

附件四：

新北市 114 年度教師跨領域全英語授課教案設計 (課程實施後)

























說明:紅色部分為接受評審意見後的修改

紫色部分為議課後的修改(主要是調整時間比例與老師引導先做部分學習單)

設計者 / 服務學校	劉慧琪、羅文珠/淡水國小		
教案名稱	「Totems · Beauty of Repetition」— Appreciation of Aboriginal People's Totems 圖騰·重複之美- 欣賞原住民圖騰	領域	英語跨(視覺藝術)領域
教學年級：國小四年級	預計課程上使用之英語比例：85 ~ 90 % (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:23人	教學總節數: 4節	公開授課內容為第 1 節	
公開授課之時間： 2023 年 11 月 20 日	預計公開授課之地點： 新北市淡水區淡水國小 英語專科教室	預計公開授課之教師： 姓名：羅文珠 服務學校：淡水國小 專長領域：英語教學	
















核心素養	總 綱	B3 藝術涵養與美感素養 B1 符號運用與溝通表達
	領 綱	【藝術與人文領域】 藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-B3 善用多元感官，察覺感知藝術與生活的關聯，以豐富美感經驗。 【英語領域】 英-E-B1 具備入門的聽、說英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。
學習重點	學習表現	【藝術與人文領域】 1-II-2 能探索視覺元素，並表達自我感受與想像。 1-II-6 能使用視覺元素與想像力，豐富創作主題。 【英語領域】 1-II-7 能聽懂課堂中所學的字詞。 1-II-10 能聽懂簡易句型的句子。 2-II-3 能說出課堂中所學的字詞。 ◎3-II-3 能看懂課堂中所學的句子。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。

	學習內容	【藝術與人文領域】 視 A-II-1 視覺元素、生活之美、視覺聯想。 視 P-II-2 藝術蒐藏、生活實作、環境布置。 【英語領域】 Ac-II-1 簡易的教室用語。 Ac-II-2 簡易的生活用語。 Ac-II-3 第二學習階段所學字詞。 B-II-1 第二學習階段所學字詞及句型的生活溝通。			
	具體學習目標	1. 能夠探索原住民圖騰的形狀。 2. 能夠理解原住民基本圖騰的意義。 3. 能夠選取、模仿或創新以上的圖騰。 4. 能夠探索原住民圖騰的排列。 5. 能夠理解重複的基本類型。 6. 能夠理解原住民用色範例的意義。 7. 能夠分享自己喜歡的圖騰形狀與顏色。 8. 能夠運用以上所學的形狀、重複類型與顏色，自製徽章。 9. 能夠展示自製徽章，並分享其意義。 說明: 因本校今年運動會不舉行繞場儀式，原先的小組合作製作斜肩帶，改為個人製作徽章。			
	與其他領域/科目/議題的連結	視覺藝術			
	教學資源/設備需求	電腦、三槍投影機、大螢幕、製作徽章材料與設備、圖騰彩色圖片、鉛筆、彩色筆、學習單。			
	附註	以下畫線部分表示可由同類字詞代換			
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	
Lesson One: Totems & Meanings					
第一節	【引起動機】 1. Introducing the topic and four lessons 2. Show the materials of making a badge to motivate students 【發展活動】 3. Guide students to describe a sign and its meanings in their daily life. 4. Guide students to tell the meanings of a sign 5. Present pictures of aboriginal objects with their totems 6. Guide students to observe and circle the totems 7. Guide students to tell what the totem looks like. 8. Introducing the meanings of the totems 9. Guide students to tell the meanings of totems	3' 7' 7' 10'	電腦、單槍投影機、大銀幕、PPT picture of totems、markers design paper	1. Listen and repeat 2. A totem is a sign or a picture 3. There are four lessons 4. You're going to make your own badge 5. What is it? 6. When you see a _____, what is it? 7. How do you say this? 8. "Means" is "is." 9. Means is better. Use means only. 10. What is it? 11. It is _____'s _____. 12. Can you see a sign, a totem? 13. Circle a totem 14. What does it look like? 說明: 改成學生比較容易聯想的問題 15. What does this totem mean? 16. It is a _____. It means_____.	

