新北市112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	德音國小鍾佳慧、德音國小陳榮鴻、自強國小林庭芳			
教案名稱	Corduroy-Toys Hospital		領域	英語跨(　綜合　)領域
教學年級：國小　三　年級		預計課程上使用之英語比例：80％ （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:28 人		教學總節數: 3 節		預計公開授課內容為第3節
預計公開授課之時間： 112年10月6日 10時30分至11時10分 (第3節課)		預計公開授課之地點： 新北市五股區德音國小 219教室		預計公開授課之教師： 姓名：鍾佳慧 服務學校：德音國小 專長領域：英語教學、兒童文學

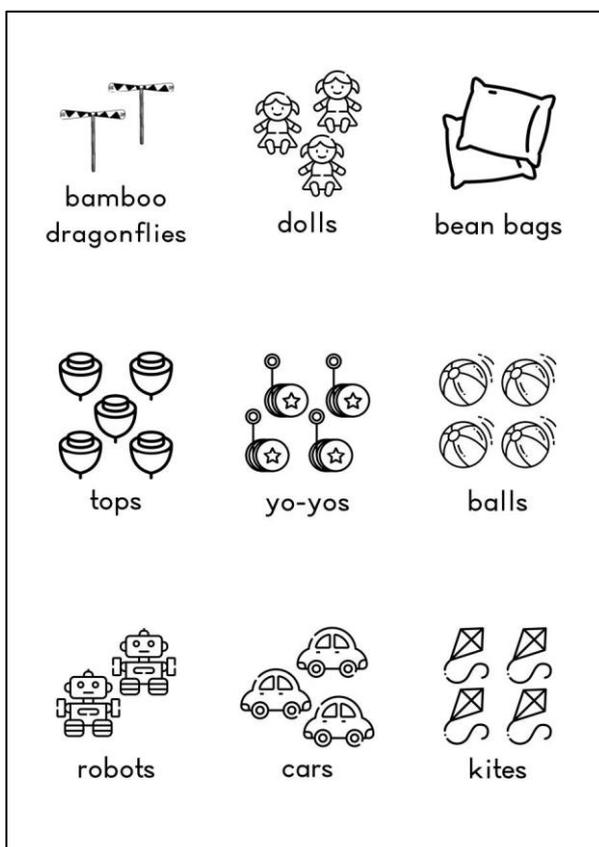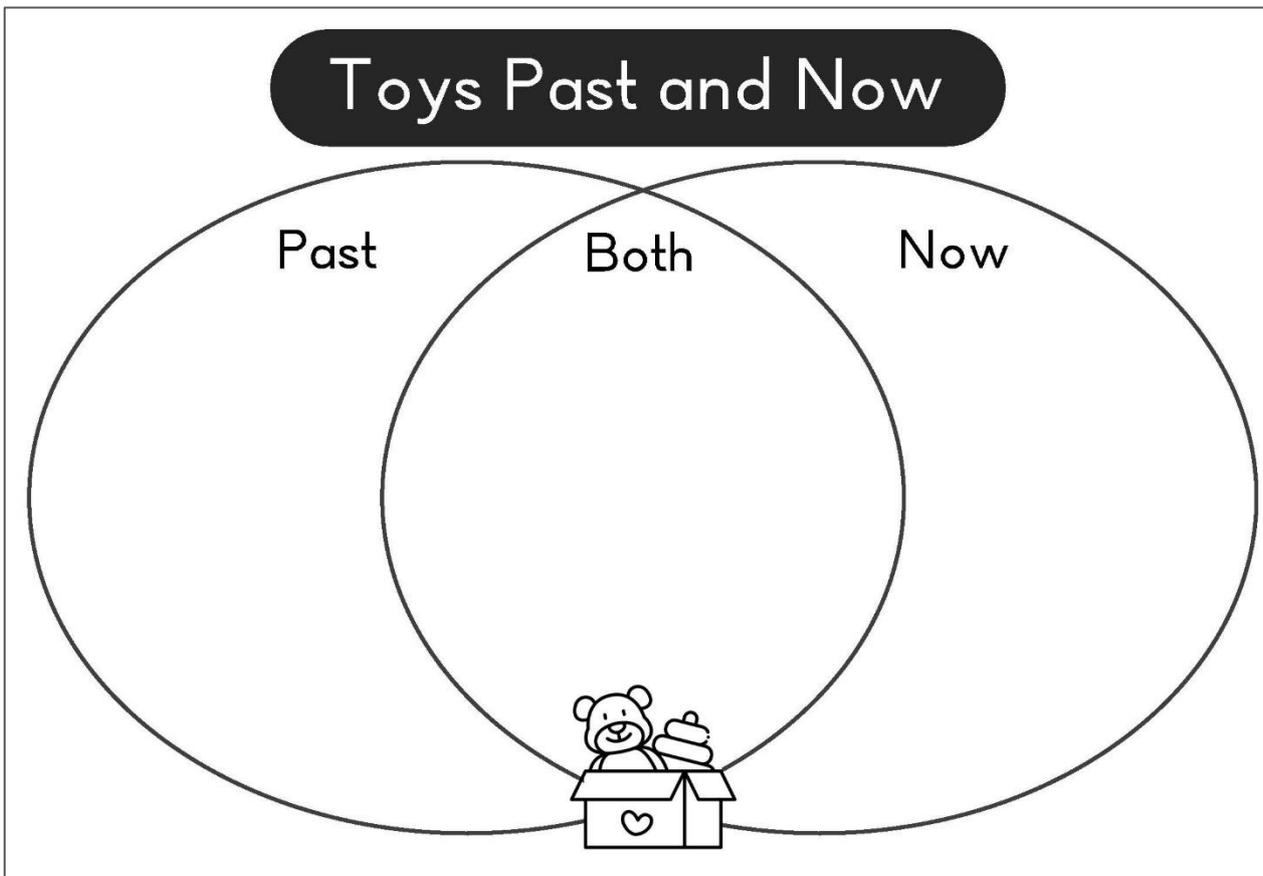| 核心素養	總綱	A2 系統思考與問題解決 B1 符號運用與溝通表達 C1 道德實踐與公民意識 C2 人際關係與團隊合作
	領綱	英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。
學習重點	學習表現	英語文： ◎➤1-II-7　能聽懂課堂中所學的字詞。 ◎➤1-II-10 能聽懂簡易句型的句子。 ＊◎ 1-II-12　能聽懂簡易故事及短劇的主要內容。 ◎➤2-II-3　能說出課堂中所學的字詞。 ◎➤2-II-6　能以正確的發音及適切的語調說出簡易句型的句子。 ◎➤3-II-2　能辨識課堂中所學的字詞。 ◎➤3-II-3　能看懂課堂中所學的句子。 ＊◎ 3-II-6　能看懂繪本故事的主要內容。 ＊◎ 3-II-8　能藉圖畫、標題、書名等做簡易的猜測。 ➤4-II-3　能臨摹抄寫課堂中所學的字詞。 ➤4-II-4　能臨摹抄寫課堂中所學的句子。 ◎ 5-II-2　在聽讀時，能辨識書本中相對應的書寫文字。 ◎ 6-II-2　積極參與各種課堂練習活動。

