

二年級生活課程教案 - 花蓮稻香國小

單元名稱	防震小達人	教學設計者	江宜卉、譚詠珊
學習對象	二年級上學期	學習節次	4 節課(120 分鐘)
核心素養	<p>生活-E-A1 透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-A3 藉由各種媒介，探索人、事、物的特性與關係，同時學習各種探究人、事、物的方法、理解道理，並能進行創作、分享及實踐。</p> <p>生活-E-C2 覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>		
學習內容	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-3 聆聽與回應的表現。</p> <p>D-I-4 共同工作並相互協助。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p>		
學習表現	<p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法。</p> <p>1-I-4 珍視自己並學習照顧自己的方法，且能適切、安全的行動。</p> <p>3-I-3 體會學習的樂趣和成就感，主動學習新的事物。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>7-I-4 能為共同的目標訂定規則或方法，一起工作並完成任務。</p>		
學習目標	<p>一、探究地震災害情境，反思個人的防災安全意識。</p> <p>二、分辨地震時的正確反應和行為，體認優先保命的原則。</p> <p>三、實際查驗地震保命動作，進行就地掩護演練，熟悉防震行為模式。</p> <p>四、學習遷移至其他狀況應變演練，歸納地震避難原則與注意事項。</p> <p>五、應用所學設計緊急避難包。</p> <p>六、能夠以英文說出地震及地震保命三步驟。</p>		
教學方法	口頭提問、討論教學法、分組合作學習、觀賞並觀察影片內容		
英語學習 content vocabulary/ sentence pattern	<p>★學科英語詞彙和句型</p> <p>earthquake, drop, cover, hold on, plate, phone, blanket grab-and-go kit, bag, water, food, clothes, banana, apple chocolate, flashlight What's your name? My name is _____. I need _____.</p> <p>★課室英語</p>		

	Stand up. Sit down. Put away everything. Go back to your seat. Eyes on me. -> Eyes on you. Repeat after me. Look at me. Clap your hands. Very good. Let's watch the video. What do you see?			
教學活動	教學時間	教具	評量	
<p>一、引起動機 Warm-up</p> <p>1. Self-Introduction T: 哇!很高興認識你們, I'm Teacher Esther and this is Teacher Jennifer. 我是 teacher Esther, 這位是 Teacher Jennifer, 所以以後走在校園看到我們要說 Teacher Esther / Teacher Jennifer. Let's practice together, 我們一起練習一次, Teacher Esther. Ss: Teacher Esther. T: Very good! Now, Teacher Jennifer. S: Teacher Jennifer. T: Great! But we don't know you so now we are going to ask your name. Esther will say "What's your name?" Ss: What's your name? (They will probably repeat.) T: Yes, that's right. When I ask, "What's your name?" you need to answer, "My name is ____." 等一下你們要用 "My name is ____" 來回答唷! 那你們問 Esther 看看. Say, "What's your name?" Ss: What's your name? T: My name is Esther. Let's say "My name is ____." Ss: My name is ____. T: Now it's your turn. Let's ask xxx, what's your name? Ss: What's your name? xxx: (guide him/her to say) My name is ____. (Go through every student)</p> <p>二、發展活動</p> <p>1. 教師引導學童觀賞影片 T: Now, let's watch a video about earthquake. (1:39-3:23) What happened in the video? Ss: 地震 T: Yes, 地震. Let's say, "earthquake". Ss: Earthquake.</p>	15	影片、圖片	<p>聆聽 口頭 發表</p> <p>聆聽 口頭 發表</p>	

<p>T: Was there an earthquake these days? 這幾天有地震嗎? Ss: 有，昨天晚上 (Possible answer because there are many earthquakes in Hualien.) T: That's right, and how was it? Was it big? 很大嗎? Ss: 就搖一下下 T: What were you doing then? 那你們那時候在做什麼? Ss: 吃飯、睡覺、寫作業 (possible answers) T: How did you feel? What happens when there is an earthquake? 那時候有什麼感覺? Ss: 地板一直在搖來搖去的 (possible answers) T: But why are there earthquakes? 那為什麼會有地震呢? Ss: 因為地球在打架、地球在搖、板塊在碰撞 (possible answers) T: Ok, let's watch the video and see if you're correct.</p> <p>2. 了解地震成因 T: Please watch the video carefully and I will ask you questions later. 請仔細看影片，等一下會問問題唷！ (Video to 1:44) Why are there earthquakes? 為什麼會有地震呢? Ss: 因為地球內部的板塊在搖動 (possible answers) T: That's right. Brilliant! 板塊, say "plate". Ss: Plate.</p> <p>3. 抗震保命三步驟 T: What should we do when an earthquake occurs? 可是當地震的時候我們應該怎麼做? Ss: 趕快找到空曠的地方、找到角落、躲在桌子底下 (possible answers) T: Yes, now let's watch another video. (3:24-3:45) There are three steps. 影片中剛剛講了三步驟，是哪三步驟? Ss: 趴下、掩護、穩住 T: Very good! 好棒，但是你們已經學會了，現在我們要變得更厲害，要把它變成英文的囉! First one, say "drop". Ss: Drop. T: Drop 就是你們剛剛說的趴下. Can you show me how to drop? 我們一起做 drop. Ready? 3,2,1, drop. Ss: Drop. (They might directly do the action without saying the</p>	15		
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word.)

