

附件三

嘉義縣 112 學年度國中小「英語課以英語授課為主」教案徵選實施計畫

教案設計徵選（封面）

主題名稱：Let's go shopping for a picnic! (走吧!購物野餐趣!)

參賽組別：國中/國小

適合年級：五年級

設計理念:

本單元內容以英語課程結合社會領域，以「野餐」為主軸，從生活化英語為出發點，期望學生能從生活中體會正確實用金錢的重要性，希望從生活中探究、嘗試理財規劃，培養正確的價值觀，課程最後以規劃購物清單，為家人準備野餐為表現任務，除知識、英語理解的運用，學習人際溝通，以學生本位的學習模式，建立起英語與理財之間的關聯性，Let's go shopping for a picnic! (走吧!購物野餐趣!)

作品編號：請勿填寫

附件四

嘉義縣 112 學年度國中小「英語課以英語授課為主」教案徵選實施計畫
教案設計、學習活動設計

領域/科目	英語科	設計者	張寒芸
實施年級	五年級	總節數	3
教科書/教材版本	改編書籍「引導式英文寫作2」		
單元名稱	Go on a picnic.		
設計依據			
核心素養 (或基本能力)	總綱 (核心素養 具體內涵)	<p>英語</p> <p>A2 系統思考與解決問題</p> <p>B1 符號運用與溝通表達</p> <p>C2 人際關係與團隊合作</p> <p>社會</p> <p>A3 規劃執行與創新應變</p> <p>C1 道德實踐與公民意識</p>	
	領域 (主題、 項目、條 目)	<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> <p>社-E-A3 探究人類生活相關議題，規劃學習計畫，並在執行過程中，因應情境變化，持續調整與創新。</p> <p>社-E-C1 培養良好的生活習慣，理解並遵守社會規範，參與公共事務，養成社會責任感，尊重並維護自己和他人的人權，關懷自然環境與人類社會的永續發展。</p>	
議題 融入	主題	無	
	內涵	無	
與其他領域/ 科目的連結	社會領域		
教材來源	<p>1. 康軒版社會領域第六冊(五下)第四單元第3課</p> <p>2. Canva PPT- A to Z foods</p>		

	<p>3.書籍:引導式英文寫作 2</p> <p>4. Baamboozle 平台-Go on a picnic. https://www.baamboozle.com/folder/162472</p> <p>5.十二年國民基本教育課程綱要-英語課程、社會課程</p>
<p>教學設備／資源</p>	<p>1. PPT- Let's go shopping for a picnic.</p> <p>2. Canva PPT- A to Z foods</p> <p>3. Baamboozle平台- Go on a picnic https://www.baamboozle.com/classic/0?&folder=162472&games=784059</p> <p>4. Wordwall平台- What do you want to bring for a picnic? https://wordwall.net/tc/resource/70435077/what-do-you-want-to-bring-for-a-picnic-i-want-to-bring-for-a</p> <p>5.康軒版社會領域第六冊(五下)第四單元第3課</p> <p>6.十二年國民基本教育課程綱要-英語課程、社會課程</p> <p>7. Youtube-The Big Numbers Song https://www.youtube.com/watch?app=desktop&v=e0dJWfQHF8Y</p> <p>8.學習單- Let's go shopping for a picnic.</p> <p>9.書籍:引導式英文寫作 2</p> <p>10. Smartboard</p> <p>11.Blackboard</p>
<p>學習目標</p>	
<p>一、英語領域</p> <p>(一)A語言知識</p> <p>1. ◎Ab-III-5 所學的字母拼讀規則 (含看字讀音、聽音拼字)。</p> <p>orange, banana, tomato, mango, cake, hot dog, sandwich, chips, hamburger, cookies, bread, chocolate, ketchup, pudding, jam, jelly, tea, orange juice, water soda, kite, doll, balls, yo-yo</p> <p>2.◎Ac-III-2 簡易的教室用語。</p> <p>Let's take a look. What is the food begin with the letter A? How about the first letter D food? What is this? It's an egg. E is for egg. What are these? They're grapes. G is for grapes. Never mind. Repeat after me.</p>	

Do you have any questions?

