

屏東縣 96 學年度下學期國民教育輔導團各學習領域

【加強國中小教師教學教案設計甄選】教案設計

壹、教案內容

一、設計者：楓港國小張慧芬老師

二、學習領域：國小英語

三、教學主題：Colors and Animals

四、教學目標：1. 辨識與正確的說出、拼出單字與片語：brown bear, red bird, yellow duck, blue horse, green frog, white dog, black sheep, goldfish, teacher, children

2. 辨認與說出基本句型

“ _____ , _____ what do you see?”

“ I see _____ looking at me.”

3. 了解故事大意與內容主要發展

4. 重述或演出故事內容

5. 培養學習英語的興趣與態度

五、設計理念：

在國小四年級 New W0w English4 康軒的教材中，學生已經學會「顏色與寵物」等單元的課程，為加強學生如何將所學的知識運用於生活中，並且增加學生的閱讀能力，繪本教學是一個能引起學生學習語言興趣的方法之一。

首先由整體到部分，以說故事的方式引起學生的注意了解故事的內容，進而熟悉繪本中的單字與句型。再者，結合藝術與人文的課程完成小書的製作。藉由角色的扮演，是學生融入劇情中。透過分組討論學生將故事重新編排創作出屬於自己的故事。

在整個教學活動中，學生除了將課本所學加以運用對於課外增加的部分有加深加廣的作用，不僅讓學生增加自信也充滿興趣，並且透過小組討論與角色扮演的過程中，可讓不同程度的學生互相成長，學習尊重他人的品格。更期盼透過繪本教學，能讓學生愛上英文閱讀，培養學習英語的興趣與態度。

