

附件四：

## 新北市 113 年度教師跨領域全英語授課教案設計 (課程實施後)

設計者 / 服務學校	林鈺文（永和國小）、李家怡（裕民國小）、吳昭瑩（板橋國小）	
教案名稱	防震減災我最行 – <i>Is That an Earthquake?</i>	
教學年級：國小 <u>四</u> 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： <u>31</u> 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： <u>113</u> 年 <u>10</u> 月 <u>23</u> 日 <u>14</u> 時 <u>10</u> 分至 <u>15</u> 時 <u>00</u> 分 (第 <u>6</u> 節課)	預計公開授課之地點：  新北市板橋區板橋國小  408 教室	預計公開授課之教師： 姓名： 吳昭瑩/林鈺文 服務學校： 板橋國小/永和國小 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。 綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。

學習重點	學習表現	<p>英語領域</p> <p>◎➤1-II-7 能聽懂課堂中所學的字詞。</p> <p>*◎3-II-6 能看懂繪本故事的主要內容。</p> <p>◎➤1-II-10 能聽懂簡易句型的句子。</p> <p>*◎1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎➤2-II-3 能說出課堂中所學的字詞。</p> <p>◎➤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。</p> <p>◎➤3-II-2 能辨識課堂中所學的字詞。</p> <p>◎➤3-II-3 能看懂課堂中所學的句子。</p> <p>*◎3-II-6 能看懂繪本故事的主要內容。</p> <p>*4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>◎6-II-1 能專注於老師的說明與演示。</p> <p>◎6-II-2 積極參與各種課堂練習活動。</p> <p>◎6-II-3 樂於回答老師或同學所提的問題。</p> <p>綜合領域</p> <p>3a-II-1 覺察生活中潛藏危機的情境，提出並演練減低或避免危險的方法。</p>
	學習內容	<p>英語領域</p> <p>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）。</p> <p>*◎Ae-II-2 繪本故事、兒童短劇。</p> <p>◎Ad-II-2 簡易、常用的句型結構。</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>◎D-II-1 所學字詞的簡易歸類。</p> <p>綜合領域</p> <p>Ca-II-2 生活周遭危機情境的辨識方法。</p> <p>Ca-II-3 生活周遭潛藏危機的處理與演練。</p>
閱讀素養	學習主題及實質內涵	<p>閱讀素養議題</p> <p>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。</p> <p>閱 II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>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。</p> <p>閱 II-E12 培養喜愛閱讀的態度。</p> <p>閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。</p>


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：food, dry, coat, bag, socks, gloves, bones, teeth, house, jump, train 已學之句型：Wake up! / Come here. / Jumping on the bed. 應用字彙：earthquake, scary, truck, twins, bump, howl, growl 認識字彙：drinking water, biscuits, chocolate, instant food, simple food, milk powder, vacuum packaging, canned supplements, cotton swabs, gauze, thermometer, mask, dry hand washing, face paper, wet tissue, tampons and medicine, lightweight coat, underwear, socks, towels, gloves (rubber gloves), raincoat, small blanket, warm bag, ID cards, health insurance cards, bankbook copies, documents, a small amount of cash, change, shoes 應用句型：Is that an earthquake? / No, that's..... / Get under the table. 認識句型：Shake the floor. / A very scary earthquake. 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	綜合領域 防災教育：防 E5 不同災害發生時的適當避難行為。 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	<b>【Warm-up 引起動機】</b> 1. 教師揭示學生在今年四月 13 日發生的花蓮大地震新聞照片。 2. 請學生發表當時地震時的感受及面對地震時接下來怎麼做？ 3. 教師告訴學生今天要講一本與地震相關的繪本	5'		<b>【Warm-up】</b> Alright, kids, let's check out some pictures of the big earthquake that happened in Hualien on April 13th this year. How did you feel when the earthquake was shaking things up? What did you do to stay safe? Guess what? Today, we're going to talk about a cool picture book that's all about earthquakes!
	<b>【Presentation &amp; Practice 發展活動】</b> <b>1. Before reading</b> Picture walk： 利用 <i>Is That an Earthquake?</i> 繪本	10'		<b>【Presentation &amp; Practice】</b> Before reading Let's take a peek at the cover of "Is that an Earthquake?" What do you guys see? How do you think the boy and the dog are feeling? And why do you think they're scared?

