

新北市 106 年度教師以全英語授課教案設計

設計者 / 服務學校	鍾佳慧/德音國小 陳麗月/五股國小 陳榮鴻/德音國小		
教案名稱	Colors		
教學年級：國小三年級		預計課程上使用之英語比例：80% (使用英語比例係指教師以英語授課之時間佔 總授課時間之比率)	
學生人數：26 人	教學總節數：4 節	預計公開授課內容為第 4 節	
預計公開授課之時間： 106 年 11 月 23 日 10 時 30 分至 11 時 10 分(第 3 節課)		預計公開授課之地點： 新北市五股區德音國小 303 教室	
教學目標 (請具體寫出學生所 須學習的單字或句 型)	1. Ss are able to read, speak and write the key words. 2. Ss are able to read, speak and write the sentence pattern. 3. Ss are able to mix the colors to make a new one. 4. Ss are able to use the color code to compose the simple melody. 5. Ss are able to cooperate with others. ● Key Words: (1) Application: blue, green, red, yellow, white, black (2) Recognition: orange, purple, brown, gray, pink, indigo, near, far ● Sentence Pattern: What color is it? It's <u>red</u> .		

<p>九年一貫對應 能力指標 (請以本市頒布之 英語課綱敘寫)</p>	<p>◎ B1-1-3 能聽懂中年段所習得的詞彙。</p> <p>◎ B1-1-7 能聽懂中年段的教室用語與日常生活用語。</p> <p>◎ B1-1-8 能聽懂中年段所習得的句子。</p> <p>B1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>B2-1-3 能說出中年段所習得的能說出中年段所習得的詞</p> <p>B2-1-10 彙。</p> <p>B3-1-5 能朗讀和吟唱歌謠韻文。</p> <p>◎ B4-1-3 能讀懂中年段所習得的句子。</p> <p>◎ B4-1-4 能臨摹抄寫中年段所習得之應用詞彙。</p> <p>◎ B5-1-2 能臨摹抄寫中年段所習得的句子。</p> <p>◎ B5-1-8 能聽懂及辨識中年段所習得的詞彙。</p> <p>D6-1-1 能聽懂、讀懂、說出並抄寫中年段所習得的句子。</p> <p>D6-1-3 樂於參與各種課堂練習活動。</p> <p>D6-1-6 對於教師的說明或演示，能集中注意力。</p> <p>樂於接觸課外英語學習素材。</p>
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教案名稱：

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	1. Ss are able to read, speak and write the key words. 2. Ss are able to read and speak the sentence pattern. 3. Ss are able to cooperate with others.	● Warm up 1. Sing the alphabet song. 2. Talk about the rainbow with Ss. 3. Watch Unit 4 story video clip. 4. Ask some questions to check Ss' understanding.	10 mins	Alphabet song textbook e-book rainbow picture	1. Good morning, everyone. 2. How are you today? 3. Let's sing the Alphabet song. 4. Have you ever seen the rainbow? 5. How many colors on the rainbow? 6. We are going to learn some colors on the rainbow. 7. Watch this. Then tell me the colors that Iris and Una talk about.
		● Presentation 1. Ask Ss to say the colors that characters talk about in the story. 2. Guide Ss to tell more colors in the textbook and fill in the mind map with flash cards on the board. 3. Lead Ss to read the words aloud. 4. Ask Ss to show something black or other colors.	10 mins	flash cards	1. What color did Una say in the story? 2. What color did Iris say in the story? 3. Tell me more colors. 4. Turn to p.49. 5. You can see more colors on p.59. 6. What else? 7. Repeat after me. 8. Show me something <u>black</u> .
		● Practice 1. Distribute the Ss' cards to the groups. 2. Ss match and read the words aloud.	15 mins	Ss' cards	1. I'll give you some cards. 2. Work in groups. 3. Match the cards and say the words three times.

