | Listen to or read out loud the story of sea turtles while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.67. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Check Your Steps 2 Let's get started! What we can do for the earth | | textbook page | p p.70-71 |
| Dividend time | 2 hours |
| unit objective | In order to convey one's thoughts about the Earth, students can organize their thoughts and feelings about the problems faced by living things and the Earth, and what they can do. | | learning period | December​ |
| Other related subjects | - |
| Main expression | [Review of what you have learned] I want to go to .... / You can see [eat/visit] .... / It's .... / My ... is from ( country) . / ( country) is in ( region) . / Let's save .... / ... live in .... / ... is a big problem. / We can .... etc. | | | |
| main vocabulary | Actions / impressions/situations / problems with living things/what can be done, etc. | scene | Poster presentation in the classroom | |
| Function/function | announce, explain | | | |
| Ingenuity (strategy) | Speak slowly especially when it comes to the important parts you want to convey. | | | |

**▶ Example evaluation criteria**　　\*It is recommended that the viewpoints/areas marked with ◎ be evaluated and recorded.

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| To listen | <Knowledge> Understands [expressions and related phrases that convey things like things that can be done for living things and the earth].  <Skills> Students have acquired the skills to listen to presentations about the problems faced by living things and the earth, and what they can do to grasp the overview. | To get a better idea of the other person's thoughts on the Earth, we listen to short stories about the problems facing living things and the Earth, and what we can do to get an overview. | To get a better idea of what the other person thinks about the Earth, we try to get a short summary of the problems facing living things and the Earth, and what we can do. |
| speaking (presentation) | <Knowledge> I understand [same as above]. ◎  <Skills> Students have acquired the skills to use [same as above] to talk about their thoughts and feelings about the problems faced by living things and the earth, and what they can do. ◎ | In order to convey your thoughts about the Earth, organize the content about the problems faced by living things and the Earth, and what we can do, and then use simple words and basic expressions to talk about your thoughts and feelings. There is. ◎ | In order to convey your thoughts about the Earth, organize your content about the problems faced by living things and the Earth, and what we can do, and then use simple words and basic expressions to talk about your thoughts and feelings. It is said that ◎ |

**▶ Example evaluation rubric for “speaking (presentation)”**

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| A (satisfactory) | In addition to B, you can include the simple words and basic expressions you have learned so far and speak them correctly. | In order to convey one's thoughts about the earth , one can talk about the problems faced by living things and the earth, and what one can do , after fully organizing the content and order of the conversation. | one's thoughts about the Earth , one can speak in a way that is easy to understand, paying attention to the other person's eye contact and reactions. |
| B (generally satisfactory) | ① Problems facing living things and the earth  ②What we can do  I can generally speak correctly about | In order to convey one's thoughts about the Earth , students can talk about the problems faced by living things and the Earth, and what they can do after organizing the content and order of what they want to say. | one's thoughts about the Earth , one can speak in an easy-to-understand manner, paying attention to the other person's eye contact and reactions. |
| C (requires effort) | Less than B. | Less than B. | Less than B. |

