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	1		學科領域			
School	彰化縣	鹿東國小	Subject	英語文		
單元名稱	Unit 3 What Would You Like		教材來源	翰林出版社		
Unit	for Dinner?		Teaching Material	Here We Go 6		
實施年級	T	E M	教案設計者	18 44 44		
Grade	<u>#</u>	年級	Designer	楊茵茹		
本單元節數	共 5 節 , 200	分鐘				
	總綱	D1 Somiotics on	1 Evenossion			
	General	B1 Semiotics and				
	Guidelines	C3 Cultural and Global Understanding				
學科核心素養 對應內容	領網 Subject Guidelines	scientific, body, empathetic for or E-C3 Possess t	basic mathematical, y in everyday life. Be			
# 图表現 Learning Performance PH學習重點 1-III-9 Can comprehend sentences of simple structures 1-III-12 Can comprehend the gist of simple stories and 2-III-2 Can say the words learned in class. 5-III-8 Can read aloud simple stories and short plays w correct pronunciation at an appropriate speed. 6-III-2 Enjoys participating in various class activities a demonstrates openness to trial and error. Ac-III-4 Vocabulary of elementary level. P 習內容 Ad-III-2 Simple, common sentence structures.				short plays with eed.		
	Learning Contents	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	 Students can use the vocabularies and sentence patterns to respond to the questions and express their ideas. Volcabularies: breakfast, lunch, dinner, bread, chicken, salad, soup, noodles Setence patterns: What would you like for breakfast/lunch/dinner? I'd like Would you like for breakfast/lunch/dinner? Yes, please. / No, thank you. I'd like 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	The Demain of Health and Dhysical Edwartion 5 feed main actuaries
Cross-disciplinary teaching	The Domain of Health and Physical Education: 5 food major categories

	教學流程 Lesson	Plan		
節	教學步驟 Teaching Steps	時間	資源	評量方式
數		Time	Resources	Assessment
第	T:teacher Ss:students			
_	Warm up :Guess my Breakfast	5 mins	PPT	Ss can answer
節	1. T uses picture puzzles to ask Ss "what does teacher		Computer	questions.
	eat in the morning?"			
	2. T asks Ss "What do you eat in the morning?"			
	Presentation: Food Word Learning	15 mins	PPT	Ss can understand
	1. Ss open the book page 44.			and say the target
	2. T uses pictures with food and clock to teach Ss			vocabularies.
	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	Computer	Ss can cooperate
	Practice: Match Same Cards			with group members
	1. T uses online website "Wordwall" to design a			to find out the
	matching game.			correct matching.
	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.			Ss can spell and
		5 mins	PPT	classify the food
	Wrap up: Order the Food			to"a / an /
	1. T teaches Ss the sentence "I'd like" And			some "categories.
	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.			

第	T: teacher Ss:students			
=	Warm up: Order the food	5 mins		Ss can say the words
節	1. Ss review the words and the sentence"I'd like(for breakfast / lunch / dinner)."			and sentence.
	 Presentation: Sentence Learning T introduces five food categories "Grains, Protein, Fruits, vegetables, and dairy" and ask Ss to classify food to five categories. Ss open the book page 44. T teaches Ss the question sentence "What would you like for lunch (breakfast/dinner)?" to ask someone's meal. Then, T reviews the sentence "I'd like" to answer the question. Ss ask T "What would you like for lunch (breakfast/dinner)?" to do practice. 	10 mins	PPT	Ss can classify 5 food categories and say target sentences.
	Practice: Smart Eaters	10 mins	Computer	Ss can say target
	 T uses online website "Wordwall" to design a food wheel spinning. The option which contains more food categories, the score is higher. T divides Ss to 3 groups. All Ss say the question "What would you like for <u>lunch</u> <u>breakfast/dinner</u>?", and each group has to spin the wheel to answer "I'd like" to get the 		_	sentences and do conversation.
	corresponsive score. Production: My plate			
	(Annex1: "My plate" worksheet) (P.7) 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.	10 mins	PPT Worksheet	Ss can design their healthy meals and record it in sentences.
	My Plate Class: Number: Name: What would you like for breakfast? I'd like	5 mins		

