

Original Article

Practical Learning in “Reading Picture Books Aloud Sessions”:
A Program to Learn the Area “Language” in the Content of ECCE

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1. Outline

In this article, I try to examine a program for college students to learn the area “language” in the content of early childhood care and education (ECCE) in Japan¹). In the chapter on “Language,” one of the “five areas” determined by the “Course of Study for Kindergarten” and “Early Childhood Care Guidelines” of Japan, which regulate the basic modalities of childcare and education, one of the basic pillars of childcare contents is listed as “[for children] to be familiar with picture books and stories, to listen with interest, and to enjoy using their imagination.” It is significant for college students of early childhood care and education who are aiming to be childcare professional teachers to learn how children enjoy and experience picture books. This study deals with the details and objectives, as well as the practice and significance of one practical effort that is being made by these students. They are tackling practical childcare learning through familiarity with picture books and stories. These “Reading Picture Book Aloud Sessions,” are held at places where parents and children gather, such as their colleges, churches, and kindergartens.

These sessions were planned and operated by seminar students and held three to six times a year. In the program, the students incorporate not only reading picture books aloud but also activities for children, such as play, participatory theater, large-scale paper puppet shows, dance, and simple crafts, almost all of which are based on picture books’ stories and motifs. These activities enable the students not only to study picture books in depth but also to experience, through child-oriented activities, a

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practical re-learning of the knowledge acquired in lectures, deepening their power of judgment and understanding of children, and to accumulate experience. In addition, through conversations and joint activities with parents, they deepen their understanding of child-rearing and experience a shared sense of the issues and joys of raising children. Further, these sessions not only familiarize participating children with picture books, but in the pre-kindergarten phase, provide them with a venue for experiencing group activities for the first time through exchanges with other students. Furthermore, for the parents, the sessions provide a venue for child-rearing consultations, as well as a place to get to know each other, mutually communicate, and become friends.

2. The background

The reading picture books aloud sessions started in 2009. The first objective was “for both parents and children to enjoy picture books.” At the beginning, the sessions were held in the church adjacent to the college and both the church and the Murata’s seminar group of the college acted as the host. The Murata’s seminar group is comprised of the second-year students in the department of Early Childhood Care and Education and they theoretically and pragmatically learn about picture books as children’s cultural property. The seminar group has been consistently pursuing the theme of “picture books as a basis of rich humanity” for the past ten years. There were three factors behind the college and church co-hosting the sessions.

- (1) On the part of the church, there was major concern over the rapid decrease in young members in their teens, twenties, and thirties.
- (2) Nippon Sei Ko Kai (the Anglican Church in Japan) had originally established the college, but there was hardly any collaboration between the church and college. The church was originally built as the college’s chapel, and it has three functions: on weekdays, the chapel for the college, on Sundays, a church to conduct Sunday service, and it also serves as a cathedral that manages the dioceses.

- (3) The Murata's seminar group, which focuses on picture books as its theme, was looking for a place where students' research could be put into practice.

These three factors led to the establishment of the group. The opportunity arose when the former chaplain of the college, who was concerned with the rapid decrease in young church members and accelerated aging of members, requested Murata's seminar group to organize a picture book group through Ms. Ayumi Nakagawa, a scholar of picture books. The sessions began with Ms. Nakagawa as the coordinator, the Murata's seminar group in charge of the program for the picture book sessions for children, setting up the venue by arranging picture books, picture stories, elements necessary for registration and plays, running of the session on the day, and the church in charge of publicity, supervising the parking area, registration and dealing with parents, and offering a tour of the church after the event. The sessions were initially called "Ehon da, Ehon da" (It's a Picture Book, It's a Picture Book), which was selected by the pastor in charge of the church from the options provided by Nakagawa. The first picture book session was held in September 2009, less than two months after the initial idea emerged.

The group had the following four aims in its early stages:

- (1) For both parents and children to enjoy picture books.

Creating a space where parents and children of the community can come and enjoy picture books as a means of giving back to the community with the childcare and child-rearing resources of the church and college.

- (2) To develop a joint venture between St Matthew's Church and St Mary's College of Nagoya.

With Ms. Ayumi Nakagawa, a researcher of picture books and expert in reading picture books to children, as the coordinator, the church and college are to develop a joint venture by contributing to the community.

- (3) To make the church a friendly place for the community.

As parents and children of the community come to the church, it serves as

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an entry into a relationship with the church that is open to the community.

(4) Continuity and development

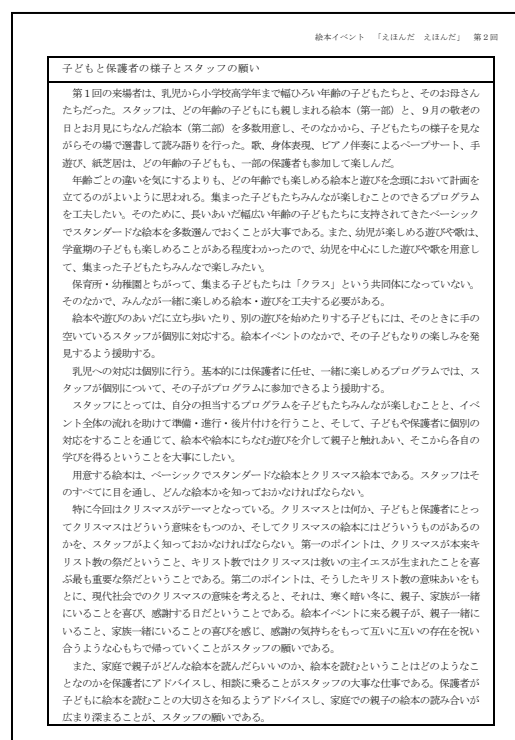
To achieve the aforementioned aims, the church and college collaborate to continue holding the picture book event. As the number of sessions increases, while listening to various ideas and requests, the sustainable direction of the event will be determined. By expanding the scope of its activity, the group will develop the environment, build intimate relationships with parents and children in the community, and strengthen collaboration between the church and college.

