## 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	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	Corduroy-Toys	: Hospital	領域	英語跨( <u>綜合</u> )領域				
教學年級:國小	、三_年級	預計課程上使用之英語比例:80% (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:	28 人	教學總節數: 3_6	節	預計公開授課內容為第3節				
預計公開授課之時間:		預計公開授課之地點:		預計公開授課之教師:				
<u>112</u> 年 <u>10</u> 月 <u>6</u> 日		新北市五股區德音國小		姓名:鍾佳慧				
<u>10</u> 時 <u>30</u> 分至 <u>11</u> 時 <u>10</u> 分		219教室		服務學校: 德音國小				
(第3節言	果)			專長領域: 英語教學、兒童文學				

核心素養	總綱	A2 系統思考與問題解決 B1 符號運用與溝通表達 C1 道德實踐與公民意識 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。 綜-E-C1 關懷生態環境與周遭人事物,體驗服務歷程與樂趣,理解並遵守道德規範,培養公民意識。
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。 ◎▶2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎▶3-II-2 能辨識課堂中所學的字詞。 ◎▶3-II-3 能看懂課堂中所學的句子。  *◎ 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。 ▷4-II-3 能臨摹抄寫課堂中所學的字詞。 ▷4-II-4 能臨摹抄寫課堂中所學的句子。 ◎ 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 ◎ 6-II-2 積極參與各種課堂練習活動。

	T							
		◎ 6-II-3 樂於回答老師或同學所提的問題。						
		◎ 9-II-1 能夠將所學字詞做簡易歸類。						
		綜合:						
		3d-II-1 覺察生活中環境的問題,探討並執行對環境友善的行動。						
		英語文:						
		◎Ac-II-3 第二學習階段所學字詞。						
	學習內容	◎Ad-II-2 簡易常用的句型結構。						
	子首內各	*◎Ae-II-2 繪本故事、兒童短劇。						
		綜合:						
		Cd-II-2 環境友善的行動與分享。						
		1. 學生認識常見的玩具及古童玩,並透過自己的經驗及同儕的分享將玩具						
		分類。						
		節的順序及問題與解決方法。						
		3. 學生能聽懂、說出、閱讀、書寫課堂上所學的單字與簡易句型。						
		5. 字生ル聡悝、記山、阅韻、音為珠里工///字的平子共間勿り至。   單字:button, bear, guard, girl, toys hospital, doctor, fix, a lid, tape, paper,						
目	體學習目標							
六	胆子自口标	tissue paper, clay, scissors, glue, a rubber band, a pencil, cardboard						
		句型:What's this / that? It's a <u>car</u> .						
		We fix it with <u>tape</u> .  4. 學生能跟著教師一起朗讀故事。						
		5. 學生能觀察玩具狀態,發現玩具壞掉之處,並執行玩具維修。						
		6. 學生能以簡單的句子陳述修理玩具的紀錄。						
		7. 學生能與小組合作完成任務。						
		閱讀素養教育						
		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-II-E3 熟悉與學科學習相關的文本閱讀策略。						
		2. 能根據圖片線索(picture clue)理解故事內容。						
由甘	他領域/科目/	閱讀情境脈絡						
	<b>人</b> 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人	閱-II-E11 能在一般生活情境中得的知識解決問題。						
TE.	及处则还需	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。						
		環境教育						
		環 E16 了解物質循環與資源回收利用的原理。						
,	教學資源/	story slides, flash cards, toys, mystery box, picture book, sequencing cards, broken						
	設備需求	toys, loose parts, tools, worksheets						
	114 HI 4 -	1 / / · · · · · · · · · · · · · · · · ·						

