

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

彈性學習課程類別	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 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				
核心素養	總綱	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。		
	領綱	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。		
與其他領域/科目的連結	英語文(不含國小低年級)、綜合活動			
議題融入	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。		
	所融入之單元	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		
各單元與學習目標			
單元名稱	學習重點		學習目標
Unit1 Buildings/ Prepositions	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.
	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。	
Unit2 Food/ Quantities	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 how many/ much food.
	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。	
Unit3 Daily Activities/ Alone or With Others	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.
	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 a Movie Studio/ Frequency	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.
	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。	
Unit5 Activities in Town/ Frequency	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.
	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 Instruments/ Adverbs	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 and use the target sentences.
	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。	
Unit7 Animals/ Movement	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 and use the target sentences.
	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。	
Unit8 Young Children's Activities/ Remembering Abilities	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 and use the target sentences.
	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。	
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. Students will be able to read and use the target sentences.
	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	

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

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	五年級		總節數	每週 2 節，共 8 節	
單元名稱	Unit1 Buildings/ Prepositions				
設計依據					
學習重點	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。			
議題融入	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			
	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	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	
<u>Warm-up</u> : Unit 1 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.			5min	Worksheet - Students combine some syllables together to form the words.	
<u>Follow-up activity</u> : Video It will provide Ss with 3 questions to think about while watching it.			20min		
<u>Wrap-up</u> : 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.			15min		

<p><u>Warm-up :</u> Unit 1 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Unit 1 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p>	<p>10min</p> <p>20min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>

<p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min	
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min 20min 10min	Oral performance-Students practice the script and perform the Reader's Theater
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p>參考資料：(若有請列出) English time 5</p>		

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(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	五年級		總節數	每週 2 節，共 8 節
單元名稱	Unit2 Food/ Quantities			
設計依據				
學習重點	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。		
議題融入	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		
	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		綜合活動		
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 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
<u>Warm-up</u> : Unit 2 Vocabulary Students listen and repeat, pointing to each word in the vocabulary box.			5min	Worksheet - Students combine some syllables together to form the words. Wordwall anagram vocabulary practice.
<u>Follow-up activity</u> : Say the words in random order. Students point to them in the vocabulary box. Students point to each of the target vocabulary items in the scene and name them			20min	
<u>Wrap-up</u> : 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.			15min	

<p><u>Warm-up :</u> Unit 2 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Students learn how to read the conversation and understand the meaning.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Learn new sentences of unite 2 and can use them well.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet- unite 2 sentence practice</p>
<p><u>Warm-up :</u> Review the sentences we've learned last class, teacher read the sentence first then the students repeat after.</p>	<p>10min</p>	<p>Worksheet- unite 2 sentence practice</p>

<p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> 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.</p>	<p>20min</p> <p>10min</p>	
<p><u>Warm-up :</u> Point to each sentence and have students read it. Then say they, cake and elicit the target question. Say two slices and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.</p> <p><u>Follow-up activity :</u> 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: S1 (pointing to the woman with coffee): How many cups of coffee did she have? S2: She had one cup of coffee.</p> <p><u>Wrap-up :</u> Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> What Did You Have for Dinner? Write How much ___ did you have? and I had ___ on the board. Then write How many ___ did you have? and I had ___ below 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, listen and circle true or false. Check answers by saying Number 1. Papa Joe's is a bakery.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

<p>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.</p>		
<p><u>Warm-up</u> : Ss read the article silently to themselves.</p> <p><u>Follow-up activity</u> : 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.</p> <p><u>Wrap-up</u> : Do the workbook page 11 and extra worksheet practice and make sure Ss understand the new words in the article.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up</u> : Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words—something about the reading.</p> <p>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.</p> <p><u>Follow-up activity</u> : Ask students five to six questions relating to food.</p> <p>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.</p> <p><u>Wrap-up</u> : Review. Read and write the answers. Students read each question and write an answer based on their own knowledge and experience.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p>參考資料：(若有請列出) English time 5</p>		
<p>學生回饋</p>	<p>教師省思</p>	
<p>註:本表單參考國教院研究計畫團隊原設計教案格式。</p>		

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	Unit3 Daily Activities/ Alone or With Others			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 3 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory. <u>Follow-up activity</u> : Video It will provide Ss with 3 questions to think about while watching it. <u>Wrap-up</u> : 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	Worksheet - Students combine some syllables together to form the words.
			20min	
			15min	

