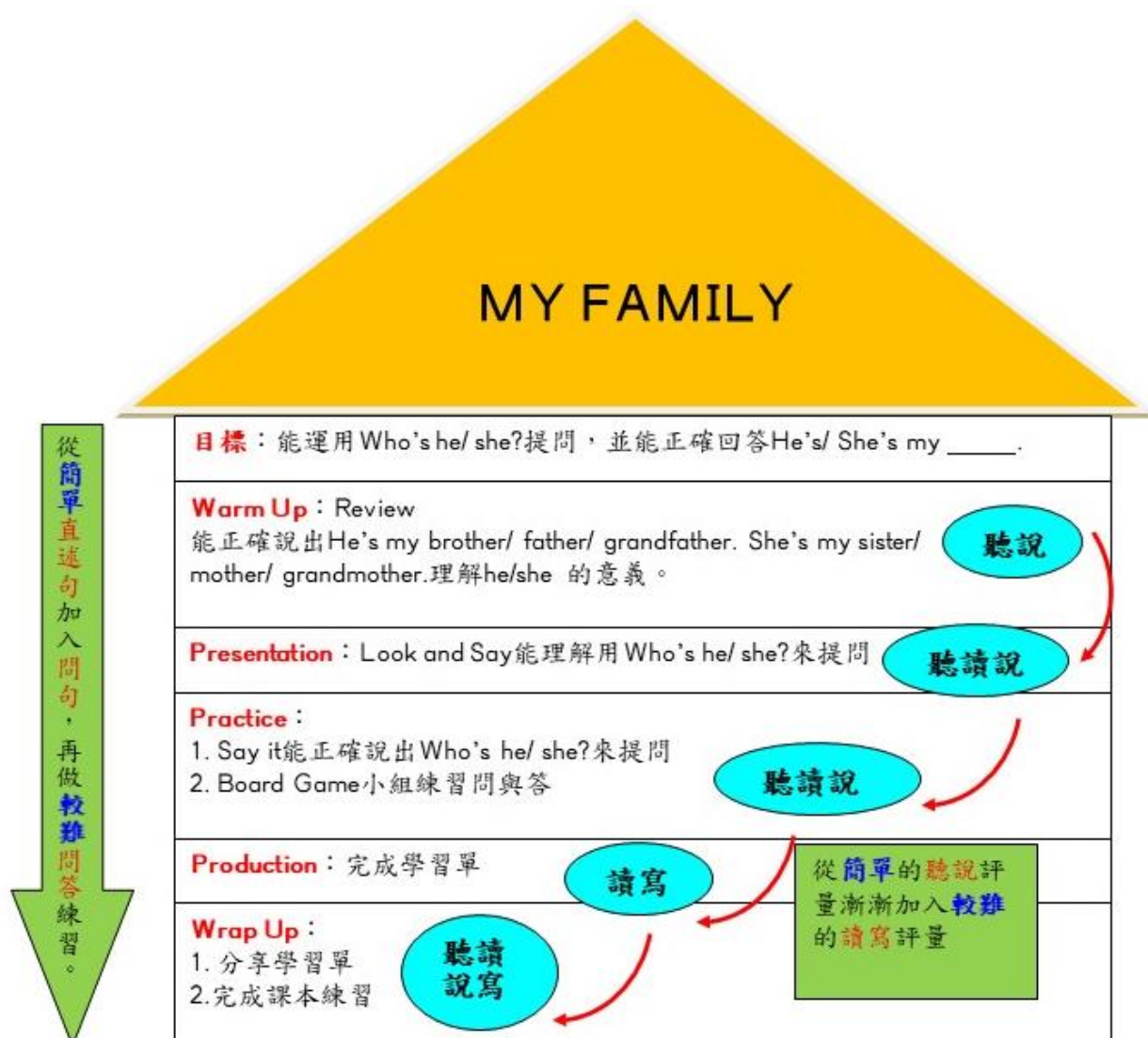


# 桃園市 109 學年度國民中小學教師素養導向優良教學示例獎勵計畫 課程活動設計

## 壹、課程設計理念

家庭成員與孩子生活息息相關，但由於科技日新月異，生活型態與習慣改變，現在要有實體**全家福**照片的家庭，少之又少。全家福出遊、慶生等各式各樣活動的照片大都在父母的手機中，取得不易。於是運用孩子熟悉的卡通人物**模擬情境**，善用孩子喜歡**桌遊**的特性，學習運用問與答來介紹與認識好友的家人。

