



Grade 2 Semester 1 Learner Outcomes 2019-20

	Unit 1	Unit 2	Unit 3	Year Long Unit
Transdisciplinary Theme	<p>Who we are</p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>	<p>How the world works</p> <p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p>How we organize ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i></p>	<p>How we express ourselves</p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>
Unit of Inquiry Details	<p>Self-Awareness</p> <p>Central Idea Self awareness informs our learning and development</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts: identity, consequences, behaviour</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Exploring personal characteristics Awareness of ourselves in social situations Using self awareness to set goals 	<p>Forces and Motion</p> <p>Central Idea People apply their understanding of forces and energy to simple, compound and complex machines.</p> <p>Key concepts: function, change, causation</p> <p>Related concepts: forces, mechanics</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Different types of forces How machines function The impact of machines on our world 	<p>Communities</p> <p>Central Idea People play different roles in the communities they belong to.</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: community, organisation, interaction</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Reasons people live in a community Roles and responsibilities needed to support a community How communities are organized 	<p>Appreciating Nature</p> <p>Central Idea People express their appreciation of nature in different ways.</p> <p>Key concepts: form, perspective, responsibility</p> <p>Related concepts: appreciation, nature, inspiration, well-being</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The different ways people express an appreciation of nature The reasons why people appreciate nature Ways to respond to nature
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile reflective, caring, balance 	<ul style="list-style-type: none"> Learner Profile: Knowledgeable, Thinker 	<ul style="list-style-type: none"> Learner Profile: communicator, risk-taker 	<ul style="list-style-type: none"> Learner Profile: knowledgeable, inquirer
Approaches to Learning Focus	<ul style="list-style-type: none"> Social Self-management 	<ul style="list-style-type: none"> Thinking Research 	<ul style="list-style-type: none"> Communication Social Thinking Self-management Research 	<ul style="list-style-type: none"> Thinking Communication Self management Research
ICT Integration	<p>Use of applications:</p> <ul style="list-style-type: none"> Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) 	<p>IT integration: Using technology to assist in tracking how forces and motion work.</p> <p>Introductory coding using Sphero robots: Students using some introductory coding to control the Sphero's to explore motion and friction and how it affects the movement of an object</p> <p>Organising:</p> <ul style="list-style-type: none"> Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Creating:</p> <ul style="list-style-type: none"> Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) <p>Algorithms and programming:</p> <ul style="list-style-type: none"> To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs <p>Data and information:</p> <ul style="list-style-type: none"> Use technology purposefully to organise digital 	<p>IT integration: Students introduced to the various ways in which people now communicate to wider audiences. Class skype sessions with other classes from around the world to show the ease in which we can communicate to wider audiences.</p> <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Use non-Google educational apps (e.g. Padlet and Seesaw) to communicate and collaborate with peers and other appropriate audiences (local, national, global, other PYP schools) <p>Communication and E-Safety: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.</p> <p>Creating:</p> <ul style="list-style-type: none"> Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) <p>Digital Citizenship:</p> <ul style="list-style-type: none"> Follow class guidelines when sharing personal information Apply basic protocols when using ICT to communicate with unknown audiences 	<p>IT Integration: Students gain knowledge in how they should interact in an online environment. What is appropriate chat for online use and what makes you a good digital Citizen.</p> <p>Digital Citizenship:</p> <ul style="list-style-type: none"> Follow class guidelines when sharing personal information Apply basic protocols when using ICT to communicate with unknown audiences Recognize the need to keep passwords & usernames safe Demonstrate appropriate and safe behaviour while using devices Identify how ICT is used at home and school Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Use non-Google educational apps (e.g. Padlet and Seesaw) to communicate and collaborate with peers and other appropriate audiences (local, national, global, other PYP schools)



