

附件三

嘉義縣 111 學年度全英語教學暨口說評量活動設計教案甄選

教案設計比賽甄選（封面）

主題名稱：My family

參賽組別：國小

適合年級：三年級

設計理念：

家庭是每個人原生的起點,每個人的家庭成員有哪些人呢?首先,先透過與學生生活經驗相關的卡通,例如 Peppa Pigs, 透過有趣的影片及歌曲引導,初步介紹認識家庭成員的英語單字。並透過大富翁練習活動熟練單字句子。接著,導入繪本故事 Me And My Family Tree, 透過圖畫讓學生知道家族就像是一棵樹,除了自己的祖父母、父母和兄弟姊妹,還有旁系親屬。最後,藉由讓學生畫出自己的家庭樹認識直系親屬與自己的關係,並上台口頭分享,進而能尊重並關懷自己的親人。

作品編號：請勿填寫

附件四

全英語教學~教案設計(範本)

單元名稱 Unit/Title	My family	適用年級 Grade	三年級
配合融入之學科領域(如無，可略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段)  備註：不包含語文領域		
配合融入之議題 Integrated Issues	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input checked="" type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育		
總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies	<p><b>學科領域素養 Core competencies of content learning</b>          社-E-B1 透過語言、文字及圖像等表徵符號，理解人類生活的豐富面貌，並能運用多樣的表徵符號解釋相關訊息，達成溝通的目的，促進相互間的理解。</p> <p><b>英語文領域素養 Core competencies of language (English) learning</b>          英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。          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。</p>		
單元目標 Unit Objectives	<ol style="list-style-type: none"> <li>1. Students can understand and recognize the words of family members. 學生能夠聽懂和辨認家庭成員的單字</li> <li>2. Students can pronounce the words correctly and write the words. 學生能夠正確說出單字的發音和寫出單字。</li> <li>3. Students understand the sentences of “Who’s he/she?” and ” He’s / She’s my _____.” 學生能夠聽懂的“Who’s he/she?” and ” He’s / She’s my _____.”句型。</li> <li>4. Students can ask and answer the sentences of “Who’s he/she?” and ” He’s / She’s my _____.” correctly. 學生能以“Who’s he/she?” and ” He’s / She’s my _____.”的句型問答。</li> <li>5. Students can introduce their own family tree by using the sentence of</li> </ol>		

	<p>“ This is my ____.”</p> <p>能以 This is my ____ 句型介紹家庭樹成員</p> <p>6. Students can participate in the activities enthusiastically.</p> <p>學生能夠踴躍參加活動。</p>
<p>表現任務</p> <p>Performance Tasks</p>	<p>Be able to understand and say the target vocabulary.</p> <p>Be able to use the target sentences to ask and answer the questions.</p> <p>Be able to draw out their own family tree and introduce it by using target sentences “This is my family tree. This is my ____.”</p>
<p>Culture/Community/Citizen</p> <p>情境脈絡</p> <p>節次配置</p> <p>Title of Each Period</p>	<p>Period one: Family members</p> <p>Period two: Me And My Family Tree</p>
<p>第一節 First Period</p>	
<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p><b>學科領域學習表現 Performance of content learning</b></p> <p>社 3b-II-3 整理資料，製作成簡易的圖表，並加以說明。</p> <p><b>英語文領域學習表現 Performance of language (English) learning</b></p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-8 能聽懂簡易的教室用語。</p> <p>1-II-9 能聽懂簡易的日常生活用語。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>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。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>4-II-4 能臨摹抄寫課堂中所學的句子。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-4 認真完成教師交待的作業。</p>
<p>學習目標</p> <p>Learning Objectives</p>	<p>學科學習內容 Content</p>
	<p><b>英語領域</b></p> <p>◎Ac-II-1 簡易的教室用語。</p> <p>◎Ac-II-2 簡易的生活用語。</p> <p>Ac-II-3 第二學習階段所學字詞。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p><b>社會領域</b></p> <p>Bc-II-2 家庭有不同的成員組成方式；每個家庭所重視的價值有其異</p>

