

新北市113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	涂家蓁 洪佑芳 莊詔雯 / 三重修德國小		
教案名稱	Our longtime friend, light and shadow!	領域	英語跨(生活)領域
教學年級：國小二年級	課程上使用之英語比例：85 % (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：24 人	教學總節數：3 節	公開授課內容為第 3 節	
公開授課之時間： 2024年10月28日(一) 10時30分 至 11時10分 (第3節課)	公開授課之地點： 新北市 <u>三重區修德國小</u> <u>英語教室</u>	公開授課之教師： 姓名：涂家蓁 服務學校：修德國小 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 C2 人際關係與團隊合作
	領 綱	<p>【生活領域】</p> <p><u>生活-E-A2</u> 學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p><u>生活-E-B3</u> 感受與體會生活中人、事、物的真、善與美，欣賞生活中美的多元形式與表現，在創作中覺察美的元素，逐漸發展美的敏覺。</p> <p>【英語領域】</p> <p><u>英-E-B1</u> 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。</p> <p><u>英-E-C2</u> 積極參與課內英語文小組學習活動，培養團隊合作精神。</p>

學習重點	學習表現	<p>【生活領域】</p> <p>2-I-1 以感官和知覺探索生活中的人、事、物，覺察事物及環境的特性。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>【英語領域】</p> <p>◎1-I-3 能聽懂課堂中所學的字詞。</p> <p>◎2-I-4 能使用簡易的教室用語。</p> <p>◎2-I-5 能使用簡易的日常生活用語。</p> <p>◎6-I-2 積極參與各種課堂練習活動。</p>
	學習內容	<p>【生活領域】</p> <p>C-I-1 事物特性與現象的探究</p> <p>B-I-1 自然環境之美的感受。</p> <p>【英語領域】</p> <p>Ae-I-1 簡易歌謠及韻文。</p> <p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>
具體學習目標	<p>Students will be able to...</p> <p>(Lesson 1: My shadow and me)</p> <ol style="list-style-type: none"> 1. talk about the color, shape and size of the shadow 2. enjoy playing with the sunlight and their own shadow <p>(Lesson 2: Light and Shadow)</p> <ol style="list-style-type: none"> 3. identify shadows in their environment 4. understand that we must have a source of light in order to have shadows <p>(Lesson 3: Big shadow! Small shadow!)</p> <ol style="list-style-type: none"> 5. work with teammates to make the big and small shadow. 6. Observe when the light and object are close, the shadow is big and so on. <p>Language of learning:</p> <p>light, flashlight, sunlight, shadow, color (red, blue, black...), size (big, small), body parts (hand, leg, foot...), movement (raise your hand, stomp your feet...)</p> <p>Language for learning:</p> <p>What do you see? I see _____. / Light can make shadows. / This is my shadow. My shadow follows me. / I can _____.</p> <p>Language through learning:</p> <p>Work with your classmates. / Share with the class. / Line up. / Be careful.</p>	

與其他領域/科目/ 議題的連結	生活領域 / 戶外教育 戶 E3善用五官的感知，培養眼、耳、鼻、舌、觸覺及心靈對環境感受的能力
教學資源/ 設備需求	PPT, flashlight, water bottle, microphone, camera, whiteboard, chalk, A4 paper, glass paper, scissors, flashlight, students' homework 第一節: 操場、學校空地 / 第二節、第三節: 教室分組座位

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>Lesson 1 第一節: My shadow and me</p> <p>【Pre-task 引起動機】</p> <p>1. Get ready</p> <ul style="list-style-type: none"> - Teacher greets the students and makes sure they're ready for the class. - Go over the days of the week, date and the weather. - Students sing "<i>My Shadow song</i>" <p>2. Outdoor Safety Rules</p> <p>Teacher reminds students 5 outdoor safety rules and makes sure they can do it. Teacher asks students to bring their water bottles.</p> <ul style="list-style-type: none"> - Pay attention (Look and Listen) - Line up (Always follow teacher) - Pair up (Work with your partner) - Be quiet (Listen to others) <p>Be happy (Drink water and have fun)</p>	3' 5'	<p>"My Shadow song"</p> <p>PPT</p>	<p>Good morning, class. How are you? (Daily Greeting to the class)</p> <p>Let's sing the song together. (S sing My shadow song together) So, today we're going to find our longtime friend, our shadows. Remember last time, we know that light can make shadow. Flashlights can make our hand shadow. Maybe sunlight can also make shadows. Let's find out.</p> <p>Before we go out, there are 5 rules. Please repeat after me.</p> <ol style="list-style-type: none"> 1. Pay attention (Look and Listen) 2. Line up (Always follow teacher) 3. Pair up (Work with your partner) 4. Be quiet (Listen to others) 5. Be happy (Drink water and have fun) <p>Ok. Are you ready? (S: Yes, I'm ready) Ok. Bring your water bottle, line up in the hallway and be quiet.</p>

