

附件四：

新北市 106 年度教師以全英語授課教案設計  
(參考範例-課程實施後)

設計者 / 服務學校	王怡方/泰山國小	
教案名稱	Bark, George	
教學年級：國小三年級	預計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:24 人	教學總節數:3 節	預計公開授課內容為第 2 節
預計公開授課之時間： 106 年 10 月 5 日 13 時 20 分至 14 時 00 分(第 5 節課)	預計公開授課之地點： 新北市泰山區泰山國小 三年級英語教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	1.能聽、說、辨讀和抄寫單字 dog, cat, duck, pig, cow, arf, meow, quack-quack, oink, moo 2.能聽、說、辨讀和抄寫句型 Dogs go arf. Cats go meow. Ducks go quack-quack. Pigs go oink. Cows go moo. Pull out a <u>cat</u> . 3.能從動作及聲音了解繪本內容。 4.能參與課堂上的活動。	

<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。 ◎ B1-1-8 能聽懂中年段所習得的句子。 ◎ B2-1-3 能說出中年段所習得的詞彙。 ◎ B2-1-9 能以中年段簡易句型作簡單的提問、回答。 ◎ B3-1-2 能辨識中年段所習得的詞彙。 ◎ B3-1-5 能讀懂中年段所習得的句子。 ◎ B4-1-3 能臨摹抄寫中年段所習得之應用字彙。 ◎ B4-1-4 能臨摹抄寫中年段所習得的句子。 ◎ B5-1-2 能聽懂及辨識中年段所習得的詞彙。 ◎ B5-1-8 能聽懂、讀懂、說出並抄寫中年段所習得的句子。 D6-1-1 樂於參與各種課堂練習活動。 D6-1-6 樂於接觸課外英語學習素材。 B8-1 能養成閱讀的習慣。 B8-2 能培養基本的閱讀技巧。 B8-3 能理解中年段兒童繪本的內容。</p>
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教案名稱：Bark George					
	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. 能聽、說、辨讀單字及句型</p> <p>2. 能從動作及聲音了解繪本內容</p> <p>3. 能參與課堂上的活動</p>	<p><b>【引起動機】</b></p> <p>1. Daily greeting to each other. (How are you? I am _____.)</p> <p>2. Review vocab - dog, cat, duck, pig, cow(new vocab)</p> <p><b>【發展活動】</b></p> <p><u>Activity 1</u></p> <p>1. Group work-students listen to the animal sounds and find out the animal pictures.</p> <p>2. Students put animal pictures on the board and give animal sounds. (review woof, meow, quack-quack,</p>	<p>10'</p> <p>25'</p>	<p>動物圖/字卡</p> <p>CD player</p> <p>動物單字卡</p> <p>動物聲音卡</p> <p>繪本</p>	<p><b>【引起動機】</b></p> <p>Teacher: Show me a <u>dog</u>.</p> <p>Students: (act like a dog) Dog!</p> <p><b>【發展活動】</b></p> <p><u>Activity 1</u></p> <p>Teacher: “meow” Show me the picture “cat”.</p>

