

附件四：

新北市112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	新北市土城區廣福國小		
教案名稱	Interact friendly with special needs	領域	英語跨(<u>綜合活動</u>)領域
教學年級：國小 <u>5</u> 年級	課程上使用之英語比例： 50 % (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： <u>28</u> 人	教學總節數： <u>4</u> 節	公開授課內容為第 <u>3</u> 節	
公開授課之時間： <u>112</u> 年 <u>11</u> 月 <u>23</u> 日 <u>10</u> 時 <u>30</u> 分至 <u>11</u> 時 <u>30</u> 分 (第 <u>3</u> 節課)	公開授課之地點： 新北市 <u>土城</u> 區 廣福國小 322社會專科教室	公開授課之教師： 姓名：郭貞瑩、 Liana Conradie-Abrahams 服務學校： <u>廣福國小</u> 專長領域： <u>綜合活動</u>	

核心素養	總 綱	總綱 C3 多元文化與國際理解 Multi-cultural and Global Understanding
	領 綱	【英語】： 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。

		<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>【綜合活動】： 綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性 Experience and appreciate local culture. Respect and care about different groups. Understand and tolerate cultural diversity.</p>
學習重點	學習表現	<p>【英語領域】</p> <p>1-III-6 能聽懂課堂中所學的字詞。 2-III-2 能說出課堂中所學的字詞。 2-III-7 能作簡易的回答和描述。</p> <p>【綜合活動】</p> <p>3C-III-1 尊重與關懷不同的族群，理解並欣賞多元文化。 Respect and care about different ethnic groups. Understand and appreciate different cultures.</p>
	學習內容	<p>【英語領域】</p> <p>Ac-II-2 簡易的生活用語。 B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>【綜合活動】</p> <p>Cc-III-2 與不同族群相處的態度和禮儀。 Attitude and etiquette for getting along with different ethnic groups. Cc-III-4 對不同族群的尊重、欣賞與關懷 Respect, appreciation and care for different ethnic groups</p>
	具體學習目標	<p>學習者能夠：</p> <ol style="list-style-type: none"> 1. 分享與特殊需求族群相處的經驗與感受。 2. 理解特殊需求族群的生活方式與困境。 3. 體驗特殊需求族群的生活方式，進而發現友善的互動方式。
	與其他領域/科目/議題的連結	<p>生命教育</p> <p>生 E7 發展設身處地、感同身受的同理心及主動去愛的能力，察覺自己從他者接受的各種幫助，培養感恩之心。</p>

教學資源/ 設備需求	<p>教材來源：</p> <p>1.教材改編自南一版五上第四單元 關懷你我他</p> <p>2.繪本： 啄木鳥女孩(中、英文版本) 作者：劉清彥、姜義村/繪者：海蒂朵兒/中文出版社：巴巴文化 原文出版社：Reycraft Books</p> <p>3.網路資源： https://www.youtube.com/watch?v=1dBe1SLit9w&t=87s 藝起說故事 啄木鳥女孩 read by 陳藹玲 https://www.youtube.com/watch?v=EOB4vgDomd0&t=2s Storytime: Woodpecker Girl with Wiley Blevins</p> <p>設備需求： 學習吧平台、學生用平板(每人一臺)、彩色筆、教師製作情緒感受圖卡與課程英語詞彙句型、單槍、學習單(附件1-3)、教師自製教學PPT、體驗活動英文規則卡、計時器、板夾</p>
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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>[課前準備 Class Preparation]</p> <p>1. 啄木鳥女孩故事(繪本內容與故事影片，閱讀引導活動等建置在學習吧平台，方便學生閱讀)</p> <p>啄木鳥女孩是台灣的真實故事，是一個名叫黃羿蓓的女孩。腦性麻痺讓她想向人打招呼，脖子卻向後仰；想說話，聲音卻啾啾呀呀；想微笑，讓人看起來卻像是在生氣……想畫畫，手不乖乖聽話，直到美術老師為她特製了一個像頭箍的裝置，幫她裝上了畫筆，把筆套在頭上，像枝「頭杖」，不停點頭、點頭、點頭，直到她心中的話透過顏料變成一幅又一幅的畫。因為作畫必須不斷點頭，在一次的受訪中，報導稱她是啄木鳥女孩。女孩一點一點畫出腦中的畫面，一點一點「點」出不一樣的夢想，像啄木鳥一樣翱翔在畫紙的繽紛色彩裡。</p> <p style="text-align: center;">第一節(Lesson 1)</p> <p>一、Warm up</p> <p>1. 老師呈現數張啄木鳥女孩的畫作讓學</p>		平板	Please guess the