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		content	<ul style="list-style-type: none"> Demonstrate appropriate and safe behaviour while using devices Identify how ICT is used at home and school 	
PSPE Integration (Personal and Social - Identity and Interactions)	<ul style="list-style-type: none"> Reflect on their experiences in order to build a deeper understanding of self Describe some physical and personal characteristics and personal preferences Identify their feelings and emotions and explain possible causes Identify positive thoughts and attitudes in themselves and others Explain how different experiences can result in different emotions Identify feelings and begin to understand how these are related to behavior Express hopes, goals and aspirations Describe how personal growth has resulted in new skills and abilities Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences Recognize that others have emotions, feelings and perspectives that may be different from their own Identify when their actions have impacted on others Seek adult support in situations of conflict Share their own relevant ideas and feelings in an appropriate manner Understand the impact of their actions on each other and the environment 		<ul style="list-style-type: none"> Analyse how they are connected to the wider community Reach out for help when it is needed for themselves or others Recognize the different group roles and responsibilities 	<ul style="list-style-type: none"> Willingly approach and persevere with new situations Identify and explore strategies that help them to cope with change Enjoy interacting, playing and engaging with others Take turns Listen respectfully to others Ask questions and express wonderings Celebrate the accomplishments of others Cooperate with others Talk about their interactions with the environment

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
Reading Workshop Focus	Second-Grade Reading Growth Spurt (Unit 1) <ul style="list-style-type: none"> Bend 1: Taking Charge of Reading Bend 2: Working Hard to Solve Tricky Words 	Second-Grade Reading Growth Spurt (Unit 1) <ul style="list-style-type: none"> Bend 2: Working Hard to Solve Tricky Words Becoming Experts (Unit 2) Bend 1: Thinking Hard and Growing Knowledge	Becoming Experts (Unit 2) <ul style="list-style-type: none"> Bend 2: Learning the Lingo of a Topic Bend 3: Reading Across a Topic 	
Writing Workshop Focus	Lessons from the Masters: Improving Narrative Writing (Unit 1) <ul style="list-style-type: none"> Bend 1: Studying the Masters for Inspiration and Ideas Bend 2: Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in <i>Owl Moon</i> 	Lab Reports and Science Books (Unit 2) <ul style="list-style-type: none"> Bend 2: Writing to teach others about our discoveries 	Lab Reports and Science Books (Unit 2) <ul style="list-style-type: none"> Bend 3: Writing about a chosen topic in Information Books 	
Library/Research Skills	<ul style="list-style-type: none"> Consolidate knowledge of borrowing procedures of school resources. Select books appropriate to interest, need, and reading ability using browsing techniques. Use school catalogue to locate books by title, author and subject. 	<ul style="list-style-type: none"> Consolidate knowledge of borrowing procedures of school resources including books and e-books. Select books appropriate to interest, need, and reading ability using browsing techniques. Pose questions to identify and clarify issues, and compare information. 	<ul style="list-style-type: none"> Differentiate between fiction and nonfiction resources and their location. Brainstorm possible sources of new information. Identify key words. Use contents and index pages of nonfiction books using keywords. 	<ul style="list-style-type: none"> Create and Reflect on (Sakura) goals. Appreciate 'information' gained from poetry. Select questions to investigate.



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	<ul style="list-style-type: none"> Draw on prior knowledge to brainstorm ideas and vocabulary for a given question and contributes to a group list of what is known. 	<ul style="list-style-type: none"> Formulate questions beginning with who, what, when, where, how and why. Suggest cause and effect relationships by examining themes and pictures. 	<ul style="list-style-type: none"> Organise questions beginning with who, what, when, where, how and why using different criteria. Brainstorm possible sources of new information. 	
