新北市110學年度公立國民小學推動雙語教育獎勵計畫

個人貢獻組推薦表（金英教師獎）

壹、推薦教師基本資料

服務學校	修德國小	姓名	官苑芬	
教學年資	18年	專長領域	英語	
實施 CLIL 領域及節數	109學年：六年級 綜合 領域、每週 1 節(協同) 110學年：一年級 生活 領域、每週 3 節 （協同2節，獨授1節）			
英語相關證明	全民英檢中高級			
聯絡電話	[redacted]			
E-mail	[redacted]			
資格	■本市在職公立國小正式教師。(詳見附錄) ■取得 CEF 架構之 B2級以上英語相關考試檢定及格證書。(詳見附錄) ■參加中央或本市辦理之 CLIL 雙語教師進修學分班，並取得學分證明書。(詳見附錄) ■每週至少1節課實際於校內從事非英語領域之雙語教學，且須為獨立授課或協同教學之主要教學者。(詳見附錄)			

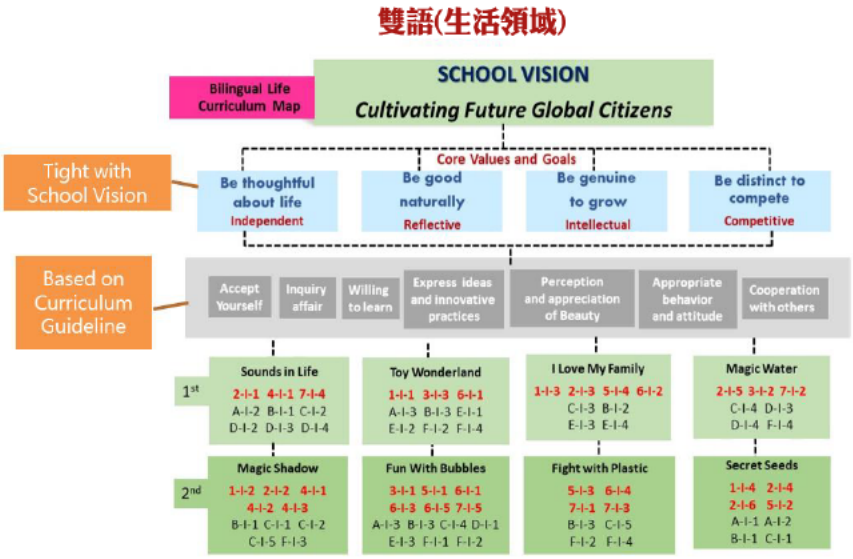
課堂中如何進行雙語教學

一、課程架構規劃

Xiude Elementary School Life Curriculum Frame-主題單元

學習階段 Stage	教學主題 Topic	單元名稱 Unit	學習表現 Performance	學習內容 Content	主題軸 Theme
一上	1. 生活中的聲音	Unit 1 生活中的聲音	2-I-1	A-I-2 B-I-1	1. 悅納自己 Accept yourself
		Unit 2 聲音模仿秀	7-I-4	D-I-2 D-I-3 D-I-4	
		Unit 3 聲音好好玩	4-I-1	C-I-2	
	2. 玩具同樂會	Unit 4 玩具王國	1-I-1	E-I-1 E-I-2	2. 探究事理 Inquiry affair
		Unit 5 珍惜玩具	6-I-1	A-I-3 B-I-3	
		Unit 6 玩具同樂會	3-I-3	F-I-2 F-I-4	
一下	1. 我愛我家	Unit 1 家人與我	1-I-3 2-I-3	E-I-3 E-I-4 C-I-3	3. 樂於學習 Willing to learn
		Unit 2 大聲說出我的感謝	5-I-4 6-I-2	B-I-2 E-I-4	
	2. 神奇的水	Unit 3 水的遊戲	7-I-2	D-I-3 D-I-4	4. 表達想法與創新實踐 Express ideas and innovative practices
		Unit 4 愛惜水資源	2-I-5 3-I-2	C-I-4 F-I-4	
二上	1. 魔幻奇影	Unit 1 找光尋影	2-I-2	C-I-1	
		Unit 2 說光道影	4-I-2	B-I-1 C-I-5	
		Unit 3 影子大師	1-I-2 4-I-3	F-I-3	5. 美的感知與欣賞 Perception and Appreciation of Beauty
	2. 泡泡真有趣	Unit 4 神奇泡泡	3-I-1	F-I-2	
		Unit 5 泡泡派對	5-I-1	C-I-4	
		Unit 6 泡泡 DIY	7-I-5	D-I-1 F-I-1	
		Unit 7 生活泡泡	6-I-1 6-I-3 6-I-5	A-I-3 B-I-3 E-I-3	6. 表現合宜的行為與態度 Appropriate behavior
二下	1. 減塑大作戰	Unit 1 塑膠垃圾	5-I-3 7-I-1	C-I-5 F-I-4	
		Unit 2 減塑小達人	6-I-4 7-I-3	B-I-3 F-I-2	
	2. 秘密種子	Unit 3 種子的秘密	1-I-4 2-I-6	A-I-1 A-I-2	7. 與人合作 Cooperation with others
		Unit 4 種子找新家	2-I-4 5-I-2	B-I-1 C-I-1	

二、課程地圖



三、教材選用與研發

皆為全自編教材，唯主題選定乃參考翰林版生活課本，擇定較易以英語進行教學與學習之內容，以外籍英語教師為主，本土教師為輔，合作進行生活英語課程設計，並橫向統整英閱繪校訂課程與之相互呼應，安排讓學生每天皆可接觸英語，以期產生交互學習遷移之效益，其節數安排與課程架構如下表所示：

低年級雙語（生活）、生活暨英閱繪節數編配表

星期	一	二	三	四	五
課表節數編排	生活	生活（雙語） **協同**	生活	生活（雙語） **協同**	生活
	英閱繪		英閱繪		生活（雙語） **獨立授課**

四、教學方式

1. **以全英語授課為原則**：由於大部分一年級學生為初次接觸英語，為避免學生受挫而懼怕英語，目前英語佔授課語言約為80%（教學內容及課室用語以英語呈現，較複雜的遊戲或活動解說輔以中文講解）。

2. **結合生活經驗，從活動中學習**：生活領域首重與孩子的生活經驗結合，因此在教學活動的設計上大量著墨於實地的操作與體驗，如帶孩子走出教室聆聽環境中的各種聲音;帶著孩子邊走邊學什麼叫做 line up；讓孩子帶自己喜歡的玩具來學校介紹並跟同學一起玩，學習分享也學習人際互動禮儀，孩子們玩得不亦樂乎呢！





