

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	Be the Time management master. 做時間的主人	科目名稱 Subject	Integrative Activities 綜合活動
教材來源 Teaching Materials	自編 康軒綜合六上	教案設計者姓名 (任教學校名稱) Name (School)	Huang Chu-Yan (DingFan Elementary School) 黃楚娟(頂番國小)
適用年級 Grade Level	六年級 Grade 6	授課時間 Time There are periods in this unit. This is period.	There are 3sessions in this unit. This is session 2. 此單元共有 3 節，這是第 2 節。

教學 設計理念 Design Concepts	<p>面對時間，人人平等</p> <p>每個人每天能用的時間都是 24 小時，你的時間都花在哪？你永遠有太多事情要做，卻發現時間根本不夠用，透過日常生活的經驗，讓學生知道「科技幫我們省下時間，卻偷走時間」。時間總是被手機平板電腦綁架，使用這些的時間加起來會讓你覺得更沒時間，教師使用有趣的繪本，讓時間被科技綁架的議題更生動，透過 SIOP 教學模式以及四象限圖，讓學生瞭解時間管理是為了讓自己對於時間更有掌控感，學生除了可以在團隊中互相交流且從中互相學習，並學著分配自己的零碎時間，最後，希望透過課程能夠讓學生培養「6c」素養—溝通、協作、自信、內容、批判性思維和創造力。</p> <p>Facing time, everyone is equal.</p> <p>Each person has 24 hours a day. Where do you spend your time? Do you always find yourself with too much to do and not enough time? Through daily experiences, let Ss understand that “Technology helps us save time but can also steal it.” Time is often kidnapped by smartphones and tablets. The time spent using these devices can make you feel like you have even less time. Tr use engaging picture books to make the curriculum about time being hijacked by technology more interesting. Through the SIOP teaching model and Four Quadrant Chart to help Ss understand that time management is about gaining a sense of control over one's own time. Ss can engage in mutual communication within teams, learning from each other and mastering the allocation of their fragmented time. Ultimately, through this curriculum, the aim is to cultivate the "6C" competencies in Ss: communication, collaboration, self-confidence, content knowledge, critical thinking, and creativity.</p>
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學科核心素養對應內容 Core-Competencies	<p>綜-E-A2 探索學習方法，培養思考能力與自律的態度，並透過體驗與實踐解決日常問題。</p> <table border="1" data-bbox="504 300 1339 680"> <tr> <td data-bbox="504 300 783 533"> 總綱 General Guidelines </td><td data-bbox="790 300 1339 533"> 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。 </td></tr> <tr> <td data-bbox="504 542 783 680"> 領綱 Subject Area Guidelines </td><td data-bbox="790 542 1339 680"> 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。 </td></tr> </table>	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。
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單字

sleep 睡覺/take a bath 洗澡/ go tutoring class 去補習班/eat 吃飯/home 家
go shopping 逛街/ play baseball 打棒球/
listen to music 聽音樂/ watch TV 看電視
read books 看書/ surf the Internet 上網
play computer games 打電動/ time 時間
/money 金錢 / manage 管理 / need 需要
/want 想要/important 重要的/second 次要的/third 第三的/free 閒暇的
day 日/hours 小時/ schedule 課表行事曆
management 管理/master 主人

句型

1. What do you do after school?
I usually _____ at _____.
2. What does he/she do after school?
He/ She usually _____ at _____.
3. What is the thing you have/need to do first?
The thing I have/need to do first is _____.
4. What are the things you like to do in your free time?
The thing(s) I like to do in my free time is/are _____.

教室用語

Hands on Top.手放頭頂
Hands clap clap.拍拍
Look at me, please.請看我
Try it! 試試看
Louder, please.音量請大聲一點
Can you say it again?
可以請你再說一次嗎?
Well done/You did a great job! 做得好
Excellent /Great/Nice.很棒

本單元 節次分配 Sequence of Lessons	Period 1	理解時間不斷流逝 Knowing that Time is passing by.
	Period 2	透過小組討論分享，覺察分配時間時經常遇到的問題 Through group discussions and sharing, become aware of common issues encountered when allocating time.
	Period 3	進行規畫個人時間管理以及改進計畫 Planning personal time management and improvement strategies.

