

新北市 106 學年度國小英語領域到校輔導教案設計

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教案名稱	繪本閱讀教學-Bark George by Jules Feiffer	
授課班級： 年 班	教學總節數：3 節	授課內容為第 1 節
學生人數： 人	授課時間： 106 年 11 月 20 日(一)	授課地點： 新北市板橋區國光國小
教學目標	1. To understand the story when the teacher reads the story with sticky puppets and a glove. 2. To participate in the process of reading by saying: Bark, George and repeated sentences. 3. To listen and understand the animal names: cat, dog, cow, pig and duck. And match the animal names with the animal sounds: meow, arf, moo, oink and quack. 5. To comprehend the text by using reading strategies. 6. To enjoy reading and retelling the story "Bark, George".	
九年一貫對應能力指標	◎B2-1-3 能說出中年段所習得的詞彙。 B2-1-4 能以正確的語調說出英語的句子。 ◎B2-1-5 能使用中年段的教室用語與日常生活用語。 ◎B2-1-9 能以中年段簡易句型作簡單的提問、回答。 ◎B5-1-6 能使用字母拼讀法 (phonics)。 ◎B5-1-2 能聽懂及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。 C2-1-4 能有節奏地說出簡易句型的句子。 C2-1-11 能以所習得的英語看圖說話。 C3-1-8 能讀懂簡易兒童故事。 C3-1-9 能藉圖畫、書名猜測或推論主題。 D6-1-1 樂於參與各種課堂練習活動。 D6-1-2 樂於回答教師或同學所提的問題。 D6-1-6 樂於接觸課外英語學習素材。	

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	評量方式
◎B2-1-3 能說出中年段所習得的詞彙。 ◎B2-1-5 能使用中年段的教室用語與日常生活用語。 ◎B5-1-6 能使用字母拼讀法	第一節 【Warm up】 1. Greet students and arrange students to groups of four. 2. Teacher uses a song or chant to help students get ready for the learning activities. 【Presentation】 & 【Practice】 Before Reading 1. Gather together animals puppets that make the sounds George makes in the book.	5 mins 10 mins	Picture cards	Oral assessment Phonics

<p>(phonics)。</p> <p>C2-1-11 能以所習得的英語看圖說話。</p> <p>C3-1-9 能藉圖畫、書名猜測或推論主題。</p> <p>D6-1-2 樂於回答教師或同學所提的問題。</p> <p>◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。</p> <p>C3-1-8 能讀懂簡易兒童故事。</p> <p>◎B3-1-5 能讀懂中年段所習得的句子。</p> <p>C3-1-8 能讀懂簡易兒童故事。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>2. Talk with the children about which noise each animal makes.</p> <p>3. Ask questions to activate students prior knowledge. (<i>Questioning</i>)</p> <ul style="list-style-type: none"> ● What do you see on the book cover? ● What do we know about dogs? What kind of sound do they make? ● What do you think this book will be about? (<i>Guessing</i>) <p>4. Introduce George and George's mother by using stick puppets.</p> <p>While Reading</p> <p>5. As George makes the noise of a particular animal, hold up the animal and have the children make that noise as teacher reads the page.</p> <p>6. Help the children understand and enjoy the story by looking at the pictures and using voices, facial expressions, and actions. (<i>Visualizing</i>)</p> <p>7. Encourage students to participate in the process of reading by speaking out repeated sentences and doing actions.</p> <p>8. Invite students to share what they would do if they were the vet? (<i>Connecting</i>) And predict the ending: what George would say? (<i>Predicting</i>)</p> <p>【Production】</p> <p>After Reading</p> <p>1 Students arrange the animal word and sound cards according to the story sequence。 (<i>Sequencing</i>)</p> <p>2. Guide students to read the rest of the story and check the answers in groups.</p> <p>【Wrap up】</p> <p>1. Students read the story together。</p> <p>2. Invite students to share what they have learned today.</p>	<p>10 mins</p> <p>10 mins</p> <p>5 mins</p>	<p>Word cards</p> <p>Stick puppets</p> <p>PPT</p> <p>Picture books</p> <p>Picture cards</p> <p>Word cards</p> <p>Exit cards</p>	<p>assessment</p> <p>Oral assessment</p> <p>Oral assessment</p> <p>Reading assessment</p> <p>Peer Assessment</p> <p>Reading assessment</p> <p>Reading assessment</p> <p>Oral assessment</p>
<p>參考資料</p>	<p>參考書目</p> <p>新北市英語繪本補充教材</p> <p>媒材資源</p> <ul style="list-style-type: none"> ● https://www.slideshare.net/taniafigueiredo12/bark-george-58184337 ● https://www.youtube.com/watch?v=5YUZ9G1ZY4o 			