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：How many animals are there?

參賽組別：國中/國小

適合年級：五年級

設計理念: 學生能藉由情境上的布置-我們在動物園,能感受到我們在動物園哩,藉此練習動物相關語詞。並且藉由猜測動物習性認識動物,增加趣味性。亦在活動中練習閱讀文章,藉由小組討論,以培養閱讀技巧。接著,學生依照自己的英語程度完成差異化學習單,降低對英語學習的壓力,達到增進學生英語閱讀與書寫的能力。

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	英文	設計者	余咨橋
實施年級	五年級	總節數	共五節
教科書/教材版本	翰林版 Here We Go 5		
單元名稱	Unit 4 How Many Koalas Are There?		

設計依據		
核心素養（或基本能力）	總綱（核心素養具體內涵）	英-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。 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。 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。
	領域（主題、項目、條目）	【學習表現】 5-Ⅲ-1 認讀與聽寫國小階段字詞。 5-Ⅲ-2 在聽讀時，能辨識書本中相對應的書寫文字。 5-Ⅲ-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 5-Ⅲ-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 5-Ⅲ-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-Ⅲ-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 5-Ⅲ-7 能以正確的發音及適切的速度朗讀簡易對話。 5-Ⅲ-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。 5-Ⅲ-10 能運用所學的字母拼讀規則拼寫英文字詞。 6-Ⅲ-1 具有好奇心，主動向教師或同學提出問題。 6-Ⅲ-2 樂於參與課堂中各類練習活動，不畏犯錯。 【學習內容】 Ab-Ⅲ-1 子音、母音及其組合。 Ad-Ⅲ-2 簡易、 常用的句型結構。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。 D-Ⅲ-3 依綜合資訊作簡易猜測。

議題 融入	主題	環境教育
	內涵	環 E3 了解人與自然和諧共生，進而保護重要棲地。 環 E13 覺知天然災害的頻率增加且衝擊擴大。
與其他領域／ 科目的連結		自然領域－氣候變遷主題
教材來源		翰林出版
教學設備／資源		PowerPoint, 翰林電子書,Worksheet, Jigsaw planet網站

學習目標

第一節
1. Students are able to say out the phonics words, such as c<u>u</u>te, t<u>u</u>be, L<u>u</u>ke, fl<u>u</u>te, bl<u>ue</u>, gl<u>ue</u>, j<u>ui</u>ce, s<u>ui</u>t.
2. Students are able to familiar some animal vocabulary. For example," elephant, lion, tiger, zebra, horse, monkey, turtle, koala"

第二節
1. Students are able to know and say out some global warming problems.
2. Students are able to say out vocabulary in this unit. For example," elephant, lion, tiger, zebra, horse, monkey, turtle, koala."

第三節
1. Students are able to understand sentence pattern, "How many __ are there?　There's __. There are __.
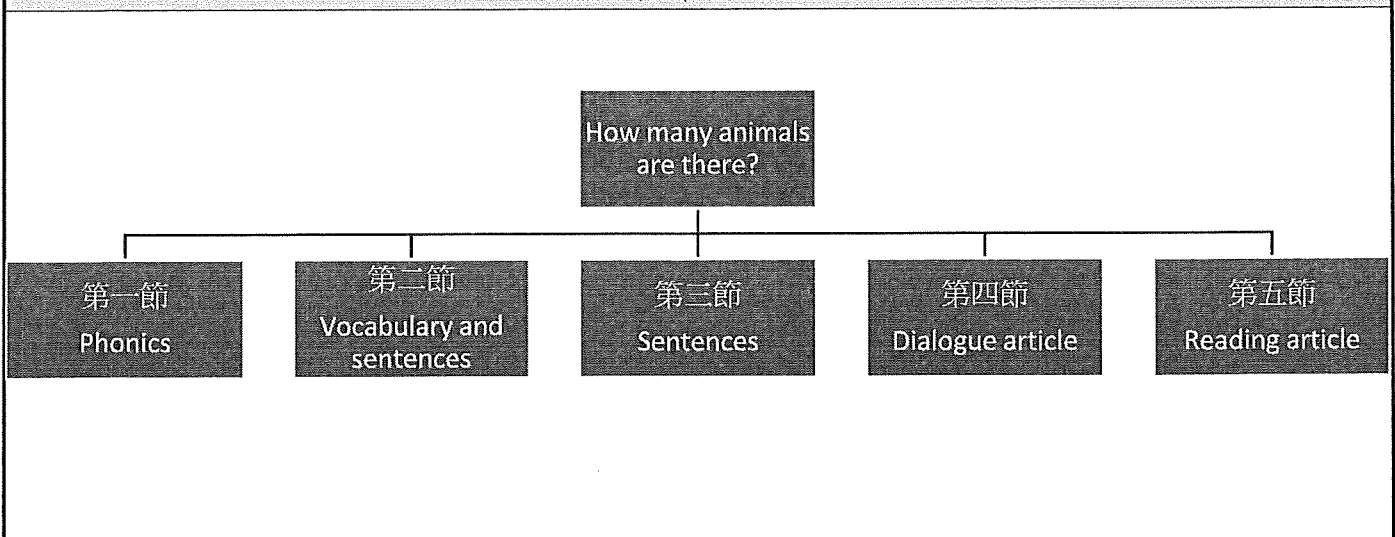
第四節
1. Students are able to understand the dialogue.

