

新北市112年度教師跨領域全英語授課教案設計

設計者 / 服務學校	陳建薇、朱奕璇/瑞芳國小		
教案名稱	我的家鄉-瑞芳	領域	英語跨(社會)領域
教學年級：國小3年級	預計課程上使用之英語比例：100 % (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:21人	教學總節數:4節	公開授課內容為第2節	
公開授課之時間： 112年10月17日 9時30分至10時10分 (第1節課)	公開授課之地點： 新北市瑞芳區瑞芳國小 雙語教室2	公開授課之教師： 姓名：陳建薇 服務學校：瑞芳國小 專長領域：英語、雙語	

核 心 素 養	總 綱	E-A2 具備探索問題的思考能力，並透過體驗與實踐處理日常生活問題。 E-B2 具備科技與資訊應用的基本素養，並理解各類媒體內容的意義與影響。
	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-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。 社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。 社-E-B2 認識與運用科技、資訊及媒體，並探究其與人類社會價值、信仰及態度的關聯。
學 習 重	學習表現	English 2-II-2 Can pronounce English sounds 2-II-3 Can say the words learned in class 2-II-4 Can use simple classroom English 2-II-5 Can use simple everyday expressions 2-II-6 Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation

點	<p>3-II-2 Can recognize the words learned in class 3-II-3 Can understand the sentences learned in class 5-II-2 Can recognize the words being read in the textbook 5-II-3 Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed 6-II-1 Can focus on the teacher’s explanation and demonstration 6-II-2 Participates actively in various class activities 6-II-3 Enjoys answering the teacher’s or classmates’ questions 9-II-1 Can classify into simple categories the vocabulary one has learned</p> <p><u>Subject: Social Studies</u> 1a-II-3 Illustrate the interactions, differences or changes between the environment and social events/things 1b-II-1 Explaining the relationships between the environment and social events/things 2c-II-1 Reflect on personal habits and role-playing in groups, respect personal differences, and avoid prejudice toward others 2c-II-2 Clarify and cherish one’s roles and rights, as well as perform a sense of responsibility 3a-II-1 Propose interesting questions toward the environment and social events/things through everyday observation and reflection 3b-II-3 Organize information into simple charts, diagrams or tables and explain them 3c-II-1 Listen to the opinions of others and express personal opinions 3c-II-2 Experience, inquire and practice through peer collaboration 3d-II-1 Inquire the causes and effects of a problem and seek possible solutions to it 3d-II-2 Evaluate and choose possible actions to try to solve a problem at hand</p>
學習內容	<p><u>English</u> Aa-II-2 Recognition and writing of capital and lowercase letters in print Ac-II-1 Simple classroom instructions Ac-II-2 Simple everyday expressions Ac-II-3 Vocabulary of Stage II level B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II D-II-1 Simple classification of acquired vocabulary</p> <p><u>Subject: Social Studies</u> Aa-II-1 Individuals play a variety of roles in families, schools and society. These roles may affect the individuals’ personal development Ab-II-1 The lifestyles and space utilization methods of inhabitants affect and are affected by the natural, social and cultural environments of the places in which they live Ab-II-2 Natural environment may influence economic development, and economic development may change the natural environment Ad-II-1 Individuals enact divisions of work and collaborative relations with others through participating in economic activities of various trades and occupations Ae-II-1 People engage in scientific and technological research and development to meet living needs or to satisfy curiosity, which results in the changing of natural environments and people’s lives Ca-II-1 The environments in which people live may change with social and economic development</p>

具體學習目標	1. Can understand the geographical location of Ruifang. 2. Can know the origin of the place name of Ruifang. 3. Can tell the venue and function of Ruifang. 4. Can make a mind map of the venue of Ruifang and share it.
與其他領域/科目/ 議題的連結	社會領域
教學資源/ 設備需求	PPT, iPad, fact sheet, notebook