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] Talk (presentation) = Speaking (presentation) / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **◎Evaluation to be recorded** |
| 1 | 70  ~  71 | 🏁current goal | | In order to learn about each other's thoughts on the Earth, students can listen to specific information about the problems faced by living things and the Earth, and what they can do, and discuss the content after organizing it. |  |
| Introduction (10 minutes) | greeting | ・Before class starts, play Let's Sing from Units 4 to 6 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk | Teachers and students communicate about countries they want to visit, things around them, and living things they want to save. Interact with each other depending on the actual situation. |
| Deployment (30 minutes) | Your Goal | ・Watch the video and check the unit goals and goal activities.  ・Check the necessary expressions and vocabulary. Share the rubric with everyone as needed. | STEP : Talk (Presentation) / Knowledge/Techniques  Understand knowledge (expressions and related phrases that convey things like what we can do for living things and the earth).  Skills Students have acquired the skill to use [ditto] to talk about their thoughts and feelings about the problems facing living things and the earth, and what they can do. |
| HOP | ・Listen to the audio of Genki's presentation and write what you understand in the space provided.  ・Check what you have learned in pairs or as a whole. |
| STEP | - Organize your thoughts and information using the mapping on p.71 .  - Individual study time. Students review what they have learned in Units 4 to 6 by watching the video and audio from the textbook, and check vocabulary on the MPD.  ・Practice your presentation in pairs. The instructor will provide mid-session guidance as necessary.  ・Fill out the section on page 70 titled “Write about the things you would like to improve in your presentation.” |
| Summary ( 5 Minutes) | | Reflect on what was learned in this lesson. |  |
| 2 | 70  ~  71 | 🏁Goals of this lesson | | In order to convey one's thoughts about the Earth, students can organize and talk about the problems faced by living things and the Earth, and what they can do. |  |
| Introduction (5 minutes) | greeting | ・Before class starts, play Let's Sing from Units 4 to 6 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk  Such | Do the same activities as in the first session, or choose one or two songs from the Let's Chant songs in Units 4 to 6, and have everyone sing along to get used to the chant. |
| Deployment (30 minutes) | Your Goal | ・Share with the class the good points and reflections from the previous work.  ・Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check the `` Write down what you would like to improve upon in your presentation' ' that you filled out in the previous section . | JUMP : Story (Presentation) / ◆Thoughts, judgments, and presentations  《In order to convey your thoughts about the earth, organize the content about the problems faced by living things and the earth, and what we can do, and then use simple words and basic expressions to express your thoughts and feelings.》 speaking.  JUMP : Talk (Presentation) / ★Attitude  [Same as above] Trying to talk. |
| JUMP | - Present in a poster session format several times with different participants.  ・The instructor will provide interim guidance and review ideas for making a good speech as a whole.  ・After repeating the test several times, perform mutual evaluation. |
| Summary (10 minutes) | | - Check MPD's CAN-DO tree (pp.42-43) and self-evaluate.  ・(If possible) Record and submit your presentation as a summary of the second semester.  ・Fill in JUMP on p.71 of the textbook.  ・Instructors provide feedback in the second semester by observing children's growth and building their confidence. |  |