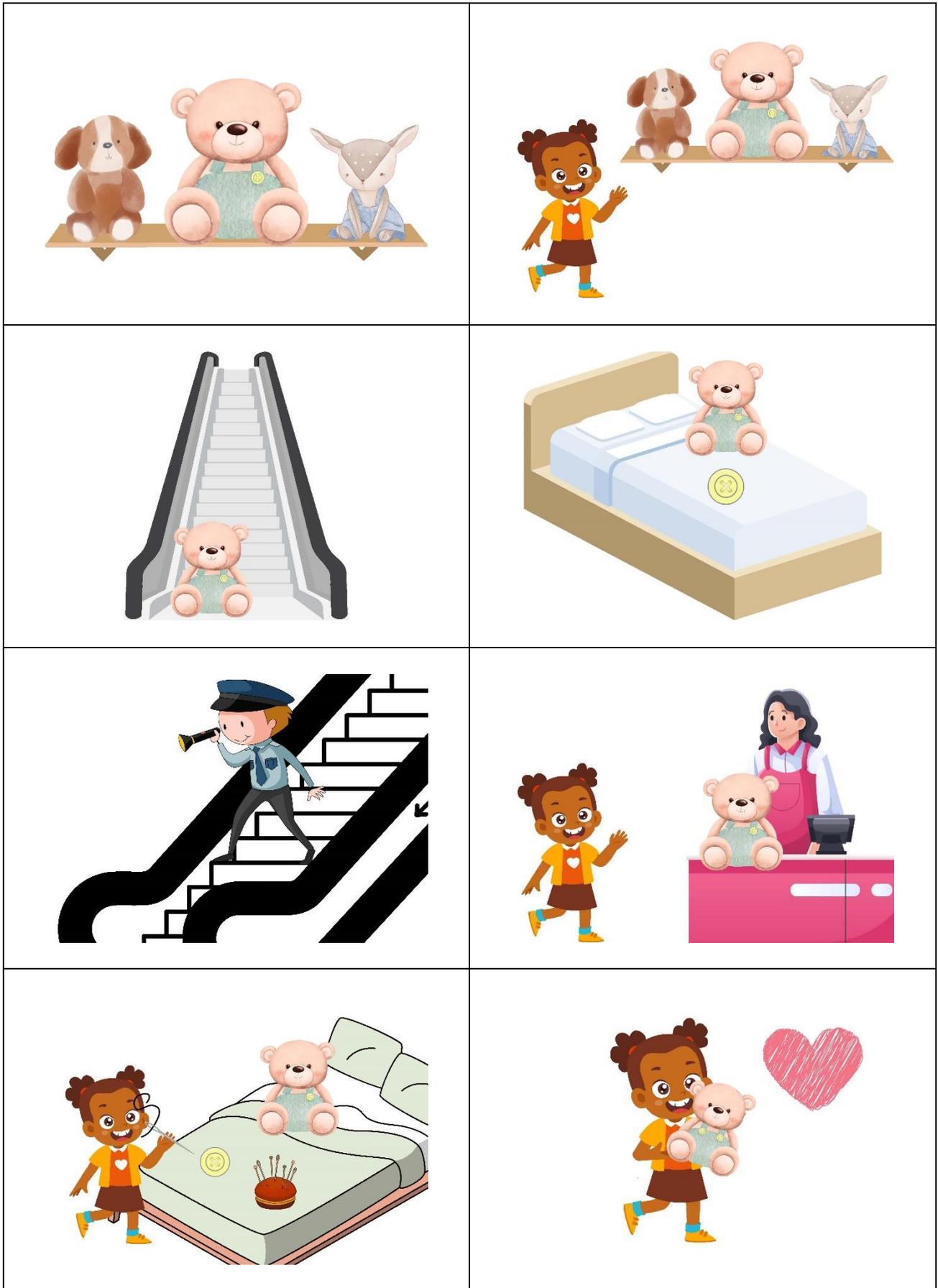|		
		◎ 6-II-3　樂於回答老師或同學所提的問題。 ◎ 9-II-1　能夠將所學字詞做簡易歸類。 綜合： 　3d-II-1　覺察生活中環境的問題，探討並執行對環境友善的行動。
學習內容		英語文： 　◎Ac-II-3　第二學習階段所學字詞。 　◎Ad-II-2　簡易常用的句型結構。 ＊◎Ae-II-2　繪本故事、兒童短劇。 綜合： 　Cd-II-2　環境友善的行動與分享。
具體學習目標		1. 學生認識常見的玩具及古童玩，並透過自己的經驗及同儕的分享將玩具分類。 2. 學生能專心聆聽故事，運用圖畫中的線索推測故事內容，並找出故事情節的順序及問題與解決方法。 3. 學生能聽懂、說出、閱讀、書寫課堂上所學的單字與簡易句型。 　單字：button, bear, guard, girl, toys hospital, doctor, fix, a lid, tape, paper, 　　　　 tissue paper, clay, scissors, glue, a rubber band, a pencil, cardboard 　句型：What's this / that? It's a <u>car</u>. 　　　　We fix it with <u>tape</u>. 4. 學生能跟著教師一起朗讀故事。 5. 學生能觀察玩具狀態，發現玩具壞掉之處，並執行玩具維修。 6. 學生能以簡單的句子陳述修理玩具的紀錄。 7. 學生能與小組合作完成任務。
與其他領域/科目/ 議題的連結		閱讀素養教育 閱讀歷程 閱-II-E1 認識一般生活情境中所需使用的，以及學習學科基礎知識所應具備 　　　　 的字詞彙。 　1. 能辨識第二學習階段英語文本(繪本)中的關鍵字詞。 　3. 能知道第二學習階段英語文本(繪本)之書名、作者與繪者。 閱-II-E3 熟悉與學科學習相關的文本閱讀策略。 　2. 能根據圖片線索（picture clue）理解故事內容。 閱讀情境脈絡 閱-II-E11 能在一般生活情境中得的知識解決問題。 　1.　能連結英語文本（繪本）與個人經驗或生活情境，並進行比較。 閱讀態度 閱-I-E12 培養喜愛閱讀的態度。 　2.　能積極參與閱讀的相關活動。 閱-I-E14 喜歡與他人討論、分享自己閱讀的文本。 　1.　能分享英語文本(繪本)中自己喜歡的內容或情節。 環境教育 　環 E16 了解物質循環與資源回收利用的原理。
教學資源/ 設備需求		story slides, flash cards, toys, mystery box, picture book, sequencing cards, broken toys, loose parts, tools, worksheets

