

新北市109年度教師跨領域全英語授課教案設計  
(課程實施後)

設計者 / 服務學校	德音國小鍾佳慧、德音國小陳榮鴻、自強國小林庭芳	
教案名稱	Clocks and More Clocks	
教學年級：國小 <u>四</u> 年級	預計課程上使用之英語比例：75% (本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： <u>28</u> 人	教學總節數： <u>3</u> 節	預計公開授課內容為第 <u>3</u> 節
預計公開授課之時間： 109年10月16日 8時40分至9時20分 (第 <u>3</u> 節課)	預計公開授課之地點： 新北市五股區德音國小 318教室	預計公開授課之教師： 姓名：鍾佳慧 服務學校：德音國小 專長領域：英語教學、兒童文學

核心素養	總 綱	A1 身心素質與自我精進 A2 系統思考與問題解決 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領 綱	英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。
學習重點	學習表現	英語文： ◎>1-II-7 能聽懂課堂中所學的字詞。 ◎>1-II-10 能聽懂簡易句型的句子。 *◎ 1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎>2-II-3 能說出課堂中所學的字詞。 *◎ 3-II-6 能看懂繪本故事的主要內容。 *◎ 3-II-8 能藉圖畫、標題、書名等做簡易的猜測。 ◎ 6-II-2 積極參與各種課堂練習活動。

		◎ 6-II-3 樂於回答老師或同學所提的問題。 健體： 2b-II-1 遵守健康的生活規範。
	學習內容	英語文： ◎Ac-II-3 第二學習階段所學字詞。 ◎Ad-II-2 簡易常用的句型結構。 *◎Ae-II-2 繪本故事、兒童短劇。 健體： Fb-II-1 自我健康狀態檢視方法與健康行為的維持原則。
	具體學習目標	1. 學生能專心聆聽故事，運用圖畫中的線索推測故事內容。 2. 學生能聽懂、說出課堂上所學的單字與簡易句型。 單字：clock, get up, do homework, go to bed, go home, brush teeth, have lunch, watch TV, list homework, hallway, playground, classroom 句型：I can <u>stand up</u> in <u>ten</u> seconds. It takes <u>two minutes</u> to <u>list homework</u> . I <u>do homework</u> at <u>7 o'clock</u> . I can <u>list homework</u> in time. I need to <u>list homework</u> faster (and neatly). 3. 學生能運用感官體察時間的長短。 4. 學生能規劃並執行日常生活的活動。 5. 學生能與小組合作完成任務。
	與其他領域/科目/議題的連結	閱讀歷程 閱-II-E1 認識一般生活情境中所需使用的，以及學習學科基礎知識所應具備的字詞彙。 1. 能辨識第二學習階段英語文本(繪本)中的關鍵字詞。 3. 能知道第二學習階段英語文本(繪本)之書名、作者與繪者。 閱讀情境脈絡 閱-II-E11 能在一般生活情境中得的知識解決問題。 1. 能連結英語文本(繪本)與個人經驗或生活情境，並進行比較。 閱讀態度 閱-I-E12 培養喜愛閱讀的態度。 2. 能積極參與閱讀的相關活動。 閱-I-E14 喜歡與他人討論、分享自己閱讀的文本。 1. 能分享英語文本(繪本)中自己喜歡的內容或情節。
	教學資源/設備需求	song video clips, story slides, flash cards, sticky notes, timeline strips, sentence strips, picture book, timer, mini whiteboards, whiteboard markers, blank business cards
<b>各節教學活動設計</b>		
節次	教學活動流程	時間 教學資源 教師語言

