

附件三：

## 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	王妘煒, 楊京儒, 許家菁 / 新市國小	
教案名稱	The Secret Itinerary	
教學年級：國小 <u>五年級</u>	預計課程上使用之英語比例： <u>85</u> % (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>34</u> 人	教學總節數： <u>2</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>10</u> 月 <u>27</u> 日 <u>11</u> 時 <u>20</u> 分至 <u>12</u> 時 <u>00</u> 分(第 <u>2</u> 節課)	預計公開授課之地點： 新北市 <u>淡水區新市國小</u> <u>英語教室</u>	
教學目標	1. Students will be able to understand the target vocabulary. (1) Students will be able to say the target words. (2) Students will be able to read the target words. 2. Students will be able to understand the target sentence. (1) Students will be able to say the target sentence. (2) Students will be able to read the target sentence. (3) Students will be able to write the target sentence. 3. Students will be able to read the traveling plan.	
	Target vocabulary	bus, taxi, bike, train, plane, boat, MRT, foot, minutes, leave, arrive,
	Target sentence	▪How is he/she going to get there? He/She is going to get there ( <u>by bus</u> ). ▪How long does ( <u>the bus</u> ) take? It takes ( <u>twenty minutes</u> ).
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	C4-1-4 寫出高年段所習得的句子。 C4-1-5 能拼寫高年段所習得之應用字詞。 C5-1-2 能聽懂及辨識高年段所習得的詞彙。 C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。	

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-(1)	<p>【引起動機】</p> <p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>• <b>Greeting</b>-get ready for the class</li> <li>• <b>Guessing game</b>-Review the target vocabulary</li> </ul> <p>1. Teacher shows descriptions of the words on the power points, students have to guess the word according to the description.</p>	5 mins.	PPT	<ul style="list-style-type: none"> <li>• <b>Greeting</b></li> <li>-What is the date today?</li> <li>-What day is today?</li> <li>-What's the weather like?</li> <li>• <b>Guessing game</b></li> <li>-Everyone, let's do our guessing activity. Please read the descriptions and tell me the words.</li> </ul>
	2-(1)	<p>【發展活動】</p> <p><b>Presentation and Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Q &amp; A practice</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Q &amp; A practice</b></li> <li>-Let's review our sentence!</li> </ul>
	2-(2)	<p>1. Teacher shows the target sentence on the power points and ask the students to do the speaking practice.</p>	10 mins.	PPT	<ul style="list-style-type: none"> <li>• <b>Information gap</b></li> <li>- Ms. Mandy's class is going on a field trip, but before they</li> </ul>
	2-(1) 2-(2)	<p>• <b>Information gap</b>-Students have to gather all the information by saying the target sentences. Then, students have to figure out the correct itinerary.</p> <p>1. Teacher sets up the story context.</p> <div style="border: 2px dashed black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p><i>Ms. Mandy's class is going on a field trip, but before they start their trip. Ms. Mandy loses the itinerary. She needs your help !</i></p> <p><i>Now, two of you will have part of their travel information. You have to work together to complete the mission.</i></p> </div>	15 mins.	PPT Information gap worksheets <b>(Appendix A)</b>	<ul style="list-style-type: none"> <li>start their trip. Ms. Mandy loses the itinerary. She needs your help !</li> <li>Now, two of you will have part of her travel information, you have to work together to complete the your worksheet.</li> </ul>