	同。		
	語言學習內容 (Language of Learning) Communication		
	<p><b>目標字詞 Target vocabulary :</b> grandfather (grandpa) / grandmother (grandma) / father ( dad) mother (mom) / brother / sister / he /she / who</p> <p><b>目標句型 Target sentences:</b> Who’s he ? He’s my _____. Who’s she? She’s my _____.</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p><b>I. Warm up :</b></p> <p><b>1.</b> Greeting with the class. T:“Good morning,everyone.” “How are you ?”</p> <p><b>2.</b> Teacher plays “<b>finger family</b>” song. Then asks students what do you hear or see? Students may answer in Chinese like 爸爸、媽媽、哥哥、妹妹.... T:That’s right. Today we are going to learn family members.</p> <p><b>II. Presentation :</b></p> <p>1. Teacher shows the flashcard of family members one after one. Paste these cards on the blackboard. And asks students to read and spell the word again. Pair work :Two Ss. go to the front listen, point and say the word teacher calls out.</p> <p>2.Play the Peppa Pigs Family film to recall the family members, pause after a role shows up. ex&gt; After grandpa’s picture shows on the <b>family tree</b>, teacher asks “Who’s he?” and students answer” He’s / my <u>grandpa</u>.”</p>	<p>Youtube 影片 “Finger Family” song <a href="https://www.youtube.com/watch?v=G6k7dChBaJ8">https://www.youtube.com/watch?v=G6k7dChBaJ8</a></p> <p>flashcards</p> <p>video <a href="https://www.youtube.com/watch?v=zKcHRjx0yI">https://www.youtube.com/watch?v=zKcHRjx0yI</a></p>	<p>To know family members</p> <p>To know the words of family members</p> <p>Able to know when to use he or she</p>

	<p>Repeat several times until students get familiar with family members.</p> <p><b>III. Practice :</b></p> <p><b>1. Activity: Memory game</b> Team work. Cover the family cards. Students take turns to turn over two cards at the same time. If they can make a pair (picture &amp; word). He/ She has to say “ He’s/She’s my ____.” Depends on the gender of the card. Who can get more pair of the cards is the winner.</p> <p><b>2. Family monopoly board game</b> Students in group and take turns to roll the dice and answer the question. Teacher walk through the classroom to check if students can say and sing in English correctly or not. 附件 1</p> <p><b>IV. Wrap-up :</b> Review new words and sentences Homework: Draw a family tree worksheet 附件 2</p>	<p>Mini flashards</p> <p>Family monopoly board game</p>	<p>Able to find out the pair of picture and word</p> <p>Able to know, say and answer the questions.</p>
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自編自選教材或學習單 Learning Materials

Youtube 影片

1. “Finger Family” song <https://www.youtube.com/watch?v=G6k7dChBaJ8>

2. Peppa Pigs Family Tree <https://www.youtube.com/watch?v=zKcHRjix0yI>

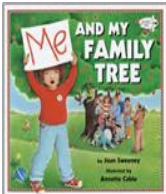
3. **Family monopoly board game** 附件 1

4. Family tree worksheet 附件 2

語言使用 Use of Language

課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
Are you ready? Raise your hand. Listen carefully. Repeat after me. Read and spell.	Let’s sing together. What can you see/ hear ? Let’s learn family members. Look at the cards. And listen and repeat after me. <u>Ex.Mom</u> , my <u>mom</u> . <u>She</u> is my <u>mom</u> .	Good morning. How are you ? Good job! Well done! You are the winner.

		How do you spell “ mom”? Roll the dice,move the cube and say. Who’s he / she?He’s/ She’s my _____.	
評量 Assessment	<p><b>學科內容學習評量</b></p> <p>能專心觀看影片並聆聽重點單字。 能認讀學過的稱謂名詞。 能跟唱歌曲，並理解內容。 能應用學過的單字及句型。</p> <p><b>英語口說學習評量</b></p> <p>能以適切的發音及語調說出家庭成員的字詞語句 能熟練唱誦歌曲 能用學過的句型做簡單的問答</p>		
<b>第二節 Second Period</b>			
相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines	<p><b>學科領域學習表現 Performance of content learning</b></p> <p>社 3b-II-3 整理資料，製作成簡易的圖表，並加以說明。</p> <p><b>英語文領域學習表現 Performance of language (English) learning</b></p> <p>1-II-7 能聽懂課堂中所學的字詞。 1-II-8 能聽懂簡易的教室用語。 1-II-9 能聽懂簡易的日常生活用語。 1-II-10 能聽懂簡易句型的句子。 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。 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。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 6-II-3 樂於回答教師或同學所提的問題。 6-II-4 認真完成教師交待的作業。</p>		
學習目標 Learning Objectives	<b>學科學習內容 Content</b>		
	<p>英語領域</p> <p>◎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。</p>		