With these aims, students engaged with the planning, running, and implementation of the sessions with an understanding that it was their mission to deepen pragmatic learning through demonstrating what they were learning about nursery education at the college to parents and children.

However, co-hosting ceased as a number of issues, including the participants from the church intervening heavily in program design citing their right to host the event, ensued after the launch of the group, with mediation by the chief of the diocese (the bishop) and the pastor in charge of the church as well as former and current chaplains. The running of the project was changed for the college to deliver the event

絵本イベント 「えほんだ えほんだ」 第2回	絵本イベント 「えほんだ えほんだ」 第2回
<p data-bbox="427 1435 675 1451">絵本イベント 「えほんだ えほんだ」 第2回</p> <p data-bbox="507 1453 772 1487">2009年12月5日(土) 名古屋聖マタイ教会(名古屋柳城短期大学チャペル)</p> <p data-bbox="336 1509 584 1525">絵本イベント「えほんだ えほんだ」開催の目標</p> <ol data-bbox="336 1536 772 1845" style="list-style-type: none">1. 親子が絵本を楽しむ。 地域の親子が集まって絵本を楽しむ場をつくり、教会と柳城のもっている保育・子育て支援の能力を地域に還元する。2. マタイ教会と柳城短大の共同事業を展開する。 絵本研究で絵本の読み語り専門家の中川あゆみ氏をコーディネーターとして、名古屋聖マタイ教会と名古屋柳城短期大学が、地域貢献を通じて共同して事業を行う。3. 地域の方がマタイ教会に親しむ。 名古屋聖マタイ教会に地域の親子が集まり、地域に開かれた教会の交わりへの入り口となる。4. 継続性と 発展性 以上の目標を達成するために、教会と柳城が協力しあって、継続的に絵本イベントを開催する。 回数を重ねる中で、さまざまなアイデアや要望をいれながら、イベントの継続的な方向性を決め、活動内容を広げ、環境を整え、地域の親子との親密な関係を築き、教会と柳城との連携を深める。 <p data-bbox="336 1883 453 1899">第2回の活動のねらい</p> <ul data-bbox="336 1910 772 2092" style="list-style-type: none">○ ベーシックな絵本に親しみながら、絵本を読む楽しさを知る。○ クリスマスの絵本を通じて、キリスト教のクリスマスの意味(救いの主イエスが生まれたことを喜び)と家庭でのクリスマスの意味(寒く暗い冬に、親子、家族が一緒にいることを喜び、感謝する)を楽しむながら知る。○ 絵本とクリスマスにちなむ遊びや歌、身体表現等を楽しむ。○ 保護者が、家庭で親子と一緒に読むのによりベーシックな絵本やクリスマス絵本について知る。家庭での絵本の読み語りについて、また絵本をどのような視点・基準で選ぶかについて、スタッフと相談する。	<p data-bbox="847 1435 884 1451">準備</p> <ul data-bbox="847 1462 1283 2078" style="list-style-type: none">○ スタッフ全員が、イベントの目標、ねらい、内容、当日の流れ、自分の役割を理解する。○ そのために、スタッフ全員が、プログラム作りに参加し、準備を行う。準備に伴う会合には全員参加を求める。○ マタイ教会と柳城短大がコーディネーター中川あゆみと共同で準備、実行する。○ 主な役割分担としてマタイ教会は会場提供、地域への案内、受け付け、写真・記録、絵本読み語り、聖堂の案内、第3回のイベントの日程・会場の予約等を行う。○ 主な役割分担として柳城村田ゼミは、村田を責任者として絵本の読み語り、遊びや歌、身体表現、パネルシアター、エプロンシアター、ペープサート、紙芝居などの活動内容を計画・立案し、準備、実践する。中川はスーパーバイザーとして助言する。○ 主な役割分担として中川は選書を行い、スタッフ向けに絵本と読み語りの事前研修会を行い、スタッフの意見を集約しながらイベント全体のプログラム原案(たたき台)と準備工程原案を立案し他のスタッフに提示する。○ 中川の選書原案・プログラム原案をスタッフが検討・吟味し、各自のプログラムの活動内容を計画・立案し、中川に提示する。○ スタッフ各自の活動計画案を村田(や・あ)が集約し、相談・検討しながら全体のプログラム案と準備工程を立案する。○ 会場の飾りつけ(壁面、リース)を共同で行う。○ 来場者向けに絵本を並べた机に、説明書きを表示したポップアップを用意する。○ 10月18日(日)13:00~ 事前研修会(クリスマス絵本・絵本読み語り) 於マタイ教会○ 11月8日(日) マタイ教会バザー 絵本コーナーで読み語り○ 11月29日(日) リハーサル○ 当日、案内役をサークルK・交番前に立てる。○ 手書きのイラスト・デザインのチラシを作る。○ 壁面飾りつけに加えて、看板も手作りする。○ 責任者、共同作業における役割を明確にする。

in the chapel to prevent excessive intervention by the church. After this change, the church members continued to help manage the parking space on the day and display posters up to 2015. In 2012, Ms. Nakagawa stepped down as the coordinator, and Murata's seminar group was in charge of all work from planning, publicity/communication, preparing the venue, and running the event on the day. Afterwards, as church members' aging accelerated, the partnership with the church was dissolved, and since 2015, the event has been held in the "Kids' Room," which was newly added to the college.



Picture 2. Grand plan for the second session of "Ehon da, Ehon da" in 2009, p.3.

3. Details of the sessions and main features

The major features of this activity can be found in its development; it began as a joint venture between the college and church to deliver programs for children and childcare support. It developed into a project for children and parents to contribute to the community delivered by the college, the de facto host of the event, separate from the church.

