

## ストーリーテリング活動案 (Storytelling Activity Lesson Plan)

1. 日付 (Date) / クラス (Class): 2020 年 11 月 18 日 6 年〇組 November 18, 2020
2. ユニットタイトル (Unit Title): 東京オリンピック 2020 Tokyo 2020
3. レッソンの目標 (General aims of this lesson): To actively listen to and enjoy a story about sports, while guessing the contents of the story.
  - (1) 英語のリズムや音に慣れスポーツに関する物語を楽しんで聴くこと。To get used to the sound and rhythm of English while listening actively and enjoying the story
  - (2) 推測する力を養うこと To guess the contents of the story from familiar words and pictures.
4. 評価規準 (Assessment Criteria):
 

児童は物語の内容を楽しみながら推測することができる。  
Students actively participate in guessing the contents of the story.
5. 語彙 & 表現 (Words & Expressions): Animal vocabulary (tiger, elephant, monkey, lemur, frog, and sloth) and sports previously learned (volleyball, sport climbing, judo, swimming)
6. 授業手順 (Teaching Procedure):

授業手順 (Procedure/Time)	担任 (HRT)	講師 (ALT)	活動例 (Activity)	留意点・教材 (Notes/Materials)
1. あいさつ (Greeting) 天気・曜日 (Weather & Day)  (2-3 分)	Hello, class!  How are you?   What day is it, today?	Hello, class!   How's the weather today?	Students respond to the greetings.	
2. Small talk と自然な場 面設定 Small Talk and Natural Situation (10 分)	前回スポーツの 名前を勉強しま したね。 We learned many names of sports. Look at these pictures.  Games?	Yes. Olympic sports. Oh, they are also called "games."  That's right! Soccer is a game, badminton is a game....	Listen to Ts.	オリンピック競技の

	<p>I see.          (to Ss) 皆さんパ          トリツィア先生          がが          ”Olympics has          many games”っ          ておっしゃった          でしょ？          これも、これも          (ピクトグラム          を指しながら)          game というそ          うです。つまり          games は競技、          のことですな。</p> <p>So, the          Olympics is like          undokai.</p> <p>ジャングルで？          選手は誰です          か？          In the jungle?          Who are the          players?</p> <p>Sloth?          (to Ss) Do you          know this          animal?</p> <p>(ナマケモノを          受けて)          そうです！          (でも) ナマケ          モノってスポー          ツできるのでし          ょうか？          That's right!</p>	<p>The Olympics has          many games.</p> <p>That's right.</p> <p>It's a big          Sports Day!          (to Ss ) You have a          sports day at          school, right?</p> <p>I have a good          book about sports          day in the jungle.</p> <p>Look!          Monkeys,          frogs..and sloth.</p>	<p>Ss: Yes!</p> <p>Ss ナマケモノ</p>	<p>ポスターを黒板に貼          る</p> <p>本の表紙</p> <p>動物の写真のポスタ          ー</p>
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	<p>Sloth can play sports?</p> <p>(ポスターを指しながら)  (to Ss) Which animal is a good runner?</p> <p>&lt;ナマケモノが運動には不向きであるという一般的な概念を引き出す。&gt;  ナマケモノはどうでしょう？  (どんなスポーツが得意かな？)  How about a sloth?</p>	<p>ハハ😊すぐに分かりますよ！  (本を示す)</p> <p>Haha... You will know soon.  (show the book)</p> <p>Which animal is a good climber?</p> <p>Which animal is a good soccer player?</p> <p>Let's enjoy the story.</p>	<p>※物語に登場する動物の名前を繰り返し慣れさせること。</p> <p>*動物が運動会をするという場面設定を、例をあげることで理解させる。</p> <p>*児童が持っていると思われる動物ごとのイメージを引き出し、物語の理解に利用する。</p>	
<p><b>3.本時のめあての提示</b>  <b>読み聞かせ</b>  <b>Today's Goal</b>  <b>Storytime!</b>  <b>(10分)</b></p>	<p>今日は動物の運動会の絵本をみんなで楽しみましょう！  誰が勝つか想像してみましよう！  Patrizia-sensei,  Please read the book for us.</p>	<p>Of, course.</p> <p>It was nearly time for the jungle games, and every animal was busy</p>		<p>Flashcards of sloth and monkey, and yes/no cards.</p>

