

附件四、

新北市109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	劉怡妘、陳羿潔 (新北市南勢國小)、薛雅文 (新北市光復國小)	
教案名稱	On the Way to Nan Shi Elementary School 南勢上學圖	
教學年級：國小_四_年級	預計課程上使用之英語比例：90 % (本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：_28_人	教學總節數：_4_節	預計公開授課內容為第_3_節
預計公開授課之時間： _109_年_11_月_20_日 _10_時_30_分至_11_時_10_分	預計公開授課之地點： 新北 林口_區_南勢 國小 _四年級英語科任_教室	預計公開授課之教師： 姓名：_劉怡妘_ 服務學校：_南勢國小_

核心	總 綱	<p>A1 身心素質與自我精進</p> <p>B1 符號運用與溝通表達</p> <p>B3 藝術涵養與美感素養</p>
----	-----	---

素養		C2 人際關係與團隊合作
	領 綱	<p>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。</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>藝-E-A1 參與藝術活動，探索生活美感。</p> <p>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。</p>
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>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>藝術領域</p> <p>1-II-2 能探索視覺元素，並表達自我感受與想像。</p>
	學習內容	<p>英語領域</p> <p>◎>1-II-7 能聽懂課堂中所學的字詞。</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>藝術領域</p> <p>視 E-II-1 色彩感知、造形與空間的探索。</p> <p>視 E-II-2 媒材、技法及工具知能。</p>
	具體學習目標	<p>一、學生能聽懂並使用英語簡單表達繪畫作品中顏色的明暗。</p> <p>二、學生能用簡單英語句型介紹自己的作品，並給予其他組別回饋。</p> <p>三、學生能使用蠟筆於作品中表現二次或三次混色技巧。</p>

<p>與其他領域/科目/議題的連結</p>	<p>藝術領域</p>			
<p>教學資源/設備需求</p>	<p>電腦、單槍投影機、12色蠟筆、黑色粉彩紙、</p>			
<p>各節教學活動設計</p>				
<p>節次</p>	<p>教學活動流程</p>	<p>時間</p>	<p>教學資源</p>	<p>教師語言</p>

第一節	【引起動機】 (In this lesson plan, T stands for “teacher”, Ss stand for “students”)	5 mins	(包含情境布置或教具之運用) small white boards markers PPT slides projector computer	(教師授課中所使用的指導語，例如： Take out your book, please.) Hi, everyone! Look at this picture (Nan Shi elementary school) This is ...? Right, Nan Shi elementary school. Today we want to talk about our “community.” Do you remember the word “community”? Yes, it means the environment near our school or our homes. Do you remember the places in your community? For example, the restaurants, the police station, the supermarkets, and parks. Good job! Now, can you tell me: what do you see on your way to school? Please discuss in your team and share your answers with the class. Yes, we can see two parks, one supermarket, and the police station...great job! Now, let’s sing the song together
	1. Review: T reviews the concept and related vocabularies about “community,” such as park, library, supermarket, police station, etc. (Students had already learned these words from 2 nd Grade Health Curriculum) 2. Brainstorming:	5 mins		
	a. T asks Ss what they had seen on the way to school. b. Ss discuss and write down the answers with their team members. c. Ss share what they had seen.	5 mins		
	3. Music time: T leads the class to sing the song “This Is the Way We Go to School” (tune: The Mulberry Bush)	1 min		
	【發展活動】	5 mins		
1. “In the Park” Project:	3 mins			

	<p>a. T announces that at the end of the semester, Ss will have to present their “On the Way to Nan Shi Elementary School” art project in English.</p> <p>b. To achieve such goal, students have to practice describing what they saw in the park, and the colors they had used in their art works.</p> <p>c. Review the rules of using crayons: T asks Ss to recite the rules of using crayons since they had learned the rules from the previous art classes.</p> <p>d. Brainstorming: T asks students to discuss and write down what they saw in the parks. Ss share their experience with the class.</p> <p>e. T asks Ss to pick an object or people in the park they are interested and ask them to draw the outline by pencils.</p> <p>f. Ss use white crayons to draw the background they saw in the parks on a piece of dark-colored paper. Students have to work together to complete this task.</p>	9 mins		Remember to bring your drawing of the park to the next class.
	<p>【統整與總結】</p>	1 min		
	<p>1. T reviews the rules of using crayons again.</p> <p>2. T asks students to turn in the assignments next class.</p>			
第二	<p>【引起動機】</p> <p>1. T reviews the picture book “Brown Bear, Brown Bear, What Do You See?”</p>	5 mins	PPT slides projector computer	Does anyone remember the story of “Brown Bear, Brown Bear, What Do You See?” ? Let’s read it together.