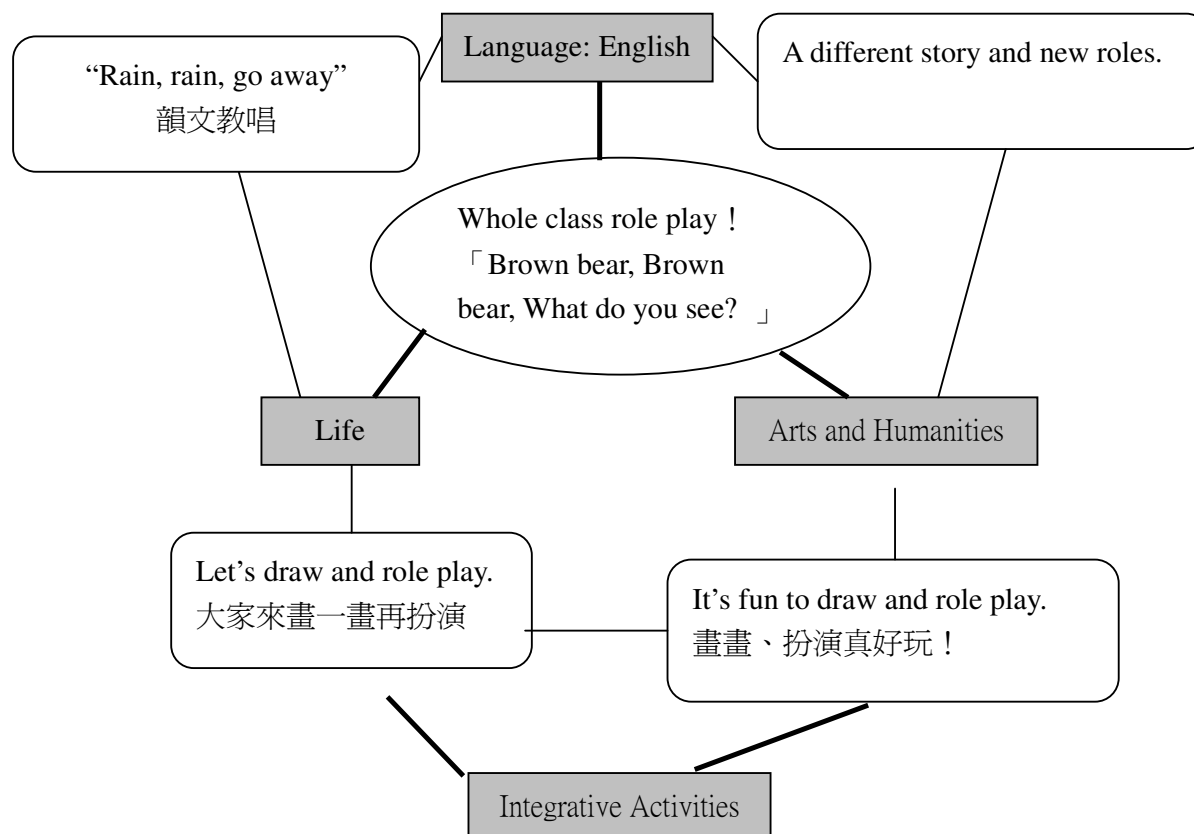
六、教學對象：四年級

七、能力指標：

教學目標	相對能力指標
1.辨識與正確的說出、拼出單字與片語：brown bear, red bird, yellow duck, blue horse, green frog, white dog, black sheep, goldfish, teacher, children	1-1-3 能聽辨課堂中所習得的詞彙。 3-1-5 能辨識故事、韻文、歌謠中的常用字詞。 4-1-5 能拼寫一些基本常用字詞
2.辨認與說出基本句型。 “ _____ , _____ what do you see?” “ I see _____ looking at me.”	2-1-4 能以正確的語調說出問句和直述句。 3-1-6 能看懂簡單的句子。
3.了解故事大意與內容主要發展	1-1-11 能藉圖畫、布偶及肢體動作等視覺輔助，聽懂簡易兒童故事及兒童短劇的大致內容。 2-1-10 能作簡單的提問、回答和敘述。 *3-1-9 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。 *3-1-10 能藉圖畫、書名或上下文做簡易的預測或推論。
4.重述或演出故事內容	*2-1-13 能根據圖片或提示以角色扮演作簡單的對話。 *2-1-14 能參與簡易的兒童短劇表演。
5.培養學習英語的興趣與態度	6-1-1 樂於參與各種課堂練習活動。 6-1-3 對於老師的說明與演示，能集中注意。 6-1-7 不畏犯錯，樂於溝通、表達意見。 6-1-14 主動做完老師交待的作業。
6. 能完成“worksheet”	4-1-5 能拼寫一些基本常用字詞

八、教學時間：4 節（約 160 分鐘）

九、主題架構



十、教學流程：

Lesson Plan

Topic	What color is it?	Date	2008/5/25
Materials	Brown bear, Brown bear, what do you see?	Class	四年級
Time	160minutes	Teacher	張慧芬
Instructional Objectives	1. Students can recognize and speak out the vocabulary. 2. Students can comprehend and use the new sentence patterns. 3. Students can sing a song “colors”. 4. Students can speak the story. 5. Students can finish the worksheet.		

Learning Ability Index	<p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-10 聽懂簡易歌謠和韻文的主要內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-10 能作簡單的提問、回答和敘述。</p> <p>2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>2-1-14 能參與簡易的兒童短劇表演。</p> <p>3-1-2 能辨識課堂中習得的詞彙。</p> <p>3-1-5 能辨識故事、韻文、歌謠中的常用字詞。</p> <p>3-1-9 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。</p> <p>3-1-10 能藉圖畫、書名或上下文做簡易的預測或推論。</p> <p>4-1-5 能拼寫一些基本常用字詞</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-3 對於老師的說明與演示，能集中注意。</p> <p>6-1-7 不畏犯錯，樂於溝通、表達意見。</p> <p>6-1-14 主動做完老師交待的作業。</p>
New vocabulary	<p>Colors: brown, red, yellow, blue, green, purple, white, black, gold</p> <p>Animals: bear, bird, duck, horse, green, purple, white, black, fish, teacher, children</p>
Sentence Patterns	<p>“_____, _____, what do you see?”</p> <p>“ I see a _____ looking at me.”</p>
Teaching Method	<p>Total Physical Response</p> <p>Audiolingual Method</p> <p>Direct Method</p> <p>Communicative Language Teaching</p>
Students Learning Experiences	<ol style="list-style-type: none"> 1. Students have learned English for 2 years. 2. Some students go to English cram school after class. 3. They have learned “ colors” and “pets”

