

教學活動設計書



學習階段與領域：國小/語文領域：英語

課程單元名稱：CAN YOU SWIM?

設計者：建德國小 詹椒青老師

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課程活動設計

壹、課程設計理念：

教材

課程內容: Can you..?
主題單字: sing, jump, fly,
dance, swim, read,
draw.
主題句型: Can you...? Yes, I
can. No, I can't.

課程架構:

1. present vocabulary
2. intro I can and I can't
3. adopt phonic rules in teaching vocabulary.
4. Spell and write new words
5. Practice
6. groupwork

教法

1. T presents fun pictures relating to the topic.
2. Involve Ss in listening, speaking, reading, and writing.
3. groupwork
4. class discussion

理念

使用幽默有趣
圖片引發興趣

提供真實
情境

運用肢體習
語調

合作學習
解決問題

MORE

1. Create a fun and interesting learning environment

Ss learn more when the emotion filter is low. Fun pictures help them relax, also reduce their anxiety.

2. Bring in authentic elements into the class

T uses her own pictures and Ss' pictures while teaching vocabulary and sentence structures. Ss will see things and people in their real life in the class.

3. Provide Ss maximal speaking opportunities

Less explanation, more demo. T provides as much time as she can to prompt Ss to engage responding. T uses concret and meaningful cues to allow Ss immerse in various situations.

4. T adpots spinal strategies

T reviews what they have learned previously in the lesson. When Ss are learning new knowledge, T tries to remind and provide Ss information they already know to make the rapport more meaningful and natural.

5. Problem solving

Through well designed tasks Ss observe the giving scenarios, discuss with the team members, working together to solve the problems and give appropriate responses.

貳、課程架構：

(一) 主題：

The lesson is based on Dino on The Go! Book 3. Lesson 2 **Can you swim?**

Seven action verbs are taught within the sentence pattern *Can you...?* The vocabulary is not too challenging for the 4th graders, nor the grammar point, yet, if provided authentic situation, Ss are expected to learn more effectively and enjoy using simple words to convey their thoughts.

(二) 教學目標：

▲認知：

1. Ss will learn to understand the vocabulary in this lesson: sing, dance, draw, swim, jump, fly, and read. They will also learn to speak, read, and spelling the words using learned phonic rules.
2. Ss will be able to learn to ask *Can you ----?* , and answer accordingly.
3. Given a situation, Ss will be able to give appropriate advice saying : **You can, but you can't....**

▲情意：

1. By looking at interesting illustrations and respond accordingly, Ss will enjoy interaction with the T and use their imagination when answering or describing the pictures.
2. Ss will learn to have keen observation to decide to do the right thing in the right place and right time.

▲技能：

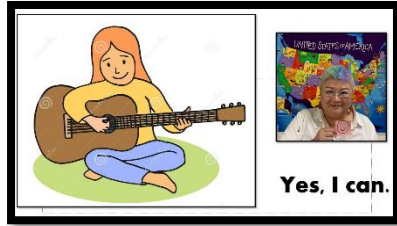
When working with group, Ss will learn to distributing jobs, respect each other, and learn

the value of teamwork.

參、課程內容：

主題/單元名稱	Can you swim?		設計者	詹椒青
實施年級	四年級		節數	共 1 節， 40 分鐘
課程類型	<input checked="" type="checkbox"/> 主題式課程 <input type="checkbox"/> 融入_____領域 <input type="checkbox"/> 跨_____領域		課程實施時間	<input type="checkbox"/> (跨)領域/(主題)科目 <input checked="" type="checkbox"/> 校訂必修/選修 <input type="checkbox"/> 彈性學習課程/時間
總綱核心素養	E-A2 具備探索問題的思考能力，並透過體驗與實踐處理日常生活問題。 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。			
領域學習重點	核心素養	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-7 能聽懂課堂中所學的字詞。 2-II-3 能說出課堂中所學的字詞。 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 3-II-2 能辨識課堂中所學的字詞。 3-II-3 能看懂課堂中所學的句子。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 6-II-2 積極參與各種課堂練習活動。 6-II-3 樂於回答教師或同學所提的問題。		
	學習內容	Ac-II-1 簡易的教室用語。 B-II-1 第二學習階段所學字詞及句型的生活溝通。 D-II-1 所學字詞的簡易歸類。		
學習目標	(一)認知： 1.學生能聽辨、說出、拼出主題單字： swim, dance, draw, jump, fly, sing, and read. 2.學生能以 Yes, I can. Or No, I can't.回答。並能說出 I can _____ in the _____ 的句型描述。 (二)情意： 1.學生能判斷在麼地點能做什麼事，不能做甚麼事。 2.根據學生的判斷，能給予他人意見做該做的事。 (三)技能： 1.學生能與他人合作溝通，共同討論並解決問題。			

sing?" Ss guessing "Yes, you can." Or " No, you can't.



