南投縣私立普台國民小學 113 學年度彈性學習課程—主題式教學教案

一、 課程設計原則與教學理念說明

● 課程目標

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

● 課程架構



二、主題說明

	工规机为						
彈性學習課程類 別		統整性(■主題□專題□議題)探究課程	設計者	英文教師群			
實施年級		4 年級	總節數	共 42 節,上下學期各 21 節。 每節 40 分鐘,共 1680 分鐘。			
主是	夏名稱	國際文化					
		設計依據					
		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			
	14 1-	學習效能。	學習效能。				
	總綱						
核心		團隊成員合作達成團體目標。					
素養		英-E-A2					
	領綱	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。			
	7只 河	綜-E-C3					
		體驗與欣賞在地文化,尊重關懷不	同族群,理	解並包容文化的多元性。			
與其他領域/科目的		的 英語文(不含國小低年級)、綜合活動	站拓→(万 ▲ 图				
	連結	大品文(小古國小阪牛級)、然石石	=/J				
議題	實質內涵	多 E3 認識不同的文化概念,如族:	群、階級、	性別、宗教等。			
融入	月 貝 月 77 化	國 E1 了解我國與世界其他國家的	文化特質。				
•	•	·	·				

所融入之單 元	U1-U12			
教材來源	English tim	ne 4		
教學設備/資源	wordwall	e-Book		
	Į.	各單元與學習目標		
單元名稱		學習重點	學習目標	
Unit 1 At the Campsite	學習表現學習內容	義,並能關懷團隊的成員。 英語 Ab-II-1 子音、母音及其組 合。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	
Unit 2 At the Amusement Park	學習表現	綜合 Ba-II-1 自我表達的適切性。 英語 2-II-2 能念出英語的語音。 綜合2a-II-1 覺察自己的人際溝通 方式,展現合宜的互動與溝通態 度和技巧。 英語 Ac-II-2 簡易的生活用語。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	
Unit 3 Around the	學習內容學習表現	綜合Ba-II-3 人際溝通的態度與 技巧。 英語 2-II-2 能念出英語的語音。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	
House	學習內容	英語 Ab-II-1 子音、母音及其組合。 綜合 Ba-II-1 自我表達的適切性。	-	
Unit 4 In Town	學習表現	英語 2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	
	學習內容	英語 Ab-II-1 片語及句子的重讀。 綜合 Ba-II-3 人際溝通的態度與 技巧。		
Unit 5 At the Food	學習表現	英語 2-II-2 能念出英語的語音。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	
Festival	學習內容	英語 Ab-II-1 子音、母音及其組合。 綜合 Ba-II-1 自我表達的適切性。	-	
Unit 6 During the Year	學習表現	英語 2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words	

		英語 Ab-II-1 片語及句子的重讀。	with its meaning (picture).	
	學習內容	綜合 Ba-II-3 人際溝通的態度與		
		技巧。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
	學習表現	綜合 2b-II-1 體會團隊合作的意	words and use the sentences properly.	
Unit 7 At the		義,並能關懷團隊的成員。	Be able to spell the words.	
Aquarium		英語 Ab-II-1 子音、母音及其組	_	
	學習內容	合。		
		綜合 Ba-II-1 自我表達的適切性。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
	與羽主田	綜合2a-II-1 覺察自己的人際溝通	words and use the sentences properly.	
	學習表現	方式,展現合宜的互動與溝通態	Be able to spell the words.	
Unit 8 At the Safari		度和技巧。	Be able to connect the words	
Park		英語 Ac-II-2 簡易的生活用語。	with its meaning (picture).	
	學習內容	綜合 Ba-II-3 人際溝通的態度與		
		技巧。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
	學習表現	綜合 2b-II-1 體會團隊合作的意	words and use the sentences	
Unit 9 By the		,並能關懷團隊的成員。	properly. Be able to spell the words.	
Seashore		英語 Ab-II-1 子音、母音及其組	Do word to spon and words.	
	學習內容	合。		
		綜合 Ba-II-1 自我表達的適切性。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
		綜合 2a-II-1 覺察自己的人際溝通	words and use the sentences	
	學習表現	方式,展現合宜的互動與溝通態	properly. Be able to spell the words.	
Unit 10 Collecting		度和技巧。	Be able to connect the words	
and Making		英語 Ac-II-2 簡易的生活用語。	with its meaning (picture).	
	學習內容	 綜合 Ba-II-3 人際溝通的態度與		
		技巧。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
	學習表現	綜合 2b-II-1 體會團隊合作的意	words and use the sentences	
Unit 11 At the		 義,並能關懷團隊的成員。	properly. Be able to spell the words.	
Planetarium		英語 Ab-II-1 子音、母音及其組	De doie to spen the words.	
	學習內容	合。		
	, .,	 綜合 Ba-II-1 自我表達的適切性。		
		英語 2-II-2 能念出英語的語音。	Be able to read aloud the	
		綜合 2a-II-1 覺察自己的人際溝通	words and use the sentences	
	學習表現	方式,展現合宜的互動與溝通態	properly. Be able to spell the words.	
Unit 12 At School		度和技巧。	Be able to connect the words	
		英語 Ac-II-2 簡易的生活用語。	with its meaning (picture).	
	學習內容	綜合 Ba-II-3 人際溝通的態度與		
	十日门谷	技巧。		
	<u> </u>	14. 1		

教學單元設計(一)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Unit 1 At the Campsite	設計者	英文教師群老師		
實施年級		4 年級	總節數	共 3 節 , 120 分鐘		
單元	名稱	Unit 1 At the Campsite				
	設計依據					
學習現			意	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。		
學習重點	學習容		祖 素養	綜-E-C2 理解他人感受,樂於與人互動, 學習尊重他人,增進人際關係,與團隊 成員合作達成團體目標。		
議題	學習題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質		多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。			
	涵	□ 國 E1 了解我國與世界其他國	國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目 的連結		并目 英語文(不含國小低年級)、綜	英語文(不含國小低年級)、綜合活動			
教材來源		English time 4	English time 4			
教學設備/資源		wordwall · e-book	wordwall \ e-book			
學生經驗分析		English time 1-3	English time 1-3			

學習目標

Be able to read aloud the words and use the sentences properly. Be able to spell the words.