節	<p>2. T reviews and asks Ss to try to say the color in English of the basic color wheel.</p>	3 mins		<p>Can anyone tell me what color you see? Purple! Very good!</p>
	<p>3. T shows the picture of the purple cat and asks students: how many purples do you see? Do they look the same? Can you point the purple you see? Do you see different purples here?</p> <p>4. T introduce the idea about shades of purple: T explains it's easier to say the name of the color, for example, pink. but feeling about the color could be different from person to person.</p>	2mins		<p>Can you tell me how many different purples you see? (Number). (Number). Very good! Would you please come up and point the purple you see? Wow, do you see different purples? Do you agree? Not agree? It's ok. It's easier to say the name of the color, for example, pink. but my feeling about color could be different from your color.</p>
	<p style="text-align: center;">【發展活動】</p> <p>1. Color Mixing:</p> <p>a. T demonstrates how to mix up colors by crayons.</p> <p>b. Before students start to draw, remind students to remove any mixed colors on the crayon; if the crayons are not clean, the students might not get the color they desire later.</p> <p>c. T shows how to describe the mixed colors. For example, regular green color becomes darker shade after mixed up with black, thus we call this new green color, "dark green." On the other hand, if we mix white with green, the resulting green will become lighter, thus we call it "light green."</p> <p>d. T gives out crayons and mixed color picture worksheets from "Brown Bear, Brown Bear, What Do You See?"</p> <p>e. T asks students to color one animal. Students have to choose a color and mix it up with black or white to create a new mixed color.</p>	10 mins	<p>drawing paper crayons worksheet PPT slides projector computer</p>	<p>Alright, we will be using crayons today. Hey, there are some green on white crayon. Don't forget to use tissue paper to clean.</p> <p>To make different shades of the same color, you add "black" to make it darker and white to make it lighter.</p> <p>Alright, everybody eyes on me. (T demonstrate on the blackboard) For example, If you mix white with purple, you will have "light green." First, draw a purple line. Second, draw a white line on the purple. Finally, you draw purple again on the line. Now, we have three purples here. Regular purple, light purple, lighter purple. If you mix black with purple you will have "dark purple." First, draw a purple line. Second, draw a black line on the purple. Finally, you draw purple again on the line. Now, we have three shades of purples here.</p> <p>Now, it's your turn to practice color mixing. Please pick an animal and a main color. Practice making darker and lighter shade of that color. Please make sure you color your animal in all three shades: Light, regular and dark.</p> <p>Can you make a darker shade of purple here by mixing with black? Can you make a lighter shade of purple here by mixing with white?</p> <p>Now, here's the worksheet and the crayons. First, mixing colors. Second, draw the animal. Third, finish the sentences on the worksheet. We will be sharing the drawing next class This is my <u>purple cat</u>. I mix black with purple here. I mix white with purple here. I like my purple cat. I hope you like it, too. Thank you.</p>
	<p style="text-align: center;">【統整與總結】</p>		<p>PPT slides projector computer</p>	<p>Team one, come and choose the animal you want to draw. Team X. Team....</p>

	<p>1. Students practice mixing up colors by themselves.</p> <p>2. Students practice coloring the animal with 3 shades.</p> <p>3. T leads students to practice sentences with the following sentence patterns and tell Ss that we will be sharing their drawings next class: This is my purple cat. I mix black with purple here. I mix white with purple here. I like my purple cat. I hope you like it, too. Thank you.</p>	10 mins		
第三節	<p style="text-align: center;">【引起動機】</p> <p>1. Identify colors used in the famous paintings: T shows students several world famous paintings and encourage students to say the colors with the following sentence pattern: I see dark red, light red and light orange. Or I see lighter/darker shade of red.</p> <p>2. T asks two volunteers to present the animals they colored from the previous class. Students have to explain their works and the colors they mixed.</p> <p style="text-align: center;">【發展活動】</p>	10 mins	PPT slides projector computer	<p>Class, we have couple world famous paintings here. Can you tell me what color do you see in these paintings? (colors). Good!</p> <p>Can you tell me more about the colors? Like the shade of the color. For example, light orange, dark orange etc.</p> <p>If you say this is light orange this is dark orange, How about this one? What do you see? I see lighter shade of orange.</p> <p>Now, I want to ask two volunteers to come up and share with us their colored animals from the previous class.</p> <p>Volunteers, please explain to the class what animal you drew and what color you mixed.</p>
	<p>1. Giving Feedbacks:</p> <p>a. In each team, students practice giving feedbacks in English for the animal worksheet from last class. For example: Good job! Great! I like your drawing! I like the way you use yellow here. I like the yellow you mixed.</p>	3 mins 7 mins	PPT slides projector computer	<p>Kids, let's give some feedback. Let's say... Good job!</p> <p>Now, everyone finds a partner in your team. Explain your colored animal to your partner. Now, give your partner feedbacks for his or her drawing. Tell them what you think it's good about his or her drawing.</p> <p>Class, I want another two volunteers to come up and share their drawings again.</p> <p>Very good! Let's give them a big hand. Now, each team, give me one person, let's give them some feedback. For example, Good job! Great! I like your drawing! I like the way you use yellow here. I like the yellow you mixed.</p> <p>Now, let's start with team one. _____.</p> <p>Class, do you remember this? We will continue drawing the park on the way to our school.</p> <p>Who can tell me the rules of using crayons?</p>