## 貳、課程架構





參、課程內容

主題/單元名稱	Who's He?	設計者	陳玲芝、戴秀娟、顏君庭
實施年級	三年級	節數	共1節，40分鐘
總綱核心素養	A1身心素質與自我精進 A2系統思考與解決問題 B1符號運用與溝通表達 B2科技資訊與媒體素養 C2人際關係與團隊合作		
領域學習重點	核心素養	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。	
	學習表現	◎1-II-8 能聽懂課堂中所學的字詞。 ◎1-II-9 能聽懂簡易的教室用語。 ◎1-II-11 能聽懂簡易句型的句子。 ◎2-II-2 能說出課堂中所學的字詞。 ◎2-II-3 能使用簡易的教室用語。 ◎2-II-5 能以正確的發音及適切的語調說出英語的句子。 3-II-1 能辨識課堂中所學的字詞。 ◎3-II-2 能看懂課堂中所學的句子。 3-II-6 能自行唸出所學字音，並自行唸出字詞。 4-II-3 能拼寫課堂中所學的字詞。 4-II-4 能寫出課堂中所學的句子。 4-II-5 能以書寫文字回答簡易問題。 ◎5-II-2 在聽讀時，能辨識書本中相對應的字詞。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 6-II-3 積極回答教師或同學所提的問題。 6-II-4 認真完成教師交待的作業。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。	
	學習內容	Ac-II-3 第二學習階段所學字詞。 Ad-II-1 第二學習階段所學基本句型。 B-II-1 第二學習階段所學字詞及句型的生活溝通。	

學習目標	1. 能了解 he/ she 的不同，並正確使用。 2. 能學會本單元所教字詞與句型 Q: Who's he? A: He's my brother/ father/ grandfather. Q: Who's she? A: She's my sister/ mother/ grandmother. 3. 能將本單元所學正確運用於日常生活中。 4. 能積極參與課內英語文小組學習活動，培養團隊合作精神。 5. 能提升英語的口語表達流暢度。 6. 能完成學習單，寫出英語介紹家庭成員。
教學策略	1. Audiolingual Method 聽說教學 2. Differentiated Instruction 差異化教學 3. Cooperative Learning 小組合作學習 4. Task-Based Learning Approach 任務教學
教材來源	何嘉仁 eStar B2 Unit3 (附件一)
教學設備/資源	觸屏(單槍、投影螢幕)、學習單(附件二)、桌遊組(自製桌遊板+骰子+代幣)(附件三)、iPad、google 圖片、教學簡報(附件四)、座位表(附件五)

教學活動設計(活動進行步驟)

教學內容及實施方式		時間	教學活動 對應之 學習重點 代號	評量 方式
教師	學生	分		
<p><b>Warm-up</b></p> <p><b>1-1 Greeting</b></p> <p><b>1-2 Review</b></p> <p>T shows the pictures one by one. Ss look at the pictures and answer "He's/ She's my _____."</p> <div data-bbox="188 1585 561 1798" style="border: 1px solid black; padding: 5px;"> <p>She's my mother. He's my father. He's my brother. I am 橘子.</p>  </div> <div data-bbox="188 1821 561 2033" style="border: 1px solid black; padding: 5px;"> <p>He's my grandfather. I am 小丸子. She's my grandmother. He's my father. She's my mother. She's my sister.</p>  </div>	<p>Ss can respond correctly.</p> <p>Ss can say out the sentence they've learned, "He's/ She's my _____."</p>	5	◎1-II-8 ◎1-II-9 ◎1-II-11 ◎2-II-2 ◎2-II-3 ◎2-II-5 ◎5-II-2 6-II-1 6-II-2 6-II-3	課室 觀察  聽說 評量

**Presentation**

**Look and Say**

Ss pretend they are 小丸子. T shows her grandpa's picture and ask "Who's he?" Ss answer "He's my grandfather."



Substitute for different family members for Ss to practice.