	<p>2. Students work in pairs.</p> <p>3. Teacher passes down the worksheets and students can start to do the Q&amp;A practice and finish their worksheet.</p> <p>2-(1) 2-(2)</p> <p><b>Wrap up</b></p> <p>2-(3)</p>	<p>• <b>Check the answers</b>-Teacher shows three different itineraries on the board. Students have to figure out the correct one according to their worksheets.</p> <p>• <b>Homework time</b>-Students do the Q&amp;A writing practice according to the itinerary.</p>	<p>5 mins.</p> <p>5 mins.</p>	<p>PPT</p> <p>Worksheets Notebooks</p>	<p>-Who's A? -Who's B? -Now you can start!</p> <p>• <b>Check the answers</b> -I like the way you work together! -Now, let's finish our last mission. On the PPT, you will see three itineraries. Can you find out which one is Ms. Mandy's?</p> <p>• <b>Homework time</b> -For your homework today, please write down the questions and answers.</p>
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<p>第 二 節</p>	<p>2-(1) 2-(2) 2-(3)</p>	<p style="text-align: center;"><b>【引起動機】</b></p> <p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>• <b>Greeting</b> -get ready for the class</li> <li>• <b>Reading challenge</b>-Teacher shows the short traveling plan on the power points, students have to do the Q&amp;A writing practice according to the reading paragraph.</li> </ul> <div data-bbox="306 725 600 813" style="border: 1px solid black; display: flex; justify-content: space-around; width: 150px; height: 30px; margin: 10px auto;"> <div style="background-color: yellow; width: 50%; text-align: center;">A</div> <div style="background-color: cyan; width: 50%; text-align: center;">B</div> </div> <ol style="list-style-type: none"> <li>1. Students work in pairs.</li> <li>2. On the power point, teacher shows the short traveling plan and some questions, students take turns to write down their answers according to the traveling plan.</li> </ol> <div data-bbox="338 1272 758 1635" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="background-color: yellow; border-radius: 15px; padding: 5px;">Hello, my name is Toby. I am from the U.K. I am going to Taipei 101 by taxi. It takes 50 minutes from the airport to Taipei 101!</p> <p>Q: How is Toby going to get to Taipei 101?</p> </div>	<p>10 mins.</p>	<p>PPT papers</p>	<ul style="list-style-type: none"> <li>• <b>Greeting</b> <ul style="list-style-type: none"> <li>-What is the date today?</li> <li>-What day is today?</li> <li>-What's the weather like?</li> </ul> </li> <li>• <b>Reading challenge</b> <ul style="list-style-type: none"> <li>-Let's work in pairs.</li> <li>-Who's A?</li> <li>-Who's B?</li> <li>-Look at the board. Here's the traveling plan, please read by yourselves. I have some questions for you.</li> <li>-Ok! Read the question together!</li> <li>-Who got the paper?</li> <li>-Please write down your answer.</li> </ul> </li> </ul>
	<p>2-(1) 2-(2) 3-(1)</p>	<p style="text-align: center;"><b>【發展活動】</b></p> <p><b>Presentation and Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Jigsaw reading</b>-Students need to work in small groups. Each group will read about different parts of the traveling plan. Students need to work</li> </ul>	<p>15 mins.</p>	<p>PPT Traveling plan worksheets <b>(Appendix B)</b> <b>(Appendix C)</b></p>	<ul style="list-style-type: none"> <li>• <b>Jigsaw reading</b> <ul style="list-style-type: none"> <li>-I have a friend from Korea. He is coming to Taiwan. He wants to tell you something.</li> <li>-Please look at the board.</li> <li>-Your mission today is</li> </ul> </li> </ul>

together and finish their worksheets.

1. Teacher sets up the story context.

*Hi, my name is Kim. I am from Korea. I am going to travel to Taiwan. I am so exciting. Let*

2. Teacher explains different missions for different color groups.

3. Students move to their color groups.

<u>Red</u> (Day1- Transportation / Places)	<u>Blue</u> (Day2- Transportation / Places)
<u>Green</u> (Day1- Time / Schedule)	<u>Yellow</u> (Day2- Time / Schedule)

2-(1)

4. Students work in their small groups and finish their worksheet.

2-(2)

3-(1)

- Finish the itinerary

1. Students go back to their home group.

2. Teacher explains how to do the itinerary.

3. Students work together to finish Mr. Kim's itinerary.

【統整與總結】

#### Wrap up

- Check the answers-Teacher invites one group to share their itinerary,

10 mins.