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Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Count within 1000; skip-count by 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. 100 can be thought of as a bundle of ten tens — called a "hundred." The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. 	<p>Numbers and Operations</p> <ul style="list-style-type: none"> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Measurement</p> <p>Data Analysis and Probability</p> <ul style="list-style-type: none"> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Estimate lengths using units of inches, feet, centimeters, and meters. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units. 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three -digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Add up to four two -digit numbers using strategies based on place value and properties of operations. Explain why addition and subtraction strategies work, using place value and the properties of operations. <p>Measurement</p> <p>Data Analysis and Probability</p> <ul style="list-style-type: none"> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three -digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Specialists

	Unit 1	Unit 2	Unit 3	Year Long Unit
Art	<p>Responding</p> <ul style="list-style-type: none"> Identify the formal elements of an artwork Use appropriate terminology to discuss artwork <i>Become and engaged and responsive audience for a variety of art forms</i> <p>Creating</p> <ul style="list-style-type: none"> Sharpen their powers of observation <i>Identify the stages of their own and other' creative processes</i> <p>Art and Design Skills: <i>Painted self-portrait</i></p>	<p>Responding</p> <ul style="list-style-type: none"> Investigate the purposes of artwork from different times, places and a range of cultures including their own Describe similarities and differences between artworks <i>Become and engaged and responsive audience for a variety of art forms</i> <p>Creating</p> <ul style="list-style-type: none"> <i>Demonstrate control of tools, materials and processes</i> <i>Make predictions, experiment, and anticipate possible outcomes</i> <p>Art and Design Skills: <i>Action painting</i></p>	<p>Responding</p> <ul style="list-style-type: none"> Sharpen their powers of observation Identify the formal elements of an artwork <p>Creating</p> <ul style="list-style-type: none"> Sharpen their powers of observation Combine a variety of formal elements to communicate ideas, feelings and/or experiences <p>Art and Design Skills: <i>Drawing Figures - Charcoal</i></p>	<p>Responding</p> <ul style="list-style-type: none"> Use appropriate terminology to discuss artwork Describe the similarities and differences between artworks Identify the stages of their own and others' creative processes <p>Creating</p> <ul style="list-style-type: none"> Identify, plan and make specific choices of materials, tools and processes Consider their audience when creating artwork <p>Art and Design Skills: Designing and creating a garden space</p>
PE	<p>Self Awareness-Cooperative Games Unit</p> <ul style="list-style-type: none"> Define open space. Participate in a variety of group settings (e.g., partners, small groups, large groups) without 	<p>Target Games unit (Stand Alone)</p> <ul style="list-style-type: none"> Roll a ball for distance, using proper form. Throw a ball for distance, using proper form. 	<p>Forces in Motion-(Striking & Fielding/Kicking Units) (Manipulative Skills)</p> <ul style="list-style-type: none"> Hand-dribble, with control, a ball for a sustained period. 	<ul style="list-style-type: none"> Move to open spaces within boundaries while traveling at increasing rates of speed. Skip and leap, using proper form.



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	<p>interfering with others.</p> <ul style="list-style-type: none"> Accept responsibility for one's own behavior in a group activity. Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance. Encourage others by using verbal and nonverbal communication. Demonstrate respect for self, others, and equipment during physical activities. Demonstrate how to solve a problem with another person during physical activity. Participate positively in physical activities that rely on cooperation. 	<ul style="list-style-type: none"> Identify opportunities to use underhand and overhand movement (throw) patterns. Identify different opportunities to use striking skills. 	<ul style="list-style-type: none"> Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball. Explain how to reduce the impact force of an oncoming object. Compare the changes in force applied to the ball and the ball speed when rolling a ball for various distances. <p>(Striking and Fielding)</p> <ul style="list-style-type: none"> Strike a ball with a bat from a tee or cone, using correct grip and side orientation Strike a balloon consistently in an upward or forward motion, using a short-handled paddle Identify the different points of contact when striking a balloon upward and striking a balloon forward. Identify opportunities to use underhand and overhand movement (throw) patterns. Explain key elements of throwing for distance Identify the roles of body parts not directly involved in catching objects. Explain the purpose of using a side orientation when striking a ball from a batting tee. <p>(Kicking)</p> <ul style="list-style-type: none"> Foot-dribble, with control, a ball along the ground. Kick a slowly rolling ball. Identify when to begin the kicking motion when kicking a slowly rolling ball. 	<ul style="list-style-type: none"> Demonstrate respect for self, others, and equipment during physical activities. Participate in enjoyable and challenging physical activities for increasing periods of time.
