

帯活動 各時間の展開案 第1学年 指導時期:5~6月 思い出「大型連休の思い出」①

- トピック及び言語の働き : 学校・家庭生活の思い出 (・コミュニケーションを円滑にする ・事実・情報を伝える)
- 主な言語材料 : 過去形(一般動詞) など / funny
- 目指す生徒の発話例  
Did you enjoy the Golden Week holidays? / Yes, I did. / That's nice. / What did you enjoy? / I enjoyed (cooking). / You enjoyed (cooking). That's good.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It was the Golden Week last week. Did you have fun? I enjoyed it very much. Did you enjoy the Golden Week holidays? Yes? (全体に問いかける) S1, Did you enjoy the Golden Week holidays? T: That's nice. What did you do? T: I went to Tokyo. How about you? T: You went to Fukui. That's nice. How about you, S2? Did you enjoy it? T: What did you do? T: Oh, You went to Osaka. That's good. What did you do in Osaka? T: Wow, you enjoyed ... (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes! S1: Yes. S1: えーと??? S1: ああ、I go to Fukui. S2: Yes. S2: I went to Osaka. S2: ...</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the Golden Week holidays in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Did you enjoy the Golden Week holidays?                    B: Yes. A: That's nice. What did you enjoy?                                B: Tennis.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say “～へ行った”? (学級全体へ問いかける) T: That's right. “I went to Tokyo.” “I went to USJ.” OK? S3, can you say that? T: Very good. Anything else? T: What was the first question? (学級全体へ問いかける)</p>	<p>③Sharing Time S3: 「～へ行った」って何と言うのですか。 S4: I go to ～? S5: I went to ～. じゃない? S3: I went to Kyoto. S6: はじめの質問は、何と言うのか... Ss: “Did you enjoy the Golden Week holidays?” ...</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 C: Did you enjoy the Golden Week holidays?                    B: Yes. C: That's nice. What did you do?                                        B: I enjoyed tennis.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 思い出「大型連休の思い出」②

- トピック及び言語の働き:学校・家庭生活の思い出 (・コミュニケーションを円滑にする ・事実・情報を伝える)
- 主な言語材料:過去形(一般動詞)など /kick
- 目指す生徒の発話例  
Did you enjoy the Golden Week holidays? / Yes, I did. / That's nice. / What did you do? / I enjoyed (cooking). / You enjoyed (cooking). That's good.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about the Golden Week holidays. Do you remember? I went to Tokyo. It was really fun! Did you enjoy the Golden Week holidays? Yes? (全体に問いかける) S3, Did you enjoy the Golden Week holidays? T: That's nice. What did you do? T: You played soccer. That's good. Can you kick the ball well(シエスチャー)? That's cool! How about you, S4? Did you enjoy the Golden Week holidays? T: Yes, you did? What did you do? (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes. Ss: Yes!  S3: Yes. S3: I play soccer. S3: Yes! S4: Yes. S4: I play tennis.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the Golden Week holidays in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Did you enjoy the Golden Week holidays? B: Yes, I did. A: That's nice. What did you do? B: Cooking. A: Cooking. That's good. Nice talking to you. B: You too.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say “料理”? (学級全体へ問いかける) T: That's right. 料理するのを楽しんだんだから... T: Very good. “I enjoyed cooking.” S3, Can you say that? “I enjoyed cooking.” T: Perfect! Anything else? T: That's OK! How do you ask? (学級全体へ問いかける) T: Good. So, S8, did you enjoy the Golden Week holidays? ...</p>	<p>③Sharing S5: 「料理」って何と言うのですか。 S6: Cooking? S7: Enjoy cooking? S5: I enjoyed cooking. S8: はじめの質問, また忘れちゃった... Ss: “Did you enjoy the Golden Week holidays?” ...</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④Small Talk2 対話例 C: Did you enjoy the Golden Week holidays? A: Yes, I did. C: That's nice. What did you do? A: I enjoyed cooking. C: You enjoyed cooking. That's good. What cooking? ...</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 人紹介「私の家族」①