	<p>Look! The tigers are practicing. (gestures)</p> <p>&lt;質問を加えることでストーリーの理解を促す。&gt; How about the sloth?</p> <p>(to Ss) Sloth, practicing?</p>	<p>practicing. Well, almost every animal.</p> <p>Yes, the frogs are practicing. (gestures)</p> <p>(book) Sloth slowly watched from his branch. He didn't move very much.</p> <p>(repeat) Sloth slowly watched from his branch. He didn't move very much.</p>	<p>Ss: No! No!</p>	
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♪Jingle Momose: 今お示したようなやりとりをしながら HRT はストーリーの理解を手助けします。  
Scaffolding 理解を促す梯子をかける役割です。日本語を交えています。  
次にストーリーの終盤の理解と、児童の考えを引き出す様子をお見せします。

<p><b>4. 物語に込められたメッセージの推測</b> <b>Discovering the Message</b> * small talk からの自然な流れ (1-2 分)</p>	<p>Why?</p> <p>児童の日本語に反応する</p> <p>&lt;理解を促すような言葉やジェスチャーを加える&gt; “Go! Go” Monkey”</p>	<p>(to Ss) Which animal will be a winner, champion? (pointing each monkeys, lemurs, birds, frogs and finally the sloth)</p> <p>Okay. Let's see! (book) Soon there was only one race left.</p> <p>(book) Monkey raced from to branch to vine, swinging faster and faster. Everyone cheered as the gap got wider.</p>	<p>Ss: respond</p>	
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	<p>(to Ss) Monkey will win?</p> <p>Wow! Look! The monkey is falling into the river! 大丈夫かしら？</p> <p>What will the sloth do?</p> <p>With gestures: Stretched his long arms... (to Ss) Look at this picture. What is he doing? ぱっしゅーん</p> <p>(Clapping hands) (to Ss) Look at this! What did Sloth do?</p> <p>Yes! Good!</p>	<p>SNAP! The branch wasn't strong enough.</p> <p>Okay! Let's see!</p> <p>(book) Sloth slowly, Slowly... Slowly stood up on his branch.</p> <p>He stretched his long arms, then....</p> <p>WHOOSH!</p> <p>Everyone cheered as Sloth finally caught Monkey!</p> <p>Everyone cheered as Sloth finally caught Monkey!</p> <p>&lt;絵に描かれている内容を紹介する&gt; みて下さい！ジャッカルがナマケモノに金メダルを</p>	<p>(The sloth) help(ed) (the monkey) 助けた！</p>	
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	<p>Oh! So, who is the champion on the sports day? (to Ss) Who is the champion?</p> <p>Do you think so?</p> <p>I didn't know the sloth can swim well. みんな知ってましたか? ナマケモノは水泳が上手なんです。</p> <p>&lt;動物によって得意なことと不得意なことがあることを理解したかどうかを確認する&gt; The monkey can climb trees , but can't swim well. The monkey is a champion in running game. 皆さんはどうですか？</p>	<p>かけようとしています。 Look at the Jackal. It's giving the sloth the gold medal.</p> <p>Yes! Good!</p> <p>This is the end of the story.</p> <p>(絵本を示しながら) ナマケモノはどんな競技が得意でしょう? (pointing the picture) What game is the sloth in?</p> <p>The sloth can't move fast but can swim well. The sloth is a champion in the swimming game.</p>	<p>Sloth!</p> <p>(Ss) Swimming!</p>	<p>*運動会の勝者は誰かは児童によって異なる考えがあってよい。</p> <p>The story can be interpreted in different ways. This is one way. Students should be encouraged to express their different ideas.</p>
<p>5. 終わりのあいさつ (Ending Greetings)</p> <p>(1分)</p>	<p>Wow! Everyone! Great job today!</p> <p>素晴らしい授業でしたね! Thank you for being a great</p>	<p>Yes, everyone did fantastic!</p>	<p>&lt;児童の前で挨拶を交わす&gt;</p>	

	class!  Good-bye!	See you next time!	Thank you, Mr./Ms. HRT Thank you, Mr./Ms. ALT  Bye!	
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