**Practice**

**1-Say It**

Scenes: When 小丸子 meet 橘子  
小丸子: Who's he/ she?  
橘子: He's/ She's my \_\_\_\_\_.

1. T- all

T ask the questions and Ss answer.

2. Group-Group

Divided Ss to two groups. One group asks the questions according to the pictures. The other group answers the questions. Then, take turns.

3.S-S

Ask a volunteer to asks the questions according to the pictures. And another S answers the questions.



Ss can recognize the words or pictures, then say out the sentence.

Ss can answer the question like "He's/ She's my \_\_\_\_\_." according to the question.

Ss can ask the question "Who's he/ she?"

5

5

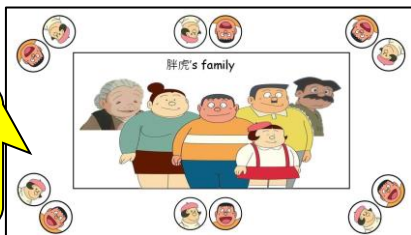
- ◎1-II-8
- ◎1-II-9
- ◎1-II-11
- ◎2-II-2
- ◎2-II-3
- ◎2-II-5
- ◎5-II-2
- 6-II-1
- 6-II-2
- 6-II-3

- 3-II-1
- ◎3-II-2
- 3-II-6
- 6-II-1
- 6-II-2
- 6-II-3
- 7-II-2

聽讀  
說評  
量

聽讀  
說評  
量

## 2-Board Game



Cooperative Learning

### Rules:

Each team can get a set of board game. There are a board, a dice, four chips, and some tokens.

Ss throw the dice. Who got the small number is the first one. The second one is next to the right.

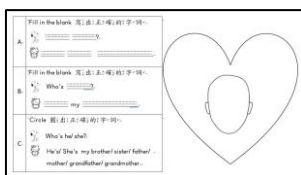
Number one point at one member on the board and ask "Who's he/ she?" Other team members put chip on the circle. The quickest one can answer the question. If he/ she says the right answer, he/ she can get one token.

In the end, Ss write the numbers of tokens they get on the worksheet.

## Production

### I can Write

Ss write the worksheet. Then, Ss use iPad to take a photo, and upload to drive.



Differentiated Instruction

DI

Task-Based Learning Approach

TBL

Ss can ask the question "Who's he/ she?" according to the picture.

Ss can answer the question "He's/ She's my \_\_\_\_\_." according to the picture and question.

10

聽讀  
說評  
量

Ss can finish the worksheet on their own. They can choose at least one part to write.

10

讀寫  
評量

**Wrap-up**

**1-Show Time**

T shows one S's worksheet on screen and ask "Who's he/ she?".  
The S who draws the picture has to answer "He's/ She's my \_\_\_\_."

**2-Listen and Number**

T plays the CD and Ss finish p52.



The S who draws the picture can answer the question.

Ss can follow the instruction according to the CD and finish p52.

5

4- II -3  
4- II -4  
4- II -5  
6- II -4

聽讀  
說寫  
評量

**一、110.03.18共同備課**

討論教學年級、單元、時間、地點，進行教學設計。



實施歷程

**二、110.04.15共同備課**

針對教材、課程、活動等設計進行討論。



### 三、110.05.06公開觀課



句型教學



小組練習



讀寫練習



自主學習



專注聆聽



踴躍參與

### 四、110.05.06議課

針對公開課優點及需改進事項進行討論，精進教學。



教學者先對本節課進行反思



桌遊活動設計需調整

實施省思	<ol style="list-style-type: none"><li>1. 簡報設計貼近學生生活能引起學習動機及興趣，踴躍參與回答。</li><li>2. 活動說明雖然已經有用簡報(中文)呈現，且加上動畫，但學生未能完全理解，若無時間壓力，應請某位學生說說看遊戲規則以確認學生都理解再進行活動。</li><li>3. 學生能用自己的理解完成問答練習，顯示平常的練習有培養學生自主學習的能力。</li><li>4. 學習單的版面設計可調整為易-中-難，操作調整為先寫再畫。</li><li>5. 平板的操作受限於網路，當節僅少數學生完成實屬缺憾。</li></ol>
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影片精華版連結 [https://youtu.be/s8\\_2fmqA2YU](https://youtu.be/s8_2fmqA2YU)

影片完整版連結 <https://youtu.be/DloDZochvuE>

附件一

何嘉仁 Star2 Unit3 p49-52

**I Can Say** 讀文 遊戲 網址

**A Look and Say** CD2



grandfather (grandpa) grandmother (grandma)  
father (dad) mother (mom)  
brother sister

He's my **brother**. She's my **sister**.

