

新北市 106 年度教師以全英語授課教案設計

A Letter to Future Me	
原教案設計者	林妙英/頂溪國小, 顏正文/新泰國小, 楊明鑫/龍埔國小
教學者	林妙英 Mia (此為依學生學習程度調整之教案)
教學學校	新北市永和區頂溪國小
使用教材	自編(參考網站 TPT)
教學對象	Class 404
教學單元	A Letter to Future Me
教學日期/時間	November 30, 2017 / 14:10 a.m.~ 14:50 a.m.
教學研究	
教學目標 (請具體寫出學生所須學習的單字或句型)	<ol style="list-style-type: none"> 1. 教材重點: 整合四年級學生學過的句型和單字發展為『給未來自己的一封信』, 銜接未來六年級校本『時光膠囊』活動, 引導學生思考對自己的了解和期待。並統整聽、說、讀、寫四大能力的學習, 協助學生在有趣及生活化教材的語言刺激中(reception), 發展產出語言能力(production)。 2. 主要學習目標: <ol style="list-style-type: none"> (1) 能辨識、聽懂、說出及寫出中年段的句子。 (2) 能朗讀本範文『給未來自己的一封信』。 (3) 能根據短文填字、改編或創作(依據學生的語言學習能力)。 3. 學習句型及單字 <ul style="list-style-type: none"> ➤ What is your favorite fruit? My favorite food is _____. ➤ What do you love to do? I love to _____. ➤ Verb(interest): cook, dance, draw, listen, play, run/jog, eat, sing, swim, write, study, dance, read books, watch movies ➤ Noun(food/fruit): apple, banana, papaya, grape, watermelon hot dog, egg, bread, juice, cupcake, hamburger, pizza
能力指標分析	*語言能力 ◎B2-1-9能以中年段簡易句型作簡單的提問、回答。 ◎B2-1-3能說出中年段所習得的詞彙。 ◎B3-1-5能讀懂中年段所習得的句子。 ◎B5-1-5 能聽懂中年段的生活用語, 並能作適當的回應。 ◎B5-1-8能聽懂、讀懂、說出並抄寫中年段所習得的句子。 *學習興趣、態度與方法 D6-1-2 樂於參與各種口語練習活動。 D6-1-3 樂於回答老師或同學所提的問題。 D6-1-7 不畏犯錯, 樂於溝通、表達意見。

		D6-1-13 能認真完成教師交待的作業。			
對應能力指標	教學內容或步驟	教學時間	教學資源	評量方式	
◎B5-1-5 能聽懂中年段的生活用語，並能作適當的回應。	Warm Up Activity 1 Greetings & Responsive Checking	1. Teacher greets the students and introduce agenda. 2. Students can match the Answer cards and the Question cards according to the sequence in the story they have learned. 3. Students review the sentences and point to the cards while reading.	7"	Question cards Sentence cards	口語評量 小組互動 朗讀檢核
◎B3-1-5 能讀懂中年段所習得的句子。 ◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。 ◎B2-1-9 能以中年段簡易句型作適當的提問、回答。	Presentaiton & Practice Activity 2 Interactive Reading Activity 3 Question and Talk	4. Teacher presents the letterexample "A letter to Future Self- Justin Bieber". 5. Students read the letter in small groups. 6. Students highlight the key answers according to the questions. 7. Teacher helps students understand the letter by asking questions. e.g. (1) How old are you? (2) What color do you like? (3) What can you do? (4) What do you like to eat? (5) What do you love to do? (6) What's your favorite fruit ? (7) Are you happy? (How do you feel?)	8" 7"	Worksheet -Read to Me PPT Question Cards	認讀評量 小組合作 口語評量 聽力評量 認讀評量
D6-1-1 樂於參與各種課堂練習活動。 D6-1-13 能認真完成教	Production Activity 4 Writing Fun- Individual & Differentiated Small Group Writing	8. Teacher arranges students in three different-level ability groups. 9. Students create their own " Letter to Future Me" in homogeneous groups. Basic level group	12"	Worksheet -Write to Me Writing Folder	小組合作 同儕評量 認讀

<p>師交待的作業</p> <p>◎B5-1-8 能聽懂、讀懂、說出並寫出中年段所習得的句子。</p>		<p>(1) Teacher provides the worksheet with word bank.</p> <p>(2) Students read the letter and fill in the blanks.</p> <p>(3) Students read aloud the story after finishing the worksheet.</p> <p>(4) Teacher provides full support for the students.</p> <p>Intermediate level group</p> <p>(1) Teacher provides the worksheet with checking list.</p> <p>(2) Students read the letter and fill in the blanks.</p> <p>(3) Students reread their letters after finishing the writing task.</p> <p>(4) Teacher provides support whenever students need it.</p> <p>Advanced level group</p> <p>(1) Teacher provides the worksheet with questions.</p> <p>(2) Students create on their own.</p> <p>(3) Students read their letters to their peers after finishing the writing task..</p> <p>Teacher helps students complete the task in different groups.</p>			<p>評量</p> <p>閱讀評量</p>
<p>◎B5-1-8 能聽懂、讀懂、說出並寫出中年段所習得的句子。</p>	<p>Wrap up</p> <p>Activity 5</p> <p>Peer Sharing Fun</p>	<p>10. Students works in groups of four and share their letters to their group members.</p> <p>11. Students correct their own letters according to the peers' suggestions.</p> <p>【Anchor Activity】:</p> <p>Students use iPods to record their "Letters to Future Me."</p>	<p>6''</p>	<p>Worksheet</p> <p>iPods</p>	<p>同儕評量</p> <p>作業評量</p>
<p>指導要點及注意事項</p>					

1. The teacher helps students practice in the heterogeneous groups and provide the chance for students to learn from each other, and gain successful experiences as well.
2. The teacher helps students not only learn the same content, but also challenge students with more advanced words, different levels of worksheet and more authentic learning materials.
3. The teacher provide more support for the basic group while the advanced learners do peer checking in the homogeneous groups.
4. The teacher motivates students and encourages them to build up own learning pace by providing the variety of tasks and assignments.

**Teaching
Resources**

- 1 參考書目：Managing a Differentiated Classroom- Scholastic
2. Write a letter to your future self: <https://www.futureme.org/>
3. 參考教科書 Story.COM Student Book 1~3：何嘉仁
4. 參考教科書 Dino on the Go Student Book 1~3：翰林
5. 參考教科書 Follow Me Student Book 1~3：康軒