## 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

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

#### ● 課程架構



#### 二、主題說明

	一、主題就明						
彈性學 類	習課程 別	統整性(■主題□專題□議題)探究課程	設計者	六年級英文教師群			
實施年級 6		6 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			
核心	總綱	升學習效能。	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				
素養	領綱	綜-E-C3	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。				
	領域/科	□國語文 単英語文(不含國小低年級□本土語文□臺灣手語 □新住民語文□數學 □生活課程 □健康與體育□社會 □自然科學 □藝術■綜合活動□資訊科技(國小) □科技(國中)					

	<b>应</b> 任 上 12	多 E3 認譜		、性別、宗教等。		
	實質內涵	國 E1 了解	2我國與世界其他國家的文化特質	•		
議題			J 1			
融入	所融入之			t 4 At the Ranch		
	單元			t 6 At the Mall		
	·		J	t 8 At Summer t 10 The Graduation Party		
		Ullit 9 WO	ik and Hobbies Citi	1 To The Graduation Farty		
教:	材來源	English tim	e6			
教學言	没備/資源	wordwall、	e-Book			
, mr		Г	各單元與學習目標	40 40 40		
単	元名稱		學習重點	●學習目標		
		學習表現	英語 1-III-6 能聽懂課堂中所學字詞。 綜合 3c-III-1 尊重與關懷不同的群,理解並欣賞多元文化。	● 應用字彙——百貨公司的		
Unit 1 At May's Department Store		學習內容	英語 Ac-III-4 國小階段所學字記 (能聽、讀、說 300 字詞,其中 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 經驗和感受。	watch, sneakers, stuffed animal, sunglasses, calculator  使用 more 或 the most 的比較級和最高級形容詞;不規則變化的比較級與最高級形容詞: expensive, popular, comfortable beautiful, good/better/the best, bad/worse/the worst  活用句型:比較級與最高級		
Unit 2 On Vacation		學習表現	英語 1-III-6 能聽懂課堂中所學字詞。 綜合 3c-III-1 尊重與關懷不同的群,理解並欣賞多元文化。	● 應用字彙——形容詞:		
		學習內容	英語 Ac-III-4 國小階段所學字記 (能聽、讀、說 300 字詞,其中 須拼寫 180 字詞) 綜合 Cc-III-3 生活在不同文化中 經驗和感受。	· 必 使用比較級的譬喻: hungry as a bear, weak as		

			•	clam, cute as a button 活用句型:使用 asas 比較人或物的肯定與否
			•	定句 閱讀電子郵件
	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。	•	安慰朋友與提供協助 應用字彙——情緒與感受 的形容詞:discouraged, uncomfortable, full,
Unit 3 At the State Fair	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	•	worried, envious, embarrassed, surprised, angry, proud, scared 詢問現在與過去的感受 活用句型:用 be 動詞的
		經驗和感受。	•	現在與過去式否定疑問句. 閱讀報紙文章
	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。	•	安慰朋友與提供協助 應用字彙——情緒與感受 的形容詞:discouraged, uncomfortable, full,
Unit 4 At the Ranch	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。	•	worried, envious, embarrassed, surprised, angry, proud, scared 詢問現在與過去的感受 活用句型:用 be 動詞的 現在與過去式否定疑問 句.
	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。	•	閱讀報紙文章 討論並同意要看哪個電 視節目 應用字彙——天災: tsunami, typhoon,
Unit 5 Natural Disasters	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。	•	thunderstorm, earthquake, tornado, flood, drought, landslide, fire, blizzard 形容詞:scary, exciting, loud, awful, windy, dangerous 詢問關於天災的經驗 活用句型:使用 ever 的 現在完成式 Yes/No 問句 閱讀資訊手冊

	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。	•	在服飾店買衣服 應用字彙——在購物中心 做的事:read the magazine, drink the
Unit 6 At the Mall	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。	•	coffee, draw the portrait, play the game, try on the jacket, do the puzzle, make the cappuccino, finish lunch, buy the cell phone, eat the candy bar 談論已經做或沒做的事活用句型:現在式、過去式與現在完成式;使用 already 或 yet 的現在完成式(肯定句與否定句)
	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。	•	談論成績單 應用字彙——學科: English, math, science, history, gym, art, music,
Unit 7 School Subjects	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。	•	geography, computer science, health 過去與現在分詞作形容詞: interested, interesting, bored, boring, tired, tiring, confused, confusing 對學科提出個人感想活用句型——使用過去或現在分詞作為形容詞的直述句閱讀通訊報
	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。	•	遵守夏令營泳池規定 應用字彙——夏令營活 動:make crafts, hike, do jumping jacks, ride a
Unit 8 At Summer	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。	•	pony, canoe, fish, bird-watch, catch caterpillars, write postcards, climb mountains 形容詞: easy, hard, fun, exhausting, disgusting,

