

附件四：

新北市 106 年度教師以全英語授課教案設計
(課程實施後)

設計者 / 服務學校	林鈺文老師 (竹圍國小)、甯麗娟老師 (永和國小)、鍾昌益老師 (樂利國小)		
教案名稱	What Are These?		
教學年級：國小四年級	預計課程上使用之英語比例：100 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數：23人	教學總節數：2節	預計公開授課內容為第 1 節	
預計公開授課之時間： 106年 11月 24日 (五) 09時 35分至 10時 15分(第二節課)	預計公開授課之地點： 新北市淡水區竹圍國小觀山樓 406 教室		
教學目標 (請具體寫出學生所須學習的單字或句型)	本教案應用彈性的分組教學，包括異質能力分組進行合作學習活動，以及同質能力分組進行差異化教學活動，給予學生適當的學習任務及挑戰。教學目標羅列如下： 1. 連結學生舊經驗以及本單元單字句型，進行閱讀理解教學。 2. 運用 5Wh+H 故事地圖和 Question-Answer-Relation 策略進行閱讀理解引導。 3. 學生能聽懂、讀懂並拼寫出故事中的關鍵字詞和句子。 4. 能與小組成員共同合作討論、聆聽並分享。 5. 本單元的目標單字為：apples, bananas, oranges, papayas, watermelons, grapes 6. 本單元的目標句型為： - What are these/those? They're <u>papayas</u> . - Do you like <u>papayas</u> ? Yes, I do. / No, I don't.		

<p>九年一貫對應 能力指標 (請以本市頒布之 英語課綱敘寫)</p>	聽	<p>◎B1-1-7 能聽懂中年段的教室用語與日常生活用語。</p> <p>◎B1-1-8 能聽懂中年段所習得的句子。</p>
	說	<p>◎B2-1-3 能說出中年段所習得的詞彙。</p> <p>B2-1-4 能以正確的語調說出英語的句子。</p> <p>◎B2-1-5 能使用中年段的教室用語與日常生活用語。</p> <p>◎B2-1-9 能以中年段簡易句型作簡單的提問、回答。</p>
	讀	◎B3-1-5 能讀懂中年段所習得的句子。
	寫	<p>◎B4-1-4 能臨摹抄寫中年段所習得的句子。</p> <p>◎B4-1-5 能拼寫中年段所習得之應用字詞。</p>
	綜合應用	<p>◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。</p> <p>◎B5-1-7 能依文字或口語提示寫出重要字詞。</p> <p>◎B5-1-8 能聽懂、讀懂、說出並抄寫中年段所習得的句子。</p>
	興趣、態度 與方法	<p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答教師或同學所提的問題。</p> <p>D6-1-5 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>D6-1-13 能認真完成教師交待的作業。</p>
	閱讀	B8-2 能培養基本的閱讀技巧。

教案名稱：What Are These?

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	◎B1-1-7	【引起動機】	3m		T: Hello. Good morning.
	◎B2-1-5	1. Greetings. 2. Students already sit in their heterogeneous group. 3. Review target vocabulary and sentence patterns.		vocabulary flash cards sentence strips	How are you? How's the weather today?
	◎B3-1-5 ◎B2-1-3 D6-1-1	【發展活動】 Introduction and Prediction 1. Give each group a bag of sentences. 2. Ask students to read aloud the sentences. Then invite students to talk about the words or sentences they recognize.	5m	6 bag of sentences	T: Now I'll give each group a bag. There are some sentences inside the bag. Look at the sentences, and then number 1 takes a sentence and read out loud. Then number 2 takes a sentence and read out loud. OK? T: Can you tell me some sentences or words you know, from those sentences strips?
◎B5-1-8 D6-1-5	Read and Match 1. Give each group a bag of pictures. 2. Ask students to read and then match the pictures with the sentences. 3. Ask students to share their answers and reasons why they match the pictures and the sentences.	5m	6 bag of pictures	T: Good job! Now I'll give you another bag. There are some pictures in the bag. Please look at the pictures and match the pictures with the sentences. T: Can you show me your answer? T: Can you tell me why do you want to match this picture with this	

