

	◎3- II -2 Can recognize the words learned in class ◎3- II -3 Can understand the sentences learned in class 6-II-1 Can focus on the teacher's explanation and demonstration. 6-II-2 Participates actively in various class activities.		
學習目標 Learning Objectives	學科學習內容 Content		
	1.Can recognize and know words, sentences used in class. 2.Can recognize and know phrases, sentences used in class. 3.Can understand the meaning of pictures and the content of story in context book. 4.Participates actively to discuss problems with classmate 5.Can recognize and say the target vocabularies learned in class. Lesson 4:cake 、 ice cream 、 milk 、 juice 、 water 、 pizza 6.Can understand the target sentences learned in class. I like _____ / I don't like _____ 7. Participates actively in class activities.		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : cake 、 ice cream 、 milk 、 juice 、 water 、 pizza 目標句型 Target sentences: I like _____ / I don't like _____.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	【 Warm up 】 1. Daily greeting to the students 2. Let Ss see the food picture on the slide ,and ask students some question (1)What do you see?(hamburger, cookie.....) (2)How do you feel?(hungry...) 【 Presentation & Practice 】	ppt	Students knew the closed-ended question.

	<p>1. Show the word flashcards(cake, juice...) on the Ebook. Point to the flashcard and say cake. Have the students say with teacher.</p> <p>2.Hitting game</p> <p>(1)two students go forward to the blackboard and give them a toy hammer.</p> <p>(2)Teacher will say a word (cake),students use the hammer to hit the flashcard, the student who hit the flashcard and say it correctly at first,then will be winner.</p> <p>【 Sentence Pattern 】</p> <p>1.Show the pictures of like and dislike on the slide, then teach the sentence patterns I like...../ I don't like.....</p> <p>2.Board game Like or Dislike</p> <p>To play the board game “Like or dislike”,the students practice the speaking.</p> <p>(1)Group students into several groups. Let students work in fours.</p> <p>(2) Each group has a board game sheet and a coin.</p> <p>(3)How to play it:</p> <p>First, group members to play rock paper</p>	<p>Ebook flashcards</p> <p>toy hammers</p> <p>flashcards</p> <p>Board game sheet</p> <p>Dices</p>	<p>Students knew the meaning of the target vocabulary.</p> <p>Students can say the target vocabulary.</p> <p>Students knew how to say the sentences.</p>
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scissors, and winner is the first.

Second, flip a coin, if you flip the “heads” and move forward 1 step, flip the “tails” move forward 2 steps. And then student has to look at the picture and read the sentence.

Third, who is the fastest go back to “start” then will be winner.

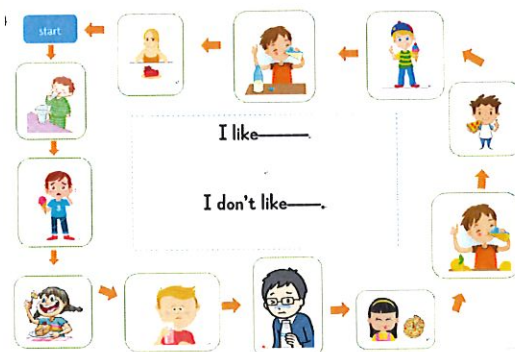
【Wrap Up】

1. Review the words and sentences.

自編自選教材或學習單 Learning Materials

Super fun 4 lesson 4

Board game Like or Dislike



語言使用 Use of Language

課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactive Language
open your book turn to page ____ say with me Any questions?	We are going to learn....	What do you see? How do you feel? Are you finished? Who is the winner?

<p>評量 Assessment</p>	<p>學科內容學習評量</p> <ol style="list-style-type: none"> 1. Be able to recognize the theme sentence patterns and to know semantic. 2. Be able to participate in activity. <p>英語口說學習評量</p> <ol style="list-style-type: none"> 1. Students can be able to hear, recognize and read the theme words. 2. Students can be able to hear, recognize and read the sentence pattern. 3. Students can talk to each other in english.
<p>第二節 Second 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>學科領域學習表現 Performance of content learning</p> <p>英-E-A1 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to strengthen personal English language skills.</p> <p>英-E-A2 Be able to understand messages in simple English. Use basic logical thinking strategies to improve learning efficiency.</p> <p>英-E-B1 Possess entrylevel listening, speaking, reading, and writing skills in English. Be able to use, under guidance, learned vocabulary and sentence patterns for simple daily communication.</p> <p>英-E-B2 Be able to use a variety of information technology and media for selflearning in improving comprehensive application of listening, speaking, reading, and writing in English as well as the understanding of culture and customs .</p> <p>英-E-C2 Actively participate in inclass English language group learning activities and develop a spirit of teamwork.</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>◎1-II-3 Can determine whether a word is monosyllabic or multisyllabic and identify the stressed syllable.</p> <p>◎1-II-4 Can recognize the intonation of a sentence.</p> <p>◎1-II-5 Can recognize phrases, sentences and their stresses learned in class.</p> <p>◎1-II-6 Can recognize the rhythm of sentences.</p> <p>◎1-II-7 Can comprehend words learned in class.</p> <p>◎1-II-9 Can comprehend simple everyday expressions</p> <p>◎1-II-10 Can comprehend sentences of simple structures</p> <p>◎2-II-3 Can say the words learned in class.</p> <p>◎2-II-5 Can use simple everyday expressions.</p> <p>◎2-II-6 Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation.</p>

