

彰化縣永靖鄉永靖國民小學 110 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	Estar 第 6 冊第 4 單元: How Much Is the T-shirt?						
實施年級	5 年 4 班	節次	第 2 節	教學日期	111 年 5 月 25 日	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。					
	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 listen and understand the vocabulary in this unit. 2. Students can pronounce the vocabulary in this unit. 3. Students memorize and answer questions using the vocabulary in this unit without looking at the book. 4. Students can master the phonic rules of the vocabulary in this unit. 						
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 Warm Up and Teaching Activity</p> <p>The English teacher starts the class by talking to students in English. After greeting students and a warm up conversation, the English teacher starts to introduce vocabulary using body language.</p> <p>First, play the vocabulary video in the teaching media disk. Let students get familiar with the pronunciations and connect them to meanings.</p> <p>Second, assign body movement to each word. The teacher can demonstrate his or her own version of body movements. At the same time, the teacher can also encourage students to show their own versions of body</p>			20 minutes	Computer and Internet	Oral practice	

<p>movements for each word.</p> <p>By assign a body movement to a certain word, the teacher can do the following teaching activity in order to let students immerse in the input and output of the list of vocabulary in this unit.</p> <p>A: The teacher can demonstrate the body movement and ° ask the student to pronounce the word.</p> <p>B: The teacher can ask a pair of students up to the front of the classroom. The teacher says a word and see which one of them can do the body movement quicker and without mistake. Give scores to the winner. This activity would appeal to the students and really have them engaged in the class.</p> <p>C: The teacher can let one student be the host. They would be eager to come out and host the competition.</p> <p>貳、發展活動 Development Activity.</p> <p>After the warm up introduction of the vocabulary. The teacher can let student practice in pairs. This increase the practice time of the vocabulary.</p> <p>Students can find their own partner. They play rock paper scissors. The winner says one of the words, and the loser do the body movement. They compete until one say all the words and he or she is the winner.</p> <p>叁、統整活動</p> <p>Have around ten minutes before the end of the class.</p> <p>Review the phonic rules that are in the vocabulary they have learned. In this unit, the phonic rules the teacher can teach and review are ir, or, -a-, -e-, -o-, and oe.</p> <p>Show word examples that have these phonic rules in them.</p> <p>Play a short video that teach any of these phonic rules.</p> <p>【課程活動 結束】 The end of teaching of this period.</p>	<p>10 minutes</p>		
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ir	skirt, dirt, Sir, first, shirt, stir,
or	horse, horn, corn, torn, cork, fork, lord, pork, sort,
-a-	cat, man, pat, tap, hat, ant, bat, fat,
-e-	egg, bet, set, pen, hen, ten, web, red, stem, beg, bell,
-o-	cop, mop, box, mom, pot, rod, Bob, nod,

CVC words/ Phonics Phase 2

<https://www.youtube.com/watch?v=8rejiMU6a44>

'or' words/Blending Phase 3

<https://www.youtube.com/watch?v=0TKWxjU0UgQ>

'ir' sound|'ir'words|'ir' sound words|'ir'Digraph|'ir'phonics| kids education video

<https://www.youtube.com/watch?v=P-bHqR1Uoko>