

桃園市中壢區芭里國民小學 110 學年度第一學期
部分領域雙語計畫[翰林版二上生活課程] 主題一和風做朋友 課程計畫

主題名稱	和風做朋友		教學設計者	洪于嬭、張涵茵
教學對象	二年級上學期		教學節次	6 節課(240 分鐘)
核心素養	<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-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C2 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-1 事物特性與現象的探究。</p> <p>C-I-2 媒材特性與符號表徵的使用。</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> <p>F-I-4 對自己做事方法或策略的省思與改善。</p>			
學習表現	<p>2-I-1 以感官和知覺探索生活中的人、事、物，覺察事物及環境的特性。</p> <p>2-I-2 觀察生活中人、事、物的變化，覺知變化的可能因素。</p> <p>2-I-4 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>3-I-2 體認探究事理有各種方法，並且樂於應用。</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-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>7-I-1 以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</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	<ol style="list-style-type: none"> 1. 能利用各種感官觀察風對物體的影響。 2. 能發現風隨時存在我們的生活中。 3. 能發現風來了的變化。 4. 能發現物體被風吹動的姿態都不太一樣。 5. 了解風對我們生活的影響。 6. 能發現風在生活中的應用。 7. 探索讓風力玩具轉得更快的方法。 8. 能覺察風怎麼影響風力玩具的轉動。 			
教學方法	討論教學法、分組合作學習			
英語學習 content vocabulary / sentences patterns		Language of Learning		Language for Learning
	第一節	學生會嘗試說出的目標語 wind		教師的指導語和提問 How can you tell there's wind? The _____ is blowing.
	第二節	see, hear, feel		Can we _____ the wind.
	第三節	Wind is the movement of air.		Wind is the movement of air. You want to use _____ to make wind.
第四節	Wind is strong. Rain is heavy. We can not go out.		typhoon What do we have to do before a typhoon comes?	

		We can not go to school.	
	第五節	power, seeds	What can wind do for us? dry clothes, dry hair, fly a kite, make me feel cool, spin the pinwheel, generate power, spread seeds
	第六節	pinwheel, fast	How can you make your pinwheel spin faster?
課程安排/ 學習脈絡	節次	教學活動	課本頁數/ 習作頁數
	第一節	引起動機：利用教室電風扇帶出風的存在。 發展活動：小組討論風在我們四周，你怎麼知道風來了 (畫出來) 統整活動：討論風沒有顏色味道，可觀察到物體的變化	28.29
	第二節	暖身與複習：複習 How do you know there is wind? 發展活動：如何用不同的感官來感受風(see, feel, hear) 統整活動：We can see _____ blowing. We can feel wind blowing. We can hear wind blowing.	30.31
	第三節	暖身與複習：複習 How do you know there is wind? 發展活動：讓學生用不同方式製造不同強度的風。 統整活動：讓學生了解風的定義(空氣的流動會產生風)	30.31
	第四節	暖身與複習：複習 How do you know there is wind? What is wind? 發展活動：了解颱風對生活造成的不便與災害 統整活動：颱風來襲前的準備工作(學習單)	34
	第五節	暖身與複習：利用學習單複習颱風來襲前的準備工作 發展活動：討論風對生活上的幫助 統整活動：發現更多風在生活中的應用: 發電、帆船、風 乾食物...	35.36
	第六節	暖身與複習：複習討論風對生活上的幫助 發展活動：認識與風有關的玩具，風的玩具會動的原因 統整活動：如何讓風車轉得快	42.43

教學活動	時間	教具	評量
第一節 教學重點 利用教室電風扇帶出風的存在。 小組討論風在我們四周，你怎麼知道風來了(畫出來) 討論風沒有顏色味道，可觀察到物體的變化 一、引起動機 1. 教師先關掉教室電風扇，問學生的感受。 T: How do you feel? S: (學生可用中文回答，教師以簡單的英文回應 hot, not comfortable.)	5	電風扇	聆聽、發表

