**本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐**

**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，然鼓勵以英文填寫。The blanks can be filled in Chinese or English, but English

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| **學校名稱****School** | 中興國小 | **課程名稱****Course** | 生活 Life Curriculum |
| **單元名稱****Unit** | 奇妙的水 Magic water | **學科領域****Domain/****Subject** | 生活 Life Curriculum |
| **教材來源****Teaching****Material** | 翰林版生活課本第二冊 | **教案設計者****Designer** | 劉逸瑩 |
| **實施年級****Grade** | 一年級 | **本單元第二節****The Total Number of Sessions in this Unit** |
| **教學設計理念** | 兒童天生對水充滿好奇與興趣，水也是他們日常生活中不可或缺的資源。在實驗活動中，讓學生親身體驗，發現水的浮沉現象，並進一步理解水的浮力原理。 |
| **Rationale for** |  |
| **Instructional****Design** |  |
|  | **總綱** | A1 身心素質與自我精進 |
| **學科核心素養對應內容** | **General****Guidelines** | A2 系統思考與解決問題 |
|  | 生活-E-A1 透過對生活事物的探索與探究，體會與感 |
| **Contents Corresponding to the Domain/Subject Core****Competences** | **領綱****Domain/Subject Guidelines** | 受學習的樂趣，並能主動發現問題及解決問題，持續學習。英-E-B1 具備入門的聽、說、讀、寫英語文能力。能運用所學字詞及句型進行日常溝通。 |
| **校本素養指標** |  |
|  | **School-based****Competences** | ※若無則免填。Please skip if there is no school-based curricula. |

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|  |  | 2-I-4 在發現及解決問題的歷程中，學習探索與探究 |
|  |  | 人、事、物的方法。 |
|  | **學習表現** | 3-I-1 願意參與各種學習活動，表現好奇與求知探究之 |
|  | **Learning Performance** | 心。7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所 |
| **學科學習重點** |  | 表達的意見。 |
| **Learning Focus** |  | 1-Ⅱ-8 能聽懂簡易的教室用語。 |
|  | **學習內容** | A-Ⅰ-2 事物變化現象的觀察。 |
|  | **Learning Contents** | C-Ⅰ-1 事物特性與現象的探究。Ac-Ⅱ-2 簡易的生活用語。 |
| **學生準備度****Students’****Readiness** | 學科準備度 Readiness of Domain/Subject1. Ss have experience with water in daily life.
2. Ss know names of experiment material.
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| 英語準備度 Readiness of English1. Ss know simple phrases of greetings and classroom English.
2. Ss know call-and-response with teachers.
3. Ss know names of experiment material.
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| **單元學習目標** | 1.透過**動手做實驗**，預測並觀察哪些物品在水上**浮和沉的現象**。**2.分享並聆聽**他人的想法，**歸納**物品在水上浮和沉的特性。 |
| **Learning Objectives** | To understand the principles of buoyancy by observing, experimenting, sorting the objects using verbs related to buoyancy. |
| **中／英文** | **教師 Teacher** | **學生 Students** |
| **使用時機** | When： | When： |
| **Timing for Using Chinese/ English** | -T greets Ss-T explains rules of activities-T manages the classroom | -Ss answer questions-Ss work on worksheets-call-and-response |
| ※請填寫清楚何時、何 |  |  |
| 處使用中/英文。 |  |  |
| Please describe in |  |  |

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| detail when and where you use Chinese/English. | Where：-PPTs-worksheets-videos | Where：-worksheets-read along with the video |
|  | 1. 提問討論法 |
| **教學方法** | 2. 觀察法 |
| **Teaching Methods** | 3. 發現教學法4. 多模態教學法 |
|  | 1.互動式提問 |
| **教學策略** | 2.個人及小組集點獎勵 |
| **Teaching Strategies** | 1. 操作活動
2. 影片、圖像輔助
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| **教學資源及輔助器** | 1. PPT
2. Videos
3. worksheet
4. Float? Sink? 實驗材料(鉛筆、尺、空瓶、硬幣、葉子、鑰匙、紙、裝水容器)
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| **材** |
| **Teaching Resources and Aids** |
| **評量方法****Assessment Methods** | 1. 學習單
2. 個人回答加分
3. 小組合作加分
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| **評量規準****Rubrics** | 能說出 pencils/ toys / bottle / leaf /paper float(s).**ruler / toys** / coins / keys sink(s). |
| **議題融入****Issues Integrated** | ※無則免填，若有，請填寫至多兩項。Please write down no more than two issues ifthere is any. |
| **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. |