<p>b. T asks another two volunteers to share their works from last class; after that, each team has to give feedbacks to the volunteers.</p>			<p>Be careful with the crumbs. And clean your crayon. This is the final product that teachers made. We will put each drawing in your team together like a horizontal line. Remember to use mixed colors.</p>
<p>2. Review rules of using crayons and Show the final project.</p>	<p>10 mins</p>		<p>Please come and take crayons and the papers from last time. Once you are done, please share what you draw with your teammates and give them feedbacks for their parts.</p>
<p style="text-align: center;">【統整與總結】</p> <p>1. Draw objects, animals or people in the park with mixed colors: each student has to finish coloring the object in the park first. Students can also draw animal, people or anything they saw in the park.</p> <p>2. Practice explain drawings and giving feedback with your classmates as the homework:</p> <p><i>Hello! I'm Lucia.</i> <i>This is my park.</i> <i>I mix black with here.</i> <i>I mix white with here.</i> <i>I like my park .</i> <i>I hope you like it, too.</i> <i>Thank you.</i></p>	<p>5 mins</p>		

第四節	【引起動機】	5 mins	Students' works	
	1. Ask Ss where do you see different shades of color? For example, the parks in Linkou.			where do you see different shades of color? For example, the parks in Linkou.
		5 mins	PPT slides projector computer	
	【發展活動】	10 mins		Everyone, please cut out your drawing and paste on the park background.
	1. Finish the park project: each student pastes drawings and use tape to link together. 2. Ss add some other color or objects on their park.	10 mins		Now, everyone let's present your work. When you are on the stage, you can say:
【統整與總結】	10 mins	peer evaluation rubrics	<i>Hello! We're team 1. This is our park on the way to school. I mix black with here. I mix white with here. We like our park. I hope you like it. Thank you.</i>	
1. Ss practice how to resent the Park Project. a. T show how to present their drawings in English. They allow add something else, like say the name of the color they use. Hello! We're team 1. This is our park on the way to school. I mix black with here. I mix white with here. We like our park. I hope you like it. Thank you. 2. T demonstrates how to use peer evaluation rubrics to rate other teams. 3. Other teams give oral feedback in English and T demonstrate how to use the peer evaluation rubrics. 4. Announce that each team will present the park on the stage together and other team will give			Talk about how you are going to present your work and practice! Each team please come up to present your work. Well, for the voice part and teamwork part. I think they did a good job, I'll mark 5 in the grid. For the fluency part, they need improvements, I'll write down my suggestions, here, practice more. so they can know how to improve their future presentation. Next time, I'll give each team another chance to present the park together. And other teams, you will give them some feedback and use the peer evaluation rubrics.	

	<p>them some feedback and use the peer evaluation rubrics.</p>			
第五節	<p>【引起動機】</p>	5mins	Students' works	<p>Class, we will have 5 more minutes to practice presentations.</p> <p>Each team please come up to present your work. After the presentation, each team has two tasks.</p>
	<p>1.Ss practice how to resent the Park Project. Hello! We're team 1. This is our park on the way to school. I mix black with here. I mix white with here. We like our park. I hope you like it.</p>	20 Mins	peer evaluation rubrics	<p>First, you have to give other teams oral feedbacks as we practiced before. Second, you have to finish the peer evaluation forms. If you think they did a good job, please mark 5 in the grid. If you think they need improvements, please write down your suggestions, so they can know how to improve their future presentation.</p> <p>Now, Does anyone want to share what you have learned from these four classes?</p>
	<p>【發展活動】</p> <p>1. Each team presents their work; other teams give oral feedback in English and complete the peer evaluation rubrics. 2. Students finish the peer evaluation rubrics for each team.</p>	10 Mins 5 mins		<p>Next time, if you want to give people positive feedbacks in English, what terms or phrases can you use?</p>
	<p>【統整與總結】</p> <p>1. T asks each team to do walk and look the projects and give some feedback to the team. 2. T asks each team to share what they had learned from these four classes.</p>			