		<p>oink, new vocab-arf, moo)</p> <p>3. Lead students to read the target words aloud together.</p> <p><u>Activity 2</u></p> <p>1. Pair work-students try to match animals and sounds word cards. And then read aloud the words to the teacher.</p> <p>2. Have students count animals.</p> <p>3. Lead students to read the target sentences aloud together.</p> <p>4. Show the box and introduce the dog's name-George</p> <p>5. Song : Hello song</p> <p>Hello! Hello! What's your name?</p> <p>My name is George.</p> <p>Nice to meet you, George.</p> <p>Nice to meet you, too.</p> <p>6. Story telling</p> <ul style="list-style-type: none"> <li>- Bark</li> <li>- stop at George's problem.</li> </ul>			<p><u>Activity 2</u></p> <p>Teacher:</p> <p>Find your friend.</p> <p>dog - meow?</p> <p>Students: No!</p> <p>Teacher:</p> <p>dog - arf?</p> <p>Students: Yes!</p> <p>Teacher:</p> <p>Then, line up and read "dog""arf" together.</p> <p>Teacher:</p> <p>How many <u>dogs</u> are <u>there</u>? Let's count.</p> <p>One, two, three, four, five, six. There are six <u>dog...s.</u></p> <p>What do the <u>dogs</u> say?</p> <p><u>Dogs</u> go <u>meow</u>?</p> <p>Students: No!</p> <p>Teacher: So, what do the <u>dogs</u> say?</p> <p>Students: <u>汪汪</u></p>
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		<p>【統整與總結】</p> <ol style="list-style-type: none"> <li>1. Let each group talk about what George's mother will do in the group.</li> <li>2. Each group leader tells the class what they think George's mother will do.</li> <li>3. Read the target sentences aloud together.</li> </ol>	5'		<p>Teachers: <u>Dogs go arf.</u></p> <p><u>Story telling</u></p> <p>Teacher:</p> <p>This is George. Say hi to George.</p> <p>Students:</p> <p>Hi! George!</p> <p>Teacher:</p> <p>(show the picture book)</p> <p>Bark, George.</p> <p>Bark – arf, arf.</p> <p>Everybody, bark!</p> <p>Students: arf, arf.</p>
第 二 節	<ol style="list-style-type: none"> <li>1. 能從動作及聲音了解繪本內容</li> <li>2. 能聽、說</li> </ol>	<p>【引起動機】</p> <ol style="list-style-type: none"> <li>1. Daily greeting to each other. (Hi! I am _____. Nice to meet you.)</li> <li>2. Read vocab and the target</li> </ol>	10'	<p>電腦、投影機 電子白板 醫生服、聽筒、 手套</p>	<p>【引起動機】</p> <p><u>Q&amp;A</u></p> <ol style="list-style-type: none"> <li>1. What's the dog's name? <u>George.</u></li> </ol>

<p>、辨讀單字 及句型 3. 能參與課 堂上的活動</p>	<p>sentences aloud together.</p> <p>3. Review the story - Q&amp;A</p> <p>4. Dress up like a vet and introduce “vet”.</p> <p>5. Let students read the word “vet”.</p> <p><b>【發展活動】</b></p> <p>1. Story telling-use the story props to finish the story.</p> <p>2. Have the volunteer to be the vet and pull out the animals.</p> <p>3. Students say out loud “Pull out a <u>cat</u>.”</p> <p>4. Talk about George’s mother to see if she is happy, sad, angry or crazy.</p> <p><b>【統整與總結】</b></p> <p><u>Activity 1</u></p>	<p>15’</p> <p>15’</p>	<p>動物教具 繪本教具 繪本 動物單字卡</p>	<p>2. Is George a dog/cat/duck/pig/cow?</p> <p>3. Does George go meow/quack-quack/oink/moo/arf? <u>Yes/No</u></p> <p>4. Is George’s mother happy? Why? <u>Yes/No</u></p> <p>5. What’s wrong with George? (opening question)</p> <p>Teacher: Hi! I am a vet. What is a vet? A doctor. A doctor for dogs/cats/ducks...</p> <p><b>【發展活動】</b></p> <p><u>Story telling</u></p> <p>Teacher: Who wants to be the vet? Students: Me! Teacher: Pull, pull, pull out a ... Students: <u>Cat!</u></p> <p><b>【統整與總結】</b></p> <p><u>Activity 1</u></p>
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		<p>1. Each group talks about the animal they want silently.</p> <p>2. Guess each group's animal by saying out "Pull out a ~."</p> <p><u>Activity 2</u></p> <p>1. Give students the picture books and lead them to read the story. Ask them to point at the sentences.</p> <p>2. Students read the target sentences aloud together.</p> <p>Dogs go arf.</p> <p>Cats go meow.</p> <p>Ducks go quack-quack.</p> <p>Pigs go oink.</p> <p>Cows go moo.</p> <p>Pull out a <u>cat</u>.</p>			<p>Teacher: Guess what animal I want to pull.</p> <p>Volunteer: Pull out a _____.</p> <p>Teacher: Yes/No!</p>
第三節	<p>1. 能從動作及聲音了解繪本內容</p> <p>2. 能聽、說、辨讀和抄寫單字及句型</p> <p>3. 能參與課堂上的活動</p>	<p><b>【引起動機】</b></p> <p>1. Daily greeting to each other.</p> <p>2. Read the target sentences aloud.</p> <p><b>【發展活動】</b></p> <p>1. Introduce the title and author of the picture book. Ask students to point at the names and show them the picture of the author.</p> <p>2. Lead students to read the story and point at the sentences. Let students</p>	<p>5'</p> <p>15'</p>	<p>電腦、投影機</p> <p>電子白板</p> <p>繪本</p> <p>句子練習學習單</p> <p>故事重組學習單</p>	<p><b>【發展活動】</b></p> <p>Teacher:</p> <p>Show me the story's name.</p> <p>Students: (point to the book title)</p> <p>Teacher:</p> <p>Who is Jules Feiffer?</p> <p>He wrote the story—作者</p>