Itinerary group worksheets  
**(Appendix D)**

5 mins.

to figure out Mr. Kim's itinerary. But each of you can only have part of the information. So you need to work together to complete your mission.

- "Red group" and "Blue group", you need to find out how and where Mr. Kim is going to travel. So, please read and finish this worksheet. "Green group" and "Yellow group", you need to find out Mr. Kim's schedule. So, please read and finish this worksheet.

-Now, please move to your color group. Let's start!

- **Finish the itinerary**

-Ok. You all have Mr. Kim's traveling plan. Please go back to your small group.

-Here's our itinerary chart. Now, you four have to work together and finish this itinerary.

-Wow, you did a really great job!

- **Check the answers**

-Alright! Which group can share the itinerary with us?

-Great! Everyone, let's

and the other groups check if their answers are correct.

check your answers.  
-So, how is Mr. Kim going to get to Tamsui?  
-You guys work really well today. Thank you, everyone!

### 指導要點及注意事項

在英語教學的現場，最大的挑戰便是學生之間嚴重的程度落差。當班級內學生之間的程度差異過大時，對教師而言，教學及活動設計的困難度便會提升，對學生而言，也較難獲得有效學習的機會，因此，此課程設計融入差異化教學的理念，期盼透過貼近生活的課程內容、任務型的活動設計及互動性強的教學方式，落實差異化教學的理念，讓每位學生都能夠產生學習動機、投入課程之中，並且產生有效學習進而獲得成功的學習經驗。

“The Secret Itinerary”單元之教學重點為綜合學生所學，以旅遊計畫和行程表為出發點，增進學生聽、說、讀、寫之綜合能力。

第一堂課，主要先進行主要單字及句型的複習，接著，則是運用倆倆互動的 Information gap 進行問答練習，一方面增加學生的熟悉度，另一方面則是為了第二堂課的課程內容作準備。




第二堂課，運用 Jigsaw 拼圖式教學法的概念，讓不同程度的學生完成不同程度的任務，一方面可以降低學生的心理壓力，另一方面也增加學生之間的互動機會，透過小組間的互動、討論之後，合力完成任務，進而培養學生溝通分享、尊重、合作等能力。




### 參考資料

Get Smart Textbook 4

Get Smart Workbook 4

(Appendix A-Information gap)

<b>A</b> Sep. 30 <sup>th</sup> 	school	?	
	museum		30 minutes
	zoo	?	?
	library		10 minutes
	amusement park	?	?
	school	8:30	

<b>B</b> Sep. 30 <sup>th</sup> 	school	6:00	
	museum	?	?
	zoo		25 minutes
	library	?	?
	amusement park		40 minutes
	school	?	

A: What time does Ms. Mandy leave?

B: She \_\_\_\_\_ at \_\_\_\_\_.

A: How is Ms. Mandy going to get to the zoo?

B: She is \_\_\_\_\_ get to the zoo  
\_\_\_\_\_.

A: How long does it take?

B: It \_\_\_\_\_ minutes.

A: How is Ms. Mandy going to get to the  
amusement park?

B: She is going to \_\_\_\_\_ the amusement park  
\_\_\_\_\_.

A: How long does it take?

B: It \_\_\_\_\_ minutes.

B: How is Ms. Mandy going to get to the museum?

A: She is \_\_\_\_\_ get to the museum  
\_\_\_\_\_.

B: How long does it take?

A: It \_\_\_\_\_ minutes.

B: How is Ms. Mandy going to get to the zoo?

A: She is going to \_\_\_\_\_ the zoo  
\_\_\_\_\_.

B: How long does it take?

A: It \_\_\_\_\_ minutes.

B: What time does Ms. Mandy arrive?

A: She \_\_\_\_\_ at \_\_\_\_\_.