The oldest record that has survived is material on the second "Ehon da, Ehon da" session in the first year (2009), which states the aims of the activity as follows: (1) To learn to enjoy picture books while using basic picture books. (2) To learn about the meanings of Christmas in Christianity (to rejoice at the birth of the Savior, Jesus Christ) and Christmas at home (to rejoice and be grateful that the family is together in winter) through picture books about Christmas. (3) To enjoy picture books, plays, songs, and physical expressions related to Christmas. (4) For parents to learn about basic picture books and those on Christmas that are suitable for reading with their children at home, for the parents to discuss reading picture books to children at home, and on

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what perspective/criteria picture books should be chosen by staff.

As seen in the initial objectives and aims, the group’s major objectives at the start were as follows: To serve parents and children, to serve as a place for learning for students, to serve as a place where children encounter picture books and children’s culture centered on picture books, and to facilitate deeper collaboration between the church and college through contribution to the community by starting and developing a joint venture. Ms. Nakagawa was invited to serve as the coordinator, the key person, to maintain this collaboration.

In the following year, the “Ehon da, Ehon da” event was renamed “Grumpa Ehon no Tsudoi” (Grumpa Picture Books Gathering), and it was held three to six times a year. “Grumpa” was taken from a popular, long-selling picture book, *Grumpa’s Kindergarten* (Nishiuchi and Horiuchi, 1965/1966), with consent from the author, Ms. Minami Nishiuchi.

Meanwhile, the activity started to drift away from church members while still using the church as its venue. The major factor behind this was that the number of college students studying nursery education skills, knowledge, and practice far exceeded the capacity of church members. The students’ desire to learn, the ability to communicate with children demonstrated in the place of practice where they interacted with children and parents and the ability to deliver plays, play the piano, stage paper puppet theaters, reading picture books to children, a high degree of concentration, and a high level of awareness were outstanding.

Parents in the community were keen to educate their children. However, they did not exclusively focus on planting knowledge but actively sought their children’s growth through play, interaction with their peers, interaction with older and younger children, and diverse interactions with other parents, nursery education students, and so on. The community is adjacent to an exclusive residential area with many universities and high schools, and there are a relatively large number of well-off households. However, there are many nuclear families that have left their parents upon marriage, and only mothers are available to raise children. These characteristics of the community have provided a fertile ground to attract many parents and children

to the event of reading picture books.

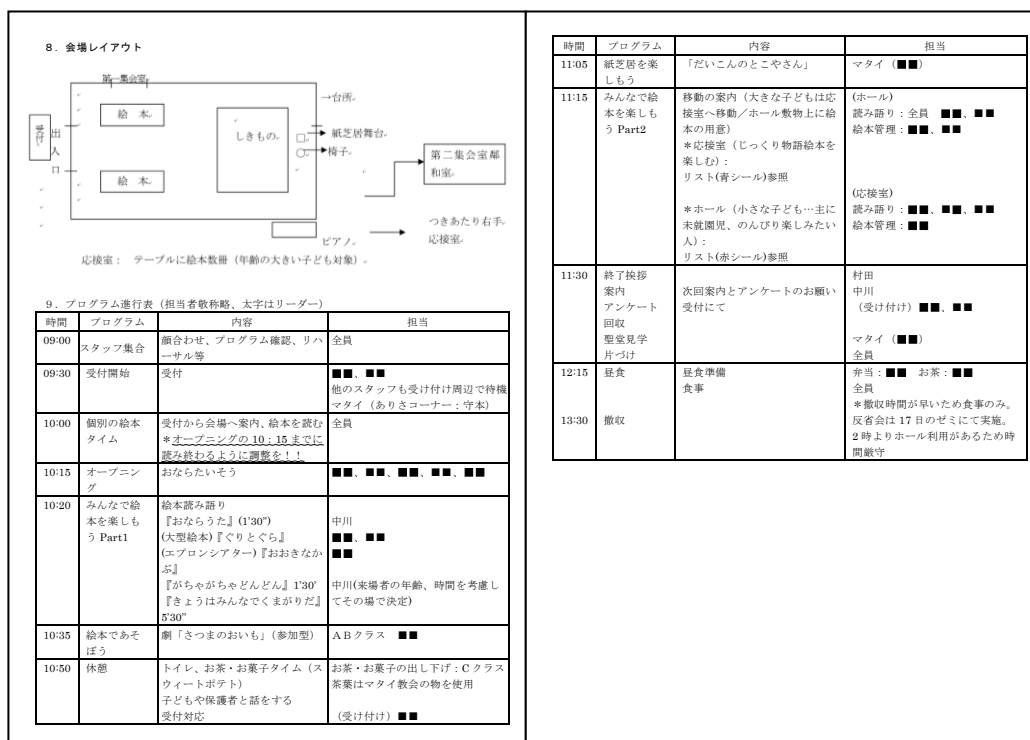
The questionnaires also showed that compared to other support activities such as child-rearing salons in which parents could gather and feel free to consult with early childhood care specialists in the community, parents evaluated the program offered by college students as high quality, and they also appreciated how students interacted with children during the break, their attention to detail, and the rhythmical nature of dynamic play. Nursery education students acquired expert knowledge through classes and practical work and had accumulated considerable experience in practice. Their knowledge and experience backed up the selection of picture books and skills of reading picture books to children and performing a play, dance, songs, puppet theater, and origami, which entertained children and reassured parents who then put their trust in the students.