Unit 9 Work and Hobbies	學習表現內容	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 國小階段所學字詞 (能聽、讀、說 300 字詞,其中必 須拼寫 180 字詞)	frustrating  in 詢問他人意見  活用句型——使用 what 的 Wh-問句;動名詞  Di讀日記  等公車時的閒聊  應用字彙——嗜好與職業: collect coins, study English, teach French, have a pet, own the restaurant, be an exchange student, play chess, sell flowers, work at the bank, paint pictures
	十百八分	線合 Cc-III-3 生活在不同文化中的經驗和感受。	● 詢問人生經驗 ● 活用句型:使用 how long 的 Wh-問句;使用 for 或 since 的在完成式直述句 ● 閱讀宣傳手冊
	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。	● 問路與指路 ● 應用字彙—派對上做的 事: color the banner, write the poem, decorate
Unit 10 The Graduation Party	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 room, draw the posters, cook the meal, make the cake, sing the song, blow up the balloons, sign the card, tell the stories  ipliant balloops in the card, tell the storie

## 教學單元設計(一)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主題		國際文化	設計者	六年級英文教師群		
實施年級 6年		6年級	總節數	每週2節,共8節		
單元	名稱	Unit 1 At May's Department Store				
		設	計依據			
學習重點	學明學習容	綜合 3c-III-1 尊重與關懷不同族群,理解並欣賞多元文化。 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)	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。 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 選 選 選 選		國際教育:彰顯國家價值、多 內 多 E3 認識不同的文化概念,	如族群、階級	、性別、宗教等。		
與其他領域/科目 的連結		并目 英語文(不含國小低年級)、綜	英語文(不含國小低年級)、綜合活動			
教材來源		English time 6				
教學設備/資源 學生經驗分析			wordwall \ e-book English time 1-5			
		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 read the					
Ss choose a partner and role-play the conversation.		sentences properly.					
Ss can change the roles and role-play the conversation							
again.							
Follow-up activity:	20min						
Have a short conversation about the topic. Ask the Ss their							
daily life experience.							
Play the recording and make Ss read aloud.							
For the conversation, Ss point to the speakers.							
Wrap-up:	15min						
Ss write the Workbook and check the answers immediately.							

Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.	0	
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their		
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	10min	Oral marfarmanas Studente muestica
Tt write on the board the words and Ss take a guess.	1011111	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011111	
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	10min	
Ss match all the pictures with the words.	1011111	
Write down the workbook.		
Check the answers and take turns reading aloud.		
Warm-up:	10min	
Tt write on the board the words and Ss take a guess.	10111111	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.  Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011III	
Ss continue until everyone has said ach line.		
<u> </u>		
Ss listen and repeat, pointing to each picture.	10min	
Wrap-up:  So match all the pictures with the words	10111111	
Ss match all the pictures with the words.		

Write down the workbook.							
Check the answers and take turns reading aloud.							
Warm-up:	10min	Oral performance-Students practice					
Tt write on the board the words and Ss take a guess.		the words and spell it.					
Ask the questions while pointing to or touching the p	ictures	one words and spen in					
and pantomiming the actions or words.							
Follow-up activity:	20min						
Toss a ball to a Ss and say the conversation.							
Ss continue until everyone has said ach line.							
Ss listen and repeat, pointing to each picture.							
Wrap-up:	10min						
Ss match all the pictures with the words.							
Write down the workbook.							
Check the answers and take turns reading aloud.							
Warm-up:	8min	Read aloud- Students show their					
Play the recording and make the Ss to repeat after it.		chants in front of others.					
Write the question and answer it.							
Point to the sentences; Ss read them.							
Follow-up activity:	22min						
Volunteers try to read or guess worms' conversation.							
Practice the chants with the recording.							
Wrap-up:	10min						
Toss a ball to a Ss and say the chants.							
Ss continue until everyone has said each chant.	Q						
Warm-up:	8min	Read aloud- Students show their					
Play the recording and make the Ss to repeat after it.		chants in front of others.					
Write the question and answer it.							
Point to the sentences; Ss read them.	22 :						
Follow-up activity:  Volunteers try to read or guess worms' conversation.	22min						
Practice the chants with the recording.							
Wrap-up:	10.						
Toss a ball to a Ss and say the chants.	10min						
Ss continue until everyone has said each chant.							
参考資料:(若有請列出)							
English time 6							
學生回饋		教師省思					

## 教學單元設計(二)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主題		國門	祭文化	設計者	六年級英文教師群		
實施年級 6		6年	-級	總節數	每週2節,共8節		
單元	名稱	Uni	it 2 On Vacation				
學習	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。	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。 綜-E-C2理解他人感受,樂於與人互動,學		
重點	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 生活在不同文化 中的經驗和感受。	子」素養其	部-E-C2理解他人感受,無於與人至動,字 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	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。 國 E1 了解我國與世界其他國家的文化特質。				
與其他的	領域/彩 連結	十目	英語文(不含國小低年級)、綜合	英語文(不含國小低年級)、綜合活動			
教材來	源		English time 6				
教學設	備/資源	Ę	wordwall \ e-book				
學生經驗分析 English time 1		English time 1-5	-5				
			學	習目標			
Ss are a	Ss are able to read the sentences properly. Ss are able to read the chant. Ss are able to spell the words.						
	教學活動設計						
		教	學活動內容及實施方式	時	-間 評量方式		

***	<i>-</i> .	
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		sentences property.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
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role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	10min	Oral performance-Students practice
	- 0111111	Oral performance-students practice

Introduce the Words		the wounds and small it
Talk About the Picture		the words and spell it.
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.	20 :	
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with		
the remaining target vocabulary.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
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Introduce the Words		-
Talk About the Picture		the words and spell it.
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
1 ome and say the words.	<u> </u>	

