**科技雙語教案設計**

**The Design of Bilingual Lesson Plan**

| **學校名稱**  **School** | | Cheng-Bin Bilingual School | **教案設計者**  **Designer** | | | Chang, Yahuey | |
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| **實施年級**  **Grade** | | Grade 5 | **學科領域**  **Domain/ Subject** | | | English | |
| **單元名稱**  **Unit** | | Whose Backpack Is It? | **教材來源**  **Teaching Material** | | | Wonder World Book 6  (KNSH) | |
| **實施年級**  **Grade** | | Grade 5 | **本單元共3節（公開觀課為第3節）**  **The Total Number of Sessions in this Unit** | | | | |
| **教學設計理念**  **Rationale for Instructional Design** | | 1. 能分辨名詞的單數及複數形，並代入Ｗhose\_\_\_ is it? Or Whose \_\_\_ are they?的句型。  2. 能運用句型來詢問及回答物品的主人。 | | | | | |
| **學科核心素養**  **對應內容**  **Contents Corresponding to the Domain/Subject Core Competences** | | **總綱**  **General Guidelines** | | A3 規劃執行與創新應變  B1 符號運用與溝通表達  C2 人際關係與團隊合作 | | | |
| **領綱**  **Domain/Subject Guidelines** | | 英語  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-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。 | | | |
| **學科學習重點**  **Learning Focus** | | **學習表現**  **Learning Performance** | | 英語  ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。  ◎➢5-III-4 能聽懂日常生活應對中常用語句,並能作適當的回應。  ◎➢5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。  ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 | | | |
| **學習內容**  **Learning**  **Contents** | | 英語  ◎Ac-III-2 簡易的教室用語。  ◎Ac-III-3 簡易的生活用語。  Ac-III-4 國小階段所學字詞(能聽、讀、說 360字詞,其中必須拼寫220字詞)。  ◎Ad-III-2 簡易、常用的句型結構。 | | | |
| **單元學習目標**  **Learning Objectives** | | Sentence Structures:  Whose jacket is it? It’s Kevin’s jacket.  Whose keys are they? They’re my keys.  Target Vocabulary: jacket, smartphone, umbrella, watch, keys, glasses  Phonics: sp/ st/ sk | | | | | |
| **教學資源及輔助器材**  **Teaching Resources and Aids** | | Wonder World eBook 6 (KNSH)  Coolenglish <http://coolenglish.edu.tw>  YouTube <http://www.youtube.com/watch?v=CU_XSvEQ-no>  Google Classroom  Google Document  Whisper酷英篇章口說評測系統 | | | | | |
| **評量方法**  **Assessment Methods** | | 筆試測驗、作業評量、口說評量、聽力評量、課堂表現觀察 | | | | | |
| **議題融入**  **Issues Integrated** | | 品德教育 | | | | | |
| **教學流程 Teaching Procedures** | | | | | **時間Time** | | **師生課室用語Languages** |
| **第一節**  **第一節** | **準備階段 Preparation stage**   1. T greets Ss. 2. T takes out the flashcards of U3 and asks Ss “What’s this?” or “What are they?”   3. T keeps asking Ss questions till Ss know the difference between singular and plural nouns.  **發展階段 Development stage**  1. T shows the flashcards one by one and teaches Ss the new words of U4. T uses the words to make questions and has Ss repeat after T. Whose jacket is it?  Whose keys are they?  2. T covers one flashcard and Ss guess what the card is by making the questions below:  Whose \_\_\_\_\_ is it?  Whose \_\_\_\_\_ are they?    3. S who has got the correct answer can get one point.  4. After several rounds, T ends the game.  **總結階段 Summary stage**  1. T asks Ss to open their student books and do the listening practice on page 68.  2. After Ss finish the listening practice, T has Ss exchange their student books and check the answer together.  3. T tell Ss today’s homework.  **第一節結束 End of the first session** | | | | **1’**  **5’**  **12’**  **12’**  **3’**  **5’**  **2’** | | T: Good morning, everyone!  Ss: Good morning, Teacher Joy.  T: Look. What’s this?  Ss: It’s a jacket.  T: What are they?  Ss: They’re pants.  ……  T corrects Ss’ mistakes when necessary.  T: Repeat after me:  Jacket – jacket.  