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

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

● 課程架構



二、 主題說明

彈性學 類		統整性(■主題□專題□議題)探究課程 設計者 五年級英文教師				
實施年級 5		5年級 總節數 上下學期各 21 週,每週 2 節, 共 84 節。				
主題	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學				
核心	總綱	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。				
素養領紙		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-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。				
	領域/科 連結	英語文(不含國小低年級)、綜合活動				
議題	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。				
融入	所融入 單元	Unit1 Buildings/ Prepositions \ Unit2 Food/ Quantities \ Unit3 Daily Activities/ Alone or With Others \ Unit4 Activities at a Movie Studio/ Frequency \ Unit5 Activities in Town/ Frequency \ Unit6 Musical Instruments/ Adverbs \ Unit7				

	Animals/ Movement • Unit8 Young Children's Activities/ Remembering Abilities • Unit9 Cities Around the World/ Months • Unit10 Actions at School/ Consequences					
教材來源	English time 5					
教學設備/資源	wordwall \	e-Book				
	<u>-</u>	各單元與學習目標				
單元名稱		學習重點	學習目標			
	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to write the target words. Students will be able to read			
Unit1 Buildings/ Prepositions	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	the target sentences.			
	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to learn some easy words of food. Students will be able to use the target sentences about asking			
Unit2 Food/ Quantities	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	how many/ much food.			
Hait2 Daile	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to write the target words. Students will be able to read the target sentences.			
Unit3 Daily Activities/ Alone or With Others	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。				
Unit4 Activities at	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to memorize the target words. Students will be able to read the target sentences.			
a Movie Studio/ Frequency	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中				

		的經驗和感受。	
Thing A mining	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to write the target words. Students will be able to read the target sentences.
Unit5 Activities in Town/ Frequency	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	
Unit6 Musical	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to memorize the instruments in this unite. Students will be able to read
Instruments/ Adverbs	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	and use the target sentences.
	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to memorize the animals name in this unite. Students will be able to read
Unit7 Animals/ Movement	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	and use the target sentences.
Unit8 Young Children's	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to memorize the activities of kids in this unite. Students will be able to read
Activities/ Remembering Abilities	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	and use the target sentences.
Unit9 Cities Around the World/ Months	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to memorize the cities name in this unite.
Monuis ,	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必	Students will be able to read and use the target sentences.

		須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	
Unit10 Actions at	學習表現	英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Students will be able to use the target words. Students will be able to read the target sentences and
School/ Consequences	學習內容	英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	understand the grammar of the unite.

教學單元設計(一)

一、 教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題 國際文化		設計者	五年級英文教師			
實施年級 五3		五年級	總節數	每週2節,共8節		
單元	單元名稱 Unit1 Buildings/ Prepositions					
	設計依據					
4組 51号	學習現		的	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。		
學習動	學習容	英語 Ac-III-4 國小階段所學詞(能聽、讀、說 300 字詞,中必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文中的經驗和感受。	其	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・彭紹國系價值、多	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	實質涵		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 的連結		綜合領域	綜合領域			
教材來	源	English time 5				
教學設	備/資源	電腦、wordwall、電子白板				
學生經驗分析 學生		學生已熟悉 English time 1-4				
	學習目標					

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 combine some			
Unit 1 Vocabulary		syllables together to form the words.			
Tt will quickly show the pictures to explain the meaning of		, ,			
the words to refresh their memory.					
Follow-up activity:	20min				
Video					
Tt will provide Ss with 3 questions to think about while					
watching it.					
Wrap-up:	15min				
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.					

Warm-up:	5min	Worksheet - Students combine some
Unit 1 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write the words in their notebook for retention.		
Warm-up:	5min	Worksheet - Students combine some
Unit 1 Vocabulary		syllables together to form the words.
Tt will quickly show the pictures to explain the meaning of		,
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write		
the words in their notebook for retention.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		

Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
參考資料:(若有請列出)	1	<u> </u>
English time 5		

學生回饋	教師省思		

教學單元設計(二)

一、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題 國際文化		設計者	五年級英文教師			
實施年級 五3		五分	手級	總節數	每週2節,共8節	
單元	單元名稱 Unit2 Food/ Quantities					
	設計依據					
學習	學習表學習內容		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學等	内 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。	
重點			詞(能聽、讀、說300字詞, 中必須拼寫180字詞) 綜合 Cc-III-3 生活在不同文化 中的經驗和感受。			
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,	L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		十目	綜合活動			
教材來	教材來源		English time 5			
教學設	教學設備/資源		電腦、wordwall、電子白板			
學生經	驗分析		學生已熟悉 English time 1-4			
	與羽口栖					

學習目標

Students are able to read aloud the words and use the sentences properly. Be able to spell the words and use it well. And also understand the meaning of the article.

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 combine some			
Unit 2 Vocabulary		syllables together to form the words.			
Students listen and repeat, pointing to each word in the		, c			
vocabulary box.					
Follow-up activity:	20min				
Say the words in random order. Students point to them in		Wordwall anagram vocabulary			
the vocabulary box. Students point to each of the target		practice.			
vocabulary items in the scene and name them					
Wrap-up:	15min				
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.					

Warm-up:	5min	Worksheet - Students combine some
Unit 2 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Role play the conversation.		
Divide the class into groups of three. Using their books for		
reference, students in each group role-play the		
conversation. They then switch roles and do it again,		
continuing until each student has taken on each role.		
Wrap-up:	15min	
Students learn how to read the conversation and understand	1311111	
the meaning.		
<u>Warm-up</u> :	5min	Worksheet- unite 2 sentence practice
Vocabulary Review: Eating and Drinking. Divide the board		
into two vertical columns. Write We eat first column, and		
We drink _at the top of the second. Say roast beef and		
have a volunteer point to the corresponding column on		
the board. A different volunteer says We eat roast beef		
Write roast beef in the We eat the remaining Unit 2 food		
items. Then point to each column and have students read		
the words.		
Follow-up activity:	20min	
How much (orange juice) did (she) have? (She) had (one)		
(bottle) of (orange juice). Bring a volunteer to the front of		
the classroom. Pretend to hand him/her a bottle of orange		
juice and say Here's a bottle of orange juice. Prompt the		
student to pretend to drink the bottle of orange juice.		
Point to the volunteer and ask seated students How much		
orange juice did (she) have? Students repeat. Write How		
much orange juice did (she) have? on the board. Point to		
and read each word.		
Students repeat. Ask the question again, point to the		
volunteer, and say (She) had one bottle of orange juice.		
Students repeat.		
Write (She) had one bottle of orange juice. on the board to		
the right of How much orange juice did (she) have? Point		
to and read each word. Students repeat. Do the same with		
a slice of cake, a loaf of garlic bread, and a cup of coffee.		
Wrap-up:	15min	
Learn new sentences of unite 2 and can use them well.		
Warm-up:	10min	Worksheet- unite 2 sentence practice
Review the sentences we've learned last class, teacher read		•
the sentence first then the students repeat after.		

