

附件四：

新北市111年度教師跨領域全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	陳羿臻 / 張順宜 麗園國小		
教案名稱	Stray Animals	領域	英語跨(綜合)領域
教學年級：國小五年級	課程上使用之英語比例：75 % (本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：24人	教學總節數：3節	公開授課內容為第1節	
公開授課之時間： 111年11月10日 13時20分至14時00分 (第五節課)	公開授課之地點： 新北市林口區 麗園國小 五年二班 教室	公開授課之教師： 姓名：陳羿臻 服務學校：麗園國小 專長領域：英語	

核心素養	總綱	A2 系統思考與解決問題 A3 規劃執行與創新應變 C2 人際關係與團隊合作
	領綱	英語領域 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 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。 綜合領域 綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。
學習重點	學習表現	英語領域 1- II -7 能聽懂課堂中所學的字詞。 2- II -10 能聽懂簡易句型的句子。 6- II -3 樂於回答老師或同學所提的問題。 6- II -2 積極參與各種課堂練習活動。

		<p>綜合領域 1d-III-1 覺察生命的變化與發展歷程，實踐尊重和珍惜生命。</p>
	<p>學習內容</p>	<p>英語領域 2-III-7 能聽懂簡易的教室用語。 2-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>綜合領域 Ad-III-1 自然界生命現象與人的關係。 Ad-III-3 尊重生命的行動方案。</p>

具體學習目標	1. 學生能認識何謂流浪動物。 2. 學生能了解造成流浪動物的原因以及其衍生的問題。 4. 學生能理解尊重生命的重要性及其道德良知。 5. 學生能理解領養代替購買的重要性。 6. 學生能將關懷流浪動物的行動實踐於生活中。
與其他領域/科目/議題的連結	環境教育 環 E2 覺知生物生命的美與價值， 關懷動、植物的生命。 品德教育 品 E4 生命倫理的意涵、 重要原則、 以及生與死的道德議題。 生命教育 生 E1 探討生活議題， 培養思考的適當情意與態度。
教學資源/設備需求	電腦、簡報、投影機、學習單、影片

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 style="text-align: center;">【引起動機】</p> <p>1. 揭示圖片，以一些先導問題提問學生，再詢問以下問題： Q1: Are you a dog person or cat person?</p> <p>2. 進行Facts of dogs and cats的問答： Q1: What's "pet animal"? Q2: What's "wild animal"? Q3: Are dogs and cats pet animals or wild animals? Q4: Why are some of them not in houses? What happened? Q5: What's the topic today?</p> <p style="text-align: center;">【發展活動】 Lost dog</p> <p>1. Fact 1: 尋狗啟事 (1) 教師扮演發放尋狗啟事的主人，並一邊發下傳單。接著請學生閱讀傳單。</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;">LOST DOG</p>  <p style="margin: 0;">Last seen: ★ Zhongshan Rd.</p> <p style="margin: 0;">If you have 👉 information please contact: 0912345678</p> <p style="margin: 0;">Name: Lala Age: 2 Breed: Labrador Color: White</p> </div> <p>(2) 教師詢問以下問題，並請學生根據傳單內容回答：</p>	<p style="text-align: center;">5 mins</p> <p style="text-align: center;">5 mins</p> <p style="text-align: center;">3 mins</p> <p style="text-align: center;">5 mins</p>	<p>簡報 投影機</p> <p>傳單</p>	<ul style="list-style-type: none"> ● Good morning, everyone. ● What do you see? ● What's this? ● Can you give me more details about dogs/cats? ● You know them well, so you are a dog/cat person. ● Are you a dog person or a cat person? ● Great! ● What is pet animal? ● What is wild animal? ● Are dogs and cats pet animals or wild animals? ● Why some of them are not in houses? What happened? ● What's the topic today? ● Let's see a poster. ● What's the dog's name? ● How old is Lala? ● What color is

- Q1: What's the dog's name?
 Q2: How old is Lala?
 Q3: What color is Lala?
 Q4: Where is Lala last seen?
 Q5: If you see Lala, you can call?
 Q6: Why is Lala lost?

2. Fact 2: 其來有自

- (1) 教師在ppt揭示此則尋狗啟事文章，並發下文章學習單，請學生先進行skim and scan的閱讀策略。
 (2) 教師進行導讀，帶領學生理解文本內容。

Lost Dog-Lala

Tony and his family live in Linkou. Tony has a dog, Lala.
 Tony's little sister, Kelly likes Lala so much. She plays and sleeps with Lala all the time.
 One rainy day, Tony goes home after school, and he doesn't see Lala.
 Tony asks Dad, "Where's Lala?"
 Dad says, "Lala? Your sister sneezes every day because of Lala's fur. I'm so worried about your sister so I take Lala far away from home and leave it there."
 Tony says, "Oh, no! Where is Lala now?"
 Dad says, "I don't know. Maybe it's somewhere on ZhongShan Road."

Word bank:
 sneeze 打噴嚏 because of 因為 worried 擔心的
 far away from 遠離了 leave 留下 somewhere 某處

- (3) 教師在PPT揭示以下問題，請學生根據閱讀六何法組內討論以下問題:

- Q1: What does Tony's sister like to do with Lala?
 Q2: Who makes Lala homeless?
 Q3: Where does Tony's Dad abandon Lala?
 Q4: Why does Tony's Dad take Lala far away from home?
 Q5: How can you help Lala?

1. What does Tony's sister like to do with Lala?

2. Who makes Lala homeless?

3. Where does Tony's dad abandon(丟棄) Lala?

4. Why does Tony's dad take Lala far away from home?

5. How do you help Lala?

Central diagram: what (何), who (何人), where (何處), when (何時), how (何法) surrounding 'Lost Dog'.