- 1 Drop
- 2 Cover
- 3 Hold on



(Go through drop, cover, hold on)

4. 實際演練

T: Teacher Jennifer and I will say 3, 2, 1, earthquake.

When you hear “earthquake” you need to drop, cover, and hold on. Ok? Are you ready?

Ss: Yes.

T+Jenn: 3, 2, 1, earthquake!

Ss: Drop, cover, and hold on. (Probably only the action.)

5. 學童操作演練

由自願的同學，上台用英文發號指令，讓其他同學聆聽並做出 drop, cover, and hold on.

三、綜合活動

1. 總結

教師帶領學生複習唸過黑板上的每一個單字 earthquake, plate, drop, cover, and hold on

~~第1節結束~~

10

聆聽
口頭
發表

教學活動	教學時間	教具	評量
<p>一、引起動機</p> <p>1. Greet and take attendance T: Who am I? 你們還記得我是誰嗎? Ss: Teacher... T: Say “teacher Esther”. Ss: Teacher Esther. Jenn: And who am I? Teacher Je- Ss: Teacher Jennifer. T: Yes, 要記起來唷! 不可以忘記唷! When I call your name, raise your hand and say “here”. 如果等一下 Esther 點到你的名字，請你大聲舉手說 here. (take attendance)</p> <p>2. Review T: What did we learn last time? 上次我們學了什麼? Ss: 地震 T: Yes, let’s say “ear....” (看看有沒有小朋友記得) Ss: ear.. T: Say “earthquake”. Ss: Earthquake. T: Why are there earthquakes? 但是為什麼會有地震呢? Ss: 因為板塊在移動 T: Yes, and how to say 板塊? Ss: (silent...) T: Let’s say “plate”. Ss: Plate.</p> <p>二、發展活動</p> <p>1. Review drop, cover, and hold on. T: What should we do when an earthquake occurs? 地震來的時候，有保命三步驟，要 dr... Ss: Dr... T: Let’s read it together. Drop, cover, and hold on. Ss: Drop, cover, and hold on. T: So when you hear “3, 2, 1, earthquake” you need to... 如果你聽到 3,2,1 earthquake，就要 dr.. Ss: Drop, cover, and hold on. T: Let’s practice together. 那我們要一起來練習囉！</p> <p>2. 地震發生時機</p>	<p>7</p> <p>28</p>		<p>聆聽 口頭 發表</p> <p>聆聽 口頭 發表</p>

1 Drop
2 Cover
3 Hold on

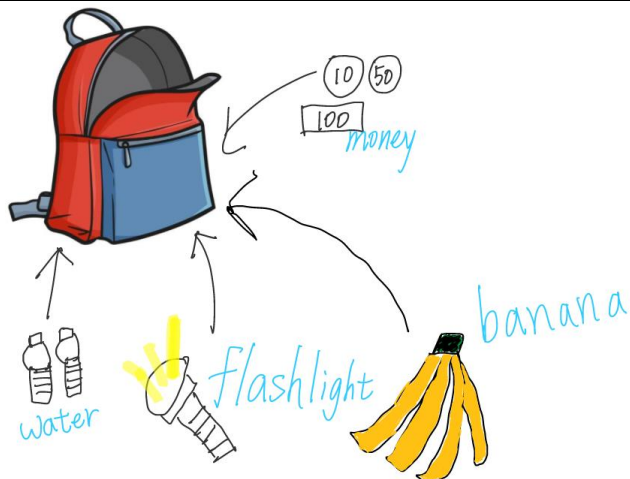
<p>T: When will an earthquake occur? 地震什麼時候會發生?發生的時候你們在做什麼?</p> <p>Ss: 上課的時候、升旗的時候、爸爸媽媽騎摩托車的時候 (possible answers)</p> <p>T: Anyone else?</p> <p>Ss: (raise their hands and answer.)</p> <p>3. Draw out the scenario. T: Now, I will give each of you two pieces of paper. Please draw the scenario. 現在 Esther 會給每人兩張紙, 請你們把想到可能地震會發生的情形、情境畫下來 Where?在哪裡發生的? What are you doing? 那你在那個地方做什麼? Who?和誰一起在那裡? When?在什麼時候發生的? (在黑板示範範例, 畫自己和爸爸在看電視)</p> <p>4. 分組抽情境並討論 T: I will divide you into groups of five. 現在我們要分組 You four please sit next to xxx. You are team 1. (Divide groups) Please sit with your team members. 現在請派一位同學上台來抽情境卡 Ss: (choose scenario cards) T: Now please discuss with your team members. 請你和你同組的小朋友討論, 抽到的卡片說明的情境, 是什麼時候發生、他畫的是什麼意思呢? Ss: (group discussion) T: (Walk around the classroom and check whether they can get it or not.) Please try to think about what we should do at that moment. 請你們討論, 如果在那時候發生地震, 應該怎麼做呢?</p> <p>三、綜合活動</p> <p>1. Preview T: Next time, each group will come to the front and act it. 下一次就會請每一組上台, 請你們要演出你們抽到的情境, 還要想一想要怎麼應變這樣的地震情形!</p> <p>2. Review vocabulary T: Let's review again. 地震還記得怎麼說嗎? Ear... Ss: Earthquake. T: (Go through earthquake, plate, drop, cover, and hold</p>	5	紙 鉛筆	聆聽 口頭 發表
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實作聆聽
口頭
發表