	10. Give other examples of aboriginal people's totems in in Japan and Australia	6'		<table><tr><th>Totems</th><th>Meanings</th></tr><tr><td>1. Diamonds </td><td>Eyes of snakes or old people: Love</td></tr><tr><td>2. Triangles </td><td>Mountain, horns of goats: Strong</td></tr><tr><td>3. Circle </td><td>Sun: Going together</td></tr><tr><td>4. Zigzag </td><td>Snake: Strong</td></tr><tr><td>5. Waves </td><td>Water, sea: Life 生命</td></tr><tr><td>German Cross </td><td>Flash, fast, hard-working</td></tr><tr><td>Butterfly </td><td>Fast, hard-working</td></tr><tr><td>6. Straight lines altogether </td><td>Bridge, rainbow: Love</td></tr></table>	Totems	Meanings	1. Diamonds 	Eyes of snakes or old people: Love	2. Triangles 	Mountain, horns of goats: Strong	3. Circle 	Sun: Going together	4. Zigzag 	Snake: Strong	5. Waves 	Water, sea: Life 生命	German Cross 	Flash, fast, hard-working	Butterfly 	Fast, hard-working	6. Straight lines altogether 	Bridge, rainbow: Love	
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	11. Guide students to do two items on the worksheet. (appendix 1) 12. Have students to do the other items of worksheet 13. Guide students to check their understanding of meanings of totems 14. Guide students to select one or two meanings for design their own badge 15. Guide students to share their selection above 16. Guide students to draw the basic shape for the badge 17. Guide students to share their drawing	7'		<p>說明: 刪除以上紅色部分的圖形與其意義，使學習內容更加精簡</p> <p>17. Are the aboriginal peoples only in Taiwan? Let's look the Japan and Australia. Here is the Ainu people in Japan. Their waves mean power and respect. There is the Pintui or the Warlpiri people in Australia. Their waves mean waterway or connecting to the old big family.</p> <p>18. Take the worksheet and do it.(見附件一) 19. Let check the answer together 20. Select one or two meanings to design your own badge. 21. Who can share? 22. Share in your group. Take turns. 23. Select one or two shapes for your badge and draw them. 24. Show me your drawing (見附件二) 25. That's for today. We will go the second lesson next time.</p>																			
Lesson Two: Patterns																							
第二節	【引起動機】 1. Give boxes of triangles with the same color and pieces of paper to groups 2. Have students to put these triangles on paper in a free style 3. Guide students to have a gallery walk to appreciate each other's pictures of triangles	10'	電腦、單槍投影機、大銀幕、PPT White paper Paper triangles of one color	1. Group leader, come here. Take a box of triangles and a few pieces of paper to your group. Finished? Raise your hand. Good job! 2. Everyone, take a piece of paper and put it in front of you. Now, take triangles and put them together to on the paper. You may take as many triangles as you want. You may put the triangles any way you want. 3. All right. Everybody, stand up. Push in your chairs. Group leaders, raise your hand. Great! Lead your group to have a look on the pictures of triangles on the other desks. Go clockwise. Group one goes to group two. Group two goes to group three. Group three																			
	【發展活動】 4. Introducing line patterns, circle patterns, mirrored pattern, AB and ABC	25'																					

	<p>patterns to students.</p> <p>5. Guide students to display the triangles in the above patterns.</p> <p>【統整與總結】</p> <p>6. Guide students to discover the patterns in the totems of aboriginal objects</p>	5'		<p>goes to group four. Group four goes to group five. Group five goes to group one. Ready? Go. Stop. Go the next group. Go.</p> <p>4. This is a line/circle/mirrored/ABAB/ABC pattern. It can be a vertical line, a horizontal line and a diagonal line.</p> <p>5. Now put your triangles in a vertical/horizontal/diagonal line/ a circle/mirrored/ABAB/ABC pattern.. Finished? Raise your hand. Good job!</p> <p>6. Can you find a vertical/horizontal/diagonal line circle/mirrored/ABAB/ABC pattern of totems?</p>
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Lesson Three: Color Patterns

