

國立臺灣師範大學
國中小英語課採全英語授課教案設計
Teach English Through English (TETE) Lesson Plan

(本教案必須以114年海外短期進修課程所學為設計基準)

教案設計者/ 服務學校 Teacher's Name / Affiliation	楊曜全/彰化縣埤頭鄉芙朝國民小學 YANG, YAO-CHUAN/ Changhua County Fu-chao Elementary School		
教學單元 Topic of the Lesson	Baby Dragon's Gift		
教材來源 Source of Teaching Materials	康軒版 Wonder World 第 1 冊 KNSH BOOK Wonder World 1		
教學節數 Class Periods	本單元共 <u>4</u> 節授課時間，本份教案針對第 <u>2</u> 節詳述 This unit will need <u>4</u> class periods. This lesson plan will focus on the <u>2nd</u> period.		
教學年級 Students' Grade Level	三年級 Third grade	學生人數 Number of Students	7
學校地區 School Area	☐ 都會地區 Urban Area ☐ 其他地區 Other: _____ ☒ 偏遠地區 Remote Area		
學生特質 Student Characteristics	Fu-Chao Elementary School is a small rural school in Changhua County. Most students come from farming or working-class families. They are polite and cooperative, with steady learning habits, but many are quiet and less confident when expressing themselves. Their participation in class often depends on how engaging and interactive the lessons are. A bimodal distribution in English learning is evident. Some students show strong motivation and language awareness, while others progress more slowly due to limited exposure to English at home and in the community. With few chances for authentic language use or cultural input, students rely mainly on school-based learning. When lessons are practical and interactive, they respond well and gradually build confidence in listening and speaking.		
教案設計亮點 Highlights of the Lesson Plan	This lesson integrates English learning and art education, focusing on color vocabulary and simple sentence patterns. Using tablets and the Quiver AR app, students color a penguin, describe it using English sentences, and enjoy seeing their artwork come to life through augmented reality. This process helps students connect language practice with creative expression in an enjoyable and meaningful way. By combining technology and art, the lesson encourages students to apply English in authentic contexts while developing creativity and confidence. The AR experience enhances engagement and provides an immersive learning environment where students observe, create, and express themselves through both language and visual art.		

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	☐ 第一語言 First Language ☒ 簡易英語 Simplified English ☐ 其他 Other: _____
	程序鷹架 Procedural Scaffolding	☐ 合作學習 Cooperative Learning ☐ 漸進釋放責任 Gradual Release of Responsibility ☒ 任務型教學 Task-Based Learning ☐ 探究式教學 Inquiry-Based Teaching ☐ 其他 Other: _____
	教學鷹架 Instructional Scaffolding	☐ 差異化教學 Differentiated Instruction ☒ 多模態教學 Multimodality ☐ 學生作業樣品 Student Work Samples ☐ 圖像式組織圖 Graphic Organizers (e.g., a Venn diagram, a mind map) ☒ 科技化融入英語教學 Technology-Assisted Instruction ☐ 學習輔助(如模板) Learning Support (e.g., templates) ☐ 其他 Other: _____
核心素養 Core Competency	總綱 General Guidelines : B1 符號運用與溝通表達 具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。 B1 Semiotics and Expression 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 Subject Area 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.	
學習重點 Learning Focus	學習表現 Learner Performance : ◎1-II-4 能聽辨句子的語調。 ◎1-II-5 能聽辨課堂中所學的片語、句子及其重音。 ◎1-II-6 能聽辨句子的節奏。 ◎1-II-7 能聽懂課堂中所學的字詞。 ◎2-II-3 能說出課堂中所學的字詞。 ◎3-II-2 能辨識課堂中所學的字詞。 ◎5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。	

