

彰化縣 112 學年度國民中小學英語課全英語教學教案

學校名稱 School	彰化縣鹿東國小		學科領域 Subject	英語文
單元名稱 Unit	Unit 3 What Would You Like for Dinner?		教材來源 Teaching Material	翰林出版社 Here We Go 6
實施年級 Grade	五年級		教案設計者 Designer	楊茵茹
本單元節數	共 5 節，200 分鐘			
學科核心素養 對應內容	總綱 General Guidelines	B1 Semiotics and Expression C3 Cultural and Global Understanding		
	領綱 Subject Guidelines	E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal. E-C3 Possess the competency to understand and care about local and international affairs, and recognize and tolerate diversity among cultures.		
學科學習重點	學習表現 Learning Performance	1-III-9 Can comprehend sentences of simple structures. 1-III-12 Can comprehend the gist of simple stories and skits. 2-III-2 Can say the words learned in class. 5-III-8 Can read aloud simple stories and short plays with correct pronunciation at an appropriate speed. 6-III-2 Enjoys participating in various class activities and demonstrates openness to trial and error.		
	學習內容 Learning Contents	Ac-III-4 Vocabulary of elementary level. Ad-III-2 Simple, common sentence structures. Ae-III-1 Simple songs, rhymes, short passages, stories, and plays. B-III-2 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.		
單元學習目標 Learning Objectives	1. Students can use the vocabularies and sentence patterns to respond to the questions and express their ideas. <ul style="list-style-type: none">● Volcabularies: breakfast, lunch, dinner, bread, chicken, salad, soup, noodles● Setence patterns: What would you like for <u>breakfast/lunch/dinner</u>? I'd like _____. Would you like _____ for <u>breakfast/lunch/dinner</u>? Yes, please. / No, thank you. I'd like _____. 2. Students can use a / an / some with singular nouns and plural nouns.			

	3. Students can understand the story and make correct story arrangement. 4. Students can define the sound “ch” and “sh”.
跨領域教學 Cross-disciplinary teaching	The Domain of Health and Physical Education: 5 food major categories

教學流程 Lesson Plan				
節數	教學步驟 Teaching Steps	時間 Time	資源 Resources	評量方式 Assessment
第一節	<p style="text-align: right;">T:teacher Ss:students</p> <p>Warm up :Guess my Breakfast</p> <ol style="list-style-type: none"> 1. T uses picture puzzles to ask Ss “what does teacher eat in the morning?” 2. T asks Ss “What do you eat in the morning?” 	5 mins	PPT Computer	Ss can answer questions.
	<p>Presentation: Food Word Learning</p> <ol style="list-style-type: none"> 1. Ss open the book page 44. 2. T uses pictures with food and clock to teach Ss vocabularies “breakfast, lunch, and dinner”, and let Ss understand the meaning of them. 3. T uses food pictures to teach Ss “bread, chicken, salad, soup, and noodles”, and let Ss understand the meaning of them. 4. T uses food pictures and words to let Ss define how to use “a / an / some” with food. 	15 mins	PPT	Ss can understand and say the target vocabularies.
	<p>Practice: Match Same Cards</p> <ol style="list-style-type: none"> 1. T uses online website “Wordwall” to design a matching game. 2. T divides Ss to 3 groups. Each group has to match a picture with a corresponsive word, and say the word together. Then, they can get a point. 3. The group who gets the most points is the winner. 	15 mins	Computer	Ss can cooperate with group members to find out the correct matching.
	<p>Wrap up: Order the Food</p> <ol style="list-style-type: none"> 1. T teaches Ss the sentence “I’d like _____. ” And explains “<u>I’d</u> like _____” means “<u>I would</u> like _____”. to order food. 2. Ss review the words and put the words in the sentence. For example, “Bread, Bread, I’d like some bread for breakfast” 3. Homework: Workbook P.27 vocabularies practice. 	5 mins	PPT	Ss can spell and classify the food to “a / an / some ”categories.