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	【Warm up】 1. Greet Ss by using the daily expressions that they have learned. 【Presentation & Practice】 Mystery Box 1. Show Ss a Mystery Box. 2. Ask a S to touch a toy in the Mystery Box, and have the rest of the Ss ask, "What's that?" 3. The S answers the question by using the sentence, "It's a <u>car</u>." and takes out the car from the Mystery Box. 4. Paste the flash card on the blackboard, and have Ss read the word aloud. 5. Have the S come to the stage and share how to play with the car. 6. Continue to have Ss guess and play with all the toys in the Mystery Box. Toys Past and Now 1. Give each group toy cards. 2. Have Ss read aloud the toy cards. 3. Give each group a "Toys Past and Now" worksheet. 4. Have Ss sort toy cards on the worksheet. 5. T points to the parts of the past and asks Ss, "What did you put here?" 6. Have Ss answer the question. 7. Have Ss share their results. 8. Lead Ss to make the summary. The kids play with <u>robots</u> now. The kids played with <u>tops</u> in the past."	2' 33'	1. mystery box 2. toys 3. flash cards 1. toy cards 2. "Toys Past and Now" worksheet	Good morning, everyone. 1. Look! What's this? It's a box. A Mystery Box. You can't see the toys in the box. 2. I need your help. Can you help me? Put your hand in the box. Touch the toy. 3. Ask him, everyone "What's that?". What's in the box? Tell them. It's a car. Good job! 4. Look at the card and say the word, "car." 5. Can you play with it? Show us. Thank you. 6. Anyone else? 1. Here are toy cards. 2. Please say the words on the cards. 3. Look at the pictures. 4. Which one is "Now"? 5. Which one is "Past"? 6. What does "Both" mean? 7. Look! I put the car here, "Now". Is it OK? 8. Now think and put the cards on the worksheet. 9. Time's up! 10. What did you put in here? 11. You put a top, a kite and bean bags here. 12. What did you put in "Now"? 13. You put a robot, a doll, a car and a yo-yo here. 14. The kids play with robots, cars and yo-yos now.