<p>2. 教師打開教室的風扇。</p> <p>T: How do you feel now?</p> <p>S: (學生可用中文回答，教師以簡單的英文回應 cool, comfortable)</p> <p>3. 教師問學生前後的差別是為什麼。</p> <p>T: Why do you feel better now?</p> <p>What makes the difference?</p> <p>S: 有風</p> <p>T: That's right. Because of the wind.</p> <p>4. 告訴學生今天要學習和風相關的主題。</p> <p>T: Today we are going to talk about wind.</p> <p>Can you see the wind?</p> <p>S: No</p> <p>T: If you can not see it, how can you tell there's wind?</p> <p>S: (學生可用中文回答，教師以簡單的英文回應 I can feel it. I can see things blowing.)</p>			
<p>二、發展活動</p> <p>1. 老師將學生分成 4 組，小組討論風在我們四周，怎麼知道風來了。老師發給每組 6 張紙(B5)，請他們將討論結果畫下來(每張紙畫一個 idea)。請學生用彩色筆畫。</p> <p>T: How can you tell there's wind?</p> <p>S: (窗簾在動，頭髮在動)</p> <p>The curtain is blowing.</p> <p>My hair is blowing.</p> <p>先讓學生說一、兩個就好，剩下的是要讓小組討論的。</p> <p>T: Very good. Please discuss with your group members. How can you tell there's wind? I'm going to give 6 pieces of paper to each group. Take out your markers. Please draw only one picture on one piece of paper. (教師一邊說明，一邊拿著 B5 的紙畫一張給學生看)</p> <p>2. 教師組間巡視並關心小組進行討論情形，並與小組做互動。</p> <p>T: What is the picture about? What is it?</p> <p>S: (學生可用中文回答，教師以簡單的英文回應)</p>	15	紙(B5) 彩色筆	畫圖
<p>3. 請第一組學生上台發表，並將圖片一一貼在黑板上，從第二組開始，發表的同時請他們將相同圖片放在一起。</p> <p>T: It is time to share your ideas. Let's start with group 1. Group 1 please come to the front. Bring your pictures with you. Use magnets to stick the pictures on to black board. Share your ideas with the class. When you are done, please go back to your seat. And then, it is group 2's turn.</p> <p>Please put similar pictures together.</p>	10		小組討論 小組上台發表

<p>三、統整活動</p> <p>1. 教師依照黑板上的圖片分類，帶領學生檢視一遍，同時將主要句子貼在該類的圖片上(The curtain is blowing. The hair is blowing. The paper is blowing. The flag is blowing.....)。準備多幾張空白的紙條，以便學生多想出來的 ideas，教師可以當場寫出來。</p> <p>T: How can you tell there's wind? What do you see? (指著第一種類的圖片問學生)</p> <p>S: (窗簾在飄動)</p> <p>T: Yes. The curtain is blowing. (同時將句子貼在那些圖片上)</p> <p>T: How can you tell there's wind? What do you see? (指著第二種類的圖片問學生)</p> <p>S: (頭髮在飄動)</p> <p>T: Yes. My hair is blowing. (同時將句子貼在那些圖片上)</p> <p>T: How can you tell there's wind? What do you see? (指著第三種類的圖片問學生)</p> <p>S: (紙張在飄動)</p> <p>T: Yes. The paper is blowing. (同時將句子貼在那些圖片上)</p> <p>T: How can you tell there's wind? What do you see? (指著第四種類的圖片問學生)</p> <p>S: (旗子在飄動)</p> <p>T: Yes. The flag is blowing. (同時將句子貼在那些圖片上)</p> <p>依此類推，把前面各組學生的 ideas 都檢視一遍，同時也貼上了句子。</p> <p>2. 引導學生思考風沒有顏色味道，如何知道有風，就是可觀察到物體的變化...</p>	10	句子條	聆聽、發表
<p>第一節 End</p> <p>第二節</p> <p>教學重點</p> <p>複習 How do you know there is wind?</p> <p>如何用不同的感官來感受風(see, feel, hear)</p> <p>討論總結： We can see the ___ blowing.</p> <p style="padding-left: 40px;">We can feel wind blowing.</p> <p style="padding-left: 40px;">We can hear wind blowing.</p> <p>一、暖身與複習</p> <p>複習上一節課的課程，教師請學生說出上節課重點：</p> <p>Show the question: How do you know there is wind?</p> <p>T: Can you see wind? (教師用肢體語言輔助理解)</p> <p>S: No.....</p> <p>T: You can not see the wind.</p>	5		發表、聆聽

