

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
礁溪國中 以英語授課為主課程教案

單元/主題名稱：_有一種幸福叫做相互理解_

class	Class 802	teacher	礁溪國中	designer	陳品捷
version	南一B4 U1	Class in total	3 classes in total recording: 1st class	time	1 st 9:15~10:00 2 nd 15:15~16:00 3 rd 10:15~11:00
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 checked="" type="checkbox"/> A1身心素質與自我精進 <input 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-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。	Warm-up, Vocabulary & Grammar Activities: Brainstorming and working on the questions the instructor asks while learning vocabulary words and reading.	
B溝通互動	<input 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				
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-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。	Discussions: participation and sharing thoughts.	
設計理念	Create an environment that promotes students' critical thinking and respect for diverse perspectives. The instructor will guide students to read interesting stories and different activities to help students see things from different views. By working on interactive discussions, we want students to learn not just to respect others but also to discover new things from others. This will help them be more open-minded and collaborative.				
學習目標	<ol style="list-style-type: none"> Expand Vocabulary: Learn more words to express themselves better in different situations and describe things more clearly. Diverse Thinking Skills: Learn to think about things in different ways by exploring different materials, so students can see and hear different ideas. Respect for Differences: Listen to what others say during discussions and enjoy the classroom where everyone's ideas are respected, and try to keep the atmosphere. Active Participation in Discussions: Share their own ideas while listening to others' perspectives and show appreciation for others' opinions, so that all the students can have good discussions. Communication and Collaboration Skills: 				

	Build effective interpersonal relationships by engaging in discussions and sharing, nurturing strong communication and collaboration skills.																	
學習重點	學習表現	學習內容																
	<p>◎ 1-IV-1 能聽懂課堂中所學的字詞。 * 1-IV-9 能辨識句子語調所表達的情緒和態度。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-10 能以簡易的英語描述圖片。</p>	<p>Ad-IV-1 國中階段所學的文法句型。 B-IV-4 個人的需求、意願和感受的表達。 B-IV-7 角色扮演。 *◎B-IV-8 引導式討論。</p>																
教材分析	<p>在本課中學生將能夠理解並運用比較級於口語以及寫作中。 常用的課室英語： Any volunteers? Good/ Interesting/ Great/ Excellent. Why do you think so? Discuss with your partner. Imagine if you are ___ (the cat/ the girl), how would you feel? I want to know what you are thinking.</p>																	
Teaching Process and Performance Tasks		Time	Teaching Materials															
First Period																		
<p>【Warm-up activity】 1. Ask students to brainstorm anything they can think of about having a pet. This is to encourage creativity and activate prior knowledge 2. Encourage students to talk about their ideas.</p> <p>Assessment Methods: During brainstorming, write students' ideas in a shared document. Encourage creative ideas. And prompt students to share personal experiences or engage in deep reflection to stimulate further discussion and enhance their communication abilities.</p>		5 mins	Screen Projector Internet Computer															
<p>【Vocabulary-building activity】 1. There are 22 words for today. And have students repeat the vocabulary words. 2. The teacher will pick out 7 words and ask 7 volunteers to read the sentences on page p.115. The words are thin, pretty, miss, hers, lonely, blow, and towel. 3. The teacher will ask related questions or tasks to the whole class:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1</td> <td style="width: 15%;">thin</td> <td>What things are thin?</td> </tr> <tr> <td>2</td> <td>Pretty</td> <td>When do we use the word pretty? What makes a person pretty?</td> </tr> <tr> <td>3</td> <td>miss</td> <td>Give me 3 sentences about the word miss, and I want the meanings to be different.</td> </tr> <tr> <td>4</td> <td>hers</td> <td>What does the word “hers” mean in the sentence? Tell me in English.</td> </tr> <tr> <td>5</td> <td>lonely</td> <td>What can you do when you feel lonely or no one understands you?</td> </tr> </table>		1	thin	What things are thin?	2	Pretty	When do we use the word pretty? What makes a person pretty?	3	miss	Give me 3 sentences about the word miss, and I want the meanings to be different.	4	hers	What does the word “hers” mean in the sentence? Tell me in English.	5	lonely	What can you do when you feel lonely or no one understands you?	23 mins	Screen Projector Internet Computer blackboard
1	thin	What things are thin?																
2	Pretty	When do we use the word pretty? What makes a person pretty?																
3	miss	Give me 3 sentences about the word miss, and I want the meanings to be different.																
4	hers	What does the word “hers” mean in the sentence? Tell me in English.																
5	lonely	What can you do when you feel lonely or no one understands you?																