	<p>B- II-1 第二學習階段所學字詞及句型的生活溝通。 社會領域</p> <p>Bc- II-2 家庭有不同的成員組成方式；每個家庭所重視的價值有其異同。</p>		
	<p>語言學習內容 (Language of Learning) Communication</p>		
	<p>目標字詞 Target vocabulary : grandfather (grandpa) / grandmother (grandma) / father ( dad) mother (mom) / brother / sister / uncle / aunt / cousin / family tree</p> <p>目標句型 Target sentences: This is my family tree. This is my <u>grandfather</u>. This is me.</p>		
<p>學習活動 Learning Tasks</p>	<p>步驟 Procedures</p>	<p>教學資源 Teaching Resources</p>	<p>認知能力 Cognition</p>
	<p><b>I. Warm up :</b> Now, let's listen and sing the "Family Members Song for Kids!" to review family members <a href="https://www.youtube.com/watch?v=NVEz-zzia8Yo">https://www.youtube.com/watch?v=NVEz-zzia8Yo</a> After listening to the song. T: Wow! What a big family! How many people are there in your family? Ss. raise hand and answer. Teacher try to show and explain <b>big family</b> and <b>small family</b> for students.</p> <p><b>II. Presentation :</b> <b>Story Time</b> 1. Teacher plays the video of "Me and My Family Tree" first. Then ask students the relationship among those family members. 2. Read the story book " Me and My Family Tree" and ask Ss. some questions. <b>Questions after reading:</b> (1) What's the girl's name? (We don't know.) (2) How many people are there in her family? (4 people: daddy, mommy,</p>	<p>Family Members Song for Kids! - ESL English Learning Song <a href="https://www.youtube.com/watch?v=NVEz-zzia8Yo">https://www.youtube.com/watch?v=NVEz-zzia8Yo</a></p> <p>Me and My Family Tree <a href="https://www.youtube.com/watch?v=O-sls-CzzlQ">https://www.youtube.com/watch?v=O-sls-CzzlQ</a></p> 	<p>To have the concept of big or small family</p> <p>To know the concept of family tree</p>

	<p>brother,and the girl)</p> <p>(3) How does she call her grandparents? (grandpa, grandma, nana, poppa)</p> <p>(4) Is it a big or small family? (A big family)</p> <p>3.Let’s look and listen to the story again. Focus on the sentence patterns “This is my family tree. This is my <u>father</u>. This is my <u>mother</u>. This is my <u>brother</u>. And this is me. “ Keep doing oral practice several times till more fluently.</p> <p><b>III. Practice :</b></p> <p><b>Activity: Family picture story</b></p> <p>1.Teacher show some of students family pictures on the screen.</p> <p>2. Student introduces their own family members</p> <p>3.Student points to picture and says: Hello. I’m _____. This is my _____.</p> <p><b>IV. Wrap-up :</b></p> <p><b>Show and tell: My family tree</b></p> <p>1.4-5 Ss. seat in group, take out their family tree worksheet and Ss.take turns to introduce their own family tree to other team members.</p> <p>2. After practicing, each group sends a student to show and introduce on stage. Example as following: This is my family tree. This is my <u>father</u>. This is my <u>mother</u>. This is my <u>brother</u>. And this is me.</p> <p>T: Good job ! Everybody give him or her big claps.</p>	<p>family pictures</p> <p>family tree worksheet</p>	<p>To know the relationship of family members</p> <p>Know how to introduce family tree</p>
<p>自編自選教材或學習單 Learning Materials</p>			