第五節
1. Students are able to answer the sentences pattern "How many ____ are there?" "There are/ There is_."
2. Students are able to learn the reading skills and try to fill in the chart by themselves.
3. Students are able to finish the worksheet based on their levels.

學習架構

How many animals are there?

第一節 Phonics	第二節 Vocabulary and sentences	第三節 Sentences	第四節 Dialogue article	第五節 Reading article

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----------------------------------			
引起動機	10'		
1. Teacher takes a review of Unit 3 o_e phonics ,students can review the silent e, how to pronounce right.			
主要活動	15'	Oral Assessment	Textbook Flashcard
◆ **Phonics Time**			
1. Teacher shows up flash cards from this unit and teach phonics. For instance, cute, tube, Luke, flute, blue, glue, juice, suit. (P.62)			
2. Students listen and chant together. (P.63) Teacher asks them which words that pronounce "long vowel u". Students can know the answer and say them out.			
3. Teacher asks groups to chant the chant. And the fastest group can get points.			
◆ **I see_____.**	10'	Oral and Writing Assessment	Animal picture (**Appendix 1**)
1. Students look and write it out what do they see in the picture. (If students say out English words can get two points. Students say the Chinese words can get one point.) I see one_____. I see two_____.			
2. Students finish Part A from P.58.			
統整活動	5'	Oral Assessment	Textbook
1. Students can chant the chant.			
2. Students say out the phonic words.			
----------------------------------第二節----------------------------------			
引起動機	10'	Oral Assessment	Board game(諾亞方舟)
◆ **Game "We are in a zoo."**			
1. Teacher create a scenario "We are in a zoo." Teacher asks students to find out the animal models on the ground. And teacher asks, what do you see.			
2. Students can take the animal models from the ground. And collect the whole animal models. Teacher take a review about numbers and say out some animals' name. For instance, one zebra, or two zebras...(polar bear, elephant, gorilla, lion zebra, sheep, zebra, giraffe)			

3. Students say it out, "I see___."			
主要活動 1. Teacher asks, "What happened about polar bear nowadays?" Students say about polar bears. Because of the global warming, some polar bears can't have a place to live. Teacher says some global warming problem. And show students some pictures. (The weather is hot. So _____ can't live.) 2. Teacher shows up flash cards from this unit and point out some phonics. For instance, h<u>or</u>se, ele<u>ph</u>ant. 2. Students look and say it out what do they see in the picture. I see one_____. I see two_____. 3. Students finish P.58.	20'	Oral and Visual Assessment	Pictures and flash cards
統整活動 1. Students see the picture can familiar the vocabulary. 2. Students finish workbook P.33.	10'	workbook	workbook
----------------------第三節---------------------------- 引起動機 1. Use vocabulary chant to review the words. 2. Students sing the chant together. 主要活動 1. Teacher teaches sentences pattern by PowerPoint. 2. Seeing the PowerPoint and the pictures. Students can understand the sentence pattern about singular and plural. The whole class take turns to practice the sentences. (group by group)（P.60） 3. Students are able to use the sentence pattern and make a conversation. (P.60)	5' 20'	Oral Assessment Oral Assessment Oral Assessment	PowerPoint **(Appendix 2)** Textbook
統整活動 4. Students are able to finish P.61 by themselves. 5. Students can answer teacher's questions. How many ___are there?	10'		Textbook

-------------------第四節----------------------------
引起動機
1.   Students guess "who am I?"
    I can swim. I walk slowly. Who am I? (turtle)
    I can climb a tree. I like eat bananas. Who am I ?(monkey)
	10'	Textbook	PowerPoint