<p>生欣賞，並讓學生猜一猜各畫作的內容？ 創作大概需要花費多少時間？ (1) Please guess the content of the drawing. (2) If it were you, how long would it take to draw this picture?</p> <p>二、Presentation 活動一：熟習平板操作、與學習吧登入(10分) Be familiar with tablet operation and log in to the Learnmode. 活動二：共讀時光-啄木鳥女孩(15分) Read the picture book (woodpecker girl) first and then listen to the English story introduction 學生從學習吧進行繪本閱讀(中文+英文版本)，繪本閱讀後，再連結 YouTube 聽英語故事導讀介紹</p> <p>三、Wrap up 1. Each group share their feelings after reading the story. 小組彼此分享閱讀完繪本後的感受。</p> <p>第二節(Lesson 2) 一、Warm up 1. Log in to the Learnmode. 2. 聆聽中文導讀繪本介紹 二、Presentation 1. 活動：繪本內容複習 Story Review and Q&A: Teacher guides students to understand the woodpecker girl's difficulties and changes from picture books. 教師設計問題引導學生理解 woodpecker</p>	<p>7</p> <p>25</p> <p>8</p> <p>8</p>	<p>學習吧平台(Learnmode)</p> <p>自製繪本內的英語字卡</p> <p>教學 ppt</p> <p>啄木鳥女孩繪本(建置於平板)</p>	<p>content of the drawing.</p> <p>If it were you, how long would it take to draw this picture?</p> <p>Be familiar with tablet operation and log in to the Learnmode.</p> <p>disability、wheelchair、woodpecker、special needs groups、freely、kindness friendly、unkind、uncomfortable、comfortable、</p> <p>Log in Listen to the Chinese story introduction.</p> <p>Let's review the story together.</p> <p>Teacher will ask questions for everyone to answer.</p>
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<p>girl, 以英文繪本搭配中文繪本交錯進行, 並引導學生觀察主角遇到的困難, 改變自己的方式(使用學習吧進行問答互動)</p> <p>(1)主角發生什麼事? What happened to the woodpecker girl? Her brain lacked oxygen when she was born.</p> <p>(2) 主角哪些地方跟一般人的表現不一樣? How is the the girl difference from us? She can' t speak and move her body freely.</p> <p>(3) 幫助主角的行動工具是? wheelchair/ bicycle</p> <p>(4) 主角後來如何與朋友交談互動? How does she talk with friends? She uses a computer.</p> <p>(5)主角為甚麼被稱為啄木鳥? Why is the girl called woodpecker? Draws like a woodpecker.</p>	<p>10</p>		<p>What happened to the woodpecker girl? Her brain lacked oxygen when she was born.</p> <p>How is the the girl difference from us? She can' t speak and move her body freely.</p> <p>wheelchair</p> <p>How does she talk with friends? She uses a computer.</p>
<p>(6)主角為甚麼很喜愛畫畫? Why does the woodpecker girl love to draw? Bringing happiness to everyone through her pictures.</p> <p>三、Production</p> <p>1. 活動: 繪本討論與說明 Discuss the story and answer questions.</p> <p>(1) Think about the questions (2) Talk about it. (3) Write down the answers on the worksheet. (Meet the woodpecker girl.)</p> <p>引導學生透過自己的思考、小組討論等</p>	<p>15</p>	<p>平板</p> <p>學習吧平台</p> <p>自製繪本問答並提供學生作答互動模式</p>	<p>Why is the girl called woodpecker? Draws like a woodpecker.</p> <p>Why does the woodpecker girl love to draw? Bringing happiness to everyone through her pictures.</p> <p>Discuss the story and answer questions.</p> <p>Think about the questions. Talk about it.</p>