Material from 2011, the third year of the activity when the running was stabilized, shows the “objectives and aims” of the group at that time were as follows: (1) Contribution to the community by the church and college (Picture 3, 4). To create a place where parents and children of the community gather and enjoy picture books. The church present itself as a friendly place for local residents. For the college to pay

<p>2011年度 第2回 ぐるんぱ えほんのつどい 企画・進行表 (最終版)</p> <p>1. 事業の主旨・ねらい</p> <p>①短大の地域貢献：地域の親子が集い、絵本を楽しむ場を創出する 保育・子育て支援のノウハウを地域に還元する</p> <p>②子育て支援：絵本を通して親と子が楽しいひと時を過ごす 親子が共に楽しむための絵本の選び方を助言する</p> <p>2. 開催日時</p> <p>2011年10月15日(土)10時～11時30分 スタッフ集合時間 9時 ホール明け渡し 1時30分</p> <p>3. 開催場所及び使用する部屋</p> <p>マタイホール、マタイ1 階応接室、和室(おむつ替え、授乳室)、第1集会室(スタッフ着替え、荷物置き場)</p> <p>4. スタッフ</p> <p>名古屋柳城短期大学村田ゼミ(村田康常・ゼミ生13名一欠席：■■・■■■) コーディネーター(中川) (協力)名古屋聖マタイ教会(■■・■■■・■■■・■■■)</p> <p>5. 役割分担(村田ゼミ生15名—〇印がリーダー・マタイ教会)</p> <p>《当日》</p> <p>① 受付 ○■■、■■■ ありさコーナー(マタイ■■■)</p> <p>② 外回り(駐車場対応) マタイ■■■</p> <p>③ 総合司会 中川</p> <p>④ 聖堂案内 マタイ■■■</p> <p>⑤ オープニング ○■■、■■■、■■■、■■■、■■■</p> <p>⑥ みんなで絵本を楽しもう Part1 絵本読み語り 中川 大型絵本『くりとぐら』■■■、■■■ エプロンシアター ■■■</p> <p>⑦ 絵本であそぼう 『さつまのおいも』ABクラス</p> <p>⑧ ティータイム お茶・お菓子の世話 Cクラス</p> <p>⑨ 紙芝居をたのしもう マタイ■■■</p> <p>⑩ みんなで絵本を楽しもう Part2 ホール集団・個別 ○■■、■■■、サブリーダー■■■ ホール絵本管理 ■■■、■■■</p>	<p>⑪ みんなで絵本を楽しもう Part2 応接室個別 ○■■、■■■、■■■</p> <p>絵本管理 ■■■</p> <p>⑫ 記録・写真・ビデオ ○■■■、■■■</p> <p>⑬ 絵本管理(準備・片づけの際の絵本チェック・展示の補佐) ○■■、■■■、■■■</p> <p>⑭ 当日学生責任者 ■■■ 学生責任者補佐 ■■■</p> <p>《前日までの準備》</p> <p>⑮ お菓子づくり(10月14日(金)1時間目Cクラス、2時間目A/Bクラス) ■■■、■■■</p> <p>⑯ 壁面制作、ホール内案内掲示、ホール内看板 ○■■■、サブ■■■ Cクラス</p> <p>⑰ 殺物(ジョイントマット) ■■■、■■■</p> <p>6. 準備するもの</p> <p>服装：実習のときと同じ服装、名札をつける。(集合時間までに着替えを済ませること) エプロン。着脱のしやすい靴(ヒールのないもの)。長い髪は後ろで留める。</p> <p>受付：宛名シール 油性マジック3色(○赤未就園児・○緑幼児・○青学童) アンケート 名簿用紙(保護者名・子ども名・子どもの年齢または学年を記入) アンケート回収箱 アンケート用筆記用具 「今日のおやつには牛乳・バターを使用しています」の掲示 チラシ残部(次の開催日時が記載されているため) 木のおもちゃ Brook 店舗案内カード ありさコーナー備品(マタイ教会) 掲示物(受付) 外の看板</p> <p>ホール：ジョイントマット 椅子 絵本展示用机(低いもの8卓) 絵本(展示用、プログラム用) お茶(マタイ教会のものを使用) おやつ</p> <p>壁面 ぐるんぱえほんのつどいの看板(ホール正面) トイレ等の会場案内表示。(トイレ、授乳・おむつ替え、誘導) ビデオカメラ・三脚・デジタルカメラ ティータイム時テーブル</p> <p>7. ボランティア行事用保険に加入(20名 600円)(村田)</p>
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Picture 3. Grand plan for the second session of “Grumpa Ehon no Tsudoi” in 2011, pp. 1-2.

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Picture 4. Grand plan for the second session of “Grumpa Ehon no Tsudoi” in 2011, pp. 3-4.

back to the community in the form of knowledge of childcare/child-rearing support. (2) Child-rearing support: For parents and children to spend an enjoyable time with picture books and to provide advice on how to select these so that both parents and children can enjoy such books. (3) To deepen collaboration and friendship between the church and college. However, in the last session of the same year, the third aim disappeared, suggesting that they collaborated with the church at that point.

4. Practice from 2016 to 2018

The sessions were not held in 2015 due to changes in the student body and the college’s internal affairs. However, many parents in the community wanted to reinstate the event, and a one-off event was organized in December 2015. Since FY2016, the event has been held three times a year. The venue is now the “Kids’ Room” in the college. The seminar group’s activities focused on the following: (1) Planning and implementing joint ventures with Nagoya St Matthew’s Church. (2) Implementing “Grumpa Ehon no Tsudoi” within the framework of “Classes on Parental Studies,” a college/kindergarten/community project. (3) Fieldwork to learn about picture books

and children's culture (4) Plan and implement an exhibition on picture books at the library attached to the college as a final year project.