Music	<p>Music Unit on Rhythm:</p> <p>Responding</p> <ul style="list-style-type: none"> Read, write and perform simple musical patterns and phrases Students sing ostinatos, partner songs, and rounds/canons Recognize different sources of music in daily life Sing songs (and chants) from a variety of times, cultures, and styles <p>Creating</p> <ul style="list-style-type: none"> Read and write music using traditional and non-traditional notation. Participate in performing and creating music both individually and collectively 	<p>Music Unit on Performance</p> <p>Responding to Music:</p> <ul style="list-style-type: none"> Sing individually and in unison Reflect on and communicate their reactions to music using musical vocabulary Sing with accuracy and control focusing awareness on the musical elements. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor <p>Creating Music</p> <ul style="list-style-type: none"> Participate in performing and creating music both individually and collectively. Share performances with one another and give constructive feedback 	<p>Music Unit on Melody:</p> <p>Responding</p> <ul style="list-style-type: none"> Performance: Sing with accuracy and control focusing awareness on the musical elements. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments Explore sound as a means of expressing imaginative ideas Use vocal sounds, rhythms and instruments to express feelings or ideas* <p>Creating</p> <ul style="list-style-type: none"> Use vocal sounds, rhythms and instruments to express feelings or ideas. Move their bodies to express the mood of the music Express their responses to music in multiple ways. 	<p>Responding</p> <p>Timbre/Tone Color and Texture</p> <p>Singing/ Playing Instruments:</p> <ul style="list-style-type: none"> Explore body sounds and a variety of untuned/tuned percussion instruments in order to develop fine motor control and express ideas <p>Listening and Appreciation:</p> <ul style="list-style-type: none"> Identify sound sources of classroom instruments, Japanese instruments, and familiar orchestral instruments by name and families. Distinguish and describe musical elements (pitch/vibration/ metal/wood) <p>Creating</p> <ul style="list-style-type: none"> Use a variety of sound sources when composing Create a soundscape based on personal experiences of nature using created instruments and notating ideas with non-traditional music notation. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping)
Dance	<p>UOI Link:</p> <p>Responding</p> <ul style="list-style-type: none"> Describe the ideas and feelings communicated through body movement 	<ul style="list-style-type: none"> Responding Display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance 	<p>Dance: Ballet</p> <p>Responding</p> <ul style="list-style-type: none"> Recognize that dance plays an innovative role in communicating ideas within cultures and societies 	<p>Responding</p> <ul style="list-style-type: none"> Demonstrate the following partner skills: copying, leading and following, mirroring



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	<ul style="list-style-type: none"> Demonstrate the following partner skills: copying, leading and following, mirroring Identify at least three personal goals to improve themselves as dancers <p>Creating</p> <ul style="list-style-type: none"> Create a dance phrase with a beginning, a middle, and an ending Create movement that explores dimensions of direction, level, and shape (locomotor, axial movement) Present their own dances to peers and discuss their meanings with competence and confidence 	<ul style="list-style-type: none"> Realize that there is a dynamic connection between the audience and performer Creating : Work cooperatively towards a common goal, taking an active part in the creative experience Creating: Consider and maintain appropriate behaviors in a dance, as an audience member or as a performer by listening, watching, and showing appreciation 	<ul style="list-style-type: none"> Show curiosity about live and recorded dance performances Describe how ballet developed stable and unstable movements and how these changed over time Identify and explain why certain body postures and movements communicate certain ideas and feelings <p>Creating</p> <ul style="list-style-type: none"> Create movement that explores dimensions of direction, level and shape Explore different types of movements such as travelling, jumping and