(Appendix B-Jigsaw reading for Red and Blue group)



My name is Kim, I'm from Korea. I'm going to visit Taiwan in winter vacation! I'm so excited. Let me share my traveling plan with you.



On the first day, I am going to arrive Taiwan by plane. I will arrive at Taoyuan National Airport early in the morning and go directly to my first stop: Tamsui. I am going to get there by MRT. I can't wait to go shopping in Tamsui Old street! I have to buy fish crackers and iron eggs for my mom! She's going to love them! After that, I am going to go to Bali by ferry. Ferry is a kind of boat for people. Next, I am going to enjoy Bali's beautiful view by bike. Last stop, I am going to the best night market by MRT. It's in Shilin. I will try the famous stinky tofu there!



1. Where is he going to go?

Please put down the places in order:

□ → □ → □ → □

2. How is he going to go to Bali?

3. How is he going to go to Tamsui?

4. How is he going to get to Taiwan?

5. How is he going to go to Shilin Night Market?

For the second day, I have to wake up very early! I need to visit so many fun places! First stop, I will go to National Palace Museum. It is very close to my hotel, so I am going to go there on foot. After seeing the historical goods, I am going to go to Taipei 101 by taxi. It is the tallest building in Taiwan. Then, I am going to go to Jiufen by bus. Jiufen is famous for the sweet desert, Taro Balls. My friend told me they are delicious! My last stop in Taiwan will be Shifen. I am going to go there by train. I

have to visit the beautiful Shifen waterfall. After that, I need to go back to Taoyuan National Airport. I am going there first by train, then by MRT. I can't wait to visit Taiwan.



1. Where is he going to go?

Please put down the places in order:

□ → □ → □ → □ → □

2. How is he going to go back to the airport?

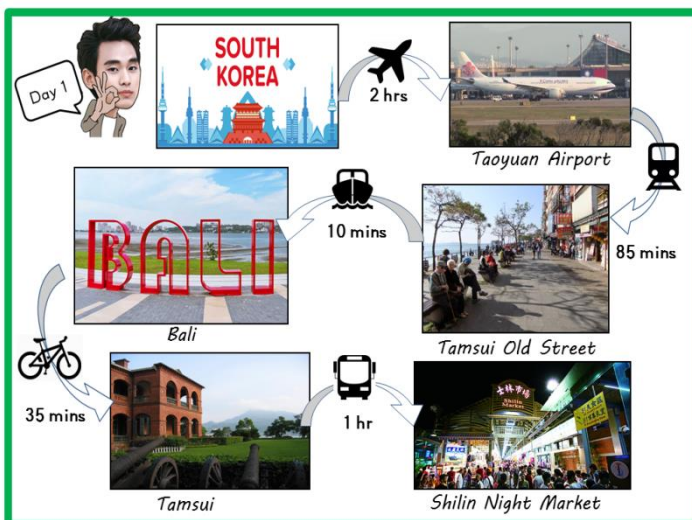
3. How is he going to go to Taipei 101?

4. How is he going to get to Shifen?

5. How is he going to go to Jiufen?

6. How is he going to the National Palace Museum?

### (Appendix C-Jigsaw reading for Yellow and Green group)



1. How long does it take from airport to Tamsui?

It takes ( 70 / 85 / 90 ) minutes.

