

## 新北市113年度教師跨領域全英語授課教案

設計者 / 服務學校	黃瀚萱 / 黃韻如 / 黃俊程 新北市林口區新林國民小學		
教案名稱	My Green Carp Streamer	領域	英語跨( <u>藝文</u> )領域
教學年級：國小 <u>六</u> 年級	課程上使用之英語比例： <u>85</u> % (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>32</u> 人	教學總節數： <u>4</u> 節	公開授課內容為第 <u>1</u> 節	
公開授課之時間： <u>113</u> 年 <u>10</u> 月 <u>18</u> 日 <u>09</u> 時 <u>30</u> 分至 <u>10</u> 時 <u>10</u> 分	公開授課之地點： 新北市 <u>林口區</u> <u>新林國小</u> <u>606</u> 教室	公開授課之教師： 姓名： <u>黃瀚萱/黃韻如</u> 服務學校： <u>新林國小</u> 專長領域： <u>英語</u>	

核心 素養	總 綱	A2 系統思考與解決問題 B3 藝術涵養與美感素養 C1 道德實踐與公民意識 C2 人際關係與團隊合作 C3 多元文化與國際理解	
	領 綱	英語領域	跨領域：藝文領域

		<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>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。</p> <p>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。</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情。</p>	<p>藝-E-C1 識別藝術活動中的社會議題。</p> <p>藝-E-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。</p> <p>藝-E-C3 體驗在地及全球藝術與文化的多元性。</p>
學習重點	學習表現	<p>1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>1-III-13 能辨識簡易句子語調所表達的情緒和態度。</p> <p>2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-III-7 能看懂繪本故事的主要內容。</p> <p>6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>8-III-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>9-III-3 能綜合相關資訊作簡易的猜測。</p>	<p>1-III-3 能學習多元媒材與技法，表現創作主題。</p> <p>1-III-6 能學習設計思考，進行創意發想和實作。</p> <p>1-III-8 能嘗試不同創作形式，從事展演活動。</p> <p>2-III-5 能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。</p> <p>3-III-5 能透過藝術創作或展演覺察議題，表現人文關懷。</p>
學習重點	學習內容	<p>Ad-III-2 簡易、常用的句型結構。</p> <p>Ae-III-2 繪本故事、兒童短劇。</p> <p>C-III-2 國內外主要節慶習俗。</p>	<p>視 E-III-2 多元的媒材技法與創作表現類型。</p> <p>視 E-III-3 設計思考與實作。</p> <p>視 P-III-2 生活設計、公共藝術、環境藝術。</p>

	D-III-3 依綜合資訊作簡易猜測。	
具體學習目標	<p><b><u>設計理念</u></b></p> <p>本教案旨在透過跨領域學習，結合英語繪本、環保、藝術與文化，提升學習動機與英語能力。藉由海洋污染議題與環保鯉魚旗製作，深化學生環保意識，並培養創造力與問題解決能力。同時，介紹日本文化，拓展國際視野，並在積極參與的學習環境中，自然融入英語學習，提升學生英語聽說讀寫能力。</p> <p><b><u>學習目標</u></b></p> <ol style="list-style-type: none"> <li>1. 學生能透過繪本《Somebody Swallowed Stanley》學習環境保護責任。</li> <li>2. 學生能了解鯉魚旗的文化意義和歷史典故。</li> <li>3. 學生能以學習過的英語字詞和句子表達對資源回收及廢物利用的想法。</li> <li>4. 學生能透過設計和製作鯉魚旗來實踐他們的創造力。</li> </ol> <p><b><u>應用字彙(學生需主動使用的詞彙)</u></b> Ocean, jellyfish, swallow, pollution, plastic, trash, sea, recycle, reuse, reduce, carp streamer, celebrate, children, family, strong, brave</p> <p><b><u>認識字彙(學生需理解的詞彙)</u></b> mistake (誤認), harm, protect, environment, Children's Day, tradition, symbol</p> <p><b><u>應用句型</u></b> A. Stanley is a _____. (Stanley is a plastic bag.)</p>	

	<p>B. The ocean is full of _____. (The ocean is full of trash.)</p> <p>C. We can help by _____. (We can help by recycling.)</p> <p>D. People fly koinobori (鯉魚旗) to celebrate _____. (People fly koinobori to celebrate Children's Day.)</p> <p>E. We can use old plastic bags to _____. (We can use old plastic bags to make a kite.)</p>
與其他領域/科目/議題的連結	<p>閱 E14 喜歡與他人討論、分享自己閱讀的文本。</p> <p>多 E4 理解到不同文化共存的事實。</p> <p>環 E15 覺知能資源過度利用會導致環境汙染與資源耗竭的問題。</p>
教學資源/ 設備需求	電腦、投影機、teaching slides、繪本 (Somebody Swallowed Stanley)、美勞用具(剪刀、膠帶、鐵絲、美工刀、尺、舊的塑膠袋)

### 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>第一節課</p> <p>【引起動機】</p> <p>1. 教師展示神秘物件：揉成一團的塑膠袋，並詢問學生問題。</p> <p>2. 播放海洋污染相關短片 Show a short video of ocean pollution.</p> <p>【發展活動】</p> <p>1. 故事時間 Story Time:</p> <p>(1) 生動地朗讀繪本，搭配圖片輔助理解。Read the story aloud with enthusiasm, using visuals to aid comprehension.</p> <p>(2) 每翻一頁，停頓並提問問題 Pause after each page and ask: 鼓勵學生使用英語回答 Encourage students response in English.</p>	<p>10'</p> <p>20'</p>	<p>picture book</p> 	<p>- What's this? What does it look like?</p> <p>- Do you like it? Why or why not?</p> <p>- Where do you think we usually find this?</p> <p>- What happened?</p> <p>- What do you think will happen next?</p> <p>- How does Stanley feel?</p>