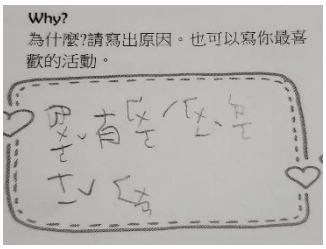


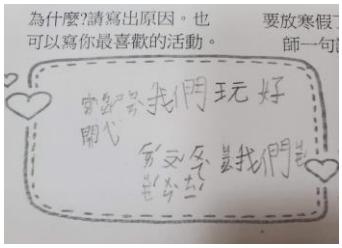
3. **尊重個別差異**：提供孩子分享想法與表達意見的機會，重視每位孩子的想法，教師聆聽而不予批判。教學過程中亦提醒孩子尊重他人的重要，無論是尊重他人不同的想法抑或他人上台發表時自己應展現出的聆聽禮儀。

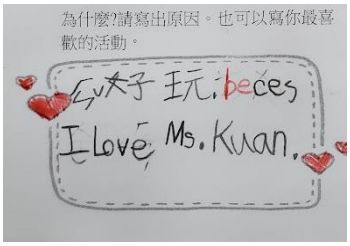
4. **量身打造**：配合一年級學童愛動、愛唱、愛玩之特性，教學活動富含大量遊戲、音樂及律動以增加學習趣味、加強學習效果。

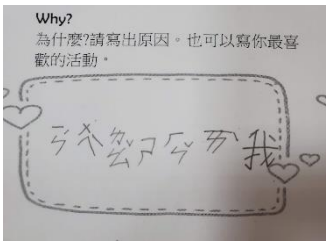












期末的回饋單，孩子分享喜歡上雙語生活課的原因或活動，多數學生都寫唱歌、跳舞、玩遊戲、很好玩…，足以證明課程內容是符合學生喜好及特性的。最重要的是，要讓孩子喜歡上課、喜歡老師，我想我做到了！

貳、推動雙語教育之具體事蹟及其成效

一、推行一年級雙語生活課程。

一週三節雙語生活課，兩節協同教學，一節獨立授課。

協同教學

我從不認為雙語課是外師負責的課，更不願意把自己放在輔助的角色，管管秩序、加加分就完成了我的責任。協同教學對我而言，是兩位老師合力演出一場吸引觀眾(學生)的秀，外師、中師都是不可或缺的主角。我有中文母語的優勢，可以補強外師不懂中文的弱點，輔助他找出教學盲點畫龍點睛，讓教學更有效。而外師為英語母語人士，目標語的精準運用是我們本土教師很需要學習模仿的對象。



一開始的暖身小運動，我每堂課可是卯足勁的在跳呢！



運用我的肢體律動專長，常常拉著外師跟我做動作，一搭一唱，活像兒童節目主持人。(低年級老師的宿命)

共備會議

正因為協同教學多麼考驗兩位老師彼此合作的默契，所以我們投注了非常多時間在共備課程上，備一次不夠，我還會再抓著很忙的外師再備(當然我也很忙!)，為的只是把教學步驟更加釐清，抑或加入突然想到的點子，讓教學活動更加豐富有趣。所以除了表定每周四第六節的共備會議，我常常也會用早自習時間或抓緊外師五點下班前的空檔讓課程再精緻化，投注的時間成本可真的是相當大！






共備迴圈，無限輪迴))))

獨挑大樑

新學年得知自己要一個人 solo 一節雙語課，心裡是很忐忑不安的，過去的雙語課都是跟外師一起協同教學，如今要自己獨挑大樑一節課，其實是有點緊張的。所幸過去18年的英語教學經驗還能支撐我(但還是要常常提醒自己壓抑所謂的「英師魂」)，再加上修習了綜合領域 CLIL 雙語學分班，讓我對 CLIL 的內涵能有進一步的了解，減低了我獨自授課的焦慮感。雖然修習的領域與我現行任教的領域不同，但我想精神是相通的，像是 multimodality 多模態、translanguaging 跨語言等雙語教學原則是橫跨各領域通用的，很慶幸這學年能有這樣獨自磨練的機會，讓我在獨自授課的這一節可以實作練習進修所學，發現雙語教學不同的可能。






教授訪視

得知與外師協同的雙語課被選中要被訪視，如同晴天霹靂一番，第一次有教授要來檢視教學的過程，不知道結果會如何。所以我和外師開始了無盡的備課會議，針對課程活動安排如何兼顧學科知識與語言知識、活動進行中秩序的維持思考對策與方法。幸好得到的教授回饋與專家教師回饋是正向的，雖然還有進步的空間，但對我來說已是莫大的鼓勵。



教學活動「拍拍樂」

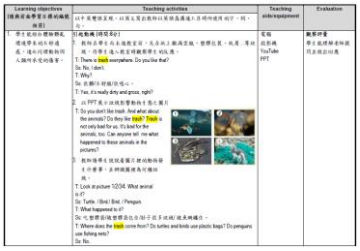


教學活動「Four-Corner Game」

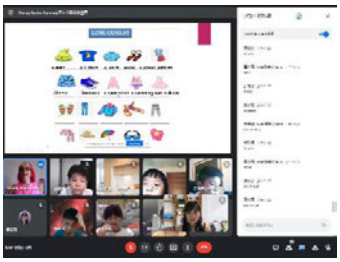
運用可愛蒼蠅拍吸引孩子興趣，再以遊戲包裝生字複習活動，這些糖衣對一年級來說是特別重要的。同時，在遊戲進行中孩子的秩序與規則的遵守也是我們重視的一環，因此我們事前做了沙盤推演，指令該如何下達，才讓遊戲能夠順利進行。	孩子依照自己喜歡的玩具走到教室四個角落。活動設計理念在於尊重孩子不同的個體性並讓孩子表達自己喜好。同時，適時讓低年級孩子起來動一動也相當重要。
 就定位後各角落的孩子分別念出「I like _____.」句子，又是一個用遊戲包裝複習活動的實例。	 母校國立台北教育大學劉慶剛教授，英語輔導團專家教師鍾佳慧老師蒞校指導。

二、加註雙語次專長。

工欲善其事，必先利其器，要成為一位雙語教師，當然要先把自己的武器磨亮，把自己的功夫練好，才能有自信的上展場好好推行雙語教育。去年暑假參與了綜合領域 CLIL 雙語學分班。發現對我的影響是很全面的，除了雙語課，我在設計自己的英文課時也會思考如何融入學分班裡學到的概念與知識。