I have stripe skin. I live in Africa. I live in a prairie. Who am I? (zebra) I like eat meat. I live in a prairie. Who am I? (tiger) I like eat meat. I live in a prairie. I am stronger than tiger. Who am I? (lion) I am from New Zealand. I like to eat Eucalyptus leaves. Who am I? (koala) I am heavy. People can ride on me especially in Thailand. Who am I? (elephant)			
主要活動 1. Students read the dialogue together. 2. Students answer the question. Q 1: Where are the kids? They are in Sydney. / They are on the train. Q 2: Does Rocky like tigers? No, he doesn't. Q 3: What do the kids have on their faces? They have face paint on their face. Q 4: Are the kids at the zoo in the morning or in the evening? Q 5: What animal is in the cave? A wombat is in a cave. 3. Students make a group puzzle and match the dialogue with pictures.	20'	Textbook	Oral Assessment
統整活動 1. The whole class can do the dialogue together.	10'	Textbook	Oral Assessment
----------------------第五節----------------------------			
引起動機 1. Each group puzzle the animals' cards online. Students can scan the QR code picture around the classroom. Students who finish the puzzle should ask a member to answer teacher's questions. (How many koalas are there? There are __ ___.) (⬤ No. 1 can get 1 point. No. 2 and No. 3 can get 2 points. No. 4 can get 4 points.) 2. The one who puzzles and answers the question correct can get mission 2.	10'	E-Puzzles Textbook	Oral Assessment (Appendix 2)
主要活動 1. Read the article P.66 together. 2. Students answer teacher's question.	20'	Workbook	Writing assessme

3. Students get the worksheet. And group discuss.			nt(Appendix 4, 5)
4. Each group read only one part. **(Appendix 4)** No. 1,2 get first paragraph. No. 3 get second paragraph. No. 4 get third paragraph. Students underline "who" "what "where" while reading.			
統整活動	10'	Worksheet	Homework (Writing assessment) **(Appendix 6)**
1. Teacher asks students to check the answer together.			
2. Assign the homework worksheet. (Print different colors means different levels.)			
3. There are three different levels worksheets. Students can choose the worksheet by themselves.			

1. 學生在使用平板進入拼圖題目時，每組別進度不一。因此有些組別會進行兩次。
2. 在課程時間掌握方面，需要根據學生的程度調整，本次在第四節課部分，無法在一節課內完成，因此右半部學習單無法順利完成。
3. 學生在小組討論時能夠了解學習單內容，在回家作業亦可根據自己的程度選擇自己想寫的學習單我發現有學生想挑戰最難的學習單。

教學資源：

● **參考資料：**

一、 **Appendix 1**
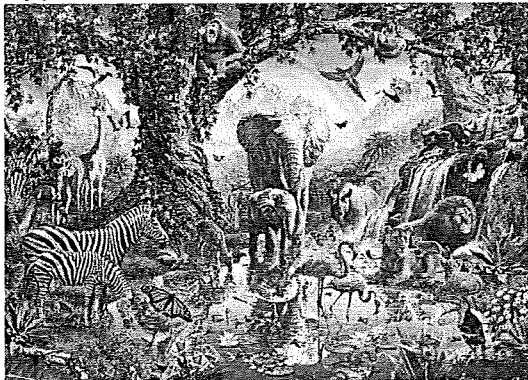
二、 Appendix 2

There | 動物+S | are there? 有

There <u>are</u> <u>three</u> <u>koalas</u>.

How many koalas are there?
有多少隻無尾熊?

There's one koala.
There're ___ koalas.

12
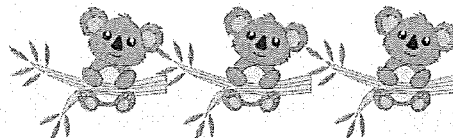
There is one monkey✗.
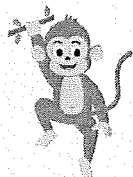
| Are there 有 | 數字 | 動物S |

A: Yes, there are. No, there are'nt.

There are _____ _____s.
There is one_____✗

| Does | he she | like | 動物S |

Yes, she does.
No, she doesn't.

She likes <u>koalas</u>.

She doesn't like <u>koalas</u>.

No, he doesn't. He likes <u>koalas</u>.
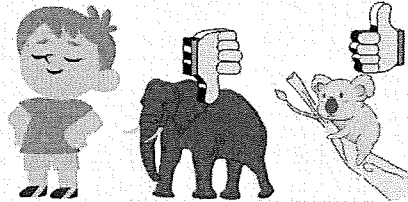
附錄：
Appendix 3 (Animal Cards)QR code

■ **Appendix 4 (P.66)**

The kids are at a zoo near Melbourne. They see zebras, lions, and other animals. Teddy likes tigers, but Rocky doesn't. The lions look hungry. Rocky doesn't like lions.