1. トピック及び言語の働き: 家族のこと(・紹介する)
2. 主な言語材料: ・be動詞・形容詞など/ strict, introduce, funny
3. 目指す生徒の発話例 ・This is my father, Takeshi. He is a baseball fan. He is funny.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Everyone, please look at this picture.(教師の家族の写真を見せる) This is my family. This is my father. He is a baseball fan. He is sometimes <u>strict</u>. How about your family? Do you have any brothers or sisters? Do you have any pets? (全体に問いかける) T: S1, please show me your picture. Who is this? T: Oh, I see. This is your sister. (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 Now <u>introduce</u> your family to your partner.</p> <p>③Sharing T: S2, please introduce your family. T: OK. What's his name? T: OK. T: Oh, your father likes baseball. Do you like baseball, too? T: I see. Thank you. T: S2 さんのように情報を付け足したり、先生のように質問したりするといよいよ。</p> <p>④S-S Interaction 2 T: <u>Introduce</u> your family again to your new partner.</p>	<p>①Interactive Teacher Talk</p> <p>S1: My sister.</p> <p>②S-S Interaction 1 対話例 A: This is my father. B: OK. This is your father. A: His name is Akira. He likes baseball. B: Do you like your father?</p> <p>③Sharing S2: This is my father. S2: Takeshi. S2: He likes baseball. S2: No. I like soccer.</p> <p>④S-S Interaction 2 対話例 A: This is my father, Takeshi. He is a baseball fan. B: Oh, I see. Do you like baseball? A: Yes. I like baseball, too. B: Do you like the Giants? A: Yes, and my father likes the Giants, too.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>



帯活動 各時間の展開案 第1学年 指導時期:5~6月 日本の文化「今年のお花見」①

1. トピック及び言語の働き:お花見(・コミュニケーションを円滑にする ・気持ちを伝える)
2. 主な言語材料: ・want to~ ・動詞・形容詞
3. 目指す生徒の発話例 What food do you want to bring? What do you want to do? I want to bring hamburgers. I want to enjoy singing.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Did you have a <i>ohanami</i> party this year? T: Did you enjoy it? T: <u>What do you want to do when you have a <i>ohanami</i> party?</u></p> <p>②S-S Interaction 1 T: Let's talk about <i>ohanami</i> in pairs.</p> <p>③Sharing T: Do you have any questions? T: どこか聞くとときには? T: Right. So you can say, "Where do you want to go?" T: Good!</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes, I did. Ss: Of course. S1: <u>I want to enjoy singing.</u></p> <p>②S-S Interaction 1 A: Did you have a <i>ohanami</i> party this year? B: Yes, I did. A: Did you enjoy it? B: I want to enjoy delicious food. A: What do you want to do when you have a <i>ohanami</i> party? B: I want to enjoy talking with my family.</p> <p>③Sharing S2: どこに行ったのか聞きたいときにはどう言えばいいですか? S2: Where? S2: I see. Where do you want to go?</p> <p>④S-S Interaction 2 A: Did you have a <i>ohanami</i> party this year? C: Yes. I enjoyed it. A: Where did you go? C: I went to Daigoji temple. A: Good! What do you want to do when you have a <i>ohanami</i> party? C: I want to see beautiful cherry blossoms for a long time.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 日本の文化「今年のお花見」②

