

金門縣賢庵國小五年級上學期社會領域第一單元雙語教學教案

單元名稱	臺灣在哪裡(康軒版)	教學設計者	林詩瑾、董炯靈			
學習對象	五年級	學習節次	8 節課(320 分鐘) 雙語課為第 5-8 節			
核心素養	<p>社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。</p> <p>社-E-B1 透過語言、文字及圖像等表徵符號，理解人類生活的豐富面貌，並能運用多樣的表徵符號解釋相關訊息，達成溝通的目的，促進相互間的理解。</p> <p>社-E-C2 建立良好的人際互動關係，養成尊重差異、關懷他人及團隊合作的態度。</p>					
學習表現	3b-III-2 摘取及整理社會議題相關資料的重點，判讀其正確性及價值，並加以描述和解釋。					
學習內容	Ab-III-1 臺灣的地理位置、自然環境，與歷史文化的發展有關聯性。					
學習目標	<p>第 1 課</p> <p>1.了解臺灣的範圍與形狀。</p> <p>2.認識臺灣的地理位置。</p> <p>3.明白臺灣地理位置在全球環境的重要性。</p> <p>第 2 課</p> <p>1.認識經度與緯度。</p> <p>2.了解臺灣的經緯度位置。</p> <p>3.探討緯度對氣候的影響。</p>					
教學方法	口頭提問、討論教學法、分組合作學習					
英語學習 content vocabulary/ sentence pattern	<p>★學科英語詞彙和句型</p> <p>Africa、America、Asia、colder、east、equator、Europe、latitude、location、longitude、north、Oceania、south、subtropics、Taiwan、the tropic of Cancer、the tropic of Capricorn、tropics、warmer、west</p> <p>★課室英語</p> <p>Can you ...?/ Let's review./ Where are they?/ Good job./ Where is ...?/ How do we...?</p>					
教學活動				時 間	教 具	評 量

第 1-4 節中文授課

學生已學會台灣的範圍與形狀、鄰國與鄰海、地理位置之特性

第 5-6 節雙語授課

一、【引起動機】

1.教師展示金門航空站 N24，E118 的圖片，請學生根據課本第 16-19 頁，猜猜圖片上的線代表什麼意思?

Teacher shows a picture of the Kinmen airport(24°N, 118°E) with latitude and longitude. Ask students to talk about the meaning of the “lines” according to the context from the textbook (p.16~p.19).

T: What can we know from this photo?

2.學生可能說出金門航空站位於北緯 24 度，東經 118 度的位置。

S: It' s an airport. / It's Kinmen airport. / The airport is at 24°N, 118°E.

3.若學生能回答出經緯度，再進一步追問如何畫出來?若學生表示不知道，也沒關係，接下來就知道囉!

二、【發展活動】

1.教師請學生拿出柳丁，利用黑色馬克筆，想像以切柳丁的方式畫下來，問學生有沒有什麼發現?

2.學生回答長度大致相同。

3.教師問學生該怎麼分東邊、西邊?

4.學生回答以一條線為基準線。

5.教師引導學生:地球就像柳丁，為了方便找位置，就有假想線。剛剛用黑筆畫的就叫做經線，國際上以通過英國倫敦格林威治天文臺的經線為 0 度經線，以東的半球為東半球，在東半球的經度為東經；以西的半球為西半球，在西半球的經度為西經。

6.請學生利用紅筆，先在整顆柳丁的中間以橫切柳丁方式畫下來，接著依序往上或往下畫，問學生有沒有什麼發現?

7.學生回答長度越來越短。

8.教師引導學生: 剛剛用紅色馬克筆畫的就叫做「緯線」，最長的線稱為「赤道」，通過赤道的緯線為基準，以北的半球是北半球，在北半球的緯度為北緯；以南的半球為南半球，在南半球的緯度是南緯

6.教師:東、西、南、北的英文分別為 East、West、South、North，所以國際上通常以 E、W 表示東經、西經；N、S 來表示北緯、南緯。

7.教師利用 ppt，請學生指出正確的位置。

(Have students prepare oranges before class.)

T: Please take out an orange and a black marker, draw a line **from the top to the bottom** like you're cutting it. And then draw another line, and another line...(demonstrate while introducing the activity.)

T: Can we see how long the lines are? Are they the same length or one is longer than another?

S: They are the same.

T: Can we find a line to cut the orange in half?