教學活動設計					
教學活動內容及實施方式	時間	評量方式			
Warm-up:	5min	Worksheet – Ss read the words and			
Ss point to each scene and elicit the dialogue.		spell the words.			
Divide the class into pairs, and have each pair practice role-		1			
playing the six different scenes.					
Follow-up activity:	20min				
Ask the questions while pointing to or touching the pictures					
and pantomiming the actions or words.					
Toss a ball to a Ss and say the conversation.					
Ss continue until everyone has said ach line.					
Wrap-up:	15min				
Write down the Workbook.					
Check the answers and take turns reading aloud.					
Warm-up:	5min	Worksheet – Ss read the words and			
Ss point to each scene and elicit the dialogue.					

actice role-	spell the words.				
20min	n				
the pictures					
15min	1				
10min	Oral performance-Students role-play				
er it.	the lines.				
target					
a turn.					
20min	n				
on.					
sation					
10min	n				
on.					
on.					
参考資料:(若有請列出)					
English time 4 學生回饋 教師省思					
	教師省思				
	20min the pictures 15min 10min or it. target a turn. 20min on. sation 10min on.				

教學單元設計(二)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題 U		Unit 2 At the Amusement Park	設計者	英文教師群老師		
實施年級 4		4 年級	總節數	共 4 節 , 160 分鐘		
單元	名稱	Unit 2 At the Amusement Park				
		言	设計依據			
		英語2-II-2 能念出英語的語音	' 0	英-E-A2 具備理解簡易英 語 文 訊息		
	學習	表 綜合2a-II-1 覺察自己的人際	溝	的能 力,能運用基本 邏輯思考策略提		
क्षा वर्ग	現	通方式,展現合宜的互動與溝	捧通	升學習效能。		
學習重點		態度和技巧。	核心素養	綜-E-C2理解他人感受,樂於與人互動,		
王加	क्षत्र वच	英語Ac-II-2 簡易的生活用語		學習尊重他人,增進人際關係,與團隊		
	學習容	他人Do II 2 人 欧 港 涌 奶 能 庇	與	成員合作達成團體目標。		
	70-	技巧。				
議題	學習題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質	內 多 E3 認識不同的文化概念;	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。			
	涵	國 E1 了解我國與世界其他國	国家的文化特質	家的文化特質。		
與其他領域/科目 的連結		斗目 英語文(不含國小低年級)、綜	英語文(不含國小低年級)、綜合活動			
教材來源		English time 4				
教學設備/資源		wordwall \ e-book				
學生經	驗分析	English time 1-3				
學習目標						

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – Students read the				
Phonics Review: Consonant Blends.		conversations and fill in the blanks.				
Point to each blend and elicit its sound. Write seven to nine						
words on the board. Point to each word and have students						
read it.						
Follow-up activity:	20min					
Divide students into groups of three, and have them						
role-play the conversation. They then change roles and						
role-play the conversation again. Groups continute until						
each student has taken on each role.						

Wrap-up:	15min	
Volunteers try to read or guess the worm's conversation.	1311111	
Play the recording. Students listen and repeat, pointing to		
each line of the conversation.		
Warm-up:	5min	Worksheet – Students read the words
Conversation Review: Dictation.		and spell the words.
Say a line from the target conversation. Students write the		
line on a piece of paper, using correct capitalization and		
punctuation. The first student to correctly write the line		
quickly role-plays it.		
Follow-up activity:	20min	
Students point to each of the target vocaulary itmes in the		
large scene and name them. Students listen to the sound		
effects and words.		
Wrap-up:	15min	
Pantomime Chain.		
A volunteer comes to the front and pantomimes one of the		
target actions. Students try to identify the action. The first student to correctly name the action is the next to come to		
the front and pantomime.		
Warm-up:	5min	Oral performance-Students repeat the
Vocabulary Review: Name the Activity.		lyrics and sing along the song.
Point to the numbered images showing the target activities.		Tyrics and sing along the song.
Have one volunteer say the activity and another volunteer		
Pantomime the action.		
Follow-up activity:	20min	
Write the text from the pattern boxes on the board. Play the		
recording, pointing to each word. Students try to say the		
patterns on their own while looking at the pattern boxes in		
their books.		
Wrap-up:	15min	
Bring six volunteers to the front of the classroom. Whisper		
a vocabulary word to one of them. He/She pantomimes the		
action, stops, and says the patterns.	<i>5</i>	
Warm-up:	5min	
Pattern Review: Sing Along.		Oral performance-Students sing the
Play the song and have students sing along.		chant with different –ed words.
Phonics Review: Consonant Blends.		
Volunteers write a word using each blend on the board and		
use it in a sentence.	20 .	
Follow-up activity:	20min	
Focus students` attention on the -ed words. Students listen		
and repeat, pointing to the pictures and words. Studnets		
read the sentences and write the number of each line of the		
rhyme next to the corresponding picture.		
Wrap-up:		

Chant.		15min			
Establish a 4-beat rhythm. Point to the word and	on beat 1				
and 2, say What's that? On beat 3 and 4, say It's -ed word					
(cleaned). Do the activity again, having a volunteer take on					
Teacher's role and ask the questions.					
參考資料:(若有請列出)					
English time 4					
學生回饋			教師省思		