	各節教學活					
節次	教學活動流程	時間	教學資源	教師語言		
	<ul><li>[Warm up]</li><li>1. Greet Ss by using the daily expressions that they have learned.</li></ul>	2'		Good morning, everyone.		
	<ol> <li>[Presentation &amp; Practice]</li> <li>Mystery Box</li> <li>Show Ss a Mystery Box.</li> <li>Ask a S to touch a toy in the Mystery Box, and have the rest of the Ss ask, "What's that?"</li> <li>The S answers the question by using the sentence, "It's a car." and takes out the car from the Mystery Box.</li> <li>Paste the flash card on the blackboard, and have Ss read the word aloud.</li> <li>Have the S come to the stage and share how to play with the car.</li> <li>Continue to have Ss guess and play with all the toys in the Mystery Box.</li> </ol>	33'	<ol> <li>mystery box</li> <li>toys</li> <li>flash cards</li> </ol>	<ol> <li>Look! What's this? It's a box. A Mystery Box. You can't see the toys in the box.</li> <li>I need your help. Can you help me? Put your hand in the box. Touch the toy.</li> <li>Ask him, everyone "What's that?". What's in the box? Tell them. It's a car. Good job!</li> <li>Look at the card and say the word, "car."</li> <li>Can you play with it? Show us. Thank you.</li> <li>Anyone else?</li> </ol>		
第一節	<ol> <li>Toys Past and Now</li> <li>Give each group toy cards.</li> <li>Have Ss read aloud the toy cards.</li> <li>Give each group a "Toys Past and Now" worksheet.</li> <li>Have Ss sort toy cards on the worksheet.</li> <li>T points to the parts of the past and asks Ss, "What did you put here?"</li> <li>Have Ss answer the question.</li> <li>Have Ss share their results.</li> <li>Lead Ss to make the summary.         <ul> <li>The kids play with robots now.</li> <li>The kids played with tops in the past."</li> </ul> </li> </ol>		1. toy cards 2. "Toys Past and Now" worksheet	1.Here are toy cards. 2.Please say the words on the cards. 3.Look at the pictures. 4.Which one is "Now"? 5.Which one is "Past"? 6. What does "Both" mean? 7.Look! I put the car here, "Now". Is it OK? 8.Now think and put the cards on the worksheet. 9.Time's up! 10.What did you put in here? 11.You put a top, a kite and bean bags here. 12.What did you put in "Now"? 13.You put a robot, a doll, a car and a yo-yo here. 14.The kids play with robots, cars and yo-yos now.		

	<ul><li>[Wrap up]</li><li>1. Have Ss share their favorite toys in groups.</li><li>2. Ask some Ss to share their favorite toys on stage.</li></ul>	5'		<ul> <li>15. The kids played with bean bags and kites in the past.</li> <li>16. The kids played dolls and tops in the past, and kids play dolls and tops now.</li> <li>1. Look at the toys. What do you like? Share it in your group.</li> <li>2. Which one do you like?</li> <li>3. Good job!</li> <li>4. Ok! It's break time. See you next time.</li> </ul>
	<ol> <li>[Warm up]</li> <li>Greet Ss by using the daily expressions that they have learned.</li> <li>Show Ss a Mystery Box, have a S touch the toy in the Mystery Box, and have the rest of the Ss ask, "What's that?"</li> <li>Have the S on stage answer the question.</li> </ol>	5'	1. mystery box 2. toys	<ol> <li>Hello, everyone!</li> <li>Say "Hello" to this         Mystery Box.</li> <li>Who wants to help me to         touch the toy?</li> <li>Everyone says "What's         that?"</li> <li>It's a bear! Its name is         Corduroy.</li> </ol>
第二節	<ol> <li>[Presentation &amp; Practice]</li> <li>Picture Book Reading-Before Reading</li> <li>Have Ss point out the book title and read it aloud.</li> <li>Have Ss point out the author and read it aloud.</li> <li>Show Ss the book cover and have Ss talk about what they have seen.</li> <li>Have Ss predict the story according to the book cover.</li> <li>Picture Book Reading-While Reading</li> <li>Tell the story "Corduroy".</li> </ol>	30'	1. story slides 2. sequencing cards	<ol> <li>Look! What's in the picture? It's Corduroy.</li> <li>Where is the book title? Here! "Corduroy"</li> <li>Who wrote the book? Here! "Don Freeman"</li> <li>What's wrong with Corduroy? A button is missing.</li> <li>What will Corduroy do? Will it go find the button?</li> <li>Here was a big store, a department store, just</li> </ol>
	<ul> <li>6. Ask some questions and have Ss answer them according to the story.</li> <li>7. Pause the story on the page which shows the guard looking for Corduroy.</li> <li>8. Have Ss discuss can the guard find Corduroy in groups.</li> <li>9. Ask some groups to share their thoughts.</li> <li>10. Continue to tell the story.</li> <li>11. Pause the story on the page which shows a girl looking at Corduroy.</li> </ul>			like Sogo. Do you see Corduroy in the picture? 7. What did Corduroy want? It wanted some one to take it home. Well No one wanted to take it home. Why? 8. Who was coming? A little girl. She liked Corduroy. Will she take

