

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	林鈺文 (永和國小)、吳昭瑩 (板橋國小)、李家怡 (裕民國小)		
教案名稱	繪本教學-How Do You Make A Rainbow?	領域	英語跨 (綜合) 領域
教學年級：國小 <u>五年</u> 級	課程上使用之英語比例：95% (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>25</u> 人	教學總節數： <u>3</u> 節	公開授課內容為第 <u>1</u> 節	
公開授課之時間： <u>112年11月10日</u> <u>13時30分至14時10分</u> (第 <u>5</u> 節課)	公開授課之地點： 新北市 <u>永和區永和</u> 國小 <u>510</u> 教室	公開授課之教師： 姓名： <u>林鈺文</u> 服務學校： <u>永和國小</u> 專長領域： <u>英語</u>	

核 心 素 養	總 綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達
	領 綱	<b>綜合領域</b> 綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。  <b>英語領域</b> 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。

學習表現	<p><b>綜合領域</b> 2d-III-2 體察、分享並欣賞生活中美感與創意的多樣性表現。</p> <p><b>英語領域</b> *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ➤2-III-7 能作簡易的回答和描述。 *◎3-III-7 能看懂繪本故事的主要內容。 *◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p>
學習重點	<p><b>綜合領域</b> Bd-III-1 生活美感的運用與創意實踐。</p> <p><b>英語領域</b> A. 語言知識 ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 *◎Ae-III-2 繪本故事、兒童短劇。 ◎Ac-III-2 簡易的教室用語。</p> <p>B. 溝通功能 B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>D. 思考能力 ◎D-III-3 依綜合資訊作簡易猜測。</p>
具體學習目標	<p>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。     (1) 已學之字彙：red, orange, yellow, green, blue, help, tigers     (2) 應用字彙：indigo, violet, heart     (3) 認識字彙：tulips, jam on toast, sunsets, pumpkins, funny face     (4) 應用句型：         a. Imagine <u>red</u>.         b. What are your favorite <u>red</u> things?         c. It's <u>tulips to say thank you</u>.         d. Think of things that make you happy.     (5) 認識句型：         a. Which orange things are special to you?         b. What makes your heart feel sunny and yellow?</p>

	<p>c. What is special to you that is green?</p> <p>4. 能積極和小組成員合作，並參與課內英語文學習活動。</p> <p>5. 能發揮想像力及運用創造力。</p>
與其他領域/科目/ 議題的連結	<p>閱讀素養議題</p> <p>閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 III-E6 發展向文本提問的能力。</p> <p>閱 III-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 III-E12 培養喜愛閱讀的態度。</p>
教學資源/ 設備需求	<p>投影片、投影機、各組一份實驗器材（含一個透明盒、一張白色圖畫紙、一個自製燈箱、手電筒）</p>

### 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><b>【引起動機】</b></p> <p>1. 問候學生。</p> <p>2. 教師用投影片展示七彩顏色，請學生說說看到哪些顏色，並請學生思考：這些顏色可以組成什麼？教師揭示：彩虹。</p>	<p>1'</p> <p>3'</p>	投影片	<p>T: Good morning. How are you?</p> <p>How's the weather today?</p> <p>T: It's a beautiful and colorful day. Look! What colors do you see? (red, orange, yellow, green, blue, indigo, purple)</p> <p>T: When we put all these colors together, it looks like something. Do you know what that is? (It looks like a rainbow.)</p>
	<p><b>【發展活動】</b></p> <p>1. 教師詢問學生是否曾經看過彩虹，請學生分享看到彩虹的經驗及當時的情況。</p>	3'		<p>T: Have you ever seen a rainbow? What was it like? Can you share your experience?</p>

