

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	鄭雅勻/ 彰化縣明正國小		
教學單元 Topic of the Lesson	Unit 1 Whale Watching		
教材來源 Source of Teaching Materials	康軒版 Wonder World 第七冊 Unit 1 Whale Watching		
教學節數 Class Periods	本單元共 8 節授課時間，本份教案針對第 6 節詳述 This unit will need 8 class periods. This lesson plan will focus on the 6 th period.		
教學年級 Students' Grade Level	6 graders	學生人數 Number of Students	27
學校地區 School Area	<input checked="" type="checkbox"/> 都會地區 Urban Area <input type="checkbox"/> 其他地區 Other: _____ <input type="checkbox"/> 偏遠地區 Remote Area		
學生特質 Student Characteristics	Students already learned the vocabularies and the sentences. They are able to share the answers with their classmates. Some students are good at English. They can understand the instructions and tell others what to do. While some students need some help from others.		
教案設計亮點 Highlights of the Lesson Plan	Teacher combines the vocabularies we learned with the pigpen cipher which is a code to let students discuss and solve the problem. Group work helps the students to learn to cooperate with others and practice grammar function and try some student-centered activities. Since it is a task-based learning, students need to work together to figure out the answer, seperater the work and read the answer in the end.		
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	<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: _____	
	程序鷹架 Procedural Scaffolding	<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: _____	
	教學鷹架	<input checked="" type="checkbox"/> 差異化教學 Differentiated Instruction	

	Instructional Scaffolding	<input 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 checked="" 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: _____
核心素養 Core Competency	總綱 General Guidelines : A1 Physical and Mental Wellness and Self- Advancement A2 Logical Thinking and Problem Solving B2 Information and Technology Literacy and Media Literacy C2 Interpersonal Relationships and Teamwork	
	領綱 Subject Area Guidelines : 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. 英 -E-A2 Be able to understand messages in simple English. Use basic logical thinking strategies to improve learning efficiency. 英 -E-B2 Be able to use a variety of information technology and media for self-learning in improving comprehensive application of listening, speaking, reading, and writing in English as well as the understanding of culture and customs . 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. ◎2-Ⅲ-2 Can say the words learned in class. ◎2-Ⅲ-9 Can recite simple structures with intelligible pronunciation and appropriate intonation. ◎3-Ⅲ-4 Can understand the sentences learned in class. *4-Ⅲ-6 Can write the sentences learned in class. ◎6-Ⅲ-2 Enjoys participating in various class activities and demonstrates openness to trial and error.	
	學習內容 Learning Content : B-Ⅲ-2 Everyday communication achievable with the vocabulary and sentence structures of elementary	
教學重點說明 Course Summary	This unit takes about eight class periods to finish. The following contexts show each class' summary. First class period : Teacher use the langue guessing activity to arouse students' attention and start to teach the vocabularies. Second class period : Teacher use the langue guessing activity to arouse students' attention and start to teach the vocabularies. Third class period : Teacher use the langue guessing activity to arouse students' attention and start to teach the vocabularies.	

	<p>Fourth class period : Teacher uses sentence drills to help students practice grammar which focus on function.</p> <p>Fifth class period : Teacher uses sentence drills to help students practice grammar which focus on function. Teacher explains what is pigpen cipher and let students work in group to finish worksheet one(attachment 1).</p> <p>Sixth class period : Teacher uses the second worksheet as the task for students. Students need to work in group to finish the worksheet 2(attachment 2). After finishing Q1 to Q6, each group need to create their own Q7.</p> <p>Seventh class period : Group sharing time. Each group comes up stage to share their Q7 and let other decode their answer.</p> <p>Eighth class period :</p>		
本節學習目標 Learning Objectives of this Class Period	<ol style="list-style-type: none">1. Understand the meaning of the vocabularies and sentences.2. Cooperate with group members to solve the task.3. Students are able to volunteer to share the answer.4. Get to know more about other countries in the world.5. Know how to use the iPad to search for the informations.		
議題融入 (若有) Critical Issues (if any)	<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 Indigenous Education		
教學設備/學習資源 Teaching Facility/Learning Resources	電腦、投影播音設備、PPT、學習單、iPad		

