

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	Julie Lattka, Scott Caswell, 呂昭慧 / 新北市蘆洲區鷺江國小		
教案名稱	What do you want to buy?		
教學年級：國小_五_年級	課程上使用之英語比例： 98 % (使用英語比例係指教師以英語授課之時間佔總授課時間之		
學生人數：_14_人	教學總節數：_4_節	公開授課內容為第_3_節	
公開授課之時間： _105_年_11_月_17_日 _14_時_20_分至_15_時_00_分(第_6_節課)		公開授課之地點： 新北市_蘆洲_區_鷺江_國小 _英語情境 203_教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	<p>Target Vocabulary this, that, those, these, orange(s), banana(s), grape(s), bone(s), toy(s), cookie(s), dollar(s), expensive, cheap, buy, money, save, sale,</p> <p>Target Language Stan How much are those/these _____? Those/these are ___ dollars. They are expensive/cheap. I want to buy _____. How much is/are the <noun> ? (This/that/these/those) are \$_____ dollars. (This/that) is expensive/cheap. (These/those) are expensive/cheap. I want to buy some <noun> I want to save money. This/these <noun(s)> is/are on sale.</p>		

<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>	<p>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。 C1-1-11 能聽懂簡易的兒童短劇。 C2-1-3 能說出高年段所習得的詞彙。 C2-1-11 能以所習得的英語看圖說話。(high-level group) C2-1-12 能進行簡易的角色扮演。 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。 C4-1-4 寫出高年段所習得的句子。(high-level group) C4-1-5 能拼寫高年段所習得之應用字詞。(high-level group)</p>
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		<p>question and an answer as follows:</p> <p>Group 1: This orange is 50 dollars. How much is that banana?</p> <p>Group 2: This banana is 10 dollars. How much is this grape?</p> <p>Group 3: This grape is 30 dollars. How much is this cookie?</p> <p>Group 4: This cookie is 20 dollars. How much is this toy?</p> <p>Group 5: This toy are 60 dollars. How much is this orange?</p> <p>Group 1 begins by reading the <u>question</u> first. Group 2 has the answer to group 1’s question and much read their part. The question and answer pattern proceeds around the room until the final question is answered by the group who began (group 1). Once students understand the concept, introduce the idea of time. Use a large visible timer such as “online stopwatch” to time the class’ ability to ‘zip’ around the room. Encourage students to read clearly and fluently while trying to improve the class time.</p> <p><u>Production (Small group, teamwork)</u></p> <p>Ask the Class Activity</p> <p>Give each group a basket of realia: oranges, bananas, grapes, toys, cookies. Introduce the vocabulary <i>buy</i>, <i>cheap</i>, and <i>expensive</i>. Tell students that each group may want to buy one of the items their group has. They must decide on a price for each one of their items, either cheap or expensive. Next randomly select two groups to practice asking and answering about the item they possess. After the price has been stated, the whole class may respond with “Wow! It’s/They’re expensive/cheap.”</p>	10”		
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		<p><u>Pre-Test (Individual Assessment)</u> Give each student an answer sheet with space to circle answers for multiple choice and a space for written response. Place questions on a PowerPoint slide. Questions 1-4: match the vocabulary word with the pictures, identify singular/plural Questions 5-8: identify this/that/these/those and singular/plural Question 9: Identify the appropriate response to the question “how much . . .” in the context of a picture. Question 10: Written response to a picture: What does person A say to person B and how does B respond? (picture showing a person asking the cost of a particular item)</p> <p><u>Summary and Closure</u> Read my lips: Review sentences and vocabulary with a simple game where the teacher silently mouths the sentence pattern. Students may have the opportunity to guess what the teacher has said.</p> <p><u>Assessment</u> Use pretest to assess where students need more practice and to inform differentiated instructional groupings later in the unit.</p>	<p>5”</p> <p>3”</p>		
<p>第二節</p>	<ul style="list-style-type: none"> ● Students will be able to read sentence patterns fluently. ● Students will be able to differentiate between plural and singular demonstratives. <p><u>Target Vocabulary</u></p>	<p><u>Pre-teaching (whole group instruction)</u> Teach this, that, these, those using hand gestures: This: index finger extended and near body That: index finger extended and pointing away These: open hand, all fingers extended and near body Those: open hand, all fingers extended pointing away</p> <p>After practicing multiple times, test students by speaking</p>	<p>5”</p>	<p>PPT, zip –around small group</p>	<ul style="list-style-type: none"> *Pay attention. *Look here. *Listen carefully. *Do you understand? *Raise your hand if <u>you know the answer</u> (you have any question). *I’ll demonstrate.

