

國立臺灣師範大學

國中小英語課採全英語授課教案設計

Teaching English in English (TEIE) Lesson Plan

教案設計者/ 服務學校 Teacher's Name / Affiliation	彭竹君 Peng Ju Jiung 彰化縣彰化市忠孝國小 Changhua County Changhua City Zhong Siao Elementary School		
教學單元 Topic of the Lesson	What day is today? Are you ready for fun?		
教材來源 Source of Teaching Materials	翰林 Here We Go 5 and self-adapted		
教學節數 Class Periods	本單元共 6 節授課時間，本份教案針對第 6 節詳述 This unit will need 6 class periods. This lesson plan will focus on the (6th) period.		
教學年級 Students' Grade Level	Grade 5	學生人數 Number of Students	18-24
學校地區 School Area	<input checked="" type="checkbox"/> 都會地區 Urban Area <input type="checkbox"/> 其他地區 Other: _ _ _ _ <input type="checkbox"/> 偏遠地區 Remote Area		
學生特質 Student Characteristics	1. 他們這學期從四年級重新編成新的五年級班級成員 They have been reorganized from the fourth-grade class members into fifth-grade class members in this semester. 2. 在 1,2 年級每週上過 1 堂英語課; 在 3,4 年級每週上過 2 堂英語課 They attended English class once a week in Grade 1 and 2; twice a week in Grade 3 and 4. 3. 同儕間英語程度差異大 The English proficiency of peers varies greatly.		


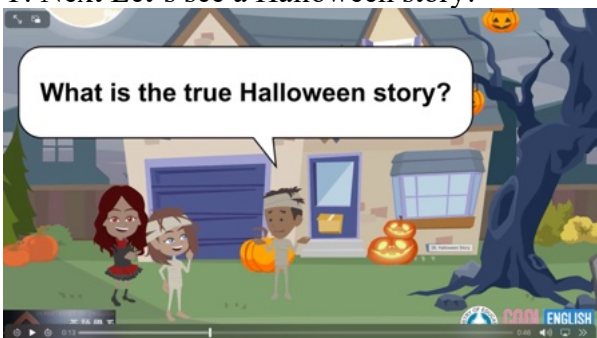
<p>教案設計亮點 Highlights of the Lesson Plan</p>	<p>1. 對教材內容做延伸教學 Extended teaching on the content of textbook unit.</p> <p>2. 運用多種教學策略 Using a variety of teaching strategies.</p> <p>3. 結合中西節慶比較教學、科技教學 Combining Chinese and Western festival comparative teaching and technology teaching.</p> <p>4. 教學活動多元除了聽、說、讀、寫外, 並結合手作面具和運動舞蹈來豐富舒展學生身心發展 Diversified teaching activities, in addition to listening, speaking, reading, and writing, combined with handmade to enrich and stretch students' physical and mental development.</p>	
<p>教學策略 (可複選) Teaching Strategy (multiple choices)</p> <p>*鷹架策略介紹請見附錄 *Please refer to the appendix for an introduction to the scaffolding strategies.</p>	<p>口語鷹架 Verbal Scaffolding</p>	<p><input type="checkbox"/> 第一語言 First Language</p> <p><input checked="" type="checkbox"/> 簡易英語 Simplified English</p> <p><input type="checkbox"/> 其他 Other: _ _ _ _ _</p>
	<p>程序鷹架 Procedural Scaffolding</p>	<p><input checked="" type="checkbox"/> 合作學習 Cooperative Learning</p> <p><input checked="" type="checkbox"/> 漸進釋放責任 Gradual Release of Responsibility</p> <p><input type="checkbox"/> 任務型教學 Task-Based Learning</p> <p><input type="checkbox"/> 探究式教學 Inquiry-Based Teaching</p> <p><input type="checkbox"/> 其他 Other: _ _ _ _ _</p>
	<p>教學鷹架 Instructional Scaffolding</p>	<p><input checked="" type="checkbox"/> 差異化教學 Differentiated Instruction</p> <p><input type="checkbox"/> 多模態教學 Multimodality</p> <p><input type="checkbox"/> 學生作業樣品 Student Work Samples</p> <p><input checked="" type="checkbox"/> 圖像式組織圖 Graphic Organizers (e.g., a Venn diagram, a mind map)</p> <p><input checked="" type="checkbox"/> 科技化融入英語教學 Technology-Assisted Instruction</p> <p><input type="checkbox"/> 學習輔助(如模板) Learning Support (e.g., templates)</p> <p><input type="checkbox"/> 其他 Other: _ _ _ _ _</p>
<p>核心素養 Core Competency</p>	<p>總綱 General Guidelines :</p> <p>A 1 身心素質與自我精進 Physical and Mental Wellness and self-advancement</p> <p>A 2 系統思考與解決問題 Logical Thinking and Problem Solving</p> <p>B 1 符號運用及溝通表達 Semiotics and Expression</p> <p>C 3 多元文化與國際理解 Multiculturalism and International Understanding</p>	