本單元 學習目標 Learning Objectives	學科學習目標 Content	Period 1	Ss will be able to: 學生將能夠： 1. Ss can become aware of the significance and importance of time management. 學生能覺察時間使用的意義與重要性。 2. Technology helps us save time but can also steal it. 科技幫助我們節省時間，但也可能偷走時間。
		Period 2	Ss will be able to: 學生將能夠： 1. Ss can become aware that a lot of their free time is hijacked by smartphones and tablets. 學生能夠覺察很多閒暇時間被3c產品綁架。 2. Ss can using a four-quadrant chart, learn to analyze the priority of each task and understand the importance of time management. 學生能利用四象限圖，學會分析每件事情的優先順序以及掌控時間的重要性。 Big rocks(重要且緊急) Small rocks(重要但不緊急) Sand(不重要但緊急) Water(不重要也不緊急) 3. Ss know that if they want to have free time for things they

			<p>enjoy, it tests their time management skills.</p> <p>學生知道想要有空閒時間做自己喜欢的事情,就要考驗自己的時間管理能力</p>
		Period 3	<p>Ss will be able to:</p> <p>學生將能夠：</p> <p>Ss can understand the key aspects of time utilization and develop individual time management improvement plans based on their personal circumstances.</p> <p>學生能了解時間運用的要點，並針對個人進行規畫個人時間管理改進計畫。</p>
	英語學習目標 English	Period 1	<p>Ss will be able to know that what would</p> <p>T: What do you do after school?</p> <p>S: I usually _____at _____.</p>
		Period 2	<p>Ss will be able to analyze the priority of each task.</p> <p>T:</p> <p>What are Big rocks/ Small rocks/ Sand/Water mean?</p> <p>What do you want to do in your free time? (The fourth quadrant)</p> <p>S:</p> <p>The Big rocks/Small rocks/Sand/Water means _____.</p> <p>After I finished what I need to do, I can _____.</p>
		Period 3	<p>Ss will be able to manage their free time</p> <p>T:</p> <p>What is the thing you have/need to do first?</p> <p>What are the things you like to do in your free time?</p> <p>S:</p> <p>The thing I have/need to do first is _____.</p> <p>The thing(s) I like to do in my free time is/are _____.</p>

議題融入 (無則免填)	Technology Ed 科技教育
Curriculum Integration	
教學資源 Teaching Resources	1. Apps: Canva, ppt 2. Worksheets 3. A multi-functional screen 4. Tablets 5. speaker 1. 應用程式：Canva, ppt 2. 複習課表、回饋表 3. 多功能屏幕 4. 平板 5. 麥克風

第 2 節 / Period 2

教學流程 / Teaching Procedures

Period 2 :

(1) Warm-up

Teaching ideas: picture books

procedure:

- a. What did you do after school?
- b. Which things occupied most of your free time?
Tr explains that, apart from sleeping time, the time after school is their free time.
Tr asks what Ss usually like to do during their free time, such as playing on tablets or smartphones, leading into a guessing game with a picture book.
- c. Tr displays the cover of a picture book and asks students to guess the story's content.
What do you think about those picture books? What happened to the mouse?
What happened to the farm animals?
What would happen if these animals all had smartphones?

(2) Presentation

Activity 1: Video

(Chinese)我被手機綁架了

<https://www.youtube.com/watch?v=JxUHEcGUbKI>

procedure:

- a. Watch the video.
- b. Why is there white fog surrounding the little boy?
- c. What is the white fog mean?
- d. Why did the area around the little boy turn colorful after the fog dispersed?
Tr concludes by explaining that a lot of free time is being hijacked by 3C products.

Activity 2.3: Video and Four Quadrant chart

Big Rocks | Time Management

<https://www.youtube.com/watch?v=fmV0gXpXwDU>

procedure:

- a. What are these four images? (Big rocks, small rocks, sand, water)
- b. Watch the video.
- c. What activities do you think can be categorized as big rocks, small rocks, sand, or water during your after-school free time?(Important and urgent/Important but not urgent/Not important but urgent/Not important and not urgent)
- d. Tr provides examples of activities that can be placed in each quadrant of the Four Quadrant chart for after-school tasks.
- e. Divide Ss into five groups, distribute whiteboards and markers to each group , and have each group discuss and write down their ideas on the time Four Quadrant chart.

(3) Feedback & Summary

Activity 1:

procedure:

- a. Tr provides additional explanations that in the video, pouring the water was the last step, introducing it as “something done last “in time management.
- b. Tr summarizes the activities from each group's fourth quadrant and explains that these things (not important and not urgent) can be done during Ss free time.
- c. Tr provides Ss with feedback and give a point to Ss who perform exceptionally.

Activity 2:

procedure:

- a. Tr concludes that even though there's not much time left after school each day, and there are many things to do, but we can use the Four Quadrant Chart to analyze the priority of tasks.
- b. Let Ss know that they can efficiently complete what needs to be done and have more free time to do things we enjoy, like playing phones, using computers, or watching TV.

(4) Review and Assessment

Activity 1: Sharing

procedure:

- a. Each group shares the activities they've placed in each quadrant.
- b. Tr guides ss in reflection and stimulates interaction and sharing among them.

