

國民小學英語文領域全英語授課教案設計

領域	英語文領域	設計者	涂 OO
實施年級	中年級	總節數	1 lesson (40mins)
核心素養、學習重點 (含學習表現與學習內容)、學習目標對應情形			
核 心 素 養	總綱	E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。	
	領綱	英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	
學 習 重 點	學習表現	1-II-2 能聽辨英語的子音、母音及其基本的組合。 ◎2-II-3 能說出課堂中所學的字詞。 ◎2-II-4 能使用簡易的教室用語。 ◎3-II-2 能辨識課堂中所學的字詞。 6-II-2 積極參與各種課堂練習活動。	
	學習內容	◎ Ab-II-4 所學的字母拼讀規則 (含看字讀音、聽音拼字)。 Ac-II-3 第二學習階段所學字詞。	
學習目標	學生能聽辨、認讀、使用本堂課的六個目標單詞，並能積極參與課堂中的活動。		
教材來源	教師準備: 課本、PPT、單字圖卡、字卡、學習單 學生準備: 鉛筆盒		
教學活動內容		Teacher's and Students' words	
A. Pre-task 準備活動 5mins 1. 老師準備目標單字的教學圖卡與字卡。 2. 老師先在黑板貼上 Stationery Store 的字樣。 3. Greetings B. Main Task 發展活動 20 mins (一) Vocabulary Teaching 單字教學 Target Words: book, pen, pencil, ruler, marker, eraser 1. Say it: book Teachers post the word card to students and ask them to read and say the word by themselves. 2. Phonemic Awareness: pen Teachers use the teaching way of phonemic awareness to make students focus on the phonemes of each word. After students can distinguish the three sounds in this word, post the word card to elicit the form of the word.		A. Pre-task 準備活動 T: Good afternoon! It's time for our Happy English Class. Please get ready for our class. Please put all your things into the drawer. If you're ready, please raise your hand. T: Welcome to Amy's Stationery Store. We sell many kinds of stationery here. Let's me introduce all the things we sold. B. Main Task 發展活動 (一) Vocabulary Teaching 單字教學 1. Say it: book T: (Show the picture and the form of the word.) Look at this word! What are the letters? S: b, o, o, k. T: Yes, b sounds? S: /b/ T: How about oo? S: /U/ T: And k sounds? S: /k/ T: Now, say the word. S: /book/.	

3. Repeat after T: pencil, ruler, marker, eraser

Teachers read aloud each word and ask student to repeat after them.

(二) Missing Game 單字練習小活動


Teachers use the Missing Game to ensure most of the students can know the relationship of sound and meaning of each target word. Make sure everyone can say the words correctly.






C. Post Task 綜合活動 15 mins







(一) Worksheet (Information Gap Activity)

Teachers use information gap activity to make sure students' comprehension towards those target words. Teachers explain the rules to students and make sure they know how to proceed the game.

My name is _____. My partner is _____.


A  I don't need a(n) _____.






 book  ruler  eraser  pen  marker







     

My partner needs a(n) _____.

My name is _____. My partner is _____.

B  I don't need a(n) _____.

 pen  ruler  pencil  book  marker

My partner needs a(n) _____.

(二) Vocabulary Review

Ask students to open their student book to review the vocabulary that we have learned today.

T: Awesome! It's a book.

2. Phonemic Awareness: pen

T: (Show the picture of the word first.)

This is a pen. Listen carefully! "Pen" How many sounds do you hear? **S:** Three!

T: What are the three sounds? **S:** /p/ /e/ /n/

T: Great! Everyone, "pen." (Show the word card.)

S: /pen/

3. Repeat after T: pencil, ruler, marker, eraser

T: (Show the picture of pencil first.)

This is a pencil. Please repeat after me. "pencil"

S: /pencil/

T: (Show the picture of ruler first.)

This is a ruler. Please repeat after me. "ruler"

S: /ruler/

T: (Show the picture of marker first.)

This is a marker. Please repeat after me. "marker"

S: /marker/

T: What are the same in these two words? (Point to the word "ruler" and "marker") **S:** /er/

T: Right! So, please remember that er sounds /ə/.

T: (Show the picture of eraser first.)

This is an eraser. Please repeat after me. "eraser"

S: /eraser/

T: Let's clap hands together (for counting syllable)

S: (Clap three times)

T: How many syllables are in "eraser?"

S: Three! **T:** Yes, "eraser."

(二) Missing Game 單字練習小活動

T: Let's play a little game. You will be divided into five groups. There will be five to six students in each group. I will put six flashcards on the board. You have ten seconds to take a deep look at those flashcards. Please try your best to remember those items. Then, you have to close your eyes. I will take away one picture. After that, you can open your eyes. You have to find out which item is missing. The whole group have to raise your hand and shout out the answer together. Is it clear? Let's try it one time.

(三) Homework assigning

Teacher gives out the workbook and explain the homework.

C. Post Task 綜合活動

T: Now we're going to move on to the next activity. In this activity, you're going to work with your shoulder partner. One will get the worksheet A, the other will get the worksheet B. Please don't show your paper to others. Above is the part that you have to tell your partner. Below is the part you should take notes after your partner tell you the things he or she doesn't need. Let's try it. (Teachers ask one volunteer to come up and demonstrate the activity for the whole class.) If you have any question, you're very welcome to raise your hands at any time. I'll go help you. Now, let's start.

評量方式
(評量內容與策略)

實作評量一(performant task1):
實作評量二(performant task2):
實作評量三(performant task3):
實作評量四 (performant task4):