
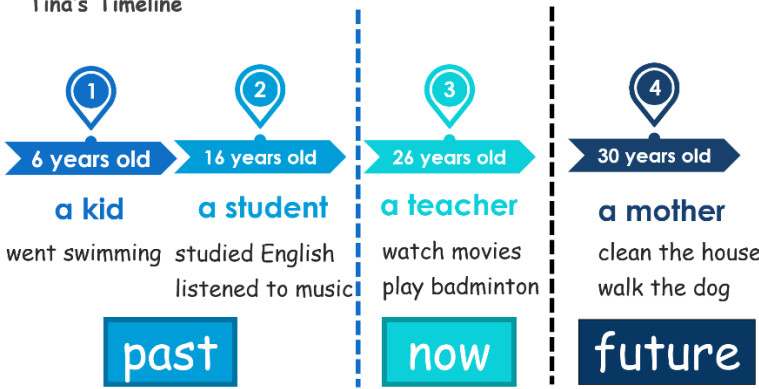
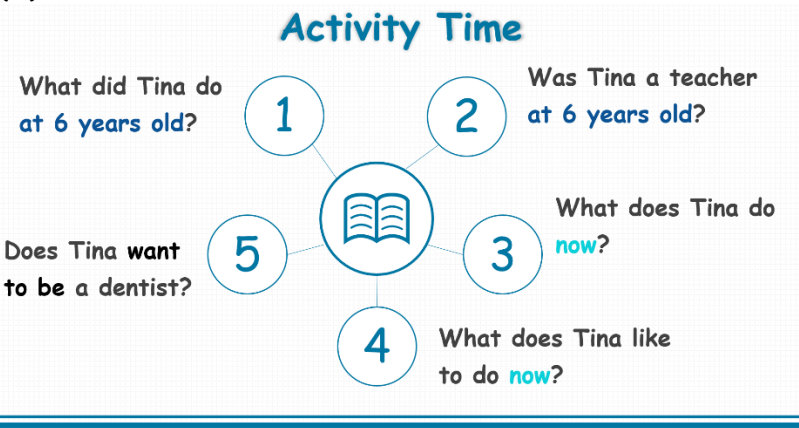


桃園市中埔國民小學教師教學示例教學活動設計

設計者	徐婉庭老師		
教學主題	Unit4 I Will Miss all of You		
教學時間	共 1 節	教學對象	6th graders
教材來源	Hess: Give Me Five 8 Unit 4	教具準備	PowerPoint、worksheet、projector、computer
教學目標	1. Students are able to understand the story. 2. Students are able to write their own timeline. 3. Students are able to introduce themselves.		
相對應分段能力指標			
聽	1-1-5 能聽懂簡單的句子及簡易之日常生活對話。 1-1-8 能聽懂簡易句型的句子。 1-2-2 能聽懂日常生活對話和簡易故事。		
說	2-1-3 能以正確語調說出簡易句型的句子。 2-1-4 能參與課堂上的口語練習。 2-1-5 能以簡易英語介紹自己。 2-1-9 能做簡單的提問、回答和敘述。		
讀	3-1-5 能辨識故事、韻文、歌謠中的常用字詞。 3-1-6 能看懂簡單的句子。 3-1-9 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。		
寫	4-1-5 能拼寫一些基本常用的字彙。 4-2-1 能寫簡單的句子。		
綜合應用能力	5-2-4 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。 5-2-5 能看懂故事及簡易短文，並能以幾個簡短的句子述說或寫出內容大意。		
興趣及方法	6-1-1 樂於參與各種課堂練習活動。 6-1-2 樂於回答老師或同學所提的問題。		
學生先備知識			
學生已從先前幾堂課中，學過並熟練本冊單字以及 3 組句型(Was he at home an hour ago? No, he wasn't. He was at the library./ What did you do an hour ago? I surfed the Net an hour ago./ What do you want to be? I want to be a cook.)。			
課程設計理念			
<p>此節課綜合本冊已學過的單字及句型，設計自我介紹的練習，讓學生藉由多元化的活動，熟悉本冊主要單字及句型，增進英語溝通能力。</p> <p>教學方法方面，採用任務教學法及合作教學法，讓學生透過和組員分工合作的過程，學習語言並且完成任務。</p> <p>活動設計方面，融合聽、說、讀、寫四大基本能力，以及全班、小組、個人漸進的方式，設計多元化的學習活動，建立學習鷹架，在老師及同學引導及協助下學習，增進學習動機及興趣。</p> <p>教學素材方面，融合生活化的 Facebook 個人動態回顧，利用心智圖的方式，引導學生掌握寫作概念及進行書寫的活動，讓英語學習和學生的生活經驗連結，創造學習需求，進而能夠完成自我介紹。</p>			

教學活動	時間	教學目標
<p>【Warm up】 5 minutes</p> <p>1. Tell a story introducing Tina's timeline</p> <p style="text-align: center;">In summer vacation, I will go to a camp.</p> <p style="text-align: center;">I will meet lots of new friends.</p> <div style="text-align: center;">  </div>	3 minutes	<p>【Warm up】</p> <ol style="list-style-type: none"> 1. Introduce the context 2. Recognize the usage of was/were and verb-ed
<p>• Retell the story about Tina's timeline</p> <p style="text-align: center;">Tina's Timeline</p> <div style="text-align: center;">  </div>	2 minutes	
<p>【Presentation】 15 minutes</p> <p>2. Give students an activity</p> <ul style="list-style-type: none"> • Get to know the story: answer the questions to check the understanding of story: <ol style="list-style-type: none"> (1) What did Tina do? (2) Was Tina a kid? (3) What does Tina do now? (4) What does Tina like to do? (5) Does Tina want to be a dentist? <div style="text-align: center;"> <p>Activity Time</p>  </div>	10 minutes	<p>【 Presentation】</p> <ol style="list-style-type: none"> 1. Ss are able to understand the story. 2. Ss can find out the verbs.
<p>3. Ask them to circle out the verbs</p> <ul style="list-style-type: none"> • Correct students answers 	5 minutes	

Circle out verbs

At 6, I was a kid. I liked to **go swimming**. At 16, I was a student. I **studied English** and **listened to music**.

At 26, I am a teacher. I like to **watch movies** and **play badminton**.

At 30, I will be a mother. I will **clean the house** and **walk the dog** with my husband.

【Practice】 5 minutes

4. Brainstorming: 1) what do students want to be? 2) what do you like to do?
- Ask them to share their own ideas
 - Show students the mind map to get informations.

Brainstorming

What do you want to be?

I want to be a _____.

What do you like to do?

I like to _____.



【Production】 10 minutes

5. In the future, you will be a senior high school student. At the first day of school, you can introduce yourself.
- Give students the worksheet to write their timeline.
 - Share with their partners

_____ 's Timeline

Timeline of Me

PAST	NOW	FUTURE
At 6 years old, I was a _____ I liked to _____ _____	At 12 years old, I am a _____ I like to _____ and _____ _____	At 22 years old, I want to be a _____ I will like to _____ _____
share with your partner: _____ ☆☆☆☆☆		

【Wrap up】 5 minutes

- Check students' worksheet and share their sentences.

5 minutes

【Practice】

1. Ss can think of their own timeline.
2. Ss are able to share their answers.
3. Each group can come up with their ideas.

10 minutes

【Production】

1. Students can write their timeline.
2. Share his or her ideas in the class

5 minutes

【wrap up】

Share his or her answers to classmates.

