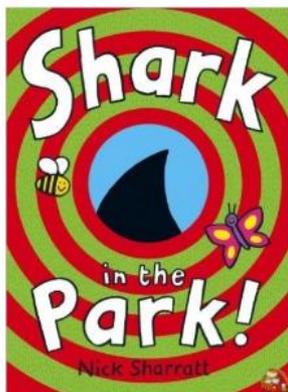


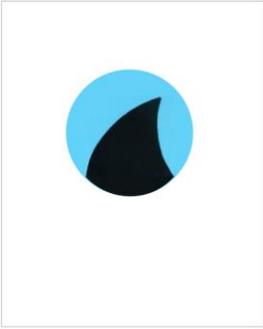
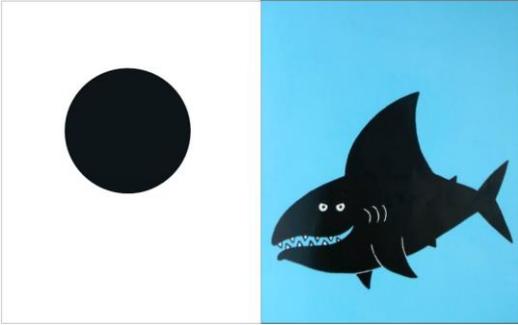
設計者 / 服務學校	北大國小	
教案名稱	Shark in the park! 跨自然領域	
教學年級：國小 <u>四年級</u>	預計課程上使用之英語比例：90% (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數： <u>26</u> 人	教學總節數： <u>4</u> 節	預計公開授課內容為第 <u>3</u> 節
公開授課之時間： 108年11月21日 11時20分至12時00分 (第3節課)	預計公開授課之地點： 新北市三峽區北大國小 <u>英語教室 D</u>	預計公開授課之教師： 姓名： <u>許曼淳、黃如鈺、陳民峰</u> 服務學校： <u>北大國小</u>

核心素養	總 綱	E-A3 具備擬定計畫與實作的能力，因應日常生活情境。 E-B1 具備「聽、說、讀、寫、作」的基本語文素養，能以同理心應用在生活與人際溝通。 E-C1 具備個人生活道德的知識與是非判斷的能力，理解並遵守社會道德規範，培養公民意識，關懷生態環境。 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。
	領 綱	英-E-B1 具備入門的聽、說、讀、寫英語 文能力。在引導下，能運用所學、字詞及句型 進行簡易日常溝 通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合 作精神。 自-E-A3 具備透過實地操 作探究活動探索科學問題的能力。 自-E-B1 能分析比較、運用簡單數學等方法，整理已有的自然科學資訊或數據，並利用較簡單形式的口語、文字表達探究之過程、發現或成果。 自-E-C1 培養愛護自然、珍愛生命、惜取資源 的關懷心與行動力。 自-E-C2 透過探索科學的合作學習，培養與同儕溝通表達、團隊合作及和諧相處的能力。
學習重點	學習表現	英語文： ◎ 1-II-4 能聽辨句子的語調。 ◎ 1-II-7 能聽懂課堂中所學的字詞。 ◎ 1-II-10 能聽懂簡易句型的句子。 ◎ 2-II-3 能說出課堂中所學的字詞。 ◎ 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ 3-II-2 能辨識課堂中所學的字詞。 ◎ 3-II-3 能看懂課堂中所學的句子。 4-II-3 能臨摹抄寫課堂中所學的字詞。

