


附件四：

新北市 107 年度教師以全英語授課教案設計

設計者 / 服務學校	王慧雯、陳淑卿、陳巧庭/ 上林國小						
教案名稱	我們一家人 My sweet family						
教學年級：國小低年級	課程上使用之英語比例： 85 % (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:6人	教學總節數:4節	公開授課內容為第4節					
公開授課之時間： 107年11月30日 10時30分至11時20分(第三節課)	公開授課之地點： 新北市雙溪區上林國小一甲教室						
教學目標 (請具體寫出學生所須學習的單字或句型)	<table border="1"><tr><td>具體目標</td></tr><tr><td>1. Students will be able to understand the target vocabulary. 2. Students will be able to understand the target sentence. [認知] 1. 能熟練本單元英語單字 2. 能學會本單元句型 3. 能朗讀本單元韻文(歌曲)。 4. 細心觀察並了解家人常做的事，用合適的語彙表達自己的感受。 5. 仔細聆聽別人的故事，並能記住重點。 [情意] 1. 樂於積極參與教室活動，認同英語是有趣的。 2. 與同學齊心協力完成活動，增進合作精神。 [技能] 1. 隨歌曲節奏做出適當身體律動。 2. 用流利的口語關心家人、分享感受家人的辛勞。</td></tr><tr><td>教學目標</td></tr><tr><td>1.單字: mom, dad, brother, sister, grandpa, grandma 2.句型:Hello,I'm _____. I'm <u>seven/eight</u>. I like _____. This is my _____.</td></tr></table>			具體目標	1. Students will be able to understand the target vocabulary. 2. Students will be able to understand the target sentence. [認知] 1. 能熟練本單元英語單字 2. 能學會本單元句型 3. 能朗讀本單元韻文(歌曲)。 4. 細心觀察並了解家人常做的事，用合適的語彙表達自己的感受。 5. 仔細聆聽別人的故事，並能記住重點。 [情意] 1. 樂於積極參與教室活動，認同英語是有趣的。 2. 與同學齊心協力完成活動，增進合作精神。 [技能] 1. 隨歌曲節奏做出適當身體律動。 2. 用流利的口語關心家人、分享感受家人的辛勞。	教學目標	1.單字: mom, dad, brother, sister, grandpa, grandma 2.句型:Hello,I'm _____. I'm <u>seven/eight</u> . I like _____. This is my _____.
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<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>英語 ◎1-1-10 能聽懂簡易歌謠和韻文的主要內容。 英語 ◎2-1-3 能說出課堂中所習得的詞彙。 英語 ◎2-1-4 能以正確的語調說出簡易句型的句子。 英語 ◎2-1-7 能以簡易的英語介紹家人和朋友。 英語 ◎2-1-10 能朗讀和吟唱歌謠韻文。 生活 ◎4-1 使用合適的語彙或方式，表達對人、事、物的觀察與意見。 生活 ◎5-4 養成參與、欣賞展示及演出時的基本禮儀與態度。</p>
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教案名稱：My sweet family

	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	<p>英語 ◎ 1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>英語 ◎ 2-1-3 能說出課堂中所習得的詞彙。</p>	<p>【引起動機】</p> <p>Warm up</p> <ul style="list-style-type: none"> ➤ Greeting-get ready for the class. <p>【發展活動】</p> <p>Introduction</p> <ul style="list-style-type: none"> ➤ The day before the lesson, asked students to paste a family picture into English textbook. ➤ Show my family picture on English textbook and say this is a family. ➤ Explain to my students that we are going to learn family members. <p>Story Time</p> <ul style="list-style-type: none"> ➤ The teacher shows a film – Peppa Pig’s Family. https://www.youtube.com/watch?v=8Aq--t7Af8U&app=desktop  <ul style="list-style-type: none"> ➤ And remember to pause after a role shows up. ex> After grandpa’s picture shows on the family tree, teacher has to say”grandpa” and ask students to say it again. 	<p>2 mins.</p> <p>10 mins</p> <p>10 mins</p>	<p>A family picture</p> <p>Webside</p>	<p>Greeting: Good morning. How are you?</p> <p>This is a picture, Look at this picture. This is my grandpa. This is my grandma. This is my mom. This is my dad. This is my brother. This is my sister.</p> <p>Look, look, look at me. What do you see on the board?</p> <p>This is a family. This is grandpa. And this is grandma.</p>



Independent Working Time

- Flash family members’ cards.
- Paste these cards on blackboard.
Ask students to touch it according to teacher’s directive.
- Deal out a card to a student who can say a family member in English. After everybody gets a card, we can play a game.
- Game: Carrot squats. (be similar with cat dog lion/Ding -Dong)
*Pick up one by situation.
--Pattern I: Mom go mom go mom go then dad go
-- Pattern I: Mom is here. Mom is here and where is dad?....

