

新北市112年度教師跨領域全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	王姺煒. 許家菁. 連美郁 / 新市國小		
教案名稱	Let' s plan for the weekend!	領域	英語跨(綜合)領域
教學年級：國小 <u>五</u> 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： <u>34</u> 人	教學總節數： <u>3</u> 節	預計公開授課內容為第 <u>2</u> 節	
預計公開授課之時間： <u>112</u> 年 <u>11</u> 月 <u>17</u> 日 <u>11</u> 時 <u>20</u> 分至 <u>12</u> 時 <u>00</u> 分 (第 <u>4</u> 節課)	預計公開授課之地點： 新北市 <u>淡水</u> 區 <u>新市</u> 國小 <u>英語</u> 教室	預計公開授課之教師： 姓名：許家菁 服務學校：新市國小 專長領域：英語	

核 心 素 養	總 綱	A3 規劃執行與創新應變 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領 綱	[綜合] 綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。 [英語] 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。
學	學習表現	[綜合] 1b-III-1 規劃與執行學習計畫，培養自律與負責的態度。

習 重 點	[英語] ➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ◎➤5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 ◎➤5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。			
	學習內容 [綜合] Ab-III-1 學習計畫的規劃與執行。 [英語] ◎Ac-III-2 簡易的教室用語。 ◎Ac-III-3 簡易的生活用語。 Ac-III-4 國小階段所學字詞(能聽、讀、說 360字詞,其中必須拼寫220字詞)。 ◎Ad-III-2 簡易、常用的句型結構。			
具體學習目標	Students will be able to... ·understand the importance of planning and making schedules. ·know how to make good use of time. ·plan for their weekends based on the guidelines. ·talk about their weekend activities. ·reflect on their own planning of the weekends.			
與其他領域/科目/ 議題的連結	無			
教學資源/ 設備需求	PPT, Worksheet, Mini whiteboards, Markers, Erasers, Jar, Balls			
各節教學活動設計				
節 次	教學活動流程	時間	教學資源	教師語言
第 一	[Before learning] <u>Mission for the summer vacation</u> ·For students' summer vacation, they		★Worksheet	

<p>節</p>	<p>pick one of the weekend and take notes of the activities they do during those days.</p> <p>[Pre-task] <u>Get ready for the class!</u> ·Teacher greets the students and makes sure they' re ready for the class. <u>What' s our topic?</u> ·Teacher shows several picture clues on the PPT and invites students to talk about the pictures. ·Teacher shows the learning topic on the PPT and leads the students to say it together.</p> <p>[Main task] <u>What did Ms. Wenny do during the summer vacation?</u> ·Teacher shows the weekend schedule chart on the PPT and shares the activities that the teacher did during the summer vacation. ·During the sharing process, teacher asks the following questions to get students involved: -What did I do on _____? -Did anyone also do this activity during</p>	<p>2mins.</p> <p>5mins.</p> <p>7mins.</p>	<p>(Appendix A)</p> <p>★PPT</p> <p>★PPT</p>	<p>[Pre-task] Good morning, everyone! What day is it today? What' s the weather like? Who' s my helper for today?</p> <p>Everyone, look at the pictures. What do you see? What' s the picture about? What might be our topic?</p> <p>[Main task] We just come back from the summer vacation,</p>
----------	---	---	---	--

<p>on the weekend?</p> <p>-How was it? Did you like it?</p> <p><u>What did you do during the summer vacation?</u></p> <ul style="list-style-type: none"> •Teacher first explains the sharing mission to the students: Students are going to share what they did during their weekend with their teammates. •Students get their weekend schedule and practice their sharing individually. •In the first round, students do the sharing in pairs, they take turns being the speakers and listeners. In the second round, students do the sharing in a four-people group. <p><u>What' s your wish list for the weekend?</u></p> <ul style="list-style-type: none"> •Teacher asks the students to look at their weekend schedule, the students can think about the following question: -If you can decide all the activities by yourself, what do you want to do during the weekend? •Teacher passes down the post-it notes. Students think about their own answers and write them down on the 	<p>10mins.</p>	<ul style="list-style-type: none"> ★PPT ★Worksheet (Appendix A) 	<p>right? I want to share one of my special weekends during the summer vacation. But later, I want to help me with the magic sentence: What did you do? Let' s read it together!</p> <p>Look at my schedule. What did I do on _____?</p> <p>Did anyone also do this activity during on the weekend?</p> <p>How was it? Did you like it?</p> <p>After I shared my summer vacation, it' s your turn to tell us about yours. Before we start, I want you to practice first, You can try to share with this sentence "I ____ on the weekend."</p>
---	----------------	---	---

