PROGRAM 8（単元学習計画表）A Hope for Lasting Peace

２年 class 　 no 　 name

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| ＊＊＊GOALS＊＊＊  ○　「～されている［された］こと」について、伝え合います。  ○　平和や折り紙再生の取り組みについて理解し、伝えたり説明したりします。  ○　好きな（ご当地）キャラクターについてメモを作り、発表します。 |
| ＊＊＊Scenesでの学習＊＊＊  ○　「～されている［た］」を使って表現し、伝え合う。（be動詞＋過去分詞を使った表現）  ○　「…によって～される［た］」を使って表現し、伝え合う。（be動詞＋過去分詞＋by...を使った表現）  〇　「～に知られている」などを使って表現し伝え合う。（be動詞＋過去分詞＋by以外の前置詞...を使った表現） |

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|  | 学習する内容や活動等 | | | 活動の達成度 |
| 帯talk | 得意なことについて話そう。 | | | ５・４・３・２・１ |
| 自分の好きなものについてくわしく話そう。 | | | ５・４・３・２・１ |
| １年間の思い出について話そう。 | | | ５・４・３・２・１ |
| ターゲット文 | Scenes 1 | 知識・技能 | 「be動詞＋過去分詞」を含む受動態の文を理解したり、表現したりする。 | ５・４・３・２・１ |
| Scenes 2 | 知識・技能 | 「be動詞＋過去分詞＋by...」を含む受動態の文を理解したり、表現したりする。 | ５・４・３・２・１ |
| Scenes 3 | 知識・技能 | 「by以外の前置詞...」を含む受動態の文を理解したり、表現したりする。 | ５・４・３・２・１ |
| 本文 | Tuning in  Part 1~3 | 知識・技能  思・判・表 | ○教科書本文を読み、内容を理解する。  ○Think「千羽鶴の再生紙で千羽鶴を折ること」について考える。 | ５・４・３・２・１ |
| Review & Retell | 思考・判断・表現等 | 平和や折り鶴再生の取組についてセリフを考えたり、説明したりする。 | ５・４・３・２・１ |
| まとめ | Action | 思考・判断・表現等 | 好きな（ご当地）キャラクターについてメモを作り、発表する。 | ５・４・３・２・１ |
| 整理 | 早わかり | 知識・技能 | 文の決まりに関する知識を整理する。 | ５・４・３・２・１ |
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| 単元を振り返って私は・・・を頑張り、できるようになりました！ | | | | |
| わたしは、PROGRAM 8で  ができるようになりました。  学習をする過程で努力したことは  です。  Our Project 6 / Reading 3でできるようになりたいことは  です。 | | | | |

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