

本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐

雙語課程教案設計

The Design of Bilingual Lesson Plan

※以下表格採中文或英文填寫皆可，然鼓勵以英文填寫。The blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	彰化縣大村國小 Dacun Elementary school	課程名稱 Course	四.動物好朋友 Animals' friends
單元名稱 Unit	4-1 拜訪動物 visit animal	學科領域 Domain/ Subject	Life Curriculum 生活科-彈性學習課程 ※彈性學習課程請填寫。Only applicable to alternative curricula.
教材來源 Teaching Material	翰林版二上 生活教科書 textbook	教案設計者 Designer	鄭珮雯
實施年級 Grade	二年級 2 nd grade	本單元共 <u>4</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	大自然在日常生活中扮演重要的角色，兒童的生活周遭常常有四季的代表動物以及節慶活動，希望孩子能透過對四季的代表物分類與觀察，了解各種季節的時間、特徵等，並與同儕分享對四季觀察的發現，進而培養對於大自然的好奇心，並能親身觀察周遭的一花一草，進而知道該季節所屬的節慶活動。		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A3 規劃執行與創新應變 C3 多元文化與國際理解	
	領綱 Domain/Subject Guidelines	-生活-E-A3 藉由各種媒介，探索人、事、物的特性與關係，同時學習各種探究人、事、物的方法、理解道理，並能進行創作、分享及實踐。 -生活-E-C3 欣賞周遭不同族群與文化內涵的異同，體驗與覺察生活中全球關連的現象。	
	校本素養指標 School-based Competences	Not applicable ※若無則免填。Please skip if there is no school-based curricula.	
學科學習重點 Learning Focus	學習表現 Learning Performance	4-I-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。 5-I-3 理解與欣賞美的多元形式與異同。 6-I-3 覺察生活中的規範與禮儀，探究其意義，並願意遵守。 ※請填寫最重要的二至三項。Please specify the most important two or three items.	

	學習內容 Learning Contents	B-I-2 社會環境之美的體認。 C-I-5 知識與方法的運用、組合與創新。 F-I-1 工作任務理解與工作目標設定的練習。 F-I-2 不同解決問題方法或策略的提出與嘗試。 ※請填寫最重要的二至三項。Please specify the most important two or three items.
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject	<ul style="list-style-type: none"> ● Ss can know that there are four seasons in a year. ● Ss can know Halloween is in fall seasons. ● Ss knows Halloween characters (pumpkins, witches, ghosts, monsters and vampires)
	英語準備度 Readiness of English	<ul style="list-style-type: none"> ● Ss have learned two seasons: spring and summer. ● Ss have learned the connections between the season and the animals. ● Ss know how to use simple phrases in greeting. <p>※英語準備度指學生上課前已學習過的英語單字及句型，可參考計畫網頁的國中小 English readiness，或請教該年級的英語教師。Readiness of English means the vocabulary or sentences that students already learned. Check the Bilingual Taiwan website or ask the English teachers who teach students of this grade.</p>
單元學習目標 Learning Objectives	<ol style="list-style-type: none"> 1.能說出所觀察一年的季節。 Say the four seasons in a year. (認知 K) 2.能說出所觀察每個季節所代表的動物、植物以及節慶活動。 Say the types of animals, plants and festivals that represent the season. (認知 K) 3.能說出所觀察該季節的特色。 Say the features of that season. (認知 K) 	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	<p>When：Questioning 老師講解一年的四季變化,引導學生認識春夏秋冬,以及該季節的主題動植物和節慶活動,進而延伸到秋季節慶活動-萬聖節,並認識萬聖節主角人物</p> <p>I conduct the lecture in English by showing the changes of four seasons. Other teaching aids are flashcards, videos and picture book. Step by step, students can get involved in Halloween that represents fall season. Even, they will have the idea of its characters.</p> <p>Where: I use English in having the discussion with the students.</p>	<p>When: students can use Chinese and English to answer the question.</p> <p>Where: Students can recognize the words of the four seasons, animals, plants, and festivals.</p>
※請填寫清楚何時、何處使用中/英文。 Please describe in detail when and where you use Chinese/English.		
教學方法 Teaching Methods	講述法、共同學習法、小組討論法	
教學策略 Teaching Strategies	設計提問、運用多媒體影音、有效組織教材內容、搭建鷹架、強化互動合作、提供建設性回饋	
教學資源及輔助器材 Teaching	<ul style="list-style-type: none"> ● picture book (Halloween is here/ pumpkins pumpkins) ● 課堂簡報 ● 桌上型電腦和投影機 	

