

附件1：報名表

臺南市111學年度2030雙語政策-提升國中小師生口說英語展能樂學計畫-

子計畫二：提升教師口說英語展能樂學計畫

2-5國中小「英語課採全英語教學教案徵選」實施計畫報名表

★請填寫下方表格中所有欄位，並簽名後掃描成 pdf 檔，上傳至 <https://forms.gle/xrtfS4jzqtw9VASU7>

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投稿教案教材來源：出自翰林版五年級下學期 Dino on the Go 第六冊第四單元					
教案名稱：Personal belongings					
其他作者基本資料					
編號	姓名	服務單位	職稱	單位電話	E-mail
2					
3					
4					
5					
證明上述資料均屬實且正確，且未冒用任何第三人之資料，並同意投稿之教案及所使用作業單或評量等材料須為原創、未曾參加任何公開比賽或展出、未曾出版或商品化，及未曾有任何相關授權行為。若有違反，除得獎者應自負法律責任外，主辦單位得取消其得獎資格，並追回其已領得之獎狀與獎品。					
所有作者簽名： (上方各位欄位皆為必填。)					

附件3：教案參考內容與格式（30頁為限）

請填妥所有欄位，另存 PDF 檔，上傳至 <https://forms.gle/xrtfS4jzqtw9VASU7>

臺南市111學年度
2030雙語政策-提升國中小師生口說英語展能樂學計畫-
子計畫二：提升教師口說英語展能樂學計畫
2-5國中小「英語課採全英語教學教案徵選」實施計畫

作品名稱：Personal Belongings

校名	臺南市東區博愛國民小學		
作者名	1. 徐宥忻	2.	3.
	4.	5.	