				15. The kids played with bean bags and kites in the past.
				16. The kids played dolls and tops in the past, and kids play dolls and tops now.
	【Wrap up】 1. Have Ss share their favorite toys in groups. 2. Ask some Ss to share their favorite toys on stage.	5'		1. Look at the toys. What do you like? Share it in your group. 2. Which one do you like? 3. Good job! 4. Ok! It's break time. See you next time.
第二節	【Warm up】 1. Greet Ss by using the daily expressions that they have learned. 2. Show Ss a Mystery Box, have a S touch the toy in the Mystery Box, and have the rest of the Ss ask, "What's that?" 3. Have the S on stage answer the question.	5'	1. mystery box 2. toys	1. Hello, everyone! 2. Say "Hello" to this Mystery Box. 3. Who wants to help me to touch the toy? 4. Everyone says "What's that?" 5. It's a bear! Its name is Corduroy.
	【Presentation & Practice】 Picture Book Reading-Before Reading 1. Have Ss point out the book title and read it aloud. 2. Have Ss point out the author and read it aloud. 3. Show Ss the book cover and have Ss talk about what they have seen. 4. Have Ss predict the story according to the book cover. Picture Book Reading-While Reading 5. Tell the story "Corduroy". 6. Ask some questions and have Ss answer them according to the story. 7. Pause the story on the page which shows the guard looking for Corduroy. 8. Have Ss discuss can the guard find Corduroy in groups. 9. Ask some groups to share their thoughts. 10. Continue to tell the story. 11. Pause the story on the page which shows a girl looking at Corduroy.	30'	1. story slides 2. sequencing cards	1. Look! What's in the picture? It's Corduroy. 2. Where is the book title? Here! "Corduroy" 3. Who wrote the book? Here! "Don Freeman" 4. What's wrong with Corduroy? A button is missing. 5. What will Corduroy do? Will it go find the button? 6. Here was a big store, a department store, just like Sogo. Do you see Corduroy in the picture? 7. What did Corduroy want? It wanted some one to take it home. Well… No one wanted to take it home. Why? 8. Who was coming? A little girl. She liked Corduroy. Will she take