	6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 6-II-3 樂於回答教師或同學所提的問題。 6-II-4 認真完成教師交待的作業。 ◎1-II-4 Can recognize the intonation of a sentence. ◎1-II-5 Can recognize phrases, sentences and their stresses learned in class. ◎1-II-6 Can recognize the rhythm of sentences. ◎1-II-7 Can comprehend words learned in class ◎2-II-3 Can say the words learned in class. ◎3-II-2 Can recognize the words learned in class. ◎5-II-2 Can recognize the words being read in the textbook. ◎5-II-3 Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed. 6-II-1 Can focus on the teacher's explanation and demonstration. 6-II-2 Participates actively in various class activities. 6-II-3 Enjoys answering the teacher's or classmates' questions. 6-II-4 Completes the homework dutifully. 學習內容 Learning Content : Ac-II-3 第二學習階段所學字詞。 B-II-1 第二學習階段所學字詞及句型的生活溝通。 Ac-II-3 Vocabulary of Stage II level. B-II-1 Everyday communication achievable with the vocabulary and Sentence structures of Stage II.
教學重點說明 Course Summary	第一節：Lesson 1 Introduce the story and learn color words (red, blue, yellow, green, pink, purple) with the sentence pattern-What color is it? It' _____. 第二節：Lesson 2 (This Lesson Plan – Digital Learning with AR): Use tablets and the Quiver AR app to color a penguin, describe it in English, and experience language learning through art and AR. 第三節：Lesson 3 Do the science activity “Let's Make a Rainbow Bridge!” to learn color mixing and describe results in English. 第四節：Lesson 4 Review color words, sing What Color Is It?, practice Daily English “Try again. / Good job!”, and complete phonics U–Z review.
本節學習目標 Learning Objectives of this Class Period	1. Students know color vocabulary: red, blue, yellow, green, pink, purple. 2. Students can ask and answer using the pattern: What color is it? It's (color). 3. Students can describe their colored penguin using simple English sentences. 4. Students can connect English learning with art creation through the Quiver AR app, experiencing how technology makes learning interactive and enjoyable.

議題融入 (若有) Critical Issues (if any)	☐ 性別平等教育 Gender Equality ☐ 海洋教育 Global Ocean ☐ 法治教育 Rule of Law ☐ 能源教育 Energy ☐ 家庭教育教育 Family Education ☐ 閱讀素養教育 Reading Literacy ☐ 原住民族教育 Indigenous Education ☐ 人權教育 Human Rights ☐ 品德教育 Morality ☒ 科技教育 Technology ☐ 安全教育 Security ☐ 生涯規劃教育 Career Planning ☐ 戶外教育教育 Outdoor Education ☐ 環境教育 Environment ☐ 生命教育 Life ☐ 資訊教育 Information ☐ 防災教育 Disaster Prevention ☐ 多元文化教育 Multiculturalism ☐ 國際教育 International Education
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教學活動設計 Lesson Design			
教學流程 Teaching Procedure 請對應課室英語 參考手冊書目	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	5 min	Teaching Purpose: Activate students' prior knowledge of color words and build motivation through TPR activities. 1. Teacher greets students and sets a cheerful classroom atmosphere. <i>T: Good morning, everyone! How are you today?</i> <i>S: I'm fine! / I'm happy!</i> <i>T: Great! Let's learn English with colors today!</i> 2. Teacher plays a short color song (e.g., "Colors Song" from Super E-Book or YouTube). <i>T: Listen and sing with me! Point to the color when you hear it!</i> <i>T: Red, blue, yellow, green! Very good!</i> 3. Student sing and follow teacher's gestures. Respond to teacher's questions with short answers.	■ The overall language use in this lesson is approximately 70% English and 30% Mandarin, providing rich English input while ensuring that students clearly understand task requirements.
2. 呈現教學重點 Presentation	10 min	Teaching Purpose: Introduce target color vocabulary and model the sentence pattern "What color is it? It's (color)." 1. Teacher shows flashcards or color blocks. <i>T: What color is it? (shows a red card)</i> <i>S: It's red!</i> <i>T: Good! Let's try another one. What color is it?</i> <i>S: It's blue!</i> 2. Teacher introduces the six target words: red, blue, yellow, green, pink, purple. 3. Students repeat each word several times.	■ Teacher uses simplified English and repeats key phrases (e.g., "What color is it?", "It's red.") to help beginners understand and respond

		4. Teacher demonstrates the sentence structure using simple visual examples. <i>T: (points to the wall) What color is the wall?</i> <i>S: It's white!</i> <i>T: Great job!</i> 5. Student repeat and practice color words aloud. 6. Student answer teacher's color questions using the target pattern.	confidently . ■ Important instructions are given in English first, then clarified in Mandarin when necessary to ensure comprehension and maintain exposure to English.
3. 進行練習 活動 Practice	10 min	Teaching Purpose: Allow students to apply color vocabulary and sentence patterns through art and digital learning (Quiver AR). 1. Teacher introduces the AR activity. <i>T: Today, we will color a penguin and make it move with an app called "Quiver." (Teacher shows demo using tablet and coloring sheet.)</i> <i>T: First, color your penguin. Second, open the Quiver app. Third, scan and see it move!</i> Teacher distributes Quiver coloring pages and guides students to color. <i>T: Choose your favorite colors. Use red, blue, green, or yellow.</i> 2. While students color, teacher walks around and interacts. <i>T: What color is your penguin's body?</i> <i>S: It's blue.</i> <i>T: Very good! What color is its beak?</i> <i>S: It's yellow.</i> 3. Students use tablets to scan their colored penguins. <i>T: Let's see the magic! What can you see?</i> <i>S: Wow! It's moving! / It's dancing!</i> <i>T: Amazing!</i>	■ Through cooperative learning, students work in pairs or small groups to share their AR penguins and practice describing colors together.

