NTNU Bilingual Lesson Plan

National Taiwan Normal University

Bilingual Education Unit Lesson Plan

國立臺灣師範大學雙語課程單元教案

單元主題 **Topic**	Finding different ourselves.	科目名稱 **Subject**	Integrative Activities
教材來源 **Teaching Materials**	康軒 六上 綜合	教案設計者姓名 （任教學校名稱） **Name (School)**	Wu Tsan-Ming (長安國小)
適用年級 **Grade Level**	Grade 6	授課時間 **Time** There are ____ periods in this unit. This is period ___.	There are __6__ periods in this unit. This is period __1__.

教學 設計理念 **Design Concepts**	In order to deliver effective lessons to students through English, I am ready to teach in the SIOP model. Through the model, students can learn collaboratively and communicatively in a team, and they are more interested in learning content and language objectives by using technology tools. Teachers give clear instructions and use a teaching strategy, like graphic organizers, to help students organize contents and provide many opportunities of practice to students. I will give feedback immediately, and use formative or summary assessments to analyze the information of students learning. I hope that after the class, students can develop「6c」literacy --- communicative, collaborative, confidence, content, critical thinking and creative.

學科核心素養對應內容 **Core-Competencies**	總綱 **General Guidelines**	A2 系統思考 與 解決問題：具備問題理 解、思辨分 析、推理批判 的系統思考與 後設思考素 養，並能行動 與反思，以有 效處理及解決 生活、生命問 題。
	領綱 **Subject Area Guidelines**	綜-E-A2 探索學習方法，培 養思考能力與自 律負責的態度，並 透過體驗與實踐 解決日常生活問 題。

學科 學習重點 **Subject Performance & Content**	學習表現 **Performance**	1b-III-1 規劃與執行學習計 畫，培養自律與負責的態度。
	學習內容	Ab-III-1 學習計畫的規劃 與執行。

	Content	Ab-III-2 自我管理策略。

學生 先備知識 Student's Prior Knowledge	學科先備知識 Content	They have known the content of each subject that learned from school. They have experienced every subject.
	英語先備知識 English	They have learned a few words about subjects. They have understood sentence structure of present tense.

本單元 節次分配 Sequence of Lessons	Period 1	Exploring each subject
	Period 2	Stick to studying plan
	Period 3	Strive to success in perseverance

本單元 學習目標 Learning Objectives	學科學習目標 Content	Period 1	Students will be able to: 1 發表自己對學校各類課程的感受與學習方法。 2 探索並分享各科正確的學習態度。
		Period 2	Students will be able to: 1.透過互動，了解個人感興趣的專長或課程科目，並透過操縱科技分享自己的興趣發展歷程。 2.根據興趣與經驗製作可實踐的學習計畫，並分享給同學。
		Period 3	Students will be able to: 1.覺察計畫的實施效果，根據實際成果調整學習方法。 2.覺察個人對成功概念的了解與期待。 3.持續性的發展專長與興趣。
	英語學習目標 English	Period 1	Students will be able to: Learning vocabularies of subjects.

			Use present positive target sentences.
		Period 2	Students will be able to: Learning vocabularies of plans and interests. Use present positive target sentences.
		Period 3	Students will be able to: Use present positive target sentences.

議題融入 （無則免填） **Curriculum Integration**	科技教育 (Technology Ed)
教學資源 **Teaching Resources**	1. Apps: Canva, Pedlet, 2. Worksheets 3. A multi-functional screen 4. I-pads 5. speaker

第 1 節 / Period 1

教學流程 / Teaching Procedures

Period 1
I. **Warm-up :**
   A. **Greeting and checking the attendance.**
   B. Play a small warm-up game: pass the heart.
      Tr give clear instructions to process the game to connect students old experience and memories to present curriculum by speaking English.

II. Presentation **:**
   A. **Assign students into two groups.**
      Tr give the teammate role card for each group.
      (scriber, speaker, respector, manager.)
      Give clear instructions to ask Ss to communicate with the question:" how can I learn in each subject?" (Tr Show 5 mins and walk to each group to monitor Ss or give feedback.)
      Each group finish the worksheet – mind map –by writing English, and share it to another group.

