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
(本教案必須以113年海外短期進修課程所學為設計基準)

教案設計者/ 服務學校 Teacher's Name / Affiliation	邱珮瑜/彰化縣埤頭鄉埤頭國民小學 Qiu, Pei-Yu/Pitou Elementary School in Pitou Township, Changhua County
教學單元 Topic of the Lesson	Eat Something You like. But…Be Aware What We Eat!
教材來源 Source of Teaching Materials	Page 50-51 in Student Book of Wonder World 7 published by KNSH
教學節數 Class Periods	本單元共4節授課時間, 本份教案針對第2　節詳述 This unit will need 4 class periods. This lesson plan will focus on the 2nd period.

教學年級 Students' Grade Level	grade 6	學生人數 Number of Students	20

學校地區 School Area	☐都會地區Urban Area　　　　　　　☑其他地區Other: 非山非市/rural area ☐偏遠地區Remote Area
學生特質 Student Characteristics	Pitou Township, situated below the Beidou Interchange, is like a slice of bread crust, neighboring the vibrant tourist destination of Beidou and the floral kingdom of Tianwei. Erlin and Xihu townships, located nearby, have traditionally been home to numerous doctors and teachers. Nevertheless, despite being situated at a transportation crossroads, Pitou is often seen as a transitory place. Grandparent-headed households and highly mobile families are prevalent in this area. Due to these distinct family backgrounds, many students face greater challenges in fulfilling their basic needs, including physiological needs, safety needs, and the need for love and belonging, as described in Maslow's hierarchy of needs. These foundational needs are crucial for students' growth. Students urgently need school education in order to obtain educational opportunities and reach well-being.

教案設計亮點 Highlights of the Lesson Plan	In this "Language Acquisition" class, 6th graders have completed the alphabet and phonics sections of the school-developed "APV Curriculum" and are now moving on to the "Vocabulary" unit. Our goal is to equip students with the skills to "conquer" new vocabulary, enabling them to effortlessly absorb large amounts of new words in junior high and beyond and become confident and independent language learners. This lesson will continue to refine the strategy of "Say and Write," using sound to spell words. SDGs is another highlight of this lesson plan. As "food" is a major theme in the SDGs, this lesson goes beyond simply discussing "Something I like to eat." It invites learners to "Be aware of what we eat," exploring "From table to farm" and promoting "Eat local food." The third highlight of this lesson plan is the use of Think-Pair-Share (TPS). This strategy, brought back from the teacher's three-week TESOL course at Macquarie University in Australia, aims to foster student dialogue, enhance the richness of their contributions, and increase a sense of safety through partnerships, thus encouraging students to embrace more advanced learning challenges.	

教學策略 （可複選） Teaching Strategy (multiple choices) *鷹架策略介紹請見附錄 *Please refer to the appendix for an introduction to the scaffolding strategies.	口語鷹架 Verbal Scaffolding	☐ 第一語言 First Language ☑ 簡易英語Simplified English ☐ 其他Other: _____
	程序鷹架 Procedural Scaffolding	☐ 合作學習Cooperative Learning ☑ 漸進釋放責任Gradual Release of Responsibility ☐ 任務型教學Task-Based Learning ☐ 探究式教學Inquiry-Based Teaching ☐ 其他Other: _____
	教學鷹架 Instructional Scaffolding	☐ 差異化教學 Differentiated Instruction ☑ 多模態教學Multimodality ☐ 學生作業樣品Student Work Samples ☐ 圖像式組織圖Graphic Organizers (e.g., a Venn diagram, a mind map) ☐ 科技化融入英語教學Technology-Assisted Instruction ☐ 學習輔助(如模板) Learning Support (e.g., templates) ☑ 其他Other: Think-Pair-Share (TPS)

核心素養 Core Competency	總綱General Guidelines： A2系統思考與解決問題 B1符號運用與溝通表達 C2 人際關係與團隊合作 領綱Subject Area Guidelines： 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小組學習活動, 培養團隊合作精神。