- 12. Have Ss discuss whether will Lisa buy Corduroy in groups.
- 13. Have Ss share their thoughts.
- 14. Continue to tell the story.
- 15. Pause the story on the page which shows Corduroy in the little bed.
- 16. Continue to tell the rest of the story.

#### Picture Book Reading-After Reading

- 17. Give each group a set of sequencing cards.
- 18. Have Ss sequence the cards according to the story.
- 19. Have Ss read aloud the simple sentences about the story.
- 20. Have Ss discuss the main problem in the story by choosing a card.

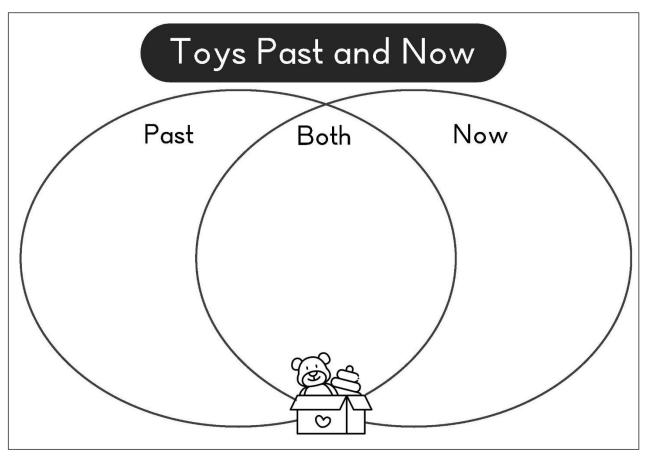
- it home?
- 9. "No!" said her mommy.
  "Look, dear! The button
  is missing. And it's not
  new."
- 10. The store was closed.
  What was Corduroy
  doing? It got down the
  shelf and wanted to find
  its button.
- 11. It went upstairs and saw many things there. "It must be a palace. I love it!", said Corduroy.
- 12. Corduroy wanted to sleep on the bed. What was on the bed? Could Corduroy take the button away?
- 13. The lamp crashed on the floor. Here came the guard. Will he find Corduroy?
- 14. Think and discuss in your group.
- 15. The guard found Corduroy and put it back on the shelf.
- 16. Look, a little girl. She was Lisa. Will she buy Corduroy home?
- 17. Think and discuss in your group.
- 18. Lisa took Corduroy home and went into her bedroom.
- 19. Lisa sewed the button for Corduroy.
- 20. Corduroy wanted a home and a friend. Lisa wanted a friend. They were good friends.
- 21. Here are the pictures of the story.
- 22. Now think about the story and put the cards from 1-8.
- 23.Let's Check the answers. Let's read the sentences aloud.