- (4) 全班根據問題作回應與討論。

5 mins

10 mins

7 mins

簡報
 學習單
 六何法討論版
 白板筆

- Lala?
- Where is Lala last seen?
 - If you see Lala, you can call?
 - Why is Lala lost?
 - So, let's find out.
 - Read the story.
 - Take out your highlighter.
 - There are some questions. Please highlight the answer.
 - What does Tony's sister like to do with Lala?
 - Who makes Lala homeless?
 - Where does Tony's Dad abandon Lala?
 - Why does Tony's Dad take Lala far away from home?
 - How can you help Lala?
 - Great!
Nice!

	<p>【統整與總結】Findings-覺察與關注</p> <p>1. Reflective thinking- 教師詢問學生以下問題:</p> <p>Q1: 是否有在鄰近的社區或街道看過狗狗或貓咪?</p> <p>Q2: 他們是有主人的嗎?沒有的話, 你是否在心中浮過“牠們從何而來”的念頭?</p> <p>Q3: 你對於看到這些貓狗在街上, 你的感受是什麼?</p> <p>Q4: 你覺得Lala這個會是事實嗎?</p> <p>Q5: 播放新聞報導影片與文章, 並請學生覺察與反思。再做以下(下一節課前的)引導提問:</p> <p>a: 從現在開始, 你覺得你會開始關心這項議題嗎?</p> <p>b: 你將要如何採取行動? 請思考並說一說。</p>		<p>簡報 影片</p>	
<p>第二節</p>	<p>【引起動機】</p> <p>1. 教師發下每組一篇流浪動物的剪報文章, 請學生快速瀏覽其標題與內文。</p> <p>2. 教師請學生再次以閱讀六何法請學生根據剪報文章於小白板列出:</p> <p>Q1: Who abandons the animal? Q2: Where do they abandon the animal? Q4: Why is the animal homeless? Q5: How do people help the lost animals?</p> <p>【發展活動】</p> <p>1. 每一組根據剪報文章與六何法討論結果, 畫出該動物的生命故事圖, 再以適當可行的方式來總結如何幫助該動物的去處。</p> <p>2. 教師發下KWL(Known/ Want to know/ Learned)表格, 讓學生分組討論並寫出目前對於流浪動物已知且可行的處理方式。</p>	<p>10 mins</p> <p>20 mins</p>	<p>簡報 剪報文章 投影機 小白板 白板筆</p> <p>小白板 KWL表格</p>	<ul style="list-style-type: none"> ● How are you today? ● Can anyone tell me what we learned last time? ● Yes, and we call the street dogs and cats “stray animals”. ● Take out your sheet. ● Let’s read! ● Find the 5w1h answers and write on the whiteboard. ● Who abandons the animal? ● Where do they abandon the animal? ● Why is the animal homeless? ● How do people help the stray animals?

<p>Q3: Can they really reduce the numbers of stray animals? Q2: How do we help those stray animals? Q3: How can a school do to help them? Q4: How can a government do to help them? 教師發下討論小白板及I pad，並請組別根據議題查詢資料並進行討論。</p> <table border="1" data-bbox="226 495 703 719"> <thead> <tr> <th>I can</th> <th>A school can</th> <th>A government can</th> </tr> </thead> <tbody> <tr><td>1.</td><td>1.</td><td>1.</td></tr> <tr><td>2.</td><td>2.</td><td>2.</td></tr> <tr><td>3.</td><td>3.</td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center;">【統整與總結】</p> <p>(1) 教師以簡報說明領養代替購買的重要性，並且政府及學校如何致力於推動共存政策。</p> <p>教師發下誓約學習單，請學生擬定對於流浪動物保護的實踐行動契約書，並能於未來落實生活中，使流浪動物能夠得以受到良好的照護。</p>	I can	A school can	A government can	1.	1.	1.	2.	2.	2.	3.	3.		4.			5.			<p>ipad</p> <p>5 mins</p> <p>10 mins</p> <p>學習單</p>	<ul style="list-style-type: none"> ● How about a school? What can a school do? ● What can a government do to solve this problem? ● Discuss in groups and write the answers on the whiteboard. ● You can search with iPad. ● Let's see what we do so far. ● If you have a pet, what should you do for them? ● If you see a stray animal, what should you do for them? ● Please finish the worksheet and try to do it in the future.
I can	A school can	A government can																		
1.	1.	1.																		
2.	2.	2.																		
3.	3.																			
4.																				
5.																				

附錄（學習單或其他教學相關資料）

LOST DOG



Last seen:
Zhongshan Rd.

If you have information please contact:
0912345678

Name: Lala
Age: 2
Breed: Labrador
Color: White

Lost Dog-Lala

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5. How do you help Lala?

how 經過 what 事情 who 人物
why 原因 Lost Dog when 時間
where 地點

TOPIC

Name: _____

Date: _____

KNOW

WANT TO KNOW

LEARNED

Blank space for 'KNOW' section.

Blank space for 'WANT TO KNOW' section.

Blank space for 'LEARNED' section.

I can	A school can	A government can
1.	1.	1.
2.	2.	2.
3.	3.	
4.		
5.		

We could use a hand!

Class: _____ Number: _____ Name: _____

A. Read and write.

I can	A school can	A government can
1.	1.	1.
2.	2.	2.
3.	3.	
4.		
5.		

B. I promise...

In the future,

- 1. if I meet a stray, I will _____
- 2. if I have a job, I will _____
- 3. if I have time, I will _____
- 4. if I have a pet, I will _____

Date : _____ Sign : _____