**▶ Unit overview**

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| --- | --- | --- | --- | --- |
| Unit name | Unit 7 My Best Memory | | textbook page | pp.72-81 |
| Dividend time | 8 hours |
| unit objective | To get to know each other better, you can ask about and introduce your favorite memories from elementary school. Students can also read sample sentences and use them as a reference to write about their favorite memories from elementary school. | | learning period | January to February |
| Other related subjects | moral |
| Main expression | [Memories] What's your best memory? / My best memory is ....  [What I did and my impressions ] What did you do? / We went to .... / We ate [saw] .... / It was ....  [Other] How was ...? / Nice talking to you. | | | |
| main vocabulary | Things I did / school events / town / impressions/situation, etc. | scene | Classroom / Online conversation | |
| Function/function | Ask questions, answer, explain, give feedback | | | |
| Ingenuity (strategy) | Use the expressions you have learned so far | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 7, refer to the instruction manual "Research Edition" p.201.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (exchange) = speaking (exchange) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** | |
| **Starting Out** (Time 1) 🏁Capture an overview of interactions about memories of elementary school life. | | | | | | |
| 1 | 72  ~  73 | Introduction (20 minutes) | | Greetings / SL (p.80 ) Read the English text of ①. / Let's Sing (Song) Watch the video “Four Seasons” / Small Talk “What do you like about school?” / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. | |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. |
| Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Starting Out** (Period 2) 🏁Students will become accustomed to expressing their memories of elementary school life, and will have an outlook on goal activities. | | | | | | |
| 2 | 72  ~  73 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.80 ) Read the English text of ②. / Check your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] | |
| Deployment (30 minutes) | Let's Chant | “What's your best memory?” |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Let's Read and Write | Listen to the sample sentences, read them, and write down your favorite memories. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (3rd period) 🏁Share with your friends about your favorite memories from elementary school. | | | | | | |
| 3 | 74  ~  75 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.80 ) Read the English text of ③. / Check your goals | Let's Listen 1・L et's Try : Listening / ● Knowledge/Skills  Understand What's your best memory?, My best memory is ...., We went to ...., It was ...., and related phrases.  Technique Students are learning the skills to understand the outline of their lives by listening to conversations about their favorite memories from their elementary school lives. | |
| Deployment (30 minutes) | Let's Watch | Check how to ask about your favorite memory and how to answer . |
| Let's Listen 1 | Listen to the conversation and find out what is the best memory of elementary school life . |
| Let's Chant | “What's your best memory?” |
| Let's Try | Ask each other in pairs about their favorite memories from elementary school. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th period) 🏁Read about your favorite memory from elementary school and write about it using example sentences as reference. | | | | | | |
| Four | 74  ~  75 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.80 ) Read the English text of ④. / Small Talk “What school event do you like?” / Confirm your goals | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (25 minutes) | Let's Chant | “What's your best memory?” | |
| Let 's Read | ・Read notes written in familiar sentences using pictures and other hints.  - Read the notes aloud to each other in pairs. | |
| Let 's Listen 2 | Listen to the audio of the presentation and compare it with your own reading. | |
| Let's Read and Write | Let's Read and Write on p .74 . Listen to the sample sentences, read them, and write down what you did and what you thought about your fondest memories. | |
| Summary ( 5 minutes) | | Check “Reflection” on p.75. | |
| **Enjoy Communication** ( 5th period) 🏁Think about what you can communicate about your favorite memories from elementary school by looking back on expressions and organizing information. | | | | | | |
| Five | 76  ~  77 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.81 ) Read the English text of ⑤. / Small Talk “How was your school trip?” / Confirm your goals | | Step 2: Talk (exchange) / ● Knowledge/Techniques  knowledge Understand [ What's your best memory?, My best memory is ...., We went to ...., It was ...., and related phrases ].  Students are learning the skills to communicate their thoughts and feelings using [same as above] regarding their fondest memories from their time at Giza Elementary School.  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to get to know the other person better, I get a general idea of the other person by listening to them exchange stories and short stories about their favorite memories from elementary school. |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. | |
| Let's Chant | “What's your best memory?” | |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  - Organize the content you want to convey by filling in the blanks with information and thoughts or creating "memory cards."  ・Communicate in pairs about memories of elementary school life and improve the content and attitude. | |
| Summary ( 5 minutes) | | Fill in " Things to keep in mind during the before conversation" on p.77 . | |
| **Enjoy Communication** ( 6th period) 🏁In order to get to know each other better, we share our favorite memories from elementary school. | | | | | | |
| 6 | 76  ~  77 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.81 ) Read the English text of ⑥. / Check your goals | | Your Goal: Talk (exchange) / ◆ Thoughts, judgments, and expressions  ``In order to express ourselves and get to know the other person better, we use simple words and basic expressions to share our thoughts and feelings about our favorite memories from elementary school.''  Your Goal: Talk (interaction) / ★ Attitude  [Same as above] They are trying to communicate . |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “What's your best memory?” | |
| Your Goal | ・After watching the model video, share your memories of elementary school life.  ・Take time for interim guidance as a whole and communicate again.  ・Fill out the “After Activity Review” and write down what you talked about. | |
| Summary ( 5 minutes) | | Check "Reflection" on p.77 and the CAN-DO tree (MPD pp.42-43). | |
| **Over the Horizon** ( 7th hour) 🏁Using images and audio as clues, students will think about the life and events of elementary schools around the world and deepen their understanding of world cultures . | | | | | | |
| 7 | 78  ~  79 | Introduction ( 1 5 minutes) | | Greetings / Song / SL (p.81 ) Read the English text of ⑦. / Small Talk “What's your best memory?” / Confirm your goals | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (25 minutes) | cultural exploration | Watch videos about events at elementary schools in the UK and think about the differences between them and your own school. | |
| Fukabori! : Think about Japanese events that you would like to recommend to elementary school students from other countries . | |
| Summary ( 5 minutes) | | Reflect on your current learning. | |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | | |
| 8 | 78  ~  79 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.81 ) Read the English text of ⑧. / Check your goals | | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | world exploration | Watch videos of Chinese children speaking and learn about memories of elementary school life and the similarities between China and Japan . | |
| story exploration | Listen to or read out loud the life story and famous quotes of Malala Yousafzai while looking at the pictures . | |
| Summary ( 5 minutes) | | Check “Reflection” on p.79. We will also look back at this entire unit. | |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Unit 8 My Future, My Dream | | textbook page | pp.82-91 |
| Dividend time | 8 hours |
| unit objective | You can listen and communicate about what you want to do in the future to support each other's dreams. You can also read sample sentences and use them as a reference when writing about club activities you would like to participate in in junior high school or your dreams for the future. | | learning period | February to March |
| Other related subjects | moral |
| Main expression | [Club activity you want to join] What club do you want to join? / I want to join ....  [Future Dream] What do you want to be? / I want to be a .... / I want to work [live/help] ....  [Others] I like .... / I'm good at .... / Good luck! | | | |
| main vocabulary | Club activities / occupation / movements / impressions/states, etc. | scene | Classroom / Graduation Ceremony / Airport | |
| Function/function | ask, answer, explain | | | |
| Ingenuity (strategy) | use gestures | | | |

