

教案設計 Lesson Plan

學校名稱 School	彰化市大成國小		課程名稱 Course	English: Phonics
單元名稱 Unit	Phonics Fun: Aa-Mm		學科領域 Domain/ Subject	語文領域/英語文
教材來源 Teaching Material	何嘉仁		教案設計者 Designer	莊琬婷 Erica
實施年級/班級 Grade/Class	三年級/ 303		節數時間 Time	第三節，40 分鐘
教學設計理念 Rationale for Instructional Design	本節課的目標在於使學生能運用自然發音法拼讀簡單之子音+母音+子音之字彙。教師透過教學示範與小組及個人練習，學生在本堂課能夠將已學字母 Aa~Ff 以及當堂課學習之字母 Gg~Mm 的發音熟記，並且能了解字彙組合特性正確拼讀出簡單字彙。			
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	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。 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。		
	領綱 Domain/Subject Guidelines	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-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。		
學科學習重點 Learning Focus	學習表現 Learning Performance	1-Ⅱ-1 能聽辨 26 個字母。 1-Ⅱ-2 能聽辨英語的子音、母音及其基本的組合。 3-Ⅱ-1 能辨識 26 個印刷體大小寫字母。 6-Ⅱ-1 能專注於教師的說明與演示。		
	學習內容 Learning Contents	Aa-Ⅱ-1 字母名稱。 Aa-Ⅱ-2 印刷體大小寫字母的辨識及書寫。 Ab-Ⅱ-1 子音、母音及其組合。		
學生準備度 Students' Readiness	部分學生曾接觸英語字母，但對於書寫與辨識仍不熟稔。			
單元學習目標 Learning Objectives	1. 能聽、說、讀、寫字母 Aa - Zz，並熟悉其發音與基本的字母拼讀規則。 2. 能聽辨、唸讀生活用語及教室用語，連結生活情境，培養基本對話能力。			
教學方法 Teaching Methods	CLT、ALM、Direct Method、TPR			

教學策略 Teaching Strategies	Q/A、小組合作、示範模仿
教學資源及輔助器材 Teaching Resources and Aids	電子書、小白板、字母卡
評量方法 Assessment Methods	口說、以字卡拼讀
評量標準 Rubrics	1. 能辨識字母 Aa-Ff 字形、讀音與代表單字。 2. 能聽音並以 Aa~Mm 字卡拼讀單字。 3. 能參與活動。
教學流程 Teaching Procedures	
<div> <div>時間</div> <div>Time</div> </div>	
<p style="text-align: center;"><u>Warm up</u></p> <ol style="list-style-type: none"> Tr. will greet Ss, and she will tell them that today's goal is to learn the letters and spell several words by using the letter cards. Tr. will announce the class rules again to remind students that they need to pay attention to the teacher during the class, for example, when Tr. says: "Eyes on Me.", students will reply "Eyes on You." Tr. will ask Ss. to take out their letter cards, and then get everything ready. 	5'
<p style="text-align: center;"><u>Presentation</u></p> <ol style="list-style-type: none"> Tr. will teach Ss. the letters from Gg to Mm by using the E-book and flash cards. Tr. will guide Ss. to read the letters and recognize the letters with their capital and lowercase forms and their phonetic sounds as well as the attached words. For example, Tr. will teach G, G, [g], [g], a girl, a girl. Tr. will read the letters and Ss. will read the phonetic sounds, and then exchange the rules. For example, Tr. says H, H, and Ss. will say [h], [h]; then Tr. says [m], [m], and Ss. will say M, M. Tr. will use TPR and ALM to help Ss. memorize the forms and the sounds of the letters through the imitation and repetition practices. 	7'
<p style="text-align: center;"><u>Practice/Activity</u></p> <p>Activity 1: Group Practice</p> <ol style="list-style-type: none"> Tr. will assign students into six groups. Group members will be assigned to spell the words by turns. Tr. will ask Ss. to listen carefully when Tr. pronounces the phonetic forms. When the assigned student is going to listen and spell out the word, other group members will give a hand if needed. 	15'

<p>4. Tr. will see which one/team spells the word correctly and quickly. When spelling correctly, they will gain points for their teams; and when spelling correctly and quickly, they will play a game for gaining extra points.</p> <p>5. Tr. will take several rounds and make sure that each group member has the chance to involve into the activity.</p>	
<p>Activity 2: Individual Practice</p> <p>1. Tr. will ask each student to listen carefully when Tr. pronounces the phonetic forms.</p> <p>2. Without any helps, each student will try their best to spell the word correctly.</p> <p>3. Tr. will see which one spells the word correctly and quickly. When spelling correctly, the student will gain points for himself/herself.</p> <p>4. Tr. will take several rounds and make sure that each student is familiar with the sounds and forms of the letters.</p>	10'
<p>Wrap up</p> <p>1. After practicing, Tr. will guide Ss. to review the letters and ask them to recite the forms, sounds and attached words.</p> <p>2. Tr. will count the points for Ss. and reward them by giving them stamps.</p> <p>3. Tr. will remind Ss. to review the letters after class, and then give an advance notice that next time we will learn about the theme words on the textbook.</p>	3'
教師反思	學生表現