


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
黎明國小 以英語授課為主課程教案

| 單元/主題名稱: Be a Good Helper | | | | | |
|---------------------------|--|---|---|-----|---------------------|
| 班級 | 4 年 3 班 | 教學者 | 周儀 | 設計者 | 周儀 |
| 版本 | 何嘉仁 Super Fun 3 及自編 | 授課節數 | 共 4 節 | 時間 | 2/27 13:30~14:10 |
| 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 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-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 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。 | 1. 應用英文閱讀策略:4W1H 2. 好幫手影片賞析及繪本閱讀 3. 職業的好幫手人格特質討論 4. 繪本故事句子與 4W1H 問句配對 | | |
| 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。 | 1. 好幫手人格特質單字/句子聽說讀寫練習 2. 口語朗讀英文短文 3. 4W1H 口語及書寫問答 4. Running Dictation | | |
| 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。 | 1. Running Dictation 2. 宣傳好幫手理念-海報製作 | | |
| 設計理念 | <p>本課程設計，作為教科書故事內容的延伸教材，教師採自編，透過學生的先備學習經驗為奠基石，發展「Be a Good Helper」為主題的課程活動。有別於傳統英語課堂強調的英語聽說讀寫技能訓練，本課程更是融入情意的教學，討論好幫手行為與人格特質，鼓勵學生實踐好幫手行為。教師提供全英語的完整課堂情境，包含視覺(圖文簡報)、聽覺(主題相關語句在各節課中重複輸入)、動覺(教師豐富肢體語言)的輔助，以及多元教材的融入(繪本、好幫手獎勵貼紙、好幫手學習單、好幫手海報繪製)，不分英文程度的學生都能理解、參與，甚至是產出，逐漸理解，願意實踐好幫手行為。</p> <p>教師課程規劃宗旨，期望實現「認知、情意、技能」齊頭並進發展的模範課例，並期待三方的相輔相成，不論是英語語音、語意、語用知識的學習(認知)，或是願意實踐好幫手行為(情意)，與英語聽說讀寫及閱讀策略(4W1H)的練習(技能)，創造互為鷹架的概念，幫助學生搭建全英學習的穩固基地。</p> | | | | |
| 學習目標 | 1. 學生能以英文句子口語與書面辨認/描述好幫手人格特質。 2. 學生能運用 4W1H(Who? Where? Why? How? What?)學習策略，於英語故事閱讀時，擷取資訊。 3. 學生能應用英語語音知識(母音、子音、音節)放聲朗讀主題相關單字、句子、段落。 4. 學生能依視覺情境提示，理解英文段落意思，並以口語表達。 5. 學生能嘗試以英文就主題「好幫手」與教師進行口語交談。 6. 學生能嘗試身體力行實踐好幫手行為，並鼓勵他人一起實踐(如:製作海報宣傳)。 | | | | |

| | 學習表現 | 學習內容 | | |
|---|---|---|---|--|
| 學習重點 | ◎ 2-II-5 能使用簡易的日常生活用語。 ◎ 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 ◎ 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 6-II-3 樂於回答教師或同學所提的問題。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 | Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎ Ac-II-2 簡易的生活用語。 B-II-1 第二學習階段所學字詞及句型的生活溝通。 | | |
| 教材分析 | Vocabulary (nine traits of a good helper) kind, nice, friendly, caring, helpful, patient, listen, share, a team player Sentence 1. Who is a good helper? 2. Where is the good helper? 3. Why does a good helper help? 4. How does a good helper help? 5. What makes a good helper? What is a good helper? A good helper is _____. 6. What can a good helper do? A good helper can _____. 7. You are <u>friendly</u> . You can help. You are a good helper. | | | |
| 教學流程與表現任務 | | 時間 | 教學媒材 | 評量方式 (內容/工具/標準等) |
| <第一節> 暖身活動 1. 好幫手人格特質單字介紹: kind, nice, friendly, caring, helpful, patient, listen, share, a team player 教師引導學生利用英語語音知識(母音、子音、音節), 嘗試唸讀單字字卡, 教師利用肢體語言與學生互動, 帶出單字意義, 師生進行英文口語問答, 帶出今日課程主題問句: What makes a good helper? T: Say the word. Ss: (Look at the word card.) <u>Nice</u> . T: How many sounds can you hear? Ss: Three sounds. T: Say the sounds. Ss: N, i_e, c. Nice. T: I can help you. I am a good helper. I am <u>nice</u> . T: What makes a good helper? Ss: A good helper is <u>nice</u> . 2. 好幫手人格特質單字聽讀練習 學生每人拿到好幫手人格特質單, 仔細聽教師以主題(Be a Good Helper)佈題的單字/句子, 在單上將聽到的特質指認出 | | 15' | 閃示卡 「好幫手」特質單 | 能依據語音知識(母音、子音、音節)正確朗讀新字。 能聽辨英文語音與認讀其對應單字。 |

來。

| | | |
|--|---|--|
| 1  kind | 2  nice | 3  caring |
| 9  friendly | What is a good helper? 什麼是一位好幫手? | 4  helpful |
| 8  patient | | 5  team-playing |
| 7  sharing | 6  listening | |

T: I say a word/sentence. Please point to the word you hear on the boards.

