


## 新北市113年度教師跨領域全英語授課教案設計

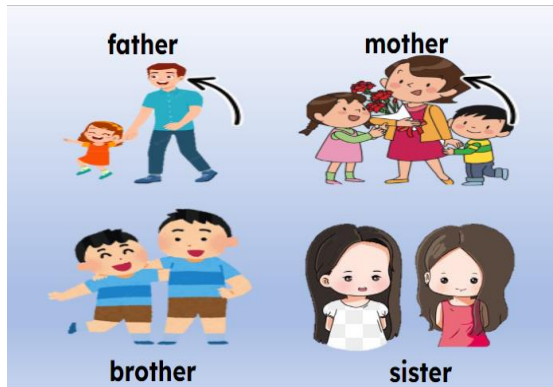
設計者 / 服務學校	周珮瑜/蘇輝國/陳建薇 瑞芳區瑞芳國小		
教案名稱	我的家人	領域	英語跨(社會)領域
教學年級：國小3年級	課程上使用之英語比例：95 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數：25人	教學總節數：4節	公開授課內容為第4節	
公開授課之時間： 113年10月9日 10時30分至11時10分 (第3節課)	公開授課之地點： 新北市瑞芳區瑞芳國小 雙語(二)教室	公開授課之教師： 姓名：周珮瑜 服務學校：瑞芳國小 專長領域：英語、雙語	

核 心 素 養	總 綱	A1 身心素質 與 自我精進 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。 社-E-A1 認識自我在團體中的角色，養成適切的態度與價值觀，並探索自我的發展。 社-E-C2 建立良好的人際互動關係，養成尊重差異、關懷他人及團隊合作的態度。
學 習 重 點	學習表現	<b>Subject: English</b> <ul style="list-style-type: none"> <li>◎ 1- II -7: Able to understand the words and phrases learned in class.</li> <li>◎ 1- II -8: Able to understand simple classroom language.</li> <li>◎ 2- II -2: Able to pronounce English words correctly.</li> <li>◎ 2- II -3: Able to say the words and phrases learned in class.</li> <li>◎ 6- II -1: Able to focus on the teacher's explanations and demonstrations.</li> <li>◎ 6- II -2: Actively participates in various classroom activities.</li> <li>◎ 6- II -3: Willing to answer questions posed by the teacher or classmates.</li> <li>◎ 6- II -4: Diligently completes assignments given by the teacher.</li> <li>◎ 7- II -2: Able to effectively use non-verbal cues in context to aid learning.</li> </ul>

	<p><b>Subject: Social Studies</b>  2c-II-1 Reflect on personal habits and role-playing in groups, respect personal differences and avoid prejudice toward others  2c-II-2 Clarify and cherish one's roles and rights, as well as perform a sense of responsibility  1a- II -2 Discern the categories or sequences of social events/things  1c- II -1 Measure the appropriateness of choices people make in personal lives or democratic societies.  2b- II -1 Acknowledge and respect that people have different feelings for the environment and events/things in daily life.</p>			
學習內容	<p><b>Subject: English</b>  ◎ Ac- II -2: Simple daily expressions.  ◎ Ac- II -3: Words and phrases taught in the second learning stage.  ◎ Ac- II -1: Simple classroom language.  ◎ B- II -1: Using words and sentence structures learned in the second learning stage for everyday communication.  <b>Subject: Social Studies</b>  Aa- II -1 Individuals play a variety of roles in families, schools and society. These roles may affect the individuals' personal development.  Bc- II -2 Families may consist of different members and be organized in different ways. The values of different families may have their similarities and differences.  Ba- II -1 People's knowings, feelings and opinions towards social affairs/subjects may have their similarities as well as differences.</p>			
具體學習目標	<ol style="list-style-type: none"> <li>1. Can identify the members of their family.</li> <li>2. Can give information on how many people there are in their family.</li> <li>3. Can read and answer questions about the story "Piggy Book" by Anthony Browne</li> <li>4. Can share about the houseworks they do at home and the importance of helping</li> </ol>			
與其他領域/科目/議題的連結	社會領域			
教學資源/設備需求	PPT, puzzle, glue stick, survey sheet, notebook, Thank you card			
<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
第一節	<p>【引起動機】  <b>Warm Up: Puzzle Game</b>  <b>Step 1.</b></p>	10'	<p>(1) PPT  (2) Seven sets of the printed</p>	<p>Good morning!  Sit properly.  Raise your hand.</p>

