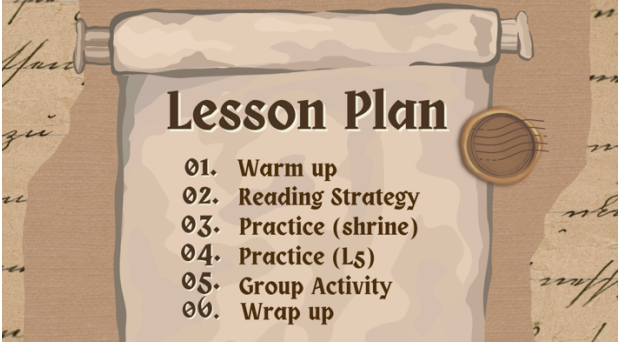
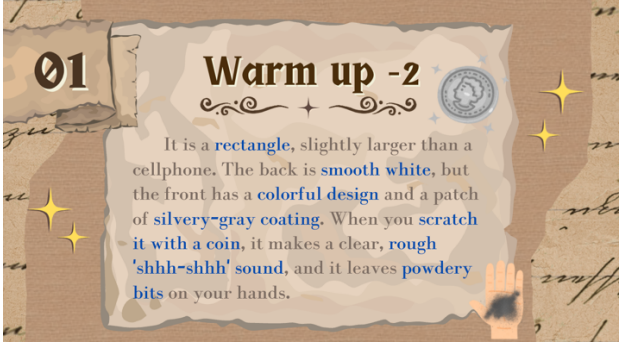


114 年度 彰化縣立成功高中公開授課教案

教學領域	語文領域—英語文領域	課程節數	1 節 (50 分鐘)
單元名稱	L5 Kyoto: The Heart of Japan Reading Strategy (Visualizing)	教學設計與 公開授課者	成功高中教師 黃韻安
教材來源	龍騰英文 Book 3		
總綱 核心素養	C2 人際關係與團隊合作		
英語文課綱 核心素養	英 S-U-C2 積極參與課內及課外英語文團體學習活動, 透過團隊合作, 發展個人溝通協調能力及解決問題的能力。		
學習表現	2-V-8 能以簡易的英語參與引導式討論。 3-V-13 能熟悉各種閱讀技巧 (如擷取大意、推敲文意、預測後續文意), 進行快速閱讀並有效應用於廣泛閱讀中。 7-V-4 能探索並有效運用各種學習英語文的方法及技巧。 9-V-8 能整合資訊, 合理規劃並發揮創意完成任務。		
單元教學/ 學習目標	學生能運用閱讀策略理解段落主旨與細節。 學生能與同儕合作完成小組討論活動, 並以簡易英語表達個人想法。		
教學資源	學習單、電子白板、Canva 簡報		

Activities in the Fifth Class Period		
Period	Activity	Time
5	Warm-up	5 mins
	Reading Strategy	20 mins
	Group Activity (Guessing Game)	20 mins
	Wrap-up	5 mins

5 th Class Activities	Process	Corresponding Goal(s)	Time
Warm-up	The teacher introduces today's lesson plan.   The teacher initiates a guessing activity to highlight the differences between the two texts.  	9-V-8	5mins

	Students participate in the drawing and comparison activity on the first part of the worksheet. ※ Part 1: Warm up 1. 2. Your Answer: Your Answer: Q: Are your answers the same? (Yes/No) _____		
Reading Strategy (Visualizing)	The teacher explains the reading strategy and guide students to complete the second part of the worksheet. 02 Reading Strategy (p.104) <u>Visualizing</u> is one kind of active reading strategy. Like reading comics or watching cartoons, readers imagine they are right at the scene 1 of the described events, and they 2 imagine objects or details using different senses. Doing this helps readers remember more details of the text, and vividly comprehend the events or objects. Because readers 3 have different prior knowledge and past experiences, the way they visualize things may vary a lot. ※ Part 2: What is Visualizing ()? (課本 p.104) 概念：(1) _____ (想像) by different _____ to help you _____ more _____ (2) The way people visualize may _____ (變化) a lot. 步驟：閱讀時，找到「感官詞彙」並劃線做記號 → 停下來 → 修正腦海中的圖像。	3-V-13	20mins
	The teacher guides students to practice with the Itsukushima Shrine example in the textbook. Practice  the Great Torri of Itsukushima Shrine		
	The teacher introduces the second practice regarding the first paragraph of Lesson 5.		

