

附件四：

新北市 110 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 | 許家菁、楊京儒、王姘嫻 / 新市國小 | |
| 教案名稱 | What Makes a Good Team? | |
| 教學年級：國小_五_年級 | 預計課程上使用之英語比例： 85 % (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:_34_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： 110 年 11 月 19 日 11 時 20 分至 12 時 00 分 (第四節課) | 預計公開授課之地點： 新北市淡水區新市國小 英語教室 | 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/ 綜合 |

| | | | |
|------|------|----|---|
| 核心素養 | 總 綱 | 綜合 | C2 人際關係與團隊合作 |
| | | 英語 | B1 符號運用與溝通表達 B2 科技資訊與媒體素養 |
| | 領 綱 | 綜合 | 綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。 |
| | | 英語 | 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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 |
| 學習重點 | 學習表現 | 綜合 | 2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。 |
| | | 英語 | ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎>5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 >5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 |

| | | |
|----------------|--|---|
| | | 6-III-1 具有好奇心，主動向老師或同學提出問題。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。 ◎9-III-3 能綜合相關資訊作簡易的猜測。 |
| 學習內容 | 綜合 | Bb-III-2 團隊運作的問題與解決。 Bb-III-3 團隊合作的技巧。 |
| | 英語 | ◎Ac-III-2 簡易的教室用語。 ◎Ac-III-3 簡易的生活用語。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360字詞，其中必須拼寫220字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 ◎D-III-3 依綜合資訊作簡易猜測。 |
| 具體學習目標 | Students will be able to: <ul style="list-style-type: none"> · know important qualities of a good teammate. · identify his / her own strengths and weaknesses and complete the quality chart. · use the quality chart to find his / her teammates. · work as a team to cook rice. · reflect on their teamwork after cooking rice. | |
| 與其他領域/科目/議題的連結 | 無 | |
| 教學資源/設備需求 | PPT. Worksheet. Tools for cooking rice | |

各節教學活動設計

| 節次 | 教學活動流程 | 時間 | 教學資源 | 教師語言 |
|-----|---|-----|----------------------------|---|
| 第一節 | <p>【Learning background】 This is one of the units in Rice Project. In the previous units, students have learned:</p> <ul style="list-style-type: none"> · Rice now and then · Different types of rice · Rice cooking steps <p>【引起動機】 Pre-task</p> <p>1. Greeting</p> <ul style="list-style-type: none"> · Teacher greets the students and makes sure students are ready for the class. · Teacher goes through the agenda with students. <p>2. Personal questionnaire</p> <ul style="list-style-type: none"> · Teacher explains the content of the questionnaire. · Teacher shows the example of how to color the bar charts on the questionnaire. · Students finish the questionnaire. | 10' | PPT worksheet (Appendix A) | <p>Pre-task</p> <ul style="list-style-type: none"> · Good morning, boys and girls. · Let's look at the agenda! First, we're going to do the questionnaire. Second, we are going to talk about what good teammates are. Then, before we say goodbye, you can finish the reflection form. · You are going to get the questionnaire. · Later, you can see the questions and the bar charts. Please read the questions, think about your |

| Personal Questionnaire | | Class | No | Name | | |
|---|--------------------------|----------|-------|------|---|---|
| Quality | Description | Disagree | Agree | | | |
|  | 1 I cook rice at home. | 1 | 2 | 3 | 4 | 5 |
|  | 2 I like to be a leader. | 1 | 2 | 3 | 4 | 5 |
|  | 3 I am very careful. | 1 | 2 | 3 | 4 | 5 |
|  | 4 I like to help people. | 1 | 2 | 3 | 4 | 5 |
|  | 5 I am nice to everyone. | 1 | 2 | 3 | 4 | 5 |

【發展活動】

Main task

1. Are you a good teammate? Why or why not?

- Teacher first shows the pictures of group activities that students have done to get their memories back.
- After reviewing the activities, teacher leads the students to reflect on themselves about the qualities that a good teammate needs to have.
- Students share their ideas with the class.
“A good teammate is (_____).”
- Teacher can write down students’ ideas on the boards.
- After students’ sharing, teacher can introduce the new word “quality” based on students’ ideas.

15’

PPT

2. Important qualities for cooking rice together

- Teacher introduces the five important qualities “leadership”, “experience”, “helpfulness”, “carefulness” and “kindness” for the rice cooking activity.
- While introducing the words, teacher can invite the students to match the qualities with the questions on the questionnaire. Students can share the idea by using the sentence:
“I think (_____) can match to (_____.)”