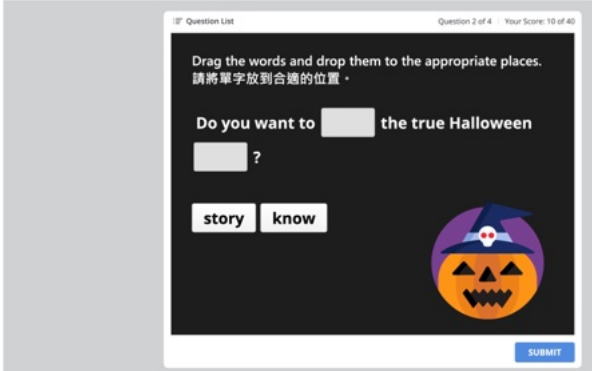

	<p>領綱 Subject Area Guidelines :</p> <p>英-E-A1 具備認真專注的特質與良好學習習慣嘗試運用基本的學習策略強化個人英語文能力 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to strengthen personal English skills.</p> <p>英-E-A2 具備理解簡易英語文訊息的能力能運用基本邏輯思考策略提升學習效能 Be able to understand messages in simple English. Use basic logical thinking strategies to improve learning efficiency.</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情 Understand major domestic and international festivals and customs.</p>
<p>學習重點 Learning Focus</p>	<p>學習表現 Learner Performance :</p> <p>6-III-4 會在生活中或媒體上注意到學過的英語 Take notice of the English previously learned when coming across it in life or on the media.</p> <p>6-III-5 樂於接觸課外英語學習素材 Enjoys exploring the meanings of English learning materials.</p> <p>6-III-6 在生活中接觸英語時樂於探究其意涵並嘗試使用 Enjoys exploring the meanings of English expressions one comes across in life and tries to use them.</p>
	<p>學習內容 Learning Content :</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p> <p>C-III-2 國內外主要節慶習俗 Major festivals, traditions and customs.</p> <p>D-III-1 所學字詞的簡易歸類 Simple classification of acquired vocabulary.</p>
<p>教學重點說明 Course Summary</p>	<p>第一節 The first class : Story time and daily talk</p> <p>第二節 The second class : Target Language</p> <p>第三節 The third class : Play and Say & Grammar Focus</p> <p>第四節 The 4th class : Phonics and Mini Task</p> <p>第五節 The 5th class : Reading Time</p>