附錄 (學習單或其他教學相關資料)

1. Mixed Color Practice Sheet

Class: _____ Number: _____ Name: _____

Can you draw darker shades of purple by mixing in **black**?
 Can you draw lighter shades of purple by mixing in **white**?

lighter purple	1.purple 2.white 3.purple	<input type="text"/>
Light purple	1.purple 2.white	<input type="text"/>
Purple	purple	<input type="text"/>
lighter shades of purple		

darker purple	1.purple 2.black 3.purple	<input type="text"/>
dark purple	1.purple 2.black	<input type="text"/>
purple	purple	<input type="text"/>
darker shades of purple		

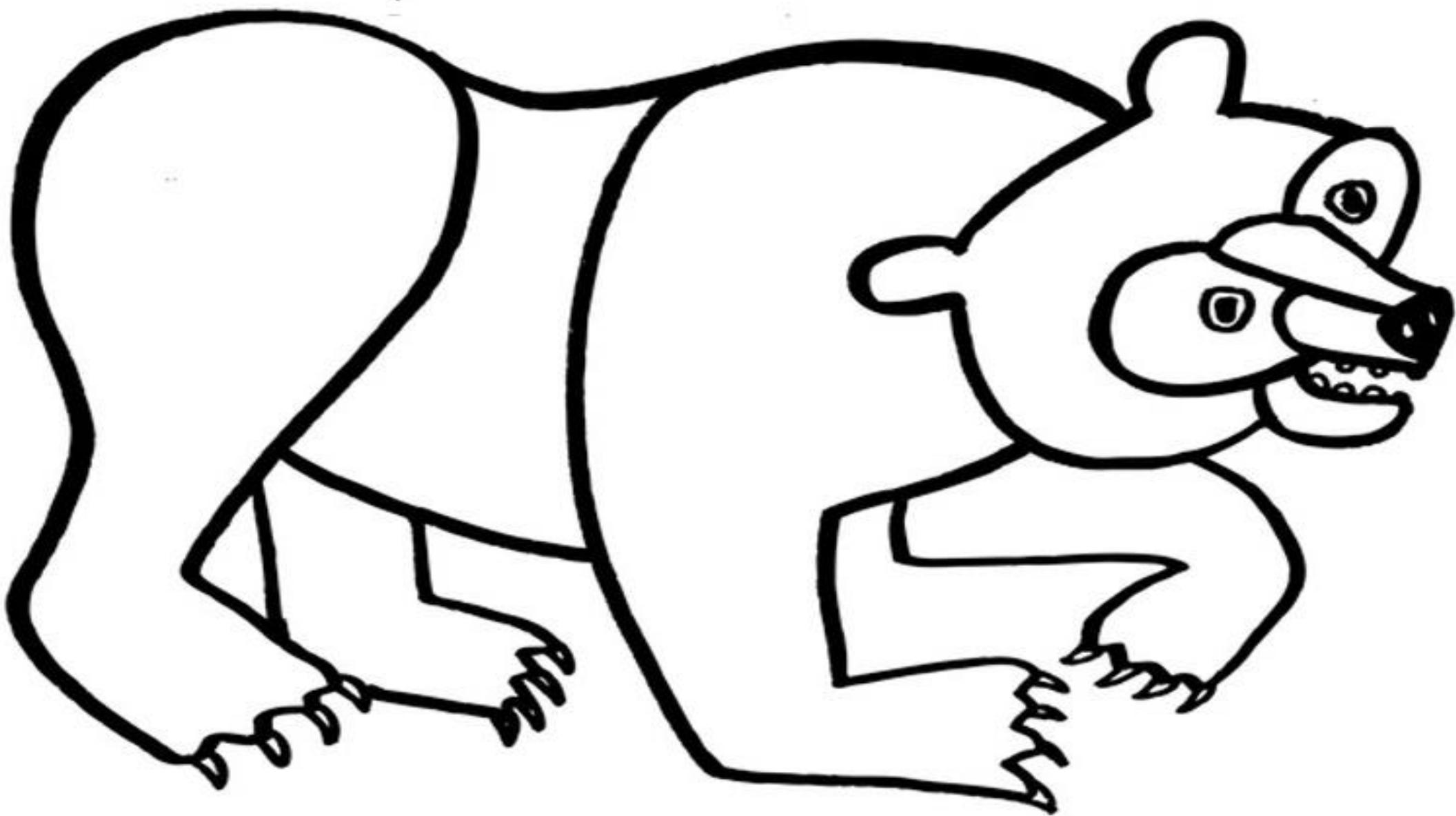
This is my _____.
 I mix black with _____ here.
 I mix white with _____ here.
 I like my _____.
 I hope you like it, too. Thank you.