	<p>(3)師生討論時間 Discussion:          教師提問繪本重點問題及感想，並鼓勵學生使用英語回答 Encourage students response in English.</p> <p>2. 詞彙寫寫看 Word Web:</p> <ul style="list-style-type: none"> <li>- (1) 在黑板上寫下 "Stanley"，讓學生輪流上台寫下與故事和塑膠污染相關的詞彙 On the board, write "Stanley" in the center. Have students come up and write words related to the story and plastic pollution. (plastic, ocean, turtle, jellyfish, gasp, splutter, choke)。</li> <li>- (2)教師用英語簡短討論並介</li> </ul>			<ul style="list-style-type: none"> <li>- Why did everyone mistake Stanley for food?</li> <li>- How did Stanley feel when he was swallowed?</li> <li>- If you were Stanley, what would you do?</li> <li>- How can we help Stanley and other sea creatures?</li> <li>- What was the main problem in the story?</li> <li>- How did the character (the kind boy) solve the problem?</li> <li>- What can we learn from this story?</li> </ul>
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	<p>紹每個詞彙。Briefly discuss each word in English.</p> <p><b>【統整與總結】</b></p> <ol style="list-style-type: none"> <li>1. 重點回顧 Recap: 今天我們認識了 Stanley，也學到了塑膠袋對海洋的影響。我們每個人都可以為海洋做一些改變。預告 Preview: 下一次，我們會運用不要的東西，做出美麗的藝術品，來提醒大家保護海洋。</li> <li>2. 回家作業 Homework: 請學生回家觀察生活中有哪些塑膠製品，並思考如何減少使用。Ask students to look for plastic items at home and think about how they can reduce their use.</li> </ol>	10'		<p>- Today, we met Stanley and learned about the problem of plastic in the ocean. We can all make a difference.</p> <p>- Next time, we'll use recycled materials to create beautiful art that reminds us to protect our oceans.</p>
第二節	<p><b>第二節課</b></p> <p><b>【引起動機】</b></p> <ol style="list-style-type: none"> <li>1. 回顧上一堂課的內容，並向提問問題，且鼓勵學生使用英語回答 Review and encourage students response in English. <ul style="list-style-type: none"> <li>- 藉由複習，幫助學生喚起記憶，同時鼓勵他們運用所學的英文。</li> <li>- 盡量讓學生用英語回答，即使只是一個單字也值得鼓勵。</li> </ul> </li> <li>2. 導入今日主題-鯉魚旗的介紹：教師講解下一堂課即將製作屬於自己的環保鯉魚旗。不過我們要用的不是一般的材料，而是垃圾袋，讓廢棄物也能變身美麗的藝術品。在開始動手做之前，要先認識鯉魚旗的歷史和意義。</li> </ol>	5'	Teaching slides	<p>- Last time, we read a story about Stanley, a plastic bag that was mistaken for a jellyfish. Do you remember what happened to Stanley?</p> <p>- What did we learn about plastic pollution and how it affects ocean life?</p> <p>- Today, we're going on an adventure to Japan! We'll learn about a special celebration called Children's Day and the colorful carp streamers, called koinobori(鯉魚旗), that</p>