一、方案名稱：Personal Belongings

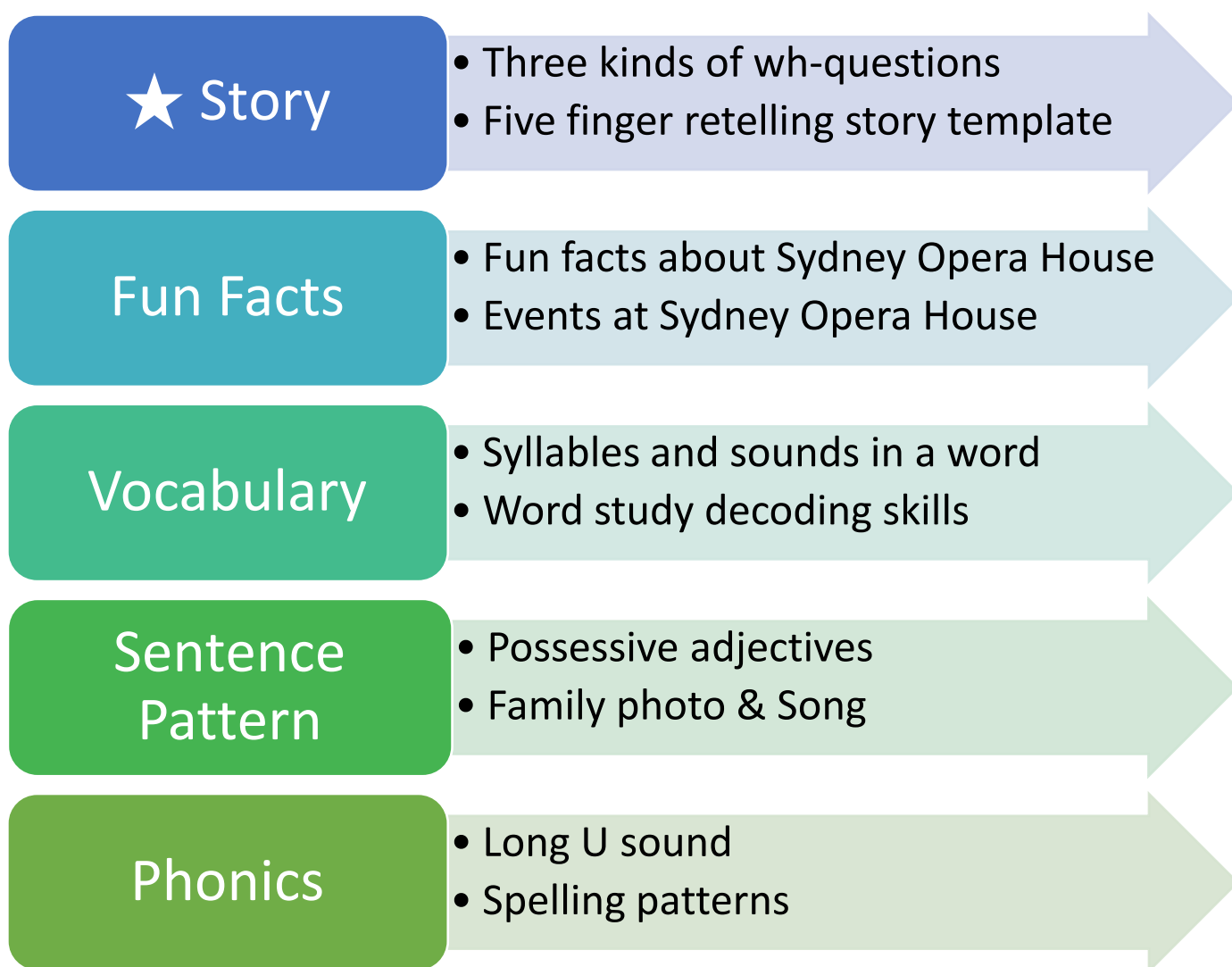
二、設計理念：

結合學生生活經驗、網路影片、兒童歌謠與教室內實體物品，建構學生英語文的語感與語法。拆解課本內容將課程內容分為五大部分教學，並且利用班級規

則與固定的教學程序，建立學生英語學時穩定情境氛圍。透過大量口說、小組活動與任務設計，讓學生理解、習得與操作語言元素。

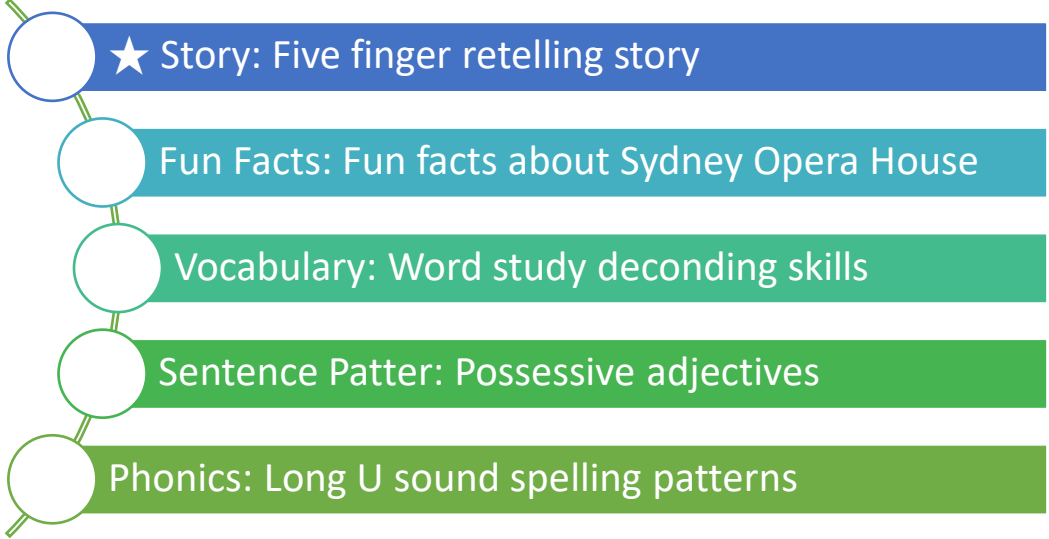
教學影片為此單元第一節課程，教師提供語言鷹架與重述故事的範本，設計口說學習任務，協助學生識讀英語故事、擷取關鍵字詞；藉由口說學習任務，促發學生重述課文故事、鼓勵學生使用關鍵英語字詞，輪流簡述故事。藉由多模態教學素材刺激，提供連結學生生活經驗的語境，讓學生能更理解故事情節與脈絡。

三、課程架構圖：(★為教學影片當節)



