基隆市五堵國民小學課程教學活動設計

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| 議題名稱 | Teaching Demonstration | 教學年級 | | 6rd | | |
| 教學時間 | 40分鐘 | 設計者 | | 蔡燕如 | | |
| 單元名稱 | U3 He Has a Sweet Tooth | | | | | |
| 教學目標  暨  核心素養 | * 教學目標：  1. 能詢問他人及回答常見的病症。 2. 能熟練本課字彙 cold, fever, headache, stomachache, toothache, runny nose, sore throat 與句型:   A: What’s wrong?  B: I have a headache.  A: Does he/she have a fever?  B: Yes, he/she does. / No, he/she doesn’t. He / She has a stomachache.   1. 能朗讀短文並能用英語回答老師的提問。 2. 能延伸閱讀與主題相關的跨領域短文。 3. 能聽辨、認讀er, ir和ur 的發音規則與字母拼讀單字。  * 核心素養：   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S-U-A1 具備積極探究的態度，主動探索課外相關資訊，擴展學習場域，提升個人英語文知能，運用各種資源，強化自主學習，為終身學習奠定基礎。  英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。  英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。  英S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。 | | | | | |
| 教材來源 | KNSH-Follow Me 8 | | | | | |
| 參考資料 | textbooks, dictionaries, websites | | | | | |
| 目標 | 教學活動流程 | | 時間 | | 教學資源 | 教學評量 |
| Motivating   * U3~   Reading  (p.47)   * Practice makes perfect! | * **Warm up:**  1. Greetings:   T: Good afternoon, everyone.  Ss: Good afternoon, Teacher.  T: What day is today?  Ss: It’s Tuesday.  T: How’s the weather?  Ss: It’s sunny.  T: How do you feel?  Ss: I feel good.  T: Good job! Open your book. Turn to page ninety-three. Now Listen and repeat.   * **Development Activity:**  1. Teacher plays E-Book and asks Ss to listen carefully on p.47. 2. Teacher asks the class to listen and repeat after Teacher. 3. Teacher teaches this paragraph both in English and Chinese if Chinese is needed. 4. Teacher asks four questions to make sure all the students have learned and understood this paragraph on p.47.   Q1: What’s wrong with Victor?  Q2: What’s Victor’s favorite food?  Q3: Why does Victor have a toothache?  Q4: Do you brush your teeth every day?  How many times a day?   * **Comprehensive Activity:**  1. Teacher gives each student a piece of worksheet. 2. Teacher teaches the sentence pattern of the conjunction “so” representing cause and effect. 3. Students work in pairs to discuss and finish this worksheet. 4. Teacher walks around the classroom to make sure if each pair is doing well. 5. After a few minutes, Teacher explains this worksheet and make sure all the students have learned and understood the sentence pattern of the conjunction “so”. 6. Homework:   Finish workbook on p.17~18 and hand in the homework tomorrow morning. | | 5’  18’  15’  2’ | | E-Book  blackboard  computer  TV   1. Book   textbook  blackboard  computer  TV  worksheet  workbook | \*Students can listen and repeat correctly.  \*Students are involved in the learning activity.  \*Students can acquire the sentence pattern of the conjunction “so”  \*Each student is involve in the activity and can finish this worksheet correctly.  \*Each student can finish their homework right and hand it in on time. |