

本書をお使いになる前に

『30 Lesson Plans for Young Learners』は、WELCOME to Learning World Yellow book とキッズ英語絵本シリーズ (Ten Stories to Develop Children's Basic English Skills) の1、2、4巻を基礎に、明日からすぐに使える実践的なレッスンプランを幼稚園・小学校低学年の子供達のために構築したものです。45分授業のために年間30のレッスンが用意されていますが、25分授業の場合には年間54までレッスンを拡張することができます。テキストとテキスト準拠のCDは生徒全員に持たせることが理想的ですが、テキストを持たないクラスでも無理なくレッスンを進行できるようにデザインしてあります。

レッスンの進行はできるだけ詳しく記述してありますので、講師経験の異なる複数の外国人講師でも、偏りのない一定の水準でレッスンをおこなうことができます。日本語を話せない外国人講師を派遣する場合でも、クラス担任の先生に各レッスンの目的や活動内容を理解していただき、ご協力をいただけるようにレッスン内容を簡潔に日本語で記しました。

また、各レッスンプランの最後には、レッスンを担当した先生が次のレッスンのためにコメントを書きとめることができるようにNotesの欄を設けてあります。有意義にお使いください。

p.5にある「担任の先生へ」の手紙のページは、年間の授業がスタートする前にコピーをして各クラスの担任の先生に渡してください。手紙の余白には1年間どのように授業を進めていくか...等、担任の先生と派遣等の企業や機関の担当者の方が相互の連絡や確認のために使える欄があります。システムの決まり事のメモ代わりにお使いください。

レッスンの内容は、単語や歌を覚えたり楽しくゲームをすることを通じて、子供達が自然に少しずつ自己表現をするようになり、言語教育に必要な「伝え合う喜び」を感じながら、「コミュニケーション能力」が身につくようデザインしました。また、Lesson 25～27、28～30には1年間で学習した歌やお話を応用して、幼稚園や小学校の発表会で実践できる劇のシナリオを用意しました。「この1年でこれだけできるようになりました」という成果を形にする、いい機会ですので、是非、発表会やクリスマス会等でご活用ください。

30 Lesson Plans for Young Learners

To the Teachers

"30 Lesson Plans for Young Learners — Can't wait for the next lesson!" is a volume of lesson plans based on *WELCOME to Learning World Yellow Book and Picture Books (10 Stories to Develop Children's Basic English Skills)* Vol. 1, 2 and 4. Derived by the average number of lessons taught in kindergarten and elementary schools, the thirty lesson plans are designed for 45-minute classes but can be used for 25-minute classes by splitting up the activities. It is possible to teach up to 54 lessons within a year.

This book is designed in a way that each lesson can be conducted with or without textbooks. The detailed explanations of lesson procedures in each unit enables all teachers, regardless of the amount of teaching knowledge or skills, to conduct lessons with equally high quality. Because it is important that homeroom teachers have general ideas of the English lessons, 'Notes for the homeroom teachers' in each unit summarizes the lesson targets in Japanese so that they can actively participate and assist in the lessons you teach.

As the letter on p.5 states, the homeroom teachers play a quiet yet essential role by communicating the individual needs and profiles of the students, thus providing a channel of communication between the foreign English teachers, the Japanese teachers and you and your company.

In addition, there is a progress chart on pp. 6-7 for general record keeping of dates, names of teachers and lessons taught. The chart will be a great help in keeping records especially for schools that only hold a few lessons a year.

The purpose of this course is to foster children's communicative competence through English education using fun songs and chants, educational and enjoyable stories and activities and games that require both individual and group work. Two plays based on two stories from Picture Books (lessons 25-30) are included so that you can use them for Christmas parties or *happyoukai* events. Not only are they excellent ways to review all material taught in each lesson, they give a wonderful opportunity for the students to present and their parents to see what they have learned and acquired throughout the year.

In this book, each lesson is designed to be held in the following order: Opening/Warm up → Review → Activity → Closing. "Activity", which is the body of the lesson, consists of four parts in the sequence of "Introduction", "Situational Activity", "Song/Chant (Intake of the target vocabulary/expressions)" and "Follow-up".

