新北市 114 年度教師跨領域全英語授課教案設計
（課程實施後）

課程實踐 學校	板橋國小	
教案主題	I Am a Bad Seed 改變，從我開始	
教學年級：國小三年級	預計課程上使用之英語比例：80% （使用英語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：30 人	教學總節數：3 節	預計公開授課內容為第 1 節
預計公開授課之時間： 114 年 11 月 20 日 10 時 30 分至 11 時 10 分 (第 3 節課)	預計公開授課之地點： 新北市板橋區板橋國小 303 教室	預計公開授課之教師： 姓名：吳昭瑩/化一正教師 服務學校：板橋國小 專長領域：英語

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 B2 科技資訊與媒體素養 C2 人際關係與團隊合作
	領　　綱	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英 語文能力。 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。 英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合 應用能力及文化習俗之理解。 綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。

學習重點	**學習表現**	英語領域 ◎➢1-Ⅱ-7 能聽懂課堂中所學的字詞。 ＊◎3-Ⅱ-6 能看懂繪本故事的主要內容。 ◎➢1-Ⅱ-10 能聽懂簡易句型的句子。 ＊◎1-Ⅱ-12 能聽懂簡易故事及短劇的主要內容。 ◎➢2-Ⅱ-3 能說出課堂中所學的字詞。 ◎➢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。 ◎➢3-Ⅱ-2 能辨識課堂中所學的字詞。 ◎➢3-Ⅱ-3 能看懂課堂中所學的句子。 ＊◎3-Ⅱ-6 能看懂繪本故事的主要內容。 ＊4-Ⅱ-3 能臨摹抄寫課堂中所學的字詞。 ◎6-Ⅱ-1 能專注於老師的說明與演示。 ◎6-Ⅱ-2 積極參與各種課堂練習活動。 ◎6-Ⅱ-3 樂於回答老師或同學所提的問題。 綜合領域 1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 1d-II-1 覺察情緒的變化，培養正向思考的態度。 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。
	學習內容	英語領域 Ac-Ⅱ-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ＊◎Ae-Ⅱ-2 繪本故事、兒童短劇。 ◎Ad-Ⅱ-2 簡易、常用的句型結構。 B-Ⅱ-1 第二學習階段所學字詞及句型的生活溝通。 ◎D-Ⅱ-1 所學字詞的簡易歸類。 綜合領域 Aa-II-1 自己能做的事。 Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。 Ba-II-2 與家人、同儕及師長的互動。
閱讀素養	**學習主題及實質內涵**	閱讀素養議題 閱 II-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。 閱 II-E12 培養喜愛閱讀的態度。

具體學習目標	1.能運用先備知識預測文本主題。 2.能看懂繪本內容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。 已學之字彙：good, bad, please, happy 已學之句型： (1) Are you angry? (2) Yes, I am./ No, I'm not. 應用字彙：seed, feel, sunflower, become, smile 認識字彙：pedal, ,stare, never, lie, bleachers, different, forget, change, hold doors 應用句型： (1) How do you feel? (2) I feel good. (3) I'm a bad seed. (4) I become a good seed. (5) He's not that bad anymore. 認識句型： (1) I never put things back. (2) I cut in line. (3) I tell long jokes. 4. .能分辨繪本中及實際生活中的好行為與壞行為。 5. 能積極和小組成員合作，並參與課內英語文學習活動。。 6. 能發揮想像力及運用創造力演出指定行為。
與其他領域/科目/議題的連結	綜合領域 品德教育：品 E1 良好生活習慣與德行。 閱讀素養
教學資源/設備需求	情緒轉盤、繪本、便利貼、學習單、電腦、投影機、8 台平板

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	**【Warm-up 引起動機】** 1. 教師與學生打招呼，並問全班學生今天心情如何? 2. 教師拿出情緒轉盤，邀請學生轉情緒轉盤並請全班說出轉到的人物的情緒如何?	5'	情緒轉盤	**【Warm-up 引起動機】** T: I'm so happy to see all your smiling faces today. I hope you're feeling great and ready to learn something new. And guess what? We're starting with a fun game! Are you ready? Let's go!