學習重點 Learning Focus	學習表現Learner Performance： Language proficiency--integrative use of at least two out of four language skills 5-III-2 Can recognize the words being read in the textbook. 5-III-3 Can comprehend verbal and written words and sentence patterns of elementary school level, and use them in everyday communication. 5-III-10 Can spell English words according to phonics. Learning interest and attitude 6-III-2 Enjoys participating in various class activities and demonstrates openness to trial and error. 6-III-5 Enjoys exposure to extracurricular English learning materials.
	學習內容Learning Content： Linguistic knowledge Ab-III-5 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing. Ad-III-2 Simple, common sentence structures. Communication B-III-2 Everyday communication achievable with the vocabulary and sentence structure of elementary school level. Cognitive capability D-III-3 Making simple guesses based on integrated information.
教學重點說明 Course Summary	Period 1：Using a story to immerse students in a context of a food-themed unit. Get the target food words from the story. Then, read and identify the words by the activities of "listen and say" and "listen and number". Period 2：This lesson plan. Period 3：Using the context of "Hosting a Party" to introduce and practice a target sentence pattern. "Would you like some (food name)? Yes, please./ No, thank you. Period 4：Using the context of "In a Food Court" to introduce and practice another target sentence pattern. "What would you like to eat? I'd like some (food name), please.
本節學習目標 Learning Objectives of this Class Period	Linguistic Knowledge Can recognize the words and spell the words according to phonics. Communication Can comprehend sentence patterns of elementary school level, and know when to use them in everyday communication. Affective Capability Can enjoy exploring extracurricular English resources, actively participates in class activities, and demonstrates a willingness to try new approaches and learn from peer's feedback.

議題融入 （若有） Critical Issues （if any）	☐ 性別平等教育 　　Gender Equality ☐ 海洋教育 　　Global Ocean ☐ 法治教育 　　Rule of Law ☐ 能源教育 　　Energy ☐ 家庭教育教育 　　Family Education ☐ 閱讀素養教育 　　Reading Literacy ☐ 原住民族教育 　　Indigenous Education	☐ 人權教育 　　Human Rights ☐ 品德教育 　　Morality ☐ 科技教育 　　Technology ☐ 安全教育 　　Security ☐ 生涯規劃教育 　　Career Planning ☐ 戶外教育教育 　　Outdoor Education	☑ 環境教育 　　Environment (SDGs) ☐ 生命教育 　　Life ☐ 資訊教育 　　Information ☐ 防災教育 　　Disaster Prevention ☐ 多元文化教育 　　Multiculturalism ☐ 國際教育 　　International Education
教學設備/學習 資源 Teaching Facility/Learning Resources	For learner to use ✔　Student book (as in appendix) ✔　SDGs mat (as in appendix)	For teacher to use ✔　E-book ✔　touchscreen ✔　visualizer ✔　slide (including the link)	

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	**5**	A. Good afternoon, 602. (S: Good afternoon, Ms. Qiu.) B. Good to have you back here. C. Time to see Today's Password. Look at the To-Do list on the blackboard. (S: food?) D. Yes. Today's Password is food. (T. display the food vocabularies we learned in previous period on touchscreen.) E. We are going to have you say out the name of one food. Only ONE. F. One more little rule. The word you say cannot be the same as the previous one. Like this. (T. demonstrate.) G. "Me time" for you to choose, practice and get ready. H. Time to say your word. I. T. call the student's name. He/she raises hand and says out a food name. J. T. give positive feedback on positive performance. K. Here are some words that we have to check again. (The words that learners still struggled with.) L. Follow me to use the "Say & Write" strategy to "EAT" these words. M. T. give positive feedback.	Routines of starting today's class It's also an attendance check. Calling out a students' names helps get a connection with students. (Bonding issue.) (See reference.) Refine the strategy of conquering words.
2. 呈現教學重點 Presentation	**10**	A. Let's continue to EAT something more. B. Open your student book on page 50. (T. show the e-book on touchscreen.) C. Let's go to the bottom section. D. Let's start from the END of this line on page 51. E. (T. points to the picture.) What is the food on the TABLE? (French fries) F. And French fries come from… (T. points to the previous picture to	From Farm to Table

