

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	楊柄奎 / Erlin Elementary School, Changhua County		
教學單元 Topic of the Lesson	How Do You Go to School?		
教材來源 Source of Teaching Materials	翰林 Dino 7		
教學節數 Class Periods	本單元共 5 節授課時間，本份教案針對第 2 節詳述 This unit will need <u>4</u> class periods. This lesson plan will focus on the 2 nd period.		
教學年級 Students' Grade Level	Grade 6	學生人數 Number of Students	27
學校地區 School Area	<input type="checkbox"/> 都會地區 Urban Area <input checked="" type="checkbox"/> 其他地區 Other: School at <input type="checkbox"/> 偏遠地區 Remote Area countryside		
學生特質 Student Characteristics	<p>Students are from Erlin Township, which is located in the southern coastal area of Changhua County. Being an area suffering from population outflows, a significant percentage of students come from “skipped generation” families, resulting in low academic achievement among students. Meanwhile, many residents rely on agriculture and fishing as their primary occupations. Consequently, students perceive a low necessity for English proficiency in their daily lives as well as in economic scenarios.</p> <p>The academic achievements of students show a twin-peak status, with the majority falling into the category of low achievers.</p>		

<p>教案設計亮點 Highlights of the Lesson Plan</p>	<ol style="list-style-type: none"> 1. The lesson plan integrates geometric shapes with transportation concepts. 2. Students receive audio instructions about shapes and then create their own drawings, promoting listening comprehension. 3. When provided with audio instructions and no visual aids, students produce a variety of drawings. By associating these drawings with different vehicles, students gain awareness of vehicle appearances and can provide oral responses to questions. 	
<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><input type="checkbox"/> 語鷹架 Verbal Scaffolding</p>	<p><input checked="" type="checkbox"/> 第一語言 First Language <input checked="" type="checkbox"/> 簡易英語 Simplified English <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 <input type="checkbox"/> 漸進釋放責任 Gradual Release of Responsibility <input checked="" type="checkbox"/> 任務型教學 Task-Based Learning <input type="checkbox"/> 探究式教學 Inquiry-Based Teaching <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 <input checked="" type="checkbox"/> 多模態教學 Multimodality <input type="checkbox"/> 學生作業樣品 Student Work Samples <input type="checkbox"/> 圖像式組織圖 Graphic Organizers (e.g., a Venn diagram, a mind map) <input type="checkbox"/> 科技化融入英語教學 Technology-Assisted Instruction <input type="checkbox"/> 學習輔助(如模板) Learning Support (e.g., templates) <input type="checkbox"/> 其他 Other: _ _ _ _ _</p>
<p>核心素養 Core Competency</p>	<p>總綱 General Guidelines :</p> <p>A1 Physical and Mental Wellness and Self-Advancement B1 Semiotics and Expression C2 Interpersonal Relationships and Teamwork</p>	
	<p>領綱 Subject Area Guidelines :</p> <p>英-E-A1 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to strengthen personal English language skills.</p>	

	英 -E-B1 Possess entry-level listening, speaking, reading, and writing skills in English. Be able to use, under guidance, learned vocabulary and sentence patterns for simple daily communication. 英 -E-C2 Actively participate in in-class English language group learning activities and develop a spirit of teamwork.																					
學習重點 Learning Focus	學習表現 Learner Performance : 1-III-6 Can comprehend words learned in class. 1-III-7 Can comprehend simple classroom instructions. 1-III-9 Can comprehend sentences of simple structures. 2-III-2 Can say the words learned in class. 2-III-7 Can respond and describe in simple English. 6-III-2 Enjoys participating in various class activities and demonstrates openness to trial and error. 學習內容 Learning Content : Ab-III-2 Stress of phrases and sentences. Ac-III-2 Simple classroom instructions.																					
教學重點說明 Course Summary	2 nd period: In this period, the aim is to assist students in comprehending fundamental shapes and how these shapes relate to the vocabulary introduced in unit 2, specifically in the context of transportation. Images of triangles, squares, rectangles, circles, and ovals are utilized to visually explain the concept. This approach will help students combine the concept with vocabulary of transportation.																					
本節學習目標 Learning Objectives of this Class Period	<ul style="list-style-type: none">Students will be able to distinguish and identify the sound and meaning of the target vocabulary in Unit 2.To introduce and practice geometric shapes (square, rectangle, triangle, circle, oval) to students.Students will be able to understand audio instructions for the usage of shapes and apply them in their drawings.4. Students will be able to follow audio instructions and use shapes to create drawings of vehicles.																					
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 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 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</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 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 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		
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	Indigenous Education
教學設備/學習 資源 Teaching Facility/Learning Resources	<ul style="list-style-type: none"> - Visual aids or flashcards with geometric shapes (square, rectangle, triangle, circle, oval). - Images or flashcards of target vehicles (e.g., car, bus, bike, etc.). - Whiteboards or drawing paper for each student. - Markers or colored pencils.