	<p style="text-align: center;"><b>【發展活動】</b></p> <p>1. 介紹簡報內容 Presentation :</p> <p>(1)日本男孩節的由來 The Story of Boy's Day :</p> <ul style="list-style-type: none"> <li>- 最初是農曆五月五日，為祈求男孩平安長大的節日。</li> <li>- 後來演變成兒童節，慶祝所有孩子的成長。</li> <li>- 介紹日本武士文化與端午節的關聯。</li> </ul> <p>(2)為什麼用鯉魚的形象做旗? Why Carp? :</p> <ul style="list-style-type: none"> <li>- 鯉魚逆流而上、跳躍龍門的形象，象徵堅毅不拔、力爭</li> </ul>	25'	<p>fly high in the sky.</p> <ul style="list-style-type: none"> <li>- We will be making our own eco-friendly carp streamers next class, but first, let's learn about their history and meaning.</li> <li>- A long time ago in China, there was a special day called the Dragon Boat Festival. On this day, people would bathe with a special plant called "calamus. (菖蒲)"</li> <li>- In Japan, the word for calamus sounds like another word that means "warrior spirit." (pronounced "shōbu" 尚武) So, to teach boys to be brave and strong, they started celebrating Boy's Day.</li> <li>-Carp are strong fish. They swim against rushing water and even</li> </ul>
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<p>上游的精神。</p> <ul style="list-style-type: none"> <li>- 鯉魚在中國傳說中，躍過龍門就能化身為龍，代表成功和好運。</li> <li>-</li> </ul> <p>(3)鯉魚旗的含意 The Secret Messages of the Carp Streamer :</p> <ul style="list-style-type: none"> <li>- 黑色鯉魚代表父親，紅色鯉魚代表母親，藍色的鯉魚代表小孩(兒子)。</li> <li>- 鯉魚旗飄揚的樣子，象徵著家庭的和諧與幸福。</li> </ul> <p>(4)鯉魚旗的演變 Koinobori, Now and Then :</p> <ul style="list-style-type: none"> <li>- 早期的鯉魚旗是布製的，現在則有各種材質和造型。</li> <li>- 鯉魚旗的顏色與樣式也越來越多元，許多家庭也掛起女兒的鯉魚旗，所有孩子都可以慶祝兒童節，兒童節不再專屬於男孩的節日。</li> </ul> <p>2. 討論與提問 Your Turn to Talk :</p> <ul style="list-style-type: none"> <li>- 教師提問教學簡報的重點問題及感想，鼓勵學生用完整的句子回答，練習口語表達</li> </ul>	10'	<p>jump over waterfalls!</p> <p>This shows how brave and strong they are.</p> <p>-Explain the Chinese legend of the carp leaping over the dragon gate, which represents success and good fortune.</p> <p>- In Japan, families fly colorful carp streamers to celebrate their sons. Each color has a special meaning:</p> <p>Black: The father Red: The mother Blue: The son</p> <p>- Flying a carp streamer is like wishing them a safe and healthy life.</p> <p>- The carp streamer used to be just black, red, and blue. But now, they come in all sorts of colors and patterns! Many families add streamers for their daughters. They're not just for boys anymore. Everyone can celebrate with the carp streamer.</p> <p>- What's your favorite color of koinobori(鯉魚旗)? Why?</p>
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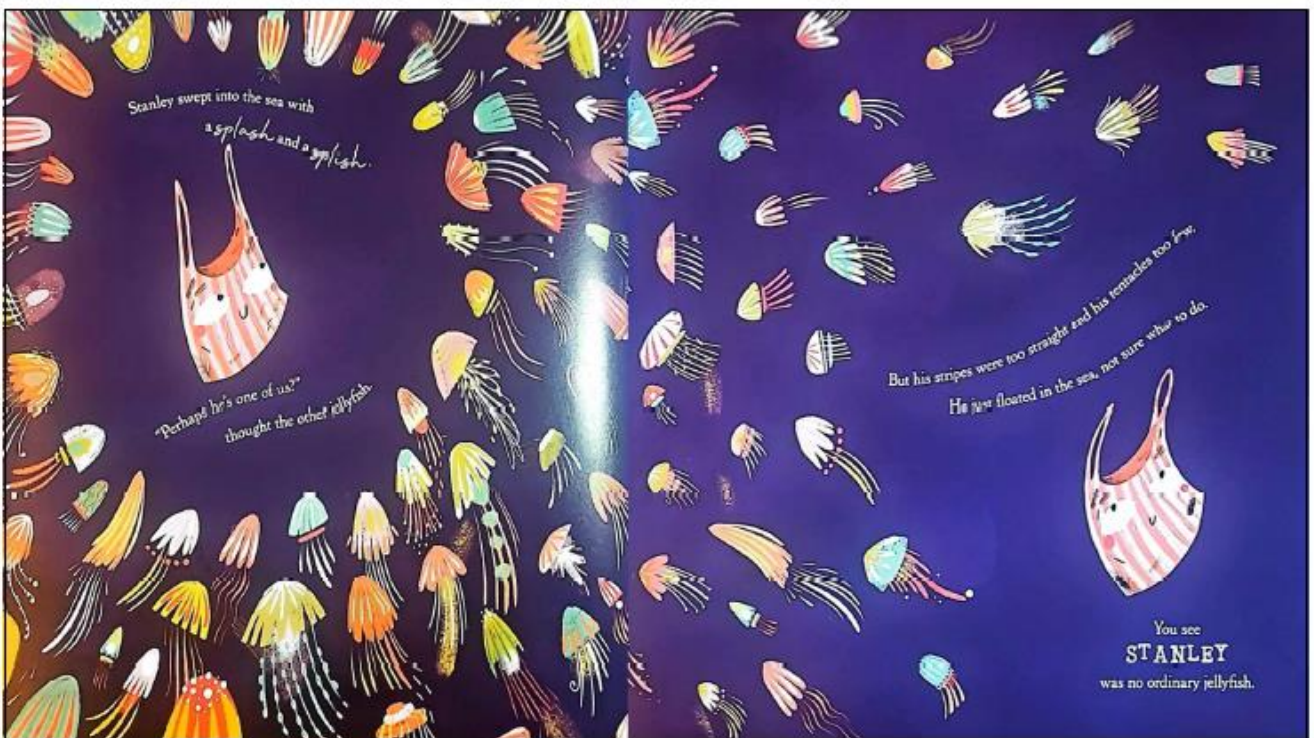
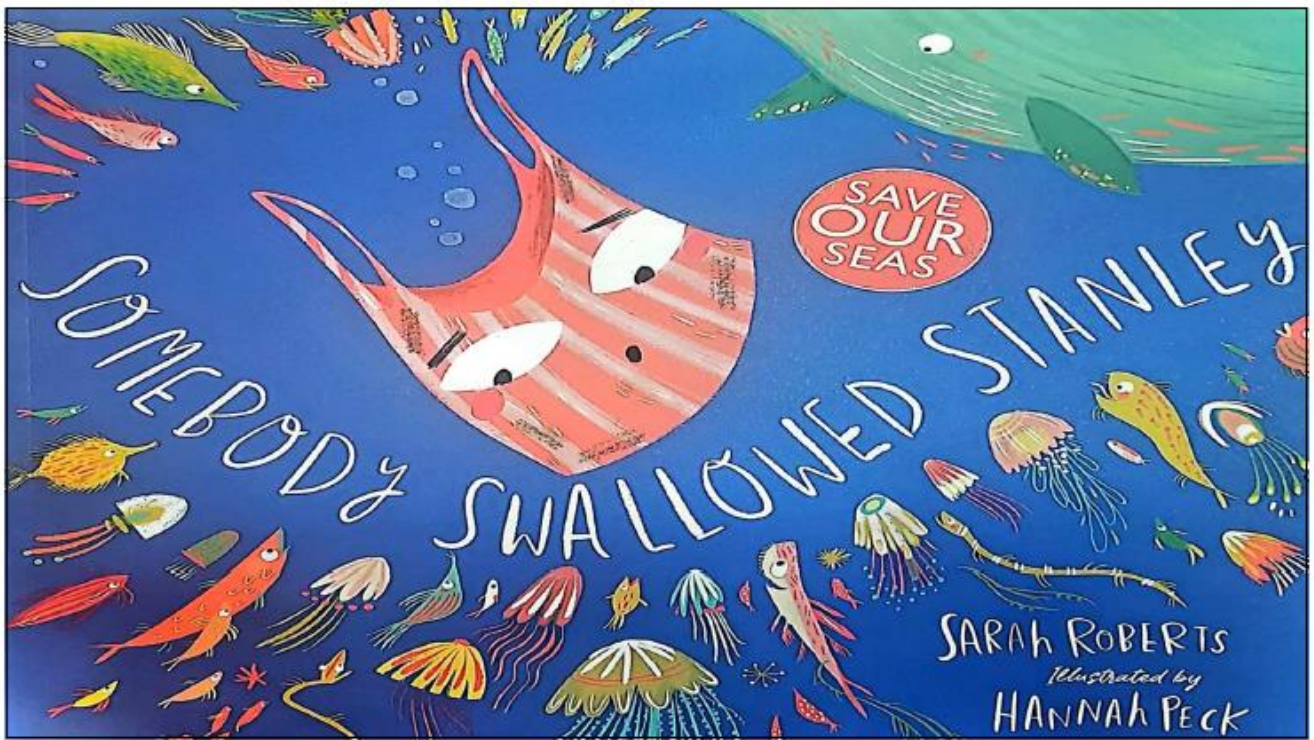
	<p>能力。</p> <ul style="list-style-type: none"> <li>- 適時給予肯定和鼓勵，讓學生建立自信心。</li> </ul> <p style="text-align: center;"><b>【統整與總結】</b></p> <p>1. 重點回顧 Recap：</p> <ul style="list-style-type: none"> <li>- 教師使用問答的方式，確認學生是否理解重點內容。</li> <li>- 教師可以請學生用自己的話總結今天的學習內容。</li> <li>- 總結重點：</li> </ul> <p>(1) 鯉魚旗是日本兒童節的象徵。</p> <p>(2) 鯉魚旗代表堅毅、勇敢、力爭上游的精神。</p> <p>(3) 鯉魚旗也象徵家庭的和諧與幸福。</p> <p>2. 預告下一堂課 Preview：</p> <ul style="list-style-type: none"> <li>- 教師宣布下一堂課將動手製作環保鯉魚旗。請學生動動腦，如何發揮創意，做出獨一無二的鯉魚旗。</li> <li>- 提醒學生回家收集可用的廢棄材料。</li> </ul>			<ul style="list-style-type: none"> <li>-What does the carp make you think of?</li> <li>- Why do you think people fly carp streamers?</li> <li>- How have carp streamers changed over the years?</li> </ul> <p>-Let's review the main points of the presentation.</p> <p>-The carp streamers are more than just pretty decorations. They're a symbol of hope, strength, and never giving up.</p> <p>- Next class, we will use plastic bags to make our own green carp streamer.</p> <p>- Think about what colors and designs you would like to use for your carp streamer.</p>
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第三節	第三節課	5'		-What was Stanley made into? -How can we use old plastic bags?
	<p style="text-align: center;"><b>【引起動機】</b></p> <p>1. 詢問學生上次課程中，這個舊的塑膠袋 Stanley 最後被做成了什麼？</p> <p style="text-align: center;"><b>【發展活動】</b></p> <p>1. 告訴學生這節課我們會用舊的塑膠袋做成鯉魚旗。</p> <p>2. 指導學生如何製作鯉魚旗。(本節課製作身體加眼睛)</p> <p>3. 將學生分成6-8人一組，每組會製作一面鯉魚旗。</p> <p>4. 教學流程請參見附件3 Build Instructions</p> <p>(1) 把舊塑膠袋剪開攤平。</p> <p>(2) 把塑膠袋黏貼成一個大的長方形。</p> <p>(3) 長方形長邊對折，貼成一個管子。</p> <p>(4) 前端向外反折3cm。</p> <p>(5) 把反折處貼起來形成一個管子，之後穿鐵絲用。</p> <p>(6) 裝飾鯉魚。</p> <p>(7) 剪下2組3個圓做成鯉魚的眼睛。</p> <p>(8) 把眼睛貼在身體前1/3處。</p>	35'	<p>old plastic bags</p> <p>scissors</p> <p>cutter</p> <p>tape</p> <p>teaching slides</p>	<p>-We are going to make a carp streamer with old plastic bags today.</p> <p>(1) Cut out the plastic bags.</p> <p>(2) Make a large rectangular piece of plastic.</p> <p>(3) Fold the body into a long strip. Close the long open side and make a tube.</p> <p>(4) Make a 3 cm fold (outward) at the front part.</p> <p>(5) Tape it to create a tube. This tube is for wires to go through.</p> <p>(6) Decorate your carp.</p> <p>(7) Cut out 2 sets of 3 circles with water proof materials. These will be the carp's eyes.</p> <p>(8) Put the eyes at the first 1/3 of the carp's body.</p>