6	blow	What can you blow on, like candles on a birthday cake? What else?		
7	towel	When you take a shower, what will you use except for a towel?		
<p>Assessment Methods: The teacher will ask questions to apply interactive techniques to check students' pronunciation and identification of target words, and the teacher will emphasize repeated use of the target vocabulary throughout the conversations.</p>			15 mins	Screen Projector Internet Computer
<p>【Vocabulary activity】</p> <p>1. Scrabble:</p> <p>a. The teacher will explain how to play Scrabble, showing students how to form words using letter tiles. They will earn 2 points for correct answers without hints and 1 point with hints. Examples:</p> <p><u>a s a d l</u> □ salad (hint: a light dish with fruit and vegetables)</p> <p>b. Students will be paired up to play Scrabble together, promoting teamwork and collaboration.</p> <p>c.</p> <p style="text-align: center;"><u>Introduce how to play the game</u></p> <p>T: Now we are going to play a game called “Scrabble”. Do you know scrabble? (The teacher is also typing the word in the search bar to let students see the word.)</p> <p>S: No.</p> <p>T: The word means you are looking for words, like this. (Show the picture of scrabble board game)</p> <p>S: Ah!</p> <p>T: So tell me how to play Scrabble? You need to find the?</p> <p>S: Words? Letters?</p> <p>T: Yes! Now look at this word, there are a s a d l. What word can it be?</p> <p>S: salad?</p> <p>T: You just did a great job!</p> <p>2. Define words:</p> <p>BASIC</p> <p>The teacher will guide students in understanding the rules of the Define Words game, illustrating effective ways to convey the target word without directly stating it. Students will learn to use body gestures, drawings, and giving synonyms or antonyms to communicate with their partner.</p> <p>Note:</p> <p>In each team, there are two students. If any students feel shy, the teacher can mix up the teams to make them feel less pressured.</p> <p style="text-align: center;"><u>Introduce how to play the game</u></p> <p>T: Now we are going to play another game called “Define word”, that means you need to tell your friend what the word is, but you can’t say that word or show</p>				

<p>body language. Like this, the word is salad, but you can't say the word, and I don't know the word, either. How can you help me? S: It's about food? T: That's right! Um... is it a banana? S: No. T: What else do you know about the word? Is it a fruit? S: No. T: Can you tell me more about this word? "Pointing the word without turning back and seeing the word" S: There is fruit and.. T: There are fruits and ..? S: There are fruit and vegetables. T: Is it salad? S: Yes! T: Good job, everyone!</p> <p>ADVANCED The teacher can set 1 minute for each team and see how many words the guessing person can get. It is to make the game more fun and challenging. Note: In each team, there are two students. If any students feel shy, the teacher can mix up the teams to make them feel less pressured.</p> <p>Assessment Methods: The teacher will observe students' vocabulary knowledge and comprehension in activities like Scrabble and word definition games. And the teacher will need to be aware of time management and show a demo after explaining the game instructions.</p> <p>【Wrap-up】 Ask students to reflect on what they have learned about today's class.</p>	2 mins	
General assessment Method (Content/Tools/Criteria, etc.)		
<p>The teacher observes students' engagement, collaboration skills, and how they use the vocabulary words during the activity. If students show weakness or lack clarity in their understanding, the teacher can ask different questions. Simultaneously, the teacher needs to pay attention and point out areas where students may need improvement. For example, if students struggle with the pronunciation of "pretty," the teacher can prompt them to think of similar words like "kitty" to aid pronunciation. Similarly, when students encounter difficulty identifying words, the teacher offers contextual clues or examples, such as describing "salad" as a dish containing various vegetables and fruits. These techniques support students' understanding and encourage them to engage more actively in learning.</p>		

