

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：What do you do after school?

參賽組別：國中/國小

適合年級：六年級

設計理念: 教師設計 What do you do after school?的教學理念除了採聽說教學法以外，希望學生透過教師導學，小組可以共同討論下課後或週末的休閒活動，教師設計學習單請學生上台發表 What do you do on weekends?學生之間能互相學習，最後，請學生錄音此單元的單字並將檔案上傳到 Padlet 公開發表，可幫助低成就學生降低上台的焦慮，同時教師可以藉此了解學生的熟練度。

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	謝麗娥
實施年級	六年級	總節數	3
教科書/教材版本	何嘉仁 e-STAR 8		
單元名稱	What do you do after school?		
設計依據			
核心素養 (或基本能力)	總綱 (核心素養 具體內涵)	A3 規劃執行與創新應變 B1 符號運用與溝通表達 C2 人際關係與團隊合作	
	領域 (主題、 項目、條 目)	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。 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。 綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。	
議題 融入	主題	[品德教育] 品德發展層面 [閱讀素養] 閱讀的歷程	
	內涵	品 E3 溝通合作與和諧人際關係。 閱E5 發展檢索資訊、獲得資訊、整合資訊的數位閱讀能力。	
與其他領域／	綜合活動		

科目的連結	
教材來源	何嘉仁 e-STAR(8) [ What Do You Do After School? ] Educational Song for Kids   BIG SHOW #3-7 ★BIGBOX <a href="http://youtu.be/5_fb9dUW6So">http://youtu.be/5_fb9dUW6So</a>
教學設備／資源	Canva, boards, whiteboard pens, picture cards, worksheet

### 學習目標

- 一、Be able to understand the topic of this unit.
- 二、Be able to identify, say and read the new words in this unit: play basketball, play the piano, read comic books, bake cookies, go camping, go jogging, and go swimming.
- 三、Be able to use the sentence patterns: What do you do after school / I play basketball after school.
- 四、Be able to use the sentence patterns: What does he/she do on Saturdays? / He/She reads comic books on Saturdays.

### 學習架構

#### 第一節

##### 單字教學

1. 你做我猜
2. Exercise 1

##### 句型教學

#### 第二節

##### 單字複習

1. Exercise 2
2. 句型教學一
  1. Exercise 3 - Sentence patterns

#### 第三節

##### 統整活動:

1. 單字錄音:  
Padlet
2. 句型教學二



<p><b>2. Students do the exercise 1.</b>  T: Let's do some exercises. You see the pictures, there are 4 answers, choose the correct word and say it loud. Ready?  Ss: Ready!  T: Here we go!  ...Finish round 1 to 7...</p>	5 mins	listen/ speak read	Canva
<p><b>3. Teacher asks students what they do after school. Then, present the sentence pattern to the student.</b>   T: What time do you go home? 幾點放學?  (Ss: 4 :30)  T: Good.  What do you do after school?  你們下課後都做什麼事呢?  (Ss: ...)  T: What do you do after school?  Do you watch TV after school?  (Ss: Yes.)  T: You can say, "I watch TV after school."  Repeat. (Ss: ...)  T: Very good.  What else do you do after school?  Do you play computer games after school?  (Ss: Yes.)  T: You can say, "I play computer games after school."  T: Repeat again.  (Ss:...)  T:Very good.  T: What else do you do after school? Any volunteers?  (S:....)</p>	10 mins		
<p><b>4. Teacher presents pictures about sports and leisure activities, teaches vocabulary and sentences, and completes the blanks.</b>   <b>I _____ after school. / I _____ on weekends.</b>   T: Today we're going to learn sentence patterns. Please repeat after me. (showing a picture on screen.)  T: I play basketball after school.  (Ss: I play basketball after school.)  T: I go jogging on weekends.  (Ss: I go jogging on weekends.)  (go camping, go swimming, read comic books, play the</p>	10 mins	listen/ speak observation	cards/ Canva