East-run point.  Follow-up activity:  Games and Activities  Categorize.  Wrap-up:  Finish the Lesson  Association Say strong and have students call out words that have a logical association with that word (for example: an elephant, a weightlifter). Do the same with the remaining target vocabulary.  Warm-up:  Pattern Review: Say the Sentence.  Practice the Patterns Students listen to the recording and repeat, pointing to each picture in their books.  Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary  Students repeat. Play the recording. Students listen and follow along in their books.  Follow-up activity:  Games and Activities Riddles.  Wrap-up: Finish the Lesson Pick a Word. Write the target vocabulary on strips of paper and place in a hat or bag. A volunteer picks one piece of paper and says a sentence using the target patterns and that word. Continue until all the words are chosen.  Warm-up: Pattern Review: Say the Sentence. Practice the Patterns Students Issen to the recording and repeat, pointing to each picture in their books.  Smin Read aloud- Students show their chants in front of others.	Listen and point.		
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Wrap-up: Finish the Lesson Pick a Word. Write the target vocabulary on strips of paper and place in a hat or bag. A volunteer picks one piece of paper and says a sentence using the target patterns and that word. Continue until all the words are chosen.  Warm-up: Pattern Review: Say the Sentence. Practice the Patterns Students listen to the recording and repeat, pointing to each picture in their books. Students remain in pairs and take turns making statements about the	Games and Activities		
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Pick a Word. Write the target vocabulary on strips of paper and place in a hat or bag. A volunteer picks one piece of paper and says a sentence using the target patterns and that word. Continue until all the words are chosen.  Warm-up:  Pattern Review: Say the Sentence.  Practice the Patterns  Students listen to the recording and repeat, pointing to each picture in their books.  Students remain in pairs and take turns making statements about the	Wrap-up:	10min	
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Warm-up: Pattern Review: Say the Sentence. Practice the Patterns Students listen to the recording and repeat, pointing to each picture in their books. Students remain in pairs and take turns making statements about the	sentence using the target patterns and that word. Continue until all		
Pattern Review: Say the Sentence.  Practice the Patterns  Students listen to the recording and repeat, pointing to each picture in their books.  Students remain in pairs and take turns making statements about the	the words are chosen.		
Practice the Patterns  Students listen to the recording and repeat, pointing to each picture in their books.  Students remain in pairs and take turns making statements about the	Warm-up:	8min	Read aloud- Students show their
Practice the Patterns  Students listen to the recording and repeat, pointing to each picture in their books.  Students remain in pairs and take turns making statements about the	Pattern Review: Say the Sentence.		chants in front of others.
in their books.  Students remain in pairs and take turns making statements about the	Practice the Patterns		
Students remain in pairs and take turns making statements about the	Students listen to the recording and repeat, pointing to each picture		
	in their books.		
scene using the target patterns and vocabulary	Students remain in pairs and take turns making statements about the		
	scene using the target patterns and vocabulary		
Students turn to the song page, cover up the text, look at the	Students turn to the song page, cover up the text, look at the		
pictures, and talk about what they see. Read the lyrics line by line;	pictures, and talk about what they see. Read the lyrics line by line;		
students repeat. Play the recording. Students listen and follow	students repeat. Play the recording. Students listen and follow		
along in their books.	along in their books.		
Follow-up activity: 22min	Follow-up activity:	22min	
Games and Activities	Games and Activities		

Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of paper and			
place in a hat or bag. A volunteer picks one piece of paper and says a			
sentence using the target patterns and that word. Continue until all			
the words are chosen.			
參考資料:(若有請列出)			
English time 6			
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(三)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

# 二、教學單元設計

主是	題	國際文化	設計者	六年級英文教師群
實施工	 年級	6年級	總節數	每週2節,共8節
單元名稱 Unit 3At the State Fair				
			計依據	
學習重點	學現學習容	綜合 3c-III-1 尊重與關懷不同族群,理解並欣賞多元文化。 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)	的 字 其	英-E-A2 具備理解簡易英 語 文 訊息 的能 力,能運用基本 邏輯思考策略提 升學習效能。 綜-E-C2理解他人感受,樂於與人互動,學 習尊重他人,增進人際關係,與團隊成員合 作達成團體目標。
議題融入				
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合活動				
教材來源 English time 6				
	教學設備/資源wordwall、e-book學生經驗分析English time 1-5			
a	學習目標 So are able to read the centences properly. So are able to read the about. So are able to small the words			

教學活動設計			
教學活動內容及實施方式	時間	評量方式	
Warm-up:	5min	Worksheet - Students read the	
Ss choose a partner and role-play the conversation.		sentences properly.	
Ss can change the roles and role-play the conversation		1 1 3	
again.			
Follow-up activity:	20min		
Have a short conversation about the topic. Ask the Ss their			
daily life experience.			
Play the recording and make Ss read aloud.			
For the conversation, Ss point to the speakers.			
Wrap-up:	15min		
Ss write the Workbook and check the answers immediately.			

Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.		
Warm-up:	10min	Only of war of States and the
Tt write on the board the words and Ss take a guess.		Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011111	
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	10min	
	TOIIIII	
Ss match all the pictures with the words.  Write down the workbook.		
Check the answers and take turns reading aloud.	10	
Warm-up:	10min	Oral performance-Students practice
Tt write on the board the words and Ss take a guess.		the words and spell it.
Ask the questions while pointing to or touching the pictures		
and pantomiming the actions or words.	20 :	
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.		
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.	10 .	
Wrap-up:	10min	
Ss match all the pictures with the words.		

Write down the workbook.				
Check the answers and take turns reading aloud.				
Warm-up:	10min	Oral performance-Students practice		
Tt write on the board the words and Ss take a gue	SS.	the words and spell it.		
Ask the questions while pointing to or touching the	ne pictures	and morals and specific		
and pantomiming the actions or words.				
Follow-up activity:	20min			
Toss a ball to a Ss and say the conversation.				
Ss continue until everyone has said ach line.				
Ss listen and repeat, pointing to each picture.				
Wrap-up:	10min			
Ss match all the pictures with the words.				
Write down the workbook.				
Check the answers and take turns reading aloud.				
Warm-up:	8min	Read aloud- Students show their		
Play the recording and make the Ss to repeat after	· it.	chants in front of others.		
Write the question and answer it.		chants in front of others.		
Point to the sentences; Ss read them.				
Follow-up activity:	22min			
Volunteers try to read or guess worms' conversatio	n.			
Practice the chants with the recording.				
Wrap-up:	10min			
Toss a ball to a Ss and say the chants.				
Ss continue until everyone has said each chant.	0 :			
Warm-up:	8min	Read aloud- Students show their		
Play the recording and make the Ss to repeat after	t.	chants in front of others.		
Write the question and answer it.				
Point to the sentences; Ss read them.	22min			
Follow-up activity:				
Volunteers try to read or guess worms' conversation. Practice the chants with the recording.				
Wrap-up:	10min			
Toss a ball to a Ss and say the chants.				
Ss continue until everyone has said each chant.				
參考資料:(若有請列出)				
English time 6				
學生回饋		教師省思		

### 教學單元設計(四)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

# 二、教學單元設計

主見	題	國際文化	設計者	六年級英文教師群
實施。	年級	6年級	總節數	每週2節、4週、共8節
單元	單元名稱 Unit 4 At the Ranch			
		設	計依據	
學習重點	學習現學習容	綜合 3c-III-1 尊重與關懷不同 族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學字 詞(能聽、讀、說 300 字詞,	的 核心素養	英-E-A2 具備理解簡易英 語 文 訊息的能 力,能運用基本 邏輯思考策略提升學習效能。 綜-E-C2理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。
議題融入				及、性別、宗教等。
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合活動			,	
教材來源English time 6教學設備/資源wordwall、e-book				
	學生經驗分析 English time 1-5			
學習目標 So are able to read the centences properly. So are able to read the chant. So are able to spell the words				

表學活動設計 			
教學活動內容及實施方式	時間	評量方式	
Warm-up:	5min	Worksheet - Students read the	
Introduce the Conversation		sentences properly.	
Play the first version of the conversation. Students listen and repeat,		1 1 2	
pointing to each to each speaker.			
Students choose a partner and, using their Student Books for			
reference, role-play the conversation. They then change roles and			
role-play the conversation again.			
Follow-up activity:	20min		
Games and Activities			
Make It Your Own			
Wrap-up:	15min		
Finish the Lesson			

Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		sementes property.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		sentences property.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		the words the spen it.
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	

Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.	10 :	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say strong and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		1
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say strong and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	8min	Read aloud- Students show their
Pattern Review: Say the Sentence.		
- · · · · · · · · · · · · · · · · · · ·		chants in front of others.

Practice the Patterns			
Students listen to the recording and repeat, pointing to each picture			
in their books.			
Students remain in pairs and take turns making statements about the			
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look a	at the		
pictures, and talk about what they see. Read the lyrics	line by line;		
students repeat. Play the recording. Students listen and	follow		
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of pa	per and place		
in a hat or bag. A volunteer picks one piece of paper and	says a		
sentence using the target patterns and that word. Contin	nue until all		
the words are chosen.			
Warm-up:			Read aloud- Students show their
Pattern Review: Say the Sentence.			chants in front of others.
Practice the Patterns			chants in front of others.
Students listen to the recording and repeat, pointing to each picture			
in their books.			
Students remain in pairs and take turns making statemen	its about the		
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look at the			
pictures, and talk about what they see. Read the lyrics line by line;			
students repeat. Play the recording. Students listen and follow			
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:			
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of paper and place			
in a hat or bag. A volunteer picks one piece of paper and says a			
sentence using the target patterns and that word. Continue until all			
the words are chosen.			
參考資料:(若有請列出)			
English time 6			11.15.05
學生回饋			教師省思

### 教學單元設計(五)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

# 二、教學單元設計

主点	題	國際文化	設計者	六年級英文教師群
實施工	年級	6 年級	總節數	每週2節,共8節
單元	單元名稱 Unit 5 Natural Disasters			
		設	計依據	
學習重點	學明學習家	綜合 3c-III-1 尊重與關懷不同 族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學 詞(能聽、讀、說 300 字詞,	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。 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。
議題融入				
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合活動				
教材來源 English time 6				
	教學設備/資源wordwall、e-book學生經驗分析English time 1-5			
學習目標 So are able to read the centences preparly. So are able to read the chant. So are able to small the words				

教學活動設計				
教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet - Students read the		
Ss choose a partner and role-play the conversation.		sentences properly.		
Ss can change the roles and role-play the conversation		1 1 3		
again.				
Follow-up activity:	20min			
Have a short conversation about the topic. Ask the Ss their				
daily life experience.				
Play the recording and make Ss read aloud.				
For the conversation, Ss point to the speakers.				
Wrap-up:	15min			
Ss write the Workbook and check the answers immediately.				

Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	20111111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	10min	
Tt write on the board the words and Ss take a guess.	TOIIIII	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011111	
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	10min	
	TOIIIII	
Ss match all the pictures with the words.  Write down the workbook.		
Check the answers and take turns reading aloud.	10	
Warm-up: The writes on the board the words and Se take a guess.	10min	Oral performance-Students practice
Tt write on the board the words and Ss take a guess.		the words and spell it.
Ask the questions while pointing to or touching the pictures		
and pantomiming the actions or words.	20	
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.		
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.	10 .	
Wrap-up:	10min	
Ss match all the pictures with the words.		

Write down the workbook.		
Check the answers and take turns reading aloud.		
Warm-up:	10min	
Tt write on the board the words and Ss take a guess.	Tomm	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
	2011111	
Toss a ball to a Ss and say the conversation.		
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.	10	
Wrap-up:	10min	
Ss match all the pictures with the words.		
Write down the workbook.		
Check the answers and take turns reading aloud.		
Warm-up:	8min	Read aloud- Students show their
Play the recording and make the Ss to repeat after it.		chants in front of others.
Write the question and answer it.		
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Volunteers try to read or guess worms' conversation.  Practice the chants with the recording.		
Wrap-up:		
Toss a ball to a Ss and say the chants.	10min	
Ss continue until everyone has said each chant.		
Warm-up:	8min	Read aloud- Students show their
Play the recording and make the Ss to repeat after it.		
Write the question and answer it.		chants in front of others.
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Volunteers try to read or guess worms' conversation.		
Practice the chants with the recording.		
Wrap-up:	10min	
Toss a ball to a Ss and say the chants.	Tomm	
Ss continue until everyone has said each chant.		
Warm-up:	8min	Read aloud- Students show their
Play the recording and make the Ss to repeat after it.		chants in front of others.
Write the question and answer it.		
Point to the sentences; Ss read them.		
Follow-up activity:	22min	
Volunteers try to read or guess worms' conversation.		
Practice the chants with the recording.		
Wrap-up:	10min	
Toss a ball to a Ss and say the chants.		
Ss continue until everyone has said each chant.	6 :	
Warm-up:	8min	Read aloud- Students show their

Play the recording and make the Ss to repeat afte	r it	chants in front of others.			
Write the question and answer it.	1 10.	chants in front of others.			
Point to the sentences; Ss read them.					
Follow-up activity:	22min				
Volunteers try to read or guess worms' conversation	on.				
Practice the chants with the recording.					
Wrap-up:	10min				
Toss a ball to a Ss and say the chants.	Tomin				
Ss continue until everyone has said each chant.					
參考資料:(若有請列出)	參考資料:(若有請列出)				
English time 6					
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(六)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

# 二、教學單元設計

主見	題	國際文化	設計者	六年級英文教師群	
實施。	年級	6年級	總節數	每週2節、4週、共8節	
單元》	單元名稱 Unit 6 At the Mall				
			設計依據		
學習重點	學習現學習容	綜合 3c-III-1 尊重與關係群,理解並欣賞多元 英語 Ac-III-4 國小階戶 詞(能聽、讀、說 300)	懷不同的 文化。 役所學字 字詞,其	英-E-A2 具備理解簡易英 語 文 訊息的能 力,能運用基本 邏輯思考策略提升學習效能。 綜-E-C2 理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。	
議題融入					
	國 El 了解我國與世界其他國家的文化特質。				
	與其他領域/科目 英語文(不含國小低年級)、綜合活動				
教材來:	教材來源 English time 6				
教學設	教學設備/資源 wordwall、e-book				
學生經	驗分析	English time 1-5			
學習目標 So are able to read the centences preparly. So are able to read the chant. So are able to shall the words					

数學活動設計				
教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet - Students read the		
Introduce the Conversation		sentences properly.		
Play the first version of the conversation. Students listen and repeat,		1 1 2		
pointing to each to each speaker.				
Students choose a partner and, using their Student Books for				
reference, role-play the conversation. They then change roles and				
role-play the conversation again.				
Follow-up activity:	20min			
Games and Activities				
Make It Your Own				
Wrap-up:	15min			
Finish the Lesson				

Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		sentences properly.
Play the first version of the conversation. Students listen and repeat,		
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities		
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		the words the spen it.
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
	10min	
Follow-up activity:		

Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.	10 '	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		1
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say strong and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	8min	Read aloud- Students show their
Pattern Review: Say the Sentence.		chants in front of others.
		chants in front of others.