	<p>4-II-4 能臨摹抄寫課堂中所學的句子。</p> <p>◎ 5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎ 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-4 認真完成教師交待的作業。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>自然:</p> <p>tc-II-1 能簡單分辨或分類所觀察到的自然科學現象。</p> <p>pa-II-1 能運用簡單分類等方法，整理已有的資訊或數據。</p> <p>pc-II-1 能專注聆聽同學報告，提出疑問或意見。</p>
學習內容	<p>英語文:</p> <p>Ac-II-3 第二學習 階段所學字詞。</p> <p>B-II-1 第二學習 階段所學字詞及句型的生活溝通。</p> <p>自然:</p> <p>INb-II-7 動植物體的外部形態。</p>
具體學習目標	<ol style="list-style-type: none"> 1. 能運用先被知識預測文本主題。 2. 能看懂短文並與自身生活經驗結合， 3. 能寫出與文本內容相關的單字和句子。 4. 能積極和小組成員合作，並參與課內英語文學習活動。 5. 能了解不同鯊魚的特徵。
與其他領域/科目/議題的連結	<p>領域:自然領域</p> <p>議題:海洋教育、生命教育</p>
教學資源/設備需求	電腦、投影機、PPT、閃示卡、繪本

各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
第一節	<p>Warm up:</p> <ol style="list-style-type: none"> 1. Greet with students. 2. Show students a flip card (See picture 1) and let them guess what animal is it? Flip the card when students answered (See picture 2). <p>Picture 1:</p>	5 mins	 <p>1. Flip card</p>	<ol style="list-style-type: none"> 1. What is it?/ What is the animal? (A shark.) 2. Where can you find sharks? (Under the sea.)

	 <p>Picture 2:</p>  <p>3. Sing and dance along with ‘Sharky pokey’ the song. (https://www.youtube.com/watch?v=nRFv1h9nZnw) (See 附錄一)</p> <p>4. Ask students where they can find sharks?</p>		<p>2. Song 3. Computer 4. Projector</p>	
	<p>Before reading:</p> <p>1. Show students the book cover, and discuss on the book title and the pictures on it. For example, to talk about what the story will be, and learn the name of the author, illustrator and publisher.</p>	5 mins	Illustrated book	
	<p>While reading:</p> <p>1. Invite student to sit close to the teacher then they can read the illustrated book easily.</p> <p>2. Story-telling</p> <p>(1) Ask students what they can see from the pictures on the page, and try to predict what will happen next.</p> <p>(2) Invite students to share their related experience after every page teacher has read for them.</p> <p>(3) Encourage students to predict the story before teacher turn the</p>	15 mins	Illustrated book	

	page.			
	<p>After reading:</p> <ol style="list-style-type: none"> 1. Review the story with students by asking them some questions about it. 2. Draw a story line on the blackboard, and stick the flash cards (Including shark, park, telescope, sky, ground, left and right, all around, cat ,crow, Dad’s hair) sequentially on the story line to help students memorize the plot while reviewing. 	5 mins	Flash cards	<ol style="list-style-type: none"> 1. Who is the little boy who is testing out his brand new toy in the park? (Timothy Pope.) 2. What is Timothy Pope’s brand new toy? (A telescope.) 3. Where does Timothy Pope look when he looks through his telescope? (He looks at the sky./ at the ground./ left and right./ all around.) 4. What did Timothy Pope see? (He saw a cat, a crow, and Dad’s hair. 5. What did Timothy Pope shout each time? (There’s shark in the park!)
	<p>Wrap-up:</p> <ol style="list-style-type: none"> 1.Students work on the worksheet to be evaluated what they have learned today. 	10 mins	Woksheet	
第二節	<p>Warm-up:</p> <ol style="list-style-type: none"> 1. Greet the class. 2. Teach students how to make a simple telescope. 3. Pass down the paper and stickers. 4. Give students 3 minutes to finish the telescope. 5. Review the story plot by doing the action. (Look through the telescope in different directions.) 	10 mins	<ol style="list-style-type: none"> 1. Each student a telescope. 2. PPT 	<ol style="list-style-type: none"> 1. Roll the paper. 2. Stick the tape on the roll. 3. Take out your telescope. 4. Look at the sky. Look at the ground. Look left and right. Look all around.
	<p>Presentation:</p> <ol style="list-style-type: none"> 1. Teach the main sentence: <i>There’s a _____ in the park.</i> 	5 mins	<ol style="list-style-type: none"> 1. PPT 2. Black board 3. Flash cards 	<ol style="list-style-type: none"> 1. What do you see in this picture? 2. There’s a <u>shark</u> in