The activities of "Grumpa Ehon no Tsudoi" focused on reading picture books to children supplemented by dance, picture slides, craft work, "singing" picture books to children by a single, large-scale paper puppet theater, themed photo spots, and play using paper. crafts

In FY2017, the objectives and aims of the project were set as follows: (1) To provide child-rearing support by facilitating enjoyable time for parents and children through picture books and to advise how to select these so that both parties can enjoy them. (2) Practical learning and contribution to the community by making the most of learning and experience in nursery education, to contribute to child-rearing support and interaction among parents in the community. The same objectives and aims were observed in FY2018 and "Grumpa Ehon no Tsudoi" is planned and implemented as an event with the seminar group's basic theme of "picture books as a basis of rich humanity" and as a project to support child-rearing delivered by a seminar group specialized in picture books in nursery education. It is now an important activity for students, parents, and children in the community and college, and an extended place of practical learning for students in nursery education. This can be seen in the case in which a graduate who used to plan and implement "Grumpa Ehon no Tsudoi" attended with her partner and their children. As previously mentioned, this is an activity offered by the college to contribute to the community so as to benefit children and parents who are in the middle of child-rearing in the community, and a joint venture with the church, which provides a venue for the Christmas session.

5. What can be said from the Picture books list

The lists of picture books that have been taken up from the first session to the latest session are shown in Table 1-4, in which I have included all explicit usages of picture books as long as some form of their records remain²⁾. The picture books gathering "Grumpa Ehon no Tsudoi" were not opened during the period from spring 2020 to winter 2021 due to COVID-19 infection and the establishment of a new faculty of the

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university on the same campus. From 2009 to 2014, program proposals were constructed from the original list of picture books selected by faculty members and the coordinator, the drafts were examined with students, picture books were selected from the list by both students and the faculty members, and sometimes new ones were added to the picture book list to update the activities in the program.

As a result of the students’ independent selection of picture books being incorporated into the program, so-called “children-participation” types of picture books have gradually become more prominent. These types of picture books became suitable for group readings and were, therefore, major, and dominant. There is a tendency for the entire program to be filled with the use of active types of picture books, such as using large picture books, adding songs and dance to the aloud-readings, enjoying onomatopoeia, interacting between an aloud-reader and audience children, and developing plays and activities from the stories and motifs of picture books. Although the faculty members continue to give guidance, and every time students and faculty members introduce some programs, which allow children to enjoy stories and images of picture books selected carefully to match their “reading age,” there are an increasing number of picture books which invite children to take participatory actions such as responding to aloud-readers’ calls and questionings on the spot and parents picking up their children according to the movement of the pictures in the picture books. The students and faculty members try to add music to picture books and read them while interweaving songs in an operetta style, to perform plays based on the picture books and to develop activities for fun plays after reading picture books. By virtue of these ambitious attempts, the program became amazing, and the results of each questionnaire by parents were also well received.

In this way, the emphasis shifted to the “children-participation” types of picture books and the programs for play developed from the motifs in picture books. Gradually, ‘Grumpa Ehon no Tsudoi’ was no longer a place for students to learn the children’s inner experience of picture books with deepening consideration and sympathy for the inside of children who encounter picture books, nor to step into understanding the picture books from the standpoint of children as their primary

readers. Even in such a tendency, there were a few students who consciously read story-centered picture books and slowly tried to share the world of picture books with children. From the above, it can be said that the following two points are the future tasks of the picture book gatherings as a place for practical and active learning in the “Language” area of the content of early childhood care and education. (1) It is necessary for the faculty members of the early childhood care and education course to build a place for their students to cultivate the sensibilities of feeling the children’s inner and private experience of picture books and to empathize with the profound subtleties of this calm and silent type of experience, although it seems to be difficult to capture the inner adventure of children immersing themselves in a picture book. (2) Students and faculty members ought not only to introduce such types of picture books as activators to make the audience children and parents react immediately and cheerfully on the spot to aloud-reader, but also to select and read aloud simply the story-telling types of picture books to entertain children just by showing the deep and wonderful world inherent in these picture books without doing anything else.

6. Conclusion

We examined “Grumpa Ehon no Tsudoi” (Grumpa Picture Book Gathering) sessions run by students training to be childcare professional teachers in kindergartens and childcare providers in day nurseries. These sessions have become a continuous opportunity for these students to take the initiative and are responsible for providing a place for children to encounter picture books. It can be evaluated that, through these sessions, almost all students can concretely realize an “Aim” of the area of “Language” in the “Course of study for Kindergarten” and the “Early Childhood Care Guidelines” of Japan, that is, “to be familiar with picture books and stories, and to communicate feelings with teachers (childcare workers) and friends.” Some exceptions were found in passive students who no longer wanted to become childcare professionals and stopped motivated and independent participation. It is also commendable that active students have been able to learn the importance of child-rearing support and care for parents by understanding their needs through immediate interactions with them.

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Consequently, it was not enough for students to dig deeper into how children enjoy picture books. Over time, the sessions became dominated by picture books that contained reader-participation motifs and expected to get a clear reaction from children. We must reflect on the point that, for children, the profound significance of having close and familiar adults read picture books aloud for them cannot be inferred from a superficial appearance with an immediate response. The experience is, as Lillian Smith points out, more internal and private (Smith, 1953/1967, p. 115). Students who want to become professional childcare teachers can learn about the private and secret, but lasting and meaningful impacts that children experience in their encounters with picture books, in a concrete relationship with them. The future task is to build a program that allows students to learn about children’s concrete and inner experience of picture books, which may not be immediately apparent but is internally fruitful.

Note

- 1) This article is based on the manuscripts presented in the form of poster presentation at the 20th PECERA Annual Conference, “Childhood of Tomorrow,” 2019 Taipei, Taiwan, Howard Civil Service International House in the Civil Service Development Institute.
- 2) The lists of picture books and other contents of the reading picture books aloud sessions were retrieved and restored from digital documents, pictures and movies. There might be some inaccurate descriptions in them.