* Session 1 *

Learning Ability Index	Teaching Activities	Time minutes	Teaching aids	Assessment
1-1-7 1-1-10	I Warm up: 1. Greetings 2. Divided the students into 5 groups 3. Teaching the chant “Rain, rain go away. Come again another day Little baby wants to play Rain, rain go away”	5’	C-D player	Students understand simple classroom language. Students speak the chant and do the action.
3-1-5 3-1-10 6-1-3	II .Presentation: 1. <i>Learning to Read</i> Introduce the author “ Bill Martin Fr” and the illustrator “Eric Carle” 2. <i>Guided Reading</i> Story telling	5’ 20	Search the information from the internet Flash cards Big picture book	80% students participate the discussion 90% students pay attention to listen the story 70% students can understand the story
1-1-6 1-1-8	III: Practice 1. Retelling 2. Q and A ✧ What are the characters in the story? ✧ Which one is the main character? ✧ What will be the story about?	10’	Big picture book	80% students participate the discussion and answer the question by cooperation
* End of Session 1 *				

* Session 2 *

Learning Ability Index	Teaching Activities	Time minutes	Teaching aids	Assessment
1-1-2 2-1-2	<p>I Warm up:</p> <p>1. Teacher introduces the animals and colors, such as brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheet.</p> <p>2 Students repeat after teacher.</p>	10'	Flash card Big picture book	Whole class participant the activity
2-1-11 3-1-5	<p>II .Presentation and Practice</p> <p>1. Teacher name the animals and students imitate the sounds or the actions of the animals.</p> <p>For example:</p> <p>Dog, Dog, Woof! Woof! Woof!</p> <p>Cat, Cat, Meow! Meow! Meow!</p> <p>Bird, Bird, Tweet! Tweet! Tweet!</p> <p>Duck, Duck, Quack! Quack! Quack!</p> <p>Frog, Frog, Jump! Jump! Jump!</p> <p>Fish, Fish, Swim! Swim! Swim!</p> <p>2. What' s missing:</p> <ul style="list-style-type: none"> ➤ Teacher takes out some flash card and show to students. ➤ Then takes away one of the cards. ➤ Ask students what is missing? <p>3. Sentence teaching:</p> <p>What do you see? I see a _____ looking at me?</p>	25'	Flash card	80% students read the correct vocabulary.
6-1-6	<p>III : Homework:</p> <ul style="list-style-type: none"> ➤ To give the students all pictures of the animals and color them at the 	5'	worksheet	Students finish the worksheet.

	<p>Arts and Humanities class.</p> <p>➤ Students will make mini picture book by themselves.</p>		Enclosure1.	
* End of Session 2 *				

*** Session 3 ***

Learning Ability Index	Teaching Activities	Time minutes	Teaching aids	Assessment
2-1-3	<p>I Warm up:</p> <p>Read the story</p>	5'	Big picture book	80% students follow the teacher read the book
<p>1-1-7</p> <p>2-1-13</p> <p>3-1-9</p>	<p>II .Presentation:</p> <p>Role play:</p> <p>➤ Reading aloud in the daily life</p> <p>➤ Allocate the roles of the story among students</p> <p>➤ Ask students present the story in front of the stage</p>	30'	Big picture book Mask	<p>90%students recite the story</p> <p>90% students recite the story fluency.</p>
	<p>III:</p> <p>Book Discussion:</p> <p>Students discuss in Chinese.</p>	5'		
* End of Session 3 *				