線上結業式(臉書截圖) 等這天等了好久	**試教** 傍晚六點，一個人關在寒流來襲的教室錄影，外面已漆黑無比。	**教案設計**
		

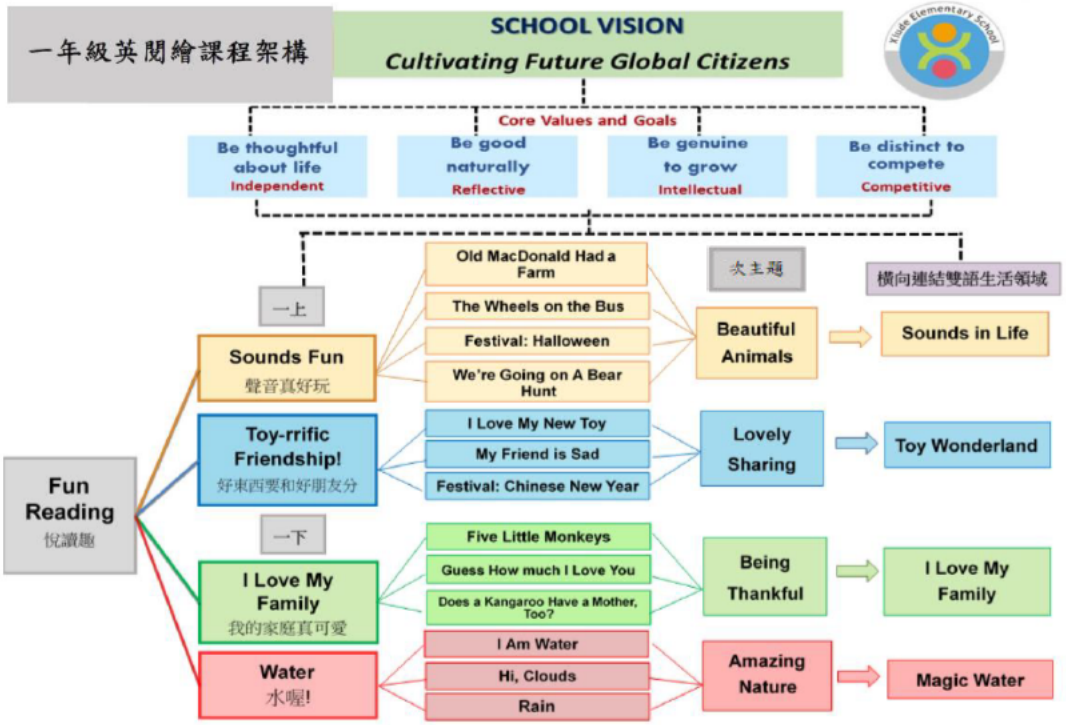
三、擔任110年線上雙語夏令營協同中師。

協同中師除了確認出席狀況，於課堂中也要監控學生理解狀況並適時給予協助與指導	利用 google classroom 管理與聯繫學生
	

參、推動雙語教育特殊與創新事蹟

一、結合雙語生活課程制定校訂英閱繪課程

本校低年級每天都有一節課能接觸英語(三天雙語生活課外加兩天校訂英閱繪課程)，為強化學習效果，經全體英師共同討論達成共識，低年級不使用坊間教科書，英閱繪課程以繪本為媒材橫向連結雙語生活課程內容，架構如下：



一年級英閱繪課程根據雙語生活「生活中的聲音」、「玩具同樂會」、「我愛我家」、「神奇的水」四個單元選定繪本進行主題教學，以下列點說明：

(一)上學期

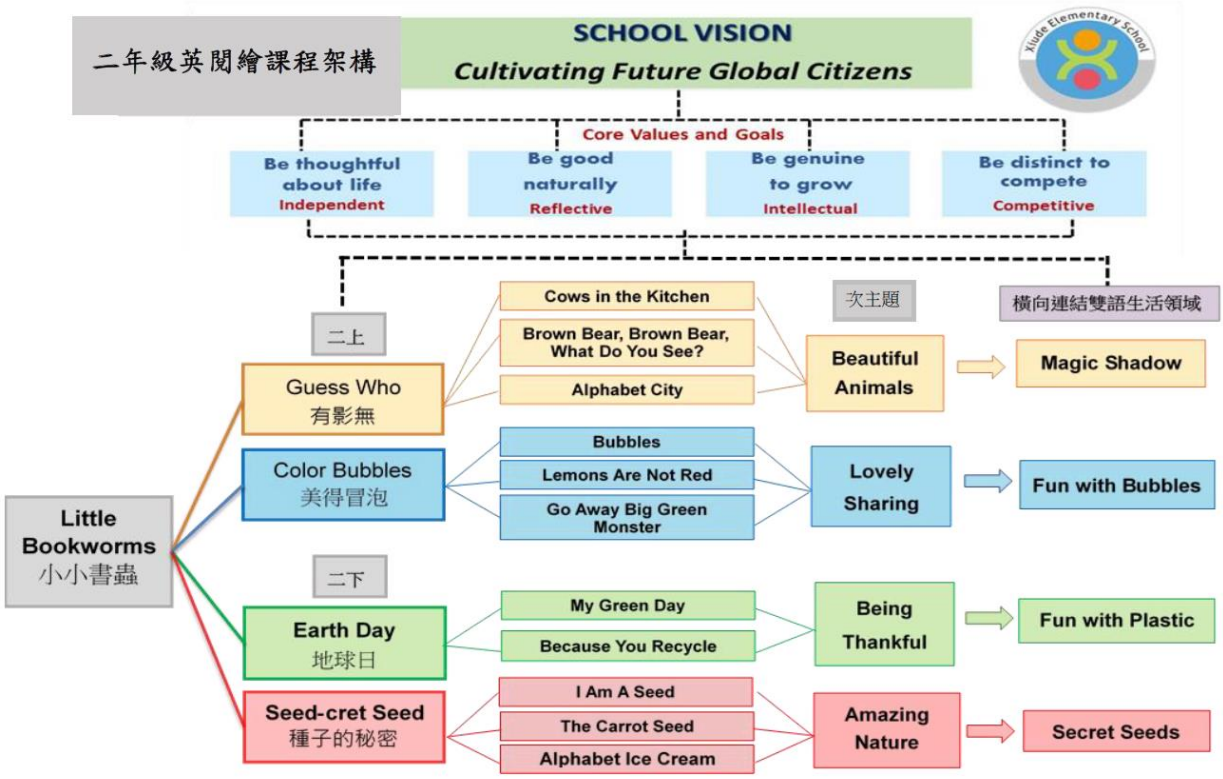
(1)「生活中的聲音」單元搭配三本繪本 *Old MacDonald Had a Farm*、*The Wheels on the Bus* 和 *We're Going on a Bear Hunt* 皆與聲音相關並延伸次主題「美麗動物」進行動物字彙教學並引導孩子認識動物與愛護動物。