<p><u>Warm-up :</u> Unit 3 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Unit 3 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p>	<p>10min</p> <p>20min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>

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(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	Unit4 Activities at a Movie Studio/ Frequency			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 4 Vocabulary Students listen and repeat, pointing to each word in the vocabulary box. <u>Follow-up activity</u> : Say the words in random order. Students point to them in the vocabulary box. Students point to each of the target vocabulary items in the scene and name them <u>Wrap-up</u> : 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 20min 15min	Worksheet - Students combine some syllables together to form the words. Wordwall anagram vocabulary practice.

<p><u>Warm-up :</u> Unit 4 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Students learn how to read the conversation and understand the meaning.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Learn new sentences of unite 2 and can use them well.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet- unite 4 sentence practice</p>
<p><u>Warm-up :</u> Review the sentences we've learned last class, teacher read the sentence first then the students repeat after.</p>	<p>10min</p>	<p>Worksheet- unite 4 sentence practice</p>

<p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> 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.</p>	<p>20min</p> <p>10min</p>	
<p><u>Warm-up :</u> Point to each sentence and have students read it. Then say they, cake and elicit the target question. Say two slices and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.</p> <p><u>Follow-up activity :</u> 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: S1 (pointing to the woman with coffee): How many cups of coffee did she have? S2: She had one cup of coffee.</p> <p><u>Wrap-up :</u> Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> What Did You Have for Dinner? Write How much ___ did you have? and I had ___ on the board. Then write How many ___ did you have? and I had ___ below 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, listen and circle true or false. Check answers by saying Number 1. Papa Joe's is a bakery.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

<p>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.</p>		
<p><u>Warm-up</u> : Ss read the article silently to themselves.</p> <p><u>Follow-up activity</u> : 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.</p> <p><u>Wrap-up</u> : Do the workbook page 11 and extra worksheet practice and make sure Ss understand the new words in the article.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up</u> : Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words—something about the reading.</p> <p>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.</p> <p><u>Follow-up activity</u> : Ask students five to six questions relating to food.</p> <p>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.</p> <p><u>Wrap-up</u> : Review. Read and write the answers. Students read each question and write an answer based on their own knowledge and experience.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p>參考資料：(若有請列出) English time 5</p>		
<p>學生回饋</p>	<p>教師省思</p>	
<p>註:本表單參考國教院研究計畫團隊原設計教案格式。</p>		

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 10 節
單元名稱	Unit5 Activities in Town/ Frequency			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 5 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory. <u>Follow-up activity</u> : Video It will provide Ss with 5 questions to think about while watching it. <u>Wrap-up</u> : 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	Worksheet - Students combine some syllables together to form the words.
			20min	
			15min	

<p><u>Warm-up :</u> Unit 5 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Unit 3 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p>	<p>10min</p> <p>20min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>

<p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min	
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min 20min 10min	Oral performance-Students practice the script and perform the Reader's Theater
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p><u>Warm-up :</u></p>	8min	Read aloud- Students show their

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	Unit6 Musical Instruments/ Adverbs			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 6 Vocabulary Students listen and repeat, pointing to each word in the vocabulary box. <u>Follow-up activity</u> : Say the words in random order. Students point to them in the vocabulary box. Students point to each of the target vocabulary items in the scene and name them <u>Wrap-up</u> : 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 20min 15min	Worksheet - Students combine some syllables together to form the words. Wordwall anagram vocabulary practice.

<p><u>Warm-up :</u> Unit 6 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Students learn how to read the conversation and understand the meaning.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Learn new sentences of unite 2 and can use them well.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet- unite 6 sentence practice</p>
<p><u>Warm-up :</u> Review the sentences we've learned last class, teacher read the sentence first then the students repeat after.</p>	<p>10min</p>	<p>Worksheet- unite 2 sentence practice</p>

<p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> 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.</p>	<p>20min</p> <p>10min</p>	
<p><u>Warm-up :</u> Point to each sentence and have students read it. Then say they, cake and elicit the target question. Say two slices and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.</p> <p><u>Follow-up activity :</u> 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: S1 (pointing to the woman with coffee): How many cups of coffee did she have? S2: She had one cup of coffee.</p> <p><u>Wrap-up :</u> Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> What Did You Have for Dinner? Write How much ___ did you have? and I had ___ on the board. Then write How many ___ did you have? and I had ___ below 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, listen and circle true or false. Check answers by saying Number 1. Papa Joe's is a bakery.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

