

## 令和4年度 1人1台端末の活用による実践事例

学 校 名	岡山県立岡山朝日高等学校		
実践者等	堀江 将一郎	実践日	令和4年6月
実践場面 (教科・科目(単元名)、学校行事等)	英語コミュニケーションI (英文読解)		
対象生徒(学年等)	普通科1年生		
育成を目指す資質・能力	<input checked="" type="checkbox"/> 知識・技能 <input checked="" type="checkbox"/> 思考力・判断力・表現力等 <input type="checkbox"/> 学びに向かう力・人間性等		
分類	授 業 中	<input checked="" type="checkbox"/> クラウドやアプリの活用 <input type="checkbox"/> デジタルデータの保存 <input checked="" type="checkbox"/> 思考やデータの可視化	
		<input type="checkbox"/> データの共有や共同編集 <input checked="" type="checkbox"/> 対話を充実させる活用 <input checked="" type="checkbox"/> 思考を促す活用	
		<input type="checkbox"/> 表現を充実させる活用 <input type="checkbox"/> 課題のやり取りと評価の支援 <input checked="" type="checkbox"/> 効率化や省力化	
	家庭学習	<input checked="" type="checkbox"/> 振り返り <input type="checkbox"/> 探究 <input type="checkbox"/> 反転学習 <input checked="" type="checkbox"/> 補習・定着	
<b>実践の内容</b>			
<p><b>【授業】</b></p> <p>(1) 授業の実施</p> <ul style="list-style-type: none"> <li>・スライドを用いてスクリーンに英文を表示し、予め用意しているテキストボックスや電子ペンの書き込みで情報を加える形式で授業を進める。</li> </ul> <p>(2) ICTの活用場面</p> <ul style="list-style-type: none"> <li>・帯活動の後、本文読解時に生徒がコメントした箇所を指導内容に組み込む。</li> <li>・生徒が対話を通して不明な点を明らかにしたり、疑問を解決したりできるよう支援する。</li> <li>・参考書や辞書、手元にある資料は自由に使用できるものとする。</li> <li>・主に冠詞の区別、類語の使い分け、登場人物の感情を表す言葉について扱う。</li> </ul>			
<p><b>【本時と家庭学習との連動】</b></p> <p>(本時前)</p> <ul style="list-style-type: none"> <li>・教科書英文の全文訳を課題としている。</li> <li>・課題として、Classroom上に教科書本文をGoogleドキュメントファイルで共有する。</li> <li>・生徒には予習を通して発生した             <ol style="list-style-type: none"> <li>①語彙・文法などについて気になる点</li> <li>②本文の内容で興味を持った点や気になる点をコメント機能で記録させる。</li> </ol> </li> <li>・コメントをしたファイルを提出させ、教員が確認する。必要に応じて授業にてコメントのあった箇所を重点的に扱う。</li> </ul> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p><small>1</small></p> <p><i>Yasuda Natsuki talks about her job as a photojournalist in a magazine.</i></p> <p>I work as a photojournalist. I report what is happening in the world through pictures and words. There is an unforgettable experience behind the reason I became a photojournalist.</p> <p>I had an opportunity to talk with children in Cambodia as a student reporter when I was in the second grade in high school. I wanted to know how kids of my age in a different environment felt about their families. In those days, I kept asking myself, "What does it mean to be a family?" since I had lost my father and brother. "The precious time we spend together is limited, but why are we quarreling about trivial things?" I could not find the answer in the course of my daily routine of going to and from high school. One day, our teacher told us about a study tour to Cambodia. In order to experience life in a completely different culture, I signed up for the program and headed for Cambodia.</p> <p><small>2</small></p> <p>In rural Cambodia, I discovered that many people didn't have enough to eat. Out of desperation, poor families were selling their children into child labor. Those children were kept from going to school and would be abused. I visited a center for young people rescued from such a terrible fate and interviewed them.</p> <p>I talked to one boy who had been forced to sell goods on the street. He said, "There were days when I couldn't sell anything. My boss beat me mercilessly as if I had done something wrong." I was speechless as I listened to his experiences. However, there was one thing that surprised me even more. In spite of their sad experiences, these children were more concerned for their absent families than themselves. "I wonder if my parents have enough to eat," one of them said. "I want to get a job to help them." I was moved by the children's strength and selfless attitude.</p> </div> <div style="width: 45%; border: 1px solid #ccc; padding: 5px;">  <p style="text-align: right; font-size: small;">※これはサンプルです。</p> </div> </div> <p>(本時後)</p> <ul style="list-style-type: none"> <li>・語彙や文法に不明な点があった生徒はその部分を重点的に復習するよう促す。</li> </ul>			