<p>piano, bake cookies) T: Good job.</p> <p><b>5. Teacher explains today's homework. Write down 5 sentences.</b></p> <p>T: Today's homework is making 5 sentences and write them on the practicing book. Any question? Ss: No. T: Take a break.</p>	3 mins	read / write	
<p>第二節</p> <p>一、引起動機 &amp; 複習(Warm-up &amp; Review)</p> <p><b>1. Greetings.</b></p> <p>T: Good afternoon, everyone. (Ss: Good afternoon, teacher.) T: How are you today? (Ss: I'm fine.) T: Good. What day is today? (Ss: It's Friday.) T: Great. How's the weather today? (Ss: It's sunny.)</p> <p><b>2. Teacher gives each student 7 flashcards and reviews the words: play basketball, go jogging, go camping, go swimming, read comic books, play the piano, bake cookies.</b></p> <p>T: Everyone, let's review the words we learned last time. T: When I say the word "play basketball", raise your card and repeat after me. (Ss: Repeat all of the words.)</p> <p><b>3. Students work in groups of 3 or 4, and take turns doing exercise 2.</b></p> <p>T: Good. Now, work in groups of 3 or 4, and take turns doing exercise 2. T: When you see the picture, write down the answer and raise the board. Go!</p> <p>.....Students finish exercise 2.</p> <p>T: Fantastic! Clap for you.</p> <p>二、發展活動 (Presentation and Practice)</p>	1 min		
<p><b>3. Students work in groups of 3 or 4, and take turns doing exercise 2.</b></p> <p>T: Good. Now, work in groups of 3 or 4, and take turns doing exercise 2. T: When you see the picture, write down the answer and raise the board. Go!</p> <p>.....Students finish exercise 2.</p> <p>T: Fantastic! Clap for you.</p>	2 mins	read /speak	flashcard Canva
<p><b>3. Students work in groups of 3 or 4, and take turns doing exercise 2.</b></p> <p>T: Good. Now, work in groups of 3 or 4, and take turns doing exercise 2. T: When you see the picture, write down the answer and raise the board. Go!</p> <p>.....Students finish exercise 2.</p> <p>T: Fantastic! Clap for you.</p>	5 mins	read /write	Canva
<p><b>3. Students work in groups and do the exercise sentence patterns 1.</b></p>	7 mins	read	Canva

<p>S1: I _____ after school. What do you do after school?</p> <p>S2: I play _____ after school. What do you do on weekends?</p> <p>S3: I go _____ on weekends. What do you do after school?</p> <p>S4: I play _____ after school.</p> <p>T: Now, we're going to play a game. T: Let's practice sentence patterns in groups. (Ss: OK.)</p> <p>S1: What do you do after school? S2: I play _____ after school. What do you do on weekends?</p> <p>S3: I go _____ on weekends. What do you do after school?</p> <p>S4: I play _____ after school.</p> <p>T: Any questions? (Ss: No.) T: Good.</p>		<p>speak</p> <p>observation</p>	
<p><b>三、統整活動 (Integrated Activity)</b></p> <p><b>1. Teacher gives each student a worksheet with word bank.</b> Teacher plays a video and reviews the activities and students should write down words and sequence numbers: paint pictures, play the guitar, go jogging, read comic books, practice the piano, go to the library). <a href="http://youtu.be/5_fb9dUW6So">http://youtu.be/5_fb9dUW6So</a></p> <p>T: Next, watch the video carefully. You need to write down words and sequence numbers. Ready? Go!</p> <p><b>...After watching the video...</b></p> <p>T: What activity comes first? (Ss: paint pictures) T: Good. And the second is.... Ss: Play the guitar. T: So, the first and second are ... (Ss: Paint pictures and play the guitar.) T: Good. (Ss: Paint pictures, play the guitar, go jogging, read comic books, practice the piano, go to the library.) T: Awesome. Now, watch the video again.</p>	<p>15 mins</p>	<p>listen</p> <p>read</p> <p>Write</p> <p>Speak</p>	<p>video</p> <p>worksheet</p>