T: Teddy shows Grandpa around. He is friendly.

Ss: (Listen and point to the words.) I am done!

T: (Circulate to check the answer.) Say the sounds and the word.

Ss: F, r, ie, n, d, l, y, friendly.

T: Great! Good job!

3. 好幫手人格特質貼紙獎勵

教師發予好幫手人格特質貼紙，鼓勵學生在任務中，表現實踐課堂中所學習的好幫手人格特質。



T: If you are a good helper, I will give you a good helper sticker.

T: You look at me. You listen to me. You are listening. You will get a sticker of "listening."

T: You can wait. You are patient. You will get a sticker of "patient."

T: You can help your teammates. You are a team player. You will get a sticker of "team-playing."

S: (Follow the teacher to point to the words.)

T: (Give the student a sticker of listening.) You are listening. Great!

發展活動

1. 口語朗讀英文短文「一位好幫手」

依據故事簡報上圖文，學生全體放聲閱讀，回憶學過的短文故事內容。(短文內容詳見:參考資料一)

T: I know you know the story. Can you read?


「好幫手」
人格特質貼
紙

能身體力行實踐
好幫手人格特
質。

15'

故事簡報

能以適當的語速
及正確的語音，
放聲閱讀英文段
落故事。

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| <p>Ss: Yes, I can! T: Read aloud, please! Go! Ss: (Read aloud the story together.) T: Amazing. Every team gets one point. Good job!</p> <p>2. 教師介紹，學生應用英文閱讀策略:4W1H(Who? Where? Why? What? How?) 教師透過教室布置字卡及簡報介紹4W1H的語音及涵義，並根據英文短文「一位好幫手」內容，與教師做英文口語問答。</p>  <p>T: (Show word cards of 4W1H) Can you say the word? Ss: Who/Where/How/Why/What. T: Good job! T: In the story “A Good Helper,” who is the good helper? Ss: Emma/Teddy is a good helper. T: Where is the good helper? Where is Emma/Teddy? Ss: Emma is in the living room. Teddy is in the bedroom. T: How does the good helper help? How does Emma/Teddy help? Ss: Emma can bring the food. Teddy can show Grandpa around. T: Why does the good helper help? Why does Emma/Teddy help? Ss: Emma’s mother can’t bring the food. Grandpa can’t see. T: What makes a good helper? Emma/Teddy is? Ss: Emma is kind/helpful. Teddy is nice/patient. T: Emma is kind. Teddy is nice. Is Emma/Teddy friendly? Why? Ss: Yes, he/she is. (以中文補充說明其他理由)</p> <p>3. 好幫手人格特質貼紙獎勵 教師發予好幫手人格特質貼紙，鼓勵學生在問答中，表現實踐課堂中所學習的好幫手人格特質。</p> <p>T: You can answer my question. You can listen. You are helpful. Ss: (Get stickers of “listening” and “helpful.”) T: Good job!</p> <p>綜合活動 1. 好幫手影片賞析 教師播放影片，內容關於主角如何幫助盲人老先生赴餐廳享用美食，學生觀看，教師途中提醒觀看重點:Who?Where?Why?</p> | <p>10'</p> | <p>閃示卡 簡報</p> <p>「好幫手」人格特質貼紙</p> <p>「好幫手」影片閃示卡</p> | <p>能從故事圖文找出線索，依4W1H的問句含意，正確口語回答。</p> <p>能身體力行實踐好幫手人格特質。</p> |
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How?What?, 並將問句提示布置於講台前, 供學生參考。



影片連結: <https://www.youtube.com/watch?v=IB5pJ4VxvE&t=5s>

T: I am going to play a video of a good helper. Please watch carefully. Find "Who is the good helper? Where is the good helper? Why does the good helper help? How does the good helper help? What makes a good helper?"

2. 師生依據英文閱讀策略(4W1H)口語問答

影片播放完畢後, 教師再次依 4W1H 提問, 學生口語回答。

T: In the video, who is the good helper?

Ss: Mike is a good helper.

T: Where is the good helper? Where is Mike?

Ss: He is in Emma's house.

T: How does the good helper help? How does Mike help?

Ss: He can show Emma's grandpa to the food shop.

T: Why does the good helper help? Why does Mike help?

Ss: Emma's grandpa can't see.

T: What makes a good helper? Mike is?

Ss: Mike is nice/kind/helpful/caring/friendly.

T: Is Mike caring? Why?

Ss: Yes, he is. (以中文補充說明其他理由)

3. 複習今日課程主題問句: **What makes a good helper?**

師生口語問答好幫手的人格特質。

T: What makes a good helper? A good helper is?

Ss: A good helper is kind/nice/friendly/caring/helpful/patient/listen/share/a team player.

4. 回家作業: 「好幫手」故事學習單一張

教師分發「好幫手」故事學習單, 請學生課後觀看故事影片作答。(學習單內容詳見: 附錄一)

T: Today's homework is a worksheet "A Good Helper". Please do it at home. Goodbye.

