新北市板橋區板橋國民小學
112 學年度第二學期公開授課

設計者 / 服務學校	吳昭瑩（板橋國小）、林鈺文（永和國小）、李家怡（裕民國小）	
教案名稱	繪本教學 – *Bear Hunt*	
教學年級：國小四年級	預計課程上使用之英語比例：80% （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：25 人	教學總節數：3 節	預計公開授課內容為第 1 節
預計公開授課之時間： 113 年 2 月 21 日 8 時 40 分至 9 時 20 分 (第 1 節課)	預計公開授課之地點： 新北市板橋區板橋國小 404 教室	預計公開授課之教師： 姓名：吳昭瑩 服務學校：板橋國小 專長領域：英語

核心素養	**總　　綱**	A2 系統思考與解決問題 B1 符號運用與溝通表達 B3 藝術涵養與美感素養
	領　　綱	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。 藝-E-B1 理解藝術符號，以表達情意觀點。

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。 ＊◎3-Ⅱ-6 能看懂繪本故事的主要內容。 ◎➢1-Ⅱ-10 能聽懂簡易句型的句子。 ＊◎1-Ⅱ-12 能聽懂簡易故事及短劇的主要內容。 ◎➢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。 ＊◎3-Ⅱ-6 能看懂繪本故事的主要內容。 ＊4-Ⅱ-3 能臨摹抄寫課堂中所學的字詞。 ◎6-Ⅱ-1 能專注於老師的說明與演示。 ◎6-Ⅱ-2 積極參與各種課堂練習活動。 ◎6-Ⅱ-3 樂於回答老師或同學所提的問題。 藝術領域 1-Ⅱ-6 能使用視覺元素與想像力，豐富創作主題。
	學習內容	英語領域 Ac-Ⅱ-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ＊◎Ae-Ⅱ-2 繪本故事、兒童短劇。 ◎Ad-Ⅱ-2 簡易、常用的句型結構。 B-Ⅱ-1 第二學習階段所學字詞及句型的生活溝通。 ◎D-Ⅱ-1 所學字詞的簡易歸類。 藝術領域 視 E-Ⅱ-3 點線面創作體驗、平面與立體創作、聯想創作。
閱讀素養	**學習主題及實質內涵**	閱讀素養議題 閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E6 發展向文本提問的能力。 閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。 閱 II-E12 培養喜愛閱讀的態度。 閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。

具體學習目標	1.能運用先備知識預測文本主題。 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與句子。 已學之字彙：pencil, bear, draw, run, stranger, safe, unsafe 已學之句型：Help! / Well done. / Be careful. 應用字彙：hunt, hunter, cage, walk, back, line, dot 認識字彙：clever, swiftly, left, far, caught, straight line, curved line, zigzag line, creative, imagination 應用句型：Look out! / Do something, Bear! / Draw something with lines and dots. 認識句型：Use your imagination. 4.能積極和小組成員合作，並參與課內英語文學習活動。 5.能發揮想像力及運用創造力。
與其他領域/科目/議題的連結	藝術領域 閱讀素養
教學資源/設備需求	繪本、閃示卡、句型條、互評表、學習單、電腦、投影機、30 台平板電腦

各節教學活動設計

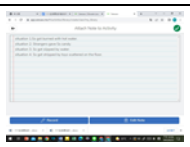
節次	教學活動流程	時間	教學資源	教師語言
第一節	**【Warm-up 引起動機】** 1. 教師揭示學生在藝術課程所學到的兩位藝術家之照片，並請學生發表兩位藝術家的名字(Yayoi Kusama、Jackson Pollock) 2. 教師呈現兩位作家之作品並鼓勵學生說出作品之特色(dots, lines)。 3. 教師揭示今天的主角 Bear，也是一位很有天份的藝術家請學生猜猜 Bear 的特別之處，並進行以下提問： (1) What is the animal? (2) What's its name? (3) What's so special about the bear? 4. 教師引導學生說出關鍵字	5'		**【Warm-up】** T: Hello, everyone. Do you remember what you've learned in art class? Let's take a look at some pictures of the artists. Wow, do you know who she is? Yes, she is Yayoi Kusama. What about this man? Well done, he is Jackson Pollock. Here is the art work. Do you know who made this? Yayoi Kusama. You can see lots of dots in her art works. And Jackson Pollock? Amazing lines. Good job, everyone. T: You know what? We have a super special guest today. It's Bear. What's so special about the Bear? Do you know what he likes to do? Dance? Good guess, but not the correct answer. Jump? He's also very talanted in art. The bear likes to draw. And you