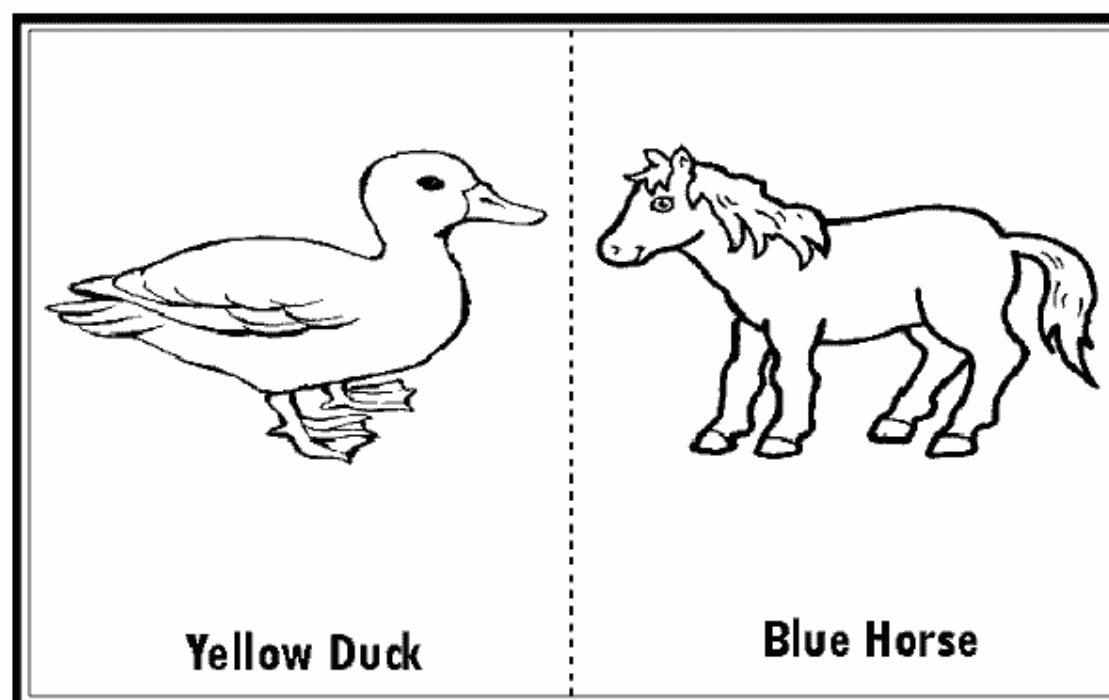
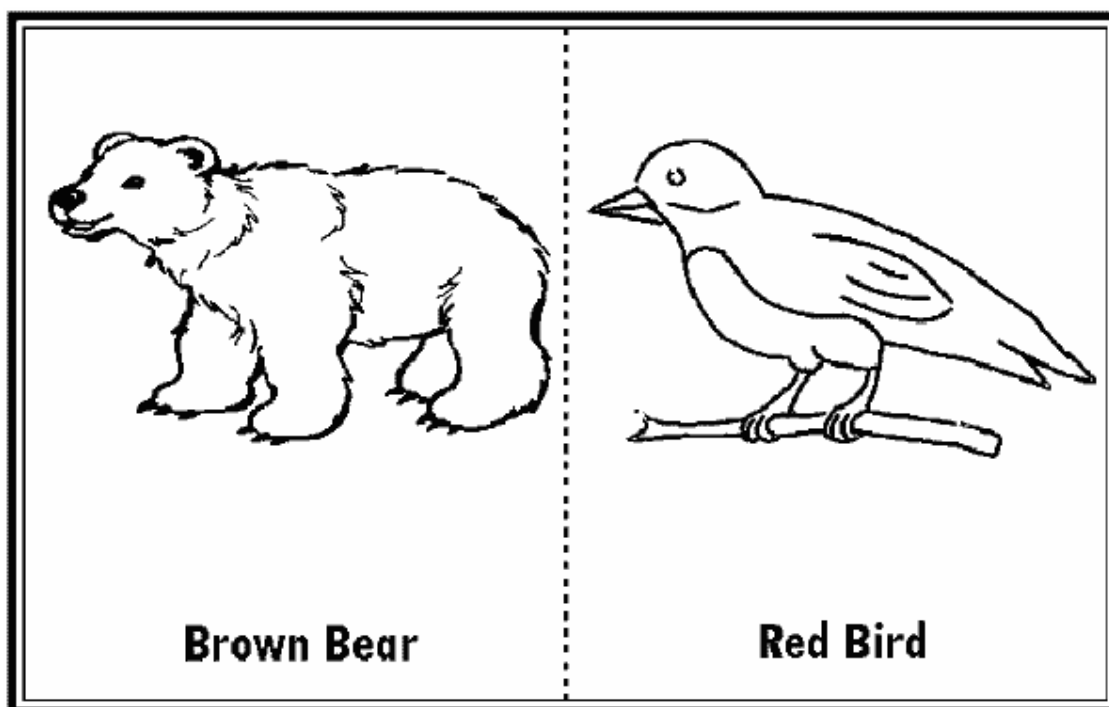
*** Session 4 ***

