

附件一 基隆市堵南國民小學四年級英語文課程全英語授課教案設計

| | | | | |
|--------------------------------|------|---|-------|--|
| 主題/單元名稱 | | What do you want to eat? | 設計者 | 吳幸祝 |
| 實施年級 | | 四年級 | 總節數 | 3 節 |
| 教學設計理念說明： | | | | |
| 1. 能將課堂學習應用在日常生活中。 | | | | |
| 2. 透過各種活動與團隊合作提升學生個人自信。 | | | | |
| 3. 在教師引導下，學生能體驗使用英語言的樂趣。 | | | | |
| 4. 課後學習單習寫提升學生後設認知。 | | | | |
| 核心素養、學習重點（含學習表現與學習內容）、學習目標對應情形 | | | | |
| 核心素養 | 總綱 | A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作 | | |
| | 領綱 | 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-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。 | | |
| 學習重點 | 學習表現 | 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子 6-II-2 積極參與各種課堂練習活動 6-II-3 樂於回答教師或同學所提的問題 6-II-4認真完成教師交代的作業 | | |
| | 學習內容 | Ac-II-2 簡易的生活用語 B-II-1第二學習基段所學字詞句型的生活溝通 | | |
| 學習目標 | | 1. 能熟練本課字彙 a hamburger/hamburgers, a hot dog/hot dogs, an apple pie/apple pies, a sandwich/sandwiches, ice cream, soup。 2. 聽懂並應用本課的生活用語 What do you want to eat?並做出適當回應。 | | |
| 教材來源 | | 康軒 Follow me 第四冊 | | |
| 教學資源/設備需求 | | 字卡及圖卡 自製學習單 投影機 | | |
| 參考資料 | | 康軒 Follow me 第四冊課本、習作 | | |
| 教學流程與活動設計 | | | 時間 | 教學資源與評量 |
| Teacher's Language | | | | |
| 第一堂 | | | | |
| 一、引起動機 warm up | | | | |
| 1-1 教師與學生討論假日與家長去餐廳吃飯時 | | | 5mins | 1. Everyone, what do you see from the ppt? 2. That's right.The kids are at a food |