教學活動設計 Lesson Design			
教學流程 Teaching Procedure <u>請對應課室英語</u> <u>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	3	<p>This paragraph is mainly about reviewing the vocabularies and sentences students learned before this class.</p> <p>1. Teacher uses PPT to review the vocabularies and tell students the 7 continents.</p> <p>2. Pass out the worksheet we did last class and ask students work in groups.</p> <p>T: First, sit with your group. We're going to review the countries and sentences. You will have three minutes to read with your group. Second, we're going to use the code worksheet we finished last time to find out more countries later.今天要用上次解碼過的字母來認識更多國家。</p>	<p>1. 70% English 30% Chinese</p> <p>2. Use English and native language to give instructions. Students work in groups and finish the task together.</p>
2. 呈現教學重點 Presentation	7	<p>First, teacher pass a new worksheet to each group. Give instructions to explain the worksheet.</p> <p>Second, students need to figure out the code, write down the countries and draw the national flag.</p> <p>Last, teacher uses ICQs to check if students understand the instructions or not.</p> <p>T: If you have the worksheet, please raise your hand and say "OK".</p> <p>S: OK.</p> <p>T: First, use the code worksheet to find out the countries on the new worksheet.</p> <p>T: Second, write down the countries and draw the pigpen cipher.</p> <p>T: Third, if you finish the word and the code, finish the sentences below.</p> <p>T: Also, some questions need to draw the national flag.</p>	<p>1. 70% English 30% Chinese</p> <p>2. Use English and native language to give instructions. Students work in groups and finish the task together.</p>

<p>3. 進行練習 活動 Practice</p>	<p>15</p>	<p>T: Discuss with your group, find out the answers and finish the worksheet. If you have any questions, please raise your hand now. T: Also, do you see there is a blank question (number seven)? S: Yes. T: If your group finish question one to six, come to teacher and get an iPad. 1. Find a new country. 2. Draw the national flag. 3. Write the country's name. 4. Find out the pigpen cipher and write it down. 5. Finish the sentences. T: Later, each group will come up stage and share with others.</p>	<p>1. 70% English 30% Chinese 2. Task-based learning and Cooperative Learning, also involve Technology-Assisted Instruction.</p>
<p>4. 進行產出 活動 Production</p>	<p>10</p>	<p>T: Let's check question one to six first. T: Group 1, please stand up and tell us number one's vocabulary and read the sentences. S: The answer is T: Group 1, please read the sentences for us. T: Group 5, please stand up and tell us number two's answer. S: The answer is T: Can you draw Japan's national flag? T: Group 5, please read the sentences for us. T: Group 2, please stand up and tell us what is number three and draw the code for us. T: Group 2, please read the sentences for us. T: Group 4, please stand up and tell us what is number four.. S: The answer is T: Group 4, please read the sentences for us. T: Group 3, please stand up and tell us what is number five.. S: The answer is T: Group 3, please read the sentences for us. T: Group 6, please stand up and tell us what is number six.. S: The answer is T: Group 6, please read the sentences for us. T: All of you really did a great job.</p>	<p>1. 70% English 30% Chinese 2. Use English and native language to give instructions. Students work in groups and finish the task together.</p>

5. 結束課程 Wrap-up	5	T: Next time, we will check each group's question number seven. S:Ok. T: If you are not finish, please finish it at home and bring it to me next time.	1. 70% English 30% Chinese 2. Use English and native language to give instructions. Students work in groups and finish the task together.
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參考資料
Reference

康軒國小英語 Wonder World 第七冊
https://en.wikipedia.org/wiki/Pigpen_cipher

附錄
Appendix

附件一

Where are you from?

Class:_____ Group:_____ Number:_____

A	B	C
D	E	F
G	H	I

J	K	L
M	N	O
P	Q	R

S
T U
V

W
X Y
Z




A	└	B		C		D	┐	E	
F		G	┌	H	┐	I		J	
K	└	L		M	┐	N		O	
P		Q		R	┌	S		T	>
U	<	V		W	└	X		Y	
Z	^								





附件二

Where are you from?

Class:____ Group:____ Number:_____

*Read, write and draw

	flag (國旗)	word (單字)	code (密碼)
1.		_____	UFJAFLE
	Q: Where are you from? A: I'm from _____.		
2.		_____	JJ.JJ
	Q: _____ are you _____? A: I'm from _____.		
3.		Germany	
	Q: Where _____ Amy from? A: _____ from _____.		