S: Yes.

Teacher guides the class to see the oranges as our earth.

T: Our planet is just like this orange, let's draw a 0 degree longitude in the middle.

T: Now, can you tell where the East side is?

S: (say or point out the right side of the orange)

T: Can you tell where the West side is?

5

相片
口頭評量

55

柳丁、黑與紅色馬克筆、ppt
實作評量、口頭評量

<p>S: (say or point out the left side of the orange)</p> <p>T: Lines on your right hand side are called... east longitude(東經), and the lines on your left hand side are called... west longitude (西經). The line in the middle goes through the Greenwich Observatory, so we also call the line “Greenwich meridian”.</p> <p>Have sts to mark out the Greenwich Observatory(a dot) on one line and see the line as the 0 degree line.</p> <p>T: This time, let’s draw lines another way. Take out your red markers and draw lines(circles) around the orange.</p> <p>T: Let’s take a look at your red lines, are they the same length?</p> <p>S: No.</p> <p>T: We call these red lines “longitudes”, and the middle one is called equator(赤道). Can you tell which line is the “equator”?(See if sts can say or point out the certain line on their oranges.)</p> <p>S: Yes.</p> <p>T: Can we cut the orange along the “equator”? What would it look like?</p> <p>S: Yes. We can cut it in half.</p> <p>T: Good! We call the upper half the “Northern hemisphere”, and the bottom half the “Southern hemisphere”. Do you know why?</p> <p>S: Because the upper half is on the North side, and the bottom half is on the South side.</p> <p>T: Excellent! So we named the upper round lines “North latitudes”, and the bottom round lines “South latitudes.” Every line on this orange has its own degree, for people can mark out a specific place on earth. When writing latitude and longitude, we write latitude first, followed by a comma, and then longitude. For example, this line of latitude and longitude would be “15°N, 18°E”.</p> <p>(Show a video for students to know how to read out the latitude and longitude in real life.)</p> <p><u>34 Degrees North Latitude, 106 Degrees West Longitude, New Mexico</u></p> <p>Have sts to pay attention to the saying of the latitude and longitude and show the writing to the class.</p> <p>(Here it is! 34° North, 106° West, New Mexico, USA.)</p> <p>Ask sts to write down the latitude and longitude of Taiwan in their textbook.</p> <p>T: Now, it’s your turn! Let’s look at p.19 of your textbook, where is Taiwan?</p> <p>S: 「臺灣本島大約介於北緯 22 度至 25 度、東經 120 度至 122 度之間。」</p> <p>T: Great! Let’s try to write it down in English. It would be 22°N-25°N, 120°E-122°E.</p> <p>(Correct with the class after the sts written by themselves.)</p> <p>三、【綜合活動】</p> <p>1.鼓勵學生用英語發表或寫出來，並指出自己想去哪個國家或地區的經緯度位置</p> <p>Encourage the students to say or write down the longitude and latitude of our living place (Kinmen, located in the northern and eastern hemispheres.).</p> <p>T: Let’s practice more! Can anyone come up with another place?</p> <p>S: Japan.</p> <p>(Open Google map to look at the coordinates and ask the class to read and say.)</p> <p>S: I want to go to Taipei, Taiwan. It’s at 25°N, and 121°E</p> <p>S: I want to go to Tokyo, Japan. It’s at 35°N, 109°E.</p> <p>2.教師統整。</p> <p style="text-align: center;">第 6 節結束</p> <p style="text-align: center;">第 7 節雙語授課</p> <p>一、【引起動機】</p> <p>1.教師請學生</p> <p>(1)畫出台灣</p>	20		實作
<p>一、【引起動機】</p> <p>1.教師請學生</p> <p>(1)畫出台灣</p>	5	p p	實作

