台南市英語輔導團核心素養教案

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | Lesson 3: Where is Niki and Nini?  (Hello Kids / Book 4) | | Date | | 2017.12.15 | | |
| Class | | Grade 4 (20 students ) | | |
| Time | 40 min ( 3nd session) | | Instructor | | Ken | | |
| Grouping | * Students are divided into five groups heterogeneously. Each team includes one group leader | | | | | | |
| Language Focus | * Vocabulary: living room, bathroom, bedroom, kitchen, study, garden * Sentence Patterns:   Where is he/she/ Niki? Where are \_\_\_\_\_\_ and \_\_\_\_\_\_ ?  He/she/Niki is in the \_\_\_\_\_\_. They are in the \_\_\_\_\_\_\_\_\_\_ . | | | | | | |
| Objective | * To use of the targert words and sentence patterns in the dail conversation. * To put the target words in the target sentences using emotions, TPR and informationa gap in order to start to promote pragmatic competence of language. * To develp interpersonal and liguistics skills in order to promote cooperate and lighustic competence in the classroom. | | | | | | |
| 核心素養 | 總綱 | **A 自主行動**  **A1**身心素質與自我精進  **A2**系統思考與解決問題  **B 溝通互動**  **B1** 符號運用與溝通表達  **C 社會參與**  **C2** 人際關係與團隊合作 | | | | | |
| 領綱 | 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-C2  積極參與課內英語文小組學習活動，培養團隊合作精神。 | | | | | |
| 學習重點 | 學習表現 | **◎**2-Ⅲ-2 能說出課堂中所學的字詞。  2-Ⅲ-7 能作簡易的回答和描述。  **◎**2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。  **◎**3-Ⅲ-1 能辨識課堂中所學的字詞。  **◎**3-Ⅲ-4 能看懂課堂中所學的句子。 | | | | | |
| 學習內容 | A語言知識  **◎**Ab-Ⅲ-5所學的字母拼讀規則（含看字讀音、聽音拼字）。  Ad-Ⅲ-11簡易、常用的句型  B溝通功能  ◎B-Ⅲ-2國小階段所學字詞及句型的生活溝通。  D思考能力  **◎**D-Ⅲ-1所學字詞的簡易歸類。 | | | | | |
| Steps | | | | Teaching aids | | Time |
| 1. **Warm-up** 2. Greeting: Teacher greets the students by saying good morning and how are you? 3. Ask five students what their favorite places are and divide students into five groups by saying places that students have just answered.   Echo Method: Let students line up as five groups. Teacher says “bedroom”, and students have to repeat three times in their mind and say “bedroom” aloud. Then throw the dices, the one who gets the biggest number wins. (optional) | | | | PPT  Flash Cards | | 5 min |
| **II. Presentation and Practice**  (1) Dice Game: Teacher shows the vocabs on the PowerPoint. Number one is “bedroom”, number two is “bathroom”, number three is “living room” , number four is “ kitchen”, number five is “study” , and number six is “ garden”. Students throw the dice. If the number is six, he or she has to say “garden”.  (2) Variation: Teacher divided students into two groups. One group row the dice and then shout out the taget words with each other.The faster, the winner.  (3) Emotional Reading: Students have to say the sentence pattern in different emotions, such as: happy, sad, angry or tired.  (4)TPR: One student ask “Where is he/she/ Niki?”. Other students act out where he/she/ Niki is so that the student can answer “She/ he is in the \_\_\_\_\_\_\_\_\_\_\_\_.”  (5) Information gap: One part of the class gets worksheet A, and the other part gets worksheet B. Students finish the worksheet by asking each other “Where is he/she/ Niki ?”. And then students have to write down those answers in a whole sentence. | | | | PPT  dice  PPT  worksheet | | 5 min  3min  10min |
| **III. Production and Wrap up**  (1) What’s missing game: Teacher shows nine words in one PowerPoint. Students have to memorize the order. After one minute, teacher cover one word and the students have to guess what is missing and write down the answer on the mini whiteboard. Weaker learners can answer in one word. Stronger leaner have to answer in the whole sentence.  (2) odd one out: Teacher shows four pictures on the PowerPoint and ask students point out the odd one and explain the reasons.  (3) Spelling test: Teacher shows nine unscrambled words on the PowerPoint. Students write down the right words on the mini whiteboard. Stronger learners can choose four words to make sentences. | | | | PPT  mini whiteboard | | 12 min |