


附件三：

宜蘭縣112學年度英語課以英語授課為主教案甄選暨表揚計畫
四結國小 以英語授課為主課程教案

單元/主題名稱：Toys Fun English 玩具英語樂趣多					
班級	三年孝班	教學者	郭承宜	設計者	郭承宜
版本	康軒 Wonder World 1	授課節數	共4節	時間	11:20~12:00
總綱 核心素養面向	總綱核心素養 ¹	領綱核心素養 ²	符應之主要教學活動 ³		
A 自主行動	<input type="checkbox"/> A1身心素質與自我精進 <input checked="" type="checkbox"/> A2系統思考與解決問題 <input type="checkbox"/> A3規劃執行與創新應變	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。	第一節：production part 單字書寫並依指示尋找。 第二節、第四節：課外繪本教學，創意發想與猜測故事情節。		
B 溝通互動	<input checked="" type="checkbox"/> B1符號運用與溝通表達 <input type="checkbox"/> B2科技資訊與媒體素養 <input type="checkbox"/> B3藝術涵養與美感素養	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。	於各節活動中，以英語指令帶領學生進行口語練習及書寫練習。		
C 社會參與	<input type="checkbox"/> C1道德實踐與公民意識 <input checked="" type="checkbox"/> C2人際關係與團隊合作 <input type="checkbox"/> C3多元文化與國際理解	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。	第二節：小組內差異化 running dictation。依學生不同程度和優勢派予不同工作以合作方式來完成任務。		
設計理念	1. Use storybooks to make the sentence patterns practical and useful. 2. Use hands on craft (paper boats) and toys to demonstrate the scenes in the storybook that can help students catch the main ideas. 3. Use students' drawings in the warm up and practicing activities to help them recognize the vocabulary. 4. Actual toys (blocks) to help students create their own toys. 5. Differentiated teamwork: Assign each student different tasks according to their English proficiency levels.				
學習目標	Students would be able to ask questions (What's this/that?)for information. Students would be able to answer questions with full sentences. (This/That is a ____. It's a ____.) Students would be able to write/copy the vocabulary from the textbook. Students would be able to read aloud with the teacher. Students would be able to understand his /her task, help each other as a group, and complete their worksheets.				
學習重點	學習表現		學習內容		
	1-II-7 Can comprehend words learned in class. 1-II-9 Can comprehend simple everyday expressions. 1-II-10 Can comprehend sentences of simple structures 2-II-3 Can say the words learned in class. 2-II-5 Can use simple everyday		Aa-II-1 Names of letters. Aa-II-2 Recognition and writing of capital and lowercase letters in print. Ab-II-4 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing. Ac-II-2 Simple everyday expressions. Ac-II-3 Vocabulary of Stage II level.		

	<p>expressions</p> <p>2-II-6 Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation.</p> <p>3-II-2 Can recognize the words learned in class.</p> <p>3-II-3 Can understand the sentences learned in class.</p> <p>4-II-3 Can trace the words learned in class.</p> <p>4-II-4 Can trace the sentences learned in class.</p> <p>5-II-2 Can recognize the words being read in the textbook.</p> <p>5-II-3 Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed.</p> <p>5-II-4 Can read English words with acquired knowledge of phonics.</p>	<p>B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>		
<p>教材分析</p>	<ul style="list-style-type: none"> In this unit, the target sentences are “What’s this/that?” “It’s a/an (toy).” Students will be able to ask the question and distinguish the differences between “this” and “that”. Frequent classroom English: Good morning./ Look at me./ Are you ready?/ Open your book to page ___./ Take out your pencil and eraser./ What’s this?/ What’s that?/ It’s not a ___./ It’s a ___./ Let’s check./ How do you spell ___? / Is this a ___? / 			
<p>教學流程與表現任務</p>		<p>時間</p>	<p>教學媒材</p>	<p>評量方式 (內容/工具/規準等)</p>
<p>第一節 Vocabulary I</p> <ul style="list-style-type: none"> Warm up: greeting, introduce vocabulary in the textbook. Presentation: teach the vocabulary and spelling. Teacher’s Qs: How to spell “ball”? What color is the ball? (point to the picture) What can you do with a ball? Practice: do the listening practice in the textbook. Listen and write down the number from 1 to 5.  <ul style="list-style-type: none"> Production: Students draw a toy and write the word on a paper and wrap it up, toss it to the front. Put students into two groups and assign each one of them a number. Students come to the front one by one and search for certain vocabulary. The fastest group finds all vocabulary is the winner. Teacher (to ask students to draw): Now, you will get a paper, please draw a toy from P52 and write the vocabulary. When you finished, raise your hand and I will go check your paper. And then, you can do this (wrap the paper up and toss it to the front). 		<p>40 mins</p>	<p>Textbook, Mystery box, PPT, Papers and pencils</p>	<p>Textbook listening exercise / Vocabulary listening comprehension through the searching activity</p>