	<p><b>【Warm up】</b></p> <ol style="list-style-type: none"> <li>1. Greet Ss by using the daily expressions that they have learned.</li> <li>2. Have Ss sing “Telling Time 2” song.</li> <li>3. Ask Ss to talk about what time it is now.</li> </ol> <p><b>【Presentation &amp; Practice】</b></p> <p>Picture Book Reading-Before Reading</p> <ol style="list-style-type: none"> <li>1. Have Ss point out the book title and read it aloud.</li> <li>2. Have Ss point out the author and read it aloud.</li> <li>3. Show Ss the book cover and have Ss talk about what they have seen.</li> <li>4. Have Ss predict the story according to the book cover.</li> </ol> <p>Picture Book Reading-While Reading</p> <ol style="list-style-type: none"> <li>1. Tell the story “Clocks and More Clocks”.</li> <li>2. Ask some questions and have Ss answer them according to the story.</li> <li>3. Pause the story on the page – “How do I know if it’s correct?” he thought.</li> <li>4. Have Ss discuss how to help Mr. Higgins in groups.</li> <li>5. Ask some groups to share their thoughts.</li> <li>6. Continue to tell the story.</li> <li>7. Pause the story on the page – He ran up to the bedroom. The bedroom clock said 4:26. “This is no good at all,” thought Mr. Higgins.</li> <li>8. Have Ss discuss how Mr. Higgins to deal with the problem in groups.</li> <li>9. Have Ss share their thoughts.</li> <li>10. Continue to tell the rest of the story.</li> </ol> <p>Picture Book Reading-After Reading</p> <ol style="list-style-type: none"> <li>1. Have Ss discuss and figure out the main problem and the solutions in the story.</li> <li>2. Ask Ss to share their thoughts.</li> <li>3. Lead Ss to read the story aloud.</li> </ol> <p><b>【Wrap up】</b></p> <ol style="list-style-type: none"> <li>1. Have Ss share the most interesting part of the story in groups.</li> </ol>	<p>5’</p> <p>30’</p> <p>5’</p>	<p>song video clips</p> <p>story slides mini white boards white board markers</p>	<ol style="list-style-type: none"> <li>1. Hello, Class!</li> <li>2. Let’s review and sing “Time song”.</li> <li>3. Ready? Go!</li> <li>4. Look at the clock.</li> <li>5. What time is it?</li> </ol> <ol style="list-style-type: none"> <li>1. We are going to read this story.</li> <li>2. Can you try to read the book title aloud?</li> <li>3. Can you show us the name of the author?</li> <li>4. Read the name aloud with me.</li> <li>5. What do you see on the book cover?</li> <li>6. Take a guess. What is the story about?</li> <li>7. Where was Mr. Higgins?</li> <li>8. Where was the clock?</li> <li>9. What did the clock say?</li> <li>10. What’s wrong with the clock?</li> <li>11. What was the problem?</li> <li>12. What would he do?</li> <li>13. Discuss with your group and write your solutions on the mini whiteboards.</li> <li>14. Please tell us your solutions.</li> <li>15. Where was Mr. Higgins?</li> <li>16. Where were the clocks?</li> <li>17. What did the clocks say?</li> <li>18. Which clock was correct?</li> <li>19. Discuss with your group and write your solutions on the mini whiteboards.</li> <li>20. Please tell us your solutions.</li> <li>21. What did the watchmaker do?</li> <li>22. Why did the watchmaker use a watch?</li> <li>23. What’s the main problem in the story?</li> <li>24. What’s the solution in the story?</li> <li>25. Let’s read the story aloud.</li> </ol> <ol style="list-style-type: none"> <li>1. Do you like this story?</li> <li>2. Share the most interesting</li> </ol>
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<p>15. Show Ss the Time Master worksheet.</p> <p>16. Lead them to read aloud the items on the list.</p> <p>17. Give Ss the worksheets.</p> <p>18. Ask them to predict the time they need for each activity on the column of “Prediction”.</p> <p>19. Use the timer to measure the time for listing homework on their communication books and lining up in the hallway.</p> <p>20. Have Ss write down the results on the worksheet.</p> <p>21. Give each group a timer.</p> <p>22. Ask them to measure the time for walking from the different corners of the playground to classroom.</p> <p>23. Have Ss write down the results on the worksheet.</p> <p>24. Have Ss compare the actual time with the prediction.</p> <p>25. Have Ss share their results with this sentence pattern- “It takes <u>two minutes</u> to <u>walk from playground to the classroom.</u>”.</p> <p>26. Write down their reflections.</p> <p>27. Ask some volunteers to share their reflections with whole class.</p> <p><b>【Wrap up】</b></p> <p>1. Have Ss talk about the activities that is close to their prediction and far beyond their prediction.</p>	<p>5’</p>	<p>the worksheet.</p> <p>21. Take a guess. How long will it take to finish listing homework?</p> <p>22. Write it on the worksheet.</p> <p>23. Now list your homework on your communication books.</p> <p>24. Let’s time it.</p> <p>25. Ready? Go!</p> <p>26. Write the time on your worksheet.</p> <p>27. How long did it take to list your homework?</p> <p>28. Was it fast or slow?</p> <p>29. How long will it take to line up in the hallway?</p> <p>30. Write it on the worksheet.</p> <p>31. Let’s time it.</p> <p>32. Ready? Go!</p> <p>33. How long did it take to line up in the hallway?</p> <p>34. Fast or slow?</p> <p>35. How long will it take to walk from the playground to the classroom?</p> <p>36. Guess and write.</p> <p>37. Work in groups.</p> <p>38. Number1, be the group leader.</p> <p>39. Number 2, time it.</p> <p>40. Number 3, write the results on the worksheet.</p> <p>41. Number 4, be the guardian.</p> <p>42. Ready? Go!</p> <p>43. How long did it take to walk to the classroom?</p> <p>44. Fast or slow?</p> <p>45. Is it the same with your prediction? Why?</p> <p>46. How can you do it better and faster next time?</p> <p>47. Write your reflections on the worksheets.</p> <p>48. Please share your reflections.</p> <p>49. Any Volunteer?</p> <p>1. Which activity is close to your prediction?</p> <p>2. Which activity needs more time?</p>
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	2. Have Ss finish the worksheet at home.			3. Please share your result. 4. Any Volunteer? 5. Please finish your worksheet and bring it next time. 6. See you next time.
第三節	<p><b>【Warm up】</b></p> <ol style="list-style-type: none"> <li>1. Greet Ss by using the daily expressions that they have learned.</li> <li>2. Have some Ss share their homework.</li> </ol>	5'	worksheet	<ol style="list-style-type: none"> <li>1. Good afternoon, class.</li> <li>2. Please take out your worksheet.</li> <li>3. Who wants to share the homework with us?</li> </ol>
	<p><b>【Presentation &amp; Practice】</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss when they do their homework.</li> <li>2. Have Ss use the sentence “I <u>do homework</u> at <u>7 o'clock</u>.” to share their daily lives.</li> <li>3. Show the sentence strip on the board.</li> <li>4. Lead Ss to read the sentence.</li> <li>5. Show the flash cards and paste them on the board.</li> <li>6. Give each group sticky notes and have Ss read aloud the phrases on the sticky notes.</li> <li>7. Show Ss the timeline strip on the blackboard.</li> <li>8. Demonstrate to paste the “get up” sticky note on the strip.</li> <li>9. Give each group a timeline strip.</li> <li>10. Have Ss discuss the proper time for the routines and paste the sticky notes on the strip.</li> <li>11. Have Ss present their strips on the blackboard and express the daily routines with the sentence pattern orally.</li> <li>12. Give Ss the “watch TV” sticky note.</li> <li>13. Have Ss discuss when to watch TV.</li> <li>14. Have Ss paste the “watch TV” sticky note on their strips.</li> <li>15. Have Ss present with the sentence pattern “I <u>watch TV</u> at <u>7 o'clock</u>.” to whole class.</li> <li>16. Have Ss share the ideas of arranging the watching TV time.</li> </ol>	30'	sentence strips flash cards timeline strips sticky notes	<ol style="list-style-type: none"> <li>1. What time do you do your homework?</li> <li>2. Now you can say the sentence like this.</li> <li>3. I do homework at 7 o'clock.</li> <li>4. Let's say the sentence again.</li> <li>5. Look at this. What does it mean?</li> <li>6. What time do you get up?</li> <li>7. Try to say it in English.</li> <li>8. I get up at 6:30.</li> <li>9. How about this one?</li> <li>10. Does it mean “have lunch”?</li> <li>11. What time do you have lunch?</li> <li>12. I have lunch at 12:00.</li> <li>13. Can you try to say these cards?</li> <li>14. What time do you go home?</li> <li>15. What time do you go to bed?</li> <li>16. Is it good for you to sleep at nine or eleven?</li> <li>17. Read these activities aloud on the sticky notes.</li> <li>18. Is it OK to paste “get up” at 11:00 AM?</li> <li>19. Think about the “OK” time to paste it on the timeline.</li> <li>20. Please discuss and paste the sticky notes on the timeline.</li> <li>21. Please put the timeline on the board and share your ideas.</li> <li>22. Now please paste the “watch TV” notes on the timeline.</li> <li>23. Please share your ideas.</li> <li>24. Why do you paste the “watch TV” here?</li> </ol>