2. Peer Evaluation Rubrics

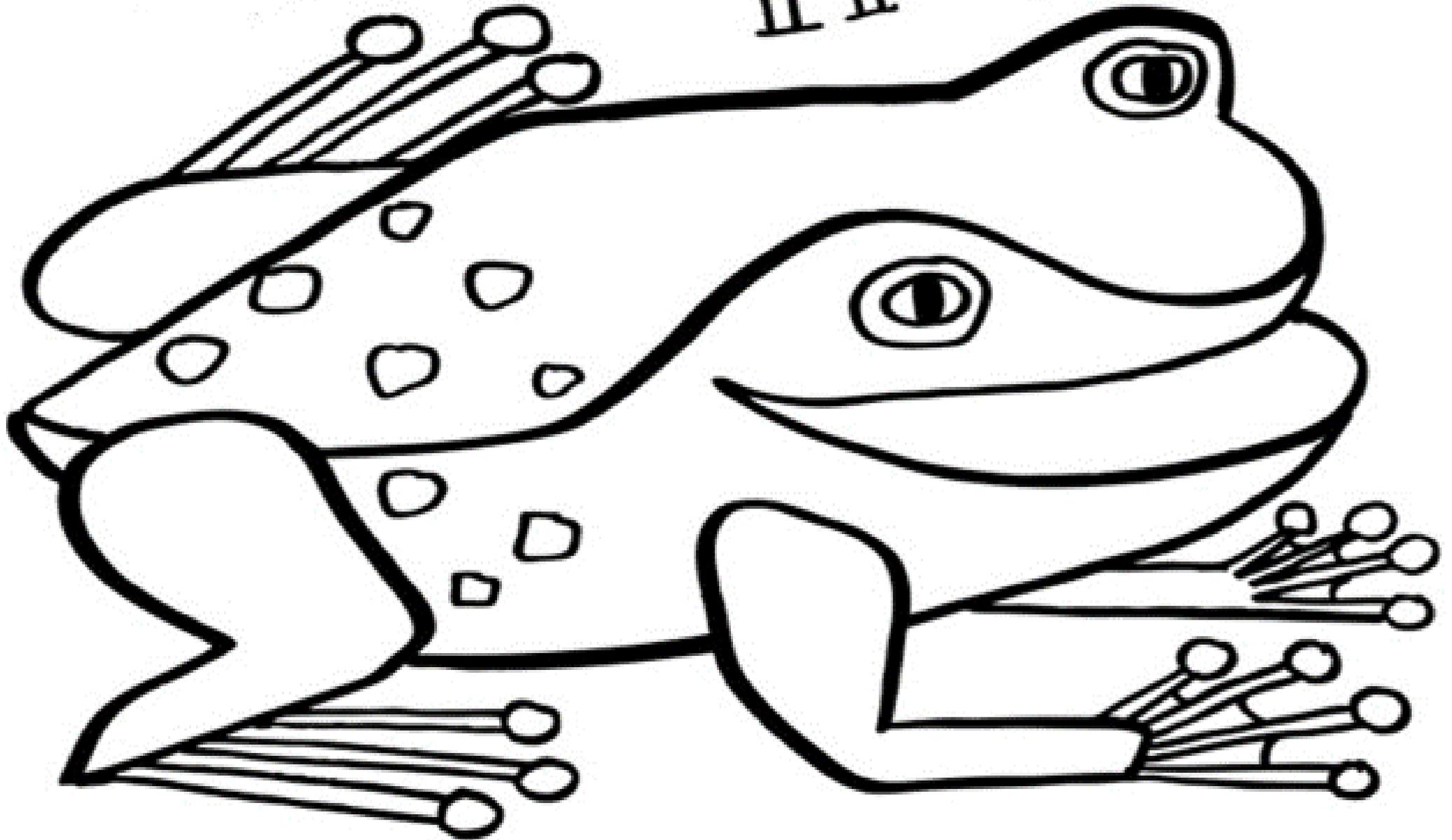
Group Presentation Rubric

Criteria		5	4	3	2	0-1	Team						
		Excellent	Very Good	Good	Okay	Needs Improvement	_____	_____	_____	_____	_____	_____	_____
Presentation	Voice 聲音表現	Amazingly Loud/ Clear	Sufficient Loud/ Clear	Somewhat Loud/ Clear	A little loud/clear	Not loud or clear							
	Fluency 流暢程度	Greatly fluent	Very fluent	Somewhat fluent	A little fluent	Not fluent							
	Teamwork 團隊合作	Great Teamwork	Sufficient Teamwork	Some Teamwork	A little Teamwork	Poor / No Teamwork							
Score													

