

**嘉義縣 110 學年度全英語教案甄選**  
**教案設計比賽甄選（封面）**

主題名稱：Happy Teacher's Day

參賽組別：國小

適合年級：五年級

設計理念:

英語教學有時淪為單只有語言教學時，絕非知識傳授者所樂見，我們不是鸚鵡或模仿貓，更不可全然接受外來文化而忘本思源，這次教授教師節慶之內涵，除了教英語文之外，更希冀能教授學生對於老師的尊重與東西方文化的差異，時間掌控仍然要加強，教語言還是教文化的比重也要注意，善用小老師與行為主義的獎賞制度也讓課程進行得更順暢，但最終仍希望學生能成為自學的主體而非行為主義的奴隸，再次感謝教學的同儕共同觀課，透過另一雙眼來看出我的課程內涵，看到學生努力的創作自己的敬師卡，在情意的部分我想課程是達到其目標，至於語言的精進，需要時間和耐力來培養，而發音的優劣則有天資之分，但再次強調我們不是鸚鵡或模仿貓，沒有所謂完美的發音和完美的英文，我們要教授的是孩子正向良善的涵養，而非功利的成績主義。

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Quote from [Benjamin Franklin](#)

作品編號：請勿填寫

全英語教學~教案設計

單元名稱 Unit/Title	Happy Teacher’s Day	適用年級 Grade	五年級
配合融入之學科 領域 Integrated Subjects	□綜合活動		
配合融入之議題 Integrated Issues	□品德教育		
總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies	學科領域素養 Core competencies of content learning E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。  綜合領域 第三主題軸 文化理解與尊重 Cc-II-2 文化與生活的關係及省思 Cc-II-3 對自己文化的認同與肯定  英語文領域素養 Core competencies of language (English) learning 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。		
單元目標 Unit Objectives	1. 學生能聽、說、讀及辨識本主題單字及句型。 2. 透過主題式活動(綜合領域結合)，學生可將節慶教學所學的單字與句型整合，實際體驗主題課程，拓展語文學習的視野。 3. 運用英文溝通互動與綜合和藝術活動參與，體察對自身文化的認同與肯定。		
表現任務 Performance Tasks	1.能學會本單元單字和句型。 2.能在活動中體會節慶的內涵。 3.能對自身文化認同並學會尊重教授自己課業的師長，並表達感謝。		
學習目標 Learning Objectives	學科學習內容 Content		
	1.能學會本單元單字和句型。 2.能在活動中體會節慶的內涵。 3.能對自身文化認同並學會尊重教授自己課業的師長，並表達感謝。		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary： Happy Teacher’s Day , learn, thank you , subject, English, science, social studies,		

	<p>Chinese, art, music, PE, good, nice, amazing, wonderful, great, kind, thankful</p> <p>目標句型 Target sentences:</p> <p>What subject do you like? I like _____. I like _____ and _____.</p> <p>Do you like (subject _____)? Yes, I do.</p> <p>I am thankful for my (subject _____) teacher.</p> <p>He/She is very (adj. _____). I learn a lot from him/her.</p> <p>Happy Teacher's Day!</p>		
學習活動 Learning Tasks	步驟 Procedures	評量內容(表現任務)	認知能力 Cognition
	<p>1. Warm up activity: Teacher plays the chant from YouTube. <a href="https://www.youtube.com/watch?v=G5UHA2sf-IE">https://www.youtube.com/watch?v=G5UHA2sf-IE</a> Q and A and Free talk</p> <p>(1) Students listen to the song and answer questions.: What do you see? What words do you hear? Who are they? Do they like their jobs? How about you? Can you ask your classmates some questions about this chant? What subject does the nurse like? Can you take a guess?</p> <p>(2) Check the answers together by listening for the second time.</p> <p>2. Matching activity:</p> <p>(1) Teaching the vocabulary by flashcards.</p> <p>(2) Encouraging students to write the vocabulary. Let the advanced learners help those in need.</p> <p>(3) Spelling out the vocabulary and speaking both English and Chinese.</p> <p>3. Presentation: Connecting with life experience (1) <del>Why can they have different jobs?</del> (2) <del>Question and answers of this clip.</del> (3) Sentence Pattern: Who teaches us to learn? Who helps us to brainstorm? What's the main idea of September 27<sup>th</sup>?</p> <p>4. Practice:</p>	<p>1. Warm up (1) The purpose of this activity is helping Ss concentrate on the target vocabulary and trying to speak English freely.</p> <p>2. Matching Activity: (1) The main purpose of the activity is to build up students' phonemic awareness.</p> <p>3. Presentation (1) Ss can concentrate and give the proper response. (2) Ss can find out the answer the questions properly and say the new vocabulary correctly. (3) Ss can try to use the sentence pattern correctly and try to put it into practice with teammates.</p> <p>4. Practice:</p>	<p>學生已在中年級學會 teacher, student, doctor, nurse, job, Happy _____'s Day 表達感謝的句型如: Thank you. Good job. You are great. I am happy. 等英文句型。 啟動先備知識，連結生活經驗。 綜合領域在第二學習階段之</p>