教學單元設計(三)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Uni	nit 3 Around the House 設計		英文教師群老師	
實施年級		4年	三級	總節數	共 4 節 , 160 分鐘	
單元	名稱	Uni	t 3 Around the House			
	設計依據					
क्ष्म ज ा		主	英語2-II-2 能念出英語的語音。		英-E-A2 具備理解簡易英 語 文 訊息	
	學習 現		綜合2b-II-1 體會團隊合作的意		的能 力,能運用基本 邏輯思考策略提	
袋 33			義,並能關懷團隊的成員。	l.e. v.	升學習效能。	
學習重點			英語Ab-II-1 子音、母音及其組	核心素養	綜-E-C2理解他人感受,樂於與人互動,	
	學習內		合。	~ A	學習尊重他人,增進人際關係,與團隊	
	容		綜合Ba-II-1 自我表達的適切		成員合作達成團體目標。	
			性。			
議題	學習主 議題 題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質	內	多 E3 認識不同的文化概念, 如	如族群、階級、性別、宗教等。		
	涵		國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目 的連結		斗目	英語文(不含國小低年級)、綜合活動			
教材來	教材來源		English time 4			
教學設備/資源		į.	wordwall \ e-book			
學生經驗分析 Eng			English time 1-3			
學翌日煙						

學習目標

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – Ss read the words and				
Ss point to each scene and elicit the dialogue.		spell the words.				
Divide the class into pairs, and have each pair practice role-		ar.				
playing the six different scenes.						
Follow-up activity:	20min					
Ask the questions while pointing to or touching the pictures						
and pantomiming the actions or words.						
Toss a ball to a Ss and say the conversation.						
Ss continue until everyone has said ach line.						
Wrap-up:	15min					
Write down the Workbook.						
Check the answers and take turns reading aloud.						

Warm-up:	5min	Worksheet – Ss read the words and			
Ss point to each scene and elicit the dialogue.					
Divide the class into pairs, and have each pair practice.	ctice role-	spell the words.			
playing the six different scenes.					
Follow-up activity:	20min				
Ask the questions while pointing to or touching th					
and pantomiming the actions or words.	P				
Toss a ball to a Ss and say the conversation.					
Ss continue until everyone has said ach line.					
Wrap-up:	15min				
Write down the Workbook.					
Check the answers and take turns reading aloud.					
Warm-up:	10min	Oral performance-Students role-play			
Play the recording and make the Ss to repeat after	it.	the lines.			
Ss take turns standing up, pantomimig one of the	target				
actions. Continue until each student has taken a	turn.				
Follow-up activity:	20min				
Ss choose a partner and role-play the conversation	1.				
Then they change roles and role-play the conversa	ation				
again.					
Wrap-up:	10min				
Volunteers try to read or guess worms' conversation	n.				
Ss choose a partner and role-play the conversation	1.				
Warm-up:	10min	Oral performance-Students role-play			
Play the recording and make the Ss to repeat after	it.	the lines.			
Ss take turns standing up, pantomimig one of the	target				
actions. Continue until each student has taken a	turn.				
Follow-up activity:	20min				
Ss choose a partner and role-play the conversation	1.				
Then they change roles and role-play the conversa	ation				
again.					
Wrap-up:	10min				
Volunteers try to read or guess worms' conversation	n.				
Ss choose a partner and role-play the conversation	1.				
參考資料:(若有請列出)					
English time 4		数 4 5 4 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
學生回饋		教師省思			

教學單元設計(四)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主是	主題 Unit 4 In Town		設計者	英文教師群老師		
實施年級 4年		4年	三級	總節數	共 4 節 , 160 分鐘	
單元	名稱	Uni	it 4 In Town			
	設計依據					
學習重點	學現學習容	內	英語2-II-3 能說出課堂中所學的字詞。 綜合2b-II-1 體會團隊合作的意義,並能關懷團隊的成員 英語Ab-II-1 片語及句子的重讀。 綜合Ba-II-3 人際溝通的態度與技巧。	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。 綜-E-C2理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。	
議題	學習主 國際教育:彰顯國家價值、多元		元文化教育	:文化差異與理解		
融入	融入 實質內 多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。 國 E1 了解我國與世界其他國家的文化特質。					
	與其他領域/科目 英語文(不含國小低年級)、綜合活動 的連結					
教材來源 English time 4						
教學設	備/資源	Į.	wordwall \ e-book			
學生經	學生經驗分析 English time 1-3					
	學習目標					

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – Students read the					
Phonics Review: Consonant Blends.		conversations and fill in the blanks.					
Point to each blend and elicit its sound. Write seven to nine							
words on the board. Point to each word and have students							
read it.							
Follow-up activity:	20min						
Divide students into groups of three, and have them							
role-play the conversation. They then change roles and							
role-play the conversation again. Groups continute until							

each student has taken on each role.		
	15	
Wrap-up: Volunteers try to read or guess the worm's conversation.	15min	
Play the recording. Students listen and repeat, pointing to		
each line of the conversation.		
Warm-up:	5min	Worksheet – Students read the words
Conversation Review: Dictation.		
Say a line from the target conversation. Students write the		and spell the words.
line on a piece of paper, using correct capitalization and		
punctuation. The first student to correctly write the line		
quickly role-plays it.		
Follow-up activity:	20min	
	2011111	
Students point to each of the target vocaulary itmes in the		
large scene and name them. Students listen to the sound		
effects and words.		
Wrap-up:	15min	
Pantomime Chain. A volunteer comes to the front and pantomimes one of the		
target actions. Students try to identify the action. The first		
student to correctly name the action is the next to come to		
the front and pantomime.		
Warm-up:	5min	Oral performance-Students repeat the
Vocabulary Review: Name the Activity.		lyrics and sing along the song.
Point to the numbered images showing the target activities.		
Have one volunteer say the activity and another volunteer		
Pantomime the action.		
Follow-up activity:	20min	
Write the text from the pattern boxes on the board. Play the		
recording, pointing to each word. Students try to say the		
patterns on their own while looking at the pattern boxes in		
their books.		
Wrap-up:	15min	
Bring six volunteers to the front of the classroom. Whisper		
a vocabulary word to one of them. He/She pantomimes the		
action, stops, and says the patterns.	5min	
Warm-up: Pattern Review: Sing Along.	JIIIII	
		Oral performance-Students sing the
Play the song and have students sing along. Phonics Review: Consonant Blends.		chant with different –ed words.
Volunteers write a word using each blend on the board and		
use it in a sentence.	20 :	
Follow-up activity:	20min	
Focus students` attention on the -ed words. Students listen		

and repeat, pointing to the pictures and words. St					
read the sentences and write the number of each line of the					
rhyme next to the corresponding picture.					
Wrap-up:		15min			
Chant.					
Establish a 4-beat rhythm. Point to the word and on beat 1					
and 2, say What's that? On beat 3 and 4, say It's -ed word					
(cleaned). Do the activity again, having a volunteer take on					
Teacher's role and ask the questions.					
參考資料:(若有請列出)					
English time 4					
學生回饋			教師省思		