Second Period		
<p>【Warm-up activity】</p> <ol style="list-style-type: none"> 1. Connect to the previous class. Ask students to think how it feels to be a pet cat and a stray cat. This is to encourage creativity and activate prior knowledge. 2. Encourage students to talk about their ideas, and show students' answers on the screen. <p>Assessment Methods: During brainstorming, write students' ideas in a shared document. Encourage creative ideas. And prompt students to share personal experiences or engage in deep reflection to stimulate further discussion and enhance their communication abilities.</p>	5 mins	Screen Projector Internet Computer
<p>【Vocabulary-building activity】</p> <ol style="list-style-type: none"> 1. There are 15 words for today. And have students repeat the vocabulary words. 2. The teacher will pick out 3 words and ask 3 volunteers to read the sentences on page p.116. The words are paw, little and free. 3. The teacher will ask related questions to the whole class. <ol style="list-style-type: none"> a. paw e.g. What animals do you know that have paws? e.g. Can you describe how it feels when you touch a paw? b. little e.g. What is something you think is "little", but it is very important to you? c. free e.g. What does the word "free" mean to you? <p>Assessment Methods: The teacher will ask questions to apply interactive techniques to check students' pronunciation and identification of target words, and the teacher will emphasize repeated use of the target vocabulary throughout the conversations.</p>	10 mins	Screen Projector Internet Computer
<p>【Grammar-building activity】</p> <ol style="list-style-type: none"> 1. Show students a pen and ask students to use adjectives to describe the pen. 2. Based on the sentences provided by students, the teacher will take out another pen that emphasizes the level of the described feature. For instance, the teacher shows a blue pen. A student says, "The blue pen is long." The teacher will take out an even longer pen for further description. 3. The teacher constructs sentences based on the object, "The blue pen is long, but the green pen is longer." Discuss the meaning of "longer" with students and ask them to think about what might be even longer than the pen. Encourage students to create sentences like "_____ is longer than the pen." <u>Note:</u> Here, there might be a few students giving out some examples that are not able to compare. "People" for example. Remind students that comparative adjectives can only be used to compare similar objects. 4. Go to the textbook and explain the usage of comparative adjectives. 5. Guide them through practice exercises on pages 15 to 17. 	20 mins	Screen Projector Internet Computer two pens (one is longer than the other pen)

<p>Assessment Methods: Monitor students' engagement in participation, accurate adjective usage, and recognition of appropriate comparison contexts.</p>		
<p>【Grammar activity】 1. Put students in pairs. 2. Explain the rules of the game. The screen will show two pictures, and each team has one minute to create as many sentences as possible. However, each sentence must contain a comparative adjective. Making one sentence means one point. At the end of the game, the first three teams with the highest scores will be rewarded with prizes.</p>	8 mins	Screen Projector Internet Computer Blank paper
<p>Assessment Methods: Monitor students' engagement and participation in class discussions. Take notes if any errors and provide timely reminders to support ongoing improvement.</p>		
<p>【Wrap-up】 Ask students to reflect on what they have learned about today's class.</p>	2 mins	
General assessment Method (Content/Tools/Criteria, etc.)		
<p>The teacher can move around in the class to observe students' engagement, collaboration skills, and how they use the vocabulary words and grammar into their sentences during the activity. Simultaneously, the teacher needs to pay attention and point out areas where students may need improvement. For instance, if a student makes errors in comparative adjectives without realizing, the teacher employs a structured approach by providing a sentence pattern like "___ are bigger than dogs." By prompting students to fill in the blank and collecting their responses, the teacher can create a supportive environment for shared learning. Additionally, the teacher can compile these sentences into a document for all students to hear and see, encouraging further participation and idea-sharing. This approach helps all the students learn or review words together and fix any mistakes they might have made before.</p>		

Third Period

【Warm-up activity】

Connect to the previous class. Ask students to look at the pictures on page 1 and 2. Encourage them to identify any differences they observe. Afterward, prompt them to share their thoughts on what they think the story will be about based on the images.

Book Introduction:

Discuss what is important to build positive relationships. Guide students to know some words: empathy and mutual understanding.

Assessment Methods:

During brainstorming, write students' ideas in a shared document. Encourage creative ideas. And prompt students to share personal experiences or engage in deep reflection to stimulate further discussion and enhance their communication abilities.

【Reading activity】

1. Read Aloud

Read the picture book aloud. Pause at key points in the story and ask students how they would feel if they were the cat or the girl. Use body language to help students understand what the story says.

2. Check Comprehension

Guide students to finish the exercises on page 12.

3. Discussion and reflection

Ask students a few questions to guide students in analyzing the characters, plot, and themes of the story, with a specific focus on identifying instances of mutual understanding. The questions are:

- a. Who is in the story? What are they doing?
- b. What problem or challenge do the characters face in the story?
- c. Where do you see mutual understanding in the story?
- d. Which part is your favorite?

4. Emotion Mapping

Round 1

- a. Pass down sticky notes to each student and ask them to imagine they are the cat. And ask them to note down how they would feel in the most engaging part of the story. Put it on the corresponding picture.
- b. encourage students to share their thoughts. Emphasize the diverse feelings.