Follow we estimite:	20 :	
Follow-up activity:	20min	
How many (bottles) of (orange juice) did (she) have?		
(She) had (one) (bottle) of (orange juice). Follow the same		
procedure as in Step 1, underlining How many bottles		
when writing the question on the board and using cans of		
lemonade, pieces of apple pie, bowls of chicken soup, and		
glasses of iced tea.		
Wrap-up:	10min	
Pattern Review: Match the Quantities. Write How much		
orange juice did he have?/ How many bottles of orange		
juice did he have? He had two bottles of orange juice. on		
the board.		
Warm-up:	10min	Oral performance-Students practice
Point to each sentence and have students read it. Then say		the script and perform the Reader's
they, cake and elicit the target question. Say two slices		Theater
and elicit the target answer. Continue for four to six		Theater
minutes, using different food items, pronouns, and		
quantities.		
Follow-up activity:	20min	
Student pairs take turns asking and answering questions		
about people and food items in the scene, using the target		
patterns and vocabulary items. For example: 51 (pointing		
to the woman with coffee): How many cups of coffee did		
she have? S2: She had one cup of coffee.		
Wrap-up:	10min	
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Read aloud- Students show their
What Did You Have for Dinner? Write How muchdid		chants in front of others.
you have? and I had on the board. Then write How		chants in front of others.
many did you have? and I hadbelow those		
sentences. Pairs of volunteers read one of the questions		
and answers, filling in the blanks with different food		
items and quantities. Continue until most students have		
taken a turn.		
Follow-up activity:	20min	
Reading time, practice the reading. Ss read along in their		
books. Then Tt explain the new words and the meaning of		
the article. Play the recording, stopping it after each		
sentence. Ss repeat each sentence.		
Wrap-up:	10min	
Play the recording, listen and circle true or false. Check	Tomm	
answers by saying Number 1. Papa Joe's is a bakery.		
answers by saying rannoct 1.1 apa soc 8 is a bakery.		

Students say True or False according to what the			
If the statement is false, a volunteer makes it true			
same for numbers 2-4.			
Warm-up:		8min	Read aloud- Students show their
Ss read the article silently to themselves.			chants in front of others.
Follow-up activity:		22min	chants in front of others.
Read the question, write the answer. Ss answer e	ach		
question based on the reading in exercise A. C	heck		
answer by reading each question; Ss read th	e answer		
they wrote.			
Wrap-up:		10min	
Do the workbook page 11 and extra worksheet p	ractice and		
make sure Ss understand the new words in the	article.		
Warm-up:		8min	Read aloud- Students show their
Students open their books to page 11 and take tw	o to three		chants in front of others.
minutes to read the restaurant review. Then stu	idents take		chants in front of others.
turns telling the class—in their own words-sor	nething		
about the reading.			
For example: This reading is about a new restaur	rant.		
Continue until most students have taken a turn			
if more than one student tells the same information			
Follow-up activity:	22min		
Ask students five to six questions relating to food	d.		
Suggested Questions:			
What's your favorite food?			
Do you like Italian food? Then cover the text, loo	ok at the		
pictures, and talk about what they see.			
Listen and answer the questions.			
For each number, students answer the question b	ased on		
their own knowledge and experience.			
<u>Wrap-up:</u>		10min	
Review. Read and write the answers.			
Students read each question and write an answe			
their own knowledge and experience.			
参考資料:(若有請列出)			
English time 5		址 年 少 田	
學生回饋			教師省思

教學單元設計(三)

一、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主是	主題 國際文化		設計者	五年級英文教師	
實施年級 五年		五年	年級	總節數	每週2節,共8節
單元	名稱	Uni	it3 Daily Activities/ Alone or With O	thers	
			設計化	衣據	
ध्यः जञ	學習現		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	Life XX	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,
學重點			英語 Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中的經驗和感受。	核心素養	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: 議題 題		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,如為	疾群、 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。			
與其他領域/科目 的連結 綜合活動					
教材來源 English time 5		-			
教學設	教學設備/資源 電腦、wordwall、電子白板				
學生經	學生經驗分析 學生已熟悉 English time 1-4				
	學習日標				

學習目標

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 combine some		
Unit 3 Vocabulary		syllables together to form the words.		
Tt will quickly show the pictures to explain the meaning of		, c		
the words to refresh their memory.				
Follow-up activity:	20min			
Video				
Tt will provide Ss with 3 questions to think about while				
watching it.				
Wrap-up:	15min			
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.				

Warm-up:	5min	Worksheet - Students combine some
Unit 3 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video	2011111	
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to	1311111	
understand the concept of the lesson. Ss will then write the words in their notebook for retention.		
Warm-up:	5min	Worksheet - Students combine some
Unit 3 Vocabulary		syllables together to form the words.
Tt will quickly show the pictures to explain the meaning of		
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write		
the words in their notebook for retention.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		1 mouto
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		

Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		chants in front of others.
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		chants in front of others.
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
参考資料:(若有請列出)	1	ı
English time 5		

學生回饋	教師省思

教學單元設計(四)

一、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主是	題	國門	祭文化	設計者	五年級英文教師
實施。	實施年級 五年級		總節數	每週2節,共8節	
單元	名稱	Uni	it4 Activities at a Movie Studio/ Frequency	ency	
			設計依	據	
學習動	學習現		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學字詞	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,
里和	學習內 (能聽、讀、說 300 字詞,其中 必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。		· 不食	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	實質涵		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 综合活動				
教材來	教材來源 English time 5				
教學設	備/資源	į.	電腦、wordwall、電子白板		
學生經	學生經驗分析 學生已熟悉 English time 1-4				
學習目標					

Students are able to read aloud the words and use the sentences properly. Be able to spell the words and use them well. And also understand the meaning of the article.

