

附件4

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

領域/科目		語文領域英語科	設計者	劉芳紋、楊培倫、高嘉玲
教學年級		八年級下學期	總節數	共 3 節
教案名稱/單元主題		Your House Is Bigger, But I Like Mine		
設計依據				
學習重點	學習表現	<ul style="list-style-type: none"> ● 1-IV-2 能聽懂常用的教室用語及日常生活用語。 ● 1-IV-6 能聽懂簡易故事及短劇的主要內容。 ● 2-IV-12 能以簡易的英語參與引導式討論。 ● 3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。 ● 5-IV-10 能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。 	核心素養	<ul style="list-style-type: none"> ● J-A2 具備理解情境全貌，並做獨立思考與分析的知能，運用適當的策略處理解決生活及生命議題。 ● J-C2 具備利他與合群的知能與態度，並培育相互合作及與人和諧互動的素養。
	學習內容	<ul style="list-style-type: none"> ● Ac-IV-2 常見的教室用語。 ● Ae-IV-6 簡易故事的背景、人物、事件和結局。 ● D-IV-3 訊息因果關係的釐清。 ● B-IV-8 引導式討論。 		
跨域科目(可省略)		● 與其他領域/科目的連結不是必要的項目，可視需要再列出。		
教材來源		南一版國中英語第四冊第一課		
教學設備/資源		課本、電子書、差異化學習單、投影機、iPad		
學習目標				
<ol style="list-style-type: none"> 1. 能把各項訊息加以統整及分析。 2. 能具備推論能力進行閱讀理解文本。 3. 能運用所學字詞、句型進行溝通互動。 4. 能延伸學習至課堂外，豐富個人知識。 5. 能同理他人，理解凡事皆有一體兩面。 6. 能使用英語表達意見，參與討論 7. 能熟練閱讀策略中的【預測】能力。 8. 能在學習後嘗試後設自己的學習歷程 				
教學活動設計				
節次	教學流程及活動設計		教師用語	教學資源與評量
1	Lead-in 1 詢問全班是否有曾經飼養寵物的經驗，及飼養寵物的經驗為何？		Lead-in 1 Q1. Before we start today's lesson, I'd like to know how many of you have kept a pet. How many of you keep a pet? If you have a pet animal, raise your hand.	5' □頭發表