<p>課前準備 Class Preparation</p> <ol style="list-style-type: none"> 1. 教師準備體驗活動的物品 2. 體驗活動的規則說明卡 3. 請英語教師給予學生關於英語詞彙的協助 <p>一、Warm up</p> <ol style="list-style-type: none"> 1. 教師播放啄木鳥女孩真實生活的採訪影片 2. 透過影片，延伸提問學生思考我們與主角在生活上的不同之處、以及哪些畫家也不是用手進行創作： (1)What's the difference between you and woodpecker girl? (2)Some painters don't draw with their hands. (They use…… for drawing.) <p>二、Presentation</p> <p>體驗活動：礙的初體驗-身障體驗活動</p> <ol style="list-style-type: none"> 1. 繪本的主角是腦性麻痺，影響了肢體動作、口說能力、顏面表情動作。讓我們來挑戰看看，不用手、只用口來完成書寫或繪圖的任務，感受一下書中主角的生活困境。 2. 教師設定體驗關卡並進行規則說明，各組學生進行體驗，感受肢障者的不方便之處，進一步思考生活中可能遇到的困境。 3. 發給各組學生體驗活動規則說明卡 <p>活動一:規則說明:(Our Rules)</p> <ol style="list-style-type: none"> (1)活動開始鈴聲為尖叫雞；每一回合結束搖動手搖鈴。 (2)每一回合給予2分鐘進行活動。 Two minutes per round for activities. (3)共有二回合，第一次由小組中的3位(或2位)先進行體驗，剩下的學生進行觀 	<p>8</p> <p>規 則 說 明:12分鐘</p>	<p>計時器 彩色筆 夾板 繪圖題目</p> <p>垃圾袋</p> <p>體驗器材箱</p> <p>體驗活動任務卡</p>	<p>This is an interview video about the woodpecker girl.</p> <p>What's the difference between you and woodpecker girl?</p> <p>Some painters don't draw with their hands.</p> <p>Description of our activity rules.</p> <p>Please listen carefully.</p> <p>We have two rounds. Three (Two) of you</p>
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<p>察與計算時間；接著第二回合交換角色進行。</p> <p>We have two rounds.</p> <p>Three(Two) of you try first.</p> <p>The others: Look your teammates how do they work and calculating time.</p> <p>Change roles on the second turn.</p> <p>(4)每一位學生使用一隻彩色筆 (Each student has your colored pens.)，體驗的紙張已夾好在夾板。</p> <p>(5)彩色筆、計時器放在盒子裡 Colored pens and timer are in the box.</p> <p>活動二:my smile 體驗任務單說明:</p> <p>(1)每一回合中，都需要進行二次任務，請完成體驗任務單。各次任務均需記錄完成時間。</p> <p>(2)任務-以口咬住彩色筆，將笑臉的虛線圖案連接起來，並在中間寫上 smile 的單字；接著以慣用手完成同樣任務，分別計算完成任務需要花費的時間，並觀察繪製後的成品。</p> <p>Task1</p> <p>Please finish with your mouth. (嘴)</p> <p>step1: Draw the dotted line.</p> <p>step2:Write down the word smile between lips and eyes.</p> <p>Task2</p> <p>Please finish with your hand. (慣用手)</p> <p>step1: Draw the dotted line.</p> <p>step2:Write down the word smile between lips and eyes.</p> <p>(3)時間截止時，停止活動。把彩色筆擦乾淨、計時器放入盒子，衛生紙丟在垃圾袋中</p> <p>Stop activity when times up.</p> <p>Wipe colored pens with tissue.</p>		<p>附件二學習單</p> <p>平板學習吧平台</p>	<p>try first.</p> <p>Look your teammates how do they work and calculating time.</p> <p>Change roles on the second turn.</p> <p>Each student has your colored pens.</p> <p>task smile</p> <p>Please finish with your mouth/hand.</p> <p>step1: Draw the dotted line.</p> <p>step2: Write down the word smile between lips and eyes.</p> <p>Stop activity when times up.</p> <p>Wipe colored pens with tissue.</p> <p>Put colored pens and time in the box.</p> <p>Put tissue in the trash bag.</p>
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<p>accompany (某人) to (某地) care about 關心 help 幫忙 respect 尊重 accept 接受、接納 empathy 同理; 共感</p> <p>**4. How would you show kindness to the woodpecker girl ? (Please give two examples.) 本題將視情況，會延至第四節完成，幫助學生能多理解同理心、以及展現對各族群(特別是特殊需求族群)的善意</p> <p>四、Wrap up Think about the difficulties that people with special needs may encounter in life. 1. 提醒學生思考生活中如何對特殊需求族群展現自己的善意 2. 拍照小組的 my smile 體驗任務單</p> <p style="text-align: center;">第四節(Lesson 4)</p> <p>一、Warm up 1. 複習上一節課程中展現善意的用語 Review activities: treat politely accompany (某人) to (某地) care about 關心 help 幫忙 respect 尊重 accept 接受、接納 empathy 同理; 共感</p> <p>二、Production 活動一 小組討論並完成礙的初體驗學習單(第四題) 1. Discussion and completion experience activity worksheet.</p>	10	英語字卡	<p>help respect accept empathy</p> <p>How would you show kindness to the woodpecker girl?</p> <p>Think about the difficulties that people with special needs may encounter in life.</p> <p>Take a photo of each students' experience activity task sheet.</p> <p>Let' s practice these English words and sentence patterns.</p> <p>Let' s discuss and complete the worksheet.</p> <p>Discussion and completion experience</p>
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	<p>2. 問題討論-How would you show kindness to the woodpecker girl?</p> <p>活動二 How can we show kindness in our lives?</p> <p>讓學生延伸思考:對於不同的族群(包含特殊需求族群),我們可以展現哪些的善意行為,並將它畫下來</p> <p>1. What other special needs groups do you know? (之前的學習單有讓學生討論過,這裡會將學生的想法提出討論與釐清)</p> <p>2. How can we show kindness to these different special needs groups?</p> <p>3. Draw the kind actions and objects you want to do.</p> <p>三、Wrap up</p> <p>Share and give back time.</p> <p>Each group presents their drawings.</p>	<p>3</p> <p>5</p> <p>10</p> <p>18</p>		<p>activity worksheet.</p> <p>How would you show kindness to the woodpecker girl?</p> <p>give examples</p> <p>How can we show kindness to these different special needs groups?</p> <p>Draw it.</p> <p>We will make a group presentation later.</p> <p>listen carefully</p> <p>Respect each other's ideas.</p>
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附錄（學習單或其他教學相關資料）