III. **Applications and Practice :**
   A. Ss Finish the graphic-info by writing English and Chinese, and make a presentation to the whole class with i-pads by using the app, Canva.
   B. Tr give Ss immediate positive feedbacks.

IV. **Review and Assessment :**
    A. Tr process formative assessments including showing the criterions.
       Criterions : 1.beautiful graphic design
                    2. Seeing words clearly
                    3. the content is rich
                    4. The pictures are related to the meaning of sentences.
    B. After feedback from teachers and classmates, Ss fix their presentations.
    C. Upload their presentations onto Padlet wall.
V. Self-Evaluation :
    A. Ss talk about the self-evaluation worksheets and complete it as homework.

-The End-

(1) 暖身活動 Warm-up

備註 (Note)	Add the game and collaboration element.
語言學習 Language Learning	V 中文 (Chinese)　　V 聽 (Listening) V 英文 (English)　　V 說 (Speaking) 　　　　　　　　讀 (Reading) 　　　　　　　　寫 (Writing)
時間 Time	7mins
形成性評量 Formative Assessment	see if students can speak in English clearly and fluently. (Language and skills)
差異化教學 Differentiation (無則免填)	Making groups and collaborating effectively for the learning of different level students.

(2) 主題呈現 Presentation

備註 (Note)	Using the Learning Strategies.
語言學習 Language Learning	

	V 中文 (Chinese)　　　　聽 (Listening) V 英文 (English)　　　　說 (Speaking) 　　　　　　　　　　　V 讀 (Reading) 　　　　　　　　　　　V 寫 (Writing)
時間 Time	10 mins
形成性評量 Formative Assessment	see if students can speak with the correct learning way. (Ideas and contents) see if students can speak in English clearly and fluently. (Language and skills)
差異化教學 Differentiation (無則免填)	If some students complete a worksheet first, they will be assigned a new task like completing the Frayer model worksheet.

(3) 練習與應用 Practice & Application

備註 (Note)	Using the technology to make something.
語言學習 Language Learning	V 中文 (Chinese)　　　　聽 (Listening) V 英文 (English)　　　　說 (Speaking) 　　　　　　　　　　　V 讀 (Reading) 　　　　　　　　　　　V 寫 (Writing)
時間 Time	10mins
形成性評量 Formative Assessment	see if students can participate discussion and sharing activities positively. (Attitude and behavior)
差異化教學 Differentiation (無則免填)	If some students complete a worksheet first, they will be assigned a new task like making the new graphic-info.

(4) 複習及評量 Review & Assessment

備註 (Note)	Improve the weakness and willingness for Learning.
語言學習 Language Learning	V 中文 (Chinese)　　　　　　聽 (Listening) 英文 (English)　　　　　　　說 (Speaking) 　　　　　　　　　　　　　V 讀 (Reading) 　　　　　　　　　　　　　V 寫 (Writing)
時間 Time	8mins
形成性評量 Formative Assessment	see if students can correct the content of the presentations or give feedback with other students. (Progress and effort)
差異化教學 Differentiation (無則免填)	

(5) 自我評鑑 Self-Evaluation

備註 (Note)	Adjust the processing of learning.
語言學習 Language Learning	V 中文 (Chinese)　　　　　V 聽 (Listening) 英文 (English)　　　　　　V 說 (Speaking) 　　　　　　　　　　　　V 讀 (Reading) 　　　　　　　　　　　　V 寫 (Writing)
時間 Time	5mins
形成性評量 Formative Assessment	see if students can complete the content of the self-evaluation worksheets. (Progress and effort)
差異化教學 Differentiation (無則免填)	

(5) 延伸活動 Extension

備註 **(Note)**	Support the main contents. In sixth class.

語言學習
Language Learning
	中文 (Chinese) 聽 (Listening)
	英文 (English) 說 (Speaking)
	                              讀 (Reading)
	                              寫 (Writing)

時間 **Time**	40
形成性評量 **Formative Assessment**	(According the extension activity.)
差異化教學 **Differentiation** (無則免填)	(According the extension activity.)

參考資料 **References**	Australian University-Griffith, SIOP documents. 數位學習精進方案組內自評、組間互評。