	3. 教師跟學生介紹今日的故事主角總是心情不佳，邀請孩子來讀一讀主角的心情故事。 **【Presentation & Practice 發展活動】** **<u>Before reading</u>** 1. 教師利用I am a Bad Seed繪本封面，請學生自由發表所看到的東西。 2. 教師提問下列問題並鼓勵學生發表，問題舉例如下： (1) What do you see on the book cover? (2) How does the seed feel? (3) Why does he feel bad? (4) What happened to him? **<u>While reading</u>** 1. 教師利用投影片進行繪本教學，教師並引導學生聽到關鍵字bad seed時能一起跟老師說出bad seed。 2. Yes/No Card Game：請學生拿出個人Yes/No雙面卡片，隨著繪本進行到壞種子主角做的壞事包含 I never put things back.…等。教師詢問學生個人經驗是否曾做過類似的事情？	10’ 10’	*I am a Bad Seed* 繪本 Yes/No 雙面卡片	T: I have a Feelings Spinner! Who wants to spin it today? Let’s give it a big spin and see which character we land on.Wow!It stopped! Let’s take a look. Here are our characters. How does he feel? He feels happy!” T: Let’s find out how this character feels and what happens in the story. **【Presentation & Practice 發展活動】** **<u>Before reading</u>** T: Please share with everyone what you see on the cover. T: Could anyone tell me how the seed feels? T: Everybody, look at his face. Why does the seed feel bad? T: What happened to the seed? Why does he feel bad? Did he lose his toys? Or did he forget to bring his homework? **<u>While reading</u>** T: Let’s read together to find out more about him! T: Please take our your Yes/No cards. If what you see is something bad and you shouldn’t do it, please show me NO on your card. If it’s something good and we should do it, please show me Yes on your card. Do you understand? T: Have you ever done any bad things before?Do you put things back?

	3. 請學生隨著故事情節所提供的不同場景反思自己是否做過類似的事情並且利用翻卡回答Yes/No與教師互動。 **【Production 發展活動】** **<u>After reading</u>** 1. Mind-Map Activity：故事停在主角壞種子躺在葉子上那一幕，請學生回想壞種子所做過的壞事，並請學生思考好行為應該是什麼？幫忙壞種子想想看他應該怎麼做才對。 2. 請學生思考除了故事中看到的壞行為，在生活中或是校園中，曾經經歷或看過什麼不好的行為，而好行為應該是什麼？教師舉例比如說在走廊奔跑是不好的行為，看到師長能問好是好行為。 3. T-Chart Word Wall Game： 將全班分為六小組教師發下一組平板，請學生掃QR code進入Word Wall Game，小組討論所看到的行為是好行為或是壞行為，並輪流將行為方框拖曳到正確地方中進行分類。 **【Reinforcement and Wrap-Up 統整與總結】**	10’ 5’	平板	Are you late to everything? What kind of things does the seed do that make people think he’s bad? going to happen next? Will he get worse? Will something change him? **【Production 發展活動】** **<u>After reading</u>** T: Okay, now let’s think about what the seed did in the story. What were some of the bad things he did? If you were him, what could you do? T: Now, let’s think about our school or your everyday life. Can you think of any examples of bad behavior you’ve seen? For example, running in the hallway is not safe—that’s a bad choice. But greeting your teachers politely is a good choice.. T: It’s time for our Wordwall game! Each group will get one tablet. Please scan the QR code, and the game will open on your screen. Work together to think which actions are *good* and which are *bad*. Then, drag and drop them into the correct categories. Make sure you talk with your group members before making decisions. **【Reinforcement and Wrap-Up 統整與總結】** T: We haven’t finished the story yet—we’ll continue it next time.