<p>【Main-task 發展活動】</p> <p>1. Shadow in our school</p> <ul style="list-style-type: none"> - Teacher guides students to look around and find shadows of different objects in our school / nature. - Students can tell what they see by using the sentence, I see the shadow of the <u>tree</u>. Teacher will write it down on the whiteboard. - Teacher recalls students' memory of light can make shadow. Students know sunlight can make shadow. <p>2. Sunlight and my shadow</p> <ul style="list-style-type: none"> - Teacher asks students to stand under the sunlight. Students can do different action. Teacher will assign some actions. <ul style="list-style-type: none"> (1) Students jump, shadow jumps. (2) Students run, shadow runs. (3) Students kick, shadow kicks. - Teacher uses the lyrics in the song 'Everything I do, my shadow does, too' to talk about their shadow. - Students will be divided into two teams, girls and boys. Two teams take turns dancing to the shadow song and observing their friends' shadow. Students say "Your shadow follows you" <p>3. Shadow tracing</p> <ul style="list-style-type: none"> - Students pair up. One does the action and the other trace the shadow of the body using the chalks. And then they'll take turns. 	<p>5'</p> <p>12'</p> <p>12'</p>	<p>Water bottle</p> <p>Microphone</p> <p>Camera</p> <p>Whiteboard</p> <p>Flashcard</p> <p>(Actions)</p> <p>Chalk*15</p>	<p>Everyone, please sit down. Let's sit in a circle. Look around our beautiful school. One minute for you to look around. Be quiet and use your eyes to find shadows. Ok. Times up. Can you find shadow in our school? (S point and say 'over there' or 'I see the shadow of the <u>tree</u>.') Great! (T writes down students' observation)</p> <p>Why can we see the shadow?</p> <p>Because of the sunlight! Sunlight can make shadow.</p> <p>Now, everyone, line up. Let's walk under the sunlight. And look to your shadow when you're walking. (After walking around the playground)</p> <p>What do you see? (S: I see my shadow) Does your shadow follow you? (S: Yes. My shadow follows me) Ok. Now I want two lines. Girls first. Boys, please watch girls' shadow. Girls, do the action and say the word. Girls, jump. (T asks boys) Are their shadows jumping? (S: Yes. Their shadows are jumping.) So, our shadow will always follow us.</p> <p>You and your shadow friend all did a great job. Now we're going to draw down our shadow friend. Please sit with your partner. Now, boys do an action that you like. Like this. Like</p>
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- Teacher plays the song and students walk around all the tracing shadow. When the music stops, students should find their shadow and say “this is my shadow.”
- Teacher takes photos of students and their longtime friend, shadow.



❖ Backup Activity

(1) Shadow Monster

Students can work with their friends. They can stand together, use their shadow and create a shadow monster.


(2) Shadow tag (shadow stepping game)

Teacher asks students to step on their own shadows or step on their friends' shadow. Arouse students' interest of playing with shadows.

that. (T demonstrate different actions) Your partner will use the chalk and draw down your shadow friend. Let's try! Any volunteer? Archie, come here please. Do an action and don't move. Everyone, where is Archie's shadow friend. (S: Over there) Yes. So, I can trace Archie's shadow friend like this. Any questions? (Start the activity) Wow. We all have our shadow friend on the ground. Now, let's sing my shadow song and walk around to take a look at others' shadow friend. Are they all the same? No, they all look different. Why? (S: This is my shadow. That is his shadow.) Yes. Our shadow looks like us. We're all different, so our shadow looks different. And remember? When can we see our shadow friend? Yes. When there is light, we can see our shadow. Light can make shadow. Ok! Now drink some water and line up. Let's go back to our classroom.