			indicate the answer.) (Supermarket or market are the expected answers.) G. (T. points to the picture.) What is the name of these foods? (Potato is the expected answers) H. And these potatoes come from… (T. points to the previous picture to indicate the answer.) I. (Continue these steps until concepts of wholesaler and FARMER come out.) J. Wow. See. There's a line. (T. draws a line and arrow on the touchscreen.) From farm to table. From table to farm.	
3. 進行練習活動 Practice	**10**		A. Let's have a pair work with your partner. B. Your partner today is the one now sitting next to you. (slide helps) C. Pick one meal to investigate its line from table to farm. (T. point to the upper section on the same page on e-book.) D. Draw that line in your writing book. E. Heads up to take a look. Here's one more example to help us. (slide helps) F. May I have your questions now before we start the pair work? T walks around to check students' discussions, stick to the topic and solve the struggles. G. Time is up. Good pair talk. (T. gives positive feedback.) H. Let's share your works. Show it on the table, and put away other things into the drawer. Like this. (T. demonstrate.) I. Everyone walks around to see these works. (T. accompany s. to walk around and read students' works.) J. Here are some good-job works I got from you. (T. collects them at the end of the sharing time.) K. Let's read these findings together. (T. shows them under the visualizer.) L. Guess who the owner of this book is. M. Yes. This is from (name+name). N. Let's read their finding.	Pair time in TPS Use Mandarin to understand well. Besides inviting s. sharing on the stage, sharing their works by this way could be much more comfortable for grade 6. Elder kids love to do this. Peer

		(positive feedback) (focus on the target idea, from table to farm) O. Great. We did our investigations on the meal from farm to table.	effect.
4. 進行產出活動 Production	**10**	A. Now, let's expand this idea. B. Each gets one SDGs mat. (T. shows one mat under the visualizer.) C. Take s. to use this table. ✔ The number up here is about… Number 1 here is about "No more poverty. " (Mandarin table showing on slide helps s. understand.) Number 2 is about "No more hunger." Number 6 is about "Clean water." ✔ The words in the block are … E.g. "Save for rainy days" for "No more poverty" E.g. "Rescue water" for "Clean Water". P. "Me time" for a while for everyone to read this table on the mat more closely. (T. walks beside students.) Q. Time to find out which block is talking about FOOD. R. There are 5 blocks talking about food. May I have you find them out? (Welcome s' voice to shout out.) S. Let's read these 5 items. (slide helps) ✔ Eat local food. ✔ Eat less meat. ✔ Eat just enough. ✔ Eat whole foods. ✔ Ugly food is just as nice. T. Guys, let me show you one idea, Carbon Footprint, on slide. U. Thus I would like you to focus on this idea "Eat local food" to reduce the carbon footprints.	Me time is a routine strategy we use in class, in order to give learners time to digest or reflect.
5. 結束課程 Wrap-up	**5**	Today, there are 2 ideas you are going to take away. A. Be aware of what we eat. B. Eat local food Next time, It's about "Hosting a Party." We would like to have our friends enjoying their favorite food. Then, we are going to say, "Would you like some noodles?"	slide helps

		Time to clean up and say goodbye.	The goodbye routine is another awesome part.

| 參考資料 |
| Reference |

1. **Wonder World Student Book 7 (2024)**。康軒文教事業。
2. **SDGs mat (2024)**。桃園仁德國小張于玲、龍岡國小李韻如、林森國小梁俐文、林森國小葉宛婷。
3. https://reurl.cc/XRygnM 。親子天下：嚴選作者 - 樓下的媽媽 (親子天下嚴選)。**2024**年**09**月**30**日。讓彼此都感受到感情的連結。

| 附錄 |
| Appendix |

附件一

Page 50-51 in Student Book of Wonder World 7 published by KNSH

附件二

the SDGs mat

全英語教學影片之網路分享連結 **Class Video-Recording Link**
教學反思 **Reflection on Teaching**
  Think-Pair-Share (TPS) By using TPS strategy, we invest the most time in Pair section. Learners are learning to share the ideas, listen to other ideas, build or adjust their ideas through discussion.
學生回饋(相關影音、照片或書面意見) **Student Feedback (video, photo, or written comments)**

全英語教學影片之網路分享連結

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.