Please take out your worksheet and answer the questions.

Please spell the word “hamburger” h-a-m-b-u-r-g-e-r

Any volunteers? Please draw a glass of orange juice on the blackboard.

Because soda is an uncountable noun.

Excellent!

Good job!

3.◎Ac-III-3 簡易的生活用語。

How much soda do you want to bring for the picnic?

I want three sodas./I want three cans of soda.

How many hot dogs do you want to bring for the picnic?

I want two hot dogs.

Wow, you're so hungry.

Hot dogs are countable nouns.

What do you want to bring for a picnic?

I want to bring _____ for a picnic.

(二) B溝通功能

1.B-III-2 國小階段所學字詞及句型的生活溝通。

What are these? What's this?

Please take out your worksheet.

Let's take a look.

How many?

How much?

Do you like to go on a picnic?

Have you ever been shopping?

2.B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。

Please draw an apple on the blackboard.

(三) D思考能力

1.D-III-1所學字詞的簡易歸類。

food.fruits.others.toys 4 kinds

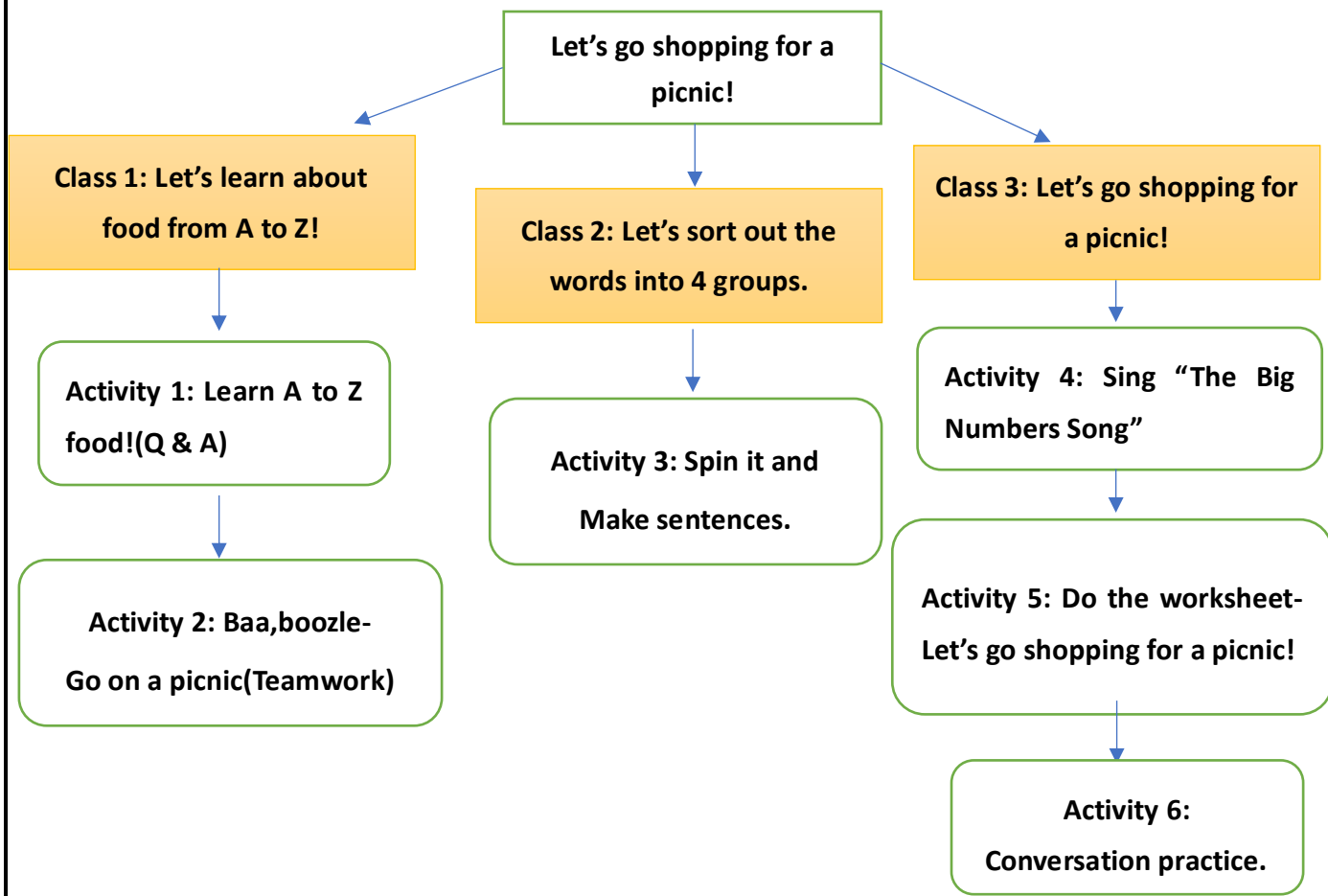
二、社會領域

(一)Da-III-1依據需求與價值觀做選擇時，須評估風險、結果及承擔責任，且不應侵害他人福祉或正當權益。

1. 透過檢視家中的物品是否被妥善使用，理解生產與消費會對環境造成影響，省思在消費前應謹慎評估，避免過度消費的重要性。

(二)Db-III-1 選擇合適的理財規劃，可以增加個人的財富並調節自身的消費力。
 1. 理解消費與理財的關係，依據生活條件、價值觀等選擇合適的理財規畫，歸納出適當分配收支的方式並調節自身的消費力。

學習架構



學習活動設計

學習活動內容及實施方式	時間	評量工具 (學習單、評分表……)	備註(教具、設備資源等等)
<p>Class 1: Let's learn about food from A to Z!</p> <p>《Warm up》5 mins</p> <p>1. Greetings and introduction.</p> <p>T: Let's learn about food from a to z. What is the food begin with the letter A? S1: Is it an apple? T: Yes! Great! How about the first letter B food?</p>	5	<p>口頭評量:</p> <p>1. 學生能說出 5 個有於關 A~Z 開頭的食物單字。</p>	<p>PPT Canva</p>