四、英語課採全英語教學教案素養導向教學設計參考格式

學校全銜 School	臺南市東區博愛國民小學	設計者 Designer	徐宥炘
課程名稱 Course Title	Personal Belongings	適用年級 Grade	五年級
教材來源	出自翰林版五年級下學期 Dino on the Go 第六冊第四單元		
融入之學科領域 Integrated Subjects	本單元沒有融入其他領域		
融入之議題 Integrated Issues	資訊教育、閱讀素養教育		
總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies	<p>總綱核心素養 E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。</p> <p>英語領綱核心素養 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。</p>		
課程目標 Course Objectives	<ul style="list-style-type: none"> ●學生能使用 First, next, then, after that, finally，五個連接詞重述課文故事。 ●學生能重述雪梨歌劇院影片內容並且回答閱讀理解選擇題。 ●學生能使用目標字詞造句，並且運用字母拼讀法，拆解新單字的音節與音素。 ●學生能描述個人物品並且使用課本句型詢問生活用品(雨傘、習作、皮包、背包、帽子、眼鏡、手套、襪子)的主人。 ●學生能改編與演唱關於所有格形容詞的英語歌曲。 ●學生能使用長母音 u 的拼音規則拆解單字並識讀課本文句。 		
表現任務 Performance Tasks	<p>第一節，重述故事。</p> <ul style="list-style-type: none"> ●Pair up all the students. ●The teacher provides a“five finger retelling story”template.The students will take turns to retell the story. ●The teacher will choose five students to the front and retell the story to the whole class. <p>第二節，朗讀課文短文。</p> <ul style="list-style-type: none"> ●Divided students into 5 group. There are 3-4 kids in one group. ●One group says one line to read aloud the short paragraph. <p>第三節，seesaw 拆解單字口說任務。</p> <ul style="list-style-type: none"> ●Pair up all the students. ●Students use seesaw app to decode new words and record their voice. ●Students will need to read aloud the following 3 sentences and record their voice. <ul style="list-style-type: none"> ■It's my <u>cap/workbook/backpack</u>. ■There <u>is 1 syllable</u>. There <u>are 2 syllables</u>. ■There are <u>3 sounds/ 6 sounds/ 6 sounds</u>. <p>第四節，seesaw 改編歌曲口說任務。</p> <ul style="list-style-type: none"> ●Divided students into 5 group. There are 4 kids in one group. ●Every group has to adapt the possessive adjective song into their own version. ●Students use the seesaw app to shoot a video of singing their song. 		

	<ul style="list-style-type: none"> ●The lyrics of the song are as the following: <ul style="list-style-type: none"> ■His <u>book</u>, his <u>dog</u> and his <u>bicycle</u>.(repeat 3 times) For boy we say his. ■Her <u>book</u>, her <u>dog</u>, and her <u>bicycle</u>. (repeat 3 times) For girl we say her. ■Their <u>books</u>, their <u>dogs</u>, and their <u>bicycle</u>. (repeat 3 times) For they we say their. ●Students will change the underline words and create their own version. 第五節，聆聽音檔後排隊重組英語句子。 ●The teacher plays the 5 audio clips. ●Every student will get 1 or 2 flash cards. There are 25 flash cards in total. ●Students listen to the audio clips one by one. ●Students need to hold the flash card and line up the sentence at the front.
<p>Culture/Community/ Citizen 情境脈絡 節次配置 Title of Each Period</p>	
<p>第一節 First Period: Story_教學影片錄製這一堂課程活動</p>	
<p>相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines</p>	<p>英語領綱中之學習表現 2-III-7 能作簡易的回答和描述。 5-III-7 能以正確的發音及適切的速度朗讀簡易對話。 5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 9-III-3 能綜合相關資訊作簡易的猜測。 閱讀素養教育議題之實質內涵 閱 E3 熟悉與學科學習相關的文本閱讀策略。</p>
<p>學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ●學生能朗讀課文故事對話 ●學生能簡易回答與描述教師針對故事情節、人物、場景的提問。 ●學生能使用 First, next, then, after that, finally，五個連接詞重述課文故事。
<p>單字句型 Target Language</p>	<ul style="list-style-type: none"> ●Who are in the story? <u>Dino, Owen and Kevin</u> are in the sotry. ●Where are they in the story? They are in <u>Australia</u>. They are <u>in front of Sydney Opera House</u>. ●What are Dino and Owen doing? <u>Owen is taking a picture for Dino</u>. ●What happened to Kevin? <u>He bumps Owen on the road</u>. <u>He lost his math workbook</u>. ●What is the name of Kevin's school? It's <u>Sydney elementary school</u>. ●What happened to Owen? <u>Owen went to Kevin's school and return his workbook</u>. ●What happened to Dino? <u>Dino pick up the glasses and a wig</u>. <u>They find that Math teacher has a bald head</u>. <u>Math teacher is angry and embarrassed</u>. ●First, _____. Next, _____. Then, _____. After that, _____. Finally, _____.