<p>sticky notes.</p> <ul style="list-style-type: none"> •Students work in small groups and share their ideas and keep the discussion records by using the sentence starter "I want to _____ during the weekend." •Teacher invites each group to talk about their ideas and keep the records on the board. •After the discussion, teacher passes down the mission sheet, students make the wish list for their weekend. <p>[Post-task]</p> <p><u>Let' s share the wish list for the weekend!</u></p> <ul style="list-style-type: none"> •Students first practice the sharing by themselves. Teacher walks around the classroom and provides the students with help. •Teacher sets the timer. Students find the partners in the limited time and share their weekend wish list with each other. •Teacher invites some volunteered students to share the wish list with the class. 	<p>10mins.</p>	<ul style="list-style-type: none"> ★PPT ★Sticky notes ★Worksheet (Appendix B) ★Mini whiteboards ★Markers ★Erasers 	<p>I' ll set a three minute timer, please start. Let' s start to share! For the first round, please share with the partners next to you. You have two minutes. Don' t forget to switch your roles. This time, I want you to share with your teammates. You have four minutes. Please start.</p> <p>I think most of you had a great time during the summer vacation. But maybe the activities that you did are not the ones that you really want, so, I want you to think about this question: If you can decide all the activities by yourself, what do</p>
--	----------------	---	---

		6mins.	★Worksheet (Appendix B)	<p>you want to do during the weekend? I' m going to give you a sticky note, you can list out any activity that you want to do. If you all finished, let' s share your ideas with your teammates. You can share by saying the sentence "I want to _____ during the weekend." Can I have Team 1 to share your ideas with us? Look at the board! These are the activities that you want to do during the weekend. I' m going to pass down the mission sheet for today. You can make a wish list for your weekend.</p> <p>[Post-task]</p>
--	--	--------	----------------------------	--

				<p>You can share the wish list with your partners.</p> <p>Anyone wants to share your wish list with us?</p> <p>That' s it for today. Thank you, everyone!</p>
第 二 節	<p>[Pre-task]</p> <p><u>Get ready for the class!</u></p> <ul style="list-style-type: none"> Teacher greets the students and makes sure they' re ready for the class. <p><u>What is a schedule?</u></p> <ul style="list-style-type: none"> Teacher shows different types of schedules and leads the students to think about the elements of a schedule. <p><u>Why do we need a schedule?</u></p> <ul style="list-style-type: none"> Students work in a group of four. Teacher shows the question "Why do we need a schedule?" on the PPT slide, students work in groups and discuss within their groups. Teacher invites each group to talk about their ideas and writes down students' ideas on the board. <p>[Main task]</p> <p><u>What do you think about the weekend</u></p>	<p>2mins.</p> <p>2mins.</p> <p>6mins.</p>	<p>★PPT</p>	<p>[Pre-task]</p> <p>Good morning, everyone!</p> <p>What day is it today?</p> <p>What' s the weather like?</p> <p>Who' s my helper for today?</p> <p>Everyone, let' s think about this question together! Why do we need to plan for our weekends? I want you to discuss</p>