	<p>Who are always there to help us</p> <p>(1) Teacher inspires students speak freely about which teacher they are thankful for and the reason they want to say thank you to this particular teacher.</p> <p>(2) Teacher encourages students to role play. One be the teacher and one be the student, and show the rest of the class the interaction between the teacher and the student in our daily life.</p> <p>(3) Teacher instructs students to draw some pictures related to Teacher' s Day.</p> <p>(4) Teacher guides students to create their Happy teacher' s Day Card.</p> <p>5. Wrap up: I am thankful for my teachers.</p> <p>(1) Teacher mingles in the classroom to provide some aids and suggestions students need. If some of the advanced learners can finish their cards, they can try to demonstrate their work to the rest of the students.</p> <p>(2) Teacher decorates the classroom with the cards students made and then invites all students from 2<sup>nd</sup> graders to the sixth graders and also the school teaching staff to appreciate the cards students made. Then encourage students to give those Happy Teacher' s Day and Thank you cards to the teachers in person and try to speak English with the teachers</p>	<p>Ss are involved in the activity and be thankful for the teachers who have inspired them and encouraged them to do greater things.</p> <p>5. Wrap up: Allow students to create their own cards and show their gratitude toward the teachers. Provide a friendly environment for students to show their gratitude and appreciate others' creations.</p>	<p>生涯規劃與發展已經習得知學習內容為 Ac-II-3 各行各業對社會的貢獻</p>
學生仿作之句型 Learning Materials			
<p>What subject do you like?</p> <p>I like _____. I like _____ and _____.</p> <p>Do you like ( __subject_____ )? Yes, I do.</p> <p>I am thankful for my ( __subject_____ ) teacher.</p> <p>He/She is very ( __adj.____ ). I learn a lot from him/her.</p> <p>Happy Teacher's Day!</p>			

評量 Assessment	<p>學科內容學習評量</p> <p>綜合 3c-II-1 參與文化活動，體會文化與生活的關係，並認同與肯定自己的文化。學生能樂於參與教師節的課程，對於此文化節慶能省思自己與周邊教師的互動，並學習用行動感謝教師的付出，認同東方的敬師文化。</p> <p>語言學習評量</p> <p>八成學生能聽懂課堂中所學的字詞。</p> <p>並努力以正確的發音及適切的語調說出簡易句型的句子。</p> <p>八成學生能透過教師與多媒體等教具來學習所學的簡易對話。</p> <p>八成學生能拼寫國小階段基本常用字詞。</p> <p>並使用於簡易日常溝通。大部分的學生能感受到教學環境正向，學生能樂於參與課堂中各類練習活動，不畏犯錯。</p>

## 全英語教學~學習活動設計

領域／科目／跨領域		語文領域--英語文		
實施年級		五年級	總節數	共 1 節， 40 分鐘
(聚焦之)單元名稱		Happy Teacher's Day		
設計依據				
學習重點	學習表現	英◎1-III-6能聽懂課堂中所學的字詞。 英◎2-III-9能以正確的發音及適切的語調說出簡易句型的句子。 英3-III-5能看懂課堂中所學的簡易對話。 英4-III-3能拼寫國小階段基本常用字詞。 英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。 英◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 綜合 3c-II-1 參與文化活動，體會文化與生活的關係，並認同與肯定自己的文化。	核心素養	總綱 E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 領綱 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。
	學習內容	英◎Ac-III-3簡易的生活用語。 英◎Ab-III-5所學的字母拼讀規則（含看字讀音、聽音拼字） 英 B-III-2 國小階段所學字詞及句型的生活溝通。 綜合 Cc-II-2 文化與生活的關係與省思 綜合 Cc-II-3 對自己文化的認同與肯定		