學習活動 Learning Tasks	步驟 Procedures
	<ul style="list-style-type: none"> ●Lead-in Activity <ul style="list-style-type: none"> ■Review yesterday’s homework. ■Present the learning objectives of unit 4. ●Presentation <ul style="list-style-type: none"> ■Play the E-book. Ask the students listen to the story carefully. ■Display the five-finger retelling story template. ■The teacher demos how to retell a story with 5 fingers retelling template. Use the story of three pigs and the big bad wolf as an example. ■Present the pictures in the story and ask 3 wh-questions. <ol style="list-style-type: none"> 1. Who are in the story? 2. Where are they? 3. What happened to them? ■Students answer questions with keywords or phrases. ■The teacher rephrase and guide students answer questions with completed sentences. ■The whole class use the five-finger retelling story template to retell the story of unit 4. ●Practice <ul style="list-style-type: none"> ■Pair up students. ■Students take turns to retell the story with their partners. ●Production <ul style="list-style-type: none"> ■The teacher asks 5 volunteers or choose 5 kids. ■Invite 5 kids to the front. The 5 kids use the five-finger retelling story template to retell the story. ●Wrag up <ul style="list-style-type: none"> ■The teacher announces the homework. Finish studentbook page 65. ■Check the rewarding board.
	自編自選教材、教學簡報或學習單 Learning Materials
	<ul style="list-style-type: none"> ●Five-finger retelling story template. https://reurl.cc/ZWG9oV ●教師自製 Canva 簡報。 https://reurl.cc/WGdWIL ●班經工具隨機分組網站。 https://www.classtools.net/random-group-generator/
第二節 Second Period: Fun Facts	
<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p>英語領綱中之學習表現</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>9-III-3 能綜合相關資訊作簡易的猜測。</p> <p>閱讀素養教育議題之實質內涵</p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p>
<p>學習目標</p> <p>Learning Objectives</p>	<ul style="list-style-type: none"> ●學生能朗讀課文故事短文 ●學生能朗讀關於選離歌劇院的介紹短文。 ●學生能簡易回答與描述雪梨歌劇院的閱讀理解問題。

<p>單字句型 Target Language</p>	<p>Questions for Fun facts about Sydney Opera House article in the textbook</p> <ul style="list-style-type: none"> ●What will you do if you lost your workbook? <u>I can think what is the last time I saw my workbook. I can ask my neighbors. I can go to lost and found station in the school. I can ask for the teacher’s help.</u> ●Where is Austrasia? (Point it out on the world map.) ●Where is the Opera House? (Point it out on Australia’s map.) ●What do people do in Sydney Opera House ? <u>People watch the fireworks, orchestra shows and light shows in Sydney Opera House.</u> ●What does the roof of Sydney Opera House look like? <u>It looks like the peels of oranges.</u> <p>Questions from Sydney Opera House Introduction Video</p> <ul style="list-style-type: none"> ●In which state is Sydney Opera House located? (1) Queensland, (2) New South Wales, (3) Victoria. ●How many tiles were used to build Sydney Opera House? (1) Over 1 million, (2)Over 100,000, (3) Over 10 million. ●Who design Sydney Opera House? (1) Donald Crone, (2) John Bradfield, (3) Jøn Utzon.
<p>學習活動 Learning Tasks</p>	<p style="text-align: center;">步驟 Procedures</p> <ul style="list-style-type: none"> ●Lead-in <ul style="list-style-type: none"> ■Review the story by ask students reading aloud the short paragraph on the page 65. ■Check 3 true/ flase questions about the short paragraph on page 65. ■Discuss the last open question “what can you do when you lost your workbook?” with students. ●Presentation <ul style="list-style-type: none"> ■Teacher displays the video of Sydney Opera House from the Ebook. ■Divide class into 4 groups. Each group will have one white-board and marker. ■Teacher proposes 4 wh-questions to check students reading comprehension. ■Group discuss and write down their answers on the whiteboard. ■Check answers and clarify some misunderstanding concepts with the students. ●Practice <ul style="list-style-type: none"> ■Teacher presents firework video, light show video about Syney Opera House. ■Discuss the special events with students. ■Relate to kids’ daily life experiences with the following questions. <ul style="list-style-type: none"> ◆Did you see a firework show before in Taiwan? Where did you see the firework show? ◆What is a light show? Did you see a light show before? ◆What do we need for a light show? ◆Do you like the firework show or light show? Why or why not? ●Product <ul style="list-style-type: none"> ■Teacher plays the youtube video of Sydney Opera House. ■Pair up students. Give every pair one whiteboard and one marker. ■There are 3 mutple choices questions in the end of the video. ■Pair discuss and write down the answer on the whiteboard. ■Check correct answers with the whole class. ●Wrap up: Assign homework. Finish workbook page 45-46.

