

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：Be the one "You want to be"

參賽組別：國小

適合年級：六年級

設計理念：

Students will be able to say appropriate words for the job, and will be able to answer questions based on their personal characteristics. They will be able to make different substitutions and transform sentences to complete correct grammatical changes; group discussions will be held to complete the activity. Grammatical changes; Group discussion to complete the activities, so that students of different levels can learn from each other in the group, integrating knowledge, skills and attitudes for complete learning. Integrate knowledge, skills and attitudes for complete learning, the curriculum can be continued and planned in a structured manner, and students can parallelise the use of known concepts and outputs. The curriculum is structured and planned so that students are able to utilise known concepts in parallel and export their 'practical skills', implementing a migration pathway that spirals content and concepts into the perception and application of the text. Students will be able to use known concepts in parallel and export "practical skills" to implement a transferable learning pathway that spirals content and concepts into textual awareness and understanding.

作品編號：

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	陳盈如/程郁蘋
實施年級	六年級	總節數	2 節課
教科書/教材版本	Hess何嘉仁-- eSTAR8		
單元名稱	Unit2 What do you want to be?		
設計依據			
核心素養 (或基本能力)	總綱 (核心素養 具體內涵)	<p>A 自主行動 A2 系統思考與解決問題 具備問題理解、思辨分析、推理批判的系統思考與後設考素養，並能行動與反思，以有效處理及解決生活、生命問題。</p> <p>B 溝通互動 B2 符號運用與溝通表達 具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。</p> <p>C 社會參與 C2 人際關係與團隊合作 具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。</p>	
	領域 (主題、 項目、 條目)	<p>英語文領域素養 Core competencies of language (English) learning</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>	
議題融入	主題	<p><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 checked="" type="checkbox"/>品德教育</p> <p><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</p> <p><input type="checkbox"/>安全教育 <input type="checkbox"/>防災教育 <input checked="" type="checkbox"/>閱讀素養 <input type="checkbox"/>多元文化教育 <input type="checkbox"/>國際教育</p> <p><input checked="" type="checkbox"/>生涯規劃教育 <input type="checkbox"/>家庭教育 <input type="checkbox"/>原住民教育 <input type="checkbox"/>戶外教育</p>	
	內涵	<p>品 J1 溝通合作與和諧人際關係</p> <p>品 J8 理性溝通與問題解決</p> <p>閱 E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙</p> <p>閱 E5 發展檢索資訊，獲得資訊，整合資訊的數位閱讀能力</p> <p>涯 E4 認識自己的特質與興趣</p> <p>涯 E10 培養對不同工作/教育環境的態度</p>	
與其他領域/ 科目的連結	<p>學科領域素養 Core competencies of content learning</p> <p>綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。</p>		

	綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。
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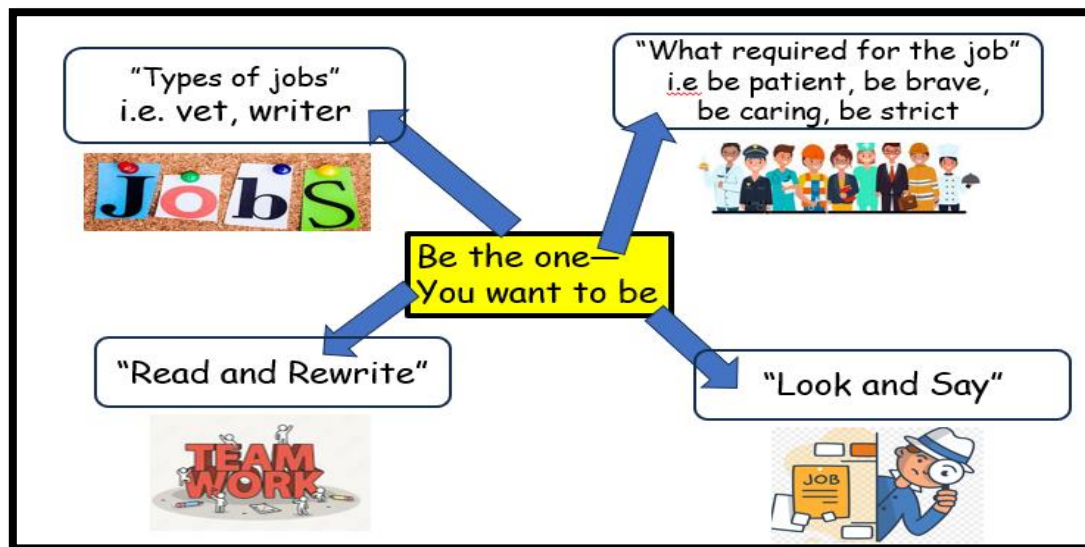
教材來源	自編、參考南一版 綜合活動六下
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教學設備／資源	課本、教學PPT、學習單、字卡、圖卡、
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學習目標