2. How long does it take from Tamsui to Bali?

\_\_\_\_\_

3. How long does it take from Bali to Tamsui?

\_\_\_\_\_

4. How long does it take from Tamsui to Shilin Night Market?

\_\_\_\_\_

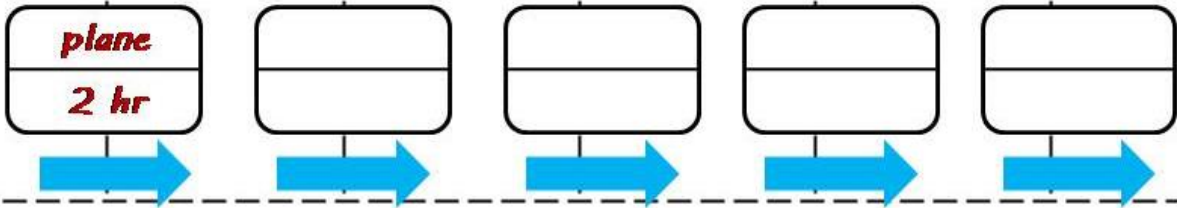


1. How long does it take from the museum to Taipei 101?  
It takes ( 25 / 35 / 40 ) minutes.
2. How long does it take from Taipei 101 to Jiufen?  
\_\_\_\_\_
3. How long does it take from Jiufen to Shifen?  
\_\_\_\_\_
4. How long does it take from Shifen to the airport?  
\_\_\_\_\_

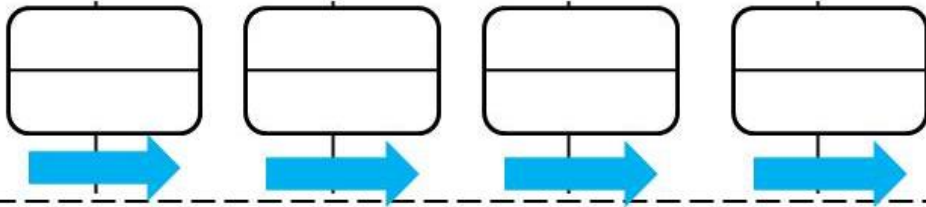
(Appendix D-Itinerary group worksheet)

**Day 1**

South Korea



**Day 2**



Mr. Kim's Itinerary

附件五：

新北市 106 年度教師以全英語授課  
成果紀錄表

<b>教案名稱：The secret itinerary</b>	
<b>授課者：王娣嫻</b>	
<b>服務學校：新市國小</b>	
<b>公開授課日期：</b> _106_年__10__月__20__日 __11__時__20__分至__12__時__00__分	<b>公開授課之地點：</b> 新北市_淡水__區_新市__國小 _英語__教室
<b>授課年級及班級：</b> __五__年__4__班 學生共__人	<b>觀課教師數：</b> _____人 (名單詳如簽到表)
<b>公開授課內容：</b> 教案之第__三__節課程內容	課程上使用之英語比例： 85 %
出席指導之專家、學者、教授 姓名及服務單位	專家教師-甯麗娟 老師 專家教師-鍾昌益 老師 興福國小-吳麗玲 老師
專家、學者、教授 之指導、回饋或建議	一、專家教師-鍾昌益 老師： 1. 小組之間的成員皆能夠相互合作、完成任務。 2. 學生的 Self-correction 能力佳，能夠及時發現 writing 的文法錯誤。 3. 教師的課前準備十分充足，即便有些小組缺少部分成員，小組仍能夠順利完成。 二、專家教師-甯麗娟 老師： 1. 學生的組織能力佳，能夠自行完成小組間的工作分配。 2. 教學 PPT 十分精美，並且將重點字特別標示出來，。 3. 教師能夠及時掌握學生的學習狀況，給予精確的指導語。 4. 教師能夠於同儕的討論後，即時統整學生的討論結果。 5. 提問一：教師於句型複習活動中，請兩位學生共用一張學習單，是否能

給予每位學生學習單?讓每位學生皆有練習的機會。

6. 提問二: 教學目標為學生須閱讀及了解行程表,但於課堂中僅高程度的學生真的進行閱讀活動,但低成就學生僅需閱讀圖表?可否同樣給予低成就學生簡單的閱讀文本?