	第六節 The 6 th class : Multi-culture activities (Are you ready for fun?)																					
本節學習目標 Learning Objectives of this Class Period	1. Students can learn seven days of the week and the sentences pattern. 2. Students can know the activities about Halloween festival and Taiwan culture. 3. Students can learn how to make Halloween mask and learn an easy Halloween Dance.																					
議題融入 (若有) Critical Issues (if any)	<table><tr><td><input type="checkbox"/> 性別平等教育 Gender Equality</td><td><input type="checkbox"/> 人權教育 Human Rights</td><td><input type="checkbox"/> 環境教育 Environment</td></tr><tr><td><input type="checkbox"/> 海洋教育 Global Ocean</td><td><input type="checkbox"/> 品德教育 Morality</td><td><input type="checkbox"/> 生命教育 Life</td></tr><tr><td><input type="checkbox"/> 法治教育 Rule of Law</td><td><input checked="" type="checkbox"/> 科技教育 Technology</td><td><input type="checkbox"/> 資訊教育 Information</td></tr><tr><td><input type="checkbox"/> 能源教育 Energy</td><td><input type="checkbox"/> 安全教育 Security</td><td><input type="checkbox"/> 防災教育 Disaster Prevention</td></tr><tr><td><input type="checkbox"/> 家庭教育教育 Family Education</td><td><input type="checkbox"/> 生涯規劃教育 Career Planning</td><td><input checked="" type="checkbox"/> 多元文化教育 Multiculturalism</td></tr><tr><td><input type="checkbox"/> 閱讀素養教育 Reading Literacy</td><td><input type="checkbox"/> 戶外教育教育 Outdoor Education</td><td><input type="checkbox"/> 國際教育 International Education</td></tr><tr><td><input type="checkbox"/> 原住民族教育 Indigenous Education</td><td></td><td></td></tr></table>	<input type="checkbox"/> 性別平等教育 Gender Equality	<input type="checkbox"/> 人權教育 Human Rights	<input type="checkbox"/> 環境教育 Environment	<input type="checkbox"/> 海洋教育 Global Ocean	<input type="checkbox"/> 品德教育 Morality	<input type="checkbox"/> 生命教育 Life	<input type="checkbox"/> 法治教育 Rule of Law	<input checked="" type="checkbox"/> 科技教育 Technology	<input type="checkbox"/> 資訊教育 Information	<input type="checkbox"/> 能源教育 Energy	<input type="checkbox"/> 安全教育 Security	<input type="checkbox"/> 防災教育 Disaster Prevention	<input type="checkbox"/> 家庭教育教育 Family Education	<input type="checkbox"/> 生涯規劃教育 Career Planning	<input checked="" type="checkbox"/> 多元文化教育 Multiculturalism	<input type="checkbox"/> 閱讀素養教育 Reading Literacy	<input type="checkbox"/> 戶外教育教育 Outdoor Education	<input type="checkbox"/> 國際教育 International Education	<input type="checkbox"/> 原住民族教育 Indigenous Education		
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教學設備/學習 資源 Teaching Facility/Learning Resources	1. Textbook 2. Pictures and video materials from the net 3. Worksheets 4. I-Pad 5. Computer 6. Paper, markers, scissors																					


教學活動設計 Lesson Design

教學流程 Teaching Procedure <u>請對應課室英語參考手冊書目</u>	所需時間 Time (mins)	教學步驟 Teaching Steps	教學策略與注意事項 Teaching Strategies/Special Notes
1. 課程暖身 Warm-up	5mins	<p>T: Good morning! Everyone! T: What day is today? S: It's _____. T: Wonderful! Attention Hi! S: Give me 5! T: Good job!</p> <p>T: Do you remember “Seven days song” that we learn before. Let’s sing it together! I will pass a dice and set a timer. When time is up, let’s see who hold on the Paper ball. Got it?</p> <p>T: Make a circle, please! Let’s start! Go! S: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Thursday, Friday Saturday is the last one! Saturday is the last one! Seven days a week! Seven days a week !</p> <p>T: Ok! Time’s up! T: Next we’ll do another whisper activity.</p> <div data-bbox="568 1283 1157 1536"> <p>The diagram shows a rectangular area representing the whiteboard. On the left side, there are two rows of small circles labeled 'S' and 's'. To their right is a single circle labeled 'Teacher'. Below the circles, there is a box containing the rules: 'Rules-Teacher tell a sentence to Ss then Ss whisper to the front S. At last Ss say the answer.'</p> </div> <p>T: Now I divide you into 2 teams and line up. I will tell the whisper sentence to Ss. Then Ss whisper to the front S. The last Ss say the answer. T: Well down! Team (A or B) wins the game.</p>	<p>Teaching Strategies:</p> <p>Attention Signal</p> <p>Line Up Competition</p>