As it focuses on flexibility of the usage of English language, the songs and the chants could be creatively changed depending on each lesson.

Please be familiar with the tune of the songs by listening to the karaoke before the lesson. Afterwards, teach the students songs and chants with the lyrics. This will enable them to intake the vocabulary, phrases, and the expression of the lesson.

The lesson plans are designed for **45-minute classes** but can be used for **25-minute classes** by splitting up the activities. Do the activities in the white boxes for the first week then teach the activities in the gray boxes the second week after reviewing the first lesson. This way, it is possible to teach up to 54 lessons with this book.

1 Opening/Warm up

Interact with the children using learned material. In order for the children to make smooth transitions from using Japanese to English, carefully select vocabulary and sentence patterns suitable for their level.

Do not drill the children with questions when reviewing. Communicate with them by interacting with each child using words and dialogues they learned. Incorporate as much of the learned material as possible into the interactions and conversations you hold with the children and show them that English is a 'living' language.

For an example, when children do not understand how to answer, "What...?" questions, rephrase the question into a 'Yes or No' question.

1st step: Where did you go last Saturday?

2nd step: Did you go to school? Did you stay at home?

2 Review

Children forget what they learn after a week. And that is why it is important to progress slowly but consistently by adding new material a little at a time. Present complex material in a spiral yet progressive way and children will acquire new material as they review. Set a goal where everyone can recite what he/she learns at the end of the year. You can work towards this goal by letting your students choose which lesson they like to review and have them recite in groups. Letting the students make their own choices will encourage self-expression and foster self-esteem.

3 Activities

The purpose of participating in the activities is to experience using words and dialogues learned in an actual situation. Here, the activities are broken down into 4 stages.

1. **Introduction**—Vocabulary and expressions they need to know in order to do the activity are introduced.
2. **Situational Activity**—Target vocabulary and expressions are used in the activity set up as a live situation. This is an activity to actually use the target vocabulary and expressions rather than to learn them from the textbook.
3. **Song/Chant (Intake of the target vocabulary/expressions)**—Students take in the vocabulary and expressions through singing songs and reciting chants.
4. **Follow-up**—The exercises are designed to foster self-expression and to expand the Situational Activity.

4 Closing

Finish off the lesson by giving students positive feedback as you briefly review and say farewells. Send them off on a positive note.

このレッスンプランの各レッスンは、Opening/Warm up → Review(復習) → Activity(活動) → Closingの順でおこないます。Activity (活動)の部分がレッスンの本体で、「導入」、「実際の場面で英語を使う活動」、「ターゲットの語彙や文の定着」、「拡張」の順に進みます。

実際の場面で英語を使うことを重視しているため、ターゲットの歌やチャンツを紹介する前に、歌やチャンツを実際の活動に即して歌詞を替えて使う活動がたくさんあります。レッスンが始まる前にカラオケを聞いて練習しておきましょう。その後、その語彙や表現方法を定着するために歌やチャンツを教えてください。

このレッスンプランは**45分授業**を基礎に編集されていますが、**25分授業**の場合、各アクティビティの白地の部分を1週目におこない、2週目は、第1週目に習ったことを簡単に復習した後、グレー地の部分を中心に進めてください。25分授業では最大54レッスンまで本レッスンプランを活用することができます。

1 Opening/Warm up

既習の言語材料を使って子供達とコミュニケーションをとります。日本語の世界から英語の世界へとスムーズに移行させるために、できるだけ自然に既習の語彙・文型を使って、それぞれの時期に合った質問をしてください。話すスピードは特に遅くする必要はありません。子供達に復習をしていると感じさせずに、一人一人と会話することが大切です。できる限り多くの既習の英語表現を用いて、既習の語彙・語句が実際の生活の中で「言語として使用される体験」をさせます。

例えばWh疑問文で質問して子供が理解できない時は、Yes, Noで答える疑問文に変えてみましょう。

第1段階: Where did you go last Saturday?