	creative, draw, imagination……等說明 Bear 除了創意十足之外也是喜歡畫畫的藝術家，且 Bear 有一隻神奇畫筆 magic pencil。			know what? Bear has a magic pencil. Let's know more about this bear and the magic pencil. Shall we?
	【Presentation & Practice 發展活動】 **1. <u>Before reading</u>** Picture walk： 利用 Bear Hunt 繪本封面，請學生發表所看到的東西，運用已學知識推測創意十足的 Bear 遇到問題時會發揮何種創意並預測故事內容。教師提問下列問題： (1) What do you see on the book cover? (2) Where is the bear? (3) Is the bear safe? (4) What does the bear have? (5) What is Bear going to do? (6) What is Bear going to draw with the magic pencil?	10'	*Bear Hunt* 繪本 放大故事封面圖板	**【Presentation & Practice】** T: Here's the picture book. And this is the cover of the book. Now, please tell me what you see on the book cover. What animal do you see here? Right. A bear. Where is the bear? In the jungle. What does the bear have in his hands? A pencil. This is a magic pencil. What is Bear going to draw with the magic pencil? Food? Good guess. Bear can draw food when he is hungry. What else? Let's read the book title together. *Bear Hunt*. What is hunt? Hunt means to catch or kill animals. So, who wants to hunt Bear? Any ideas? We will find out later. Let's begin the story.
	2. <u>While reading</u> (1) Storytelling： 利用道具進行故事教學並引導學複習所學過的單字包含 magic pencil、bear、draw、run，另外隨著故事發引導學生說出故事中主要單字 hunt、hunter、cage、walk、 back 以及句型 Bear was in danger. Look out! Bear. Do something, Bear. Quickly, Bear began to draw with the magic pencil.		故事道具圖卡 應用字彙圖卡及字卡 句型條	T: Look at the picture. What is Bear doing? Walking. Very good. Where is Bear walking? Correct. In the jungle. What does Bear have in his hand? A pencil. You know what. It's not just a pencil. It's a magic pencil. We'll see what it can do later. Do you think Bear is safe walking all by himself in the jungle? Someone wants to hunt Bear. Who? Who wants to hunt Bear? Take a guess. Hunters. You got it right. Two hunters were hunting. And what did they see? They saw Bear! Bear is in

	(2) Matching Game： 故事進行時，一邊利用黑板上的圖卡，一邊揭示故事中單字 hunt、hunter、cage、walk、back 並進行配對活動。 (3) Comprehension checking: 利用圖片、問題和動作確認學生理解主要句型。 (4) Discussion: 隨著故事的情節發展教師進行提問： -Was Bear safe? -What did Bear draw? 並請學生判斷 Bear 是否安全，而 Bear 會運用 magic pencil 如何創意解決問題呢？			danger. Oh! No! Look out! Look out, Bear. The hunts tries to catch Bear with a net. Bear was in danger. Look out, Bear. Do something, Bear. Quickly, Bear began to draw with the magic pencil. What did Bear draw? Any ideas? Bear drew a rope. And the hunter tripped. Yes, Bear. You did it. Was Bear safe? Yes. Oh! No. There was another hunter. Run. Bear! Run. Look out, Bear. Do something, Bear. Quickly, Bear began to draw with the magic pencil. What did Bear draw? Any ideas? Bear drew a rhino. The hunter caught a rhino but not Bear. Good job, Bear. And Bear walked on. Was Bear safe? Yes. Oh! No. The hunter's back. And he had a gun. Look out, Bear. Do something, Bear. The hunter had a gun aiming at himself. Good job, Bear. Was Bear safe? Yes. Oh! No.. Look out, Bear. Look up, Bear. Do something, Bear. Bear's caught in a cage. Do something, Bear. Quickly, Bear began to draw with the magic pencil. What did Bear draw? Any ideas? Bear drew a saw. He sawed the cage and got himself out. Clever Bear. Oh!
	【Production 發展活動】 1. 故事停在最後一幕當 Bear 掉進洞穴中，教師請學生化身為 Bear，運用想像力畫出可以幫助 Bear 離開洞穴的東西。 2. 此外，請學生結合藝術所學到的點和線進行創作，教師		圖畫紙	No. Bear fell into a trap. It was dark inside the trap. Do something, Bear. Now, imagine that you're Bear. And you have magic pencil. Use your imagination to draw something to help Bear out. Remember don't forget what you've learned in art class. But this time, we have to create not only

