

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(綜合)領域
教學年級：國小 <u>三</u> 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： <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： 112年10月6日 10時30分至11時10分 (第3節課)	預計公開授課之地點： <u>新北市五股區德音國小</u> 219教室	預計公開授課之教師： 姓名： <u>鍾佳慧</u> 服務學校： <u>德音國小</u> 專長領域： <u>英語教學、兒童文學</u>	

核心素養	總網	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
	領網	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。

		<p>◎ 6-II-3 樂於回答老師或同學所提的問題。</p> <p>◎ 9-II-1 能夠將所學字詞做簡易歸類。</p> <p>綜合：</p> <p>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。</p>
	學習內容	<p>英語文：</p> <p>◎Ac-II-3 第二學習階段所學字詞。</p> <p>◎Ad-II-2 簡易常用的句型結構。</p> <p>*◎Ae-II-2 繪本故事、兒童短劇。</p> <p>綜合：</p> <p>Cd-II-2 環境友善的行動與分享。</p>
	具體學習目標	<ol style="list-style-type: none"> <li>1. 學生認識常見的玩具及古董玩，並透過自己的經驗及同儕的分享將玩具分類。</li> <li>2. 學生能專心聆聽故事，運用圖畫中的線索推測故事內容，並找出故事情節的順序及問題與解決方法。</li> <li>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。 單字：button, bear, guard, girl, toys hospital, doctor, fix, a lid, tape, paper, 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>.</li> <li>4. 學生能跟著教師一起朗讀故事。</li> <li>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。</li> <li>6. 學生能以簡單的句子陳述修理玩具的紀錄。</li> <li>7. 學生能與小組合作完成任務。</li> </ol>
	與其他領域/科目/議題的連結	<p>閱讀素養教育</p> <p>閱讀歷程</p> <p>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。</p> <ol style="list-style-type: none"> <li>1. 能辨識第二學習階段英語文本(繪本)中的關鍵字詞。</li> <li>3. 能知道第二學習階段英語文本(繪本)之書名、作者與繪者。</li> </ol> <p>閱-II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <ol style="list-style-type: none"> <li>2. 能根據圖片線索 (picture clue) 理解故事內容。</li> </ol> <p>閱讀情境脈絡</p> <p>閱-II-E11 能在一般生活情境中得的知識解決問題。</p> <ol style="list-style-type: none"> <li>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。</li> </ol> <p>閱讀態度</p> <p>閱-I-E12 培養喜愛閱讀的態度。</p> <ol style="list-style-type: none"> <li>2. 能積極參與閱讀的相關活動。</li> </ol> <p>閱-I-E14 喜歡與他人討論、分享自己閱讀的文本。</p> <ol style="list-style-type: none"> <li>1. 能分享英語文本(繪本)中自己喜歡的內容或情節。</li> </ol> <p>環境教育</p> <p>環 E16 了解物質循環與資源回收利用的原理。</p>
	教學資源/設備需求	<p>story slides, flash cards, toys, mystery box, picture book, sequencing cards, broken toys, loose parts, tools, worksheets</p>

