

彰化縣 110 學年度國民中小學「素養導向教學與評量」設計案例

一、課程設計原則與教學理念說明

本課程以復活節為核心，學生將循序漸進地認識顏色的單字、學習調和顏色，以及透過富有意義的問答活動，學會組織訊息、創作圖像。

二、教學與評量活動設計

(一) 教學方案

方案主題	英語文	送件 領域(議 題)別及設 計者姓名	林瑜恩	
課程設計 領域科目	<input checked="" type="checkbox"/> 跨領域(科目範圍： <u>藝術</u>) <input type="checkbox"/> 單一領域(科目單元： <u> </u>)	總節 數	共 <u>4</u> 節， <u>160</u> 分鐘	
教材來源	<input type="checkbox"/> 教科書（ <input type="checkbox"/> 康軒 <input type="checkbox"/> 翰林 <input type="checkbox"/> 南一 <input checked="" type="checkbox"/> 其他 <u>何嘉仁</u> ） <input type="checkbox"/> 改編教科書（ <input type="checkbox"/> 康軒 <input type="checkbox"/> 翰林 <input type="checkbox"/> 南一 <input type="checkbox"/> 其他 <u> </u> ） <input type="checkbox"/> 自編（說明： <u> </u> ）			
學習階段	<input type="checkbox"/> 第一學習階段（國小一、二年級） <input checked="" type="checkbox"/> 第二學習階段（國小三、四年級） <input type="checkbox"/> 第三學習階段（國小五、六年級） <input type="checkbox"/> 第四學習階段（國中七、八、九年級） <input type="checkbox"/> 跨學習階段（請填寫於右邊欄位） <input type="checkbox"/> 其他（請填寫於右邊欄位）	實施年級	三年級	
學生 學習經驗分 析	（素養導向以學生為中心，教學須考量學生學習狀況而設計；可綜合小組成員任課學校列點述寫。） 1. 學生以會辨讀 26 個英文字母 2. 已學過 I am/You are/He is/She is 之句型			
設計依據				
學科價值定位	本教案著重於顏色的認識與調和，並以復活節慶為主題串聯四節課。 語言焦點: red, yellow, blue, What color is it? It' s <u> </u> .			
領域核心素養	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。 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。			
學習 重點	學習表現	（請注意階段碼別對應） 第一節： 1-II-7 能聽懂課堂中所學的字詞。 1-II-8 能聽懂簡易的教室用語。 6-II-2 積極參與各種課堂練習活動。		

		<p>第二節： 2-II-3 能說出課堂中所學的字詞。 6-II-2 積極參與各種課堂練習活動。</p> <p>第三節： 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。</p> <p>第四節： 4-II-3 能臨摹抄寫課堂中所學的字詞。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 8-II-3 能了解課堂中所介紹的國內主要節慶習俗。</p>
	學習內容	<p>第一節： Ac-II-1 簡易的教室用語。 Ac-II-3 第二學習階段所學字詞。</p> <p>第二節： Ac-II-3 第二學習階段所學字詞。 B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>第三節： B-II-1 第二學習階段所學字詞及句型的生活溝通。 C-II-2 國內外主要節慶習俗。</p> <p>第四節： B-II-1 第二學習階段所學字詞及句型的生活溝通。 C-II-2 國內外主要節慶習俗。</p>
	教學方案目標	<ol style="list-style-type: none"> 1. 學生能認識顏色單詞。 2. 學生能認識復活節慶的由來。 3. 學生能透過實際操作，理解混色變化。 4. 學生能使用視覺元素和構成要素，創作個人作品。 5. 目標語言 單字：red, blue, yellow, green, orange, purple, brown, lime 句型：What color is it? It' s _____.
	核心素養呼應說明	<p>B1 具備理解及使用語言、文字、 數理、肢體及藝術等各種符號進行表達、溝通 及互動，並能了解與同理他人，應用在日常生活及工作上。</p> <p>C3 具備自我文化認同的信念，並尊重與欣賞多元文化，積極關心全球議題及國際情勢，且能順應時代脈動與社會需要，發展國際理解、多元文化價值觀與世界和平的胸懷。</p>
議題融入	實質內涵	
	融入節次	
	與他領域／科目連結	<p>藝術與人文領域 視 E-II-1 色彩感知、造形與空間的探索。</p>
	教學設備／資源	<p>Computer, Flashcards, water bottle, painted color cards, paint (red, blue, yellow, white, black), Paintbrushes, Cardboard mixing palettes, Water cups, plastic board with 4 panel, character imagines, dialog box, double tape, colors marker pen set</p>