12. Have Ss discuss whether will Lisa buy Corduroy in groups. 13. Have Ss share their thoughts. 14. Continue to tell the story. 15. Pause the story on the page which shows Corduroy in the little bed. 16. Continue to tell the rest of the story.		it home? 9. "No!" said her mommy. "Look, dear! The button is missing. And it's not new." 10. The store was closed. What was Corduroy doing? It got down the shelf and wanted to find its button. 11. It went upstairs and saw many things there. "It must be a palace. I love it!", said Corduroy. 12. Corduroy wanted to sleep on the bed. What was on the bed? Could Corduroy take the button away? 13. The lamp crashed on the floor. Here came the guard. Will he find Corduroy? 14. Think and discuss in your group. 15. The guard found Corduroy and put it back on the shelf. 16. Look, a little girl. She was Lisa. Will she buy Corduroy home? 17. Think and discuss in your group. 18. Lisa took Corduroy home and went into her bedroom. 19. Lisa sewed the button for Corduroy. 20. Corduroy wanted a home and a friend. Lisa wanted a friend. They were good friends. 21. Here are the pictures of the story.
Picture Book Reading-After Reading 17. Give each group a set of sequencing cards. 18. Have Ss sequence the cards according to the story. 19. Have Ss read aloud the simple sentences about the story. 20. Have Ss discuss the main problem in the story by choosing a card.		22. Now think about the story and put the cards from 1-8. 23. Let's Check the answers. Let's read the sentences aloud.

	21. Ask Ss to share their thoughts. 22. Have Ss discuss the solution in the story by choosing a card. 23. Ask Ss to share their thoughts. 24. Check Ss' understanding by asking questions.			24. Think and choose the picture of the "Problem" in the story. 25. Why do you choose this picture? 26. Think and choose the picture of the "solution" in the story. 27. Why do you choose this picture? 28. Who wanted to find the missing button? 29. Who found Corduroys on the bed? 30. Who took Corduroy home? 31. Did Lisa like Corduroy? How do you know?
	【Wrap up】 1. Have Ss share the most interesting part of the story in groups. 2. Ask some Ss to share the most interesting part on stage.	5'		1. Share the part of the story you like in your group. 2. Can you share with us? 3. Thank you! 4. It's break time. See you next time.
第三節	【Warm up】 1. Greet Ss by using the daily expressions that they have learned. 2. Ask Ss about the story's main problem and solutions. 3. Ask Ss what they will do if the toys were broken. 4. Have Ss share their thoughts. 5. Introduce "Toys Hospital" to Ss.	5'	1. story slides 2. FB Website	1. Hi! Look at this! It's Corduroy. Today he will stay here with us. 2. What's the problem in the story? 3. What's the solution in the story? 4. If your toy is broken. What will you do? Throw it away or fix it? 5. Here is a "Toys Hospital". Look at the man. He can fix toys. He's a toy doctor.
	【Presentation & Practice】 1. Demonstrate the steps to fix the paper net for scooping fish. 2. Give each group a broken toy, a "Little Toy Doctors" worksheet, a "Loose Parts" worksheet . 3. Have Ss examine the broken parts of the toys and discuss how they can fix them.	30'	1. broken toys 2. "Little Toy Doctors" worksheet 3. "Loose Parts" worksheet 4. loose parts	1. Now I'm a toy doctor, too. This is a paper net. It's broken. I want to fix it. I check it. Circle the broken part on the worksheet. I look for the loose parts here. I take it and go back to the seat.