各節教學活動設計

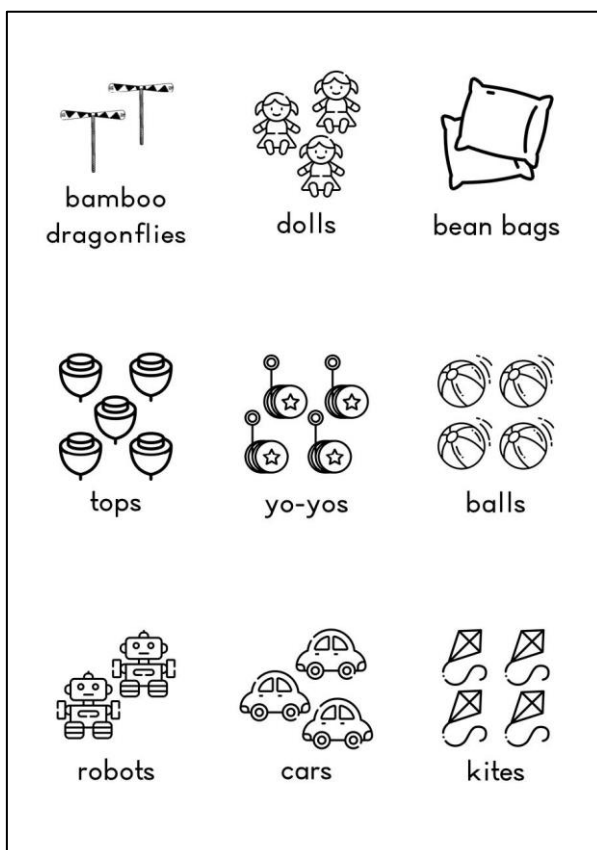
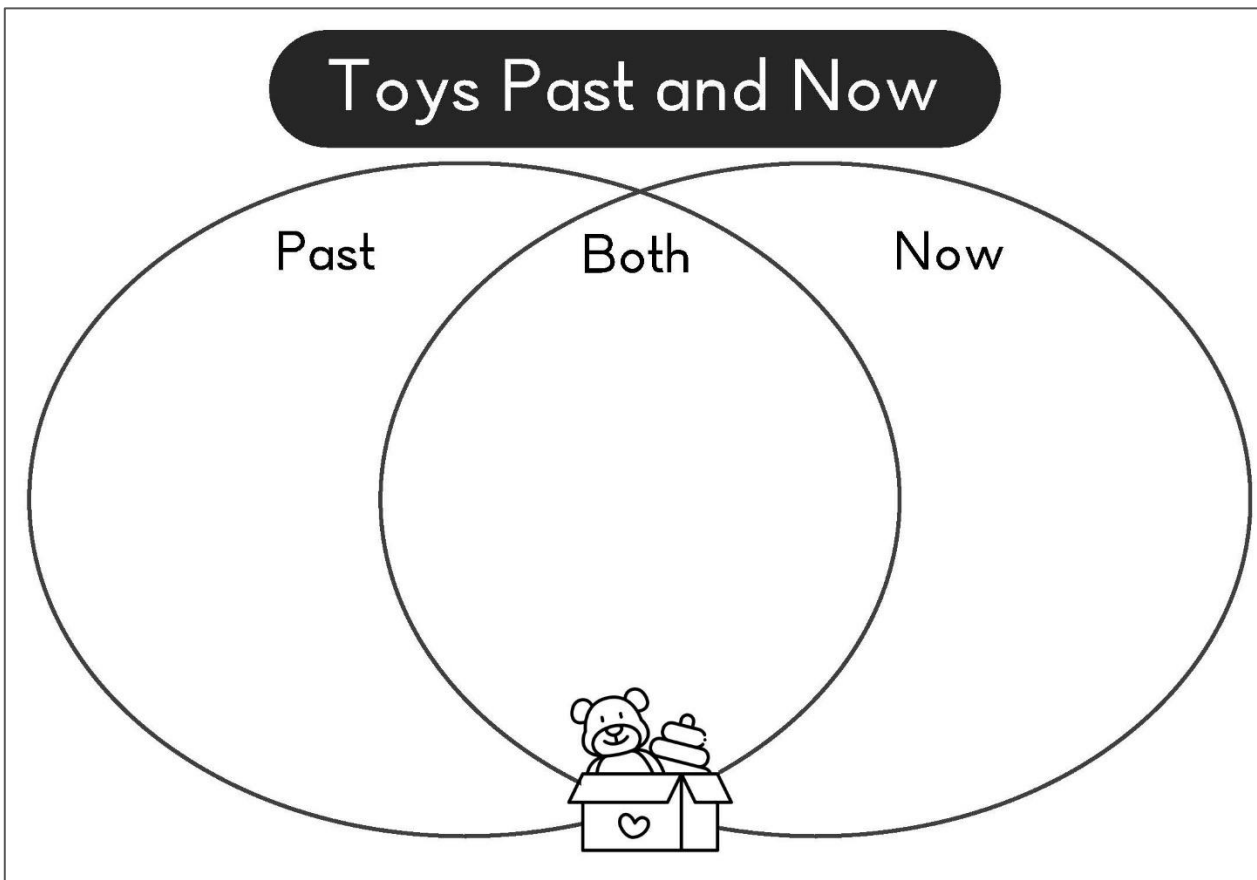
節次	教學活動流程	時間	教學資源	教師語言
第一節	<p><b>【Warm up】</b></p> <p>1. Greet Ss by using the daily expressions that they have learned.</p>	2'		Good morning, everyone.
	<p><b>【Presentation &amp; Practice】</b></p> <p><b>Mystery Box</b></p> <p>1. Show Ss a Mystery Box.</p> <p>2. Ask a S to touch a toy in the Mystery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