<p>The teacher greets the students then briefly remind them of the classroom rules.</p> <p><b>Step 2.</b> The teacher distributes 7 sets of puzzle pieces of a family picture.</p> <p><b>Step 3.</b> With their assigned groupings, the students will try to form this whole picture in as little time as possible.</p> <p><b>Step 4.</b> The group who finishes first gets a prize. Then when everyone is done. The teacher lets them compare their outputs to the one on the screen.</p> 		<p>puzzle pieces (3) glue stick, (4) paper to stick on the puzzle</p>	<p>Is this right? Is this OK?</p>
<p><b>【發展活動】</b></p> <p><b>Step 1.</b> <b>Introducing the lesson about family</b></p> <p>With the whole picture on the screen, she asks the students what they see.</p> <p>The teacher says:</p> <ol style="list-style-type: none"> <li>1. Who is in the picture?</li> <li>2. Today, we will talk about <b>family</b>.</li> </ol> <p>The students answer: mother, father, brother, sister, family. 媽媽, 爸爸, 哥哥/弟弟, 姊姊/妹妹, 家人/家庭</p> <p><b>Step 2.</b> <b>Introduction of family members</b></p> <p>The teacher introduces the members of the family “father, mother, brother, sister”.</p>	<p>20'</p>	<p>PPT</p>	<p>Who’s this? Who are they?</p> <p>Who’s this? Repeat after me.</p>

The teacher asks the students to repeat after her.



**Step 3.**  
**Recognizing the members of the family**

The students name the members of the family through the pictures on the screen.

Tt asks:  
“Who’s this?”

Ss answer:  
“This is my \_\_\_\_\_.”



**Step 4.**  
**Writing the new words**

The teacher asks the students to take out their Bilingual Notebooks to copy the words and sentences from the lesson.

Words:

PPT


Who’s this?

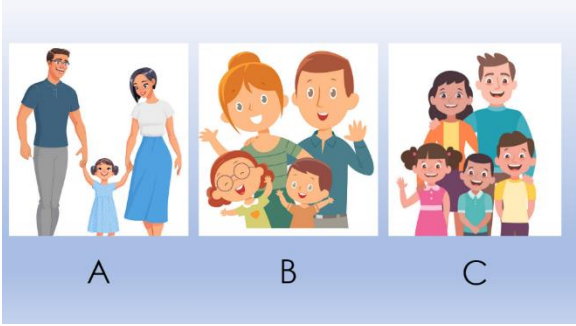
This is my \_\_\_\_\_.


Listen and repeat after me.

(1) PPT  
(2) Bilingual  
Notebook

Please write the words  
in your notebook.

	<p>1. family 家庭 2. father 父親 3. mother 母親 4. brother 兄弟 5. sister 姊妹</p> <p>Sentences: 1. This is my <b>family</b>. 2. This is my <b>father</b>. 3. This is my <b>mother</b>. 4. This is my <b>brother</b>. 5. This is my <b>sister</b>.</p> <p>【統整與總結】 <b>Step 1.</b> <b>Reveal Game</b></p> <p>Through a game, a quick review will be done. The game is called Reveal. It's an online game where students quickly guess the picture as the picture is slowly revealed.</p>  <p><a href="https://www.gamestolearnenglish.com/reveal/#user/fg/37/daniellacnunez/family">https://www.gamestolearnenglish.com/reveal/#user/fg/37/daniellacnunez/family</a></p>	10'	Website Game	Take a guess! Speak it loudly!
第 二 節	<p>【引起動機】 <b>Step 1.</b> <b>Greeting and reminding.</b> The teacher greets the students then briefly remind them of the classroom rules.</p> <p><b>Step 2.</b> <b>Family Finger Song</b></p> <p>The whole class sings the "Family Finger Song". The teacher first familiarizes the students with the following:</p>	2'  5'	PPT  Youtube Video	Good morning! How are you?  Eyes on me. Follow me. Let's sing a song.