Practice the Patterns			
Students listen to the recording and repeat, pointing to e	ach picture		
in their books.			
Students remain in pairs and take turns making statemen	its about the		
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look a	at the		
pictures, and talk about what they see. Read the lyrics	line by line;		
students repeat. Play the recording. Students listen and	follow		
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of pa	per and place		
in a hat or bag. A volunteer picks one piece of paper and	says a		
sentence using the target patterns and that word. Contin	nue until all		
the words are chosen.			
Warm-up:		8min	Read aloud- Students show their
Pattern Review: Say the Sentence.			chants in front of others.
Practice the Patterns			chants in front of others.
Students listen to the recording and repeat, pointing to each picture			
in their books.			
Students remain in pairs and take turns making statemen	its about the		
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look a	at the		
pictures, and talk about what they see. Read the lyrics	line by line;		
students repeat. Play the recording. Students listen and	follow		
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of pa	per and place		
in a hat or bag. A volunteer picks one piece of paper and says a			
sentence using the target patterns and that word. Contin	nue until all		
the words are chosen.			
參考資料:(若有請列出)			
English time 6			ht for the re
學生回饋			教師省思

### 教學單元設計(七)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主見	題	國際文化	設計者	六年級英文教師群
實施公	<u>———</u> 年級	6年級	總節數	每週2節,共8節
單元/	名稱	Unit 7 School Subjects		
			計依據	
學習重點	現	學習表 的字詞。 明		英-E-A2 具備理解簡易英 語 文 訊息的能 力,能運用基本 邏輯思考策略提升學習效能。 綜-E-C2理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。
議題融入				
	與其他領域/科目 英語文(不含國小低年級)、綜合活動 的連結			
	教材來源 English time 6			
	教學設備/資源 wordwall、e-book			
學生經	驗分析			
學習目標 So are able to read the centences properly. So are able to read the chant. So are able to spell the words				

教學活動設計				
教學活動內容及實施方式	時間	評量方式		
Warm-up:	5min	Worksheet - Students read the		
Ss choose a partner and role-play the conversation.		sentences properly.		
Ss can change the roles and role-play the conversation		1 1 2		
again.				
Follow-up activity:	20min			
Have a short conversation about the topic. Ask the Ss their				
daily life experience.				
Play the recording and make Ss read aloud.				
For the conversation, Ss point to the speakers.				
Wrap-up:	15min			
Ss write the Workbook and check the answers immediately.				

Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.	0	
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	10min	
Tt write on the board the words and Ss take a guess.	1011111	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011111	
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	10min	
Ss match all the pictures with the words.	1011111	
Write down the workbook.		
Check the answers and take turns reading aloud.		
	10min	
Warm-up: The write on the board the words and Schale a guess	10111111	Oral performance-Students practice
Tt write on the board the words and Ss take a guess.		the words and spell it.
Ask the questions while pointing to or touching the pictures		
and pantomiming the actions or words.	20min	
Follow-up activity:  Toss a hall to a Sc and say the conversation	20min	
Toss a ball to a Ss and say the conversation.		
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.	10	
Wrap-up:	10min	
Ss match all the pictures with the words.		

Write down the workbook.				
Check the answers and take turns reading aloud.				
Warm-up:	10min	Oral performance-Students practice		
Tt write on the board the words and Ss take a gue	SS.	the words and spell it.		
Ask the questions while pointing to or touching the	ne pictures	and morals and specific		
and pantomiming the actions or words.				
Follow-up activity:	20min			
Toss a ball to a Ss and say the conversation.				
Ss continue until everyone has said ach line.				
Ss listen and repeat, pointing to each picture.				
Wrap-up:	10min			
Ss match all the pictures with the words.				
Write down the workbook.				
Check the answers and take turns reading aloud.				
Warm-up:	8min	Read aloud- Students show their		
Play the recording and make the Ss to repeat after	it.	chants in front of others.		
Write the question and answer it.		chants in front of others.		
Point to the sentences; Ss read them.				
Follow-up activity:	22min			
Volunteers try to read or guess worms' conversatio	n.			
Practice the chants with the recording.				
Wrap-up:	10min			
Toss a ball to a Ss and say the chants.				
Ss continue until everyone has said each chant.	0 :			
Warm-up:	8min	Read aloud- Students show their		
Play the recording and make the Ss to repeat after	tt.	chants in front of others.		
Write the question and answer it.				
Point to the sentences; Ss read them.	22 .			
Follow-up activity:  Valuations true to read or guess worms' conversation	22min			
Volunteers try to read or guess worms' conversation.  Practice the chants with the recording.				
Wrap-up:				
Toss a ball to a Ss and say the chants.	10min			
Ss continue until everyone has said each chant.				
參考資料:(若有請列出)				
English time 6				
學生回饋		教師省思		

### 教學單元設計(八)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主見	Đ.	國際文化	設計者	六年級英文教師群
實施公	年級	6年級	總節數	每週2節,共8節
單元》	名稱	Unit 8 At Summer		
學習重點	學習現學習容	綜合 3c-III-1 尊重與關懷不同 族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學 詞(能聽、讀、說 300 字詞,	的 字 其	英-E-A2 具備理解簡易英 語 文 訊息 的能 力,能運用基本 邏輯思考策略提 升學習效能。 綜-E-C2 理解他人感受,樂於與人互動, 學習尊重他人,增進人際關係,與團隊 成員合作達成團體目標。
議題融入	融入 實質內 多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。			<b>及、性別、宗教等</b> 。
與其他領域/科目 的連結 與其他領域/和目 的連結				
	度材來源 English time 6			
	教學設備/資源 wordwall、e-book			
學生經	驗分析	English time 1-5		
學習目標 So are able to read the centences properly. So are able to read the chant. So are able to spell the words				

