

## 新北市 110 年度教師跨領域全英語授課教案設計

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| 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                                                                     | Secret Pizza Party                             |                                                     |
| 教學年級：國小 <u>六</u> 年級                                                      | 預計課程上使用之英語比例：75%<br>(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>1</u> 節                               |
| 預計公開授課之時間：<br>110 年 10 月 14 日<br>9 時 30 分 至 10 時 10 分<br>(第 <u>2</u> 節課) | 預計公開授課之地點：<br>新北市五股區德音國小<br>英語教室               | 預計公開授課之教師：<br>姓名：鍾佳慧<br>服務學校：德音國小<br>專長領域：英語教學、兒童文學 |

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| 核心素養 | 總 綱  | <b>A2 系統思考與問題解決</b><br><b>B1 符號運用與溝通表達</b><br><b>C2 人際關係與團隊合作</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|      | 領 綱  | <p>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。</p> <p>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。</p> <p>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。</p> <p>自然-E-A2 能運用好奇心及想像能力，從觀察、閱讀思考所得的資訊或數據中，提出適合科學探究的問題或解釋資料，並能依據已知的科學識、科學概念及探索科學的方法去想像可能發生的事情，以及理解科學事實會有不同的論點、證據或解釋方式。</p>                                                                                                                                                                                                                                                                                                                                            |
| 學習重點 | 學習表現 | <p>英語文：</p> <ul style="list-style-type: none"> <li>◎<del>1</del>1-III-6 能聽懂課堂中所學的字詞。</li> <li>◎<del>1</del>1-III-9 能聽懂簡易句型的句子。</li> <li>□◎1-III-12 能聽懂簡易故事及短劇的主要內容。</li> <li>◎<del>2</del>2-III-2 能說出課堂中所學的字詞。</li> <li>    <del>2</del>2-III-7 能作簡易的回答和描述。</li> <li>□◎3-III-7 能看懂繪本故事的主要內容。</li> <li>□◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。</li> <li>    ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</li> <li>    ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</li> <li>        6-III-5 樂於接觸課外英語學習素材。</li> <li>    ◎9-III-3 能綜合相關資訊作簡易的猜測。</li> </ul> <p>自然：</p> <ul style="list-style-type: none"> <li>    tr-III-1 能將自己及他人所觀察、記錄的自然現象與習得的知識互</li> </ul> |

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|  |                | 相連結，察覺彼此間的關係，並提出自己的想法及知道與他人的差異。<br><b>ah-III-2</b> 透過科學探究活動解決一部分生活週遭的問題。                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | 學習內容           | 英語文：<br>◎Ac-III-4 國小習階段所學字詞。<br>◎Ad-III-2 簡易、常用的句型結構。<br>□◎Ae-III-2 繪本故事、兒童短劇。<br>自然：<br><b>INa-III-2</b> 物質各有不同性質，有些性質會隨溫度而改變。                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | 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的結尾。<br>2. 學生能聽懂、說出課堂上所學的單字與簡易句型。<br>單字：secret, raccoon, convenient, bread, cheese, ketchup, plastic knives, plates, tissue towel, mini toaster oven, add, spread, texture, states, size, gas, liquid, solid<br>句型： <b>It's so beautiful.</b> You can <u>hang it on the wall.</u><br><u>Cut the tomatoes.</u><br><u>Add some cheese.</u><br><u>Ice is a solid.</u><br><u>Heat can change the color of egg white.</u><br>3. 學生能運用觀察技巧，分辨物質的變化，並連結至與生活相關的事物。<br>4. 學生能依照步驟完成製作簡易版 <b>pizza</b> 。<br>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 | <b>閱讀歷程</b><br>閱-III-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。<br>1. 能辨識第三學習階段英語文本(繪本)中的關鍵字詞。<br>3. 能知道第三學習階段英語文本(繪本)之書名、作者與繪者。<br>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。<br>1. 能藉由不同方式(如：圖片、上下文或查字典等方式)，理解不懂的字詞。<br><b>閱讀媒材</b><br>閱-III-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。<br>1. 能連結英語文本(繪本)與個人經驗或生活。<br><b>閱讀態度</b><br>閱-III-E12 培養喜愛閱讀的態度。<br>1. 能透過閱讀多元的英語文本(繪本)，體會閱讀的樂趣。<br>閱-III-E13 願意廣泛接觸不同類型及不同學科主題的文本。<br>1. 樂於接觸第三學習階段各種不同類型及學科主題的英語文本(繪本)。<br>閱-I-E14 喜歡與他人討論、分享自己閱讀的文本。<br>1. 樂於對同儕與教師分享的英語文本(繪本)提問獲回應，並進行討論。                                |
|  | 教學資源/設備需求      | story slides, flash cards, sentence strips, picture book, worksheet, bread, cheese, ketchup, tomatoes, cucumbers, apples, plastic knives, plates, tissue towel, sticky notes, white board markers, the wedding party photo                                                                                                                                                                                                                                                                                                                  |

