

彰化縣永靖鄉永靖國民小學 109 學年度入班觀課課程簡案

教學活動設計

領域/科目	語文領域-英語文			設計者	簡名宏	
主題(單元)名稱	Dino on the Go 第 7 冊第 4 單元: What Time Do You Get UP?					
實施年級	5 年 4 班	節次	第 2 節	教學時間	40 分鐘	
教材資源	電腦、教學媒體光碟、網路搜尋					
總綱核心素養	B1 符號運用與溝通 表達	領綱核 心素養	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。			
學習重點	學習表現	1-III-6 能聽懂課堂中所學的字詞。1-III-7 能聽懂簡易的教室用語。1-III-8 能聽懂簡易的日常生活用語。1-III-9 能聽懂簡易句型的句子。1-III-10 能聽懂簡易的日常生活對話。				
	學習內容	Ac-III-2 簡易的教室用語。Ac-III-3 簡易的生活用語。Ac-III-4 國小階段所學字詞 Ad-III-2 簡易、常用的句型結構。				
學習目標	<ol style="list-style-type: none"> 1. Students can understand teacher's English conversation. 2. Students can answer teacher's questions in complete sentences. 3. Students can pick up new sentences and review sentences they have learned in the textbook. 					
教學歷程/活動設計						
學習目標 代號	教 學 活 動			時間	教學 資源	學習成 效評量 方式
	<p>壹、準備活動</p> <p>一、教師部分：</p> <p>English teachers starts the class by talking to students in English. Ask questions about the content. Ask simple and easy questions. Talk about roles and guess what they do in the story. The teacher has to help and guide students if they can't understand. The teacher also has to help and guide students to answer the questions.</p> <p>二、學生部分：</p> <p>Students have to concentrate and try to listen to English sentences the teacher has used. Try to immerse themselves in English conversation. Try to understand the teacher's questions and try to answer in a complete sentence</p>			10 minutes	Computer and Internet	Oral practice

but not sentence fragments.

貳、發展活動

After the warm up, the teacher starts to go into the text.

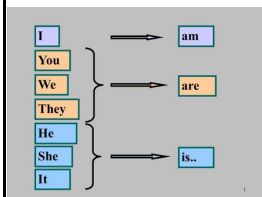
“I am thirsty.”

“I am thirsty, too”. The teacher talks about the story.

Ask the students to see if they understand what is going on in the story. Check their understanding by asking them questions.

The teacher can use Chinese if necessary. The teacher also has to use body language to help students' understanding.

https://www.google.com/search?q=where+are+you+we+they&rlz=1C5CHFA_enTW921TW921&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjNqNXivL_xAhWyJaYKHRuSDEQQ_AUoAXoECAEQAw#imgrc=rkRHiuFFBe0MZM



The teacher utilize the Internet to help teach students the grammar in the sentence. Try not to use too many grammar terminology, but just to let them understand the usage and the function of the grammar, the sentence pattern. Try not to scare students and kill their interest. Too much grammar explanation kills their learning passion.

Three basic teaching guides in the teaching here

- Try to use more English in class. Use English to and body language to teach them. Only use Chinese as a supplement tool when teaching. This is to get them immersed in English.
- Try to ask them questions and guide them to answer in English, to help them gain more practice, to let them see how they are used.

25

minutes

	<ul style="list-style-type: none"> ● Utilize the Internet resources, including images of grammar and videos of conversation that are related to the content. <p>By using the above three guides, the teacher goal is to teach 2 pages, page 48 and page 49 for this single period.</p> <p>叁、統整活動</p> <p>Have 5 minutes for students to ask questions. Chat a little bit about daily life to get help them relax in class. And say something to encourage them. Try to end the class in a happy and relax atmosphere.</p> <p>【課程活動 結束】</p>	5 minutes		
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給美吟老師

1.教師上課表現摘要敘述：

上課確實能看到跟學生有比較多的問答。老師明顯的也使用了比較多的英文上課。

2. 紀錄內容：亮點、待改善或需精進之處、具體建議)

電腦網路資源的使用，圖片，影片，使上課資源多樣化。學生較不會無聊。要注意低程度的學生怎麼樣幫助他們，如果聽不懂，都發呆如何處理。

給庭好老師：

1.教師上課表現摘要敘述：

上課跟學生互動多，電腦補充資料輔助教學。

2. 紀錄內容：亮點、待改善或需精進之處、具體建議)

英語對答的練習比較多。程度好的明顯發言較多。要注意比較少發言的同學也該有練習。