<p>But what can you see? The <u>flag</u> is blowing. The <u>hair</u> is blowing. The <u>paper</u> is blowing. The <u>curtain</u> is blowing.</p> <p>T: What color is wind? (教師用肢體語言輔助理解) S: No color. T: Wind has no color.</p> <p>二、發展活動</p> <p>1.我們不能看見、聞到、嚐到風，但我們可以感受到風。</p> <p>T: How do you know there is wind? S: (用中文講) T: 我們可以看到風把東西吹動了。 T: Can you <u>see</u> the wind blowing? S: Yes, the curtain is blowing. The tree is blowing. T: Can you tell if the wind is strong by seeing it? S: 中文回答</p> <p>T: Can you <u>hear</u> the wind blowing? S: Yes. T: What sound do you hear? S: Weeee.../hooooo...</p> <p>T: Can you <u>feel</u> the wind blowing? S: Yes. The fan cools me down. The wind makes me blink. T: How do you feel when the wind is strong? S: 中文回答 T: How do you feel when the wind is light? S: 中文回答</p> <p>三、統整活動 教師總結本節上課重點:</p> <ol style="list-style-type: none"> 1. Can we smell the wind? We can't smell the wind. 2. Can we touch the wind? We can't touch the wind. 3. Can we taste the wind? We can't taste the wind. 4. Can we see the wind? We can't see the wind. 5. Can we feel the wind? We can feel the wind. 6. Can we hear the wind? We can hear the wind. <p>第二節 End</p>	25		聆聽、發表
	10		聆聽、發表