<p>Teacher (to divide the class into 2 group): There are many papers here. Look at the blackboard. Each vocabulary has a number from 1 to 6. Now I'm going to give you a number as well, please remember. (Assign each student a number from 1 to 6) On my right hand side, you are team A, left hand side is team B.</p> <p>Teacher (proceed the game): Number 1 please come to the front and start to look for the 1st vocabulary! When your team's number 1 is done, next number 2 come to the front!</p> <ul style="list-style-type: none"> ● Wrap up: use mystery box to review the vocabulary. <p>Teacher: Here is the mystery box, everyone line up and tell me what is inside the box and you can have your break time.</p>			
<p>第二節 Sentence pattern with a storybook (Not a box)</p> <ul style="list-style-type: none"> ● Warm up: Review the vocabulary with the mystery box. Teacher: Mystery box says hello! Who wants to touch and tell me what is it please raise your hand. (Teacher calls students name and review the vocabulary with actual toys in the front of the class.) ● Presentation: Teacher tells the story "Not a box" and uses the sentence pattern "It's not a box." "What's this?/ What's that?" Students answer "It's a ____." Teacher: Look at the screen, what do you see? A rabbit with a wand. It's a magical wand! The wand can turn this box into everything! Let's find out! When the wand is far from the box, we can say "that", when it's very close, we say "this". Let's try. "What's this?" "It's a racing car." ● Practice: Students read aloud the story again with the teacher. ● Production: Students as a group create their own toy with blocks that the teacher provided. Each student in a group has a task to collect other groups' toy's names and complete a worksheet. Teacher assigns each student different roles and tasks and gives each one a sticker to remember their tasks. Introduce different tasks with explanation on ppt. <p>◇ Students' roles in each group: Speaker: to give answer to the other groups. Keeper: to keep toy safe on the table, check the answers are correct, and make sure everyone is talking in English. Runner: go to other groups to ask and take the answer back Writer: write down the answer on the worksheet Teacher (creating toy with blocks): Next, I want you to be the rabbit! Let's make a toy with blocks. We have 5 groups; each group has to make a toy with blocks in 5 minutes. If you don't know how to make it, please check the screen, I have some pictures for you. When your group is finished, please keep it safe and let me</p>	<p>40 mins</p>	<p>Storybook PPT, Toy blocks, Worksheets</p>	<p>Group work and worksheet/ Homework (sentences writing)</p>

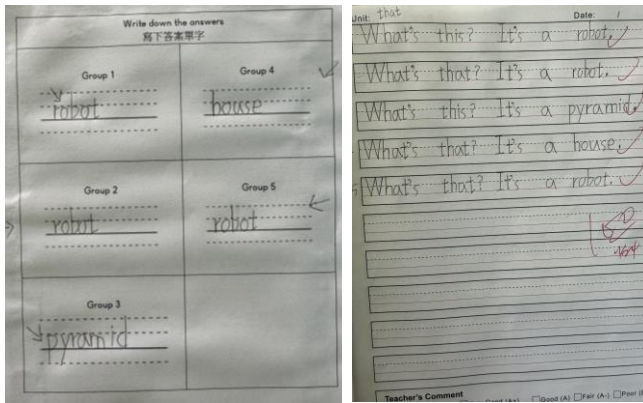
check.

Teacher: Each group has a toy on the desks. Next, there is a worksheet that you need to get answers from other groups. Each one has a different task. You get a pencil sticker means you are writer, then you have to stay in your group and wait for the answer.



(Using blocks to make toys)

- Wrap up: Teacher checks answers from the worksheet with the whole class. Students copy the 5 vocabulary into their practice books as homework to make 5 questions and answer sentences. Teacher: Time's up. Let's check the answers together and look at your classmates' works. With this big worksheet in your group, you can finish your sentences homework. Please take the worksheet home and bring it back next time. See you next time.