教學單元設計(五)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題 Unit 5 At the Food Festival		設計者	英文教師群老師		
實施年級 4年		4年	三級	總節數	共 3 節 , 120 分鐘
單元	名稱	Uni	it 5 At the Food Festival		
	設計依據				
學習	學習現		英語2-II-2 能念出英語的語音。 綜合2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。		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。
于 重點	英語Ab-II-1 子音、母音及其組學習內 合。 綜合Ba-II-1 自我表達的適切 性。		*	綜-E-C2理解他人感受,樂於與人互動, 學習尊重他人,增進人際關係,與團隊 成員合作達成團體目標。	
學習主 國際教育:彰顯國家價值、多		元文化教育	: 文化差異與理解		
融入					
與其他領域/科目 的連結 英語文(不含國小低年級)、綜分		活動			
教材來源 English time 4					
教學設	教學設備/資源 wordwall、e-book				
學生經	學生經驗分析 English time 1-3				
	學習目標				

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – Ss read the words and				
Ss point to each scene and elicit the dialogue.		spell the words.				
Divide the class into pairs, and have each pair practice role-						
playing the six different scenes.						
Follow-up activity:	20min					
Ask the questions while pointing to or touching the pictures						
and pantomiming the actions or words.						
Toss a ball to a Ss and say the conversation.						
Ss continue until everyone has said ach line.						
Wrap-up:	15min					
Write down the Workbook.						
Check the answers and take turns reading aloud.						

		T				
Warm-up:	5min	Worksheet – Ss read the words and				
Ss point to each scene and elicit the dialogue.		spell the words.				
Divide the class into pairs, and have each pair pra	actice role-					
playing the six different scenes.						
Follow-up activity:	20min					
Ask the questions while pointing to or touching the	he pictures					
and pantomiming the actions or words.						
Toss a ball to a Ss and say the conversation.						
Ss continue until everyone has said ach line.						
Wrap-up:	15min					
Write down the Workbook.						
Check the answers and take turns reading aloud.						
<u>Warm-up</u> :	10min	Oral performance-Students role-play				
Play the recording and make the Ss to repeat after	r it.	the lines.				
Ss take turns standing up, pantomimig one of the	target					
actions. Continue until each student has taken a	a turn.					
Follow-up activity:	20min					
Ss choose a partner and role-play the conversatio	n.					
Then they change roles and role-play the convers	ation					
again.						
Wrap-up:	10min					
Volunteers try to read or guess worms' conversation	on.					
Ss choose a partner and role-play the conversation	n.					
参考資料:(若有請列出)	參考資料:(若有請列出)					
English time 4						
學生回饋		教師省思				

教學單元設計(六)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題 Unit 6 During the Year		設計者	英文教師群老師			
實施年級 4年		4年	三級	總節數	共 3 節 , 120 分鐘	
單元	名稱	Uni	it 6 During the Year			
	設計依據					
			英語2-II-3 能說出課堂中所學		英-E-A2 具備理解簡易英 語 文 訊息	
	學習	表	的字詞。		的能 力,能運用基本 邏輯思考策略提	
	現		綜合2b-II-1 體會團隊合作的意	,	升學習效能。	
學習			義,並能關懷團隊的成員	核心	綜-E-C2理解他人感受,樂於與人互動,	
重點			英語Ab-II-1 片語及句子的重	素養	學習尊重他人,增進人際關係,與團隊	
	學習	內	请		成員合作達成團體目標。	
			綜合Ba-II-3 人際溝通的態度與	Ļ		
			技巧。			
議題	學習主 國際教育:彰顯國家價值、多元文化教育:文化差異與理解				:文化差異與理解	
融入	實質	內	多 E3 認識不同的文化概念,	如族群、階級	及、性別、宗教等。	
	涵 國 E1 了解我國與世界其他國家的文化特質。			F 0		
	與其他領域/科目 英語文(不含國小低年級)、綜合活動					
教材來	教材來源 English time 4					
教學設	備/資源	Į.	wordwall \ e-book			
學生經	驗分析		English time 1-3			
	與羽日栖					

學翌日煙

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – Students read the				
Phonics Review: Consonant Blends.		conversations and fill in the blanks.				
Point to each blend and elicit its sound. Write seven to nine						
words on the board. Point to each word and have students						
read it.						
Follow-up activity:	20min					
Divide students into groups of three, and have them						
role-play the conversation. They then change roles and						
role-play the conversation again. Groups continute until						

each student has taken on each role.					
Wrap-up:	15min				
Volunteers try to read or guess the worm's converge Play the recording. Students listen and repeat, po					
each line of the conversation.					
Warm-up:		5min	Worksheet – Students read the words		
Conversation Review: Dictation.		-			
Say a line from the target conversation. Students	write the		and spell the words.		
line on a piece of paper, using correct capitalizati					
punctuation. The first student to correctly write the					
quickly role-plays it.					
Follow-up activity:		20min			
Students point to each of the target vocaulary itm	ace in the	2011111			
large scene and name them. Students listen to the effects and words.	e soulid				
		15			
Wrap-up: Pantomime Chain.		15min			
A volunteer comes to the front and pantomimes					
target actions. Students try to identify the action.					
student to correctly name the action is the next to	o come to				
the front and pantomime. Warm-up:		5min			
Vocabulary Review: Name the Activity.	JIIIII	Oral performance-Students repeat the			
·	t activities		lyrics and sing along the song.		
Point to the numbered images showing the target					
Have one volunteer say the activity and another v	voiuiiteei				
Pantomime the action.		20min			
Follow-up activity:	. J. Dl 41	20min			
Write the text from the pattern boxes on the boar	-				
recording, pointing to each word. Students try to					
patterns on their own while looking at the pattern					
their books.		15 .			
Wrap-up:	15min				
Bring six volunteers to the front of the classroom a vocabulary word to one of them. He/She panto					
action, stops, and says the patterns.					
參考資料:(若有請列出)					
English time 4		11. AT 1A II			
字生凹頧	學生回饋 教師省思				