	<p style="text-align: center;">自編自選教材、教學簡報或學習單 Learning Materials</p> <ul style="list-style-type: none"> ●The Sydney Opera House for Kids video. https://youtu.be/fscBBdXRTDQ ●教師自製 Canva 簡報。 https://reurl.cc/8jGOMM ●班經工具隨機分組網站。 https://www.classtools.net/random-group-generator/
第三節 Third Period: Word Study	
<p>相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines</p>	<p>英語領綱中之學習表現</p> <p>5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-9 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>資訊教育議題之實質內涵</p> <p>資 E5 使用資訊科技與他人合作產出想法與作品。</p>
<p>學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ●學生能聆聽課文單字後拆解出單字的音節 syllables 與最小音素 sounds，並使用符號標示出每個單字的音素。 ●學生能將字母 letter 與最小音素 sound 對應關係用箭頭標示出來。 ●學生能使用課文單字造句並說出簡易的英語句子。 ●學生能使用行動載具 Seesaw 應用程式，錄製自己說英語的聲音並上傳，完成學習任務。
<p>單字句型 Target Language</p>	<ul style="list-style-type: none"> ●What is it? / What are these? <ul style="list-style-type: none"> ◆It's <u>my cap.</u> / They are <u>my glasses.</u> ●How many syllables are there in the word? <ul style="list-style-type: none"> ◆There is one syllable. / There are <u>2/3/4</u> syllables. ●How many sounds are there in the word? <ul style="list-style-type: none"> ◆There are <u>3</u> sounds.
<p>學習活動 Learning Tasks</p>	<p style="text-align: center;">步驟 Procedures</p> <ul style="list-style-type: none"> ●Lead-in <ul style="list-style-type: none"> ■Check students' homework on page 45-46. ■Clarify some comon mistakes that teacher found in the workbook. ■Share good sentences and examples in their workbook. ●Presentation <ul style="list-style-type: none"> ■Teacher displays the video of segmenting sounds. ■Ask kids to tap their fingers to show how to segment sounds in a word. ■Ask kids to tap their arms to show how to segment sounds in a word. ■Teacher leads the whole class to figure out the syllable and sounds in the new word "cap." ■Teacher demo how to complete Seesaw task. ●Practice & Product <ul style="list-style-type: none"> ■Pair up the whole class. Give each pair one ipad and one stylus. ■Teacher show the QR code on the TV. Students use ipad to scan the QR code for loging into Seesaw digital classroom. ■There are 6 different tasks for kids. <ul style="list-style-type: none"> ◆Students would need to segment the syllables and sounds. ◆Then use stylus to draw some arrows for matching letters and sounds. ◆Finally, kids are going to record their voices by speaking 3 sentences. <ul style="list-style-type: none"> ■What is it? It's my ~~~.

