

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，但鼓勵以英文填寫。The following blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	彰化縣大園國小	課程名稱 Course	綜合活動
單元名稱 Unit	行業知多少	學科領域 Domain/ Subject	※彈性學習課程請填寫。Only applicable to alternative curricula.
教材來源 Teaching Material	Textbook 南一四上綜合活動	教案設計者 Designer	李佳真 Chia-Cheng Lee
實施年級 Grade	四年級	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	學生透過經驗分享、資料蒐集、訪問等方法。調查與了解家人的職業種類、內容和工作的意義。 Students can get to know their family members' jobs by collecting information, interviews and sharing their experiences.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A1 身心素質與自我精進 Physical and Mental Wellness and Self- Advancement B1 符號運用與溝通表達 Semiotics and Expression C2 人際關係與團隊合作 Interpersonal Relationships and Teamwork	
	領綱 Domain/Subject Guidelines	<p>探綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 E-A1 Possess favorable living habits, promote sound physical and mental development, identify one's aptitudes, and develop potential talents.</p> <p>綜-E-B1 覺察自己的人際溝通方式，學習合宜 1 的互動與溝通技巧，培養同理心，並應用於日常生活。E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal communication.</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.</p>	

	校本素養指標 School-based Competences	※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	1c-II-1 覺察工作的意義與重要性。 Be aware of the meaning and the importance of the job. 2a-II-1 覺察自己的人際溝通方式，展現合 宜的互動與溝通態度和技巧。 Be aware of the ways self interact with others and demonstrate proper interaction and communication, attitude and skills.
	學習內容 Learning Contents	2a-II-1 工作的意義。The meaning of job Ac-II-2 各種工作的甘苦。 The ups and downs of all kinds of jobs. Ac-II-3 各行業對社會的貢獻。 The contribution that every occupation make to the society. Ba-II-2 與家人、同儕及 師長的互動 The interaction among family, peers and teachers. Ba-II-3 人際溝通的態度與技巧。 The attitude and skills of communication.
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject 學生生活周遭的人從事各種職業，也大略了解部分職業的工作內容。 Students know some of the jobs.	
	英語準備度 Readiness of English 學生能聽懂課室用語及簡易的生活對話，並作出適當的回應。並能運用情境中非語言訊息，幫助學習，且樂於參與各種課堂學習活動。 Students can say names of jobs: doctor, nurse, teacher, cook, student, etc. (Students have learned: doctor, nurse, teacher, student, cook etc.)	
單元學習目標 Learning Objectives	Students will be able to... (Period 1) ● Students will be able to say the names of the jobs, some in English and some in Chinese. ● Students will be able to identify job traits. (Period 2) ● Students will be able to learn about their parents' job. ● Students will be able to interview their partners about jobs. (Period 3) ● Students will be able to share their parents' jobs and understand the jobs. (Period 4) ● Students will be able to tell what they want to be. 英語學習目標 (English) : (Period 1) Students will be able to use the name of the jobs: doctor, nurse, teacher, student, cook etc. Students will be able to understand and answer the sentence: What's his/her job ? (Period 2)	