Bear



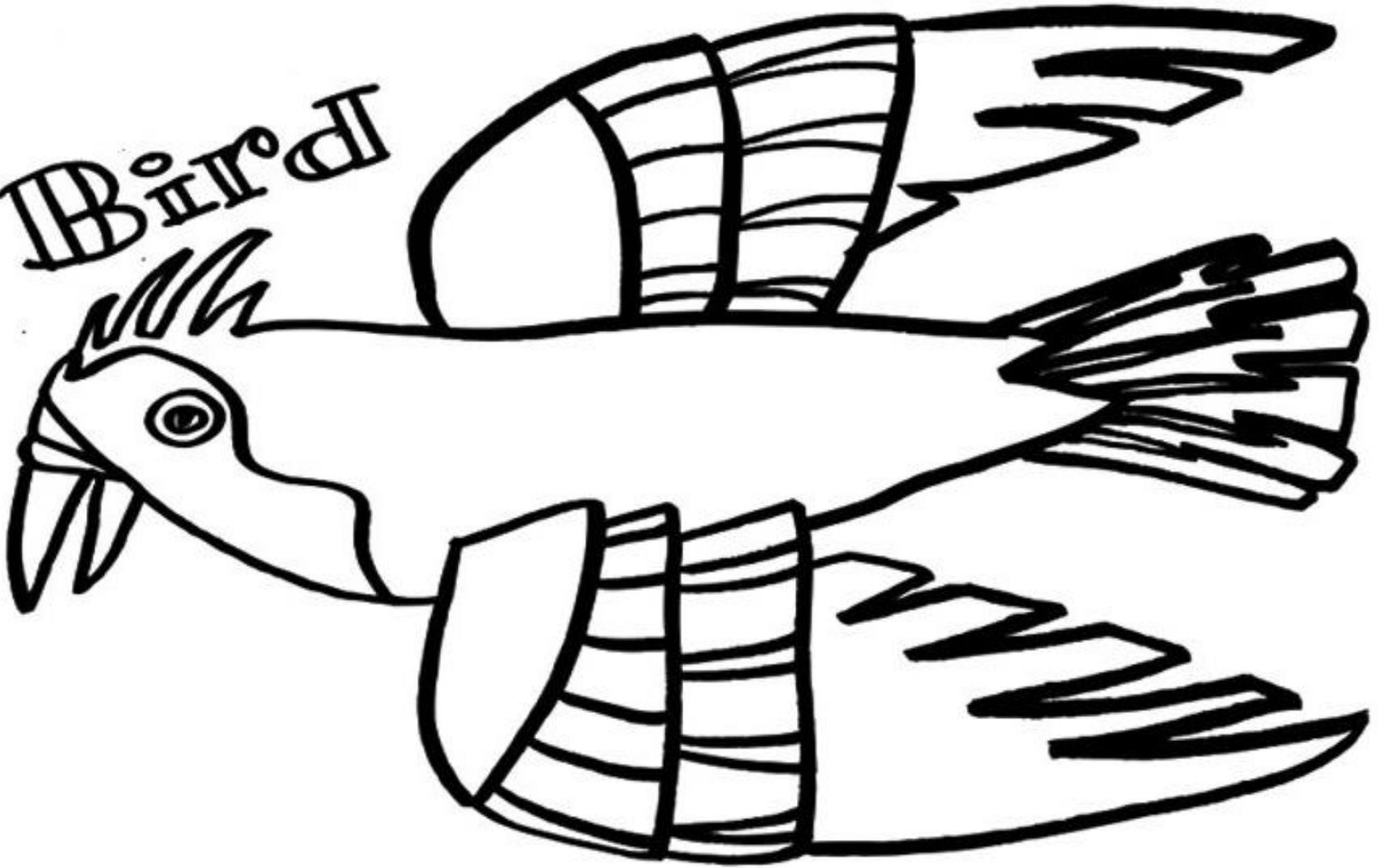
Frog

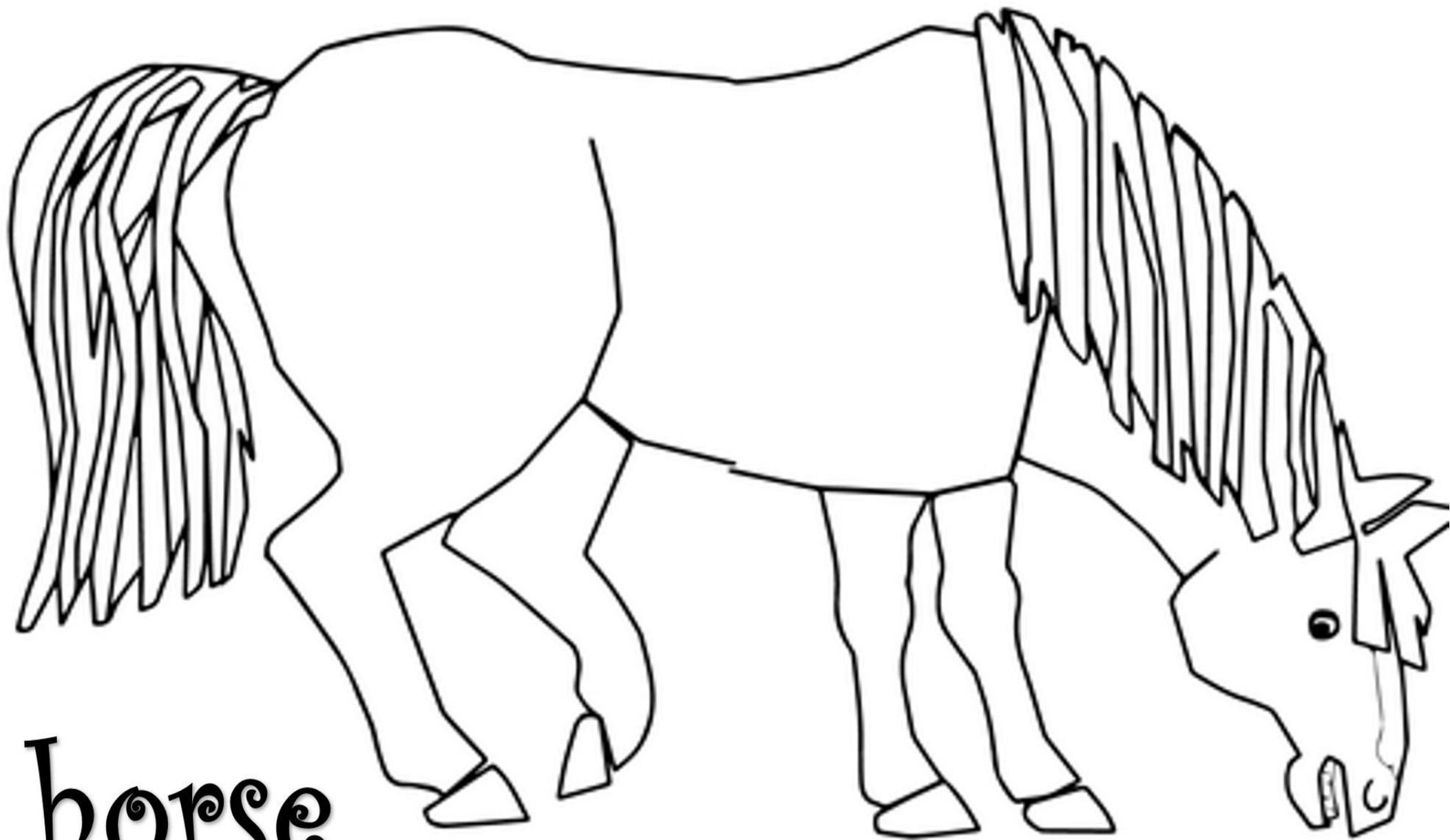


കോട



Bird





horse

Group Presentation Rubric

Criteria		5	4	3	2	0-1	Team						
		Excellent	Very Good	Good	Okay	Needs Improvement	____	____	____	____	____	____	____
Presentation	Voice 聲音表現	Amazingly Loud/ Clear	Sufficient Loud/ Clear	Somewhat Loud/ Clear	A little loud/clear	Not loud or clear	↻	↻	↻	↻	↻	↻	↻
	Fluency 流暢程度	Greatly fluent	Very fluent	Somewhat fluent	A little fluent	Not fluent	↻	↻	↻	↻	↻	↻	↻
	Teamwork 團隊合作	Great Teamwork	Sufficient Teamwork	Some Teamwork	A little Teamwork	Poor / No Teamwork	↻	↻	↻	↻	↻	↻	↻
Score							↻	↻	↻	↻	↻	↻	↻

