

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：Care for Others

參賽組別：國小

適合年級：五年級

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)

單元教學前，讓學生仔細觀察課文圖文，透過5W1H問題，讓學生對課文有粗略了解，並以問答技巧協助孩子找出本課相關單字，讓孩子先了解完整情境，再學習單字句型。

在未教學單字前，讓學生自學嘗試運用所學的發音規則，背單字、畫音節、找重音，並藉由學生之間互相糾錯，以加深印象。教師亦可從中發現學生盲點，進行重點指導。部分需要死記的不規則發音，則以圖像或諧音協助，盡量拉低單純背誦的比例。期望學生日後在生活中看到單字可以所學發音原則，嘗試自己念念看。

另外，讓學生在設計過的對話中，進行組內共學和組間互學英語口語練習，加深學生印象；輔以教師導學進行互動式差異化的教學，協助學生完成學習目標。

作品編號：請勿填寫

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	設計者	莊琬琳
實施年級	五年級	總節數	3節
教科書/教材版本	Hess, Super Fun Book 6		
單元名稱	Topic1: Care for others		
設計依據			
核心素養 (或基本能力)	總綱 (核心素養 具體內涵)	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。 E-A2 具備理解簡單英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 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。 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。	
	領域 (主題、 項目、條 目)	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作	
議題 融入	主題	品德教育	
	內涵	品EJU8關懷行善	
與其他領域/ 科目的連結	健康:惜食與食物浪費		
教材來源	Hess, Super Fun Book 6		
教學設備/資源	投影機、手搖鼓、學習單		
學習目標			
一、能聽、說及辨識本單元單字、句型。 二、能參與並完成口語練習活動。 三、能了解句型使用情境:詢問對方及他人身體狀況，並適當地回應及說明。 四、能了解圖片情境，並透過引導、討論，表達意見。			

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>第一節</p> <p>Warm up</p> <p>The students will play the Phonics Race.</p> <p>Game Mechanics:</p> <ul style="list-style-type: none"> • Divide the class into two teams. • Display words with long vowel "A" sounds on the board. • Two students, one from each team, will race to grab the ball when a word is displayed. • The student who grabs the ball first reads the word aloud to earn a point for their team. 	6'	phonics chart	ball, PPT
<p>Introduction/Presentation</p> <p>The teacher will review the long vowel "A" sounds and their corresponding patterns ("a_e", "ai", "ay").</p> <p>Then, provide examples of words for each pattern:</p> <p>"a_e": cake, snake, rake</p> <p>"ai": rain, sail, train</p> <p>"ay": day, play, say</p> <p>The teacher will encourage students to listen carefully to the vowel sound in each word.</p> <p>Then, guide students to repeat and practice each word before proceeding to the next activity.</p>	10'		PPT
<p>Activities (Practice/Production)</p> <p>The students will play the tongue twister challenge.</p> <ul style="list-style-type: none"> • Divide students into five groups. • Distribute tongue twisters to each group, focusing on words with long vowel "A" sounds. • Each group practices reading their tongue twister aloud, emphasizing correct pronunciation and fluency. • Circulate around the room to provide assistance and guidance as 	20'	phonics chant	PPT, Timer

<p>needed.</p> <ul style="list-style-type: none"> • Students will be graded based on time and pronunciation. • Time- 50 % Pronunciation- 50 % <p>Wrap-up</p> <p>The teacher will practice the long vowel a words used in each tongue twisters. Then teacher will explain and assign the homework.</p>	4'		PPT, Timer
<p>第二節</p> <p>Review/Warm up</p> <p>The students will play the Charades.</p> <p>Game Mechanics:</p> <ul style="list-style-type: none"> • Select a volunteer student to act out a theme word with a verb+ing ending. • Remaining students guess the word being acted out. • Repeat with several students, allowing everyone a chance to participate. <p>Introduction/Presentation</p> <p>The teacher will ask students to open their textbooks then pronounce each theme word (running, cooking, sleeping, jumping, dancing, writing, studying) and have students repeat after the teacher.</p> <p>The teacher will let the students to point to each word in the book as they say it, reinforcing visual recognition.</p> <p>Then, the teacher will ask the students to close their books and spell out each word, letter by letter, asking students to repeat after you to reinforce spelling.</p> <p>The teacher will explain the spelling rules of verb+ing.</p> <p>Activities (Practice/Production)</p> <p>-Practice</p> <p>The teacher will show pictures of action verbs and let the students give the verb+ing.</p> <p>-Production</p> <p>Verb+ing Worksheet</p>	10' 10' 15'		picture cards students book, PPT, picture cards, word cards