Ss: Thank you, Vicky. Goodbye, Vicky.



能依 4W1H 提示, 嘗試在影片中, 找出對應答句, 並口語描述答案。

能以正確的語音口語說出好幫手人格特質。

「好幫手」故事學習單

能依學習單提示, 完成主題相關聽說讀寫的任務。

第二節
暖身活動

1. 好幫手人格特質單字複習

教師引導學生再次利用英語語音知識(母音、子音、音節), 嘗

15'

閃示卡

能依據語音知識(母音、子音、

試唸讀單字字卡，教師利用肢體語言與學生互動，複習單字意義，師生進行英文口語問答課程主題問句：What is a good helper?

T: Say the word.
 Ss: (Look at the word card.) Friendly.
 T: How many sounds can you hear?
 Ss: Seven sounds.
 T: Say the sounds.
 Ss: F, r, ie, n, d, l, y, friendly.
 T: The vowels are?
 Ss: The vowels are ie and y.
 T: One vowel, one syllable. How many syllables did you say?
 Ss: Two syllables. Friend, ly.
 T: I see a new friend. I say "Hi!" I am a good helper. I am friendly.
 T: What is a good helper?
 Ss: A good helper is friendly.


2. 好幫手人格特質單字聽說讀寫練習

學生每人拿到好幫手人格特質單，仔細聽教師以主題(Be a Good Helper)佈題的句子，在單上將聽到的特質指認出來，並在背面寫出聽到的句子。

音節)正確朗讀新字。

「好幫手」
 特質單
 白板筆

能聽辨英文語音
 與認讀其對應單
 字。

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| <p>T: I say a sentence. You read and circle the word you hear. Flip the board to the back and write the sentence I say. You are done. You wait. Don't show anyone your answer. I count to three. Your hands up!</p> <p>T: Teddy is friendly. One, two, three! Boards up!</p> <p>Ss: (Raise all the boards up.)</p> <p>T: (Circulate to check the answer.) Well-done. Say the sentence.</p> <p>Ss: Teddy is friendly.</p> <p>T: Great! Good job! Please erase the boards. Next!</p> <p>3. 好幫手人格特質貼紙獎勵</p> <p>教師發予好幫手人格特質貼紙，鼓勵學生在任務中，表現實踐課堂中所學習的好幫手人格特質。</p> <p>T: If you are a good helper, I will give you a good helper sticker.</p> <p>T: You look at me. You listen to me. You follow me. You are listening. You will get a sticker of "listening."</p> <p>T: Great! Fantastic!</p> <p>發展活動</p> <p>1. 依據英文閱讀策略(4W1H)，看故事圖片師生口語問答</p> <p>依據故事簡報上圖文，教師依 4W1H 提問，學生口語回答。</p>  <p>T: Look at the picture. Read the questions.</p> <p>Ss: Who is the good helper? Where is the good helper? How does the good helper help? Why does the good helper help? What is the good helper?</p> <p>T: Look at the picture. Who is the good helper? Answer me.</p> <p>Ss: Emma is the good helper.</p> <p>T: Look at Emma. Where is the good helper? Where is Emma?</p> <p>Ss: Emma is in the living room.</p> <p>T: Emma can help her mother. How does the good helper help?</p> <p>Ss: Emma can bring the food.</p> <p>T: Emma is the good helper. Why does Emma help her mother?</p> <p>Ss: Emma is nice. /Emma's mother can't bring the food.</p> <p>T: Emma is a good helper. What makes Emma a good helper? Emma is?</p> <p>Ss: Emma is <u>helpful</u>.</p> <p>T: Emma is <u>helpful</u>. Great! She is a good helper.</p> <p>2. 教師導讀繪本"The Invisible Boy"上半部</p> <p>教師改寫並導讀「好幫手」主題相關繪本"The Invisible</p> | <p>15'</p> | <p>「好幫手」人格特質貼紙</p> <p>故事簡報</p> | <p>能身體力行實踐好幫手人格特質。</p> <p>能從故事圖文找出線索，依 4W1H 的問句含意，正確口語回答。</p> <p>能藉視覺提示 (故事圖片及教</p> |
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Boy”，透過故事上半部內容，讓學生看見有需求的孩子，可以主動提供那些幫助，並帶入 4W1H 閱讀策略，進行放聲朗讀與口語問答。(繪本改編內容詳見:參考資料二)

T: We have a new story today. Can you tell me the name?

Ss: “The Invisible Boy.”

T: Please look at the picture and read. (telling the story)

T: Can you tell me? Who can be the good helper? /Where are the good helpers? /Why do the kids help the boy? /How do the kids help the boy? /The kids are good helpers. /What makes them good helpers? They are?