| 各節教學活動設計 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 節次       | 教學活動流程                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 時間  | 教學資源                       | 教師語言                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 第一節      | <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. Ask Ss if they had joined a party.</li> <li>3. Ask Ss when they join a party what they would like to eat.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5'  | A photo of a wedding party | <ol style="list-style-type: none"> <li>1. Hello, Class!</li> <li>2. Today I would like to share a picture with you.</li> <li>3. Look at this! This is the photo of a wedding party I've joined.</li> <li>4. Look at the table. These were the foods I had at the party.</li> <li>5. Have you ever joined a party?</li> <li>6. What did you have at that party?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|          | <p><b>【Presentation &amp; Practice】</b></p> <p>Picture Book Reading-Before Reading</p> <ol style="list-style-type: none"> <li>1. Show Ss the book cover.</li> <li>2. Have Ss talk about what they have seen.</li> <li>3. Have Ss point out the book title and read it aloud.</li> <li>4. Have Ss point out the author and read it aloud.</li> <li>5. 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 "Secret Pizza Party".</li> <li>2. Ask some questions and have Ss answer them according to the story.</li> <li>3. Pause the story on the page when Raccoon saw the Secret Pizza Party.</li> <li>4. Show Ss the Story Prediction worksheet.</li> <li>5. Give Ss the worksheets, the lower achievers have worksheet B and the rest of the Ss have worksheet A.</li> <li>6. Ask Ss to predict the story and finish the worksheet.</li> <li>7. Have Ss share their thoughts in groups.</li> <li>8. Ask Ss to share their thoughts.</li> <li>9. Continue to tell the rest of the story.</li> <li>10. Ask Ss whether they guess the ending of the story is the same as the book.</li> </ol> <p>Picture Book Reading-After Reading</p> <ol style="list-style-type: none"> <li>1. Ask Ss what the main character of the story is.</li> <li>2. Ask Ss what Raccoon likes to eat.</li> <li>3. Ask Ss whether people like Raccoon or not.</li> </ol> | 30' | story slides worksheet     | <ol style="list-style-type: none"> <li>1. Today we are going to read a story about a party.</li> <li>2. Look at the cover. What do you see on the book cover?</li> <li>3. Can you try to read the book title aloud?</li> <li>4. Can you show us the name of the author?</li> <li>5. Read the book title and the name of the author aloud with me.</li> <li>6. What party is it?</li> <li>7. What happened at the party?</li> <li>8. Where was the raccoon?</li> <li>9. What did he want?</li> <li>10. Would the people share the pizza with him?</li> <li>11. What did the man do to him?</li> <li>12. Where were they?</li> <li>13. Where was the pizza?</li> <li>14. Where did the boy have the pizza?</li> <li>15. What party will be held tonight?</li> <li>16. What's the difference between the regular handshake and secret one?</li> <li>17. How about the regular staircase and secret staircase?</li> <li>18. What could a secret pizza party be?</li> <li>19. Could the raccoon call a pizza?</li> </ol> |