Learning Ability Index	Teaching Activities	Time minutes	Teaching aids	Assessment
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<p>2-1-10</p> <p>2-1-6</p> <p>1-1-7</p>	<p>Wrap up:</p> <ul style="list-style-type: none"> ➤ Read the story ➤ Review the vocabulary and the sentence in the story ➤ Teacher create another story ➤ Students listen to the story and finish the worksheet. <p>Story:</p> <p>Brown bear wants to travel again.</p> <p>Mother bear said “Ok! But don’t go to the dark dark wood.”</p> <p>Teacher: Does brown bear listen to its mother? You have to listen carefully and color the picture.</p> <p>Student: (answer the question)</p> <p>Teacher: Brown bear goes to the dark,dark wood, and in the dark, dark wood there was a dark, dark house, and in the dark, dark house, there was a dark, dark room, and in the dark, dark room, there was a.....</p> <p>What does the brown bear meet? Can you ask the brown bear?</p> <p>Student: (answer the question) ()</p> <p>Brown bear, brown bear what do you see?</p> <p>Brown bear: I see a yellow face, green eyes, red mouth, a red nose, purple robe, brown broom, black shoes, blue hat, yellow hands.</p> <p>A witch looking at me. That’s what I see.</p> <p>Teacher: Do you know what happen to the brown bear and witch?</p> <p>Student: (answer the question)</p> <p>Teacher: Let’s see!</p>	<p>40’</p>	<p>Big picture Book Puppet Worksheet Enclosure2,3,4</p>	<p>Whole class participant the group work and finish the worksheet</p>
<p>Learning Ability Index</p>	<p>Teaching Activities</p>	<p>Time minutes</p>	<p>Teaching aids</p>	<p>Assessment</p>

1-1-3	<p>Witch: (crying) Brown bear: What are you crying for? Witch: I feel so sad. See, there are no colors in my life. I just have three bottles of magic water. There are red, yellow, and blue. I want to more colors. Can you help me? Brown bear: No, I can't. Witch: (crying) Brown bear: But I have some friends, may be they will help you. Witch: Oh! Really! Where are they? Brown bear: They are in the Pingtun, Fong-Gang elementary school, forth grad, the first class. Witch: Do you think they will help me? Brown bear: Of course, let's go! Teacher: My dear class, can you help them?</p>			
4-1-2	Student: (answer the question)			
4-1-4	<p>Teacher: Ok! Please finish the worksheet to help the brown and witch. Enclosure3</p> <p>Follow up: 1 Cooperative Learning Project Rubric. Enclosure5 2. Homework: Enclosure 4.</p>		<p>Big picture book Worksheet Enclosure2,3,4</p>	<p>Whole class participant the group and finish the worksheet</p>
* End of Session 4 *				