		<p>3. Ss take turn to flip the cards and say the words together.</p> <p>4. Say a name of color. Ss show the cards and repeat the words.</p> <p>● Challenge</p> <p>1. Guide Ss try to say the complete sentence “It’s <u>red</u>.” with color words.</p> <p>● Wrap-up</p> <p>1. Ss read the sentence with flash cards on the board.</p> <p>2. Write and say the color words on the workbook.</p> <p>🚢Anchor activities</p> <p>Trace or write the words in different colors.</p>	5 mins	<p>flash cards</p> <p>notebooks</p> <p>markers</p> <p>notebooks</p> <p>markers</p>	<p>4. Ask your partners for some help if you can’t say the words.</p> <p>5. Take turn to flip the cards. Say the words together.</p> <p>6. Listen and show me the cards.</p> <p>7. Listen and repeat after me.</p> <p>1. Look at the cards and say the complete sentences.</p> <p>2. Take out your workbooks.</p> <p>3. Write and say the words.</p>
第二節	<p>1. Ss are able to read and speak the key words.</p> <p>2. Ss are able to read, speak and write the sentence pattern.</p> <p>3. Ss are able to mix the colors to</p>	<p>● Warm up</p> <p>1. Point the letters on the alphabet chart and read the letter names and letter sounds aloud.</p> <p>2. Ss clap and say the key words “red” and “green”.</p> <p>● Presentation</p> <p>1. Say the sentence “It’s <u>red</u>.” with flash cards.</p> <p>2. Add the question “What color is it?” before Ss say the sentences “It’s <u>red</u>.”</p> <p>3. Put away the flash cards and lead Ss to say the sentences.</p> <p>4. Show the paint of yellow and blue and mix them.</p>	<p>5 mins</p> <p>10 mins</p>	<p>textbook</p> <p>e-book</p> <p>flash cards</p> <p>sentence strips</p> <p>paint</p> <p>brushes</p> <p>bucket</p> <p>drawing paper</p> <p>colored paper</p>	<p>1. Hi, everyone.</p> <p>2. Take out your book and turn to p.61.</p> <p>3. When you say the word “red” and “green”, clap your hands.</p> <p>1. Say the sentence with me.</p> <p>2. What color is it?</p> <p>3. Look!</p> <p>4. It’s</p> <p>5. Yes, It’s green.</p> <p>6. What color is it?</p> <p>7. It’s yellow. And it’s blue.</p>

	<p>make a new one.</p> <p>4. Ss are able to cooperate with others.</p>	<p>5. Guide Ss to use the sentence pattern to say the colors on the boards.</p> <p>6. Show the paint of white and black and mix them.</p> <p>7. Guide Ss to use the sentence pattern to say the new colors on the boards.</p> <p>8. Show the colored paper of pink, purple, brown and orange.</p> <p>● Practice</p> <p>1. Match the words and the colored paper and say the words several times.</p> <p>● Challenge</p> <p>1. Guess the original colors that can mix together and make brown, pink, purple and orange.</p> <p>2. Distribute drawing paper to Ss.</p> <p>3. Lead Ss say the colors in complete sentence on the drawing paper.</p> <p>4. Encourage Ss try to mix the colors and color in the circles on the paper.</p> <p>● Wrap-up</p> <p>1. Display the drawing paper in the classroom.</p> <p>2. Each group says the colors that they make on the paper.</p>	<p>10 mins</p> <p>15 mins</p> <p>5 mins</p>	<p>Colored paper</p> <p>Word cards</p> <p>drawing paper</p> <p>paints</p> <p>brushes</p> <p>buckets</p> <p>drawing paper</p>	<p>8. Now it's green.</p> <p>9. What color is it?</p> <p>10. It's black. And it's white.</p> <p>11. Now it's gray.</p> <p>12. Let's try to say the colors on the board.</p> <p>1. Match the colors and the words.</p> <p>2. Say the colors three times.</p> <p>3. Flip the cards and say the sentences. And match the correct colored paper.</p> <p>1. Guess the colors that can make brown, pink, purple and orange.</p> <p>2. Write them down.</p> <p>3. Mix the paint and color in the circle.</p> <p>4. Try your best.</p> <p>1. Put the paper on the board.</p> <p>2. Each group says the color on the stage.</p>
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第 三 節	1. Ss are able to read, speak and write the key words.	<ul style="list-style-type: none"> ● Warm up 1. A student draws a paper ball from the secret bag. 2. Ss ask the question “What color is it?” to him or her. 3. The S answers it and show the color of paper ball. 	5 mins	secret box colored paper balls	<ol style="list-style-type: none"> 1. Draw a paper ball. 2. Ask him/her. 3. Good job! 4. Next one?
	2. Ss are able to read, speak and write the sentence pattern.	<ul style="list-style-type: none"> ● Presentation 1. Put the rainbow poster on the board. 2. Lead Ss count and name the colors of the rainbow. 3. Ask Ss say the colors they knew on the rainbow. 4. Lead Ss say the colors they don’t know and show the flash cards. 	10 mins	rainbow poster flash cards	<ol style="list-style-type: none"> 1. Look at the poster. 2. How many colors on the rainbow? 3. Can you say colors on the rainbow? 4. This is <u>purple</u>. 5. Say <u>purple</u>.
	3. Ss are able to cooperate with others.	<ul style="list-style-type: none"> ● Practice 1. Ss look at the picture of the rainbow and say the sentences “It’s <u>red</u>.”. 2. Group leaders spin the spinners. Read the sentences several times till the spinners stop. 3. Read the lyrics of U4 song. 4. Listen to the song and sing. 	10 mins	pictures of the rainbow word cards fidge spinners textbook ebook	<ol style="list-style-type: none"> 1. Put the word card on the correct colors. 2. What color is it? 3. Group leader spins the spinner. 4. Say all the sentences till the spinner stops. 5. Take out your book. 6. Try to read the words. 7. Listen to the song. 8. Sing the song together.
		<ul style="list-style-type: none"> ● Challenge 1. Ss listen to the rainbow song and read the lyrics by themselves. 2. Listen to the song and sing. 3. Color the pictures according the 	8 mins	lyrics sheet song clip	<ol style="list-style-type: none"> 1. Listen and try to read the words aloud. 2. Listen to the song. 3. Sing the song together.