	<p>● Students will be able to use the following questions to interview their parents.</p> <p>(1) What is your job?</p> <p>(2) How long have you been doing this job?</p> <p>(3) How many hours do you work each day?</p> <p>(4) What's your job like?</p> <p>(5) Do you like it? Why or Why not?</p> <p>(6) Do you need training to do this job?</p> <p>(7) How did you get your job?</p> <p>(8) Any other questions?</p> <p>● Students will be able to share their parents' jobs with their classmates and understand "jobs" .</p> <p>(Period 3)</p> <p>● Students will be able to think about what they want to be and share it with their classmates.</p>			
<p>中／英文 使用時機 Timing for Using Chinese/ English</p> <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.</p>	<p>教師 Teacher</p>		<p>學生 Students</p>	
	<p>When :</p> <p>中文：專有名詞，學科知識及語言。</p> <p>英文：T greeting Ss T explaining rules of activities T giving feedback T managing the classroom</p>		<p>When :</p> <p>中文：回答老師提問、發表</p> <p>英文：Ss greeting T Ss answering questions 課室語言 Worksheet 1</p>	
<p>教學方法 Teaching Methods</p>	<p>講述式、示範教學法、角色扮演教學法、發表式</p>			
<p>教學策略 Teaching Strategies</p>	<p>設計提問、連結生活經驗、搭配獎勵機制、給予選擇與決定自主權</p>			
<p>教學資源及輔助器材 Teaching Resources and Aids</p>	<p>Textbooks(publisher)、PPTs、Worksheets(self-developed)、</p>			
<p>評量方法 Assessment Methods</p>	<p>學生能完成職業訪談學習單，了解並說出家人的職業種類、內容和工作的意義</p>			
<p>評量標準 Rubrics</p>	<p>還沒準備好</p>	<p>標準</p>	<p>好的</p>	<p>極好</p>
	<p>無法說出家人的職業種類、內容和工作的意義。</p>	<p>學生能說出(部分)家人的職業種類、內容和工作的意義。</p>	<p>能說出家人的職業種類、內容和工作的意義。</p>	<p>能說出家人的職業種類、內容和工作的意義，知道工作的樂趣和辛苦。</p>
<p>議題融入 Issues Integrated</p>	<p>1 性別平等教育 (Gender Equality)</p> <p>15 生涯規劃教育 (Career Planning Ed)</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	準備階段 Preparation stage	時間 Time
	1. Greet students. 2. Q&A(PPT&picture book : Look Inside Jobs) What do you see? (Busy day jobs) I see a teacher. (cook, doctor, nurse, farmer, builder, firefighter, police officer, baker, dentist, soldier, reporter, astronaut) 3. 除了剛剛看到的，你還知道那些職業？ 4. 這些職業平常的工作是什麼？有什麼重要性？	10'
	發展階段 Development stage 1. back to the board職業「我演你猜」遊戲 (1) 將全班分成二組 (2) 每組製作5張題目卡 (3) 每組一次一人上台演示(其餘組員面向表演者，老師站在其餘組員後方，展示題目卡給台上同學演示)，二組中，以花最少時間答完5題者為勝。 2. 請學生分享遊戲後的想法 (1) 是否了解每一道題目所敘述的職業 (2) 這些職業的工作內容是什麼？ (3) 這些職業中，哪些是你知道的？哪些是你不知道的？ 3.	25'
	總結階段 Summary stage 老師總結本節課學生們分享與發表的內容。 第一節結束 End of the first session	5'
第二節	準備階段 Preparation stage	
	1. 1. Guessing activity: Guess what job it is? T : What does he/she do? S : He/She is a <u>teacher</u> . (cook, doctor, nurse, farmer, builder, firefighter, police officer, baker, dentist, soldier, reporter, astronaut)	5'
	發展階段 Development stage 活動一：工作的意義 為什麼需要這些職業？這些職業對我們有什麼幫助？(Textbook p.42) (課本 42 頁上有舉例說明幾種職業的工作內容與對大家的幫助) 1. 將全班分成二組 2. 給予每組每人一張約 B4 大小的小白板 3. 請每組在 5 分鐘的時間內，將你們知道或了解的職業工作內容寫在小白板上。(一人寫一個職業)(可參考課本 42 頁) 4. 完成後，請學生到台前來分享與發表。 5. 學生在發表的時候，台下的同學可以舉手提出補充說明。 活動二：我是小記者	25'