	1. 教師說明故事尚未結束，請學生思考如果是自己故事中的主角壞種子，接下來會怎麼做？故事會怎麼發展？ 2. 教師提問例如：What would you do next if you were the bad seed? Will you change? Why or why not? …等。 3. 鼓勵學生總結並分享今天所學。			But for now, let's imagine: If you were the seed, what would you do next? Would you choose to change? Why or why not? T: How do you think the story might go from here? What do you think will happen next? How would you like the story to end? T: And one last question—what is one good thing you can do today, either at school or at home?
第二節	**【Warm-up 引起動機】** 1. 問候學生。 2. Four-Picture One Word Activity：教師運用四張圖片提示學生上節繪本故事中學到的單字包含bad, good, seed, sunflower。 **【Presentation & Practice 發展活動】** **<u>Before reading</u>** 1. 教師與學生輪流讀出上節課教過的繪本內容，教師唸黑字部份，學生分組輪流唸出指定的不同顏色部份。 2. Comprehension checking: 接續上節未完的繪本故事，利用圖片、問題和動作確認學生理解主要單字 change, forget 及句型I hold doors for people. He's not that bad anymore. I want to change.…等。 **<u>While reading</u>**	5’ 10’ 10’	*I Am a Bad Seed* 繪本投影片 小白板	**【Warm-up 引起動機】** T: How are you doing today, everyone? We're going to start today's lesson with a card game. You are going to look at 4 pictures and then I want you to tell me a word we learned from the story. **【Presentation & Practice 發展活動】** **<u>Before reading</u>** T: Alright class, we're going to continue reading *The Bad Seed* together today! T: I will be reading all the black words. Some of you will be in charge of reading the blue words, and others will read the red words. T: Do you remember where we stopped last time? T: Can anyone take a guess and share what you think will happen next in the story? T: See. He's still doing bad things. After all, no one is perfect. But hey, look, he starts to do good things! **<u>While reading</u>**

	1. 教師將學生分成4人一組，每組提供一個小白板。 2. 教師針對繪本提問以下問題，請學生輪流在白板上寫下自己的答案。問題舉例如下： (1) What is the seed like at first? (2) What bad things does the seed do? (3) How do others feel about the seed…等問題。 **【Production 發展活動】** **<u>After reading</u>** 1. Story sequencing：請學生四人一組，發下學習單(附件一)包含故事情境圖卡及英文句子，請學生小組合作討論，將句子及圖片剪下。並排出故事內容順序， 2. 請完成的小組一同在組內將故事讀出來。 **【Wrap-Up 總結活動】** 1. 請學生回想故事中的種子從壞變好？容易嗎？ 2. 鼓勵學生反思他們學到了什麼，並分享他們故事中印象最深的是什麼？最想改變的壞行為？	10’ 5’	學習單(附件一)	T: Now, I am going to give each group a whiteboard. And I’m going to ask you questions. I would like you to write down your answer as a group. Are you ready? T: Here’re the questions. What is the seed like at first? What bad things does the seed do? How do others feel about the seed? **【Production 發展活動】** **<u>After reading</u>** T: Now, I’m going to put you into groups of four. Each group will get a worksheet with pictures and sentences from the story. T: Your job is to cut out the pictures and sentences, then work together to put them in the correct order. T: When you're done, please read the story together as a group. **【Wrap-Up 總結活動】** T: Do you think it's easy to change from being bad to being good? T: Now, I want you to think about the story we read today. What part do you remember the most? T: Also, is there something you really want to change about yourself—maybe a habit or behavior you want to improve?
第三節	**【Warm-up 引起動機】** 1. 問候學生。	5’		**【Warm-up 引起動機】** T: Hello, class! Do you remember the story we read in our last class?