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>引起動機</p> <p><u>Warm up 1 : Unit 3 Vocabulary words:</u> (slide 2-4) Step 1. Tt will reveal the 4 words : shopkeeper, customer, expensive, cheap. Tt will ask Ss whether they remember the meaning of the words. Step 2. Tt will quickly show the pictures (slide 5-6) to explain the meaning of the words to refresh their memory.</p> <p><u>Warm up 2 : Prognosis (slide 7)</u> Step 1. Tt will show a short video about Ruifang's beautiful view : Tt will provide Ss with 3 questions to think about while watching it.</p>	5'	<p>PPT</p> <p>https://www.youtube.com/watch?v=eFsHDOjjJs (1:29')</p>	<p>Repeat after me.</p> <p>Who can say it aloud?</p> <p>Where is this?</p> <p>Do you know the places?</p> <p>Have you been there?</p>

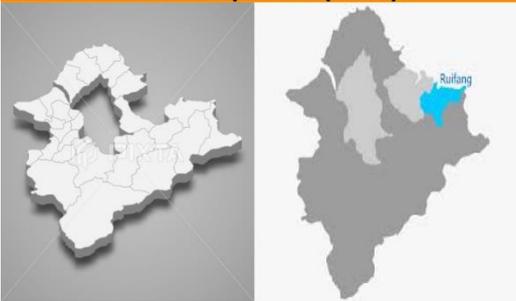
發展活動

Identify Ruifang district and some famous places:

Step 1.

Tt will first show a map of the world, a map of Taiwan then a map of New Taipei City and ask Ss if they could recognize it. Once the map is identified, ask the Ss the location of Ruifang area, but at first, the Tt will point at the wrong area(s) to get Ss' attention until the Tt asks a Ss to show

New Taipei City map



where Ruifang area is. (Slide 10-12)

Step 2.

Pictures of some famous places in Ruifang District will be displayed and Ss will identify them one by one. (Slides 13-16)

Examples of famous areas:

Jiufen Old Street



Houtong Cat Village



- a. Ruifang Railway Station
- b. Jiufen Old Street
- c. Houtong Cat Village
- d. Ruifang Elementary School

7'

PPT

What is this?
What map is this?
Where is Taiwan?
Where is New Taipei City?
Where is Ruifang?

PPT

Where is this?
What place is this?
Have you been there?

	<p><u>統整與總結</u></p> <p><u>Recapitulation:</u> Step 1. Ss will read the new words/phrases and the sentence patterns they learned from the lesson with better pronunciation and intonation. (Slides 17-18)</p> <p><u>Evaluation:</u> Step 1. Tt will ask Ss to check if they could answer the “question sentence pattern” without showing them the “answer sentence pattern”. In addition, Tt can use the 4 famous places mentioned in the lesson as a “question sentence pattern”. Take note that the location of the 4 famous places in the answer sentence will be changed to “Ruifang”. (Slide 20)</p> <p>Example of a question sentence pattern using a place mentioned in the lesson and its answer (slide 13-16):</p> <p>A. Where is <u>Ruifang Train Station</u> (<u>Jiufen Old Street</u>, <u>Houtong Cat Village</u>, <u>Ruifang Elementary School</u>)? B. <u>Ruifang Train Station</u> is in <u>Ruifang</u>.</p> <p>Rubric : The class will be divided into 6 groups. A group will be picked randomly by throwing the dice. If Ss who represents the group can answer the question, the group will get one point and the other member of the group can ask the question to the next group for another additional one point.</p>	<p>3’</p> <p>5’</p>	<p>PPT</p> <p>PPT</p> <p>A Dice</p>	<p>Read the words. Read the sentences.</p> <p>Who can answer my question? Raise your hand.</p>
<p>第 二 節</p>	<p><u>引起動機</u></p> <p><u>Tongue twister:</u> Step 1. Tt will say a short tongue twister as an icebreaker and Ss will repeat after him. Ss will then say the tongue twister by themselves. (Slide 20)</p> <p>Example of tongue twister:</p>	<p>6’</p>	<p>PPT</p>	<p>Repeat after me</p>