<p>2. 呈現教學重點 Presentation</p>	<p>15 mins</p>	<p>T: Look at this ppt. There are many pictures. Let's say the phrases together. Now each group has 2 mins to discuss and sort the pictures into 2 categories in the chart.</p>  <p>T: Time's up. Let's share your categories. Use i-Pad and take a photo on your sheet then share the screen on the electric whiteboard.</p> <p>T: There are Halloween Festival and Taiwan Festival 2 categories in the chart. Discuss with your group members and separate the picture items and fill in the chart.</p> <p>T: Group A makes the presentation first then Group B and Group C</p> <p>T: Thank you for every group's sharing. Good job. Well done.</p> <p>T: Next Let's see a Halloween story!</p>  <p>T: So! What do you learn about Halloween from the story?</p> <p>S: Monster!</p> <p>S: A party!</p> <p>T: Next Let's do the easy Quiz of the story immediately! (Choose students to answer or finish the question.)</p>	<p>Teaching Strategies: Group Discussion</p> <p>Sort Categories Activity</p> <p>Group Electric Whiteboard Presentations</p> <p>Cool English Listening Quiz 26. Halloween Story</p>
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		<p>Quiz 26. Halloween Story</p> 	
3. 進行練習 活動 Practice	7mins	<p>T: Good job.</p> <p>T: Ok! What can you do on Halloween? Let's see the sentence patterns.</p> <p>S: I can _____. (Practice the sentences)</p> <p>S: I can wear a costume.</p> <p>S: I can make a mask.</p>  <p>T: Next all classes make a big circle. Come together and follow my directions.</p> <p>T: When I say: I can make a mask on Halloween. The first S says I; the second S says can; the third says make; the 4th S says a; the 5th says mask; the 6th says on; the 7th S says Halloween then the next S squat on the ground. This pattern will repeat for several times for several sentences.</p> <p>T: I can make a mask. I can wear a costume. I can listen Halloween story. I can go trick or treat. I can have a party. I can make Jack-o'-lantern.</p>	Circle Activity

<p>4. 進行產出活動 Production</p>	<p>18 mins</p>	<p>T: So, we can do lots of activities on Halloween. When is the Halloween? S: October! October thirty-first. T: Great! Today we are going to make an easy mask.</p>  <p>T: Let's watch the video!</p>  <p>DIY mask / Halloween Mask / Scary Mask / Making Mask with paper / DIY Halloween Mask with paper</p> <p>T: When you finish your Halloween Mask, Everyone may take a photo of your work then post it to the Padlet!</p> 	<p>Halloween Mask Making Activity</p>
<p>5. 結束課程 Wrap-up</p>	<p>5mins</p>	<p>T: Next we will finish a worksheet. At last we'll do some exercise. Learning an easy Halloween dance.</p>	<p>Halloween Dancing Activity</p>

		 <p>THRILLER - Michael Jackson Easy For Halloween Zumba Choreo by Vicky</p>	
		T: Well done! Good-bye! See you next time!	

參考資料

Reference

*GRP-NTNU TESOL Teachers Group Notebook

Scaffolding Techniques

https://griffitheduau.sharepoint.com/sites/GRP-NTNUTESOLTeachersGroup2/_layouts/15/Doc.aspx?sourcedoc={cc463f9d-e20d-467b-adea-0729fb9bdc9e}&action=view&wd=target%28Ju-Jiung%20Peng%2FWeek%202.one%7Cf3827e62-e0f6-4774-b864-86575060c6d3%2FScaffolding%20Techniques%7C475319b0-250f-4124-930c-125a8f426ff8%2F%29&wdorigin=NavigationUrl

* GRP-NTNU TESOL Teachers Group Notebook

Teaching different types of learners

https://griffitheduau.sharepoint.com/sites/GRP-NTNUTESOLTeachersGroup2/_layouts/15/Doc.aspx?sourcedoc={cc463f9d-e20d-467b-adea-0729fb9bdc9e}&action=view&wd=target%28Ju-Jiung%20Peng%2FWeek%201.one%7Cabcdb7f4-6c2d-4d5c-b75f-95c73fefe34b%2FTeaching%20different%20types%20of%20learners%7C89475d91-4573-42f9-8459-51b63205cd20%2F%29&wdorigin=NavigationUrl

*GRP-NTNU TESOL Teachers Group Notebook

Teacher Roles

https://griffitheduau.sharepoint.com/sites/GRP-NTNUTESOLTeachersGroup2/_layouts/15/Doc.aspx?sourcedoc={cc463f9d-e20d-467b-adea-0729fb9bdc9e}&action=view&wd=target%28Ju-Jiung%20Peng%2FWeek%201.one%7Cabcdb7f4-6c2d-4d5c-b75f-95c73fefe34b%2FTeacher%20Roles%7C2f517650-d67b-490d-a886-ded6b9a2e17f%2F%29&wdorigin=NavigationUrl

*GRP-NTNU TESOL Teachers Group Notebook

Grouping Young Learners

https://griffitheduau.sharepoint.com/sites/GRP-NTNUTESOLTeachersGroup2/_layouts/15/Doc.aspx?sourcedoc={cc463f9d-e20d-467b-adea-0729fb9bdc9e}&action=view&wd=target%28Ju-Jiung%20Peng%2FWeek%202.one%7Cf3827e62-e0f6-4774-b864-86575060c6d3%2FGrouping%20Young%20Learners%7C423946cd-672b-4b33-ab17-07c6ed30ded4%2F%29&wdorigin=NavigationUrl