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 combine some		
Unit 4 Vocabulary		syllables together to form the words.		
Students listen and repeat, pointing to each word in the		Ţ		
vocabulary box.				
Follow-up activity:	20min			
Say the words in random order. Students point to them in		Wordwall anagram vocabulary		
the vocabulary box. Students point to each of the target		practice.		
vocabulary items in the scene and name them				
Wrap-up:	15min			
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.				

Warm-up:	5min	Worksheet - Students combine some
Unit 4 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Role play the conversation.		
Divide the class into groups of three. Using their books for		
reference, students in each group role-play the		
conversation. They then switch roles and do it again,		
continuing until each student has taken on each role.		
Wrap-up:	15min	
Students learn how to read the conversation and understand		
the meaning.		
Warm-up:	5min	Worksheet- unite 4 sentence practice
Vocabulary Review: Eating and Drinking. Divide the board		
into two vertical columns. Write We eat first column, and		
We drink _at the top of the second. Say roast beef and		
have a volunteer point to the corresponding column on		
the board. A different volunteer says We eat roast beef		
Write roast beef in the We eat the remaining Unit 2 food		
items. Then point to each column and have students read		
the words.		
Follow-up activity:	20min	
How much (orange juice) did (she) have? (She) had (one)		
(bottle) of (orange juice). Bring a volunteer to the front of		
the classroom. Pretend to hand him/her a bottle of orange		
juice and say Here's a bottle of orange juice. Prompt the		
student to pretend to drink the bottle of orange juice.		
Point to the volunteer and ask seated students How much		
orange juice did (she) have? Students repeat. Write How		
much orange juice did (she) have? on the board. Point to		
and read each word.		
Students repeat. Ask the question again, point to the		
volunteer, and say (She) had one bottle of orange juice.		
Students repeat.		
Write (She) had one bottle of orange juice. on the board to		
the right of How much orange juice did (she) have? Point		
to and read each word. Students repeat. Do the same with		
a slice of cake, a loaf of garlic bread, and a cup of coffee.		
Wrap-up:	15min	
Learn new sentences of unite 2 and can use them well.		
<u>Warm-up</u> :	10min	Worksheet- unite 4 sentence practice
Review the sentences we've learned last class, teacher read		
the sentence first then the students repeat after.		

Follow-up activity:	20min	
How many (bottles) of (orange juice) did (she) have?	2011111	
(She) had (one) (bottle) of (orange juice). Follow the same		
procedure as in Step 1, underlining How many bottles		
when writing the question on the board and using cans of		
lemonade, pieces of apple pie, bowls of chicken soup, and		
glasses of iced tea.		
Wrap-up:	10min	
Pattern Review: Match the Quantities. Write How much		
orange juice did he have?/ How many bottles of orange		
juice did he have? He had two bottles of orange juice. on		
the board.		
Warm-up:	10min	Oral performance-Students practice
Point to each sentence and have students read it. Then say		the script and perform the Reader's
they, cake and elicit the target question. Say two slices		Theater
and elicit the target answer. Continue for four to six		Theater
minutes, using different food items, pronouns, and		
quantities.		
Follow-up activity:	20min	
Student pairs take turns asking and answering questions		
about people and food items in the scene, using the target		
patterns and vocabulary items. For example: 51 (pointing		
to the woman with coffee): How many cups of coffee did		
she have? S2: She had one cup of coffee.		
Wrap-up:	10min	
Ss partners say the question and answers while looking at		
the pattern boxes.		
<u>Warm-up</u> :	10min	Read aloud- Students show their
What Did You Have for Dinner? Write How muchdid		chants in front of others.
you have? and I had on the board. Then write How		
many did you have? and I hadbelow those		
sentences. Pairs of volunteers read one of the questions		
and answers, filling in the blanks with different food		
items and quantities. Continue until most students have		
taken a turn.		
Follow-up activity:	20min	
Reading time, practice the reading. Ss read along in their		
books. Then Tt explain the new words and the meaning of		
the article. Play the recording, stopping it after each		
sentence. Ss repeat each sentence.	10 '	
Wrap-up:	10min	
Play the recording, listen and circle true or false. Check		
answers by saying Number 1. Papa Joe's is a bakery.		

Students say True or False according to what they	circled.	
If the statement is false, a volunteer makes it true.		
same for numbers 2-4.		
Warm-up:	8min	Read aloud- Students show their
Ss read the article silently to themselves.		chants in front of others.
Follow-up activity:	22min	
Read the question, write the answer. Ss answer ea	ch	
question based on the reading in exercise A. Ch	neck	
answer by reading each question; Ss read the	answer	
they wrote.		
Wrap-up:	10min	
Do the workbook page 11 and extra worksheet pra	actice and	
make sure Ss understand the new words in the a	article.	
Warm-up:	8min	Read aloud- Students show their
Students open their books to page 11 and take two	o to three	chants in front of others.
minutes to read the restaurant review. Then stud	dents take	
turns telling the class—in their own words-som	ething	
about the reading.		
For example: This reading is about a new restaura	ınt.	
Continue until most students have taken a turn.	It is okay	
if more than one student tells the same information	tion	
Follow-up activity:	22min	
Ask students five to six questions relating to food		
Suggested Questions:		
What's your favorite food?		
Do you like Italian food? Then cover the text, loo	k at the	
pictures, and talk about what they see.		
Listen and answer the questions.		
For each number, students answer the question ba	sed on	
their own knowledge and experience.		
Wrap-up:	10min	
Review. Read and write the answers.		
Students read each question and write an answer	based on	
their own knowledge and experience.		
參考資料:(若有請列出)		
English time 5 學生回饋		数
字生凹镇		教師省思

教學單元設計(五)