	Youtube 影片 Family Members Song for Kids! - ESL English Learning Song <a href="https://www.youtube.com/watch?v=NVEzzzia8Yo">https://www.youtube.com/watch?v=NVEzzzia8Yo</a>  Me and My Family Tree <a href="https://www.youtube.com/watch?v=O-sls-CzzlQ">https://www.youtube.com/watch?v=O-sls-CzzlQ</a>  Family tree worksheet <span style="border: 1px solid black; padding: 2px;">附件三</span> Family photo		
	<b>語言使用 Use of Language</b>		
	<b>課室語言</b> <b>Classroom Language</b>	<b>授課語言</b> <b>Instructional Language</b>	<b>互動語言</b> <b>Interactional Language</b>
	Are you ready ? Raise your hand. Listen! Seat in group of 4-5.	Let's listen the family song. Let's sing together. We're going to watch a storybook on youtube. Listen and watch the story carefully. Now,I'm going to ask you some questions about the story. Take out your family tree worksheet. Share your family tree with your group members. Let's introduce your family tree by using "This is my ____".	What can you see? Look at here. Who's he / she? He's/ She's my ____ .
<b>評量 Assessment</b>	<b>學科內容學習評量</b> 能跟唱歌曲，並理解內容 能專心聆聽故事並理解大意。 能根據指定的題目，從影片中找到相關訊息 透過繪本「Me and My Family Tree」認識家庭成員的單字，完成學習單並繪製自己的家庭樹圖 <b>英語口說學習評量</b> 能以適切的發音及語調說出家庭成員的字詞語句 能依據故事的內容作答 能熟練唱誦歌曲。 能用學過的句型簡單的敘述介紹自己的家庭樹成員		

全英語教學~學習活動設計 (範本)

領域/科目/跨領域		語文領域/ 英語科 / 社會	
實施年級	Gade 3	總節數	共 2 節， 80 分鐘
(聚焦之) 單元名稱	Family		
設計依據			
學習重點	學習表現	英語領域	核心素養
		<p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-8 能聽懂簡易的教室用語。</p> <p>1-II-9 能聽懂簡易的日常生活用語。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>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。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>4-II-4 能臨摹抄寫課堂中所學的句子。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-4 認真完成教師交待的作業。</p> <p>【社會】</p> <p>3b-II-3 整理資料，製作成簡易的圖表，並加以說明。</p>	<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>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。</p> <p>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。</p> <p>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。</p>

	<b>學習內容</b>	<b>英語領域</b> ◎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。 B- II -1 第二學習階段所學字詞及句型的生活溝通。 <b>社會領域</b> Bc- II -2 家庭有不同的成員組成方式；每個家庭所重視的價值有其異同。		
<b>議題融入</b>	<b>議題／學習主題</b>	家庭教育		
	<b>議題實質內涵</b>	<b>家庭的組成、發展與變化</b> 家 E2 了解家庭組成與型態的多樣性。 <b>家人關係與互動</b> 家 E5 了解家庭中各種關係的互動(親子、手足、祖孫及其他親屬等)		
<b>與其他領域／科目的連結</b>		社會領域		
<b>教材來源</b>		Me And My Family Tree		
<b>學習目標</b>				
1. Students can recognize the words of “father, mother, brother, sister.” 學生能夠辨認 father, mother, brother, sister 單字。 2. Students can pronounce the words of “father, mother, brother, sister” correctly. 學生能夠正確說出 father, mother, brother, sister 的發音。 3. Students can understand the sentences of “Who’s he/she?” and ” He’s / She’s my _____.” 學生能夠聽懂的“Who’s he/she?” 及” He’s / She’s my _____.”句型。 4. Students can read the sentences of “Who’s he/she?” and ” He’s / She’s my _____.” correctly. 學生會說“Who’s he/she?” 及回答 ” He’s / She’s my _____.”的句型。 5. Students can participate in the activities enthusiastically. 學生能夠踴躍參加活動。 6. Students can use target sentences to introduce their family tree or picture. 學生能夠使用目標句型介紹家庭樹中的家庭成員。				
<b>節數</b>	<b>學習活動設計</b>			
	<b>學習引導內容及實施方式 (含時間分配)</b>	<b>學習評量</b>	<b>備註</b>	