	以 ladder 為例示範如何將 ladder 用點與線組合創作 3. 教師發下圖畫紙請學生開始進行創作。 **【Reinforcement and Wrap-Up 統整與總結】** 1. 將學生完成的作品張貼於教室四周並請同學欣賞。 2. 鼓力學生分享創作時的發想，並說說自己的作品。	15’ 5’	閃示卡 Who, What, When, Where, How, Why, If	something with lines but also dots. Draw something with lines and dots. For example, I want to draw ladder to help Bear out. Here is the ladder. I can add some lines and dots. Bigger dots, smaller dots are OK. I can add some straight lines and curved lines as well. Do you get it? Now, it’s your turn. Each one of you will get a piece of paper. And you can start to work. You can use color pens or color pencils. **【Reinforcement and Wrap-Up】** T: You did a very good job today. Now put your art work on the wall. Walk around the classroom and see other students’ work. Now, tell me what you’ve learned today. Anything! Please share with us what you drew and why.
第二節	**【Warm-up 引起動機】** 1. 問候學生。 2. 請學生回想上一節最後一幕的結局以及同學的創作 **【Presentation 發展活動】** 1. 教師展示 *Bear Hunt* 繪本投影片，跟學生接力唸讀，唸完繪本故事。 2. 教師展示繪本中 Bear 剛開始遇到獵人的困境，以及 Bear 用神奇畫筆畫出的解決方法（絆腳索 tripping rope），詢問學生 What else can Bear draw? 跟全班討論用神奇畫	2’ 8’	*Bear Hunt* 繪本投影片	**【Warm-up】** T: Good morning. How are you? How’s the weather? T: We read a book about a Bear last time. Do you remember what you drew or what other people drew? **【Presentation】** T: Let’s read the book together. I read the black words. You read the red words. OK? And let’s read what you drew for the last scene. You’re all very creative. Let’s read together. T: Do you have any questions about the story? If not, I have some questions for you: (1) How many hunters do you see?

	筆還可以畫出什麼東西解決該困境。並以上周學生的作品當例子將故事講完 3. 邀請學生發表。請學生使用 Bear can draw a _____ (to stop the hunter).的句型。教師可協助學生將想講的詞語以英文呈現。 **【Practice 練習活動】** 1. 教師呈現繪本中 Bear 遇到的其他困境： (1) 被獵人拿繩索套 (2) 被獵人拿獵槍指 (3) 被獵人用籠子抓住 (4) 掉到獵人挖的陷阱裡 2. 教師將用 Flippity 將學生隨機分組，請學生找到自己的夥伴後 4 人一組討論。 3. 請學生隨機抽選上述任一困境，在小組中討論 Bear 還可以畫出什麼東西解決該困境。 4. 發給各組一台平板，請學生發揮創意，將想到的解決方法用 Seesaw 畫出來。 5. 邀請各小組上台發表自己的創意解決方法。請小組四位成員分工報告以下四句，或者以錄音的方式錄在 Seesaw 裡面： (1) Danger! Danger! (2) Look out! Bear! (3) Do something, Bear! (4) Bear can draw a _____	25’	繪本困境圖卡 Use Flippity Random Name Picker to create a random group. 平板 小組互評表	(Ss: There are 2 hunters.) (2) What do the hunters want? (Ss: They want to catch Bear) (3) What does Bear draw? (Ss: Bear draws a tripping rope.) (4) What else can Bear draw with his magic pencil? Let’s be creative. (Ss: Bear can draw a police officer (to stop the hunter).) **【Practice】** T: Good job! You are all very creative. In the story, the hunters really want to catch Bear. They have rope, gun, cage, and a trap. Can you help Bear? T: Now I want 4 people in a group. Here are the teams. Do you see your name on the screen? Please go find your team mambers. T: I’ll give each team a card and an iPad. Turn and talk to your friends. Think. What else can Bear draw with his magic pencil? T: If you have some ideas, please find Seesaw on your iPad and draw your ideas. Let’s go. T: Are you done drawing? Later each group have to come up here and share your ideas. You can use the sentences to share: (1) Danger! Danger! (2) Look out! Bear! (3) Do something, Bear! (4) Bear can draw a _____ (to stop the hunter).