第二節	<p style="text-align: center;">T: teacher Ss:students</p> <p>Warm up: Order the food</p> <p>1. Ss review the words and the sentence “I’d like _____ (for breakfast / lunch / dinner).”</p> <p>Presentation: Sentence Learning</p> <p>1. T introduces five food categories “Grains, Protein, Fruits, vegetables, and dairy” and ask Ss to classify food to five categories.</p> <p>2. Ss open the book page 44.</p> <p>3. T teaches Ss the question sentence “What would you like for <u>lunch (breakfast/dinner)?</u>” to ask someone’s meal. Then, T reviews the sentence “I’d like _____.” to answer the question.</p> <p>4. Ss ask T “What would you like for <u>lunch (breakfast/dinner)?</u>” to do practice.</p> <p>Practice: Smart Eaters</p> <p>1. T uses online website “Wordwall” to design a food wheel spinning. The option which contains more food categories, the score is higher.</p> <p>2. T divides Ss to 3 groups. All Ss say the question “What would you like for <u>lunch breakfast/dinner?</u>”, and each group has to spin the wheel to answer “I’d like _____.” to get the corresponsive score.</p> <p>Production: My plate (Annex 1: “My plate” worksheet) (P.7)</p> <p>1. T asks Ss to design healthy meals for breakfast, lunch, and dinner including 5 food categories. Then, Ss write down the sentence “I’d like _____ (for breakfst/ lunch/ dinner).” On the worksheet.</p> <div data-bbox="164 1731 710 2101"> <p>My Plate Class: _____ Number: _____ Name: _____</p> <p>What would you like for <u>breakfast</u>?</p> <p>I'd like _____ for _____</p> <p>What _____ you like for <u>lunch</u>?</p> <p>I'd like _____ for _____</p> <p>_____ you like for <u>dinner</u>?</p> <p>_____</p> <p>Self Check (有做到的打 V)</p> <table border="1"> <thead> <tr> <th>Grains (穀類)</th> <th>Protein (蛋白質)</th> <th>Vegetables (蔬菜)</th> <th>Fruit (水果)</th> <th>Dairy (乳製品)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>My partner: _____</p> </div>	Grains (穀類)	Protein (蛋白質)	Vegetables (蔬菜)	Fruit (水果)	Dairy (乳製品)						<p>5 mins</p> <p>10 mins</p> <p>10 mins</p> <p>10 mins</p> <p>5 mins</p>	<p></p> <p>PPT</p> <p>Computer</p> <p>PPT Worksheet</p>	<p>Ss can say the words and sentence.</p> <p>Ss can classify 5 food categories and say target sentences.</p> <p>Ss can say target sentences and do conversation.</p> <p>Ss can design their healthy meals and record it in sentences.</p>
Grains (穀類)	Protein (蛋白質)	Vegetables (蔬菜)	Fruit (水果)	Dairy (乳製品)										

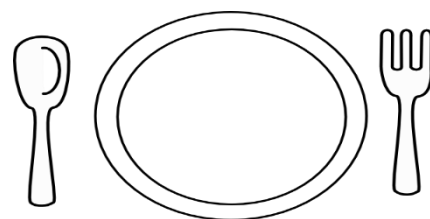
	<p>Singapore.</p> <p>3. T uses 5W1H to ask Ss some questions in the video.</p> <p>Presentation: Story Time!</p> <ol style="list-style-type: none"> 1. Ss open the book page 40. 2. T uses video to let Ss see what happened with characters in the story when they are in Singapore. 3. T uses 5W1H to ask Ss some questions about story, and let Ss find out answers in the story. 4. T uses 2S strategies (spot the word and scoop the phrase) in the story. Let Ss find out the word and phrase, underline the sentence, and understand the meaning. 5. T leads Ss to read aloud the story. <p>Practice</p> <p>Q&A Time: 5W1H</p> <ol style="list-style-type: none"> 1. T divides Ss to 6 group to design 5W1H questions. Each group design a question for other groups. 2. Ss discuss and share their answer in class. <p>Story Arrangement</p> <ol style="list-style-type: none"> 1. T asks Ss to close the book. 2. T gives each group some scrips which contains the sentence in the story. 3. Each group has to arrage their scrips in order. <p>Wrap up: Story Building</p> <ol style="list-style-type: none"> 1. T checks the correct arrangement. 2. Each group reads aloud scripts with the correct arrangement to display the whole story. 	15 mins		<p>Ss can answer 5 W1H questions.</p> <p>Ss can find out the words by 2S strategies, and understand the meaning.</p>
		10 mins	white boards and markers	Ss can design 5W1H questions and discuuss with classmates.
		5 mins		Ss can discuss with classmates how to make arrangement.
		5 mins		Ss can cooperate with classmates to read aloud the correct story arrangement.
第五節	<p>T:teacher Ss:students</p> <p>Warm up: Find out “ch” & “sh”</p> <ol style="list-style-type: none"> 1. T uses a video to let Ss see, count and take a note how many times “ch” & “sh” words come out. https://www.youtube.com/watch?v=ivYC2Iprj5c&ab_channel=A%2aList%21EnglishLearningVideosforKids 2. T leads Ss count and check the answer. 3. T leads Ss to say the words including “ch”and “sh” in the video. 4. T leads Ss to find out the similar sound in word 	8 mins	Computer	Ss can take notes the word with “ch” and “sh” in the video.

(Annex 1: “My Plate” worksheet)

My Plate Class: Number: Name:

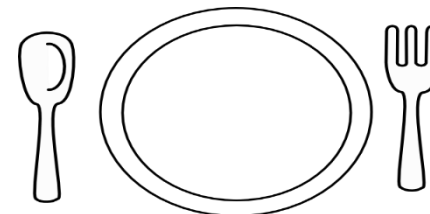
What would you like for breakfast?

I'd like _____ for _____.



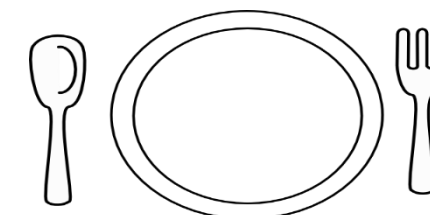
What _____ you like for lunch?

I'd like _____ for _____.



_____ you like for dinner?

_____.



Self Check (有做到的打 V)				
Grains (穀類)	Protein (蛋白質)	Vegetables (蔬菜)	Fruit (水果)	Dairy (乳製品)