教學單元設計(七)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Uni	t 7 At the Aquarium	設計者	英文教師群老師
實施年級		4年	-級	總節數	共 3 節 , 120 分鐘
單元	單元名稱 Unit 7 At the Aquarium				
		_	設言	計依據	
學習	學習 理 學習 重點 學習 容		英語2-II-2 能念出英語的語音 綜合2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。		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。
			英語Ab-II-1 子音、母音及其組合。 綜合Ba-II-1 自我表達的適切 性。		綜-E-C2理解他人感受,樂於與人互動, 學習尊重他人,增進人際關係,與團隊 成員合作達成團體目標。
議題	學習主 議題 融入 實質內 涵		國際教育:彰顯國家價值、多元文化教育:文化差異與理解		
融入			多 E3 認識不同的文化概念, 國 E1 了解我國與世界其他國		
與其他領域/科目 的連結		斗目	英語文(不含國小低年級)、綜合活動		
教材來源			English time 4		
教學設備/資源		Į.	wordwall • e-book		
學生經	驗分析		English time 1-3		
學習目標					

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – Ss read the words and				
Ss point to each scene and elicit the dialogue.		spell the words.				
Divide the class into pairs, and have each pair practice role-		•				
playing the six different scenes.						
Follow-up activity:	20min					
Ask the questions while pointing to or touching the pictures						
and pantomiming the actions or words.						
Toss a ball to a Ss and say the conversation.						
Ss continue until everyone has said ach line.						
Wrap-up:	15min					
Write down the Workbook.						
Check the answers and take turns reading aloud.						

Warm-up:	5min	Worksheet – Ss read the words and			
Ss point to each scene and elicit the dialogue.		spell the words.			
Divide the class into pairs, and have each pair prac	etice role-	ar.			
playing the six different scenes.					
Follow-up activity:	20min				
Ask the questions while pointing to or touching the	e pictures				
and pantomiming the actions or words.					
Toss a ball to a Ss and say the conversation.					
Ss continue until everyone has said ach line.					
Wrap-up:	15min				
Write down the Workbook.					
Check the answers and take turns reading aloud.					
<u>Warm-up</u> :	10min	Oral performance-Students role-play			
Play the recording and make the Ss to repeat after:	it.	the lines.			
Ss take turns standing up, pantomimig one of the ta	arget				
actions. Continue until each student has taken a	turn.				
Follow-up activity:	20min				
Ss choose a partner and role-play the conversation					
Then they change roles and role-play the conversa	tion				
again.					
Wrap-up:	10min				
Volunteers try to read or guess worms' conversation	n.				
Ss choose a partner and role-play the conversation					
參考資料:(若有請列出)					
English time 4					
學生回饋		教師省思			

教學單元設計(八)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Uni	t 8 At the Safari Park	設計者	英文教師群老師		
實施年級		4年	-級	總節數	共 4 節 , 160 分鐘		
單元名稱 Uni		Uni	t 8 At the Safari Park				
	設計依據						
			英語2-II-2 能念出英語的語音。		英-E-A2 具備理解簡易英 語 文 訊息		
	學習	表	綜合2a-II-1 覺察自己的人際溝		的能 力,能運用基本 邏輯思考策略提		
與羽	現		通方式,展現合宜的互動與溝近		升學習效能。		
學習重點			態度和技巧。	核心 素養	綜-E-C2理解他人感受,樂於與人互動,		
7.112	日 17 . 上		英語Ac-II-2 簡易的生活用語。	* K	學習尊重他人,增進人際關係,與團隊		
	學習容		綜合Ba-II-3 人際溝通的態度與		成員合作達成團體目標。		
	70		技巧。				
議題	學習主		國際教育:彰顯國家價值、多元文化教育:文化差異與理解				
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。				
	涵		國 E1 了解我國與世界其他國家的文化特質。				
與其他領域/科目 的連結		斗目	英語文(不含國小低年級)、綜合活動				
教材來源			English time 4				
教學設備/資源		Į.	wordwall \ e-book				
學生經	驗分析		English time 1-3				
學羽日梗							

學習目標

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計				
教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet – Students read the		
Phonics Review: Consonant Blends.		conversations and fill in the blanks.		
Point to each blend and elicit its sound. Write seven to nine				
words on the board. Point to each word and have students				
read it.				
Follow-up activity:	20min			
Divide students into groups of three, and have them				
role-play the conversation. They then change roles and				
role-play the conversation again. Groups continute until				
each student has taken on each role.				