Table 1. Picture books and other contents in the Reading Picture Books Aloud Sessions 2009-2010

Sep. 12, 2009 (1st)	Jun. 19, 2010 (1st)	Sep. 25, 2010 (2nd)	Dec. 4, 2010 (3rd)
『アンガスとあひる』 『おおきなかぶ』 『キャベツくん』 『はらぺこあおむし』 (パネルシアター) 『ごきげんのわるいコックさん』(紙芝居) 『おだんごぱん』 『おじいちゃんのおじいちゃんのおじいちゃんのおじいちゃん』 『パパおつきさまとって』	「あみめきりんが行く」 (ダンス) 「どうぶつえんにいるどうぶつは？」(ゲーム) 『ぐるんぱのようちえん』 『おじいちゃんのかさ』(大型絵本) ぞうくんのさんぼ(パネルシアター、集団遊戯) 「さんぼ」(歌) 『おとうさん』(紙芝居) 『どろぼうがっこう』 『ねえ、どれがいい?』 『ふるやのもり』(以上3冊は小学生と読んだ)	「はとぼっぼたいそう」 (ダンス) 『きょだいなきょだいな』 『ティッチ』 『もりのなか』 「ブレーメンのおんがくたい」(ペープサート) 「にんじんさんがあかいわけ」(エプロンシアター) 『いろいろへんないろのはじまり』 『すてきな三人ぐみ』 『おおきなおおきなおもい』 『オリビア』(以上4冊は小学生と読んだ)	『おにのパンツ』(ダンス) 『パンツのはきかた』 (絵本と歌) 『かいじゅうたちのいるところ』 『クリスマスってなあに』 『まどからおくりもの』 (大型ペープサート) 「もろびとこぞりて」 「あかはなのトナカイ」(歌) 『三ねんねたろう』(紙芝居) 『月夜のみみずく』 『急行「北極号」』 『3びきのかわいいオオカミ』(以上3冊は小学生と個別に読んだ)

* The record of the second session in 2009 December 5 is left only in incomplete form.

Table 2. Picture books and other contents in the Reading Picture Books Aloud Sessions 2011-2015

Jul. 9, 2011 (1st)	Oct.15, 2011 (2nd)	Dec. 3, 2011 (3rd)	May 20, 2012 (1st)
『ぐるんぱのようちえん』(大型絵本と歌) 『めっきらもっきらどおんどん』 『ぞうくんのさんぼ』(絵本と歌、パネルシアター) 「ももたろう」(劇) 「ふるやのもり」(紙芝居)	「おならたいそう」(ダンス) 『おならうた』 『ぐりとぐら』(大型絵本と歌) 『おおきなかぶ』(エプロンシアター) 『がちゃがちゃどんどん』 『さつまのおいも』(参加型の劇) 『だいこんのどこやさん』(紙芝居) 『いつもちこくの男の子 ジョン・パトリック・ノーマン・マクヘネシー』 『どんなかんじかなあ』 『もこもこもこ』(以上3冊は小学生と個別に読んだ)	『できるかな? あたまからつまさきまで』(絵本と歌、踊り) 『だるまさんと』 『いいから いいから』 『つきのぼうや』 『ぞうくんのさんぼ』(大型絵本) 「てぶくろ」(参加型の劇) 「あかはなのトナカイ」(歌) 『こぶたのマーチ』(紙芝居)	『できるかな? あたまからつまさきまで』(絵本と歌、踊り) 『ぐりとぐら』(大型絵本と歌) 「おおきなかぶ」(劇) 『ごきげんのわるいコックさん』(紙芝居) 「エビカニクス」(歌とダンス)
Jun 16, 2012 (2nd)	Nov. 17, 2012 (3rd)	Jun. 29, 2013 (1st)	Sep. 28, 2013 (2nd)
『できるかな? あたまからつまさきまで』(絵本と歌、踊り) 『ぐりとぐら』(大型絵本) 『ぐるんぱのようちえん』(絵本と歌、ペープサート) 『ぞうくんのさんぼ』 「おおきなかぶ」(劇) 『ごきげんのわるいコックさん』(紙芝居) 「エビカニクス」(歌とダンス)	『キャベツくん』 『きんぎょがにげた』(大型絵本と参加型の遊び) 『まほうつかいのナナばあさん』(紙芝居) 『おだんごばん』(参加型の劇)	「ぐるぐるどっかーん」(歌とダンス) 『ぐるんぱのようちえん』(大型絵本と歌) 『パンツのはきかた』 『からすのパンやさん』 『ゾウのはなはなぜながい』(紙芝居) 『ごきげんのわるいコックさん』(紙芝居) 「チョコレート」(歌とダンス)	「はとぼっぼ体操」(歌とダンス) 『パンツのはきかた』 『ぶたのたね』 『ぐりとぐら』(大型絵本と歌) 「おおきなくりのきのしたで」(歌) 『ころころじゃっぼーん』(紙芝居) 『かばくん』(大型絵本) 「きのこ」まどみちお詞、くらかけ昭二曲(歌とダンス)
*The third session in October 26, 2013 was not held due to the typhoon.			
Jun. 28, 2014 (1st)	Oct. 4, 2014 (2nd)	Dec. 13, 2014 (3rd)	Dec. 19, 2015 (1st)
「アンパンマンのマーチ」(歌とダンス) 『おべんとうくん』 『きよだいなきよだいな』(大型絵本) 『おおきなかぶ』(大型絵本の読み聞かせと参加型の劇) 『おしりしりしり』 『あんぱんまん』やなせたかし、フレーベル館 1976	「アンパンマンのマーチ」 『パンツのはきかた』 『はらぺこあおむし』(大型絵本と歌) 『おもいをどうぞ』(劇) 『おおきなおおきなおいも』 『ぞうくんのさんぼ』(大型絵本と歌)	『できるかな?』(絵本と歌とダンス) 『ぐるんぱのようちえん』(大型絵本) 『ハッピーハッピークリスマス』 『どうぞのいす』 『うさこちゃんのクリスマス』 『ぶれぜんとあったよ』 『いろいろサンタのプレゼント』 『ちいさなサンタ』 『おおきいつりーちいさいつりー』 『てぶくろ』(絵本と参加型の劇) 『がたんごとんがたんごとん』	『ぞうくんのさんぼ』(参加型の劇) 『おだんごばん』 『だるまさんが』(大型絵本) 『ぐりとぐら』(大型絵本と参加型の劇)