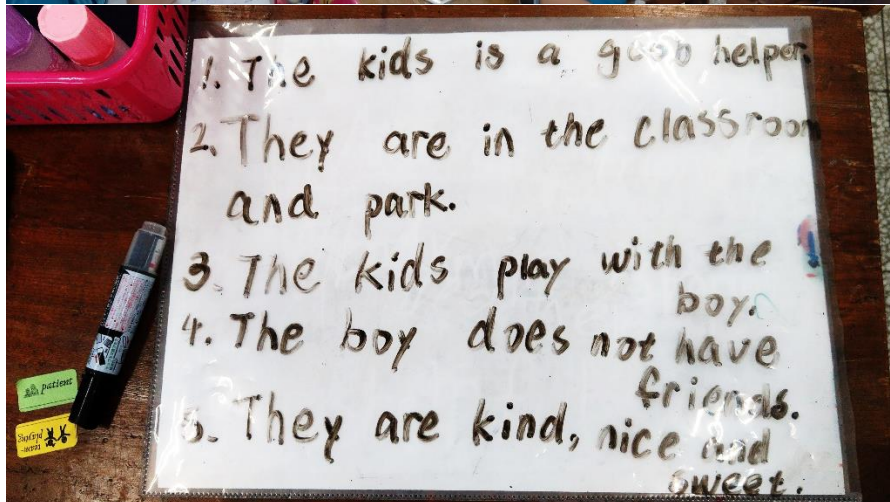
Ss: (依故事內容句，以英文回答)

T: The boy is invisible. He is sad. He does not have friends. He is alone.

綜合活動

1. 學生依據英文閱讀策略(4W1H)書寫回答繪本內容

教師以簡報展示繪本中一場景圖文，並在旁布置 4W1H 問句，學生閱讀，在白板上作答，寫出問句答句。



T: Look at the picture. Read aloud, please.

Ss:(放聲閱讀故事場景句子)

T: Everybody, get whiteboards and whiteboard erasers. Take out your whiteboard markers.

T: We have five questions here. Please write the answers to the five questions on the whiteboards.


T: If you are done, please raise your hands. I will come to you.

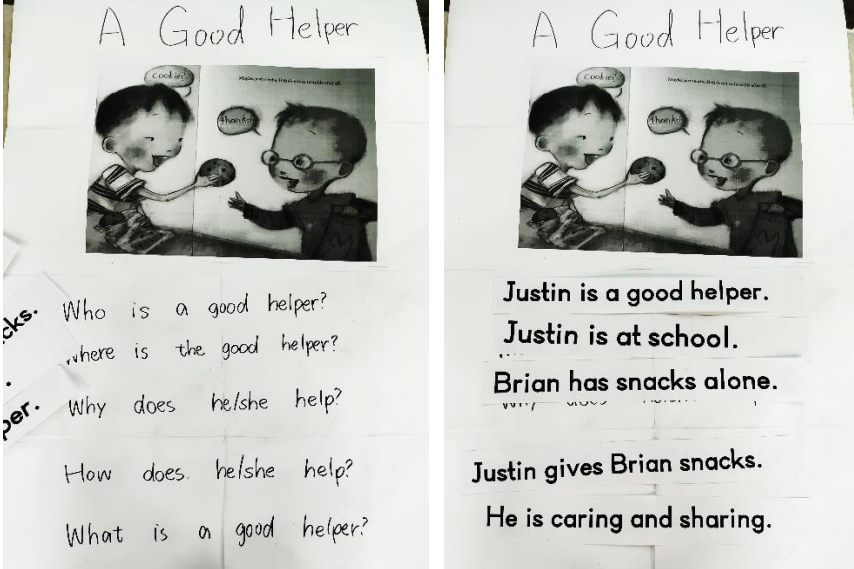
15'

白板
白板筆

師肢體語言)與聽覺提示(英語語音知識)，透過口語用英語正確回答問題。

能藉視覺提示(故事圖文)，正確書寫出問題答句。

| | | | |
|--|-----|----------------------------------|--|
| <p>Check your answers.</p> <p>2. 學生書寫答案核對 教師巡堂檢查學生書寫答案，發現錯誤時，請學生再次唸讀，並閱讀圖片。 S: I am done! T: Read your answers, please. Ss: (學生朗讀自身書寫答案) T: You can write. You did a good job!</p> <p>3. 派發繪本學習單 教師請學生在家完成繪本故事學習單，以4W1H問句為題，閱讀後，寫出答句，並以自身經驗，寫出幫助的方法。(學習單內容詳見:附錄二)</p> | | 繪本故事學習單 | 能依學習單提示，完成主題相關聽說讀寫的任務。 |
| <p>第三節 暖身活動</p> <p>1. 好幫手人格特質單字複習 教師說出主題句:What makes a good helper?, 學生舉手搶答，說出好幫手人格特質，教師同時以英文與學生互動問答。 T: What makes a good helper? A good helper is? S: <u>Friendly</u>. T: Yes! A good helper is friendly. You are friendly, too. Thank you for your answer. Next! A good helper is? S: Caring! T: A good helper is caring. Are you caring? S: Yes, I am. / No, I don't. I am (not) caring. T: Yes, you are. You are caring. /You can be caring.</p> <p>2. 職業的好幫手人格特質聽說讀寫練習與討論 教師以簡報呈現六種職業(a doctor, a nurse, a teacher, a student, a farmer, a cop), 帶入句型(Who is she? She is a <u>doctor</u>. A <u>doctor</u> is a good helper. A <u>doctor</u> is ____.)、單字語音的口語問答複習，並請學生閱讀，將自己選擇的答案，默寫答句於白板上，師生進行口語問答討論原因。</p> <div data-bbox="70 1473 954 1960" data-label="Complex-Block">  <p>What is a good helper?</p> <p>A <u>doctor</u> is _____.</p> <p>A <u>nurse</u> is _____.</p> <p>A <u>teacher</u> is _____.</p> <p>A <u>student</u> is _____.</p> <p>A <u>farmer</u> is _____.</p> <p>A <u>cop</u> is _____.</p> </div> <p>T: Look at the picture. Who is she? Ss: She is a nurse. T: Nurse, nurse. Ss: N, ur, se, nurse.</p> | 20' | 簡報 閃示卡 簡報 白板 白板筆 | 能口語回憶好幫手人格特質(單字)。 能依據不同職業特性，以好幫手人格特質(單字)評價。 能利用語音提示，正確書寫含好幫手人格特質單字的完整句子。 |

