

## 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	節次	第二節
實施年級	國小五年級	總節數	共 4 節	時間	160 分鐘
單元名稱	Lesson 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 today?			
節次	第二節	實施年級	五年級	
學習目標	1. 學生能習得各種天氣的句型。 2. 學生能聽說讀寫各種天氣的句型。 3. 學生能辨識句子的基本結構。 4. 學生能懂課堂中所學的句子。 5. 學生能書寫課堂中所學的句子。 6. 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
1. Warm Up 2. Review the words regarding weather from the E-book. 3. Review the vocabulary of weather through a game called “Odd Pictures Out” in which the teacher will pick up ten flash cards and put them on the blackboard. Among them, two out of ten flash cards have nothing to do with weather. The students have to find out the odd flash cards.		E-book (Listen and Say p.58)  picture cards	3 min	◎1-III-6 students can understand the vocabulary learned in the classroom. ◎D-III-1 students can make categorisation for the words that they have learned.
B. Presentation 1. Sentence pattern 1: “Wh (what,where, when, who, why and how) form of question. (1) Teacher puts a big question mark on the board and points to the sentence strip“How’s the weather today?” Then, she shows the students a picture and answers “ It’s ____.” or “ It’s ____ and ____.” according to the pictures		sentence strips picture cards  word cards	2min	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  *3-III-9 students are able to make simple guesses using

<p>showed to the students. Repeat the same question by replacing different picture cards to the answers.</p> <p>(2) Teacher asks several students to come forward and gives a picture card to each of them. The students have to show their cards to the class by holding their cards high. The teacher then requires the class to ask the question: “How’s the weather today?” and assigns a student in front to answer “ It’s ____.” base on the card he or she holds. Repeat the same steps until all words of the cards are answered.</p>	<p>picture cards</p>	<p>3min</p>	<p>pictures, titles, book names, etc.</p> <p>2-III-7students can provide simple answers and descriptions.</p> <p>2-III-8 students can ask simple questions.</p> <p>◎2-III-9 students can says the sentences with correct pronunviation and tone.</p>
<p>(3) Reminder: “How’s the weather?” is the short form of “How is the weather?” and “It’s ____.” is the short form of “It is ____.”</p> <p>2. Sentence pattern: “Yes or No” form of question.</p> <p>(1) Teacher requires the students to answer “yes” or “no” only to the question “Is it ____ today?” with the picture she shows.</p> <p>(2) Teacher then asks the question “Is it hot today?” with a picture that is correspondent to the word “hot” and writes down the answer in a complete sentence: Yes, it is. It’s hot. The teacher says the questions and answers</p>	<p>word cards</p> <p>sentence strips</p>	<p>1min</p> <p>2min</p>	<p>◎3-III-1 students can identify the words learned in the classroom</p>

<p>one more time, The students follow what the teacher says. The sentence practice goes on for several times by replacing the different key words.</p> <p>(3) Teacher asks the students “ Is it hot today?” again. This time, the teacher shows a picture that is not correspondent with the word “hot” and writes down the answer in a complete sentence: No, it isn’t. It’s _____. The teacher says the questions and answers one more time, The students follow what the teacher says. The sentence practice goes on for several times by replacing the different key words.</p>		2min	<p>5-III-6 students are able to use correct pronunciation and appropriate speed to read simple sentences</p>
<p>(4) Emphasize the difference between the answers of “wh” questions and “yes or “no” questions.</p>	word cards	1min	<p>©3-III-4 students can understand the sentences learned in class.</p>
<p>(5) Weather guess</p>	<a href="https://youtu.be/vYtv8hooMB8">https://youtu.be/vYtv8hooMB8</a>	2min	
<p>C. Practice</p> <p>1. Hammer game- Who’s the fast hitter?</p> <p>(1) The teacher put different sentence strips on the board. E.g. (a) It’s hot and sunny. (b) It’s cold and rainy. (c) It’s cool and windy. (d) Yes, it is. It’s cloudy. (e) No, it isn’t. It’s windy.</p> <p>(2) Divide the students into five groups. Each group has a representative for the game. They stand in front of the</p>	<p>blackboard</p> <p>sentence strips</p> <p>toy hammer</p>	7min	<p>*3-III-9 students are able to make simple guesses using pictures, titles, book names, etc.</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>blackboard. The rest of the students in each group ask the question; “How’s the weather?” The teacher answers from one of the sentences written on the board. The students have to hit the sentence mentioned correctly with a toy hammer. The faster one will get a point for his or her group. The game goes on for several rounds . It depends on the numbers of students each group comprise of. The group with the highest point is the winner.</p>			<p>2-III-8 student can ask simple questions</p> <p>©3-III-4 students can recognize the sentences learned in class.</p>
<p>2. Ball passing game</p> <p>Teacher plays a song relating to weather, the students pass down the ball when the music starts, the music will stop anywhere as the song goes on; once the music stops, the student who holds the ball will have to answer the question,”How’s the weather today?” base on the picture given by the teacher.</p>	<p>paper ball</p> <p>Song from You Tube: Song(<a href="https://youtu.be/auxXsGw6VDk">https://youtu.be/auxXsGw6VDk</a>)</p>	<p>7min</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. Production</p> <p>Unscramble the Sentences</p> <p>(1) Teacher places a sentence strip of a target sentence which has the words arranged disorderly on the board.</p> <p>(2) Divide the students into</p>	<p>sentence strips</p>	<p>7min</p>	<p>©3-II-3 students can understand the sentences learned in class</p> <p>* 4-3-6 students can write sentences learned in class.</p>

<p>five groups. Require the students of each group to rearrange the words in proper sentences within one minute. The fastest group to finish the task(with correct answers) is the winner.This activity goes for several rounds with a different sentence for each round.</p>	blackboard chalks		3-III-5students will be able to understand the simple conversation learned in tne class.
E. Wrap up			
1. The teacher uses the sentence strips and flashcards to review the the target sentence patterns again.	flash cards sentence strips <a href="https://youtu.be/qoVcMJTjJ4A">https://youtu.be/qoVcMJTjJ4A</a>	1min	2- III-10 students can sing and chant simple English songs repetitively.
2. Listen to a song from Youtube regarding the target sentence: How's the weather today?	workbook	1min	4-III-4 students will be able to fill in tne blanks with simple words and phrases based on the pictures and instructions given to them.
3. Do the exercises in the workbook on page 31.	worksheet	1min	
4. Students do a worksheet as homework(see Appendix 1)			



## Appendix 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Weather Match

Match the following weather to its suitable accessories



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