

新北市 104 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	王姘嫈、楊京儒 / 新市國小	
教案名稱	Fun Taiwan	
教學年級：國小六年級	課程上使用之英語比例：85%	
學生人數：26人	教學總節數：2節	公開授課內容為第2節
公開授課之時間： 104年10月23日 11時20分至12時00分(第四節課)	公開授課之地點： 新北市淡水區新市國小 英語教室 A 教室	
教學目標	<p>Cognitive Domain: Understanding words and sentence patterns about countries and transportation.</p> <p>Psychomotor Domain: Using the words and sentence patterns in activities.</p> <p>Affective Domain: Cooperating and discussion with peers.</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>C2-1-9 能以高年段簡易句型作適當的提問、回答。</p> <p>C3-1-7 能朗讀(read aloud)課本中的對話和故事。</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>D6-1-7 不畏犯錯,樂於溝通、表達意見。</p>	

教案名稱：Fun Taiwan

	教學目標	教學流程及活動設計	時間	教學資源	評量方式
第一節	C2-1-9	【引起動機】			
	C3-1-7	<ul style="list-style-type: none"> • Greeting 	2'	PPT	口語評量：
	C5-1-8	<ol style="list-style-type: none"> 1) 基本問候。 2) 課程流程介紹。 			學生能正確回應教師之問題
	D6-1-1				
	D6-1-7	<ul style="list-style-type: none"> • Warm up 	5'	PPT	口語評量：
		<ol style="list-style-type: none"> 1) 教師利用教學簡報，複習 Unit 1-2 之課本單字與句型。 2) 利用即時問答方式檢視學生學習狀況。 			學生能正確回應教師之問題
		<p>【發展活動】</p> <ul style="list-style-type: none"> • Information gap <ol style="list-style-type: none"> 1) 學生兩兩一組。 2) 根據活動單內容運用課本句型進行問答 3) 將對方回答的內容填入學習單裡。 <ul style="list-style-type: none"> • Fill in blanks <ol style="list-style-type: none"> 1) 兩組學生合成一組。 2) 四人一組運用 Information Gap 資訊將故事的內容填空完成。 <ul style="list-style-type: none"> • Label the pictures <ol style="list-style-type: none"> 1) 學生以小組為單位閱讀故事內容。 2) 將故事角色之圖片分別標上名字。 <ul style="list-style-type: none"> • Listening check <ol style="list-style-type: none"> 1) 教師唸出所有的故事內容。 2) 學生以小組為單位，共同學檢查答案否正確，並合作將其他段落的空格也填入單字。 <p style="text-align: center;">【統整與總結】</p> <ul style="list-style-type: none"> • Wrap up <ol style="list-style-type: none"> 1) 教師利用教學簡報揭示故事，並帶領學生檢討內容。 2) 完成後，請學生完成課本聽力測驗。 <ul style="list-style-type: none"> • Homework <ol style="list-style-type: none"> 1) 教師請學生回家完成課本閱讀理解之問題。 	10'	活動單 (Appendix A)	口語評量 學生能正確說出課本對話，並完成活動單。

實作評量：
學生能將活動單內容正確填入故事中。

實作評量：
學生能唸出故事，並辨認圖片與故事之相關性。

實作評量：
學生能聽辨故事內容，並正確填入故事單字。

實作評量：
學生能完成聽力測驗。

		2) 預告下次上課內容。	2'		
第 二 節	C2-1-9	【引起動機】			
	C3-1-7	<ul style="list-style-type: none"> • Greeting 	2'	PPT	口語評量： 學生能正確回應教師之問題
	C5-1-8 D6-1-1 D6-1-7	<ol style="list-style-type: none"> 1) 基本問候。 2) 課程流程介紹。 <ul style="list-style-type: none"> • Warm up <ol style="list-style-type: none"> 1) 教師利用教學簡報，複習上次上課之內容。 2) 以問答方式檢討閱讀理解問題。 	5'	PPT	口語評量： 學生能正確回應教師之問題
		【發展活動】 <ul style="list-style-type: none"> • Story Time <ol style="list-style-type: none"> 1) 教師以電子白板播放簡報，講述情境故事。 2) 故事內容： <i>This is Min. She comes from Spain. She moved to Taiwan this year. She'd heard that Taiwan is such a beautiful country that has many attractions. For example, Taipei 101, the Lanyu island, delicious street food and fort Santo Domingo. She really wants to visit all these places, but she doesn't know how. Luckily, she met four new friends in Xinshi Elementary school. They will share their favorite places in Taiwan with Min</i> <ul style="list-style-type: none"> • Problem-solving Time <ol style="list-style-type: none"> 1) 學生到同質之專家小組座位。 2) 教師發下線索單與任務單，任務單依程度設計成四類。 3) 教師到各專家小組（橘、綠、藍與紅），依不同任務單進行內容講解。 4) 學生與專家小組組員共同討論完成任務單。 5) 學生回到原屬小組，依其所完成 	3'	PPT	口語評量： 學生能正確回應教師之問題
			23'	線索單 (Appendix C) 任務單 (Appendix D)	實作評量： 學生能完成任務單。

