

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)

設計者 / 鍾昌益、鍾佳慧、吳麗玲		
服務學校 樂利國小、五股國小、麗園國小		
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。		

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

	Goal	Teaching Process	Time	Resource	Evaluation
第一節	能熟悉本課單字及句型	【Warm up】	5	website: How Are You, Mr, Dan?	Can tell what they see in the website clip
		Activity 1			
		<ol style="list-style-type: none"> 1. Daily Greeting with students. 2. Students watch the video clip “How does Mr. Dan go to school?” and answer following questions: <ol style="list-style-type: none"> (1) Why is Mr. Dan running? (2) What transportation do you see in this clip? 			
		Activity 2	2	textbook	Can tell the difference between the textbook and website clip
		【Presentation & Practice】	15	paper, textbook	Can copy and say out the vocabs and know their meanings
		Activity 1			
		<ol style="list-style-type: none"> 1. Students take out the writing book and tear out one page, then fold the paper into 8 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: 			

		<p>key words on the board to finish the story map.</p> <p>Activity 3</p> <ol style="list-style-type: none"> 1. Teacher dispatches the fill-in worksheet to some students who needs more helps. 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. <p>【Wrap-up】</p> <ol style="list-style-type: none"> 1. Whole class talks about the 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. 	10	worksheet	Can write their own passage or fill in the keywords in the worksheet
			10		Can read their summary or context to others
第三節		<p>【Warm up】</p> <ol style="list-style-type: none"> 1. Daily Greeting with students. 2. Quickly review the SP A: “folding the 8-grid-paper” 3. Students take turns to read aloud their summary of Unit 2 in team. <p>【Presentation & Practice】</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. Students talk about the speed of 8 different transportations in team. 2. Teacher collects and concludes the final answers 	5	8-grid-paper story poster	Can understand and use SP A to response
			5		Can talk about the different speed of each transportation

		<p>with whole class.</p> <p>3. Ask students to write down numbers next to vocabs to represent the speed.</p> <p>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</p> <p>Activity 2</p> <p>1. Teacher present the sentence pattern B:</p> <ul style="list-style-type: none"> ● Do you go to school by _____? ● Yes, I do. / No, I don't. <p>2. Students tear off the 8-grid-paper into 8 vocab cards.</p> <p>3. Pair practicing:</p> <p>(1) Students choose one card faced down on the desktop.</p> <p>(2) "Paper-Scissor-Rock" The winner asks another using SP B. The loser answers according their card on the desk using SP B.</p> <p>(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</p>	15	student cards	Can use SP B to play the game
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		<p>collect the cards back.</p> <p>(4) Change partners and practice more rounds to be familiar with SP B.</p> <p>【Wrap-up】</p> <ol style="list-style-type: none"> 1. Finish workbook: Vocab/SP AB. 2. Teacher plays the CD of Unit 2 story again, 3. Lead students to talk about the idiom “You’re the apple of my eye.” in the story. 	15	<p>workbook</p> <p>textbook</p>	<p>Can finish workbook and understand the meaning of this idiom</p>
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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。
2. 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 eight twenty-five in the morning. Dino, Danny, Owen, Irene, and Niki are in Italy now. They meet an Italian girl there. She’s late for school. She goes to school by boat. That’s cool. Dino goes to school on foot; Owen goes to school by scooter.

The Italy girl invites them to the carnival party at three thirty in the afternoon. They all wear masks 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	6
on foot	1	by bus	5

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