	<p>【Post-task 統整與總結】</p> <p>1. Sunlight and shadow</p> <ul style="list-style-type: none"> - Teacher asks students to share their feelings of playing with their longtime friend, shadow. <p>2. Get ready for next class</p> <p>Teacher tells students that we're going to make colorful shadows of their hands. They need to trace their hand on the paper and cut it down. It will be their homework.</p>	3'	PPT A4 paper	<p>Today we meet our shadow friend. Our shadow friend come out because there's sunlight. And we find that our shadow friend will always follow us just like the song said. Do you like your shadow friend? Do you like to play with your shadow friend? Where else can you see your shadow friend?</p> <p>(Ss share their feelings with classmates) Next class, we will try to make our colorful light and shadow. And you have a homework today. Please trace your hand on the paper and cut it down like this.</p>
第二節	<p>Lesson 2 第二節: Light and Shadow</p> <p>【Pre-task 引起動機】</p> <p>1. Get ready</p> <p>Teacher greets the students and makes sure they're ready for the class.</p> <p>2. Shadow in our classroom</p> <ul style="list-style-type: none"> - Teacher asks students to follow her action. The last movement was to straighten their arms/hands. - Teacher asks students what they see on their desk. Students can reply the answer, shadow, in Chinese. - Teacher guides students to look around the classroom and find shadows of different objects. - Students can tell what they see in the classroom by using the sentence, I see the shadow of the <u>chair</u>. 	3' 5'	PPT	<p>Good morning, class. How are you? (Daily Greeting to the class)</p> <p>Before we get started, please follow me. Clap your hands. Raise your hand. Hands on head. Stand up. Sit down. Now, please straighten your arms like this. Good job. Look at your desk. What do you see? (S: shadow) Yes. What color is it? (S: black) Now, move your hands. Is your shadow moving? (S: Yes) Ok. Hands down and sit properly. Please look around the classroom. Can you find shadow in our classroom? (S point and say 'over there' or 'I see the shadow of the <u>chair</u>.') We find so many shadows in our classroom. In this unit, we'll learn more and play with shadow.</p>

<p>Students can try to find out the color of the shadow is always black.</p> <p>Teacher guides students to color their pumpkins with markers. After students color their pumpkins, they can try to make shadow again.</p> <ul style="list-style-type: none"> - Teacher asks why we can't get colorful shadow. Students try to figure out it's because the light is blocked by the pumpkin. Teacher takes out the glass paper and asks students to decorate their pumpkin with glass paper and see if they can make colorful light and shadow. 			<p>and a small shadow. Wow! You all did a great job. What is the color of the shadow? It's black. Can we make a colorful shadow? Let's try! Please take out your markers. Please color your pumpkin with the color you like. You have 5 minutes for coloring your pumpkin. (Students color their pumpkin with markers) Ok! Time's up. Let's try. Oops. It's still the same. We still get black shadow. Let's try with glass paper and see what will happen. (After students paste glass paper on their pumpkin) Let's try. Wow! We have colorful pumpkin now. Because the light can go through the glass paper, we can get colorful light and shadow.</p>
<p>【Post-task 統整與總結】</p> <p>1. Same and different of the shadow</p> <ul style="list-style-type: none"> - Teacher asks students the shape, color, size of the shadow. - Students can share their findings with the classmates. - Teacher concludes that the shape, color, size of the shadow is all different because of the light and the objects. <p>2. Get ready for next class</p> <ul style="list-style-type: none"> - Teacher tells students that we're going to find shadows outside of the classroom and make friend with our own shadow. - Teacher teaches "<i>My Shadow song</i>" 	<p>4'</p> <p>3'</p>	<p>PPT</p> <p>"My Shadow song"</p> <p>https://youtu.be/9ne6J0aXvfs?si=OiOJzK5r53_6V7Zg</p>	<p>You all did a wonderful job. We find the shadows in our classroom. And we also make pumpkin's shadow. Let's talk about our new friend, shadow. What color is it? (S: black) What size is it? (S: big, small...) Will the size change? (S: Yes) How about the shape? (S: round, triangle, the shape of the hand, the shape of the things) Yes. So, the shape, color, size of the shadow is not the same. They are different shadow friends.</p>