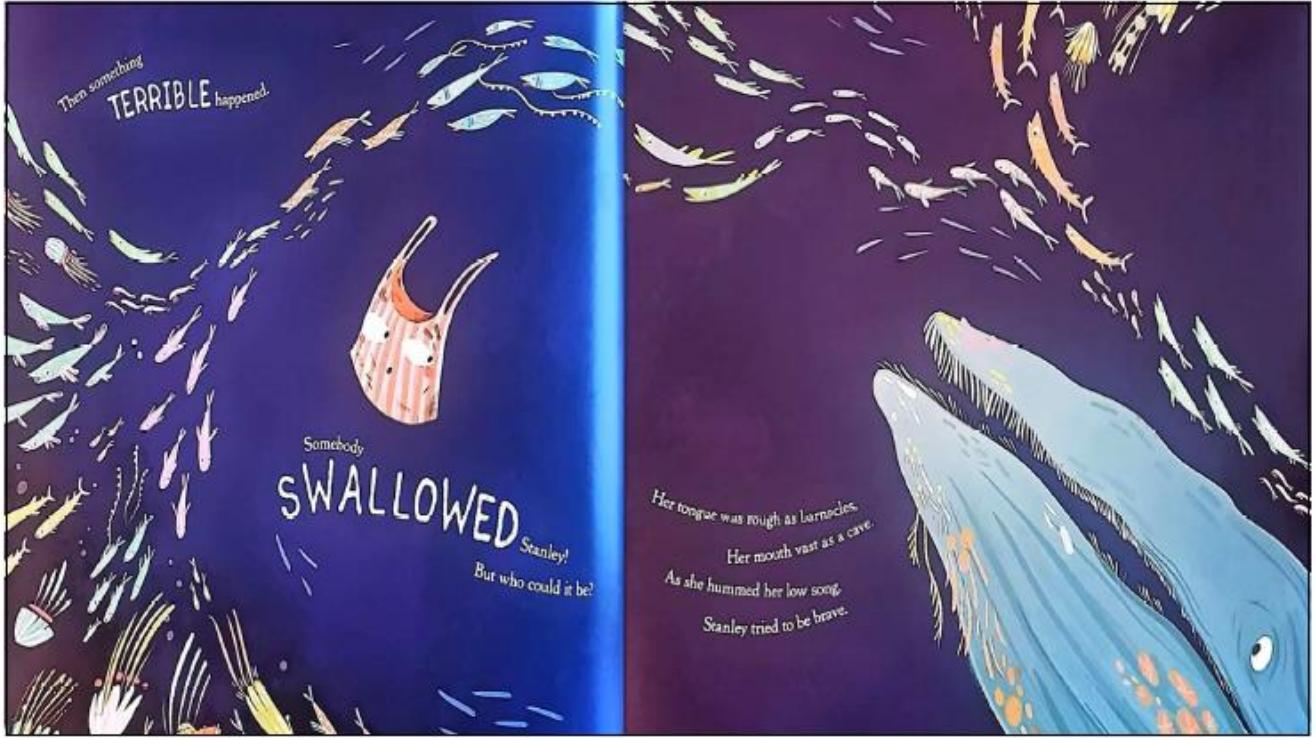
第四節	<p style="text-align: center;"><b>第四節課</b></p> <p style="text-align: center;"><b>【發展活動】</b></p> <p>1. 繼續製作鯉魚旗。(本節製作鱗片和完成穿環與綁線)</p> <p>(9) 現在要做魚鱗。以魚的身體寬度為準，剪下許多長塑膠條。</p> <p>(10) 把長塑膠條對折3次。</p> <p>(11) 把兩組折好的長塑膠條對齊，折好的開口邊面向不同邊，一起剪下。</p> <p>(12) 打開折好的長條，交錯擺放。重覆以上步驟鱗片數量夠。</p> <p>(13) 把鐵絲穿過魚嘴的管子，再將線綁上鐵絲。</p> <p>(14) 鯉魚旗完成！</p>	30'	<p>teaching slides</p> <p>old plastic bags</p> <p>scissors</p> <p>cutter</p> <p>tape</p> <p>teaching slides</p> <p>wires</p> <p>strings</p>	<p>-Let's continue with your carp streamers.</p> <p>(9) Let's make the scales now. Make many long strips with your plastic bags. They have to be the width of the carp's body.</p> <p>(10) Fold each strip in half 3 times.</p> <p>(11) With the opening of the fold on opposite sides, cut the 2 strips at one time.</p> <p>(12) Unfold the strips and overlay them. Repeat until you have enough scales.</p> <p>(13) Put some wire through the carp's mouth. Tie strings onto the wire.</p> <p>(14) Well done! Your carp streamer is ready to fly.</p>
	<p style="text-align: center;"><b>【統整與總結】</b></p> <p>1. 請學生小組討論，將本次課程所學到的舊塑膠袋再利用的方式紀錄下來。</p> <p>2. 生活中還有什麼舊物是可以再</p>	10'		<p>-Discuss with your group.</p> <p>Write down how old plastic bags are reused in our lesson.</p> <p>-What are some more</p>