<p>S2: A broccoli? T: Yes! Excellent! What is the food begin with the letter C? S3:A cake? T: Yes! Good job! How about the first letter D food? S4:A donut. T: Yes, it is.Super!</p> <p>《Presentation》 20mins</p> <p>Activity 1:Learn about food from A to Z!</p> <p>1.1 Show PPT to learn A to Z food.(Q&A)</p> <p>T: What is this? S5:It's an egg. E is for egg.</p> <p>T: What are these? S6: They're fries. F is for fries.</p> <p>T: What are these? S7:They're grapes. G is for grapes.</p> <p>T: What is this? S8 It's a hamburger. H is for hamburger. T: What is the food begin with the letter I? S9:Ice cream? T: Yes! Do you like ice cream? S9:Yes, I do. I like it very much. Yummy!</p> <p>T: What is the food begin with the letter J? S10:I don't know. T: Jelly! Repeat after me. Jelly! Do you like jelly? S10:No!</p> <p>T: Think about it. What is the food begin with the letter M? S11:Milk. I like milk. T: Great! I like milk, too. M is for milk.</p>	<p>20</p>	<p>2. 多數學生能複頌單字及句子。</p> <p>課堂觀察: 學生能專心看 PPT 內容並讀句子回答。</p> <p>聽力評量、 口頭評量:</p> <p>1. 學生能回答至少 5 個食物單字及 3 種句型。</p> <p>2. 多數學生能以正確的發音複頌單字及句子。</p> <p>課堂觀察: 大多數的學生能看圖並讀句子提問問題及正確回答。</p>	<p>PPT Canva</p>
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<p>T: Do you have any ideas for O letter? S12: Orange. I don't like orange. T: OK! Orange is a little sour. O is for orange.</p> <p>T: How about the first letter P? S13: Oh, pizza. I like pizza. T: Me, too. P is for pizza.</p> <p>T: What is the food begin with the letter V? S14: Sorry, I don't know. T: Never mind. Repeat after me. Vegetable.</p> <p>2. Learn new and review vocabulary about food.</p> <p>2.1 Show PPT to learn about food vocabulary and ask students. ketchup/lime/nuggets/quesadilla/radish/steak/Ximena/zucchini</p> <p>2.2 Ask students about food.</p> <p>T: What is this?/What are these? S: It's a/an _____. They're _____.</p> <p>T: Do you like ketchup/lime/nuggets/quesadilla/radish/steak/Ximena/zucchini? S: Yes, I do./No, I don't.</p> <p>《Practice》 10mins</p> <p>1. Activity 2- Go on a picnic(Teamwork) https://www.baamboozle.com/folder/162472(Baamboozle website)</p> <p>1.1 Divide the students into two groups to compete. 1.2 Every Student picks one number to answer the questions. Q: What is this?/What are these? Do you like _____? A: It's _____./They're _____. Yes, I do./ No, I don't.