

新北市 105 年度教師以全英語授課教案設計

設計者 / 服務學校	鍾佳慧、陳麗月/五股國小 陳榮鴻/德音國小		
教案名稱	Fruit Salad		
教學年級：國小 3 年級		預計課程上使用之英語比例： 80%	
學生人數：27 人	教學總節數：4 節	預計公開授課內容為第 2 節	
預計公開授課之時間： 105 年 10 月 5 日 10 時 30 分至 11 時 10 分(第三節課)		預計公開授課之地點： 新北市五股區五股國小 英語一教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	<ol style="list-style-type: none"> 1. Ss are able to recognize the ingredient of fruit salad. 2. Ss are able to enjoy reading the picture book. 3. Ss are able to read, speak and write the key words. 4. Ss are able to read, speak and write the sentence pattern. 5. Ss are able to read the book "Fruit Salad". 6. Ss are able to sing the "Fruit Salad Song". 7. Ss are able to cooperate with others. <p>● Key Words:</p> <p>(1) apple, banana, orange, pear, peach, pineapple, salad dressing, fruit salad</p> <p>(2) chop, peel, slice</p> <p>● Sentence Pattern: Peel a/ an <u>banana</u> and <u>chop</u> it.</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>A1-1-2 能聽辨英語的音。</p> <p>A1-1-7 能聽懂常用的教室用語。</p> <p>A5-1-2 能聽懂及說出低年段所習得的詞彙。</p> <p>A5-1-5 能聽懂常用的教室用語，並作適當的回應。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答教師或同學所提的問題。</p> <p>D6-1-3 對於教師的說明或演示，能集中注意力。</p> <p>D6-1-6 樂於接觸課外英語學習素材</p> <p>D6-1-13 能認真完成教師交待的作業。</p> <p>A8-1 能培養閱讀的興趣。</p> <p>A8-2 能瞭解基本的閱讀方法。</p> <p>A8-3 能理解低年段兒童繪本的內容。</p>		

教案名稱：Fruit Salad

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	1. Ss are able to recognize the ingredient of fruit salad. 2. Ss are able to enjoy reading the picture book. 3. Ss are able to read and speak the key words. 4. Ss are able to cooperate with others.	<ul style="list-style-type: none"> ● Warm up <ol style="list-style-type: none"> 1. Greeting 2. Students take turns to pick a letter from the "Secret Bag" and say the letter name, letter sound or the words with this initial letter by their capability. 	5mins	alphabet magnets secret Bag	1. Good morning, Class. 2. Say "Hi" to your partners. 3. Let's start our lesson. 4. Pick a letter from the bag and say the name, sounds or the words.
		<ul style="list-style-type: none"> ● Presentation: Storytelling <ol style="list-style-type: none"> 1. Prediction : Teacher shows them the big book. Ss talk out what they see from the book cover and guess what the story is about. 2. Teacher tells the story with the big book, and asks some questions to interact with Ss. 3. Teacher shows the Flash cards of key words while telling the story. 	10mins	big book flash cards	1. Wow! It's a big book. 2. Look at the cover. 3. What's this? 4. Take a guess! 5. Is it the ice cream? 6. Let's find the answer. 7. What do you see? 8. Is it a banana? 9. What is the next fruit? 10. What's in the bowl now? 11. Each Group gives me an answer, please.
		<ul style="list-style-type: none"> ● Practice: Sequencing <ol style="list-style-type: none"> 1. Teacher places the picture cards of the fruit on the board and have the Ss to say the words correctly. 2. Teacher leads the Ss to find the correct sequence according to 	5mins	flash cards	1. Let's take a look at the fruits in the fruit salad. 2. Can you say these names of the fruits? 3. Listen. What's the initial letter of " <u>banana</u> "? 4. Do you remember the fruits in the story? 5. Paste the cards on the

