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	洪瑋琳、任慧珍、李豐展/白雲國小		
教案名稱	Good News, Bad News		
教學年級：國小三年級	預計課程上使用之英語比例：　80　% （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2節
預計公開授課之時間： 110年11月19日 09:00-09:30登入 09:30-10:10觀課 10:30-11:10說議課 https://meet.google.com/kzw-ispq-jnu	預計公開授課之地點： 新北市汐止區白雲國小 三年三班教室		預計公開授課之教師： 姓名：任慧珍 服務學校：白雲國小 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 綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。

學習重點	學習表現	英語 ◎1-II-9能聽懂簡易的日常生活用語 4-II-3能臨摹抄寫課堂中所學的字詞 ◎6-II-2 積極參與各種課堂練習活動 ◎7-II-2 能妥善運用情境中的非語言訊息以幫助學習 ◎3-Ⅱ-6 能看懂繪本故事的主要內容。 ◎3-Ⅱ-8 能藉圖畫、標題、書名等作簡易的猜測。 綜合 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧
	學習內容	英語 ◎Ac-Ⅱ-1 簡易的教室用語。 ◎Ac-Ⅱ-2 簡易的生活用語。 Ac-Ⅱ-3 第二學習階段所學字詞 ◎Ae-Ⅱ-2 繪本故事、兒童短劇。 綜合 Ad-II-1情緒的辨識與調適 Ba-II-1自我表達的適切性
具體學習目標		1. 學生能夠聽懂、理解以英語授課的內容 2. 學生能享受閱讀樂趣並從不同角度思考情緒。 3. 學生能透過故事內容，覺察情緒變化的原因，並延伸運用在日常情境中。 4. 學生能在情境中，演繹自己在人際互動時，表達關切與鼓勵他人的用語。
語言目標 (Language Goals)		Language of Learning (Key vocabulary – content-obligatory)
		sad, angry, tired, happy How do you feel? I feel _____. How does he/she feel? He / She feels____. good news, bad news Is this good news or bad news? It's good news / bad news.
		Language for learning (Functional language e.g. language while learners participate in the lesson – thinking skills)

	Can you show me a happy/angry/sad/tired face?
	What's this?
	It's happy/sad/angry/tired
	What can you say?
	I can_____.
	What can you do to help?
	I can_____
	T: Are you ready?
	S: Ready.
	Language through learning (Language progression, practice and extension – emerging language)
	You just won the game. How do you feel just now?
	I feel _____.
	Alan lost the game. How does he feel just now?
	He feels_____.
	Wendy just fell down. How does she feel just now?
	She feels_____.
	Emma tried very hard to run fast. How does she feel just now?
	She feels_____.
與其他領域/科目/議題的連結	綜合領域
教學資源/設備需求	電腦、電子白板、PPT、字卡、圖卡、繪本、學習單

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
	【引起動機】 【發展活動】 【統整與總結】		（包含情境布置或教具之運用）	（教師授課中所使用的指導語，例如：Take out your book, please.）

		【引起動機 Warm up】	5min	textbook	
第一節		1. T reviews the story in textbook, page60. 2. T reviews vocabulary: sad, angry, tired, and happy. 3. T asks ss to use their facial expression to show different feelings. 【發展活動 Presentation】 1. T asks ss to match the emojis with the words. 2. T shows pictures from textbook and introduces the sentence patterns: 1/ You just won the game. How do you feel, now? I feel _____. 2/ Alan lost the game. How does he feel, now? He feels_____. 3/ Wendy just fell down. How does she feel, now? She feels_____. 4/ Emma tried very hard to run fast. How does she feel, now? She feels_____. 3. T shows ss examples for practicing the sentence patterns. 4. Ss finish the w.s. 【統整與總結 Wrap up】 1. Ss who have finished the w.s. can work in pairs to play tic-tac-toe. 2. The player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row is the winner.	5min 10min 10min 5min 5min	flashcards ppt w.s. (app1) 	T: Can you show me a happy/angry/sad/tired face? T: What's this? S: It's happy/sad/angry/tired T: How do you feel? S: I feel _____. T: How does he/she feel? S: He / She feel s____.

第二節	【引起動機 Warm up】 1. Daily Greetings T: 1) How are you? / How do you feel? Why? / Why do you feel good /bad? 2) What day is today? Do you like Friday? Why? 3) How's the weather? / Do you like it (the weather)? Why? 4) Do you like peanuts? Let's sing the song about peanuts. 2. Song First, ss sing the song together and then sing in groups: Found a Peanut. https://www.youtube.com/watch?v=RmxzJVUXR7E 3. Interaction T shows a peanut/ candy and asks questions. T makes responses to ss' replies. Ss: Yes. → T: Well, that's good news T: Why is it good news? Ss: No. → T: Oops, it's bad news. T: Why is it bad news? T expects that most ss may say candy is good news. T asks why it's good news. 【發展活動 Presentation】 Pre-reading 1. T reads the cover of 'Good news Bad news' 2. Is it good news or bad news? T: It's a beautiful day! Hooray! S: Good news. T: It's a school day. Boo. S: Bad news. T: You've got the day off. (You don't	4min 3min 3min 5min	YouTube picture book ppt	T: Here is a peanut. It's for you Is it (ss get a peanut) good news or bad news? T: What's this? Do you like it? Is it bad news? Why is it (ss get candy) good news? T: Look at the rabbit and the mouse. Is the rabbit happy? (It's good news.) Is the mouse angry? (It's bad news.) Is T. Rebecca happy? (It's good news.)