Practice

04

Seasons in Kyoto

Lesson 5用了哪些Visualizing元素，讓描寫內容更有畫面感？

Spring

1.What is in the air? (feeling)

2.What can be **seen** in the city? (color/object)

Summer

1.What can be **heard**? (sound)

2.How does the sun make the leaves **look**? (Visual Effect)

Practice

04

Seasons in Kyoto

Lesson 5用了哪些Visualizing元素，讓描寫內容更有畫面感？

Autumn

1.The maple leaves show **what** colors? (Color/Object)

2.**What** is the landscape like?

Winter

1.**What** covers the city, and what **color** is it (Object/Color)

2.**What** does the city become?

Students complete the fourth part of the worksheet independently by applying the reading strategy.

※ Part 4: Practice 2_Seasons in Kyoto (課本 para1. p.106-107)

請先閱讀 L5 課文第一段，並將你找到的感官詞彙圈起來或劃線。

Kyoto, like a beauty in a bright and colorful kimono, delights tourists throughout the year. In spring, romance is in the air as the city is filled with a sea of pink cherry blossoms. In summer, green leaves can be heard rustling in the wind and seen sparkling in the sunshine. Maple leaves in autumn set the landscape on fire with orange and red colors. Then, when winter comes, white snow turns the whole city into a magic, silver kingdom.

請根據以下提示，寫出你從課文中找到的細節 (請寫出英文單字或片語):

Season	Hints 提示	Your Answer
Spring (春)	1. What is in the air? (feeling)	R _____
	2. What can be seen in the city? (color)	P _____
Summer (夏)	3. What can be heard? (sound)	R _____ L _____
	4. How does the sun make the leaves look?	S _____
Autumn (秋)	5.The maple leaves show what colors?	O _____ and R _____
	6. What is the landscape like? (Metaphor)	F _____
Winter (冬)	7. What covers the city, and what color is it?	S _____, W _____
	8. What does the city become? (Metaphor)	M _____, S _____ K _____

Group Activity

The teacher introduces the Visualizing guessing game activity.

05

Group Activity

Step 1

Underline or Circle Keywords

Step 2

Visualize -Draw-

Step 3

Guess

2- V -8
9- V -8

20mins

Students work in groups to identify clues and guess the mystery objects/places in the fifth part of the worksheet.

G1

It is often served in a tall plastic cup with a thick straw (吸管). The main color of the liquid is a creamy, light brown, like milk and tea mixed together. At the bottom, there are round, dark black balls that are soft and slightly chewy (有嚼勁) when you bite them. It is always icy cold, and when you shake it, you can hear a sharp clicking sound of ice hitting the sides of the cup.

(Hint: Guess a famous street snack in Taiwan)

G1

It is often served in **a tall plastic cup** with a **thick straw** (吸管). The main color of the liquid is a creamy, light brown, like **milk and tea** mixed together. At the bottom, there are **round, dark black balls** that are soft and slightly **chewy** (有嚼勁) when you bite them. It is always **icy cold**, and when you shake it, you can hear a sharp clicking sound of ice hitting the sides of the cup.

(Hint: Guess a famous street snack in Taiwan)

Bubble Tea

* Part 5: The Visualizing Guessing Game (猜謎)

流程：閱讀文本 → 圈出所有感官詞彙 → 寫下你找到的線索 → 猜出謎底。

Group 1 It is often served in a tall plastic cup with a wide, thick straw (吸管). The main color of the liquid is a creamy, light brown, like milk and tea mixed together. At the bottom, there are round, dark black balls that are soft and slightly chewy (有嚼勁) when you bite them. It is always icy cold, and when you shake it, you can hear a sharp clicking sound of ice hitting the sides of the cup.

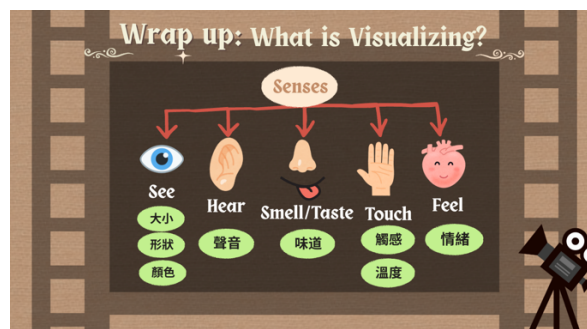
(► Hint: Guess a famous street snack in Taiwan)

★ Ans: _____.

Wrap-up

The teacher summarizes today's lesson and reviews the key points of the Visualizing strategy using the mind map.

Students review the five senses and the purpose of the strategy.



5mins