<p>©B1-1-8</p>	<p>Listen and Check</p> <ol style="list-style-type: none"> 1. Play the story audio file and ask students to listen and check the sequence. 2. Play the audio file again. Ask students to listen and point to the sentences. 	<p>2m</p>	<p>story audio file</p>	<p>sentence?</p> <p>T: Good. Now listen to the CD, let's check.</p> <p>T: Open your student book. Do you get it right? Ok, please put the pictures and sentences back in the bag. Give them back to Miss Lin.</p> <p>T: Now listen to the CD again. This time, listen and point.</p>
<p>B2-1-4</p>	<p>Read and Point</p> <ol style="list-style-type: none"> 1. Pair students up. Ask them to read the story with finger pointing. 2. Check the result with the whole class. 	<p>3m</p>		<p>T: Are there anything you don't know? Any words you don't know how to say?</p> <p>T: Good. Please read and point the story to your friend. Like this. If your friend doesn't know how to read the sentences, help your friend. Then switch. Now it's your turn. OK?</p> <p>T: Good job! Now let's do it together.</p>
<p>B8-2</p>	<p>5Wh+H Q & A and Mapping</p> <ol style="list-style-type: none"> 1. Lead the following 5Wh+H Q&A to check students' understanding of the story: <ul style="list-style-type: none"> - <i>Who is in the story? (picture question)</i> - <i>Where are they? (picture question)</i> - <i>Is the story in the morning or afternoon? How's the weather? (picture question)</i> - <i>What are they doing? (picture question)</i> - <i>Does Owen like oranges? Why?</i> 	<p>10m</p>	<p>5Wh+H question cards</p>	<p>T: Do you have any questions about the story? If you don't, then I'm going to ask you some questions.</p> <p>T: Now look at the pictures. I'm going to ask you some questions.</p> <p>T: Next, please look at the sentences. Here are my questions.</p>

	<p>B8-2</p>	<p><i>(picture question)</i></p> <p><i>-How does Dino feel when he sees the worm? (picture question)</i></p> <p><i>-Who asks "What are these?" (text question)</i></p> <p><i>-Who likes papayas? (text question)</i></p> <p><i>-Who doesn't like oranges? (text question)</i></p> <p><i>-Who likes apples? (text question)</i></p> <p><i>-Can you find the word "worm" for me? (text question)</i></p> <p>2. The teacher writes down students' answer on the board.</p> <p>QAR Time</p> <p>1. Give each student a QAR sheet.</p> <p>2. Ask students to read aloud the questions on the sheet.</p> <p>3. Give examples to help students' understanding if needed.</p> <ul style="list-style-type: none"> - <i>Does Irene like papayas? (Right there)</i> - <i>Does Owen like oranges? Why? (Think and search)</i> - <i>Is it good to see worms in apples? Why? (Author and you/On my own)</i> <p>* <i>It's good to see worms in apples because the apples are natural.</i></p> <p>4. Students complete the sheets according to their experiences. Tell students that they can ask for help if they don't know how to find out answers.</p> <p>【統整與總結】</p> <p>1. The class read the story together again.</p> <p>2. Invite students share what they have learned today with their</p>	<p>10m</p> <p>2m</p>	<p>QAR sheets</p>	<p>T: Good job! We just worked together, now it's time to work on your own. Everyone takes one sheet.</p> <p>T: Let's read the questions out loud.</p> <p>T: Where can you find the answers? Why? Can you share with us?</p> <p>T: It's your turn. Please find out answers and then write it down. If you need any help, please raise your hand.</p> <p>T: Good job! Now let's read the story again.</p> <p>T: Excellent! We have learned so many things today. Can you tell me anything you learned</p>
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		group and the class.			today? T: Are there any questions? I'll see you next time. Goodbye!
第 二 節	◎B1-1-7 ◎B2-1-5	<p>【引起動機】</p> <ol style="list-style-type: none"> 1. Greetings. 2. Students already sit in their homogenous group. 3. Students' task bag and a task card are already on their desks. 4. Tell the students they are going to read a paragraph very similar to textbook story. After they finish reading it, they have to complete some tasks according to their task cards. 5. Give students some time to read the instruction on the task card. Answer students' questions if there are any misunderstandings. 	3m	task bags task cards	<p>T: Hello. Good morning. How are you? How's the weather today?</p> <p>T: Last time we learned the story on the student book. Today we are going to read a story very much like that one. Then please finish the tasks on your task cards.</p> <p>T: Now please read your task card. If you understand your tasks, please flip your thinking card to green. If you don't understand, please flip your card to red.</p>
	◎B2-1-9 ◎B5-1-8 D6-1-1 D6-1-13	<p>【發展活動】</p> <p>The teacher goes to different group and gives small group instruction. First she goes to the basic level, then the high level and the mid level.</p> <p>Basic Level Group (Red)</p> <ol style="list-style-type: none"> 1. There are some sentence strips and some pictures in the task bag. The teacher gives the answer key to group leader beforehand. 2. The students take out the sentence strips and read them together. Then they put the 	10m	sentence strips story pictures	<p>T: If you're ready, you can start.</p>

