

新北市 114 學年度教師跨領域全英語授課公開授課教案

設計者 / 服務學校	鄭佳華/郭佑銘/林佳慧 新店區大豐國民小學		
教案名稱	Happy Being Different	領域	英語跨(綜合)領域
教學年級：國小六年級	課程上使用之英語比例：70%		
學生人數：22 人	教學總節數： 4 節	公開授課內容為第 2 節	
公開授課之時間： 114 年 11 月 26 日 10 時 30 分至 11 時 10 分 第三節課	公開授課之地點： 新北市新店區大豐國小 320 教室	公開授課教師： 姓名： 鄭佳華 服務學校：大豐國小 專長領域：1. 英語 2. 雙語綜合	

核 心 素 養	總 綱	A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領 綱	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 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 綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。
學 習 重 點	學習表現	英語 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 1-III-2 能聽懂簡易的教室用語。 1-III-12 能聽懂簡易故事及短劇的主要內容。 2-III-7 能做簡單的回答和描述。 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。 9-III-2 能將事件依故事的發展加以排序。 9-III-3 能綜合相關資訊作簡易的猜測。 綜合 1a-III-1 欣賞並接納自己與他人。
	學習內容	英語 *Ae- III-2 繪本故事、兒童短劇。 ◎D- III-2 故事發展的排序。 D-III-3 依綜合資訊作簡易的猜測。 綜合 Aa-III-1 自己與他人特質的欣賞及接納。
具體學習目標		1. 學生會讀 A Bad Case of Stripes 2. 學生學習自我認同以及彼此接納。
與其他領域/科目/		綜合領域

議題的連結	
教學資源/ 設備需求	電腦、觸控電視、繪本 PPT、Sensay、iPad、Google Classroom、Kahoot

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	Pictures 1-7 【Warm up】 1. Greetings and show the book. 2. Point out the title and author of the Book. 3. Guide students to read the title. 4. Students practice saying the Book Title with 3 friends.	4 mins	PPT Storybook Markers Mini whiteboard Story cards	1. Good morning, students. 2. Look at the book. What do you see? 3. This is the author. What is an author? 4. Please repeat after me. David Shannon. 5. This is the title of the book. 6. Who can read the title? 7. A Bad Case of Stripes
	【Presentation & Practice】 Before reading 1. Book cover: predict what the book is about. 2. Show students picture 1 and get students to think about the picture and discuss the picture in their group. 3. Students write down their discussion on a mini whiteboard and put the mini whiteboard on the classroom whiteboard. 4. Go through each mini whiteboard.=	14 mins		1. Look! What do you see in the picture? 2. What is the book about? 3. Please write down your discussion on the mini whiteboard. 4. If you don't know English, you may write Chinese. 5. If you're finished, please put your mini whiteboard on the whiteboard. 6. Let's take a look at your discussion.
	While reading	10		

	<ol style="list-style-type: none"> 1. Show students the storyline of the picture 2. Guide students to read the storyline. 3. Students practice reading the storyline. 4. Ask students how Camilla feels? 5. Ask students if they were Camilla, how they would feel. 6. Students write down their feelings on the mini whiteboard and show the mini whiteboard to the class. <p>***Repeat the steps for each picture.</p> <p>After reading</p> <ol style="list-style-type: none"> 1. Match storylines with pictures. The teacher shows the storyline on the screen. Students find the right picture and hold up the picture. 2. Students read the storyline shown on the screen together. <p>【Wrap up】</p> <p>Homework: practice the storyline with Sensay.</p>	<p>mins</p> <p>11 mins</p> <p>1 mins</p>	<p>QR code for Sensay</p> 	<ol style="list-style-type: none"> 1. Let's read together. 2. How does Camilla feel now? 3. If you were Camilla, how would you feel? <ol style="list-style-type: none"> 1. Look! Let's read together. 2. What is the picture for this sentence?
<p>第 二 節</p>	<p>Pictures 8-16</p> <p>【Warm up】</p> <ol style="list-style-type: none"> 1. Greetings. 2. Show students Camilla's picture and ask them what she likes. 3. Review the story learned last time, pictures 1-7. 4. Students share what they do to fit in and write down their fit-in strategies on a mini whiteboard. 5. Post the mini whiteboards on the big whiteboard. 6. Go through the mini whiteboard together. <p>【Presentation & Practice】</p> <p>Before reading</p> <ol style="list-style-type: none"> 1. Show students picture 8 and get students to think about the picture and discuss the picture in their group. 2. Students write down their discussion on a mini whiteboard and share their answers on the big whiteboard. 	<p>6 mins</p> <p>14 mins</p>	<p>PPT</p> <p>A Bad Case of Stripes</p> <p>Markers</p> <p>Mini whiteboard</p> <p>iPad</p>	<ol style="list-style-type: none"> 1. Good morning. 2. Last week, we started a storybook. What's the book? 3. What does Camilla love? 4. Does Camilla eat lima beans? 5. Why does she not eat lima beans? 6. Camilla doesn't eat lima beans because she wants to fit in. What about you? 7. What do you do to fit in? <ol style="list-style-type: none"> 1. Look! What do you see in the picture? 2. Please write down your discussion on the mini whiteboard. 3. Let's take a look at your discussion.

