

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

彈性學習課程類別	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 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	<input type="checkbox"/> 國語文 <input checked="" type="checkbox"/> 英語文(不含國小低年級) <input type="checkbox"/> 本土語文 <input type="checkbox"/> 臺灣手語 <input type="checkbox"/> 新住民語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 綜合活動 <input type="checkbox"/> 資訊科技(國小) <input type="checkbox"/> 科技(國中)			

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	Unit 1 At May's Department Store Unit 3 At the State Fair Unit 5 Natural Disasters Unit 7 School Subjects Unit 9 Work and Hobbies	Unit 2 On Vacation Unit 4 At the Ranch Unit 6 At the Mall Unit 8 At Summer Unit 10 The Graduation Party
教材來源		English time6	
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	
Unit 1 At May's Department Store	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。	<ul style="list-style-type: none"> ● 購買禮物 ● 應用字彙——百貨公司的商品：lamp, couch, pajamas, pants, ring, 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 ● 閱讀建議專欄
	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。	
Unit 2 On Vacation	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。	<ul style="list-style-type: none"> ● 談論假期 ● 應用字彙——形容詞：hungry, quiet, strong, stubborn, light, happy, weak, old, busy, cute ● 說明人或物之間的相似或相異處 ● 使用比較級的譬喻：hungry as a bear, weak as a kitten, strong as an ox, stubborn as a mule, old as the hills, busy as a bee, quiet as a mouse, light as a feather, happy as a
	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。	

			<p>clam, cute as a button</p> <ul style="list-style-type: none"> ● 活用句型：使用 as...as 比較人或物的肯定與否定句 ● 閱讀電子郵件
Unit 3 At the State Fair	學習表現	<p>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。</p>	<ul style="list-style-type: none"> ● 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, 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。 ● 閱讀報紙文章
	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） 綜合 Cc-III-3 生活在不同文化中的經驗和感受。</p>	
Unit 4 At the Ranch	學習表現	<p>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。</p>	<ul style="list-style-type: none"> ● 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, 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。 ● 閱讀報紙文章
	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） 綜合 Cc-III-3 生活在不同文化中的經驗和感受。</p>	
Unit 5 Natural Disasters	學習表現	<p>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。</p>	<ul style="list-style-type: none"> ● 討論並同意要看哪個電視節目 ● 應用字彙——天災：tsunami, typhoon, 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） 綜合 Cc-III-3 生活在不同文化中的經驗和感受。</p>	

Unit 6 At the Mall	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。	<ul style="list-style-type: none"> ● 在服飾店買衣服 ● 應用字彙——在購物中心做的事：read the magazine, drink the 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） ● 閱讀報紙上的報導
	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。	
Unit 7 School Subjects	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。	<ul style="list-style-type: none"> ● 談論成績單 ● 應用字彙——學科：English, math, science, history, gym, art, music, 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。	
Unit 8 At Summer	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。	<ul style="list-style-type: none"> ● 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 pony, canoe, fish, bird-watch, catch caterpillars, write postcards, climb mountains ● 形容詞：easy, hard, fun, exhausting, disgusting,
	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。	

			<p>frustrating</p> <ul style="list-style-type: none"> ● 詢問他人意見 ● 活用句型——使用 what 的 Wh-問句；動名詞 ● 閱讀日記
Unit 9 Work and Hobbies	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>	<ul style="list-style-type: none"> ● 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 ● 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>	
Unit 10 The Graduation Party	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>	<ul style="list-style-type: none"> ● 問路與指路 ● 應用字彙——派對上做的事：color the banner, write the poem, decorate the room, draw the posters, cook the meal, make the cake, sing the song, blow up the balloons, sign the card, tell the stories ● 詢問過去做的事 ● 活用句型：被動語態過去式；使用 Who 的 Wh-問句 ● 閱讀網站上的文章
	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

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		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					
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	
<u>Warm-up</u> : Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.			5min	Worksheet - Students read the sentences properly.	
<u>Follow-up activity</u> : 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.			20min		
<u>Wrap-up</u> : Ss write the Workbook and check the answers immediately.			15min		