<p>封面，請學生自由發表所看到的東西。教師提問下列問題：</p> <p>(1) What do you see on the book cover?</p> <p>(2) How does the boy feel?</p> <p>(3) How does the dog feel?</p> <p>(4) Why do the boy and the dog feel scared?</p> <p><b>2. <u>While reading</u></b></p> <p>(1) Picture book reading : 利用投影片進行繪本教學，並引導學生觀察圖片細節試著猜猜看故事中的一家人是否正處於地震來臨的情況？</p> <p>(2) Yes/No white-board Game : 請學生拿出個人小白板及白板筆，隨著繪本進行及教師提問是否為地震來臨？Is that an earthquake? 每個人將自己的答案寫在白板上，除了寫出 Yes.或 No.的答案之外，也可以進一步寫出原因。</p> <p>(3) Comprehension checking: 教師請自願的同學分享答案及原因，並利用繪本揭示答案。</p> <p>(4) Comprehension checking: 繪本故事進行時，利用圖片、問題和動作確認學生理解主要單字 truck, twins, train, wind, snoring 及句型 Is that an earthquake? No, that's a <u>truck</u>, <u>shaking</u> our house. Wake up.</p> <p>(5) TPR Activity : 隨著繪本故事進行及學生熟悉度增加，與學生約定好指定單字 earthquake 舉手做出身體搖晃的動作，house 時做出房屋的姿勢，</p>	<p><i>Is That an Earthquake?</i></p> <p>繪本</p> <p>小白板</p>	<p>While reading (1) Let's read the picture book together using slides. Pay close attention to the pictures and try to guess if the family in the story is about to face an earthquake. (2) Time for a fun game! Grab your own mini whiteboard and marker. As we go through the book, I'll ask: Is that an earthquake? Write down your answer and why you think so.</p> <p>Comprehension checking: Who wants to share their answer and why? Let's see if you're right by looking at the book.</p> <p>Let's make sure you're understanding the story. As we go along, I'll show you some pictures and ask questions. And if you hear "earthquake," shake your body a little bit.</p> <p>TPR Activity: As we read, whenever you hear the word "earthquake," raise your hand and give yourself a little shake. Let's see who can do it right and say the word.</p>
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	<p>小組能正確做姿勢及唸出單字者可得分。</p> <p><b>【Production 發展活動】</b></p> <ol style="list-style-type: none"> <li>故事停在最後一幕當爸爸面露恐慌，請學生小組討論是否一家人即將面臨地震？Is that an earthquake? 請小組討論並發表該怎麼做。</li> <li>教師整合小組發表意見，揭地震避難三步驟： Earthquake drills Step 1: Drop. Step 2: Cover. Step 3: Hold on.</li> <li>教師發下地震學習單，請學生寫出並將正確地震避難三步驟剪下、依正確順序排序並黏貼在學習單（附件一）上。</li> </ol> <p><b>【Reinforcement and Wrap-Up 統整與總結】</b></p> <ol style="list-style-type: none"> <li>教師帶領學生小組檢核並確認學習單的地震演練三步驟是否正確。</li> <li>鼓勵學生總結並分享今天所學。</li> </ol>	15'		<p><b>【Production】</b></p> <p>Let's pause at the last scene where the dad looks scared. Do you think the family is about to face an earthquake? Let's discuss in groups and share what we think we should do.</p> <p>Alright, guys, let's put together what we've talked about. Here are the steps for earthquake drills: Drop, Cover, and Hold on.</p> <p>I'll give you a worksheet with the earthquake drill steps. Cut them out, put them in order, and stick them on the worksheet.</p> <p><b>【Reinforcement and Wrap-Up】</b></p> <p>Let's check your worksheets to make sure the steps are in the right order. Can someone tell me what we learned today?</p>
第二節	<p><b>【Warm-up 引起動機】</b></p> <ol style="list-style-type: none"> <li>問候學生。</li> <li>請學生回想上一節地震避難三步驟 Step 1: Drop. Step 2: Cover. Step 3: Hold on.</li> </ol> <p><b>【Presentation 發展活動】</b></p> <ol style="list-style-type: none"> <li>簡要討論地震及其潛在影響。</li> <li>說明提前做好準備的重要性。</li> </ol>	5'  10'	Is That an Earthquake? 繪本投影片	<p><b>【Warm-up】</b></p> <p>T: Good morning. How are you? How's the weather? T: We read a book called "Is that an Earthquake?". Do you remember what you learn or what other people share with you?</p> <p><b>【Presentation】</b></p> <p>T begins with a brief discussion about earthquakes and their potential impacts. T explains the importance of being</p>