【統整與總結】

Wrap-Up

- Show my family picture and introduce them “Mom, my mom, this is my mom. Dad, my dad, this is my dad. Then ask students to do the same way with their family picture to teacher.
- Pair work: Student show his or her family picture to his/her partner and say” Mom, my mom, this is my mom. Dad, my dad, this is my dad.”

13 mins


Cards

Look at the card. And listen carefully!
Mom, my mom. This is my mom.
M/m/-O/a/-M/m/.
Mom, my mom, this is my mom, etc.

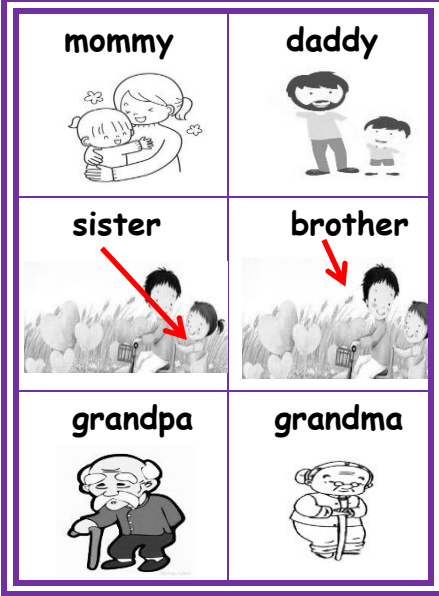
5 mins


family pictures

Teacher goes around the class. And check they share their picture in English.

<p>第二節</p>	<p>英語 ◎ 2-1-7 能以簡易的英語介紹家人和朋友。</p> <p>英語 ◎ 2-1-10 能朗讀和吟唱歌謠韻文。</p>	<p>【引起動機】 Warm up</p> <ul style="list-style-type: none"> ➤ Greeting-get ready for the class. ➤ Teacher begins by asking students about her name. Then, Teacher says her name and/or have a student write it on the board. ➤ Review family members with cards. <p>【發展活動】 Introduction</p> <ul style="list-style-type: none"> ➤ The day before the lesson, instruct my students to bring pictures from home that they can paste into a book that they will make. ➤ Explain to my students that they are going to be discussing families. <p>Story</p> <ul style="list-style-type: none"> ➤ The teacher shows I Love My Family picture book and takes the picture book content. ➤ Students repeat after the story. 	<p>5 mins.</p> <p>5 mins</p> <p>10 mins</p>	<p>Cards</p> <p>I Love My Family. https://www.youtube.com/watch?v=O5oeOrfvIkY</p> <p>worksheet A worksheet B</p>	<p>Greeting -Good morning! (Point to the date in Chinese on board) -What day is today? -What's my English name, do you know how to say it?"</p> <p>Look at the story. Listen and look. Teacher asks Ss to say I love my family.</p> <p>Remind them that no two family members are alike! Look and listen carefully.</p>
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	<p><u>Independent Working Time</u></p> <ul style="list-style-type: none"> ➤ Direct my students to think about the roles and responsibilities of the people. Ask them to think about what their families like. ➤ Deliver worksheet A and worksheet B to students. Then instruct my students to paste pictures of their families inside their papers. (see attachment I and attachment II) ➤ Offer details and potential examples of family interactions to your students. <ul style="list-style-type: none"> ✚ Differentiation <ul style="list-style-type: none"> Enrichment: Have these students write a story about an experience that they have had with their family members. Support: Give my students a word bank or sentence patterns to write about their families. <p>WORD BANK</p> <div style="border: 2px solid purple; padding: 10px; margin-top: 10px;"> <p>Sentence pattern</p> <p>1. 這是我的<u>爸爸</u>。</p> <p>This is my <u>daddy</u></p> <p>2. 這是我的<u>媽媽</u>。</p> <p>This is my <u>mommy</u></p> </div>	15 mins	<p>sentence patterns</p> <p>workbank</p>	<p>Now , teacher is going to give this paper. Please write and draw. If you have a question. Please raise your hand and ask me.</p> <p>Teacher goes around and help students to finish the worksheet.</p>
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		 <p>mommy</p> <p>daddy</p> <p>sister</p> <p>brother</p> <p>grandpa</p> <p>grandma</p> <p>【總結活動】</p> <p>Wrap-Up</p> <ul style="list-style-type: none"> ➤ Assessment: Walk around as my students write about their family members, making sure that they use complete sentences. ➤ Ask everyone to share their family books. 	5 mins		Ok, everyone, if you are finish, You can put it on the board and show everyone.
第三節	<p>英語 ◎ 2-1-7 能以簡易的英語介紹家人和朋友。</p> <p>生活 ◎4-1 使用合適的語彙或方式，表達對人、事、物的觀察與意見。</p>	<p>【引起動機】</p> <p>Warm Up :</p> <ul style="list-style-type: none"> ➤ Show (or draw) my students a picture of my home and tell my students a little about it. Encourage my students to tell me a little about his or her family. ➤ Show my students some pictures of my family member. And tell students about my family. <p>【發展活動】</p> <p>Activity1:</p> <ul style="list-style-type: none"> ➤ Ask students to share, and they can talk in Chinese . 	5 mins 10mins	pictures of houses Cards	<p>For example: ‘This is my family. This is my mom. This is my dad. They are my brothers.</p> <p>Encourage my students to tell me which he or she likes and to give reasons for his or her preferences, where possible.</p> <p>You can share us your family. And you speak</p>