1. Students are able to answer questions correctly using the vocabulary they have learnt.
2. Students are able to speak in complete sentences using appropriate grammar.
3. Students can understand the meaning of a text and find appropriate answers to questions.
4. Students can rewrite sentences with grammatical variations in response to the conversion of subjects in the sentences.
5. Students are able to complete activities through intergroup co-operation.
6. Students can express their opinions appropriately and be able to empathise with each other's sharing.
7. Students can understand their own interests and make preliminary career plans.

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)
第一節 [Pre-task] I. Get ready for the class	10mins		PPT

Teacher greets the students and makes sure they are ready for the class.

T: Good morning, everyone.

How's it going?

How's the weather?

Is it a sunny day?

Stand up, please.

Sit down if you are a girl.

Sit down if you are a boy.

Who didn't sit down? Are you ok?

II. Review target words-pictures of one job

Teacher shows picture clues about different jobs.

Students try to guess the word and provide answers orally.

T: Last time, we've learnt how to say names of different jobs.

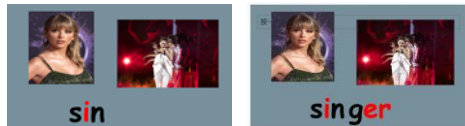
Let's do a little review.

1st ppt-Who is she? Jolin.

Yes, she is a singer...Sin..ger two syllables...

Let's see next pictures, what are they?

They are sci-en-tist... three syllables



15mins

[Main task]

I. What do you hear? Teacher shows the video. Students try to figure out the target sentences from the video.

Teacher invites students to talk about their answers.

<https://youtu.be/eejZ4UvMqoc?si=XasNMfLcLELAyCsc>

T: We are going to watch a video. Listen carefully.

Tell me what do you see later? Ok!

So what did you hear from this video?

S5: What do you want to be?

Youtube

T: Yes, that's it. What do you want to be?
The answer is " I want to be a _____.
Let's listen again. Tell me the jobs you hear from the video.
S6: a teacher
S7: a nurse
S8: a fire fighter...
T: You did a good job.

II. Present target sentences :

Teacher shows the sentences and pictures on the PPT.

Students try to practice the target sentences orally.

T: Now, let's do more practice. What do you see?

What do you want to be?



I want to be a _____.

S3: A cook's ah

T: Yeah, what should you do now, what's the question.

Can you answer the question, Mark?

S3(Mark): I want to be a cook.

T: Nice, next. What do you see?

What do you want to be?



I want to be a _____.

Everyone, let's say the question together.

Ss: What do you want to be?

T: Edison

Edison: I want to be a police officer.

T: Good. Next picture. What do you see?

Ss: a ball and a bat.

T: What do you want to be? Bella

Bella: I want to be a baseball player.

T: Good job. How about this one?

PPT

10mins

What do you see?



Ss: A boy .

T: Yes, it's a boy. So the question becomes

" What does he want to be? Can anyone answer it?

Henry: He want to be a police officer.

T: He wants to be a police officer. (emphasize on the S sound)

S4: He wants to be a police officer.

T: Excellent. Let's do more...



