

# アメリカの小学校の英語教材

英語を“活用できる”ようにするための  
十分な学習量を確保

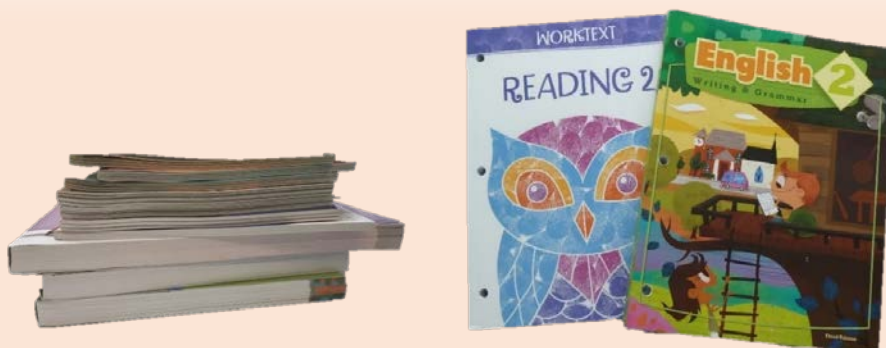
## 小学1年生用の教材内容

Reading 約150ページ×6冊  
教材

Writing 約220ページ×2冊  
教材

語彙数 約400語×6冊  
(※日本は中3までで1200語)

文法 日本の中3レベルの構文  
例：They are too big to  
fit me yet (不定詞)



写真： 使用する英語の教材の1年生用

# Reading

**Read and Comprehend** Read Together

**TARGET SKILL**

**Story Structure** A story has different parts. The **characters** are the people and animals in a story. The **setting** is when and where it takes place. The **plot** is the story events. It is the problem the characters have and how they solve it. You can use a story map to tell who is in a story, where they are, and what they do.

**PREVIEW THE TOPIC**  
**At the Zoo**

What can you see at the zoo?  
There are many animals, like bears!  
You can watch the monkeys swing.  
You can hear the lions roar.  
Which animal is your favorite?  
You will read about a trip to the zoo in **Gus Takes the Train**.

**Talk About It**

What do you know about zoos? Think about it. Complete the sentences. Talk about your ideas.  
I know zoos are \_\_\_\_.  
I would like to know more about \_\_\_\_.

Gus has to run to get the train. He has a big bag to **pull**.

Ru

Gus cannot pull up his bag. The conductor can help him.

The train is **full**. Gus can see **many** kids.

<Point>

Story構成を理解する。  
(5W1H)

- ・ 誰が
- ・ どこで
- ・ 何をしたのか

# Writing

DRAFT

myWriteSmart

**Write Your Story** Use your story map for ideas. Follow these steps.

Write your draft in myWriteSmart.

**First**

Begin your story. Who is with you in Lucia's neighborhood? Where do you go? Write a sentence that tells the first thing you do.

First, \_\_\_\_\_.

**Next**

What happens next? Write to tell about it. Use action adjectives to help you explain.

Next, \_\_\_\_\_.

**Last**

Write a sentence to tell the

Last, \_\_\_\_\_.

**Ending**

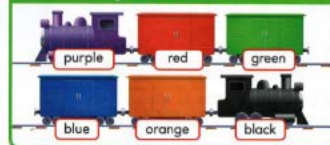
Give your story a nice ending. Use these ideas or your own ideas.

- Tell how your visit made you feel.
- Tell about the best part of your visit.

## Grammar

**Adjectives** Some **adjectives** describe people, animals, places, or things by telling their color or how many.

### Adjectives for Color








### Adjectives for Number



**Try This!**

Write one number adjective and one color adjective to describe each item. Talk with your partner about how adjectives help tell what things are like.

-  ? ? bags
-  ? ? cat
-  ? ? cups
-  ? ? hats
-  ? ? bugs

### Connect Grammar to Writing

When you revise your writing, look for places where you can add adjectives to tell what things are like.

<Point>

Reading内容を参考にし、  
自分でストーリーを作る。

- First, (Where do you go?)
- Second, (What happens?)
- Last, (Ending)


## Speaking

**Read Together**

### Your Turn

**RETURN TO THE ESSENTIAL QUESTION**


**Turn and Talk** What happens on the train?  
Tell what Gus does first, next, and last. Then draw a picture of something Gus will see at the zoo. Describe it. Show your picture as you talk to help explain your ideas.




**Classroom Conversation**  
Talk about these questions with your class.

- 1 Why does Gus take the train?
- 2 How does Peg help Gus?
- 3 Think about the end of the story.  
What will Gus do next?

**Performance Task**

**WRITE ABOUT READING** 

**Response** Write the story the way Peg would tell it. Write sentences to tell what happens at the beginning, middle, and end of the story.



**Writing Tip**  
Add words like **first**, **next**, and **last** to tell when things happen.

### <Point>

#### Classroom Conversation

- ・主人公は何をしたか？
- ・主人公はこのストーリーの後、何をすると思うか？

# Listening



## < Point >

All Englishで展開する授業

- ・ 教師は英語ネイティブ
- ・ または、アメリカで実地研修を受けた日本人バイリンガル