**▶ Example evaluation criteria**　　For all examples of evaluation criteria for Unit 8, refer to the instruction manual “Research Edition” p.219.

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] talk (exchange) = speaking (exchange) / S L = Sounds and Letters / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **Recorded evaluation** |
| **Starting Out** (1st period) 🏁Capture an overview of conversations about what they want to do in junior high school and their dreams for the future. | | | | | |
| 1 | 82  ~  83 | Introduction (20 minutes) | | Greetings / SL (p.90 ) Read the English text of ⑨. / Let's Sing (Song) Watch the video “My Future Dream” / Small Talk “Are you in a club now?” / Our Goal and see what you are aiming for. | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] If you observe the children in class and find that there is an element of additional points in terms of ``active attitude towards learning'' regarding ``listening'', you may record the evaluation. |
| Deployment ( 20 minutes) | Listen and Think | ・Look at the illustrations and guess the scene and conversation content.  write the number in the circle of the corresponding illustration .  ・Watch the anime and check the conversation. |
| Let's Chant | - Listen once and check the timing to repeat.  ・If necessary, check the words on the MPD and say the chant. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Starting Out** (2nd period) 🏁Students become accustomed to communicating about what they want to do in junior high school and their dreams for the future, and have an outlook on goal activities. | | | | | |
| 2 | 82  ~  83 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.90 ) Read the English text of ⑩. / Check your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | Let's Chant | “I want to be a star!” |
| Listen and Think | After watching the animation, the instructor and students communicate using the important expressions they have heard. |
| Watch and Think | ・Watch the video and check the answer to question 1 .  ・Think about what you would like to convey and write it in your plan. |
| Let's Read and Write | Listen to the sample sentences, read them, and write down the club activity you would like to join. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (3rd period) 🏁Talk with your friends about the club activities you want to join in middle school and your dreams for the future. | | | | | |
| 3 | 84  ~  85 | Introduction ( 1 0 minutes) | | (Song) / Greetings / SL (p.90 ) Read the English text of ⑪. / Check your goals | Let's Listen 1・L et's Try : Listening / ● Knowledge/Skills  Understand What club do you want to join?, I want to join ...., What do you want to be?, I want to be .... and related phrases.  Technique By listening to conversations about what they want to do in junior high school and their dreams for the future, they are acquiring the skills to get an overview. |
| Deployment (30 minutes) | Let's Watch | Check how to ask and answer questions about club activities you want to join and dreams for the future . |
| Let's Listen 1 | Listen to their conversations and learn about the club activities they want to join and their dreams for the future . |
| Let's Chant | “I want to be a star!” |
| Let's Try | Pairs ask each other about the club activities they would like to join and their dreams for the future. |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Your Turn** (4th period) 🏁Read about the extracurricular activities you want to join in middle school and your dreams for the future, and write about them using example sentences as reference. | | | | | |
| Four | 84  ~  85 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.90 ) Read the English text of ⑫. / Small Talk “What club do you want to join?” / Confirm your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (25 minutes) | Let's Chant | “I want to be a star!” |
| Let 's Read | ・Read notes written in familiar sentences using pictures and other hints.  - Read the notes aloud to each other in pairs. |
| Let 's Listen 2 | Listen to the audio of the presentation and compare it with your own reading. |
| Let's Read and Write | L et's Read and Write on p .84 . Listen to the sample sentences, read them, and write down your dreams for the future. |
| Summary ( 5 minutes) | | Check “Reflection” on p. 8 5. |
| **Enjoy Communication** ( 5th period) 🏁Think about the club activities you want to join in junior high school and your dreams for the future, by looking back on your expressions and organizing information, and thinking about what you want to convey in your interactions. | | | | | |