数學活動設計 			
教學活動內容及實施方式	時間	評量方式	
Warm-up:	5min	Worksheet - Students read the	
Introduce the Conversation		sentences properly.	
Play the first version of the conversation. Students listen and repeat,		1 1 2	
pointing to each to each speaker.			
Students choose a partner and, using their Student Books for			
reference, role-play the conversation. They then change roles and			
role-play the conversation again.			
Follow-up activity:	20min		
Games and Activities			
Make It Your Own			
Wrap-up:	15min		
Finish the Lesson			

Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		
Play the first version of the conversation. Students listen and repeat,		sentences properly.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities	2011111	
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson	1311111	
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	W. 1.1
Introduce the Conversation	311111	Worksheet - Students read the
Play the first version of the conversation. Students listen and repeat,		sentences properly.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.  Follow-up activity:	20min	
<u> </u>	20min	
Games and Activities		
Make It Your Own	15:	
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.	10 :	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	

Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.	10 :	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say strong and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say strong and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	8min	Read aloud- Students show their
Pattern Review: Say the Sentence.		
- · · · · · · · · · · · · · · · · · · ·		chants in front of others.

Practice the Patterns			
Students listen to the recording and repeat, pointing to each picture			
in their books.			
Students remain in pairs and take turns making statements about the			
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look at the			
pictures, and talk about what they see. Read the lyrics line by line;			
students repeat. Play the recording. Students listen and follow			
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of page	per and place		
in a hat or bag. A volunteer picks one piece of paper and	says a		
sentence using the target patterns and that word. Contin	nue until all		
the words are chosen.			
Warm-up:			Read aloud- Students show their
Pattern Review: Say the Sentence.			chants in front of others.
Practice the Patterns			91 91 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Students listen to the recording and repeat, pointing to each picture			
in their books.			
Students remain in pairs and take turns making statement	Students remain in pairs and take turns making statements about the		
scene using the target patterns and vocabulary			
Students turn to the song page, cover up the text, look at the			
pictures, and talk about what they see. Read the lyrics line by line;			
students repeat. Play the recording. Students listen and follow			
along in their books.			
Follow-up activity:		22min	
Games and Activities			
Riddles.			
Wrap-up:		10min	
Finish the Lesson			
Pick a Word. Write the target vocabulary on strips of paper and place			
in a hat or bag. A volunteer picks one piece of paper and says a			
sentence using the target patterns and that word. Continue until all			
the words are chosen.			
參考資料:(若有請列出)			
English time 6			払行が用
學生回饋			教師省思

## 教學單元設計(九)

## 一、教學設計理念

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主是	題	國際文化	設計者	六年級英文教師群	
實施。	年級	6年級	總節數	每週2節,共6節	
單元》	名稱	Unit 9 Work and Hobbies			
學習重點	學習現學習容	綜合 3c-III-1 尊重與關懷不同族群,理解並欣賞多元文化 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)	的。 核心素養	英-E-A2 具備理解簡易英 語 文 訊息的能 力,能運用基本 邏輯思考策略提升學習效能。 綜-E-C2理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。	
議題融入				B、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   英語文(不含國小低年級)、綜合活動			( °		
教材來	教材來源 English time 6				
教學設	備/資源				
學生經	驗分析				
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 read the	
Ss choose a partner and role-play the conversation.		sentences properly.	
Ss can change the roles and role-play the conversation			
again.			
Follow-up activity:	20min		
Have a short conversation about the topic. Ask the Ss their			
daily life experience.			
Play the recording and make Ss read aloud.			
For the conversation, Ss point to the speakers.			
Wrap-up:	15min		
Ss write the Workbook and check the answers immediately.			

Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.	0	
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their	2011111	
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	5min	Worksheet - Students read the
Ss choose a partner and role-play the conversation.		
Ss can change the roles and role-play the conversation		sentences properly.
again.		
Follow-up activity:	20min	
Have a short conversation about the topic. Ask the Ss their		
daily life experience.		
Play the recording and make Ss read aloud.		
For the conversation, Ss point to the speakers.		
Wrap-up:	15min	
Ss write the Workbook and check the answers immediately.	1311111	
Warm-up:	10min	Oral marfarmanas Studente muestica
Tt write on the board the words and Ss take a guess.	1011111	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011111	
Ss continue until everyone has said ach line.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	10min	
Ss match all the pictures with the words.	1011111	
Write down the workbook.		
Check the answers and take turns reading aloud.		
Warm-up:	10min	
Tt write on the board the words and Ss take a guess.	10111111	Oral performance-Students practice
Ask the questions while pointing to or touching the pictures		the words and spell it.
and pantomiming the actions or words.		
Follow-up activity:	20min	
Toss a ball to a Ss and say the conversation.	2011III	
Ss continue until everyone has said ach line.		
1		
Ss listen and repeat, pointing to each picture.	10min	
Wrap-up:  So match all the pictures with the words	10111111	
Ss match all the pictures with the words.		