<p><u>schedules?</u></p> <ul style="list-style-type: none"> •Teacher shows two different styles of weekend schedules on the PPT and asks students to think about the following questions: <ul style="list-style-type: none"> -What do you think about Schedule A (Tight schedule) / Schedule B (Unhealthy lifestyle)? -How do you feel about Schedule A / Schedule B? •Teacher passes down the discussion boards. Students work in a group of four and write down their ideas after the discussion. •Teacher invites each team to share their ideas and write down students' ideas on the boards. •Teacher makes conclusion of students' ideas. <p><u>What are the tips for making a schedule?</u></p>	<p>10mins.</p>	<ul style="list-style-type: none"> ★PPT ★Mini whiteboards ★Markers ★Erasers 	<p>within your groups and write down your ideas on the mini whiteboards. Can I invite Team 8 to share first? What do you think?</p> <p>[Main task] What do you think about the two schedules? Please talk to your teammates and write down your ideas on the discussion boards. Can I have Team 1 share first? What do you think about Schedule A? How about Schedule B?</p>
<ul style="list-style-type: none"> •Teacher introduces the three tips with simple definition. <ul style="list-style-type: none"> -What do you have to do? -What do you need to do? -What do you want to do? •Teacher passes down the mission 	<p>10mins.</p>	<ul style="list-style-type: none"> ★PPT ★Worksheet (Appendix C) (Appendix D) 	

<p>sheet. Students work individually and try to sort the activity cards.</p> <ul style="list-style-type: none"> •Students share and talk about the sorting results with each other. <p><u>Let' s plan for the upcoming weekend!</u></p> <ul style="list-style-type: none"> •Teacher passes down the mission sheet. •Students work individually and list out the activities based on the three tips. •Students start to arrange their weekend schedules according to the activities that they list out. <p>[Post-task]</p> <p><u>Let' s share the weekend plan and give feedback!</u></p> <ul style="list-style-type: none"> •Teacher talks about the rules of sharing the plan. Students display their weekend schedules around the classroom. Each students get the post-it notes. They can walk around, look at each other' s weekend schedules and write down the feedback on the post-it notes, whether is the encouragement or the suggestion. 	<p>10mins.</p>	<ul style="list-style-type: none"> ★Sticky notes ★Worksheet (Appendix D) 	<p>Now, you know how important it is to plan for the weekends. Here are some tips for you!</p> <p>First, think about "What do you have to do?"</p> <p>Second, think about "What do you need to do?"</p> <p>Third, think about "What do you want to do?"</p> <p>After knowing the tips, let' s start to plan for the upcoming weekend!</p>
---	----------------	--	---

Let's put the plans in to actions!

·For students' homework, they need to try to live the weekend life according to the plans they make to see whether it's a workable plan or not.

It's time for us to share your planning! Later, each person is going to get the sticky notes. You can walk around and look at your friends' plan. If you have any feedbacks, you can write them down on the sticky notes.

				<p>For your homework, I'd like you to put your plan into action. Try to follow your plan and spend your weekend time. Next time, we'll talk about your feelings. That's it for today. Thank you, everyone!</p>
第三節	<p>[Pre-task] <u>Get ready for the class!</u> ·Teacher greets the students and makes sure they're ready for the class. <u>What did you do on the weekend?</u> ·Students first check the weekend schedules and think about the activities they really do on the weekend. If there are some changes on their plans, students can modify the plans with color pens.</p> <p>[Main task]</p>	<p>2mins.</p> <p>8mins.</p>	<p>★PPT ★Worksheet (Appendix D)</p>	<p>[Pre-task] Good morning, everyone! What day is it today? What's the weather like? Who's my helper for today?</p> <p>What did you do on the weekend? Did you follow your schedule? If yes, please get</p>

<p><u>What did you do on the weekend?</u></p> <ul style="list-style-type: none"> •Teacher introduces the rules of the oral sharing activity. Students must look at their weekend plans and talk about the activities they do on the weekend. •Students first practice the oral sharing by themselves. Teacher walks around the classroom and helps the students. •Students share their weekend by using the sentence starter: I ____ on Saturday / Sunday. In the first round, they share in pairs. In the second round, they share in a group of four. Teacher walks around the class and provides students with help. 	10mins.	<ul style="list-style-type: none"> ★PPT ★Worksheet (Appendix D) 	<p>your color pens and write down the changes that you had.</p> <p>Later, we’ ll share the activities that you did on the weekend. Before that, I want you to practice by yourself. You can try to use the sentence “I ____ on Saturday / Sunday.” Please repeat after me!</p>
<p><u>Let’ s reflect on my weekend plans!</u></p> <ul style="list-style-type: none"> •Teacher leads the students to look at their weekend plans and asks the students to think about the questions: <ul style="list-style-type: none"> -Did you follow the plans? Why or why not? -How did you feel? •Teacher passes down the reflection sheet. Students work individually, read the questions, and try to answer the 	15mins.	<ul style="list-style-type: none"> ★PPT ★Worksheet (Appendix E) ★Mini whiteboards ★Markers ★Erasers 	<p>In the first round, please share with the partners who sit next to you. In the second round, please work in a group of four and share the activities that</p>

