アウトプット4ステップシート　＿＿＿年＿＿＿組＿＿＿番 名前＿＿＿＿＿＿＿＿

今日のお題：（　　）
ルール：①モデル文は STEP 3 まで見ない　②英語で言えないところは日本語のままでOK　③自信のない語には「?」をつける

STEP 1　TRY　書いてみよう（2分半・止まらずに）

STEP 2　NOTE（言えなかったこと・3つまで）→ STEP 3　CHECK（モデル文で探す）

	言えなかったこと（STEP 2）	最初に書いた英文	モデル文で見つけた表現（STEP 3）
1			
2			
3			

ペアで話そう（1つでOK） I wrote ___, but the model says ___. ／ Why is it ___ ? ／ Maybe because ___.
分かったこと：（　　）

STEP 4　RETRY　モデル文を裏返して、もう一度（新しく使えた表現に○）

ふり返り	A	B	C
止まらずに、困るところまで書けた			
モデル文から表現を見つけて、RETRYで使えた（○の数：　個）			

教師用　お題とモデル文カード（切って、STEP 3 で配布）

モデル文は1つの例です。教科書本文のテーマに合わせて差し替えてください。STEP 3 まで配らないことが大切です。

中学1年　My Favorite Day of the Week

My favorite day is Friday. I have P.E. and music on Friday. I like music very much. I can play the guitar a little. After school, I usually play soccer with my friends. On Friday night, I watch movies with my family. Friday is always fun!

中学2年　My Best Memory of This Term

My best memory of this term is the chorus contest. Our class practiced every morning for two weeks. At first, we couldn't sing well together, so we talked about the problem. We decided to listen to each other more carefully. On the day of the contest, we didn't win, but I was happy because we sang our best.

中学3年　A School Rule I Want to Change

I want to change one rule at our school. Now we can't use our smartphones at school at all. I think we should be able to use them during lunch break. If we could check the train times or contact our families, it would be very helpful. Of course, we need some rules, such as "Don't use them in class." I believe students can use them responsibly.

高校　Should Students Use AI for Homework?

Should students be allowed to use AI for homework? In my opinion, they should, as long as they use it as a helper rather than a writer. For example, AI can explain a difficult grammar point or suggest better words. However, if students simply copy AI answers, they will not develop their own thinking. Therefore, schools should teach clear rules, such as showing which parts of their work AI helped with.

指導メモ　①STEP 1 は「正しく」より「困るところまで」。日本語まじりを認める。②STEP 2 が空欄の生徒には「理由を1つ足そう」と内容を広げる。③STEP 4 はモデル文を裏返し、表現メモだけ見てよい。④STEP 2 を回収し、多かった表現を次の授業の冒頭で紹介する。