

附件三：

新北市 105 年度教師以全英語授課教案設計  
(課程實施後)

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| 設計者 designer<br>/<br>服務學校 school  | Chris Minnaar / Chang Ping Elementary School                      |   |
| 教案名稱 Title of<br>the Lesson plan  | Stone Soup  |   |
| 教學年級 Grade：國小_5_年級  | 預計課程上使用之英語比例： 100 %<br>(使用英語比例係指教師以英語授課之時間佔<br>總授課時間之比率)          |   |
| 學生人數<br>student: __29__人  | 教學總節數 periods: 4 節  | 預計公開授課內容為第 2 節<br>Demonstration: 2 period |
| 預計公開授課之時間<br>Demonstration Time：<br>105 年 10 月 28 日<br>10 時 30 分至 11 時 10 分(第 3 節課) | 預計公開授課之地點 Place：<br>新北市 <u>新莊區</u> <u>昌平</u> 國小<br>____274____ 教室 |   |

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| <p>教學目標 Goals</p> <p>(請具體寫出學生所須學習的單字或句型)</p> <p>please write the vocabulary and sentence</p> | <p><b>Vocabs:</b></p> <p>(1) <b>Nouns:</b> vegetables, meat</p> <p>(2) <b>Adjectives:</b></p> <p>shape : round, long, thin, thick, little, big</p> <p>color : yellow</p> <p>taste : juicy</p> <p>feelings : hungry, good, fine</p> <p>looks : young, old</p> <p>(3) <b>Verbs:</b> bubble – bubbled, carry, cook, do – did, eat – ate, get - got, go – went, knock - knocked, make - made, open – opened, pull up – pulled up, pick up – picked up, say – said, tell – told, tired, walk - walked</p> <p><b>Sentences:</b></p> <p>1) Into the pot went <u>adjective noun</u>, <u>adjective noun</u> and <u>adjective noun</u>.</p> <p>2) <b>Subject + verb + object</b></p> <p>3) You have to get _____. Into the pot goes <u>adjective noun</u>, <u>adjective noun</u> and <u>adjective noun</u></p> |
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| <p>九年一貫對應能力指標</p> <p>(請以本市頒布之英語課綱敘寫)</p> | <p>C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>C3-1-8 能讀懂簡易兒童故事。</p> <p>C2-1-12 能進行簡易的角色扮演。</p> <p>C5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</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>C8-3 能理解高年段兒童繪本的內容。</p> |
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**教案名稱：**

|                        | 教學目標<br>Goals  | 教學流程及活動設計<br>Content  | 時間<br>Time | 教學資源<br>Resources  | 教師語言<br>Guidance<br>Language  |
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| 第一節<br>1 <sup>st</sup> | <p>Ss will be able to know and recall common food names.</p> <p>Ss will be able to recall and produce topic specific</p> | <ul style="list-style-type: none"> <li><b>Warm up</b><br/>Divide Ss into smaller groups. Ss brainstorm a variety of different food vocabulary (prior knowledge).</li> <li><b>Minute-to-Win-It.</b><br/>Recreate food words using 2 sets of ABC</li> </ul> |            | <p>(包含情境布置或教具之運用)</p> <p>Blank paper</p> <p>ABC sets 2/group</p> | <p>(教師授課中所使用的指導語)</p> <p>Demonstrate and elicit with appropriate examples for</p> |