<p style="text-align: center;"><b>【Wrap up】</b></p> <ol style="list-style-type: none"> <li>1. Have Ss share what they have learned today.</li> <li>2. Remind Ss following the schedule they've arranged.</li> </ol>	5'	blank business cards sticky notes	<ol style="list-style-type: none"> <li>1. Pass the cards to your classmates.</li> <li>2. Please write down what you learned on the cards.</li> <li>3. Then share what you write in groups.</li> <li>4. Would you like to share with whole class?</li> <li>5. Any volunteer?</li> <li>6. Pass the sticky notes to your classmates.</li> <li>7. Please copy the activities and the time on your sticky note.</li> <li>8. Paste it on your communication book.</li> <li>9. Follow the schedule every day. Keep in mind!</li> <li>10. See you next time.</li> </ol>
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附錄（學習單或其他教學相關資料）

1. Song--Telling Time 2 <https://www.youtube.com/watch?v=lalyOJOQFXw>
2. Worksheet—(1) Time Master  
(2) Sticky Notes Template

🕒 Time Master 🕒

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_



I list homework in five minutes.



I can list homework in time.  
I need to list homework faster.

	Activities	Prediction	Fact	Reflection
1	List homework.			..... ..... .....
2	Line up in the hallway.			..... ..... .....
3	Walk from playground to classroom.			..... ..... .....
4	Have lunch.			..... ..... .....
5	Do homework.			..... ..... .....



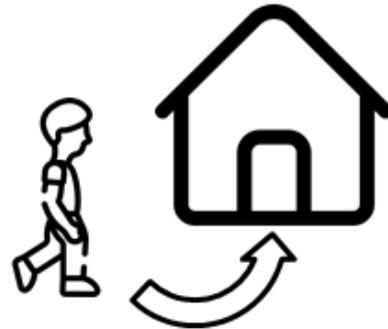
get up



do homework



go to bed



go home



have lunch



watch TV

(3) Timeline strip