	<p><b>【Wrap up】</b></p> <ol style="list-style-type: none"> <li>1. Have Ss share their favorite toys in groups.</li> <li>2. Ask some Ss to share their favorite toys on stage.</li> </ol>	5'		<ol style="list-style-type: none"> <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> </ol> <ol style="list-style-type: none"> <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> </ol>
第二節	<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. 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>3. Have the S on stage answer the question.</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>5. Tell the story "Corduroy".</li> <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> </ol>	5'  30'	<ol style="list-style-type: none"> <li>1. mystery box</li> <li>2. toys</li> </ol> <ol style="list-style-type: none"> <li>1. story slides</li> <li>2. sequencing cards</li> </ol>	<ol style="list-style-type: none"> <li>1. Hello, everyone!</li> <li>2. Say "Hello" to this Mystery Box.</li> <li>3. Who wants to help me to touch the toy?</li> <li>4. Everyone says "What's that?"</li> <li>5. It's a bear! Its name is Corduroy.</li> </ol> <ol style="list-style-type: none"> <li>1. Look! What's in the picture? It's Corduroy.</li> <li>2. Where is the book title? Here! "Corduroy"</li> <li>3. Who wrote the book? Here! "Don Freeman"</li> <li>4. What's wrong with Corduroy? A button is missing.</li> <li>5. What will Corduroy do? Will it go find the button?</li> <li>6. Here was a big store, a department store, just like Sogo. Do you see Corduroy in the picture?</li> <li>7. What did Corduroy want? It wanted some one to take it home. Well... No one wanted to take it home. Why?</li> <li>8. Who was coming? A little girl. She liked Corduroy. Will she take</li> </ol>