(A student's homework)

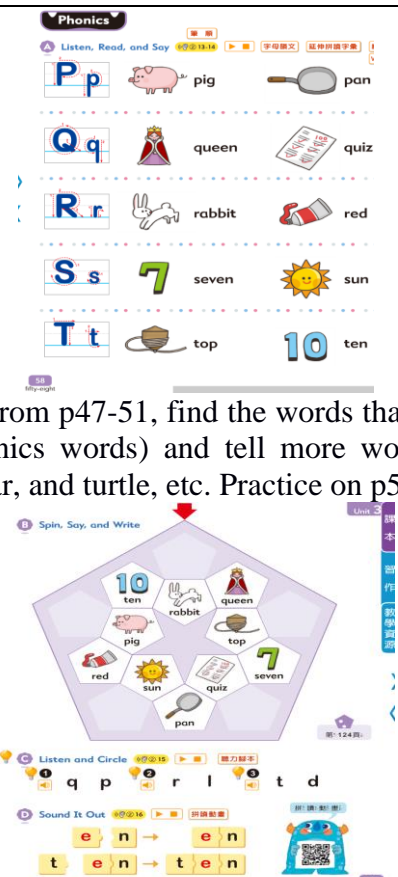
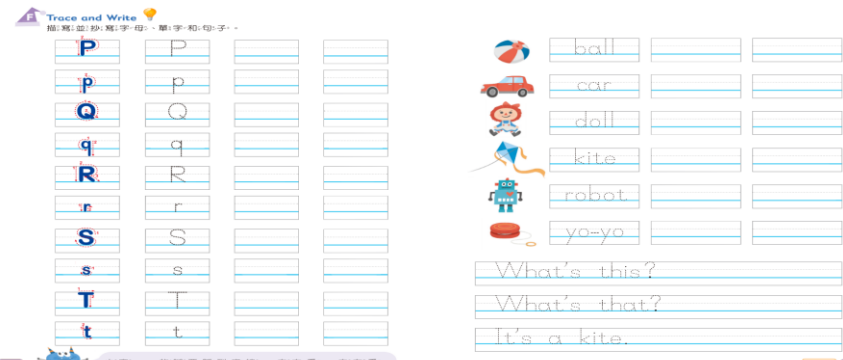
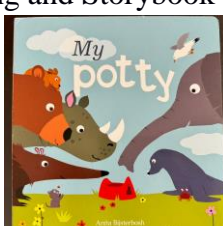
第三節 Dialogue and Phonics

- Warm up: Watch the story dialogue video from the textbook.
Teacher: please open your book to the dialogue part. Let's read the dialogue.
- Presentation: Teacher explains the meaning and grammar sentence by sentence.
Teacher: What' color is the ...?/ What's Boka doing?/ How many balls in this picture?
- Practice: Read the dialogue together/by groups/with different tones. Practice phonics on p58.
Teacher: Repeat after me. P, /p/, pig. What is a pig? A pig is ananimal. What color is the pig?

40 mins

Textbook, Workbook

Phonics spelling read aloud/ Workbook28-29

 <ul style="list-style-type: none"> ● Production: From p47-51, find the words that start with p, q, r, s, t (the phonics words) and tell more words such as pink, quilt, rose, star, and turtle, etc. Practice on p59. ● Wrap up: Read the phonics words. Assign workbook p28-29 as homework. 			
<p>第四節 Workbook writing and Storybook (It's my potty)</p>  <ul style="list-style-type: none"> ● Warm up: Read dialogue in the textbook 47-51. Teacher: Let's review the dialogue. ● Presentation: Teacher reads the storybook, "It's my potty". Teacher: Here is a story, look at the picture, what's that? It is falling! (in the end) Good, let's match the things with the animals. Who thinks the potty is a hat? ● Practice: Students read together with the teacher. Each student makes a paper boat with the teacher's guidance. Teacher (origami): Let's make a boat! Do what I do. Fold the 	<p>40 mins</p>	<p>Workbook, PPT, Paper boats</p>	<p>Workbook/ paper boat acting sentences read aloud</p>

paper together...

- Production: Use the paper boat to pretend as something else (It's not a potty, it's a ____). Students explain the paper boat is something else to each other.

Teacher: We have a boat. But can it be something else? It's not a boat...it's a ...(see if any students want to share thoughts)

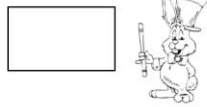
- Wrap up: Pick students to show their paper boats and say the sentences "It's not a paper boat" "What's that?" "It's a ____."