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Table 3. Picture books and other contents in the Reading Picture Books Aloud Sessions 2016-2018

May 14, 2016 (1st)	Oct. 1, 2016 (2nd)	Dec. 10, 2016 (3rd)	May 13, 2017 (1st)
<p>「バスに乗って」谷口國博・曲 『きょうはみんなでクマがりだ』 『たまごのあかちゃん』(大型絵本) 『きんぎょがにげた』(大型絵本と参加型の遊び) 『かっぱのすべりだい スーイスーイ』(紙芝居) 『だるまちゃんとてんぐちゃん』 「だるまちゃんおんど」(歌と踊り)</p>	<p>「きのこ」(ダンス) 『いれていれて』 『びょーん』(大型絵本) 『あかしろうんどうかい』(紙芝居) 『さつまのおいも』(絵本、歌と参加型の劇) 『はらぺこあおむし』(絵本と歌、ペープサート)</p>	<p>『できるかな? あたまからつまさきまで』(絵本と歌、ダンス) 『パンツのはきかた』(絵本と歌) 『ぐるんぱのようちえん』(絵本と歌、ペープサート) 『おおきくおおきくおおきくなあれ』(紙芝居) 『おしりしりしり』 『ぐりとぐら』 『ぐりとぐらのおきゃくさま』(絵本と参加型の劇)</p>	<p>「ミッキーマウスマーチ」(歌とダンス) 『だっこのおにぎり』 『びょーん』(大型絵本) 『がたんごとんがたんごとん』(絵本と歌とペープサート、参加型の遊び) 『おおきなかぶ』(参加型の劇) 『3びきのこぶた』(パネルシアター) 『おへそのあな』</p>
Jun 17, 2017 (2nd)	Oct. 7, 2017 (3rd)	Dec. 9, 2017 (4th)	May 12, 2018 (1st)
<p>『みんなでぼん』(紙芝居) 「キャベツの中から」(グローブシアター) 『ぼくのおべんとう』 『わたしのおべんとう』 『れいぞうこ』(大型絵本と参加型の遊び) 『だるまさんが』(大型絵本) 「ももたろう」(参加型の劇) 『にじいろのさかな』(絵本と参加型のペープサート) 『きよだいな きよだいな』(大型絵本) 『ごきげんのわるいコックさん』(紙芝居)</p>	<p>「ドラえもん音頭」(歌とダンス) 『びょーん』(大型絵本) 『やきいもやさん』(紙芝居) 『うしろにいるのだあれ』(絵本と参加型の遊び) 『たろうくんのじどうしゃ』(大型絵本と参加型の遊び) 『11 びきのねことへんなねこ』(絵本と参加型の劇)</p>	<p>「ミッキーマウスマーチ」(歌とダンス) 『びょーん』(大型絵本) まつおかたつひで 『だるまさんが』(大型絵本) 『どうぞのいす』(大型絵本) 香山美子 『ぞうくんのさんぽ』(大型絵本) なかのひろたか 全員 『きよだいな きよだいな』(大型絵本) 『はらぺこあおむし』(大型絵本と歌)</p>	<p>「うさぎのダンス」(歌とダンス) 『すりすりももんちゃん』 『不思議なポケット』(エプロンシアター) 『とん とん とん』(大型絵本) 『4まいのきつぷ』(大型ペープサート) 『こぎつねコンチとおかあさん』(紙芝居) 『でんしゃでいこう』(大型絵本) 『はじめてのおつかい』(大型絵本)</p>
Jun. 16, 2018 (2nd)	Sep. 29, 2018 (3rd)	Oct. 27, 2018 (4th)	Nov. 3, 2018 (5th-1)
<p>「アンパンマン サンサン体操」(歌とダンス) 『まんぶくでーす』 『おしりしりしり』 『だっこのおにぎり』 『あめのひのえんそく』(大型絵本) 『にじ』(絵本と歌) 『ながぐつ ながぐつ』(紙芝居) 『だるまさんが』(大型絵本) 『ぐりとぐら』(大型絵本と工作)</p>	<p>「アンパンマン サンサン体操」(歌とダンス) 『びょーん』(大型絵本) 『だるまさんが』『だるまさんと』(ペープサート) 『くだもの なんだ』 『わたしのワンピース』(絵本と工作) 『できるかな? あたまからつまさきまで』(絵本と歌、踊り) 『ぞうくんのさんぽ』 バルーン・アート</p>	<p>「アンパンマン サンサン体操」(歌とダンス) 『びょーん』(大型絵本) 『ぼくのおべんとう』 『わたしのおべんとう』 『はじめてのおつかい』(大型絵本とおつかい体験) 『ごきげんのわるいコックさん』(紙芝居) 『ばかっ』 『はらぺこあおむし』(絵本と歌とペープサート)</p>	<p>「アンパンマン サンサン体操」(歌とダンス) 『ぞうくんのさんぽ』 『パンツのはきかた』 『だるまさんが』『だるまさんの』『だるまさんと』(絵本とペープサート) 『できるかな? あたまからつまさきまで』(絵本と歌、ダンス) 『わたしのおべんとう』 『ぼくのおべんとう』 『だっこのおにぎり』 『はらぺこあおむし』(絵本と歌、ペープサート) 『びょーん』(大型絵本) 『きんぎょがにげた』 『おおきくおおきくおおきくなあれ』(紙芝居) 『ぐりとぐら』(大型絵本と参加型の遊び)</p>