<p>3. 介紹避難包的概念及其用途。T introduces the concept of an evacuation bag and its purpose.</p> <p><b>【Practice 練習活動】</b></p> <ol style="list-style-type: none"> <li>1. 把學生分成 5 個小組，每組提供一個平板。</li> <li>2. 請學生掃描 classswift 的 QR Code，並完成老師分派的任務:每個小組提供一個避難包的基本物品清單。</li> <li>3. 鼓勵學生討論和集思廣益他們認為必要的物品。</li> <li>4. 各組就每個物品的重要性以及列入這些物品的原因進行討論後，在大屏幕上分享。</li> <li>5. 運用 classswift 展示討論結果。</li> <li>6. 參考內政部消防署建置【全民防災 e 點通】個人化防災系統 (<a href="https://bear.emic.gov.tw">https://bear.emic.gov.tw</a>)，在「防災準備」/「準備避難包」，大家再一起討論必備的物品(參考單字:drinking water, biscuits, chocolate, instant food, simple food, milk powder, vacuum packaging, canned supplements, cotton swabs, gauze, thermometer, mask, dry hand washing, face paper, wet tissue, tampons and medicine, lightweight coat, underwear, socks, towels, gloves (rubber gloves), raincoat, small blanket, warm bag, ID cards, health insurance cards, bankbook copies, documents, a small amount of cash, change, shoes)，老師使用 my view</li> </ol>	<p>20'</p>	<p>避難包的基 本物品清 單。 平板</p> 	<p>prepared beforehand.</p> <p>T introduces the concept of an evacuation bag and its purpose.</p> <p><b>【Practice】</b></p> <p>T: I will divide you into 5 groups, each group has an iPad.</p> <p>T: Now you scan Classswift's QR Code and complete tasks assigned by teacher. Each group provides a list of essential items for an evacuation bag.</p> <ol style="list-style-type: none"> <li>1.T encourages students to discuss and brainstorm additional items they think are necessary.</li> <li>2. T facilitates a group discussion on the importance of each item and reasons for including them on the screen.</li> <li>3. T instructs them to create a final list of items for their evacuation bag based on the discussion and feedback received by using the app of classswift.</li> <li>4. The teacher uses “my view board” for students to screenshot and draw conclusions together.</li> </ol>
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	<p>board 讓學生使用不規則截圖功能一起討論並做出結論。</p> <p><b>【Wrap-Up 總結活動】</b></p> <ol style="list-style-type: none"> <li>1. 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。 Scoring dimentions include volume, clarity, and creative presentation</li> <li>2. 複習課中討論的要點。</li> <li>3. 鼓勵學生反思他們學到了什麼，以及他們如何在現實生活中應用它。</li> <li>4. 解決學生相關的問題或疑慮。</li> </ol>	5'	小組互評表	<p><b>【Wrap-Up】</b></p> <p>T: Good job, everyone. We have so many creative ideas today. Which one do you think is the most creative?</p> <p>Review the key points discussed during the lesson.</p> <ol style="list-style-type: none"> <li>1. T encourages students to reflect on what they have learned and how they can apply it in real-life situations.</li> <li>2. T addresses any remaining questions or concerns.</li> </ol> <p>T: 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.</p>
第三節	<p><b>【Warm-up 引起動機】</b></p> <ol style="list-style-type: none"> <li>1. 問候學生。</li> <li>2. 詢問學生是否還記得地震時的避難三步驟（Step 1: Drop. Step 2: Cover. Step 3: Hold on.）。</li> </ol> <p><b>【Presentation &amp; Practice 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 教師用投影片引導學生思考並討論在不同場合發生地震時的避難注意事項：             <ol style="list-style-type: none"> <li>(1) 半夜睡在床上的時候發生地震：待在床上用枕頭或棉被保護頭部、頸部等到地震結束。</li> <li>(2) 搭捷運的時候發生地震：坐著的時候，用包包保護頭部；站著的時候，緊握扶手或拉環。</li> <li>(3) 在超市買東西的時候發生地震：往牆邊移動，避免站在貨架或走道中央，不</li> </ol> </li> </ol>	<p>5'</p> <p>20'</p>	<p>投影片</p>	<p><b>【Warm-up】</b></p> <p>T: Hello, everyone. How are you? Do you remember the earthquake drills we talked about last time? (Step 1: Drop. Step 2: Cover. Step 3: Hold on.)</p> <p><b>【Presentation &amp; Practice】</b></p> <p>T: If earthquakes happen in these places, what could you do?</p> <ol style="list-style-type: none"> <li>(1) While sleeping in bed at night: Stay in bed and use a pillow or blanket to protect your head and neck until the earthquake stops.</li> <li>(2) While riding the MRT: When seated, use your bag to protect your head; when standing, hold onto handrails or grab grips tightly.</li> <li>(3) If you're at the supermarket: Move towards the walls. Don't stand near shelves or in the middle of aisles, and don't hide under lights, cabinets, or near refrigerators. Use your arms to</li> </ol>