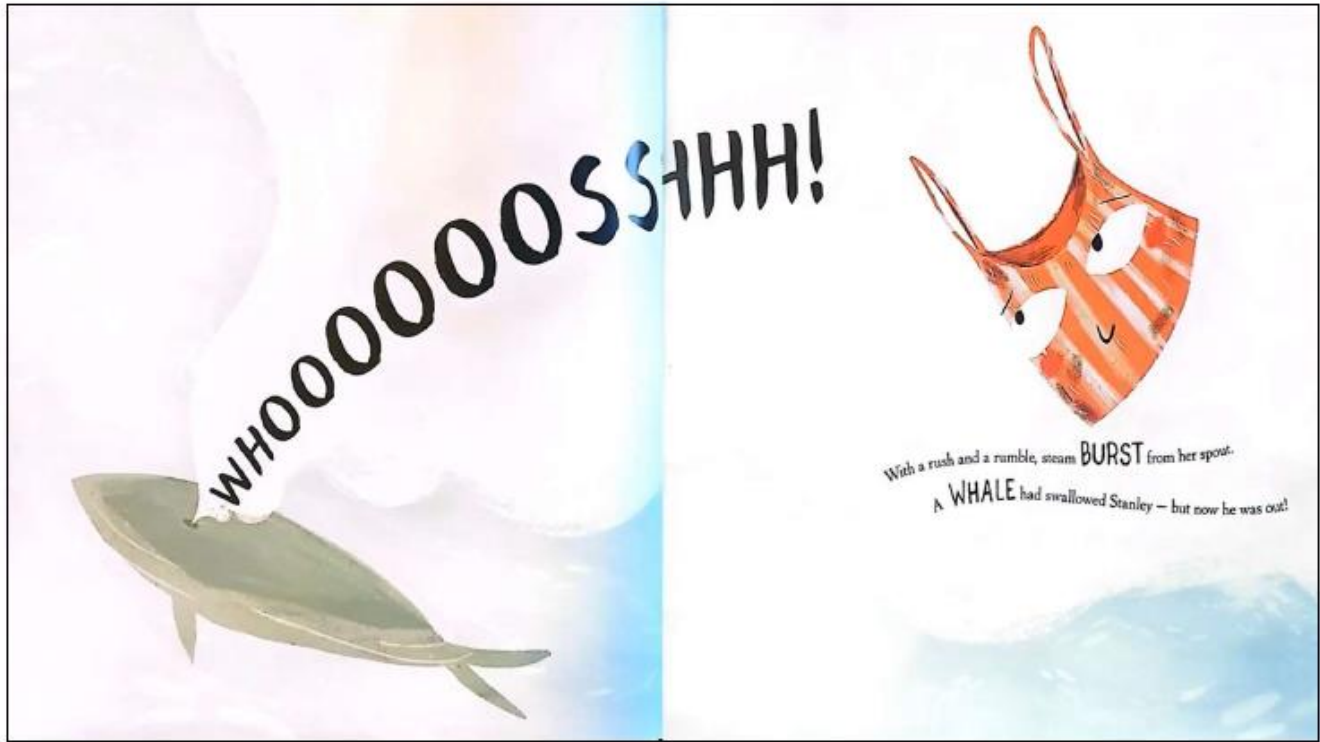
	利用的？請與你的小組討論， 並寫下兩種物品再利用的例子。			ways that we can reuse old things? Talk with your group and write down two examples.
附錄（學習單或其他教學相關資料）				