一 、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題		國際	祭文化	設計者	五年級英文教師	
實施年級			年級	總節數	每週2節,共10節	
單元	單元名稱 Un		it5 Activities in Town/ Frequency			
			設計化	衣據		
	學習現		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。		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	學習內容		英語 Ac-III-4 國小階段所學字 詞(能聽、讀、說 300 字詞,其 中必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化 中的經驗和感受。	核心素養	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	實質涵		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 的連結		目	綜合活動			
教材來源			English time 5			
教學設備/資源		Į.	電腦、wordwall、電子白板			
學生經驗分析			學生已熟悉 English time 1-4			
	學習目標					

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 combine some			
Unit 5 Vocabulary		syllables together to form the words.			
Tt will quickly show the pictures to explain the meaning of		, c			
the words to refresh their memory.					
Follow-up activity:	20min				
Video					
Tt will provide Ss with 5 questions to think about while					
watching it.					
Wrap-up:	15min				
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.					

Warm-up:	5min	Worksheet - Students combine some
Unit 5 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video	2011111	
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to	1511111	
understand the concept of the lesson. Ss will then write the words in their notebook for retention.		
Warm-up:	5min	Worksheet - Students combine some
Unit 3 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write		
the words in their notebook for retention.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		Theuter
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
<u>Warm-up</u> :	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		

Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Onal manfannana Studente muestica
Tt shows the pictures. Point to each word; Ss name it.	Tomini	Oral performance-Students practice
Writ the question and answer it.		the script and perform the Reader's
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.	2011111	
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.	1011111	
Ss partners say the question and answers while looking at the pattern boxes.		
Warm-up:	8min	
Tt shows the pictures. Point to each word; Ss name it.	OIIIIII	Read aloud- Students show their
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
	22111111	
Ss pairs take turns asking and answering questions. Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the	1011111	
karaoke version. Ss chant along, volunteers standing up		
each time.		
Warm-up:	8min	D 11 10 1 1 1 1 1
	OIIIII	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
	22111111	
Ss pairs take turns asking and answering questions. Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see. Wrap-up:	10min	
	10111111	
Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up		
each time.		
Warm-up:	8min	D 11 1 C 1 4 1 3 1
<u></u>	OIIIIII	Read aloud- Students show their

Tt shows the pictures. Point to each word; Ss nam	e it.	chants in front of others.			
Writ the question and answer it.					
Point to the sentences; Ss read them.					
Follow-up activity:	22min				
Ss pairs take turns asking and answering question	S				
Ss turn to the chant.					
Then cover the text, look at the pictures, and talk	about				
what they see.					
Wrap-up:	10min				
Ss chant along, using their books for reference. Pl	ay the				
karaoke version. Ss chant along, volunteers star	ding up				
each time.					
Warm-up:	8min	Read aloud- Students show their			
Tt shows the pictures. Point to each word; Ss nam	e it.	chants in front of others.			
Writ the question and answer it.		Chames in front of states.			
Point to the sentences; Ss read them.					
Follow-up activity:	22min				
Ss pairs take turns asking and answering question	S				
Ss turn to the chant.					
Then cover the text, look at the pictures, and talk	about				
what they see.					
Wrap-up:	10min				
Ss chant along, using their books for reference. Pl	ay the				
karaoke version. Ss chant along, volunteers star	ding up				
each time.					
參考資料:(若有請列出)					
English time 5		h/ 6- 10 TB			
學生回饋		教師省思			

教學單元設計(六)

一、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題		國門	祭文化	設計者	五年級英文教師	
實施年級		五分	年級	總節數	每週2節,共8節	
單元	單元名稱 Un		it6 Musical Instruments/ Adverbs			
			設計依	據		
69 11	學習表現學習事點學習內容		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	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。	
			英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中 必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。		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 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			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 的連結		十目	綜合活動			
教材來	教材來源		English time 5			
教學設備/資源		į.	電腦、wordwall、電子白板			
學生經驗分析			學生已熟悉 English time 1-4			
	學習目標					

Students are able to read aloud the words and use the sentences properly. Be able to spell the words and use them well. And also understand the meaning of the article.

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 combine some			
Unit 6 Vocabulary		syllables together to form the words.			
Students listen and repeat, pointing to each word in the					
vocabulary box.					
Follow-up activity:	20min	XX 1 11 1 1 1			
Say the words in random order. Students point to them in		Wordwall anagram vocabulary			
the vocabulary box. Students point to each of the target		practice.			
vocabulary items in the scene and name them					
Wrap-up:	15min				
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.					

Warm-up:	5min	Worksheet - Students combine some
Unit 6 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Role play the conversation.		
Divide the class into groups of three. Using their books for		
reference, students in each group role-play the		
conversation. They then switch roles and do it again,		
continuing until each student has taken on each role.		
Wrap-up:	15min	
Students learn how to read the conversation and understand	1311111	
the meaning.		
Warm-up:	5min	Worksheet- unite 6 sentence practice
Vocabulary Review: Eating and Drinking. Divide the board		
into two vertical columns. Write We eat first column, and		
We drink _at the top of the second. Say roast beef and		
have a volunteer point to the corresponding column on		
the board. A different volunteer says We eat roast beef		
Write roast beef in the We eat the remaining Unit 2 food		
items. Then point to each column and have students read		
the words.		
Follow-up activity:	20min	
How much (orange juice) did (she) have? (She) had (one)		
(bottle) of (orange juice). Bring a volunteer to the front of		
the classroom. Pretend to hand him/her a bottle of orange		
juice and say Here's a bottle of orange juice. Prompt the		
student to pretend to drink the bottle of orange juice.		
Point to the volunteer and ask seated students How much		
orange juice did (she) have? Students repeat. Write How		
much orange juice did (she) have? on the board. Point to		
and read each word.		
Students repeat. Ask the question again, point to the		
volunteer, and say (She) had one bottle of orange juice.		
Students repeat.		
Write (She) had one bottle of orange juice. on the board to		
the right of How much orange juice did (she) have? Point		
to and read each word. Students repeat. Do the same with		
a slice of cake, a loaf of garlic bread, and a cup of coffee.		
Wrap-up:	15min	
Learn new sentences of unite 2 and can use them well.		
Warm-up:	10min	Worksheet- unite 2 sentence practice
Review the sentences we've learned last class, teacher read		F
the sentence first then the students repeat after.		

