

國民小學英語領域採全英語教學教案設計

領域/科目	英語文領域	設計者	鍾鎮遠
實施年級	四年級	教學節次	共 6 節 第 2 節 40mins
單元或主題名稱	Unit 3 Where Are You?		
設計依據			
學習重點	學習表現	<ul style="list-style-type: none">● ◎ 1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。● ◎ 1-II-4 能聽辨句子的語調。● ◎ 1-II-5 能聽辨課堂中所學的片語、句子及其重音。● ◎ 1-II-6 能聽辨句子的節奏。● ◎ 1-II-7 能聽懂課堂中所學的字詞。● 1-II-8 能聽懂簡易的教室用語。● ◎ 1-II-10 能聽懂簡易句型的句子。● ◎ 2-II-3 能說出課堂中所學的字詞。● ◎ 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。● ◎ 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 能臨摹抄寫課堂中所學的字詞。● 4-II-4 能臨摹抄寫課堂中所學的句子。● ◎ 5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。● ◎ 5-II-3 能以正確的發音及	B1 符號運用與溝通表達
		核心素養	

		<p>適切的速度朗讀簡易句型的句子。</p> <ul style="list-style-type: none">● ◎ 5-Ⅱ-4 能運用所學的字母拼讀規則讀出英文字詞。		
	學 習 內 容	<ul style="list-style-type: none">● ◎ Ab-Ⅱ-2 單 音 節、多音節， 及重音音節。● ◎ Ab-Ⅱ-3 片語及 句子的重音。● ◎ Ab-Ⅱ-4 所學的 字母拼讀規 則（含看字讀 音、聽音拼字）。● ◎ Ac-Ⅱ-1 簡易的 教室用語。● Ac-Ⅱ-3 第二學 習 階段所學字詞。● B-Ⅱ-1 第二學習 階段所 學字 詞及句型的 生活溝通。●		
與其他領域/科目的連結		無		
教材來源		翰林出版電子書資源		
教學設備/資源		電腦、白板、字卡		
學習目標				
<ul style="list-style-type: none">● 能夠知道目標單字的發音及意思 (bathroom, bedroom, dining room, living room, kitchen, yard)● 能夠知道目標句型的發音、意思及 He, She 在句型中的用法 (Where's _____ ? He's/ She's in the _____.)				
教學活動設計				
Time	教學流程			教學評量
2mins	1. Review-1 Body Percussion: The teacher has students do body percussion and read the words aloud.			遊戲化評量
3mins	2. Review-2 Spell & Match: (1) The teacher slowly and randomly writes down letters until the students guess the word. (2) The teacher picks students at random to match the pictures. <ul style="list-style-type: none">● room● bathroom● bedroom● dining room● kitchen			
5mins	3. Vocabulary Presentation: (1) The teacher shows pictures that represent the target words. (2) The teacher has students look at their textbooks and spell the words aloud. (3) The teacher teaches students how to spell the words by applying phonics rules.			

3mins	<ul style="list-style-type: none"> ● living room ● yard <p>4. Vocabulary Practice:</p> <p>(1) The teacher takes down the pictures that represent the target words and shuffles them.</p> <p>(2) The teacher assigns a number to each word written on the whiteboard.</p> <p>(3) The teacher asks the students to look at the pictures he shows and use their fingers to show the corresponding number.</p>	肢體評量
3mins	<p>5. Sentence Review-1:</p> <p>(1) The students look at the picture on page 46 and guess what is happening.</p> <p>(2) The teacher asks “Who are in the picture?”</p> <p>(3) Single-slot substitution: “Where are you?” “I’m in the _____.”</p>	
5mins	<p>6. Sentence Presentation:</p> <p>(1) The students look at the picture on page 47 and guess what is happening.</p> <p>(2) The teacher asks “Who are in the picture?”</p> <p>(3) The teacher explains the sentence pattern and helps students understand the apostrophe—what it means and why it’s used.</p> <p>(4) Single-slot substitution: “Where’s <u>your grandma</u>?” She’s in the _____. “Where’s <u>Teddy</u>?” He’s in the _____.”</p>	
5mins	<p>7. Sentence Practice-1 The Big Wind Blows:</p> <p>(1) The teacher leads a game called “The Big Wind Blows.”</p> <p>(2) One student stands in the middle. The rest of the students form a circle and sit on chairs with pictures that represent the target words.</p> <p>(3) Everyone says, “Where are you?”</p> <p>(4) The student in the middle says, “I’m in the _____.” The students who have the corresponding picture run and change seats.</p>	遊戲化評量
7mins	<p>8. Sentence Practice-2 Do Paper, Scissors, Stone & Say:</p> <p>(1) Everyone gets a picture that represent the target words.</p> <p>(2) The teacher plays a song. Then, everyone mingles around the classroom.</p> <p>(3) When the song stops, everyone pairs up with the nearest person and plays Paper, Scissors, Stone.</p> <p>(4) The winner asks the question “Where’s _____?” first. The loser answers, “He’s/She’s in the _____.” After finishing the Q&A, they switch roles.</p> <p>(5) After both people finish Q&A, exchange their pictures. When the music starts, they begin the next round.</p>	遊戲化評量
4mins	<p>9. Wrap-up Activity Survey:</p> <p>(1) Ask three people randomly, “Where’s Mia?”, “Where’s Rocky?”, and “Where’s Mr. Zhong?”, then fill in the places in the chart.</p> <p>(2) Finish the sentences based on the information from the chart.</p>	形成性評量 & 紙筆評量
3mins	<p>10. Homework:</p> <p>✧ U3 P94 單字、句子 X3</p>	
附錄		