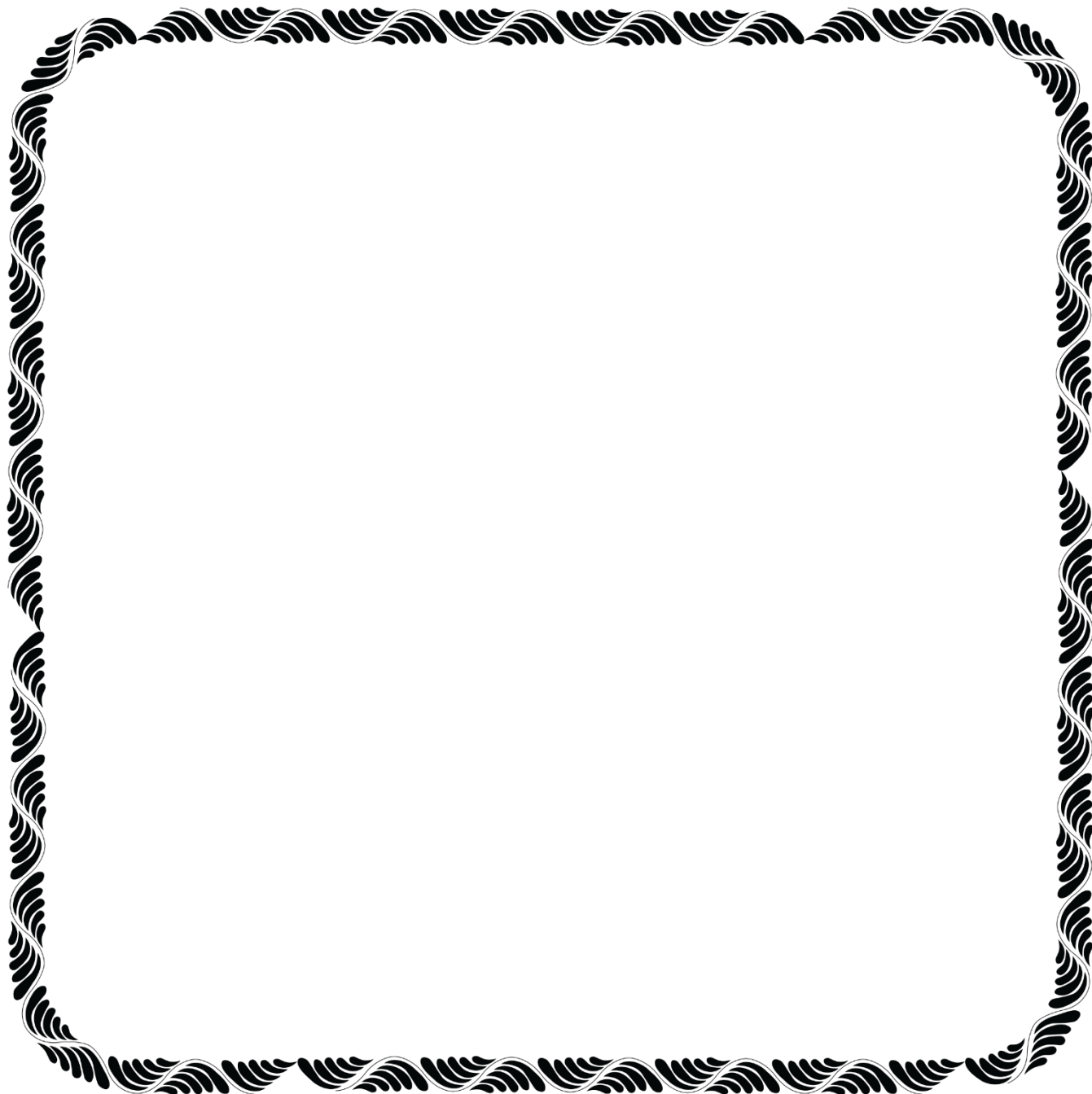
| | | | | | | | | | | | | | | | | | | | | | |
|---|------------|------------|------------|------------|-----------|------|---|---|---|---|----|---|-------|--------|--|--|-------|--|--|--|---|
| <p>最喜歡吃什麼？</p> <p>1-2 請學生看 PPT 中的圖片，有沒有他喜歡吃的食物，不知道這個食物的英文名稱？</p> <p>二、發展活動 Presentation & Practice</p> <p>Activity1：</p> <p>跟我說說看</p> <p>2-1 教師帶唸課文中食物的英文名稱，並請學生跟讀</p> <p>2-2 學生能認讀並唸出本課字彙：</p> <p>a hamburger/hamburgers, a hot dog/hot dogs, an apple pie/apple pies, a sandwich/sandwiches, ice cream, soup</p> <p>Activity2:</p> <p>Foodpanda 點餐囉~</p> <p>2-3 教師將全班分成兩組，一組是外送員，一組是顧客</p> <p>2-4 教師請扮演顧客的學生每人抽三張英文字卡，之後去找一位外送員，並拿著字卡用英文說他要的三種食物</p> <p>2-5 請外送員到商店(教師扮演商店老闆，桌上擺許多食物圖片)將他唸出的字卡食物找出來並送到他桌上。</p> <p>三、統整與總結 Reinforcement and Wrap-up</p> <p>3-1 教師使用 PPT 再次複習今日所學單字</p> <p>3-2 教師指導學生習寫學習單</p> <p>3-3 教師提醒學生在日常生活中可以多做練習</p> <p>第二堂</p> <p>一、引起動機 warm up</p> <p>你愛吃什麼？</p> <p>1-1 教師請同學上台發表上一堂課的學習單作業</p> <p>1-2 其他同學在報告同時，教師請同學做出統計圖，統計全班最愛吃的食物前三名</p> <table><tr><td>Hot dogs</td><td>hamburgers</td><td>sandwiches</td><td>Apple pies</td><td>Ice cream</td><td>soup</td></tr><tr><td>8</td><td>9</td><td>6</td><td>2</td><td>10</td><td>5</td></tr><tr><td>third</td><td>second</td><td></td><td></td><td>first</td><td></td></tr></table> <p>二、發展活動 Presentation & Practice</p> <p>Activity 1：</p> <p>訂便當大戰</p> <p>2-1 設計情境:教師請同學假想明天要校外教學，今天要</p> | Hot dogs | hamburgers | sandwiches | Apple pies | Ice cream | soup | 8 | 9 | 6 | 2 | 10 | 5 | third | second | | | first | | <p>15mins</p> <p>15mins</p> <p>5mins</p> <p>10mins</p> | <p>口頭評量</p> <p>口頭評量</p> <p>實作評量</p> <p>口頭評量 實作評量</p> | <p>court.They see many kinds of food.</p> <p>1. Hamburgers and hot dogs look yummy. Apple pies and sandwiches look tasty.</p> <p>2. Please repeat the vocabularies with me.</p> <p>Students will be able to say the target words.</p> <p>1. What do you like? Call your Foodpanda , tell three vocaburaries that you want to order, then let the foodpanda get the right food to you.</p> <p>1. Here is today’s worksheet.</p> <p>2. Draw two kinds of food that today we have been taught and you want to eat.</p> <p>3. Bring it next time and tell us the reason for why you like it.</p> <p>1. Take out your worksheet and come to tell us what do you like to eat?</p> <p>2. Then we will cauculate the first, second and tired food that you like and you will know what others like to eat.</p> |
| Hot dogs | hamburgers | sandwiches | Apple pies | Ice cream | soup | | | | | | | | | | | | | | | | |
| 8 | 9 | 6 | 2 | 10 | 5 | | | | | | | | | | | | | | | | |