	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. 6-II-4 Completes the homework dutifully. 7-II-1 Reinforces learning with preview and review. 7-II-2 Can make good use of non-verbal cues in the context to enhance learning.		
學習目標 Learning Objectives	學科學習內容 Content		
	1. Can determine whether a word is monosyllabic or multisyllabic. 2. Can recognize and know phrases, sentences used in class. 3. Can understand the meaning of pictures and the content of story in context book. 4. Participates actively to discuss problems with classmates. 5. Can recognize and say the target vocabularies learned in class. Lesson 4: cake、ice cream、milk、juice、water、pizza 6. Can understand the target sentences learned in class. Do you like milk? Yes, I do. No, I don't. 7. Can determine a word difference of strong and weak syllables 8. Can complete the activity and film a simple video.		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : cake, ice cream, milk, juice, water, and pizza, yes, I, do, no, I, don't, yucky, 目標句型 Target sentences: 1. Do you like _____? 2. Yes, I do. 3. No, I don't.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	【Warm up】 1. Review the vocabulary: cake, ice cream, milk, juice, water, and pizza 【Presentation & Practice】 2. Watch the video "Do You Like Broccoli Ice Cream?"	Ebook Youtube	Students knew the meaning of the target vocabulary. Students knew the closed-ended question.

	<p>https://www.youtube.com/watch?v=frN3nvhiHUK</p> <p>3. Teach sentences and the words: (1) Do you like _____? (2) Yes, I do. (3) No, I don't. (4) Yucky.</p> <p>4. Students sing together.</p> <p>【Wrap Up】</p> <p>5. Group students into several groups. Let students work in threes.</p> <p>6. Ask students to use the sentences to ask and answer according to their real situation. While the two students are doing the oral practice, the other student has to help record a video with their ipad.</p> <p>7. Ask students to upload their videos on Google Classroom.</p> <p>8. Tell students that their homework is to ask their family, record and upload the videos. Ask students to use the sentences to ask their family and teach their family how to answer the question. Record the process into videos and upload them on Google Classroom.</p>	<p>Ebook</p> <p>Youtube</p> <p>Ipad&computer</p>	<p>Students knew how to ask and answer the sentences.</p> <p>Students knew how to record a video.</p>
自編自選教材或學習單 Learning Materials			
<p>Super fun 4 lesson 4</p> <p>“Do You Like Broccoli Ice Cream?”</p> <p>https://www.youtube.com/watch?v=frN3nvhiHUK</p>			
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	
<p>Take out your books/pencils.</p> <p>Open your book.</p> <p>Turn to page...</p>	<p>We are going to learn....</p> <p>Let's review.</p> <p>Your homework today is....</p>	<p>Good morning/afternoon.</p> <p>Who is not here?</p> <p>Do you finish?</p>	

	<p>Any questions?</p> <p>Please repeat after me.</p> <p>Let's read together.</p>	<p>Please tell me your answers.</p>	<p>See you next time.</p>
<p>評量 Assessment</p>	<p>學科內容學習評量</p> <ol style="list-style-type: none"> 1. Students are able to listen, say, and read the target words and sentences. 2. Students are able to know the meaning of the target words and sentences. <p>英語口說學習評量</p> <ol style="list-style-type: none"> 1. Students are able to use target words and sentences to ask and answer with their real situation. 2. Students are able to use target words and sentences to ask their family and know the answers. 		