| | | | |
|---|------------|-------------------------|---|
| <p>T: And one syllable. The syllable is? Ss: Nurse. T: Thank you. Can you tell me "A nurse is?" This time, let's write. Get a whiteboard and take out your whiteboard markers. If you are ready, please look at me. Let's see who is helpful. T: Now please follow me. I am going to show you the sentences, pictures, and words here. And I will count to three. I will black out and then you can write. Ready, go! T: I count to three. Boards up! A nurse is caring. Why? Ss: (以中文補充說明)</p> | | | |
| <p>3. 好幫手人格特質貼紙獎勵 教師發予好幫手人格特質貼紙，鼓勵學生在任務中，表現實踐課堂中所學習的好幫手人格特質。</p> | | <p>「好幫手」人格特質貼紙</p> | <p>能身體力行實踐好幫手人格特質。</p> |
| <p>發展活動 1. 教師導讀繪本 "The Invisible Boy" 下半部 教師改寫並導讀「好幫手」主題相關繪本 "The Invisible Boy"，透過故事下半部內容，讓學生看見有需求的孩子，可以主動提供那些幫助，並帶入 4W1H 閱讀策略，進行放聲朗讀與口語問答。(繪本改編內容詳見:參考資料二)</p> | <p>10'</p> | <p>故事簡報</p> | <p>能藉視覺提示(故事圖片及教師肢體語言)與聽覺提示(英語語音知識)，透過口語用英語正確回答問題。</p> |
| <p>綜合活動 1. 繪本故事句子認讀 學生分組，教師派發每組海報一張、繪本故事句條一組、繪本插圖一張，每位組員分配一句條，學生仔細聽教師所唸句子，閱讀手中句條，若符合就舉高給教師檢查。 T: I am going to say a sentence. And you read, listen, and show me the sentence, if you have the sentence in your hands. Let's try. T: If I say, "Brian is a good helper." Show me, "Brian is a good helper." 2. 繪本故事句子與 4W1H 問句配對 各組放聲閱讀海報上問句及繪本插畫，將手中句條配對至對應問句上，完成後，教師巡堂檢核，請各組個別朗讀答案給教師聽。</p> | <p>10'</p> | <p>海報 句條 插圖</p> | <p>能聽讀繪本故事句子。 能了解 4W1H 問句含意，配對答句。 能放聲閱讀繪本故事句子。</p> |
|  | | | |

| | | | |
|---|-----|-------|------------------------|
| <p>S: I am done! T: Read aloud, please. Ss: (學生朗讀自身答案) T: Good job! Please close the poster. Put everything back nice and neat. Thank you.</p> <p>3. 派發繪本學習單 教師請學生在家完成繪本故事學習單，請學生課後觀看繪本影片作答。(學習單內容詳見:附錄三)</p> | | 繪本學習單 | 能依學習單提示，完成主題相關聽說讀寫的任務。 |
| <p>第四節 暖身活動 1. 「好幫手」主題活動回顧 教師帶領學生回顧主題活動:九個好幫手特質、4W1H、繪本故事，教師與學生進行英文口語問答，並討論答案的可能。說明今天要進行海報製作，宣傳好幫手行為。</p> <p>T: Look at the topic “Be a Good Helper.” T: We learned about what a good helper is. Can you tell me? What makes a good helper? What can a good helper do? Ss: A good helper is kind, nice, friendly, caring, helpful, patient, a team player. A good helper can listen and share. T: Great! And we’ve reviewed the story “A Good Helper” and learned 4W1H. Can you tell me the 4Ws are? Ss: Who! Where! Why! What! T: Excellent! How about the 1H? Ss: How! T: That’s correct! Read the sentence. Tell me. Who is the good helper? Ss: Teddy is the good helper. T: Why does Teddy help Emma’s grandpa? Ss: Emma’s grandpa can’t see. T: How does Teddy help Emma’s grandpa? Ss: Teddy can show Grandpa around. T: Teddy is a good helper. What makes Teddy a good helper? Ss: Teddy is nice, kind, helpful, patient, friendly, caring, and a team player. T: Why is Teddy <u>caring</u>?</p> | 15’ | 簡報 | 能口述回憶目前為止主題活動內容。 |

Ss: (以中文回答解釋原由)

T: Today, we are going to make a Good Helper poster!