第2段階: Did you go to school? Did you stay at home?

2 Review

子供達は、一週間たつと習ったことを忘れてしまうのが普通です。先を急がずに、同じ言語材料でもスライルに何度も繰り返しながら、徐々に複雑にしていくことが必要です。一年間学習したものを、学年末には全部暗誦できることを目標に復習時間を使ってください。その際、指導者が復習のレッスンを決めるのではなく、子供に既習のページを選ばせて、グループで暗誦させるとよいでしょう。子供自身に選ばせることが、自己表現能力育成・自尊心の育成につながります。

3 Activities

アクティビティ(言語活動)は、そのレッスンのターゲットの語彙・文章を実際の場面で使うことを目的としています。本レッスンプラン集ではアクティビティを4つの段階に分けてあります。

1. **導入 (Introduction)**: 言語活動をおこなうためのイントロダクションで、言語活動を遂行するのに必要な語彙や文章を提示します。
2. **実際の場面で英語を使う活動 (Situational Activity)**: ターゲットの語彙や文章を実際の場面で使用する活動(ゲーム)です。子供達にとっては、語彙や語句を学ぶための活動というよりも、その活動を遂行するために、その語彙や語句を使わなければならない活動です。
3. **ターゲットの語彙・文の定着 (Song/Chant)**: 上記2の活動において、実際の場面で知らず知らずのうちに使えるようになった語彙や表現方法を定着させます。本レッスンプランでは歌とチャンツで定着を図ります。
4. **拡張 (Follow-up)**: 上記2の活動をより深く、拡張する活動です。

4 Closing

今回のレッスンが楽しみになるよう、楽しい雰囲気を大切にしましょう。

Lesson 1

Linguistic Aim To be able to say greetings and their names.
あいさつと自分の名前を言うことができます。

Communicative Aim To encourage students to say their names loudly in class.
自分の名前を大きな声で言うことができます。

Textbook

Teaching Tools

- WELCOME to Learning World PINK Teacher's CD
- PINK TM (pp.2-3)

TM: Teacher's Manual
T: Teacher
S: Student
Ss: Students
HRT: Homeroom Teacher

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
5	Greetings	Greet Ss. Encourage Ss to greet in a loud voice. Greet several times. Decide on a pose (i.e. thumbs up) when you ask, "How are you?" That pose will help remind them answer the question later.	"Good morning." "I can't hear you. Good morning!" "How are you?"	"Good morning." "Good morning." "I'm fine, thank you."
5	Warm up	Introduce yourself and ask the HRT's name in front of the class. Then shake hands with him/her and say, "Nice to meet you."	"My name is ____." "What's your name?" "Nice to meet you."	HRT: "My name is ____." "Nice to meet you."
5	Activity 1	What's Your Name? 1 Make a big circle with Ss. Ask S on your right his/her name. 2 Have that S ask the next S on the right his/her name and continue on around the circle counter-clockwise until all Ss have a chance to do this activity. 3 Repeat the activity clockwise, starting from S on your left. Continue on with the activity as before.	1 "My name is ____." "What's your name?" 2 "Ask your friend's name." 3 "My name is ____." "What's your name?"	1 "My name is ____." 2 "What's your name?" 3 "My name is ____." "What's your name?"
5	Activity 2	Song: "Say Hello" 1 Play the song and have everyone sing with action together. Have Ss sing "Hello" and "I'm fine" parts. → See Warming Up Song in TM-Pink (p.3).	1 Play 2. (PINK-TM) 1 Say hello, (hello) Say hello, (hello) Say hello, (hello) my friends, Say hello, (hello) Say hello, (hello) Say hello, my friends. 2 How are you? (I'm fine) How are you? (I'm fine) How are you? (I'm fine) my friends, How are you? (I'm fine) How are you? (I'm fine) How are you? my friends.	
20	Activity 3	Action Game 1 Have Ss stand up and do some easy actions, such as walk, run, hop, jump and touch your head (in place, not around the room). Then have them follow you walk, run, and jump around the classroom.	1 "Everybody, stand up. Walk like this and say, 'Walk!'" "Make a big circle and follow me. Jump, jump, jump." "Stop!"	1 "Walk, walk, walk." "Jump, jump, jump." "Stop!"
5	Closing	Quickly review the lesson by asking some Ss their names, shaking hands and saying, "Nice to meet you." Say farewell to Ss.	"My name is ____." "What's your name?" "Nice to meet you." "Good-bye." "See you next week."	"My name is ____." "Nice to meet you." "Good-bye." "See you."