| Five | 86  ~  87 | Introduction ( 1 5 minutes) | | (Song) / Greetings / SL (p.91 ) Read the English text of ⑬. / Small Talk “What do you want to be?” / Confirm your goals | Step 2: Talk (exchange) / ● Knowledge/Techniques  knowledge Understand [ What club do you want to join?, I want to join ...., What do you want to be?, I want to be .... and related phrases ].  Students are acquiring the skills to communicate their thoughts and feelings using [same as above] about what they want to do during their time at technical junior high school and their dreams for the future.  Step 2: Listening / ◆ Thoughts, judgments, and expressions  In order to support the other person's dreams, I get an overview by listening to exchanges and short stories about what they want to do in junior high school and their dreams for the future. |
| Deployment ( 2 5 minutes) | Step 1 | After watching the model video, listen to the audio while following the English text with your finger. |
| Let's Chant | “I want to be a star!” |
| Step 2 | Check the words and phrases necessary for the activity using M PD .  - Organize what you want to convey by filling in the blanks with your thoughts and creating "future cards."  - In pairs, talk to each other about club activities you want to join, jobs you want, etc., and improve your content and attitude. |
| Summary ( 5 minutes) | | Fill in " Things to keep in mind during the before conversation" on p.87 . |
| **Enjoy Communication** ( 6th session) 🏁In order to support each other's dreams, let's talk about what we want to do in the future. | | | | | |
| 6 | 86  ~  87 | Introduction ( 1 0 minutes) | | (song) / greeting / SL (p.91 ) Read the English text of ⑭. / Check your goals | Your Goal: Talk (exchange) / ◆ Thoughts, judgments, and expressions  ``In order to support each other's dreams, we use simple words and basic expressions to communicate our thoughts and feelings about what we want to do in junior high school and our dreams for the future.''  Your Goal: Talk (interaction) / ★ Attitude  [Same as above] They are trying to communicate . |
| Deployment (30 minutes) | Let's Chant | Get used to saying important expressions by saying “I want to be a star!” |
| Your Goal | ・After watching the model video, talk to each other about what you want to do in the future.  ・Take time for interim guidance as a whole and communicate again.  ・Fill out the “After Activity Review” and write down what you talked about. |
| Summary ( 5 minutes) | | Check "Reflection" on p.87 and the CAN-DO tree (MPD pp.42-43). |
| **Over the Horizon** ( 7th hour) 🏁Using images and audio as clues, think about jobs that use English, and deepen your understanding of the world that is expanding through English . | | | | | |
| 7 | 88  ~  89 | Introduction ( 1 5 minutes) | | Greetings / Song / SL (p.91 ) Read the English text of ⑮. / Small Talk “Do you like English?” / Confirm your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  [ \* 1] |
| Deployment (25 minutes) | cultural exploration | Watch videos of Japanese people working overseas and think about jobs that use English, diversity, etc. |
| Fukabori! : Think about the reasons for learning a language other than your mother tongue . |
| Summary ( 5 minutes) | | Reflect on your current learning. |
| **Over the Horizon** ( 8th hour) 🏁Think about children in other countries and the characteristics of that country using visual and audio clues. Also, read the story using audio and illustrations as reference. | | | | | |
| 8 | 88  ~  89 | Introduction ( 1 0 minutes) | | Greetings / Song / SL (p.91 ) Read the English text of ⑯. / Check your goals | At this time, we will provide guidance toward the goal, but no evaluation will be recorded.  See [\*1] |
| Deployment (30 minutes) | world exploration | Watch videos of Turkish children speaking and learn about Turkey's geographical environment, famous places, and specialties . |
| story exploration | Listen to and read aloud Nakamura Tetsu's biography and famous quotes while looking at the pictures . |
| Summary ( 5 minutes) | | Check “Reflection” on p.89. We will also look back at this entire unit. |
| 📝When implementing a final unit test, secure time for it by shortening the time spent on some activities (Fukabori! and World Exploration) in the 7th and 8th periods. The test includes questions about the knowledge and skills of ``listening,'' ``reading,'' and ``writing,'' as well as the thoughts, judgment, and tables of ``listening.'' (For details, see the Worksheet Edition or the Instruction Manual. (See “Content Library”). | | | | | |
| \*The evaluations to be recorded for "reading" and "writing" will be determined based on the learning situation of each school. When implementing this, instead of determining evaluation based on specific activities, use writing in textbooks, worksheets, end-of-unit tests, etc. to continuously monitor the unit and evaluate comprehensively. It is desirable to do so. | | | | | |