議題 融入	議題／ 學習主題	Happy Teacher's Day
	議題 實質內涵	Happy Teacher's Day
與其他領域／ 科目的連結		綜合領域
教材來源		何嘉仁 E-Star Book 6 What subject do you like? 自編融入節慶教學 Happy Teacher's Day
學習目標		
1. 學生能聽、說、讀及辨識本主題單字及句型。 2. 透過主題式活動(與藝文領域結合)，學生可將節慶教學所學的單字與句型整合，實際體驗主題課程，拓展語文學習的視野。 3. 運用英文溝通互動與綜合和藝術活動參與，體察對自身文化的認同與肯定。		

節數	學習活動設計		
	學習引導內容及實施方式	學習評量	備註 時間 分配

一 節	<p>Warm up activity: Teacher plays the chant from YouTube. <a href="https://www.youtube.com/watch?v=G5UHA2sf-IE">https://www.youtube.com/watch?v=G5UHA2sf-IE</a> (vocabulary of this subject)</p> <p>(1) Students listen to the song and answer questions.: What do you see? What words do you hear? Who are they? Do they enjoy the activities? How about you? Can you ask your classmates some questions about this chant?</p> <p>(2) Check the answers together by listening for the second time.</p> <p>Matching activity:</p> <p>(1) Teaching the vocabulary by flashcards.</p> <p>(2) Encouraging students to find the vocabulary and try to write down the words on the whiteboard.</p> <p>(3) Spelling out the vocabulary and speaking both English and Chinese translate.</p> <p>Presentation:</p> <p>(1) Why can they have different jobs?</p> <p>(2) Question and answers of this clip.</p> <p>(3) Sentence Pattern: Who teaches us to learn?</p> <p>(4) Who helps us to brainstorm? What' s the main character (idea)(event) of September 27<sup>th</sup>?</p> <p>Practice:</p> <p>(1) Teacher lets students to speak freely about which teacher they are thankful for and the reason they want to say thank you to this particular teacher.</p> <p>(2) Teacher instructs students to draw some pictures related to Teacher' s Day.</p> <p>Teacher guides students to create their Happy teacher' s Day Card. Wrap up:</p> <p>(3) Teacher mingles in the classroom to provide some aids and suggestions students need. If some of the advanced learners can finish their cards, they can try to demonstrate their work to the rest of the students.</p> <p>(5) Teacher invites all students from 2<sup>nd</sup> graders to the sixth graders and also other school teaching staff to appreciate the cards students made. Then send those Thank you cards to the teachers.</p> <p>Wrap up:</p> <p>(4) Teacher mingles in the classroom to provide some aids and suggestions students need. If some of the advanced learners can finish their cards, they can try to demonstrate their work to the rest of the students.</p>	<p>1. Warm up (1) The purpose of this activity is to help Ss concentrate on the target vocabulary and try to speak English freely.</p> <p>2. Matching Activity: (1) The main purpose of the activity is to build up students' phonemic awareness.</p> <p>3. Presentation (1) Ss can concentrate and give the proper response. (2) Ss can find out the answer the questions properly and say the new vocabulary correctly. (3) Ss can say the sentence pattern correctly and try to put it into practice with teammates.</p> <p>4. Practice: Ss involve in the activity and be thankful for the teachers who have inspired them and encouraged them to</p>	<p>5min</p> <p>5min</p> <p>15min</p> <p>5min</p> <p>10min</p>
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	Teacher invites all students from 2 <sup>nd</sup> graders to the sixth graders and also other school teaching staff to appreciate the cards students made. Then send those Thank you cards to the teachers.	do greater things. 5. Wrap up:  Allow students to create cards with gratitude toward their teachers.	
<b>教學設備／資源：</b> 1. projector 2. computer 3. e-screen 4. small pieces of whiteboard and markers for each student 5. paper for each students 6. <a href="https://www.youtube.com/watch?v=G5UHA2sf-IE">https://www.youtube.com/watch?v=G5UHA2sf-IE</a> (Jobs and Occupations for Kids   What Does He/She Do?) 7. Paper for each student			