Follow-up activity:	20min	
How many (bottles) of (orange juice) did (she) have?	2011111	
(She) had (one) (bottle) of (orange juice). Follow the same		
procedure as in Step 1, underlining How many bottles		
when writing the question on the board and using cans of		
lemonade, pieces of apple pie, bowls of chicken soup, and		
glasses of iced tea.		
Wrap-up:	10min	
Pattern Review: Match the Quantities. Write How much	1011111	
orange juice did he have?/ How many bottles of orange		
juice did he have? He had two bottles of orange juice. on		
the board.		
Warm-up:	10min	Oral performance-Students practice
Point to each sentence and have students read it. Then say		the script and perform the Reader's
they, cake and elicit the target question. Say two slices		
and elicit the target answer. Continue for four to six		Theater
minutes, using different food items, pronouns, and		
quantities.		
Follow-up activity:	20min	
Student pairs take turns asking and answering questions		
about people and food items in the scene, using the target		
patterns and vocabulary items. For example: 51 (pointing		
to the woman with coffee): How many cups of coffee did		
she have? S2: She had one cup of coffee.		
Wrap-up:	10min	
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Read aloud- Students show their
What Did You Have for Dinner? Write How muchdid		chants in front of others.
you have? and I hadon the board. Then write How		
many did you have? and I hadbelow those		
sentences. Pairs of volunteers read one of the questions		
and answers, filling in the blanks with different food		
items and quantities. Continue until most students have		
taken a turn.		
Follow-up activity:	20min	
Reading time, practice the reading. Ss read along in their		
books. Then Tt explain the new words and the meaning of		
the article. Play the recording, stopping it after each		
sentence. Ss repeat each sentence.		
Wrap-up:	10min	
Play the recording, listen and circle true or false. Check		
answers by saying Number 1. Papa Joe's is a bakery.		

Students say True or False according to what they	circled.			
If the statement is false, a volunteer makes it true.				
same for numbers 2-4.				
Warm-up:	8min	Read aloud- Students show their		
Ss read the article silently to themselves.		chants in front of others.		
Follow-up activity:	22mir			
Read the question, write the answer. Ss answer ea	nch			
question based on the reading in exercise A. Ch	neck			
answer by reading each question; Ss read the	answer			
they wrote.				
Wrap-up:	10mir	1		
Do the workbook page 11 and extra worksheet pr	actice and			
make sure Ss understand the new words in the	article.			
Warm-up:	8min	Read aloud- Students show their		
Students open their books to page 11 and take two	o to three	chants in front of others.		
minutes to read the restaurant review. Then stud	dents take	5.1.1.1. 5 11 11 5.1.5 02 02.1.5.5		
turns telling the class—in their own words-som	nething			
about the reading.				
For example: This reading is about a new restaura	ant.			
Continue until most students have taken a turn.	It is okay			
if more than one student tells the same informa	tion			
Follow-up activity:	22mir	1		
Ask students five to six questions relating to food				
Suggested Questions:				
What's your favorite food?				
Do you like Italian food? Then cover the text, loo	k at the			
pictures, and talk about what they see.				
Listen and answer the questions.				
For each number, students answer the question ba	used on			
their own knowledge and experience.				
Wrap-up:	10mir			
Review. Read and write the answers.				
Students read each question and write an answer	based on			
their own knowledge and experience.				
参考資料:(若有請列出)				
English time 5 學生回饋 教師省思				
字生凹頃		秋 叫 1 心		

教學單元設計(七)

一 、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題		國門	祭文化	設計者	五年級英文教師		
實施年級		五分	年級	總節數	每週2節,共8節		
單元	單元名稱 Un		it7 Animals/ Movement				
			設計化	衣據			
學習			英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學字	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。 綜-E-C2理解他人感受,樂於與人互動,		
重點	學習內容		詞(能聽、讀、說300字詞,其中必須拼寫180字詞) 綜合 Cc-III-3 生活在不同文化中的經驗和感受。		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,如為	疾群、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。				
與其他領域/科目 的連結		十目	綜合活動				
教材來源			English time 5				
教學設備/資源		Ę	電腦、wordwall、電子白板				
學生經	學生經驗分析		學生已熟悉 English time 1-4				
	學習目標						

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 combine some			
Unit 7 Vocabulary		syllables together to form the words.			
Tt will quickly show the pictures to explain the meaning of		, .			
the words to refresh their memory.					
Follow-up activity:	20min				
Video					
Tt will provide Ss with 5 questions to think about while					
watching it.					
Wrap-up:	15min				
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the					
words in their notebook for retention.					

Warm-up:	5min	Worksheet - Students combine some
Unit 7 Vocabulary	011111	
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write the		
words in their notebook for retention.	5min	
Warm-up: Unit 7 Vocabulary	3111111	Worksheet - Students combine some
_		syllables together to form the words.
Tt will quickly show the pictures to explain the meaning of		
the words to refresh their memory.	20min	
Follow-up activity: Video	20111111	
Tt will provide Ss with 3 questions to think about while		
watching it. Wrap-up:	15min	
	1311111	
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write		
the words in their notebook for retention.		
Warm-up:	10min	
Tt shows the pictures. Point to each word; Ss name it.	1011111	Oral performance-Students practice
Writ the question and answer it.		the script and perform the Reader's
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.	2011111	
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.	1011111	
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral parformance Students practice
Tt shows the pictures. Point to each word; Ss name it.	10111111	Oral performance-Students practice
Writ the question and answer it.		the script and perform the Reader's
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.	20111111	
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
one, the prepositions of focutions.		

Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.	22111111	
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
	TOIIIII	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up each time.		
	0	
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		chants in front of others.
Writ the question and answer it.		
Point to the sentences; Ss read them.	22 :	
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.	40 :	
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
參考資料:(若有請列出)		
English time 5		

學生回饋	教師省思

教學單元設計(八)

一、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主是	題	國際文化	設計者	五年級英文教師	
實施	年級	五年級	總節數	每週2節,共8節	
單元名稱 Unit8 Young Children's Activities/ Remembering Abilities			Abilities		
	設計依據				
६स जज	學習現	英語 1-III-6 能聽懂課堂中 字詞。 綜合 3c-III-1 尊重與關懷之 族群,理解並欣賞多元文	不同的 化。	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	英語 Ac-III-4 國小階段所 (能聽、讀、說 300 字詞 必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同 的經驗和感受。	1,其中 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	主 國際教育:彰顯國家價值	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 了解我國與世界其何	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 綜合活動 的連結					
教材來	教材來源 English time 5				
教學設	教學設備/資源 電腦、wordwall、電子白板				
學生經	學生經驗分析 學生已熟悉 English time 1-4				
學習目標					

學習目標

Students are able to read aloud the words and use the sentences properly. Be able to spell the words and use them well. And also understand the meaning of the article.

教學活動內容及實施方式	時間	評量方式	
Warm-up:	5min	Worksheet - Students combine some	
Unit 8 Vocabulary		syllables together to form the words.	
Students listen and repeat, pointing to each word in the		, c	
vocabulary box.			
Follow-up activity:	20min		
Say the words in random order. Students point to them in		Wordwall anagram vocabulary	
the vocabulary box. Students point to each of the target		practice.	
vocabulary items in the scene and name them			
Wrap-up:	15min		
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.			

Warm-up:	5min	Worksheet - Students combine some
Unit 8 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Role play the conversation.		
Divide the class into groups of three. Using their books for		
reference, students in each group role-play the		
conversation. They then switch roles and do it again,		
continuing until each student has taken on each role.		
Wrap-up:	15min	
Students learn how to read the conversation and understand		
the meaning.		
<u>Warm-up</u> :	5min	Worksheet- unite 8 sentence practice
Vocabulary Review: Eating and Drinking. Divide the board		
into two vertical columns. Write We eat first column, and		
We drink _at the top of the second. Say roast beef and		
have a volunteer point to the corresponding column on		
the board. A different volunteer says We eat roast beef		
Write roast beef in the We eat the remaining Unit 2 food		
items. Then point to each column and have students read		
the words.		
Follow-up activity:	20min	
How much (orange juice) did (she) have? (She) had (one)		
(bottle) of (orange juice). Bring a volunteer to the front of		
the classroom. Pretend to hand him/her a bottle of orange		
juice and say Here's a bottle of orange juice. Prompt the		
student to pretend to drink the bottle of orange juice.		
Point to the volunteer and ask seated students How much		
orange juice did (she) have? Students repeat. Write How		
much orange juice did (she) have? on the board. Point to		
and read each word.		
Students repeat. Ask the question again, point to the		
volunteer, and say (She) had one bottle of orange juice.		
Students repeat.		
Write (She) had one bottle of orange juice. on the board to		
the right of How much orange juice did (she) have? Point		
to and read each word. Students repeat. Do the same with		
a slice of cake, a loaf of garlic bread, and a cup of coffee.		
Wrap-up:	15min	
Learn new sentences of unite 2 and can use them well.		
<u>Warm-up</u> :	10min	Worksheet- unite 8 sentence practice
Review the sentences we've learned last class, teacher read		
the sentence first then the students repeat after.		

Follow-up activity:	20min	
How many (bottles) of (orange juice) did (she) have?	2011111	
(She) had (one) (bottle) of (orange juice). Follow the same		
procedure as in Step 1, underlining How many bottles		
when writing the question on the board and using cans of		
lemonade, pieces of apple pie, bowls of chicken soup, and		
glasses of iced tea.		
Wrap-up:	10min	
Pattern Review: Match the Quantities. Write How much	1011111	
orange juice did he have?/ How many bottles of orange		
juice did he have? He had two bottles of orange juice. on		
the board.		
Warm-up:	10min	Oral performance-Students practice
Point to each sentence and have students read it. Then say		the script and perform the Reader's
they, cake and elicit the target question. Say two slices		
and elicit the target answer. Continue for four to six		Theater
minutes, using different food items, pronouns, and		
quantities.		
Follow-up activity:	20min	
Student pairs take turns asking and answering questions		
about people and food items in the scene, using the target		
patterns and vocabulary items. For example: 51 (pointing		
to the woman with coffee): How many cups of coffee did		
she have? S2: She had one cup of coffee.		
Wrap-up:	10min	
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Read aloud- Students show their
What Did You Have for Dinner? Write How muchdid		chants in front of others.
you have? and I hadon the board. Then write How		
many did you have? and I hadbelow those		
sentences. Pairs of volunteers read one of the questions		
and answers, filling in the blanks with different food		
items and quantities. Continue until most students have		
taken a turn.		
Follow-up activity:	20min	
Reading time, practice the reading. Ss read along in their		
books. Then Tt explain the new words and the meaning of		
the article. Play the recording, stopping it after each		
sentence. Ss repeat each sentence.		
Wrap-up:	10min	
Play the recording, listen and circle true or false. Check		
answers by saying Number 1. Papa Joe's is a bakery.		

Students say True or False according to what they	circled.	
If the statement is false, a volunteer makes it true.		
same for numbers 2-4.		
Warm-up:		Read aloud- Students show their
Ss read the article silently to themselves.		chants in front of others.
Follow-up activity:	22mir	
Read the question, write the answer. Ss answer ea	ich	
question based on the reading in exercise A. Ch	neck	
answer by reading each question; Ss read the	answer	
they wrote.		
Wrap-up:	10min	
Do the workbook page 11 and extra worksheet pr	actice and	
make sure Ss understand the new words in the	article.	
Warm-up:	8min	Read aloud- Students show their
Students open their books to page 11 and take two to three		chants in front of others.
minutes to read the restaurant review. Then students take		0144116 11 11011 01 011016
turns telling the class—in their own words-something		
about the reading.		
For example: This reading is about a new restaura	ant.	
Continue until most students have taken a turn. It is okay		
if more than one student tells the same information.		
Follow-up activity:		
Ask students five to six questions relating to food.		
Suggested Questions:		
What's your favorite food?		
Do you like Italian food? Then cover the text, loo	k at the	
pictures, and talk about what they see.		
Listen and answer the questions.		
For each number, students answer the question based on		
their own knowledge and experience.		
Wrap-up:		
Review. Read and write the answers.		
Students read each question and write an answer based on		
their own knowledge and experience.		
參考資料:(若有請列出)		
English time 5		
學生回饋	教師省思	