<p>a. Daddy finger → thumb  b. Mommy finger → index finger  c. Brother finger → middle finger  <b>(make sure not to fold the other fingers)</b>  d. Sister finger → ring finger  e. Baby finger → pinky finger  <a href="https://www.youtube.com/watch?v=G6k7dChBaJ8">https://www.youtube.com/watch?v=G6k7dChBaJ8</a></p> <p><b>【發展活動】</b>  <b>Step 1.</b>  <b>Introducing types of family</b>  With pictures on the screen, the teacher asks while pointing at the family members in the pictures:</p>  <p>A                      B                      C</p> <p>1. How many families are there?  2. How many kids are in this family?</p> <p>The students answer:  a. Three (3) families.  b. There's 1. There are 2, 3.</p> <p>The teacher explains that some families only have one child while some have two, three or more.</p> <p><b>Step 2.</b>  <b>Meaning of son and daughter</b>  The teacher asks where the son and daughter are in the picture. Once the students point them out. She explains that:</p> <p>1. a son is the boy child of the family  2. a daughter is the girl child of the family</p> <p><b>Step 3.</b>  <b>Identifying between son and daughter</b></p>	<p>3'</p> <p>5'</p> <p>3'</p>	<p>PPT</p> <p>PPT</p> <p>PPT</p>	<p>How many families are there?  How many kids are there?  Let's count!</p> <p>Who is the son/daughter?</p> <p>Point to the son/daughter.</p>
---	-------------------------------	----------------------------------	---

	<p>For further memory retention, the teacher continues to show more slides and ask the students to identify if they can see a son or a daughter.</p> <p><b>Step 4.</b>  <b>Identifying individual family roles</b>  The teacher walks around the classroom and asks if they are the son or the daughter in the family.</p> <div data-bbox="193 584 774 907" style="border: 1px solid black; padding: 10px; background-color: #e0e0ff;"> <p><b>I am a _____.</b></p> <p style="color: blue;">daughter</p> <p>女兒</p> <p style="color: blue;">son</p> <p>兒子</p>  </div> <p>Students answer:</p> <ol style="list-style-type: none"> <li>I am a <u>son</u>.</li> <li>I am a <u>daughter</u>.</li> </ol> <p><b>Step 5.</b>  <b>Introducing the concept of older and younger</b>  The teacher introduces the vocabulary words “older and “younger” and “only child.” She shows a picture of siblings and their ages. She explains that an older sister or brother has an older age, and a younger sister or brother has a younger age. But if there’s no other sibling in the family, you call them an only child.</p> <p>For example:  <b>8 years old &lt; 9 years old = 9 is older</b>  <b>7 years old &lt; 10 years old = 7 is younger</b>  <b>one (1) child = only child</b></p>	<p>5’</p> <p>5’</p>	<p>PPT</p> <p>PPT</p>	<p>Are you a son / a daughter in your family?</p> <p>Who’s older / younger?</p> <p>Is he/she older?</p> <p>Is he/she younger?</p> <p>Raise your hand if you know the answer?</p>
--	--	---------------------	-----------------------	--



**Step 6.**  
**Determining who's younger, older and an only child**

The students discuss with their seatmate who's older or younger among them. This will also help them find out whether their classmate is an only child. The teacher walks around to check while the groups discuss. After a couple of minutes, the teacher asks a few volunteers to share what they learned about their classmates.

**Step 7.**  
**Writing down Keywords**

The teacher asks the students to take out their Bilingual Notebooks to copy the words and sentences from the lesson.

Words:

1. younger 比較年輕的
2. older 比較年長的
3. only child 唯一的孩子
4. daughter 女兒
5. son 兒子

Sentences:

1. This is my **younger** brother.
2. This is my **older** sister.
3. He is an **only child**.
4. a. I am a **daughter**.  
 b. She is a **daughter**.
5. a. I am a **son**.

2'

Who's older / younger?

Is he/she older?

Is he/she younger?

Who is the only child in his/her family?

5'

Bilingual Notebook

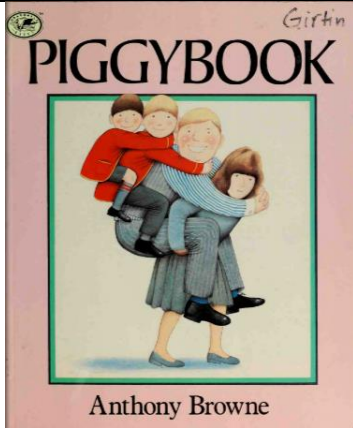
Repeat after me!

Please write the words in your notebook.