10’

PPT worksheet (Appendix A)

5’

【統整與總結】

Post task

1. What does my quality chart look like?
- Students check the results of the questionnaire and try to finish their own quality charts.

PPT worksheet (Appendix A)

own situations, and color the charts according to your answers.

- Is everyone ready?
- Great job! Let’s move on!

Main task

- Everyone, look at the picture! What is it about?
- When we were in grade 2, we made banana pancakes. Last year, we tried to make pickled radish together. After doing these activities, what do you think about a good teammate? Please write down your answers.
- Before we start the sharing, let’s practice the sentences: “A good teammate is.....”
- Alright, everyone, these are the reasons that you just talk about. They’re all about “quality.”
- Here are the important qualities, I think they’re important for the rice cooking activity.
- Great! Now, look at the questions on the paper. Which question can match to this quality?
- You can answer me with this sentence “I think (_____) can match to (_____.)”

Post task

- After you know about the five qualities, I want you to look at the questionnaire again. Look at the five qualities and finish your quality chart.
- Everyone, you all did a good job! That’s all for today! Thank

| | | | | |
|-----|---|-----|----------------------------|--|
| | | | | you! |
| 第二節 | <p>【引起動機】</p> <p>Pre-task</p> <p>1. Greeting</p> <ul style="list-style-type: none"> Teacher greets the students and makes sure students are ready for the class. Teacher goes through the agenda with students. <p>2. Review top five qualities</p> <ul style="list-style-type: none"> Teacher leads the students to review the five important qualities for rice cooking activity. | 5' | PPT | <p>Pre-task</p> <ul style="list-style-type: none"> Good morning, boys and girls. Let's take a look at the agenda! First, we are going to review the ideas of "quality." Then, we'll talk about how we can form a better team. Finally, we'll start to find our teammates for the rice cooking activity. Last time, we talk about the idea of "quality." Do you remember the top five important qualities for rice cooking activity? What does this quality mean? |
| | <p>【發展活動】</p> <p>Main task</p> <p>1. Which is a better team?</p> <ul style="list-style-type: none"> Teacher shows different quality charts of teamwork. Based on the charts, students discuss in small groups and try to think about the results for those team work. Students can share their thoughts with the sentence "I think () team can work better because ()." After the discussion, teacher leads the students to think about the following questions: <ul style="list-style-type: none"> ➢ While finding teammates, should we find someone with the same qualities or with different qualities? ➢ Should we always work with our best friends, or we can try to work with different friends in the class? Students randomly share their ideas. Teacher writes students' ideas on the boards. | 10' | PPT | <p>Main task</p> <ul style="list-style-type: none"> Look at these pictures. Which do you think is a better team? Can you tell me why? Look at this picture. What do you think? What will happened in this kind of situation? Alright, it's time for you to find the teammates for the rice cooking activity. For the rice cooking activity, I need six people in a team. So, later, please get your quality charts and find the teammates. Don't forget to look at your quality chart, it's a great tool for you to find suitable teammates! After you find your teammates, please sign your names on the paper and write down the reasons why you want to stay in a team. What qualities do you and your teammates have? |
| | <p>2. Time to find your teammates!</p> <ul style="list-style-type: none"> Teacher introduces the rules of finding teammates. Students start to find their teammates by looking at their quality charts. After finding the teammates, students sign the names on the paper and write down the reasons why they are in the same teams. | 15' | PPT worksheet (Appendix A) | |
| | <p>【統整與總結】</p> <p>Post task</p> <p>1. Mission checking</p> | 10' | | |

the target sentence when discussing the tasks.

“I think I can help with ().

How about you?”

- After the discussion, students use the color pencils to color-code their tasks.

【統整與總結】

Post-task

1. Task confirmation

- Teacher has to confirm that all tasks are assigned in a group.
- Teacher can invite students to share the feeling of choosing and discussing the tasks with partners.

2. Make appointment

- According to different types of rice, some groups have to rinse and soak the rice ahead.
- Teacher needs to assign different times for each group.

| 11/26 Thurs. | 11/27 Fri. |
|----------------------------|------------------------------|
| 12:40-13:00 | 7:30-8:10 |
| sticky rice: Peggy / Holly | brown rice: Stanley H / Elsa |
| red rice: Joanne / Wade | white rice: Ryan / Bailey |
| | jasmine rice: Benson / Karen |
| 15:40-16:00 | |
| black rice: Max / Cynthia | |

7'

worksheet (Appendix B)

What are the squares for?