	4. Have Ss take the parts from the Maker Corner for fixing the toys. 5. Have Ss fix the toys and test their toys. 6. Have Ss finish the worksheet and practice oral presentation. 7. Give Ss "Oral Evaluation" worksheets. Advanced Ss write "Oral Evaluation (A)" worksheet, and basic ones write "Oral Evaluation (B)" worksheet. 8. Have each group show their toy and report on stage with the sentence patterns. 9. Ss write down the results and evaluate the group shown on the worksheet.	5. "Oral Evaluation" worksheet	I fix it with this tissue. I test it. I put it in the water and scoop the fish. Uh-oh! No! Try again! I look for the parts here again. I take it and go back go to the seat. I fix it with this paper. I test it. I put it in the water and scoop the fish. Yes! It works! I write the worksheet. 2. Now you are the doctors. Number 1, check the broken parts and circle the worksheet. 3. Group discussion. Discuss what you need in group. 4. Number 2, check the "Loose Parts" on the worksheet. 5. Number 3, take the part you need. 6. Number 4, fix the toy. Number 2, test the toy. 7. Ready? Go! Done? Say the sentences together in your groups. 8. Pass the worksheets, please. 9. Come here, Group 1. Tell us on stage. Everyone listens and writes on the worksheet.
	【Wrap up】 1. Have Ss share what they have learned today.	5'	1. Share what you leaned today in group. 2. Can you share your partners' ideas? 3. Thank you. 4. It's break time. See you next time.

附錄（學習單或其他教學相關資料）
蘇爸的玩具醫院 https://www.facebook.com/supapahosp/?locale=zh_TW

附件一 Toys Past and Now

Toys Past and Now

Past   Both   Now

bamboo dragonflies

dolls

bean bags

tops

yo-yos

balls

robots

cars

kites

附件二 Sequencing Cards

附件三 Little Toy Doctors

Little Toy Doctors

Class _____ Group _____ No. _____

A. Circle the broken part

B. Presentation

Hello, everyone.

It's a _____.

We fix it.

Little Toy Doctors

Class _____ Group _____ No. _____

A. Circle the broken part

B. Presentation

Hello, everyone.

It's a _____.

We fix it.

Little Toy Doctors

Class _____ Group _____ No. _____

A. Circle the broken part
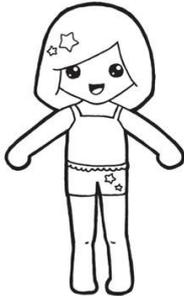
B. Presentation

Hello, everyone.

It's a _____.

We fix it.

Little Toy Doctors

Class _____ Group _____ No. _____

A. Circle the broken part

B. Presentation

Hello, everyone.

It's a _____.

We fix it.

附件四 Loose Parts

Loose Parts

Class _____ Group _____ No. _____

a lid	tape	glue
cardboard	paper	tissue paper
a rubber band	a pencil	clay

附件四 Loose Parts

附件五 Oral Evaluation (A)

Oral Evaluation (A)

Class _____ No. _____ Name _____

	1	2	3	4	5	6	7
🧸 Toys							
👍 Work?							
👂 Loudness							
🤖 Fluency							

Oral Evaluation (B)

Oral Evaluation (B)

🚗 car 🧍 paper doll
T plastic dragonfly

Class _____ No. _____ Name _____

	1	2	3	4	5	6	7
🧸 Toys							
👍 Work?							
👂 Loudness							
🤖 Fluency							