

附件三：

新北市109年度教師跨領域全英語授課教案設計  
(參考範例-課程實施後)

設計者 / 服務學校	楊京儒 許家菁 尤曉雯 / 新市國小	
教案名稱	On the Way Home	
教學年級：國小_二_年級	預計課程上使用之英語比例： 90 % (本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：_31_人	教學總節數：_4_節	預計公開授課內容為第_3_節
預計公開授課之時間： 109年9月25日 11時20分至12時00分 (第4節課)	預計公開授課之地點： 新北市淡水區新市國小 二年2班教室	預計公開授課之教師： 姓名：許家菁 服務學校：新市國小 專長領域：英語

核心素養	總 綱	B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領 綱	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。 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。 生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。
學習重點	學習表現	<b>英語</b> ◎1- I-3 能聽懂課堂中所學的字詞。 ◎2- I-3 能說出課堂中所學的字詞。 ◎3- I-2 能辨識課堂中所學的字詞。 ◎6- I-2 積極參與各種課堂練習活動。 ◎6- I-3 樂於回答老師或同學所提的問題。 ◎6- I-4 認真完成教師交待的作業。
		<b>生活</b> 2-I-1 以感官和知覺探索生活中的人、事、物，覺察事物及環境的特性。 3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。 7-I-1 以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。

	學習內容	<p><b>英語</b> Ac-I-2 第一學習階段所學字詞。 Ae-I-2 簡易繪本故事。 B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>		
	生活	<p>A-I-2 事物變化現象的觀察。 D-I-3 聆聽與回應的表現。 F-I-1 工作任務理解與工作目標設定的練習。</p>		
具體學習目標	Teaching goals	<p>Students will be able to understand how to get help when they get lost. Students will be able to identify the places around the community. Students will be able to describe the places around the community. Students will be able to tell the story sequencing. Students will be able to create their own community map. Students will be able to share the observation on the way home. Students will be able to do compare and contrast about the community maps. Students will be able to read the description to identify the corresponding map.</p>		
	Target vocabulary	<p>school, bookstore, toy store, pet store, restaurant, zoo (bank, supermarket, post office, bushiban, convenient store)</p>		
	Target sentence	<p>It's ( <b>around</b> / <b>not around</b> ) Xinshi. There is a (<b>bookstore</b>). There is a _____, and there is a _____, too! There is a _____, but there isn't any _____.</p>		
與其他領域/科目/議題的連結	<p><b>閱讀素養</b> <b>閱讀歷程</b> 閱 I-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 <b>閱讀態度</b> 閱 I-E12 培養喜愛閱讀的態度。</p>			
教學資源/設備需求	<p>PPT, Worksheet, Markers, Whiteboards, Erasers, Story book, Picture cards, Students' works, Workbooks</p>			
<b>各節教學活動設計</b>				
節次	教學活動流程	時間	教學資源	教師語言
第一節	<p style="text-align: center;"><b>【引起動機】</b></p> <p><b>Pre-task</b></p> <p><b>1. Get ready for the class</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students and make sure students are ready for the class.</li> <li>• Teacher goes through the agenda with students.</li> </ul> <p><b>2. I'm lost!</b></p> <ul style="list-style-type: none"> <li>• Teacher shows a picture as the warm up. Students have to guess what happened?</li> </ul>	10'	PPT	<p><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>□ Good morning, everyone.</li> <li>□ You have two missions. First, put everything away. Second, put your hands on the desk.</li> </ul>



What's wrong?

- Teacher starts asking the questions about getting lost.
  - ✧ How would you feel if you get lost?
  - ✧ What would you do if you get lost?
  - ✧ How do you tell the police your home?
  - ✧ If Jia Jia's sister can tell the place, can she find the way home?



【發展活動】

### Main-task

#### 1. Vocabulary Introduction

- Teacher uses pictures as examples to let students identify if it's around their school.



15' PPT

- Everyone, look at the pictures.
- What do you see?
- What might happen to the little girl?
- Talk to your partners.
- Please share your ideas.
- Good ideas!
- I like your idea!