Write down the workbook.				
Check the answers and take turns reading aloud.				
Warm-up:	8min	Read aloud- Students show their		
Play the recording and make the Ss to repeat after it.		chants in front of others.		
Write the question and answer it.				
Point to the sentences; Ss read them.				
Follow-up activity:				
Volunteers try to read or guess worms' conversation.  Practice the chants with the recording.				
Wrap-up:				
Toss a ball to a Ss and say the chants.	10min			
Ss continue until everyone has said each chant.				
參考資料:(若有請列出)				
English time 6				
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

The main purpose of English classes is to enable children to use the language for interpersonal communication purposes, when English can also be a great help for children when they face future study.

## 二、教學單元設計

主題	1	國際文化	設計者	六年級英文教師群
實施年	-級	6年級	總節數	每週2節,共6節
單元名稱 Unit 10 The Graduation Party				
	設計依據			
學習重點	學習學習	綜合 3c-III-1 尊重與關懷不同 族群,理解並欣賞多元文化。 英語 Ac-III-4 國小階段所學 詞(能聽、讀、說 300 字詞,	的 字 表 素	英-E-A2 具備理解簡易英 語 文 訊息的能 力,能運用基本 邏輯思考策略提升學習效能。 綜-E-C2 理解他人感受,樂於與人互動,學習尊重他人,增進人際關係,與團隊成員合作達成團體目標。
議題	學習.	主 國際教育:彰顯國家價值、多	元文化教育	:文化差異與理解
融入	實質涵	內 多E3 認識不同的文化概念, 國E1 了解我國與世界其他國	•	
與其他領域/科目 英語文(不含國小低年級)、綜合活動				
教材來源 English time 6				
教學設備/資源 wordwall、e-book				
學生經駁	<b>金分析</b>	English time 1-5		
學習目標 So are able to read the centences properly. So are able to read the chant. So are able to spell the words				

教學活動設計			
教學活動內容及實施方式	時間	評量方式	
Warm-up:	5min	Worksheet - Students read the	
Introduce the Conversation		sentences properly.	
Play the first version of the conversation. Students listen and repeat,			
pointing to each to each speaker.			
Students choose a partner and, using their Student Books for			
reference, role-play the conversation. They then change roles and			
role-play the conversation again.			
Follow-up activity:	20min		
Games and Activities			
Make It Your Own			
Wrap-up:	15min		
Finish the Lesson			

Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	Worksheet - Students read the
Introduce the Conversation		
Play the first version of the conversation. Students listen and repeat,		sentences properly.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.		
Follow-up activity:	20min	
Games and Activities	2011111	
Make It Your Own		
Wrap-up:	15min	
Finish the Lesson	1311111	
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.		
Warm-up:	5min	
Introduce the Conversation	311111	Worksheet - Students read the
Play the first version of the conversation. Students listen and repeat,		sentences properly.
pointing to each to each speaker.		
Students choose a partner and, using their Student Books for		
reference, role-play the conversation. They then change roles and		
role-play the conversation again.  Follow-up activity:	20min	
<u> </u>	20min	
Games and Activities		
Make It Your Own	15:	
Wrap-up:	15min	
Finish the Lesson		
Discussion. Have a short discussion about vacations, asking students		
what their best and worst vacations were.	10 :	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	

Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.	10 :	
Warm-up:	10min	Oral performance-Students practice
Introduce the Words		the words and spell it.
Talk About the Picture		
Students open their books, look at the scene and use complete		
sentences to identify anything they can.		
Practice the Words		
Listen and repeat		
Point and say the words.		
Listen and point.		
Follow-up activity:	20min	
Games and Activities		
Categorize.		
Wrap-up:	10min	
Finish the Lesson		
Association Say <i>strong</i> and have students call out words		
that have a logical association with that word (for		
example: an elephant, a weightlifter). Do the same with the		
remaining target vocabulary.		
Warm-up:	8min	Read aloud- Students show their
Pattern Review: Say the Sentence.		chants in front of others.
Practice the Patterns		
Students listen to the recording and repeat, pointing to each picture		
in their books.		
Students remain in pairs and take turns making statements about the		
scene using the target patterns and vocabulary		
Students turn to the song page, cover up the text, look at the		
pictures, and talk about what they see. Read the lyrics line by line;		
students repeat. Play the recording. Students listen and follow		
along in their books.		
Follow-up activity:	22min	
Games and Activities		
Riddles.		
Wrap-up:	10min	
Finish the Lesson		
Pick a Word. Write the target vocabulary on strips of paper and place		
in a hat or bag. A volunteer picks one piece of paper and says a		
sentence using the target patterns and that word. Continue until all		
the words are chosen.		

參考資料:(若有請列出)					
English time 6					
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					
	children when they face future study. 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 <sup>1</sup> 所呈現的訊 息,理解內容 <sup>2</sup> 。	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 等 等 言 書 。 言 者 。 言 。 言 。 言 。 言 。 言 。 。 。 言 。 。 。 。	在引導下,能利口蓋(圖表)等下形字字等。 文字等 號記記 記記 記記 明显	在引導下,能利 用簡單形,能利 口語(圖表)等 (圖表)等,記 致地(50%) 設計 發言者 <sup>1</sup> 所 呈現 的訊息。	在引導下,能利 用簡單形,能利 口語、文字或 畫(圖表)等, 部地(30%)記錄 發言者 <sup>1</sup> 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

