附件四:

新北市104年度教師以全英語授課教案設計

(課程實施後)

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教案名稱 How do you go to school? (Dino on the go!)

教學年級:國小六年級 課程上使用之英語比例: 80%

學生人數:26人 教學總節數:3節 公開授課內容為第2節

公開授課之時間:

104年10月08日

09時20分至10時10分(第2節)

公開授課之地點:

新北市土城區樂利國小 管樂教室

教學目標

- 1. 學生能利用5W(when, who, where, what, how)進行課文閱讀理解。
- 2. 依照學生的程度能完成課文短文改寫或短文填空。

九年一貫對應 能力指標

- ◎C1-1-3 能聽懂高年段所習得的詞彙。
- ◎C1-1-8 能聽懂高年段所習得的句子。
- ◎C2-1-3 能說出高年段所習得的詞彙。
- ◎C2-1-9 能以高年段簡易句型作適當的提問、回答。
- ◎C3-1-2 能辨識高年段所習得的詞彙。
- ◎C3-1-5 能讀懂高年段所習得的句子。
 - C3-1-7 能朗讀(read aloud)課本中的對話和故事。
- ○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。
 - C5-1-3 在聽讀時,能辨識書本中相對應的書寫文字。
- ◎C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。
 - C8-2 能運用基本的閱讀策略。

教案	教案名稱: How do you go to school? (Dino on the go!)						
	Goal	Teaching Process	Time	Resource	Evaluation		
第	能熟悉本	[Warm up]					
_	課單字及	Activity 1	5		Can tell what they		
節	句型	1. Daily Greeting with students.			see in the website		
		2. Students watch the video		website:	clip		
		clip "How does Mr. Dan go to		How Are You, Mr,			
		school?" and answer		Dan?			
		following questions:					
		(1) Why is Mr. Dan					
		running?					
		(2) What transportation do					
		you see in this clip?			Can tell the		
		Activity 2	2		difference between		
		1. Students open the textbook		textbook	the textbook and		
		and listen to the CD.			website clip		
		2. Ask students what's the					
		different between this clip					
		and the text book?					
		● bike & bicycle					
		scooter & motorcycle					
		plane & airplane					
		【Presentation & Practice】					
		Activity 1	15	paper, textbook	Can copy and say		
		1. Students take out the writing			out the vocabs and		
		book and tear out one page,			know their		
		then fold the paper into 8			meanings		
		grids.					
		2. Students copy the vocabs					
		from the textbook into each					
		grid.					
		3. Check spelling within a team.					
		4. Teacher says out one vocab,					
		students need to fold the					
		paper to show the target					
		vocab only.					
		5. Practicing in pairs:					

		(1) "paper-scissors-rock",		
		the winner says out one		
		vocab.		
		(2) Two students fold the		
		paper, the faster the		Can use the SP A to
		better.	10	play the game
	6.	Change partners and be		
		familiar with all vocabs.		
Ac	tivity 2	2		
	1.	Teacher writes the sentence		
		pattern A on the board:		
		• How do you go to school?		
		• I go to school		
	2.	Lead the class to ask teacher		
		by using the sentence		
		pattern, when teacher		
		responds "I go to school"		
		students fold the paper and		
		show the target vocab.		
	3.	Practicing in pairs:		
		(1) "paper-scissors-rock",		
		the winner says out one		
		vocab.		Can replace the
		(2) Two students fold the		locations with
		paper, the faster the		vocabs they
		better.		learned
	4.	Change the sentence to		
		"How do you go to Japan?"		
		Use different countries from		
		the Unit 1 to familiar with	8	
		this pattern.		Can write 8
		•		sentence according
		[Wrap-up]		SP A and Vocabs
	1.	Students stand in two lines:		
		boys & girls.		
	2.	Use the SP A to start the		
		game.		
	3.	Student who is faster fold the		
<u> </u>				

		paper can stay for the next			
		round, the slower go back to			
		their seat.			
		4. Lead whole class to recite SP			
		A with all vocabs again.			
		5. Assign the homework:			
		Complete 8 Q&A Sentences			
		with SP A in writing book.			
		with 31 11 in writing 500k.			
第	利用5W閱	[Warm up]			
=	讀策略分	Activity 1	5		
節	析課文並	 Daily Greeting with students. 		5W mind map	
	重寫短文	2. Teacher states the goal of			
		today's lesson: 5W story map			
		and re-writing a short			
		passage of Unit 2.			
		Activity 2	2		Can realize the
		1. Preview the key words. (Italy,			meanings of these
		late, meet, invite, carnival			keywords
		party, wear, mask.)			
		【Presentation & Practice】			
		Activity 1	3		Can tell the
		1. Teacher presents the reading			meaning of 5W
		strategy with 5W story map			
		with slide.			
		2. Whole class talks about the			
		meaning of 5W.			
		Activity 2	10		Can finish poster
		1. Students listen to the story		textbook	with team
		with the audio.		poster and markers	members and
		2. Grouping students in groups			know the mean
		of 4 to finish the 5W story			idea of the story
		map. Students write down			
		their name next to the			
		content they are responsible			
		for.			
		3. Encourage students to use the			