The next day, they are at another zoo. There are two koalas in a tree. They see an owl and a kangaroo, too.

Rocky sees an animal in a cave. He says, "Run! It's a bear!" Rocky doesn't like bears. Abu says, "It's just a wombat."

■ **Appendix 5 (Group Worksheet)**

Group:_____ Number:_____

A. After reading the article, please fill in the blank.

I like 😊 & I Don't Like 😞			
	tigers	lions	bears
Teddy			
Rocky			

1	Does Teddy like tigers? Yes, he does. He ____ ____.
2	Does Rocky like tigers? Yes, he does. He ____ ____.
3	Does Rocky like tigers? No, he doesn't. He ____ ____.
4	Does Rocky like bears? Yes, he does. He ____ ____.

Q: What is not in the zoo?	A: _____

There is & There are	
tree	
cave	
others (grass land)	a kangaroo, _____

| 5	How many koalas are there? There ____ ____.
6	How many owls are there? There ____ ____.
7	How many bears are there? There ____ ____.
8	How many womats are there? There ____ ____.
9	How many womats are there? There ____ ____.
10	How many kangaroos are there? There ____ ____.
11	How many zebras are there? There ____ ____.

■ **Appendix 6(Individual Worksheet)**

【Worksheet B】   Class:_____ Number:_____ Name:_____

● After reading the article p.66, please fill in the blank.

I like 😊 & I Don't Like 😞			
	tigers	lions	bears
Teddy	😊		
Rocky	😊	😊	😊
1	Does Teddy like tigers? Yes, he does. He likes _____.		
2	Does Rocky like tigers? Yes, he does. He likes _____.		
3	Does Rocky like tigers? No, he doesn't. He likes _____.		
4	Does Rocky like bears? Yes, he does. He likes _____.		

There is & There are	
tree 🌳	
cave	
others (grass land)	a kangaroo, zebras
5	How many koalas are there? There are two _____.
6	How many owls are there? There is an _____.
7	How many bears are there? There is a _____.
8	How many wombats are there? There is a _____.
9	How many kangaroos are there? There is a _____.
10	How many zebras are there? There are some _____.

Q: What is not in the zoo?	A: _____.

● **Middle Level**

【Worksheet B】   Class:_____ Number:_____ Name:_____

● After reading the article p.66, please fill in the blank.

I like 😊 & I Don't Like 😞			
	tigers	lions	bears
Teddy	😊		
Rocky	😊	😊	😊
1	Does Teddy like tigers? Yes, he does. He ____ _____.		
2	Does Rocky like tigers? Yes, he does. He ____ _____.		
3	Does Rocky like tigers? No, he doesn't. He ____ _____.		
4	Does Rocky like bears? Yes, he does. He ____ _____.		

There is & There are	
tree 🌳	
cave	
others (grass land)	a kangaroo, zebras
5	How many koalas are there? There ____ _____ _____.
6	How many owls are there? There ____ _____ _____.
7	How many bears are there? There ____ _____ _____.
8	How many wombats are there? There ____ _____ _____.
9	How many kangaroos are there? There ____ _____ _____.
10	How many zebras are there? There _____ _____ _____.

Q: What is not in the zoo?	A: _____.

● After reading the article p.66, please fill in the blank.

I like 😊 & I Don't Like 😞			
	tigers	lions	bears
Teddy	😊		
Rocky	😊	😊	😊

1	_____? _____,_____,_____.
2	_____? _____.
3	_____? _____.
4	_____? _____.

There is & There are	
tree	
cave	
others (grass land)	a kangaroo, zebras

5	_____? _____.
6	_____?
7	_____? _____.
8	_____?
9	_____?
10	_____? _____.