### Main-task

- Let's read the sentences.
- Everyone, later, you have to look at the pictures and tell me about the places.
- Do you know where it is?
- What can you do there?
- Is it around our school?
- Great!
- Can you say that again?
- Let's read the word together!
- Good job!
- Ok! Here comes

restaurant



It's ( around / not around ) Xinshi.

supermarket



It's ( around / not around ) Xinshi.

zoo

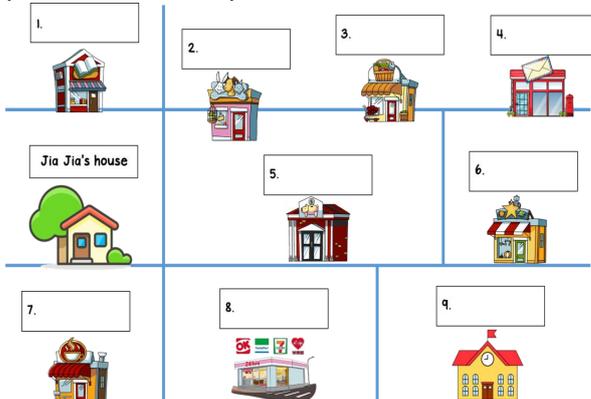


It's ( around / not around ) Xinshi.

- Students have to follow the instruction and sound the word out.

## 2. What's there around Jia Jia's home?

- Students work in four.
- Teacher gives each group a map.
- Students have to work together to label the places on the map.



10'

PPT  
worksheet  
(Appendix A)  
markers  
erasers

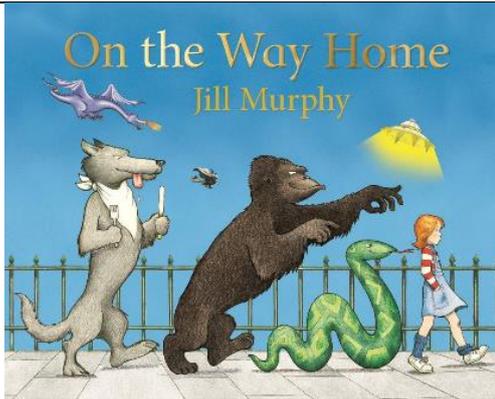
your mission!

- Let's look at the rules.
- How many people work together?
- What can you do?
- Yes! Later, you have to look at the picture clues. Try to match the words with the pictures.
- Any questions?
- Ok, let's start!
- Can you tell me about Jia Jia's town?
- We can say "There is a ..."
- Excellent!
- You're right!

### Post-task

- Ok! After we know about Jia





- Teacher shows the cover page of the book and asks students try to predict what's going to happen in the story.
- Students try to guess why those animals are following the girl.

**During reading**

- Teacher repeats the similar sentences in the book and guide students to read it aloud.
- Students are encouraged to tell the animals they know, and try to identify the places.
- Teacher can guide students to observe the picture.

**After reading**

- Teacher asks students some comprehension questions to reinforce students' understanding.

- A. Who does Claire see on the way home?
- B. What places does Claire see on the way home?
- C. What does Claire say about her knee?
- D. Did Claire really see the animals?
- E. Which story is true? Why?
- F. Why does Claire tell the lie?
- G. Have you ever told the lie like this? Why?

**2. Story sequencing**

- Students work in four.
- Teacher gives each group a worksheet and the picture cut-outs.
- Students have to work together to think about the story sequence, and they have to stick the cut-outs into the correct order.
- When the teacher checks the answer with students, teacher can encourage to retell the story once again.

【統整與總結】

**Post-task**

10'

worksheet  
(Appendix D)  
picture cut-outs  
glue

5'

worksheet  
(Appendix E)

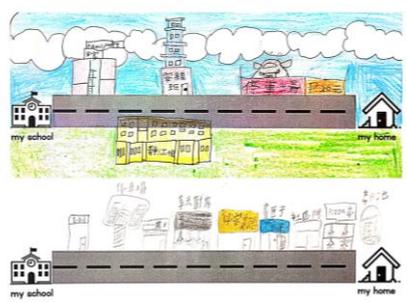
- Look at the cover page. What do you see?
- Take a guess. What will happen in the story?
- Later, when you see the color words. Please read them for me.
- What do you think?
- Tell me about your idea.
- I like your idea.
- Now, here comes your mission.
- Let's look at the rules together.
- How many people work together?
- Later, you can get the picture cards and the board.
- You have to work together, think about the story, and try to stick the picture cards into the right order.
- First, where did Claire go?
- What animals did she say?
- What happened here?
- Great job!
- Then, what's





There is a \_\_\_\_\_, and there is a \_\_\_\_\_, too!

