

《師友雙月刊》優良教案

領域/科目	英語	設計者	賴素卿
實施年級	六年級		
單元名稱	感恩關懷，珍惜擁有		
設計依據			
學習重點	<p>學習表現</p> <p>英語領域</p> <p>* ◎ 1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>*1-III-13 能辨識簡易句子語調所表達的情緒和態度。</p> <p>*1-III-14 能了解簡易歌謠、韻文的節奏與音韻。</p> <p>◎ 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。</p> <p>2-III-10 能複誦和吟唱簡易的歌謠韻文。</p> <p>* ◎ 2-III-11 能進行簡易的角色扮演。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*3-III-8 能看懂兒童短劇中的主要內容。</p> <p>*3-III-9 能藉圖畫、標題、書名等作簡易的猜測。</p> <p>5-III-7 能以正確的發音及適切的速度朗讀簡易對話。</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>6-III-4 會在生活中或媒體上注意到學過的英語。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。</p> <p>6-III-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。</p> <p>◎8-III-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>8-III-4 能了解外國風土民情。</p> <p>◎ 9-III-1 能夠將所學字詞做簡易歸類。</p> <p>9-III-2 能將事件依故事的發展加以排序。</p> <p>9-III-3 能綜合相關資訊作簡易的猜測。</p>	<p>核心素養</p> <ul style="list-style-type: none"> ● 總綱 <p>A1 身心素質與自我精進</p> <p>A2 系統思考與解決問題</p> <p>B1 符號運用與溝通表達</p> <p>B2 科技資訊與媒體素養</p> <p>C2 人際關係與團隊合作</p> <p>C3 多元文化與國際理解</p> ● 英語領綱 <p>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。</p> <p>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。</p> <p>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> <p>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。</p> <p>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。</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情。</p> ● 藝術領綱 <p>藝-E-A1 參與藝術活動，探索生活美感。</p> 	

		<p>藝術領域</p> <p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>1-III-2 能使用視覺元素和構成要素，探索創作歷程。</p> <p>1-III-4 能感知、探索與表現表演藝術的元素、技巧。</p>		
	<p>學習內容</p>	<p>英語領域</p> <p>*Ab-III-4 句子的語調及節奏。 ◎Ac-III-2 簡易的教室用語。 ◎Ac-III-3 簡易的生活用語。 * ◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 ◎C-III-2 國內外主要節慶習俗。 ◎D-III-1 所學字詞的簡易歸類。 D-III-2 故事發展的排序。 D-III-3 依綜合資訊作簡易猜測。</p> <p>藝術領域</p> <p>音 E-III-1 多元形式歌曲，如：輪唱、合唱等。基礎歌唱技巧，如：呼吸、共鳴等。</p> <p>視 E-III-2 多元的媒材技法與創作表現類型。</p> <p>視 E-III-3 設計思考與實作。</p> <p>表 E-III-1 聲音與肢體表達、戲劇元素(主旨、情節、對話、人物、音韻、景觀)與動作元素(身體部位、動作/舞步、空間、動力/時間與關係)之運用。</p>		
<p>議題融入</p>	<p>實質內涵</p>	<ul style="list-style-type: none"> ● 閱讀素養教育議題 閱 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。 閱 E4 中高年級後需發展長篇文本的閱讀理解能力。 閱 E12 培養喜愛閱讀的態度。 ● 國際教育議題 國 E1 了解我國與世界其他國家的文化特質。 國 E5 體認國際文化的多樣性。 國 E6 具備學習不同文化的意願與能力。 		
	<p>所融入之學習重點</p>	<ul style="list-style-type: none"> ● 培養學生英語閱讀素養與理解的能力。 ● 激發學生對英語閱讀的興趣與動機。 ● 建立參與國際活動的基本知能。 ● 引導學生理解並思考不同文化的價值與特性。 		