1. トピック及び言語の働き:お花見(・コミュニケーションを円滑にする ・気持ちを伝える)
2. 主な言語材料: ・want to~ ・動詞・形容詞
3. 目指す生徒の発話例 What food do you want to bring? What do you want to do? I want to bring hamburgers. I want to enjoy singing.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about a <i>ohanami</i> party. S1, what do you want to do when you have a <i>ohanami</i> party? T: OK, what do you want to eat? T: Why? T: I see. That's a good idea. So you want to bring <i>hanami bento</i>. T: Yes. You want to take <i>hanami bento</i> to the party.</p> <p>②S-S Interaction 1 T: Let's talk about <i>ohanami</i> in pairs.</p> <p>③Sharing T: Do you have any questions? T: You can say, "have a BBQ".</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk S1: I want to enjoy delicious food. S1: I want to eat <i>hanami bento</i>. S1: It's special! It's delicious. S1: Bring? S1: I see. I want to bring <i>hanami bento</i>.</p> <p>②S-S Interaction 1 A: What do you want to do when you have a <i>ohanami</i> party? B: I want to eat delicious food. A: What do you want to bring? B: I want to bring <i>hanami dango</i>.</p> <p>③Sharing S2: バーベキューをするってどう言うのですか。</p> <p>④S-S Interaction 2 A: What do you want to do when you have a <i>ohanami</i> party? C: I want to have a BBQ. A: What do you want to bring? C: I want to bring meat. Beef, pork, and chicken. A: And vegetables, too.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 ~したいこと/予定「暑い季節に食べたいもの」①

1. トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

What food do you want to eat in summer? / I want to eat ice cream. / Why? / It's sweet and delicious. / What ice cream flavor do you like? / I like chocolate.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It's really hot these days. It's almost summer! What food do you want to eat in summer? (全体に問いかける) T: I want to eat cucumbers because they're <u>healthy</u>. How about you, S1? What food do you want to eat in summer? T: You want to eat watermelons. I like them, too. Why do you like watermelons? T: Yes, they're <u>sweet</u>. How about you, S2? What food do you want to eat in summer? (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk in pairs about the food you want to eat in summer.</p> <p>③Sharing T: Do you have any questions? T: How do you say <u>みずみずしい</u>? (学級全体へ問いかける) T: Good <u>guess</u>. Juicy. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Ice cream. かき氷! S1: I want to eat watermelons. S1: <u>Sweet</u>.</p> <p>②S-S Interaction 1 対話例 A: What food do you want to eat in summer? B: I want to eat watermelons. A: Oh, do you like watermelons? B: Yes, I do. A: That's good. Why? B: Well... <u>Sweet</u>. A: I like watermelons, too. B: Oh, really?</p> <p>③Sharing S3: 「みずみずしいです」って何と言うのですか。 S4: like water? S5: Juice?</p> <p>④S-S Interaction 2 対話例 A: What food do you want to eat in summer? C: I want to eat watermelons. A: Oh, do you like watermelons? C: Yes, I do. A: That's good. Why? C: They're <u>sweet</u> and juicy. A: I like watermelons, too. C: Oh, really?</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」としてhealthyを用いるために、キュウリの他にもトマトなどの夏野菜でも導入することができる。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 ~したいこと/予定「暑い季節に食べたいもの」②

1. トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

What food do you want to eat in summer? / I want to eat ice cream. / Why? / It's sweet and delicious. / What ice cream flavor do you like? / I like chocolate.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It's very hot today. Last time, we talked about what you want to eat in summer. Some of you want to eat watermelons. Watermelons are <u>sweet</u> and juicy. What food do you want to eat in summer?(全体に問いかける) Now, I want to eat shaved ice because it's also <u>sweet</u> and <u>delicious</u>. How about you, S1? What food do you want to eat in summer? T: You want to eat ice cream. That's nice. Why do you like it? T: It's cold and <u>delicious</u>. I love them, too. How about you, S2? What food do you want to eat in summer? (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes.  S1: I want to eat ice creams. S1: It's cold.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk in pairs about the food you want to eat in summer.</p>	<p>②S-S Interaction 1 対話例 A: What food do you want to eat in summer? B: I want to eat ice cream. A: Oh, you want to eat ice cream. B: Yes, I love ice cream. A: That's nice. Why? B: It's <u>sweet</u> and good.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say アイスクリームの何味が好きですか? (学級全体へ問いかける) T: Good <u>guess</u>. Ice cream flavor. 文にするとどうなるかな。ペアで相談してごらん。  T: <u>Okay</u>. Which ice cream flavor do you like?</p>	<p>③Sharing S3: 「アイスクリームの何味が好きですか」って何と何の言うのですか。 S4 :Ice cream, yummy? S5 :Flavor?</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 A: What food do you want to eat in summer? C: I want to eat ice cream. A: Oh, you want to eat ice cream. C: Yes, I love ice cream. A: That's nice. Why? C: It's <u>sweet</u> and <u>delicious</u>. A: Which ice cream flavor do you like? C: I like chocolate.</p>	<p>④S-S Interaction 2 ●変容の確認</p>