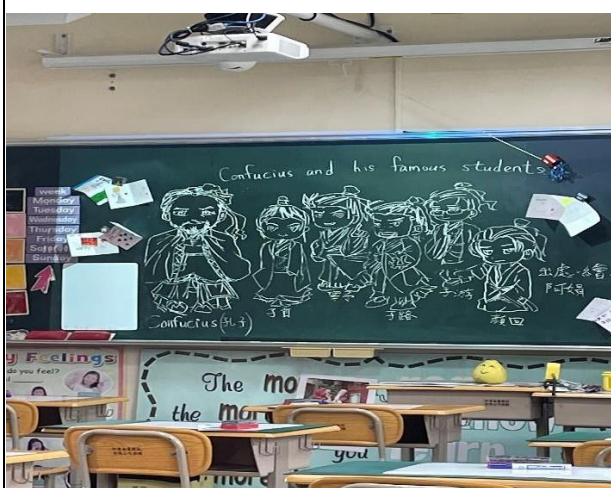
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### 【實施成效】

<ul style="list-style-type: none"> <li>● 領域/科目/跨領域：英語領域</li> <li>● 實施年級：五年級</li> <li>● 授課教師(作者1/2/3之一)：潘珍琪</li> </ul>			
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>學生表現</p> <ol style="list-style-type: none"> <li>1. 聽覺型的學生對於有音韻的歌曲能充分參與，而喜愛競爭的學生在搜尋拼字活動十分踴躍，對於英語比較不敢表達的學生，有活動與肢體動能的展現，也能貢獻自己的力量。</li> <li>2. 結合動態的活動與靜態的創作，有少許學生對於活動式英語文的學習會太沉浸於活動而少了語言的練習，需要教師更多的引導，現在的孩子對於教師的尊敬與知識傳授者的感謝逐漸淡化，需要更多的引導與體驗活動讓學生成為有感之人。</li> </ol> <p>學習目標達成情形</p> <ol style="list-style-type: none"> <li>3. 學生能聽、說、讀及辨識本單元單字及句型。 句型學生在 Q and A 活動時多可完成。</li> <li>4. 透過多元活動（與藝文領域結合），學生可將之前平面的節慶單字變成立體的實物和親身的體驗，形塑主題英文的動態能力。</li> <li>5. 透過互動互競互學活動，凸顯英文工具性角色之特性。大部分學生都能樂於參與，上台也願意用英文表達。</li> </ol>
	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	<p>觀課者 1 之回饋：</p> <ol style="list-style-type: none"> <li>1. 全英語教學，學習較弱勢的學生似</li> </ol>

		估學生學習成效	乎比較有壓力，建議老師多給予關心與支持。
	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	2. 教學者充分準備教學媒體與教具，每個學生都有自己的教具，可充分追蹤學生上課吸收之成效。
	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	3. 教學目標明確，教學者補充相關教材，將英語的節慶教學立體生動化，學生感到新奇有趣之外，也間接體會到對於平日朝夕相處的老師之辛勞。
	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	4. 教學者在教室走動教學部分，較少走動到教室左側後排的學生，希望之後的課程，教師能多走動到不同的區塊。 5. 教學者營造同儕互動與練習的氛圍，拔尖扶弱，形塑英語練習環境。 6. 主題式的對話，讓學生能充分練習與複習所學的語言。
			觀課者 2 之回饋: 1. 教學者能運用不同教學技巧，刺激學生多元智能的展現。 2. 學生能在課堂中有聽、說、動手做、同儕競合與創作的練習機會。 3. 觸控式的電子媒材有時會斷電，造成教學者要走動許多次去電腦位置處理。 4. 針對有少數學生比較屬於慢思慢想，拼字活動也許可放慢速度。 5. 教學者讓學生用藝術創作與英文結合，頗具巧思，學生亦可練習透過主題來延展英語溝通的內容。 6. 教學者提供良好適切的班級氛圍，以及對台下同學的聽者的禮貌要求，減低說外語壓力，讓台上同學有被尊重之感，讓行進活動更顯順暢。 7. 時間掌控需要多琢磨，請教學者斟酌活動的內容取捨。 8. 有一兩個學生太沉浸在活動中，而忽略了語言的學習。

## Happy Teacher' s Day 教案之活動照片與說明



節慶教學中的環境布置，有教師節版畫與中秋節之柚子並搭配複習水果與感受之英文。



運用小老師的能量，善用獎賞制度，學生教學相長。



小組搶答，學生能相互觀摩學習。



說明：學生發揮創意，寫下對老師的感謝並設計簡易的教師節謝卡。



## Happy Teacher' s Day 教案之活動照片與說明



教師講解活動內容與引導學上台相互練習簡易對話。Who is he? Is he a student?  
Can you show me the teacher Confucius?



說明：學生角色扮演老師與學生的互動。



說明：教師運用白板，讓學生練習單字並嘗試回答問題。



說明：學生練習用中文或英文，畫出或寫出對老師的感謝。