2. 繪本故事複習

教師以簡報呈現繪本“The Invisible Boy”故事，學生依據故事圖文，以英文回答 4W1H。

Why does Justin help Brian? Brian does not have friends.



Brian does not have a team.



Brian draws alone.



Brian has snacks alone.

3. Running Dictation

教師在教室周圍布置問題紙，學生分組，學生跑動尋找並閱讀問題紙，依據學習過的故事內容，回到原組將答案告訴留下的學生，讓其書寫至白板上。完成後，與教師對答案並自評。

Let's do **RUNNING DICTATION!!!**



An old lady is sad.
Her dog is missing.
Ken gives dog food.

How does Ken help the old lady?



Owen is sad. His dad is missing.
Who is the good helper?



Emma's legs hurt.
Mike plays the Lion King.
Mike is a good helper.
Why does Mike help Emma?



Brian says, "Hi!" to the new student. He is a good helper.
What is a good helper?



Emma's mother cooks in the kitchen. Emma brings the food.
How does Emma help her mother?



Emma's grandpa can't see.
Teddy is a guide dog.
He is a good helper.
What is a good helper?



故事簡報

能根據圖文提示，以英文回答 4W1H。

問題紙
白板
白板筆

能根據圖文提示，聽說讀寫回答 4W1H。
能分工合作，為團隊爭取勝利，積極完成任務。

發展活動

1. 宣傳好幫手理念-海報製作






教師帶領學生分組製作好幫手海報，依據教師設計 procedural text 內容，學生分工進行海報繪製。

22'

海報
文具

能與生活經驗連結，將自身可行的好幫手行為圖像化。
能依據書面與口語英文指令，完成任務。
能分工合作，齊心積極完成任務。

Make a Good Helper Poster

| | | |
|--|--|--|
| 製作 | 好幫手 | 海報 |
| <p>Tools 工具</p>  <p>a poster</p> |  <p>a pencil</p>  <p>a ruler</p> |  <p>an eraser</p>  <p>a marker</p> |

Steps 步驟

Step 1 Get a poster, a pencil, an eraser, a ruler, and a marker.

Step 2 Write "A Good Helper" with a pencil on the poster.

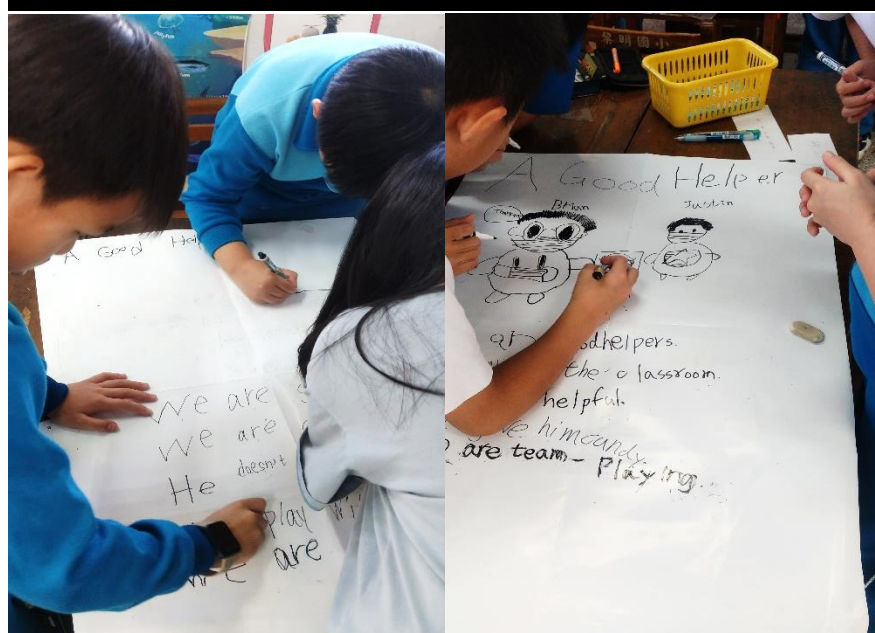
Step 3 Brian does not have a friend. Draw how you help Brian with a pencil, an eraser, and a ruler on the poster.

Step 4 Write the answers to

- "Who is a good helper?"
- "Where are you and Brian?"
- "Why do you help Brian?"
- "How do you help Brian?"
- "What is a good helper?"

Step 5 Trace with a marker.

Step 6 Make a Good Helper poster.