	<p>2. 教師歸納學生經驗，帶領學生提出假設：彩虹可能在我們周圍，但是需要用一些不同的方式才能看見。</p>	2'		<p>T: So maybe rainbow is around us. It's in the sunlight. But we need to do something to see the rainbow. Today let's see if we can make a rainbow.</p>
	<p>3. 請學生回想四年級自然課曾學過的有關「光」的單元。教師以投影片說明彩虹的形成原理，包括光的折射與反射。</p>	5'	投影片	<p>T: In science class, you have learned about “light”, right? Are there any colors in the light? T: (Illustrate with PPT slides.) How can we see those colors in the light? When light travels through water or glass, it bends at different angles. Then the light separates into different colors of the rainbow. We call it “disperse”.</p>
	<p>4. 教師事先準備各組一份實驗器材，包括一個透明盒、一張白色圖畫紙、一個自製燈箱、手電筒。並將學生分成4~5人一組。</p>		<p>各組一份 實驗器材 (一個透明盒、一張白色圖畫紙、一個自製燈</p>	<p>T: So, today we are going to make a rainbow. Here are the tools we need. Now let me put you in groups.</p>

<p>5. 教師用投影片說明實驗步驟：</p> <p>(1) 請各組在透明盒中裝八分滿的水。</p> <p>(2) 將白色圖畫紙製於透明盒前。</p> <p>(3) 從透明盒的的側邊用燈箱及手電筒照射光線。提醒學生要確保光線有經過透明盒相鄰的兩側，才能在圖畫紙上看到像彩虹一樣七彩的顏色。</p> <p>(4) 在圖畫紙上觀察到彩虹。</p>	<p>8'</p>	<p>箱、手電筒)</p> <p>投影片</p>	<p>T: (Illustrate with PPT slides.)</p> <p>❶ Step 1: Put water in the box.</p> <p>❷ Step 2: Put the paper in front of the water box.</p> <p>❸ Step 3: Let the light goes through this black box, so it's stronger.</p> <p>❹ Step 4: Make sure the light goes through the 2 sides of the water box. That's how we separate the light.</p> <p>❺ Step 5: Then you can see colors just like rainbow on the paper. If you don't see the rainbow color, try to move the water box and the paper. Try different angles.</p> <p>❻ Step 6: When you see the rainbow colors, draw what you see on the worksheet, OK? Any questions?</p>
<p>6. 請各組進行實驗，並在學習單上記錄實驗過程。</p> <p>7. 教師組間巡視，協助學生。</p>	<p>10'</p>	<p>學習單</p>	<p>T: If you have any questions, raise your hand. Now, let's go.</p>

	<p style="text-align: center;"><b>【統整與總結】</b></p> <p>1. 教師帶領學生回顧實驗前的假設： 「彩虹可能在我們周圍，但是需要用一些不同的方式才能看見」。詢問學生此假設是否為真，並請學生說明需要用什麼方式才能看見。</p> <p>2. 教師請學生回想光線行進的方向跟彩虹出現的位置在不同的地方，引申說明有時候用不同的角度觀看同一件事，也許會發現意料之外的驚喜（彩虹）。</p> <p>3. 請學生分享自己在實驗過程及生活中看到彩虹的心情，並思考：我們可以在生活中為別人製造彩虹般的好心情嗎？邀請學生分享自己的想法。</p> <p>4. 請學生收拾實驗器材。</p>	<p>3'</p> <p>3'</p> <p>2'</p>	<p>T: Good job, everyone. Earlier we think maybe the rainbow is around us, we just need to do something to see it. Do you see the rainbow?</p> <p>T: What do you do to see the rainbow?</p> <p>T: In the experiment, how does the light travel? (Straight). Does the rainbow appear in the same direction as the light? No, it appears in a different direction.</p> <p>T: So if we see things from different directions, or from angles, we may see the rainbow.</p> <p>T: When you finally make the rainbow, how do you feel?</p> <p>T: Great answers. Thank you for sharing.</p> <p>T: It's time to clean up. In your group, pour out the water, and</p>
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				then put all the tools in the bag. T: It's break time. Goodbye.
第 二 節	<p style="text-align: center;"><b>【引起動機】</b></p> <p>1. 問候學生。</p> <p>2. 複習上一節的實驗結果，教師問學生自製彩虹需要哪些工具，請學生舉手發表。</p>	4'		<p>T: Hello, students. How are you today? Remember what we did last time? You really surprised me last class. Do you remember how to make a rainbow by yourself? There are three important things you need to make a rainbow. What are they? Yes, a box. What about the next one? You're right! A light. And the last one? Bingo! A box.</p>
	<p style="text-align: center;"><b>【發展活動】</b></p> <p style="text-align: center;">Before Reading</p> <p>1. 教師請學生舉手發表看到彩虹/自製彩虹成功時的心情。</p> <p>2. 介紹學生一本和彩虹相關也能帶來好心情的 <i>How Do You Make a Rainbow</i> 繪本。</p>	8'	投影片	<p>T: Well done. Do you remember how you felt when you made a rainbow by yourself? Anyone who wants to share with us? Very excited. Very happy. Wow. I love your sharing. Today, I brought you a picture book about the rainbow. I hope we all feel happy</p>