	<p>3. Go through each mini whiteboard.</p> <p>While reading</p> <ol style="list-style-type: none"> Show students the storyline of the picture. Guide students to read the storyline. Ask students how Camilla feels? Ask students if they were Camilla, how they would feel. Students write down their feelings on the mini whiteboard and show the mini whiteboard to the class. <p>***Repeat the steps for each picture.</p> <p>Group discussion</p> <ol style="list-style-type: none"> Instead of directly showing the pictures to students, ask students to predict on the last three transformations of Camilla by asking, <ul style="list-style-type: none"> * “What will happen?” * “What she will become?” * “Will she be cured?” <p>After reading</p> <ol style="list-style-type: none"> Story sequencing. Hold up the story card according to what the teacher says. <p>Wrap up</p> <p>Homework: Sensay</p>	<p>10 mins</p> <p>9 mins</p> <p>1 mins</p>	<p>iPad</p> <p>Story cards</p> <p>QR code for Sensay</p> 	<ol style="list-style-type: none"> Let’s read together. How does Camilla feel now? If you were Camilla, how would you feel? Write down your answers on the mini whiteboard. Let’s take a look at your answer. Who helped Camilla? How was Camilla cured? <ol style="list-style-type: none"> Group leaders , please come get the cards for your group. Listen to me. I will say a sentence. Please find the right picture for the sentence. Hold up the picture and read, please. <p>Please practice with Sensay at home.</p>
<p>第 三 節</p>	<p>【Warm up】</p> <ol style="list-style-type: none"> Greetings. Review <p>【Pre-task】</p> <ol style="list-style-type: none"> Story sequencing. Hold up the story card according to what the teacher says. Lead students to read along the storyline. (Simplified version) 	<p>5 mins</p> <p>12 mins</p>	<p>PPT</p> <p>A Bad Case of Stripes</p> <p>Markers</p> <p>Mini whiteboard</p> <p>Story cards</p>	<ol style="list-style-type: none"> Good morning. What did we learn last time?

<p>【 Main-task 】 Find the sentence</p> <ol style="list-style-type: none"> 1. Pass the books to students and two students share one book. 2. The teacher says a sentence and shows the slide of the sentence on the screen . 3. Students find out where the sentence is in the book. One student points to the sentence in the book and the other student copies the sentence on the mini whiteboard. 4. Read together. <p>*Picture <u>1</u>: Camilla was always worried about what other people thought of her. *Picture <u>2</u>: Camilla was striped from head to toe. She looked like a rainbow. *Picture <u>3</u>: No,” Camilla told him. “I feel fine.” *Picture <u>4</u>: Her stripes turned red, white, and blue, and she broke out in stars! *Picture <u>5</u>: Camilla was changing faster than you can change channels on a T.V. *Picture <u>6</u>: What she really wanted was a nice plate of lima beans. *Picture <u>7</u>: It was very uncomfortable. *Picture <u>8</u>: It was awful. *Picture <u>9</u>: But the Experts didn’t have a clue, much less a cure. *Picture <u>10</u>: the Incredible Changing Kid. *Picture <u>11</u>: It was hard to even recognize her. *Picture <u>12</u>: Breathe deeply, and become one with your room. *Picture <u>13</u>: “Excuse me,” she said brightly. “But I think I can help.” *Picture <u>14</u>: “Yuck!” she said. “No one likes lima beans, especially me.” *Picture <u>14</u>: “I guess I was wrong about you.” *Picture <u>14</u>: “The truth is...I really love lima beans.” *Picture <u>15</u>: “Yes,” said the old woman. “I knew the real you was in there somewhere.” *Picture <u>16</u>: Some of the kids at school said she was weird, but she didn’t care a bit.</p> <p>【 Post-task 】 Group discussion</p> <ol style="list-style-type: none"> 1. Guide students to reflect on the story and think about what they can take away from the story. 2. Conclude students’ discussion with one sentence. 	<p>15 mins</p> <p>7 mins</p>	<p>QR code for Sensay</p>	<ol style="list-style-type: none"> 1. What did you find from the story? 2. What did the story tell us? 3. Write down your discussion on the mini whiteboard. 4. Let’s read together.
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	<p>3. Guide students to read the sentence.</p> <p>Wrap up Homework: Sensay</p>	1 mins		Please scan the qr code and practice reading.
第 四 節	<p>【Pre-task】 1. Greetings. 2. Review the story. 3. Kahoot</p>	5 mins	PPT iPad QR code for Kahoot	<ol style="list-style-type: none"> 1. Good morning. 2. What did we learn last time?
	<p>【Main-task】 Discussion</p> <ol style="list-style-type: none"> 1. Do you think the kids are bullying Camilla? Why or why not? 2. How do you feel about being different? 3. What do you do when you are different from your friends? 4. What makes you special? 5. Practice saying: <i>It's OK to be different. I like myself because.....</i> 	15 mins		<ol style="list-style-type: none"> 1. What do you do when you are different from your friends? 2. Do you care about what other people think? Why? 3. Is it important to be yourself? Why?
	<p>【Post-task】 Padlet</p> <ol style="list-style-type: none"> 1. Take a selfie 2. Share the selfie on Padlet. 3. Audio record on padlet: My name is.....It's OK to be different. I like myself because..... 	15 mins		<ol style="list-style-type: none"> 1. Now think about yourself? What are you different from others? 2. Write it down. 3. Let's practice together, It's OK to be different. I like myself because.....
	<p>【Wrap-up】 Share your favorite page and sentence with a friend.</p>	5 mins		