	(to stop the hunter). 6. 發下互評表，請其他小組互相評分。評分向度包括音量、清晰度、創意呈現。 **【Wrap-Up 總結活動】** 1. 請學生分享今天覺得最有創意的解決方法。 2. 教師鼓勵學生也可以模仿 Bear 運用創意，解決生活中遇到的困境。	 5’		T: Now practice the sentences with your friends. T: Are you ready? Remember we want to speak loudly, clearly, and be creative. (Teacher demonstrates how to grade by pointing at the evaluation card.) We want to be here in the card. T: I’ll give each group the grading card. When you hear other groups share, you listen carefully, and then you give them points by pointing at the card. OK? T: Who wants to come up first? Any volunteers? **【Wrap-Up】** T: Good job, everyone. We have so many creative ideas today. Which one do you think is the most creative? T: I like all your ideas. Thank you for helping Bear. Do you see we have some problems in our lives? We can be creative and make our lives better. Let’s work on it in the next class. That’s all for today. See you.
第三節	**【Warm-up 引起動機】** 1. 學生回想上節課 Bear 運用創意，解決那些困境。 **【Practice 發展活動】** 1. 老師提出 4 個情境 ，請學生腦力激盪遇到這些情境該如何解決。 (1) 情境 1.小朋友被開水燙到。 (2) 情境 2.陌生人拿糖果給你吃。 (3) 情境 3.小朋友被走道上的積水滑倒。 (4) 情境 4.小朋友被地上的玩具垃圾絆倒。 2. 將學生用 Flippity 隨機分	2’ 15’	 There are 4 situations shown on the board. 	**【Warm-up】** T: Class, please recall the situations Bear solved by using imagination. **【Practice】** T: There are 4 situations shown on the board, you brainstorm how to solve the situations. (1) Situation 1:Ss get burned with hot water. (2) Situation 2: Strangers give Ss candy. (3) Situation 3: Ss get slipped by water. (4) Situation 4: Ss get stripped by toys scattered on the floor.

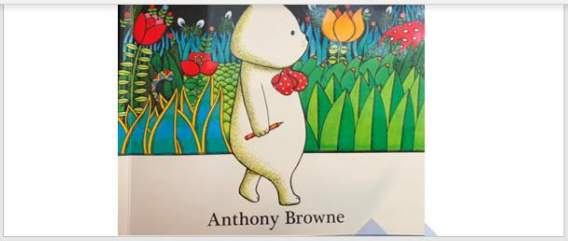
	組，請學生找到自己的夥伴後 4 人一組討論。 3. 每組一張 A4 的紙，請學生用神奇畫筆畫出的解決方法，詢問學生 What else can you draw? 跟全班討論用神奇畫筆還可以畫出什麼東西解決該情境。鼓勵學生發揮創意思考。 4. 邀請學生發表。請學生使用 I have a magic pencil. To stay safe, I can draw a _____. 的句型。教師可協助學生將想講的詞語以英文呈現。		 Use Flippity Random Name Picker to create a random group. 平板	T: I divide you into a group of 4 by using Flippity. Please look at the white board. Find your group in 2 minutes. Each group discusses and draws solutions by using a magic pencil. What else can you draw to fix these situations? Please discuss with your partners and draw it down. T: Come up and present with the sentences. I have a magic pencil. To stay safe, I can draw a _____.
	【Practice 練習活動】 1. 教師發給各組一台平板，請學生發揮創意，將上述想到的解決方法用 Seesaw 畫出來。每組拿到平板後請掃描白板上的 QR code，一起討論後畫出解決方法並錄音。 2. 邀請各小組上台發表自己的創意解決方法。請小組四位成員分工報告，或者以錄音的方式錄在 Seesaw 裡面。 3. 發下互評表，請其他小組互相評分。評分向度包括音量、清晰度、創意呈現。	20’	 Scan the QR code on the whiteboard. Please discuss together, draw a solution and record it. 互評表	**【Practice】** T: I give each team an iPad, and you draw the solution you thought of with Seesaw. Be creative. Each team scans the QRcode and finishes the assignment. T: After each group gets the tablet, please scan the QR code on the whiteboard, discuss together and draw a solution and record it. T: I would like to invite groups to come up on the stage and present their creative solutions. Each team has one member to present , or share the record in Seesaw. T: I will give out a mutual evaluation form and ask other groups to assess each other. The scoring dimensions include volume, clarity, and creative presentation.
	【Wrap-Up 統整活動】 請學生發表今日所學到最印象深刻的情境解決方式。	3’		**【Wrap-Up】** T: Class, please share the most impressive situational solution you