<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

Write down the workbook. Check the answers and take turns reading aloud.		
<u>Warm-up</u> : Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.	10min	Oral performance-Students practice the words and spell it.
<u>Follow-up activity</u> : 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.	20min	
<u>Wrap-up</u> : Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
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(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 8 節
單元名稱	Unit 2 On Vacation			
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	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				
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

<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u></p>	<p>10min</p>	<p>Oral performance-Students practice</p>

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

<p>Riddles.</p> <p><u>Wrap-up</u> :</p> <p>Finish the Lesson</p> <p>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.</p>	<p>10min</p>	
<p>參考資料：(若有請列出)</p> <p>English time 6</p>		
<p>學生回饋</p>	<p>教師省思</p>	

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 8 節
單元名稱	Unit 3At the State Fair		
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	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			
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
<u>Warm-up</u> : Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : 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.		20min	
<u>Wrap-up</u> : Ss write the Workbook and check the answers immediately.		15min	

<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

Write down the workbook. Check the answers and take turns reading aloud.		
<u>Warm-up</u> : Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.	10min	Oral performance-Students practice the words and spell it.
<u>Follow-up activity</u> : 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.	20min	
<u>Wrap-up</u> : Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
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(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
單元名稱	Unit 4 At the Ranch		
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	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			
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
<u>Warm-up</u> : Introduce the Conversation 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.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : Games and Activities Make It Your Own		20min	
<u>Wrap-up</u> : Finish the Lesson		15min	

<p>Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>		
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Words 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.</p> <p><u>Follow-up activity :</u> Games and Activities Categorize.</p> <p><u>Wrap-up :</u></p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

<p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</p>	<p>22min</p> <p>10min</p>	
<p><u>Warm-up :</u></p> <p>Pattern Review: Say the Sentence.</p> <p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</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)</p> <p>English time 6</p>		
<p>學生回饋</p>	<p>教師省思</p>	

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(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 8 節
單元名稱	Unit 5 Natural Disasters		
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	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			
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
<u>Warm-up</u> : Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : 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.		20min	
<u>Wrap-up</u> : Ss write the Workbook and check the answers immediately.		15min	

<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> Toss a ball to a Ss and say the conversation. Ss continue until everyone has said each line. Ss listen and repeat , pointing to each picture.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

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

<p>Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording. <u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.</p>	<p>22min 10min</p>	<p>chants in front of others.</p>
<p>參考資料：(若有請列出) English time 6</p>		
<p>學生回饋</p>	<p>教師省思</p>	

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
單元名稱	Unit 6 At the Mall		
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	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			
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
<u>Warm-up</u> : Introduce the Conversation 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.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : Games and Activities Make It Your Own		20min	
<u>Wrap-up</u> : Finish the Lesson		15min	

<p>Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>		
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Conversation 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.</p> <p><u>Follow-up activity :</u> Games and Activities Make It Your Own</p> <p><u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Introduce the Words 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.</p> <p><u>Follow-up activity :</u> Games and Activities Categorize.</p> <p><u>Wrap-up :</u></p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

<p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</p>	<p>22min</p> <p>10min</p>	
<p><u>Warm-up :</u></p> <p>Pattern Review: Say the Sentence.</p> <p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</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)</p> <p>English time 6</p>		
<p>學生回饋</p>	<p>教師省思</p>	

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(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 8 節
單元名稱	Unit 7 School Subjects		
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	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			
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
<u>Warm-up</u> : Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : 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.		20min	
<u>Wrap-up</u> : Ss write the Workbook and check the answers immediately.		15min	

<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

Write down the workbook. Check the answers and take turns reading aloud.		
<u>Warm-up</u> : Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.	10min	Oral performance-Students practice the words and spell it.
<u>Follow-up activity</u> : 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.	20min	
<u>Wrap-up</u> : Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
<u>Warm-up</u> : Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them.	8min	Read aloud- Students show their chants in front of others.
<u>Follow-up activity</u> : Volunteers try to read or guess worms' conversation. Practice the chants with the recording.	22min	
<u>Wrap-up</u> : Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	10min	
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(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 8 節
單元名稱	Unit 8 At Summer		
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
	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	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			
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
<u>Warm-up</u> : Introduce the Conversation 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.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : Games and Activities Make It Your Own		20min	
<u>Wrap-up</u> : Finish the Lesson		15min	

Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.		
<u>Warm-up :</u> Introduce the Conversation 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.	5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity :</u> Games and Activities Make It Your Own	20min	
<u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.	15min	
<u>Warm-up :</u> Introduce the Conversation 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.	5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity :</u> Games and Activities Make It Your Own	20min	
<u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.	15min	
<u>Warm-up :</u> Introduce the Words 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.	10min	Oral performance-Students practice the words and spell it.
<u>Follow-up activity :</u> Games and Activities Categorize.	20min	
<u>Wrap-up :</u>	10min	

<p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</p>	<p>22min</p> <p>10min</p>	
<p><u>Warm-up :</u></p> <p>Pattern Review: Say the Sentence.</p> <p>Practice the Patterns</p> <p>Students listen to the recording and repeat, pointing to each picture in their books.</p> <p>Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary</p> <p>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.</p> <p><u>Follow-up activity :</u></p> <p>Games and Activities</p> <p>Riddles.</p> <p><u>Wrap-up :</u></p> <p>Finish the Lesson</p> <p>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.</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)</p> <p>English time 6</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

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 年級	總節數	每週 2 節，共 6 節
單元名稱	Unit 9 Work and Hobbies		
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	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			
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
<u>Warm-up</u> : Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : 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.		20min	
<u>Wrap-up</u> : Ss write the Workbook and check the answers immediately.		15min	

<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Ss choose a partner and role-play the conversation. Ss can change the roles and role-play the conversation again.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss write the Workbook and check the answers immediately.</p>	<p>5min</p> <p>20min</p> <p>15min</p>	<p>Worksheet - Students read the sentences properly.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words. Write down the workbook. Check the answers and take turns reading aloud.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>
<p><u>Warm-up :</u> Tt write on the board the words and Ss take a guess. Ask the questions while pointing to or touching the pictures and pantomiming the actions or words.</p> <p><u>Follow-up activity :</u> 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.</p> <p><u>Wrap-up :</u> Ss match all the pictures with the words.</p>	<p>10min</p> <p>20min</p> <p>10min</p>	<p>Oral performance-Students practice the words and spell it.</p>

Write down the workbook. Check the answers and take turns reading aloud.		
<u>Warm-up :</u> Play the recording and make the Ss to repeat after it. Write the question and answer it. Point to the sentences; Ss read them. <u>Follow-up activity :</u> Volunteers try to read or guess worms' conversation. Practice the chants with the recording. <u>Wrap-up :</u> Toss a ball to a Ss and say the chants. Ss continue until everyone has said each chant.	8min	Read aloud- Students show their chants in front of others.
	22min	
	10min	
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	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
	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	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			
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
<u>Warm-up</u> : Introduce the Conversation 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.		5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity</u> : Games and Activities Make It Your Own		20min	
<u>Wrap-up</u> : Finish the Lesson		15min	

Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.		
<u>Warm-up :</u> Introduce the Conversation 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.	5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity :</u> Games and Activities Make It Your Own	20min	
<u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.	15min	
<u>Warm-up :</u> Introduce the Conversation 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.	5min	Worksheet - Students read the sentences properly.
<u>Follow-up activity :</u> Games and Activities Make It Your Own	20min	
<u>Wrap-up :</u> Finish the Lesson Discussion. Have a short discussion about vacations, asking students what their best and worst vacations were.	15min	
<u>Warm-up :</u> Introduce the Words 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.	10min	Oral performance-Students practice the words and spell it.
<u>Follow-up activity :</u> Games and Activities Categorize.	20min	
<u>Wrap-up :</u>	10min	

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。

附錄(一) 評量標準與評分指引

學習目標		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.				
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