Table 4. Picture books and other contents in the Reading Picture Books Aloud Sessions 2018-2019

Nov. 3, 2018 (5th-2)	Dec. 15, 2018 (6th)	Jun. 15, 2019 (1st)	Sep. 28, 2019 (3rd)
「アンパンマン サン サン体操」(歌とダンス) 『だるまさんが』『だる まさんの』『だるまさん と』(絵本とペーパーサ ート) 『わたしのワンピース』 (絵本と参加型の遊び) 『パンツのはきかた』(絵本と歌) 『びよーん』(大型絵本) 『わたしのおべんとう』 『ぼくのおべんとう』 『ぐりとぐら』(大型絵 本と参加型の遊び) 『できるかな? あた まからつまさきまで』 (絵本と歌、ダンス) 『きんぎょがにげた』(大 型絵本と参加型の遊び) 『ごきげんのわるいコ ックさん』(紙芝居) 『はらぺこあおむし』 (歌とペーパーサート)	「おしりフリフリ ニン ジャ」(歌とダンス) 『れいぞうこ』(大型絵 本) 『びよーん』(大型絵本) 『もこ もこもこ』 『おおきなかぶ』(参加 型の劇) 『できるかな? あた まからつまさきまで』 (絵本と歌、踊り) 『くっついた』 『サンタクロースから の手紙』(参加型の劇) 『おおきくおおきくお おきくなあれ』(紙芝居) 『ぐるんぱのようちえ ん』(絵本と歌とペーパー サート) 「なんじゃモンじゃ! ニンジャ祭り」(歌と踊 り)	『できるかな? あた まからつまさきまで』 (絵本と歌、踊り) 『びよーん』(大型絵本) 『わたしのおべんとう』 『ぼくのおべんとう』、 『たまごのあかちゃん』 (大型絵本と歌、ペーパー サート) 『れいぞうこ』(大型絵 本と参加型の遊び) 『だるまさんが』(絵本 とペーパーサート) 『どんどこももんちゃ ん』(絵本と工作と参加 型の遊び) 『おおきくおおきくお おきくなあれ』(紙芝居)	「カップたいそう」(歌 とダンス) 『びよーん』(大型絵本) 『いないいないばあ』 『ペンぎんたいそう』 (歌と絵本) 『でんしゃでいこう で んしゃでかえろう』(大 型絵本) 『の一びた のびた』 (紙芝居) 『おしくらまんじゅう』 (絵本と参加型の遊び) 『サンドイッチ サン ドイッチ』(大型絵本と 歌) 『わたしのワンピース』 (絵本と工作) 『もこもこもこ』 バルーン・アート

*The second session in July 27, 2019 was not held due to the typhoon.

Oct. 19, 2019 (4th)	Dec. 14, 2019 (5th)
『できるかな? あた まからつまさきまで』 (絵本と歌、踊り) 『びよーん』(大型絵本) 『くっついた』 『だっこのおにぎり』 『パンツのはきかた』(絵本と歌) 『きんぎょがにげた』(大 型絵本と参加型の遊び) 『がたんごとんがたん ごとん』(絵本と歌とペ ーパーサート) 『できた なあーん だ?』(紙芝居) 『うきこちゃんどうぶつ えん』(絵本と参加型の遊び) 『ばかっ』 『ゆうたはともだち』 (大型絵本)	「かっぱたいそう」 『びよーん』(大型絵本) 『ばかっ』 『りんごりんごりんご』 『はらぺこあおむし』 (大型絵本) 『ぞうくんのさんぼ』 (大型絵本) 『ふしぎなふしぎなま ほうの木』(絵本と参加 型の遊び) 紙芝居『どこどこジャン ケン大会』 『まどからおくりもの』 (絵本と参加型の遊び)

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要旨

「おはなし会」における絵本を用いた実践的な学習
——保育内容「言葉」に関する演習での取り組み——

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この論文では、保育科の学生が子どもたちや保護者との交わりの中で保育内容「言葉」に関する実践的・発展的な学習を行う演習として、学生が大学教員指導の下で企画・実施する絵本を中心としたおはなし会「ぐるんぱ えほんのつどい」の活動を取りあげ、参加する親子と学生の交流記録と参加した保護者を対象とした毎回のアンケート調査をもとに会の活動内容や実施形態の変遷と内容を検討し、その意義と課題を考察した。この会は、子どもと絵本の出会いの場を提供するために、短期大学内のキッズルームや教会のホール、附属幼稚園で年3～6回程度開催されてきた。参加学生が、幼稚園教育要領・保育所保育指針の「言葉」に示された「絵本や物語などに親しみ……先生や友達と心を通わせる」という「ねらい」を具体的に学べる場である。また、来場する子どもの多くが入園前の乳幼児で、初めて集団生活を経験する場となり、保護者にとっては子育て相談や親同士の交流ができる場となっている。取りあげられる絵本は、子ども参加型の絵本が次第に目立つようになり、その場で子どもたちの反応や手ごたえが得られる絵本とそこからの活動の展開に重点が置かれるようになって、絵本と出会う子どもの内面にまで考察と共感を深めて「子ども読者論」にも踏み込めるような学びの場ではなくなっていく傾向があった。外見には表れにくい子どもの内的な絵本体験・物語体験に触れ、その体験の微妙で奥深い機微を共感的に捉えるような保育者の感性を育てる場を保育者養成課程の中で実現する探求が、保育内容「言葉」の指導に関わる実践的な演習の今後の課題であることが示された。

キーワード： 絵本 おはなし会 保育内容「言葉」の指導法 *picture book*

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