Resources and Aids	<ul style="list-style-type: none"> ● word bank (key word 字卡) ● worksheet
評量規準 Rubrics	<ol style="list-style-type: none"> 1.能回答教師的各項問題。 2.能以英文說出四個季節。 3.能從同學的觀察分享中認識該季節的動植物。 4.能說出萬聖節的主題單字和主角 5.能完成單元學習單
議題融入 Issues Integrated	<p>none</p> <p>※無則免填，若有，請填寫至多兩項。Please write down no more than two issues if there is any.</p>
教學流程 Teaching Procedures ※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the timing for using Chinese/English section.	
第一節	<p style="text-align: center;">準備階段 Preparation stage</p> <ol style="list-style-type: none"> 1. 教師複習上學期學生學過的春天來引導一年有四季。教師提問:在這美麗的四季變化，你能找到哪些動植物代表該季節呢? <p>學生回答:</p> <ol style="list-style-type: none"> (1) seasons (2) spring (3) summer (4) fall (5) winter (6) flower (7) tree <p style="text-align: center;">發展階段 Development stage</p> <p>活動一、樹木變化猜一猜</p> <ol style="list-style-type: none"> 1.教師利用四季樹木的變化圖片與英文提示，讓學生進行四季猜猜遊戲。 <ol style="list-style-type: none"> (1) Look at the trees in the four seasons. Let's see the changes of the colors in four seasons. The leaves are light green. The sprouts begin to grow. The flowers are blooming. 教師:Which season is it? 學生:It is spring. (2) The leaves are dark green. It always has the big sunshine. People like to go swimming at the beach. 教師:Which season is it? 學生:It is summer. (3) The leaves are falling down. Its colors are red, yellow and orange. You can see the pumpkin in the field. 教師:Which season is it? 學生:It is fall. (4) It's a bare tree without the leaves. In high altitude area, it snows a lot. People like to go skiing in the snow. 教師:Which season is it? 學生:It is winter. <p>活動二、萬聖圖片大集合</p> <ol style="list-style-type: none"> 1. 教師利用圖片來引導進入秋天的主題 2. 教師提問: <ol style="list-style-type: none"> (1) When is Halloween? (spring/summer/fall/winter) (2) What can you see on Halloween? (3) What did those Halloween characters do?
時間 Time 5	

	<p>學生回答:</p> <p>(1)萬聖節在10月底，通常在秋天。</p> <p>(2)萬聖節可以看到南瓜、小鬼、巫婆、吸血鬼、蝙蝠、小怪獸、木乃伊。</p> <p>3.教師以繪本(Big pumpkin)來進行秋季萬聖節主題</p> <p>4.教師提問:</p> <p>(1)你有沒有南瓜田?是否有沒有吃過南瓜或者南瓜主題食物?</p> <p>(2)萬聖節到來，有在街上看過什麼裝扮嗎?或者自己有裝扮過萬聖節主角人物嗎?</p> <p>學生回答:</p> <p>(1)午餐曾經有吃過南瓜，在家裡有吃過南瓜蛋糕，但是沒有看過南瓜田。</p> <p>(2)街上曾經看過萬聖節的裝置藝術布置，曾經扮演過自己喜歡的萬聖節主角(巫婆、吸血鬼、蝙蝠、小怪獸)。</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. 教師歸納:</p> <p>(1) 生活周遭可以當作四季觀察的樹材，尤其是樹木的變化，可讓學生對於四季較有概念。</p> <p>(2) 在台灣比較少著墨在該季的節慶活動，可以藉由繪本內容引導孩子認識節慶主題</p> <p>2. 完成萬聖主題歌曲英文學習單。</p> <p style="text-align: center;">第一節結束 End of the first session</p>	
--	--	--

※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.