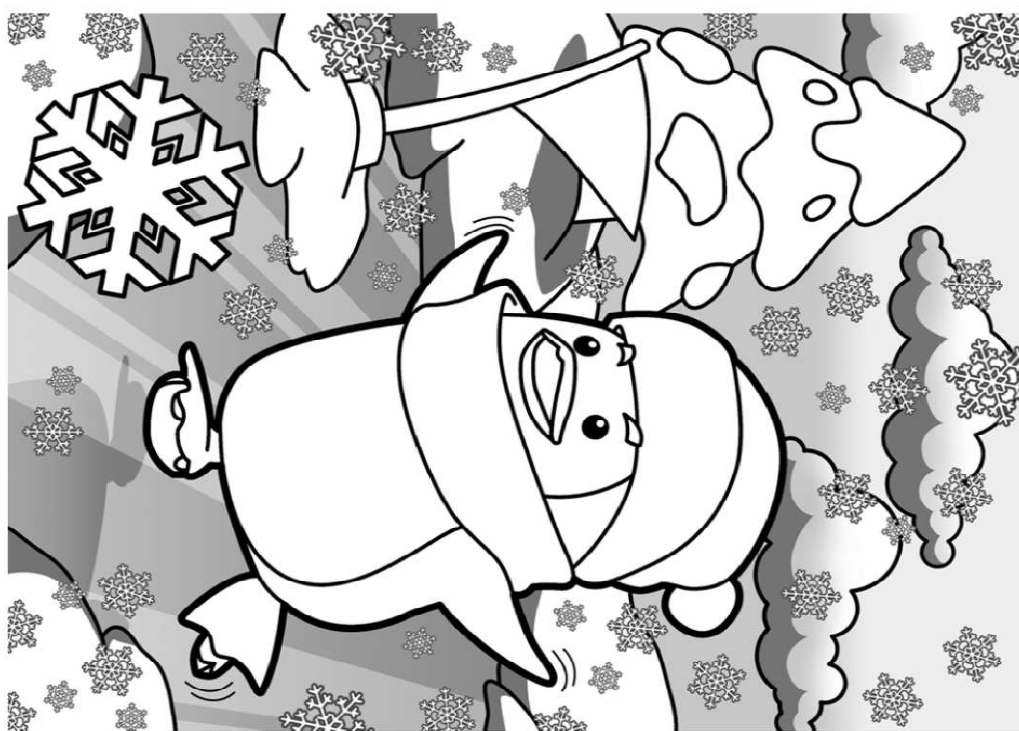
		4. Student use the sentence “It’s (color).” to describe their picture and scan their artwork with Quiver AR and enjoy the animation.	
4. 進行產出活動 Production	10 min	Teaching Purpose: Encourage students to use the learned vocabulary and sentence pattern to describe their own creations orally. 1. Teacher invites students to share their work. <i>T: Wow! Everyone’s penguin looks so colorful!</i> <i>T: Let’s share your penguins! Who wants to go first?</i> <i>S: Me!</i> <i>T: Great! Please show your penguin to the class.</i> <i>S: (holds tablet)</i> <i>-My penguin has a red hat.</i> <i>-My penguin has a blue body.</i> <i>-My penguin has yellow feet.</i> <i>T: Good job! Your penguin looks wonderful!</i> <i>T: Class, can you say it together?</i> <i>Ss: My penguin has a red hat. My penguin has a blue body. My penguin has yellow feet.</i> 2. Teacher encourages students to compliment each other. <i>T: Say “Good job!” to your friends!</i> <i>S: Good job!</i> Student present their penguin to the class and describe it in English. Respond to peers’ presentations with short encouragements.	■ The lesson follows a task-based learning approach, where students complete a meaningful task—coloring and describing their penguin—to use English in authentic and enjoyable contexts.
5. 結束課程 Wrap-up	5 min	Teaching Purpose: Review color vocabulary and sentence patterns using Cool English online practice. 1. Teacher leads students to review key content. <i>T: What did we learn today?</i> <i>S: Colors! / Penguins! / What color is it?</i> <i>T: That’s right! Let’s review colors with Cool</i>	■ During Cool English activities, teachers should guide students step by