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| <p>vocabulary using foundational spelling skills.</p> <p>Students will be able to read and comprehend what is being written.</p> <p>Ss are able to work in whole class discussion and smaller group activities.</p> <p>Ss will be able to read and show comprehension what was read.</p> | <p>letters per group. 15 second rounds per participant to produce and pronounce.</p> <ul style="list-style-type: none"> <li>• <b>Introduce and reinforce vocabulary</b><br/>T introduces new and reinforces current vocabulary about food. Ss make notes in their exercise books.</li> <li>• <b>Pre-adjective activity:</b><br/>Explain and ask Ss to work in groups to categorize the vocabulary (color and shape). Provide each group with a pack of vocab cards.</li> <li>• <b>Wrap up</b><br/>T reads the reader to students. Ask students simple questions for comprehension. <ul style="list-style-type: none"> <li>➤ <i>What kinds of soups have you seen or tasted?</i></li> <li>➤ <i>Looking at the illustrations (pictures), where did the ingredients come from?</i></li> <li>➤ <i>Name the ingredients in the soup?</i></li> </ul> </li> </ul> |  | <p>Blackboard</p> <p>Vocabulary cards<br/>(food)</p> <p>Reader (Stone Soup)</p> | <p>brainstorming.<br/>“Here is an example of a vegetable...”<br/>“Place the letters next to each other and make a word from the list.”</p> <p>Elicit food words allowing students to use the reader to indicate the correct word.<br/>“Open the story book.”<br/>“Look for things we put in soup”</p> <p>Show silhouettes of food vocabulary and ask students to describe using basic prior knowledge of shapes.<br/>“Guess what this can be?”<br/>“What color is it?”<br/>“What shape is it?”</p> <p>Listen, silent-read and follow along with teacher.</p> <p>“Point with</p> |
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|                       |  |   |  |   | finger.”<br>“Listen and follow.”  |
| 第 二 節 2 <sup>nd</sup> | <p>Students will be able to recall and review prior content from previous lessons.</p> <p>Ss will be able to read and show comprehension what was read.</p> <p>Ss will be able</p> | <ul style="list-style-type: none"> <li>• <b>Warm up</b><br/>Ss draw a 3 by 3 grid and partake in a Bingo game. Ss use the previous lesson’s vocabulary as reference and content for their grids. T draws a Ss name at random to read a target vocabulary (review food) from his/her card.</li> <li>• <b>Q &amp; A</b><br/>T rereads the reader with students. <ul style="list-style-type: none"> <li>➤ <i>Ask students what the old lady is making and what you need to have to remember how to prepare a delicious meal. (Elicit with other foods as example).</i></li> <li>➤ <i>Explain to students that a recipe follows a step-by-step process.</i></li> </ul> </li> <li>• <b>Sequence and match activity</b><br/>1. T divides Ss into</li> </ul> |  | <p>Blank paper<br/>(for each student)</p> <p>Reader (Stone Soup)</p> <p>Picture cards</p> | <p>Demonstrate on the blackboard how students should go about completing the grid.<br/>“Draw a 3 x 3 grid.”<br/>“Choose nine things and write the vegetables, meat, beans, etc. in the boxes”<br/>“Tell us what you have?”<br/>“Louder, please”</p> <p>Listen, read aloud and follow along with teacher.</p> <p>“Listen and repeat”<br/>“Time for some questions.”<br/>“What does she put in the soup?”<br/>“They are all the same thing, to make a bigger thing,</p> |

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| <p>to sequence the story in the correct order.</p>                                 | <p>smaller groups and provides each group with readers, a pack of picture cards and sentence cards.<br/>HL Ss read the reader<br/>ML Ss sequence the sentence cards.<br/>LL Ss listen and match with picture cards.</p>  |  | <p>(Reader)<br/>Sentence cards<br/>(Reader)</p> | <p>which is called, what?"</p> <ol style="list-style-type: none"> <li>1. Recipe</li> <li>2. Ingredients</li> </ol> <p>"And a recipe has:"</p> <p>"Now, try to see if you can place the story in the correct order"</p> |
| <p>Students will be able to describe specific objects using simple adjectives.</p> | <ul style="list-style-type: none"> <li>• <b>Introduce adjectives</b><br/>T introduces new vocabulary on adjectives. T asks Ss if they know of other words that describe things, similar or opposites. Use picture cards and illustrations from reader to elicit knowledge. Ss take notes in their exercise books.</li> </ul> |  | <p>Picture cards<br/>(Reader/Extras)</p>        | <p>"Let's make teams of 3."<br/>"One reads, one checks the sentences, and one checks the pictures"</p>   |
| <p>Ss will be able to complete various types of assessments.</p>                   | <ul style="list-style-type: none"> <li>• <b>Matching/Writing Worksheet:</b><br/>Give different worksheets to Ss according to their different readiness level.</li> </ul>   |  | <p>Worksheet</p>                                | <p>Ask mixed level Ss to come to the front. "Eyes on us." Ss pay attention on how to complete the activity as a group by means of a demonstration. "We will practice using</p>   |