<p>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.</p>		
<p><u>Warm-up</u> : Ss read the article silently to themselves.</p> <p><u>Follow-up activity</u> : 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.</p> <p><u>Wrap-up</u> : Do the workbook page 11 and extra worksheet practice and make sure Ss understand the new words in the article.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up</u> : Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words—something about the reading.</p> <p>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.</p> <p><u>Follow-up activity</u> : Ask students five to six questions relating to food.</p> <p>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.</p> <p><u>Wrap-up</u> : Review. Read and write the answers. Students read each question and write an answer based on their own knowledge and experience.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p>參考資料：(若有請列出) English time 5</p>		
<p>學生回饋</p>	<p>教師省思</p>	
<p>註:本表單參考國教院研究計畫團隊原設計教案格式。</p>		

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	Unit7 Animals/ Movement			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 7 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory. <u>Follow-up activity</u> : Video It will provide Ss with 5 questions to think about while watching it. <u>Wrap-up</u> : 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	Worksheet - Students combine some syllables together to form the words.
			20min	
			15min	

<p><u>Warm-up :</u> Unit 7 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Unit 7 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p>	<p>10min</p> <p>20min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>

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(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			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up :</u> Unit 8 Vocabulary Students listen and repeat, pointing to each word in the vocabulary box.			5min	Worksheet - Students combine some syllables together to form the words. Wordwall anagram vocabulary practice.
<u>Follow-up activity :</u> Say the words in random order. Students point to them in the vocabulary box. Students point to each of the target vocabulary items in the scene and name them			20min	
<u>Wrap-up :</u> 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.			15min	

<p><u>Warm-up :</u> Unit 8 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Students learn how to read the conversation and understand the meaning.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Learn new sentences of unite 2 and can use them well.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet- unite 8 sentence practice</p>
<p><u>Warm-up :</u> Review the sentences we've learned last class, teacher read the sentence first then the students repeat after.</p>	<p>10min</p>	<p>Worksheet- unite 8 sentence practice</p>

<p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> 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.</p>	<p>20min</p> <p>10min</p>	
<p><u>Warm-up :</u> Point to each sentence and have students read it. Then say they, cake and elicit the target question. Say two slices and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.</p> <p><u>Follow-up activity :</u> 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: S1 (pointing to the woman with coffee): How many cups of coffee did she have? S2: She had one cup of coffee.</p> <p><u>Wrap-up :</u> Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> What Did You Have for Dinner? Write How much ___ did you have? and I had ___ on the board. Then write How many ___ did you have? and I had ___ below 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, listen and circle true or false. Check answers by saying Number 1. Papa Joe's is a bakery.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

<p>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.</p>		
<p><u>Warm-up</u> : Ss read the article silently to themselves.</p> <p><u>Follow-up activity</u> : 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.</p> <p><u>Wrap-up</u> : Do the workbook page 11 and extra worksheet practice and make sure Ss understand the new words in the article.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up</u> : Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words—something about the reading.</p> <p>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.</p> <p><u>Follow-up activity</u> : Ask students five to six questions relating to food.</p> <p>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.</p> <p><u>Wrap-up</u> : Review. Read and write the answers. Students read each question and write an answer based on their own knowledge and experience.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p>參考資料：(若有請列出) English time 5</p>		
<p>學生回饋</p>	<p>教師省思</p>	
<p>註:本表單參考國教院研究計畫團隊原設計教案格式。</p>		

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	Unit9 Cities Around the World/ Months			
設計依據				
學習重點	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。		
議題融入	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		
	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	綜合活動			
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
<u>Warm-up</u> : Unit 9 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.			5min	Worksheet - Students combine some syllables together to form the words.
<u>Follow-up activity</u> : Video It will provide Ss with 5 questions to think about while watching it.			20min	
<u>Wrap-up</u> : 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.			15min	

<p><u>Warm-up :</u> Unit 9 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Unit 9 Vocabulary Tt will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> Video Tt will provide Ss with 3 questions to think about while watching it.</p> <p><u>Wrap-up :</u> 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.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them.</p> <p><u>Follow-up activity :</u> 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.</p>	<p>10min</p> <p>20min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>