<p><b>2. All the class checks the answer and the teacher asks some students to say the answers.</b></p> <p>T: All right. Let's check the answers. Who would like to tell us what is number 1 to 6?</p> <p>Ss: 1. Paint pictures. 2. Play the guitar. 3. Go jogging. 4. Read comic books. 5. Practice the piano. 6. Go to the library.</p> <p>T: All good students that raise your hands. (Ss raise their hands.)</p> <p>T: Good job. Let's read together. (Reading together.)</p>	5 mins		
<p><b>四、總結(Wrap up)</b></p> <p><b>1. Teacher reviews today's topic.</b></p> <p>T: Let's take a review. Ready? Go! "I play basketball after school." (play basketball, play the piano, read comic books, bake cookies) I go jogging on weekends. (go swimming, go camping)</p>	5 mins		
<p><b>2. Teacher tells students about today's homework.</b></p> <p>T: Well done! Today's homework is to write and paste / draw the pictures and completely finish sentences. (Ss: OK.)</p> <p>T: Any questions? (Ss: No!)</p> <p>T: See you next time. Have a nice weekend. (Ss: Good-bye.)</p>	5 mins	read write	worksheet
<p><b>第三節</b></p> <p><b>一、引起動機 &amp; 複習(Warm-up &amp; Review)</b></p> <p><b>1. Greetings.</b></p> <p>T: Good afternoon, everyone. (Ss: Good afternoon, teacher.)</p> <p>T: Is today Friday? Ss: Yes, it is.</p> <p>T: Well, I've recived your recording. Let's listen and guess who's speaking, OK? (Ss: OK.)</p> <p><b>二、發展活動 (Presentation and Practice)</b></p> <p><b>1. Teacher uploads students' worksheet, presents</b></p>	1 min      14 mins		



<p><b>Wh-Q/A sentence patterns 2 and guides students doing sentence patterns repetition again.</b>  <b>Q: What does he/she do on weekends?</b>  <b>A: He/She _____s _____ on weekends.</b>  T: OK. Now I post your weekend activities. I will ask you What your leisure activities are?  (Finish all the practices.)</p>		speak	
<p><b>2. Teacher plays the recording form Padlet and present What does he/she do on weekends/ on _____s?</b></p> <p>(After listening)  T: Who is the first speaker?  Ss: Zoey.  T: Yes. What does Zoey do on weekends? (2 times)  Ss: She go shopping.  T: She <b>goes</b> shopping on weekends. Repeat after me.  “<b>She goes shopping on weekends.</b>”  (Ss: She <b>goes</b> shopping on weekends.)  -Doing Wh-Q/A practicing until everyone’s recording has been played.  T: I’m proud of you. Great!</p>	12 mins	read speak listen	Canva
<p><b>三、統整活動 (Integrated Activity)</b>  <b>1. Group 3 or 4 review sentence patterns 1 &amp; 2.</b>  <b>S1: I _____ on weekends.</b>  <b>S2: S1 _____s/es _____ on weekends.</b>  <b>I play _____ on weekends.</b>  <b>S3: S1 _____s/es _____ on weekends.</b>  <b>S2 _____s/es _____ on weekends.</b>  <b>I play _____ on weekends.</b>  <b>S4: S1 _____s/es _____ on weekends.</b>  <b>S2 _____s/es _____ on weekends.</b>  <b>S3 _____s/es _____ on weekends.</b>  <b>I play _____ on weekends.</b>  T: We’re going to do a group activity. Everyone has to remember all the sentences in order. 要記得按照小組同學講話的順序說出來，最後再加上自己的喔!  (Groups doing the memory activity)</p>	12 mins	speak listen observation	
<p><b>四、總結 (Wrap up)</b>  <b>1. Teacher tells students about today’s homework.</b>  Questionnaires Task: Interview 1 or 2 people what their weekends activities.  T: We’re out of time. Please do your homework.</p>	1 min		worksheet

## 教學心得

### 教學優勢:

1. 老師利用 Canva 將單字和圖片製作成豐富的 PPT 以及單字和句型的逐一練習題目，學生可專注在螢幕上，提高學習的樂趣。
2. 學生經過充分的練習後，老師要求學生上傳音檔和學習單到 Padlet 平台，幫助老師更清楚地知道學生的口說發音有那些學生需要再多加強練習。

### 教學改進:

1. 課前準備教材佔用了太多時間，老師花在教導學生使用台臺時間太多。
2. 學生書寫第三人稱練習時，很多學生都回答” She/He play the piano.” 需要再增加學生書寫練習。
3. 鑒於課程進度的壓力之下，無法按計畫安排學生做校園訪問假日或放學後從事的休閒活動。

