

教學設計理念說明

(一) 設計原則

1. 英語文的學習，除了語言知識及語言技能的培養，更應重視語言做為人際溝通的使用。更重要的是藉由英語的學習，獲取各領域的新知以及他國文化。課程設計以發展學生自學能力、邏輯思考、處理與應用訊息的能力，為終身學習奠定基礎。

(二) 教學理念

有鑑於此，本單元課程設計了單字、文法句型，並把習得的單字句型，放進有情境背景的課文中練習，涵養基本的溝通用語。此外，透過自然發音的 **blending** 和 **seperating** 技能，培養學生聽音辨字、看字讀音的自學能力。句子重組及課文角色扮演的設計，也有助學生邏輯思考，並激發其創造力。

(三) 議題融入教學

四大重要議題之一的「環境教育」

透過記錄片“An Inconvenient Truth”的觀賞，認識與理解人類生存與發展所面對的環境危機與挑戰，探究都市化發展的過程中，環境的不正義，執行綠色、簡樸與永續的生活行動。

領域/科目	語文領域-英語文	設計者	李敏娜
實施年級	國小五年級	總節數	共 4 節 160 分鐘
單元名稱	Unit 1 How's the weather today?		
議題融入	實質內涵	以環境教育之氣候變遷及災害防救為主題 環 E8 認識天氣的溫度 雨量要素與察覺氣候的趨勢及極端氣候的現象 環 E9 覺知氣候變遷會對生活 社會及環境造成衝擊 環 E10 覺知人類的行為是導致氣候變遷的原因	
與其他領域/科目連結	自然與生活科技 社會		
教材來源	何嘉仁 Super Fun 5: Topic 2 (Lesson 1) How's the weather today?		
學習目標			
1. 能說出課堂中所學的有關天氣的單字及句型。 2. 能辨識課堂中所學的有關天氣的單字及句型。 3. 能用所習得的英文單字、句型針對不同的天氣形態與外國人溝通內容。 4. 能用所習得的英文單字、句型，依所閱讀的文本內容，改寫內容內容。 5. 能關懷生活周遭環境及永續發展。			
設計依據			

語文領域-英語文學習重點		語文領域-英語文 核心素養
學習表現	學習內容	
1-III-1 能聽辨英語的子音、母音及其不同的組合。 1-III-3 能聽辨句子的語調。 1-III-5 能聽辨句子的節奏。 1-III-6 能聽懂課堂中所學的字詞。 1-III-9 能聽懂簡易句型的句子。 2-III-2 能說出課堂中所學的字詞。 2-III-7 能作簡易的回答及描述。 2-III-11 能進行簡易的角色扮演。 3-III-1 能辨識課堂中所學的字詞。 3-III-4 能看懂課堂中所學的句子。 3-III-5 能看懂課堂中所學的簡易對話。 3-III-6 能看懂課堂中所學的簡易短文之主要內容。 4-III-1 能抄寫課堂中所學的字詞 4-III-2 能抄寫課堂中所學的句子 5-III-2 在聽讀時，能辨識書本中相對應的書寫文字 5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通 5-III-9 能運用所學的字母拼讀規則讀出英文字詞 5-III-10 能運用所學的字母拼讀規則拼寫英文字詞 6-III-2 樂於參與課堂中各類練	A 語言知識 Ab-III-1 子音、母音及其組合。 Ab-III-4 句子的語調及節奏。 Ab-III-5 所學的字母拼讀規則(含看字讀音、聽音辨字)。 Ad-III-2 簡易、常用的句型結構。 Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 Ae-III-2 繪本故事，兒童短劇。 B 溝通功能 B-III-2 國小階段所學字詞及句型的生活溝通。 D-III-1 所學字詞的簡易歸類。 D-III-2 故事發展的順序。	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。 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。 英-E-C2 積極參與課內英語文學習小組學習活動，培養團隊合作精神。 。

<p>習活動，不畏犯錯</p> <p>6-III-5 樂於接觸課外英語學習 素材</p> <p>7-III-1 運用已學過字詞之聯想 以學習新的字詞</p>		
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How's the weather			
節次	第一節	實施年級	五年級
學習目標	1. 學生能習得各種天氣的單字。 2. 學生能聽說讀寫各種天氣的單字。 3. 學生能辨識單音節、雙音節的單字。 4. 學生能養成音韻覺識的能力。 5. 學生能以簡單的句型描述天氣狀況。		
教學活動內容及實施方式	教學資源	時間	學習檢核 / 備註
A. Warm Up 1. Review the previous sentence patterns: “What day is today?” “Is today Friday?” Remind the students that the concepts of the sentence patterns will be apply in this lesson as well. 2. Watch a video about the weather. 3. Put the picture cards of different weather on the board and number them. Ask the students: How's the weather today? Students are required to choose the picture card that relates to the weather in reality by saying the number of the picture card. E.g. “It's number 3.” 4. Guide the students to use the words and prepositions they had learnt before to describe the video scenes on You Tube . E.g. “What can you see <u>in</u> the sky?” “What color is the sun?” “Can you see many clouds?”	A video clip from You Tube: Learn About the Weather https://youtu.be/LYoJgbAl8z0 picture cards The weather for kids Learn vocabulary in English https://youtu.be/sn6GLgaTYOM	5 min	1- III-10 students can understand simple daily life conversation 2-III-7 students can make simple responses and descriptions ◎5-III-4 students can understand frequently used phrases and sentences in daily life ◎1-III-8 students can understand simple daily life phrases 2-3-7students can provide simple answers and descriptions.