	<p>this, that, those, these, orange(s), banana(s), grape(s), bone(s), toy(s), cookie(s), dollar(s), expensive, cheap, buy</p> <p>Target Language I want to buy _____. How much are those/these _____? Those/these are ___ dollars. They are expensive/cheap.</p>	<p>a word and asking them to respond orally and with the appropriate gesture. Speed up the repetition and observe which students respond and which students struggle.</p> <p>Presentation (whole group instruction) Review additional vocabulary: orange(s), banana(s), grape(s), bone(s), toy(s), cookie(s), dollar(s). Post pictures of various items around the room. Again test 'this, that, those, these' in addition to the new vocab. For example: Stand directly next to the orange picture, use the hand gesture for 'this' and say 'orange' Students should respond with "this orange" This time invite student volunteers to stand up and take the teacher's role of pointing to various vocabulary.</p> <p>Practice <u>Ask the Class Activity 2</u> Introduce the sentence patterns: <i>How much are these/those? They're _____ dollars. I want to buy _____.</i></p> <p>Give each group a basket of realia: oranges, bananas, grapes, toys, cookies. Review the vocabulary <i>buy, cheap, and expensive</i>. Tell students that each group may want to buy EITHER the entire basket of items OR a single item. They must decide on a price for their basket of goods in addition to a single item, either cheap or expensive. Next randomly select two groups to practice asking and answering about the basket of goods they possess. Students must listen carefully to the question to know whether to respond about a single item or multiple items. After the price has been stated, the whole class</p>	<p>5"</p> <p>10"</p>		<p>*I'll show you how to do it. *Please work together.</p>
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		<p>may respond with “Wow! It’s/They’re expensive/cheap.”</p> <p><u>Production</u> <u>Small group Zip Around- Game 2</u> Divide the students into 5 groups. Give each group a set of questions and an answers as follows: Student 1: Those oranges are 50 dollars. How much are these bananas? Student 2: Those bananas are 10 dollars. How much are these grapes? Student 3: Those grapes are 30 dollars. How much are these cookies? Student 4: Those cookies are 20 dollars. How much are these toys? Student 5: Those toys are 60 dollars. How much are these oranges?</p> <p>Student 1 begins by reading the <u>question</u> first. Student 2 has the answer to student 1’s question and much read their part. The question and answer pattern proceeds around the room until the final question is answered by the student who began (Student 1). Students should understand the concept from lesson one. Give each group a small timer to time their group’s ability to ‘zip’ around the table. After reading though once, beginning to end, group members must trade questions and try again. Encourage students to read clearly and fluently while trying to improve the time.</p> <p><u>Summary and Closure</u> Small group competition: Invite each groups to the front of the classroom to perform. Randomly give out slips to each group member, then start the timer.</p> <p><u>Assessment</u></p>	<p>10”</p> <p>10”</p>		
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		<ul style="list-style-type: none">▪ Students will extend language to use words and phrases beyond the target vocabulary.▪ Students will appropriately sequence and apply language within the context of the video.○ Task- Students work independently in small groups to select and write sentence strips, then place them into logical order. When students finish sequencing, they may then practice reading the 'script' with the video, using the iPad to play the video.- Mid-level (yellow group)<ul style="list-style-type: none">○ Teaching objectives:<ul style="list-style-type: none">▪ Students will be able to clearly identify and articulate all the words in the sentence patterns.▪ Students will appropriately sequence and apply language accurately within the context of the video.○ Task- Teacher will review <i>this/that/those/these</i> and the language in each sentence pattern. Students work in small groups to rearrange sentence strips and place them into logical order. When students finish sequencing, they may then practice reading the 'script' with the video, using the iPad to play the video.- Low-level (red group)<ul style="list-style-type: none">○ Teaching objectives:<ul style="list-style-type: none">▪ Students will be able to distinguish <i>this/that/those/these</i> with some support from a teacher.▪ Students will be able to			
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		<p>independently say the basic sentence patterns.</p> <ul style="list-style-type: none"> ▪ Students will be able to accurately identify when each sentence should be said within the context of the video. ○ Task- Teacher will help students practice <i>this/that/those/these</i> and the basic sentence patterns. With support from the co-teacher, students may re-arrange the sentence strips into logical order. Teacher will help cue the students to say the basic sentence patterns independently at the appropriate time in the video. <p>Summary and Closure Presentation: Each clip may then be projected on the big screen and students can read their script together dubbing what the animal might be saying in each scene.</p> <p>Assessment Students will be assessed for participation in each activity, pronunciation and familiarity with the sentence patterns.</p>	5"		
第四節	<ul style="list-style-type: none"> ● Students will be able to ask and answer questions using the target language. ● Students will be able to select appropriate language to use in a realistic shopping situation. ● Students will create an 	<p>Pre-teaching Students will use fly swatters to review key vocabulary from previous lessons. 5 student volunteers stand with their backs facing the vocabulary. The teacher stands behind them and silently points out the word for the class to read chorally. After the word is read, and volunteers hear the word "GO!" they may turn around and attempt to hit the word with the swatter before their competitors.</p>	5"	PPT, whiteboard markers, fly swatters, chairs, iPads, iPad app(ShowMe), ShowMe script	<ul style="list-style-type: none"> *Pay attention. *Look here. *Listen carefully. *Do you understand? *Raise your hand if <u>you know the answer</u> (you have any question). *I'll demonstrate. *I'll show you how to