附件五

全英語教學~學習活動設計 (範本)

領域/科目/跨領域		英語	
實施年級	四年級	總節數	共 2 節， 80 分鐘
(聚焦之)單元名稱	Yummy or Yucky		
設計依據			
學習重點	學習表現	<p>1-II-2 Can recognize consonants, vowels and basic combinations.</p> <p>◎1-II-4 Can recognize the intonation of a sentence.</p> <p>◎1-II-6 Can recognize the rhythm of sentences.</p> <p>◎1-II-7 Can comprehend words learned in class.</p> <p>◎1-II-8 Can comprehend simple classroom instructions.</p> <p>◎1-II-10 Can comprehend sentences of simple structures.</p> <p>◎2-II-2 Can pronounce English sounds. ◎2-II-3 Can say the words learned in class.</p> <p>◎2-II-4 Can use simple classroom English.</p> <p>◎3-II-2 Can recognize the words learned in class.</p> <p>◎3-II-3 Can understand the sentences learned in class.</p> <p>4-II-3 Can trace the words learned in class.</p> <p>◎5-II-2 Can recognize the words being read in the textbook.</p> <p>◎5-II-4 Can read English words with acquired knowledge of phonics.</p> <p>6-II-1 Can focus on the teacher's explanation and demonstration</p> <p>7-II-1 Reinforces learning with preview and review.</p>	<p>英-E-A1</p> <p>英-E-A2</p> <p>英-E-B1</p> <p>英-E-B2</p> <p>英-E-C2</p>
	學習內容	<p>英語領域</p> <p>◎Ab-II-1 Consonants, vowels and combinations of consonants and vowels.</p> <p>◎Ab-II-4 Phonics of introduced letters, including</p>	核心素養

		reading the letters aloud and spelling out words upon hearing. ◎Ac-II-1 Simple classroom instructions. ◎Ac-II-2 Simple everyday expressions. B-II-1Everyday communication achievable with the vocabulary and sentence structures of Stage II.		
議題融入	議題／學習主題	Family Education		
	議題實質內涵	Student can teach what they learned in class to their family then improve the English ability together. Student can know personal favorite of family members by record the video.		
與其他領域／科目的連結		Technology		
教材來源		Hess Super Fun 4		
學習目標				
<ol style="list-style-type: none"> 1. Can pronounce English sounds and say the words learned in class. 2. Can recognize the target sentences and understand the content in semantics. 3. Can make the simple question and answer or conversation in English. 4. Actively participate in inclass English language group learning activities. 5. Be able to use target vocabulary and sentence patterns learned in class for simple daily communication. 				

節數	學習引導內容及實施方式 (含時間分配)	學習評量	備註
第一節	<p>【Warm up】 3min</p> <p>1. Daily greeting to the students</p> <p>2. Let Ss see the food picture on the slide ,and ask students some question</p> <p>(1)What do you see?(hamburger, cookie.....)</p> <p>(2)How do you feel?(hungry...)</p> <p>【Presentation & Practice】 20min</p> <p>1. Show the word flashcards(cake, juice...) on the Ebook. Point to the flashcard and say cake. Have the students say with teacher.</p> <p>2.Hitting game</p> <p>(1)two students go forward to the blackboard and give them a toy hammer.</p> <p>(2)Teacher will say a word (cake),students use the hammer to hit the flashcard, the student who hit the flashcard and say it correctly at first,then will be winner.</p> <p>【Sentence Pattern】 15 min</p> <p>1.Show the pictures of like and dislike on the slide, then teach the sentence patterns</p> <p>I like...../ I don't like.....</p> <p>2.Board game Like or Dislike</p> <p>To play the board game “Like or dislike”,the students practice the speaking.</p>	<p>greeting to teacher</p> <p>can answer the question</p> <p>read the words</p> <p>hit the words correctly</p> <p>read the sentence</p>	<p>PPT</p> <p>Flashcards Ebook</p> <p>Board game sheet</p>

	<p>(1) Group students into several groups. Let students work in fours.</p> <p>(2) Each group has a board game sheet and a coin.</p> <p>(3) How to play it:</p> <p>First, group members to play rock paper scissors, and winner is the first.</p> <p>Second, flip a coin, if you flip the “heads” and move forward 1 step, flip the “tails” move forward 2 steps. And then student has to look at the picture and read the sentence.</p> <p>Third, who is the fastest go back to “start” then will be winner.</p> <p>【Wrap Up】 2min</p> <p>1. Review the words and sentences.</p>		
<p>教學設備／資源： Hess Super Fun 4 Ebook, flashcards</p>			
<p>第二節</p>	<p>【Warm up】 2 min.</p> <p>1. Review the vocabulary: cake, ice cream, milk, juice, water, and pizza</p> <p>【Presentation & Practice】 10 min.</p> <p>2. Watch the video “Do You Like Broccoli Ice Cream?”</p> <p>https://www.youtube.com/watch?v=frN3nvhlHUK</p> <p>3. Teach sentences and the words:</p> <p>(1) Do you like _____?</p> <p>(2) Yes, I do.</p> <p>(3) No, I don't.</p> <p>(4) Yucky.</p>	<p>Read the words</p> <p>Sing a song</p>	<p>Ebook</p> <p>Ebook / Youtube</p>