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| 第二節Float or Sink | **準備階段 Preparation stage**1.Greeting (教師以英文和學生打招呼及點名)T: Good morning, class. My name is teacher Yvonne.T:Who is class leader ?Ss: Attention. BowSs: Good morning, Teacher Yvonne.T: Good morning,students. Please sit down.2.Take roll call: T: When you hear your name, say “here”.If the student doesn’t come, say “not here” T says: (students’ names)Ss say: Here. (When they hear their names they say “here”. If the student doesn’t come to school, everyone says “not here”)T: Today we are going to learn about “Float or Sink”.**發展階段 Development stage**[活動一]小河馬洗澡影片(1’26)1.老師播放影片(https://youtu.be/2PpYpS8zFTA?feature=shared)，透過影片中的小河馬洗澡遊戲，了解 float and sink。T: Let’s watch a video. We’ll see if objects are going to float or sink.T: Please look at the video, what floats? What sinks?2.影片討論(老師播放PPT)T: What does float mean? What does sink mean? Ss:浮起來，沉下去。T: Good! Float means the object stays on the water,Sink means the object goes into the water.(配合手勢)Ss: Float , sink(邊說邊作出手勢)T: An apple is on the water. Does it sink or float?Ss: It floats.T: A fork is in the water.Does it sink or float?Ss: It sinks.3.學生說出影片中那些物品 float ? 那些物品 sink?T: In the video, what floats? What sinks?Ss:玩具鴨(toy duck)floats、鞋子(shoe) sinks、毛巾(towel) sinks、湯匙(spoon) sinks、球(ball) floats、杯子(cup) floats.[活動二]老師示範請學生預測1.老師拿出準備好的實驗物品，以 PPT 撥放學習單，說明如何填寫及預測。T: Write down your class, number, and name. T: First, predict does it float or sink? Then you can circle “sink”or “float” in the worksheet. For example: I put a key into the water. It sinks. Then you can circle “sink” in the worksheet.2.老師介紹實驗的(鉛筆pencils、尺ruler、空瓶 bottle、硬幣coins、葉子leaf、鑰匙keys、紙paper)物品，請學生預測浮或沉T:拿出容器:If I want to know “Does it sink or float?” what should I put in the container?Ss: waterT:First , put water into container.T:拿出實驗材料(鉛筆pencils、尺ruler、空瓶 bottle、硬幣coins、葉子leaf、鑰匙keys、紙paper)，問學生: what‘s this? Ss: it’s a (pencils 、ruler 、bottle 、coins、leaf、keys、paper).T:According to your prediction, does it sink or float?(學生可能會有不同的predictions)T: Please circle “float”or“sink” in the worksheet.T: some of you think it sinks, some of think it floats.T：Now, let’s try together! Does it sink or float?[活動三]學生動手做實驗1.浮沉實驗T: Today we are going to do float and sink experiment .Now it’s your turn. T:提醒實驗規則，請學生複誦一遍(1)Don’t move (the container).(2)Don’t play (with water).(3)Be nice. Take turns.(4)Be a team. Talk and share.T:All the objects are in the basket. Team leaders come to me, and take your basket back.T: You have five minutes. Go!2.老師巡視，並加入學生之間的討論。S1:比較輕的會浮起來，重的會下沉。 S2:鉛筆很重，應該會沉下去。S3:扁扁的東西會浮起來。S4:空瓶裡面有空氣，會浮起來。3.實驗結束後，學生將實驗器材放回。老師用 PPT 和全班一起核對實驗結果。T: Let’s see what’s going to sink? What’s going to float?T: leaf? Ss: floats. T: bottle ? Ss: floats.T: key? Ss: sinks. T: coin? Ss: sinks. T: pencil? Ss: floats. T: paper? Ss: floats. T: ruler? Ss: sinks.T: Write the right answers.( float or sink) | 4’’8585 |

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|  | **總結階段 Summary stage**1.請小組分享錯誤預測的浮、沉物品，並說明小組討論有可能之原因。(適時提供教師引導：Why? How do you know?)(1)Good morning. We are group .(2)我們的結果跟預期的一樣/不一樣。因為 .(3)實驗後，我們發現 .2.教師歸納學生答案，並為浮、沉實驗做小結論Does it sink? Does it float? It sinks. It floats.It has space It’s no space.It is heavy. It is light.Good job everyone.Thank you everyone.第二節結束 End of the first session | 10 |
| **參考資料****References** | 翰林生活第二冊、自編、https://youtu.be/2PpYpS8zFTA?feature=shared |

※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.

※本雙語課程教案設計格式係由**林子斌教授**團隊研發。