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			key words on the board to			
			finish the story map.	10		
	Act	tivity	<u>3</u>		worksheet	Can write their
		1.	Teacher dispatches the fill-in			own passage or fill
			worksheet to some students			in the keywords in
			who needs more helps.			the worksheet
		2.	Teacher gathers those			
			students to talk about the			
			worksheet together in a			
			group.			
		3.	Encourage the others to try to			
			rewrite the story into a short			
			passage on their own.	10		
						Can read their
			[Wrap-up]			summary or
		1.	Whole class talks about the			context to others
			story map together and lead			
			students retelling the story			
			according their story map.			
		2.	Students find their paired			
			friend, and read their			
			passage/worksheet to each			
			other.			
第			[Warm up]			
Ξ		1.	Daily Greeting with students.	5	8-grid-paper	Can understand
節		2.	Quickly review the SP A:			and use SP A to
			"folding the 8-grid-paper"			response
		3.	Students take turns to read		story poster	
			aloud their summary of Unit			
			2 in team.			
			Presentation & Practice			Can talk about the
	Act	tivity		5		different speed of
		1.	Students talk about the speed			each
			of 8 different transportations			transportation
			in team.			
		2.	Teacher collects and			
			concludes the final answers			
	<u> </u>			<u>I</u>	1	1

		with whole class.			
	3.	Ask students to write down			
		numbers next to vocabs to			
		represent the speed.			
		on foot=1			
		by bike=2			
		by boat=3			
		by scooter=4			
		by bus=5			
		by car/taxi=6			
		by MRT/train=7			
		by plane=8			
Ad	ctivity 2		15	student cards	
	1.	Teacher present the sentence			Can use SP B to
		pattern B:			play the game
		 Do you go to school by 			1 3 3
		?			
		• Yes, I do. / No, I don't.			
	2.	Students tear off the			
		8-grid-paper into 8 vocab			
		cards.			
	3.	Pair practicing:			
		(1) Students choose one			
		card faced down on the			
		desktop.			
		(2) "Paper-Scissor-Rock"			
		The winner asks another			
		using SP B. The loser			
		answers according their			
		card on the desk using			
		SP B.			
		(3) If the winner guesses it			
		right, takes the loser's			
		card, if not matched, two			
		students comparing the			
		speed of the cards on the			
		desk. Who has the faster			
		transportation could			
 		*	<u> </u>	I	

	collect the cards back. (4) Change partners and practice more rounds to			
	be familiar with SP B.			
	【Wrap-up】	15		
1.	Finish workbook: Vocab/SP		workbook	
	AB.		textbook	Can finish
2.	Teacher plays the CD of Unit			workbook
	2 story again,			and understand
3.	Lead students to talk about			the meaning of this
	the idiom "You're the apple of			idiom
	my eye." in the story.			

指導要點及注意事項

- 1. 聽課文CD的問答練習需有小組內每一個學生的筆跡並標示座號。
- 將全班依照程度分為兩組,程度較慢者,給予填空之學習單,讓其共同討論出答案完成短文改寫;其餘程度較佳者,將其共同討論完成整篇短文改寫。

參考資料 引用媒材: http://www.howareyoumrdan.com/lesson/Transportation/2

Try to fill in the blank with your friends:

It's <u>eight twenty-five</u> in the morning. Dino, <u>Danny, Owen, Irene</u>, and Niki are in <u>Italy</u> now. They meet an Italian <u>girl</u> there. She's late for <u>school</u>. She goes to school <u>by boat</u>. That's cool. Dino goes to school <u>on foot</u>; Owen goes to school <u>by scooter</u>.

The Italy girl invites them to the <u>carnival party</u> at three thirty in the <u>afternoon</u>. They all wear <u>masks</u> to the party. The Italy girl likes Dino very much. They have a good time in the party.

8-Grid-paper/Student Card

by bike 2	by car/taxi
on foot	by bus 5

by train/MRT		by boat	
	7		3
by plane		by scooter	
	8		4