	<p><b>While Reading</b></p> <ol style="list-style-type: none"> <li>1. 教師用投影片展示繪本內容，請學生先觀察圖片，發表所看到的內容，接著鼓勵學生根據彩虹的第一層顏色 red, 請學生根據此顏色進行發想，並舉手發表，教師對學生說：Imagine red. Tell us what comes to your mind.</li> <li>2. 接著教師揭示繪本中根據彩虹顏色紅色的發想 It's tulips to say thank you. It's jam on toast to start the day. It's putting all your heart into the things you do or say.</li> <li>3. 接著依循繪本脈絡讓學生一層一層根據彩紅的顏色(紅、橙、黃、綠、藍、靛、紫)引導學生去思考在生活中會聯想到什麼相關顏色? 是什麼樣有形的東西? 又或是什麼樣無形的事情、或是行為舉動會讓人感覺與此特定的顏色有關。教師引導繪本不同顏色的問題如下，並鼓勵學生發表。 <ul style="list-style-type: none"> <li>▪ Red: What is your favorite red</li> </ul> </li> </ol>	15'	繪本投影片	<p>after reading the book. Are you ready? Let's get started.</p> <p>T: What do you see on the book cover? A rainbow. How many colors does a rainbow have? Seven. Let's say all the colors together. Red, orange, yellow, green, blue, indigo, and violet.</p> <p>Wonderful. Who do you see here? A little girl. Is she happy? Maybe she is. And who is the old man standing right next to her? Yes. Her grandfather. Take a look at the first rainbow color. What color is it? It's red. Now, imagine red.</p> <p>Everybody, please close your eyes. Did you picture something read already? What is your favorite red thing? Please share with your partner. Now, is there anyone who wants to share your</p>
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<p>thing?</p> <ul style="list-style-type: none"> <li>▪ Orange: Which orange things are special to you?</li> <li>▪ Yellow: What makes your heart feel sunny and yellow?</li> <li>▪ Green: What is special to you that is green?</li> <li>▪ Blue: Say something blue.</li> <li>▪ Indigo/Violet: Can you think of something indigo/violet that makes you happy?</li> </ul> <p>4. 利用 Think-pair-share 活動讓學生根據自身活經驗聯想與同學兩兩分享後，再與全班分享。</p> <p>5. 當學生分享完自己對顏色的聯想及感受後，教師揭示繪本中對於特定顏色的分享，並讓學生慢慢學會使用以下句型：</p> <p style="padding-left: 40px;">It's being tigers just for fun.</p> <p style="padding-left: 40px;">It's kicking leaves in autumn.</p> <p>6. 隨著繪本進行到最後，除了讓學生愈來愈熟悉如何用運用句型 It's helping plant new trees. 做顏色聯想之外，請學生思考令自己開心的事情。並鼓勵孩子找到心中的陽光。</p>		<p>favorite red thing with us?</p> <p>Kids, thanks for sharing. Now let's look at the picture book and see what's Grandpa's favorite red things. As you can see in the book. It's <u>tulips to say thank you</u>. It's <u>jam on toast to start the day</u>.....</p> <p>Now, let's move on to the second color of the rainbow, orange.</p> <p>Please imagine orange. Which orange things are special to you? Talk to your partner first and share with us later. Very good. In the picture book. Orange is also very special to Grandpa. It's pumpkins lighting darkness. It's kicking leaves in autumn. How does Grandpa feel when he sees pumpkins or autumn leaves? Happy. That's right.</p> <p>Now, the next coming color is</p>
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	<p>After Reading</p> <p>1. 故事結束後，教師進行提問，引導學生思考，問題如下：Think of things that make you happy. Find the</p>	8'	<p>yellow. Imagine yellow. What makes your heart feel sunny and yellow? Talk to your partner first and share with us later. Well done.</p> <p>In the picture book, it says “It’s sands in your toes.” How do you feel when there are sands in your toes? Excited. The next two colors are indigo and violet. Can you think of something indigo/violet that makes you happy? Talk to your partner first and share with us later. Excellent! In the picture book, it’s caring for the ocean. Grandpa feels happy when caring about the ocean. What about you? Talk to your partner and share with us later.</p> <p>How do you feel when you see red? What do you do to make you happy? Think about things that</p>
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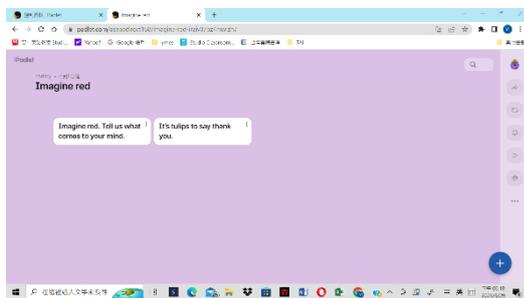
	<p>sunshine that's inside you.請學生兩兩分享後與全班分享。</p> <p style="text-align: center;"><b>【統整與總結】</b></p> <ol style="list-style-type: none"> <li>1. 請同學發表今日所學到的單字、句型。</li> <li>2. 請同學分享繪本當中最喜歡的顏色，運用今日所學之句型說出來並試著說明原因。</li> </ol>	5'		<p>happen in your daily life that make you happy? Please talk to your partner and share with us.</p> <p>Please tell me what' you've learned today. Any words or any sentences. Try to share with us your favorite color. For example. You can tell us: My favorite color is <u>red</u>. It's <u>tomato juice that makes me happy</u>. I like tomato juice because it's very sweet.</p>
第三節	<p style="text-align: center;"><b>【引起動機】</b></p> <ol style="list-style-type: none"> <li>1. 問候學生。</li> <li>2. 複習上一節課中提到哪些生活中讓自己心情變好的事情。也可以請學生依據自己的情況，說說在生活中有哪些讓自己心情變好的事情。</li> </ol> <p>Think of things that make you happy. Find the sunshine that's inside you. 請學生舉手與全班分享。</p> <p style="text-align: center;"><b>【發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 將學生分成六組並發下平板，一組</li> </ol>	5'		<p>T: Hello, students. How are you today? Think of things that make you happy today and share with us. Please raise your hand and come to the front when you are ready to share.</p> <p>T: I'll divide you into 6 groups. Please take out your iPad and go</p>