(2)「玩具同樂會」搭配 *I Love My New Toy* 和 *My Friend is Sad* 兩本繪本並延伸次主題「愛分享」，引導學生樂於分享與關懷朋友、珍惜友誼。而雙語課的二手玩具交換活動也提供學生練習說「I love my new toy.」的機會，兩門課交互作用增強孩子英語的學習。

(二)下學期

(1)「我愛我家」單元搭配 *Five Little Monkeys Jumping on the Bed*、*Guess How Much I Love You*、*Does a Kangaroo Have a Mother, Too?* 三本繪本並延伸次主題「感恩的心」引導孩子能對家人的付出表達感謝。

(2)「神奇的水」單元則搭配 *I am Water*、*Hi, Clouds* 和 *Rain* 三本繪本，融入水的三態與循環延伸出「神奇大自然」次主題，同時引導孩子節省水資源、愛護地球，同時引導孩子節省水資源、愛護地球。



二年級雙語生活分為「魔幻奇影」、「泡泡真好玩」、「減塑大作戰」和「秘密種子」四單元。

(一)上學期

(1)「魔幻奇影」單元搭配繪本 *Alphabet City* 製作字母皮影戲，另外 *Cows in the Kitchen* 和 *Brown Bear, Brown Bear, What do You See*，將各種動物化成影子讓孩子玩猜猜樂遊戲。而為符應螺旋式課程設計，二年級英閱繪課程之次主題依舊圍繞「美麗動物」、「愛分享」、「感恩的心」以及「神奇大自然」四個次主題進行延伸教學。

(2)「泡泡真好玩」單元搭配繪本 Bubbles，並延伸 *Lemons are Not Red* 以及 *Go Away Big Green Monster* 兩本繪本介紹顏色字彙教學以搭配雙語生活課的泡泡吹畫藝術創作，運用不同顏色的泡泡來作畫並說出自己運用的顏色。

(二)下學期

(1)「減塑大作戰」單元搭配繪本 My Green Day 和 *Because You Recycle* 介紹孩子各種友善地球的行動以及資源回收的好處，並一同帶入世界地球日介紹，觸發孩子愛護地球的精神；

(2)「秘密種子」單元則搭配繪本 *I am a Seed*、*The Carrot Seed*，介紹植物的生命循環以及種植物需要細心照顧、耐心等待，此部分扣合雙語生活課實際操作種植豆子的活動。

二、推動校內英語日活動

(一)英語日活動宣導大使—第一年以短劇形式於兒童朝會上演出，宣導英語日各項活動。第二年由於疫情關係改以錄影方式並於線上兒童朝會上播出。

換上學生運動服變身修德寶寶(第一年)	活動內容有獎徵答—說出任一項英語日活動即可得到小獎品
	

在美麗的校門口拍攝宣傳影片(第二年)	於線上兒童朝會播出
	

(二) 每週一句—安排每週一句教學(開學預備週與期中、期末評量週除外)，並於第二節大下課引導學生找外師蓋章認證。

(三) 擔任短劇「不可能的任務」導演與舞蹈編排—每學期安排一到二齣大型短劇，由外師將整學期的每週一句串成短劇，並邀請校長及行政同仁上台演出。

輔導處同仁	學務處同仁	帶著大家練習舞蹈
		

(四) 每週一句抽獎活動主持人—於週二兒童朝會中安排串場節目抽出集滿每週一句認證章的幸運得主。

搭配萬聖節主題 dress code	搭配聖誕節主題一身紅
	

以特務造型搭配地球日主題手拿長夾撿垃圾	搭配中國新年主題戴上頭套
	

三、校園雙語形象打造

不只在教學上推行雙語，學校各項活動我也積極協助塑造雙語精緻樂學園的形象，包括校慶開幕式、畢業典禮、新視聽教室與多功能教室開幕典禮記者會，我和同事成為雙語主持雙拍檔，中英模式雙管進行，當中也情商外師針對各典禮與活動特殊遣詞用語進行校稿修正，讓活動充滿雙語精緻質感。

視聽館啟用典禮暨記者會雙語主持人	
	請外師協助校稿 
多功能教室啟用典禮暨記者會雙語主持人	
	

肆、資源共享成效

(一)不定期召開雙語會議討論課程發展進度與內容

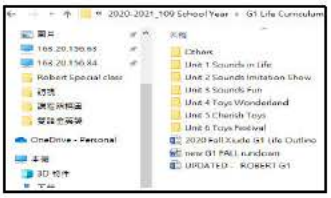
校長主持雙語會議	隨時進行滾動式修正	防疫期間停課不停修
		

（二）成立雙語社群 line 群組，大家即時在線上分享備課狀況、課程進行成果照片、及相關學習資源共享。





（三）善用校內 NAS 共享雲端資料，將所有雙語課程資料、教學教案、教學資源(PPT、影片、學習單等)依年級與單元放置雲端，讓團隊的每一位老師都能隨時掌握教學進度。



（四）利用課餘時間，與本土同儕教師共同規劃課程以實驗組與對照組之精神呈現不同教學方式，協助協同教學之外師理解學生之學習特徵，進而調整教學設計與視覺輔助的呈現，全程以中文授課示範教學。