T: Today, let's make a "Good Helper" poster!
 T: Can you read what tools you need? The tools are?
 Ss: A poster, a pencil, an eraser, a ruler, and a marker.
 T: Now let's follow the steps to make a "Good Helper" poster!
 What is step one?
 Ss: Get a poster, a pencil, an eraser, a ruler and a marker.
 T: I count to five. Please get the tools. Go!
 T: Do you all have the tools? Hands up! Great!
 T: Let's go to step two.
 Ss: Write "A Good Helper" with a pencil on the poster.
 T: This is the name for the poster. Please make it big so that I can see it from the back of the classroom. Ready? Go!
 T: Good job! What's step three?
 Ss: Brian does not have a friend. Draw how you help Brian with a pencil, an eraser, and a ruler on the poster.
 T: You may take out your worksheets that you have done before. Choose the best way you can help Brian. And draw on the poster. Make your drawings big, too! Three minutes, go!
 T: What's step four?
 Ss: (以英文朗讀步驟四)
 T: Now read your drawings. Write the answers to the questions with a pencil. Number one writes "who." Number two writes "where." Number three writes "why." Number four writes "how." Number five writes "what." Three minutes, go!(學生被教師指定號碼, 分配書寫任務)(教師巡堂指導)
 T: Step five?
 Ss: Trace with a marker.
 T: One minute, go!
 T: Well-done! This is your Good Helper poster!

2. 好幫手人格特質貼紙獎勵

教師發予好幫手人格特質貼紙, 鼓勵學生在任務中, 表現實踐課堂中所學習的好幫手人格特質。

綜合活動

1. 海報文本謄寫

教師發學習單(見附錄四), 學生將海報上的文本句子謄寫。



T: I pass out the sheets. Please write the sentences on the poster onto the sheets. Go!

「好幫手」
人格特質貼
紙

能身體力行實踐
好幫手人格特
質。

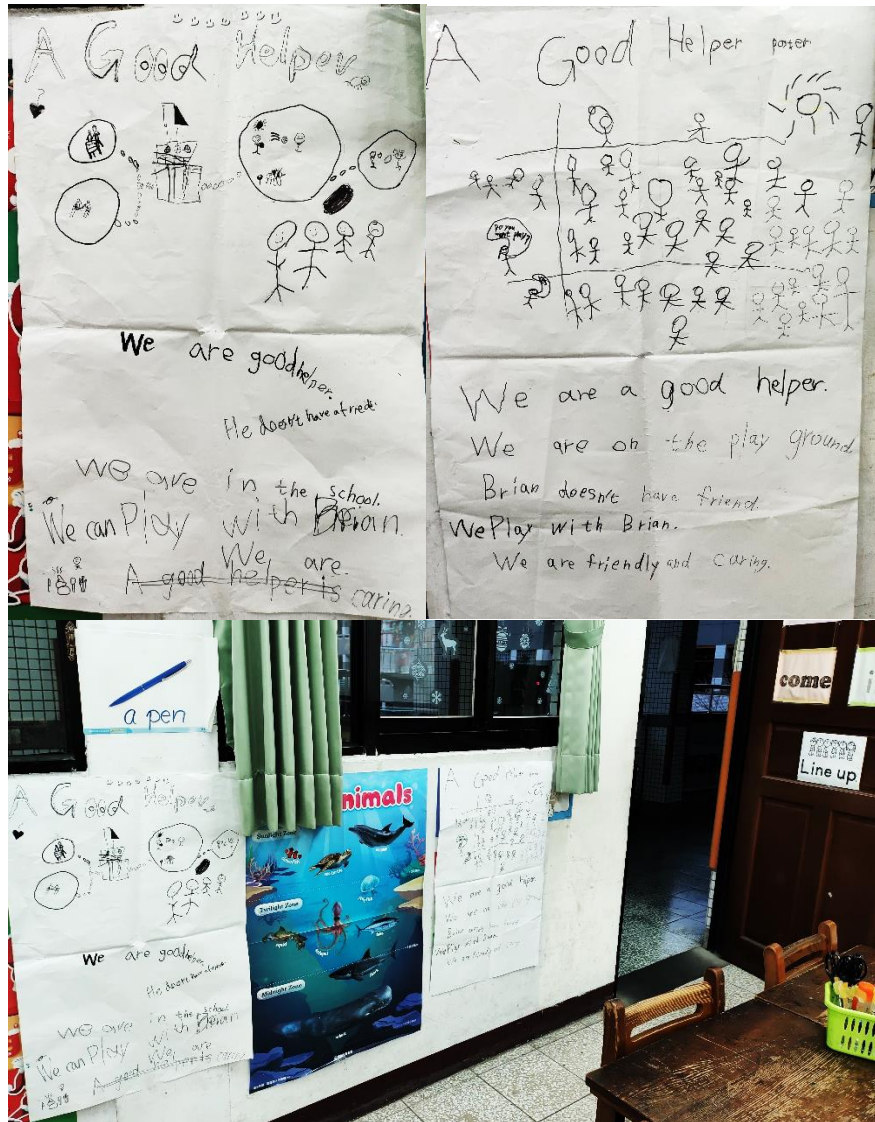
3'

學習單

能讀寫英文句
子。

2. 好幫手海報張貼

師生一齊將海報成品張貼在教室內/外，達到宣傳好幫手行為的效果。



T: You are good helpers. Please help me. Let's post the poster in/outside the classroom.