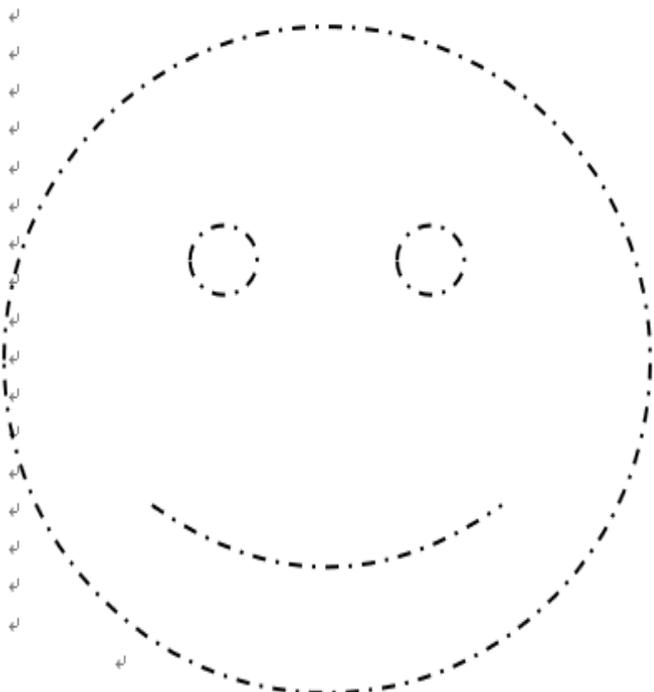
肢體障礙體驗活動單

My name is ()

Task1:

Please finish with your mouth (嘴)

step1: Draw the dotted line.