Wrap-up:	15min	
Volunteers try to read or guess the worm's conversation.		
Play the recording. Students listen and repeat, pointing to		
each line of the conversation.		
Warm-up:	5min	Worksheet – Students read the words
Conversation Review: Dictation.		and spell the words.
Say a line from the target conversation. Students write the		_
line on a piece of paper, using correct capitalization and		
punctuation. The first student to correctly write the line		
quickly role-plays it.		
Follow-up activity:	20min	
Students point to each of the target vocaulary itmes in the		
large scene and name them. Students listen to the sound		
effects and words.		
Wrap-up:	15min	
Pantomime Chain.		
A volunteer comes to the front and pantomimes one of the		
target actions. Students try to identify the action. The first student to correctly name the action is the next to come to		
the front and pantomime.		
Warm-up:	5min	Oral performance-Students repeat the
Vocabulary Review: Name the Activity.		lyrics and sing along the song.
Point to the numbered images showing the target activities.		Tyrio and sing along the song.
Have one volunteer say the activity and another volunteer		
Pantomime the action.		
Follow-up activity:	20min	
Write the text from the pattern boxes on the board. Play the		
recording, pointing to each word. Students try to say the		
patterns on their own while looking at the pattern boxes in		
their books.		
Wrap-up:	15min	
Bring six volunteers to the front of the classroom. Whisper		
a vocabulary word to one of them. He/She pantomimes the		
action, stops, and says the patterns.	5min	
Warm-up: Pattern Review: Sing Along.	2111111	
		Oral performance-Students sing the
Play the song and have students sing along. Phonics Review: Consonant Blends.		chant with different –ed words.
Volunteers write a word using each blend on the board and use it in a sentence.		
Follow-up activity:	20min	
Focus students` attention on the -ed words. Students listen	20111111	
and repeat, pointing to the pictures and words. Studnets		
read the sentences and write the number of each line of the		
rhyme next to the corresponding picture.	15	
Wrap-up:	15min	

Chant. Establish a 4-beat rhythm. Point to the word and on beat 1 and 2, say What's that? On beat 3 and 4, say It's -ed word (cleaned). Do the activity again, having a volunteer take on Teacher's role and ask the questions.					
參考資料:(若有請列出)					
English time 4					
學生回饋 教師省思					

教學單元設計(九)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Uni	t 9 By the Seashore	設計者	英文教師群老師		
實施年級		4年	-級	總節數	共 4 節 , 160 分鐘		
單元名稱 Uni		Uni	it 9 By the Seashore				
	設計依據						
छ तज		英語2-II-2 能念出英語的記		•	英-E-A2 具備理解簡易英 語 文 訊息		
	學習 現	•	綜合2b-II-1 體會團隊合作的意		的能 力,能運用基本 邏輯思考策略提		
ध्व राज			義,並能關懷團隊的成員。	٠٠ ١٠٠	升學習效能。		
學習重點			英語Ab-II-1 子音、母音及其組	核心素養	綜-E-C2 理解他人感受,樂於與人互		
	學習內容		合。	~ A	動,學習尊重他人,增進人際關係,與		
			綜合Ba-II-1 自我表達的適切		團隊成員合作達成團體目標。		
			性。				
議題	學習主		國際教育:彰顯國家價值、多元文化教育:文化差異與理解				
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。				
	涵		國 E1 了解我國與世界其他國家的文化特質。				
與其他領域/科目 的連結		斗目	英語文(不含國小低年級)、綜合活動				
教材來源			English time 4				
教學設備/資源		Į.	wordwall • e-book				
學生經	驗分析		English time 1-3				
學型日煙							

學習目標

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – Ss read the words and					
Ss point to each scene and elicit the dialogue.		spell the words.					
Divide the class into pairs, and have each pair practice role-		ar.					
playing the six different scenes.							
Follow-up activity:	20min						
Ask the questions while pointing to or touching the pictures							
and pantomiming the actions or words.							
Toss a ball to a Ss and say the conversation.							
Ss continue until everyone has said ach line.							
Wrap-up:	15min						
Write down the Workbook.							
Check the answers and take turns reading aloud.							

Warm-up:	5min	Worksheet – Ss read the words and			
Ss point to each scene and elicit the dialogue.					
Divide the class into pairs, and have each pair practice.	ctice role-	spell the words.			
playing the six different scenes.	1010				
Follow-up activity:	20min				
Ask the questions while pointing to or touching th					
and pantomiming the actions or words.	e pietures				
Toss a ball to a Ss and say the conversation.					
Ss continue until everyone has said ach line.					
Wrap-up:	15min				
Write down the Workbook.	1311111				
Check the answers and take turns reading aloud.					
Warm-up:	10min	Oral performance-Students role-play			
Play the recording and make the Ss to repeat after	it.	the lines.			
Ss take turns standing up, pantomimig one of the t	arget	the lines.			
actions. Continue until each student has taken a	turn.				
Follow-up activity:	20min				
Ss choose a partner and role-play the conversation					
Then they change roles and role-play the conversa	tion				
again.					
Wrap-up:	10min				
Volunteers try to read or guess worms' conversation	ı.				
Ss choose a partner and role-play the conversation					
<u>Warm-up</u> :	10min	Oral performance-Students role-play			
Play the recording and make the Ss to repeat after	it.	the lines.			
Ss take turns standing up, pantomimig one of the t	arget				
actions. Continue until each student has taken a	turn.				
Follow-up activity:	20min				
Ss choose a partner and role-play the conversation					
Then they change roles and role-play the conversa	tion				
again.					
Wrap-up:	10min				
Volunteers try to read or guess worms' conversation	1.				
Ss choose a partner and role-play the conversation					
參考資料:(若有請列出)					
English time 4		4/ 47 //> II			
學生回饋		教師省思			

教學單元設計(十)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題		Uni	t 10 Collecting and Making	設計者	英文教師群老師		
實施年級		4年	-級	總節數	共 4 節 , 160 分鐘		
單元名稱 Uni		Uni	t 10 Collecting and Making				
	設計依據						
			英語2-II-2 能念出英語的語音	o	英-E-A2 具備理解簡易英 語 文 訊息		
	學習	表	綜合2a-II-1 覺察自己的人際溝	:	的能 力,能運用基本 邏輯思考策略提		
袋 33	現	•	通方式,展現合宜的互動與溝上	通	升學習效能。		
學習重點			態度和技巧。	核心 → 素養	綜-E-C2理解他人感受,樂於與人互動,		
王加	學習內容		英語Ac-II-2 簡易的生活用語。		學習尊重他人,增進人際關係,與團隊		
			綜合Ba-II-3 人際溝通的態度與	<u>t</u>	成員合作達成團體目標。		
	ָם		技巧。				
議題	學習題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解				
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。				
	涵		國 E1 了解我國與世界其他國家的文化特質。				
與其他領域/科 的連結		斗目	英語文(不含國小低年級)、綜合活動				
教材來源			English time 4				
教學設備/資源		F.	wordwall \ e-book				
學生經	驗分析		English time 1-3				
學習日煙							