	<p>b. He is a <b>son</b>.</p> <p>*Make sure to ask students to copy the sentences that relate to them. *</p> <p>【統整與總結】</p> <p><b>Step 1.</b> <b>Hangman Game</b></p> <p>Through a game, a quick review will be done. The game is called Hangman. It's an online game where students can sharpen their spelling and word-decoding skills.</p> <ol style="list-style-type: none"> <li>1. younger</li> <li>2. older</li> <li>3. son</li> <li>4. only child</li> <li>5. daughter</li> </ol> <p>Link to the game: <a href="https://www.hangmanwords.com/play/custom?g=eW91bmdlciUwQW9sZGVyJTBBc29uTBb25seSUyMGNoaWxkJTBBZGF1Z2h0ZXI=">https://www.hangmanwords.com/play/custom?g=eW91bmdlciUwQW9sZGVyJTBBc29uTBb25seSUyMGNoaWxkJTBBZGF1Z2h0ZXI=</a></p>	5'	Board Game/ Website Game	<p>What is it? Is it older or younger? Is it son or daughter or only child?</p>
第 三 節	<p>【引起動機】</p> <p><b>Step 1.</b> <b>Drawing a pig</b></p> <p>The teacher slowly draws a pig on the screen, step by step she asks the students to guess what it is. When the students finally guess it, she tells the class that they will read a story called "Piggy Book".</p> <p><b>Step 2.</b> <b>Writing down Keywords</b></p> <p>The teacher asks the students to take out their Bilingual Notebooks to copy the words and sentences from the lesson.</p> <p>Word:</p> <ol style="list-style-type: none"> <li>1. do 做</li> <li>2. housework 家事</li> <li>3. help 幫助</li> </ol>	3'  10'	PPT  PPT	<p>Guess what I'm drawing! What is it? Is it a dog?</p> <p>Please write the words in your notebook.</p>

<p>Sentence</p> <ol style="list-style-type: none"> <li>1. I <b>do</b> the <b>housework</b>.</li> <li>2. I <b>help</b> at home.</li> </ol> <p>【發展活動】</p> <p><b>Step 1.</b>  <b>Pre-reading questions</b>  Before reading the story, the teacher asks Ss to listen for the answers to the following questions in the story:</p> <ol style="list-style-type: none"> <li>1. Does Mrs. Piggott like her family?</li> <li>2. What happens when Mrs. Piggott leaves home?</li> <li>3. How does Mrs. Piggott feel at the end? Why?</li> </ol> <p><b>Step 2.</b>  <b>Reading of “Piggy Book”</b>  The teacher reads the story “Piggy Book” by Anthony Brown out loud to the class. While reading, the teacher employs a lot of Total Physical Response to promote better understanding of the text. After Tt reads the story, she asks the three questions again:</p> <ol style="list-style-type: none"> <li>1. Did Mrs. Piggott like her family?</li> <li>2. What happened when Mrs. Piggott left home?</li> <li>3. How did Mrs. Piggott feel at the end? Why?</li> </ol> <p>After the discussion, the students will realize that helping in the house makes everyone happy.</p> <p>Story Book Link:  <a href="https://anyflip.com/njumx/nfvk/basic">https://anyflip.com/njumx/nfvk/basic</a></p>	<p>3’</p> <p>10’</p>	<p>PPT</p> <p>Piggy Book  by Anthony  Brown</p>	<p>I have 3 questions for you.    Listen carefully!</p> <p>Look at the pictures.  Listen carefully.</p>
---	----------------------	---	---



**Step 3.**

**Pointing the housework they do**

In this step, the teacher asks some students to choose from the screen what housework they do at home. Students come to the front to point or encircle the image/s of the housework they do at home. When the student encircles the housework, the teacher also lets the student know the name of the housework in English and writes them one on the board.

Examples housework:

1. mop the floor
2. wash clothes
3. make the bed
4. fold the laundry
5. wash dishes
6. vacuum the floor

**Teacher:** How do you help at home? Please come to the front and encircle the picture.

**Students:** \*come to the front and point/encircle the images\*

**Step 4.**

**Guess the Housework**

In this step, the class plays a guessing game. The teacher asks the students to share what housework they do at home. They come to the front and act it out, then the rest of the class tries to guess what it is in 30 seconds. After each turn, Tt asks the student to say: "I help at home."

5'

PPT

How do you help at home?

Do you mop the floor?  
Do you wash dishes?

.....

5'

Please come to the front and show us how you help at home.

5'

Survey Sheet

Let me know how many

Note: Students may use English or Chinese for this activity.