附件一：繪本投影片 Somebody Swallowed Stanley









WHOOOOOOSSHHH!

With a rush and a rumble, steam **BURST** from her spout.  
A **WHALE** had swallowed Stanley – but now he was out!

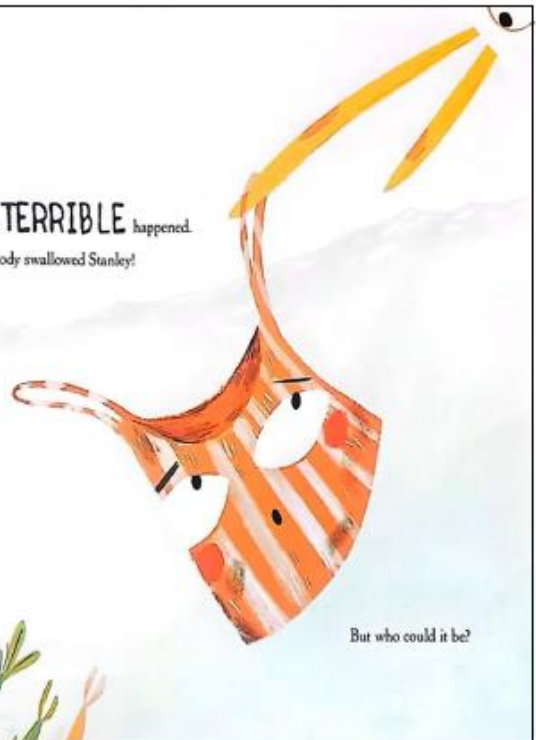


Stanley dropped – with a splash – back into the sea...

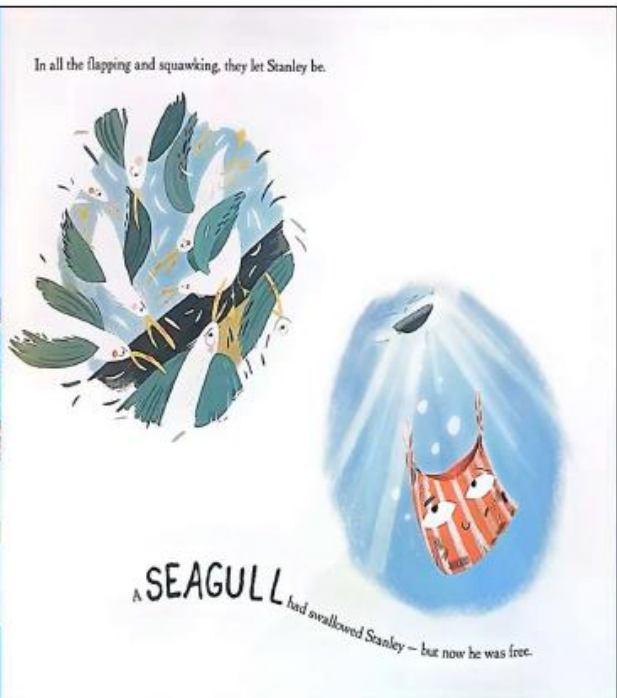
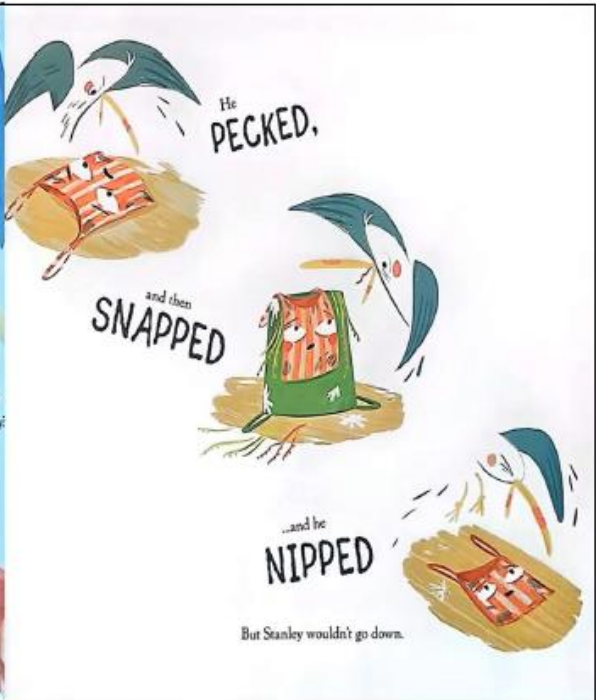
Where he **BOBBED** along gently, calm and carefree.