5mins

III. Listening task : Practice-Puzzle challenge

Students work in different groups and do the practice activity. For team A and mid team B students, they work in pairs, do the puzzle activity with iPads, then, answer the questions. For team C students, they do the practice activity by themselves at the reading corner.

For the fast finisher, students get the iPads and scan the QR code to do the anchor activity.

T: Now, I am going divid you into three group. See the board, you can find your group, please go to that group.

I will give a listening task. Please scan the QR code on your table and do the listening task. Answer the question on the worksheet.

T:If you finfish fast, scan the QR code on the board. There's another chanllenge for you.

[Post task]

I. Exit mission Teacher shows the questions on the PPT and picks five students to answer the questions as a wrap-up activity.

worksheets

T: All right, everyone almost done with the task.

Let's see some questions together.

Sherry, can you answer No1 question.

What does Jask want to be?

Sherry: " a cook."

T: Good answer, can you try to say with a sentence?

Sherry: He wants to be a cook.

T: Well done.

Ok, that's all for today. I will see next time.

第二節

◆Warm-up activities◆

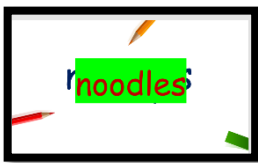
Good mornig,class.

T:Let's review the words. You have to say out the words one by one and can tell which word is different from the others.

3 mins

Orally

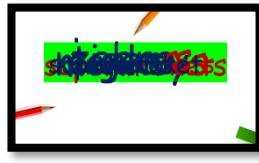
Teaching slides



slide1



slide2



slide3

Ss:Ss pronounce words-[pie, noodles, soup, rice, bread]

T:Which one is different from the others?

Ss:[noodles]

T:Bingo!

T:The second one. Are you ready?

Ss: Ready!

T:Let's check it out.

Ss: Ss say out words-[hungry, sick, nervous, library, thirsty]

T: Which one is different from the others?

Ss:[library]

T: Well done! Good job! The last one. Ready? Go!

Ss: Ss say out words-[horses, monkeys, tigers, kangaroos, supermarkets]

T: Which one is different from the others?

Ss:[supermarkets]

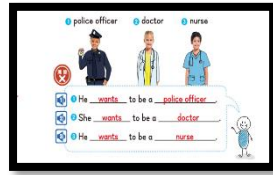
T; Nice!

◆Practice activities◆

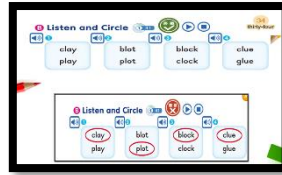
T: Now take out your book. Turn to page p29. Pencil and eraser be ready. We're going to do some listening.



slide4



slide5



slide6

T: You have to listen carefully and write down numbers 1-8.

Let's do it.

T: No1 vet/vet/ vet, No2 pilot/pilot/pilot...No8 singer/singer/...

T: Are you done?

Ss: Yes.

T: Now turn to page p31. What's picture1?

Ss: police officer

T: What's number2?

Ss: doctor.

T: What's number3?

Ss: nurse.

T: How about me?

Ss: teacher.

T: How do you spell the word "teacher"?

Ss" T-E-A-C-H-E-R."

T: Excellent!

T: The last page 34. Do "Listen and Circle".

T: Are you done? I'm going to check out the books.

Ss: OK.

T: Put away your books.

◆ Evaluation activities ◆

T: What day is today?

Ss: It's Monday.

T: How do you spell the word "Monday"?

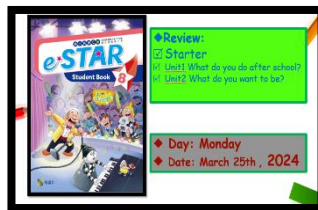
Ss: M-O-N-D-A-Y.

T: What's the date?

Ss: It's March 25th, 2024.

T: How's the weather?

Ss: It's sunny.



slide7

12mins

Listening/
Writing
(textbook)

Teaching
slides
textbook

3mins

Orally

Teaching
slides

T: You also can say "It's a beautiful day." What else can you say?