	need to come to school today.)			
	S: Good news.			
	T: You need to go to the dentist because of toothache. Boo.			
	S: Bad news.			
	During-reading			T: What do you see?
	1. T reads pages by pages.			S: I see a _____.
	2. T shows ss the story by ppt.			T: Now, let's read the
	3. T lets ss see bad news first, and then show them good news.	15min	ppt	story together. I read the black lines, you read the
	4. Engage ss by pausing periodically during the reading to discuss what is going on or what has been read.			red lines. T: Are you ready? S: Ready.
	T asks questions			
	*What do you see?			
	*How does the mouse feel?			
	*How does the rabbit feel?			
	*Now, you are the rabbit. How do you feel? (If you were the rabbit, how would you feel?)			
	* Now, you are the mouse. How do you feel? (If you were the mouse, how would you feel?)			
	*Do you feel the same as the rabbit/ the mouse?			
	【統整與總結 Wrap up】			
	Post-reading	5min	ppt	
	1. T asks questions to go over the story:			
	Why did they need the fly swatter?			
	Why did they run in the cave?			
	Why did they need an umbrella?			
	Why did they need to climb up a flagpole?			
	2. T asks questions to allow ss to share what's going through their own mind, thus			

	demonstrating their own meaning-making. It's raining now. Is it good news or bad news? (Some ss say "Good news" and some ss say "Bad news") T: Now, you are a farmer, is it good news? 3. Worksheet T reviews again Good news and Bad news in the story. Ss finish the w.s.	5min	w.s. (app2) GOOD NEWS BAD NEWS apple bee cake thunde pole bear cave worm	

	【引起動機 Warm up】 1. T reviews the song: found a peanut. 2. T guides ss to tell good/bad news from the song: found a peanut.	10min		
	【發展活動 Presentation】 1. T reviews the story: 'Good news Bad news'. 2. T asks ss questions: It's raining. How does the rabbit feel? How does the mouse feel?	10min	ppt 	T: How do you feel? S: I fell _____. T: How does he/she feel? S: He / She feels____.
	3. T shows the w.s. that ss have done. Ss read together the scenarios and the feelings. 4. T describes the scenarios, ss reply 'Good news Bad news' such as: T: Number1- You just had an ice cream. S: Good news / Bad news T: Number2- He just fell down. S: Good news / Bad news	10min	w.s. 	
第三節	【統整與總結 Wrap up】 1. T separate ss into 6 groups. Each group has to design one 'good news' situation and one 'bad news' situation. 2. Ss draw the scenarios on the poster without letting other groups to see their setting of good news or bad news. 3. Ss share their poster group by group. 【引起動機 Warm up】	10min		

	【引起動機 Warm up】			
	1. T reviews the story: 'Good news Bad news'.	5min	ppt	
	2. Rabbit is a very good friend. She always tries to help. When her friend- the mouse- is sad, she cheers him up.			
	3. T asks ss:			
	1/ What can you say, when your friend is happy?			What can you say?
	2/ What can you say, when your friend is sad / angry / tired?			I can_____.
第				
四	【發展活動 Presentation】			T: How do you feel?
節	1. T gives ss some scenarios from their last week designs.	10min		S: I fell _____.
	T: Is this good news or bad news?			T: How does he/she feel?
	S: It's_____.			S: He / She feels____.
	T: How does he/she feel?			
	S: He / She feels____.			
	2. T: When your friend is happy, you can say:	10min		
	→ I'm happy for you.			
	→ Great!			
	→ Congrats.			
	3. When your friend is sad / angry / tired, you can say:			
	→ That's ok.			
	→ I'm sorry.			
	→ Let me help you!			
	4. What can you <u>do</u> to help?			What can you <u>do</u> to help?
	→ Hug/listen/be together			I can_____.
	5. T separates ss into 6 groups to do "Role Play"and say:	10min		
	A: How do you feel.			
	B: I feel_____.			
	A:_____.			

	【統整與總結 Wrap up】	5min		
	6. T asks ss how do they feel and find from the "Role Play".			
	7. T guides ss to aware their own feelings and observe other people's feelings.			
	8. T guides ss to show their kindness to other people.			
	【統整與總結 Wrap up】	5min		
	6. T asks ss how do they feel and find from the "Role Play".			
	7. T guides ss to aware their own feelings			

Appendix1: How do you feel?

班級 Class:　　　　　姓名 Name:　　　　　座號 Number:

1. How do you feel?

I feel _____.

2. How does she feel?

She feels _____.

3. How does he feel?

He feels _____.

4. How does he feel?

I feel_____.

5. How does he feel?

He feels _____.

6. How do you feel?

I feel _____.

7. How does he feel?

He feels _____.

8. How does she feel?

She feels _____.

9. How do you feel?

I feel _____.

Appendix2 Review: Good News, Bad News

班級 Class: 　　　　　姓名 Name: 　　　　　座號 Number:

Please match the good news to the corresponding bad news.
請根據繪本故事，依照圖示將好消息連到對應的壞消息。

GOOD NEWS BAD NEWS
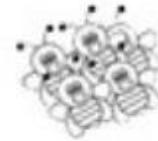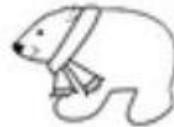
Draw a line to match the GOOD NEWS to the corresponding BAD NEWS.

apple

cake

pole

cave

bee

thunder

bear

worm