帯活動 各時間の展開案 第1学年 指導時期:7~9月 好きなもの・こと「好きな教科」①

1. トピック及び言語の働き:好きな教科(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What ~ do you like?・動詞・形容詞など/excellent
3. 目指す生徒の発話例 A: What subject do you like? B: P.E. A: Oh, I see. (相手の答えに対し、相づちをうつ、繰り返す、質問する)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk It's May now. You have studied at junior high school for a month. What do you study every day? What subjects do you study every day?</p> <p>Right. You study many subjects every day. Of course I like English, but when I was a junior high school student, I liked P.E. How about you?</p> <p>T: S1, what subject do you like? T: Oh, I see. You like P.E. That's (nice/excellent/good..). Who likes P.E.?</p> <p>②S-S Interaction 1 T: Let's talk about the subject you like in pairs.</p> <p>②S-S Interaction 1 A: What subject do you like? B: Japanese. A: Oh, Japanese. Me, too.</p> <p>③Sharing T: S2, what subject do you like? T: Oh, social studies. You like social studies. T: Very good.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: English. Math and ...</p> <p>S1: I like P.E.</p> <p>③Sharing S2: 社会。 S2: OK. Social studies. I like social studies.</p> <p>④ S-S Interaction 2 A: What subject do you like? C: Social studies. A: Really? Why?</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 好きなもの・こと「好きな教科」②

1. トピック及び言語の働き:好きな教科(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What ~ do you like?・動詞・形容詞など/excellent
3. 目指す生徒の発話例 A: What subject do you like? B: P.E. A: Oh, I see. (1ターンの会話でも、相手の答えに対し、相づちをうつ、繰り返す、質問する)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk What is your today's schedule? How about the 1st period? How about the 2nd period?.. Yes. Do you like science(出てきた教科を順に)? What subject do you like?</p> <p>②S-S Interaction 1 T: Let's talk about the subject you like in pairs.</p> <p>③Sharing T: S1, what subject do you like? T: Oh, you like Japanese. Do you like <i>Kanji</i>? T: Do you like reading books? T: Me, too.</p> <p>④ S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Science. Ss: Music.</p> <p>②S-S Interaction 1 A: What subject do you like? B: Science. A: Oh, Science. I see.</p> <p>③Sharing S1: 国語 S1: Yes, I like Japanese. S1: No, I don't. S1: Yes.</p> <p>④ S-S Interaction 2 A: What subject do you like? C: Japanese A: Me too. Why? C: I like reading books. But I don't like <i>kanji</i>.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10～12月 好きなこと・もの「秋にする好きなこと」①