第三節	<p style="text-align: center;">Lesson 3 第三節: Big shadow! Small shadow!</p> <p>【Before learning 準備活動】 Students finished their pumpkin crafts last class. We will use it to play shadow game in today's class.</p> <p>【Pre-task 引起動機】</p> <p>1. Get ready</p> <ul style="list-style-type: none"> - The teacher has daily greetings with the students and makes sure they are ready for class. - Students sing my shadow song. <p>2. How can we make a shadow?</p> <ul style="list-style-type: none"> - The teacher guides students to think about our experience of finding shadows. The teacher summarizes that when there is light and an object, the object blocks the light, creating a shadow. 	2' 3'	PPT	<p>Good morning, class. How are you? (Daily Greeting to the class) Let's sing the song together. (S sing My shadow song together)</p> <p>Remember? How can we make a shadow? Yes, we need light. What else do we need? We need an object. But look at the picture—do we see a shadow? No. Why not? Because the object doesn't block the light. So, when the object blocks the light, we get a shadow.</p> <div data-bbox="991 1012 1465 1258" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>How can we make a shadow?</p>  <p>light object shadow</p> </div>
	<p>【Main-task 發展活動】</p> <p>1. Whose shadow is this?</p> <ul style="list-style-type: none"> - The teacher shows the shadows of different objects and asks the students to guess whose shadow it is. The teacher guides students to observe the relationship between the object and the shape of the shadow by asking questions like 'Why?' or 'How do you know?' - Teacher shows photos of students and their longtime friend, shadow. - Students look at the picture and guess whose shadow it is. 	5'	PPT	<p>Now, please take a look at different shadow and take a guess. Whose shadow is it? (S: It's apple's shadow.) Why? How do you know? (S: Because it's circle.) Yes. The apple is round, so the shadow of the apple is round, too. (Few more questions...)</p> <p>Let's take a look at the photos. Whose shadow is this? (S: It's Sophia's shadow) How do you know? (S: Her hair is long. She has a watch on her hand.) (Sophia: This is my shadow.) Fantastic! Does her</p>

Students look at the photos and say “this is my shadow.”

- Teacher guides students to discuss about the size and the shape of the shadow, and asks them to think about the size of the shadow.

Shadow	
shape 形・形状	color 顔・色合
<p>different</p>	<p>same</p>

2. Matching game (Pumpkin’s shadow)

- Teacher explains the rules of the matching game. There will be an outline of the pumpkin on the blackboard. Students have to try to make a shadow which can fit in the outline. Students can work in group. Group 1-6 will take turn trying. They have 10 seconds for making the shadow.

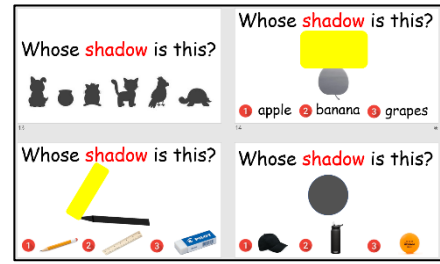
- (1) Students take their pumpkins.
- (2) Make 4 shadows (different sizes).
- (3) Match the outline of pumpkin.
- (4) Say ‘Happy Halloween’



- After playing game, teacher guides students to discuss about when we can get big or small shadow. Teachers summarizes that When the light and object are close, the shadow is big. When the light and










15’ Flashlight
Timer
Pumpkin
craft

shadow look like Sophia? (S: Yes.)



Ok! So we know the shape of the shadow is different. Why? (Because the shape of the object is different.) That’s right. How about the color? What color is the shadow? It’s black. Yes. Do you remember? Last time, we make our pumpkin shadow. When we color our our pumpkin with markers, do we get colorful shadow? No, we don’t. How about with glass paper? We get colorful light and shadow. Why? Because the light can go through the glass paper. So the color of the shadow is always black. But we can make colorful light and shadow. How about the size of the shadow? Let’s find out!

We’re going to play a matching game. Later, you will get your pumpkin back and you can make a shadow. Here is an pumpkin (on the blackboard) Your shadow should be in the pumpkin. How many pumpkins are there? Four. So we’re going to work together to make shadow. (1) Take pumpkins. (2) Make 4 shadows (different sizes). (3) Match the outline of pumpkin in 10 seconds. (4) Say ‘Happy