</p> <p>《Wrap up》 5 mins</p> <p>1. Review</p> <p>2. Homework Assignment:</p> <p>2.1 Assign the worksheet to the students. 2.2 Worksheet-Going on a picnic. 2.3 Explain how to do the worksheet for students. Next class, we're going to discuss the worksheet.</p>	<p>10</p> <p>5</p>	<p>聽力評量、 口頭評量、 讀寫評量: 多數學生 能流暢地 在活動中 提出正確 問句及回 答。</p> <p>聽力評量、 口頭評量、 讀寫評量: 1. 多數學 生能以正 確的發音</p>	<p>PPT Bamboozle smartboard</p> <p>PPT worksheet smartboard</p>
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		<p>說出單字及句型。</p> <p>2. 全部的學生能讀題並書寫完成學習單。</p>	
<p style="text-align: center;">Class 2: Let's sort out the words into 4 groups</p> <p>《Warm up》 10 mins</p> <p>1. Greetings and introduction.</p> <p>T: Do you have any questions about the worksheet?</p> <p>Please take out your worksheet and answer the questions.</p> <p>2. Talk about the words on the worksheet. (Q&A)</p> <p>T: What is the number of the hamburger? Please say it and tell me the number.</p> <p>S1: Number 11 is hamburger.</p> <p>T: Please spell the word "hamburger"</p> <p>S1:h-a-m-b-u-r-g-e-r</p> <p>T: Do you like hamburger?</p> <p>S2:Yes, I do.</p> <p>T: Good job!</p> <p>T: What is the first letter sound for hamburger?</p> <p>S3:H!</p> <p>T: Excellent!</p> <p>T: What is the orange juice? Please say it and tell me the number.</p> <p>S4: Number 4 is orange juice.</p> <p>T: Yes, it is.Super!</p> <p>T: Any volunteers? Please draw a glass of orange juice on the blackboard.</p> <p>S5:Me!</p> <p>T: Excellent. A glass of orange juice!</p>	<p>10</p>	<p>聽力評量、口頭評量: 多數學生能回答學習單內容。</p> <p>聽力評量、口頭評量、讀寫評量:</p> <p>1. 多數學生能回答問題及拼讀出單字。</p> <p>2. 多數學生能以正確的發音複頌單字及句子。</p> <p>3. 學生能正確畫出一杯柳橙汁在黑板。</p> <p>課堂觀察</p>	<p>PPT</p> <p>Worksheet</p> <p>blackboard</p>

《Presentation & Practic》 25 mins

1. Categorize Food into Four groups.

- 1.1 Explain how to categorize words into 4 groups.
- 1.2 Demonstrate the words for students.
- 1.3 Students categorize and write them down.
- 1.4 Groups: fruit, food, drinks, toys

fruit	food	drinks	toys
orange	cake	tea	kite
banana	hot dog	orange juice	doll
tomato	sandwich	water	balls
mango	chips	soda	yo-yo
	hamburger		
	cookies		
	bread		
	chocolate		
	ketchup		
	pudding		
	jam		
	jelly		

2. Let's learn about countable and uncountable nouns.

2.1 Teacher asks students.

- T: How many hot dogs do you want to bring for the picnic?
- S: I want two hot dogs.
- T: Wow, you're so hungry. Hot dogs are countable nouns.