	2. 播放I am a Bad Seed繪本影片 https://youtu.be/icBT0Gb89zQ?si=wYS5T_OXMk8VlIBD **【Presentation & Practice 發展活動】** 1. 教師利用大屏展示繪本及實際生活中的好行為和壞行為。根據內容輪流練習說出完整的句子，並請全班學生共同複述。 2. 教師引導學生判斷不同場景是好行為或壞行為並說出 This is good! 或 This is bad.若是壞行為，則繼續深究討論，引導學生思考後說出應該要如何改變，變成好行為。 3. 行動小劇場： 教師展示好行為及壞行為表格(附件二)，將行為表格放入抽籤筒中。 4. 教師將全班分為四人一組，請各小組隨機抽取二組行為。請小組討論並練習演出所抽到的二組行為。 5. 請各小組上台演出行動劇，教師利用大屏提示所有抽籤筒中的好行為及壞行為，請全班根據各組的行動演出處場猜猜看是哪一組行為。 **【Production 發展活動】** 1. I . Am a Good Seed 創作活動教學：請學生回想好行為的子，列出簡單句型如 I help. I share. I listen.	15’ 15	投影片 投影片 抽籤筒 好行為及壞行為表格(附件二)	T: What’s the title of the story? T: Can anyone share what you remember most from the story? T: Great! Now, let’s watch the video version of the storybook together! **【Presentation & Practice 發展活動】** T: We’re going to look at some examples of good behavior and bad behavior. Let’s read them out loud together! T: Now you're going to look at some scenarios where someone is doing something good or something bad.When you see something good, say: ‘This is good!’ When you see something bad, say: ‘This is bad!’ T: After learning about good and bad behavior, it’s time for some acting! T: I’m going to show you some sentences on the big screen. Some of them show good behavior, and some show bad behavior. T: Each group will come up and pick two slips from the box.T: Your job is to read the slips, talk about them in your group, and then act out the behaviors. T: "While one group is acting, the rest of the class will watch and try to guess. **【Production 發展活動】** T: Now, I want you to think carefully and write a few simple sentences to show something good *you* have done.

	1. 發下I Am a Good Seed種子學習單(附件三)，請學生自行畫出一顆快樂的種子。在種子上寫下1~3句自己願意實踐的好行為。 2. 完成作品的學生先於分組分享自己的作品，並念出好行為句子。 **【Wrap-Up 統整活動】** 1. Sharing Time：鼓勵學生自願分享自己的種子與承諾句子。 2. 請學生將自己作品張貼於教室四周。 3. 教師發下每人兩張貼有Wow! Great! Good job! 等鼓勵話語的便利貼，請學生欣賞其它人作品並請學生將便利貼貼在自己喜歡的學習單上。	5’	學習單(附件三) 鼓勵便利貼	T: For example: ‘I help.’ ‘I share.’ or ‘I listen.’ T: Here’s a worksheet for you. Please draw a happy seed and write 1 to 3 good things you would like to keep doing. T: When you’re finished, share your seed with your group. **【Wrap-Up 統整活動】** T: Now it’s time to share your happy seed with everyone! T: I’m going to give each of you two post-its. They say things like 'Wow!', 'Great!', or 'Good job!' T: Then, walk around and stick your post-its on the worksheets you really like.

附錄（學習單或其他教學相關資料）

參考資料：

I Am a Bad Seed 繪本

https://youtu.be/icBT0Gb89zQ?si=wYS5T_OXMk8VlIBD

學習單：

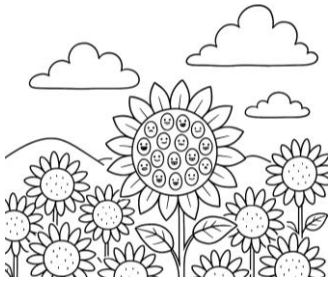
附件一：故事排序學習單

附件二：行動劇場：好行為與壞行為對照表

附件三：I Am a Good Seed 種子學習單

附件一：故事排序學習單-故事圖卡及故事內容

①’