1. トピック及び言語の働き: 秋に好きなすること(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料: ・What do you like?・動詞・形容詞など / lovely / healthy
3. 目指す生徒の発話例 A: What do you like ~ in autumn? B: I like reading books. A: Oh, I see. Why? B: I like ~. (相手の答えに対し、相づちをうつ、説明する、質問をする)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk Autumn is a lovely season to do things. I like reading books at night in autumn. It's so quiet and I can see the beautiful moon in the sky. Do you like reading books in autumn? Some of you also like playing sports. Some of you like studying. T: S1, what do you like doing in autumn? T: Oh, I see. You like playing sports. What sports do you like playing? T: Oh, you like playing tennis! Who is your favorite player?..(4～5人に聞く)</p> <p>②S-S Interaction 1 T: Let's talk about your favorite things to do in autumn in pairs.</p>	<p>① Interactive Teacher Talk Yes / No. S1: Sports. S1: Tennis.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: S2, what do you like doing in autumn?  T: Do you like watching sports or playing sports?  T: Oh, I see. What sports do you like playing?  T: Wow. What's your position?..</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>② S-S Interaction 1 A: What do you like doing in autumn? B: 読書。 A: Me too. What book do you like?</p> <p>③Sharing S2: I like sports. S2: I like playing sports. S2: I like playing soccer.</p> <p>④ S-S Interaction 2 A: What do you like doing in autumn? C: Sports. A: Do you like playing sports or watching sports? C: I like watching sports. A: I see. What sports do you like? C: I like volleyball.</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 好きなこと・もの「秋にする好きなこと」②

1. トピック及び言語の働き:秋に好きなすること(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What do you like?・動詞・形容詞など / lovely / healthy
3. 目指す生徒の発話例 A: What do you like ~ in autumn? B: I like reading books. A: Oh, I see. Why? B: I like ~. (相手の答えに対し、相づちをうつ、説明する、質問をする)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk Yesterday I jogged. It was nice and healthy. I like jogging in autumn. How about you? Do you like jogging in autumn? How about other things? What do you like doing in autumn?</p> <p>②S-S Interaction 1 T: Let's talk about your favorite things in autumn in pairs.</p> <p>③Sharing T: S1, what do you like doing?  T: You like reading books. What book do you like reading?.. (など状況に応じて言い直しを聞かせるなどfeedbackを行う)</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes / No.</p> <p>②S-S Interaction 1 A: What do you like doing in autumn? B: I like playing soccer because it's not hot and cold. A: Yes. Why do you like playing soccer? B: It's my favorite sports.</p> <p>③Sharing S1: Reading book.</p> <p>④S-S Interaction 2 A: What do you like doing in autumn? C: I like playing soccer because it's not too hot. A: Yes. What's your position? C: I'm a goalkeeper. A: Oh, great!</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 人紹介「私のヒーロー」①

1. トピック及び言語の働き: したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
2. 主な言語材料: be 動詞、形容詞、接続詞
3. 目指す生徒の発話例 Who is your hero?/○○ is my hero. / She is always brave. / I want to be like her. / I want to talk with her.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: I like to watch TV. Do you like to watch TV? When I was a kid, I really liked to watch TV. On Sunday mornings, I sat in front of the TV, and watched an action hero program. The hero was always <u>brave</u>, <u>smart</u>, <u>bright</u> and sometimes he was <u>shy</u>. When I had some troubles, I always thought about my hero. He gave me lots of power. How about you? Who is your hero? T: How about you? Who is your hero, S1? T: He is very strong. Yes, that's right!</p> <p>② S-S Interaction 1 T: Let's talk about your hero in pairs.</p> <p>③ Sharing T: Do you have any questions? T: How do you say “テレビで見た” in English? T: Yes, watch TV, watch TV, I watch him/ her on TV. T: Yes. I watched him/ her on TV. Watched.</p> <p>④ S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>① Interactive Teacher Talk Ss: Yes, I do.  Ss: ○○ ! S1: ○○ is my hero. He is very strong.</p> <div data-bbox="573 595 1570 812" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>② S-S Interaction 1 A: Who is your hero, B?  B: ○○ is my hero. He is very strong. How about you? Who is your hero, A?  A: □□ is my hero. She is always <u>brave</u>.  B: Oh, I see. □□ is your hero. Wonderful.</p> </div> <p>S3: 「テレビで見た」ってなんて言うんですか。 Ss: TV! Watch!! I TV watch. Ss: I watch him/her on TV. Ss: I watched him/her on TV.</p> <div data-bbox="573 984 1395 1233" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>④ S-S Interaction 2 A: Who is your hero, C?  C: ○○ is my hero. He is very strong and <u>brave</u>. How about you? Who is your hero, A? A: □□ is my hero. She is always <u>brave</u>. I watched him/ her on TV.  C: Oh, I see. □□ is your hero. Wonderful.</p> </div>	<p>① Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>② S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③ Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 人紹介「私のヒーロー」②

