

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：**Fun-Filled Games of Learning the Adjectives and Adverbs**

參賽組別：國中/國小

適合年級：Grade 8

設計理念：（實施計畫柒之(二)「英語課以英語授課為主」教案設計原則—請依素養導向的教學四大原則進行設計，並依此陳述設計理念（200 字以內之簡要說明）

Effective lesson plan design is essential for promoting the students' engagement, understanding, and achievement. It provides a roadmap for teachers to deliver instructions systematically and purposefully, leading to more meaningful learning experiences for students. In the design of the teaching plan, the student's prior knowledge will be tested and they will also ought to learn new knowledge by unlocking ideas through various activities. 有效的教學計劃設計對於提升學生的參與度、理解力和成就感至關重要。它為教師系統地、有目的地提供教學方法，從而為學生帶來更具意義的學習體驗。在教學計劃的設計中，會測試學生的先前知識，並通過各種活動引導他們習得新知識，釐清概念。

This particular lesson plan is built upon the concept of integrating enjoyable activities to increase student interest and involvement. The teacher has prepared a diverse range of activities to address various learning skills. Introducing games into the lesson is seen as a beneficial method to captivate students' attention while imparting an element of enjoyment and enthusiasm into the learning process. Moreover, the lesson is designed to align with the students' comprehension levels, ensuring understanding and participation.

這個特定的教學計劃建立在融入享受的活動以提高學生興趣和參與度的概念之上。教師準備了各種不同的活動來定焦不同的學習技能。在課堂中引入遊戲被視為吸引學生注意力、同時在學習過程中融入享受和熱情元素的有利方法。此外，該課堂計劃的設計旨在與學生的理解水平相匹配，確保理解和參與。

During the learning process, the students will collaboratively work with their peers. It is learning through others and sharing what ideas and knowledge they know. The first part of every learning process is knowing what the students knows and what they need to know and learn. Therefore, the method of learning that was used was obtaining knowledge through differentiated activities and instructional materials. Learning methods are an integral part of learning, in order to, understand and remember important information.

在學習過程中，學生將會與同儕合作學習。也就是透過與他人學習以及分享彼此所知的想法和知識。學習過程的第一步就是要知道學生們目前掌握了什麼知識，以及他們需要知道和學習什麼。因此，所使用的學習方法是透過多元化的活動和教學材料來獲取知識。學習方法是學習不可或缺的一部分，為了理解和記住重要信息。

The lesson plan emphasizes grammar to aid students in developing their sentence construction abilities, which will ultimately enhance their speaking skills. By gaining proficiency in using words correctly within sentences, they will progress toward engaging in basic conversations with ease.

這個教學計劃著重於語法教學，以幫助學生發展句子結構能力、最終提升他們的口語技巧。通過正確運用慈會並將其融入句子結構中，學生將能夠輕鬆地進行基本的對話。

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	English	設計者	Teacher Angela Denice
實施年級	Grade 8	總節數	45 mins
教科書/教材版本	Kangshan Book Four		
單元名稱	Lesson 4: Let's Set Up Camp Quickly		
設計依據			
核心素養 (或基本能力)	總綱 (核心素養具體內涵)	<ul style="list-style-type: none"> • Possess a proactive learning attitude and extend learning beyond the classroom to enrich personal knowledge. Use various learning and communication strategies to improve English language learning and effectiveness. • Possess basic listening, speaking, reading, and writing competencies in English. Use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in everyday life. 	
	領域 (主題、項目、條目)	<ul style="list-style-type: none"> • Can describe pictures in simple English. • Can raise questions regarding who, when, what, where, and how in simple English. • Can write sentences that match a given picture or illustration. • Enjoys participating in various class activities and demonstrates openness to trial and error. 	
議題融入	主題	Outdoor Education	
	內涵	Learning Adjectives and Adverbs Using Fun-Filled Games and Activities	
與其他領域/科目的連結	The lesson focuses on the grammar part of the Unit. Therefore, it wasn't integrated into another field and subject.		
教材來源	Kangshan Book Four		
教學設備/資源	Student's Textbook, PPT Presentation, Flashcards, Whiteboard and Marker		
學習目標			
At the end of the lesson, the students will be able to:			
(一)			
1. Vocabulary Words			

- ✓ Comprehend describing words based on pictures and illustrations; and
- ✓ Participate in the motivation by writing familiar words based on the given categories.

2. Grammar

- ✓ Understand how adjectives are different from adverbs by giving examples;
- ✓ Identify adjectives and adverbs in sentences;
- ✓ Practice the use of adverbs through the “Guessing Game” activities; and
- ✓ Differentiate the use of adjectives and adverbs by playing a game “Team Adverb Vs. Team Adjective”

學習架構

First Part of the Lesson: The teacher challenges the students' prior knowledge by doing an activity.

Second Part of the Lesson: Introducing the idea of describing how the actions are being done through sorting of pictures and words. The teacher will have a short discussion after the activity.

The second part of the lesson includes the production, which is doing an activity to practice the student's understanding of the lesson.

Third Part of the Lesson: To practice the student's skill in writing sentences, they will participate in an activity. The activity will test the students writing, speaking, and listening skills.