		<p>correct picture cards or word cards.</p> <p>(3) Pair work: One student says a word and the other one has to show the correct picture cards or word cards.</p> <ul style="list-style-type: none"> ● Wrap up <ol style="list-style-type: none"> 1. Teacher rereads the story and invites Ss to say the key words that they already knew by the pictures on the book. 	2 mins	big book	<p>5. Take turns to finish the work.</p> <ol style="list-style-type: none"> 1. Please look at the picture and help me say the fruits names. 2. Good job! 3. Goodbye, class.
第二節	<ol style="list-style-type: none"> 1. Ss are able to read, speak and write the key words. 2. Ss are able to enjoy reading the picture book. 3. Ss are able to read parts of the book "<i>Fruit Salad</i>". 4. Ss are able to cooperate with others. 	<ul style="list-style-type: none"> ● Warm up <ol style="list-style-type: none"> 1. Greeting 2. Students take turns to pick a letter from the "Secret Bag" and say the letter name, letter sound or the words with this initial letter by their capability. 3. Teacher shows the fruits, fruit salad and salad dressing flash cards, and has Ss to say the words. ● Presentation: Presenting the Verb Vocabs and the sentence pattern <ol style="list-style-type: none"> 1. Teacher presents the verb words with flash cards and TPR. 	8mins	alphabet magnets secret Bag, flash cards	<ol style="list-style-type: none"> 1. Good morning, Class. 2. How are you today? 3. Say "Hello" to your friends. 4. Let's start our lesson. 5. Pick a letter from the bag and say the name, sounds or the words. 6. Let's read the words aloud together.
			10mins	flash cards	<ol style="list-style-type: none"> 1. Look at the picture. 2. Say and do it with me. 3. Listen! "Peel a banana and chop it." 4. Read the sentence aloud with me.

		<ol style="list-style-type: none"> 2. Teacher presents the sentence patterns with flash cards and TPR. 3. Teacher says the sentences and asks the Ss to find the correct flash cards on the board. <ul style="list-style-type: none"> ● Practice : <ol style="list-style-type: none"> 1. Teacher sets the students into the groups. 2 Teacher distributes the mini sentence strips and dices to students. 3. Ss take turn to roll the dices and make the sentences. e.g. S1 throws the dices and gets the “banana” and “chop”. He has to put the dices in the blank on the mini sentence strip. Then says “Peel the <u>banana</u> and <u>chop</u> it.” 4. If the student can say the correct sentence, they can get one point. They take turn to do it until each one gets 5 points. 	10mins	mini sentence strips dices	<ol style="list-style-type: none"> 5. Look at the cards and read the sentence aloud. 6. Say and do it. 7. Listen and find the cards .Then put the cards on the board. 8. Any volunteer? 9. Great! 10. Let’s read the sentence together. <ol style="list-style-type: none"> 1. Look at me. 2. Roll the dices and put the dices here. 3. Then say the sentence. 4. You say a sentence correctly, get one point. 5. Are you ready? 6. How many points? Five.
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		<ul style="list-style-type: none"> ● Wrap up <ol style="list-style-type: none"> 1. Reread the Story Teacher reads the story again and asks Ss to say the key words. 2. Writing Worksheet Teacher gives the different worksheet to Ss by their different readiness level. There are two different leveled worksheets. Ss can choose the worksheet that they want. <ul style="list-style-type: none"> ● Ss choose and work on the anchor activities if they finish the worksheet earlier. 	5mins	big book	<ol style="list-style-type: none"> 1. Let's read the story again. 2. Please look at the pictures and help me say the names of the fruits. 3. Please say and write the words. 4. Then match the pictures with your rulers. 5. When you finish it, you can choose and finish one of the anchor activities.
第三節	<ol style="list-style-type: none"> 1. Ss are able to enjoy reading the picture book. 2. Ss are able to read, speak and write the sentence pattern. 3. Ss are able to read the book "<i>Fruit Salad</i>". 4. Ss are able to cooperate with others. 	<ul style="list-style-type: none"> ● Warm up <ol style="list-style-type: none"> 1. Greet to the Ss. 2. Teacher reads the story and leaves the key words for Ss to read them aloud. <ul style="list-style-type: none"> ● Presentation: <ol style="list-style-type: none"> 1. Teacher takes a dice, a used disk and a set of sticker. 2. Teacher demonstrates to roll the dice and say the sentences. 3. Then teacher pasts the stickers on the used disk. 	5mins	big book	<ol style="list-style-type: none"> 1. Hello, Class. 2. Are you happy today? 3. Can you read the story with me? 4. Ready? Go! 5. Good job! <ol style="list-style-type: none"> 1. Look at me. 2. Roll the dices and find the stickers. 3. Then say the sentence. 4. Paste the stickers on the disk. 5. Collect 8 stickers: "apple, banana, peach, pear, pineapple, orange, chop, slice". 6. When you finish your