on.) ～～第2節結束～～			
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<p>地震來了的時候他們做了什麼動作? Where did they hide? 他們躲在哪裡? Ss: 他們在炒菜、關火、等地震停要趕快逃到空曠的地方 (possible answers)</p> <p>三、綜合活動</p> <p>1. To sum up T: What did we do today? 我們今天做了什麼 Ss: 畫地震的情形(possible answers) T: Yes, so let's review again. Say "earthquake". Ss: Earthquake. (Go through other words: drop, cover, hold on)</p> <p>2. Preview for next lesson T: Next time, we will create grab-and-go kit. What is grab-and-go kit? 地震來了的時候，馬上拿了就可以走了，裡面有很多維生的用品，是什麼包包? Ss: 緊急避難包 (possible answers) T: That's right, we will do it next time.</p> <p>~~第3節結束~~</p>	5		聆聽 及口 頭發 表
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教學活動	教學時間	教具	評量
<p>一、引起動機</p> <p>1. Review T: Do you remember how to say these words? (Write down earthquake, drop, cover, and hold on.) Ss: Earthquake (maybe some of them can read it) T: (go through each word and show them the action)</p> <p>2. 緊急避難包 T: 上一次說我們今天要做什麼? Ss: 緊急避難包 (possible answers) T: That's right. Everybody, say "grab-and-go kit". Ss: Grab-and-go kit. Jenn: Grab 就是抓、拿了, go 就是走, 所以拿了就可以走 T: One more time, say "grab-and-go kit". Ss: Grab-and-go kit.</p> <p>二、發展活動</p> <p>1. Watch a video T: Let's watch a video together. (to 3:29) (after showing the video) So now, you know how to survive in different situations. 所以現在你們知道在不同的情況下應該怎麼應變囉!</p> <p>2. Grab and go kit T: We just mentioned grab-and-go kit. 我們剛剛講到緊急避難包, 但是我們應該在裡面放什麼呢? Ss: 餅乾、棉被、枕頭、水 (possible answers) T: Ok, anything else? 還有別的嗎? Let's say "I need _____." (water, cookies, etc.)</p> <p>3. Group discussion and show sample T: Now, we will divide you into groups of five. Please discuss with your teammate what you need in your grab-and-go kit. 請和組員坐在一起, 並討論緊急避難包裡應該要放些什麼呢? (after group discussion) T: Look at me. Here is our grab-and-go kit. Teacher Jennifer and I designed this grab-and-go kit. 這是我和 Teacher Jennifer 設計的緊急避難包. What do we need? 那你們知道我們需要什麼嗎?</p>	<p>5</p> <p>30</p>	<p></p> <p>影片</p> <p>圖片</p>	<p>聆聽 口頭 發表</p> <p>聆聽 口頭 發表</p> <p>聆聽 口頭 發表</p>



Ss: 香蕉 banana、錢、水 (possible answers)

T: Now, it's your turn. Please draw with your teammates.

請你們和同組的小朋友一起話你們的 grab-and-go kit.

請先在紙中間畫一個包包唷，再拉一條線出來話你們要放的东西

4. Design grab-and-go kit
(Students will create their grab-and-go kits)

三、綜合活動

1. Review

T: So what did we do today? 今天我們畫了什麼?

Ss: 緊急避難包 (possible answers)

T: Yes, let's say "grab-and-go kit".

Ss: Grab-and-go kit.

2. Preview

T: Next time, if we finish we will share with the class.

下一次畫完之後，要項全班分享你們那組設計的緊急避難包唷！

(collect their works back)

~~第4節結束~~

5

小組
實作

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