4.		_____	ᠵᠠᠵᠤᠨ ᠶ᠋ᠠᠨ ᠤᠯᠤᠰ
Q: Where ____ Jack from? A: ____ from ____.			
5.		_____	ᠵᠠᠭᠤᠨ ᠵᠠᠭᠤᠨ
Q: Where ____ Ella from? A: ____ from ____.			
6.		_____	
Q: ____ Tommy ____? A: ____ from ____.			
7.		_____	
Q: A:			

學生回饋 (相關影音、照片或書面意見)

Student Feedback (video, photo, or written comments)

六年級 Unit1 回饋表 (Class: [redacted])

關於第一課國家的單元，從老師一開始讓大家認識不同的語言，認識世界幾大洲，一直到學習完單字句型之後的解密碼認識國家的活動，透過這些學習內容相信大家對於我們的地球有更進一步的認識，Cindy 老師一直以來都不希望你們只把英文當成一個考試科目，而是一種生活上真的用的到的語言，希望在每一次學習中，你都能有更多成長！

最後，老師希望能了解你的想法，請回想這單元的活動後，將真實想法寫下來吧😊

1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
讓大家猜記這組所畫的國旗 and 國家	use 解密碼/解決 very hard 猜國密碼
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
運用 English 來解決密碼。	活動好玩/多元化

六年級 Unit1 回饋表 (Class: [redacted])

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1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
猜語言和人物	畫書
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
學了很多不同的語言	我覺得下次可以玩比較有趣的!!!

六年級 Unit1 回饋表 (Class: [redacted])

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1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
猜國密碼	隊友沒有互相配合
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
知道地球有七大洲	用 iPad 查資料很有趣 聽了介紹國家的歌曲!! (好聽)

六年級 Unit1 回饋表 (Class: [redacted])

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1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
解猜國密碼	要面畫好用的文字
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
學到了更多國家的英文	謝謝老師的教導! 讓我不會覺得家的英文單字比較難! 真的很有趣!!!

六年級 Unit1 回饋表 (Class: [redacted])

關於第一課國家的單元，從老師一開始讓大家認識不同的語言，認識世界幾大洲，一直到學習完單字句型之後的解密碼認識國家的活動，透過這些學習內容相信大家對於我們的地球有更進一步的認識，Cindy 老師一直以來都不希望你們只把英文當成一個考試科目，而是一種生活上真的用的到的語言，希望在每一次學習中，你都能有更多成長！

最後，老師希望能了解你的想法，請回想這單元的活動後，將真實想法寫下來吧😊

1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
猜各種國家	畫國旗。
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
了解某些國家的語言。	聽國家語言最有意思 希望以後可以多點這些活動。

六年級 Unit1 回饋表 (Class: [redacted])

關於第一課國家的單元，從老師一開始讓大家認識不同的語言，認識世界幾大洲，一直到學習完單字句型之後的解密碼認識國家的活動，透過這些學習內容相信大家對於我們的地球有更進一步的認識，Cindy 老師一直以來都不希望你們只把英文當成一個考試科目，而是一種生活上真的用的到的語言，希望在每一次學習中，你都能有更多成長！

最後，老師希望能了解你的想法，請回想這單元的活動後，將真實想法寫下來吧😊

1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
解密碼 I love 吃	不懂意思...
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
學到了各個國家的英文~ Taiwan (Red) Japan	Thank you~

六年級 Unit1 回饋表 (Class: [redacted])

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最後，老師希望能了解你的想法，請回想這單元的活動後，將真實想法寫下來吧😊

1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
聽聲音，猜國家!!	挑國家寫密碼
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
認識國家	謝謝老師用更棒的方式教導我! Thank you teacher! I Love Taiwan. 加油!

六年級 Unit1 回饋表 (Class: [redacted])

關於第一課國家的單元，從老師一開始讓大家認識不同的語言，認識世界幾大洲，一直到學習完單字句型之後的解密碼認識國家的活動，透過這些學習內容相信大家對於我們的地球有更進一步的認識，Cindy 老師一直以來都不希望你們只把英文當成一個考試科目，而是一種生活上真的用的到的語言，希望在每一次學習中，你都能有更多成長！

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1. 這一單元中，最有印象的活動是……?	2. 解密碼活動中最大的挑戰是……?
解猜國密碼	解密碼
3. 這一單元中，最大的收穫是……?	4. 最後有什麼話想對老師說呢?
關於七大洲的知識。	老師上課很開心，希望能一直給教