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|     | <p>4. Have Ss discuss why people don't like Raccoon in groups.</p> <p>5. Ask Ss to share their thoughts.</p> <p>6. Lead Ss to read the story aloud.</p> <p><b>【Wrap up】</b></p> <p>1. Have Ss share the most interesting part of the story in groups.</p> <p>2. Ask some Ss to share the most interesting part on stage.</p> | 5' |                                        | <p>20.How could he buy the pizza?</p> <p>21.How would the raccoon have a secret pizza party at home?</p> <p>22.Would he join the party or stay home?</p> <p>23.Please pass the worksheets.</p> <p>24.Think about the ending of the story and finish the worksheet.</p> <p>25.Raise your hand if you have questions.</p> <p>26.Share your ending with your partners.</p> <p>27.Who wants to share your ideas?</p> <p>28.Let's find out the ending of the story.</p> <p>29.Did you guess the ending was the same as the book?</p> <p>30.Who is the main character of this story?</p> <p>31.What did the raccoon like to eat?</p> <p>32.Did people like raccoons?</p> <p>33.Why did they not like raccoons?</p> <p>34.Think and discuss with your partners.</p> <p>35.Would you like to share your ideas with the class?</p> <p>36.Let's read the story aloud together.</p> <p>1. Which part of the story do you like the most?</p> <p>2. Share your favorite part with your partners.</p> <p>3. Who wants to share your favorite part of the story with us?</p> <p>4. Thanks for your sharing.</p> <p>5. Let's call it a day.</p> |
| 第二節 | <p><b>【Warm up】</b></p> <p>1. Have Ss read the story aloud together.</p> <p>2. Introduce the local flavor pizza to Ss.</p> <p>3. Show Ss the page when Raccoon lays on the pizza and ask Ss what the toppings are.</p> <p>4. Have Ss share their favorite pizza toppings.</p>                                                | 5' | story slides<br>Making<br>Pizza slides | <p>1. Good morning. Nice to see you again.</p> <p>2. Do you remember this story?</p> <p>3. Let's read it aloud together.</p> <p>4. Have you ever had this pizza?</p> <p>5. What's the topping on the pizza?</p> <p>6. Do you want to have this</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <p><b>【Presentation &amp; Practice】</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss whether they know how to make pizza or not.</li> <li>2. Give each group the ingredients and recipe for making pizza.</li> <li>3. Have Ss check the ingredients on the recipe.</li> <li>4. Lead Ss to read aloud the ways of making pizza.</li> <li>5. Have Ss watch the video of making pizza.</li> <li>6. Have Ss discuss the ways of making pizza.</li> <li>7. Have Ss make pizza in pairs according to the recipe.</li> <li>8. Have Ss clean their desks when baking the pizza.</li> </ol> <p><b>【Wrap up】</b><br/>Have Ss share the most interesting part of making pizza.</p> | <p>30'</p> <p>5'</p> | <p>video,<br/>recipe,<br/>bread,<br/>cheese,<br/>ketchup,<br/>tomatoes,<br/>cucumbers,<br/>apples,<br/>plastic<br/>knives,<br/>plates<br/>tissue towel</p> | <p>kind of pizza?</p> <ol style="list-style-type: none"> <li>7. Look at the pizza in this picture.</li> <li>8. Can you tell me the pizza toppings?</li> <li>9. What's your favorite pizza topping?</li> </ol> <ol style="list-style-type: none"> <li>1. Do you know how to make pizza?</li> <li>2. What do we need to make pizza?</li> <li>3. This is the recipe for making pizza.</li> <li>4. Read the recipe in groups.</li> <li>5. Here are some ingredients.</li> <li>6. Please check the ingredients according to those we have on the desk.</li> <li>7. Let's check the answers.</li> <li>8. Now please check the ways we need to make pizza.</li> <li>9. Watch the video, then recheck your answers by yourself.</li> <li>10. Which way is needless?</li> <li>11. Please follow the recipe and make pizza.</li> <li>12. I'll help you to bake the pizza using the mini toaster oven.</li> <li>13. Raise your hand and let me know if you need my help.</li> <li>14. Clean up your desk when the pizza is in the oven.</li> <li>15. Are you ready?</li> <li>16. Wash your hands, then make pizza.</li> </ol> <ol style="list-style-type: none"> <li>1. Think and share your favorite part of making pizza in groups.</li> <li>2. Who wants to share your favorite part with the whole class?</li> <li>3. Thanks for your sharing.</li> <li>4. Please leave your pizza on the plate and cover with the tissue towel tightly.</li> <li>5. Take a ten-minute break.</li> </ol> |
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| <p><b>【Warm up】</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss the three states of matter.</li> <li>2. Ask Ss which states the pizza is.</li> <li>3. Ask Ss what makes the three states change.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>5'</p>  |                                                                                                                        | <ol style="list-style-type: none"> <li>1. Listen, class.</li> <li>2. You've learned the three states of matter.</li> <li>3. Can you tell me what the three states are?</li> <li>4. They are solid, liquid and gas, just like ice, water and steam.</li> <li>5. Which state is the pizza?</li> <li>6. Why does ice turn into water?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>【Presentation &amp; Practice】</b></p> <p><b>Heat Can Change Things</b></p> <ol style="list-style-type: none"> <li>1. Have Ss watch a video about heat can change things.</li> <li>2. Ask Ss what changes caused by the heat.</li> </ol> <p><b>Pizza Observation</b></p> <ol style="list-style-type: none"> <li>1. Show Ss the Pizza Observation worksheet.</li> <li>2. Lead them to read aloud the items on the list.</li> <li>3. Give Ss the Pizza Observation worksheet.</li> <li>4. Have Ss observe their pizza and write down the results on the worksheet.</li> <li>5. Ask some volunteers to share their observations with the whole class.</li> <li>6. Have Ss eat their pizza.</li> </ol> <p><b>Group Discussion</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss to give examples of food changed by the heat.</li> <li>2. Show Ss the Situation Cards.</li> <li>3. Lead them to read aloud the cards</li> <li>4. Have each group draw a Situation Card.</li> <li>5. Ask Ss to discuss how they can deal with the situation.</li> <li>6. Have Ss write down their solutions.</li> <li>7. Ask Ss to share their thoughts.</li> </ol> | <p>30'</p> | <p>video,<br/>pizza,<br/>Pizza<br/>Observation<br/>worksheet,<br/>Situation<br/>Cards,<br/>white board<br/>markers</p> | <ol style="list-style-type: none"> <li>1. Watch the video and take notes about the changes by the heat.</li> <li>2. What can heat change?</li> <li>3. The heat can change the size, states, texture and colors.</li> <li>4. Can you give the examples in the video?</li> <li>5. Please look at items on the worksheet.</li> <li>6. Let's read aloud the words together.</li> <li>7. Here is the worksheet for you.</li> <li>8. Please look at the pizza and touch the pizza.</li> <li>9. Discuss and write the worksheet.</li> <li>10. Who wants to share your answers on the worksheet?</li> <li>11. Divide the pizza into two parts and have it now.</li> <li>12. Enjoy your pizza.</li> <li>13. Now you know the heat can change things.</li> <li>14. Do you know other examples in life?</li> <li>15. Here are some situations you need to think and discuss in groups.</li> <li>16. Let's read them together and find out the problems on the cards.</li> <li>17. Group leaders please come to the front and draw a card.</li> <li>18. Read the situation cards.</li> <li>19. Discuss the ways to solve the problems. You can write down or draw your answers.</li> </ol> |