<p>Lead-in 2 1. 分組討論: 看課文標題預測內容。</p> <p>2. 看課本第一至二頁的圖預測內容 Q1. 兩張圖片有相似之處嗎? Q2. 與文章的標題由何關聯呢?</p> <p>3. 預備單字能力 教師帶念第4, 6, 7 及8頁的單字。</p> <p>4. 完成差異化學習單(見附件1-3)第二部分單字理解。可與組員互相討論。</p> <p>While-reading activity: 1. 播放課文動畫第1-7頁。</p> <p>2. 組別合作: 討論第3-4頁問題</p> <p>Q1. Why did the girl carry the cat home? Q2. Why did the cat miss his old food?</p>	<p>Q2. What do you do with your pet? Q3. How do you feel when you have a pet at your house?</p> <p>Lead-in 2 Pre-reading activities: 1. Let's look at the title for the reading today: "<i>Your House Is Bigger, But I Like Mine.</i>" Guess what the reading is about. Discuss with your group members for 2 minutes. Now let's see what you think about the title of the reading.</p> <p>2. Now, let's have a look at the pictures on pages 1-2. Q1. What do they have in common? Q2. Do they have anything to do with the title of the reading? Talk with your group members for 1 minute.</p> <p>3. Let's get ready with the new vocabulary. Repeat the new words on pages 4, 6, 7, and 8 after me.</p> <p>4. Now, all of you have your worksheet with you. Please look at part 1 and fill in each blank with a suitable word from the word list.</p> <p>While-reading activity: 1. Now, let's have a look at the video clip of the reading first.</p> <p>2. Good, now, look at your worksheet and work in groups. Find out the answers to the following questions. You have 3 minutes. Q1. Why did the girl carry the cat home? Q2. Why did the cat miss his old food?</p>	<p>4' 課本/口頭發表</p> <p>3' 課本/口頭發表</p> <p>2' 課本</p> <p>5' 課本/學習單/讀寫</p> <p>2' 課本/影音檔</p> <p>5' 課本/學習單/討論/發表</p>
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	<p>3. 請學生預測: Q. Will the cat stay with the girl?</p> <p>4. 重要句子複習(p.p. 3-4)</p> <ul style="list-style-type: none"> ● 那隻貓正在垃圾桶裡找食物。 ● 我的食物比她的美味。 <p>5. 在第六頁中找出學習單中符合句子描述的單字。</p> <p>6. 預測: 你覺得貓咪喜歡跟小女孩子在一起嗎? 你為什麼這麼認為呢?</p> <p>7. 重要句子複習(p.p. 5-6)</p> <ul style="list-style-type: none"> ● 午餐後, 女孩給貓咪洗了個澡。 ● 女孩去她房間找了一些舊衣服讓貓溫暖一些。 ● 此外, 她的襪子比我的腳爪大, 而且她的毛衣對我來說太大了。 ● 晚一點你可以試穿一些別的衣服! <p>8. 在第八頁中找出學習單中符合句子描述的單字。</p>	<p>3. Now, it's your turn to take a guess what will happen next. Q. Will the cat stay with the girl? Why or why not?</p> <p>4. Now, you have 30 seconds to find the following two sentences from the reading. The team who first comes with the correct sentences will win 2 points.</p> <p>5. Look at Part 6 on your worksheet. Read the definitions and find out the correct word on p.8.</p> <p>6. Class, do you think the cat enjoys being with the little girl? What are your reasons for your answers?</p> <p>7. Work in your own groups and find out the 4 sentences on pages 5-6.</p> <p>8. Look at Part 8 on your worksheet. Read the definitions and find the correct word on p.8.</p>	<p>5' 課本/學習單/討論/發表</p> <p>2' 學習單/口頭討論/書寫</p> <p>3' 學習單/口頭討論/書寫</p> <p>3' 課本/口頭發表</p> <p>3' 課本/學習單/討論/書寫</p> <p>3' 課本/學習單/討論/書寫</p>
2	<p>Lead-in 測驗Reading單字(第三次), 結束後請學生翻課本, 並在不熟練的單字上做記號。</p> <p>While-reading Activity 1. 播放P. 9-11的Reading段落, 請學生跟著讀。</p>	<p>Lead-in Now, everyone, we're going to have a little quiz on the vocabulary of this reading. Write down your own answers on the worksheet. Now you can flip through the pages and highlight the words you find a little difficult to remember.</p> <p>While reading Activity: 1. Now, I'd like you to repeat the sentences on pages 9-11 with the recording. Remember, you'll have to read it out loud.</p>	<p>6' 課本/學習單/書寫/反思</p> <p>5' 課本/跟讀</p>

	<p>2. 請學生回答學習單Q14為什麼貓會回到女孩的家?</p> <p>3. 組內分享Q14的答案</p> <p>4.繼續追問學生Q14的答案是根據課文的s哪些句子才這麼認為的?</p> <p>5. 請學生接續完成學習單Q15</p> <p>6. 組內分享/確認Q15的答案</p> <p>7.邀請四位學生分享Q15的答案，並拍照投影到螢幕上供全班確認。</p> <p>8. 讀到目前為止，喜歡貓咪的同學們有改變心意嗎? 不喜歡貓咪的同學是否也開始覺得貓咪也滿可愛的嗎?</p>	<p>2. Take a look at Part 14 on your worksheet. I want you to take a guess. Why did the cat return to the girl's house?</p> <p>3. Now, share your ideas in groups, and let's see if you all agree with each other.</p> <p>4. Can you tell me your reasons for your answer? Do we all agree?</p> <p>5. Good, now I'd like you to continue with Part 15 on your worksheet.</p> <p>6. Okay. Now, you'll be working in groups and checking if everyone in your own group gets the correct answer.</p> <p>7. Excellent. Now, I'm going to invite four volunteers to share their answers to question 15. Take a picture of your answer and upload it to Padlet so everyone in the class can read it.</p> <p>Before we call it a day, I'd like to know if the story has changed your ideas about your likes about pets. How many of you are now a dog person? Raise your hand. And how many of you are still a cat person? Raise your hands.' What has made you change your mind?</p>	<p>5' 課本/學習單/討論/</p> <p>2' 課本/學習單/討論</p> <p>5' 課本/學習單/討論</p> <p>5' 課本/學習單/討論</p> <p>5' 課本/學習單/討論</p> <p>5' 課本/學習單/討論</p> <p>7' 口頭發表</p>
<p>3</p>	<p>Lead-in 請學生使用Chromebook，進入quizlet..live複習本課Reading的單字。</p> <p>While reading activity</p>	<p>Lead-in Hello, Class. We've finished most of the reading. Let's review the words in a fun way. Key in the word "quizlet...live" in searching bar, and I'll show you the code on the screen.</p> <p>While reading activity</p>	<p>5' Chromebook/Quizlet/單字複習</p>