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|   |  |   |  |  | <p>the computer.”<br/>         “We will match.”<br/>         “We will use true and false.”</p> <p>Using Ss as real life examples to understand how to describe things (adjectives).<br/>         “Who feels that they understand the story best? Explain?”<br/>         (Higher level)<br/>         “What are the ingredients?”<br/>         (Mid level)<br/>         “What’s this?”<br/>         (Lower level)</p> |
| <p>第<br/>三<br/>節<br/>3<sup>rd</sup></p> | <p>Students will be able to recall and review prior content from previous lessons.</p> | <ul style="list-style-type: none"> <li>• <b>Warm up</b><br/>             Running Dictation (adjective and noun e.g. yellow carrots)             <ul style="list-style-type: none"> <li>➤ LL Ss choose a keyword and read it aloud (food)</li> <li>➤ ML Ss listen and find the relative sentence flashcard, then read it aloud (adjective and noun)</li> <li>➤ HL Ss write down the sentence on</li> </ul> </li> </ul> |  | <p>Vocabulary cards<br/>             (Nouns)</p> <p>Vocabulary cards<br/>             (Nouns + Adjectives)</p> <p>Blackboard</p> | <p>Ask mixed level Ss to come to the front. “Eyes on us.” Ss pay attention on how to complete the activity as a group by means of a demonstration.</p>  |

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|  | <p>Ss will be able to read and show comprehension what was read.</p>                                     | <p>the board.</p> <ul style="list-style-type: none"> <li> <b>Q &amp; A</b><br/> <b>Students read the reader</b> <ul style="list-style-type: none"> <li>➤ Where and how does the old lady get each ingredient?</li> <li>➤ Ask students for example action verbs.</li> <li>➤ Ask students to find and write down all the verbs in the reader.</li> </ul> </li> <li> <b>Introduce action verbs</b><br/> T asks Ss feedback. Using columns drawn on the board the T categorizes some verbs according to past or present. </li> <li> <b>Introduce the sentence pattern</b> <ul style="list-style-type: none"> <li>➤ Using the reader as reference the T introduces the sentence pattern. Divide students into teams to build and express the sentences according to illustrations from the reader.</li> <li>➤ <b>Subject + verb +</b></li> </ul> </li> </ul> |  | <p>Reader (Stone Soup)</p> <p>Vocabulary Cards<br/>(Action Verbs)</p> <p>Picture Cards<br/>(Action Verbs)</p> <p>Sentence Strips<br/>(Reader)</p> | <p>Read aloud together.</p> <p>Write the text of the reader on the board. Ask Ss to call out all the verbs. Circle the verbs. Ss complete the rest of the reader in pairs.</p> <p>Demonstrate and use different colors to separate the parts of speech.</p> <p>Ask mixed level Ss to</p> |
|  | <p>Students will be able to express different action verbs by means of eliciting with illustrations.</p> |   |  |   |  |
|  | <p>Students will be able to apply prior knowledge and demonstrate understanding through group work.</p>  |   |  |   |  |

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|   | <p>Ss will be able to complete various types of assessments.</p>                       | <p style="text-align: center;"><b>object</b></p> <p>i.e.</p> <p><b>a)</b> The young man came to a big house.</p> <p><b>b)</b> The young man knocked on the door.</p> <p><b>c)</b> The little old lady got a soup pot.</p> <p><b>d)</b> The young man put in a round stone.</p> <p><b>e)</b> The little old lady went to get yellow onions.</p> <p><b>f)</b> The little old lady pulled up long, thin carrots.</p> <p><b>g)</b> The little old lady went to get juicy beef bones.</p> <p><b>h)</b> The little old lady got a bit of pepper and a handful of salt.</p> <p><b>i)</b> The little old lady went to get butter and barley.</p> <p><b>j)</b> The young man and little old lady ate all the soup.</p> <ul style="list-style-type: none"> <li>• <b>Worksheet activity</b><br/>Ss exchange information (group work).<br/>LL Ss circle the keywords (multiple choice).<br/>IL Ss write in the keywords (word bank).<br/>HL Ss write adjectives/phrases and keywords.</li> </ul> |  | Worksheet          | <p>come to the front. "Eyes on us." Ss pay attention on how to complete the activity as a group by means of a demonstration.</p> |
| <p>第<br/>四<br/>節<br/>4<sup>th</sup></p> | <p>Students will be able to recall and review prior content from previous lessons.</p> | <ul style="list-style-type: none"> <li>• <b>Warm up</b><br/>T divides Ss into smaller groups. T shows a flashcard and asks questions in regards to the reader and recipes. Ss then need to work</li> </ul>   |  | Picture Flashcards | <p>Simply review Ss comprehension</p>  |