Introduce how to play the game

T: Now I have two sticky notes. One is yellow and the other is purple. On this purple sticky note. I want you to write down some words or sentences. Now, everyone. Please look at the picture in my hands. What do you see? (The girl is taking a bath for the cat.)

S: The girl is taking a bath for the cat.

T: Umhm. Now look at the girl, is she happy or sad?

S: Happy.

T: How about the cat?

3 mins

Screen
Projector
Internet
Computer

25 mins

Screen
Projector
Internet
Computer
Sticky notes
Screenshots
of relevant
pictures from
the textbook

<p>S: It's happy, too.</p> <p>T: Okay. And let's think, if you were the girl. (pointing at everyone in the classroom.) If you were the girl, how would you feel? Don't tell me now! But I want you to write on the paper. (Give each student a yellow sticky note).</p> <p>T: And I have more pictures here. I want you to walk around the class and choose only one picture. Choose the one you have the most special feeling or the one you want to share your feelings with. write it down on the note. If you were the girl, what would you feel? Are you happy to have a cat with you? Do you feel tired of taking a bath for a cat? Write down your thoughts or feelings. I am excited to see how you feel. (While students are choosing, the teacher may notice some students unsure of what to do. The teacher approaches them and asks guiding questions about the picture to help them understand the task.)</p> <p>Round 2</p> <p>a. Repeat the process, but this time, students should imagine being the girl in the story. Ask them to note down how they would feel in the most engaging part of the story.</p> <p>Conclusion</p> <p>a. Engage the class in a conversation about how our feelings and thoughts are different. And why feelings may differ among individuals. We will enrich our understanding only when we can truly understand diverse perspectives.</p> <p>b. Give students one picture of a driver waiting for an old man crossing the street. Prompt questions like: What may the driver feel? How about the old passenger?</p> <p>c. Ask students to think about what both the driver and the old passenger do to make them feel better. Here is to focus on the importance of understanding and addressing the emotions of others.</p> <p>Assessment Methods: Evaluate students' comprehension through exercises and discussions covering characters, plot, themes, and mutual understanding. The teacher will know how much the students understand, and the teacher can adjust the lesson later.</p> <p>【Wrap-up】 Ask students to reflect on what they have learned about today's class.</p>	<p>2 mins</p>	
<p>General assessment Method (Content/Tools/Criteria, etc.)</p>		
<p>The teacher pays attention to students' feelings and motivates them to share their emotions. The goal is to create an environment where students can influence and support each other emotionally. If students are stuck with a certain word, the teacher can write down the incomplete sentence in a document, so all the students know how we are forming a sentence and providing words. For example, if students say "The girl is not ... any more. And they want to say "lonely", but they forgot the word, then the teacher can show students how many letters the word has, like _ _ _ _ _ . If students still don't get the clue, then the teacher can show part of the word, like _ _ _ _ l y. This approach helps students learn and remember words more easily.</p>		

教學提醒	The teacher should notice students' emotions and encourage them to express their feelings.
參考資料	
附錄	The link: https://shorturl.at/cfuvy

Reflection after the class

I actually had my first class with the students. I focused on reviewing the third term exam from the previous semester and had students read the vocabulary words. Also, I asked students to highlight certain words for further discussions later.

About the class I just had today, everything went smoothly, and students were a little nervous, which made me want to start the fun games quickly because I knew they would like them. Just as expected, students did a great job. They followed the instructions, supported each other and made efforts to participate (for some students, they just had their little triumph) and it was really nice to see, especially for those who were unsure at first.

If I had a chance to have the lesson one more time with the same class, I would consider selecting students with lower academic performance to lead the demonstrations because usually when it comes to a competition, more active students tend to respond faster, potentially leaving quieter or less motivated students behind. Class 802 is composed of tolerant and active students (with a higher level of engagement compared to other classes.). They tend to learn by doing or playing games. I feel today's lesson went well even though it still has room for improvement, and also students told me they liked the games as well.

Overall, I am pleased with how today's lesson unfolded, though there is always room for improvement. Feedback from students indicates that they enjoyed the games, showing that interactive activities are effective in learning.

About the design for the second and third classes, I will continue to upload students' work and records like photos to Google Drive since I don't have enough time to manage all three classes starting from the first day of this semester. However, I am eager to observe and document the remaining two classes. And thank you for all of you reading the message I left in the reflection.

About the design for the second and third classes, I will keep uploading records, like photos and students' work, to Google Drive because I don't have enough time to do all the three classes. However, I am eager to observe and document the remaining two classes. In the end, I appreciate everyone taking your time to read my reflection and all the documents.