Ss: Jacket – jacket.  T: Whose jacket is it?  Ss: Whose jacket is it?  ……  T and Ss continue till all words are practiced.  T: Whose \_\_\_\_ is it? Or Whose \_\_\_\_ are they? Take a guess!  S1: Whose jacket is it?  T: Good try, but no. Next one?  S2: Whose umbrella is it?  T: Bingo. It’s my umbrella. Bring your book here and get your point.  ……  Ss keep doing the guessing game for several rounds.  T: OK. Time’s up.  T: Now open your book and turn to page 68. Take out your pencil and ruler. Let’s do listening practice.  T: Please exchange your student book with your classmate. Let’s check the answer together. No. 1 Whose smartphone is it?  Ss: It’s Eve’s smartphone.  T: Yes. It’s Eve’s smartphone.  ……  T: Today’s homework is practice from Coolenglish. Please log in, and go to “My Class” and do your homework. |
| **第二節**  **第二節**  **第二節** | **準備階段 Preparation stage**  1. T greets Ss.  2. T writes down two sentences below on the whiteboard.  “Whose \_\_\_\_\_\_\_ is it?” => O  “Whose \_\_\_\_\_\_\_ are they? => X  3. T says the word and asks Ss to show their answers by making hand gestures.  \* Ss who make the wrong gesture have to stand up, but may sit down if their answer is correct in the next round.  **發展階段 Development stage**  1. Teacher has Ss open the student book and turn to page 63.  2. T asks Ss questions:  Q1: Who is he?  Q2: Where is Boka?  Q3: Does he look happy?  What’s wrong with Boka?  Q4: Where is Boka’s backpack?  3. T asks more questions to help Ss understand the story.  Q5: Why does Boka look so happy?  Q6: What’s Boka eating?  Q7: Is the sandwich yummy?  Q8: What else Boka found in the backpack?  Q9: More?  Q10: Are they Boka’s keys and umbrella?  Q11: Is that Boka’s backpack?  Q12: Whose backpack is it?  Q13: Kevin can’t find his sandwich. Where is his sandwich?  \* Ss might need T’s help to build the sentence.  **總結階段 Summary stage**   1. T plays the video of the story. After the video, Ss reads the story aloud. 2. T asks Ss to answer the question of page 65. 3. Today’s homework: Scan QRCode and practice the story again.   **第二節結束 End of the second session** | | | | **1’**  **6’**  **10’**  **15’**  **1’**  **6’**  **5’**  **2’**  **1’** | | T: Good morning, everyone!  Ss: Good morning, Teacher Joy.  T: Here are two sentences. If I say “jacket”, for example, do we say “whose jacket is it?” or “whose jacket are they?”  Ss: “Whose jacket is it?”  T: Then you show me “circle”. If the answer is “whose \_\_\_ are they?”, then you show me “cross”.  T: Pants – pants. Go!  Ss make the hand gestures.  T: The answer is “cross”. Circles, please stand up.  …….    T: Please open your book and turn to page 63.  Ss turn to page 63.  T: Look at the picture. Who is he?  Ss: Boka./ He’s Boka.  T: Where’s Boka?  Ss: He’s at the park.  T: Does Boka look happy?  Ss: No./ No, he’s not happy.  T: What’s wrong?  Ss: He can’t find his backpack.  T: Can you see any backpack in the picture?  Ss: Yes. It’s under/ behind the tree.  .  T: Look at page 64. Why does Boka look so happy?  Ss: He found his backpack.  T: What’s Boka eating?  Ss: He’s eating a sandwich.  T: Yes, he found a sandwich in his backpack. Is the sandwich yummy?  Ss: Yes./ Yes, it is.  T: What else does Boka find in the backpack?  Ss: An umbrella  T: Yes. He also found an umbrella.  T: More?  Ss: He found some keys.  T: Yes. Boka found the keys, too. Are they Boka’s keys and umbrella?  Ss: No.  T: So, is that Boka’s backpack?  Ss: No.  T: Then, whose backpack is it?  Ss: It’s Kevin’s backpack.  T: Now, Kevin can’t find his sandwich. Where is his sandwich?  Ss: Boka eats it./ It’s in Boka’s ….  T: Yes. It’s in Boka’s tummy.  T: Great! Now let’s watch the video.  T: Let’s read the story aloud.  T: Now please take out your pencil and answer the question on page 65.  T: Please scan the QRC on page 63 and practice the story when you go home.  It’s break time. Don’t forget to let me check your answer on page 65 before you leave the classroom. |