<p>➤ What else can we eat on Thanksgiving?</p> <p>3. Practice</p> <p>a. In groups, students are asked to write down other options to replace turkeys for Thanksgiving dinner.</p> <p>b. Students share their thoughts to the rest of the class.</p> <p>Example:</p> <p>In our group, we think we don't need to eat turkeys for Thanksgiving dinner. We can eat _____.</p> <p>4. Wrap-up Review some keywords and sentences.</p>	<p>13 mins</p> <p>2 mins</p>	<p>的積極度</p> <p>➤ 內容與方式</p> <p>➤ 學生討論的積極度</p> <p>➤ 學生發表討論結果之內容豐富度</p> <p>➤ 學生上台之台風與禮儀</p> <p>● 內容與方式</p> <p>➤ 學生回答問題的積極度</p> <p>議題融入: 閱讀素養教育、國際教育</p>
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<p>第二節 (40 mins)</p>		
<p>● <u>Think and Share Activity</u></p> <p>1. Warm-up</p> <ul style="list-style-type: none"> ● Review the story – Turkey Trouble https://www.youtube.com/watch?v=TzUS7UHXsd8 ● Review the animals that Turkey tried to turn into ● Invite students to talk about the moral of the story and conclude with the following proverbs. <p>➤ Calmness is the first step to solving any problem.</p> <p>➤ Stay calm in the storm, and you will see the rainbow after the rain.</p> <p>2. Presentation</p> <p>a. T introduces the background and the customs of Thanksgiving.</p> <p>b. T asks Ss to think of someone they're thankful for.</p> <ul style="list-style-type: none"> ■ Who do you want to say "Thank you."? ■ Why do you want to say "Thank you."? ■ Students are encouraged to share their ideas, with the T offering constructive feedback. 	<p>5 mins</p> <p>15 mins</p>	<p>● 內容與方式</p> <p>➤ 學生觀察影片的專心度</p> <p>➤ 學生回答的態度</p> <p>➤ 教師對學生分享的故事啟示給予正面回饋並提供英語諺語引起學習興趣</p> <p>➤ 教師進行國際教育，介紹國外慶祝感恩節的生活習慣及由來</p> <p>➤ 教師可於撥放影片前進行引導，也可分享自身的經驗，引起學生共鳴</p>