				learned today.

附錄（學習單或其他教學相關資料）
附件一：*Bear Hunt* 故事朗讀投影片 附件二：小組互評表 附件三：Think and Draw 學習單

附件一：*Bear Hunt* 故事朗讀投影片

佈景主題 變化



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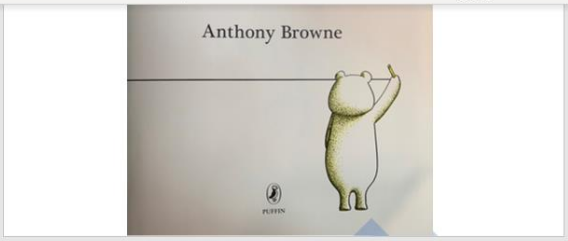

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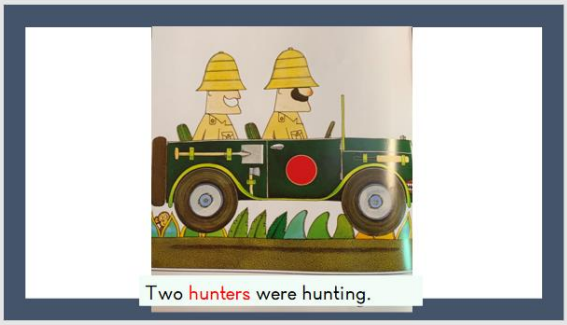

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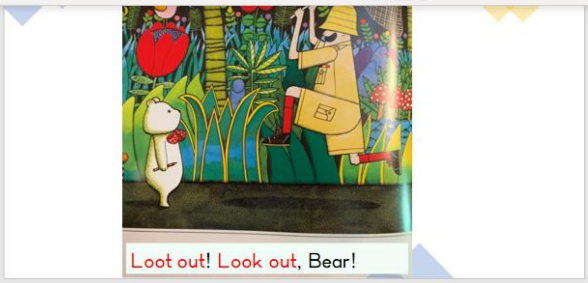
佈景主題 變化



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佈景主題 變化

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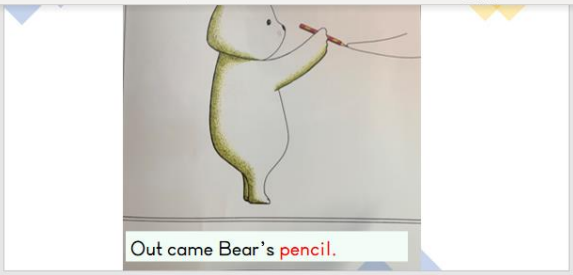

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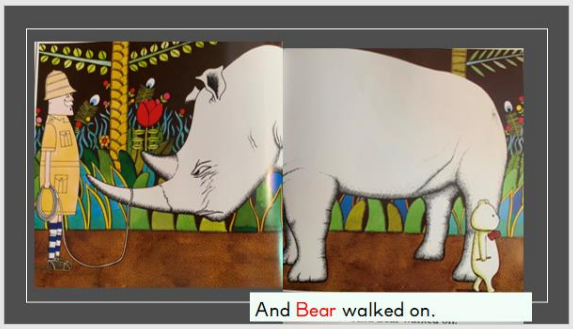