<p>The teacher will distribute worksheets containing a list of verbs without their verb+ing endings.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Add the "ing" to each verb to form the correct verb+ing. • After completing the worksheet, students color code groups of verbs based on their spelling patterns (e.g., doubling consonants, dropping silent "e", etc.). <p>The FT and LT will circulate to provide assistance and guidance as students work on their worksheets.</p> <p>Wrap-up</p> <p>The teacher will ask the students to open their book to page 27 and read the newly learned theme words.</p>	5'		students book
<p>第三節</p> <p>Review/Warm up</p> <p>Review the vocabulary words learned during the previous class by playing the Bingo Game. (cooking, jumping, sleeping, studying, writing, dancing, running)</p> <p>Game Mechanics:</p> <ul style="list-style-type: none"> • The teacher will invite a student volunteer to demonstrate an action from the flashcards. After selecting a card, the student will act it out and ask the question to the class, "What am I doing?" Classmates will respond by guessing the action, saying, "You are verb+ing." The teacher will then guide students to write the guessed action inside their Bingo boxes. This process will be repeated for each of the 7 theme words. • The teacher will walk around the room with the flashcards to ensure all students can participate. Afterward, the teacher will pose the question to the whole class, "What are you doing?" and select a student to answer, "I'm v+ing." The teacher will ask the students to circle the theme word mentioned. • The first person to get one line is the winner. (Repeat for 2 rounds) <p>The LT will ask the winners to come in front and add points to ClassDojo.</p>	10'	Bingo game sheet, sentence pattern	Bingo game sheet, word cards, computer(with Class Dojo)

<p>Introduction/Presentation</p> <p>FT will use the same flashcards to introduce the other sentence pattern “What’s he/she doing? He’s/She’s verb+ing.”, and “What are they doing? They are verb+ing.”</p> <p>The teacher will demonstrate by pointing to the flashcard and asking, “What’s he/she doing?” and “What are they doing?” prompting students to respond with “He’s/She’s/ They’re verb+ing.”</p> <p>The LT will write the sentence pattern on the board and lead the students to do sentence pattern exercises.</p> <p>The teacher will show more examples and let the students practice the question and answer.</p>	10’		word cards, sentence pattern, PPT
<p>Activities (Practice/Production)</p> <p>-Practice</p> <p>The teacher will show more examples and let the students practice the question and answer.</p> <p>-Production</p> <p>Comic Strips</p> <p>The teacher will give each student a comic strip conversational worksheet. Students will pair up with a classmate and take turns asking questions based on the pictures provided.</p> <p>Once the partner answers the question correctly, the student will write the name of their partner in the designated space on the worksheet.</p> <p>After completing one conversation, students will find another partner and repeat the process until they have collected 9 names for 9 pictures.</p> <p>The LT will set the timer (6 mins.).</p> <p>The teachers will inspect the student’s practice and provide timely assistance.</p>	15’	comic strips conversational sheet	comic strips sheet , pencil, timer
<p>Wrap-up</p>	5’		student book

The FT will ask the students to open their book on page 27 and read the sentence pattern together.

The LT will guide some students to open their books and make sure everyone is following the instructions.

教學心得

看到學生的回應與老師們在發想備課階段設想的一樣時，讓整個教學過程更順利，學生也能達到立即的修正和解答。其中，進行主題單字教學時，學生自學到組內共學，互相合作解決彼此問題的過程十分順暢；而組間互學進行句型對話時，經過教師引導，大多數學生都能進行活動，少數學生雖未能在指定時間內完成，但也都能開口練習口說。希望能讓孩子漸漸習慣以英文理解聽懂，也以英文回答表達自己的想法。

教學資源：

● 參考資料：

一、Hess, Super Fun Book6

附錄：無

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：五年級 ● 授課教師(作者1/2/3之一)：莊琬琳、Jessa Mae Tagalog 			
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	請學生將所學單字填入 Bingo 學習單時，可發現學生常犯錯誤，藉此糾正再增強孩子的印象。透過獎勵制度，引發學生對於開口認讀單字的興趣。此外，課後進行單字認證時，也可從中發現各別孩子對於單字學習的盲點。
	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	本課目標單字句型以學生生活情境為出發，連結生活經驗的對話問答句型，設計口說對話練習單。能讓學生在不同句子但同句型的練習中，達到反覆練習的目的；同時低成就學生亦能從練習中得到幫助。教師再過程中能針對學生有問題的部分即時補充說明，強化記憶。
	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：教師說明Bingo規則



說明2：學生輪流填入主題單字V+ing



說明3：學生自學進行句型練習



說明4：組內共學進行對話句型討論



說明5：學生進行比手畫腳主題單字活動



說明6：組間互學進行對話練習

課程實踐省思與回饋

問題:本課進行式的句型BeV+Ving，與孩子學習的現在式句型架構略有不同，常會有記得V+ing，但忘記BeV變化。

經過課堂上頻繁的口說練習、小組接力續寫句子及家課習寫後，大多數學生能自我修正。另外，少數還無法正確使用現在進行式的學生，也持續進行課後的加強練習。