<p><u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min	
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Play the recording, pointing to each word. Ss partners say the question and answers while looking at the pattern boxes.</p>	10min 20min 10min	Oral performance-Students practice the script and perform the Reader's Theater
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p><u>Warm-up :</u> Tt shows the pictures. Point to each word; Ss name it. Writ the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Ss chant along, using their books for reference. Play the karaoke version. Ss chant along, volunteers standing up each time.</p>	8min 22min 10min	Read aloud- Students show their chants in front of others.
<p>參考資料：(若有請列出) English time 5</p>		

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 10 節
單元名稱	Unit10 Actions at School/ Consequences		
設計依據			
學習重點	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。	
議題融入	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	
	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	綜合活動		
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
<u>Warm-up</u> : Unit 10 Vocabulary Students listen and repeat, pointing to each word in the vocabulary box.		5min	Worksheet - Students combine some syllables together to form the words. Wordwall anagram vocabulary practice.
<u>Follow-up activity</u> : Say the words in random order. Students point to them in the vocabulary box. Students point to each of the target vocabulary items in the scene and name them		20min	
<u>Wrap-up</u> : 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.		15min	

<p><u>Warm-up :</u> Unit 10 Vocabulary It will quickly show the pictures to explain the meaning of the words to refresh their memory.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Students learn how to read the conversation and understand the meaning.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students combine some syllables together to form the words.</p>
<p><u>Warm-up :</u> 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Learn new sentences of unite 2 and can use them well.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet- unite 10 sentence practice</p>
<p><u>Warm-up :</u> Review the sentences we've learned last class, teacher read the sentence first then the students repeat after.</p>	<p>10min</p>	<p>Worksheet- unite 10 sentence practice</p>

<p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> 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.</p>	<p>20min</p> <p>10min</p>	
<p><u>Warm-up :</u> Point to each sentence and have students read it. Then say they, cake and elicit the target question. Say two slices and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.</p> <p><u>Follow-up activity :</u> 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: S1 (pointing to the woman with coffee): How many cups of coffee did she have? S2: She had one cup of coffee.</p> <p><u>Wrap-up :</u> Ss partners say the question and answers while looking at the pattern boxes.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the script and perform the Reader's Theater</p>
<p><u>Warm-up :</u> What Did You Have for Dinner? Write How much ___ did you have? and I had ___ on the board. Then write How many ___ did you have? and I had ___ below 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.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Play the recording, listen and circle true or false. Check answers by saying Number 1. Papa Joe's is a bakery.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

<p>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.</p>		
<p><u>Warm-up :</u> Ss read the article silently to themselves.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Do the and extra worksheet practice and make sure Ss understand the new words in the article.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up :</u> Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words-something about the reading.</p> <p>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.</p> <p><u>Follow-up activity :</u> Ask students five to six questions relating to food.</p> <p>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.</p> <p><u>Wrap-up :</u> Review. Read and write the answers. Students read each question and write an answer based on their own knowledge and experience.</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>
<p><u>Warm-up :</u> Ss read the article silently to themselves.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Do the and extra worksheet practice and make sure Ss</p>	<p>8min</p> <p>22min</p> <p>10min</p>	<p>Read aloud- Students show their chants in front of others.</p>

understand the new words in the article.		
<u>Warm-up :</u> Ss read the article silently to themselves. <u>Follow-up activity :</u> 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. <u>Wrap-up :</u> Do the and extra worksheet practice and make sure Ss understand the new words in the article.	8min 22min 10min	Read aloud- Students show their chants in front of others.
參考資料：(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。

附錄(一) 評量標準與評分指引

學習目標		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.				
評量標準						
主題		A 優秀	B 良好	C 基礎	D 不足	E 落後
觀察評量、口述評量	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	能利用簡單形式的口語、文字或圖畫(圖表)等，正確地記錄發言者 ¹ 所呈現的訊息。	在引導下，能利用簡單形式的口語、文字或圖畫(圖表)等，正確地記錄發言者 ¹ 所呈現的訊息。	在引導下，能利用簡單形式的口語、文字或圖畫(圖表)等，大致地(50%)記錄發言者 ¹ 所呈現的訊息。	在引導下，能利用簡單形式的口語、文字或圖畫(圖表)等，粗略地(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