### 教學資源:

#### ● 參考資料:

- 一、何嘉仁出版社 e-STAR 8
- 二、[http://youtu.be/5\\_fb9dUW6So](http://youtu.be/5_fb9dUW6So)

#### 附錄:

Padlet 錄音檔: <https://padlet.com/leannehsieh/what-do-you-do-after-school-2nuigyy53jcz4rj1>

Canva PPT [https://www.canva.com/design/DAF9MeTry5w/oNk-zA3yA4FIHallBi3VTQ/edit?utm\\_content=DAF9MeTry5w&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAF9MeTry5w/oNk-zA3yA4FIHallBi3VTQ/edit?utm_content=DAF9MeTry5w&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

#### 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。

課程實踐歷程紀錄(課堂學習活動照片、學生成果照等)



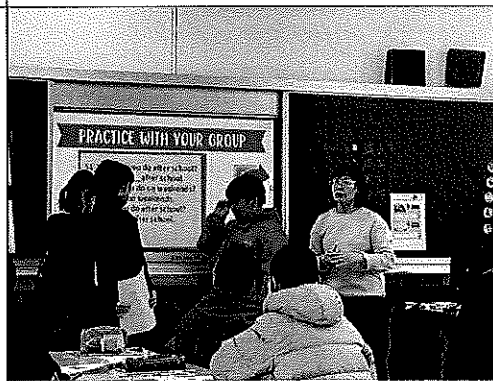
說明 1：教師講解聽音寫字活動規則。



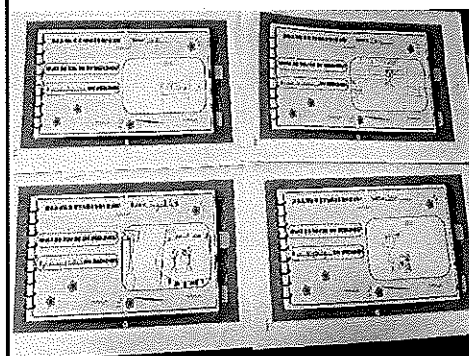
說明 2：學生聽音書寫單字。



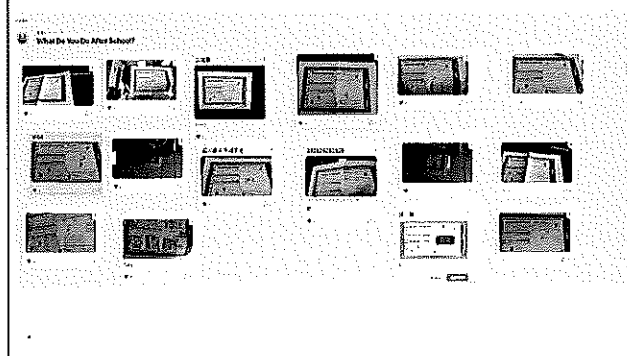
說明 3：教師檢查學生書寫單字拼字是否正確。



說明 4：學生小組上台發表。



說明 5：學生完成的學習單作業。



說明 6：學生上傳因擋到 Padlet

課程實踐省思與回饋

教師設計 What do you do after school?時，準備了多元評量評估學生對本單元是否熟練，學生大都能熟練地唸出單字和句型，但是學生對第三人稱 What does he / she want to do? 的回答時大都忽略動詞需加 s 或 es。

學生為了繳交錄音作業，教師觀察到學生有做到單字發音的自我修正，重複再次錄音。

附件六

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壹、著作財產權之讓與

本人謝麗娥

(下稱甲方)同意嘉義縣政府教育處(以下稱「乙方」)辦理

「嘉義縣 112 學年度國中小英語課以英語授課為主教案徵選計畫」而創作之著作，其著作財產權均無償讓與乙方，並保證作品內容未侵犯任何第三人之權利，否則應就乙方因行使上述受讓之著作財產權，而生之損害或損失（包括但不限於律師或訴訟費用）負賠償責任。

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此致 嘉義縣政府教育處

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中華民國 113 年 5 月 10 日