一個，再給學生連結或是讓學生掃描 QR Code 進入 Padlet 網站。

<https://padlet.com/asepedirect168/imagine-red-iraiv07pz4mwlzh7>



2. 教師問 Imagine red. Tell us what comes to your mind. 老師示範回答 It's tulips to say thank you.讓學生練習句型後，在 Padlet 輸入討論的結果並發表，各組可以給愛心互評。原因可以用英文或中文寫在旁邊。



to this website or scan the QR code. This website is Padlet.

Take a look at the sentences.

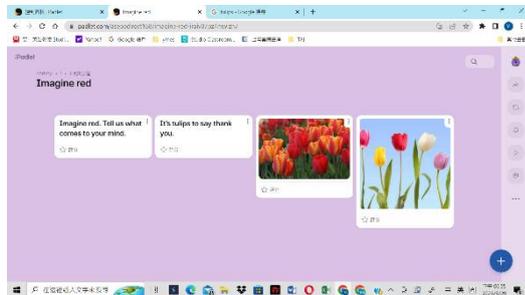
“Imagine red. Tell us what comes to your mind.” For example, “It’s tulips to say thank you.” Now discuss with your partners and post your ideas on Padlet. You can see other’s ideas, too. Give hearts to show you like the ideas.

You can also download some photos and record the sentences.