**C Look and Write**

She's my \_\_\_\_\_


49 forty-nine

閃示卡 句型練習 遊戲 網址

**D Listen and Say** CD2

Who's he? He's my **father**.  
Who's she? She's my **mother**.

Who's = Who is  
He's = He is  
She's = She is



Who's he? He's my father.  
Who's she? She's my mother.

**E Listen and Chant** CD2 讀文

Who's he?  
He's my father.  
Who's she?  
She's my mother.

50 fifty

**I Can Do It!**

**A Draw and Say**

Who's he? He's my father.



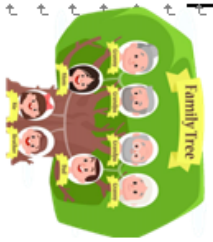
My Family

51 fifty-one

**B Listen and Number** 1-3 CD2



52 fifty-two






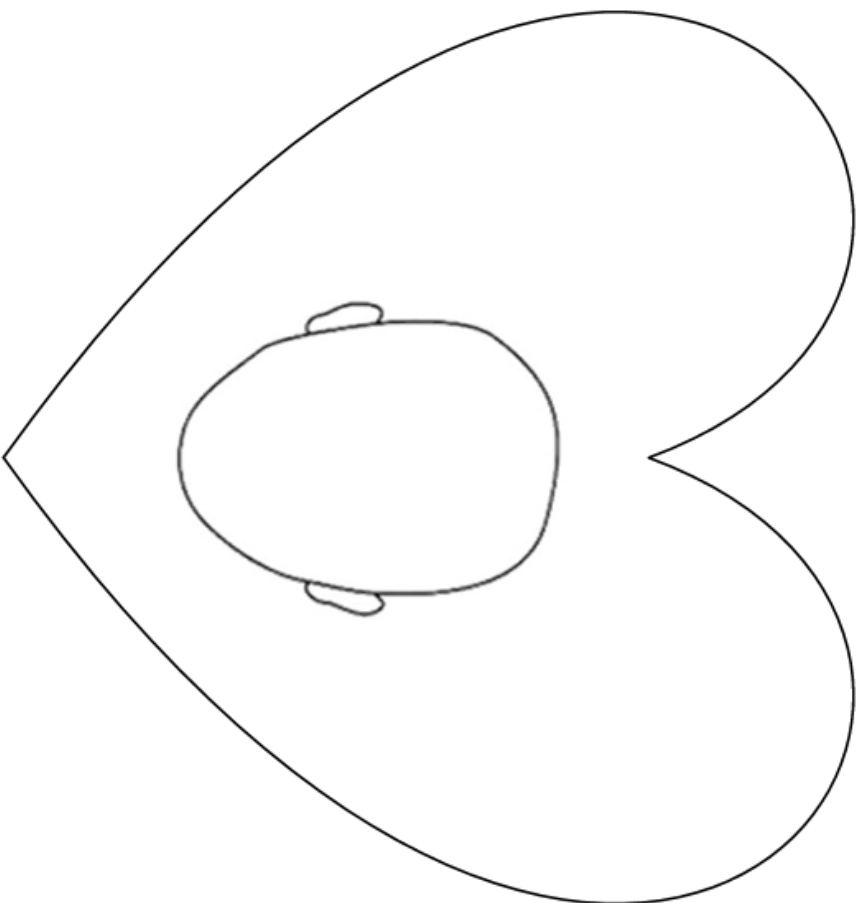