1. トピック及び言語の働き:したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
2. 主な言語材料:be 動詞、形容詞、不定詞
3. 目指す生徒の発話例 Who is your hero?/○○ is my hero. / She is always brave. / I want to be like her. / I want to talk with her.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p><u>① Interactive Teacher Talk</u> T: Do you remember what we did last time? Last time we talked about your hero. Let's talk some more about that! Let's add more sentences to it. For example, "I want to meet him/her." or "I want to be like him/her."</p> <p>T: That's good. Nice try!</p> <p>T: Wonderful! Good job!</p> <p><u>②S-S Interaction 1</u> T: Let's talk about your hero in pairs.</p> <p><u>③ Sharing</u> T: Do you have any questions? T: How do you say "話をしたい" in English?</p> <p>T: Yes, want to talk. You want to talk. You want to talk with him. watch TV, watch TV, I watch him/ her on TV. T: I want to talk with him.</p> <p><u>④S-S Interaction 2</u> T: Let's talk about the same topic again in new pairs.</p>	<p><u>① Interactive Teacher Talk</u> Ss:Yes.</p> <p>S1: ○○ is my hero. He is very strong. I want to meet him.</p> <p>S2: □□ is my hero. She is always brave. I want to be like her.</p> <div data-bbox="562 655 1391 863" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>② S-S Interaction 1</u></p> <p>A: Who is your hero, B?</p> <p>B: ○○ is my hero. He is very strong. I want to meet him. How about you? Who is your hero, A?</p> <p>A: □□ is my hero. She is always <u>brave</u>. I want to be like her.</p> <p>B: Oh, I see. □□ is your hero. Wonderful.</p> </div> <p><u>③ Sharing</u> S3: 「話をしたい」ってなんて言うんですか。 Ss: Talk! want to ...talk? Ss: You want to talk with him? You? Ss: I want to talk with him.</p> <div data-bbox="562 1038 1413 1278" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>④ S-S Interaction 2</u></p> <p>A: Who is your hero, C?</p> <p>C: ○○ is my hero. He is very strong. I want to meet him. How about you? Who is your hero, A?</p> <p>A: □□ is my hero. She is always <u>brave</u>. I want to be like her. I want to talk with her.</p> <p>C: Oh, I see. □□ is your hero. Wonderful.</p> </div>	<p><u>① Interactive Teacher Talk</u> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p><u>②S-S Interaction 1</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p><u>③Sharing</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p><u>④ S-S Interaction 2</u> ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:1~3月 思い出「1年間の思い出」①

1. トピック及び言語の働き: 学校・家庭生活の思い出 (・コミュニケーションを円滑にする、事実・情報を伝える)

2. 主な言語材料: 過去形(一般動詞、be動詞)など/miss

3. 目指す生徒の発話例

What is your best memory? / My best memory is (sports day). / (Sports day). That's nice. What did you do? / I enjoyed (a relay race). / You enjoyed (a relay race). / That's good. Tell me more, please. / (I don't like running, but my friends cheered me, so I was happy)! / That's great!

