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			送件 領域(議 題)別及設 計者姓名	林瑜恩	
課程設計 領域科目		成(科目範圍: <u>藝術</u>) 領域(科目單元:)	總節 數	共 4 食	节, <u>160</u> 分鐘
教材來源	口改編著	書(□康軒□翰林□南一■其化 数科書(□康軒□翰林□南一 (說明:)	
學習階段	■第二學□第三學□ □第四學□ □第四學□ □其他	學習階段(國小一、二年級) 學習階段(國小三、四年級) 學習階段(國小五、六年級) 學習階段(國中七、八、九年 習階段(請填寫於右邊欄位) (請填寫於右邊欄位)	三級)	實施年級	三年級
學生 學習經驗分 析	任課學 1.學生	(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 E課學校列點述寫。) .學生以會辨讀 26 個英文字母 .已學過 I am/You are/He is/She is 之句型			
		設計依据	专家		
學科價值	值定位	本教案著重於顏色的認識與語言焦點: red, yellow, b What color is it? It's		活節慶為主題申	聯四節課。
英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導 下,能夠 領域核心素養 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。			

	第二節: $2-\Pi-3$ 能說出課堂中所學的字詞。 $6-\Pi-2$ 積極參與各種課堂練習活動。 第三節: $5-\Pi-3$ 能以正確的發音及適切的速度朗讀簡易句型的句子。 $6-\Pi-1$ 能專注於教師的說明與演示。 $6-\Pi-2$ 積極參與各種課堂練習活動。
	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。
	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。 第二節:
學習內	Ac-Ⅱ-3 第二學習階段所學字詞。 B-Ⅲ-1 第二學習階段所學字詞及句型的生活溝通。 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。
	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。
教學方案目標	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	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。
議 實質 / 題 <u>涵</u>	3
融融入管入次	
與他領域/科目連	视 E-II-1 色彩感知、适形與空間的探索。
教學設備/資源	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

	1. 何嘉仁 Super Fun 2 Topic 1 Lesson 2 What color is it?
	2. Five Easter Eggs
參考資料	3. Color Mix
多了東門	4. Color Rush
	5. The Easter Holiday
	6. Easter Facts For Kids

(二)教案活動規劃

節次規劃說明		
	教學活動安排簡要說明	
單元節次		
	Warm Up: Greeting; Song	
	Presentation: Categorize; Color Mixing	
第 1 節課	Practice: Information Gap	
	Wrap Up: Review	
	Warm up: Magical Water	
	Presentation: Mystery Box	
第 2 節課	Practice: Color Rush	
	Wrap up: Review video	
	Warm up: Slapjack	
	presentation: Puppet Drama	
第 3 節課	practice: story maker	
	wrap up: share the result	
	Warm up: Easter song(Easter Facts For Kids)	
	presentation: teach extra vocabularies	
第 4 節課	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	學習内容/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. 	10mins	1-Ⅱ-8 能聽懂 簡易的教室用 語。
 Tr. asks Ss to repeat for twice. Tr. takes out extra flashcards, and invites some Ss to categorize it based on the color. (blue butterfly, red egg, yellow chick) Tr. uses web game to introduce color mixing. -yellow mixs red is orange. 		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. 6-Ⅱ-2 積極參 -any color mixs black would be darker. 與各種課堂練習 6. Tr. puts two new flashcards (orange, green) and asks Ss 活動。 to repeat. [Practice] **Information Gap** 20 mins 1-Ⅱ-8 能聽懂 1. Tr. distributes an Easter image for students. 簡易的教室用 -worksheet A 語。 -worksheet B 5mins 1. Learner A has odd numbers egg color missing, whilst 5 mins Learner B has even numbers eggs color missing. Together 2-Ⅱ-3 能說出 they can complete the image by asking the questions for 課堂中所學的字 each other. 詞。 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 10 mins Easter Holiday) 3. Tr. reviews the color words. 6-Ⅱ-2 積極參 Period 2(demonstration on 4/15) 與各種課堂練習 活動。 [preparation] 1. Tr. write down "What color is it?" on top of the board. (warmup) Magical Water Tr. takes out the water bottle, and ask Ss to watch carefully.