	<p>understand that English sentences are from left to right.</p> <p>3. Teacher reads the story again, but makes some mistakes on purpose. Students should shout out the right words.</p> <p>4. Watch the animation film</p> <p><b>【統整與總結】</b></p> <p>(*ongoing assessment)</p> <p>1. Give all the students worksheet-1 and finish it.</p> <p>2. Give the intermediate and advanced students worksheet-2 and scramble the story.</p> <p>3. Underachieved students read the worksheet-1 and the other students read worksheet-2.</p>	20'		<p><b>【統整與總結】</b></p> <p>Teacher: Look at the sentences. Number 1 is George's mother said, "Bark, George." And number 2 is ...</p>
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**指導要點及注意事項**

1. 因為是新學期的新學生，還不是完全的異質分組，各組的落差有可能較大。
2. 教學重點從引起學生閱讀英文繪本興趣開始，進而從活動中讓學生練習繪本裡的主要單字及句子；學生了解故事內容之後，帶領學生逐句讀出故事內容，最後以故事重組做統整。

**參考資料**

1. 參考書目（含論文、期刊、書刊剪報、專書、網路資料、他人教學教案等）：
  - 新北市英語繪本補充教材 Bark, George
  - 何嘉仁教材歌曲
2. 引用媒材：

Bark, George <http://kizclub.com/stories1.htm>

Bark, George <https://www.youtube.com/watch?v=QNxUSRTDbMw>

Bark, George <https://www.youtube.com/watch?v=l-nMF26Iul0>

Bark, George <https://www.youtube.com/watch?v=0G6SFUsr-EA>

Free sound <http://www.freesound.org/browse/>

## 附錄

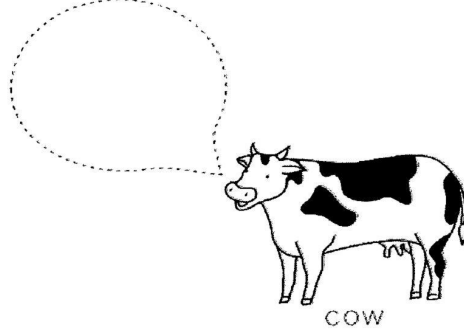
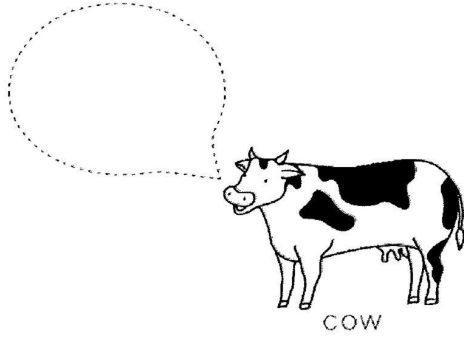
(學習單或其他相關資料)

### Worksheet-1



Class: \_\_\_\_\_ Name: \_\_\_\_\_ Number: \_\_\_\_\_ Group: \_\_\_\_\_

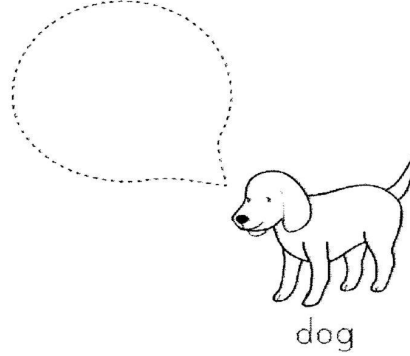
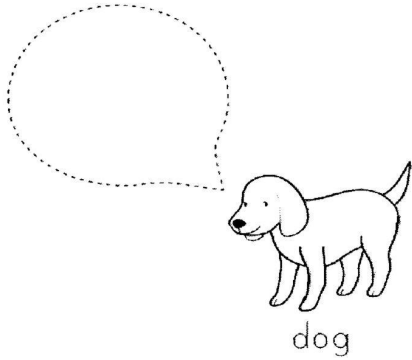
Read and Write 請填入動物的聲音並寫出句子。