<p>2. Show students the illustration and ask them what do they see. (ex: a flower, a snail, a dog, a man, a tree, a kite, etc.) Use the sentence to name them out.</p>			<p>the park.</p>
<p>Practice:</p> <ol style="list-style-type: none"> 1. Ask students to look around the classroom, and tell teacher what do they see. 2. Change the target sentence into <i>There's a _____ in the classroom.</i> 3. Practice the sentence for a few times. Ask some volunteers to point and read, and everyone needs to follow. 	<p>5 mins</p>	<ol style="list-style-type: none"> 1. PPT 2. Black board 3. Flash cards 	<ol style="list-style-type: none"> 1. What do you see in our classroom? 2. There's a <u>clock</u> in the classroom.
<p>Production:</p> <ol style="list-style-type: none"> 1. Prepare some pictures and stick them on the walls. Cover them first before the activity starts. 2. There are four corners in the classroom. 3. Divide the class into seven groups. Each group has four members. Each member needs to go to one corner and remember what does he/she see. 4. Each student get a number on the table, which means the corner they need to go. 5. When they are done, they need to go back to their group and share their answers with group members. Each group needs to organize the content and hand in before break time. 6. Ask some volunteers or choose some students randomly to answer the question by using the target sentence. 	<p>15 mins</p>	<ol style="list-style-type: none"> 1. Stick some pictures on the walls in advanced, and cover them first. 2. Worksheets 	<ol style="list-style-type: none"> 1. Number one go to corner one, Number two go to corner two, and so on. 2. Remember to write down or draw what you see at the corner. 3. Share with your friends. 4. Finish the worksheet together and hand in before break time.
<p>Wrap-up:</p> <ol style="list-style-type: none"> 1. Read the story one more time and let students read, <i>“There's a shark in the park.”</i> by themselves. 	<p>5 mins</p>	<ol style="list-style-type: none"> 1. PPT 	<ol style="list-style-type: none"> 1. Let's read the story one more time. Say, <i>“There's a shark in the park.”</i> by yourself!

kgs. Therefore, a tiger shark equals 18 students. Lastly, talk about the feature of the tiger shark by showing relevant pictures or colors.

7. Introduce the other four sharks by their lengths, weights and features.
8. Explain to students that they are going to compare the five sharks by length and weight. Before that, they are going to fill up the length and weight of the five sharks. By the time, they are done with the task. They will then be given another worksheet to write down which shark is the longest, shortest, biggest and smallest.
9. Give students the worksheets by numbers, e.g. no. 1 goes to corner 1, no. 2 → corner 2 and so on. Then, have students go and fill up the worksheet.

Production:

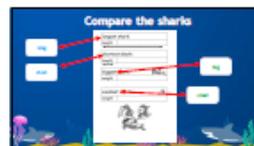
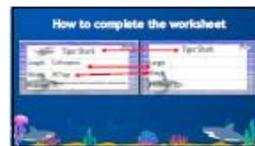
1. Have students write down their answers of the longest, the shortest, the biggest and the smallest shark and their lengths and weights.
2. Share their results in class by using
“The longest shark is _____.
The shortest shark is _____.
The biggest shark is _____.
The smallest shark is _____.

Wrap up:

1. Review the five sharks and the comparison of the sharks regarding the length and the weight.
2. Announce the coverage of the next class as follows:
 - ✓ Talk about the issues of shark fin soup, where the soup is from and the impact of getting

10 mins

5 mins



and number 2 with number 2 answer and number 3 with number 3 answer and number 4 with number 4 answer. But we'll talk about the answer of number 5 together.

1. Compare the sharks by lengths, weights and dangerous.
2. Talk about the questions in groups by using your worksheet.
3. Can you tell me the biggest shark is? The smallest shark?
4. What about the heaviest shark? The lightest shark?
5. The dangerous sharks?
6. What is shark fin soup?
7. Where is the shark fin from?
8. What impact of getting the shark fins?
9. Say No to shark fin soup.