2.2 Teacher asks students.

- T: How much soda do you want to bring for the picnic?
- S: I want three sodas.
- T: Oh, you can say "I want three cans of soda.
Because soda is an uncountable noun.

3. Let's learn about Numeral.

- 一片披薩 / 麵包 a slice of pizza/bread
- 一條麵包 a loaf of bread
- 一碗飯 / 麵 a bowl of rice/noodles
- 一盤食物 a plate of food

25

聽力評量、
口頭評量、
讀寫評量: PPT
worksheet
smartboard

學生能明
確的將學
習單內容
的單字分
為四大類
並說出。

課堂觀察

聽力評量、
口頭評量: PPT
worksheet

1. 學生能
分辨可數
及不可數
名詞並簡
單的敘述。
2. 學生能
明確的說
出各 5 個
可數及不
可數名詞
單字。

課堂觀察

<p>一杯咖啡 a cup of coffee 一杯果汁 a glass of juice 一壺牛奶 a jug of milk 一盒牛奶 (紙盒) a carton of milk. 一球冰淇淋 a scoop of ice cream</p> <p>3.1 Let's learn the sentences. T: What do you want to bring for a picnic? S: I want to bring three glasses of orange juice for a picnic.</p> <p>3.2 Activity 3-What do you want to bring for a picnic?(Wordwall) https://www.baamboozle.com/classic/0?&folder=162472&games=784059</p> <p>3.2.1 Explains how to play the game. 3.2.2 Divide the students into two groups to compete. 3.3.3 S1 asks S2.What do you want to bring for a picnic? 3.3.4 S2 Spin it and answer. I want to bring _____. 3.3.5 Every student takes a turn.</p> <p>《Wrap up》 5 mins</p> <p>1. Review 2. Activity 2: Ask and answer What do you want to bring for a picnic? I want to bring _____ for picnic.</p>	5	<p>聽力評量、 口頭評量： 多數學生 能在分組 遊戲中進 行各題造 句並說出 正確的答 句。</p> <p>聽力評量、 口頭評量： 學生能說 出五種量 詞並造句。</p>	<p>PPT Wordwall</p> <p>PPT</p>
<p>Class 3: Let's go shopping for a picnic.</p> <p>《Warm up》 10 mins</p> <p>1. Greetings and introduction. T: Have you ever been shopping? Have you ever gone on a picnic with your family? S: Yes./No.</p> <p>2. Activity 4: Sing "The Big Number Song"</p> <p>2.1 Let's sing numbers from 1 to trillion. 2.2 Show online shopping websites and ask students. T: How much is the apple juice? S: It's fifty-five dollars. T: If you have one thousand dollars. How do you plan a picnic for your family?</p>	10	<p>口頭評量、 聽力評量： 多數學生 能流暢地 跟著歌曲 唱出數字 單字。</p>	<p>Youtube- The Big Numbers Song Worksheet PPT</p>