Activity 2.3:

- a. Do you like your daily life?
- b. How to manage your daily life schedule?
- c. Tr summarizes that what needs to be done and still have free time for things you enjoy or want to do, it tests your time management skills.
- d. Tr emphasizes the importance of "Be the time management master. "

(5) Self-Evaluation

Activity 1.2: Worksheet

procedure:

- a. After learning how to manage their free time, ss will create their own homework review schedule in the next class which they can use before each exam to better manage their study time effectively.
- b. Ss fill out the learning feedback worksheet and complete them as homework.

The End.

第 2 節

一、熱身活動：

● 教師提問

放學後的時間你做了什麼事？

在你的休息時間是什麼佔據你很多時間？

教師說明除了睡覺時間以外，放學後的時間就是自己的閒暇時間，教師提問通常在閒暇時間學生最喜歡做什麼事情(玩平板、手機等)呢？引導進入繪本猜猜看。

● 猜猜看繪本封面

教師展示繪本封面，讓學生猜一猜故事內容。

二、主題呈現：

- 觀看影片《我被手機綁架了》
<https://www.youtube.com/watch?v=JxUHEcGUbKI>
- 教師提問
為什麼小男孩周圍會有白色的霧氣環繞?白色的霧氣代表什麼?
為什麼霧氣散開後小男孩的周圍就變成彩色的?
教師總結說明有很多閒暇時間被 3c 產品綁架。
- 投影四張圖片並觀看影片《Big Rocks | Time Management》
這四張圖片分別是什麼?(大石頭、小石頭、沙子、水)，導入影片。
<https://www.youtube.com/watch?v=fmV0gXpXwDU>
- 教師提問+分組討論
你認為放學後的閒暇時間，哪些事情可以分類為大石頭、小石頭、沙子或水呢?
(重要且緊急/重要但不緊急/不重要但緊急/不重要也不緊急)
教師舉例四象限中可以放入的課後活動。
將學生分成五組，發下白板跟白板筆，每一組分享討論想法並且紀錄在時間四象限表中。

三、反饋與統整：

- 教師反饋
教師補充說明影片中水是最後才倒入的動作，導入在時間分配的概念裡是屬於「最後才做」的事情，教師歸類各組的第四象限活動，說明這些事情（不重要且不急迫的事情）可以利用自己的閒暇時間去做。
- 教師統整
教師總結雖然每天放學回家後剩餘的時間不多，又有許多事情等著去做，但我們可以利用四象限圖去分析事情的優先順序，就能有效率的完成該做的事情並多出閒暇時間給自己做喜歡的事情(玩手機玩電腦看電視等)。

四、複習及評量：

- 小組分享
藉由各組學生分享小白板中每象限放入的活動，激發學生的互動及分享，引導學生反思自己的想法。
- 教師提問
你滿意你的一天生活嗎?
可以怎麼讓你的時間表更加符合你的需求?
- 教師總結

要怎麼樣把該做的事情完成，又有閒暇時間做自己喜歡或想要做的事，就要考驗自己的時間管理能力→做時間的主人。

五、自我評價：

- 作業複習進度表
學生學會如何分配自己的閒暇時間後，下一節課會進行自己製作作業複習進度表，每一次考試前都可以利用，更能有效的安排課後的學習時間。
- 回饋表
學生填寫學習回饋表並將其當作家庭作業完成。

-結束-

(1) 暖身活動 Warm-up

備註 (Note)	Add the picture books and videos. 添加繪本書籍以及影片。
語言學習 Language Learning	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> V 中文 (Chinese) V 英文 (English) </div> <div style="text-align: center;"> V 聽 (Listening) V 說 (Speaking) 讀 (Reading) 寫 (Writing) </div> </div>
時間 Time	10mins
形成性評量 Formative Assessment	See if the ss can use simple English vocabulary and sentences. (Language and skills) 看看學生是否能運用簡單的英語詞彙及句子。 (語言和技能)
差異化教學 Differentiation (無則免填)	Low-level ss can understand simple words and comprehend Chinese videos, while intermediate to high-level ss can use English sentences to clearly describe the picture books animals and the video about what they see and what is happening. 低水平的學生能夠聽懂簡單的單字以及看懂中文影片，中高水平的學生能清晰地使用英文句子描述繪本看到的動物以及影片發生什麼事。