<p>“What do you see now?”</p> <p>B. Presentation</p> <ol style="list-style-type: none"> 1. Teacher uses the picture and word cards to introduce the topic, i.e. “ How’s the weather today ?” and new words related to this topic, such as sunny, cloudy, windy, rainy, hot, warm, cool and cold. 2. Teacher uses the concept of phonics to help the students to recognise and remember the vocabulary. E.g. teacher writes the letter “h” “o” and “t” and says their sounds separately. Then, she blends the two letters by drawing them together and pronounces their sounds very quickly. The same steps repeated for “w-i-n-d” “c-l-ou-d” “s-u-n” “r-ai-n” and so on. Phonics rules are explained directly and explicitly at the same time to raise phonemic awareness. 3. Asks the students to repeat the new words after the teacher for several times. 4. Label the word cards with numbers 1 to 6. After that, the teacher says a number randomly, and have the students pronounced the word with that number mentioned. E.g. “What’s the word for number three?” “How about number six, how do you say it?” 	<p>picture cards</p> <p>word cards</p> <p>word cards</p> <p>word cards</p>	<p>5min</p>	<p>◎1-III-6 students can understand the vocabulary learned in the classroom</p> <p>◎2-III-2 students can speak out the vocabulary learned in the classroom</p> <p>◎5-III-9 students can use phonics rules to read aloud English words.</p> <p>◎Ab-III-2 students can acquire the knowledge of the sound of language: mono syllable, multi syllable and word stress</p> <p>◎3-III-1 students can identify the words learned in the classroom</p> <p>◎1-III-6 student would be able to listen and identify the words correctly on the board</p>
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<p>5. Teacher puts a big question mark on the board and points to the sentence strip “How’s the weather today?”</p> <p>(1) Teacher says out the question and the students follow.</p> <p>(2) Teacher requires the students to ask the question: “How’s the weather today?” The teacher will then answers: “It’s _____ and _____” according to the different picture cards.</p> <p>(3) Reverse the roles. This time the teacher asks the students questions and the students answer according to the pictures given to them.</p>	<p>Sentence strip</p>	<p>4min</p>	<p>5-III-6 students can use correct pronunciation and appropriate speed to read simple sentences</p> <p>2-3-8 student can ask simple questions</p> <p>©3-III-4 students can understand the sentences learned in class.</p>
<p>C. Practice</p> <p>【Game: Silent and Sit down】</p> <p>1. Divide the students into several groups.</p> <p>2. Draw a star on top of one of the word cards.</p> <p>3. The teacher requires all the students from their groups to stand up (one group at a time) and say the words that she points at on the board loud and clearly. However, when the teacher points at the word with the star on top of it, the students have to keep quiet, stop saying the word and sit down quickly. The last student to sit down will have to read all the words on the board. The groups take turn to play the</p>	<p>word cards</p>	<p>8min</p>	<p>6-III-2 students are willing to take part in the activities designed in the classroom and not afraid to make any mistakes</p>

<p>game.</p> <p>【Game: Passing the Ball】</p> <ol style="list-style-type: none"> 1. Teacher plays a song related to the weather. 2. The students pass down the ball when the music starts. 3. The music will stop anywhere as the song goes on; once the music stops, the students who holds the ball will have to answer the question, "How's the weather today?" base on the picture given by the teacher. 	<p>Song(https://youtu.be/auxXsGw6VDk)</p> <p>paper ball</p>	<p>8min</p>	
<p>D. Production</p> <ol style="list-style-type: none"> 1. Ask the students to match the correspondent words and pictures as well as the types of weather with different sensations. E.g. sunny→hot, windy→cool, rainy→cold, cloudy→warm 2. Scramble the word cards and ask some students to come to the front to match those words with their correspondent pictures. 3. Ask the students to draw a line between the picture cards and word cards in order to match the pictures and words together. 4. Label the word cards with numbers and ask some students to say out the words to see whether they can pronounce the words correctly. 	<p>word cards</p> <p>picture cards</p> <p>blackboard</p> <p>chalk</p>	<p>8min</p>	<p>6-III-2 students are willing to take part in the activities designed in the classroom and not afraid to make any mistakes</p> <p>◎D-III-1 students can make catagorisation for the words that they have learned.</p> <p>◎3-III-1 students can recognize the words learned in class.</p>

<p>e.g. How do you pronounce the word of number two?</p> <p>5. Teacher picks up ten flash cards and put them on the blackboard. Among them, two out of ten flash cards have nothing to do with the weather. The students have to find out the odd flash cards.</p> <p>6. Teacher displays some sentence strips on the board and asks a student to come to the front, the rest of the students in the class ask the question; “How’s the weather today?” The teacher answers from one of the sentence strips on the board. The student has to hit the sentence mentioned with a flyswatter.</p>	<p>flash cards</p> <p>sentence strips flyswatter</p>		<p>◎3-3-1 students can categorize the vocabulary they have learned in a simple manner.</p> <p>◎3-3-4 students can understand the sentences learned in class.</p>
<p>E. Wrap-up</p> <p>1. Teacher uses the sentence strips and flashcards to review the vocabulary and the target sentence pattern again.</p> <p>2. Do the exercises in the workbook.</p> <p>3. Vocabulary Practice : Students are require to write each of the new words five times and their meaning in Chinese once on the exercise book of their own.</p>	<p>flash cards sentence strips</p> <p>workbook exercise book</p>	<p>2min</p>	<p>*4-3-6 students can write sentences learned in class.</p> <p>4-III-1students can copy the words they learned in class.</p>