<p>(2)指出與說出台灣的位置 2.讓學生聆聽經緯度之歌。</p> <p>Review the location of Taiwan in Asia. (Ask sts to draw out the location of Taiwan, with an orientation indicator, surrounding countries and ocean.)</p> <p>二、【發展活動】</p> <ol style="list-style-type: none"> 1.請學生回想畫柳丁的過程，並想想學到了什麼?。 2.學生回答這樣子就可以劃分東經、西經、南緯、北緯等。 3.教師請學生看影片(00:00-00:17)，並注意關鍵詞:Here it is! 34 North, 106 West, New Mexico, USA. 4.教師請學生拿出平板，查詢俄羅斯、金門、埃及、澳洲的經緯度與溫度，並觀察經緯度與溫度的關係。 5.學生回答:緯度越高，溫度越低；緯度越低，溫度越高。 6.教師引導學生認識北回歸線，並請學生利用平板查詢台北與高雄兩地 12 月、1 月、2 月，以及 7 月、8 月、9 月平均溫度的差異 7.學生回答台北冬天溫度較高，夏天就沒什麼差別。 8.教師介紹北回歸線，以北屬副熱帶氣候，以南屬熱帶氣候 (Show a video for students to better memorize the longitude and latitude.) T: Before the class, let's sing a song!<u>經緯線之歌-翻唱版(附歌詞)</u> (Pause and ask sts questions as reviewing.) T: Are there real lines on our earth? S: No! T: What are these lines? S: They are longitudes and latitudes. T: What can these lines do? S: They can tell locations./ They can tell directions.(Northern hemisphere, Southern hemisphere...) (Have sts to look up for the coordinates of Kinmen, Moscow, Canberra, London, and Iceland in groups, then have other team members to look up for the temperature of these cities at the time.) (After all groups finish introducing their assigned country, discuss with the class about what we can learn from the information.) T: What can we know from the temperature and latitudes? S: The higher the latitude is, the colder the place is; the lower the latitude is, the warmer the place is. Teacher Introduces the Tropic of Cancer to the class, which is 23.5° degrees north, goes through JiaYi and Hualien County of Taiwan. T: Can you look up the temperature on January 24th and July 24th in Kaohsiung? S: It's 18°C on January 24th, and it's 27°C on July 24th in Kaohsiung. T: How about the temperature on the same day in Kinmen? S: It's 14°C on January 24th, and 26°C on July 24th in Kinmen. T: Let's see if it's hotter or colder in Taipei. S: It's 16°C on January 24th, and 26°C on July 24th in Taipei. T: Great job! So we know that in Taiwan, places above the Tropic of Cancer are warmer than those below the Tropic of Cancer. Because of the Tropic of Cancer, there are two different climates in Taiwan. Tropical and Subtropical climates are divided by 23.5° N latitude in Taiwan. Look up for the temperature here: https://www.accuweather.com/en/au/canberra/21921/weather-forecast/21921 Look up for the coordinate here: 	30	t p p t 、 平 板	評 量 實 作 評 量 、 口 頭 評 量
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<p>https://www.itilog.com/</p> <p>三、【綜合活動】</p> <p>1.鼓勵學生用英語發表國家或地區的經緯度位置，以及溫度 Encourage students to introduce the coordinates and the temperature of these countries. Group 1: We are going to London. It's at 51°N, 0°W. It's -2°C now. It's cold(colder than Kinmen). Group 2: We are going to Canberra, Australia. It's at -35°S, 149°E. It's 16°C now. It's hot(warmer than London).</p> <p style="text-align: center;">第 7 節結束</p>	5	實 作 評 量
<p style="text-align: center;">第 8 節雙語授課</p> <p>一、【引起動機】</p> <p>1.教師請學生說說這單元學到了什麼? 2.學生回答認識經緯線、緯度越高，氣溫越低等。 Let's play a game!(Review the longitude and latitude by the game.) https://www.abcya.com/games/latitude_and_longitude_practice</p> <p>二、【發展活動】</p> <p>1.請學生回答下列問題 Ask students to slap the O or X on board with a fly smasher after listening to the questions. T: After the game, let's see if you can answer these questions. Please line up in 2 rows, if you think it's true, smash the O; if you think it's false, hit the X. Understand? 在加拿大可以看到下雪，是因為緯度高，冬天很冷(O) 臺灣以北回歸線區分，以北是副熱帶氣候，以南是熱帶氣候，所以臺灣南、北部在冬天的氣候不一樣(O) 可從緯度高低可判斷氣候(O) 加拿大的緯度和台灣差不多(X) 台灣南部下雪的機率高於北部(X)</p>	5	口 頭 評 量
<p>Show questions and answers after each round, and have the class fix the wrong statements to see if they learn the concept well.</p> <p>三、【綜合活動】</p> <p>1.完成習作第 4-5 頁 T: Well done! Now please take out your workbooks and finish p.4-p.5 by yourselves.</p>	25	口 頭 評 量
	10	實 作 評 量

