

新北市 105 年度教師以全英語授課教案設計

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教案名稱	Let's take a tour in Taipei !		
教學年級：國小__六__年級	預計課程上使用之英語比例： 85% (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比率)		
學生人數：__20-24__人	教學總節數：__2__節	預計公開授課內容為第__2__節	
預計公開授課之時間： __105__年__12__月__15__日 __9__時__30__分至__10__時__10__分(第__2__節課)		預計公開授課之地點： 新北市__永和__區__頂溪__國小 __第一會議室	
教學目標 (請具體寫出學生所須學習的單字或句型)	<p>Students will be able to use the target words and sentence patterns to respond and express their ideas.</p> <ul style="list-style-type: none"> ✓ Where are you going? I'm going to the _____. Where is he/she going? He / She is going to the _____. ✓ basic vocab: park, zoo, school, bank, mall / advanced vocab: hospital, library, MRT Station, bookstore, museum, theater, supermarket / What do you like to do? I like to_____. ✓ Prior Knowledge: What are you going to do? I'm going to_____. study, dance, jog, read books, sing songs, eat dinner(lunch), look at the animals , take a walk, see a movie, buy some food 		
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>C3-1-4 能讀懂簡易的歌謠、韻文。</p> <p>◎C3-1-5 能讀懂高年段所習得的句子。</p> <p>◎C4-1-4 寫出高年段所習得的句子。</p> <p>◎C4-1-5 能拼寫高年段所習得之應用字詞。</p> <p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>◎C5-1-5 能聽懂高年段的生活用語，並能作適當的回應。</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>D6-1-13 能認真完成教師交待的作業</p>		

教案名稱：Let's take a tour in Taipei!

	教學目標	教學流程及活動設計	時間	教學資源	Teacher's Language
第二節	<p>C3-1-4 能讀懂簡易的歌謠、韻文。</p> <p>◎C5-1-5 能聽懂高年段的生活用語，並能作適當的回應。</p> <p>◎C3-1-5 能讀懂高年段所習得的句子。</p> <p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>◎C2-1-9 能以高年段簡易句型作適當的提問、回答。</p> <p>◎C4-1-4 寫出高年段所習得的句子。</p> <p>◎C4-1-5 能拼寫高年段所習得之應用字詞。</p> <p>◎C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句</p>	<p>Warm up</p> <ol style="list-style-type: none"> Teacher greets the students and introduce agenda. Students can match the picture cards and the word cards according to the sequence in the chant they have learned at the previous period. Students review the song and point to the cards while chanting. <p>Presentation</p> <ol style="list-style-type: none"> Teacher presents the story "Trips in Taipei". Teacher helps students understand the story by asking 5W1H questions. e.g. (1) Where is Little Red Riding Hood going? (2) How does Little Red Riding Hood get there? (3) What is Little Red Riding Hood going to do there? (4) What does Little Red Riding Hood see over there? (5) How does Little Red Riding Hood feel? <p>Practice</p> <ol style="list-style-type: none"> Students read the story in small groups. Students highlight the key answers according to the 5W1H questions. <p>Production</p> <ol style="list-style-type: none"> Teacher arranges students in three different-level ability groups. Students create their own stories "Little Red Riding Hood's tour in Taipei" in different-level ability groups. * Basic level group (1) Teacher provides the worksheet with 	<p>5</p> <p>7</p> <p>8</p> <p>15</p>	<p>picture cards word cards</p> <p>The teacher-made story</p> <p>The teacher-made story</p> <p>Worksheet (PowerPoint)</p>	<p>Please match the pictures with words</p> <p>Let's sing the song together!</p> <p>I am going to tell you a story. After that, I will ask you some questions.</p> <p>You will have to read the story in your small groups.</p> <p>Also, please underline your answers.</p> <p>It's writing time.</p> <p>Let's have fun!</p> <p>You can use the words in the word bank.</p>

<p>子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-13 能認真完成教師交待的作業</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>word bank.</p> <p>(2) Students read the story and fill in the blanks.</p> <p>(3) Students read aloud the story after finishing the worksheet.</p> <p>(4) Teacher provides full support for the students.</p> <p>* Intermediate level group</p> <p>(1) Teacher provides the worksheet without word bank.</p> <p>(2) Students read the story and fill in the blanks.</p> <p>(3) Students read aloud the story after finishing the worksheet.</p> <p>(4) Teacher provides support when students need it.</p> <p>* Advanced level group</p> <p>(1) Teacher provides the worksheet with 5W1H questions.</p> <p>(2) Students create the adventurous story on their own.</p> <p>(3) Students read their own stories to their peers.</p> <p>Wrap up</p> <p>10. Students go back to their heterogeneous groups and share their stories to their group members.</p> <p>11. Students correct their own stories according to the peers' suggestions.</p> <p>【Anchor Activity】: Students draw and make the story map according to their stories.</p>	<p>5</p>	<p>Worksheet (PowerPoint)</p> <p>Worksheet (PowerPoint)</p> <p>Story map</p>	<p>You have to read the story first, then fill in the blanks.</p> <p>It's time for you to write your own stories by using the 5W1H questions.</p> <p>Please share your stories with your group members. When you finish sharing, please use "story map" to summarize your story.</p>
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指導要點及注意事項

1. The teacher helps students practice in the heterogeneous groups and provide the chance for students to learn from each other, and gain successful experiences as well.
2. The teacher helps students not only learn the same content, but also challenge students with more advanced words, different levels of worksheet and more authentic learning materials.

3. The teacher provide more support for the basic group while the advanced learners do peer checking in the homogeneous groups and.

參考資料

1. 參考書目：Managing a Differentiated Classroom- Scholastic
2. 引用媒材：“Where are you going?” kids song <https://www.youtube.com/watch?v=ikJRELNUR>