Q: What is not in the zoo?   A: _____

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】

- 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)：余咨橋

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	依照課文內容製作出學習單，讓學生能對閱讀理解方面有更詳細的理解。學生藉由分段落的閱讀與討論，可以在有限時間內完成閱讀，但對於落後的學生，閱讀部分還是有困難，因此教師需要巡視，並請學生找本課單字寫上中文意思。 在學習單方面，學生根據自己的程度選擇適當的學習單作為回家作業。
	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	大多數組別因時間關係無法完成所有的表格。 這次課程主要是針對學生閱讀的部分進行設計，在教學閱讀技巧後，學生能了解、討論表格內容，並指定低成就學生寫，其他學生在旁協助。
	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)			
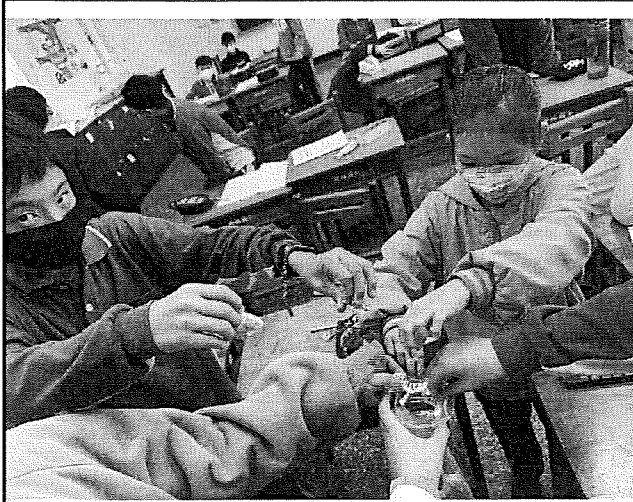
說明1： 學生將動物取回Board Game諾亞方舟	說明2： 教師布置情景，及介紹遊戲規則。
說明 3： 學生根據老師教導的閱讀技巧完成小組學習單	說明4：學生掃描QR code 後座線上拼圖。
說明5:議課討論階段	說明6:小組討論學習單
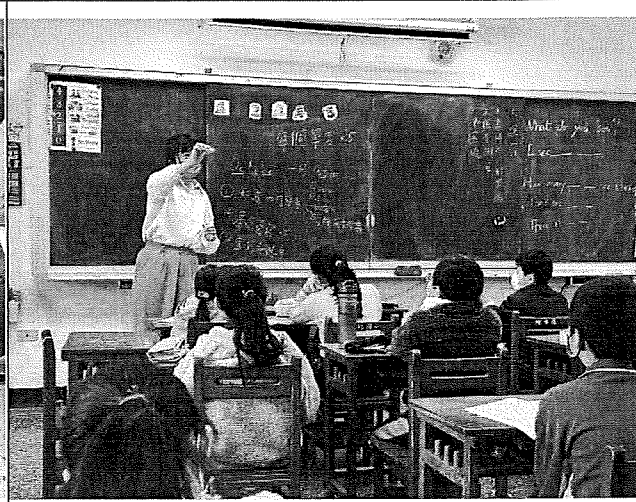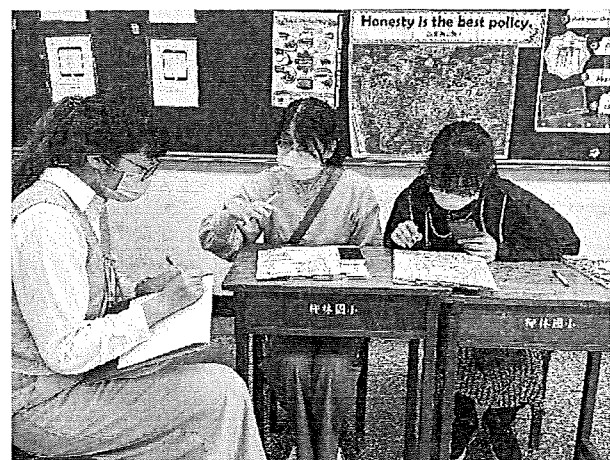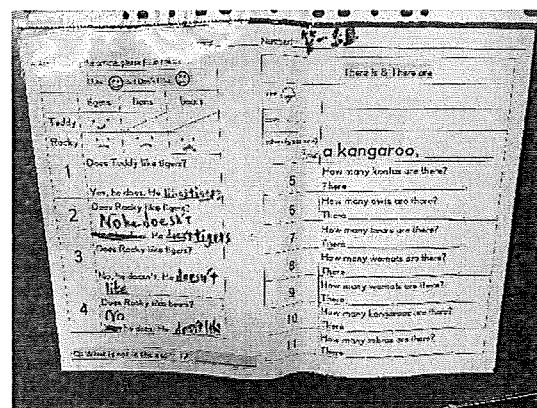
課程實踐省思與回饋

1. 教學時間需再掌控。

2. 學生使用科技能力、設備不如預期。

3. 活動有趣，能吸引學生注意力。

4. 在閱讀的部分，指令部分需再明確。

● 議課教師回饋

1. 教師以英語提問學生，很好。

2. 善用小組合作學習，依照組內學習能力分級文章，學生自取。

3. 弱學者(文怡、禹寬、泓彥、佩漩、晶玉)拿到文章時，不知如何反應。建議先做示範。例如：先圈出第一題答案。

4. 個別學習單設計符合課本內容。

5. 指令不夠明確，有些組別不清楚要完成哪些任務。

● 觀課紀錄表

嘉義縣水上鄉柳林國民小學觀課紀錄表

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