<p>“Sheep should sleep in a shed”</p> <p><u>Review:</u> Step 1. Ss will review the vocabulary words and the sentence patterns learned from the previous lesson. (Slides 22-23)</p> <p>Step 2. Pictures of some famous places in Ruifang District will be displayed for Ss to guess and the Tt will use each of them as a “question sentence pattern” to ask the Ss and for them to use the “answer sentence pattern” in answering the question. (Slides 24-28)</p>											
<p>發展活動</p> <p><u>Guessing the jumbled words:</u> Step 1. Before digging deeper into the meat of the matter, Ss will guess 3 jumbled words that will be mentioned in this lesson. After guessing the right word/s, call a Ss to write the word on the board. (Slide 30)</p> <table border="0" data-bbox="159 1339 694 1496"> <tr> <td><u>Jumbled words:</u></td> <td><u>Answers:</u></td> </tr> <tr> <td>a. Rufangi</td> <td>a. Ruifang</td> </tr> <tr> <td>b. Tipaei</td> <td>b. Taipei</td> </tr> <tr> <td>c. Yialn</td> <td>c. Yilan</td> </tr> </table>	<u>Jumbled words:</u>	<u>Answers:</u>	a. Rufangi	a. Ruifang	b. Tipaei	b. Taipei	c. Yialn	c. Yilan	6’	PPT	Where is this? Put the letters in the correct order.
<u>Jumbled words:</u>	<u>Answers:</u>										
a. Rufangi	a. Ruifang										
b. Tipaei	b. Taipei										
c. Yialn	c. Yilan										
<p><u>Asking a startup question:</u> Step 1. Tt will reveal a picture and ask a motivating question which could funnel Ss’ ideas if what the lesson is all about. (Slide 31)</p> <p>Question: “Where does Ruifang get its name from?”</p>	2’	PPT	Where does Ruifang get its name from?								

<p><u>Unlocking new words/phrases:</u></p> <p>Step 1. New vocabulary words/phrases are presented in this lesson with images to Ss for them to comprehend further the thought of the lesson. Ss will then write the words in their notebook for retention. (Slides 32-35) New words: a. travel b. rest c. old store</p> <p>Step 2. Tt will read the words with proper pronunciation while Ss listen and repeat each word. They will write down the new words for retention and read the words by themselves on this part.</p>	6'	PPT	Please write the words in your notebook.
<p><u>Presenting a schematic diagram image:</u></p> <p>Step 1. A simple schematic diagram image is shown and Ss will try to understand the flow of the diagram. After giving them at least 1 minute to understand the diagram, Tt will then ask a question to stimulate their understanding. (Slide 36)</p> <p>Question: “How does Ruifang get its name?”</p> <p>Step 2. Ss will guess the diagram the way they understand it after which, Tt will point out the flow of the diagram image to inject ideas which may lead Ss to answer the question.</p>	10'	PPT	<p>Look at the picture.</p> <p>What do you see in the picture?</p> <p>What does the picture want to tell us?</p>

Step 3

In the event Ss have guessed the diagram

Where does Ruifang get its name from?



image, a more detailed schematic diagram image with explanations is shown to be descriptively understood how and where Ruifang gets its name. (Slide 37)

統整與總結

Recapitulation:

Step 1.

It will show the learned words, but this time, only the images of the 3 words are displayed and ask the Ss to write the words synonymous to that picture on the board and read the words with better pronunciation and emphasis. (Slide 38)

Evaluation:

Step 1.

It will ask Ss a closing question as a brief review to check whether they digest the whole subject matter in concluding this lesson by filling in the missing answer. (Slide 39)

Closing question:

- A. Where does Ruifang get its name from?

Answer:

- A. Ruifang gets its name from an **old store**.

6'

PPt

Please write down a word with the same meaning of "_____".

3'

PPT

Where does Ruifang get its name from?

<p><u>Presentation of the 3 event venues:</u></p> <p>Step 1.</p> <p>Ss will get acquainted with the 3 event venues in Ruifang and Tt will show them photos of the activities and let them guess what event venue the picture is and the activities that can be done in the said venue. TPR (total physical response) can</p> <p style="text-align: center;">Ruifang <u>Sports Park</u></p>  <p style="text-align: center;">Ruifang <u>Library</u></p>  <p style="text-align: center;">Ruifang <u>Food Court</u></p>  <p>be applied here for Ss to guess the activities. (Slides 49-63)</p> <p>Event Venues:</p> <ol style="list-style-type: none"> sports park library food court <p><u>Asking motivating questions:</u></p> <p>Step 1.</p> <p>Ask Ss a motivating question as a sentence pattern to ask which event venue they've</p>	7'	PPT	<p style="text-align: center;">Where is this?</p> <p>What can you do in ____?</p>
	10'	PPT	