*Cool English

https://www.coolenglish.edu.tw/mod/scorm/player.php?a=6490¤torg=quiz_26_halloween_story_organization&scoid=13157&newattempt=on

*Youtube

THRILLER- Michael Jackson| Easy For Halloween

<https://www.youtube.com/watch?v=IVdgc4dCe5s>

*Youtube

DIY mask/ Halloween Mask/ Scary Mask / Making Mask with paper

<https://www.youtube.com/watch?v=0gbwx2eB1gQ>

* English Translation Project of curriculum Guidelines of 12-Years Basic Education

<https://www.curriculum1-12.nknu.edu.tw>

*翰林 Here We Go 5

附錄

Appendix

附件 1 Categories chart

Class: _____ Group: _____
Numbers: _____
Sort the pictures into 2 categories and write the phrase into the charts.

East Culture What are the pictures about your community Changhua City? They're _____ and _____.	West Culture What's the festival of this culture? It's _____ Festival.

附件 2 Worksheet

	<input type="text"/>		<input type="text"/>	1. go trick or treat	<input type="text"/>
	<input type="text"/>		<input type="text"/>	2. wear a costume	<input type="text"/>
	<input type="text"/>		<input type="text"/>	3. listen Halloween story	<input type="text"/>
	<input type="text"/>		<input type="text"/>	4. have a party	<input type="text"/>
	<input type="text"/>		<input type="text"/>	5. make a mask	<input type="text"/>
	<input type="text"/>		<input type="text"/>	6. make Jack-o'-lantern	<input type="text"/>
	<input type="text"/>		<input type="text"/>	7. Changhua (月山) mountain	<input type="text"/>
	<input type="text"/>		<input type="text"/>	8. rice dumpling	<input type="text"/>
	<input type="text"/>		<input type="text"/>	9. Changhua railway round house	<input type="text"/>
	<input type="text"/>		<input type="text"/>	10. Changhua meatball	<input type="text"/>
	<input type="text"/>		<input type="text"/>	11. dragon boat	<input type="text"/>
	<input type="text"/>		<input type="text"/>	12. Tang Yuan	<input type="text"/>
	<input type="text"/>		<input type="text"/>	13. Mid-Autumn Festival	<input type="text"/>
	<input type="text"/>		<input type="text"/>	14. lanterns	<input type="text"/>
	<input type="text"/>		<input type="text"/>	15. mooncake	<input type="text"/>

Write the correct number into the blank ()

附件 3 Teaching activities pictures



Circle activity.



Group electric whiteboard presentation. Cool English Halloween story quiz



Halloween Mask creating.



Warm up activity.

Line up activity



ppt pictures time.

Oral chart prestation.

Worksheet time



Making mask



Worksheet time



Dancing time

































Circle activity



Group discussion of the chart

Class/ Number: S2010 Name: Ray

Write the correct number into the blank ()

		1. go tick or treat
		2. wear a costume
		3. listen Halloween story
		4. have a party
		5. make a mask
		6. make Jack-o' lantern
		7. Changshu /Ji moonman
		8. rice dumpling
		9. Changshu railway round house
		10. Changshu meatball
		11. dragon boat
		12. Tang Yuan
		13. Mid-Autumn Festival
		14. lantern
		15. mooncake

Worksheet

全英語教學影片之網路分享連結

Class Video-Recording Link

This 2 videos recorded the 第六節 6th class : Multi-culture activities (Are you ready for fun?)

<https://www.youtube.com/watch?v=QJWR3sWVpFc>

<https://youtu.be/78MrficYl8s>

教學反思

Reflection on Teaching

* 教學心得 Teaching experience

1. 澳洲進修所學教學策略中,重視團隊小組的活動和遊戲,運用在教學上能提升增加學生的參與度和學習動機及興趣

Teaching strategies learned in Australia emphasize group and games. These strategies can improve students' participation, learning motivation, and interest.

2. 仔細周全設計好 Warm up, Prestation, Practice 和 Warp up 等教學步驟和內容有助於整個教學流程的完成

Teaching steps and content, such as warm up, presentation, practice and warp up, when designed carefully and thoughtfully, can help to complete the entire teaching process.