	<p>advertisement in which target language is used appropriately and in context.</p> <p><u>Target Vocabulary</u> money, save, sale, this, that, those, these, orange(s), banana(s), grape(s), bone(s), toy(s), cookie(s), dollar(s), expensive, cheap, buy</p> <p><u>Target Language</u> I want to buy some <noun> I want to save money. This/these <noun(s)> is/are on sale.</p>	<p><u>Introduction</u> Teach students new vocabulary and sentence patterns. Use TPR to teach each new vocabulary word.</p> <p><u>Practice</u> Bowl of Savings- Students start in a drama circle with chairs. Label each student with a vocabulary word (Money, save, spend, sale, discount, refund). To check their memory, call out each vocabulary word and get students to raise their hands when their word is called. Now, when the student in the middle begins the game they will call out one of the assigned vocabulary names. Every child with that word must get up and switch places with another student. The game continues with the student who is left without a seat starting the next round in the middle.</p> <p><u>Production</u> Create a Sale Advertisement using the iPad app Show Me. Students can use text, web images, selfies and recordings of their own voices to create an advertisement for an imaginary business of their choice.</p> <p><u>Summary and Closure</u> Presentation: Each group will show their advertisement to the class.</p> <p><u>Assessment</u> Students will be assessed on their final product in Show-Me.</p>	<p>5"</p> <p>5"</p> <p>20"</p> <p>5"</p>		<p>do it. *Please work together.</p>
<p>附錄</p>					
<p>4 節課使用之學習單</p>					