**Draw and Say**

小朋友，請依照下面的步驟說明來作答喔！

1. 先在 ♥ 中畫出一位家人。
2. 從 ABC 中至少選擇一種你覺得適合自己的方式完成句子。
3. 用 iPad 拍照後上傳雲端。

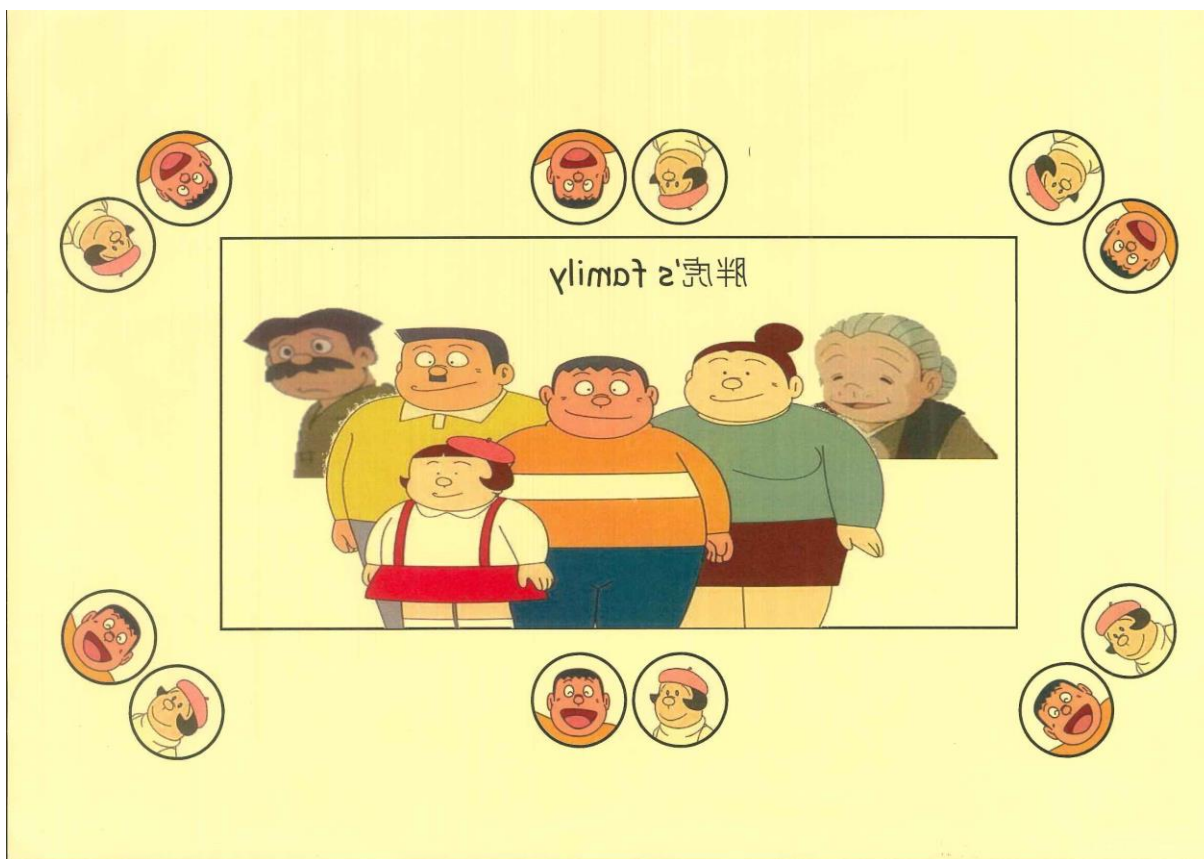
Find my family  
I get \_\_\_\_\_ tokens.

<p><b>A</b></p> <p>Fill in the blank 寫出正確的字詞</p>  <p>_____ ?</p> <p>_____</p>	<p><b>B</b></p> <p>Fill in the blank 寫出正確的字詞</p> <p>Who's _____ ?</p>  <p>_____ my _____</p>	<p><b>C</b></p> <p>Circle 圈出正確的字詞</p> <p>Who's he/ she?</p>  <p>He's/ She's my brother/ sister/ father/ mother/ grandfather/ grandmother.</p>
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附件三

桌遊組(自製桌遊板+骰子+代幣)