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|  | <p>Ss are able to write a structured recipe and provide sufficient visual aids.</p> <p>Students will be able to share their experiences with others.</p> <p>Students will be able to distinguish between differences and similarities.</p> | <p>together as a team and answer the questions.<br/>(review prior knowledge and reinforce new knowledge about reader and content ).</p> <ul style="list-style-type: none"> <li> <p><b>Writing a recipe.</b><br/>Ss still in their smaller groups.<br/>Ss write a step-by-step recipe in a group.<br/>Sample sentence:<br/>You have to get <b><u>adjective noun.</u></b><br/>Into the pot goes <b><u>adjective noun,</u></b><br/><b><u>adjective noun</u></b> and <b><u>adjective noun.</u></b></p> <p>HL/ML Ss write the step-by-step sentences and LL Ss draw and color the ingredients.</p> </li> <li> <p><b>Show and Tell</b><br/>Students share their recipe with their class.</p> </li> <li> <p><b>Write and compare</b><br/>Each group has to pair up with another group and draw up a Venn diagram. Students have to write the similarities and differences in ingredients.</p> </li> </ul> |  | <p>(Reader / Prior Content)</p> <p>B4 paper<br/>(One side text /<br/>One side illustrations)</p> <p>Venn Diagram<br/>(pair work)</p> | <p>by answering questions regarding prior knowledge.</p> <p>Demonstrate the lay-out and responsibilities of different students using appropriate examples.</p> <p>Demonstrate and elicit with appropriate examples the differences and similarities.</p> |
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**Name:** \_\_\_\_\_ **Number:** \_\_\_\_ **Class:** \_\_ **Tr.:** Chris

The little 1) \_\_\_\_\_ lady and the hungry 2) \_\_\_\_\_  
man made 3) \_\_\_\_\_ soup.

4) \_\_\_\_\_ the pot went the 5) \_\_\_\_\_ and barley, with  
the bit of 6) \_\_\_\_\_ and the 7) \_\_\_\_\_ of salt, and the 8)  
\_\_\_\_\_ beef bones, and the long, thin  
9) \_\_\_\_\_, and the yellow 10) \_\_\_\_\_, and the  
11) \_\_\_\_\_, 12) \_\_\_\_\_ stone.

Then the little 13) \_\_\_\_\_ lady and the hungry  
14) \_\_\_\_\_ man ate all the 15) \_\_\_\_\_.

**Name:** \_\_\_\_\_ **Number:** \_\_\_\_ **Class:** \_\_ **Tr.:** Chris

The little 1) \_\_\_\_\_ lady and the hungry 2) \_\_\_\_\_  
man made 3) \_\_\_\_\_ soup.

4) \_\_\_\_\_ the pot went the 5) \_\_\_\_\_ and barley, with  
the bit of 6) \_\_\_\_\_ and the 7) \_\_\_\_\_ of salt, and the 8)  
\_\_\_\_\_ beef bones, and the long, thin  
9) \_\_\_\_\_, and the yellow 10) \_\_\_\_\_, and the  
11) \_\_\_\_\_, 12) \_\_\_\_\_ stone.

Then the little 13) \_\_\_\_\_ lady and the hungry  
14) \_\_\_\_\_ man ate all the 15) \_\_\_\_\_.

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Class: \_\_\_\_\_ Tr.: Chris

Who made stone soup? And what did they look like?

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What went into the pot of soup?

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What did they do with the soup?

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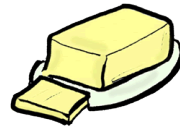
Name: \_\_\_\_\_ Number: \_\_\_\_\_ Class: \_\_\_\_\_ Tr.: Chris



The little (young / old) lady and the hungry (young / old) man



made (stone / vegetable) soup.



(On / To / Into) the pot went the (butter / meat) and barley,



with the bit of (pepper / salt) and the (a bit / handful) of salt,



and the (juicy / dry) beef bones, and the long, thin



(onions / carrots), and the yellow (butter / onions), and the



(round / square), (green / gray / black) stone.



Then the little (young / old) lady and the hungry (young / old)



man ate all the (pot / soup).