伍、附錄：請檢附表格中相關資格證明

一、資格證明

教師證書	全民英檢中高級測驗合格證書	CLIL 雙語綜合進修學分班證明書
		

二、課程大綱

上學期

教學主題與期程 Topics & Week	領域學習表現與內容 Learning Performance and Content	主題或單元活動內容 Content	節數 Periods	教材 Materials	評量方式 Assessment
Unit 1 生活中的聲音 Sounds in Life (W1-W4)	**Performance:** **生活 Life** **2-I-1** 以感官和知覺探索生活，覺察事物及環境的特性。 **2-I-1** Sensory perception and explore life, aware of the characteristics of things and the environment. **英語 English** **◎8-I-1** 能了解國內外基本的招呼方式。 **◎8-I-1** Be able to understand the basic greeting methods in Taiwan and other countries. **Content:** **生活 Life** **A-I-2** 事物變化現象的觀察。 **A-I-2** Observe the phenomenon of things. **B-I-1** 自然環境之美的感受。 **B-I-1** Feel the beauty of the natural environment. **英語 English** **◎C-I-1** 國內(外)招呼方式。 **◎C-I-1** The basic greeting methods in Taiwan and other countries.	**Content Goal:** Students will become more aware and in tune with the sounds surrounding their everyday lives. Sounds in the park will be emphasized. Students will have the opportunity to experience the sounds in their natural environment while explaining what they hear. **Language Goal:** Students will be able to use a basic sentence structure to ask a question and identify nouns they are associated with. Students will be able to introduce themselves. Key vocabulary: Hear, people, kids, car, bus, scooter, birds, up, down. Sentence pattern: What do you hear? My name is _____ I hear_____ Do you hear_____? Yes I do/No I don't	12	Powerpoint presentations, post its, Wheels on the Bus book, Dice, Ball	Fill in the blank worksheet
Unit 2 聲音模仿秀 Sounds Imitation Show (W5-W7)	**Performance:** **生活 Life** **7-I-4** 能為共同的目標訂定規則或方法，一起工作並完成任務。 **7-I-4** Able to make rules or methods for a common goal, and work together to complete the task. **英語 English** **◎1- I-4** 能聽懂簡易的教室用語。 **◎1- I-4** be able to understand simple classroom language. **Content:** **生活 Life** **D-I-2** 情緒調整的學習。 **D-I-2** Emotional adjustment learning. **D-I-3** 聆聽與回應的表現。 **D-I-3** The performance of listening and responding. **D-I-4** 共同工作並相互協助。 **D-I-4** Work together and help each other. **英語 English** **◎Ac-I-1** 簡易的教室用語。 **◎Ac-I-1**simple classroom language	**Content Goal:** Students will learn about body sounds through imitation and listening/responding. Near the end, emphasis will be placed on voice volume where students will act out appropriate voice volume in various situations. **Language Goal:** Key vocabulary: Snoring, yawning, clapping, laughing, crying, singing, talking, yelling, quiet, loud. Sentence pattern: What are they doing? They are _____	9	Powerpoint presentations, dice, ball, Plastic bottles, Rice, construction paper Voice volume worksheet	Acting Verbal Singing
Unit 3 聲音好好玩 Sounds Fun (W8-W10)	**Performance:** **生活 Life** **4-I-1** 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。 **4-I-1** Use various media and materials of life to express and create, evoke rich imagination. **英語 English** **＊◎1-I-6** 能聽懂簡易歌謠和韻文的主要內容。 **＊◎ 1-I-6** Be able to understand the main content of simple songs and verses. **Content:** **生活 Life** **C-I-2** 媒材特性與符號表徵的使用。	**Content Goal:** Students will continue to use their listening skills to identify more sounds. The focus will be on animal sounds. Students will have the opportunity to share their personal favorite animals and media will be used for animal sound guessing games. Students will use their creativity to construct miracas to be used for an introduction to music and rhythm. The miracas will also be used for students perform a song related to animal sounds. **Language Goal:** Students will be able to state common	9	Powerpoint presentations, dice, ball, student miracas	Verbal, acting

	C-I-2 Use of media characteristics and symbolic representation. **英語 English** **＊Ae-I-1** 簡易歌謠及韻文。 **＊Ae-I-1** simple songs and verses.	animals as well as the sounds they make. Key vocabulary: Monkey, cat, pig, horse, chicken, cow, sheep, duck. Sentence pattern: What animal is it? It is a _____. What sound does it make? Do you hear a _____? Yes I do / No I don't			
Unit 4 **玩具王國** **Toys Wonderland** (W11-W13)	**Performance:** **生活 Life** **1-I-1** 探索並分享對自己及相關人、事、物的感受與想法。 **1-I-1** Explore and share feelings and thoughts about yourself and related people, things, and things in life. **英語 English** **◎2-I-3** 能說出課堂中所學的字詞。 **◎2-I-3** Be able to say the words learned in class. **◎1-I-3** 能聽懂課堂中所學的字詞。 **◎1-I-3** Be able to understand the words learned in class. **Content:** **生活 Life** **E-I-1** 生活習慣的養成。 **E-I-1** Formation of living habits **E-I-2** 生活規範的實踐。 **E-I-2** Practice of living norm **英語 English** **◎Ac-I-2** 第一學習階段所學字詞。 **◎Ac-I-2** Words learned in the first learning stage. **B-I-1** 第一學習階段所學字詞及用語的生活溝通。 **B-I-1** The application of the words learned in the first learning stage.	**Content Goal:** Students will learn common toys and explore what they like most and share their feelings about it. The progression of toy production and trend changes throughout the years will be shown to expose students to the variety of toys in our world. They will also have the opportunity to have hands on learning experiences with toys. In addition, students will understand the importance of responsibility with possessions in everyday life. **Language Goal:** Key Vocabulary: doll, robot, diabolo, jump rope, car, ball, bike, bear, airplane, puzzle, toy. Sentence pattern: What toy is it? It is a _____.	9	Powerpoint presentations, printed vocab words with colored pictures, ball, dice	verbal monitoring
Unit 5 **珍惜玩具** **Cherish Toys** (W14-W16)	**Performance:** **生活 Life** **6-I-1** 覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。 **6-I-1** Be aware that you may have an impact on people, things, and things in your life, and learn to adjust your emotions and behaviors. **英語 English** **◎6-I-1** 能專注於老師的說明與演示。 **◎6-I-1** Be able to focus on the teacher's explanation and demonstration. **Content:** **生活 Life** **A-I-3** 自我省思。 **A-I-3** Self-reflection **B-I-3** 環境的探索與愛護。 **B-I-3** Exploration and care for the environment **英語 English** **◎C-I-1** 國內（外）招呼方式。 **◎C-I-1** The basic greeting methods in Taiwan and other countries. **B-I-1** 第一學習階段所學字詞及用語的生活溝通。 **B-I-1** The application of the words learned in the first learning stage.	**Content Goal:** Students will learn about the topic of sharing and how their actions impact others (both positively and negatively). Students will have multiple opportunities to demonstrate to their peers what appropriate sharing entails. These opportunities include examples in a variety of settings so students are able to utilize these skills across multiple scenarios. Students will learn emotional regulation. **Language Goal:** Key vocabulary: share, good, mad, sad, happy, safe, clean, break. I am _____ (emotion). I have a _____ (toy). Is that a toy? Yes it is / No it is not. May I have your _____? Sure, here you are.	9	Powerpoint presentations, youtube clips, 5 Little Monkeys book, pointer, ball, dice, 2 faces printed	acting, team work, verbal monitoring
Unit 6 **玩具同樂會** **Toys Festival** (W17-W20)	**Performance:** **生活 Life** **3-I-3** 體會學習的樂趣和成就感，主動學習新的事物。 **3-I-3** Experience the joy of learning and sense of accomplishment, and actively learn new things. **英語 English** **◎7-I-1** 能妥善運用情境中的非語言訊息以幫助學習。 **◎7-I-1** Be able to properly use non-verbal	**Content Goal:** Students will learn to work together towards a common goal and use their creativity to make new things. Students will learn that it is important to regulate their emotions when they lose a game, and that team work, effort, and fun are the most important aspects of playing games. Students will learn to better appreciate the resources available to them. Students will introduce themselves and share their own toy to the class.	12	Powerpoint toys	verbal monitoring sharing presentation

	message in the context to help learning. **Content:** **生活 Life** **F-I-2** 不同解決問題方法或策略的提出與嘗試。 **F-I-2** Proposing and trying different problem solving methods or strategies **F-I-4** 對自己做事方法或策略的省思與改善。 **F-I-4** Reflection and improvement of one's own methods or strategies **英語 English** ◎**B-I-1** 第一學習階段所學字詞及用語的生活溝通。 ◎**B-I-1**The application of the words learned in the first learning stage.	**Language Goal:** Key vocabulary: Switch, game, win, lose Sentence structure: Your turn/My turn My name is _____. I like my _____ (toy).			