教學單元設計(九)

一 、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題國		國門	祭文化	設計者	五年級英文教師	
實施年級		五年	年級	總節數	每週2節,共8節	
單元	單元名稱 Unit9 Cities Around the World/ Months					
			設計化	衣據		
	學習表現		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。	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。	
學習重點	學習內容		英語 Ac-III-4 國小階段所學字 詞(能聽、讀、說300字詞,其 中必須拼寫180字詞) 綜合 Cc-III-3 生活在不同文化 中的經驗和感受。			
議題	學習主 國		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	融入實質內涵		多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。 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		十目	綜合活動			
教材來源			English time 5			
教學設備/資源		į	電腦、wordwall、電子白板			
學生經驗分析			學生已熟悉 English time 1-4			
學習目標						

Understand the main content of passages through reading and using reading skills, and cultivate the ability to respect different cultures.

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 combine some		
Unit 9 Vocabulary		syllables together to form the words.		
Tt will quickly show the pictures to explain the meaning of		, ,		
the words to refresh their memory.				
Follow-up activity:	20min			
Video				
Tt will provide Ss with 5 questions to think about while				
watching it.				
Wrap-up:	15min			
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.				

Warm-up:	5min	Worksheet - Students combine some
Unit 9 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video	2011111	
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to	1311111	
understand the concept of the lesson. Ss will then write the words in their notebook for retention.		
Warm-up:	5min	Worksheet - Students combine some
Unit 9 Vocabulary		
Tt will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Video		
Tt will provide Ss with 3 questions to think about while		
watching it.		
Wrap-up:	15min	
New vocabulary words are introduced to Ss for them to		
understand the concept of the lesson. Ss will then write		
the words in their notebook for retention.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		Theater
Point to the sentences; Ss read them.		Themer
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		

Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Oral performance-Students practice
Tt shows the pictures. Point to each word; Ss name it.		the script and perform the Reader's
Writ the question and answer it.		
Point to the sentences; Ss read them.		Theater
Follow-up activity:	20min	
Tt shows the target sentence. Ss say the target question.		
Then nod their head yes and have Ss say the target answer.		
Show the prepositions of locations.		
Wrap-up:	10min	
Play the recording, pointing to each word.		
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		chants in front of others.
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
Warm-up:	8min	Read aloud- Students show their
Tt shows the pictures. Point to each word; Ss name it.		chants in front of others.
Writ the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Ss pairs take turns asking and answering questions.		
Ss turn to the chant.		
Then cover the text, look at the pictures, and talk about		
what they see.		
Wrap-up:	10min	
Ss chant along, using their books for reference. Play the		
karaoke version. Ss chant along, volunteers standing up		
each time.		
參考資料:(若有請列出)	1	ı
English time 5		

學生回饋	教師省思

註:本表單參考國教院研究計畫團隊原設計教案格式。

教學單元設計(十)

一 、教學設計理念

Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

二、教學單元設計

主題 國際		國門	祭文化	設計者	五年級英文教師	
實施。	實施年級		年級		每週2節,共10節	
單元名稱 Unit10 Actions at School/ Consequences			it10 Actions at School/ Consequences			
	設計依據					
	學習現		英語 1-III-6 能聽懂課堂中所學的字詞。 綜合 3c-III-1 尊重與關懷不同的 族群,理解並欣賞多元文化。		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	學習內容		英語 Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞,其中 必須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 的經驗和感受。	核心素養	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	融入實質內涵		多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。 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	綜合活動			
教材來源			English time 5			
教學設備/資源		į.	電腦、wordwall、電子白板			
學生經驗分析			學生已熟悉 English time 1-4			
學習目標						

Students are able to read aloud the words and use the sentences properly. Be able to spell the words and use them well. And also understand the meaning of the article.

教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet - Students combine some		
Unit 10 Vocabulary		syllables together to form the words.		
Students listen and repeat, pointing to each word in the		, c		
vocabulary box.				
Follow-up activity:	20min			
Say the words in random order. Students point to them in		Wordwall anagram vocabulary		
the vocabulary box. Students point to each of the target		practice.		
vocabulary items in the scene and name them				
Wrap-up:	15min			
New vocabulary words are introduced to Ss for them to understand the concept of the lesson. Ss will then write the words in their notebook for retention.				