(2) 主題呈現 Presentation

備註 (Note)	Watching the video and using the Learning Strategies- Four Quadrant Chart. 使用 FQC 學習策略
語言學習 Language Learning	<div>V 中文 (Chinese)</div> <div>V 英文 (English)</div> <div>V 聽 (Listening)</div> <div>V 說 (Speaking)</div> <div>V 讀 (Reading)</div> <div>V 寫 (Writing)</div>
時間 Time	15 mins
形成性評量 Formative Assessment	<p>See if ss can understand the content conveyed in both videos. See if ss can share their thoughts and content with peers and record them. (Ideas and contents) See if Ss can speak in English clearly and fluently. (Language and skills) See if ss can participate discussion and sharing activities positively. (Attitude and behavior)</p> <p>看看學生是否能看懂兩部影片所要表達的內容。 看看學生是否能與同儕分享彼此的想法及內容並記錄下來。 (想法和內容) 看看學生是否能清晰流利地說英語。(語言和技能) 看看學生能否積極參與討論和分享活動。 (態度和行為)</p>
差異化教學 Differentiation (無則免填)	<p>Low-level ss can operate a tablet to look up English words, while intermediate to High-level ss can use words or sentences correctly to describe what they do after school. It can allows for the establishment of effective small groups and collaboration for students of different levels of learning.</p> <p>低水平的學生能夠操作平板查詢英文單字，中高水平的學生能正確的使用單字或句子描述放學後所做的事情，這樣能夠為不同水平學生的學習建立有效的小組和協作。</p>

(3) 反饋與統整 Feedback & Summary

備註 (Note)	Using the Canva 使用 Canva 投影片統整。
語言學習 Language Learning	<div>V 中文(Chinese)</div> <div>V 英文 (English)</div> <div>V 聽 (Listening)</div> <div>說 (Speaking)</div> <div>V 讀 (Reading)</div> <div>寫 (Writing)</div>
時間 Time	5mins
形成性評量 Formative Assessment	<p>See if ss can understand that unimportant and non-urgent tasks can be well-utilized during their free time. (Attitude and behavior)</p> <p>看看學生能否能理解不重要且不急迫的這些事情，可以好好的利用自己的閒暇時間去做。 (態度和行為)</p>
差異化教學 Differentiation (無免填)	<p>Low-level ss can understand the core concept that their free time can be easily wasted.</p> <p>低水平學生能夠知道閒暇時間很容易被浪費掉的核心概念。</p>

(4) 複習及評量 Review & Assessment

備註 (Note)	Improve the weakness or willingness for Learning. 改善學習弱點或學習意願。
語言學習 Language Learning	<div>V 中文(Chinese)</div> <div>英文 (English)</div> <div>聽 (Listening)</div> <div>說 (Speaking)</div> <div>V 讀 (Reading)</div> <div>V 寫 (Writing)</div>
時間 Time	5mins

形成性評量 Formative Assessment	See if ss can participate discussion and sharing activities positively. (Attitude and behavior) See if Ss can correct the content of the presentations or give feedback with others. (Progress and effort) 看看學生能否積極參與討論和分享活動。 (態度和行為) 看看學生能否給演示內容修正建議或向其他學生提供反饋。 (進步與努力)
差異化教學 Differentiation (無則免填)	

(5) 自我評鑑 Self-Evaluation

備註 (Note)	Self-regulated learning process. 自我調整學習過程
語言學習 Language Learning	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> V 中文(Chinese) 英文 (English) </div> <div style="text-align: center;"> V 聽 (Listening) V 說 (Speaking) V 讀 (Reading) V 寫 (Writing) </div> </div>
時間 Time	5mins
形成性評量 Formative Assessment	See if Ss can complete the content of the learning feedback worksheet. (Progress and effort) 看看學生能否完成學習回饋表的內容。 (進步與努力)
差異化教學 Differentiation (無則免填)	

(5) 延伸活動 Extension

備註 (Note)	Support the main contents. In third class. 支持主要內容，預設為第三節。
語言學習 Language Learning	<div> <div>中文 (Chinese)</div> <div>英文 (English)</div> </div> <div> <div>聽 (Listening)</div> <div>說 (Speaking)</div> <div>讀 (Reading)</div> <div>寫 (Writing)</div> </div>
時間 Time	40
形成性評量 Formative Assessment	(According to the extension activity) 根據延伸活動
差異化教學 Differentiation (無則免填)	(According to the extension activity) 根據延伸活動

參考資料 References	<p>Australian University-Griffith Class content. 澳大利亞格里菲斯大學上課內容</p> <p>康軒六上綜合課本</p> <p>Four Quadrant Chart FQC 學習策略</p> <p>Clockwise</p> <p>https://www.getclockwise.com/blog/project-time-management-tips</p> <p>《我被手機綁架了》</p> <p>https://www.youtube.com/watch?v=JxUHEcGUbKI</p> <p>《Big Rocks Time Management》</p> <p>https://www.youtube.com/watch?v=fmV0gXpXwDU</p> <p>童夢館(picturebooks)</p> <p>Goodnight IPAD</p> <p>https://www.youtube.com/watch?app=desktop&v=7o6RieV6uJ8</p> <p>Old MacDonald Had a Phone</p> <p>https://www.youtube.com/watch?v=neWgJV5DjdM</p> <p>If You Give A Mouse An iPhone</p> <p>https://www.youtube.com/watch?v=5ghx-g1ir8I</p>
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