	<p>之任務單內容，討論不同角色喜愛的旅遊景點與旅遊方式。</p> <p>6) 完成活動單，並於活動上繪製路線圖與旅遊方式。</p>		<p>活動單 (Appendix E)</p>	<p>實作評量： 學生能完成活動單。</p>
	<p style="text-align: center;">【統整與總結】</p> <ul style="list-style-type: none"> • Wrap up <p>1) 抽籤請小組分別扮演不同角色，和全班分享推薦景點。</p>	5'		<p>實作評量： 學生能上台分享角色之旅由推薦景點與交通方式。</p>
	<ul style="list-style-type: none"> • Homework <p>1) My Favorite Place in Taiwan 差異化學習單。</p>	2	<p>差異化學習單 (Appendix F)</p>	<p>實作評量： 學生能完成學習單。</p>

指導要點及注意事項

英語教學現場所面臨最大的挑戰，為學生之間嚴重的程度落差。班級內學生差異過大時，往往導致教師教學產生困難，更阻礙學生獲得有效學習機會，因此於設計本課程時，融入差異化教學概念，期許以多元、活潑、重互動的教學方式，符應差異化學習者需求，激發學生潛能，進而營造成功經驗。

“Fun Taiwan” 單元之教學重點為綜合學生所學，在故事的架構下增進學生聽、說、讀、寫綜合能力。

第一堂課，於複習一、二課單字後，運用 Information Gap 首先進行兩兩一組之問答練習，接續再以小組四人合作模式，完成 Filling the Blank 學習單，並配合聽力練習，充分練習本單元教學目標。

第二堂課，運用 Jigsaw 拼圖式教學法的概念，賦予程度不同的學生不同的任務，充分應用本單元所學，經過共同思考、討論後合力解答，進而培養學生表達、溝通與分享、尊重、關懷與團隊合作及獨立思考與解決問題等十大基本能力。

參考資料

1. 參考書目

The Best Online Resources For “Information Gap” Activities

<http://larryferlazzo.edublogs.org/2011/09/06/the-best-online-resources-for-information-gap-activities/>


The Jigsaw Classroom

<https://www.jigsaw.org>

2. 引用媒材：Dino on the Go! Book 7 Review 1


(Appendix A)

A




A: My name is _____. Nice to meet you! What's your name?
B: Hi, my name is Hilla. Are you from Taiwan?
A: _____. I am from _____. Where are you from?
B: I'm from India. How do you go to school?
A: I go to school _____. How about you?
B: Oh really! I go to school on foot.

B




A: My name is Tomo. Nice to meet you! What's your name?
B: Hi, my name is _____. Are you from _____?
A: No, I'm not. I am from Japan. Where are you from?
B: I'm from _____. How do you go to school?
A: I go to school by bus. How about you?
B: Oh really! I go to school _____.

C



D: My name is _____. How about you?
C: My name is Iris. Are you from the USA?
D: _____. I am from _____. Where are you from?
C: I am from Australia. How do you go to school?
D: I go to school _____, and you?
C: I go to school on foot, too.

D



D: My name is Nick! How about you?
C: My name is _____. Are you from _____?
D: No, I'm not. I am from Singapore. Where are you from?
C: I am from _____. How do you go to school?
D: I go to school on foot, and you?
C: I go to school _____, too.

(Appendix B)

Step 1: Read and fill in the blanks (2nd paragraph) Step 2: Listen and write Group: _____



My name is Jay. My father is from the _____. My mother is from the _____. Both my father and mother are teachers in _____.