	<i>English.</i> 2.Students use tablets to log into the Cool English platform and complete the online quiz 2 “Color” . <i>T: Look at the picture and choose the right answer.</i> <i>S: OK!</i> 3.Student Use tablets to answer questions on Cool English. Cool English Practice Questions (1) A: What color is it? B: It’s blue. (2) A: What color is it? B: It’s green. (3) A: What color is it? B: It’s pink. (4) A: What color is it? B: It’s yellow. (5) A: What color is it? B: It’s purple. 4.Teacher’s Closing Words: <i>T: Excellent work, everyone! You learned colors, made your penguins move, and finished Cool English practice.</i> <i>S: Yay!</i> <i>T: Remember, when you see colors around you, say them in English!</i> <i>S: OK!</i> End of the second session	step and use the results to enhance formative assessment efficiency.
參考資料 Reference		
■ About Quiver Education https://quivervision.com/products/apps/quiver-education ■ COOL ENGLISH Thematic Vocabulary-color https://www.coolenglish.edu.tw/mod/scorm/player.php?a=24321&currentorg=ecolor2_2022_organization&scoid=63667&newattempt=on ■ Echevarria, J., Vogt, M., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson. https://elimusupport.wordpress.com/wp-content/uploads/2016/08/making-content-comprehensible-for-secondary-english-learners_the-siop-model.pdf ■ KNSH BOOK Wonder World 1 https://digitalmaster.knsh.com.tw/v3/pages/e/index.html#year=1141&field=WW&grade=enall&item=ebook&bookcase=online		
附錄 Appendix		
附件一：Student worksheet- Quiver draw my penguin 附件二：Teaching slides 1 附件三：Teaching slides 2		



1. Color the picture.
2. Download the Quiver app.
3. Open the Quiver app & scan the QR Code.
4. Scan the page & enjoy the AR experience.

**Let's have fun
with colors!**



Look at my colorful penguin!

My penguin has a _____ hat.

My penguin has a _____ body.

My penguin has _____ feet.

附錄

鷹架策略介紹

以下為 Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson. 一書中第 131、132 頁就三種教學鷹架的說明，包括口語鷹架（Verbal scaffolding）、程序鷹架（Procedural scaffolding）、教學鷹架（Instructional scaffolding）。

1. Verbal Scaffolding. Teachers who are aware of English learners' existing levels of language development use prompting, questioning, and elaboration to facilitate students' movement to higher **levels of language proficiency**, comprehension, and thinking. The following are examples of verbal scaffolding:

- ◆ Paraphrasing: Restating a student's response in another form or in other words to clarify and model correct English usage aids students' language development and comprehension.
- ◆ Using think-alouds: These structured models of how effective strategy users think and monitor their understandings usually are provided by the teacher, but they can also be modeled by other students.
- ◆ Reinforcing contextual definitions: An example is "Aborigines, the people native to Australia, were being forced from their homes." The phrase "the people native to Australia" provides a partial definition of the word "Aborigines" within the context of the sentence.
- ◆ Providing correct pronunciation by repeating students' responses: When teachers repeat English learners' correct responses, enunciating carefully and naturally, students have an additional opportunity to hear the content information, pronunciation, and inflection. Saunders and Goldenberg (2010) also suggest that dedicating time to work on pronunciation may be beneficial.
- ◆ Eliciting more language and information from students: Rather than accepting one- or two-word responses, ask students to add on, tell more, or explain their ideas more fully, giving them the chance to advance their language skills.

- 2. Procedural Scaffolding.** Effective teachers also incorporate instructional approaches that provide *procedural scaffolding*. Examples include:
- ◆ Using an instructional framework, such as GISI (Figure 5.1) that includes explicit teaching, modeling, and guided and independent practice, with an expectation of eventual student independence.
 - ◆ Small-group instruction, in which students practice a newly learned strategy with another more experienced student.
 - ◆ Partnering or grouping students for reading and content activities, with more experienced readers assisting those with less experience.
- 3. Instructional Scaffolding.** Teachers use *instructional scaffolding* to provide English learners with access to content and language concepts. Examples include:
- ◆ Graphic organizers are used as a prereading tool to prepare students for the content of a textbook chapter. The organizer can also be used to illustrate a chapter's text structure, such as comparative or chronological order (Vogt & Echevarría, 2008).
 - ◆ Models of completed assignments are instructional scaffolds, too. Teachers can show students sample products, such as posters, booklets, podcasts, and the like, to give them a clear picture of their goal.