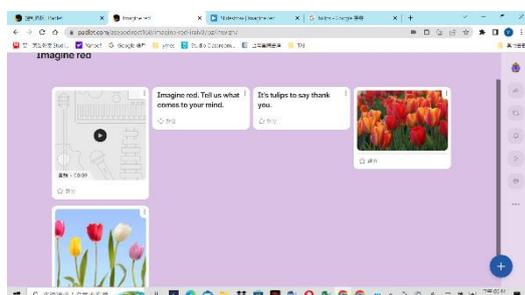
T: Think of different sentences about orange, yellow, green, blue, indigo/violet and post them on Padlet Look at the questions.

- Red: What is your favorite red thing?
- Orange: Which orange things are special to you?
- Yellow: What makes your heart feel sunny and yellow?
- Green: What is special to you that is green?
- Blue: Say something blue.
- Indigo/Violet: Can you think of

3. 學生可共作並上網蒐尋適合的圖片，加上去以豐富報告內容。



4. 請學生練習錄下句型並上傳 Padlet，將學習內容加深加廣並增加趣味性。



something indigo/violet that makes you happy?

T: You can also use different colors to show all kinds of people you know.

T: Let's go to another Padlet. Scan this new QR code. Post your ideas here. You can also download photos and record the sentences you make.

iPad

5. 教師請學生連結或是讓學生掃瞄

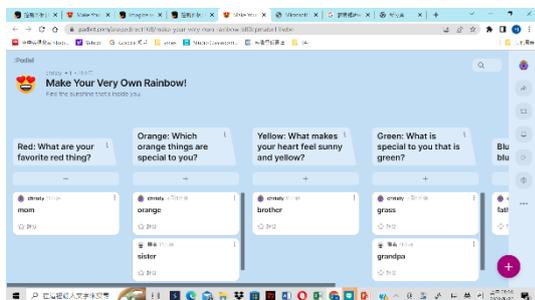
QR Code 進入另一頁的 Padlet 網

站。

<https://padlet.com/asepedirect168/make-your-very-own-rainbow-bf0lcpmabe11lwbe>



將學生分成六組，依序給 red，orange，yellow，green，blue，Indigo/ Violet 等不同顏色讓各組學生思考，並依不同顏色給不同的句型讓學生共做。

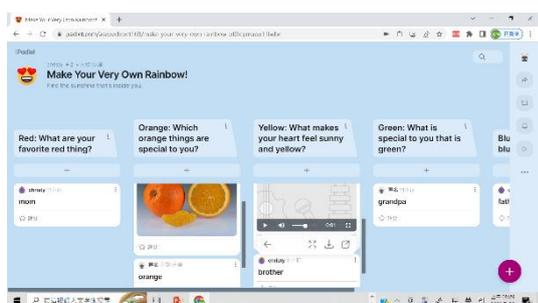


- Red: What is your favorite red thing?
- Orange: Which orange things are

special to you?

- Yellow: What makes your heart feel sunny and yellow?
- Green: What is special to you that is green?
- Blue: Say something blue.
- Indigo/Violet: Can you think of something indigo/violet that makes you happy?

也可以想想身邊的人可以以何種顏色代表，並分享原因。學生將發表的內容錄音上傳並加上圖片，學生也可以用中文說明原因。學生討論後一起發表在 Padlet。



10'

### 【統整與總結】

1. 教師邀請學生分享與發表。

T: share the posts with the class.

T: Good job. Thank you for sharing.

T: It's break time. See you next time.