<p>第四節</p>	<p>1-1-10 能聽懂簡易歌謠和韻文的主要內容。 2-1-10 能朗讀和吟唱歌謠韻文。</p>	<p>Warm up Sing Family Members Song</p>  <p>2. Teacher and Ss sing together .</p>	<p>5mins</p>	<p>Picture- family tree projector</p>	<p>Let's sing the song together. Everyone stand up and do the action together.</p> <p>Ok, you did a great job.</p>
<p>2-1-3 能說出課堂中所習得的詞彙。</p>	<p>2-1-3 能說出課堂中所習得的詞彙。</p>	<p>Presentation (合班) 1. Teacher reviews the vocabulary : dad, mom, brother, sister, grandpa, grandma. Whole class practice- Activity: Look and Say (1) Teacher shows the flashcard and Ss read the words aloud. Group practice- Activity: Hunter Game (1) Two Ss stand back to back and hold the flashcard. (2) Teacher says "one, two, three, turn around" (3) Ss turn around and say the word (4) The faster one wins the game.</p>	<p>5mins</p> <p>5mins</p>	<p>flash cards</p> <p>flash cards</p>	<p>Let's review the words. Everyone read together.</p> <p>Now, let's play a game. Everyone, look here. Ann and Andy will show the game for you.</p>
<p>2-1-4 能以正確的語調說出簡易句型的句子。 2-1-7 能以簡易的英語介紹家人和朋友。 4-1 使用合</p>	<p>2-1-4 能以正確的語調說出簡易句型的句子。 2-1-7 能以簡易的英語介紹家人和朋友。 4-1 使用合</p>	<p>(3) Ss turn around and say the word (4) The faster one wins the game. 2. Teach the sentence.-This is my _____. (1) Whole class practice- Activity: Look and Say (2) Group practice- Activity: Pass the flashcard</p> <p>Practice Activity: Family Story</p>	<p>5mins</p> <p>5mins</p> <p>5mins</p>	<p>flash cards</p> <p>flash cards</p> <p>picture</p>	<p>Everyone takes turns to play the game.</p> <p>Look, you did a great</p>

<p>適的語彙或方式，表達對人、事、物的觀察與意見。</p> <p>5-4 養成參與、欣賞展示及演出時的基本禮儀與態度。</p>	<p>(1)Use the pictures and introduce their family members.</p> <p>(2)S shows the picture. And say “I’m _____.” “This is my _____.”</p> <p>Wrap up</p> <p>Activity: Mini Family Book.</p> <p>(1)Ask Ss to take out the mini book and do the pair-work.</p> <p>(2)Student presents the mini family book to his/her partner.</p> <p>(3)After practicing, one S stands on the stage.</p> <p>(4)Then shows and introduces his mini family book to everyone.</p> <p>(5)Grade A: Hello,I’m _____. I’m _____. I like _____. This is my _____.</p> <p>Grade B: Hello,I’m _____. I like _____. This is my _____.</p>	<p>10mins</p>	<p>mini family book</p>	<p>job.</p> <p>Everyone will come here and show us your book and say “I’m _____.” “This is my _____.”</p>
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指導要點及注意事項 (若無，此欄可刪除)