	<ul style="list-style-type: none"> ■How many syllables are there? There are __ syllables. ■How many sounds are there? There are ___ sounds. ◆Singular items, such as wallet, workbook, umbrella, backpack, are the first 4 tasks for students. ◆Each pair would need to choose two tasks from four. Partners take turns to finish the decoding and recording task. ◆Plural items, such as gloves and glasses, are the last two tasks. <p>●Product</p> <ul style="list-style-type: none"> ■Teacher plays the videos in “Seesaw” digital classroom. ■Check 4 students voice recording files. ■Encourage students performance and provide possitive feedbacks. ■Ask kids to return ipads and styluses. <p>●Wrap up: Assign homework.</p> <ul style="list-style-type: none"> ■Ask students to finish page 46-47 and 51 of their English workbook. ■Students are going to copy the target sentence patterns in this unit and finish a Sudoku worksheet. <p style="text-align: center;">自編自選教材、教學簡報或學習單 Learning Materials</p> <ul style="list-style-type: none"> ●教師自製 Canva 簡報。 https://reurl.cc/GAmAeA ●教師自製 Seesaw 學習任務。 ●班經工具隨機分組網站。 https://www.classtools.net/random-group-generator/
第四節 Fourth Period: Sentence Patterns	
<p>相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines</p>	<p>英語領綱中之學習表現</p> <p>5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。</p> <p>7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>資訊教育議題之實質內涵</p> <p>資 E5 使用資訊科技與他人合作產出想法與作品。</p>
<p>學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ●學生能使用行動載具 Seesaw 應用程式，拍攝自己的家庭合照，並且使用課文句型介紹自己的家庭成員。 ●學生能透過四人一組合作，選擇三樣在教室裡的私人物品，用它們來改編歌詞，並且唱出 possessive adjectives song。 ●學生能使用行動載具 Seesaw 應用程式，錄製小組演唱小組改編的 possessive adjectives song。
<p>單字句型 Target Language</p>	<ul style="list-style-type: none"> ●家庭合照介紹詞： <ul style="list-style-type: none"> ■I am ____. ■This is my father. His name is _____. ■This is my mother. Her name is _____. ■They are my brother and sister. Their names are _____ and _____. ●Possessive adjectives song 歌詞： <ul style="list-style-type: none"> ■His <u>book</u>, his <u>dog</u>, and his <u>bicycle</u>. For boys say “his.” ■Her <u>book</u>, her <u>dog</u>, and her <u>bicycle</u>. For girls say “her.” ■Their <u>book</u>, their <u>dog</u> and their <u>bicycle</u>. For them say “their.”

	步驟 Procedures
學習活動 Learning Tasks	<ul style="list-style-type: none"> ●Lead-in <ul style="list-style-type: none"> ■Check students' homework on page 51. ■Clarify some comon mistakes that teacher found in the workbook. ■Share good sentences and examples in their workbook. ●Presentation <ul style="list-style-type: none"> ■Teacher displays the video of introducing family photo. ■Ask kids to read aloud the sentences in the video. ■Teacher demo how to complete Seesaw task. ■Ask kids to take out their family photos. ●Practice & Product <ul style="list-style-type: none"> ■Pair up the whole class. Give each pair one ipad and one stylus. ■Teacher show the QR code on the TV. Students use ipad to scan the QR code for logging into Seesaw digital classroom. ■Task 1: Introduce your family photo task. <ul style="list-style-type: none"> ◆Students would need to take a picture of their family photo. ◆Kids are going to tap the microphone icon to record themselves. <ul style="list-style-type: none"> ■Hi, I am <u>Elijan</u>. ■This is my father. His name is _____. ■This is my mother. Her name is _____. ■They are my sisters / brother. Their names are ____ and ____. ●Teacher asks students to turn off their ipad. Check every pairs' work and give kids feedbacks. ●Presentation <ul style="list-style-type: none"> ■Teacher displays the video of possessive adjective song. ■Ask kids to sing along with the video. ■Teacher demo how to adapt the song with the other 3 items. ■Divide students in to 5 groups. There are 4 people in one group. ■Ask every group to choose three personal items and adapt the lyrics. ●Practice & Product <ul style="list-style-type: none"> ■Give each every group one ipad and one stylus. ■Task 2: Adapt the possessive adjectives song. <ul style="list-style-type: none"> ◆Students would need to shoot themselves while they are singing their song. ◆Kids are going to tap the camera icon to self-shoot themselves with adapted lyrics. <ul style="list-style-type: none"> ■His pen, his chair and his eraser. For boys say "his." ■Her pen, her chair and her eraser. For girls say "her." ■Their pen, their chair and their eraser. For them say "their." ●Teacher asks students to log out the Seesaw and turn off their ipad. ●Product <ul style="list-style-type: none"> ■Check students' group work. ■Encourage students performance and provide possitive feedbacks. ●Wrap up: Assign homework. <ul style="list-style-type: none"> ■Ask students to finish page 21-24 of their English workbook.
	自編自選教材、教學簡報或學習單 Learning Materials
	<ul style="list-style-type: none"> ●教師自製 Canva 簡報。 https://reurl.cc/aV9LXZ ●教師自製 Seesaw 學習任務。 ●班經工具隨機分組網站。 https://www.classtools.net/random-group-generator/