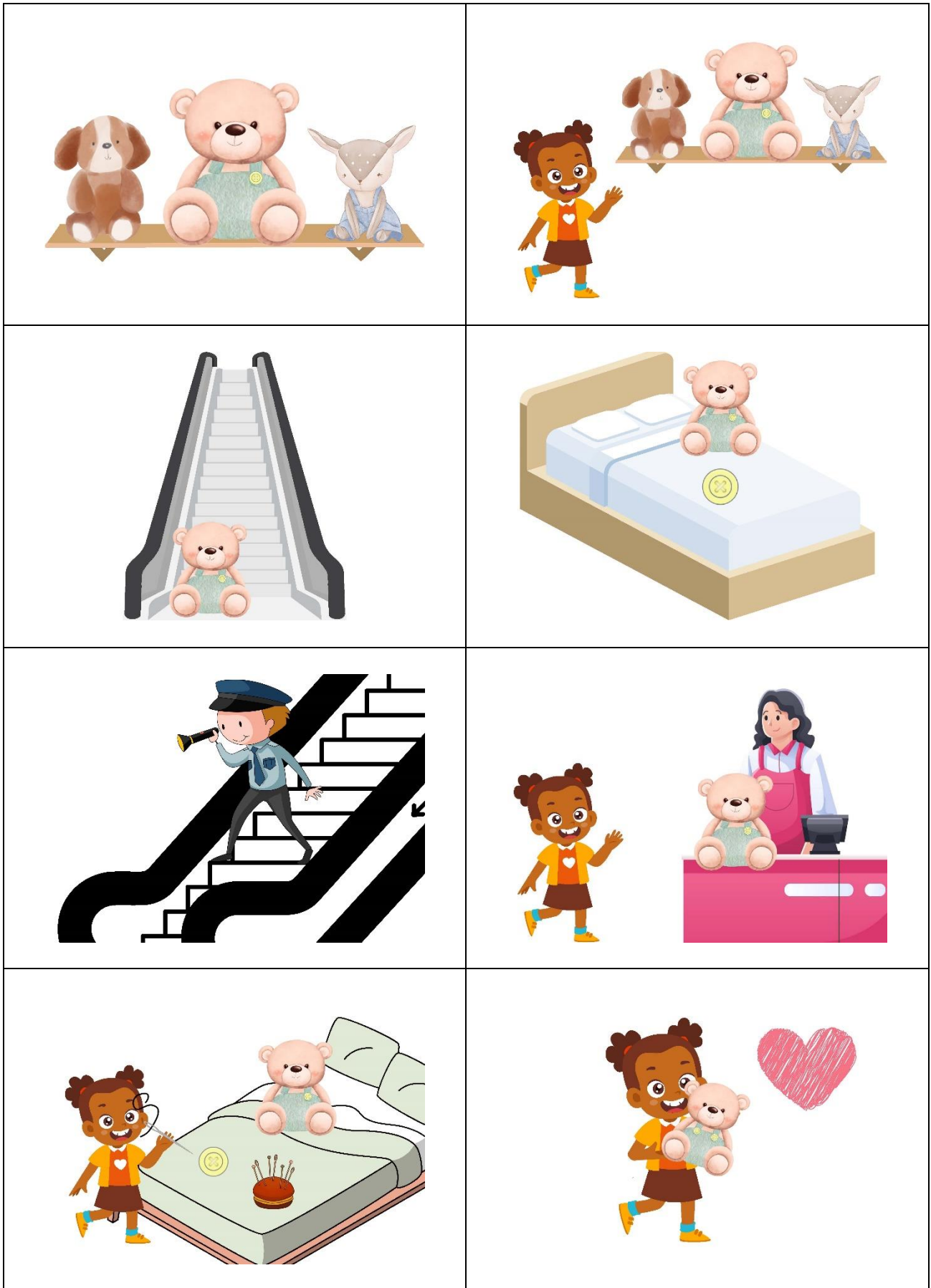


<ol style="list-style-type: none"> <li>4. Have Ss take the parts from the Maker Corner for fixing the toys.</li> <li>5. Have Ss fix the toys and test their toys.</li> <li>6. Have Ss finish the worksheet and practice oral presentation.</li> <li>7. Give Ss “Oral Evaluation” worksheets. Advanced Ss write “Oral Evaluation (A)” worksheet, and basic ones write “Oral Evaluation (B)” worksheet.</li> <li>8. Have each group show their toy and report on stage with the sentence patterns.</li> <li>9. Ss write down the results and evaluate the group shown on the worksheet.</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> </ol>	5’	<p>5. “Oral Evaluation” worksheet</p>	<p>I fix it with this tissue. I test it. I put it in the water and scoop the fish. Uh-oh! No! Try again!</p> <p>I look for the parts here again. I take it and go back go to the seat. I fix it with this paper. I test it. I put it in the water and scoop the fish. Yes! It works! I write the worksheet.</p> <ol style="list-style-type: none"> <li>2. Now you are the doctors. Number 1, check the broken parts and circle the worksheet.</li> <li>3. Group discussion. Discuss what you need in group.</li> <li>4. Number 2, check the “Loose Parts” on the worksheet.</li> <li>5. Number 3, take the part you need.</li> <li>6. Number 4, fix the toy. Number 2, test the toy.</li> <li>7. Ready? Go! Done? Say the sentences together in your groups.</li> <li>8. Pass the worksheets, please.</li> <li>9. Come here, Group 1. Tell us on stage. Everyone listens and writes on the worksheet.</li> </ol> <ol style="list-style-type: none"> <li>1. Share what you learned today in group.</li> <li>2. Can you share your partners’ ideas?</li> <li>3. Thank you.</li> <li>4. It’s break time. See you next time.</li> </ol>
<p><b>附錄（學習單或其他教學相關資料）</b></p>			
<p>蘇爸的玩具醫院 <a href="https://www.facebook.com/supapahosp/?locale=zh_TW">https://www.facebook.com/supapahosp/?locale=zh_TW</a></p>			





附件二 Sequencing Cards




附件三 Little Toy Doctors

**Little Toy Doctors**

Class \_\_\_\_\_ Group \_\_\_\_\_ No. \_\_\_\_\_

A. Circle the broken part



B. Presentation

Hello, everyone.


It's a \_\_\_\_\_.

We fix it.

**Little Toy Doctors**

Class \_\_\_\_\_ Group \_\_\_\_\_ No. \_\_\_\_\_

A. Circle the broken part



B. Presentation

Hello, everyone.


It's a \_\_\_\_\_.

We fix it.

**Little Toy Doctors**

Class \_\_\_\_\_ Group \_\_\_\_\_ No. \_\_\_\_\_

A. Circle the broken part



B. Presentation

Hello, everyone.

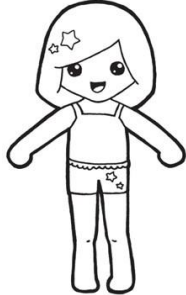
It's a \_\_\_\_\_.

We fix it.

**Little Toy Doctors**

Class \_\_\_\_\_ Group \_\_\_\_\_ No. \_\_\_\_\_

A. Circle the broken part



B. Presentation

Hello, everyone.

It's a \_\_\_\_\_.

We fix it.

# Loose Parts





Class \_\_\_\_\_ Group \_\_\_\_\_ No. \_\_\_\_\_

 <p>a lid</p>	 <p>tape</p>	 <p>glue</p>
 <p>cardboard</p>	 <p>paper</p>	 <p>tissue paper</p>
 <p>a rubber band</p>	 <p>a pencil</p>	 <p>clay</p>

附件五 Oral Evaluation (A)

## Oral Evaluation (A)

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

	1	2	3	4	5	6	7
 Toys							
 Work?							
 Loudness							
 Fluency							

Oral Evaluation (B)





## Oral Evaluation (B)

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

 car

 paper doll

 plastic dragonfly

	1	2	3	4	5	6	7
 Toys							
 Work?							
 Loudness							
 Fluency							