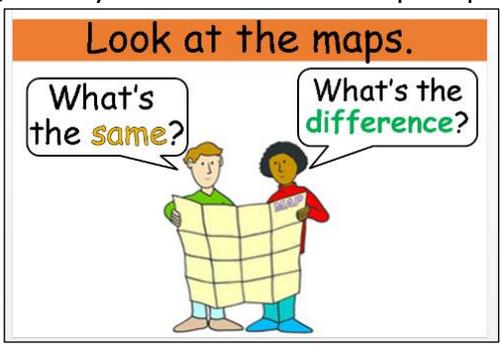
- For the different maps, teacher also guide students to spot the difference, and use the target sentence to share their ideas.



There is a \_\_\_\_\_, but there isn't any \_\_\_\_\_!

**2. I like your map!**

- Students work in groups.
- Teacher guides students to pick two maps as the example.
- Students are encouraged to use some functional language to pick their favorite works.
- Once the group has decided the works, the teacher will give the group a worksheet and staple their works on the paper.
- Students have to spot the same and the difference, and try to fill in the sentence prompt.



7' PPT  
 "On My Way Home"  
 worksheet  
 Compare & Contrast  
 worksheet  
 (Appendix F)

- restaurant. So, we can say...
- On this map, there is a supermarket. But on this map, you can't see a supermarket. So, we can say...
- Now, it's your turn.
- Later, I'll give you one minute. Please choose two maps in your team. If you're ready, raise your hand and let me know.
- Ok, here comes your mission.
- Look at the rules.
- In your team, you need to look at the two maps. Try to find the same part and the different parts. Then, write down the sentences on your worksheet.

	<div data-bbox="327 197 817 533" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 2px;">the <b>same</b></div> <div style="background-color: #FFD700; padding: 5px; text-align: center; margin: 5px 0;">       There is a _____,  <b>and</b> there is a _____, too!     </div> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 2px;">the <b>difference</b></div> <div style="background-color: #008000; color: white; padding: 5px; text-align: center; margin: 5px 0;">       There is a _____,  <b>but</b> there isn't any _____!     </div> </div> <ul style="list-style-type: none"> <li>• The teacher needs to check students' sentences and provide assistance.</li> </ul> <p style="text-align: center; color: green; font-weight: bold;">【統整與總結】</p> <p><b>Post-task</b></p> <p><b>1. Group sharing</b></p> <ul style="list-style-type: none"> <li>• Every team takes turn to share their findings on the two maps.</li> <li>• Teacher uses the projector to project the worksheet.</li> <li>• Students use the target sentence to tell the same or different stores their classmates draw on their maps.</li> <li>• Teacher has to guide other students to give the feedback after each presentation.</li> </ul>	15'	<p>PPT        “On My Way Home”        worksheet        Compare &amp; Contrast        worksheet        projector</p>	<p><b>Post-task</b></p> <ul style="list-style-type: none"> <li>▫ It's time to share you work!</li> <li>▫ Later, please listen carefully to their sharing, and watch their maps.</li> <li>▫ After they finish the sharing, you need to give them some feedbacks.</li> <li>▫ What can we say?</li> <li>▫ Let's try this sentence together!</li> </ul>
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第 四 節	【引起動機】		
	<p><b>Pre-task</b></p> <p><b>1. Get ready for the class</b></p> <ul style="list-style-type: none"> <li>Teacher greets the students and make sure students are ready for the class.</li> <li>Teacher goes through the agenda with students.</li> </ul> <p><b>2. Vocabulary and Sentence Review</b></p> <ul style="list-style-type: none"> <li>Teacher shows the community map to reinforce the target words and sentence.</li> <li>Students need to read aloud the sentences.</li> </ul> <p style="text-align: center;">【發展活動】</p>	10'	PPT
	<p><b>Main-task</b></p> <p><b>1. On our way home</b></p> <ul style="list-style-type: none"> <li>Teacher first divides the students into small groups based on their routes of going home.</li> <li>Then, each group of students can get a picture from Google Map.</li> <li>Students can work together and label the places they've seen on the map.</li> </ul> <p><b>2. Where can we get the help?</b></p> <ul style="list-style-type: none"> <li>Teacher first can lead the students to think about the following question "If we get lost around the school, where can you get the help? Why?"</li> <li>After students share their ideas, teacher can introduce the ideas of "Angel Store."</li> <li>Students can work in small groups and try to figure out the angel stores around the school.</li> </ul> <p style="text-align: center;">【統整與總結】</p>	20'	
<p><b>Post-task</b></p> <p><b>1. The Angel Stores on My Way Home</b></p> <ul style="list-style-type: none"> <li>Students can look at the map they drew in the last lesson, and try to label the angel stores on their way home.</li> </ul>	10'		
			<p><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>Good morning, everyone.</li> <li>You have two missions. First, put everything away. Second, put your hands on the desk.</li> <li>Look at the map. Tell me about this town.</li> <li>Good. Let's try again.</li> </ul> <p><b>Main-task</b></p> <ul style="list-style-type: none"> <li>What's this?</li> <li>On the map, where is our school?</li> <li>Can you point out for us?</li> <li>Now, I'll pass down the map. Please work with your friends and label the places.</li> <li>After you have the idea of "Angel Store", please check your map. Can you find any angle stores?</li> <li>Yes, you're right!</li> <li>I like your idea.</li> </ul> <p><b>Post-task</b></p> <ul style="list-style-type: none"> <li>Look at the map.</li> <li>Please get the color pen and circle the angel stores.</li> <li>You all did a</li> </ul>

