



新北市 106 年度教師以全英語授課 教案設計

校名：新北市蘆洲區鶯江國小

教案名稱：I feel good when I go jogging.

授課年級：六年級

設計者：林怡萱、陳媺穎

新北市 106 年度教師以全英語授課教案設計
(課程實施後)

設計者 / 服務學校	林怡萱、陳珮穎 / 驚江國小		
教案名稱	<u>I feel good when I go jogging.</u>		
教學年級：國小 <u>六</u> 年級		預計課程上使用之英語比例： 90 % (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： <u>25</u> 人	教學總節數： <u>4</u> 節	預計公開授課內容為第 <u>2</u> 節	
預計公開授課之時間： <u>106</u> 年 <u>11</u> 月 <u>30</u> 日 <u>14</u> 時 <u>20</u> 分至 <u>15</u> 時 <u>00</u> 分(第 <u>六</u> 節課)		預計公開授課之地點： 新北市 <u>蘆洲</u> 區 <u>驚江</u> 國小 情境教室 202	
教學目標 (請具體寫出學生所須學習的單字或句型)	<ol style="list-style-type: none"> 1. Students will use key language and vocabulary in appropriate situational context. 2. Students will collaborate with peers to extend and reinforce key language and vocabulary. 3. Students will connect the way they feel to the hobbies they engage in. 4. Students will share their comments about healthy hobbies or unhealthy hobbies. 5. Students will share their feelings from the videos. 6. Students will finish the project by using target vocabulary and target language step by step. 7. Students will film a video by using multiple medias: video, pictures, and written words. <p>Target Vocabulary healthy, unhealthy, hobby, good, bad, proud, excited, nervous, confident, (go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games)</p> <p>Target Language</p> <ol style="list-style-type: none"> 1. What do you like to do after school? 2. I feel _____ when I _____. 		

<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>C2-1-3 能說出高年段所習得的詞彙。</p> <p>C2-1-8 能使用高年段的教室用語與日常生活用語。</p> <p>C2-1-9 能以高年段簡易句型作適當的提問、回答。</p> <p>C2-1-11 能以所習得的英語看圖說話。</p> <p>C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答教師或同學所提的問題。</p> <p>D6-1-6 樂於接觸課外英語學習素材</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p>
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教案名稱：I feel good when I go jogging.

	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>1. Students will use key language and vocabulary in appropriate situational context.</p> <p>2. Students will collaborate with peers to extend and reinforce key language and vocabulary.</p> <p>3. Students will share their comments about healthy hobbies or unhealthy hobbies.</p> <p>Target Vocabulary healthy, unhealthy, hobby, good, bad, proud, excited, nervous, confident, go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games</p> <p>Target Language</p> <ol style="list-style-type: none"> What do you like to do after school? I feel _____ when I _____. 	<p>Warm-up</p> <p>Review background knowledge</p> <ol style="list-style-type: none"> Ask students some questions like “What do you do at home?” or “What do you do after school?” Students might answer “I go jogging after school.” or “I watch TV at home.” Review some phrases about hobby that students have learned before: go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games. <p>Presentation</p> <p>Introduce target language and key vocabulary</p> <ol style="list-style-type: none"> Define the word hobby, teacher acts out a situation of healthy hobbies and unhealthy hobbies. Then show a series of pictures of people doing various hobbies. Ask students to share their comments about healthy or unhealthy hobbies. Teach key vocabulary and the sentence pattern. <p>Practice</p> <p>Small group oral practice</p> <ol style="list-style-type: none"> Show students the sentence pattern, “ I feel _____ when I _____. ” and ask them as a group to create a sentence using the pattern. Ask groups to stand up and take turns speaking together using the sentence they created. Each group takes turns to do the actions about “I feel _____ when I _____.” 	5” 10” 15”	Whiteboard PowerPoint files Videos Worksheets Comic strips	*Pay attention. *Look! *Listen carefully. *Do you understand? *Raise your hand if <u>you</u> know the <u>answer</u> (you have any question). *Who knows the answer? *I'll show you how to do it.

		<p>Other students need to guess the answer by using the sentence pattern.</p> <p>Production/Wrap-up</p> <p>Survey classmates</p> <ol style="list-style-type: none"> Using the sentence pattern, "What do you like to do after school?" students may write responses of classmates on their paper. Elicit student responses to worksheet questions. 	10"		
第二節	<p>1. Students will connect the way they feel to the hobbies they engage in.</p> <p>2. Students will collaborate with groups to extend and reinforce key language and vocabulary.</p> <p>Target Vocabulary hobby, good, bad, proud, excited, nervous, confident, go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games</p> <p>Target Language</p> <p>1. I feel _____ when I _____.</p>	<p>Warm-up</p> <p>Review target vocabulary</p> <ol style="list-style-type: none"> Using slides to review the target vocabulary (EX: good, bad, proud, excited, nervous, confident) students have learned from the previous lesson. <p>Hidden pictures</p> <ol style="list-style-type: none"> Show students a small segment of a picture. Pictures will be representative of the previous lesson's vocabulary (EX: go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games). Students must guess what phrase is represented based on what they can see of the picture. <p>Presentation/Practice</p> <p>Introduce target language and key vocabulary</p> <ol style="list-style-type: none"> Introduce key vocabulary and sentence patterns by using slides. Students use the sentence pattern to share their feelings when they do some activities. 	10"	Whiteboard PowerPoint files Vocabulary cards Markers Mini whiteboard Worksheets	*Pay attention. *Look! *Listen carefully. *Do you understand? *Raise your hand if <u>you</u> know the answer (you have any question). *Who knows the answer? *I'll show you how to do it. *Are you ready?