Until something **TERRIBLE** happened.  
Somebody swallowed Stanley!

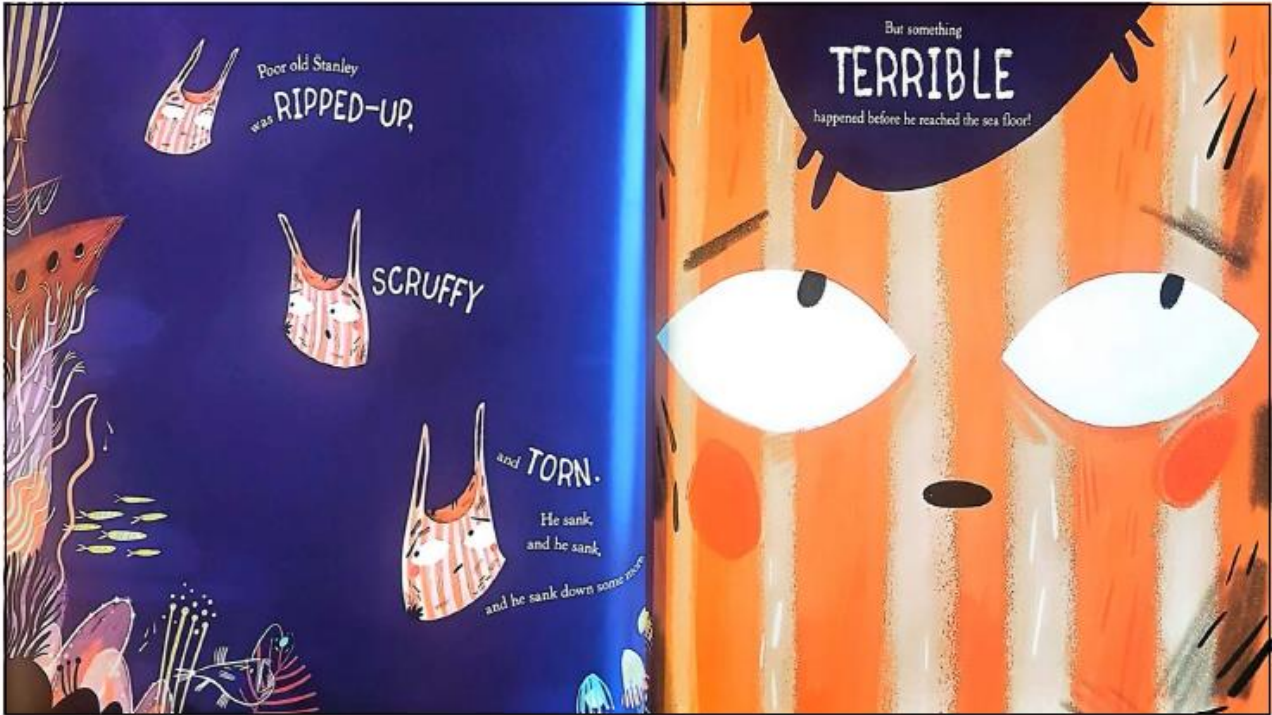
But who could it be?