❖ 參考資料：

1. 在家科學小實驗：自製彩虹 <https://youtu.be/GMmc5QLz-Rg>
2. 新北市自編雙語自然教材「陽光與彩虹」單元

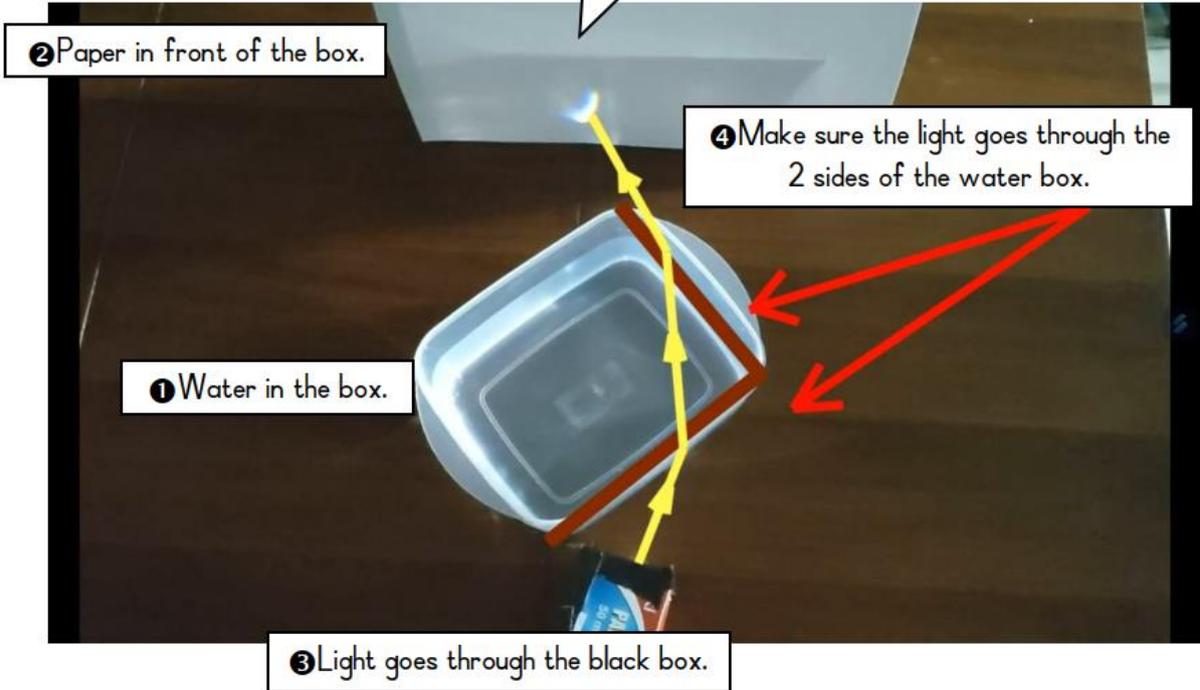
❖ 附件：

附件一：實驗學習單

附件二：繪本投影片



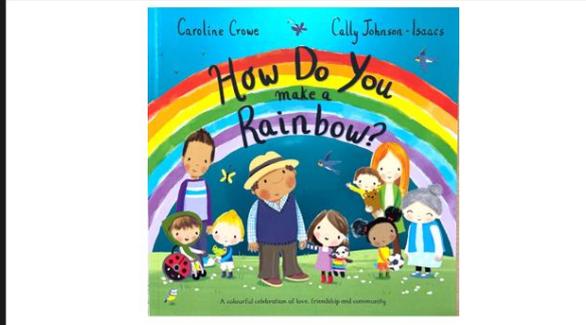
## 1. Steps



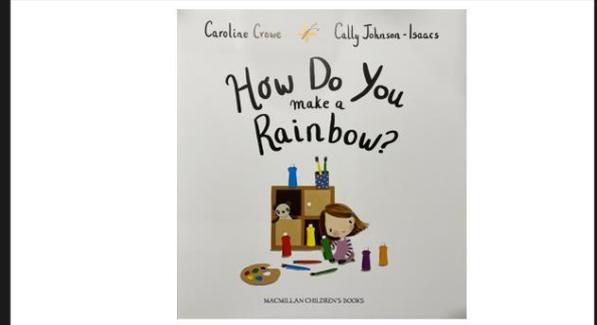
## 2. Findings

A large, empty rounded rectangle with a dashed border, intended for students to write their findings.