	<p>4. Students sing together. 【Wrap Up】 28 min.</p> <p>5. Group students into several groups. Let students work in threes.</p> <p>6. Ask students to use the sentences to ask and answer according to their real situation. While the two students are doing the oral practice, the other student has to help record a video with their ipad.</p> <p>7. Ask students to upload their videos on Google Classroom.</p> <p>8. Tell students that their homework is to ask their family, record and upload the videos. Ask students to use the sentences to ask their family and teach their family how to answer the question. Record the process into videos and upload them on Google Classroom.</p>	Record videos	Ipad&computer
<p>教學設備／資源：Youtube, Ipad, computers</p>			
<p>● 參考資料：</p> <p>一、 Hess Super Fun 4</p> <p>二、 “Do You Like Broccoli Ice Cream?” https://www.youtube.com/watch?v=frN3nvhIHUk</p>			
<p>附錄：</p>			

(請自行增刪)

附件六

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：英語 ● 實施年級：四年級 ● 授課教師(作者1/2/3之一)：張家華 			
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	<p>運用字卡、板書及電子書呈現授課內容，透過遊戲等活動讓學生熟悉單字句型。</p> <p>透過歌曲歌曲 Do You Like Broccoli Ice Cream?"</p> <p>，讓學生能輕鬆跟唱，引起學習動機。</p>
	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	<p>透過生活化的問與答，讓學生練習口語回答，課堂遊戲互動，讓學生從遊戲中學習，每次的活動都會有適切引導並鼓勵學生參與。</p> <p>教師使用學生口語、對話及遊戲等多元方式評估學學習成效。</p>
	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：教授主題單字



說明2：Play the hitting game



說明3：學生進行桌遊練習口說



說明4：教授Do you like_____句型



說明 5：歌曲Do You Like Broccoli Ice Cream?”



說明6：錄製對話練習影片

課程實踐省思與回饋

授課教師課程實踐省思：

教學省思：

1. 本單元課程的設計理念透過日常的食物引導出對食物的喜好，課程中運用遊戲及歌曲等方式進行，輕鬆多元的上課讓學生能開口練習生活英語，學生能在日常生活中運用上課所學的內容。
2. 此課程著重在聽和說，學生透過全班齊唸、小組合作學習及錄製口說影片，不斷地練習說英語，一來可培養學生說英語的習慣，也能將英語融入生活當中。

成效分析

1. 學生們喜歡透過歌曲和遊戲方式學習英語，降低學生學習英語的焦慮。
2. 錄製影片時容易因為緊張而說錯單字及句子。

附件七

著作財產權讓與同意書暨著作財產權受讓人創用 CC 授權同意書

壹、著作財產權之讓與

本人 吳榮洲、張家華 (下稱甲方) 同意嘉義縣政府教育處 (以下稱「乙方」) 辦理「嘉義縣 111 學年度國民中小學全英語教學暨口說評量活動設計教案甄選」而創作之著作，其著作財產權均無償讓與乙方，並保證作品內容未侵犯任何第三人之權利，否則應就乙方因行使上述受讓之著作財產權，而生之損害或損失 (包括但不限於律師或訴訟費用) 負賠償責任。

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此致

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中華民國

112 年

5

月

4

日

附件八

「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作品專輯」
著作利用授權同意書

本人茲以

Yummy or Yucky

(請填寫主題名稱)

為題之著作乙篇參加教案設計甄選，本人聲明及保證本稿件內容未曾以任何文字形式發表或出版，且絕未侵害第三者之智慧財產權，如聲明不實而致貴刊違反著作權法或引起版權糾紛，本人願意負一切法律責任；若本著作為二人以上之共同著作，本同意書簽署代表人已通知其他共同著作人本同意書之條款，並經各共同著作人全體同意授權代為簽署同意書。

本人同意以無償授權「嘉義縣政府教育處」，將本人授權之著作，同步以文本出版及進行數位化、重製等加值流程收錄於資料庫，以電子形式透過光碟、單機、網際網路、無線網路或其他公開傳輸方式，提供使用者檢索、瀏覽、下載、傳輸、列印等行為或服務。並得以再授權其他資料庫業者進行前述之行為，與臺灣學術網路及科技網路連線交流，以達學術研究之目的。

本授權為非專屬授權，本人對本著作仍擁有著作權。

此致

嘉義縣政府教育處

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中華民國

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附件九

共同著作人：(請簽名)

嘉義縣 111 學年度國民中小學全英語教學
暨口說評量活動設計教案甄選作品專輯
共同著作貢獻比例表

主題名稱：「 Yummy or Yucky 」

參加年度：中華民國 112 年

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此證

嘉義縣政府<用印>

中華民國 112 年 5 月 9 日