3. 教師在理論和實際教學上都需不斷精進努力,以跟上不斷變化的科技化時代的腳步

Teachers need to work hard to improve both their theoretical and practical teaching skills to keep up the ever-changing technological era.

* 教案中來自海外進修所學的教學策略 Teaching strategies learned in Australia in the lesson plan

1. Attention Signal

2. Line Up Competition activity

3. Circle activity

4. Sort Categories activity

學生回饋 (相關影音、照片或書面意見)

Student Feedback (video, photo, or written comments)

*Written comments from students

<p>Class: 502 Number: 17 Name: 蕭允安</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1. 這次教學活動你最喜歡的教學活動是什麼? 那一項? 玩遊戲, 圍一個圓圈, 然後念完一句句子, 最後念完句子的, 的下一個人就會坐下。</p> <p>2. 你覺得全英文教學對你在英文的學習上有沒有幫助? 有什麼幫助? 有, 因為老師講全英文會漸漸聽就聽習慣了, 對我很有幫助。</p> <p>3. 你有什麼心得或意見要給英語老師嗎? 講全英文很有趣, 我也覺得老師很厲害, 可以用全英文講話。</p> </div>	<p>Class: 502 Number: 9 Name: 甘俊鈺</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1. 這次教學活動你最喜歡的教學活動是什麼? 那一項? 我最喜歡的活動是圍圓圈的活動。</p> <p>2. 你覺得全英文教學對你在英文的學習上有沒有幫助? 有什麼幫助? 有, 如果遇到外國人或出國時需要講英文就可以用的到。</p> <p>3. 你有什麼心得或意見要給英語老師嗎? 我每次上英文時都可以玩遊戲, 讓我覺得很好玩。</p> </div>
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*Photos





*學生反饋 Student Feedback Video
<https://youtu.be/Ak6DauBjLS0>

附錄

鷹架策略介紹

以下為 Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson. 一書中第 131、132 頁就三種教學鷹架的說明，包括口語鷹架（Verbal scaffolding）、程序鷹架（Procedural scaffolding）、教學鷹架（Instructional scaffolding）。

1. **Verbal Scaffolding.** Teachers who are aware of English learners' existing levels of language development use prompting, questioning, and elaboration to facilitate students' movement to higher **levels of language proficiency**, comprehension, and thinking. The following are examples of verbal scaffolding:
 - ◆ **Paraphrasing:** Restating a student's response in another form or in other words to clarify and model correct English usage aids students' language development and comprehension.
 - ◆ **Using think-alouds:** These structured models of how effective strategy users think and monitor their understandings usually are provided by the teacher, but they can also be modeled by other students.
 - ◆ **Reinforcing contextual definitions:** An example is "Aborigines, the people native to Australia, were being forced from their homes." The phrase "the people native to Australia" provides a partial definition of the word "Aborigines" within the context of the sentence.
 - ◆ **Providing correct pronunciation by repeating students' responses:** When teachers repeat English learners' correct responses, enunciating carefully and naturally, students have an additional opportunity to hear the content information, pronunciation, and inflection. Saunders and Goldenberg (2010) also suggest that dedicating time to work on pronunciation may be beneficial.
 - ◆ **Eliciting more language and information from students:** Rather than accepting one- or two-word responses, ask students to add on, tell more, or explain their ideas more fully, giving them the chance to advance their language skills.

- 2. Procedural Scaffolding.** Effective teachers also incorporate instructional approaches that provide *procedural scaffolding*. Examples include:
- ◆ Using an instructional framework, such as GISI (Figure 5.1) that includes explicit teaching, modeling, and guided and independent practice, with an expectation of eventual student independence.
 - ◆ Small-group instruction, in which students practice a newly learned strategy with another more experienced student.
 - ◆ Partnering or grouping students for reading and content activities, with more experienced readers assisting those with less experience.
- 3. Instructional Scaffolding.** Teachers use *instructional scaffolding* to provide English learners with access to content and language concepts. Examples include:
- ◆ Graphic organizers are used as a prereading tool to prepare students for the content of a textbook chapter. The organizer can also be used to illustrate a chapter's text structure, such as comparative or chronological order (Vogt & Echevarría, 2008).
 - ◆ Models of completed assignments are instructional scaffolds, too. Teachers can show students sample products, such as posters, booklets, podcasts, and the like, to give them a clear picture of their goal.