<p>3. Show and tell their answers.</p> <p><u>Wrap-up:</u></p> <ol style="list-style-type: none"> 1. Review shark fin soup. Where the soup is from. How to save sharks. 2. Advocate the slogan: Say no to shark fin soup. 3. Remind students that we have to protect our planet for the generations to come. 	<p>10 mins</p>	<p>student book without your hands for one minute.</p> <p>OK. Please switch. Again, please try to get your student book without your hands for one minute.</p> <p>It's time to share your feeling in your team and find one student to share in class.</p> <p>Now, it's time to share. The first team is team one. Then team 2 to team 7.</p> <p>So everyone knows how it is like to have no hands. But what about sharks. What if there are no sharks in the ocean! How would you feel? Anyone wants to share your feeling? OK. Let's invite two students.</p> <p>How can we save our planet? Such as Don't eat sharks. Don't kill sharks. What's more?</p> <p>So you know how it is like with no sharks in the ocean and how to save sharks. Please write down your answers on the worksheet. And then</p>
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				hand in your worksheet. Let's say – Say NO to shark fin soup! Save our planet for the future.
附錄（學習單或其他教學相關資料）				



Book title:

Class:

Three things I learned from today's lesson.

Number:

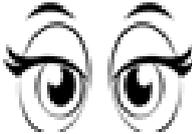
Name:

What I must work harder to understand?

How well do I learn in today's lesson? Circle an emoji and explain.



Group : _____ Group members: _____

What do you see? 

There's a ... in the classroom!



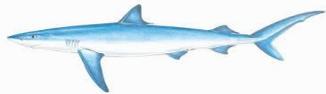
Please write or draw the things you see in the classroom.

<i>Corner 1 :</i>	<i>Corner 2 :</i>
<i>Corner 3 :</i>	<i>Corner 4 :</i>



Tiger Shark

Length	5.49 meters
Weight	907 kgs
Features	Tiger sharks are the sharks most likely to attack humans.



Blue Shark

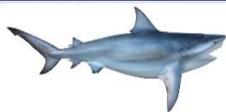
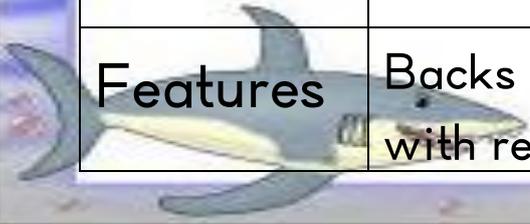
Length	3.66 m
Weight	391 kgs
Features	It's a slender shark with large eyes and a small mouth.



Whale Shark



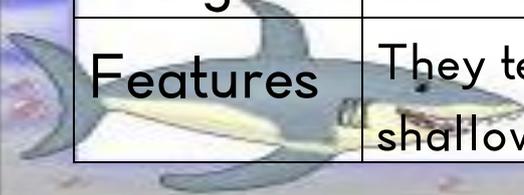
Length	19.81 m
Weight	34,019 kgs
Features	Barks are gray, blue or brown and covered with regularly-arranged light spots.



Bull Shark



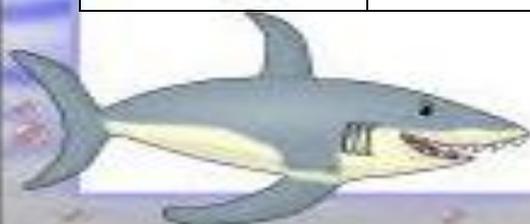
Length	3.51 m
Weight	227 kgs
Features	They tend to stay in frequent warm, shallow, often dark waters close to shore.



