**國立臺灣師範大學**

國中小英語課採全英語授課教案設計

Teaching English in English (TEIE) Lesson Plan

（本教案必須以113年海外短期進修課程所學為設計基準）

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| 教案設計者/服務學校Teacher’s Name / Affiliation | 基隆市立暖暖高級中學Keelung Municipal Senior High School |
| 教學單元Topic of the Lesson | Have You Had Breakfast Yet? |
| 教材來源Source of Teaching Materials | Hanlin Publisher |
| 教學節數Class Periods | 本單元共 7 節授課時間，本份教案針對第 6 節詳述This unit will need 7 class periods. This lesson plan will focus on the sixth period. |
| 教學年級Students’ Grade Level | 9 graders | 學生人數Number of Students | 16 |
| 學校地區School Area | ☐都會地區Urban Area☐偏遠地區Remote Area | v其他地區Other: ＿＿＿＿ |
| 學生特質Student Characteristics | 1.Mixed-level class with approximately one-third low achievers. (About 6 students failed in English on their midterm and final exams. Their grades are under 60.)2. They can read out loud and spell words but may easily forget these words after their quizzes.3. They can understand the rules of be-verbs, present and past tense. However, the teacher needs to review the rules before teaching.4. Students used to cooperate with each other in their groups. They are divided into 4 groups. Each group has a big angel, a small angel, a big host, and a small host according to their English abilities. |
| 教案設計亮點Highlights of the Lesson Plan | I try to teach English in English. Although they have the whole English class with their foreign teacher, Teacher Racel. Low-achievers are not easy to understand Teacher’s language. I hope my English will not be so hard for them. I try to use the following tips:**Visual Aids:** Utilize pictures, gestures, and real-life examples throughout the lesson.**Sentence Starters:** Provide sentence starters for low achievers to participate in activities like the matching game and sentence completion.**Variety is key:** Use different activities to cater to different learning styles.**Differentiation is essential:** Provide additional support for low achievers without slowing down the pace for the whole class. I will divide students into 4 groups. Each group has a big angel, a small angel, a big host, and a small host according to their English abilities.**Keep it positive:** Celebrate small victories and encourage participation from all students. |
| 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 Languagev 簡易英語Simplified English☐ 其他Other: ＿＿＿＿＿＿＿＿＿＿＿＿＿ |
| 程序鷹架Procedural Scaffolding | v 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 Instructionv 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：**Domain A: Autonomous Action*** **A1: Physical and Mental Well-being and Self-improvement**

**Domain B: Communication and Interaction*** **B1: Symbol Use and Communication Expression**

**Domain C: Social Engagement and Teamwork*** **C2: Interpersonal Relationships and Teamwork**
* **C3: Multicultural Understanding and Global Comprehension**
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| 領綱Subject Area Guidelines：English-J-A1 Demonstrates a positive and proactive learning attitude, extending learning beyond the classroom to enrich personal knowledge. Applies various learning and communication strategies to enhance English language learning and communication effectiveness. 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。English-J-B1 Develops a foundational level of English language proficiency in listening, speaking, reading, and writing. Can apply learned vocabulary, sentence structures, and body language to engage in appropriate and effective communication in common everyday situations. 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 |
| 學習重點Learning Focus | 學習表現Learner Performance：撰寫說明：請老師直接從課綱擷取與單元主題相關之學習表現1-IV-1能聽懂課堂中所學的字詞Can understand vocabulary learned in class.1-IV-3能聽懂基本或重要句型的句子Can understand sentences with basic or important sentence patterns.2-IV-12能以簡易的英語參與引導式討論Can participate in guided discussions using simple English.2-IV-13能依主題或情境以簡易英語進行日常生活溝通Can communicate in everyday life using simple English based on topics orsituations.3-IV-5能看懂簡易的生活用語Can understand simple everyday expressions. |
| 學習內容Learning Content：撰寫說明：請老師直接從課綱擷取與單元主題相關之學習內容Ac-IV-3常見的生活用語Common everyday expressions.Ac-IV-4國中階段所學字詞（能聽、讀、說、寫最基本的1,200字詞）Vocabulary learned in junior high school. (can listen, read, speak, and write the most basic 1,200 words)Ad-IV-1國中階段所學的文法句型Grammar structures learned in junior high school.B-IV-2國中階段所學字詞及句型的生活溝通Everyday communication using vocabulary and sentence structures learned in junior high school.B-IV-5人、事、時、地、物的描述及問答Describing and answering questions about people, events, times, places, and things. |
| 教學重點說明Course Summary | 撰寫說明：請就本教科書單元所需課程節數，略述每節課上課內容，以幫助讀者瞭解整體課程規畫。就本教案所聚焦之節次，此處可僅先說明「本節教案」。示例：1st Class第一節：Students learn U1 vocabularies and past participles.2nd Class第二節：Teacher reviews past participles and teaches students the sentence pattern – present perfect tense A.3rd Class第三節：Teacher reviews past participles and teaches students the sentence pattern – present perfect tense B.4th Class第四節：Teacher reviews past participles and teaches students the sentence pattern – present perfect tense C.5thClass第五節：Teacher teaches U1 Dialogue.6th Class第六節：Teacher teaches U1 Reading.7thClass第七節：Teaches practice sentence patterns with students in exercise books. |
| 本節學習目標Learning Objectives of this Class Period | 撰寫說明：1. 就本節課的教學內容，詳列學習目標，如課程主題內容（如文化理解）、語言結構（如單字和詞彙）或技能（如分析閱讀文章的文本）、課本主題知識（如辦桌文化、異國節慶）
2. 學習目標可包括認知、情意、技能方面。