S: It's a sunny day.

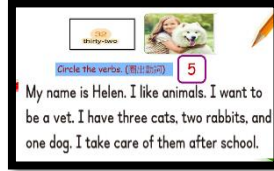
T: Good.

☑•Group activity•☑

T: Everyone look at the slide. (on TV)

Read out together.

Ss: Read out the sentences...



22mins Worksheet Teaching slides

T: Can you do "Circle the verbs"? For example, slide 8

"My name is Helen." Which word is verb?

Ss: "is"

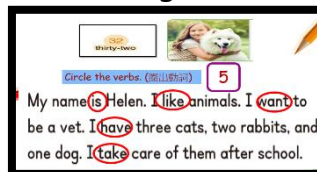
T: That's correct. We call is a "be Verb" then circle it. Now it's your turn. Each team gets a worksheet and work on with it. Are you ready?

Ss: Go!

T: if you are finished, please raise your hand or I will go check your answers.

Ss: I'm done / We're done.

T: OK. I'm coming. Hold on a second.



T: Now Let's see the answers together on slide. slide 9

Ss: Say out "is, like, want, have, take"

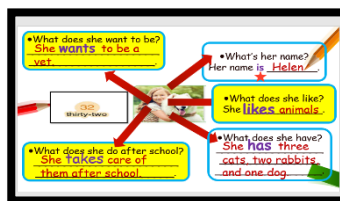
T: Nice work.

T: Everyone look at the slide. Question 1: What's her name in the picture?

Ss: Her name is Helen.

T: What does she like?

Ss: She likes animals.



T: What does she have? slide 10

Ss: She has three cats, two rabbits, and one dog.

T: What does she want to be?

Ss: She wants to be a vet.

T: What does she do after school?

Ss: She takes care of them/animals after school.

T: That's really nice. Good job!

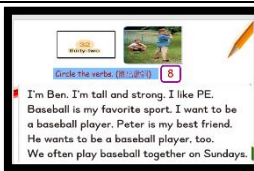
T: The next one. Circle the verbs again. Ready? Go!

Ss: I'm done./ We're done.

T: Let's check out the answers together.

Ss: Say out "am, am, like, is, want, is, wants, play"

T: Good work.



slide11



slide12

T: Everyone look at the slide.

Question 1" What's his name?

Ss: His name is Ben.

T: Everyone say out the question2

Ss: "What subject does he like?

Ss: He likes PE.

Ss: "What does he look like?

Ss: He is tall and strong.

Ss: What sport does he like?

Ss: Baseball is his favorite sport.

Ss: What does he want to be?

Ss: He wants to be a baseball player.

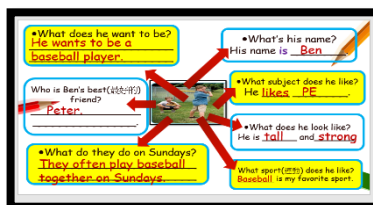
Ss: Who is Ben's best(最好的) friend?

Ss: Peter.

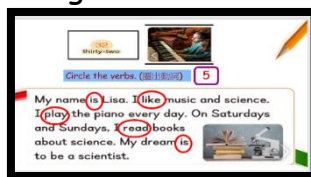
Ss What do they do Sundays?

Ss: They often play baseball together on Sundays.

T: The last work, Circle the verbs. We do together.



slide13



slide14

Ss: Say out "is, like, play, read, is"

T: Good job. This time do transform [I] into she, [my] into her.

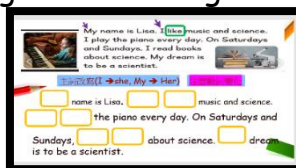
Then Do rewrite.

T: It's a little bit confusion. That's all right. We do together

first then your turn.