<p>《Presentation & Practic》 25 mins</p> <p>1. Activity 5: Let's go shopping for a picnic.</p> <p>1.1 Explain how to do this activity.</p> <p>1.2 Every student has a booklet, cut the picture and paste it on the worksheet. Everyone has one thousand budget and plans for a family picnic. Students need to hand in their receipts and worksheets.</p> <p>1.3 Teacher asks students. What do you want to bring for a picnic?</p> <p>1.4 Students can ask the teacher about new words or Google them.</p> <p>2. Activity 6: Conversation practice. (Pairwork)</p> <p>2.1 Show student's worksheets on smartboard.</p> <p>2.2 Students take turns and practice the conversation of the worksheet.</p> <p>A: It's a sunny day.</p> <p>B: Would you like to go on a picnic?</p> <p>A: Yes. It's a good idea!</p> <p>B: What do you want to bring for the picnic?</p> <p>A: I want to bring _____ for a picnic.</p> <p>B: Let's go on a picnic!</p> <p>2.3 Students show their receipts about shopping for a picnic.</p> <p>I spend _____.</p>	<p>25</p>	<p>聽力評量、 口頭評量、 書寫評量: 學生能聽 懂如何完 成學習單 內容並上 台報告。</p>	<p>TV Worksheet PPT</p>
<p>《Wrap up》 5 mins</p> <p>1. Review</p> <p>2. Activity 2: Ask and answer</p> <p>What do you want to bring for a picnic?</p> <p>I want to bring _____ for a picnic.</p>	<p>5</p>	<p>聽力評量、 口頭評量、 實作評量: 二人一組 上台介紹 學習單內 容,包含購 買的物品 及花費的 金額能流 暢的說出。 課堂觀察 口頭評量、 聽力評量: 學生能以 正確的發 音說出本 單元的 6 個單字並 回答主要 的 5 個句 子。</p>	<p>TV Worksheet PPT</p>

教學心得

近幾年野餐活動盛行，雙語教育也如火如荼的推動，因此結合生活化的英語教學變得更為重要，語言能不斷地在日常生活當中出現，才能有效的達到運用進而產生學習成效，此外，在不缺乏物質的台灣社會，孩子總認為「金錢」得來何其容易，無法體會父母親賺錢的辛勞，所以想藉由課堂中的學習，教導孩子如何正確的用錢，讓英語學習與理財觀念共同成為一件很重要的課題！

教學資源：

● 參考資料：

- 一、師德出版社書籍「引導式英文寫作2」
- 二、康軒版社會領域第六冊(五下)第四單元第3課教案
- 三、十二年國民基本教育課程綱要-英語課程、社會課程
- 四、Canva-A ro Z foods.
- 五、秒殺文法：超實用表格彙整，輕鬆搞懂英文單位量詞！

<https://tw.blog.voicetube.com/archives/10371/%E7%A7%92%E6%AE%BA%E6%96%87%E6%B3%95%EF%BC%9A%E8%B6%85%E5%AF%A6%E7%94%A8%E8%A1%A8%E6%A0%BC%E5%BD%99%E6%95%B4%EF%BC%8C%E8%BC%95%E9%AC%86%E6%90%9E%E6%87%82%E8%8B%B1%E6%96%87%E5%96%AE%E4%BD%8D%E9%87%8F/>

附錄：

註：

1. 一律以A4直式橫書，由左至右打字，並以中文MS-Word2003以上版本編寫，內頁文字以12pt標楷體、標點符號以全形字、行距採固定行高20pt、邊界（上下2cm，左右2cm）。
2. 依封面、教案設計/學習活動設備、其它補充資料(全文合計以30頁為限)資料順序排序。

Let's go shopping for a picnic!

A: It's a sunny day.