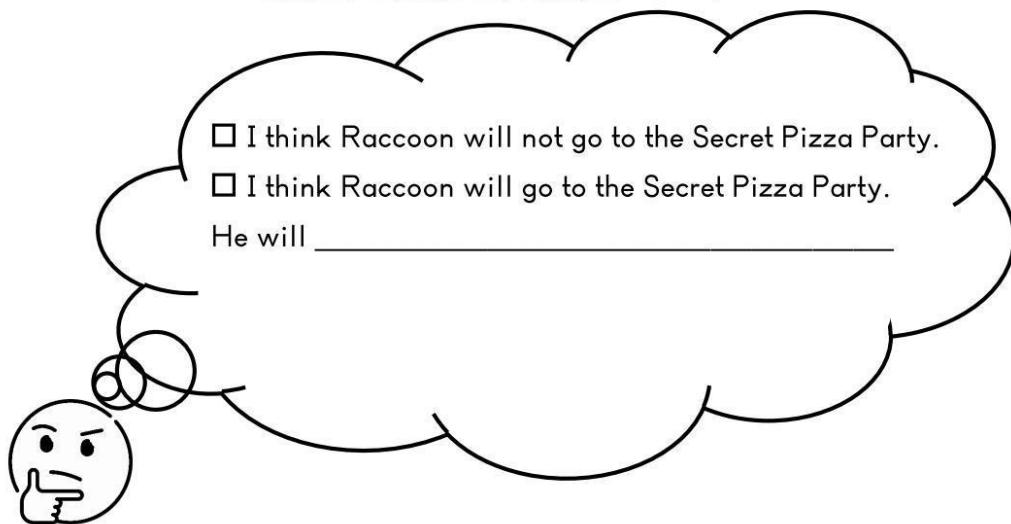
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|  | <p><b>【Wrap up】</b><br/>Have Ss share what they have learned.</p> | 5' | sticky notes | <p>20. Group leader chooses a partner in your group to tell us the answers.</p> <ol style="list-style-type: none"> <li>1. What did you learn in this lesson?</li> <li>2. Please write it down on the sticky notes and read to one of your classmates.</li> <li>3. Paste it on the bulletin board before you leave the classroom.</li> </ol> |
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附錄（學習單或其他教學相關資料）