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計				
教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet – Students read the		
Phonics Review: Consonant Blends.		conversations and fill in the blanks.		
Point to each blend and elicit its sound. Write seven to nine				
words on the board. Point to each word and have students				
read it.				
Follow-up activity:	20min			
Divide students into groups of three, and have them				
role-play the conversation. They then change roles and				
role-play the conversation again. Groups continute until				
each student has taken on each role.				

Wrap-up:	15min	
Volunteers try to read or guess the worm's conversation.		
Play the recording. Students listen and repeat, pointing to		
each line of the conversation.		
Warm-up:	5min	Worksheet – Students read the words
Conversation Review: Dictation.		and spell the words.
Say a line from the target conversation. Students write the		-
line on a piece of paper, using correct capitalization and		
punctuation. The first student to correctly write the line		
quickly role-plays it.		
Follow-up activity:	20min	
Students point to each of the target vocaulary itmes in the		
large scene and name them. Students listen to the sound		
effects and words.		
Wrap-up:	15min	
Pantomime Chain.		
A volunteer comes to the front and pantomimes one of the		
target actions. Students try to identify the action. The first student to correctly name the action is the next to come to		
the front and pantomime.		
Warm-up:	5min	Oral performance-Students repeat the
Vocabulary Review: Name the Activity.		lyrics and sing along the song.
Point to the numbered images showing the target activities.		Tyries and sing along the song.
Have one volunteer say the activity and another volunteer		
Pantomime the action.		
Follow-up activity:	20min	
Write the text from the pattern boxes on the board. Play the		
recording, pointing to each word. Students try to say the		
patterns on their own while looking at the pattern boxes in		
their books.		
Wrap-up:	15min	
Bring six volunteers to the front of the classroom. Whisper		
a vocabulary word to one of them. He/She pantomimes the		
action, stops, and says the patterns.	<i>5</i>	
Warm-up:	5min	
Pattern Review: Sing Along.		Oral performance-Students sing the
Play the song and have students sing along.		chant with different -ed words.
Phonics Review: Consonant Blends.		
Volunteers write a word using each blend on the board and		
use it in a sentence.	20 :	
Follow-up activity:	20min	
Focus students` attention on the -ed words. Students listen		
and repeat, pointing to the pictures and words. Studnets		
read the sentences and write the number of each line of the		
rhyme next to the corresponding picture.		
Wrap-up:	15min	

Chant. Establish a 4-beat rhythm. Point to the word and on beat 1 and 2, say What's that? On beat 3 and 4, say It's -ed word (cleaned). Do the activity again, having a volunteer take on Teacher's role and ask the questions.					
參考資料:(若有請列出)					
English time 4					
學生回饋 教師省思					

教學單元設計(十一)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題 Unit		Uni	it 11 At the Planetarium	設計者	英文教師群老師	
實施年級 4年		4年	=級	總節數	共 3 節 , 120 分鐘	
單元	名稱	Uni	it 11 At the Planetarium			
		-	設言	計依據		
學習重點	學現學習客	內	英語2-II-2 能念出英語的語音 綜合2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。 英語Ab-II-1 子音、母音及其組合。 綜合Ba-II-1 自我表達的適切 性。	— 核心	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。 綜-E-C2理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。	
議題	學習題		國際教育:彰顯國家價值、多	元文化教育	: 文化差異與理解	
融入	實質	內	多 E3 認識不同的文化概念,	加族群、階級	及、性別、宗教等。	
	涵		國 E1 了解我國與世界其他國家	家的文化特質。		
與其他領域/科目 的連結		斗目	英語文(不含國小低年級)、綜合活動			
教材來源 English time 4						
教學設備/資源 wordwall、e-book						
學生經	驗分析		English time 1-3			
學習日標						

學習目標

Be able to read aloud the words and use the sentences properly. Be able to spell the words.

教學活動設計		
教學活動內容及實施方式	時間	評量方式
Warm-up:	5min	Worksheet – Ss read the words and
Ss point to each scene and elicit the dialogue.		spell the words.
Divide the class into pairs, and have each pair practice role-		
playing the six different scenes.		
Follow-up activity:	20min	
Ask the questions while pointing to or touching the pictures		
and pantomiming the actions or words.		
Toss a ball to a Ss and say the conversation.		
Ss continue until everyone has said ach line.		
Wrap-up:	15min	
Write down the Workbook.		

Check the answers and take turns reading aloud.			
Warm-up:	5min	Worksheet – Ss read the words and	
Ss point to each scene and elicit the dialogue.		spell the words.	
Divide the class into pairs, and have each pair pra	actice role-		spen are words.
playing the six different scenes.			
Follow-up activity:		20min	
Ask the questions while pointing to or touching t	he pictures		
and pantomiming the actions or words.			
Toss a ball to a Ss and say the conversation.			
Ss continue until everyone has said ach line.			
Wrap-up:		15min	
Write down the Workbook.			
Check the answers and take turns reading aloud.			
Warm-up:		10min	Oral performance-Students role-play
Play the recording and make the Ss to repeat afte	r it.		the lines.
Ss take turns standing up, pantomimig one of the	target		
actions. Continue until each student has taken a	a turn.		
Follow-up activity:		20min	
Ss choose a partner and role-play the conversation	n.		
Then they change roles and role-play the convers	sation		
again.			
Wrap-up:			
Volunteers try to read or guess worms' conversation.			
Ss choose a partner and role-play the conversation	n.		
參考資料:(若有請列出)			
English time 4			4/ 4r /\) II
學生回饋			教師省思