十一、學習單：





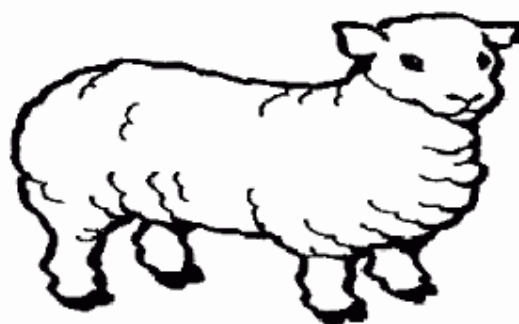
Green Frog



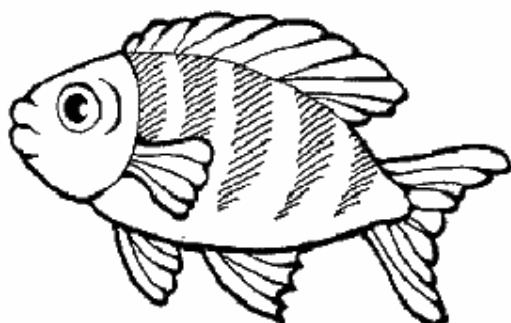
Purple Cat



White Dog



Black Sheep



Gold Fish

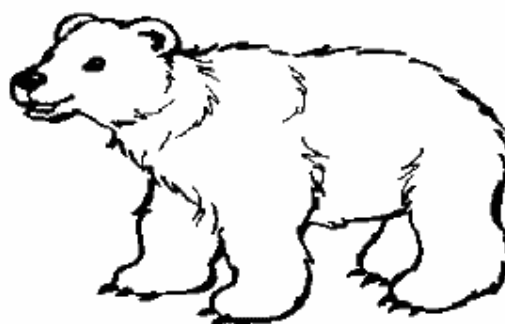


Teacher



Children

**Brown Bear
Brown Bear
What Do You See?**



Brown bear, brown bear, what do you see?

Brown bear, brown bear, what do you see?

I see a red bird looking at me.

Red bird, red bird, what do you see?

I see a yellow duck looking at me.

Yellow duck, yellow duck, what do you see?

I see a blue horse looking at me.

Blue horse, blue horse, what do you see?

I see a green frog looking at me.

Green frog, green frog, what do you see?

I see a purple cat looking at me.

Purple cat, purple cat, what do you see?

I see a white dog looking at me.

White dog, White dog, what do you see?

I see a black sheep looking at me.

Black sheep, black sheep, what do you see?

I see a goldfish looking at me.

Goldfish, goldfish, what do you see?

I see a teacher looking at me.

Teacher, teacher, what do you see?

I see children looking at me.

Children, children, what do you see?

We see a brown bear, a red bird, a yellow duck, a blue horse, a green frog, a purple cat, a white dog, a black sheep, a goldfish and a teacher looking at us.

That's what we see.

Worksheet

Name: _____ Class: _____ Date: _____ Teacher: Helen

listen to the story and color the witch



Worksheet

Name: _____ Class: _____ Date: _____ Teacher: Helen

Activity: I am a magician

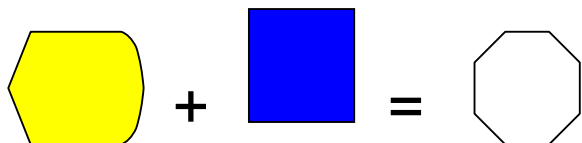
1. To divide the students into 5 groups.
 2. To give every group 3 cups of color water (red, blue and yellow).
 3. To demonstrate the students mix red water and blue water in purple.
 4. To ask students mix the other questions from the worksheet.
- To observe the color change, write down the answer and color the shape

Color the shape and fill blank :