第三節	【引起動機】	1. Have students name colors	2'	電腦、單槍投影機、大銀幕、PPT	1. What color is it?												
	【發展活動】	2. Introducing examples of color patterns	10'		2. Are there color patterns? Yes, there are. Count. How many color are there? One/Two/Three...												
		3. Guide students to display triangles in color patterns	10'		Right! What are these colors? Yes, white and red. How do they patterned? White, red, white red... Yes, they are in an AB pattern. How about this one? Yes, white, green, yellow. How do they patterned? Yes, they are in an ABC pattern.												
		4. Introducing the meanings of colors of totems			3. Now, take two/three... colors of triangles. Show me a AB/ ABC pattern.												
		5. Guide students to see the totems again and tell the meanings of their colors.			4. What does <u>red</u> mean in totems? It means <u>kindness, passions, power of lives, and faith.</u>												
	增加學生反思是否喜歡原住民圖騰顏色與意義的連結，如果不喜歡，自己選另一個顏色代表同樣的意義。	6. Guide students to select their favorite color and reflect whether they like or dislike the color and meaning go together. If they do not like them to go together, select the color and represent the meaning.	15'		註明: 上課 PPT 加上中文												
		7. Guide students to share their selection of colors	3'	<table><tr><th>Color</th><th>Meanings</th></tr><tr><td>Red </td><td>kindness, passions, power of lives, faith 仁慈 熱情 生命的力量 信心</td></tr><tr><td>Yellow </td><td>Hope 希望</td></tr><tr><td>Green </td><td>Love 愛</td></tr><tr><td>Black </td><td>Power 力量</td></tr><tr><td>White </td><td>Pure 純潔</td></tr></table>	Color	Meanings	Red 	kindness, passions, power of lives, faith 仁慈 熱情 生命的力量 信心	Yellow 	Hope 希望	Green 	Love 愛	Black 	Power 力量	White 	Pure 純潔	
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	【統整與總結】																
		8. Present the rubrics and explain to students how their design be marked			5. Look at this. What colors are they? Yes, <u>red, white and black</u> . What do these colors mean? What does <u>red/white/black</u> mean? Great! This cloth mean <u>great, pure and power of life</u> .												
					6. Which one is your favorite, number one, color? Pick up one color. What does it mean? Do you like the color and the meaning go together? Who can share with us? Great! John, you try. Good job. Please share the following: My favorite color is <u>green</u> . It means <u>love</u> .												
					7. You are going to make your own badge next time.												

8. Now see this. (附件三).

Assessment 評量表

Class: .

No.: .

Name: .

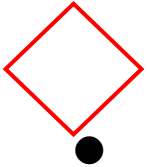
Assessment Aspect/Level	A	B	C
	☆☆☆	☆☆	☆
Use of English	Use full sentences 使用句子	Use words or phrases 使用單字或片語	Use one or two words 使用一兩個英文字
Shape Design	A great change 強烈改變	A little change 稍微改變	Copy 複製
Pattern Design	Two or more patterns 兩種或以上重複排序法	One pattern 一種重複排序法	No Pattern 沒有順序

Lesson Four: Making Your Badges

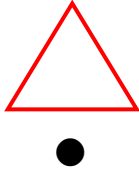
第四節	【引起動機】	3'	電腦、單槍投影機、大銀幕、	1. Here are some badges from totems of aboriginal peoples in Taiwan .
	【發展活動】	22'	PPT	2. Here are the materials for badges
	2. Present the materials to make a badge		white paper, materials and machine to make badges	3. Draw your badge on the round paper
	3. Guide students to draw and color on the round paper for a badge	5'		4. Color your badge on the round paper
	4. Guide students to use the machine to make a badge			5. Take turns to make badges with the machine
	5. Guide students to have a gallery walk for each other's badges			6. Have a look. Go to others' tables to see their badges
	【統整與總結】	15'		7. Share about your badge. Like the following: <i>It is my badge.</i> <i>The color is <u>red</u>.</i> <i>The shape is <u>diamond</u>.</i> <i>It means <u>love</u>.</i>
	6. Guide students to share their design of badges			

Totems' Shapes and Meanings

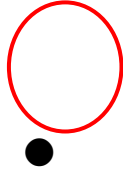
Diamond



Triangle



Circle



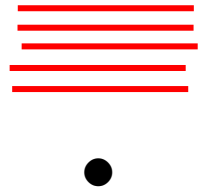
Zigzag



Wave



Straight lines






Love Life Strong Going
together

附件二: Design

Class & No.: _____ Name (English/Chinese): _____



附件三

Assessment 評量表			
Class: _____ No.: _____ Name: _____			
Assessment Aspect/ Level	A 	B 	C 
Use of English	Use full sentences 使用句子	Use words or phrases 使用單字或片語	Use one or two words 使用一兩個英文字
Shape Design	A great change 強烈改變	A little change 稍微改變	Copy 複製
Pattern Design	Two or more patterns 兩種或以上重複排序法	One pattern 一種重複排序法	No Pattern 沒有順序
Teamwork	Help the team a lot 協助團隊	Work well with others 與他人合作良好	Only to be helped 只能被幫助

附件四：上課 PPT

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