附件二：繪本投影片



1



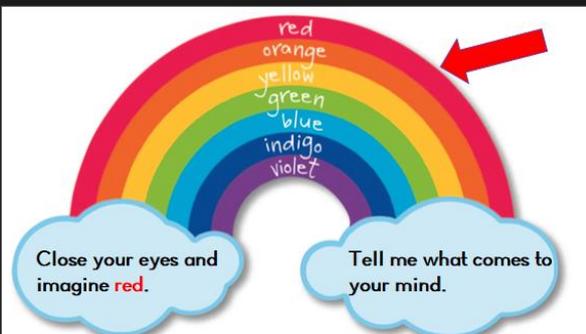
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3



4



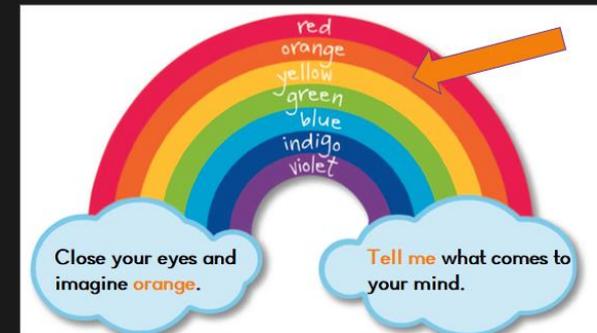
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6



7



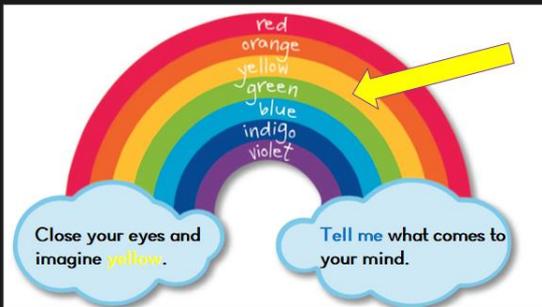
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9



10



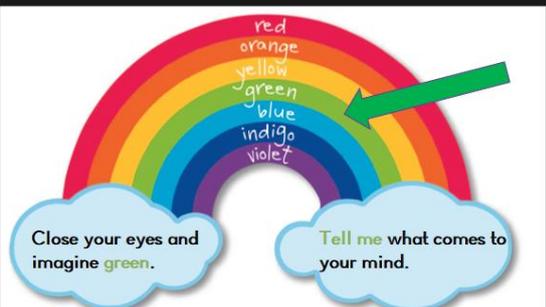
11



12



13



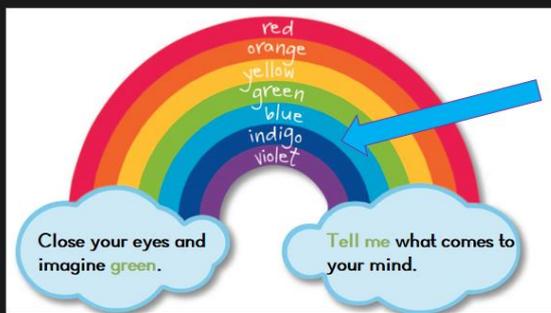
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15



16



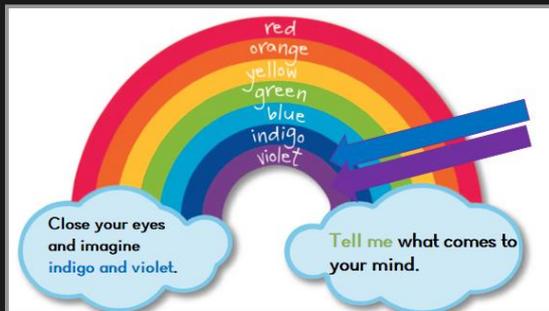
17



18



19



20



21



22



23



24

510座位表

講台

<sup>9</sup> Evan	Team 1
<sup>23</sup> Joey	<sup>13</sup> Aimee
<sup>2</sup> Zhibin	<sup>11</sup> Ricky

Team 5	<sup>16</sup> Luna
<sup>10</sup> William	<sup>21</sup> Carrie
<sup>8</sup> Eason	<sup>7</sup> Allen

<sup>18</sup> Izumi	Team 2
<sup>12</sup> Jason	<sup>20</sup> Tammy
<sup>19</sup> Doris	<sup>26</sup> Betty

Team 3		
<sup>22</sup> Jessie	<sup>24</sup> Aiwen	
<sup>14</sup> Jessie	<sup>5</sup> Jayten	<sup>17</sup> Ann

Team 4		
<sup>6</sup> Teddy	<sup>1</sup> Justin	<sup>15</sup> Sherry
<sup>25</sup> Ava		<sup>4</sup> Roy