	Wrap up: Share my plate			Ss can share their
	1. Ss use sentences we learned today to ask partner			idea with partner
	and share their plates.			and use sentences to
	and share then plates.			do conversation.
第	T:teacher Ss:students			do conversation.
=	Warm up: Share partner's meal	8 mins	PPT	Ss can say the
節	1. T reviews sentences and invite some groups to let	0 111111		sentence correctly.
	Ss share their partner's meal.			
	2. T teaches Ss to use the sentences "What would he/			
	she like for lunch breakfast/dinner?"to ask the			
	question. Then, T teaches Ss who is on the stage to			
	say the answer "He'd/She'd like"			
	say the answer The district three			
	Presentation:Sentence learning	10 mins	PPT	Ss can say the
	1. T lets Ss guess what would Teacher like for lunch			sentence correctly.
	and dinner?(Ss can use the word to ask. Ss who			
	guess right will get a point.)			
	2. Ss open the book page 45.			
	3. T teaches Ss to use the sentence "Would you like			
	for breakfast/lunch/dinner?" to ask a			
	questions. If the answer is correct, we can say "Yes,			
	please." If the answer is wrong, we can say "No,			
	thank you. I'd like"			
	4. T puts word to the sentence to let Ss do practice.			
	T puts were to the sentence to reves do practice.	12 mins	word	Ss can use the word
	Practice: Guess my menu	1 = 111111	papers	and say the sentence
	1. T prepares 5 vocabularies paper.		pupus	correctly.
	2. T chooses a S to come to the stage, and asks S to			
	pick up a papper randomly.			
	3. Ss have to use the sentence we learned today to ask			
	and answer.			
	4. Ss who guess the right answer will get a point.			
	4. 35 who guess the right answer win get a point.	10 mins		Ss can write down
	Wran un. Look and Write	10 1111118		
	Wrap up: Look and Write 1. T asks Ss to open the worbook p.25-26 and lead Ss			the right sentences.
	to write down the correct answer.			
	2. Homework: Workbook P.28 sentence practice.			
第	T:teacher Ss:students			
四	Warm up: Look at Singapore!	5 mins	Computer	Ss can answer 5
節	1. Ss open the book page 39.		•	W1H questions.
	2. T uses video to let Ss see the characteristics of			
ш			1	

		Cin com one			
		Singapore. The set Se same questions in the			
		T uses 5W1H to ask Ss some questions in the			
		video.	15		C.,
	ъ	· · · · · · · · · · · · · · · · · · ·	15 mins		Ss can answer 5
		esentation: Story Time!			W1H questions.
		Ss open the book page 40.			
		T uses video to let Ss see what happened with			
		characters in the story when they are in Singapore.			
		T uses 5W1H to ask Ss some questions about story,			
		and let Ss find out answers in the story.			Ss can find out the
		T uses 2S strategies (spot the word and scoop the			words by 2S
		phrase) in the story. Let Ss find out the word and			strategies, and
		phrase, underline the sentence, and understand the			understand the
		meaning.			meaning.
	5.	T leads Ss to read alound the story.			
	_	nctice	10 mins	white	Ss can design 5W1H
	Q8	&A Time: 5W1H		boards and	questions and
	1.	T divides Ss to 6 group to design 5W1H questions.		markers	discuuss with
		Each group design a question for other groups.			classmates.
	2.	Ss discuss and share their answer in class.			
	Sto	ry Arrangement	5 mins		Ss can discuss with
	1.	T asks Ss to close the book.			classmates how to
	2.	T gives each group some scrips which contains the			make arrangement.
		sentence in the story.			
	3.	Each group has to arrage their scrips in order.			
	Wr	ap up: Story Building	5 mins		Ss can cooperate
	1.	T checks the correct arrangement.			with classmates to
	2.	Each group reads aloud scripts with the correct			read aloud the
		arrangement to display the whole story.			correct story
					arrangement.
第		T:teacher Ss:students			
五	Wa	rm up: Find out "ch" & "sh"			
節	1.	T uses a video to let Ss see, count and take a note	8 mins	Computer	Ss can take notes the
		how many times "ch" & "sh" words come out.			word with "ch" and
	http	os://www.youtube.com/watch?v=ivYC2Iprj5c&ab c			"sh" in the video.
	han	nnel=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			

group "ch" and word group "sh".			
Presentation: Phonics "ch" & "sh"			
1. Ss open the book page 48.	10 mins		Ss can read after
2. T segments the word, and then combines the word			teacher.
to lead Ss to read the words with phonics.			
	15 mins	White	
Practice: Spelling Expert!	10 111115	board and	Ss can listen to the
1. T devides Ss to 6 groups.		marker	sound and spell the
2. T gives each group a white board and a marker.			correct word.
3. T makes some blanks and reference alphabets on			
the blackboard. Ss have to take turns in the group,			
listen to the word and write down the answer. For			
example, T makes 4 blanks, and says "chat". Let Ss			
write down <u>c</u> <u>h</u> <u>a</u> <u>t</u> .			
4. T gives 30 seconds to let Ss write. When time is up,			
each group has to paste their answer on the			
blackboard.			
5. The group who gets the most right answer, they are			
winner.			
Wyon una Liston and Civala	7 mins		Ss can listen to the
Wrap up: Listen and Circle	/ mins		
1. Ss use phonics to try to say the word in page 49.			sound and circle the
2. T plays the CD to let Ss circle the answer.			correct answer.
3. T checks the answer in the end of the class.			

(Annex 1: "My Plate" worksheet)

My Plate Class: Number: Name:	
What would you like for <u>breakfast</u> ?	
I'd like for	.
What you like for <u>lunch</u> ? I'd like for	
you like for <u>dinner?</u>	
Self Check (有做到的打 V)	
GrainsProteinVegetablesFruitDairy(穀類)(蛋白質)(蔬菜)(水果)(乳製品	1 / '· /