| **第三節**  **＊**  **觀課節次**  **第三節**  **＊**  **觀課節次**  **＊**  **第三節**  **＊**  **觀課節次** | **準備階段 Preparation stage**  1. T greets Ss.  2. T takes out a pencil from the Lost & Found Box and asks Ss, “Whose pencil is this?” Then T asks S1: Is this your pencil? And S2: Is this your pencil?   1. T asks volunteered Ss to look for the owners of the lost items in the Lost & Found Box. 2. Ss go asking their classmates and say, “Is this your pencil?” till all the lost items are back in the owner’s hand.   **發展階段 Development stage**  1. Teacher requests Ss take out their chrome book and log in to Google Classroom.  2. Ss click the link and share the “st” words they’ve found from YT videos/ dictionaries.  \* T repeats Ss’ words in case their voice isn’t loud enough.  \* T corrects Ss’ pronunciation when necessary.  3. T has Ss review the words they’ve found together.  4. T asks Ss to open their books and recite the chant on page 71.  5. T asks Ss to record the chant and send their grade to T.  **總結階段 Summary stage**  1. T tell Ss to finish their homework before the deadline.  2. T takes out the lost items in the Lost & Found Box and asks Ss “Whose \_\_\_\_ is it?” and returns the items.  **第三節結束 End of the third session** | | | | **1’**  **6’**  **12’**  **3’**  **4’**  **10’**  **10’**  **1’**  **3’** | | T: Good morning, everyone!  Ss: Good morning, Teacher Joy.  T: Whose pencil is this?  T (asks S1): Is this your pencil?  S1: No, it’s not.  T (asks S2): Is this your pencil?  S2: No, it’s not.  T: There are so many things in the Lost & Found Box. Can you help me find out their owners?  If you can, please raise your hand and come here.  Ss: I can help./ Teacher, me!  Ss: Is this your pencil?  (Ss look for the owners.)  T: OK. Time’s up. Thank you, the little helpers. If you still can’t find the owner, it’s OK. Thank you for trying. Please put them back in the Lost & Found Box.    T: Now please take out your chrome book and log in to Google Classroom.  T: Can you see the link? Please click it and let’s discuss what other “st” words you have found.  S1: Start  T: Start. That’s a good word. Please type it out. S2.: Stay.  T: Stay. Yes, go!  ……  T: Wow! You’ve found a lot of words. Now let’s practice these words together.  Ss: Start - start.  Stay – stay ……    T: Thank you for working so hard and we’ve got so many words. Now please open your student book and turn to page 71. Let’s recite the chant together.  T and Ss recite the chant several times.  T: Now I want you to log in to Coolenglish and record this chant. Don’t forget to screenshot your score and send the picture to me.  T: If you haven’t finished your recording, you can keep doing it during the breaktime. The deadline is by ten o’clock tonight.  T: Now I need to find the owners of the lost items. If this is yours, please tell me. Whose \_\_\_ is it?  S1`: That’s my \_\_\_\_.  T: Here you are.  T continues till there’s nothing in the Lost & Found Box. |