下學期

教學主題與期程 Topics & Week	領域及議題能力指標 Learning Performance and Content	主題或單元活動內容 Content	節數 Periods	使用教材 Materials	評量方式 Assessment
Unit 1 家人與我 My Family and Me (W1-W5)	**Performance:** **生活 Life** **1-I-3** 省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。 **1-I-3** Reflect on the process of self-growth, realize its significance and know the situation and direction of their own progress and efforts. **2-I-3** 探索生活中的人、事、物，並體會彼此之間會相互影響。 **2-I-3** Explore the people, things, and things in life, and realize that they affect each other. **英語 English** ◎**2-I-5** 能使用簡易的日常生活用語。 ◎**2-I-5** Be able to use simple daily language. **Content:** **生活 Life** **E-I-3** 自我行為的檢視與調整。 **E-I-3** Inspection and adjustment of self-behavior. **E-I-4** 感謝的表達與服務工作的實踐。 **E-I-4** The expression of gratitude and the practice of service work. **C-I-3** 探究生活事物的方法與技能。 **C-I-3** Methods and skills to explore life things. **英語 English** **B-I-1** 第一學習階段所學字詞及用語的生活溝通。 **B-I-1** The application of the words learned in the first learning stage.	**Content Goal:** Students will explore and examine their family life and the dynamics that make up a family values. Students will recognize their friends and how they relate to family life, as well as explore the interactions they have with their friends. Students will be able to explore common activities they do with their friends and family members. Students will evaluate their role in a family and be able to better understand how their actions effect the family. This will allow students to monitor their own behavior and understand how to act appropriately. **Language Goal:** Vocab: Friend, play, daddy, mommy, sister, brother, uncle, aunt, cousin, grandma, grandpa, eat, cook, shop, go to the park, jump rope, swim, travel, go to the zoo Sentence structure: We are friends. We like to _____ (activity) This is my _____ (family member)	16	Finger Family worksheet Stencils for drawings Marker Colored pencils PPT Double sided tape Whiteout Poster board Scissors YouTube Pointer	Finger Family worksheet -Self and family member drawings -Verbal -Behavior
Unit 2 大聲說出我的感謝 Thank you, My family! (W6-W10)	**Performance:** **生活 Life** **5-I-4** 對生活周遭人、事、物的美有所感動，願意主動關心與親近。 **5-I-4** Being moved by the beauty of people, things, and things around life,	**Content Goal:** Students will examine their family life and everyday environment more closely in order to find examples of what they are most thankful for. Students will be able to celebrate life using music and art	14	Love Coupons Routine wheel Routine activity (clips and large prints) Scissors Paper fasteners	Ordered routine clips

	willing to take the initiative to care and get close. 6-I-2 體會自己分內該做的事，扮演好自己的角色，並身體力行。 6-I-2 Realize what you should do, play your role well, and put into practice. 英語 English ◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎5-I-2 Be able to identify the corresponding written text in the book in listening and reading. **Content:** 生活 Life B-I-2 社會環境之美的體認。 B-I-2 Realization of the beauty of the social environment. E-I-4 感謝的表達與服務工作的實踐。 E-I-4 The expression of gratitude and the practice of service work. 英語 English B-I-1 第一學習階段所學字詞及用語的生活溝通。 B-I-1 The application of the words learned in the first learning stage.	as a consistent medium of expression. **Language Goal:** Vocab: Bathroom, kitchen, living room, bedroom, classroom, thankful, help, shower, go to bed, go to school, clean my room, eat dinner, wake up, make my bed, brush my teeth, wash my face, get dressed, eat breakfast, play, wash my hands, eat lunch, study, go home, outside Sentence structure: Where is _____ (person)? _____ (person)is in the _____(room). I _____(routine activity) at _____ (home or school). I can do it myself. _____(family member) helps me.			
Unit 3 水的遊戲 Play with Water (W11-W15)	**Performance:** 生活 Life 7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。 7-I-2 Listen to the ideas of others and try to understand the opinions expressed by others in various ways. 英語 English ◎6-I-2 積極參與各種課堂練習活動。 ◎6-I-2 Participate actively in various class activities. **Content:** 生活 Life D-I-3 聆聽與回應的表現。 D-I-3 The performance of listening and responding. D-I-4 共同工作並相互協助。 D-I-4 Work together and help each other. 英語 English ◎Ac-I-2 第一學習階段所學字詞。 ◎Ac-I-2 Words learned in the first learning stage.	**Content Goal:** In this unit, students will have the opportunity to explore water. They will learn the common elements of water and investigate what happens when everyday objects interact with water. This unit will have a strong emphasis on how to interact appropriately with others. Student will expand interactions to working as a group and understanding their role in a group. They will work to understand and appreciate the idea of working together towards a goal to benefit a group as opposed to only benefiting themselves. Students will learn cooperation and team building skills to resolve problems and work towards a common goal. **Language Goal:** Vocab: water, dry, wet, float, sink, boat, swim, ice, rain, cold, hot, drink, wet, yellow, pink, blue, green, purple, brown, black, orange, red, white Sentence structure: I think it will _____ (sink/float). What color is it? Is it _____.	10	Cotton balls Double sided tape Water dropper Liquid hand soap Pepper Lunch trays	Working together appropriately
Unit 4 愛惜水資源 Cherish Water Resources (W16-W20)	**Performance:** 生活 Life 2-I-5 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。 2-I-5 Use various methods and skills to explore things, deal with information appropriately, and develop the habit of doing it. 3-I-2 體認探究事理有各種方法，並且樂於應用。 3-I-2 Realize that there are various	**Content Goal:** Students will continue with the concept of being thankful for things in their daily life, with a focus on water and other aspects in our natural environment. They will be exposed to how their everyday actions effect the environment and learn ways that they can help. Students will learn a variety of manners to cope with difficult situations appropriately. They will be able to identify strategies that help them most	10		