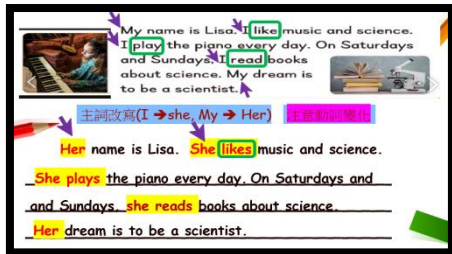
T: Look at the slide.

"My name is Lisa." Transform "my" into "Her". We say [Her name is Lisa.]



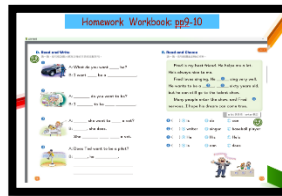
slide15

The second line "I like music and science."
 Transform "I" into "she". We say [*She likes* music and science.]
 Now it's your turn. Go for it.
 T: Time is running out. Most of teams are doing great. Now we do checking the answers. Put away your crayons. Read it out.



slide16

T: You are all doing good today. Good job.
 Today's homework: Workbook pp9-10.
 T: See you next time.



slide17

Workbook Teaching slides

教學心得

Some activities related to "work", such as role-playing and occupation card games, were chosen to enable students to understand the English names and vocabularies of different occupations visually. Videos, audio and interactive exercises are used to enrich the teaching content and help students to better understand and remember the newly learnt words and sentence patterns. During the teaching process, I constantly collect students' feedback and adjust my teaching strategies and methods according to their learning situation to ensure that every student learns and progresses effectively. Teaching the topic of "work" is a challenging and creative process. By combining various teaching methods and resources, I have not only helped students learn English vocabulary and sentence patterns related to "work", but also stimulated their interest in future careers and their spirit of exploration. I think it is a very valuable and meaningful teaching experience.

教學資源：

- 參考資料：
- 一、Cool English: 課程專區-字彙-Pre A1字彙大補帖
- 二、學習單 附件如下表格
 - ◆GroupA學習單 ◆GroupB學習單 ◆GroupC學習單
 - ◆分組閱讀學習單

Appendix A: Worksheets for listening practice

Group A

Name: _____

1. What do you want to be?



2. What do Lisa and her brother want to be?



3. What does Lisa want to be?



4. What do Mark and Nana do?



Group B

Name: _____

Fire fighter/ cook/ farmer/ singer/
police officer/ teacher/doctor/ photograph/

He/ She/ They

1. What do you want to be?



2. What do Lisa and her brother want to be?



3. What does Lisa want to be?



4. What do Mark and Nana do?



Group C

Name: _____

1. What do you want to be?



- () a. I want to be a fire fighter.
b. I want to be a farmer.
c. I want to be a cook.
d. I want to be a teacher.

2. What do Lisa and her brother want to be?



- () a. They want to be teachers.
b. They want to be farmers.
c. They want to be police officers.
d. They want to be fire fighters.

3. What does Lisa want to be?



- () a. She wants to be a doctor.
b. She wants to be a farmer.
c. She wants to be a cook.
d. She wants to be a photograph.

4. What do Mark and Nana do?



- () a. They want to be teachers.
b. They want to be singers.
c. They want to be police officers.
d. They want to be cooks.

5. What do you want to be?



6. What do they want to be?



32
thirty-two




Circle the verbs. (圈出動詞) **5**

My name is Helen. I like animals. I want to be a vet. I have three cats, two rabbits, and one dog. I take care of them after school.

閱單1

32
thirty-two



•What does she want to be?
_____.

•What's her name?
Her name is _____.

•What does she like?
She _____.


•What does she have?

•What does she do after school?

_____.

閱單2

32
thirty-two




Circle the verbs. (圈出動詞) **8**

I'm Ben. I'm tall and strong. I like PE. Baseball is my favorite sport. I want to be a baseball player. Peter is my best friend. He wants to be a baseball player, too. We often play baseball together on Sundays.

閱單3

32
thirty-two



•What does he want to be?
_____.

•What's his name?
His name is _____.

Who is Ben's best(最好的) friend?
_____.

•What subject does he like?
He _____.

