

新北市 106 學年度第二學期國小英語領域到校輔導教案設計

授課地點：三峽安溪國小

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科目/領域別：語文領域-英語文		作者：永和國小甯麗娟老師 樂利國小鍾昌益老師
學習/教育階段：第二學習階段/國小		教學年級：三年級
單元名稱：From Phonics to Spelling		
教學資源/設備需求： Letter cards, CVC word cards, projector, worksheets, PPT files		
總節數：1		
<p>一、課綱轉化：</p> <p>1. 本課程切合英語領綱素養【英-E-B1 具備入門的聽、說、讀、寫英語文能力。】運用適切的教學策略和活動設計，透過童詩韻文媒材，引導學生做字母拼讀練習，培養看字讀音、聽音拼字基本能力。</p> <p>2. 本課程切合英語領綱素養【英-E-C2 積極參與課內英語文小組學習活動。】透過設計鋪排互動層次各異的學習活動，如：倆倆一組練習(pair work)、四人小組活動(group work)，除了鼓勵學生積極參與，勇於嘗試，不畏懼犯錯之外，並能與同儕互助合作，共同完成學習任務，進一步培養團隊合作精神。</p> <p>二、課程安排：</p> <p>1. 學生之先備知識為 26 個字母音及其代表單字，以及簡單的 CVC 拼讀概念。運用已學的簡易 CVC 拼讀字概念引入童詩閱讀，深化音韻覺識。</p> <p>2. 透過數篇童詩韻文的漸進式鋪排，再度引導學生覺察頭韻、尾韻以及中間母音字母的變化，從而深化其單字拼讀能力，逐步建構聽音拼字能力。</p> <p>三、教學策略：</p> <p>1. Think-Pair-Share: 兩兩練習活動以及小組練習，鼓勵學生除了獨立思考完成任務之外，也能與同儕互動，彼此互助互學。</p> <p>2. Collaborative learning: 異質分組狀態下，學生依各自所長，互相討論學習，協力完成小組任務。</p>		
學習目標、核心素養、學習重點（含學習表現與學習內容）對應情形		
學習目標	1. Students can sound out CVC words. 2. Students can use phonics skills to spell CVC words. 3. Students can recite the phonics poems.	
核心素養	總綱	B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領（課）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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。
學習重點	學習表現	1-II-2 能聽辨英文的子音、母音及其基本的組合。 ◎ 2-II-2 能唸出英文的語音。 ◎ 2-II-3 能說出課堂中所學的字詞。 3-II-1 能辨識 26 個印刷體大小寫字母。 ◎ 3-II-2 能辨識課堂中所學的字詞。

	<p>4-II-5 能拼寫第二階段所學字詞。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>6-II-1 能專注於老師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p>
學習內容	<p>◎ Ab-II-3 子音、母音及其組合。</p> <p>◎ Ab-II-7 所學的字母拼讀規則(含看字讀音、聽音拼字)</p>
議題融入	N/A
與其他領域/科目的連結	N/A
各單元學習重點詮釋與轉化	
教學活動略案	評量策略 (含評量方法、過程、規準)
<p>【Warm up】 10'</p> <p>1. Quickly review learned letters and the corresponding sounds by introducing some CVC words (c-a-t, f-a-t, m-a-t).</p> <p>2. Introduce the Phonics poem “Pat the Cat” (PPT-1).</p> <p>3. Give out worksheet-1. Ask students to highlight -at words and try to read aloud the poem within groups.</p> <p style="text-align: center;"><u>Pat the Cat</u> <i>Pat is a fat cat.</i> <i>Pat can see a rat.</i> <i>The rat is fat.</i> <i>The fat rat sat on a mat.</i> <i>Pat sat on the rat!</i></p> <p>4. Lead the class read aloud the poem again.</p> <p>【Presentation & Practice】 10'</p> <p>1. Replace the rhyme with -am. Introduce the poem “Pam and Sam” with pictures (PPT-2).</p> <p style="text-align: center;"><u>Pam and Sam</u> <i>Pam the ram likes ham.</i> <i>Sam the ram likes jam.</i> <i>Pam the ram gives the ham to Sam.</i> <i>Sam the ram gives the jam to Pam.</i></p> <p>2. Give out packs of letter cards. Two students share one pack. Read the poem again. Ask students to listen carefully and try to spell the target CVC words by using letter cards.</p> <p style="text-align: center;"><i>Pam, Sam, ram, ham, jam</i></p> <p>3. Present the poem and lead students to check the answers.</p> <p>【Reinforcement】 15'</p> <p>1. Form groups of 4. Show students something red. Ask students about the color, and guide them to spell out the word r-e-d.</p> <p>2. Give out packs of 8 CVC word and picture cards.</p>	<p>Listening comprehension Students can understand and follow the instructions.</p> <p>Oral output Students can respond with learned sentences and phrases.</p> <p>Classroom observation During the activity, students can identify the target words and read aloud the poem. Circulate and offer help whenever needed.</p> <p>Students are willing to join the activity, and help each other.</p> <p>Listening comprehension Students can understand and follow the instructions.</p> <p>Oral output Students can respond with learned sentences and phrases.</p> <p>Classroom observation During the activity, students can use phonics skills to spell -am words in the poem. Circulate and offer help whenever needed.</p> <p>Students are willing to join the activity, and help each other.</p> <p>Listening comprehension Students can understand and follow the instructions.</p> <p>Oral output</p>

<p><i>bed, red, ten, vet, leg, hen, jet, net</i></p> <p>3. One student in each group picks one card from the word card pool and sounds out the target word. Others try to spell the word together by using the letter cards.</p> <p>4. Students take turns within group to finish spelling the 8 target words. If they cannot sound out certain word, put back the card and try another one.</p> <p>【Wrap up】 5’</p> <p>1. Show PPT-3 of the poem “Hens on the Bed”.</p> <p>2. Lead the whole class to do shared reading.</p> <p style="text-align: center;"><u>Hens on the Bed</u> <i>Ten red hens Jumping on the bed. One fell off and hurt its leg! Should we call the vet? No! The fun’s not over yet!</i></p> <p>* Alternative HW: Give out worksheet-2. Ask students to read aloud.</p>	<p>Students can respond with learned sentences and phrases.</p> <p>Classroom observation During the activity, students can use phonics skills to spell the target CVC words. Students are willing to join the activity, and help each other. Circulate and offer help whenever needed.</p> <p>Listening comprehension Students can understand and follow the instructions.</p> <p>Oral output Students can respond with learned sentences and phrases.</p> <p>Classroom observation During the activity, students can recite the phonics poem. Circulate and offer help whenever needed.</p>
<p>參考資料：</p> <p>1. Phonics Poems: Teachers pay teachers.com 2. CVC Phonic poems: The Kindergarten Connection</p>	
<p>附錄：</p> <p>1. Worksheets 1 and 2</p>	