<p>I. Warm up : (5 mins)</p> <ol style="list-style-type: none"> <li>Greeting with the class.</li> <li>T plays “<b>finger family</b>” song. asks Ss. what do you hear or see? Lead to the topic family members.</li> </ol> <p>II. Presentation : (15 mins)</p> <ol style="list-style-type: none"> <li>Family members ( 8 mins) T. shows the family members flashcards Paste the cards on the board. Teach Ss. how to read and spell the words. <b>Listen, point &amp; say</b> Pair work :Two Ss. go to the front listen, point and say the word teacher calls out.</li> <li><b>Peppa Pigs Family film</b> (7 mins) T. shows the film of Peppa Pigs Family to recall the family members, pause after a role shows up. ex&gt; After grandpa’s picture shows on the <b>family tree</b>, T. asks “Who’s he/she?” and students answer “grandpa” T. says” He’s my <u>grandpa</u>.” again and slowly. Repeat several times until students get familiar with family members.</li> </ol> <p>III. Practice : (18 mins)</p> <ol style="list-style-type: none"> <li><b>Memory game</b> ( 6 mins) Team work. Cover the family cards. Students take turns to turn over two cards at the same time. If they can make a pair (picture &amp; word). He/ She has to say “ He’s/She’s my ____.” Depends on the gender of the card. Who can get more pair of the cards is the winner.</li> <li><b>Family monopoly</b> (12mins) Ss in group and take turns to roll the dice and answer the questions. T. walks through the classroom to check if Ss can say and sing the song in English correctly. 附件 1</li> </ol> <p>IV. Wrap-up : ( 2 mins ) Review new words and sentences Homework: Draw a family tree worksheet 附件 2</p>	<p>Be able to sing finger family song</p> <p>Be able to know and read the words correctly.</p> <p>Be able to understand the word T. calls out</p> <p>Be able to concentrate on the film</p> <p>Be able to understand the family members</p> <p>Be able to say the words &amp; sentence.</p> <p>Be able to memorize the word and picture and say the correct sentence.</p> <p>Be able to answer the question, say or sing the song correctly.</p>	
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教學設備／資源：computer / flashcards/ family monopoly board game

**I. Warm up :**

**1. Family member song ( 6 mins )**

Let's listen and sing the "Family Members Song for Kids!" to review family members.

After listening to the song.

T:Wow! What a big family! How many people are there in your family?

Ss. raise hand and answer.

T. uses flash cards to show and explain **big family** and **small family** for students.

Be able to understand and sing the song.

**II. Presentation : (20 mins )**

**Story Time**

1. T. plays the video of "Me and My Family Tree" first. Then ask Ss the relationship among those family members.

Be able to listen to story concentrately

2. Read the story book " Me and My Family Tree" and ask Ss. some questions.

Be able to understand the relationship of each family members

**Questions after reading:**

(1) What's the girl's name?

(We don't know.)

(2) How many people are there in her family? (4 people: daddy, mommy, brother, and the girl)

Be able to answer the questions in key words.

(3) How does she call her grandparents? (grandpa, grandma, nana, poppa)

(4) Is it a big or small family? (A big family)

3. Let's look and listen to the story again.

Focus on the sentence patterns "This is my family tree. This is my father. This is my mother. This is my brother. And this is me.

Be able to say the target sentences correctly.

" Keep doing oral practice several times till more fluently.

**III. Practice : (10 mins )**

**Activity: Family picture story**

1. Teacher show some of students family pictures on the screen.

2. Student introduces their own family members

3. Student points to picture and says:

Hello. I'm \_\_\_\_\_. This is my \_\_\_\_\_.

Be able to introduce their family members of the pictures

**IV. Wrap-up : ( 14 mins )**

	<p><b>Show and tell: My family tree</b></p> <p>1.4-5 Ss. seat in group, take out their family tree worksheet and Ss.take turns to introduce their own family tree to other team members.</p> <p>2. After practicing, each group sends a student to show and introduce on stage.</p> <p>Example as following:</p> <p>This is my family tree.</p> <p>This is my <u>father</u>.</p> <p>This is my <u>mother</u>.</p> <p>This is my <u>brother</u>.</p> <p>And this is me.</p> <p>T: Good job ! Everybody give him or her big claps.</p>	<p>Be able to introduce their family members of the family tree.</p>	
<p><b>教學設備／資源：computer/Me and my family tree (story online) / family tree worksheet</b></p>			
<p>● 參考資料：</p> <p>一、翰林 Here We Go Book2 U.3</p> <p>二、My Family Tree and Me 繪本教案（含勞作及歌詞）</p> <p><a href="http://www.heartolearn.org/materials/docs/E29_My%20Family%20Tree%206.22.17.pdf">http://www.heartolearn.org/materials/docs/E29_My%20Family%20Tree%206.22.17.pdf</a></p>			
<p>附錄：</p>			

(請自行增刪)