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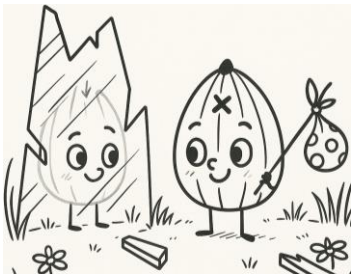

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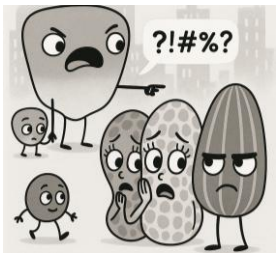

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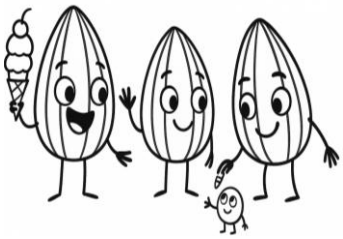


ⓐ I was born a good seed, on a sunflower.↵

ⓑ I'm late to everything.↵

ⓒ There goes a baaaad seed. “That seed is SO bad!”↵

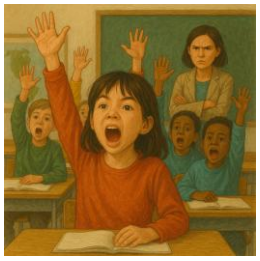
ⓓ But then the petals dropped.↵

ⓔ I don't want to be a bad seed anymore.↵

I'm ready to be happy.↵

ⓕ And I say please. And I smile.I become a good seed↵

附件二：行動劇場：好行為與壞行為對照表

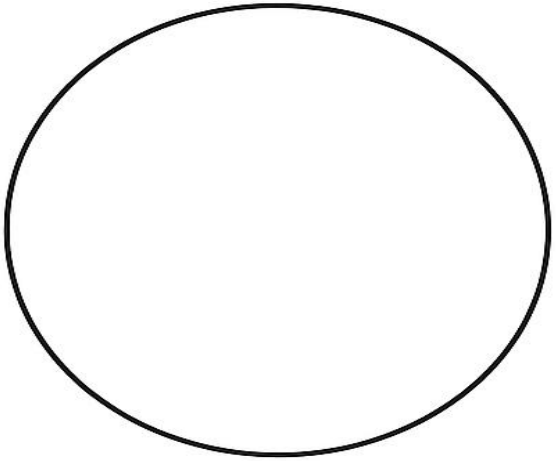
✅ Good Behavior		❌ Bad Behavior	
	I put things back.		I don't put things back
	I come on time.		I am late.
	I raise my hand.		I shout out.
	I wash my hands.		I don't wash my hands.
.	I clean up my mess.		I leave trash behind.
	I listen.		I don't listen.

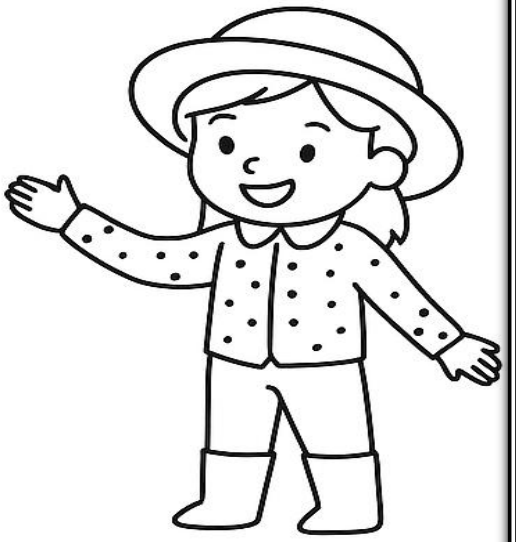
附件三：I Am a Good Seed 種子學習單

Class: _____ Number: _____ Name: _____

I Am a Good Seed

Draw a good seed. Write one good thing you will do.





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