2. Tr. shake the bottle several times, the water changes its		
color. 3. Tr. asks "What color is it?", Ss reply the color name.		
4. Tr. reveals how it works. The cap was painted before.		
[presentation]	20 mins	2-Ⅱ-3 能說出
Mystery Box		課堂中所學的字 詞。
1. Tr. put flashcard on the board.		B-1
2. Tr. writes down sentence "It's" beside the		
flashcard. 3. Tr. point out the flashcard and have Ss to repeat "It's		
."		
4. Tr. put all flashcard in the box, and ask "What color is it?"		
5. Tr. shows the flashcard either fast or slow way.6. After few times, Tr. invites some students to do the mastery		
box.		
7. Tr. take out all the flashcard from the box, and put it on the		
board.		
8. Have Ss to repeat all flashcard again.		
[practice]		
Color Rush		
 Tr. distribute required materials to each group. Painted color cards 		
-Paint (red, blue, yellow, white, black)	5 mins	
-Paintbrushes	3 1111113	
-Cardboard mixing palettes -Water cups		
-Paper towels/rags		
Each team will be given the Color Mixing Sheet.		
3. Tr. select a color card and show it to the students		
 Tr. pass out Color Cards of the same color to each team. Tr. set a timer. 		
6. Ss will mix their colors on the cardboard.		
7. Ss then choose the most accurate color from the group to	5 mins	
paint on the Color Mixing Sheet. 8. The first team to accurately mix the color to match the color		
card gets the point.		
9. first round for 1 student, second round for 3 students, third		
round for 5 students. The numbers of student can be altered.		 6-Ⅱ-1 能專注
[wrap up]	10 mins	於教師的說明與
Color Fix		演示。
1. Tr. plays the video to review the color words.		
Ss have to choose the right option to solve the problem in the video.		
tio video.		
Dovio al O		
Period 3		
[warmup] Slapjack		
Tr. reviews the target words by using cards.		
2. Tr. would assign the color first.		
Tr. flap a card once a time and ask "What color is it?"		

4. If the color on the card matches the one Tr. assigned, Ss		
need to stand up and say the color name.		
[presentation]		
Puppet Drama(Mr. Bunny and his egg) 1. Tr. perform made up story by using hand puppet for the first		5-Ⅱ-3 能以正確
time.	20 mins	的發音及適切的速
2One day, Mrs. Bunny found an egg on his way home, he	20 mins	度朗讀簡易句型的
said" Wow, it's yellow! " Then he found another one, he		句子。
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		6-Ⅱ-2 積極參
softly, a beautiful orange egg appeared. Mrs. Panda said		與各種課堂練習
"No, it's yellow and red ." Lady of the lake replies "You're		活動。
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		
gorgeous golden egg appeared. Mrs. Bunny was fascinated by it, but Mrs. Bunny resisted the temptation and	5 mins	
said "No, it's blue. " The lady smiles, and gives back the		
blue one and rewards him with the golden one.		
3. Second time, Tr. ask Ss to say out loud the marker		
sentence in the story "It's red/yellow/green."		
 Tr. ask Ss to discuss the meaning of the story. Each group share their thought. 		
o. Laon group onare then thought.		
[practice]		
Story maker		
1. Tr. shows 4 panel comics of Mr. Bunny and his egg.		
2. Explain how Ss can rearrange sequence and rewrite the		
story ending. 3. Tr. distribute the materials for each group.		
-plastic board with 4 panel		
-character imagines		
-dialog box		
-double tape	5 mins	
-colors marker pen set4. Tr. go around and help Ss when they needed.		
5. Tr. invites each group to share their story.		
[wrap-up]	40	6-Ⅱ-1 能專注
The Minute Reflect	10 mins	於教師的說明與
Tr. asks "What was the most important thing you learned		演示。
today?"		
Period 4		1 π ο ΑΡΙΈ
[preparation]	20 mins	4-Ⅱ-3 能臨摹 抄寫課堂中所學
Paste the tiny easter egg imagine in corner of classroom.		抄為踩至中別字 的字詞。
		H 7 1 H 2
[warmup]		
1. Tr. play easter video(<u>Easter Facts For Kids</u>)		
[presentation]	5 mins	
(procentation)		

- 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.