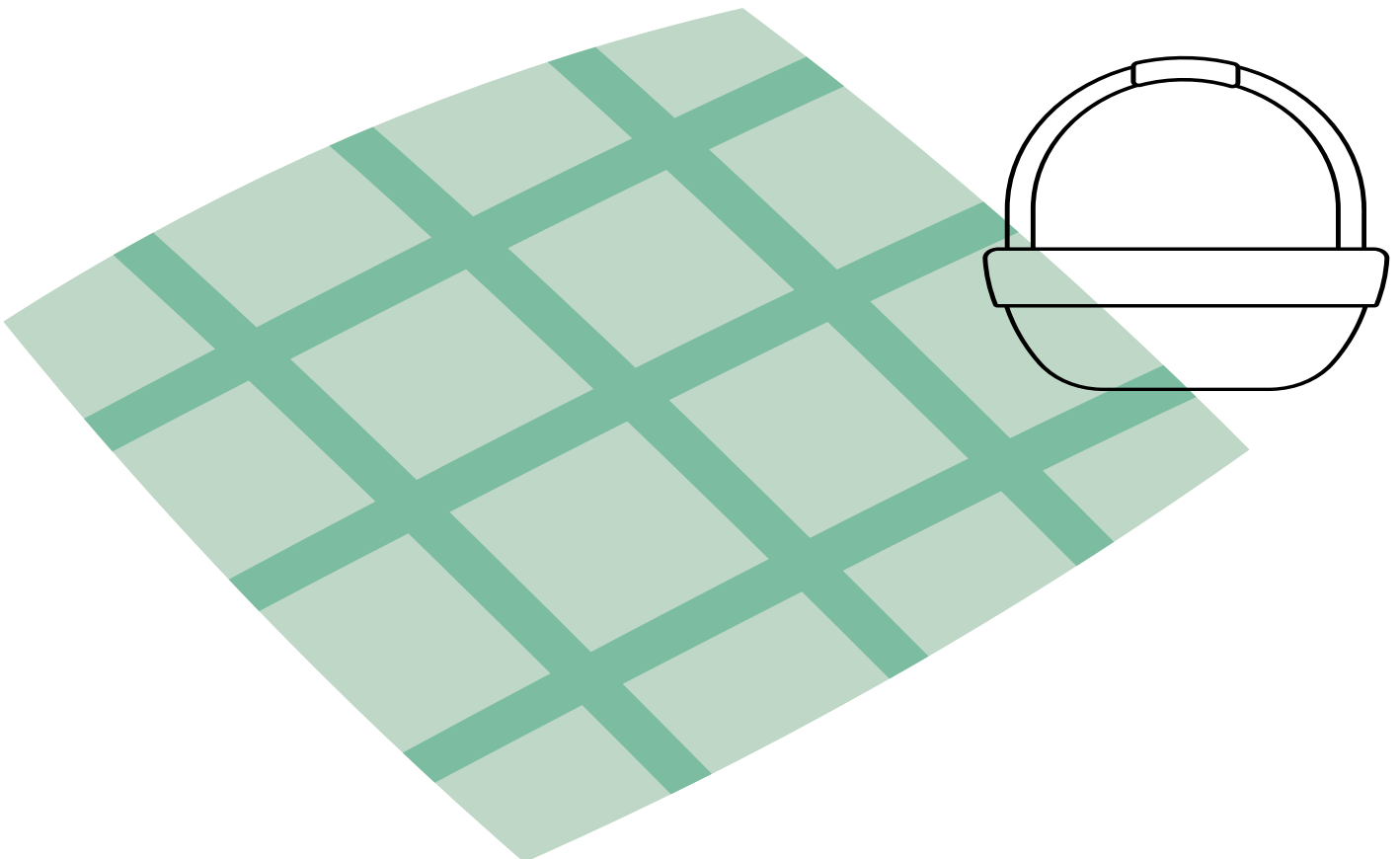
B: Would you like to go on a picnic?

A: Yes. It's a good idea!

B: What do you want to bring for the picnic?

A: _____

B: Let's go on a picnic!



Class 3-Worksheet

Receipts

fruits

\$
\$
\$
\$
\$
\$

food

\$
\$
\$
\$
\$
\$
\$
\$

drinks

\$
\$
\$
\$
\$

others

\$
\$
\$
\$

total
cash
change

\$
\$
\$

I spend _____.