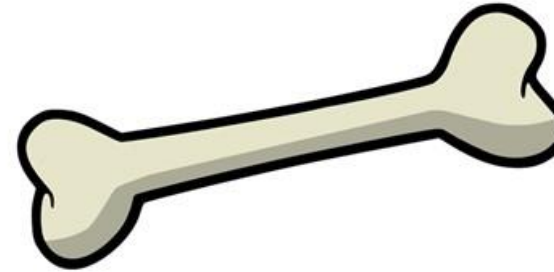
Lesson 1 Pre-test Questions

1



- a) cookie
- b) bone
- c) dollar
- d) banana

2



3




- a) orange
- b) banana
- c) bone
- d) toy

4




Lesson 1 Pre-test Questions

5





a) this banana
b) those bananas
c) these bananas
d) that banana

6



7



a) these toy
b) those toys
c) these bones
d) this cookie

8



Lesson 1 Pre-test Questions

9

How much are those bones?



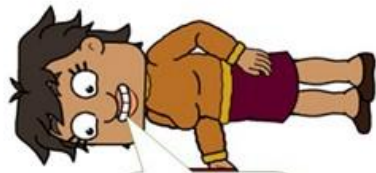
- a) Those bones are 10 dollars.
- b) These bones are 10 dollars.
- c) These bones are 10 dollars.
- d) This bone is 10 dollars.

10



a

b



Blue sentence strips

I want to buy _____

How much is the _____?

This/That is _____ dollars.

This/That is (expensive/cheap).

How much are the _____?

Those/These are _____ dollars.

These/Those are (expensive/cheap).

Yellow sentence strips

I want to buy _____

How much is the _____?

This/That is _____ dollars.

This/That is (expensive/cheap).

How much are the _____?

Those/These are _____ dollars.

These/Those are (expensive/cheap).

RED sentence strips

How much is/are the _____?

This/That is _____ dollars.

Those/These are _____ dollars.








Wow! Expensive!

Wow! Cheap!

Lesson 3 Worksheet 4



Lesson 3, Unit 5

1)		sentence strip
2)		sentence strip
3)		sentence strip
4)		sentence strip
5)		sentence strip
6)		sentence strip
7)		sentence strip
8)		sentence strip
9)		sentence strip

Lesson 3 Worksheet 5

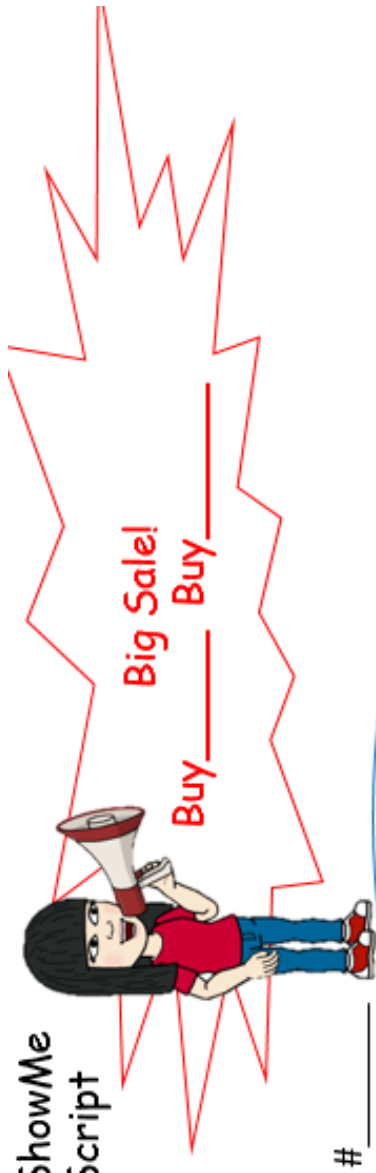


cheap



expensive

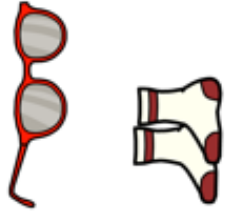
ShowMe
Script



These _____ are
expensive. I want a
discount.



These _____ are on
sale.



I want to save money. How
much is this _____?



Cheap!
This _____ is on sale!