教學活動設計 Lesson Design			
教學流程 Teaching Procedure 請對應課室英語 參考手冊書目	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
<ul style="list-style-type: none"> 課程暖身 Warm-up 	7	<p>**Introduction to Geometric Shapes**</p> <p>**Teacher's Instruction:**</p> <ul style="list-style-type: none"> Begin the class by showing flashcards of the five basic geometric shapes: square, rectangle, triangle, circle, and oval. <p>“Hi, everyone. Let’s do a quick roll-call before the class.” “Today we are talking about shapes.” Showing flashcards to students. “How do you call it in Chinese?” “How do you call it in English?”</p> <ul style="list-style-type: none"> Say the name of each shape in English and have the students repeat after the teacher. <p>“Now, please repeat after me.”</p> <p>**Activity: The Matching Game**</p> <ul style="list-style-type: none"> Have students play a matching game by randomly distributing picture cards and word cards to them, and ask them to pair the correct picture with its corresponding word." <p>“I will give you picture cards and word cards.” “If you have a picture, find a word.” “For example, if you have this picture (a circle), what should you find?” “Yes, find C-I-R-C-L-E. Find the word card.”</p>	<ul style="list-style-type: none"> Cooperative Learning First Language Simplified English Multimodality

<p>1. 呈現教學重點 Presentation</p>	<p>15</p>	<p>**Task 1: Creating a Basic Vehicle**</p> <p>**Teacher's Instruction:**</p> <ul style="list-style-type: none"> Tell the students that they will create a simple vehicle using the geometric shapes the teacher introduced. <p>“Okay, everyone. Now I will show you how to draw a vehicle.”</p> <ul style="list-style-type: none"> Choose a specific vehicle (e.g., bus) and show an example of how to draw it using two circles, one big rectangle, and three small rectangles. <p>"This is a car. We have two circles for the wheels, one rectangle for the body, and three small rectangles."</p> <p>“What are these small rectangles? Yes, they are windows.”</p> <p>**Student Listening Activity:**</p> <ul style="list-style-type: none"> Distribute drawing paper and markers to the students. <p>“Now, everyone get one sheet and a marker.”</p> <ul style="list-style-type: none"> Let them know that they will be listening to numbers and shapes in English. They will need to combine these shapes to create a drawing of a specific vehicle. <p>“I will say numbers and shapes. For example, one circle, and two triangles.”</p> <p>“One circle. How many? Yes, one.”</p> <p>“What’s the shape? Yes, circle.”</p> <p>“What is triangle?”</p> <p>“How many triangles?”</p> <p>“Now, the listening begins.”</p> <ul style="list-style-type: none"> Encourage them to label the shapes in English as they draw. Check students’ understanding and write clues on blackboard if required. Allow about 10 minutes for students to finish the drawing and invite them for explanation of their work. <p>“What’s this vehicle?”</p>	<ul style="list-style-type: none"> Task-Based Learning First Language Simplified English Multimodality
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		<p>“Where is CIRCLE in this drawing?”</p> <p>“Where is TRIANGLE in this drawing?”</p>	
<p>2. 進行練習 活動 Practice</p>	10	<p>**Task 2: Free-Style Vehicle Drawing**</p> <p>**Teacher's Instruction:**</p> <ul style="list-style-type: none"> • Explain that the next task is a creative one. Students can choose any vehicle they like and create it using a combination of geometric shapes. • Emphasize that they are not limited to specific shapes; they can use squares, rectangles, triangles, circles, and ovals in any way they want to design their vehicles. <p>“Now, I’ll give you another sheet of paper.”</p> <p>“Draw a vehicle you like. You may use the shapes. You can choose what to use and how many of them.”</p> <ul style="list-style-type: none"> • Show an example of a free-style drawing using various shapes to create a vehicle. <p>**Student Activity:**</p> <ul style="list-style-type: none"> • Students choose a vehicle they love (e.g., bike, bus, scooter) and begin drawing it using geometric shapes. • Encourage them to be creative and combine shapes to make their drawings unique. • While they work, move around the class, offering assistance and encouragement. • Allow about 5 minutes for this creative activity. 	<ul style="list-style-type: none"> • Cooperative Learning • Task-Based Learning • First Language • Simplified English • Multimodality
<p>3. 進行產出 活動 Production</p>	10	<p>**Sharing and Discussion**</p> <p>**Teacher's Instruction:**</p> <ul style="list-style-type: none"> • Each student gets a worksheet to finish. • Have students share their drawings with 5 classmates and fill in the information in the worksheet. 	<ul style="list-style-type: none"> • Cooperative Learning • Task-Based Learning

		<p>“Okay, now find five classmates and talk to them.”</p> <p>“Number 1, what’s the vehicle in your drawing?”</p> <p>“Number 2, how many shapes do you use?”</p> <ul style="list-style-type: none"> Each student should briefly describe their chosen vehicle and explain how they used geometric shapes in the drawing to their classmates. 	
4. 結束課程 Wrap-up	5	<p>**Closing Remarks (5 minutes)**</p> <p>**Teacher's Instruction:**</p> <ul style="list-style-type: none"> Summarize the class by revisiting the geometric shapes and the concept of using shapes to create vehicles. Invite some volunteers to talk about their work. Praise students for their creativity and use of English in their drawings. 	
<p style="text-align: center;">參考資料 Reference</p>			
<p style="text-align: center;">附錄 Appendix</p>			
<p>附件一 Worksheet</p>			

Vehicle Design



Name

The vehicle