第五節 Fifth Period: Phonics & Reading	
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	英語領綱中之學習表現 5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。 9-III-3 能綜合相關資訊作簡易的猜測。
學習目標 Learning Objectives	<ul style="list-style-type: none"> ●學生能使用聆聽英語句子後，選出正確的拼音組合。 ●學生能聆聽英語句子後，依據句子中單字的順序，。 ●學生能使用行動載具 Seesaw 應用程式，錄製小組演唱小組改編的 possessive adjectives song。
單字句型 Target Language	<ul style="list-style-type: none"> ●Phonics vocabulary : <ul style="list-style-type: none"> ■u_e: cute, tube, duke ■_ew:dew, new, few ■_ue_:fuel, Tuesday ●Phonics sentences : <ul style="list-style-type: none"> ■Oh, it's Tuesday. ■Look at the tube. ■It's big and new. ■It's so cute and just for you.
學習活動 Learning Tasks	步驟 Procedures
	<ul style="list-style-type: none"> ●Lead-in <ul style="list-style-type: none"> ■Check students' homework on page 23-24 of the English workbook. ■Clarify some comon mistakes that teacher found in the workbook. ■Share good examples in their workbook. ●Presentation <ul style="list-style-type: none"> ■Teacher prepare 3 youtube videos to explain the long u sound. ■In the 3 videos, there are 3 different stories. Through watching the stories, kids will get to know the ew, ue and u_e spelling pattern rules. ■Teacher explicitly demos the pronunciation of long u sound. ■Pair up students. Give one whiteboard and one marker to evey pair. ■Teacher displays one picture and read aloud a sentence. ■Students in a pair will take turns to write down the target word that match to the picture and sentence. ■Teacher shows the answer and clarify mistakes or misunderstandings. ●Practice <ul style="list-style-type: none"> ■Teacher gives every kids one flashcard. ■Teacher plays the audio files one by one. ■Students are going to listen to every audio file for twice. ■After the audio stopping, students will need to hold the flashcard and go to the front. Line up to unscramble the sentence that they just heard. ■Teacher shows the answer and check kids' listening comprehension. ●Product <ul style="list-style-type: none"> ■Review the short parasgraph on page 63 of the textbook. ■Ask students to finish the listening practices on page 62-63. Of the textbook. ■Ask students to finish the listening practices on page 22 of the workbook.

- Wrap up: Assign homework.
 - Ask students to read aloud the short paragraph on page 63 of the textbook.
 - Kids will have to read aloud the short paragraph to 3 friends and ask the 3 friends sign their names on the book while finishing the reading.

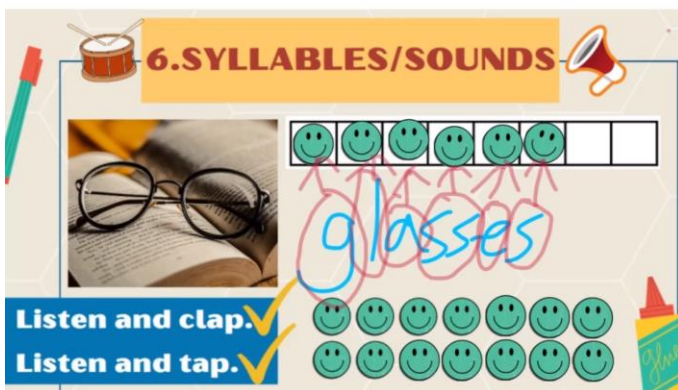
自編自選教材、教學簡報或學習單 Learning Materials

- Long vowel u by Little Fox. <https://youtu.be/3R5tJgsuuLw>
- Sound different, few flew by Rass Language. https://youtu.be/ITQI_YP00Ps
- The ue(you) sound by Akhlaq Academy. <https://youtu.be/OyLfgefELE>
- 教師自製 Canva 簡報。 <https://reurl.cc/GA06jZ>
- 班經工具隨機分組網站。 <https://www.classtools.net/random-group-generator/>

五、實施成效：

04_Jerry's Post

02_Oliver's Post



16_Cindy's Post



11_Iris's Post





cap

cap

cap

The cap

is on the

table.



umbrella

umbrella

umbrella

It's an

umbrella.



wallet

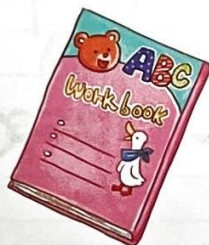
wallet

wallet

I can't

lose my

wallet.



workbook

workbook

workbook

I forget

to take my

workbook.