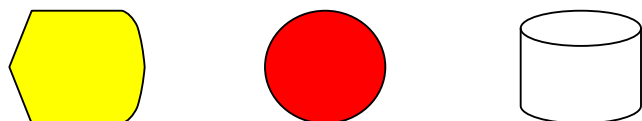
1. **red** + **blue** =



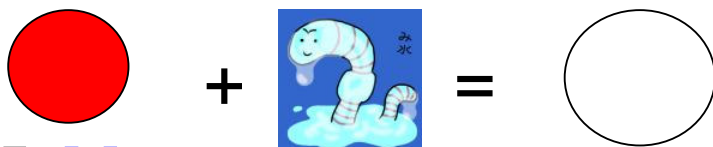
2. **yellow** + **blue** =



3. **yellow** + **red** =



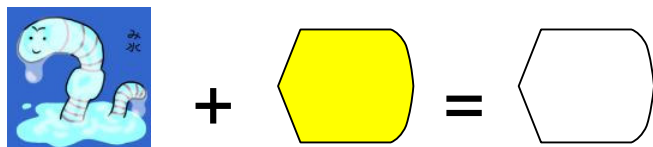
4. **red** + water =



5. **blue** + water =

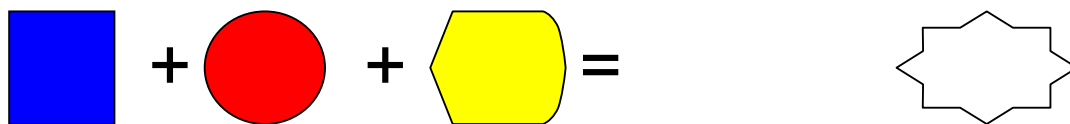


6. water + **yellow** =



7. How to make brown?

Blue + **red** + **yellow** =



Enclosure 4.

Class _____ Number _____ Name _____

BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? 學習單

你喜歡 brown bear, purple cat, 還是 blue horse? 從下面圖表裡找出你喜歡的動物，為牠們配上突出的顏色，完成你自己的七彩動物書。

_____, _____, **WHAT DO YOU SEE?**

_____, _____, What do you see?

I see a _____ looking at me.

_____, _____, What do you see?

I see a _____ looking at me.

_____, _____, What do you see?

I see a _____ looking at me.

_____, _____, What do you see?

I see a _____ looking at me.

_____, _____, What do you see?

I see a _____ looking at me.

_____, _____, What do you see?

I see a _____ looking at me.

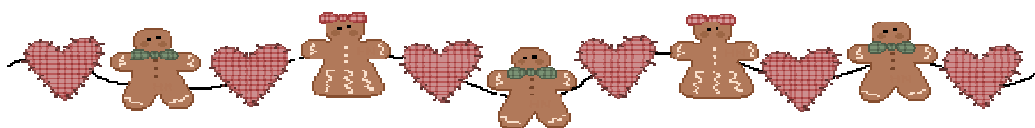
_____, _____, What do you see?

I see a _____, a _____, a _____, a _____,

a _____, and a _____ looking at me. That's what I see.

Colors 顏色	Animals 動物
red 紅色	dog 狗
yellow 黃色	cat 貓
blue 藍色	dinosaur 恐龍
black 黑色	panda 貓熊
purple 紫色	peacock 孔雀
brown 咖啡色	frog 青蛙
green 綠色	giraffe 長頸鹿
orange 橙色	monkey 猴子
pink 粉紅色	lion 獅子
white 白色	tiger 老虎
gold 金色	pig 豬
gray 灰色	fish 魚

Enclosure 5.



Cooperative Learning Project Rubric

Name: _____ Class: _____ Date: _____

Name	Items 項目	Scores 分數	Total 總分
Myself	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
	Class manners 秩序與禮貌	5 4 3 2 1	
	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
	Class manners 秩序與禮貌	5 4 3 2 1	
	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
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	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
	Class manners 秩序與禮貌	5 4 3 2 1	
	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
	Class manners 秩序與禮貌	5 4 3 2 1	
	Group Participation 小組參與	5 4 3 2 1	
	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
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	Shared Responsibility 負責任	5 4 3 2 1	
	Quality of Interaction 互動品質(積極參與)	5 4 3 2 1	
	Class manners 秩序與禮貌	5 4 3 2 1	