參考資料	1. 何嘉仁 Super Fun 2 Topic 1 Lesson 2 What color is it? 2. Five Easter Eggs 3. Color Mix 4. Color Rush 5. The Easter Holiday 6. Easter Facts For Kids
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(二) 教案活動規劃

節次規劃說明	
單元節次	教學活動安排簡要說明
第 1 節課	Warm Up: Greeting; Song Presentation: Categorize; Color Mixing Practice: Information Gap Wrap Up: Review
第 2 節課	Warm up: Magical Water Presentation: Mystery Box Practice: Color Rush Wrap up: Review video
第 3 節課	Warm up: Slapjack presentation: Puppet Drama practice: story maker wrap up: share the result
第 4 節課	Warm up: Easter song(Easter Facts For Kids) presentation: teach extra vocabularies practice: Easter Egg Hunt wrap up: Review

(三) 各節教案

教學活動內容及實施方式	時間	學習內容／學習表現
Period 1		
【Warm Up】 1. Tr. greets to Ss. 2. Tr. plays the song.(Five Easter Eggs)	5 mins	
【Presentation】 1. After listening to the song, Tr. asks Ss the question “What color do you see?” 2. Tr. puts color flashcards(yellow, blue, red) one by one on the board, and asks Ss to listen for the pronunciation for the first time. 3. Tr. asks Ss to repeat for twice. 4. Tr. takes out extra flashcards, and invites some Ss to categorize it based on the color. (blue butterfly, red egg, yellow chick) 5. Tr. uses web game to introduce color mixing. -yellow mixes red is orange.	10mins	1- II -8 能聽懂簡易的教室用語。 1- II -7 能聽懂課堂中所學的字詞。

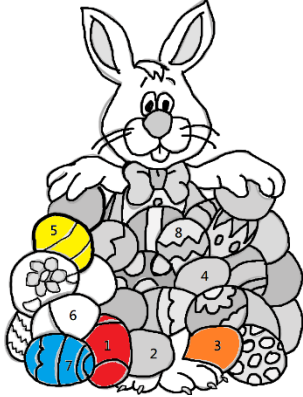
- yellow mixs blue is green.
- red mixs blue is purple
- any color mixs white would be lighter.
- any color mixs black would be darker.

6. Tr. puts two new flashcards (orange, green) and asks Ss to repeat.

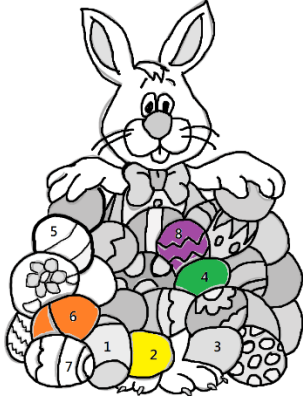
【Practice】

Information Gap

1. Tr. distributes an Easter image for students.
 - worksheet A



-worksheet B



1. Learner A has odd numbers egg color missing, whilst Learner B has even numbers eggs color missing. Together they can complete the image by asking the questions for each other.
2. The fastest pair of students who finished the image is the winner.

【Wrap Up】

1. Tr. asks the question “Why do we color the egg?”
2. Tr. plays the video to introduce the story of Easter([The Easter Holiday](#))
3. Tr. reviews the color words.