附件四

教學簡報

<p>Family</p> <p>1</p>	<p>橘子's family あかしち</p> <p>2</p>	<p>She's my mother. He's my father. He's my brother. I am 橘子.</p> <p>3</p>	<p>小丸子's family</p> <p>4</p>	<p>He's my grandfather. She's my grandmother. He's my father. She's my mother. She's my doctor.</p> <p>5</p>
<p>Let's meet 小丸子的 family.</p> <p>6</p>	<p>I am 小丸子.</p> <p>7</p>	<p>Who's he? He's my grandfather.</p> <p>8</p>	<p>Who's he? He's my father.</p> <p>9</p>	<p>Who's she? She's my grandmother.</p> <p>10</p>
<p>Who's she? She's my mother.</p> <p>11</p>	<p>Who's she? She's my sister.</p> <p>12</p>	<p>When 小丸子 meet 橘子</p> <p>13</p>	<p>Who's he? He's my father.</p> <p>14</p>	<p>Who's she? She's my mother.</p> <p>15</p>
<p>Who's he? He's my brother.</p> <p>16</p>	<p>Guess Who?</p> <p>17</p>	<p>Who's he? He's my grandfather.</p> <p>18</p>	<p>Who's he? He's teacher John.</p> <p>19</p>	<p>Who's she? She's Candy.</p> <p>20</p>
<p>Who's she? She's Sunny.</p> <p>21</p>	<p>Find my family</p> <ol style="list-style-type: none"> <li>1. 先聽點子，再聽圖卡，找到小丸子和橘子。</li> <li>2. 再聽圖卡，再聽點子，找到小丸子和橘子的家人。</li> <li>3. 聽點子，再聽圖卡，找到小丸子和橘子的家人。</li> <li>4. 聽圖卡，再聽點子，找到小丸子和橘子的家人。</li> <li>5. 聽點子，再聽圖卡，找到小丸子和橘子的家人。</li> </ol> <p>22</p>	<p>Who's he? She's my sister.</p> <p>23</p>	<p>Who's he? He's my grandfather.</p> <p>24</p>	<p>It's your turn! 解虎's family</p> <p>25</p>
<p>Who's he? He's my brother.</p> <p>26</p>	<p>NEXT SESSION STARTS IN 03</p> <p>27</p>	<p>NEXT SESSION STARTS IN 03</p> <p>28</p>	<p>NEXT SESSION STARTS IN 03</p> <p>29</p>	<p>NEXT SESSION STARTS IN 02</p> <p>30</p>
<p>NEXT SESSION STARTS IN 01</p> <p>31</p>	<p>TIME'S UP</p> <p>32</p>	<p>Who's he? He's my grandfather.</p> <p>33</p>	<p>Draw and Say</p> <p>Grade 3 Class _____ Name _____</p> <ol style="list-style-type: none"> <li>1. 聽點子，再聽圖卡，找到小丸子和橘子的家人。</li> <li>2. 聽圖卡，再聽點子，找到小丸子和橘子的家人。</li> <li>3. 聽點子，再聽圖卡，找到小丸子和橘子的家人。</li> </ol> <p>34</p>	<p>Who's he? He's my grandfather.</p> <p>35</p>
<p>NEXT SESSION STARTS IN 01</p> <p>36</p>	<p>NEXT SESSION STARTS IN 03</p> <p>37</p>	<p>NEXT SESSION STARTS IN 03</p> <p>38</p>	<p>NEXT SESSION STARTS IN 02</p> <p>39</p>	<p>NEXT SESSION STARTS IN 01</p> <p>40</p>
<p>TIME'S UP</p> <p>41</p>	<p>It's show time.</p> <p>Who's he/ she?</p> <p>42</p>	<p>Listen and Write</p> <p>P 52</p> <p>43</p>	<p>Bye Bye</p> <p>See you next time.</p> <p>44</p>	

附件五

座位表

三年乙班  
19人

♠ 2 Candy	♥ 1 Jack
3 Kiki	A
4 Bowan	♦ 5 Angel

♥ 1 Steven	♠ 2 Mini
B	3 Sally
♦ 5 Cindy	4 Kitty

♠ 2 Eve	♦ 1 May
3 Franklin	C
4	♦ 5 Mandy

♦ 1 Joy	♠ 2 Clair
D	3 April
♦ 5 Sunny	4 Sara

♥ 微笑班    ♦ 潛力員    ♠ 領航員