附件五：

新北市109年度教師跨領域全英語授課
成果紀錄表

教案名稱：【On The Way to Nan Shi Elementary School 南勢上學圖】

授課者：劉怡妉	服務學校：新北市南勢國小	專長領域：英語		
公開授課日期： __109__年__11__月__20__日 __10__時__30__分至__11__時__10__分	公開授課之地點： 新北市__林口區__區__南勢__國小 __403__教室			
授課年級及班級： __4__年__3__班 學生共__28__人	觀課教師數： __20__人 (名單詳如簽到表)			
公開授課內容： 教案之第__3__節課程內容	課程上使用之英語比例： 90%			
出席指導之專家/學者	編號	姓名	職稱	服務單位
	1	戴雅茗	副教授	國立台北教育大學
專家/學者回饋或建議 (條列式可)	1. 全英的情況下，學生是很有安全感的，是一堂成功的跨領域課程。 2. 課程若能再加入感受生活中的明暗之處，與生活連結會更好。 3. 能夠發自內心給予具體及正面的回饋是需要時間培養的，如果學生無法立即使用出來也不必灰心。			

活動照片



說明：任課老師說課



說明：課堂中，學生上台介紹自己的作品

說明：課堂中，名畫的色彩賞析



說明：議課完，大合照

教學心得與省思（含成效分析、教學省思、修正建議等）

相較於平時一次兩節的視覺藝術課程，本次課程每週1節共4週，課程結束後，深感節數不夠，英語領域及藝術領域想達成的東西很多時，勢必有所犧牲，這次犧牲了許多繪畫創作時間，於是為了讓孩子有足夠時間完成作品、進行互相賞析及回饋，這套課程後續加入了第五節，也讓課程更完整了。

關於 shades of color 的用法，這更像是中英語用上的差異，因為英語對於顏色的知識不足而發展出的用法，但如果知道顏色的英文，如 pink，直接說出顏色名字會更簡單，這部分孩子大多都能理解，最後能夠使用 shades of color 來說出自己看到的同色調的顏色。

Feedback 及 peer evaluation rubrics 這兩項都是需要長時間培養的習慣，這個班級都是第一次給予夥伴 feedback 及使用 evaluation rubrics，半節課的時間，在全英語解釋的情況下，有三分之二的學生能夠了解並運用出來實屬不易，感謝導師平時為了外師及全英語課程營造出的班級經營及團隊合作的氛圍，讓這個跨領域全英語課程執行時每組都能互相幫助，不至於難理解。

最後，為了檢核學生學習成效，除了作品發表、互評及給予回饋之外，老師特定詢問孩子這四節課學到了哪些東西，幾乎全班都舉手發表自己學到了什麼，礙於時間關係沒能讓大家都發表，但這卻是讓人非常感動的部分，表示孩子是理解自己所學且樂在學習的。

未來如想將這套課程納入校訂課程，考量各班學生英語程度及班級經營的不同變數，任課老師應增加課程節數 1 - 2 節，以及補充媒材使用的專業知能及技巧，在創作時能給予足夠的引導及協助。

附件六：

新北市109年度教師跨領域全英語公開授課
簽到表

授課日期：109年11月20日		授課時間：第三節(10:30-11:10)		
授課地點： 新北市林口區南勢國民小學		四年三班教室		
序號	姓名	服務學校	簽到/簽退	備註 / 職稱
1	唐玉真	新北市林口區南勢國小	唐玉真	校長
2	李明謙	新北市林口區南勢國小	李明謙	教務主任
3	戴雅茗	國立台北教育大學	戴雅茗	領域專家學者
4	劉怡紋	新北市林口區南勢國小	劉怡紋	授課教師
5	陳羿潔	新北市林口區南勢國小	陳羿潔	領域教師
6	薛雅文	新北市林口區光復國小	薛雅文	英語教師
7	周煜偉	新北市林口區南勢國小	周煜偉	英語教師
8	陳雅婷	新北市林口區南勢國小	陳雅婷	班級導師
9	蔡怡亭	新北市林口區南勢國小	蔡怡亭	英語教師
10	蘇郁婷	新北市林口區南勢國小	病假	英語教師
11	張文信		張文信	
12	洪宿明		洪宿明	
13	洪宿珠		洪宿珠	
14				
15				

附件六：

新北市109年度教師跨領域全英語公開授課

簽到表

授課日期：109年11月20日		授課時間：第三節(10:30-11:10)		
授課地點： 新北市林口區南勢國民小學		四年三班教室		
序號	姓名	服務學校	簽到/簽退	備註 / 職稱
1	徐榕蓮	新北市三重區 碧華國民小學	徐榕蓮	
2	鄭如婷	新北市林口區 麗林國民小學	鄭如婷	
3	張馨云	新北市林口區 麗林國民小學	張馨云	
4	洪瑋琳	新北市汐止區 白雲國民小學	洪瑋琳	
5	任慧珍	新北市汐止區 白雲國民小學	任慧珍	
6	周彥君	新北市汐止區 白雲國民小學	周彥君	
7	陳一君	新北市板橋區 海山國民小學	陳一君	
8	林久立	國光國小	林久立	
9				
10				
11				
12				
13				
14				
15				