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| 第３学年　NEW CROWN　Lesson7　English for Me第５時 / 全12時間【瑞穂市立巣南中学校：土井　麻由佳】 | 【本時のねらい】　来年度入学する新入生の悩みを聞いたり読んだりする活動を通して，間接疑問文を用いながら，先輩として相手の立場に立ってアドバイスや励ましの言葉を表現することができる。 |
| 過　程 / LSRW | 学　習　活　動 | 授業の実際及び本時の見届け |
| 帯活動課題の把握個人追究伝え合う１理解・練習伝え合う２書きまとめ | SLLRSLSLW | １　Small Talkを行う。・“Which is better, a PC or a smart phone?”を用いてペアで対話する。２　来年入学する新入生の児童の悩みを聞き，本時の課題をつかむ。Let’s give some advice to new students.・小学６年生の児童の悩みについて読み取り，アイディアマップを作る。　What is Kento’s problem?I’m Kento. I want to ask a question to students in junior high school. Do you have any future dreams? I have no future dream and I don’t know what I should do for the future. Please give me some advice. What is Yuri’s problem?I’m Yuri. I’m looking forward to a new school life, but I have a problem. I hear that the studying is going to be harder. Actually, I don’t like to study and I’m worrying about it. Could you give me some advice?３　アイディアマップを基に，質問したり自分の考えを伝えたりする。・Aペアと交代しながら行う。４　全体で中間交流を行う。・ペアとの活動から，取り入れたい表現や姿を交流し，自分のアドバイスの内容を深める。・表現するのに悩んだものがあれば，個人・ペアで交流し，再度考える。５　来年入学する新入生の悩みについて，質問したり自分の考えを伝えたりする。　　　　　　　　　　　　　　　　　・Bペアと交代しながら行う。６　KentoかYuriのどちらかに向けて手紙として書きまとめる。・必要に応じて教科書のword bankを活用する。**【テストの意見展開問題に対応】**【本時の終末で到達させたい姿】(Kento’s Version) Dear Kento,Are you ready for a new school life? You have no dream and it makes you worried. I know how you feel. I think a junior high school is the place that makes you feel positive. Actually, I met many people at school and it changed my life. Now I’m really happy to be with them. I don’t know when you can feel relaxed, but I hope your feelings will get better. We’ll be waiting for you.７　自己評価と振り返りをする。 | 【１　Small Talkの実際】T: Everyone, I have one question. Which will you use more in the future, a PC or a smartphone? Please talk about the topic and share your own ideas with your partner. [Ss talk with partners]T: Time’s up. Who wants to share your own idea with the class?【２　課題の把握の実際】～言語活動の仕方に関しての指示～[Ss listen to the voice messages]T: You will hear voice messages from two of the 6th grade students. They want some advice. First, listen to them. Second, talk about them with A pairs. Third, read their messages. Now, let’s check. What is the first? Listen to them. What is the second? Talk with A partner. What’s the third? Read their messages. Let’s start.[Ss read messages and make an idea map]T: Did you finish reading their messages? So what advice will you give them? First, read the messages silently. Second, draw an idea map. Third, talk with A partner. Now, let’s check. What is the first? Read the messages silently. What is the second? Draw an idea map. What is the third? Talk with A partner. Let’s start. 本時の見届け・間接疑問文を正しく用いることができているかをペアで確認し合う。・ペアとの交流の中で見付けた表現を取り入れて，自分の考えを相手に伝えることができているか見届ける。・書きまとめの際に，word bankの使用をしているか見届ける。【４　中間評価の実際】～中間評価における内容面と言語面への指示～T: Did you share your ideas with your partner? I found good speakers and listeners. They talked about their own experiences to give some advice. I heard “I know what you mean.” from the listeners. They respect the speakers. Please add these good points when you try again. 　　　　　　　　(コミュニケーションに対する評価)T: Also some speakers said, “I can really understand how Kento feels. He knows he has to do something.” They try to understand the 6th graders’ situations. (内容面に対する評価)・自分について語ったり，相手を尊敬しながら理解したりする姿勢を認める。【６　書きまとめの実際】T: Did you share your ideas with your pairs? S: Yes, we did.T: As a conclusion for the lesson, let’s write a letter to Kento. He wants your advice. Please start writing about the advice from you and your partners.[Ss write a letter to Kento]評価規準　間接疑問文を適切に用いて，先輩として相手の立場に立ってアドバイスしたり手紙を書いたりすることができる。 （活動の様子／ワークシート） |