		<p>sentences into possible order.</p> <ol style="list-style-type: none"> 3. The students take out the pictures. Then match the pictures with the sentences. 4. The students check answer with the group leader. 5. The teacher asks following 5Wh+H and QAR questions verbally to check students' understanding. <ul style="list-style-type: none"> - <i>Do Dino and Danny like kangaroos? (Right there)</i> - <i>Does Niki like crocodiles? Why? (Think and search)</i> - <i>Why does the green crocodile hungry? (Author and you/On my own)</i> 	10m	<p>QAR sheets</p> <p>story paragraph</p> <p>story pictures</p> <p>story map</p> <p>QAR sheets</p>	<p>T: Is everything OK? Do you need any help?</p> <p>T: Good job! I see you have put the sentences and the pictures in order. Now I have some questions for you.</p> <p>T: Excellent! You can pick an activity from the activity box.</p> <p>T: Is everything OK? Do you need any help?</p> <p>T: Good job! I see you</p>
	<p>B2-1-4</p> <p>©B4-1-4</p> <p>©B4-1-5</p> <p>©B5-1-7</p> <p>©B5-1-8</p> <p>D6-1-1</p> <p>D6-1-13</p> <p>B8-2</p>	<p>Mid Level Group (Yellow)</p> <ol style="list-style-type: none"> 1. Students work in pair in this group. There is a story paragraph, some story pictures and a story map in the task bag for each pair. The teacher gives the answer key to group leader beforehand. 2. The students read the story paragraph together. After that, they sequence the story pictures according to the story. 3. Then they answer the 5Wh+H Q&A on the story map. They are expected to highlight the answer on the story paragraph. 4. The students check answer with the group leader. 6. The students read the story again with finger pointing. 7. The teacher gives each pair a QAR worksheet. Read the 			

	<p>B2-1-4</p> <p>©B4-1-4</p> <p>©B4-1-5</p> <p>©B5-1-7</p> <p>©B5-1-8</p> <p>D6-1-1</p> <p>D6-1-13</p> <p>B8-2</p>	<p>questions out loud with the students. Then ask them to finish the worksheet. QAR questions are as follow:</p> <ul style="list-style-type: none"> - <i>Do Dino and Danny like kangaroos? (Right there)</i> - <i>Does Niki like crocodiles? Why? (Think and search)</i> - <i>Why does the green crocodile hungry? (Author and you/On my own)</i> <p>High Level Group (Green)</p> <ol style="list-style-type: none"> 1. Students work alone in this group. There is a story paragraph, some story pictures and a story map in the task bag. The teacher gives the answer key to group leader beforehand. 2. The students read the story paragraph together. After that, they sequence the story pictures according to the story. 3. Then they answer the 5Wh+H Q&A on the story map. They are expected to highlight the answer on the story paragraph. 4. The students check answer with the group leader. 8. The students read the story out loud to a friend. 9. Students get a QAR worksheet. They are expected to finish the worksheet on their own. If they have questions, they can ask their friends or the teacher. QAR questions are as follow: <ul style="list-style-type: none"> - <i>Do Dino and Danny like kangaroos? (Right there)</i> - <i>Does Niki like crocodiles? Why?</i> 	<p>10m</p>	<p>story paragraph</p> <p>story pictures</p> <p>story map</p> <p>QAR sheets</p>	<p>have finished the story map. Now I have some questions for you. Please take a sheet. Let's read the questions together.</p> <p>T: Do you understand the questions? Please finish the worksheet.</p> <p>T: Excellent! You can pick an activity from the activity box.</p> <p>T: Is everything OK? Do you need any help?</p> <p>T: Good job! I see you have finished the story map. Now here is one more challenge. Please take a sheet. Read the questions, think, and write down your</p>
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					<p>questions on your own. Can anyone share your answer?</p> <p>T: Excellent! We have learned so many things today. Can you tell me anything you learned today?</p> <p>T: Are there any questions? I'll see you next time. Goodbye!</p>
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指導要點及注意事項