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佈景主題 變化

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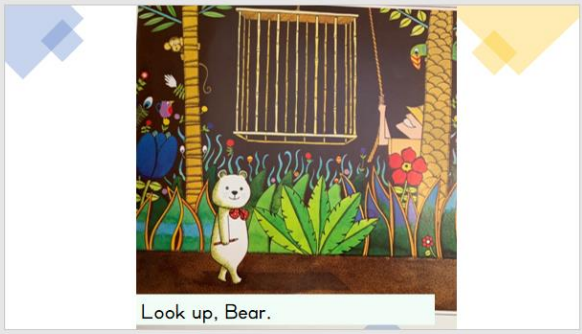

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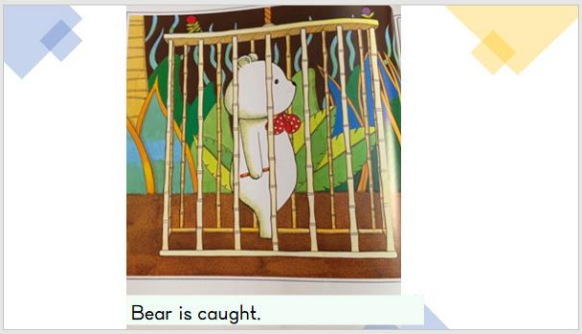

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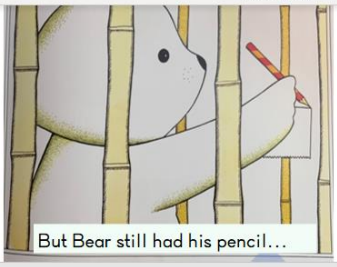
佈景主題 變化



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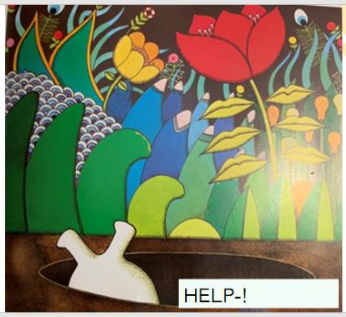

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投影片 3 / 22 中文 (台灣) 協助工具: 調查

佈景主題 變化

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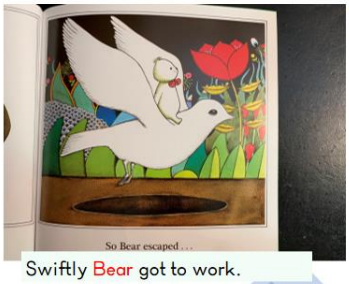

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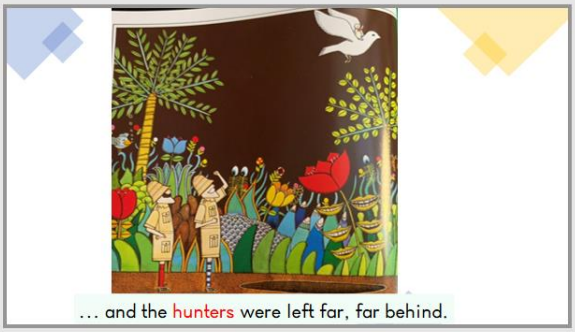

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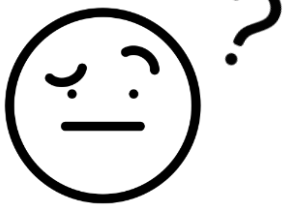
附件二：小組互評表

Be **loud**.	1	2	3	4
Be **clear**.	1	2	3	4
Be **creative**.	1 	2	3	4

附件三：Think and Draw 學習單

What else can you draw to fix these situations?	
Situation 1: Ss get burned with hot water. 	
Situation 2: Strangers give Ss candy. 	
Situation 3: Ss get slipped by water. 	
Situation 4: Ss get stripped by toys scattered on the floor. 	