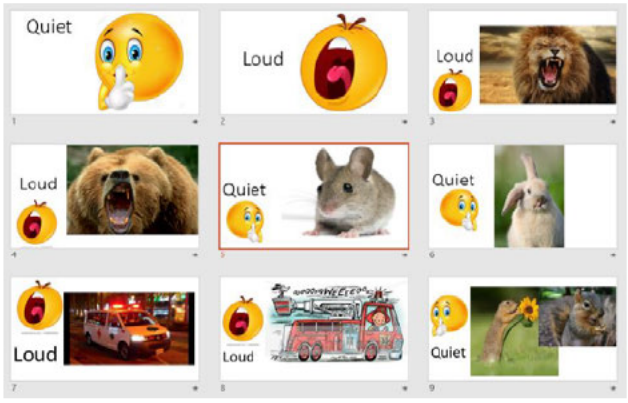
	methods for investigating affair and are willing to apply them. **英語 English** ◎6-I-4 認真完成教師交待的作業。 ◎6-I-4 Complete the homework assigned by the teacher carefully. **Content:** **生活 Life** C-I-4 事理的應用與實踐。 C-I-4 The application and practice of affair. F-I-4 對自己做事方法或策略的省思與改善。 F-I-4 Reflection and improvement of one's own methods or strategies. **英語 English** B-I-1 第一學習階段所學字詞及用語的生活溝通。 B-I-1 The application of the words learned in the first learning stage.	and practice ways to implement them into their daily life's to form strong and effective habits. **Language Goal:** Vocab: reduce, reuse, recycle, dry, wet, thirsty, air, plastic, paper, clean, dirty, shower, toilet, sink, important, ocean, river, lake, swamp, dam, whale, fish, shark, turtle, frog, typhoon, flood, clouds, desert, rain forest. Sentence structure: We can save water. Be careful. Everyone needs water. Who can help? I/we can help. _____ (animal) lives in the _____ (body of water).			

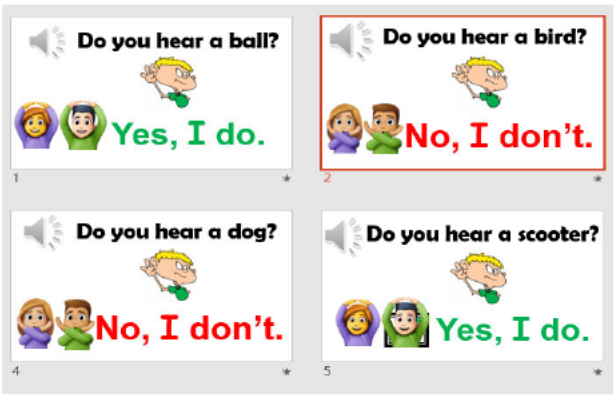
三、教學媒材與學習單

上學期一~三單元—生活中的聲音

PPT

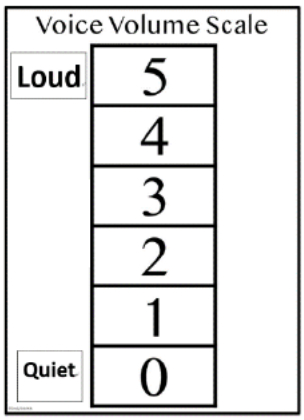
運用 multimodality 精神，以圖示引導學生理解詞彙及做出正確回應，取代直接提供中文解釋