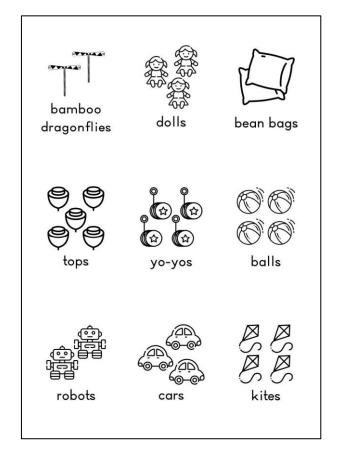
2	21. Ask Ss to share their thoughts.			24. Think and choose the
	22. Have Ss discuss the solution in the story by			picture of the
	choosing a card.			"Problem" in the story.
	23. Ask Ss to share their thoughts.			25. Why do you choose this
	24. Check Ss' understanding by asking ques-			picture?
				26. Think and choose the
	tions.			
				picture of the "solution"
				in the story.
				27. Why do you choose this
				picture?
				28. Who wanted to find the
				missing button?
				29. Who found Corduroys
				on the bed?
				30. Who took Corduroy
				home?
				31. Did Lisa like Corduroy?
				How do you know?
	[Wrap up]			
1	. Have Ss share the most interesting part of	5'		1. Share the part of the
	the story in groups.			story you like in your
2	2. Ask some Ss to share the most interesting			group.
	part on stage.			2. Can you share with us?
				3. Thank you!
				4. It's break time. See you
				next time.
	[Warm up]	5'	1. story slides	1. Hi! Look at this! It's
1	. Greet Ss by using the daily expressions that		2. FB Website	Corduroy. Today he will
	they have learned.			stay here with us.
2	2. Ask Ss about the story's main problem and			2. What's the problem in
	solutions.			the story?
3	3. Ask Ss what they will do if the toys were			3. What's the solution in
	broken.			the story?
4	Have Ss share their thoughts.			4. If your toy is broken.
5	5. Introduce "Toys Hospital" to Ss.			What will you do?
				Throw it away or fix it?
笠				5. Here is a "Toys
第三				Hospital". Look at the
節				man. He can fix toys.
即				He's a toy doctor.
	[Presentation & Practice]	30'	1. broken toys	1. Now I'm a toy doctor,
1	. Demonstrate the steps to fix the paper net		2. "Little Toy	too. This is a paper net.
	. Bemonstrate the steps to fix the paper net			
	for scooping fish.		Doctors"	It's broken. I want to fix
2			worksheet	it. I check it. Circle the
2	for scooping fish.		worksheet 3. "Loose	it. I check it. Circle the broken part on the
	for scooping fish.  2. Give each group a broken toy, a "Little Toy		worksheet 3. "Loose Parts"	it. I check it. Circle the broken part on the worksheet. I look for the
	for scooping fish.  2. Give each group a broken toy, a "Little Toy Doctors" worksheet, a "Loose Parts"		worksheet 3. "Loose	it. I check it. Circle the broken part on the

4.	Have Ss take the parts from the Maker Cor-		5. "Oral		I fix it with this tissue. I
	ner for fixing the toys.		Evaluation"		test it. I put it in the
	Have Ss fix the toys and test their toys.		worksheet		water and scoop the
6.	Have Ss finish the worksheet and practice				fish. Uh-oh! No! Try
	oral presentation.				again!
7.	Give Ss "Oral Evaluation" worksheets. Ad-				I look for the parts here
	vanced Ss write "Oral Evaluation (A)"				again. I take it and go
	worksheet, and basic ones write "Oral				back go to the seat. I fix
	Evaluation (B)" worksheet.				it with this paper. I test
8.	Have each group show their toy and report				it. I put it in the water
	on stage with the sentence patterns.				and scoop the fish. Yes!
9.	Ss write down the results and evaluate the				It works! I write the
	group shown on the worksheet.				worksheet.
				2.	Now you are the
					doctors. Number 1,
					check the broken parts
					and circle the
				_	worksheet.
				3.	Group discussion.
					Discuss what you need
				1	in group.
				4.	Number 2, check the "Loose Parts" on the
					worksheet.
				5	Number 3, take the part
				٥.	you need.
				6	Number 4, fix the toy.
				0.	Number 2, test the toy.
				7	Ready? Go! Done? Say
				, •	the sentences together
					in your groups.
				8.	Pass the worksheets,
					please.
				9.	Come here, Group 1.
					Tell us on stage.
					Everyone listens and
					writes on the
					worksheet.
	[Wrap up]				
1.	Have Ss share what they have learned to-	5'		1.	Share what you leaned
	day.			_	today in group.
				2.	Can you share your
				_	partners' ideas?
					Thank you.
				4.	It's break time. See you
					next time.

