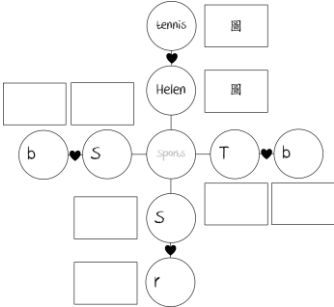


新北市海山國小語文(英語)領域教學活動設計

領域	英語	授課年級	二年級			
單元名稱	Spot Loves Sports	授課教師	羅捷方			
實施節數	共 4 節	共備教師	陳一君、張維玲			
教材來源	<input type="checkbox"/> 自編 <input type="checkbox"/> 教科書_____版 <input checked="" type="checkbox"/> 改編自 <u>Storybook: Spot Loves Sport by Eric Hill</u>					
課程主軸	<input checked="" type="checkbox"/> 海山好兒童 <input type="checkbox"/> 海山學習城 <input type="checkbox"/> 世界的海山					
領綱 核心素養	英文領域： 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-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。					
融入之議題	閱讀議題： 閱 I-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 1. 能辨識第一學習階段英語文本（繪本）中的英文字母。 2. 能辨識第一學習階段英語文本（繪本）中的關鍵字詞。 3. 能知道第一學習階段英語文本（繪本）之書名。 閱 I-E3 熟悉與學科學習相關的文本閱讀策略。 1. 能知道英語閱讀是從左到右、從上到下，從前到後。 2. 在跟讀時，能正確指出所讀的字詞（finger pointing）。					
學習目標	1. 學生能夠運用指讀、字母發音規則說出及聽辨課堂中所學的字詞。 2. 學生能運用閱讀策略(finger pointing、picture clue)閱讀繪本。 3. 學生能夠運用課堂中所學句子說出自己與朋友們的喜好。					
學習重點		學生學習活動歷程		時間	教學資源	評量方式
學習表現	學習內容	(包含學習策略)				
	*Ae-I-2 簡易繪本故事。	-Class 1- Before reading: Cover Talk Strategy: Prediction/Picture Clue 1. T shows the cover and asks Ss to point to the title and the author. T goes around and makes sure Ss all know the title and the author. 2. T asks questions: (1) What's the dog's name? (Spot) T asks Ss to find the words "Spot". (2) Where is Spot? (In the park.) (3) What is he doing? (Playing.) (4) What is he playing? (A ball./A soccer.) (5) Look at Spot. Is he happy? (Yes.) (6) Why is he happy? (He likes playing.)		40 mins	Storybook: Spot Loves Sport PPT	形成性評量： 學生能正確指出繪本之書名及作者。

<p>◎1- I-3 能聽懂課堂中所學的字詞。</p> <p>◎2- I-3 能說出課堂中所學的字詞。</p> <p>◎7- I-1 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>◎1- I-1 能聽辨 26 個字母。</p> <p>2- I-2 能唸出英語 26 個字母對應的發音。</p> <p>◎6- I-2 積極參與各種課堂練習活動。</p>	<p>◎Aa-I-1 字母名稱。</p> <p>◎Aa-I-2 印刷體大小寫字母的辨識及書寫。</p> <p>Ab-I-1 字母對應的發音。</p>	<p>T asks Ss to find the words “loves” and Ss repeat the title “Spot Loves Sports”.</p> <p>(7) What else can he do in the park? (Play seesaw/swing/sandbox/slide/balls...)</p> <p>During reading: Strategy: Picture Clue</p> <p>1. 1st story time with pictures only:</p> <p>(1) T tells the story with body languages, points to the pictures and shows the target words next to the pictures. (Target words: friends / park / Helen / tennis / Tom / baseball / Steve / run and race / basketball / riding the bikes)</p> <p>(2) Whenever Ss see a new friend, T invites Ss to say “Hello!”</p> <p>(3) Whenever Ss see a new sport, T invites Ss to say “(Name) loves <u>playing (sports).</u>”</p> <p>(4) Whenever Ss see the characters are doing good job, they say “Good job” and thumb up.</p> <p>2. Review time: T says the words and Ss pick the correct one from the three pictures.</p> <p style="text-align: center;">-Class 2-</p> <p>3. 2nd story time with the words: Strategy: Finger Pointing Ss finger point out the story with T when T reads out loud. T leads Ss to read some words with the pictures.</p> <p>4. T passes down the worksheet and leads Ss to read. Ss need to point to every word and read the keywords.</p> <p>5. T asks Ss to circle the words they hear and check the answers by showing on PPT.</p> <p>6. T asks Ss to circle the letters they hear and check the answers. (Hh/Tt/Bb/Ss/Rr)</p> <p>7. Ss review the words they have learned before with the same letter. (Hh/Tt/Bb/Ss/Rr)</p>	<p>40 mins</p>	<p>PPT flashcards</p> <p>PPT</p> <p>PPT</p> <p>worksheet</p> <p>PPT</p>	<p>形成性評量： 學生能夠辨識並說出課堂中所學單字。</p> <p>形成性評量：學生</p>
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	<p>8. Ss turn to the back side of the worksheet and fold it. Ss write down the letter or draw the picture of what they hear from T.</p> <p style="text-align: center;">-Class 3-</p> <p>After reading: Strategy: Graphic Organization</p> <ol style="list-style-type: none"> T shows the cover again and says “Spot Loves Sports”. T asks Ss what kind of “sports” they know in the story and gives an example first. (e.g. tennis.) Ss answer the things about “sports”. T shows the graphic organization form on the board and guides Ss to finish the form by putting the cards on the board and make sentences as: Helen loves playing tennis. T puts the category “Sports” at the end.  <ol style="list-style-type: none"> T gives one more example: T shows the sentences: <u>Cassie likes vampires.</u> <u>Ariel likes black bats.</u> and asks Ss to make two more sentences. Finally, T asks what they have to put in the middle as the category. (Halloween.) T gives one more example: T shows the category “Christmas” first. Ss say the sentences about Christmas. (e.g. Sean likes Santa.) <p style="text-align: center;">-Class 4-</p> <ol style="list-style-type: none"> About me and my friends: <ol style="list-style-type: none"> Ss have a worksheet. T guides Ss to choose the category from the 5 examples.(colors/Halloween/Christmas/Park/Sports) Review the words they have learned before. 	<p>40 mins</p>	<p>PPT flashcards</p>	<p>能夠聽辨所聽到的字母或單字。</p> <p>觀察評量：學能夠積極參與課堂練習活動。</p>
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		<p>(2) Ss write down what they love according to the category in the blank.</p> <p>(3) Ss write down the numbers of their 3 friends in the blanks.</p> <p>(4) Ss ask the 3 friends Qs: Me: What's your name? Friends: I'm ____. Me: I love ____. Friends: I love ____.</p> <p>Ss write down or draw down what their friends love in the blanks.</p> <p>6. Practice time:</p> <p>(1) Pair share.</p> <p>(2) Class share.</p> <p>(3) Ss say "Good job!" whenever the others share their ideas. Ss say "Hello!" to the one who is sharing on stage.</p>		<p>總結性評 量：學生 能夠說出 自己與朋 友們的喜 好。</p>
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