1. 教師運用 CLIL 課程內涵，以英語來教導生活課程 (改編 我家的故事 單元)，以混齡教學方式教授 1-2 年級學生了解 我家的故事。
2. 活動設計以學生為中心，並進行差異化教學，課堂分組方式，有時採同質性分組，有時採異質性分組。
3. 本校一二年級學生共六位(4 男 2 女)，教師提供適合能力的學習單，善用同儕合作互搭鷹架學習。
4. 每個人的家庭都有獨特的故事，透過學生帶來的照片分享，學生可跟同學分享自己的家庭成員，增進互相了解。
5. 教師與其他英語教師及擔任生活課程的老師共同備課，透過對話精進彼此教學。

參考資料 (若無，此欄可刪除)

國小一年級生活課本

翰林 Ready go

新北市英語教學資源中心

I Love My Family.

<https://www.youtube.com/watch?v=O5oeOrfvIkY>

Family member song

https://www.youtube.com/watch?v=d_WQEw13TCo

附錄

(學習單或其他相關資料)

如附件

Class: _____
Number: _____
Name: _____

My Dear Family



Start



This is my _____.



I like _____.



I am _____.



paste

This is our story.

I want to say.....

家長簽名



My Dear Family

Class: _____
 Number: _____
 Name: _____



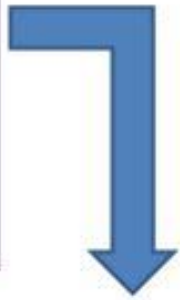
Start



Look and write the number!

This is my _____

①daddy ② grandpa
 ③brother ④sister
 ⑤mommy ⑥grandma



He / She likes me.



He / She is _____



paste

This is our story.



I want to say.....

家長簽名



附件五：

新北市 107 年度教師以全英語授課
成果紀錄表

教案名稱：甜蜜的家庭 My sweet family	
授課者：王慧雯	
服務學校：新北市雙溪區上林國民小學	
公開授課日期： 106 年 11 月 30 日 10 時 30 分至 11 時 10 分	公開授課之地點： 新北市雙溪區上林國小 一甲教室
授課年級及班級： 一、二年 甲 班 學生共 6 人	觀課教師數： 8 人 (名單詳如簽到表)
公開授課內容： 教案之第__4__節課程內容	課程上使用之英語比例： 100 %
出席指導之專家、學者、教授 姓名、職稱及服務單位	陳一君 英語輔導團員 海山國小教務主任
專家、學者、教授 之指導、回饋或建議	1. Ss stay focused all the time and participate the activities. 2. Ss love doing the exercise. 3. Ss pay attention to each other and teacher. 4. Ss feel proud when doing the presentation. 5. Ss help each other when doing the pair work. 6. How to help Ss to have a “jump” learning? 7. How to set up the language learning goal and the content learning goal?
活動照片	



說明:說課後專家回饋



說明:公開課暖身活動



說明:小組練習分享小書



說明:學生成果發表

教學心得與省思 (含成效分析、教學省思、修正建議等)

教學省思：

1. 本單元結合英語科目實施跨領域教學，課程的設計理念是希望學生能透過 TPR、歌曲和遊戲方式，在全英語的環境中學習生活英語，同時也期許學生能在日常生活中運用上課所學的內容。
2. 課程著重在聽和說，學生透過全班齊唸、小組分享及個人上台分享方式，不斷地練習說英語。如此一來可培養學生說英語的習慣，不害怕上台分享。

成效分析

1. 學生們喜歡透過 TPR、歌曲和遊戲方式學習英語。
2. 上台分享照片和家庭小書時，容易因為緊張而說錯單字及句子。
3. 因為課堂中沒有特別教-“This is me.” 這個句子，所以學生會唸成 “This is my me.”。
4. 全部學生皆可唸出家庭單字 grandpa, grandma, dad, mom, brother, sister .
5. 句子部分也可唸出 Hello, I’m _____. This is my _____. 二年級及一年學生 Sunny 相當流暢，其他三位一年級

學生也能唸出來。

教學建議

這一單元是用 Clil 理念設計的教案，生活課程的學科內容銜接及教學目標是需要再多注意的部分。如何引起學生的學習動機，讓大家勇敢開口說英語，不害怕犯錯，是我努力的方向。透過更多元的學習方式，激發學生的學習動機，進而提升聽說讀寫的能力。實施跨領域教學是一項巨大的挑戰，但在設計教案的過程中也收穫良多，期許自己能繼續挑戰創新教學。