第二節 Not a box storybook PowerPoints slides



1

It's not a box!



2

What's this?



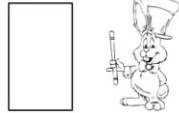
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It's a racing car.



4

It's not a box!



5



What's this? Do you know?

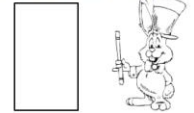
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It's a mountain.



7

It's not a box!



8

What's this?



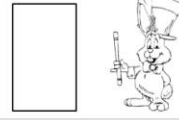
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It's a building on fire.



10

It's not a box!



11

What's that?



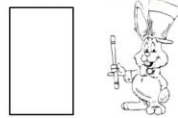
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It's a robot.



13

It's not a box!

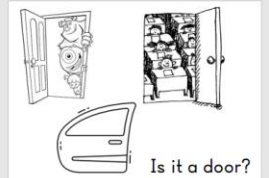


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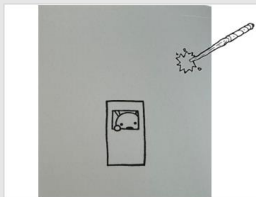
What's that?



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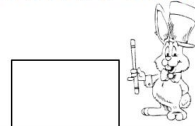
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It's a door on a spaceship.



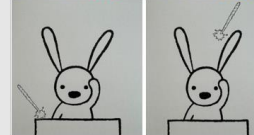
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It's not a box!



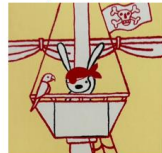
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What's this? What's that?



20

It's a pirate ship.



21

It's a hot air balloon.



22

It's a seat on an elephant.



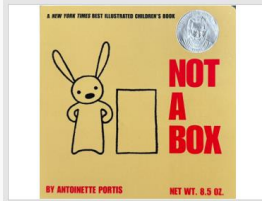
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It's a boat.

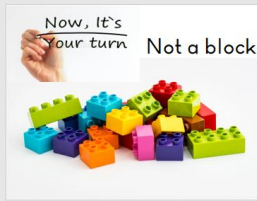


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參考資料



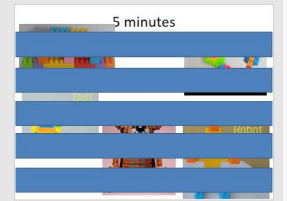
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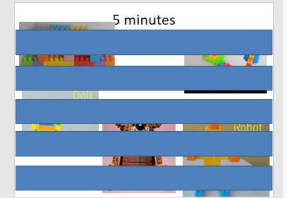
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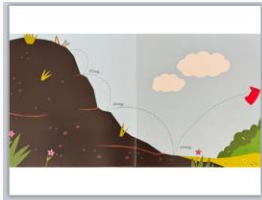


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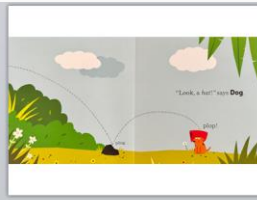


