**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/Subject   1. Ss have experience with water in daily life. 2. Ss know names of experiment material. | | |
| 英語準備度 Readiness of English   1. Ss know simple phrases of greetings and classroom English. 2. Ss know call-and-response with teachers. 3. Ss know names of experiment material. | | |
| **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 | |
| **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) | |
| **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 | |
| **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 if  there 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. Bow  Ss: 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: water  T: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  ’  ’  8  5  8  5 |

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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。