| third | second | | | first | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|---|--|----------|---|---|--------------------------|---|---------------------|---|------------------------|---|-------------------|---|--------|----------|---|
| <p>統計訂便當的人數，但這個便當是西式的，主菜有 hamburger、sandwich 跟 hot dog 這三種，請各組同學在計時的時間內統計人數</p> <p>2-2 全班分四組，每組 4 人，這四人為發問者，必須分工合作問完全班 What do you want to eat? 讓其他同學回答 I want a / an ____ and a / and ____</p> <p>之後跟老闆(老師)回報訂餐人數與餐點項目</p> <p>2-3 教師事先已經將訂購內容分發給回答者，回答者必須照著教師給予的句子正確唸出才完成”訂購”</p> <table><tr><td>Hot dog and ice cream</td><td>3</td></tr><tr><td>Hot dog and soup</td><td>4</td></tr><tr><td>Hamburgers and ice cream</td><td>3</td></tr><tr><td>Hamburgers and soup</td><td>2</td></tr><tr><td>sandwich and ice cream</td><td>2</td></tr><tr><td>sandwich and soup</td><td>3</td></tr></table> | Hot dog and ice cream | 3 | Hot dog and soup | 4 | Hamburgers and ice cream | 3 | Hamburgers and soup | 2 | sandwich and ice cream | 2 | sandwich and soup | 3 | 25mins | 實作 評量 | <ol style="list-style-type: none">1. Tomorrow will be our field trip. And we have to order our lunch box.2. Team 1 to team 4 you have to ask everyone for “what do you want to eat? Then cauculate your order.3. Tell the boss how many hot dogs sandwiches and hamburgers combols meal.4. Boss(teacher) will check the order is correct or wrong. |
| Hot dog and ice cream | 3 | | | | | | | | | | | | | | |
| Hot dog and soup | 4 | | | | | | | | | | | | | | |
| Hamburgers and ice cream | 3 | | | | | | | | | | | | | | |
| Hamburgers and soup | 2 | | | | | | | | | | | | | | |
| sandwich and ice cream | 2 | | | | | | | | | | | | | | |
| sandwich and soup | 3 | | | | | | | | | | | | | | |
| <p>三、 統整與總結 Reinforcement and Wrap-up</p> <p>3-1 教師再次複習今日所學句型 what do you want to eat? I want ____ and ____</p> <p>3-2 Assignment: 請學生回去問三位家人今日便當套餐選擇並做紀錄</p> <p>3-3 下一堂課再與同學分享</p> | 5mins | 實作 評量 | <ol style="list-style-type: none">1. Let’s practice today’s sentences again.2. Go back home and ask 3 of your family members then next time tell us what do they like. | | | | | | | | | | | | |
| <p>第三堂</p> <p>一、 引起動機 warm up</p> <p>1-1.教師使用字卡帶領全班複習 Unit3 所有單字。</p> <p>1-2.教師利用字卡讓學生進行單字與圖片配對，並請學生快速拚唸出來，以增加對單字印象。</p> <p>二、 發展活動 Presentation & Practice</p> <p>Activity 1 : 小小記者來訪問</p> <p>2-1 教師將全班分成兩組，一組是小記者，小記者發 worksheet，受訪者每人抽 1 張圖卡。</p> <p>2-3 記者問:Do you like ice cream?如果與受訪者圖卡相同，受訪者回答:Yes, I do.若否,則回答 :No, I don’t.</p> <p>2-4 學生輪流進行問答，完成指定句型練習。</p> <p>2-5 教師在課堂走動並觀察學生是否能順利進行回答，並適時協助。</p> | 5mins < | | | | | | | | | | | | | | |