<p>object are far, the shadow is small.</p> <p>3. Our photos, our shadows</p> <div style="text-align: center; background-color: #fff9c4; padding: 5px;">Shadow</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th style="padding: 5px;">shape</th> <th style="padding: 5px;">color</th> <th style="padding: 5px;">size</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">  <p style="font-size: small;">different</p> </td> <td style="text-align: center; padding: 5px;">  <p style="font-size: small;">same</p> </td> <td style="text-align: center; padding: 5px;">  <p style="font-size: x-small;">close big shadow far small shadow</p> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> - The teacher asks students to raise their pumpkins and create the pumpkins' shadows in the classroom. We will take a photo of the pumpkin's shadow. Everyone holds their pumpkin and says 'Happy Halloween.' 	shape	color	size	 <p style="font-size: small;">different</p>	 <p style="font-size: small;">same</p>	 <p style="font-size: x-small;">close big shadow far small shadow</p>	5'	<p>PPT</p> <p>Camera</p>	<p>Halloween' You have to finish it in 10 seconds. Let's play! (After playing game...)</p> <p>Ok! What do you see? How can we get a small shadow? When the light and the object are far, we get small shadow. How about big shadow? When the light and the object are far, we get big shadow.</p>
shape	color	size							
 <p style="font-size: small;">different</p>	 <p style="font-size: small;">same</p>	 <p style="font-size: x-small;">close big shadow far small shadow</p>							
<p>【Post-task 統整與總結】</p> <p>1. Wrap-up for this unit</p> <ul style="list-style-type: none"> - Teacher shows photos of each shadow activities and asks students to share their feeling. Students can say "I like to trace my friends' shadow, because it's fun" <p>Lesson 1: My shadow and me Lesson 2: Light and Shadow Lesson 3: Big shadow! Small shadow!</p> <p>2. What do I learn?</p> <ul style="list-style-type: none"> - Teacher asks students to talk about what they've learned in this unit. Or talk about one of their favorite activities in this unit. - At the end of class, teacher tells students that light and shadows are part of our life. We can pay more attention on it and have fun with it. 	5'	<p>PPT</p>	<p>In this unit, we talk about shadows. We know that light can make shadow. No light, no shadow. We did a lot of activities in this unit. Look at the photos. In lesson one, we go out and play with our longtime friend, our own shadow. We even draw it down on the ground. In lesson two, we make pumpkin's shadow. And today we try to make big and small shadow by moving the pumpkin. Do you like to play with shadow? (S: Yes.) Ok. If we slow down and take a deep look around us, we can find so many shadows in our daily lives. Maybe next time, we can play with our shadow friend again.</p>						

Lesson 1: My shadow and me



Lesson 3: Big shadow! Small shadow! (PPT)

<p>My shadow and me</p>		<p>How can we make a shadow?</p> <p>light object shadow</p>	<p>Shape of shadow</p>						
<p>Whose shadow is this?</p>	<p>Whose shadow is this?</p> <p>1 apple 2 banana 3 grapes</p>	<p>Whose shadow is this?</p> <p>1 pencil 2 ruler 3 eraser</p>	<p>Whose shadow is this?</p> <p>1 hat 2 bottle 3 ball</p>						
<p>Whose shadow is this?</p> <p>1 2 Miss Amy 3</p>	<p>Shadow</p> <table border="1"> <tr> <th>shape 形狀</th> <th>color 顏色</th> </tr> <tr> <td>different</td> <td>same</td> </tr> </table>	shape 形狀	color 顏色	different	same	<p>Size of shadow</p> <p>small big</p>	<p>Let's play!</p>		
shape 形狀	color 顏色								
different	same								
	<p>What do you see?</p>	<p>When the light and object are close, the shadow is big.</p> <p>When the light and object are far, the shadow is small.</p>	<p>Shadow</p> <table border="1"> <tr> <th>shape</th> <th>color</th> <th>size</th> </tr> <tr> <td>different</td> <td>same</td> <td>close big shadow far small shadow</td> </tr> </table>	shape	color	size	different	same	close big shadow far small shadow
shape	color	size							
different	same	close big shadow far small shadow							
<p>Our shadow, our photo!</p> <p>Halloween</p>	<p>Our shadow end, light and shadow!</p>								

204 學生座位表

4 Rahmat	14 Luna
17 Pearl	6 Winnie

21 Sophia	7 Tim
22 Sondor	10 Ryan

2 Gene	8 Allen
24 Cathy	19 Sharon

	9 Archie
16 Lucie	1 Bobby

18 Judy	12 Toby
5 Eugene	13 Evelyn

11 Xander	3 Chris
20 Alita	23 Apple