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第四節 It's my potty



1



2



3



4



5



6



7



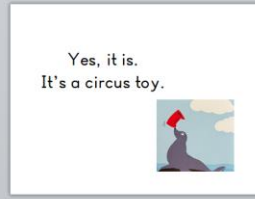
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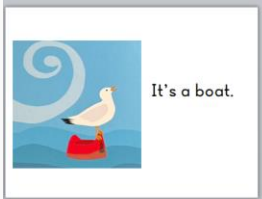
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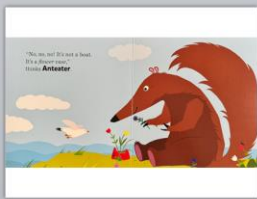
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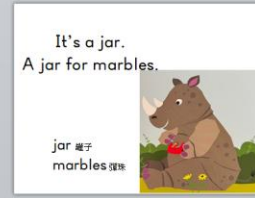
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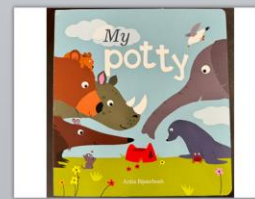
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<p>附錄</p>	<p>第二節 the group worksheet</p> <div style="border: 1px solid black; padding: 5px;"> <p>Group _____</p> <ul style="list-style-type: none"> • Runner _____ : ask the question: What's this/that? <small>跑者請去問別組“問題”，帶回答案。</small> • Writer _____ : write down the answers <small>寫答案的同學請寫下答案</small> • Keeper _____ : keep your toy safe make sure everyone is talking in English <small>守護者請保護小組的成品，並確認大家都用英文問答。</small> • Speaker _____ : Answer the question to the runner from other groups. <small>用 It's a/an _____ 回答問題</small> <p style="text-align: center; font-size: small;">Write down the answers 寫下答案單字</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Group 1</td> <td style="width: 50%; text-align: center; padding: 5px;">Group 4</td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Group 2</td> <td style="width: 50%; text-align: center; padding: 5px;">Group 5</td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Group 3</td> <td style="width: 50%;"></td> </tr> </table> </div>		Group 1	Group 4	Group 2	Group 5	Group 3	
Group 1	Group 4							
Group 2	Group 5							
Group 3								
<p>第二節影片連結</p>	<p>https://drive.google.com/file/d/1tbQfeH4gE0EXpz-6Psyruk_cYpkv85hJ/view?usp=sharing</p>							
<p>觀議課紀錄</p>	<p>觀課者</p> <p>謝○縈老師</p> <p>綜合建議</p>	<p>值得推薦之處：</p> <ol style="list-style-type: none"> 1. 老師在教繪本“Not a Box”時，有用到新單字 wand, 老師問“What’s wand in Chinese?有學生回答“魔杖”，這是很好的全英教學策略，讓學生協助翻譯的部份，而非由老師進行中文解釋。 2. 在說“Not a Box”的故事時，圖案有呈現一隻大象，師問“What is it?” 學生一時回答不出來，老師問“Is it a lion? Is it a tiger? 而不是直接將 elephant 的答案問學生，學生後來有回答“Elephant.” 雖然有學生答錯成“Eleven.” 但老師留給學生自行思考的時間和空間，是很好的教學模式。 3. 在英語課堂上安排“手作課程”是很奢侈的，但可以提昇學生的專注力，也可讓學生展現不同的學習能力，可望藉由手作課程提昇學生對英語的學習興趣。 <p>小小的建議：</p> <ol style="list-style-type: none"> 1. 剛開始用神秘箱時，當學生拿出一個物品時，全班同學問“What’s this?”，依照實際狀況，學生應該是問“What’s that?” 結合情境，讓學生用正確的問題，比較不會讓學生混淆“What’s this?” “What’s that?” 的用法，也能多練習不同的主要句型。 2. 當老師給指令“Writers, stand up.” 不知是不是學生不瞭解 writer, runner, speaker, 這些字，所以無法對應自己拿到的圖片，若老師在說“Writers, stand up.”時能舉或指出 writer 的圖示，學生可能會比較知道是在叫他/她。 <p>整體而言，這是一場對素養導向英語教學的嘗試，將實作課程帶入英語教學，雖然可能佔用很多寶貴的英語教學時間，但開始踏出跨領域的一步，是值得鼓勵的嘗試。</p>						

觀課者	周○老師
綜合建議	<p>教師課程規畫相當完整，使用驚喜箱來引起動機，準確抓住學生的注意力，而後創造情境，使用繪本帶出句型 What's this?What's that?的意思，而後套用繪本的概念，讓學生使用積木完成一個作品，賦予小組各成員聽說讀寫不同練習的任務，目標英語的練習反覆進行，相當充實。教師可再思考如何讓師生的英文使用極大化，如:課室用語的互動，另在英文的教學上，可多一點注意力在語音的教學，如:單字的音組教學。</p>
觀課者	陳○惠老師
綜合建議	<p>對於Grace老師這堂課，很欣賞的地方：</p> <p>暖身活動 Mystery box，結合學生日常的玩具，成功吸引學生的學習動機。繪本 Not a box 很有趣，連結想像力，學生很天馬行空說出他們的答案。Create a toy with blocks 讓學生發揮想像力，並與相標句型結合。利用投影，讓學生互相欣賞彼的作品。觀察到同學們在進行Finish a worksheet by teamwork活動時，英文問答不夠流利，建議開始前，讓同學做組內練習一遍，再進行活動時，會說得更流利。</p> <p>這是一堂很成功的教學，層次分明，活動多元，也加入讓學生發揮創意的活動。不同能力的學生在這堂課都能找到自己的亮點。I like it very much.</p>