	<p>Production</p> <p>Mission possible!</p> <ol style="list-style-type: none"> 1. Each group will get a bag of cards, markers and a mini whiteboard. 2. In their group, each student will be super heroes that do different jobs and they need to take turns to do different jobs. <ul style="list-style-type: none"> ❖ Superman: act out and check the answer. ❖ Spider Man & Batman: guess and say the sentences by cards. ❖ Iron Man: write down the answers on the mini whiteboard 3. Supermen in each group pick an answer from teacher, go back to groups and act it out. Spider Men and Batmen use cards to guess the answer and say it out. If the answer is right, Iron Men need to write down the answer on the mini whiteboard. Students need to switch their jobs when finishing a sentence. 4. Students will do this activity in 5 minutes, when time is up, the group which gets the most answers is the winner. <p>Wrap-up</p> <p>Funny Heroes!</p> <ol style="list-style-type: none"> 1. Teacher collects all the mini whiteboards and shows the answers to the class. 2. Use slides to do public check. 3. Ask students to make sentences about themselves. 	15"	
		7"	

第三節	<p>1. Students will share their feelings from the video.</p> <p>2. Students will start working with the project by using target vocabulary and target language step by step</p> <p>Target Vocabulary hobby, good, bad, proud, excited, nervous, confident, go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games</p> <p>Target Language</p> <p>1. I feel _____ when I _____.</p>	<p>Warm-up</p> <p>Review target vocabulary and sentence pattern</p> <p>1. Using slides to review the target vocabulary and sentence pattern students have learned from the previous lessons.</p> <p>Presentation</p> <p>Video sharing</p> <p>1. Show video “A Life Without Limits” about Nick Vujicic. As students watch ask them to list the things they see him do on the mini whiteboards.</p> <p>2. Ask students to put themselves in Nick’s place and create a sentence he might say using the new sentence pattern.</p> <p>Practice/Production</p> <p>1. Students will begin work on a 5 step project which they will work at their own pace.</p> <p>2. Divide students into DI groups (red, yellow, blue.) Students work their projects based on their abilities.</p> <p>3. Student’s ultimate goal is to film a video by each group.</p> <p>Wrap-up</p> <p>1. Ask students to clean up and remind them that they will be keeping working on this project next week.</p>	5"	Whiteboard PowerPoint files Mini whiteboard Markers Videos Worksheets	<ul style="list-style-type: none"> *Pay attention. *Look! *Listen carefully. *Do you understand? *Raise your hand if you know the answer (you have any question). *Who knows the answer? *I’ll show you how to do it. *Please work together.
第四節	<p>1. Students will work with the project by using target vocabulary and target language step by step.</p>	<p>Warm-up</p> <p>Review target vocabulary and sentence pattern</p> <p>1. Using slides to review the target vocabulary and sentence pattern students have learned from the previous lessons.</p>	5"	Whiteboard PowerPoint files Videos iPads Worksheets	<ul style="list-style-type: none"> *Pay attention. *Look! *Listen carefully. *Do you understand? *Raise your hand if you

<p>2. Students will film a video using multiple medias: video, pictures, and written words.</p> <p>Target Vocabulary</p> <p>hobby, good, bad, proud, excited, nervous, confident, go jogging, ride a bike, watch TV, listen to music, play baseball, play basketball, play computer games</p> <p>Target Language</p> <p>1. I feel _____ when I _____.</p>	<p>Presentation</p> <p>Film a video</p> <ol style="list-style-type: none"> 1. Introduce how to use iPads to film a video. 2. Ask students to do role play with groups, they need to use the key vocabulary and sentence pattern to share their hobbies and feelings. 3. Each group films a video about 1 minute. <p>Practice/Production</p> <ol style="list-style-type: none"> 1. Students will continue to work on the independent project. <p>Wrap-up</p> <ol style="list-style-type: none"> 1. Share students' videos and encourage students to finish the project in their free time. 	15"		<p>know the answer (you have any question). *Who knows the answer? *I'll show you how to do it. *Please work together.</p>
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Survey - What do you like to do after school?

Class _____ Number _____ Name _____

Q: What do you like to do after school?

A: I like to _____ after school.

Name	Hobby	Please write down the complete sentence

good



bad



excited



proud



nervous



confident



go jogging



ride a bike



watch TV



play baseball



play basketball



listen to music



play computer games



I feel nervous when I play baseball.