It's at home.



backpack

backpack

backpack

I put

something in

the backpack.

I Can Write



glasses

glasses

glasses

There're our

glasses

glasses

-1



gloves

gloves

gloves

Whose gloves are those?



socks

socks

socks

Whose socks are these?

I Can Write



glasses

glass

glass

They are her glasses.

-4



gloves

gloves

gloves

He bought his gloves.



socks

socks

socks

The socks are dirty.

六、教師反思語教學建議：

- 第一節教學反思：
 - 使用 who, where, what 三個問句引導學生觀察故事圖片，以及描述故事情節。學生皆能以關鍵字詞回覆教師的提問，教師需要再以完整的英語句子重述指導學生。
 - 學生兩人一組輪流重述故事，原本設計是兩人 AB 單獨練習，但是教師覺察近七成學生無法完整使用英語重述故事。臨時改變為，各組的 A 學生起立同時一起重述故事、再輪流請各組的 B 學生起立重述故事。
 - 使用程序性副詞 First, next, then, afterthat, finally 重述故事，學生對於使用英語句子描述，仍需要更多的練習機會。
- 第二節教學反思：
 - 學生對於澳洲雪梨歌劇院的建築語文化活動知識很感興趣。介紹雪梨新年煙火與澳洲國慶雪梨燈光秀影片，學生發問踴躍，參與討論相當熱烈。
 - 介紹雪梨歌劇院的影片，最後的選擇問答題，採兩人一組以小白版書寫選項作答，學生參與度極高，透過選擇問答題能快速簡和出學生的理解度。
- 第三節教學反思：
 - 學生對於新單字的最小音素辨識還是會出現錯誤，常見錯誤包含 umbrella 會將 um 是為一個聲音、glasses 會將 gl 拆解為一個聲音，對於 M, L 的子音群組合音 CC 區辨有困難。
 - 教師將持續進行音節與音素的拆解教學，透過大量的語音輸入與有意義的單字語音操練，讓學生能更熟練與掌握字母與語音的概念。
 - 學生對於音節概念已經趨近成熟，全般約九成學生能正確區別出單一音節(cap, watch) 二音節(wallet, workbook, backpack)與三音節(umbrella)的單字。
 - 僅8位學生能完整說出三個主要句型，造句、描述新單字的音節與音素，需要多加練習完整句子的口說能力。
- 第四節教學反思：
 - 請學生事先準備家族照片，感謝班級導師的協助，皆順利蒐集到每一位學生的家庭照片。有一位低收入隔代教養家庭的特殊學生，是由阿嬤使用 line 傳送照片，再由教師彩色列印照片。
 - 當天有四位學生生病位出席，學生分組中有一組為三人，其他為兩人小組。
 - 學生介紹家人姓名時切換為中文姓名，透過家庭照片介紹家人活動，訓練學生使用 His name is ____. Her name is ____。學生參與度很高，觀賞同儕錄音結果，教室充滿歡笑聲。
 - 改編歌曲活動費時較久，因為要小組決定選用的三個私人物品，學生討論與練習時間比較耗時。
 - 學生對於歌曲旋律相當熟悉，改編歌曲成功率達八成。
- 第五節教學反思：
 - 透過 youtube 字母拼讀故事影片，解釋 u_e, ew, ue 三種拼音的長母因發音規則，學生反應影片中的單字量很多，記不起來。教師鼓勵學生做筆記，以及跟讀影片中的單字，沒有要求全部都要記憶背誦。透過 youtube 字母拼讀故事影片，旨在增加拼字組合的語音輸入量，僅要求學生能聆聽辨別長母音 u 的發音即可。
 - 學生兩人一組，觀看圖片與聆聽教師口說的例句，在書寫出長母音 u 的課本單字。教師提供四個選項作為鷹架，輔助學生作答。
 - 學生排隊重組句子後，能大聲朗讀出正確的文句，教師得以確認學生的閱讀能力。