担任の先生へ

一番最初のレッスンです。活動1では、子供達を大きな円を作らせるように並ばせ、外国人講師が名前を尋ねます。最初は右側に座っている子供の名前を尋ね、子供達は順に右側の子供の名前を尋ねていきます。外国人講師まで順番が帰ってくると、今後は左側に座っている子供の名前を尋ねていきます。活動2では、挨拶の歌 "Say Hello" を紹介します。子供達は "Hello." "I'm fine." の箇所のみ大声で歌うことができればよいことにします。活動3では、子供達を立たせ、その場で足踏みや走るまね、跳ねるまねなどをさせ、その後各動作をしながら教師の後に付いて教室の中を回ります。

Notes:

Lesson 2

Linguistic Aim To learn greetings: "My name is ____."
"What's your name?"
挨拶の表現について学びます。

Communicative Aim To encourage students to introduce themselves.
自分の名前を言って自己紹介をします。

Textbook

Yellow Unit 1-A (pp.2-3)

- Teacher's CD
- TM (pp.2-3)

Teaching Tools

PICTURE CARDS 240 (characters: Jenny, Tomoya)



TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine, thank you."
	Warm up	Sing the song, "Say Hello".	Play 2. (PINK-TM)	
5	Review	Ask Ss their names. Have them answer in a loud voice. Have some volunteers ask each other their names.	"My name is ____." "What's your name?"	"My name is ____."
10	Activity 1	Introduction 1 Go to the HRT and introduce yourself. Say, "Nice to meet you, my friend," and shake hands with him/her. 2 Pair up Ss and have them practice the dialogue.	1 "My name is ____." "What's your name?" "Nice to meet you, my friend."	1 HRT: "My name is ____." "Nice to meet you, my friend." 2 "My name is ____." "What's your name?" "My name is ____."
10	Activity 2	Situational Activity Find a Partner! 1 Play the song and all Ss skip around the classroom freely as they clap their hands. When the song comes to "Skip to your friend, my darling," stop the music and have Ss each choose a partner and sing the second verse. 2 Repeat this several times. Play the CD from the beginning each time or sing without it.	1 Play 65(karaoke). 1 Skip, skip, skip to your friend. (x3) Skip to your friend, my darling. 2 My name is ____. What's your name? My name is ____. What's your name? My name is ____. My name is ____. Nice to meet you, my friend.	1 Sing with their partners.

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5	Activity 3 Song/Chant	Song : "Skip to My Friend" 1 Show Tomoya and Jenny's cards and sing with the CD. → See Action to the Song ACTIVITY A in TM (p.3) 2 Have Ss stand in a circle. Play the song and have one S skip to another S and introduce themselves to each other while other Ss sing. 3 Both Ss skip to other Ss to find new partners while other Ss sing. Repeat until everyone in the circle gets involved. * For a 45 min. lesson, do activities 1,3 then 2.	1 Play 3 or 65. 1 Skip, skip, skip to your friend. Skip, skip, skip to your friend. Skip, skip, skip to your friend. Skip to your friend, my darling. 2 My name is Tomoya. What's your name? My name is Jenny. What's your name? My name is Tomoya. My name is Jenny. Nice to meet you, my friend.	1 Sing the song in a loud voice. 2&3 A: "My name is ____." "What's your name?" B: "My name is ____." "What's your name?"
2	Closing	Quickly review the day's lesson by asking Ss their names. Say farewell to Ss.	"What's your name?" "Good-bye." "See you next week."	"My name is ____." "Good-bye." "See you next week."