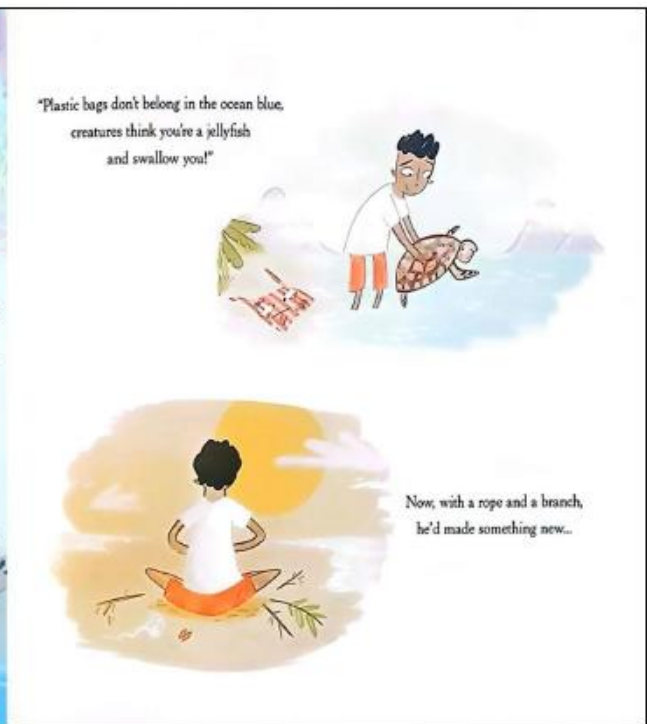
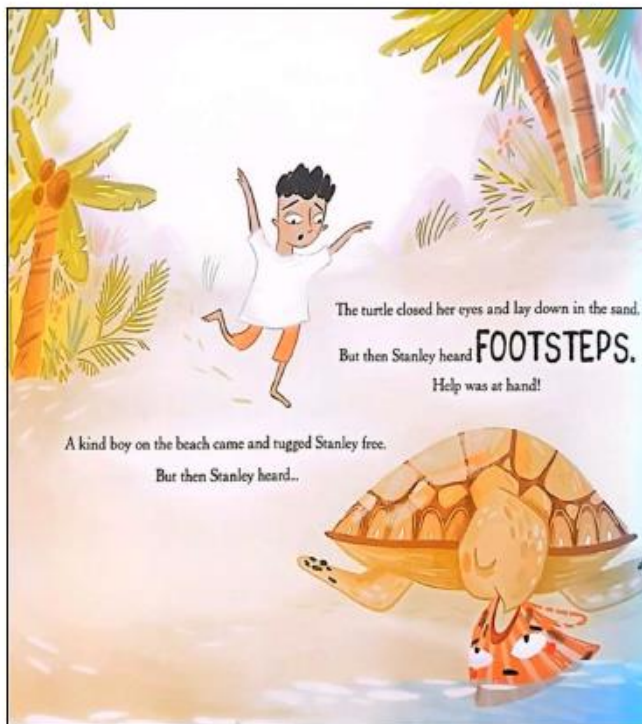
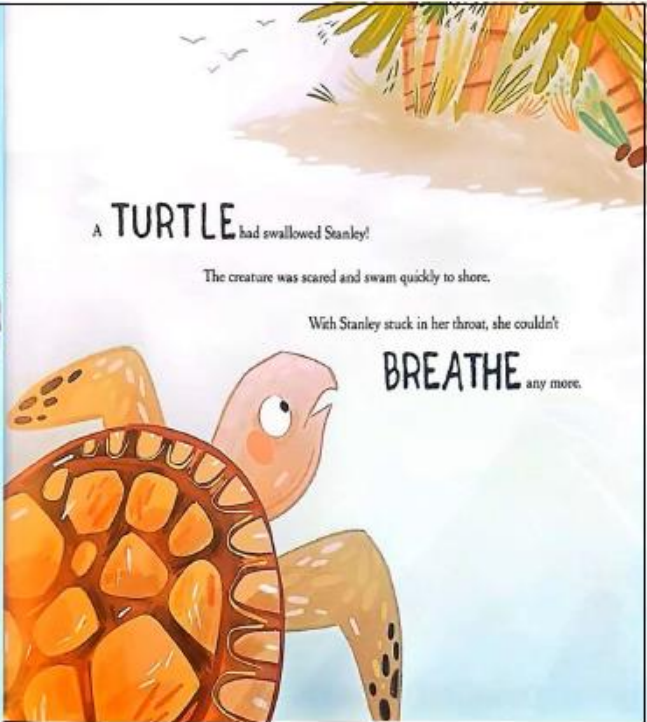
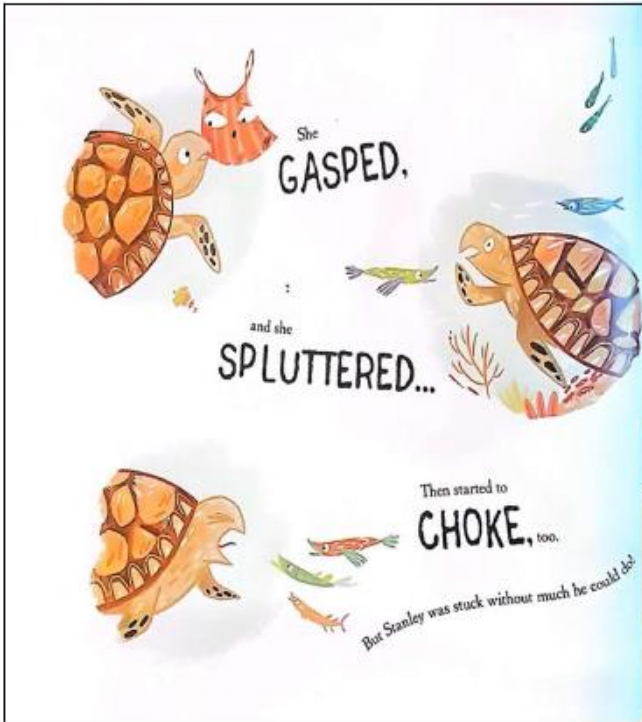
















# The Story of Boy's Day In Japan

A long time ago in China, there was a special day called the Dragon Boat Festival. On this day, people would bathe with a special plant called "calamus."



菖蒲



In Japan, the word for calamus sounds like another word that means "warrior spirit." (pronounced "shōbu" 尚武) So, to teach boys to be brave and strong, they started celebrating Boy's Day.



しょうぶ せつく  
菖蒲の節句  
↓  
しょうぶ せつく  
尚武の節句

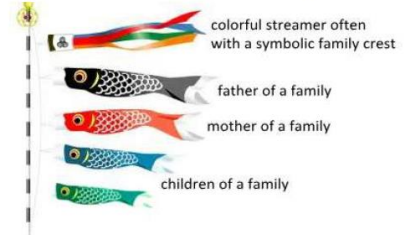


Carp are strong fish. They swim against rushing water and even jump over waterfalls! This shows how brave and strong they are.



The Chinese legend of carps leaping over the dragon gate represents success and good fortune.

In Japan, families fly colorful carp streamers to celebrate their sons. Each color has a special meaning:



Flying a carp streamer is like wishing them a safe and healthy life.



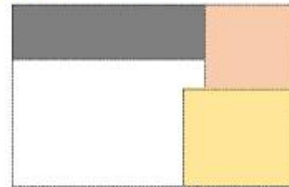
附件三：鯉魚旗製作教學 Build Instructions



Cut out the plastic bags.



Make a large rectangular piece of plastic.  
This will be the carp's body.



Fold the body into a long strip.  
Close the long open side and make  
a tube.



Make a 3cm fold (outward) at the  
front part.



Tape it to create a tube.  
This tube is for wires to go  
through.

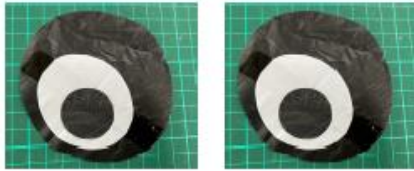


Decorate your carp.





Cut out 2 sets of 3 circles with water proof materials. These will be the carp's eyes.



Put the eyes at the first 1/3 of the carp's body.



Let's make the scales now. Make many long strips with your plastic bags. They have to be the width of the carp's body.



Fold each strip in half 3 times.



With the opening of the fold on opposite sides, cut the 2 strips at one time.



Unfold the strips and overlay them. Repeat until you have enough scales.



Put some wire through the carp's mouth. Tie strings onto the wire.



Well done!  
Your carp streamer is ready to fly.