<p>questions based on their own situations.</p> <ul style="list-style-type: none"> •Students can share the ideas within their groups by using the sentence starter: "I followed the plan because_____. / I didn' t follow the plan because_____." Teacher passes down the mini whiteboards for students to take notes of their group discussion. •Teacher invites each team to share the reasons why they can or can' t follow the plans and writes down students' ideas on the boards. <p>[Post-task]</p> <p><u>What are the guidelines of planning the weekend?</u></p> <ul style="list-style-type: none"> •After the discussion, the teacher can lead the students to make several guidelines of planning a better weekend. Next time, when the students want to plan for their weekends, they can follow the guidelines. 	<p>5mins.</p>	<p>★PPT</p>	<p>you did.</p> <p>Everyone, you plan for your weekend this time. I want you to think about these two questions. During the weekend, did you really follow the plans? Why or why not? How did you feel about following the plan or not following the plan? I' m going to pass down the mission sheet. You can write down your ideas on the paper.</p> <p>Let' s share your ideas! You can share by saying the sentences "I followed the plan because___. / I didn' t follow the plan because___."</p> <p>Don' t forget to</p>
--	---------------	-------------	---

				<p>write down your ideas on the mini whiteboards.</p> <p>Everyone, look at your ideas on the boards.</p> <p>What are the important points that we need to remember when we' re planning for the weekend?</p> <p>So, next time, when you' re planning for your time, you can keep these guidelines in your mind.</p> <p>That' s it for today. Thank you, everyone!</p>
--	--	--	--	---

--	--	--	--	--

附錄

Appendix A: Assignment for the summer vacation

111學年度 Summer Vacation Class _____ Number _____ Name _____



What did you do during the summer vacation?
Pick one of the weekend that you want to share and keep the records of what you did!

	Time	Date: _____ Saturday	Date: _____ Sunday
☾	00:00		
	01:00		
	02:00		
	03:00		
	04:00		
☀	05:00		
	06:00		
	07:00		
	08:00		
	09:00		
☀	10:00		
	11:00		
	12:00		
	01:00		
	02:00		
☀	03:00		
	04:00		
	05:00		
	06:00		
	07:00		
☾	08:00		
	09:00		
	10:00		
	11:00		
	12:00		

Appendix B: Wish list of the weekend

My Wish List of the Weekend Class ____ Number ____ Name _____



What do you want to do on the weekend?
What's your wish list?

I want to...

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____



10 _____

Appendix C: Weekend planner

Let's plan for the weekend!

 Tips for making a schedule!

What do you have to do?


It's important!  You have no choice. 

▪ _____

▪ _____

▪ _____

What do you need to do?



It's important!  You have choices. 

▪ _____

▪ _____

▪ _____

What do you want to do?

It's less important!  You have choices. 

▪ _____

▪ _____

▪ _____

Class ____ Number ____ Name _____

 Time to plan for your weekend! (11/25-11/26)

Time	Day	Date: _____ Saturday	Date: _____ Sunday
00:00			
01:00			
02:00			
03:00			
04:00			
05:00			
06:00			
07:00			
08:00			
09:00			
10:00			
11:00			
12:00			
01:00			
02:00			
03:00			
04:00			
05:00			
06:00			
07:00			
08:00			
09:00			
10:00			
11:00			

Appendix D: Reflection Form

Reflection Time Class ____ Number ____ Name _____



Think about the following questions and write down your answers!

1. Did you follow your plan? Why or why not?



2. How did you feel? Why?