教學單元設計(十二)

一、教學設計理念

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

二、教學單元設計

主題 Unit 12 At School		設計者	英文教師群老師			
實施年級 4年級		總節數	共 3 節 , 120 分鐘			
單元	單元名稱 Unit 12 At School					
	設計依據					
			英語2-II-2 能念出英語的語音		英-E-A2 具備理解簡易英 語 文 訊息	
	學習	表	綜合2a-II-1 覺察自己的人際溝		的能 力,能運用基本 邏輯思考策略提	
	現		通方式,展現合宜的互動與溝近	鱼	升學習效能。	
學習			態度和技巧。	核心	綜-E-C2理解他人感受,樂於與人互動,	
里點	重點		英語Ac-II-2 簡易的生活用語。	素養	學習尊重他人,增進人際關係,與團隊	
	學習容		綜合Ba-II-3 人際溝通的態度與	-	成員合作達成團體目標。	
	合		技巧。			
議題	學習題		國際教育:彰顯國家價值、多	元文化教育	: 文化差異與理解	
融入	實質	內	多 E3 認識不同的文化概念,与	加族群、階級	及、性別、宗教等 。	
	涵		國 E1 了解我國與世界其他國領	家的文化特質。		
與其他領域/科目 英語文(不含國小低年級)		英語文(不含國小低年級)、綜合	活動			
教材來源 English time 4						
教學設備/資源 wordwall、e-book			wordwall \ e-book			
學生經	驗分析		English time 1-3			
	學習目標					

學習目標

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設計					
教學活動內容及實施方式	時間	評量方式			
Warm-up:	5min	Worksheet – Students read the			
Phonics Review: Consonant Blends.		conversations and fill in the blanks.			
Point to each blend and elicit its sound. Write seven to nine					
words on the board. Point to each word and have students					
read it.					
Follow-up activity:	20min				
Divide students into groups of three, and have them					
role-play the conversation. They then change roles and					
role-play the conversation again. Groups continute until					
each student has taken on each role.					

Wrap-up:	15mir	1
Volunteers try to read or guess the worm's conversa	ation.	
Play the recording. Students listen and repeat, point	ting to	
each line of the conversation.		
Warm-up:	5min	Worksheet – Students read the words
Conversation Review: Dictation.		and spell the words.
Say a line from the target conversation. Students wi	rite the	1
line on a piece of paper, using correct capitalization	and	
punctuation. The first student to correctly write the	line	
quickly role-plays it.		
Follow-up activity:	20mir	1
Students point to each of the target vocaulary itmes	in the	
large scene and name them. Students listen to the so	ound	
effects and words.		
Wrap-up:	15mir	1
Pantomime Chain.		
A volunteer comes to the front and pantomimes one		
target actions. Students try to identify the action. The student to correctly name the action is the next to constant.		
the front and pantomime.	ome to	
Warm-up:	5min	Oral performance-Students repeat the
Vocabulary Review: Name the Activity.		lyrics and sing along the song.
Point to the numbered images showing the target ac	ctivities.	Tyrics and sing along the song.
Have one volunteer say the activity and another vol	unteer	
Pantomime the action.		
Follow-up activity:	20mir	
Write the text from the pattern boxes on the board.	Play the	
recording, pointing to each word. Students try to sa		
patterns on their own while looking at the pattern be		
their books.		
Wrap-up:	15mir	
Bring six volunteers to the front of the classroom.		
a vocabulary word to one of them. He/She pantomi	mes the	
action, stops, and says the patterns.		
參考資料:(若有請列出)		
English time 4 學生回饋		
丁工 니陨		3人 ELL 日 (C)

鸟	學習	目	標

Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere.

Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.

評量標準

主題		A 優秀	B 良好	C 基礎	D 不足	E 落後
觀評、口評	表現描述	能聆聽發言者 ¹ 所呈現的訊息,理解內容 ² 。	能 聆 聽 發 言 者 所 呈 現 的 訊 息,理解內容。	能 聆聽 發言者 所 呈 現 的 訊 息,大致理解內 容。	在協助下,能聆 聽發言者 所呈 現的訊息,大致 理解 內容。	未達 D級
評分指引		能完整說出所聽聞的內容。	能說出所聽聞 的內容。	大致能說出所 聽聞的內 容。	在協助下,大致 能說出所 聽聞 的內容。	未達 D級
評量工具				觀察評量		
分婁轉指		90-100	80-89	70-79	60-69	59 以下

分數轉換:可由授課教師達成共識轉化自訂分數(級距可調整)。

備註:

- 1. 發言者:除發話者外,亦包含不同形式之視聽媒體,所傳達的內容應適合該年級 學生程度。
- 2. 聽正確、聽完整。

	評量標準							
主題		A 優秀	B 良好	C 基礎	D 不足	E 落後		
紙筆評量	表現描述	能利用語 書 明 一 記 明 一 記 書 。 等 , 正 者 。 等 。 言 者 。 言 。 。 。 。 。 。 。 。 。 。 。 。 。 。 。	在引導下,能利口畫(圖表)等單文字等人。 一十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	在引導下,能利 用簡單形,能利 口語、文字等 (量表)等,記 致地(50%)記 者 的訊息 的訊息	在引導下,能利 用簡單形,能利 口語、文字或 畫(圖表)等,記 略地(30%)記錄 發言者 ¹ 所呈現 的訊息。	未達 D級		
評分指引		能依照題意, 用精確完整的 語句,記錄下 符合主題的內 容。	能依照題意,用 語意完整的句 子,記錄下符合 主題的內容。	能依照題意,大 致能用完整的 句子,記錄下符 合主題的內容。	在協助下,能依 照題意,記錄下 符合主題的內 容。	未達 D級		
評量工具				Work Book				
分數轉換		90-100	80-89	70-79	60-69	59 以下		