【統整與總結】





**Step 1.**

**Housework Survey**

Through a survey sheet, a quick wrap up will be done. The activity is a survey. Each student is given a survey sheet, then they check on the chores they do at home.

Class: \_\_\_\_\_

Name: \_\_\_\_\_

Housework	Never 從沒來沒有	Sometimes 有時	Always 總是
			
			
			
			
			
			

points you get after finishing the survey.

【引起動機】

**Step 1.**

**Greeting and reminding.**

The teacher greets the students then briefly remind them of the classroom rules.

**Step 2.**

**Recalling information about Piggy Book**

The teacher does a review of the previous lesson, the story "Piggy Book".

The teacher asks:

1. What happened in the story?

3'

PPT

Good morning!

7'

PPT

Raise your hand if you want to answer the question.

第  
四  
節

<p>2. What housework did Mrs. Piggott do?</p> <p>The students answer:</p> <ol style="list-style-type: none"> <li>1. The mother felt sad because no one was helping her, so she left.</li> <li>2. She did the dishes. She did the ironing. She cooked meals.</li> </ol> <p>Note: Students may answer in English or Chinese.</p> <p><b>【發展活動】</b></p> <p><b>Step 1. (Slide 77-79)</b> <b>Showing 3 pictures of untidy places at home</b></p> <p>The teacher then shows 3 slides with pictures of a messy bedroom, dirty dishes and a dusty floor.</p> <p>The teacher asks:</p> <ol style="list-style-type: none"> <li>1. What do you see?</li> <li>2. Do you like it?</li> <li>3. What should we do?</li> </ol> <p>The students answer:</p> <ol style="list-style-type: none"> <li>1. A messy bedroom. / Some dirty dishes. / A dusty floor</li> <li>2. No.</li> <li>3. Make the bed after waking up. / Wash the dishes. / Vacuum and mop the floor</li> </ol> <p>Note: Students may answer in English or Chinese.</p> <p><b>Step 2.</b> <b>Appreciating family's effort in keeping the house clean</b></p> <p>The teacher shows few students' Housework Survey and admires that they help at home. It then asks a question that will lead the students into feeling grateful for what their family does for the home.</p>	<p>5'</p> <p>6'</p>	<p>PPT</p> <p>PPT</p>	<p>What do you see in the pictures?</p> <p>Say "thank you" to your family.</p>
--	---------------------	-----------------------	--

<p>The teacher asks:</p> <ol style="list-style-type: none"> <li>1. Who does the housework that you never do at home?</li> <li>2. What do you say to your mother, father, or grandparents after they do the house work?</li> </ol> <p>The students answer:</p> <ol style="list-style-type: none"> <li>1. Maybe mother, father or grandparents</li> <li>2. I say “Thank you”.</li> </ol> <p>Just right after the students say their answers, Tt shows the sentence below and tells the students to read it.</p> <p style="text-align: center;"><b>“Thank You.”</b></p> <p>Note: Students may answer in English or Chinese.</p> <p><b>Step 3.</b>  <b>Introduction of making a “Thank You” card</b>  Tt shares to students that there is a better way of saying “Thank You”. One way of showing it is through writing a card. The teacher will show examples of cards for students to reference.</p> <p><b>Step 4.</b>  <b>Writing a “Thank You” card</b>  Then, Tt shows a sample of what they can write in the letter.</p> <p><i>Dear _____,</i></p> <p><i>Thank you for doing so much housework. I will help more.</i></p> <p><i>Love,</i>  _____</p> <p>Note: Each student is given a blank “Thank You” card. They must fill it out with 'Mother,' 'Father,' 'Grandma,' or 'Grandpa,' and sign their English name at the bottom.</p>	<p>5’</p> <p>5’</p>	<p>PPT</p> <p>“Thank You” card</p>	<p>Eyes on me.</p> <p>Follow my instructions</p>
---	---------------------	------------------------------------	--

<p><b>Step 5.</b> <b>Reading of “Thank You” cards</b> After the activity, the students show and read their letters to the class.</p>	7'	“Thank You” card	Repeat after me. Read the sentences.
<p>【統整與總結】</p> <p><b>Step 1.</b> <b>Assignment</b></p> <p>1. The teacher asks the students to take their cards home and read their letters to their parents or grandparents.</p> <p>2. It reminds the class to ask the members of their parents and siblings the food, sports and movies they like.</p>	2'	“Thank You” card	Show and read the letter to your parents.

附錄（學習單或其他教學相關資料）