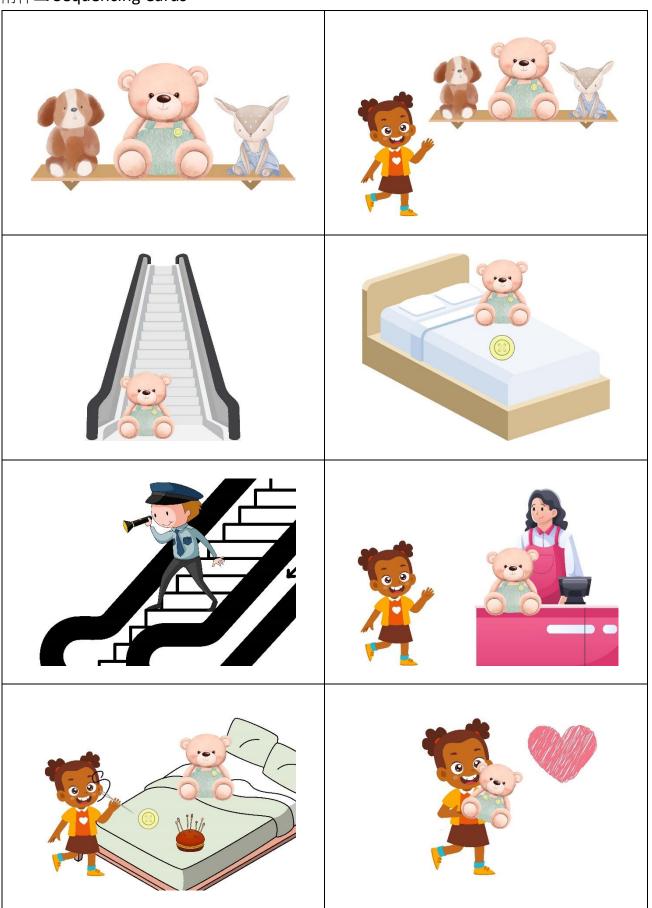
附錄(學習單或其他教學相關資料)

蘇爸的玩具醫院 https://www.facebook.com/supapahosp/?locale=zh\_TW

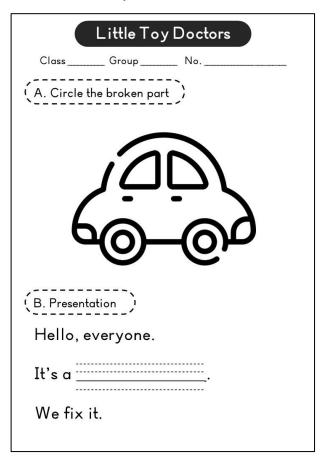


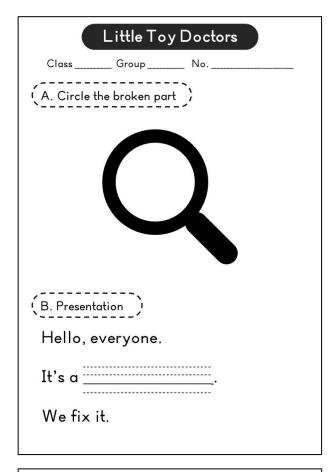


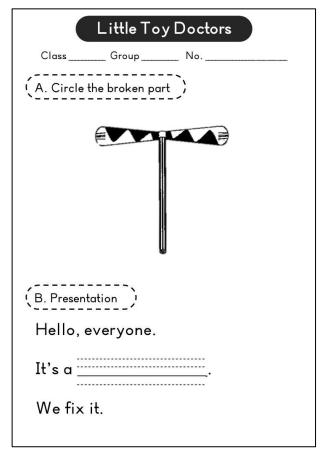
附件二 Sequencing Cards

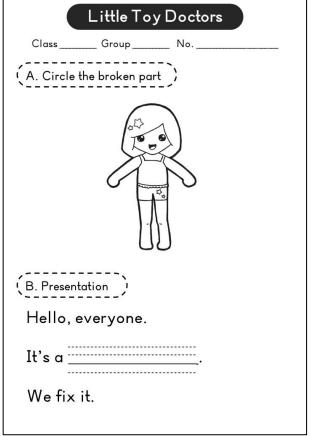


#### 附件三 Little Toy Doctors











## 附件五 Oral Evaluation (A)

# Oral Evaluation (A)

	Class	Class No			Name				
	1	2	3	4	5	6	7		
Toys									
Work?									
©= Loudness									
Fluency									

## Oral Evaluation (B)

Oral Evaluation (B)  Class No. Name  Class No. Name									
Class No Name Tplastic dragon									
	1	2	3	4	5	6	7		
Toys									
Work?									
©= Loudness									
Fluency									