good job.

附錄 (學習單或其他教學相關資料)

Appendix A: Jia Jia's Map

1. 	2. 	3. 	4. 
Jia Jia's house 	5. 	6. 	
7. 	8. 	9. 	

Appendix B: Community Map

Xinshi Town

Class \_\_\_\_\_ No \_\_\_\_\_ Name \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3.  \_\_\_\_\_  
\_\_\_\_\_

4.  \_\_\_\_\_  
\_\_\_\_\_

5.  合作金庫銀行  
Zhongshan North Road 2nd \_\_\_\_\_

6.  \_\_\_\_\_  
\_\_\_\_\_

7.  Carrefour  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

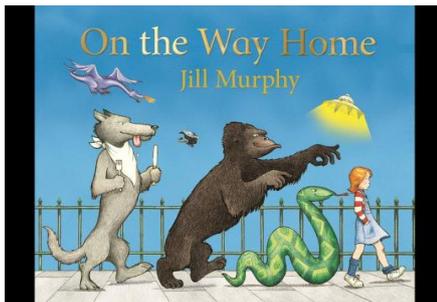
9.  \_\_\_\_\_  
\_\_\_\_\_

10.  小川購物 \_\_\_\_\_  
\_\_\_\_\_

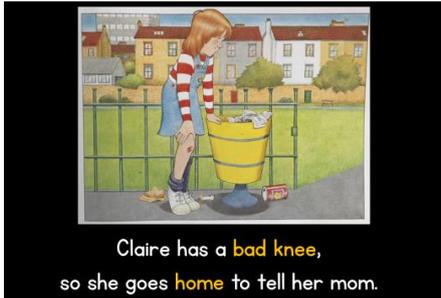
Xinshi 1st Road, Lane 101

 bookstore / bank / zoo / restaurant / convenient store / supermarket /  
toy store / pet store / post office / bushiban

## Appendix C: On the Way Home Story



On the Way Home  
Jill Murphy



Claire has a **bad knee**,  
so she goes **home** to tell her mom.



"Look at my knee!" "How did you do it?"

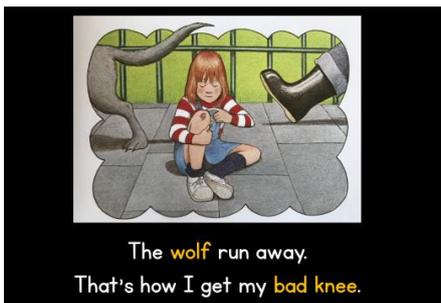


On the way home,  
Claire meets her friend at **school**.

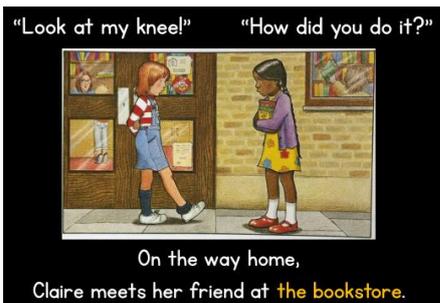


"Well..."

There is a big bad **wolf**.  
And I say "**help**"!



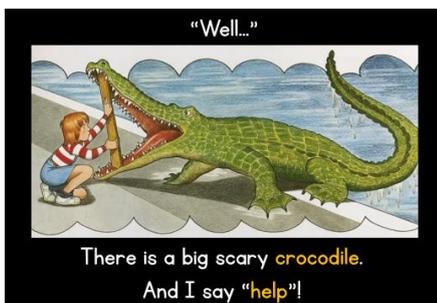
The **wolf** run away.  
That's how I get my **bad knee**.