I feel confident when I play basketball.



I feel good when I ride a bike.



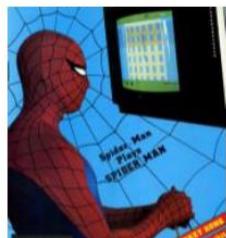
I feel excited when I play computer games.



I feel good when I listen to music.



I feel nervous when I play computer games.



I feel bad when I watch TV.



I feel proud when I go jogging.



I feel bad when I ride a bike.



I feel proud when I play baseball.



I feel good when I go jogging.



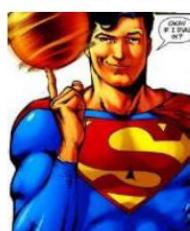
I feel excited when I listen to music.



I feel confident when I go jogging.



I feel proud when I play basketball.



I feel bad when I play computer games.



I feel nervous when I ride a bike.



I feel excited when I watch TV.



I feel excited when I watch TV.



I feel excited when I play basketball.



I feel confident when I listen to music.



My 5 steps project!

Red Group

Class _____ Name _____ # _____

Step 1 - 5				Signature										
				Friend 1	Friend 2	Friend 3								
Step 1 Read all the vocabulary words correctly to 3 friends.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">good</td> <td style="padding: 2px;">bad</td> <td style="padding: 2px;">hobby</td> <td style="padding: 2px;">proud</td> </tr> <tr> <td style="padding: 2px;">excited</td> <td style="padding: 2px;">nervous</td> <td style="padding: 2px;">confident</td> <td style="padding: 2px;"></td> </tr> </table>				good	bad	hobby	proud	excited	nervous	confident				
good	bad	hobby	proud											
excited	nervous	confident												
Step 2 <ul style="list-style-type: none"> ● Find words 1-9 in the classroom. ● Write the words correctly. Number and word must match! ● Read to 2 friends and 1 teacher. 				Friend 1	Friend 2	Teacher								
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____														
Step 3 <ul style="list-style-type: none"> ● Write 3 sentences about how you feel when you do something you like. ● Read the sentences to 1 friend, 1 leader, and 1 teacher. 				Friend	Leader	Teacher								
1. _____. 2. _____. 3. _____.														
Step 4 Survey 3 friends about how they feel when they do something and write them down.				Friend 1	Friend 2	Friend 3								
1. _____ 2. _____ 3. _____														
Step 5 Use the iPad to film a video with your group, everyone needs to use the sentence pattern to describe your feeling when you do something you like. Write down your lines below. _____ _____				Teacher										

My 5 steps project!

Yellow Group

Class _____ Name _____ # _____

Step 1 - 5				Signature									
Step 1				Friend 1	Friend 2								
Read all the vocabulary words correctly to 2 friends.													
<table border="1"><tr><td>good</td><td>bad</td><td>hobby</td><td>proud</td></tr><tr><td>excited</td><td>nervous</td><td>confident</td><td></td></tr></table>				good	bad	hobby	proud	excited	nervous	confident			
good	bad	hobby	proud										
excited	nervous	confident											
Step 2				Friend	Teacher								
<ul style="list-style-type: none">● Find words 1-9 in the classroom.● Write the words correctly. Number and word must match!● Read to 1 friend and 1 teacher.													
1. _____	2. _____	3. _____											
4. _____	5. _____	6. _____											
7. _____	8. _____	9. _____											
Step 3				Friend	Leader								
<ul style="list-style-type: none">● Write 3 sentences about how you feel when you do something you like.● Read the sentences to 1 friend, 1 leader, and 1 teacher.													
1. I feel _____ when I _____.													
2. I feel _____ when I _____.													
3. I feel _____ when I _____.													
Step 4				Friend 1	Friend 2								
Survey 2 friends about how they feel when they do something and write them down.													
1. _____													
2. _____													
Step 5				Teacher									
Use the iPad to film a video with your group, everyone needs to use the sentence pattern to describe your feeling when you do something you like. Write down your lines below.													

My 5 steps project!

Blue Group

Class _____ Name _____ # _____

Step 1 - 5				Signature	
Step 1 Read all the vocabulary words correctly with teacher.	good	bad	hobby	proud	Teacher
	excited	nervous	confident		
Step 2 <ul style="list-style-type: none">Find words 1-6 in the classroom.Write the words correctly. Number and word must match!Read to 1 friend and 1 teacher. <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____</p>	Friend	Teacher			
Step 3 <ul style="list-style-type: none">Write 3 sentences about how you feel when you do something you like.Read the sentences to teacher. <p>1. I feel _____ when I _____. 2. I feel _____ when I _____. _____ _____</p>	Teacher				
Step 4 Survey 2 friends about how they feel when they do something and write them down. _____ _____	Friend				

Step 5

Use the iPad to film a video with your group, everyone needs to use the sentence pattern to describe your feeling when you do something you like. Write down your lines below.

Teacher