1. When practicing 5Wh+H and QAR reading strategy, allow students who are in different level have differentiated outcome. For example, basic level students can answer questions with key words, while mid and high level students are expected to answer questions with full sentences.
2. When practicing differentiated instruction, give different level groups differentiated scaffolding support. Besides, observe students' progress and then have students move to other level groups.

參考資料

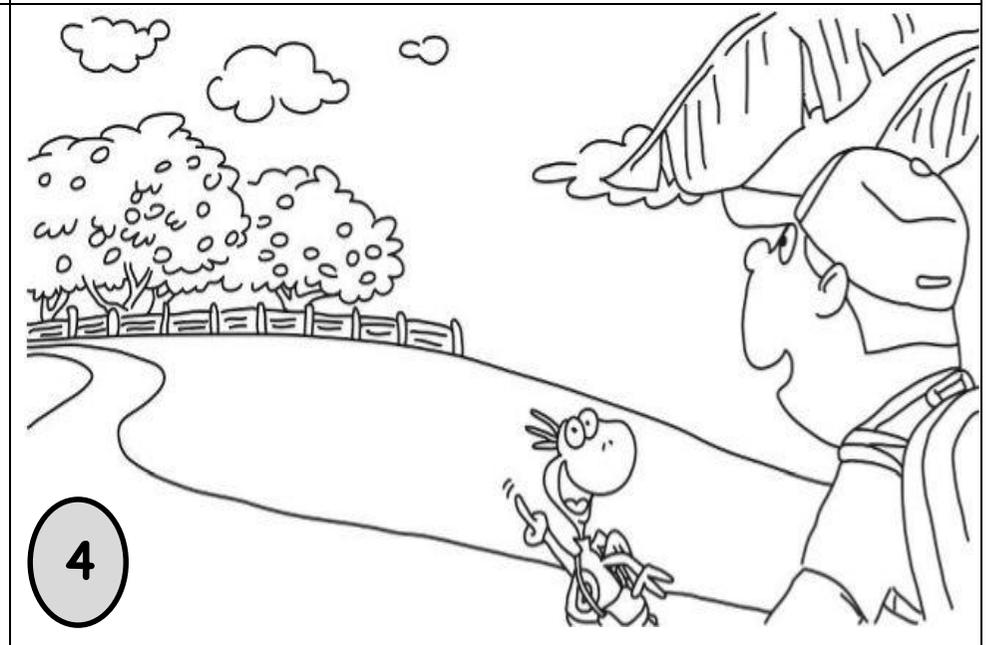
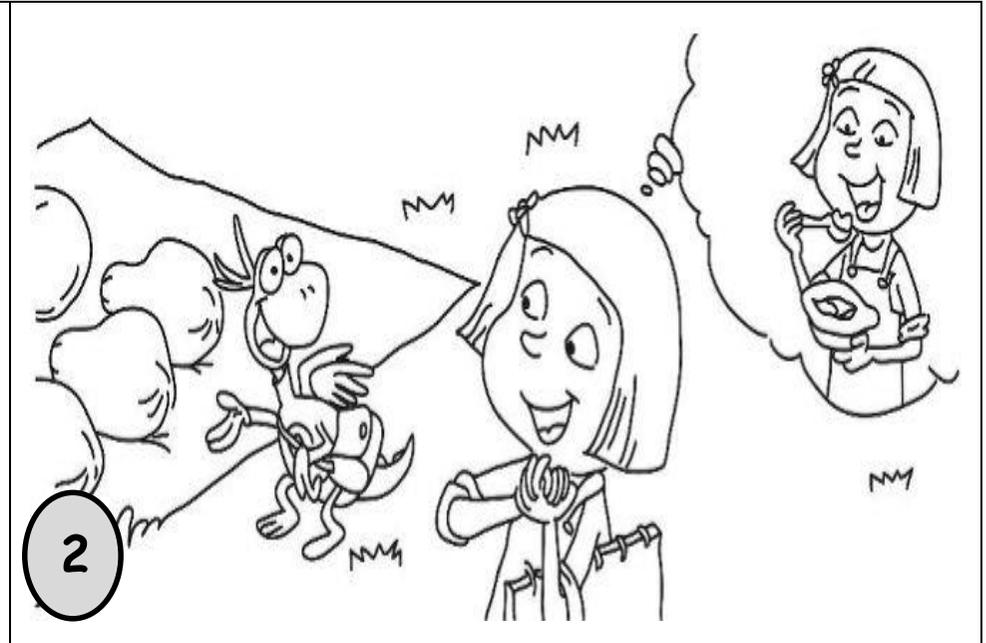
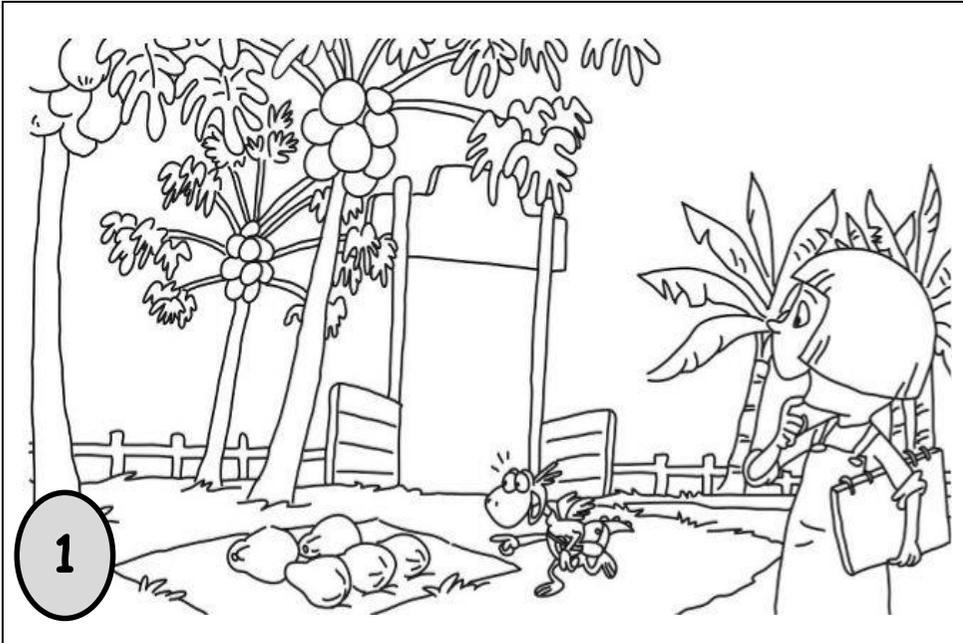
1. 參考書目：Question-Answer-Relation Reading Strategy:

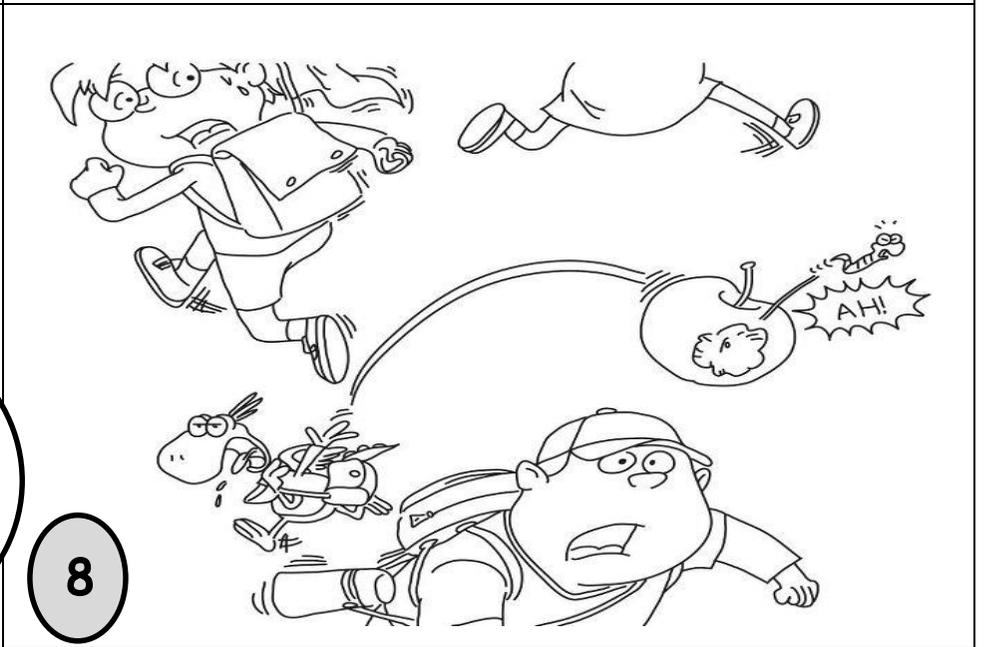
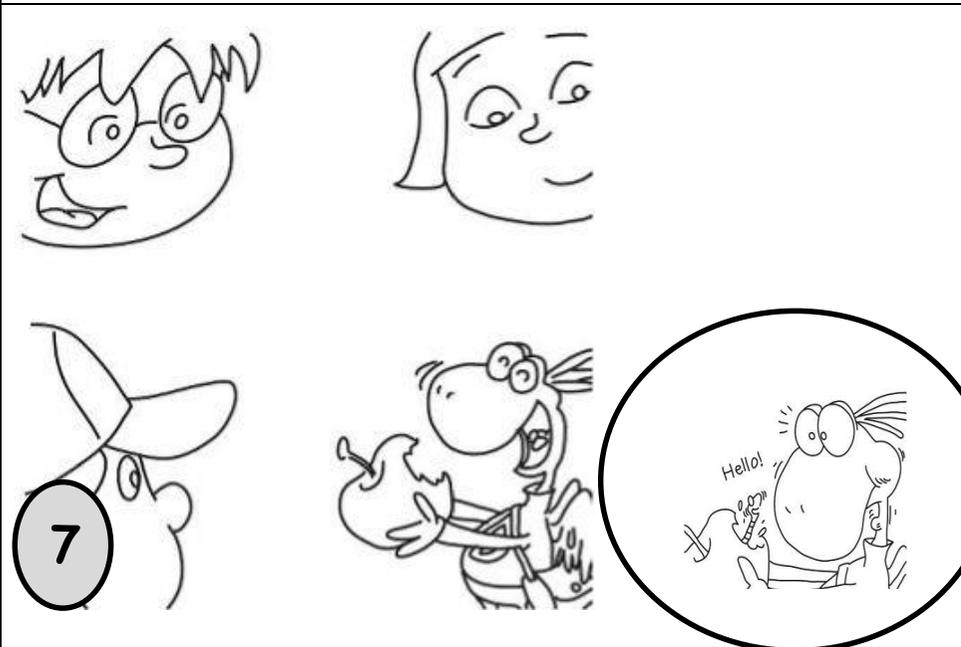
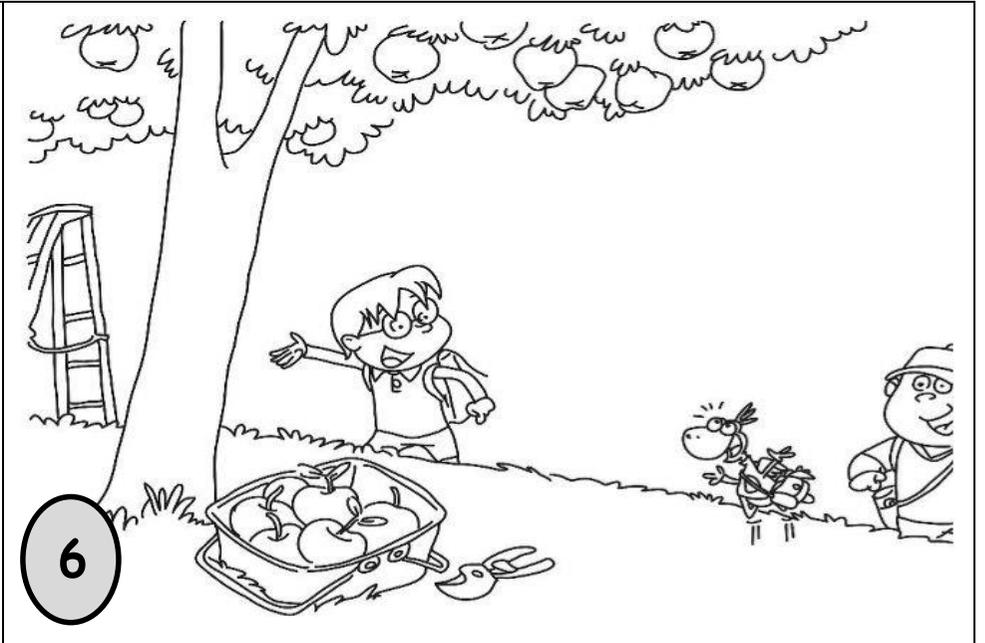
http://www.readingrockets.org/strategies/question_answer_relationship

附錄

1. Sentence and picture strips (1st period)
2. Story Paragraph (2nd period)
3. QAR sheet (1st period)
4. QAR sheet (2nd period)
5. 5Wh+H Story map (2nd period)
6. Seating Plan of 406 (1st and 2nd period)

附錄一：Sentence and picture strips (1st period)





A: Wow! What are these?

B: They're papayas.

A: Do you like papayas?

B: Yes, I do.

A: What are these?

B: They're bananas.

A: What are those?

B: They're oranges.

A: Do you like oranges?

B: No, I don't.

A: Look, Dino! Apples.

B: Great! I like apples.

A: Yummy!

A: Yuck, I don't like worms.

B: Ah!

It's sunny. Dino, Danny and Niki are at the Happy Zoo. Dino and Danny like kangaroos. They can jump high. Niki likes crocodiles. They can swim fast. Look! The green crocodile is hungry! Snap! They have a good time at the zoo.

請從課文裡面找線索，回答下列問題

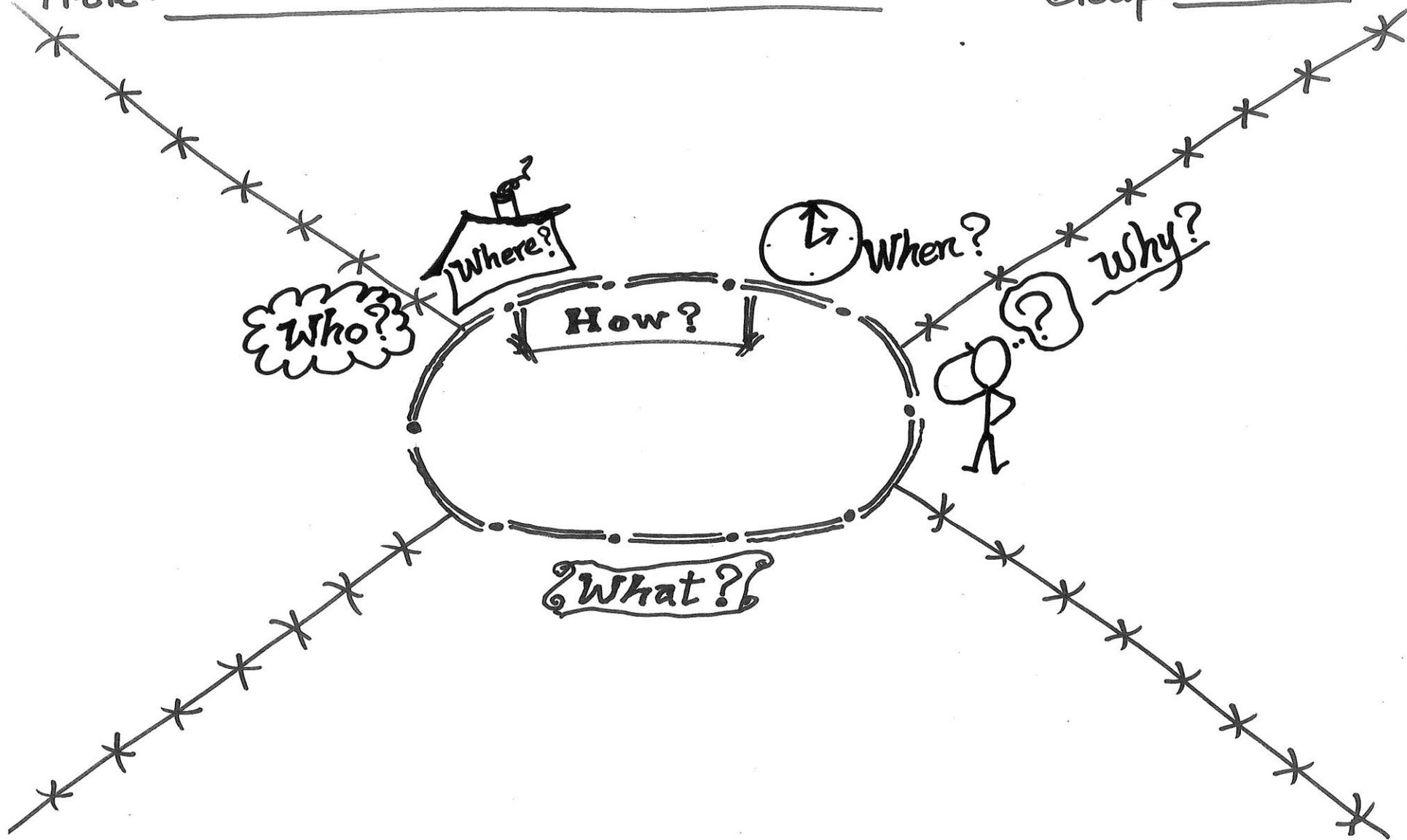
1. Right There 	Does Irene like papayas? _____
2. Think and Search 	Does Owen like oranges? Why? _____ _____
3. On My Own 	Is it good to see worms in apples? Why? <i>(* It's good to see worms in apples because the apples are natural.)</i> _____ _____

請從文章裡面找線索，回答下列問題

1. Right There 	Do Dino and Danny like kangaroos? _____
2. Think and Search 	Does Niki like crocodiles? Why? _____ _____
3. On My Own 	Why does the green crocodile hungry? _____ _____

Title: _____

Group: _____



附錄六：406 座位表

Team F

⁵ Jim	¹⁷ Kitty
¹² Yvonne	² Jason

講台

Team A

¹⁸ Joy	⁴ Allen
¹⁴ Kimy	²⁰ Athena

Team E

⁷ Antony	¹⁶ Candy
¹¹ Howard	⁹ David

Team B

¹⁹ Nature	¹⁰ Ian
²⁶ Alan	⁶ Brian

Team D

²⁵ Eillie	²² Jenny
⁸ Eason	²³ Elena

Team C

²⁴ Joan	¹⁵ Cynthia
³ Alan	²¹ Vivian