3. 派發回家功課

教師指示，學生在家根據學習單上文本進行說讀練習三遍。

T: Read the sentences three times at home.

膠帶

能嘗試推廣好幫手行為。

學習單

能唸讀英文句子。

參考資料

1. 英文短文「一位好幫手」：<https://www.youtube.com/watch?v=KhTRhaWjQOE>



2. 繪本「The Invisible Boy」改編：<https://www.youtube.com/watch?v=9b0K2PX1cdA>



1. 「好幫手」故事學習單一張(正反兩面)

四年級英文閱讀學習單(Super Fun 3 Story 2)

NAME名字

CLASS班級

NUMBER號碼

家長簽名

A Good Helper

by Vickey C
pictures by Super Fun 3



觀看故事影片
請掃QR code



Vickey的英文教室



Read and fill in the blanks. (觀看完故事影片後，閱讀題目填空)



The story name is _____



These are the 3 sentences in the story. (寫出故事中出現的三個句子)

.....
.....
.....
.....
.....
.....
.....



I've watched the story for _____ times. (寫出你看完故事影片的次數)

Read and circle the answers. (根據故事影片，閱讀題目後，將答案圈起來)

An old man A guide dog A teacher is a good helper.

Emma can can't see. Emma's grandpa can can't see.

Emma's mother brings cooks the food in the yard. kitchen.

附錄

Questions and answers. (根據故事影片內容，閱讀問句，寫出答句)

Question 1. Does Emma have a turtle? (簡答short answer+詳答long answer)

Answer 1.

.....
.....
.....

Question 2. Can Emma's grandpa see? (簡答short answer+詳答long answer)

Answer 2.

.....
.....
.....

Question 3. Where is Teddy?

Answer 3.

.....
.....
.....

Read and write. (練習寫故事出現的英文單字或句子)



kitchen

.....
.....
.....



bathroom

.....
.....
.....



bedroom

.....
.....
.....

Team We Can Help have snacks in the living room.

.....
.....
.....

2. 繪本學習單(正反兩面)

What is a Good Helper?

4W1H Reading and Writing-1

Class: 40__ Team: __ Number: ____ Name: _____

| |
|----|
| 得分 |
| |

The Invisible Boy

Brian is an *invisible* boy. He has no friends. In the school, he plays ball alone(獨自). He has snacks alone. He draws alone. Justin can help Brian. He plays ball with Brian. He is kind and team-playing. He has snacks with Brian. He is nice and sharing. He says "Good job!" to Brian. He is friendly and caring. Justin is a good helper! He is sweet!

A. Read the story. Read the questions and write the answers. 讀寫句子。

Question 1: Who is a good helper?

Answer 1: _____

Question 2: Where is the good helper?

Answer 2: _____

Question 3: How does the good helper help?

Answer 3: _____

Question 4: Why does the good helper help?

Answer 4: _____

Question 5: Justin is a good helper. What is a good helper?

Answer 5: _____

B. Draw and write. 成為 Justin，畫出你如何幫助 Brian，並寫出來。

You are Justin. Brian is your friend. He is alone(孤獨的). Draw and write how you help Brian.



Question 1: Who is a good helper?

Answer 1: _____

Question 2: Where are you?

Answer 2: _____

Question 3: How do you help?

Answer 3: _____

Question 4: Why do you help?

Answer 4: _____

Question 5: You are a good helper. What is a good helper?

Answer 5: _____

3. 繪本學習單(正反兩面)

四年級英文閱讀學習單Story Time

NAME名字

CLASS班級

NUMBER號碼

家長簽名

The Invisible Boy

by Vickey C
pictures by Super Fun 3



觀看故事影片
請掃QR code



Vickey的英文教室



Read and fill in the blanks. (觀看完故事影片後，閱讀題目填空)

The story name is _____

These are the 3 sentences in the story. (寫出故事中出現的三個句子)

I've watched the story for _____ times. (寫出你看完故事影片的次數)

Read and circle the answers. (根據故事影片，閱讀題目後，將答案圈起來)

A kid A farmer A teacher is a good helper in the story.

Justin Brian The kids does not have friends.

Brian meets a new friend. He says "Hi!" "Cool!" "Good Job!"

Justin give Brian snacks. Justin is angry. listening. sharing.

Questions and answers. (根據故事影片內容，閱讀問句，寫出答句)

Question 1. Who is a good helper?

Answer 1.

.....

.....

Question 2. How does Justin help Brian?

Answer 2.

.....

.....

Question 3. Why does Justin help Brian?

Answer 3.

.....

.....

Question 4. You are Justin. How can you help Brian?

Answer 4.

.....

.....

Read and write. (根據故事圖片內容寫出Justin和Brian的幫手特質)



Justin is a good helper. He is

.....

.....



Brian is a good helper. He is

.....

.....