<p>c. T shows a touching video - Grandma's tissue paper https://www.youtube.com/watch?v=T_uFMQGCZYg</p> <p>d. T asks Ss about their feeling after watching the video</p> <p>e. Ss share their own personal/touching stories and T provides feedback.</p> <p>3. Practice</p> <p>a. T introduces the sentence pattern.</p> <ul style="list-style-type: none"> ■ I'm thankful for _____. ■ I thank you for _____. ■ Thank you for _____. <p>b. T demonstrates some sentences in class.</p> <p>c. T asks some volunteers to think of a sentence using the sentence pattern.</p> <p>4. Production</p> <p>a. Ss make a "thank you" card to the person they want to be thankful for.</p> <p>b. Ss are encouraged to create their own thank-you cards with five sentences. However, five basic sentences on the turkey's feather are provided for those who need extra help as follow:</p> <p>c. T asks some volunteers to share their "thank-you" cards with the rest of the class.</p> <p><i>Dear _____,</i></p> <p><i>Thank you for taking me to school every day.</i></p> <p><i>I feel safe and comfortable in your car.</i></p> <p><i>I can drive you around when I grow up.</i></p> <p><i>Happy Thanksgiving!</i></p> <p><i>Love, _____</i></p>	<p>10 mins</p> <p>10 mins</p>	<ul style="list-style-type: none"> ● 內容與方式 ➤ 教師觀察學生回答問題的能力 ➤ 學生聆聽的專心度 ➤ 學生回答問題的積極度 <ul style="list-style-type: none"> ➤ 學生製作感恩卡的專心度 ➤ 學生發表討論結果之內容豐富度 ➤ 學生上台之台風與禮儀 ➤ 教師給予適時且正向的回饋 <p>議題融入：國際教育</p>
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<p>第三節 (40 mins)</p> <p>● <u>Turkey Poster making – Cooperation</u></p> <p>1. Warm-up</p> <p>a. T asks some volunteers to share the content of the card.</p> <p>b. T offers feedback and encourage ss to use different sentence patterns if their English level is above average.</p> <p>2. Production</p> <p>a. Ss copy the corrected 5 sentences from the homework book to the feather they made from their own hands.</p> <p>b. Ss are encouraged to trace the outline and decorate the feathers.</p> <p>c. (Students who finish early may assist their classmates or help around the classroom.)</p> <p>3. Presentation (how the students show their cooperation)</p> <p>a. Prepare the Turkey poster which had done previously.</p> <p>b. The turkey poster reflects each class’s unique identity and spirit</p> <p>c. Ask Ss to design where the feathers should be placed on the poster.</p> <p>3. Wrap up</p> <p>a. T reminds the essence of Thanksgiving</p> <p>➤ Thanksgiving is the time for family to come together and share love and gratitude.</p> <p>➤ On Thanksgiving, people come together to share food, express gratitude, and celebrate the blessings of the year.</p> <p>b. T asks students to get the signature of the person they’re thankful for after reading the thank-you card to them.</p>	<p>5 mins</p> <p>15 mins</p> <p>15 mins</p> <p>5 mins</p>	<p>● 內容與方式</p> <p>➤ 學生與教師的互動</p> <p>➤ 學生製作火雞海報的成果與態度</p> <p>● 教師可請導師幫忙於課餘時間將火雞的羽毛事先於上課前裁減完成 (若需於英語課完成，則需空留約半節課的時間)</p> <p>● 教師準備完成的火雞壁報紙 (教師需利用課餘時間事先完成海報)</p> <p>跨領域學習: 藝術領域</p>
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第四節 (40 mins)		
<ul style="list-style-type: none"> ● Reader’s Theater – Pronunciation Drills 1. Warm-up <ol style="list-style-type: none"> a. T reviews the story Turkey Trouble by asking engaging comprehension and prediction questions <ul style="list-style-type: none"> ➢ What do you remember about the turkey’s problem? ➢ What do you think will happen next? b. T introduces key vocabulary related to the script and models proper pronunciation. c. Quick pronunciation drill: T leads students in repeating difficult words in sentences. 	5 mins	<ul style="list-style-type: none"> ● 內容與方式 <ul style="list-style-type: none"> ➢ 學生與教師的互動 ➢ 學生參與活動的態度
<ul style="list-style-type: none"> 2. Presentation – RT Introduction <ol style="list-style-type: none"> a. Each student receives a script and is assigned a role. (附件一) (The roles can be assigned or be chosen by the students.) b. Ss highlight their lines using a highlighter for easier reference. c. T demonstrates clear and correct pronunciation, tone, and intonation for each line while students listen. d. Ss repeat after T to practice pronunciation and rhythm. e. T asks ss to add more characters into the RT script such as sheep, rooster or any other animals that ss can think of. 	10 mins	<ul style="list-style-type: none"> ● 教師準備學習單 I：讀者劇場念稿 ● 教師可鼓勵學生發揮想像力增添角色
<ul style="list-style-type: none"> 3. Practice – RT Practice <ol style="list-style-type: none"> a. T divides the class into small groups and assigns a team leader for each group. b. Ss practice reading their lines aloud within their groups. c. Team leaders assist with pronunciation challenges and help peers with fluency d. T helps those in need around the class. 	10 mins	<ul style="list-style-type: none"> ● 內容與方式 <ul style="list-style-type: none"> ➢ 學生之間相互幫忙的情況 ➢ 學生參與活動的態度
<ul style="list-style-type: none"> 4. Production <ol style="list-style-type: none"> a. Ss perform their lines using gestures, facial expressions, and appropriate tone to enhance meaning. b. T provides immediate feedback on intonation, stress, and fluency. 	10 mins	<ul style="list-style-type: none"> ➢ 學生參與討論的態度 ➢ 學生練習讀者劇場的態度 ➢ 學生表演讀者劇場時的態度與正確度
<ul style="list-style-type: none"> 5. Wrap-up T reminds the key techniques of RT. 	5 mins	<ul style="list-style-type: none"> ● 教師可公開表揚優秀的組別並指出優點最為學習的楷模 <p>跨領域學習: 藝術領域</p>

第五節 (40 mins)

● **RT & Song – Things I’m thankful for**

1. Warm-up

- a. T makes sure everyone knows their own role in the script.
- b. T reminds ss about the RT script.

2. Presentation I -RT

- a. T briefly reviews the Turkey Trouble RT script by asking comprehension questions.
 - Who’s in trouble?
 - What does Turkey do?
 - What does Turkey say?
 - Was Turkey good at changing into another animal?
 - Which animal does Turkey turn into at last?
 - Was it good?
- b. Whole-class reading: Ss read the script together, focusing on intonation and expression.

3. Presentation II – Song

- a. Pre-listening: T introduces the song Things I’m Thankful For (附件二) and asks Ss, “What do you think this song is about?”
- b. T plays the song once and asks Ss to listen carefully.
- c. Ss share what words or phrases they recognized.
- d. T hands out the lyrics worksheet with missing words.
- e. Ss listen again and fill in the blanks.
- f. In groups, Ss check the missing words among themselves
- g. T plays the song again, Ss filled in the missing words.
- h. T checks answers and explains the meaning of new words.