	<p>1. 老師先找二位同學示範職業訪問的對話(一次一位，分二次)。(Worksheet 1)</p> <p>2. 老師請二位同學示範職業訪問的對話。</p> <p>3. 請每位學生帶著學習單找二位同學練習(一次一位)，並完成學習單。</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. 老師總結本節課學生們分享與發表的內容。</p> <p>2. 指派回家作業--訪問家人(的職業)(Worksheet 2) (可以用寫的，也可以用畫的) 完成之後就可以先繳交給老師，並於下次上課前完成繳交。</p> <p style="text-align: center;">第二節結束 End of the second session</p>	10'
第三節	<p style="text-align: center;">準備階段 Preparation stage</p> <p>1. The teacher reviews what was taught in the previous lesson.</p> <p>2. 簡單分享學生們已經完成的訪問學習單。</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. 將全班分成二組(每組有一張大海報)</p> <p>2. 請每組將其完成的學習單內容，整理到大海報上。</p> <p>3. 完成後，請各組上台發表。</p> <p>4. 在學生發表的時候，老師適時提供協助與回饋。</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. 教師總結本節課所學。</p> <p style="text-align: center;">第三節結束 End of the third session</p>	<p>5'</p> <p>30'</p> <p>5'</p>
第四節	<p style="text-align: center;">準備階段 Preparation stage</p> <p>1. The teacher reviews what was taught in the previous lesson.</p> <p>2. 了解家人的職業與工作後，還想了解哪一種職業工作？為什麼？</p> <p style="text-align: center;">發展階段 Development stage</p> <p>工作達人座談會</p> <p>1. 與校本課程結合，今天要來一場昆蟲達人的影片座談會。</p> <p>2. 觀看介紹與影片 https://www.bustoday.com.tw/article/category/154769/post/202101140033/</p> <p>3. 看完昆蟲達人的故事，如果我們要邀請他到我們學校來，我們可以怎麼做？</p> <p>4. 分組討論(全班分二組)，將討論完的結果寫在海報上。</p> <p>5. 完成後，請各組分享與發表。</p> <p>6. 發表的時候，老師與學生們一起討論可行性與是否有更好的方法。</p> <p>7.</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. 教師總結本節課所學。</p> <p style="text-align: center;">第四節結束 End of the third session</p>	<p>5'</p> <p>30'</p> <p>5'</p>
參考資料 References	十二年國民基本教育綜合活動領域課程綱要 議題融入說明手冊	

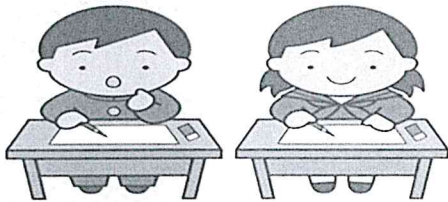
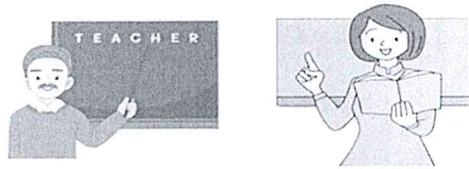
※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.

Jobs

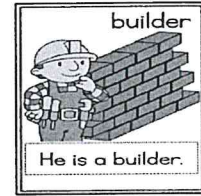
Worksheet 1

Practice & Application

1. You have to find two classmates randomly to practice. 請找二位同學來練習
(And one at a time. 一次一位)
2. Use guessing to decide who to ask first. 猜拳決定誰問誰答
(Then the winner asks first. 贏的人先問)
3. Please complete sentences while asking. 邊問邊完成句子

<p>My partner is <input type="text"/>.</p> <p>Q1 : What's your job?</p> <p>A1 : I am a student.</p> <p>Q2 : Do you like it?</p> <p>A2 : Yes, I do. (I like it.)</p> <p>Q3 : Why? Why not?</p> <p>A3 : I like to study. (It is interesting everyday.)</p> 	<p>My partner is <input type="text"/>.</p> <p>Q1 : What's your job?</p> <p>A1 : I am a teacher.</p> <p>Q2 : Do you like it?</p> <p>A2 : Yes, I do. (I like it.)</p> <p>Q3 : Why? Why not?</p> <p>A3 : I love teaching.</p>  <p>Teacher</p>
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Jobs

Worksheet 2

I ask my <input type="text"/> .	I ask my <input type="text"/> .
Q1 :	Q1 :
A1 :	A1 :
Q2 :	Q2 :
A2 :	A2 :
Q3 :	Q3 :
A3 :	A3 :
Q4 :	Q4 :
A4 :	A4 :

My family :

mother grandmother

father grandfather

brother sister I

uncle aunt

Questions

1. What's your job?
2. How long have you been doing this job?
3. How many hours do you work each day?
4. What's your job like?
5. Do you like it? Why? Why not?
6. Do you need training to do this job?
7. How did you get your job?
8. Any other questions?

請注意：Q1 和 Q2 請用英語提問與回答(問題可從表單中的 Questions 中提取)

Q3 和 Q4 請用中文提問與回答