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動及び対話例(生徒の発話例)	指導上の留意点
<p><u>①Interactive Teacher Talk</u> T: It's March 1st today. It's the last month of your 1st-grade-year! Time flies! I'll <u>miss</u> you. Yes. Next month, you will join the new class, so I'll <u>miss</u> you. T: Yes, I'll <u>miss</u> you. ... So, my best memory is the field trip. How about you, S1? What is your best memory? T: Your best memory is sports day. That's good. What did you do? T: 何て言うといいかな。 T: Voice fight!? It's OK, ... any ideas?  T: Nice idea! (S1に向かって) "I enjoyed cheering." Can you say that? T: Good. (こうしたやり取りを、数人の生徒と行う)</p>	<p><u>①Interactive Teacher Talk</u> S1: みす? S2: ああ~, さみしい?  S1: My best memory is sports day. S1: I enjoyed ... 応援って何て言うの。 S2: Voice... voice fight!?  S3: 「チアダン」って映画あったよね? S4: Cheer? S1: I enjoyed cheering.</p>	<p><u>①Interactive Teacher Talk</u> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p><u>②S-S Interaction 1</u> T: Let's talk about the best memory in pairs.</p>	<p><u>②S-S Interaction 1 対話例</u> A: What is your best memory? B: My best memory is the chorus festival. A: The chorus festival. That's nice. What did you do? B: I enjoyed singing. I like singing. A: You like singing. Me, too. ...</p>	<p><u>②S-S Interaction 1</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p><u>③Sharing</u> T: Do you have any questions? T: How do you say “感動した”, everyone? T: “Wow!”? That's good. 感動って、心を動かされるんだよね。 T: Great! “I was moved.” S2, can you say that? T: Very good. So, what is your best memory, S2?  T: The chorus festival. Oh, I see. You listened to music, and you were moved. T: Oh, you enjoyed singing, and you were moved? That's wonderful! ...</p>	<p><u>③Sharing</u> S2: How do you say “感動した”? S3: Wow! S4: Move? S2: I was moved. S2: My best memory is the chorus festival. S2: Um... I enjoyed sing, and I was moved.</p>	<p><u>③Sharing</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p><u>④S-S Interaction 2</u> T: Let's talk about the same topic again in new pairs.</p>	<p><u>④S-S Interaction 2 対話例</u> C: What is your best memory? B: My best memory is the chorus festival. C: Chorus festival. That's good. What did you do? B: I enjoyed singing. I like singing, so I was moved C: Moved. That's great! B: Um..., I sing 'Believe.' It's a nice song. I like the lyrics. ... C: Anything else?</p>	<p><u>④S-S Interaction 2</u> ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:1~3月 思い出「1年間の思い出」②

- トピック及び言語の働き:学校・家庭生活の思い出 (・コミュニケーションを円滑にする、事実・情報を伝える)
- 主な言語材料:過去形(一般動詞、be動詞)など/delicious, successful
- 目指す生徒の発話例  
What is your best memory? / My best memory is (sports day). / (Sports day). That's nice. What did you do? / I enjoyed (a relay race). / You enjoyed (a relay race). / That's good. Tell me more, please. / ( I don't like running, but my friends cheered me, so I was happy)! / That's great!
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動及び対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about the best memory of this year, right? My best memory is the field trip. It was exciting! I enjoyed cooking. The curry and rice we made was <u>delicious</u>! How about you, S3? What is your best memory? T: Your best memory is sports day. That's good. What did you do? T: You enjoyed tug-of-war? That's nice. How was it? T: That's good. How about you, S4? ... (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk about the best memory in pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes!  S3: My best memory is sports day. S1: I enjoyed tug-of-war. S2: It was fun!</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>③Sharing T: Do you have any questions? T: How do you say “成功した”, everyone? T: Very good. “My best memory is the chorus festival. It was successful.” T: Well done, S2. Anything else? T: That's OK. No problem. (忘れるのは当たり前、という構えで受け止める。) How do you say “感動した”?</p>	<p>③Sharing S2: How do you say “成功した”? S3: Success? S2: It was successful. S4: How do you say “感動した”? 忘れちゃった。 Ss: I was moved! ...</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 C: What is your best memory? B: My best memory is the chorus festival. C: Chorus festival. That's nice. B: I enjoyed singing. We sang 'Believe.' What did you do? I like this song because the lyrics are nice! C: I think so too. Tell me more, please. B: We practice singing very hard. First, our song was not good, but in the chorus festival, it was successful! So, I was moved!</p>	<p>④S-S Interaction 2 ●変容の確認</p>