1. Worksheet—(1) Story Prediction

Story Prediction A

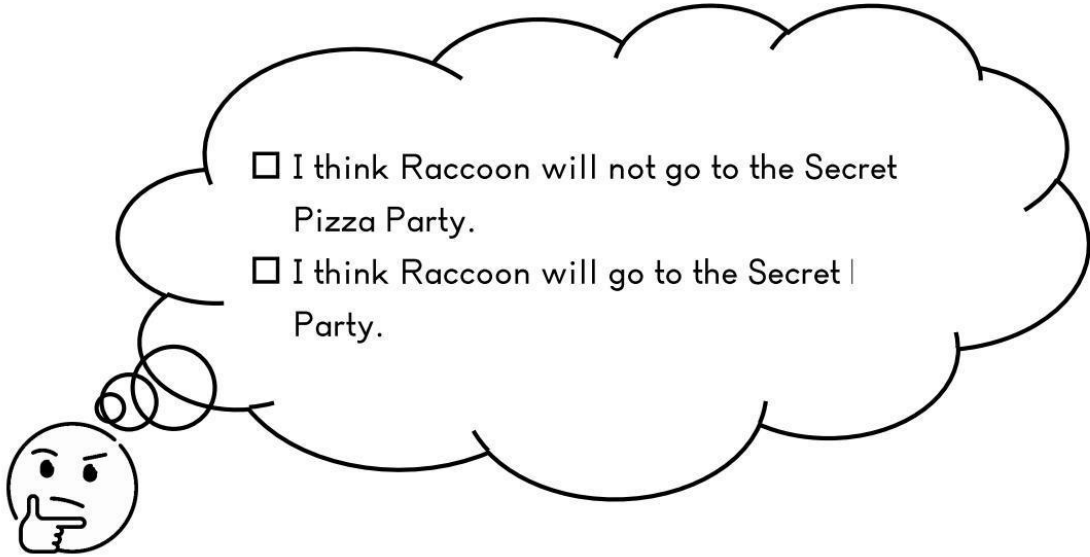
Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_



I think Raccoon will not go to the Secret Pizza Party.  
 I think Raccoon will go to the Secret Pizza Party.  
 He will \_\_\_\_\_

## Story Prediction B

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_



I think Raccoon will not go to the Secret Pizza Party.

I think Raccoon will go to the Secret Pizza Party.

2. Worksheet—(2) Pizza Recipe





# Pizza Recipe

## Ingredients

apples

cucumbers

onions

ketchup

cheese

tomatoes

bread






bell peppers

## Procedure

1. Cut the tomatoes, cucumbers and apples.
2. Cut the bread.
3. Spread the ketchup on the bread.
4. Add some tomatoes, cucumbers and apples.
5. Add some cheese.
6. Bake the pizza.

# Pizza Observation

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

|                                                                                                  | size | state | texture | color |
|--------------------------------------------------------------------------------------------------|------|-------|---------|-------|
| bread<br>       |      |       |         |       |
| cheese<br>    |      |       |         |       |
| tomatoes<br>  |      |       |         |       |
| cucumbers<br> |      |       |         |       |
| apples<br>    |      |       |         |       |



You have a BBQ party. You want to know if the meat is done or not.



The chocolate is a birthday gift. You don't want the chocolate to melt.



You buy ice cream from 7-11. You don't want the ice cream to melt.

參考資料：<https://youtu.be/UNH2Kofs51o>