		<ul style="list-style-type: none"> ● Practice : Board Game <ol style="list-style-type: none"> 1. Teacher sets the students into the groups and distributes the used disks to every student and two dices to each group. One dice is about noun words and the other one is about the verb words. 2. Ss take turn to roll the dices and make the sentences. e.g. S1 throws the dices together and get the “banana” and “slice”. He has to say “Peel the <u>banana</u> and <u>slice</u> it.” 3. If the student says the correct sentence, they can paste the stickers on the discs. The student who collects 8 vocab stickers will get a salad dressing sticker for pasting on. ● Wrap up <ol style="list-style-type: none"> 1. Reread the Story: Teacher reads the story again and asks Ss to say 	<p>20mins</p> <p>5mins</p>	<p>used disks</p> <p>dices</p> <p>stickers</p> <p>mini sentence strips</p> <p>big book</p>	<p>work, let me check your disk.</p> <p>7. And I’ll give you a sticker of salad dressing.</p> <p>8. Paste the salad dressing on your disk.</p> <p>1. Are you ready?</p> <p>2. Do your best.</p> <p>3. Go!</p> <p>1. Let’s read the story again.</p> <p>2. Ready? Go!</p>
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		<p>the complete sentences.</p> <p>2. Writing Worksheet: Teacher gives the different worksheet to Ss by their different readiness level. There are two different leveled worksheets. Ss can choose the worksheet that they want.</p> <ul style="list-style-type: none"> ● Ss choose and work on the anchor activities if they finish the writing worksheet earlier. 	5mins	Worksheet 3,4	<ol style="list-style-type: none"> 1. Listen and look carefully. 2. Please write or trace the worksheet. 3. Then read the sentence to your partner. 4. Your partner will sign the name here. 5. When you finished, you can choose and finish one of the anchor activities.
第四節	<ol style="list-style-type: none"> 1. Ss are able to recognize the ingredient of fruit salad. 2. Ss are able to read the book "Fruit Salad". 3. Ss are able to sing the "Fruit Salad Song". 4. Ss are able to cooperate with others. 	<ul style="list-style-type: none"> ● Warm up <ol style="list-style-type: none"> 1. Greeting 2. Sing "Hello" song. 3. Teacher tells the story and asks Ss to read aloud the key words with the movements. ● Sing "Fruit Salad" Song <ol style="list-style-type: none"> 1. Teacher presents the song and teaches Ss to sing. 2. T leads Ss sing and do the movements. ● Making Salad <ol style="list-style-type: none"> 1. Teacher leads Ss to read the recipe. There are two different leveled worksheets. Ss can choose the worksheet 	5mins	big book	<ol style="list-style-type: none"> 1. Good morning, Class. 2. Let's sing the "Hello song" together. 3. Today we are going to make fruit salad. 4. But now, let's read the story again. 5. Are you ready? Go! 6. We are going to sing the "Fruit Salad" song. 7. Listen and watch! 8. Can you tell me the fruits in this song? 9. Good job! 10. Let's sing. 11. Lets' sing and dance.
			10mins	Song video clip	
				20mins	Worksheet 5,6 fruits plastic knives paper plates salad dressing

		<p>that they want.</p> <ol style="list-style-type: none"> 2. Teacher asks Ss follow the recipe to make salad. 3. When Ss finish it, Teacher checks the salad products and asks Ss need to read the recipe aloud. 4. Teacher gives them some salad dressing when Ss finishing their reading aloud. 5. Ss have the fruit salad. <ul style="list-style-type: none"> ● Ss choose and work on the anchor activities if they finish the salad-making earlier. ● Wrap up Teacher leads the Ss to read the story aloud. 	5mins	<p>lunch boxes spoons</p> <p>big book</p>	<p>aloud.</p> <ol style="list-style-type: none"> 4. Follow the recipe to make your fruit salad. 5. Raise your hand when you finished. 6. I'll check your fruit salad and give you some salad dressing. 7. Then you can have your salad. 8. When you finish it, you can choose and finish one of the anchor activities. <ol style="list-style-type: none"> 1. Is your salad yummy? 2. Now you can make fruit salad for your mommy and daddy. 3. Let's read the big book again. 4. Ready? Go! 5. Great! 6. See you next time.
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指導要點及注意事項

1. It's better to form a friendly atmosphere in the classroom before using the different worksheets for the different readiness students.
2. Don't label the students by their readiness levels.
3. Teacher should tell the students to choose the appropriate worksheets in advance.
4. Respect the students' choices. Encourage the students who have the easier worksheets to choose the more difficult one. And help or give some advice to the students who have the difficult one.

參考資料

1. 參考書目：

- (1) Tomlinson, C. & Edison, C. (2003). *Differentiation in Practice K-5: A Resource Guide for Differentiating Curriculum*. Alexandria, Association for Supervision and Curriculum Development.
- (2) Tomlinson, Carol Ann, & Imbeau, Marcia B. (2011). *Managing a Differentiated Classroom: A Practical Guide*. New York, Scholastic.