T: Can I play the guitar?

Ss: No, you can't.

T: Oh, but yes, I can.



T: Can I dance?

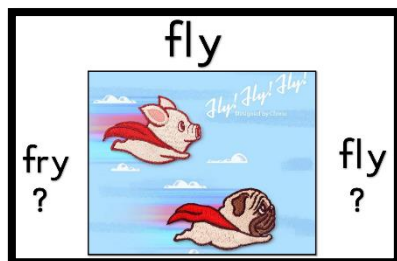
Ss: Yes, you can.

起參與，猜測，自然情境下，開口參與活動，

二
呈
現

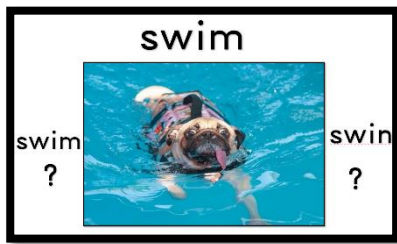
1. Listen, read, and choose

A graphic with two different similar words. T reads out the correct one and Ss will have to listen and read, then pick up the right one.



4分 投影片

學生聽、讀、選出正確的字



2. More practice

1. Review the vowels used in this unit. (i , u, a)

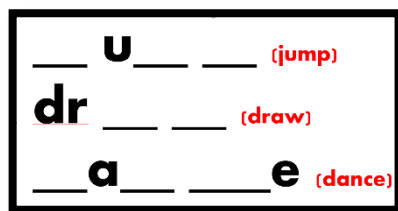


2. Write consonants before / after the vowels and ask Ss to pronounce the sounds.



1. Practice 1- Listen and spell

1. Provide some letters of a word and ask Ss to spell the whole word and write them down on their book.



6 分 字母卡
黑板
粉筆

學生能拚出聽到的音

三
練
習

8 分 黑板
粉筆
書寫本

學生能根據老師的讀音拼出正確的字詞。

- Ss are asked to try to spell all the words and write them three times on their book

2. Practice 2 - Look at say

- Show different motion pictures on slides and ask Ss to look and say. Make sure they say the words three times.



fly fly fly



sing sing sing

3. Practice 3 - Let's talk about it

- T prepares 5 pictures in Ss' real life, the auditorium where they do lots of activities, a picture taken when Ss were first graders, a theme park, a picture when Taoyuan Mayor visited the school. All the pictures create a sentimental atmosphere that

3 分 PPT

學生能看到圖立刻正確且快速地說出相對應字詞。

5 分 PPT

學生能依據老師提供的照片使用完整的句子參與全班討論並發表觀點

brings Ss to different time phases and different memories.

2. At the stage, T and Ss expand an open conversation. Ss are encouraged to express their feelings and recall what they have done in those places and occasions. T leads the content by asking them

" Can you _____ there?"

" What can you do there?"

This activity is planned for the whole class to carry a very open and free talk.



(The student center that was burned 3 years ago.)



(When Ss were at their first grade)

<p>四 評 量</p>	<p>1. Group work and present</p> <ol style="list-style-type: none"> Four in a group. Worksheet given to each group. T shows four scenarios on the slides. Ss look and discuss with their partners and take turns writing down on the paper for later presentation. <div data-bbox="418 595 812 855" data-label="Image"> </div> <div data-bbox="418 911 812 1216" data-label="Image"> </div> <ol style="list-style-type: none"> T plays the slides again, and asks groups to come to the front and present orally. 	<p>10 分</p>	<p>PPT, 學習單</p>	<p>學生討論，讀出並寫出學習單的作業。</p> <p>每組輪流上台做口語發表。</p>
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附錄：學習單

1

THE LIBRARY

1. We can

2. We can't



2

MAYOR CHENG IN TOWN

1. He can

2. He can't



3

IN MY SCHOOL

1. We can

2. We can't



4

OUR TEACHERS

1. They can

2. The can't