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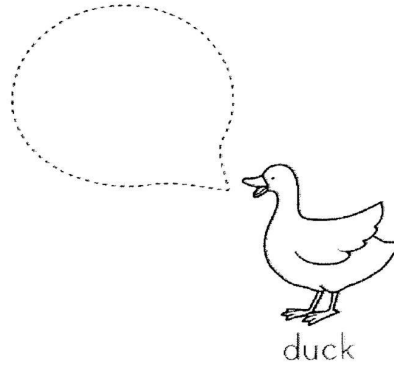
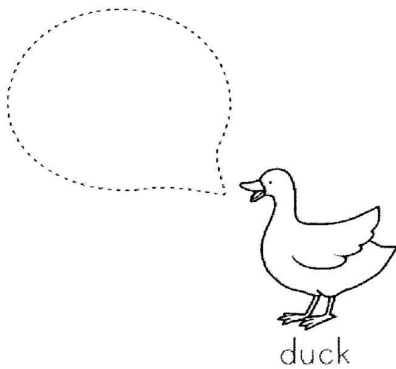
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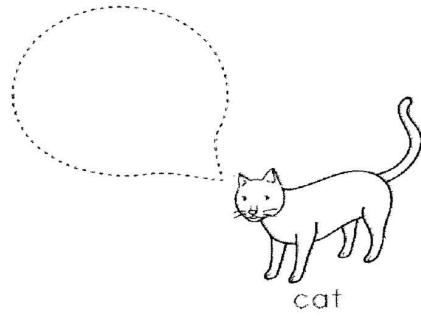
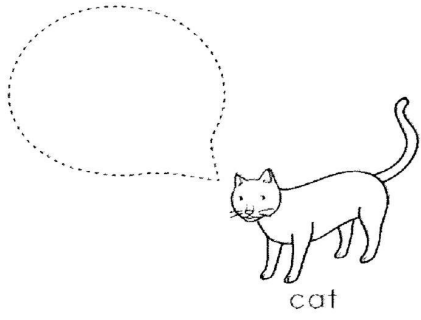
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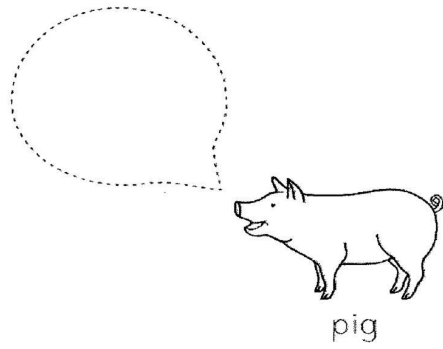
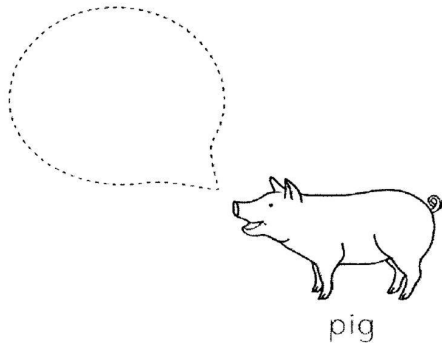
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quack-quack

moo

oink

arf

meow

Worksheet-2

Class: \_\_\_\_\_ Name: \_\_\_\_\_ Number: \_\_\_\_\_ Group: \_\_\_\_\_

Scramble the Story 故事重組

\_\_\_\_\_ George went, "Meow."

\_\_\_\_\_ And pulled out a cat.

\_\_\_\_\_ George went, "Oink."

\_\_\_\_\_ And pulled out a pig.

\_\_\_\_\_ George went, "Quack-quack."

\_\_\_\_\_ And pulled out a duck.

\_\_\_\_\_ George went, "Moo."

\_\_\_\_\_ And pulled out a cow.

1 George's mother said, "Bark, George."

7 The vet reached deep down inside George...

12 On the way home, George went, "Hello."

6 George's mother took George to the vet.