1.Students will be able to communicate in everyday life using simple English based on topics or situations.2.Students will be able to use reading skills to understand a short passage.3.Students will be able to discuss a problem and find out a solution to solve it. |
| 議題融入（若有）Critical Issues（if any） |

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| ☐ 性別平等教育Gender Equality | ☐ 人權教育Human Rights | ☐ 環境教育Environment |
| ☐ 海洋教育Global Ocean | ☐ 品德教育Morality | ☐ 生命教育Life |
| ☐ 法治教育Rule of Law | ☐ 科技教育Technology | ☐ 資訊教育Information |
| ☐ 能源教育Energy | ☐ 安全教育Security | ☐ 防災教育Disaster Prevention |
| ☐ 家庭教育教育Family Education | ☐ 生涯規劃教育Career Planning | ☐多元文化教育Multiculturalism |
| ☐ 閱讀素養教育Reading Literacy | ☐ 戶外教育教育Outdoor Education | ☐ 國際教育International Education |
| ☐ 原住民族教育Indigenous Education |  |

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| 教學設備/學習資源Teaching Facility/Learning Resources | * Whiteboard
* PPT
* worksheet
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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**](https://cirn.moe.edu.tw/BOOK/content/detail.aspx?mode=class&cid=637867520993946292&aid=3621&Vmode=DivWP&ppage=2&wpage=1) | **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**

 **Survey** | **15 minutes** | **1.Greeting:**Start with a cheerful greeting in English, like "Good morning, everyone!" and encourage students to respond.T: Good [morning/afternoon], everyone! How's everyone doing today?Ss: Good [morning/afternoon], teacher! We're good, thank you.**2.Before you read:**1.P.21(1)T: It's great to see you all and most of you feel happy. Today, I need your help to face a common problem—a fight with a family member.(a fight with your sister, your brother, your father or your mother.) (2) T:Look at the picture (on P.21). “What can you see? ”"When was your last fight with a family member?""How did you feel after the fight?"(3) Ss free talk about the two questions.(4)Give each student a worksheet and explain the way to finish it.(5) Have each student interview 2 classmates about their fighting experience.(6)Have Ss Write their findings on the worksheet and make sentences with their partners’ responses.(7)Have Ss talk about their findings**.** | 撰寫說明：1. 請老師依學生英文程度，自行斟酌上課時的中文和英文比例
2. 請老師適度說明第二頁所勾選的教學策略之運用方式

PPT |
| 1. **呈現教學重點**

**Presentation****Vocabulary Review** | **10****minutes** | **Vocabulary Review**1.Teach “letter, envelope, stamp(drum, garbage)”2.Teach “angry, unhappy, serious”3.Teach teenager “(senior high school, pop star)”4.Teach “interest”5.Teach other words listed in the textbook for reading. | PPT |
| 1. 進行練習活動 Practice

**Checking for Comprehension** | **20 minutes** | **Checking for Comprehension**1.Please watch the video.2. Ask students to read the first and last paragraph for two minutes. Then, answer the following question and discuss it with his/her partner.**Why did Ted write this letter?****(A) To talk to his partners.****(B) To ask Debbie for help.****(C) To show his interest in music.**3. Find the answers and discuss them with his/her partner.**who: Ted/ Debbie/ parents****when: last Monday/ future****where: home/ school****what: fight/ play the drum/**  **pop star**4. Compare the differences between Chinese envelops and English **envelops**5. Compare the differences between Chinese letters and English **letters**.6. According to the reading, ask students to find the answers and discuss them with his/her partner. Then, write down the answers on the worksheet.**a.Why did Ted write a letter to Debbie?****b. Why did Ted have a fight with his partner?****c. What does Ted want to do?** | PPT |
| 1. 結束課程 Wrap-up
 | **5****minutes** | **Write a letter back to Ted**Try to write a letter back to Ted. Share with your partner**.** | worksheet |
| **參考資料****Reference** |
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| **附錄****Appendix** |
| **附件一 Last Fight****附件二 A letter to Ted.** |

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| **全英語教學影片之網路分享連結****Class Video-Recording Link** |
| 撰寫說明：影片內容錄製本份教案詳述之教學節數即可。影片連結請務必開啟觀看權限，讓知道連結的任何人皆可觀看。 |
| **教學反思****Reflection on Teaching** |
| 撰寫說明：除教師個人於全英授課後的教學心得以外，請務必涵蓋以下兩項反思內容：（1） 請說明教案中哪些部分來自海外進修所學的教學概念？為什麼會選用此教學概念融入教案中？我試著用簡單的英語和ICQ來確認學生了解我的英語教學內容，這是在加拿大學到的TEACHER TALK,這樣的全英語教學能讓學生不那麼害怕和排斥。（2） 在課堂中執行此概念的狀況如何？優點及缺點是什麼？成效如何？狀況優點及缺點成效 |
| **學生回饋（相關影音、照片或書面意見）****Student Feedback (video, photo, or written comments)** |
| 撰寫說明：若為影音，請務必開啟觀看權限，讓知道連結的任何人皆可觀看。1.請問你覺得今天的課堂教學，英語會不會很難?2.你希望未來的英語教學英語要 : □多一點 □少一點 □和今天一樣  為什麼?3.你喜歡這堂課嗎? 為什麼? |

**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）。