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)
First Part Motivation: Game Name: Categories Objective: To practice vocabulary and categorization skills. Instructions <ol style="list-style-type: none"> The class will be divided into groups. Each group will have to work together to write down English words based on the given categories. 	8 mins	Writing Assessment Collaborati	White board Marke rs Timer

<p>2. The teacher will show the category on the screen and put on a timer (the timer depends on the level of difficulty)</p> <p>3. The group who can write the greatest number of English words will get the highest point which is 5 points, and the rest of the team will get 2 points each.</p> <p>4. The team with the highest point at the end of the game wins.</p> <p>Review:</p> <ul style="list-style-type: none"> • The teacher will review the student's prior knowledge about adjectives by playing “4 pics and 1 word” • There will be a series of pictures/illustrations and the students will try to describe them. • The teacher will note the adjectives the students will give. 	7 mins	<p>ve Work</p> <p>Question and Answer Speaking</p>	
<p>Second Part</p> <p>Introduction of the Lesson</p> <p>- <i>Before the production of the lesson, the teacher will have a short discussion of what adjectives and adverbs are by giving examples.</i></p> <p>Introduction of the lesson through the activity “Adverb Picture Sort”.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The teacher will prepare a collection of images representing different actions and adverbs. The student's task is to categorize the images based on how the action is performed, using adverbs to describe the manner. • They will be given the materials and work as a group. If they sorted the pictures correctly, they will have to ring the bell. The teacher will rank them and give them points based on how they sorted the images. 	15 mins	<p>Collaborative Work Listening and Answering</p>	<p>Printed Pictures Flashcards Bell</p>

<p>Production of the Lesson</p> <p>The teacher will lead the class into a game to practice the students more.</p> <p>Game name: The FLASH game (An Adjective or An Adverb)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The game will be played by a team. Each team will need a team leader, and the team leader stands in front of the team. 2. The teacher will show cards with either “nouns” or “verbs” on them. 3. The students have to find a word that best describes the card the teacher is holding up. 4. For an extra challenge, each team should be able to show a word after a ten-second count. 5. The team/teams with the word that best describes the card the teacher is holding up get a point. 			
<p>Third Part</p> <p>Practice of the Lesson</p> <p>Speaking and Writing Game</p> <p>Game Name: Guessing Game</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will flash sentences on the screen. 2. The students guess what is being described by the sentences. They ring the bell, and they orally say the answer. 3. The group with the most accurate answer gets the point. 	15 mins	Speaking Writing Listening	Power Point Presenta tion
教學心得			
<ul style="list-style-type: none"> - During the lesson presentation, the students were very active in the activities. They collaboratively worked with their classmates. The students comprehended the instructions well. - The activities catered to the student's interest in learning the main topic of the lesson. - The students were able to express themselves more by stating their answers in English and tried their best to answer in complete and correct sentences. 			

教學資源：

● 參考資料：

一、Kangshan Book Four

二、[canva.com](https://www.canva.com) (for the PPT presentation)

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附錄：

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/<u>英語科</u> ● 實施年級：Grade 8 ● 授課教師(作者1/2/3之一)：Ma. Angela Denice Davalos Ducay 			
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>The teaching materials are an essential part of the student's learning process. It was design according to the student's capability and learning style. To engage the student's interest various kind of instructional materials are used in class.</p> <p>教學材料在學生學習過程中扮演著至關重要的角色。它們經過精心設計，以符合學生的能力和學習風格。為了激發學生的興趣，課堂上使用了各種教學材料。</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>To check the student's understanding, the teacher used different kinds of assessment. The different assessments used were writing, speaking, and listening. Some of the students had a hard time comprehending the instructions. With this being said, the instructions were simplified based on the evaluation results.</p> <p>為了檢視學生的理解程度，教師使用了多元的評量方式，包含寫作、口語和聆聽。然而，部分學生在理解指令方面遇到困難。有鑑於此，教師根據評量結果簡化了指令。</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、學生成果照等)



說明1 : The teacher is assessing the student as they work as a group. 教師正在評估學生在小組合作時的表現。



說明2 : The teacher is checking the students answer and giving them additional instructions while doing the activity. 教師在進行活動時，會檢查學生的答案並提供指示。



說明 3 : The students are collaborating in solving the assigned activity to them. 學生們正在合作解決分配給他們的活動。



說明4 : The picture shows the collaborative effort of the students in solving the tasks given to them. 顯示學生們協力解決分配給他們任務的情形。



說明 5 : The students are actively participating in the activity designed according to the lesson.
學生們積極參與按照課程設計的活動



說明6 : The teacher is giving the instructions to the students and showing examples that will lead them in doing the activity. 教師正在向學生們讲解活動指示，並示範一些例子，引導他們完成活動。

課程實踐省思與回饋

Designing an effective lesson plan takes an ample amount of time and effort. For students who are learning the English language, I have observed that they enjoyed English classes more if there are fun and exciting activities. Moreover, they enjoy activities that involve collaborating and brainstorming with their classmates. They are also interested in competing in games that require them to speak, write and read more. In this lesson, having grammar as the main topic, was extra challenging for them. However, with the interesting activities, learning it became a bit easy for them. They are learning and at the same time having fun.

設計一份有效的教學計畫需要花費大量時間和精力。我觀察到，對於正在學習英語的學生來說，如果課堂活動有趣且令人興奮，他們會更加享受英語課。此外，他們喜歡與同學合作集思廣益的活動，也對於需要他們更多 speaking（說）、writing（寫）、reading（讀）的競賽活動感興趣。在本堂以语法（语法）為主的課堂中，學習對他們來說更具挑戰性。然而，透過有趣的活動，學習语法變得輕鬆了一些。他們既在學習，又玩得開心。