担任の先生へ 自己紹介の歌をならいます。活動1では、先生にまず "What's your name?" と聞きますので、"My name is ____" と自分の名前で答えてください。その後 "Nice to meet you." で、外国人講師と握手します。活動2では、子供達が音楽に合わせて自由に教室をスキップします。"Skip to your friend, my darling." のところで近くの子供とペアになり、歌に合わせて自己紹介をします。活動3では、最初の1人が子供達の周りをスキップしながらまわり、子供同士で名前を聞き合います。次に2人がスキップをして、新しい2人の子供の名前を聞きます。このように、最初は1人から始まり、ペアをつくっていくことで1人が2人になり、2人が4人になり、4人が8人になる過程を楽しんでください。

Notes:

Lesson 3

Linguistic Aim To learn different greetings (morning, afternoon, evening).
朝、昼、夜の挨拶について学びます。

Communicative Aim To encourage students to greet in a loud voice.
正しい挨拶を使えるようにします。

Textbook **Yellow Unit 1-B** (pp. 4-5) ●Teacher's CD ●TM (pp.4-5)



Teaching Tools PICTURE CARDS 240 (greetings: Good morning, Good afternoon, Good evening)/A ball/ PINK Teacher's CD (for Warm up)

TIME (min.)	ACTIVITY	TEACHING PROCEDURES	TEACHER'S INSTRUCTIONS	STUDENTS & HRT'S RESPONSES
3	Opening	Greet Ss.	"Good morning." "How are you?"	"Good morning." "I'm fine, thank you."
	Warm up	Sing the song, "Say Hello".	Play 2. (PINK-TM)	Sing the song with T.

5	Review	1 Form a circle and sing, "Skip to My Friend". 2 Review the dialogue, "My name is ____," and "What's your name?" Ask each S individually.	1 Play 3. 2 "My name is ____." "What's your name?"	2 "My name is ____."
5	Activity 1 Introduction	1 Introduce greeting pictures (morning/afternoon/evening/night) with PICTURE CARDS and have Ss understand that greetings differ at different times of the day.	1 "What time of the day is this?" "It's morning." "In the morning, we say, 'Good morning.'"	1 "It's morning." "Good morning."
10	Activity 2 Situational Activity	1 Sing the first part of the song and throw the ball to S1. S1 sings the second half of the song. 2 Ss continue on and repeat this activity. → See Action to the Song ACTIVITY A in TM (p.5)	1&2 Play 66 (karaoke). T sings: (Good morning, good morning. How are you today? Good morning, good morning. I'm fine, how are you?)	1 S1 sings: (Good morning, good morning. I'm fine, how are you?)
10	Activity 3 Song/Chant	Song : "Good Morning" 1 Play the song and have everyone sing together. 2 Divide the class in two and have them face each other. One group will sing the first part and the other group will sing the second part.	1&2 Play 6. A: Good morning, good morning. How are you today? B: Good morning, good morning. I'm fine, how are you?	1 Sing the song with T. 2 Sing the song in groups.
10	Activity 4 Follow-up	Good Morning 1 While the music is playing, Ss walk around the classroom. 2 Stop the music and have them make pairs. 3 Show one greeting PICTURE CARD and have Ss greet each other.	1 play 66 (karaoke). (Good morning, good morning. How are you today? Good morning, good morning. I'm fine, how are you?)	1 "Good morning." "Good afternoon." "Good evening."
2	Closing	Quickly review the lesson by showing the greeting PICTURE CARDS and asking which greeting is appropriate. Say farewell to Ss.	"What's the greeting in the morning?" "How about in the afternoon?" "How about in the evening?" "Good-bye." "See you next week."	"Good morning." "Good afternoon." "Good evening." "Good-bye." "See you next week."

担任の先生へ それぞれの挨拶があることを知り、言えるようにします。活動2では、前半部、後半部と2グループにわけて、挨拶の英語表現をお互いに実際に挨拶をさせて練習します。活動3では、活動2の定着を図るために歌をみんなで歌います。活動4では、それぞれの状況に合った絵を見せて適切な挨拶を言わせませす。

Notes:
