

附件四：

新北市 105 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	吳麗玲、Leana Pretorius / 英速魔法學院興福校區	
教案名稱	Insects, Bugs and Creepy Crawlies	
教學年級：國小二年級	預計課程上使用之英語比例：98% (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：15 人	教學總節數：3 節	預計公開授課內容為第 1 節
預計公開授課之時間： 105 年 11 月 1 日 10 時 30 分至 11 時 10 分(第三節課)	預計公開授課之地點： 新北市林口區興福國小 英速魔法學院 203 教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	1. 學生能聽懂、說出並認讀單字：ant, bee, beetle, butterfly, dragonfly, ladybug, snail, snake, spider, bug 2. 學生聽到“What do you see?”時，能回答“I see _____.” 3. 學生在校園裡尋找蟲跡時，能說出“I see _____.” “I like _____.” 4. 學生能說出繪本“I Like Bugs”裡的蟲蟲英文名稱，並能跟讀繪本的內容。	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	A5-1-1 能正確地辨識、唸出與寫出 26 個英文字母。 A5-1-2 能聽懂及說出低年段所習得的詞彙。 A5-1-3 能聽懂常用的教室用語，並作適當的回應。 D6-1-1 樂於參與各種課堂練習活動。 D6-1-3 對於教師的說明或演示能集中注意力。 D6-1-6 樂於接觸課外英語學習素材。 A8-3 能理解低年段兒童繪本的內容。	

教案名稱：Insects, Bugs and Creepy Crawlies

	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	學生能聽懂、說出並認讀單字。	<p><b>Activity 1 : Greeting</b></p> <p>Greet students and sing the “Good morning” song with actions.</p>	2’	<p>“Good morning” Song Video</p>	<p>Good morning, everyone. Are you happy today? Classroom Language:</p>
		<p><b>Activity 2 : Vocab Teaching</b></p> <p>1. Introduce vocabulary using a ppt. ant, butterfly, bee, fly, snake 2. Revision activity: What is missing? 3. Introduce more vocabulary using a ppt. ladybug, beetle, snail, worm, dragonfly, spider</p>	13’	<p>“Insects, Bugs and Creepy Crawlies” PowerPoint</p>	<p>Eyes on me (Eyes on you) Listen to me (Listen to you) Hands on top (That means stop)</p>
		<p><b>Activity 3 : Phonics Chant</b></p> <p>Focus on initial letter sound of vocabulary by repeating after teacher first, and then producing by students themselves.</p>	3’		<p>Phonics Chant: [æ] [æ] ant [b] [b] butterfly</p>
		<p><b>Activity 4 : Clap Chant</b></p> <p>Focus on pronunciation of vocabulary by breaking each word into syllables and clapping it while saying it.</p>	3’		<p>Syllable Chant: 1,2,3...Follow me!</p>
		<p><b>Activity 5 : Let’s Draw!</b></p> <p>Draw pictures of different insects, bugs and creepy crawlies by following the teacher’s example on the board. Students get a time limit to complete each. ant, butterfly, bee, snake, ladybug, beetle, snail, dragonfly, spider</p>	12’	Topic Workbook	
		<p><b>Activity 6 : Read, Cut and Paste</b></p>			

		Students read the word list, cut the words down and place the name of each bug below each picture (student's drawings).	7'	Word Stripe	
第二節	學生能聽懂、說出並認讀單字。 學生聽到“What do you see?”時，能回答“I see _____.” 學生在校園裡尋找蟲跡時，能說出“I see _____.” “I like _____.”	<b>Activity 1 : Greeting</b> Greet students and sing the “Good morning” song with actions.	2'	“Good morning” Song Video	Good morning, everyone. Are you happy today?
		<b>Activity 2 : Listen and Number</b> Students listen to the teacher and number 1-9 on their drawings.	5'	Topic Workbook	Listen to me and write the number on your picture.
		<b>Activity 3 : Listen, Look and Say</b> Students look at a picture and try to find out the insects what are hiding in the picture. They have to raise hands first, say the name of the insect, and go to the front to point it from the picture.	13'		Look! What do you see? A <u>butterfly</u> . It's <u>a ladybug</u> . Don't touch, just look. Follow me.
		<b>Activity 4 : Campus Exploration</b> XingFu Elementary School is located in a natural environment. It's easy to see insects, bugs and creepy crawlies in the campus. Students follow the teacher to search the bugs in the campus. When teacher asks “What do you see?”, students can answer “I see <u>an ant</u> .” And mark on the worksheet.	20'	Observation Worksheet	No running, just walking.
第三節	學生能說出繪本“Like Bugs”裡的蟲蟲英文名	<b>Activity 1 : Greeting</b> Greet students and sing the “Good morning” song with actions.	2'	“Good morning” Song Video	Good morning, everyone. Are you happy today?
		<b>Activity 2 : Look and Say</b> 1. Play the following video clip and ask students what do they see in	5'	“I Love Bugs!” Video	What bug do you see in the video?

<p>稱，並能跟讀繪本的內容。</p>	<p>the video clip?  <a href="https://www.youtube.com/watch?v=l0u2w9ckpf4">https://www.youtube.com/watch?v=l0u2w9ckpf4</a></p> <p>2. Introduce new word “bug” to the students.</p> <p><b>Activity 3 : Picture Walk</b></p> <p>1. Show the book cover to the students and ask them “What bug do you see?” Students can produce the words they learned.</p> <p>2. Go through the book, page by page, and ask the same question.</p> <p><b>Activity 4 : Listen and Finger Point</b></p> <p>Two students share one book. Teacher reads the book and students finger point.</p> <p><b>Activity 5 : Listen and Repeat</b></p> <p>Teacher reads the book and students repeat.</p> <p><b>Activity 6 : Missing Word</b></p> <p>Teacher reads the book, but the word “bug” would be missed on purpose. Students have to say the word accordingly.</p> <p><b>Activity 7 : Read and Draw</b></p> <p>Two students share one worksheet. They read the sentence and draw the picture to show their understanding for the meaning of the words.</p> <p>like </p> <p>Black </p>	<p>10’</p> <p>5’</p> <p>3’</p> <p>3’</p> <p>12’</p>	<p><a href="https://www.youtube.com/watch?v=l0u2w9ckpf4">https://www.youtube.com/watch?v=l0u2w9ckpf4</a></p> <p>Picture Book “I Like Bugs”</p> <p>“I Like Bugs” Worksheet</p>	<p>What bug do you see in the picture?</p> <p>Open the book. Listen to me and finger point.</p> <p>Listen and repeat after me.</p> <p>Listen and finger point. When teacher stops, you have to tell me which word is missing.</p> <p>What is “black”? Show me your black marker. Color the word “black” in black.</p>
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“Insects, Bugs and Creepy Crawlies” PowerPoint

<h1>Teacher Leana</h1> 	<h1>Insects, bugs and creepy crawlies...</h1> 	<h1>Words</h1> 
		
	 <p>Water snake (Non-venomous)</p> <p>Cottonmouth (Venomous)</p>	
<p>What is missing?</p> 		

snake



ant



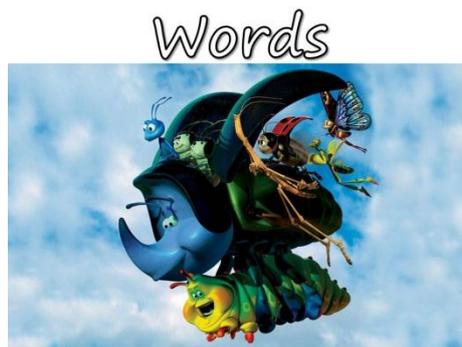
fly



butterfly



bee



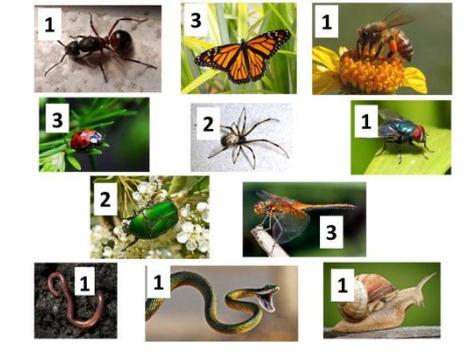


Phonics chant

A B C D E F G  
 H I J K L M N  
 O P Q R S T U  
 V W X Y Z

A B B  
 S F  
 S D  
 B W L

Syllable chant  
 1,2,3...Follow me!



Let's draw!

Insects, bugs and creepy crawlies...

Great work!

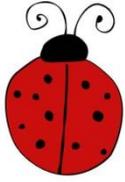
Topic: \_\_\_\_\_


ant

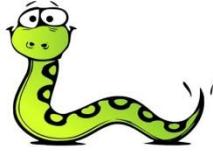
bee

butterfly

ladybug



snake



snail



spider



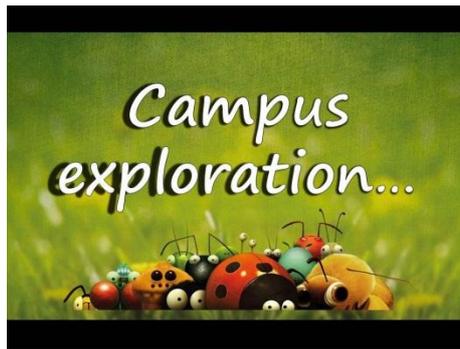
dragonfly



beetle



Ant	Ant	Ant	Ant	Ant
Bee	Bee	Bee	Bee	Bee
Butterfly	Butterfly	Butterfly	Butterfly	Butterfly
Ladybug	Ladybug	Ladybug	Ladybug	Ladybug
Snake	Snake	Snake	Snake	Snake
Snail	Snail	Snail	Snail	Snail
Spider	Spider	Spider	Spider	Spider
Dragonfly	Dragonfly	Dragonfly	Dragonfly	Dragonfly
Beetle	Beetle	Beetle	Beetle	Beetle
Ant	Ant	Ant	Ant	Ant
Bee	Bee	Bee	Bee	Bee
Butterfly	Butterfly	Butterfly	Butterfly	Butterfly
Ladybug	Ladybug	Ladybug	Ladybug	Ladybug
Snake	Snake	Snake	Snake	Snake
Snail	Snail	Snail	Snail	Snail
Spider	Spider	Spider	Spider	Spider
Dragonfly	Dragonfly	Dragonfly	Dragonfly	Dragonfly
Beetle	Beetle	Beetle	Beetle	Beetle



附件五：

新北市 105 年度教師以全英語授課  
成果紀錄表

教案名稱：Insects, Bugs and Creepy Crawlies	
授課者：Leana Pretorius / 吳麗玲 (co-teacher)	
服務學校：英速魔法學院興福校區	
公開授課日期： <u>105</u> 年 <u>11</u> 月 <u>1</u> 日 <u>10</u> 時 <u>30</u> 分至 <u>11</u> 時 <u>10</u> 分(第三節課)	公開授課之地點： 新北市 <u>林口區興福國小</u> <u>英速魔法學院 203 教室</u>
授課年級及班級： <u>二年甲班</u> 學生共 <u>15</u> 人	觀課教師數： <u>25</u> 人 (名單詳如簽到表)
公開授課內容： 教案之第 <u>1</u> 節課程內容	課程上使用之英語比例：98%
出席指導之專家、學者、教授 姓名及服務單位	簡靜雯教授 / 清華大學
專家、學者、教授 之指導、回饋或建議	<b>Warm-up</b> The teacher used the song to greet the students. Students sang and did the actions. The teacher complimented students throughout the song. <b>Presentation</b> Word instruction 1. When the teacher taught the words, she first asked students to listen to her pronunciation. Students imitated her sounds. 2. The teacher introduced the new words with background information about the insects. Students learned not only the vocabulary but also concept knowledge. 3. The co-teacher facilitated the students about the background knowledge about snake and butterflies. The co-teacher did not translate the words, but provided additional information about these insects. <b>Word instruction</b>

1. The teacher taught other new words about the insects. The teacher used actions to teach the word “scared.” She also asked students to count the legs of the spider, so students could review the number.

2. When the teacher taught the words, she also asked students some questions, “Is it long?” Students could answer the question by words or action.

3. The teacher also introduced the South Africa culture regarding the ladybugs. Students could be cultivated for their cultural awareness of the target language and culture.

4. The co-teacher summarized the main ideas after the teacher’s explanations.

### **Phonics**

1. The teacher integrated phonics into the word instructions on insects.

2. The teacher led students into practice starting with very slow speed and later with faster speed. The teacher complimented the students.

3. The teacher used the 1-2-3 gestures to teach learners the syllables of the words. It was fun and interesting.

### **Drawing**

The teacher could first explain how students should draw the ant. After the instruction, students could begin their drawings. So the learners could pay attention to the teacher’s explanations.

### **Matching words with the pictures**

1. Students were asked to match the words to the pictures of the insects. The teacher gave them the initial and end of the letter to facilitate learners for word recognition.

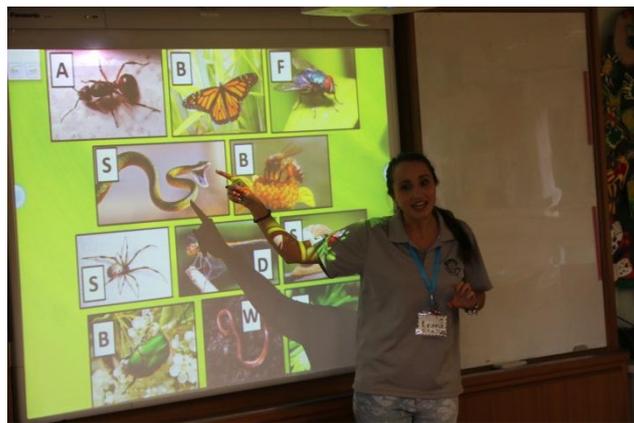
2. The teacher helped the learners who had problems in word recognition.

Overall, the teacher provided learners with the rich input regarding the insects and drawing. How could non-native English speaking teachers not be able to be like native English speaking teachers? In addition, how could English teachers be able to help learners turn input into the output?

活動照片



說明 : Greeting



說明 : Teacher Leana



說明 : Clap Chant



說明 : Clap Chant



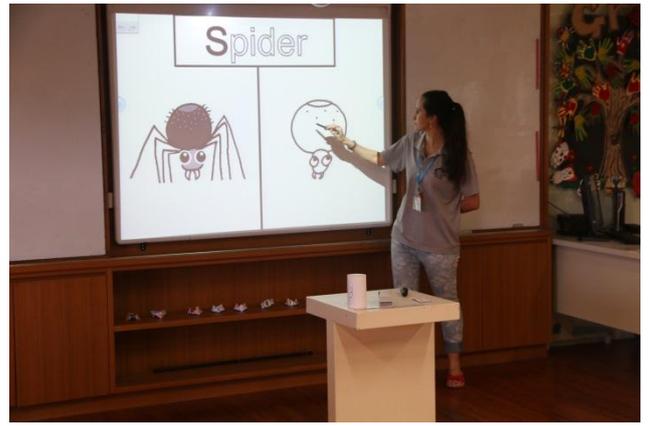
說明 : Let's Drawing!



說明 : Let's Drawing!



說明 : Let's Drawing!



說明 : Let's Drawing!



說明 : Read, Cut and Paste



說明 : Read, Cut and Paste



說明 : Read, Cut and Paste



說明 : Read, Cut and Paste



說明：Read, Cut and Paste



說明：Read, Cut and Paste



說明：Read, Cut and Paste



說明：Read, Cut and Paste

### 教學心得與省思（含成效分析、教學省思、修正建議等）

興福國小的學生因為英速的設立，一到六年級每週有兩節外師回饋課程，且其接觸外師的機會比一般公立小學來得多。有這麼好的教學環境與資源，無怪乎興福的孩子在大部分沒有在外面補習的情況下，其英語能力的展現依然不遜色。

回饋課程的時間與規劃有階段性的不同，早期每一個年級抽出兩節綜合課，導師為協同教師，外師授課內容為主教材的加深加廣。這樣運作的缺點為：課程設計比較沒有系統性、協同教師因英語能力不足，無法發揮協同的功效，以至於學生課堂上無法進行有效的學習。經過反思與修正後，現在進行的方式為一到六年級分為四個學習群組，上課時間為課後或彈性課程，協同教師為英語教師，外師先設定教學主題，再依不同年級設計相同主題但不同程度之教學內容與活動，以期讓學生的學習更有效。

本次進行公開課的班級「二年甲班」，從一年級開始就是由我擔任協同教師，因為協同教師在課堂上確實扮演好協同者的角色，讓外師得以在課堂中實踐他的教學設計，一年多來我們確實看到孩子在全英語課堂裡的安心與自在，且孩子的英文耳就在幾乎 100%的英語環境中培養出來。

如同英速魔法學院當初成立的宗旨一樣，營造全英語的學習環境，以浸潤式課程模式改變孩子英語學習模式。外師的課程設計讓英語學習與生活，與其他學科相結合，學習變得實用、有趣，自然也引起孩子學習的興趣。配合能力指標，外師共同備課，建構出興福英語回饋課程的縱向架構，是我們未來努力的方向。

附件六：

新北市 105 年度教師以全英語公開授課  
簽到表

授課日期： <u>105</u> 年 <u>11</u> 月 <u>1</u> 日		授課時間： <u>10</u> 時 <u>30</u> 分至 <u>11</u> 時 <u>10</u> 分(第三節課)		
授課地點： 新北市林口區興福國民小學英速魔法學院 203 教室				
序號	姓名	服務學校	簽到/簽退	備註 / 職稱
1	宋宏璋	興福國小		校長
2	吳麗玲	興福英速		授課教師
3	Leana Pretorius	興福英速		授課教師
4	施文心	興福國小		教學組長
5	徐淳鈴	興福國小		輔導主任
6	簡靜雯	清華大學		學者
7	傅鈺琇	榮富國小		英語教師
8	陳依萱	榮富國小		英語教師
9	申偉	榮富國小		英語教師
10	李明謙	昌平國小		英語教師
11	廖俊棋	嘉寶國小		輔導主任
12	賴品潔	嘉寶國小		英語教師
13	陳令育	麗園國小		英語教師

14	施翰清	麗林國小		英語教師
15	黃婷鈺	永平國小		英語教師
16	汪雅茜	蘆洲國小		英語教師
17	林慧玲	厚德國小		英語教師
18	吳佳倩	青山國中小		英語教師
19	James Wax	鷺江國小		
20	蕭麗娟	南勢國小		總務主任
21	游曉梅	埔墘國小		英語教師
22	陳麒羽	埔墘國小		英語教師
23	高婉真	興福英速		英語協同教師
24	高湘嵐	興福英速		英語協同教師
25	陳柏宇	興福英速		英語協同教師