- Very good! The squares mean the tasks or the things you're going to do on that day.
- I'll explain these tasks with you.
- Can one person do all the tasks on that day?
- Of course not. There are too many tasks. That's why you need to work in groups.
- Today, you're going to think about which task you can help with in your groups.
- When you find things you can help with, what can you say to your partner?
- “I think I can help with (). How about you?” Repeat again, please.
- I'll give you ten minutes to discuss with your partners.
- It seems like you finish your discussion, I'm going to give each group a set of color pencils.
- One person picks one color, and color your tasks on the worksheet.
- One more time, how many colors do you use for one person?
- And what do you do with the color pencils?

Post-task

- Excellent! I found that every group has finished the coloring.
- How do you feel when you discuss the tasks with your partners?
- Do you pick the tasks that you're good at?
- We know there are few types of rice which need a longer time to soak before cooking.
- For sticky, red and black rice, I need these groups to come early to soak the rice first.
- Here are the times you can come to the office to find me.
- Sticky, red and black rice groups, what time are you going to come?
- Next time, we're going to cook the rice so don't forget to bring the small pots, please.

【引起動機】

Pre-task

- Greeting
 - Teacher greets the students and makes sure students are ready for the class.
 - Teacher goes through the agenda with students.
- Kitchen safety tips
 - Teacher reminds students of the safety tip when they're in the kitchen.

Be careful with the fire.
 Always walk slowly.
 Keep the floor and the table dry.
 Pass the tools gently.
 Stay calm.



Always help each other!

- Teacher shows the instructions for using a gas stove.



【發展活動】

Main Task

- Let's cook the rice!
 - Students work in groups to cook different types of rice.

| | | |
|--|---|---|
| <p>Jasmine</p> <p>Edison, Benson, Koan</p> | <p>Jasmine</p> <p>Gisele, Karen, Leila</p> | <p>white</p> <p>Grant, Ryan, Tanner</p> |
| <p>sticky</p> <p>Holly, Emily</p> | <p>red</p> <p>Poli, Joanne</p> | <p>red</p> <p>Ken, Adam, Wade</p> |
| <p>brown</p> <p>Tim, Stanley 7, Stanley 14, Elsa, Harmony</p> | <p>white</p> <p>Eddy, Lyon, Bailey</p> | <p>black</p> <p>Yetta, Cynthia, Max, Thomas, Frank</p> |

- Students have to follow the tasks to complete the cooking mission.
- While students are simmering and steaming the rice, students can finish their reflection worksheet.

- Let's taste the rice!
 - Each group uses the spoons to scoop and make small rice balls on the plates.
 - Students serve the rice balls with each other, and every student can

5'

PPT

Pre-task

- Good morning, boys and girls.
- Let's look at the agenda. First, we'll talk about the safety tips. Second, cook the rice. Third, plating and tasting the rice. Finally, you need to finish your worksheet and do the cleanup.
- You need to be very careful in the classroom.
- When you simmer the rice, you have to control the gas stove carefully.

30'

PPT worksheet (Appendix B)

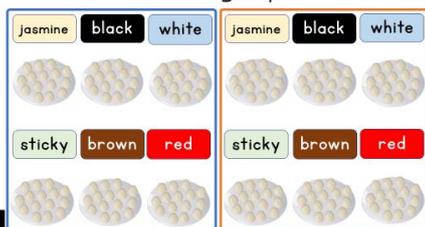
Main Task

- Do you get your group worksheet?
- Don't forget to follow the tasks on the timeline.
- You may start now.
- While you're waiting, I'm going to talk about the reflection sheet. take out your pencils, please.
- Which rice do you cook today?
- Think about today, how well did you do? 10 is the best, how many points do you give yourselves?
- How do you feel when you team up?
- How do you feel when you work with partners?
- How do you feel about

PPT worksheet (Appendix

get one scoop of different types of rice.

Share and get your rice balls in color groups.



- When students are tasting the rice, they need to taste the flavor and texture. And they're going to rank different types of rice on the graph.

【統整與總結】

Post-task

1. Reflection Sheet

- Students spend the rest of the time finishing the worksheet.
- Teacher can invite students to share the feeling of cooperating with group partners.

2. Let's clean up!

- Students work in groups to clean up the desk and the tools.

5'

C)

PPT worksheet (Appendix C)

cooking rice?