**▶ Unit overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit name | Check Your Steps 3 Graduation! My thoughts that I want to convey now | | textbook page | pp.92-93 |
| Dividend time | 2 hours |
| unit objective | In order to convey your thoughts on graduation, you can organize your thoughts and feelings about your memories of elementary school life and your dreams for the future. | | learning period | March |
| Other related subjects | - |
| Main expression | [Review of what you have already learned]  My best memory is .... / We went to .... / We ate [saw] .... / It was .... / I want to join .... / I want to be a .. .. / I want to work [live/help] .... etc. | | | |
| main vocabulary | School events / Impressions / Club activities / Occupations / Movements, etc. | scene | Classroom presentations and message videos | |
| Function/function | announce, explain | | | |
| Ingenuity (strategy) | Share your thoughts and support others | | | |

**▶ Example evaluation criteria**　　\*It is recommended that the viewpoints/areas marked with ◎ be evaluated and recorded.

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| To listen | <Knowledge> Understands [expressions and related phrases that convey events, their impressions, what they want to do, etc.].  <Skills> Students have acquired the ability to listen to presentations about their memories of elementary school life and dreams for the future and grasp the outline. | In order to understand the other person's feelings about graduation, I listen to short stories about memories of elementary school life and dreams for the future to get an overview. | In order to understand the other person's feelings about graduation, I try to listen to short stories about memories of elementary school life and dreams for the future. |
| speaking (presentation) | <Knowledge> I understand [same as above]. ◎  <Skills> Students have acquired the skills to use [same as above] to talk about their thoughts and feelings about their memories of elementary school life and dreams for the future. ◎ | on graduation , they organize their memories of elementary school life and dreams for the future, and then use simple words and basic expressions to talk about their thoughts and feelings. ◎ | on graduation , they organize their memories of elementary school life and dreams for the future, and then use simple words and basic expressions to talk about their thoughts and feelings. ◎ |

