教案設計
Lesson Plan

<table>
<tr><td>學校名稱
School</td><td colspan="2">彰化市大成國小</td><td>課程名稱
Course</td><td>English</td></tr>
<tr><td>單元名稱
Unit</td><td colspan="2">Unit 2　Let's Help</td><td>學科領域
Domain/
Subject</td><td>語文領域/英語文</td></tr>
<tr><td>教材來源
Teaching
Material</td><td colspan="2">何嘉仁</td><td>教案設計者
Designer</td><td>莊琬婷 Erica</td></tr>
<tr><td>實施年級/班級
Grade/Class</td><td colspan="2">二年級/ 206</td><td>節數時間
Time</td><td>第三節，40 分鐘</td></tr>
<tr><td>教學設計理念
Rationale for
Instructional
Design</td><td colspan="4">本節課的目標在於使學生能聽、說、認讀及描寫大小寫字母 Dd、Ee、Ff</td></tr>
<tr><td rowspan="2">學科核心素養
對應內容
Contents
Corresponding
to the
Domain/Subject
Core
Competences</td><td>總綱
General
Guidelines</td><td colspan="3">E-A1 具備「聽、 說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。</td></tr>
<tr><td>領綱
Domain/Subject
Guidelines</td><td colspan="3">英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</td></tr>
<tr><td rowspan="2">學科學習重點
Learning Focus</td><td>學習表現
Learning
Performance</td><td colspan="3">1-Ⅱ-1 能聽辨 26 個字母。
3-Ⅱ-1 能辨識 26 個印刷體大小寫字母。
6-Ⅱ-1 能專注於教師的說明與演示。</td></tr>
<tr><td>學習內容
Learning
Contents</td><td colspan="3">Aa-Ⅱ-1 字母名稱。
Aa-Ⅱ-2 印刷體大小寫字母的辨識及書寫。</td></tr>
<tr><td>學生準備度
Students'
Readiness</td><td colspan="4">部分學生接觸英語字母，但對於書寫與辨識仍不熟稔。</td></tr>
<tr><td>單元學習目標
Learning
Objectives</td><td colspan="4">能聽、說、讀、寫字母 Dd、Ee、Ff，並熟悉其發音與書寫規則。</td></tr>
<tr><td>教學方法
Teaching
Methods</td><td colspan="4">CLT、ALM、Direct Method、TPR</td></tr>
<tr><td>教學策略
Teaching
Strategies</td><td colspan="4">Q/A、個別指導、示範模仿</td></tr>
</table>

教學資源及輔助器材 Teaching Resources and Aids	電子書、小白板、字母卡、Dojo
評量方法 Assessment Methods	口說、以白板筆書寫於個人小白板上
評量規準 Rubrics	1. 能正確書寫字母 Dd、Ee、Ff 字形。 2. 能正確讀出其發音。 3. 能參與活動。

教學流程 Teaching Procedures

	時間 Time
<u>Warm up</u> 1. Tr. will greet Ss, and she will tell them that today's goal is to learn how to write Dd、Ee、Ff correctly on their small whiteboard. 2. Tr. will announce the class rules again to remind students that they need to pay attention to the teacher during the class, for example, when Tr. says: "Eyes on Me.", students will reply "Eyes on You." 3. Tr. will ask Ss. to take out their small whiteborads, and then get everything ready.	5'
<u>Presentation</u> 1. Tr. will guide Ss. to read the letters as review. For example, the teacher says: big D, small d, dd, 〔d,d,d〕dog, dog; Ss will repeat after the teacher. 2. Tr. will demonstrate how to write "D" to "f" correctly, and remind them that some of the students will make the errors with the stroke orders. 3. In this period, Tr. will slow down to explain the stroke orders of every letter detailedly to avoid Ss' errors making.	10'
<u>Practice/Activity</u> 1. Tr. will ask Ss. to write down the letter D on their own small whiteboard. When they finish writing, raise their hands, and Tr. will correct the letter one after another. 2. Tr. will show the good works on the blackboard to encourage Ss to write neatly and correctly. 3. Tr. will go out of her way to remind Ss. to pay attention to the stroke orders of the letters. 4. If Ss. write correctly and neatly, they will get their individual points on Dojo.	15'
Wrap up 1. After practicing, Tr. will guide Ss. to review the letters sounds and forms. 2. Tr. will remind Ss. to review the letters after class, and then give an advance notice that next time we will trace the letters on the textbook.	5'

教師反思	學生表現