	<p>been to and let them use the “answer sentence pattern”. It will guide and make sure that the Ss are actively engaged in the discussion. (Slide 64)</p> <p>Sentence Patterns: Q: What can you do in the <u>library (sports park, food court)</u>?</p> <p>A: I can <u>read books</u>.</p> <p><u>統整與總結</u></p> <p><u>Recapitulation:</u> Step 1. Ss will read the new words/phrases they learned from the lesson with better pronunciation and word emphasis. (Slide 48)</p> <p><u>Evaluation:</u> Step 1. It facilitates an open discussion and sees to it that the Ss are actively engaged in it. Ss will be asked the following questions and the sentence patterns will be used here. (Slide 65)</p> <p>a. Do you know any other sports park, library or food court in <u>Ruifang</u>? (Jiufen? Guashan? Houtong?) b. Where is it? c. What can you do there?</p>	<p>3’</p> <p>8’</p>	<p>PPT</p> <p>PPT</p>	<p>Read the words.</p> <p>Read the sentences.</p> <p>Do you know any other sports park, library or food court in <u>Ruifang</u>? (Jiufen? Guashan? Houtong?) b. Where is it? c. What can you do there?</p>
<p>第 四 節</p>	<p><u>引起動機</u></p> <p><u>Tongue twister:</u> Step 1. It will say a short tongue twister as an icebreaker and Ss will repeat after him. Ss will then say the tongue twister by themselves. (Slide 98)</p>	<p>10’</p>	<p>PPT</p>	<p>Repeat after me</p>

	<p>Tongue twister: “Swan swam over the sea, swim, swan, swim”</p> <p><u>Review:</u> Step 1. It will show the images of the 3 learned words and ask the Ss to write the words synonymous with the given picture on the board. Ss will then read the words. (Slides 100-101)</p> <p>Vocabulary words: a. market b. trail c. temple</p> <p>發展活動</p> <p><u>Unlocking new words:</u> Step 1. New vocabulary words are presented in this lesson to Ss for them to comprehend further the thought of the lesson. Ss will then write the words in their notebook for retention. (Slide 103)</p> <p>Vocabulary words: a. where 何地 b. what 何事 c. when 何時 d. who 誰 e. how 如何</p> <p><u>Mind map-making instructions:</u> *Making a mind map of Ss’s favorite place</p> <p>Step 1.</p>	<p>12’</p>	<p>PPT</p>	<p>Please write down a word with the same meaning of “_____”.</p> <p>Please write the words in your notebook.</p> <p>Where is your favorite place? Draw your favorite place on the paper.</p>
		<p>20’</p>	<p>PPT, fact sheet</p>	

Ss will see examples of mind maps and the Tt explains them to give them ideas on what they'll do as the lesson progresses. (Slides 104-107)

Mind map sample:



Step 2.

Instructions will be given and discussed on how they'll make a mind map of their own favorite place. (Slide 108)

*Instructions on mind map making:

1. The class will work by pair and each pair will choose their favorite place like temple, park, shop, market, school, their home, etc.
2. Each pair will be given a fact sheet where the 4Ws (where, what, when, why) and 1H (how) are provided and use them to describe their favorite place providing two answers for each question.
 - a. Where is it?
 - b. What do you do there?
 - c. When do you go there?
 - d. Who do you go with?
 - e. How do you get there?

統整與總結

Mind map- making:

38'

fact sheet

What do you do there?

When do you go there?

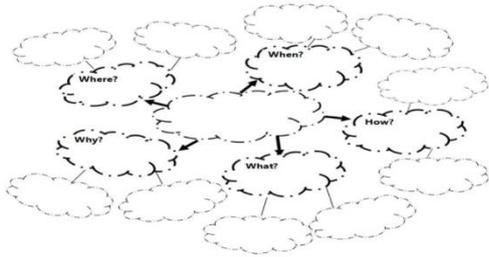
Who go with you?

How do you go there?

My favorite place is_____.

*Ss will now start making their own mind map talking about, "My Favorite Place".
(Slide 109)

Fact sheet



附錄 (學習單或其他教學相關資料)