帯活動 各時間の展開案 第1学年 指導時期:1~3月 ~したいこと/予定「将来したいこと・職場体験でしたいこと」①

- トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)
- 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞
- 目指す生徒の発話例  
What do you want to be in the future? / I want to be a fire fighter. / Why do you think so? / Because they save lives. They're so cool.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last year, you told your dream to each other, right? My "Dream" There are a lot of jobs around the world. Can you <u>guess</u> what they are? T: <u>Excellent</u>. What do you want to be in the future?(全体に問いかける) T: I want to be a counselor in the future. I want to help people in need. I want to <u>solve</u> their problems. How about you, S1? T: You want to be a fire fighter. Sounds good. Why do you think so? You think they're cool. That's true. What do you want to be in the future, S2?(こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk about your dream in pairs.</p> <p>③Sharing T: Do you have any questions? T: How do you say 命を救う? (学級全体へ問いかける) T: Good <u>guess</u>. Help. Save. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Teacher. Nurse. Police officer. Florist.  S1: I want to be a fire fighter.  S1: Because they're cool.</p> <p>②S-S Interaction 1 対話例 A: What do you want to be in the future? B: I want to be a fire fighter. A: That's wonderful. Why do you think so? B: Because they're cool. A: I think so, too.</p> <p>③Sharing S3:「命を救う」って何と言うのですか。 S4: Help. S5: Save.</p> <p>④S-S Interaction 2 対話例 A: What do you want to be in the future? C: Well, I want to be a fire fighter. A: That's wonderful. Why do you think so? C: Because Fire fighters save lives. They're so cool.  A: Yes, fire fighters are so cool.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」として、solveを用いるため、カウンセラーという職業を話題として取り上げている。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>



帯活動 各時間の展開案 第1学年 指導時期:1~3月 ~したいこと / 予定「将来したいこと / 職場体験でしたいこと」②

1. トピック及び言語の働き: したいこと (・コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

Which place do you want to visit? / I want to visit a library because I want to be a librarian. / Why do you want to be? / I met a librarian last year. He was kind and clever. I respect him.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Next year, you are going to have a job experience. You will have many things to learn through the <u>real</u> experience. Which place do you want to visit?(全体に問いかける) T: <u>Okay</u>. I want to visit a wedding hall because I want to know how they <u>celebrate</u> the guests. Which place do you want to visit, S1? T: You want to visit a library because you love books. That's wonderful. Do you often read books? Oh, you have a lot! Which place do you want to visit? (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 対話例 A: Which place do you want to visit? A: Sounds interesting. How many books do you have? A: That's great.</p> <p>③Sharing T: Do you have any questions? T: How do you say ~を尊敬しています? (学級全体へ問いかける) T: Good <u>guess</u>. My hero. T: That's right. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Bakery. Supermarket. Flowershop. S1: I want to visit a library because I love books. S1: Yes, I do. I have about fifty books now.</p> <p>②S-S Interaction 1 対話例 B: I want to visit a library because I like books . B: Let's see..... I have about fifty books.</p> <p>③Sharing S3:「尊敬しています」って何と言うのですか。 S4: My hero. S5: Respect.</p> <p>④S-S Interaction 2 対話例 A: Which place do you want to visit? C: I want to visit a library because I want to be a librarian. A: Sounds interesting. A librarian? Why do you want to be? C: Well, I met a librarian last year. He was kind and <u>clever</u>. I respect him. A: That's great.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」として、celebrateを用いるため、結婚式場という場所を話題として取り上げているが、実態に応じて導入を工夫する。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>