

彰化縣埤頭鄉芙朝國民小學 113 學年度公開授課教案

學校名稱 School	彰化縣埤頭鄉 芙朝國民小學	課程名稱 Course	英語文 English
單元名稱 Unit	Unit 1 Whale Watching	學科領域 Domain/ Subject	英語文 English
教材來源 Teaching Material	KNSH BOOK Follow Me 7	教案設計者 Designer	楊曜全
實施年級 Grade	六年級 sixth grade	本單元共 <u>5</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	This course is designed to help students understand famous global landmarks from a multicultural perspective, sparking interest in and appreciation for various cultures. Through introducing the Statue of Liberty, Big Ben, the Eiffel Tower, the Sydney Opera House, and the Taj Mahal, students will learn each landmark's English name, basic information, and cultural significance. These landmarks showcase unique national identities, encouraging students to respect cultural diversity and develop an open-minded outlook as they explore the world.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	B1 符號運用與溝通表達 Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be Can make use of these abilities in daily life or at the workplace.	
	領綱 Domain/Subject Guidelines	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。 E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal.	
	校本素養指標 School-based Competences	※若無則免填。Please skip if there is no school-based curricula.	
學科學習重點 Learning Focus	學習表現 Learning Performance	1-III-7 能聽懂簡易的教室用語。 1-III-7 Can comprehend simple classroom instructions. 2-III-8 Can raise questions in simple English. 3-III-6 能看懂課堂中所學的簡易短文之主要內容。 3-III-6 Can understand the gist of simple reading passages learned in class. 4-III-3 能拼寫國小階段基本常用字詞。 4-III-3 Can spell elementary-level words. 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-3 Can comprehend verbal and written words and sentence patterns of elementary school level, and use them in everyday communication.	

	<p>學習內容 Learning Contents</p> <p>Ac-III-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。</p> <p>Ac-III-4 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and use them in speech; Can spell 180 words.</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>B-III-2 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>
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<p>教學方法 Teaching Methods</p>	<p>EMI (English as a Medium of Instruction) Multimodality.</p>
<p>教學策略 Teaching Strategies</p>	<p>Teacher demo. Discussion. Routines. Collaborative Learning.</p>
<p>教學資源及輔助器材 Teaching Resources and Aids</p>	<p>Student book, Workbook, Super E-Book, laser pointer, computer, projector, blackboard, microphone, chrome book, YouTube, kahoot! Google Earth</p>
<p>評量方法 Assessment Methods</p>	<p>Work book, Peer Assessment, Oral Presentations, Reading Comprehension</p>
<p>評量標準 Rubrics</p>	<p>Checklist(appendix)</p>
<p>議題融入 Issues Integrated</p>	<p>多元文化教育 Multicultural Education</p> <p>※無則免填，若有，請填寫至多兩項。Please write down no more than two issues if there is any.</p>
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學科學習重點 Learning Focus	學習表現 Learning Performance	1-III-7 能聽懂簡易的教室用語。 1-III-7 Can comprehend simple classroom instructions. 2-III-8 Can raise questions in simple English. 3-III-6 能看懂課堂中所學的簡易短文之主要內容。 3-III-6 Can understand the gist of simple reading passages learned in class. 4-III-3 能拼寫國小階段基本常用字詞。 4-III-3 Can spell elementary-level words. 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 -3 Can comprehend verbal and written words and sentence patterns of elementary school level, and use them in everyday communication.	

	<p>學習內容 Learning Contents</p> <p>Ac-III-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。</p> <p>Ac-III-4 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and use them in speech; Can spell 180 words.</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>B-III-2 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>
學生準備度 Students' Readiness	<p>學科準備度 Readiness of Domain/Subject</p> <p>1.Vocabulary students already learned: where / am / are / is / yes / no</p> <p>2.Students already know the grammar of first person and third person.</p>
	<p>英語準備度 Readiness of English</p> <p>Classroom English :</p> <ul style="list-style-type: none"> ■ Are you done? Yes, I am. / No, not yet. ■ Eyes on me. Eyes on you. ■ Open your book to page _____. / Turn to page _____. ■ Please repeat after me. ■ Raise your hand. / Hands down. ■ Look at this (picture/poster/picture book) _____. ■ Good job! Excellent! Well done! Wonderful! Fantastic! ■ That's all for today. Good bye! See you next time.
單元學習目標 Learning Objectives	<p>1. Able to ask others and answer which country they are from.</p> <p>2. Be proficient in the vocabulary of this lesson: Australia, Canada, France, India, Japan, the ROC (Taiwan), the UK, the USA.</p> <p>3. Be able to understand and apply the main sentence patterns in this lesson: Q: Where are you from? A: I'm from _____.</p> <p>4. The characters that can understand the name of the country should be capitalized first.</p>
教學方法 Teaching Methods	EMI (English as a Medium of Instruction) Multimodality.
教學策略 Teaching Strategies	Teacher demo. Discussion. Routines. Collaborative Learning.
教學資源及輔助器材 Teaching Resources and Aids	Student book, Workbook, Super E-Book, laser pointer, computer, projector, blackboard, microphone, chrome book, YouTube, kahoot! Google Earth
評量方法 Assessment Methods	Work book, Peer Assessment, Oral Presentations, Reading Comprehension
評量標準 Rubrics	Checklist(appendix)
議題融入 Issues Integrated	<p>多元文化教育 Multicultural Education</p> <p>※無則免填，若有，請填寫至多兩項。Please write down no more than two issues if there is any.</p>
<p>教學流程 Teaching Procedures</p> <p>※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the timing for using Chinese/English section.</p>	