Lemon Shark



Length	3.4 m
Weight	183.7 kgs



Features	Lemon sharks get their name from their light-colored, brownish-yellow skin.
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 <h2 style="margin: 0;">Tiger Shark</h2>	
Length	
Weight	



 <h2 style="margin: 0;">Blue Shark</h2>	
Length	
Weight	



<h2 style="margin: 0;">Whale Shark</h2>	
Length	
Weight	

	
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Bull Shark

Length

Weight



Lemon Shark

Length

Weight



Compare the sharks

The longest shark:



length

The shortest shark:

length



The biggest shark:



weight

The smallest shark:



weight



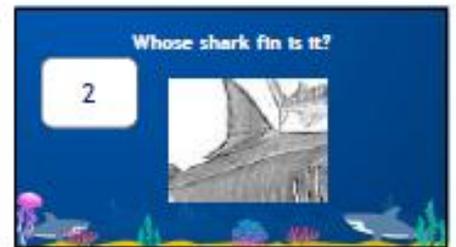
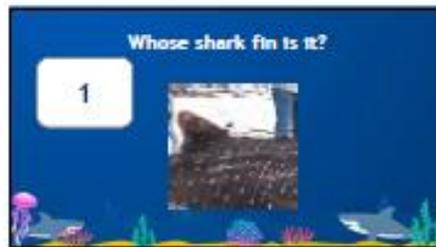
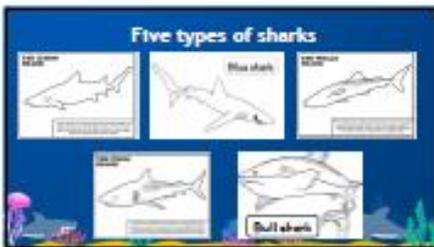
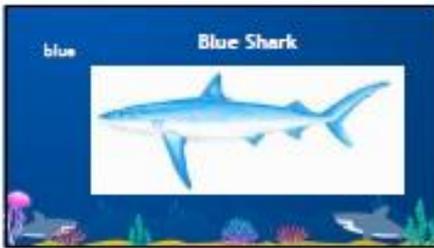
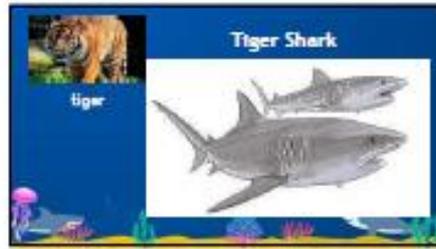
Name:

Class:

Date:

1. How do you feel? (draw  or write→ such as I feel sad. I feel angry.)

2. How can you save sharks? (draw  or write→ Do not eat sharks. Do not kill sharks.)



Whose shark fin is it?

3



Whose shark fin is it?

4



Whose shark fin is it?

5



Show your answers



1



Whale Shark	
Length	39.80 meters
Weight	34,019 kg
Features	Backs are grey, blue or brown and covered with <u>small bumps called tubercles</u> .

2



Tiger Shark	
Length	5.49 meters
Weight	907 kg
Features	Tiger sharks are the sharks most likely to <u>attack humans</u> .

3



Lemon Shark	
Length	3.43 meters
Weight	163.7 kg
Features	Lemon sharks get their name from their <u>yellowish-brown spotted skin</u> .

4



Blue Shark	
Length	3.66 meters
Weight	201 kg
Features	It's a <u>fast</u> shark with large eyes and a small mouth.

5



Bull Shark	
Length	3.3 meters
Weight	237 kg
Features	They tend to stay in <u>shallow warm waters</u> .

How to complete the worksheet

Compare the sharks

Where do you go?

Compare the sharks

The longest shark

short

whale shark

The shortest shark

short

lemon shark

The biggest shark

small

whale shark

The smallest shark

small

lemon shark

Answers

1. The longest shark is whale shark.
2. The shortest shark is lemon shark.
3. The biggest shark is whale shark.
4. The smallest shark is lemon shark.

Next period: **Say No to shark fin soup!**



Shark fin soup



Where is the shark fin soup from?



The impact of getting shark fins



WHAT HAPPENS WHEN THERE ARE NO MORE SHARKS?

<p>FEWER TOURISTS at diving sites around the world and a subsequent loss of jobs.</p>	<p>UPSET IN THE ECOSYSTEM Sharks, which sit at the top of the ocean's food chain help keep the underwater population in check.</p>	<p>FEWER FOOD SOURCES Depletion of sharks can result in starvation of smaller animals like skinkfish and sculpin, which rely on sharks to eat their predators.</p>
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Say No to shark fin soup!