•What does he look like?
He is _____ and _____.


•What do they do on Sundays?

_____.

What sport(運動) does he like?
_____ is my favorite sport.


閱單4

32
thirty-two



Circle the verbs. (圈出動詞)

My name is Lisa. I like music and science. I play the piano every day. On Saturdays and Sundays, I read books about science. My dream is to be a scientist.



閱單5

My name is Lisa. I like music and science. I play the piano every day. On Saturdays and Sundays, I read books about science. My dream is to be a scientist.

主詞改寫(I → she, My → Her) 注意動詞變化

name is Lisa. music and science.

the piano every day. On Saturdays and Sundays, about science. dream is to be a scientist.

閱單6

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。

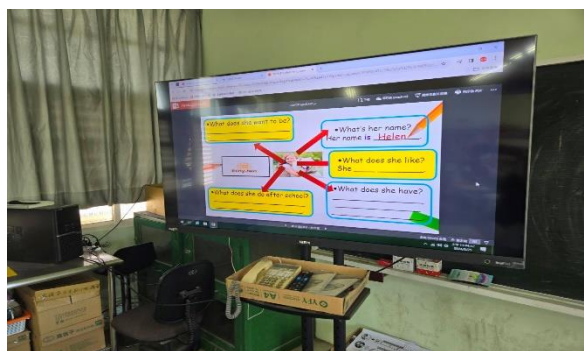
附件五

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：六年級 ● 授課教師(作者1/2/3之一)：陳盈如 			
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	<ul style="list-style-type: none"> ●The exposure time of the words is too short, resulting in students not being able to understand what the words are and thus reducing their willingness to recite them out loud. ●Teachers have to guide students to complete the answers for groups that are less able to do so.
	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	<ul style="list-style-type: none"> ●Students do not have a good understanding of the use of word properties in sentences. Therefore, there are often grammatical adjustments that need to be made. ●Because students seldom use the words they have learnt in listening, speaking, reading and writing, teachers need to increase the exposure of the words through different activities.
	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	

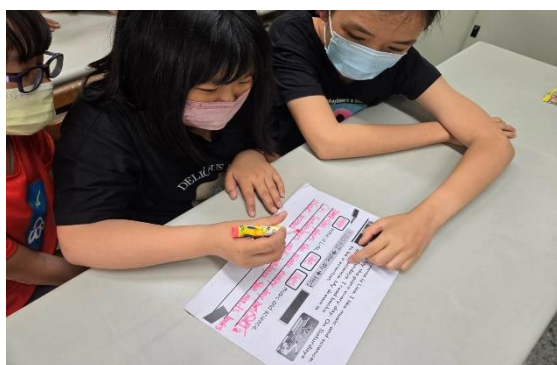
課程實踐歷程紀錄(課堂學習活動照片、學生成果照等)



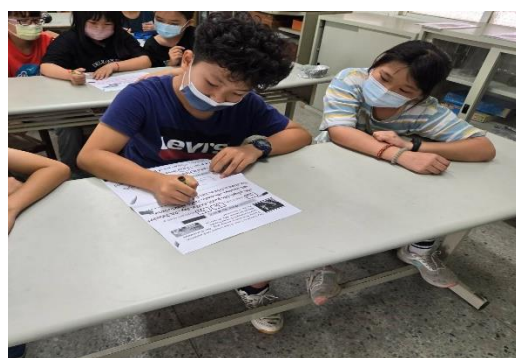
說明1：教學ppt, 學生根據文章回答問題



說明2:老師和學生共同檢討題目



說明 3：學生分組完成學習單(組間共學)



說明4：學生分組完成學習單



說明 5：學生分組完成學習單



說明6：老師從旁引導學生完成學習單

課程實踐省思與回饋

- There was not enough time for group work, so it was not possible to explain in time what the students did not understand.
- Students can create questions for the whole class to review, so that students can use the words they have learnt and categorise them in the discussion, thus achieving the ultimate goal of reviewing the words.