turning Create movement to various tempos Develop physical balance and coordination 	<ul style="list-style-type: none"> Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills (especially balance) identify dance components, namely the use of stability in poses, balances, turns in their own and others' dance creations Describe how ballet developed stable and unstable movements and how these changed over time Describe and evaluate the learnings and understandings developed through their exploration of dance <p>Creating</p> <ul style="list-style-type: none"> Design a dance phrase with a beginning, middle and ending Create movement that explores dimensions of direction, level and shape Improvise, create, and perform dances based on their own ideas and concepts from others sources Utilize all elements of creative movement in their choreography to express ideas from nature
Religion	<p>Mass</p> <ul style="list-style-type: none"> Brainstorm good Mass behaviours and set personal goals for Mass. Know important elements of the Catholic Mass. Identify objects in the Church and explain their significance Discuss the role of the people at Mass: priest, people, altar servers, choir Understand the Mass as a celebration of God's love, as Jesus' friends gathered together 	<p>Forming a Prayer Life</p> <ul style="list-style-type: none"> Understand the reason why people of different faiths(Buddhism, Islam, Christianity) pray and meditate. Examine how people of different faiths pray and meditate. To consider the benefits of prayer and meditation for wellbeing. 	<p>Celebrations in Religious Communities</p> <ul style="list-style-type: none"> Know different significant religious celebrations and how they are celebrated. Understand why these events are celebrated by the community. Compare and contrast different religious celebrations. Consider the importance of celebration for any community. 	<p>Creation Stories to Build Appreciation</p> <ul style="list-style-type: none"> Know creation stories from different religious traditions(Christianity and Hinduism). Consider what we can learn about people and their beliefs through stories of creation. Understand different lessons we can learn from creation stories about what is right and wrong. Discuss how we can be stewards of God's creation.
Japanese	<p>Beginner</p> <ul style="list-style-type: none"> Pronounce the Hiragana syllabary Greetings, introducing self Recite number 1-10 Identify family members Identify various objects found at home and school <p>Advance Class (listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Recognize Hiragana, Katakana and Kanji (Grade 1 level) Read aloud simple paragraphs by themselves Recognize main characters of the stories <p>(writing)</p> <ul style="list-style-type: none"> Write Hiragana legibly by themselves Write Kanji (Grade 1 level) Write short sentences with correct particles <p>くじらぐも / しらせたいな見せたいな かんじのはなし</p>	<p>Beginner</p> <ul style="list-style-type: none"> Recognise Hiragana Identify the months, days and seasons. Recognize fall and winter celebrations <p>Advance Class (Listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Recognize Hiragana, Katakana and Kanji (Grade 1 level) Read aloud simple paragraphs and stories by themselves Recognize main characters and plot of the stories <p>(Writing)</p> <ul style="list-style-type: none"> Write Hiragana, Katakana and Kanji (Grade 1 level) legibly by themselves Write frequently used vocabulary with accuracy Write short sentences with correct particles and spelling <p>じどう車くらべ / カタカナをかこう</p>	<p>Beginner</p> <ul style="list-style-type: none"> Recognise Hiragana Identify body parts and vehicles. Make sentence using there is (arimasu/imasu) Express likes and dislikes regarding various objects <p>Advance Class (listening and speaking)</p> <ul style="list-style-type: none"> Listen attentively to acquire information Listen attentively and retell the simple stories Communicate personal needs <p>(reading)</p> <ul style="list-style-type: none"> Comprehend text including story elements, such as main character, setting and plot Read aloud with fluency and expression Read kanji introduced in class accurately <p>(writing)</p> <ul style="list-style-type: none"> Write hiragana, katakana and Kanji (Grade 1 level) legibly by themselves Write frequently used vocabulary with accuracy Write short sentences with correct particles, spelling and punctuations <p>日づけとようび ずうっと、ずっと、大すきだよ</p>	