4. Production – Song performance (10 mins)

- a. T models proper pronunciation and sings one verse slowly with gestures.
- b. Ss repeat line by line with actions to reinforce meaning.
- c. Ss sing together while T provides guidance.
- d. Ss create simple hand movements to go with the song.

5. Wrap up Practice

T hands out the word search worksheet (附件三)

5 mins

10 mins

10 mins

10 mins

5 mins

● 教師準備學習單 I : 讀者劇場念稿

● 內容與方式

- 學生與教師的互動
- 學生參與討論的態度
- 學生回答問題的正確度
- 學生讀者劇場呈現的方式

● 教師準備學習單 II : 歌單 -Things I’m thankful for.

● 內容與方式

- 學生與教師的互動
- 學生參與歌唱的態度

跨領域學習: 藝術領域

附件一: 讀者劇場簡易版劇本

附件二: Things I'm thankful for 歌詞填空

附件三: word search 學習單

Reader's theater- Turkey Trouble (Simple version)

Characters: Narrator (N1, N2), Turkey (T), Cow (C), Pig (P)

All: Turkey was in a BAD trouble because _____ is coming. But _____ had an idea ... heeheehee.

N1: What if he didn't _____ a Turkey. What if he looked like a horse?

N2: Farmer Jake wouldn't eat a horse for Thanksgiving. His costume wasn't bad. In fact, Turkey looked just like a horse..._____.

C: Moooo... stop horsing around, Turkey.

T: How'd you know it was me?

C: Too _____.

N1: But looking at Cow _____ Turkey an idea.

N2: Farmer Jake wouldn't eat a cow for Thanksgiving. His costume wasn't bad. In fact, Turkey looked just like a cow...almost.

P: Oink...oink...oink. Oh my goodness. Is that you, Turkey?

T: How'd you know it was me?

P: Too skinny!

N1: But looking at Pig gave Turkey a new idea.

All: What do you think?

Turkey, Thanksgiving, gave, look like, almost, short
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Reading Comprehension

- () Which holiday is coming?
 - Easter
 - Halloween
 - Thanksgiving
- () Who was in a bad trouble?
 - Turkey
 - Pig
 - Cow
- () Which animal did Turkey turn into?
 - Horse
 - Rabbit
 - Dog
- () What did Farmer Jake eat for Thanksgiving dinner at the end?
 - Turkey
 - Pizza
 - Hot dog
- () What do people eat on Thanksgiving?
 - Rice
 - Turkey
 - Sushi

Things I'm Thankful For



There are many things I am thankful for
I can find them near and _____
There are many things I am thankful for
Let me tell you what they _____

I'm thankful for the earth
I'm thankful for the _____
I'm thankful for my friends
And I'm thankful to be _____.

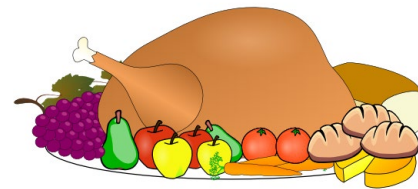


There are many things I am thankful for
I can find them near and far
There are many things I am thankful for
Let me tell you what they are

I'm thankful for the sun
I'm thankful for the _____
I'm thankful for my home
And I'm thankful to be _____

There are many things I am thankful for
I can find them near and far
There are many things I am thankful for
Let me tell you what they are

I'm thankful for my food
I'm thankful to be _____
I'm thankful for the stars
And I'm thankful to be _____



Happy Thanksgiving

L U A O N T X N H D H Y B O E
G Y Q P O S H Q O H U P F R X
W D R O O S T E R T K J U L G
R K W D T B H O S M L A R A L
E M R J U Y A S E A A X D T V
C I U D R H N F C J L U P Z P
K O B H K Y K I Q E S W O A O
D C W W E H S H T I H T D I B
D G T W Y D G Z G P E U L L H
G N K I K E I Q A E E H W J D
M Q J J G H V L Y W P Q R Q H
O P A V R S I C T C T X J L A
Q Z I T H A N K F U L B C T P
H P P G N B G L Z Z A K G K P
W M W R M N O S Y S M P T J Y

HAPPY

PIG

HORSE

THANKFUL

ROOSTER

TURKEY

COW

SHEEP

THANKSGIVING