

Text (教材) : Wonder World 1 (康軒) Unit 2 (Feelings 感覺)

核心素養 / 具體內涵:

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。

學習表現:

1-II-7 能聽懂課堂中所學的字詞。

1-II-9 能聽懂簡易的日常生活用語。

1-II-10 能聽懂簡易句型的句子。

2-II-2 能念出英語的語音。

2-II-3 能說出課堂中所學的字詞。

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。

3-II-2 能辨識課堂中所學的字詞。

3-II-3 能看懂課堂中所學的句子。

4-II-1 能書寫印刷體大小寫字母。

4-II-3 能臨摹抄寫課堂中所學的字詞。

5-II-2 在聽讀時，能辨是書本中相對應的書寫文字。

5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。

6-II-1 能專注於教師的說明與演示。

6-II-2 積極參與各種課堂建議活動。

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：

Aa-II-1 字母名稱。

Aa-II-2 印刷體大小寫字母的辨識及書寫。

Ac-II-2 簡易的生活用語。

Ac-II-3 第二學習階段所學字詞。

B-II-1 第二學習階段所學字詞及句型的生活溝通。

School (上課學校) : Fu Xin Elementary School (福興國小)

Class (上課班級) : Grade 3 Class 1 (三年甲班)

Date (日期) : October 27th (10月27日)

Text (教材) : Wonder World 1 (康軒) Unit 2 (Feelings 感覺)

Goal (教學目標) :

1. Students can get familiar with the basic words (angry, happy, sad, hungry, thirsty...) 學生能熟練本課字彙。

2. Students can understand and use the main sentences correctly.

學生能聽懂並應用本課主要句型:

Are you hungry? Yes, I am. / No, I'm not.

3. Students can be active to join the oral practice with classmates and teachers. 學生能樂於與班上同學進行口語練習和活動。

| 教學活動 | 時間 | 教具 |
|--|----------|--|
| 1. Warm-up & Review: * Review the key words: Teacher shows flash cards first and guides the students to repeat the key words. (key words: angry, happy, sad, hungry, thirsty) * Activity: Let's spell the correct words: (key words: angry, happy, sad, hungry, thirsty) Teacher says the words first. Then Teacher asks the students to spell the correct words with their own alphabet cards. | 5 min | flash cards, props, alphabet cards |
| 2. Creating your own feelings pictures: *Teacher gives students pictures, markers, and paper first. Then let them write down the key words. * Every student take turns to read the key words for Teacher Ivy. | 9 min | paper, markers, pictures text book |

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|---|----------|--|
| <p>3. Let's guess the key words: (key words: angry, happy, sad, hungry, thirsty) *Teacher asks the students to guess the correct words from gestures. (group work) First, Teacher shows pictures to the assigned student from every group. Then, the assigned student from every group expresses the word by his (her) gestures. In the end, the last student from every group should come to the front to touch the flash card and say the word.</p> <p>3. Let's read the sentences: * First, Teacher guides the students to read the sentences aloud. Are you _____? Yes, I am. / No, I'm not. * Then Teacher asks every student to read the sentences aloud one by one. * Mission: It's students' time to make sentences.(Group work time) (Ex. Are you thirsty? No, I'm not.) a. Teacher gives every group notes written in Chinese. b. Every student in every group tries to translate the sentences into English. c. Every student in every group reads the sentence aloud to the teacher and then gets the points.</p> | 25min | flash cards props, sentence bars text book |
| <p>5. Assignment & Quiz: * Teacher gives students assignment. (Workbook p.17&19)</p> | 1 min | workbook |