<p>1. 請學生根據先前學習單的答案，回答</p> <ul style="list-style-type: none"> ● 為甚麼女孩要帶貓回家? ● 為甚麼貓會想念他以前的食物? ● 為甚麼跳屋窗外? ● 為甚麼貓會回到女孩的家? <p>2. 請學生接續完成學習單Q15</p> <p>3. 組內分享/確認Q15的答案</p> <p>4. 邀請四位學生上台書寫Q15的答案，全班一起確認</p> <p>5. 發下檢核表，請學生自我評量本課reading的學習狀況</p> <p>6. 請學生將書寫完的檢核表拍照，上傳到Padlet</p> <p>7. 欣賞全班同學的檢核狀況(尤其注意第8題的答案)，選出你最喜歡的3個答案分別給予1,2或3顆星</p>	<p>1. We've finished most of the worksheet. You have all the answers on it. So, let's recall the reading.</p> <ul style="list-style-type: none"> ● Why did the girl want to take the cat home? ● Why did the cat miss its food before? ● Why did the cat jump out of the window? ● Why did the cat go back to the girl's home? <p>2. Now, you can keep on finishing Q15 of the worksheet.</p> <p>3. OK. Let's share the answers with your partner.</p> <p>4. I need 4 volunteers to share your answers with the class. Please write it down on the blackboard. So, any volunteer? OK. Take a look at the answers. Any questions?</p> <p>5. Great! Thanks to them. Now, U1 reading has been done. Let's check if you DO learn it well. Here is a self-checking list for each of you. Do it right now.</p> <p>6. Most of you have done it. So, start your Chromebook, and take a picture of your checking list. Then, log in to Google Classroom, and you'll see a link of Padlet. Upload your picture to Padlet. Help each other, or raise your hand when you meet some problem.</p> <p>7. Now, you all can see other's work. So, read them carefully on Q 8. Then, pick up 3 you like the most and give them stars from 1</p>	<p>5' 學習單/討論/口頭發表</p> <p>5' 學習單/書寫</p> <p>5' 學習單/討論</p> <p>5' 學習單/討論</p> <p>8' 檢核表/自我省思</p> <p>3' 檢核表/gallery walk</p> <p>7' 投票/分享</p>
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	<p>Wrap-up 全班一起看最受歡迎的想法內容為何? 追問為何這些答案會受青睞? 追問學生U2的學習行動會有不同嗎?為什麼?為什麼不? 本課的Reading已經完成囉!學習單還沒完成的同學記得快點完成!</p> <p>Extensional Activity: <i>What does your pet want to say to you?</i> 想像有一天,你的寵物會說話,他會開口說什麼呢? 各組請討論,並創作四格漫畫。</p>	<p>to 3.</p> <p>Wrap-up Let's see the most popular comments together. Can you tell us why you like it? Are you going to have different actions when you learn U2 reading? Why or why not? We've finished U1 reading. So, if you haven't finished the worksheet, ask your partner for help.</p> <p>Extensional Activity: <i>What does your pet want to say to you?</i> Imagine one day your pet can actually talk. What do you think it will say to you? Discuss in groups and create a four-cell manga. (四格漫畫)</p>	<p>5' 口頭討論/省思</p>
指導注意事項			
參考資料			
附錄			
差異化學習單、Reading學習檢核表及學生作品			