Period 2(demonstration on 4/15)

【preparation】

1. Tr. write down “What color is it?” on top of the board.

【warmup】

Magical Water

1. Tr. takes out the water bottle, and ask Ss to watch carefully.

20 mins

5mins

5 mins

10 mins

6- II -2 積極參與各種課堂練習活動。

1- II -8 能聽懂簡易的教室用語。

2- II -3 能說出課堂中所學的字詞。

6- II -2 積極參與各種課堂練習活動。

<p>4. If the color on the card matches the one Tr. assigned, Ss need to stand up and say the color name.</p>		
<p>【presentation】</p>		
<p><u>Puppet Drama(Mr. Bunny and his egg)</u></p>		
<p>1. Tr. perform made up story by using hand puppet for the first time.</p>	20 mins	5- II -3 能以正確的發音及適切的語速朗讀簡易句型的句子。
<p>2. -One day, Mrs. Bunny found an egg on his way home, he said” Wow, it’s yellow!” Then he found another one, he said” It’s blue! “Yet, he found the third one, “It’s red! “He felt excited. However, he bumped into a lake as he ran too fast. The eggs sank into the lake. Suddenly, the lady of the lake shows up, “Hi traveler, is this your egg?” she asked softly, a beautiful orange egg appeared. Mrs. Panda said “No, it’s yellow and red.” Lady of the lake replies “You’re honest, here is your reward.” Mrs. Bunny received three eggs, including the orange one. Mrs. Bunny asked, “I still have an egg.” Lady of the lake asked, “Is this yours?” A gorgeous golden egg appeared. Mrs. Bunny was fascinated by it, but Mrs. Bunny resisted the temptation and said “No, it’s blue.” The lady smiles, and gives back the blue one and rewards him with the golden one.</p>	5 mins	6- II -2 積極參與各種課堂練習活動。
<p>3. Second time, Tr. ask Ss to say out loud the marker sentence in the story “It’s red/yellow/green.”</p>		
<p>4. Tr. ask Ss to discuss the meaning of the story.</p>		
<p>5. Each group share their thought.</p>		
<p>【practice】</p>		
<p><u>Story maker</u></p>		
<p>1. Tr. shows 4 panel comics of Mr. Bunny and his egg.</p>		
<p>2. Explain how Ss can rearrange sequence and rewrite the story ending.</p>		
<p>3. Tr. distribute the materials for each group. -plastic board with 4 panel -character imagines -dialog box -double tape -colors marker pen set</p>	5 mins	
<p>4. Tr. go around and help Ss when they needed.</p>		
<p>5. Tr. invites each group to share their story.</p>		
<p>【wrap-up】</p>		
<p>The Minute Reflect</p>	10 mins	6- II -1 能專注於教師的說明與演示。
<p>1. Tr. asks “What was the most important thing you learned today?”</p>		
<p>-----</p>		
<p>Period 4</p>		
<p>【preparation】</p>		
<p>1. Paste the tiny easter egg imagine in corner of classroom.</p>	20 mins	4- II -3 能臨摹抄寫課堂中所學的字詞。
<p>【warmup】</p>		
<p>1. Tr. play easter video(Easter Facts For Kids)</p>		
<p>【presentation】</p>	5 mins	

1. Tr. teach new vocabulary by using [Color Mix](#) (brown, lime)
-red mix green would be brown.
-yellow mix green would be lime.
2. Tr. randomly put the flashcards (yellow, red, blue, green) on student's desk.
3. Tr. assigned one mixed color as topic. (Brown, lime, orange)
4. Tr. call volunteer to find the correct color flashcard to match the topic.

【practice】

Easter Egg Hunt

1. Tr. distribute the worksheet to everyone.
2. Ask Students to find the egg in the classroom, and fill in the correct answer to finish the worksheet.

【wrap-up】

1. Tr. check the answer of worksheet and review the words.