附件六

【實施成效】

<ul style="list-style-type: none"> <li>● 領域/科目/跨領域：語文/ 英語 /社會</li> <li>● 實施年級：三年級</li> <li>● 授課教師(作者1/2/3之一)：呂婉如</li> </ul>			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	課程實施及教學重點之設計能符應核心素養, 並善用網路等相關教學資源, 學習活動儘量採取多元化, 趣味化及與生活經驗結合為原則, 單元間兼顧橫縱的延續和統整原則, 給予學生適性及多元的練習機會, 對於學習落後之學生, 能於課後進行補救教學, 以減少學習落差
	2	能善用相關之教學資源、教具、器材等, 充實課程內容, 並豐富學習經驗	
	3	課程實施之歷程, 能落實差異化、適性化之原則, 以符應不同學生之學習風格	
	4	針對學習落後之學生, 能於課中或課後進行補救教學, 以減少學習落差	
課程效果	5	能依課程內容及特性, 採用最合宜之多元評量方式, 評估學生學習成效	經由歌曲及繪本影片強化學習重點, 再藉由遊戲和口說練習精熟學習重點和目標, 並在課堂上視情況適時滾動修正微調期達成教學目標。歌曲吟唱和口說遊戲評量皆有達到不錯的學習成效, 對於不足的部分能多參與研習或上網搜尋相關資訊或與專業教師共備討論來提升自我教學效能
	6	課程經實施及評量後, 多數學生確實能達成該學習領域/科目核心素養, 並精熟學習重點	
	7	能依據評量結果, 滾動式修正課程設計及規劃, 調整教學策略, 以促進有效教學目標之達成	
	8	面對教學目標與教學成效兩者之落差, 能積極規劃自主性專業成長方案, 以提升教學效能	



課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1 : Sing the finger family song to lead to the topic



說明2 : Carrot squat game to practice vocabulary



說明3 : Memory game to let students match the picture and word, and practice to say "He' s /She' s my mother."



說明4 : Family monopoly board game to practice the sentence pattern: "Who' s he /she? He' s/She' s my \_\_\_\_."



說明5 : Student introduce his family members in English.



說明6 : Show & tell- Student show their own family tree drawing and use "This is my \_\_\_\_." to introduce their own family members.

課程實踐省思與回饋

教學省思：


























1.本單元結合社會科做跨領域教學，課程的設計理念是希望學生能透過歌曲、遊戲方式和繪本導讀引入家庭樹的概念，讓學生能更了解家庭的結構和組成人物，只是講到家庭成員時，會涉及到少數家庭結構較不完整或敏感的學生，此時要顧忌到少數學生的心情，適時給予溫暖和關懷，並引導學生要尊重和關懷身邊愛你的家人朋友。課程著重在聽和說，學生透過全班齊唸、小組分享及個人上台分享方式，不斷地練習說英語。如此一來可培養學生說英語的習慣，不害怕上台分享。

2.教學過程中學生對於歌曲、遊戲和介紹自我家人的部分表現得很有興趣和投入，上台分享照片和家庭樹時少數學生容易因緊張而唸錯，少數學生則可流暢介紹自己的家庭樹，表現得可圈可點。

3.有幾點須改進：老師提問繪本問題時應儘量再簡化問題，指導語也應該再多一些，

學生在show and tell時，如果能將家庭樹圖片投影到螢幕讓全班都能欣賞，效果應該會更好！透過更多元的學習方式，激發學生的學習動機，進而提升聽說讀寫的能力。實施跨領域教學是一項巨大的挑戰，但在設計教案的過程中也收穫良多。

( 附件 1 ) Family monopoly

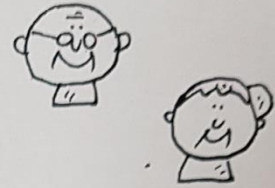
<p><b>START</b></p> 	 <b>grandpa</b>	 <b>mother</b>	 <b>father</b>	 <b>grandma</b>	 <b>sister</b>	 <b>brother</b>
	<p><b>Rule: 1.</b> Team activity , each student takes turn to roll the dice. Ask and answer the family member when he or she stop. Who can go back to "START " is the winner.</p>					
	<p>2.  means to sing "finger family "song.  means to say the family chant.</p>					
	<p>3.  means to role play one family member and let other team members guess.</p>					
	<p>● <b>Who's he? He's my _____.</b></p> <p>● <b>Who's she? She's my _____.</b></p>					
 <b>grandma</b>	 <b>sister</b>	 <b>brother</b>		 <b>father</b>	 <b>mother</b>	 <b>grandpa</b>