| | | | |
|--|--|-----------------------------------|---|
| <p>Activity 2 : 我是小作家</p> <p>4-1.教師發下學習單，請學生依照自己的想法完成學習單。</p> <p>4-2.教師講解，最基本要將自己想要的套餐畫出來及寫上食物及飲料名稱，也可以嘗試寫上更完整的句子。</p> <p>4-3 教師隨機拿出一張學習單與學生討論，如何能更完整呈現。</p> <p>三、 統整與總結 Reinforcement and Wrap-up</p> <p>5-1.教師讓學生依照全班討論的結果，修正自己寫的學習單內容。</p> <p>5-2 教師請學生上台發表</p> | | <p>實作 評量</p> <p>實作 評量</p> | <p>1. Now is writing time. You have to try your best to diecribe your favorite meal and draw it ,</p> <p>2. If you are available, you can finish the whole worksheet. If not, still ok. You can choose at least one part that you want to do it.</p> <p>1. If you want and you are already finish, come up and tell everyone what have you done.</p> <p>2. Do the presentation on your own. Then the classmate will give you some feedback and I will give you the reward .</p> |
| <p>指導注意事項</p> | <p>1. 內向害羞的學生當進行輪流問答活動時會不知所措，需教師協助引導</p> <p>2. 當進行小組活動時有些程度較弱的學生會因全英語教學而無法理解活動規則，須請老師調派程度佳的學生從旁協助。</p> <p>3. 學習較佳的學生能指定為小老師，協助需幫忙的學生，讓學習成效較低的學生跟唸，以逐漸提升其自信心。</p> | | |
| <p>附錄</p> | <p>學習單及課堂照片</p> | | |