- When you open the lids, don't forget to fluff up the rice.
- Get ready with your spoons and big plates.
- Now, you need to divide the rice into 15 rice balls with your spoons. And put the rice balls on the plates.
- (Blue) team, raise your hands, please. (Blue) team shares the rice balls together.
- Take out your table wares. And you can go around to get different rice balls.
- When you taste the rice, chew slowly and think about the flavor and the texture.
- Which rice is the sweetest? And the blandest?
- Which rice is the fluffiest? And the stickiest?
- Write the names of the rice on your ranking part.

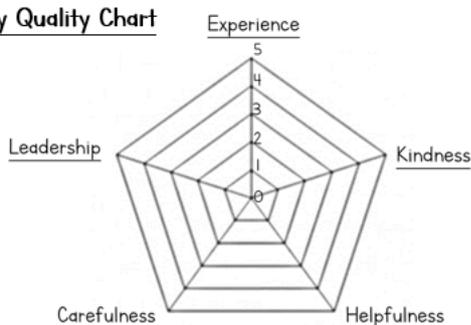
Post-task

- I can see you've finished the worksheet.
- Let's pick someone to share feelings with us.
- ____, did you cook the rice successfully?
- ____, did you work well with the partners?
- ____, what problems did you have when you cooked the rice?
- Do you think (black) rice is delicious?
- Which rice do you like the most?
- Now, I need some helpers to collect the worksheets for me.
- Please put your everything away.
- Let's clean up!

Appendix A: Personal questionnaire

| Personal Questionnaire | | Class _____ No _____ Name _____ | | | | |
|---|---------------------------|---------------------------------|---|---|---|---|
| Quality | Description | Disagree -----> Agree | | | | |
|  | 1. I cook rice at home. | 1 | 2 | 3 | 4 | 5 |
|  | 2. I like to be a leader. | 1 | 2 | 3 | 4 | 5 |
|  | 3. I am very careful. | 1 | 2 | 3 | 4 | 5 |
|  | 4. I like to help people. | 1 | 2 | 3 | 4 | 5 |
|  | 5. I am nice to everyone. | 1 | 2 | 3 | 4 | 5 |

My Quality Chart



⊙About me:

I am strong in _____

I am strong in _____

I am strong in _____

⊙About my teammates:

I need a teammate who's strong in _____

I need a teammate who's strong in _____

I need a teammate who's strong in _____

Appendix B: Rice cooking steps and job missions

Rice Cooking Steps Class: _____ We are _____, _____, and _____.

| | | | | | |
|--|--|---|---|--|--|
| Measure few cup of water.  | Pour the water and the rice in the pot.  | Bring the water to boil. Cover and simmer.  | Don't open the lid. Let the rice rest!  | Fluff up the rice. Get ready to serve it!  | Let's clean up the kitchen.  |
|--|--|---|---|--|--|

Rice Cooking Tools Check your tools and get ready for the cooking!

| | | | | | | | |
|---|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rice Cooking Tasks We are going to cook _____ rice!
 blue: _____ / green: _____ / yellow: _____

| | | | | | | | |
|--------------------------|--------------------|-------------------------|----------------------------|--------------------|-----------------------------|---|-------------------------------|
| 11/____ :____ | 11/____ :____ | | | | | 11/____ :____ | |
| Rinse and soak the rice. | Check the tools. | Pour the rice and cook. | Cover and simmer the rice. | Let the rice rest. | Fluff up the rice. | Tasting time!  | Wash the dishes. |
| | Measure the water. | | Check the timer. | | Plating and serve the rice. | Do the worksheet. | Clean up the table and tools. |
| Do the worksheet. | | | | | | | |

Always be careful with your safety!

Appendix C: Rice cooking reflection form

Rice Cooking Day

Class:

Name:

#

★ Which rice did you cook today? I cooked _____ rice today.

★ How well did you do? Look and color.

| | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | I followed the steps. | <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
|  | I did all my tasks. | <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
|  | I tried to be careful. | <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
|  | I helped my teammates. | <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |

★ Think about it and write your feelings.

When I used the skill chart to form a team, I feel...

| | |
|---------------------------|---|
| <p>_____</p> <p>_____</p> |  |
|---------------------------|---|

When I worked with my teammates, I feel...

| | |
|---------------------------|---|
| <p>_____</p> <p>_____</p> |  |
|---------------------------|---|

When I cooked the rice, I feel...

| |
|--|
| <p>_____</p> <p>_____</p> <p>_____</p> |
|--|

★ Tasting time! 

Flavor

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

bland > ----- > ----- > ----- > ----- > ----- > sweet

Texture

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

sticky > ----- > ----- > ----- > ----- > ----- > fluffy