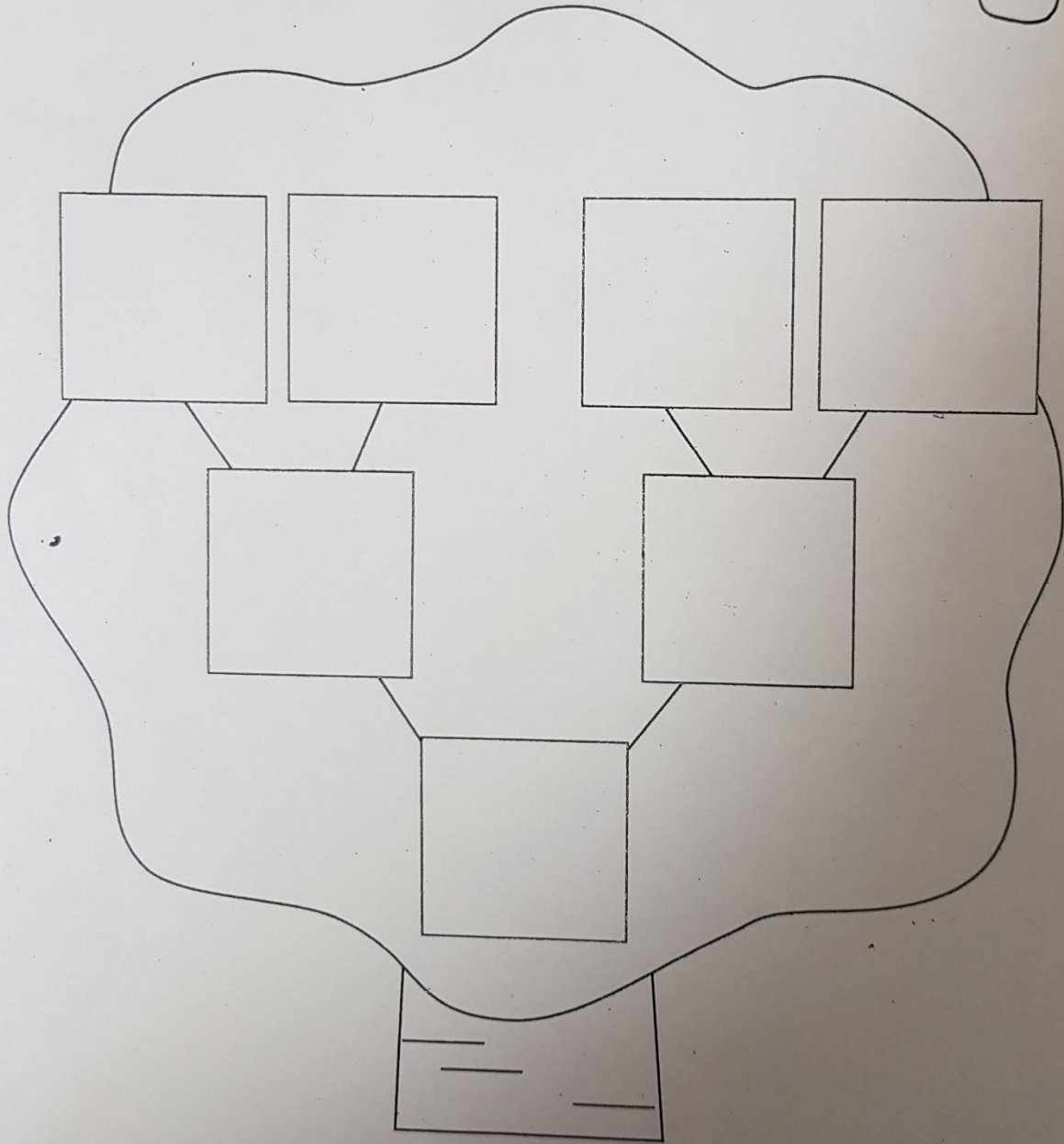
Class : \_\_\_\_\_ Number : \_\_\_\_\_ Name : \_\_\_\_\_



# 我的家庭樹



請小朋友在空格中畫上家人或貼上照片，製作一個屬於自己的家庭樹吧！



Class : 三乙 Number : 16 Name : Sandy



# 我的家庭樹



請小朋友在空格中畫上家人或貼上照片，製作一個屬於自己的家庭樹吧！



Class : 3A Number : 12 Name : Elsa



# 我的家庭樹



請小朋友在空格中畫上家人或貼上照片，製作一個屬於自己的家庭樹吧！

