

基隆市五堵國民小學課程教學活動設計

議題名稱	Teaching Demonstration	教學年級	5 th graders
教學時間	40 分鐘	設計者	蔡燕如
單元名稱	U4 They're like Two Peas in a Pod		
教學目標 暨 核心素養	<p> ▶ 教學目標： </p> <ol style="list-style-type: none"> 1. 能詢問他人及回答需要的蔬果及數量。 2. 能熟練本課字彙: bell peppers, onions, cucumbers, tomatoes, carrots, mushrooms, potatoes 與句型: A: Do you need <u>mushrooms</u>? B: Yes, I do. / No, I don't. I need <u>tomatoes</u>. A: How many <u>carrots</u> do you need? B: I need <u>two carrots</u>. 3. 能朗讀短文並能用英語回答老師的提問。 4. 能延伸閱讀與主題相關的跨領域短文。 5. 能聽辨、認讀 hard g 和 soft g 的發音規則與字母拼讀單字。 <p> ▶ 核心素養： </p> <p> 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。 </p> <p> 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。 </p> <p> 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。 </p> <p> 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。 </p> <p> 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。 </p> <p> 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 </p>		

	問題。			
教材來源	KNSH-Follow Me 5			
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
<p>➤ Motivating</p>	<p>➤ Warm up:</p> <p>● Greetings: T: Good morning, everyone. Ss: Good morning, Teacher. T: What day is today? Ss: It's Wednesday. T: How's the weather? Ss: It's <u>sunny</u>. T: How do you feel? Ss: I feel <u>good / cold</u>. T: Good job! Open your book. Turn to page one hundred and two. Now Listen and repeat.</p>	5'	E-Book blackboard computer TV	*Students can respond to Teacher correctly. *Students can listen and repeat correctly.
<p>➤ U4~ Reading (p.63)</p>	<p>➤ Development Activity:</p> <p>1. Teacher plays E-Book and asks Ss to listen carefully on p.63. 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 if all the students have learned and understood this paragraph on p.63. Q1: Who is making lunch?</p>	19'	E-Book textbooks blackboard computer TV	*Students are involved in the learning activity. *Students can answer the four questions correctly. *Students can finish

<p>➤ Practice makes perfect!</p>	<p>Q2: What day is today? Q3: What are Mrs. Monet and the kids making for lunch? Q4: Where are Mrs. Monet and the kids? 5. Let's finish Part B ~ Read and write. on p.63</p> <p>➤ Comprehensive Activity:</p> <ol style="list-style-type: none"> 1. Teacher reviews the mind map on p.31, U2. 2. Teacher gives each student a piece of worksheet. 3. Students work in pairs to discuss this worksheet. 4. Teacher walks around the classroom to make sure if each pair is doing well. 5. Time for Kahoot! <p>6. Homework: Finish the worksheet and hand in the homework tomorrow morning.</p>	<p>14'</p> <p>2'</p>	<p>worksheets tablets computer TV blackboard</p> <p>worksheets</p>	<p>Part B on p.63 correctly.</p> <p>*Students can finish this worksheet correctly. *Students are involved in the activity "Kahoot" and have fun!</p> <p>*Each student can finish their homework right and hand it in on time.</p>
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