		<p>clues on the sheet.</p> <ul style="list-style-type: none"> ● Wrap-up <ol style="list-style-type: none"> 1. Sing the song several times. 2. Ss write the sentences on the notebook. <p>🚢Anchor activities</p> <p>Choose one of the alphabet “Manifold” pattern and fold it into a smaller square with the different letters on the both sides.</p>	7 mins	<p>song clip</p> <p>notebooks</p> <p>sentene strips</p> <p>markers</p>	<ol style="list-style-type: none"> 4. Color the picture. 1. Let’s sing together. 2. Read and say the words on the board. 3. Take out your notebook. 4. Write and say the sentences.
第 四 節	1. Ss are able to use the color code to compose the simple melody.	<ul style="list-style-type: none"> ● Warm up <ol style="list-style-type: none"> 1. Sing the rainbow song together. 2. Ask Ss look at the picture and say the colors on the rainbow. 	5 mins	<p>textbook</p> <p>rainbow poster</p>	<ol style="list-style-type: none"> 1. Hey, guys! 2. Let’s sing the rainbow song. 3. What’s this? 4. It’s a rainbow. 5. Say the colors. 6. What color is it?
	2. Ss are able to cooperate with others.	<ul style="list-style-type: none"> ● Presentation <ol style="list-style-type: none"> 1. Show the melody chart on the board. 2. Play the melody with musical bells. 3. Tell Ss the meanings of “Near” and “far” on the Rainbow Melody Chart. 4. Make another melody chart with Ss and play the song. 	10 mins	<p>melody chart</p> <p>musical bells</p>	<ol style="list-style-type: none"> 1. Listen! 2. Look at the chart and listen again. 3. Look at these two circles. 4. “Near” goes fast. 5. “Far” goes slowly. 6. How about these two cards? 7. Look at the cards. 8. Say the colors and clap your hands. 9. Let’s sing another song.
		<ul style="list-style-type: none"> ● Practice <ol style="list-style-type: none"> 1. Give Ss some colored magnets, instruments. 	20 mins	<p>instruments</p> <p>colored magnets</p>	<ol style="list-style-type: none"> 1. I’ll give you some colored megnets and xylophones.

	<ol style="list-style-type: none"> 2. Ss discuss and compose a short song. 3. Each group displays the mini white board. 4. Then sing and play the songs on the stage. 5. Every group looks at the mini white board and plays the music. 6. Ss compose a new section and play on the stage. 			<ol style="list-style-type: none"> 2. Please put the circle and make up a song. 3. Play the song with the xylophone on your desks. 4. Finished? 5. Please put your song on the board. 6. Play the music, please. 7. Let's play the song together. 8. Good job! 9. OK. Make a new song. 10. It's show time! 11. play the music again.
	<ul style="list-style-type: none"> ● Wrap-up <ol style="list-style-type: none"> 1. Ask Ss choose some mini white boards. 2. Play the song together. 	5 mins	paper strips	<ol style="list-style-type: none"> 1. Choose some mini white boards. 2. We can play the songs together. 3. Are you ready? 4. 1, 2, 3, go! 5. Good job! 6. You are the best band.

指導要點及注意事項

1. The fast finishers can choose one anchor activity and work independently.
2. Help Ss to notice the volume when they are discussing or playing the instruments.
3. Allow Ss to ask their partners' help when they are stuck in the activities.
4. Say two useful expressions of this unit, "Try again." and "Good job!", in the appropriate time and situation.

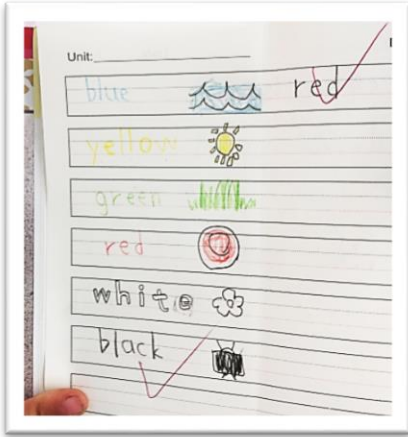
參考資料

參考書目：何嘉仁版 e STAR Book1-Unit 4

附錄

Anchor activities:

1. Color Words



2. Alphabet Manifold