	<p>要躲在燈具下方、櫥櫃或冰箱旁邊，容易被砸傷或撞傷。用手臂或任何可能的方式保護頭部和頸部。</p> <p>2. 用投影片說明地震時也很容易引發火災，請學生分享自己知道哪些火災應變、逃生的方式。</p> <p>3. 教師事先在地上用膠帶貼一直線，請學生沿直線排成一行。教師以投影片展示火災應變逃生的迷思是非題，若學生認為答案是○，則往前站一步，若認為答案是×，則往後退一步。前測是非題如下：</p> <p>(1) (×) 發生火災時，要往上層逃跑。When there's a fire, you should run to upper floors.</p> <p>(2) (×) 發生火災時，趕快躲進浴室比較安全。During a fire, it's safer to hide in the bathroom.</p> <p>(3) (×) 火災逃生時可以用塑膠袋裝一些空氣套住頭，可以幫助逃生。During a fire, use a plastic bag to get some air and put it around your head.</p> <p>(4) (×) 火災逃生時最好是站立移動，才不會吸到濃煙。During a fire, you can stand so you don't inhale smoke.</p> <p>(5) (×) 火災逃生很緊急，看到窗戶就要趕快跳出去逃生。When there's a fire, jump out of a window.</p> <p>4. 請學生回到座位，教師用投影片展示並說明火災應變逃生的正確方式。</p>	<p>寬膠帶 投影片</p>	<p>protect your head and neck.</p> <p>T: When earthquakes happen, sometimes they would cause fires. When there's a fire, what should you do?</p> <p>T: Do you see the line on the ground? Please stand on the line. If you think the answer is "Yes", step forward. If you think the answer is "No", step backward.</p> <p>(1) (×) When there's a fire, you should run to upper floors.</p> <p>(2) (×) During a fire, it's safer to hide in the bathroom.</p> <p>(3) (×) During a fire, use a plastic bag to get some air and put it around your head.</p> <p>(4) (×) During a fire, you can stand so you don't inhale smoke.</p> <p>(5) (×) When there's a fire, jump out of a window.</p> <p>T: Good job, everyone. Please go back to your seat. Let's see how to escape from fire.</p>
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Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

## Earthquake Safety Steps:

# Match and Write!



### A. Look and Match

hold on •



cover •



drop •



### B. Read and Write

1

First,

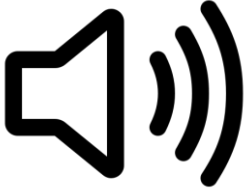













2

Next,

3

Then

附件二：小組互評表

 <p>Be loud.</p>	<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
 <p>Be clear.</p>	<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
 <p>Be creative.</p>	<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 