學習單

透過繪製音量表將抽象聲音具象化，引導學生分辨音量大小及不同情境與場合適宜的音量







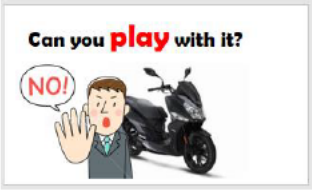
上學期四~六單元—玩具同樂會

PPT

融入安全教育，引導孩子辨別玩具與非玩具及非玩具者不可玩之原因









影片

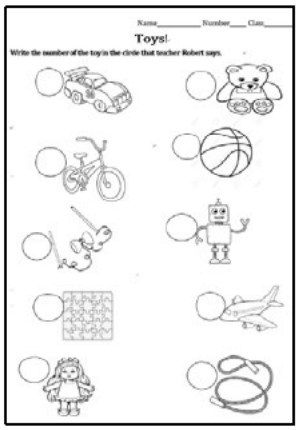
以真實新聞案例強調誤玩非玩具物品的危險



記者楊鈞典／台東報導

學習單

認識不同玩具並圈出自己最喜歡的一樣玩具，寫上「favorite」一詞





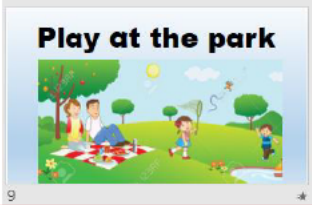




下學期一、二單元—我愛我家

PPT

介紹「park」一詞，以學校斜對面及三重在地公園作為教學圖示，結合學生生活情境







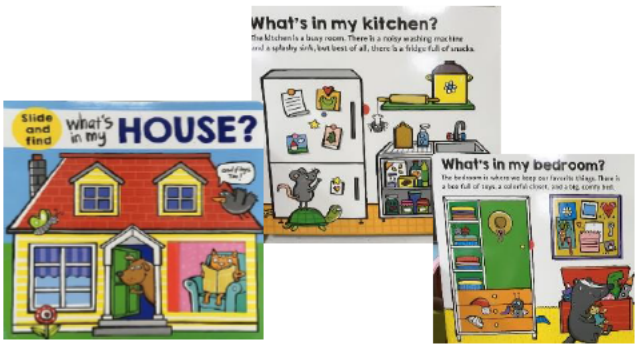


影片

運用 multimodality 精神，介紹「travel」一詞時，自製影片分享與母親出國旅遊畫面，引起學生巨大迴響並對「travel」一詞記憶深刻

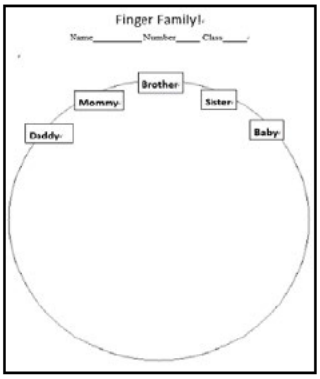


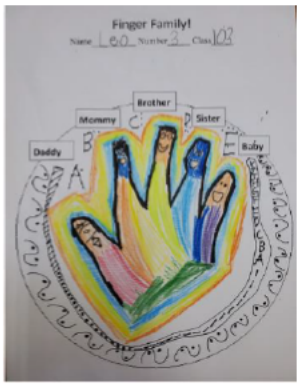


PPT 以學生喜愛的佩佩豬以及真實情境圖片引導學生對家人說出感謝	**繪本** 以有趣的繪本介紹家中各房室之名稱
 	

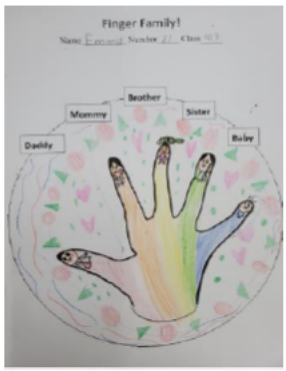
學習單

Finger Family



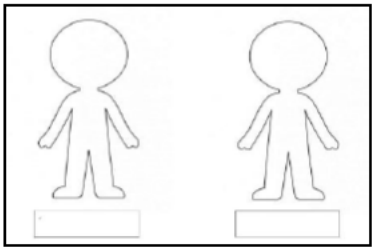






學習單

畫出一位家庭成員並上台發表喜歡一起做的事






學習單—家事兌換卷

引導孩子設計家事兌換卷，以實際行動表達對家人的感謝













手作

製作 routine wheel，引導孩子覺察家人對自己日常生活有諸多的協助





下學期三、四單元—神奇的水

PPT

所有生物需要乾淨的水



PPT

介紹動物生活的不同水域



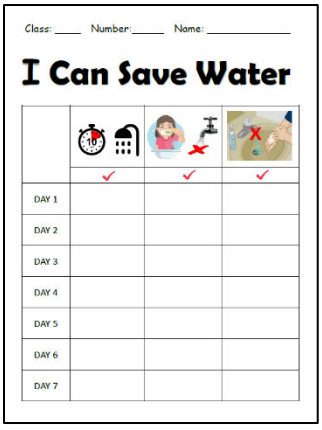
PPT

介紹各種省水行動



學習單—省水小達人

引導學生進行一周省水行動實踐，設定三項省水行動，分別為：洗澡10分鐘、刷牙時關水龍頭以及使用肥皂搓手時關水龍頭三項。



教案示例：一上第四單元〈玩具王國〉第四節課

新北市三重區修德國小雙語實驗課程教學活動設計

New Taipei City Xiude Elementary School CLIL Program

實施年級(Grade Level)：Grade__1__

單元名稱(Name of the Unit)：Unit 4: ____Toys Wonderland____

設計者(Lesson Designer)：____Robert Jacobson____

協同中師(Co-Teacher)：宮苑芬老師

本單元設計理念 (Unit Overview: Rationale and Philosophy)

This topic of the following 3 units is "toys." Like the "sounds" topic from the last 3 units, toys are another integral part of the life of our students. Through these lessons they will be able to explore toys in a variety of manners. This unit introduces toys and focuses on the most common toys as a base. These are toys that students either have played with or do play with on a regular and ongoing basis. Students will have a variety of hands on learning opportunities with these toys as well as learning through playing games. Students will also be exposed to traditional toys as well.

本單元整體目標 (Learning Objectives for This Unit)

學習重點 (Essential Learning Focuses)	**Performance:** **生活 Life** **1-I-1** 探索並分享對自己及相關人、事、物的感受與想法。 **1-I-1** Explore and share feelings and thoughts about yourself and related people, things, and things in life. **英語 English** ◎**2-I-3** 能說出課堂中所學的字詞。 ◎**2-I-3** Be able to say the words learned in class. ◎**1-I-3** 能聽懂課堂中所學的字詞。 ◎**1-I-3** Be able to understand the words learned in class.
	Content: **生活 Life** **E-I-1** 生活習慣的養成。 **E-I-1** Formation of living habits **E-I-2** 生活規範的實踐。 **E-I-2** Practice of living norm **英語 English** ◎**Ac-I-2** 第一學習階段所學字詞。 ◎**Ac-I-2** Words learned in the first learning stage. **B-I-1** 第一學習階段所學字詞及用語的生活溝通。 **B-I-1** The application of the words learned in the first learning stage.
內容目標 (Content Goals)	Students will learn common toys and explore what they like most and share their feelings about it. The progression of toy production and trend changes throughout the years will be shown to expose students to the variety of toys in our world. They will also have the opportunity to have hands on learning experiences with toys. In addition, students will understand the importance of responsibility with possessions in everyday life.
語言目標 (Language Goals)	**Language Goal:** Key Vocabulary: doll, robot, diabolo, jump rope, car, ball, bike, bear, airplane, puzzle, toy. Sentence pattern: What toy is it? It is a _____.

教學活動設計：第 4 節課 (Lesson 4)

學習重點 (Essential Learning Focuses)	**Performance:** **生活 Life** **1-I-1** 探索並分享對自己及相關人、事、物的感受與想法。 **1-I-1** Explore and share feelings and thoughts about yourself and related people, things, and things in life. **英語 English** ◎**2-I-3** 能說出課堂中所學的字詞。 ◎**2-I-3** Be able to say the words learned in class. ◎**1-I-3** 能聽懂課堂中所學的字詞。 ◎**1-I-3** Be able to understand the words learned in class.
	Content: **生活 Life** **E-I-1** 生活習慣的養成。 **E-I-1** Formation of living habits **E-I-2** 生活規範的實踐。 **E-I-2** Practice of living norm **英語 English** ◎**Ac-I-2** 第一學習階段所學字詞。 ◎**Ac-I-2** Words learned in the first learning stage. **B-I-1** 第一學習階段所學字詞及用語的生活溝通。 **B-I-1** The application of the words learned in the first learning stage.
內容目標 (Content Goals)	Students will learn common toys and explore what they like most and share their feelings about it.
語言目標 (Language Goals)	Key Vocabulary: doll, robot, diabolo, jump rope, car, ball, bike, bear, airplane, puzzle, toy.

教學活動流程 (Teaching Procedures)

教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) Greetings. Movement exercise.	2	print out	verbal
練習活動 (Practice) 1. Have students find the given vocab word in the image. 2. For slides with more than 1 toy, have the students count how many toys there are in the picture. Emphasize the word "where" and the idea of finding things (this will set the stage for future lessons in the unit).	25	Toys PPT	Verbal

3. Have groups come up to identify the toy and state the vocab. Give points to each team upon completion. 4. Ask various questions to elicit more responses. • What color is the ___? • Is it big or small? 5. The whole class should also state the vocab word after the group has had their turn. Give more points to groups who are participating well.			
發展活動 (Production) Play the 4 corners game. Students will see 4 toys on the PPT slides and go to the corresponding corner of the room for that toy.  They will then state "I like _____ (toy)." Go over rules – no running, no pushing and look at the teacher.	10	Toys PPT Tape Print outs of 1 – 4	Verbal Following instructions
總結活動 (Wrap up) Show all of the toys on the PPT and ask students to choose their favorite toy. See which toy is the most popular.	3	Toys PPT	Verbal

推薦人：[illegible] 教務主任：教務主任曾翠虹 校長：校長陳俊生