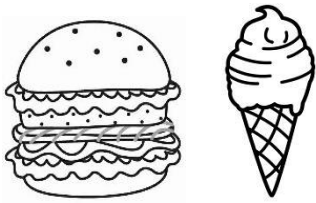
What do you like to eat?

I like _____ and _____

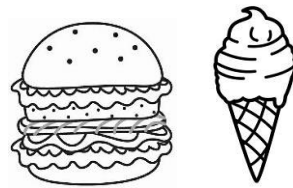


附錄二 What do you want to eat? I want a _____ and _____

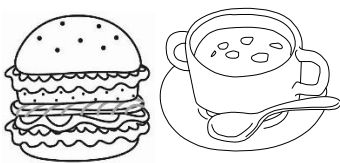
Hamburger and ice cream



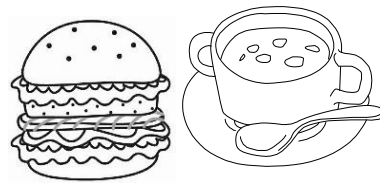
Hamburger and ice cream



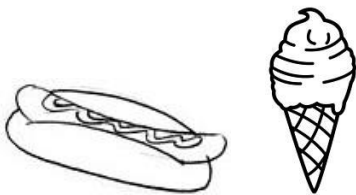
Hamburger and soup



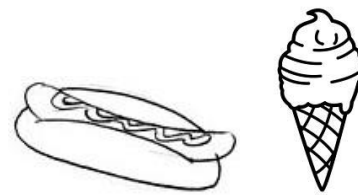
Hamburger and soup



Hot dog and ice cream



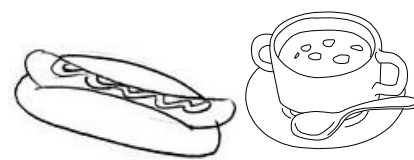
Hot dog and ice cream



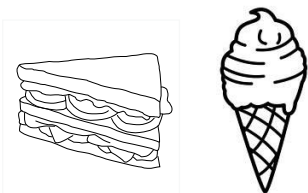
Hot dog and soup



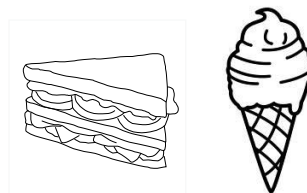
Hot dog and soup



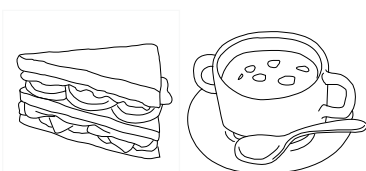
Sandwich and ice cream



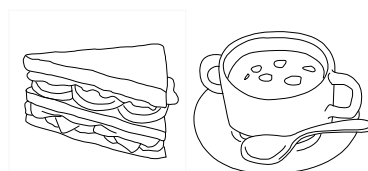
Sandwich and ice cream



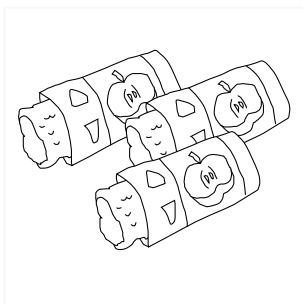
Sandwich and soup



Sandwich and soup



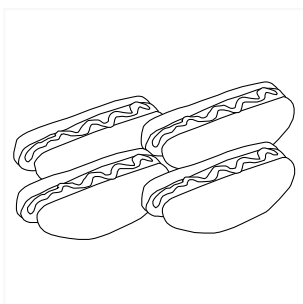
練習句型: What do you want? I want some _____.



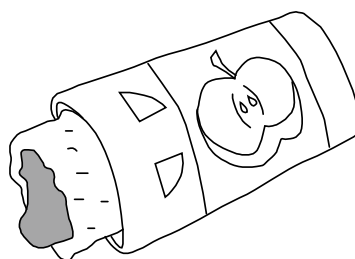
Signature: _____



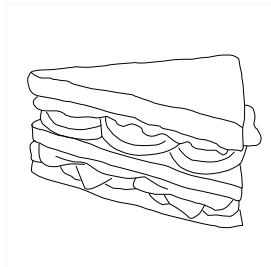
Signature: _____



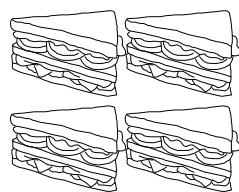
Signature: _____



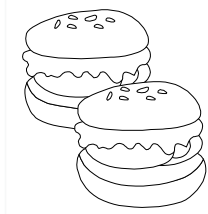
Signature: _____



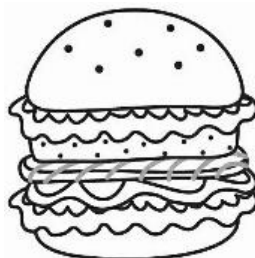
Signature: _____



Signature: _____



Signature: _____



Signature: _____

句型練習：寫作組（我是小作家）

差異化教學策略：複合式教學

Name : _____

Pair work: Discuss with your partner and write the sentences for each picture.

| | |
|--|--|
| | <p>What do you want to eat?</p> <p>I want _____ .</p> |
| | <p>Do you like _____ ?</p> <p>Yes, I do.</p> |
| | <p>Do you like _____ ?</p> <p>No, I don't.</p> |
| | <p>What _____ ?</p> <p>I want _____</p> <p>and _____ .</p> |

教學進行照片



單字配對



教學觀察~單字句型複習



What's your favorite food?



我是小小記者活動



協助學生問題解決



完成英語句型訪談學習單