三、興福國小-吳麗玲 老師

1. 小組成員結束 Jigsaw reading 回到原小組之後,學生一開始不太了解如何完成小組的統整單,但馬上就有孩子站出來帶領小組成員一起完成。
2. 孩子們能夠將先前在英速魔法學院所學到的知識,運用在本堂課中。

四、新市國小-楊京儒 老師:

1. 小組成員之間的互動良好,彼此間能夠互相協助、指導,並完成任務。
2. 在最後的小組統整單中,教師請小組成員分別使用不同顏色的筆將答案記錄在小組任務單上,讓每位小組都能夠參與活動。
3. 教師在課堂中教導小組合作策略,讓小組間的合作能夠更為融洽及順利。

五、新市國小-郭健君 老師:

1. 教師於課堂中,能夠及時掌握學生的學習狀況,並且給予指導。
2. 小組成員之間的任務分工清楚,互動良好。

六、新市國小-Ms. Marianne

1. 教師的班級經營十分有條理。
2. 融合孩子們熟悉的元素於課程設計中,讓孩子們對課堂活動更為有興趣。
3. 教師於課堂中融入 Self-correction 的技巧,讓學生有機會自己找出學習盲點並互相從錯誤中學習。

七、新市國小-Ms. Wendy

1. 教師的引導語十分清楚,小組成員皆能熟悉自己所需完成的任務。
2. 教師於教室中設立答案區,讓先行完成任務的小組成員能夠自行檢視答

案，同時也增進學生的學習動機。

#### 八、新市國小-周黎娟 老師

1. 教師運用許多手勢引導學生，讓學生能夠專注在課堂活動中。
2. 教師的引導十分清楚，學生之間的互動也十分融洽，課堂氛圍佳。

#### 九、新市國小-彭雅君 老師

1. 大部分學生皆十分專注於課堂活動中，對於課堂中的任務能夠投入參與。
2. 教師於課堂中運用許多策略，讓學生能勇於嘗試，即便犯錯，也能夠透過同儕間的協助，自己發現錯誤並改正。

#### 十、新市國小-呂怡潔 老師

1. 小組成員間的任務分工十分清楚，教師運用許多策略，讓每位孩子都能為課堂中的任務貢獻一己之力。

#### 十一、新市國小-連美郁 老師

1. 觀察的組別由於座位安排上的關係，小組間的互動性較少，能給予彼此間的互動也較少。
2. 教師運用同儕互教的策略，增進同儕間的互動。
3. 在 Jigsaw reading 中，小組之間能夠運用 inside voice 相互討論並完成任務。
4. 小組之間的互動及合作關係十分良好。
5. 教師於最後一個活動時，運用目標句型帶領學生檢視小組統整單，再次進行口語練習，讓學生能夠再次複習。

#### 十二、新市國小-許家菁老師

1. 班級氣氛十分融洽，同儕之間的合作和互動也十分良好。
2. 教師充分運用多項教學策略，讓課堂及班級的運作更為順利。



## 活動照片



說明：孩子們在 color group 中相互合作，完成閱讀任務。



說明：完成 color group 的活動之後，孩子們回到 home group，合力完成 itinerary。



說明：教師於教室中設立答案區，讓先行完成任務的小組可以檢視自己任務的成果。



說明：專家教師們於議課中，給予教學者及教案設計者許多回饋及建議。

### 教學心得與省思（含成效分析、教學省思、修正建議等）

本教案的教學重點主要是希望透過差異化的能力分組及小組的同儕互助，提升孩子們的口語及閱讀能力，在公開授課時主要呈現的是第三堂的 Jigsaw reading，學生必須先在 color group 中閱讀相關的訊息之後，再回到 home group 統整資料，在本堂課中，教師主要是擔任引導者的角色，負責引導任務情境，並確認孩子能夠了解自己所要負責的任務內容，其他的活動任務幾乎都是由孩子們相互合作而完成的，在過程中，可以觀察到，孩子們對學習的主動性明顯增強，就連平時對學習較沒自信的孩子，都能夠十分投入並參與其中，透過這樣的同儕互動，不但能讓孩子再次熟悉目標句型，也讓孩子彼此之間有更多的互動機會，間接也提升了孩子們的學習動機。