Simplified Storyline for A Bad Case of Stripes	
1	<p>Camilla Cream loved lima beans but she never ate them. Because all of her friends hated lima beans, and she wanted to fit in.</p> <p>*hate 痛恨 *fit in 融入</p>
2	<p>It's the first day of school. She tried on 42 outfits. Then she put on a pretty red dress.</p>
3	<p>After she put on the red dress, she was completely covered with stripes. She looked like a rainbow.</p> <p>*completely 完全地 *covered with 被覆蓋</p>
4	<p>The doctor checked on Camilla, but he had no idea what's wrong with Camilla. He said Camilla could go to school.</p>
5	<p>When the class said the Pledge of Allegiance, Camilla's stripes turned red, white, and blue, and she broke out in stars. She looked like the National flag.</p> <p>*the Pledge of Allegiance 忠誠宣誓 *turn 變得... *National flag 國旗 *broke out in 突然佈滿</p>
6	<p>Students were laughing at Camilla because she became whatever they were yelling out.</p> <p>*whatever 任何事物 *yell out 大叫出 *laugh at 嘲笑</p>
7	<p>The principal asked Camilla's mom to keep Camilla at home. Mom and Dad called the specialists.</p> <p>*principal 校長 nnn *stay at home 待在家裡 *specialist 專家</p>
8	<p>All specialists checked on Camilla and it made Camilla very uncomfortable.</p> <p>*specialist 專家 *uncomfortable 不舒服</p>
9	<p>The specialists gave Camilla lots of pills, after she took the pills, she became a giant, multi-colored pill with her face on it.</p> <p>*took the pills 吃藥 *giant 巨大的 *multi-colored pill 多彩藥丸</p>
10	<p>The experts checked on Camilla and wrote down lots of numbers, but they didn't have a clue, much less a cure.</p> <p>*clue 線索 *much less 更別提 *cure 治療方法 *experts 專家們</p>
11	<p>TV news and reporters were outside Camilla's house, telling the story of "The Bizarre Case of the Incredible Changing Kid."</p> <p>*news 新聞 *reporters 記者 *bizzare case 罕見案例 *incredible 難以置信的 *changing 一直改變的</p>

12	<p>Camilla became like a tree with a tail and feathers. It was hard to recognize her.</p> <p>*hard to 難以.... *recognize 認出</p>
13	<p>A woman asked Camilla to, "Breathe deeply, and become one with your room. Then Camilla melted into the walls of her room.</p> <p>*breathe deeply 深呼吸 *melt into 溶進.... *become one with... 和..變為一體 *wall 牆壁</p>
14	<p>An old lady knocked on the door and Mr. Cream opened the door. The old lady said, "Excuse me. But I think I can help."</p> <p>*knock on the door 敲門</p>
15	<p>She gave Camilla some beans. But Camilly said she didn't eat beans. The lady was leaving. Then Camilla cried out, "Wait! I love lima beans."</p> <p>Soon the old lady popped a handful of beans into Camilla's mouth.</p> <p>*was leaving 正要離開 *heard 聽見 *a handful of 一把 *pop into 丟入</p>
16	<p>Suddenly, there stood Camilla, and everything was back to normal. "I'm cured." Camilla shouted. "Yes," said the old woman. "I know the real you was in there somewhere."</p> <p>*suddenly 突然地 *normal 正常的 *cure 治好</p>
17	<p>Afterward, Camilla wasn't quite the same. Some of the kids at school said she was weird, but she didn't care a bit. She ate all the lima beans she wanted, and she never had even a touch of stripes again.</p> <p>*weird 奇怪 *a handful of 一把 *have a touch of 沾上</p>

Wordbank

1	angry	生氣的
2	anxious	很不安的
3	ashamed	很丟臉的
4	depressed	沮喪的
5	embarrassed	很困窘的
6	excited	興奮的
7	glad	高興的
8	glad	開心的
9	grateful	很感激地
10	happy	高興的
11	mad	生氣的
12	miserable	悲慘的
13	sad	悲傷的
14	scared	很害怕的
15	shocked	震驚的
16	shy	害羞的
17	surprised	驚訝的
18	terrified	嚇壞了的
19	thankful	感謝的
20	uncomfortable	不舒服的