"Look at my knee!" "How did you do it?"



On the way home,  
Claire meets her friend at **the bookstore**.

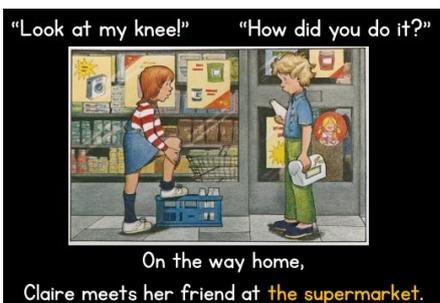


"Well..."

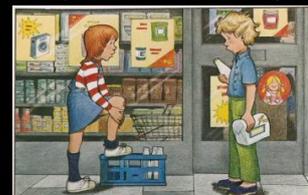
There is a big scary **crocodile**.  
And I say "**help**"!



The **crocodile** has a big tail.  
That's how I get my **bad knee**.



"Look at my knee!" "How did you do it?"



On the way home,  
Claire meets her friend at **the supermarket**.

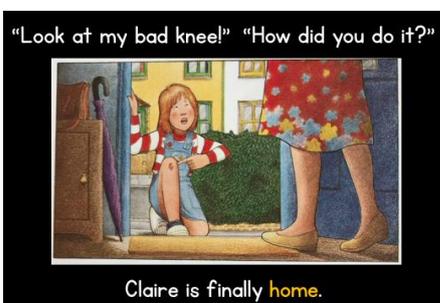


"Well..."

There is a big strong **gorilla**.  
And I say "**help**"!



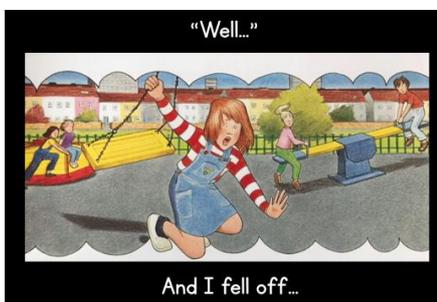
The **gorilla** has a big hand.  
That's how I get my **bad knee**.



"Look at my bad knee!" "How did you do it?"

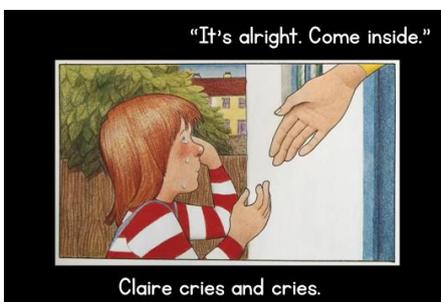


Claire is finally **home**.



"Well..."

And I fell off...



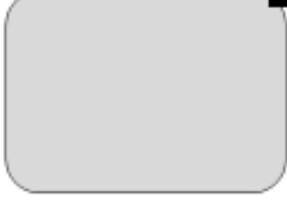
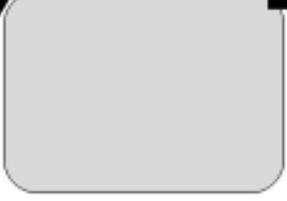
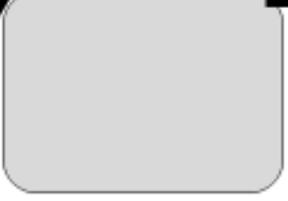
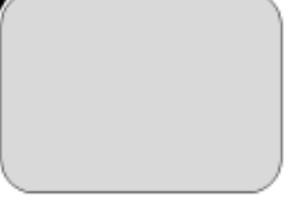
"It's alright. Come inside."

Claire cries and cries.



"Let's put a **Band-Aid** on your **knee**."

### Appendix D: Story Sequencing Worksheet

wolf 	crocodile 	swing 	gorilla 
First,	Second,	Next,	Finally,
			
			
home 	supermarket 	school 	bookstore 

### Appendix E: On My Way Home Worksheet

On My Way Home

Class:

Name:

#



my school



my home

What places do you see on your way home? Draw or paste.

從學校到家裡的路上，你會經過哪些地方呢？  
仔細看，把它們畫下來，或是剪貼也可以！

Appendix F: Compare & Contrast worksheet

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There is a \_\_\_\_\_, and there is a \_\_\_\_\_, too!

There is a \_\_\_\_\_, but there isn't a \_\_\_\_\_!

Appendix H: Maps Worksheet

Which is Claire's home?