2. 引用媒材：

“Fruit Salad Song”—<https://www.youtube.com/watch?v=2L2lpS972zI>

附錄

1. Worksheet

Fruit Salad—Worksheet 1
Grade 3 Class _____ No. _____ Name _____

Write and Match

1. banana _____ ●

2. apple _____ ●

3. orange _____ ●

4. pear _____ ●

5. pineapple _____ ●

6. peach _____ ●

7. salad dressing _____ ●

8. fruit salad _____ ●



Fruit Salad—Worksheet 2

Grade 3 Class _____ No. _____ Name _____

Write and Match

a p b p s p o f

- | | | | | |
|---|-------------------------|---|---|---|
| 1. _____
_____anana
_____ | _____

_____ | ● | ● |  |
| 2. _____
_____pple
_____ | _____

_____ | ● | ● |  |
| 3. _____
_____range
_____ | _____

_____ | ● | ● |  |
| 4. _____
_____ear
_____ | _____

_____ | ● | ● |  |
| 5. _____
_____ineapple
_____ | _____

_____ | ● | ● |  |
| 6. _____
_____each
_____ | _____

_____ | ● | ● |  |
| 7. _____
_____alad dressing

_____ | _____

_____ | ● | ● |  |
| 8. _____
_____ruit salad

_____ | _____

_____ | ● | ● |  |

Fruit Salad—Worksheet 3

Grade 3 Class ____ No. ____ Name _____



A. Read and Write.

Peel slice chop apple banana orange pear peach pineapple

1.   
_____ a _____ and _____ it.

2.   
_____ a _____ and _____ it.

3.   
_____ a _____ and _____ it.

4.   
_____ an _____ and _____ it.

5.   
_____ a _____ and _____ it.

6.   
_____ a _____ and _____ it.



B: Read to Someone

Signature: _____

Fruit Salad—Worksheet 4

Grade 3 Class _____ No. _____ Name _____



A: Fill in the blanks

1.  _____ a  _____ and  _____ it.

2.  _____ a  _____ and  _____ it.

3.  _____ a  _____ and  _____ it.

4.  _____ an  _____ and  _____ it.

5.  _____ a  _____ and  _____ it.

6.  _____ an  _____ and  _____ it.



B: Read to Someone

Signature: _____

Fruit Salad—Worksheet 5

Grade 3 Class _____ No. _____ Name _____

© Let's Make Fruit Salad



1.  a  and  it.

2.  a  .

3.  a  .

4.  an  and  it.

5.  an  .

6. Add your favorite  .

7. Here is a big  .



Fruit Salad—Worksheet 6

Grade 3 Class _____ No. _____ Name _____

© Let's Make Fruit Salad



1. Peel a banana and slice it.

2. Slice a pineapple.

3. Chop a peach .

4. Peel an orange and chop it.

5. Chop an apple .

6. Add your favorite salad dressing.

7. Here is a big fruit salad.



2. Anchor Activities:



Anchor Activity Log

Class _____ No. _____ Name _____

1. Go fishing 釣魚	2. Sticker spelling 拼貼單字	3. Read more books 讀其他英文書
4. Make the Sentence Wall 造句牆	5. Word Search 找字學習單	6. Read the big book 讀大書
7. Sing alone 獨唱	8. Secret Code 解密密碼學習單	9. Make a mini book 做小書
Teacher Comments		

Fruits— Secret Code

Name: _____

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

I	see 	an	_____	_____	_____	_____	_____	_____
			15	18	1	14	7	5

I	slice 	a	_____	_____	_____	_____	_____	_____
			2	1	14	1	14	1

I	like 	_____	_____	_____	_____	_____
		6	18	21	9	20

Name: _____

Fruits—Word Search

s	z	p	e	e	l	e	c	d
a	p	k	m	o	g	h	p	w
l	e	x	q	t	o	f	i	b
a	a	f	a	t	r	r	n	a
d	r	z	n	b	a	u	e	n
d	o	i	y	v	n	i	a	a
r	c	h	o	p	g	t	p	n
e	g	p	l	e	e	s	p	a
s	k	w	n	u	g	a	l	x
s	p	e	a	c	h	l	e	d
i	e	y	o	p	s	a	b	w
n	s	l	i	c	e	d	i	s
g	f	x	r	a	p	p	l	e



apple



banana



peach



pear



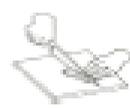
orange



peel



slice



chop



fruit salad



salad dressing



pineapple

Fruit Salad

By _____

Peel a _____
and _____ it.

Peel a _____
and _____ it.

_____ an _____
and _____ it.

Add your
favorite salad
dressing.

Here is a big
fruit salad.

_____ it.