附件五

嘉義縣 112 學年度國中小「英語課以英語授課為主」教案徵選實施計畫

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：語文領域/英語科 ● 實施年級：五年級 ● 授課教師(作者1/2/3之一)：張寒芸 			
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>1. 本單元主要內容以「英語」學習「社會」課程，將學生已有的先備食物單字，以班級討論、食物分類、學習英語量詞的用法，進行野餐用品檢視的教學活動，在教學過程中搭建學習「鷹架」，且運用「多模態教學」以Baamboozle平台、Wordwall平台增添學習的豐富性。</p> <p>2. 在第三堂課中設計「Let's go shopping for a picnic!」這個活動，二人一組上台與大家分享。</p> <p>3. 未來也可以多結合其他領域和議題，運用學生先備知識與「語言適切」的句型，讓英語課的學習內容情境生活化，符合「素養導向」教學精神。</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，以符合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>1. 學生在「野餐」的題材上有很大的興趣，再加上能以購物傳單的方式完成學習內容，學生很樂於在此課堂中學習，教師在課堂中也發現學生在量詞的學習成效較弱，反省自己是否在教學活動中的簡易程度偏難，於是加入自學的部份讓學生能運用網路學習。</p> <p>2. 課程中結合「理財」的觀念，可惜未能將需要及想要的觀念更完整帶入課堂中，學生重複主題圍繞中的學習</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	及練習會更加紮實。
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課程實踐歷程紀錄(課堂學習活動照片、學生成果照等)



Class 1: Let's learn A to Z food.

將食物以A至Z字首字為學習的開端，引導學生回答問題。What is the food begin with letter A?

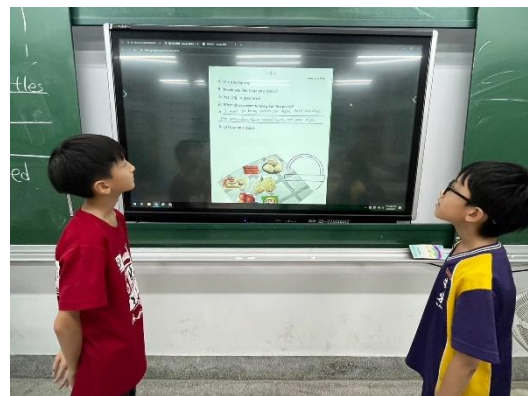
Class 1: Let's learn A to Z food.

分組進行Activity 1: Bamboozle-Go on a picnic. What's this?/What are these? Do you like ___?



Class 2: Let's sort out the words into 4 groups.將學習單的單字分為四大類之後，開始認識「量詞」。

Class 2: Let's sort out the words into 4 groups. Activity 3: Wordwall-What do you want to bring for a picnic? 分組競賽，將轉轉盤並針對量詞造句。



Class 3: Let's go shopping for a picnic!

Activity 5: Let's go shopping for a picnic. 學生以1000元的預算，運用booklet剪貼野餐用品，完成學習單並列出花費收據。

Class 3: Let's go shopping for a picnic!

Activity 6: Conversation practice.(Pair work) 二人一組上台介紹學習單內容。
I want to bring ___ for a picnic.
I spend _____.

課程實踐省思與回饋

1. 面對高年級學生已具先備知識「食物」概念，同時在全英教學環境中，需藉由更多的「多模態」資源及「多元智能」教學方法，如wordwall、baamoozle數位多元學習媒材之融入，可以提升學生口說、聽力與閱讀之能力，並培養自主學習的習慣。
2. 課堂中常見的雙峰現象，以異質性「小組合作」學習，搭配課餘時間補救教學，運用多元學習方式，提高學習成就低落的學生之學習動機、學習專注力及學習成效。

面對學習低落的學生，以「差異化教學」教學方法及評量方式，並給予鼓勵。在每個教學活動設計中，以口語評量、課堂觀察、數位化學習、操作評量至書寫評量，結合上述多元化評量，能隨時注意教學的成效，適時調整教法。

在整個課程中，學生需完成購物清單，並在金額有限的情形之下設計屬於家人的野餐用品，學生都能在預算金額內達成，但對於理財的相關英語用語，課堂中的用字及句型還是較不易表達，未來在此部份還是需多構思，以簡單易懂的單字及句型呈現。