**▶ Example evaluation rubric for “speaking (presentation)”**

|  |  |  |  |
| --- | --- | --- | --- |
|  | knowledge/skills | Thoughts, judgments, expressions | Attitude to engage in learning independently |
| A (satisfactory) | In addition to B, you can include the simple words and basic expressions you have learned so far and speak them correctly. | convey one 's feelings about graduation , one can talk about memories of elementary school life and dreams for the future, with a well-organized content and order. | convey my thoughts about graduation , I am able to speak clearly enough to be aware of the other person's eye contact and reactions. |
| B (generally satisfactory) | ① Best memory of elementary school life  ② Club activities you would like to participate in in junior high school  ③Future dreams  I can generally speak correctly about | convey one 's feelings about graduation , students can talk about their memories of elementary school life and dreams for the future, organizing the content and order of what they want to say. | Be able to speak clearly and pay attention to the other person's eye contact and reactions in order to express one 's feelings regarding graduation . |
| C (requires effort) | Less than B. | Less than B. | Less than B. |

**▶ Unit teaching plan example**\*Colored areas indicate activities that are recommended to be evaluated and recorded.

[Abbreviation] Talk (presentation) = Speaking (presentation) / MPD = My Picture Dictionary

Wisdom/Skills = Knowledge/Skills / Thoughts/Judgments/Expressions = Thoughts/Judgments/Expressions / Attitudes = Attitude towards learning independently

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **page** | **Main activities** | | | **◎Evaluation to be recorded** |
| 1 | 92  ~  93 | 🏁current goal | | In order to find out each other's feelings about graduation, students can ask for specific information about their memories of elementary school life and their dreams for the future, and then organize the content and talk about it. |  |
| Introduction (10 minutes) | greeting | ・Before class starts, play Let's Sing from Units 7-8 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk | Teachers and students exchange memories of elementary school life and dreams for the future. Interact with each other depending on the actual situation. |
| Deployment (30 minutes) | Your Goal | ・Watch the video and check the unit goals and goal activities.  ・Check the necessary expressions and vocabulary. Share the rubric with everyone as needed. | STEP : Talk (Presentation) / Knowledge/Techniques  Understand knowledge (expressions and related phrases that convey events, their impressions, what they want to do, etc.) .  Students are acquiring the skills to use the above phrases to talk about their thoughts and feelings about their memories of their time at Giza Elementary School and their dreams for the future . |
| HOP | ・Listen to the audio of Nanami's presentation and write what you understand in the space provided.  ・Check what you have learned in pairs or as a whole. |
| STEP | ・Organize your information using the profile sheet on p.93 .  ・Individual study time. Children watch videos and audio from the textbook to reflect on what they learned in Units 7 and 8, and check vocabulary on the MPD.  ・Practice your presentation in pairs. Instructors provide interim guidance as necessary.  ・Fill in "Write down what you would like to improve upon in your presentation." on page 92. |
| Summary ( 5 minutes) | | Reflect on your current learning. |  |
| 2 | 92  ~  93 | 🏁current goal | | In order to express my feelings about graduation, I can talk about my memories of elementary school life and dreams for the future in an organized manner. |  |
| Introduction (5 minutes) | greeting | ・Before class starts, play Let's Sing from Units 7-8 to create an atmosphere.  - Ask about mood, date, day of the week, weather, etc. |  |
| Small talk  Such | Chant from Units 7-8 to get used to the oral routine. |
| Deployment (30 minutes) | Your Goal | ・Share with the class the good points and reflections from the previous work.  ・Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check the `` Write down what you would like to improve upon in your presentation' ' that you filled out in the previous section . | JUMP : Story (Presentation) / ◆Thoughts, judgments, and presentations  ``In order to convey my thoughts on graduation, I organize my thoughts and feelings about my memories of elementary school life and dreams for the future, using simple words and basic expressions.''  JUMP : Talk (Presentation) / ★Attitude  [Same as above] Trying to talk. |
| JUMP | - Make a presentation and record the presentation. Or watch pre-recorded content .  ・The instructor will provide interim guidance and review ideas for making a good speech as a whole.  ・After repeating the test several times, perform mutual evaluation. |
| Summary (10 minutes) | | - Check MPD's CAN-DO tree (pp.42-43) and self-evaluate.  ・If possible, record and submit your presentation as a summary of the third semester.  ・Fill in JUMP on p.93 of the textbook.  ・Instructors provide feedback during the third semester and throughout the year , observing the growth of children and giving them confidence for junior high school life . |  |