My friends come from many places. First, Hilla is from _____. Second, Tomo is from _____. Next, Iris is from _____. Lastly, Nick is from _____. We are all students of XinShi Elementary School. Hilla and Tomo go to school _____. Iris and Nick go to school _____.

Min is my new friend. She is not from Taiwan. She is from _____. We both go to school _____.

(Appendix C)

My name is Hilla. I come from India. I love mountains and nature! My favorite place in Taiwan is the Ali Mountain. Ali Mountain is close to Chiayi. In the beginning, I take HSR to Chiayi. Later on, I go to Ali Mountain by train. The Ali Mountain is so beautiful!

My name is Iris. I come from Singapore. I love beautiful islands. My favorite place in Taiwan is the Lanyu island. It's very far from Taipei. First of all, I take train to Taitung. After that, I go to Lanyu island by boat. The ocean view is amazing!

My name Nick. I come from Australia. I love adventures and sports. My favorite place in Taiwan is the Tarako National Park. First, I go to Hualien by Train. Then, I go to Tarako National Park by bike! The nature is very relaxing.

My name is Tomo. I come from Japan. I love the ocean! My favorite place in Taiwan is Kenting! Kenting is very far from Taipei. First, I go to Kaohsiung by plane. Then, I go to Kenting by bus. I love the amazing sunshine in Kenting.

* Where is Hilla from?

* What is her favorite place in Taiwan?

* Does she go to Chiayi on foot?

* How does she go to Ali Mountain?

* Where is Iris from?

* What is her favorite place in Taiwan?

* Does she go to Taitung by taxi?

* How does she go to Lanyu Island?

* Where is Nick from?

He is _____.

* What is his favorite place in Taiwan?

His favorite place is _____.

* Does he go to Hualien by car?

_____.

* How does he go to Tarako National Park?

He goes _____.

* Where is Tomo from?

_____.

He is from Japan.

He is from Spain.

* What is his favorite place in Taiwan?

_____.

His favorite place in Taiwan is Kaohsiung.

His favorite place in Taiwan is Kenting.

* Does he go to Kaohsiung by boat?

_____.

Yes, he does.

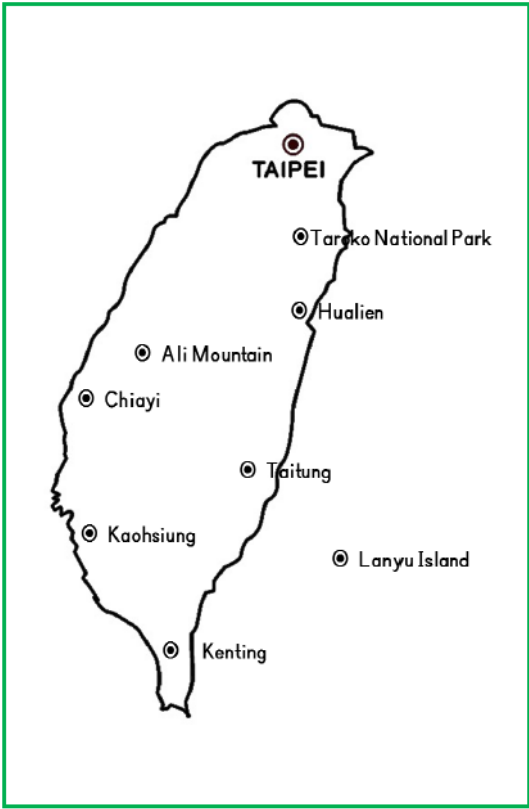
No, he doesn't.

* How does he go to Kenting?

_____.

He goes to Kenting by plane.

He goes to Kenting by bus.



Tomo

My favorite place in Taiwan is _____. First, I go to _____ by _____. Then, I go to _____ by _____.

Iris

Nick

Hilla

(Appendix F)

Class: _____ Name: _____ Number: _____

My Favorite Places in Taiwan

Please share your favorite place in Taiwan with the class!



Class: _____ Name: _____ Number: _____

My Favorite Places in Taiwan

Please share your favorite place in Taiwan with the class!



My favorite place in Taiwan is _____.
First, I go to _____ (by /on) _____.
Then, I go to _____ (by /on) _____.
Finally, I go to _____ (by /on) _____.