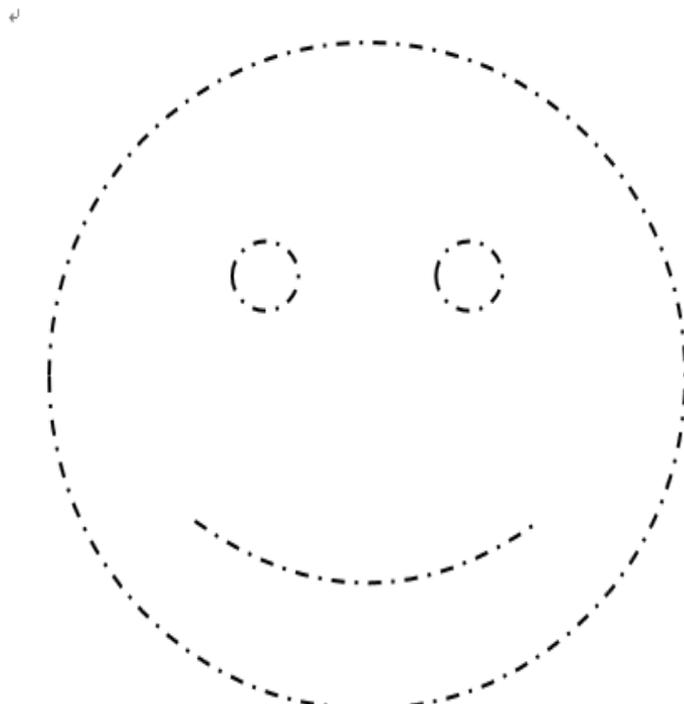
step2: Write down the word smile between lips and eyes.

我的完成時間: 分 秒

Task2:

Please finish with your hand (慣用手)

step1: Draw the dotted line.

step2: Write down the word smile between lips and eyes.

我的完成時間: 分 秒

礙的初體驗學習單 Experience activity worksheet Our group is ()

 You can use your tablet translator to write your answers.

 You can write your answer in Chinese.

Group task

1. Discuss with your teammates and write down answers on this worksheet.

2. Take a photo and upload it to the 學習吧 after completion.

1. How did you feel when you couldn't use your hands?

We feel (), **情緒感受可以不只一個

Because()

2. Drawing with your hands/mouth. Which one is **harder**? Why?

We think it's harder to use ().

Because()

3. If you didn't have hands, what would be difficult to do? (Please give two examples.)

4. How would you show kindness to the woodpecker girl? (Please give two examples.)

單字與句型表

translator 翻譯 discuss 討論 upload 上傳 completion 完成 difficulty 困難

special needs groups 特殊需求族群 Cerebral Palsy 腦性麻痺 difficult 困難的 harder 較困難

show kindness 表現善意 example 例子

情緒感受詞彙參考: comfortable(舒服的) uncomfortable(不舒服的)

happy(快樂的) sad(難過的) angry(生氣的) moved(感動的) encouraged(被鼓勵)

terrible(糟糕的) scared(害怕的) disappointed(失望的) surprised(驚訝的)

unhappy(不快樂的) excited(興奮的)

友善互動相關用語:

1. special needs groups: 有特殊需求的族群

Show kindness to special needs groups. 對各個特殊族群展現友善行為

2. treat politely 禮貌地對待 (polite 有禮貌的)

Did you treat politely to your classmates? 你有禮貌地對待同學嗎?

3. accompany (某人) to (某地) 陪伴某人到某處

I can accompany you to the health center if you need some help.

如果你需要幫忙，我可以陪你去健康中心。

4. care about 關心

I care about my grandfather because he is sick .

我關心我的外公，因為他生病了

5. help 幫忙

How do you help the special needs groups in our school?

你要如何幫忙校內的特殊需求族群?

6.respect 尊重

名詞:Show your respect to different cultures. 對不同文化展現出你的尊重

動詞: Respect other people's ideas.尊重他人的想法

7.accept 接受

動詞: She accepts everybody's kindness.

她接受了大家的善意

8.empathy 同理; 共感 (名詞)

9.empathize with(動詞)

動詞： I can empathize with the woodpecker girl's sadness.

我可以同理啄木鳥女孩難過的心情