<u>Varm-up</u> : Jnit 10 Vocabulary	5min	Worksheet - Students combine some
It will quickly show the pictures to explain the meaning of		syllables together to form the words.
the words to refresh their memory.		
Follow-up activity:	20min	
Role play the conversation.	2011111	
Divide the class into groups of three. Using their books for		
reference, students in each group role-play the		
conversation. They then switch roles and do it again,		
continuing until each student has taken on each role.		
Vrap-up:	15min	
sudents learn how to read the conversation and understand	1311111	
e meaning.		
<u>Varm-up</u> :	5min	Worksheet- unite 10 sentence
ocabulary Review: Eating and Drinking. Divide the board		practice
into two vertical columns. Write We eat first column, and		
We drink _at the top of the second. Say roast beef and		
have a volunteer point to the corresponding column on		
the board. A different volunteer says We eat roast beef		
Write roast beef in the We eat the remaining Unit 2 food		
items. Then point to each column and have students read		
the words.		
Follow-up activity:	20min	
How much (orange juice) did (she) have? (She) had (one)		
(bottle) of (orange juice). Bring a volunteer to the front of		
the classroom. Pretend to hand him/her a bottle of orange		
juice and say Here's a bottle of orange juice. Prompt the		
student to pretend to drink the bottle of orange juice.		
Point to the volunteer and ask seated students How much		
orange juice did (she) have? Students repeat. Write How		
much orange juice did (she) have? on the board. Point to		
and read each word.		
Students repeat. Ask the question again, point to the		
volunteer, and say (She) had one bottle of orange juice.		
Students repeat.		
Write (She) had one bottle of orange juice. on the board to		
the right of How much orange juice did (she) have? Point		
to and read each word. Students repeat. Do the same with		
a slice of cake, a loaf of garlic bread, and a cup of coffee.		
Vrap-up:	15min	
Learn new sentences of unite 2 and can use them well.		
Varm-up:	10min	Worksheet- unite 10 sentence
Review the sentences we've learned last class, teacher read		
the sentence first then the students repeat after.		Francisco
into two vertical columns. Write We eat first column, and We drink _at the top of the second. Say roast beef and have a volunteer point to the corresponding column on the board. A different volunteer says We eat roast beef Write roast beef in the We eat the remaining Unit 2 food items. Then point to each column and have students read the words. Follow-up activity: How much (orange juice) did (she) have? (She) had (one) (bottle) of (orange juice). Bring a volunteer to the front of the classroom. Pretend to hand him/her a bottle of orange juice and say Here's a bottle of orange juice. Prompt the student to pretend to drink the bottle of orange juice. Point to the volunteer and ask seated students How much orange juice did (she) have? Students repeat. Write How much orange juice did (she) have? on the board. Point to and read each word. Students repeat. Ask the question again, point to the volunteer, and say (She) had one bottle of orange juice. Students repeat. Write (She) had one bottle of orange juice. on the board to the right of How much orange juice did (she) have? Point to and read each word. Students repeat. Do the same with a slice of cake, a loaf of garlic bread, and a cup of coffee. Wrap-up: Learn new sentences of unite 2 and can use them well.	20min	practice

T II 22 2 .	20 :	
Follow-up activity:	20min	
How many (bottles) of (orange juice) did (she) have?		
(She) had (one) (bottle) of (orange juice). Follow the same		
procedure as in Step 1, underlining How many bottles		
when writing the question on the board and using cans of		
lemonade, pieces of apple pie, bowls of chicken soup, and		
glasses of iced tea.		
Wrap-up:	10min	
Pattern Review: Match the Quantities. Write How much		
orange juice did he have?/ How many bottles of orange		
juice did he have? He had two bottles of orange juice. on		
the board.		
Warm-up:	10min	Oral performance-Students practice
Point to each sentence and have students read it. Then say		the script and perform the Reader's
they, cake and elicit the target question. Say two slices		Theater
and elicit the target answer. Continue for four to six		Theater
minutes, using different food items, pronouns, and		
quantities.		
Follow-up activity:	20min	
Student pairs take turns asking and answering questions		
about people and food items in the scene, using the target		
patterns and vocabulary items. For example: 51 (pointing		
to the woman with coffee): How many cups of coffee did		
she have? S2: She had one cup of coffee.		
Wrap-up:	10min	
Ss partners say the question and answers while looking at		
the pattern boxes.		
Warm-up:	10min	Read aloud- Students show their
What Did You Have for Dinner? Write How much did		chants in front of others.
you have? and I had on the board. Then write How		chants in front of others.
many did you have? and I hadbelow those		
sentences. Pairs of volunteers read one of the questions		
and answers, filling in the blanks with different food		
items and quantities. Continue until most students have		
taken a turn.		
Follow-up activity:	20min	
Reading time, practice the reading. Ss read along in their	20111111	
books. Then Tt explain the new words and the meaning of		
the article. Play the recording, stopping it after each		
sentence. Ss repeat each sentence.		
Wrap-up:	10min	
Play the recording, listen and circle true or false. Check	10111111	
-		
answers by saying Number 1. Papa Joe's is a bakery.		

Students say True or False according to what they circled.		
If the statement is false, a volunteer makes it true. Do the		
same for numbers 2-4.		
Warm-up:	8min	Read aloud- Students show their
Ss read the article silently to themselves.		chants in front of others.
Follow-up activity:	22min	
Read the question, write the answer. Ss answer each		
question based on the reading in exercise A. Check		
answer by reading each question; Ss read the answer		
they wrote.		
Wrap-up:	10min	
Do the and extra worksheet practice and make sure Ss		
understand the new words in the article.		
Warm-up:	8min	Read aloud- Students show their
Students open their books to page 11 and take two to three		
minutes to read the restaurant review. Then students take		chants in front of others.
turns telling the class—in their own words-something		
about the reading.		
For example: This reading is about a new restaurant.		
Continue until most students have taken a turn. It is okay		
if more than one student tells the same information.		
Follow-up activity:	22min	
Ask students five to six questions relating to food.	22111111	
Suggested Questions:		
What's your favorite food?		
Do you like Italian food? Then cover the text, look at the		
pictures, and talk about what they see.		
Listen and answer the questions.		
For each number, students answer the question based on		
their own knowledge and experience.		
Wrap-up:	10min	
Review. Read and write the answers.	TOIIIII	
Students read each question and write an answer based on their own knowledge and experience.		
Warm-up:	8min	
Ss read the article silently to themselves.	OIIIII	Read aloud- Students show their
Follow-up activity:	22min	chants in front of others.
Read the question, write the answer. Ss answer each	<i>∠</i> ∠IIIIII	
_		
question based on the reading in exercise A. Check		
answer by reading each question; Ss read the answer		
they wrote.	10	
Wrap-up: Do the and outro worksheet proctice and make ourse So	10min	
Do the and extra worksheet practice and make sure Ss		

understand the new words in the article.				
Warm-up:			Read aloud- Students show their	
Ss read the article silently to themselves.			chants in front of others.	
Follow-up activity:		22min		
Read the question, write the answer. Ss answer ea	ach			
question based on the reading in exercise A. Cl	heck			
answer by reading each question; Ss read the answer				
they wrote.				
Wrap-up:		10min		
Do the and extra worksheet practice and make su	ire Ss			
understand the new words in the article.				
参考資料:(若有請列出)				
English time 5				
學生回饋		教師省思		

註:本表單參考國教院研究計畫團隊原設計教案格式。

學	習	目	標
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Talking and asking with target sentences is a common expression in daily life conversation. Worksheets and the Reader's Theater are designed to reinforce the students' ability to write, read, and talk on this topic.

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						
分數轉換		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					