<p>第三節 教學重點</p> <p>利用教室電風扇強弱，讓學生感受風力的大小 讓學生用不同方式製作不同強度的風。 讓學生了解風的定義(空氣的流動會產生風)</p> <p>一、暖身與複習 複習上一節課的課程，教師請學生說出上節課重點：</p> <ol style="list-style-type: none"> 1. Can we smell the wind? We can't smell the wind. 2. Can we touch the wind? We can't touch the wind. 3. Can we taste the wind? We can't taste the wind. 4. Can we see the wind? We can't see the wind. 5. Can we feel the wind? We can feel the wind. 6. Can we hear the wind? We can hear the wind. <p>二、發展活動</p> <ol style="list-style-type: none"> 1. 教師利用教室電風扇強弱，讓學生感受風力的大小 T: Can you feel the difference? What's the difference? S: 中文回答 一開始風小，後來變大。 T: Yes. It was not strong. Now it is strong. What makes it different? S: 電風扇轉得快風就強，轉得慢風就弱。 T: 電風扇轉動了什麼? S: 風扇的扇葉。 T: 電風的扇葉轉動了什麼? S: (電風的扇葉轉動了空氣，引導學生說出電風的扇葉轉動了空氣) T: You're right! 電風的扇葉轉動了空氣，空氣的流動就是風。 Wind is the movement of air. 請學生用手搧一搧臉 T: Is the air moving? Can you feel the wind? Ss: Yes! 2. 讓學生了解風的定義(空氣的流動會產生風) T: Very good! Now you know wind is the movement of air. What is wind? 風是什麼? Wind is the movement of air. 空氣的流動就是風。 3. 小組討論身邊的一樣東西來製作風，把宣紙吹起來。 T: Can you make wind to blow the paper up? What do you want to use to make wind? Please discuss with your team members. 4. 兩組兩組進行競賽，看哪一組製作的風比較強，把宣紙吹得比較高。 T: Now group 1 comes to the front. What do you want to use to make wind? Ss: (我用墊板) 	<p>5</p> <p>15</p> <p>15</p>	<p>電風扇</p> <p>宣紙 棒子</p>	<p>口頭發表</p> <p>口頭發表</p> <p>小組討論、實做</p> <p>小組競賽</p>
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<p>T: Good. You want to use a writing mat to make wind. Please start to make wind to blow the paper up. Go, go, go!</p> <p>T: Now group 2. It is your turn. What do you want to use to make wind?</p> <p>Ss: (我用課本 ...)</p> <p>T: Good. You want to use a book to make wind. Please start to make wind to blow the paper up. Go, go, go!</p> <p>And so on. 依此類推 (When the game finish)</p> <p>T: Who is the winner?</p> <p>S: 第()組</p> <p>T: Congragulation.</p> <p>T: Our class uses different ways to move air and make wind.</p> <p>三、統整活動</p> <p>T: Now we know. What is wind?.</p> <p>S:空氣的流動就是風</p> <p>T: Wind is the movement of air. When air moves fast what would happen?</p> <p>S:會製造比較強的風。</p> <p>T:Yes.</p> <p>第三節 End</p>	5		聆聽、發表
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<p>第四節</p> <p>暖身與複習：複習 How do you know there is wind? What is wind? 發展活動：了解颱風對生活造成的不便與災害 統整活動：颱風來襲前的準備工作(學習單)</p> <p>一、暖身與複習</p> <ol style="list-style-type: none"> 1. 複習上節課的學習概念: 風是空氣的流動。 T: What is wind? S: 空氣流動產生風 T: Wind is the movement of air. T: What can we use to make wind? S: 書..... T: When air moves faster what would happen? S: 會製造比較強的風。 T: The wind is stronger. 2. 引導學生思考風有時候強，有時候弱，所以風有不同的種類。 T: Sometimes the wind is strong. What kind of strong wind do you know? S: 颱風、龍捲風 T: Excellent answers. Typhoons and tornadoes have strong winds. We don't have many tornadoes in Taiwan but we have many typhoons in summer every year. <p>二、發展活動</p> <ol style="list-style-type: none"> 1. 老師將學生分成 4 組，小組討論颱風來時會造成什麼生活上的不方便?老師發給每組 4 張紙(B5)，請他們將討論結果畫下來(每張紙畫一個 idea)。請學生用彩色筆畫。 T: What would happen when a typhoon comes? 颱風來時會造成什麼生活上的不方便? S: 風很大不能出門.... 先讓學生說一、兩個就好，剩下的是要讓小組討論的。 T: Very good. Please discuss with your group members. What would happen when a typhoon comes? I'm going to give 4 pieces of paper to each group. Take out your markers. Please draw only one picture on one piece of paper. You have 5 mins. (教師一邊說明，一邊拿著 B5 的紙畫一張給學生看) 2. 教師組間巡視並關心小組進行討論情形，並與小組做互動。 T: What is the picture about? What is it? S: (學生可用中文回答，教師以簡單的英文回應) 	<p>3</p> <p>10</p>	<p>紙(B5) 彩色筆</p>	<p>口頭發表</p> <p>聆聽發表</p>
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<p>3. 請第一組學生上台發表，並將圖片一一貼在黑板上，從第二組開始，發表的同時請他們將相同圖片放在一起。</p> <p>T: It is time to share your ideas. Let's start with group 1. Group 1 please come to the front. Bring your pictures with you. Use magnets to stick the pictures on to black board. Share your ideas with the class. When you are done, please go back to your seat. And then, it is group 2's turn.</p> <p>Please put similar pictures together.</p> <p>4. 教師帶領學生了解颱風帶來的不便，檢視分類後的圖片，並將圖字卡貼上來。</p> <p>風很大 the wind is strong 雨很大 the rain is heavy 不能出門 We can not go out. 放颱風假 We can not go to school.</p> <p>淹水 flood 停電 power outage 樹會倒 tree will fall over 花盆會掉落 a vase might drop from building 不能出去買菜 can not go grocery shopping 不能出去吃飯 can not go eat at restaurants</p> <p>三、統整活動</p> <p>1. 準備學習單，引導學生思考颱風來時應進行什麼準備，才能避免生活上的不方便。</p> <p>T: So, what do we have to do before a typhoon comes? Please find and check.</p> <p>2. 與學生核對答案，並總結：</p> <p>T: So, what do we have to do before a typhoon comes?</p> <p>stay at home close windows prepare food prepare water put away the flowerpots prepare candles or flashlights</p> <p>T: Stay at home to keep yourself safe. Watching news to get the latest information about the typhoon. (安全的待在家裡、隨時專注颱風動向及即時訊息)</p> <p>第四節 End</p>	<p>20</p> <p>7</p>	<p>學習單</p>	<p>小組討論 分類</p> <p>核對答案 口頭發表</p>
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<p>第五節</p> <p>暖身與複習：利用學習單複習颱風來襲前的準備工作 發展活動：討論風對生活上的幫助 統整活動：發現更多風在生活中的應用: 發電、帆船、風乾食物</p> <p>一、暖身與複習：利用學習單複習颱風來襲前的準備工作</p> <p>T: Last class we were talking about a typhoon. What do we have to do before a typhoon comes? S: 學生可以用中文回答</p> <p>T: Look at the worksheet, please. Point to the things we have to do before a typhoon comes.</p> <p>stay at home close windows prepare food prepare water put away the flowerpots</p> <p>T: What should we do when a typhoon comes ? S: 待在家，不要出去。 看新聞....</p> <p>T: Stay at home to keep yourself safe. Watching news to get the latest information about the typhoon.</p>	5	學習單	口頭發表
<p>二、發展活動</p> <p>1. 老師將學生分成 4 組，小組討論風對生活上的幫助?老師發給每組 4 張紙(B5)，請他們將討論結果畫下來(每張紙畫一個 idea)。請學生用彩色筆畫。</p> <p>T: What can wind do for us?討論風對生活上的幫助? S: 讓我們覺得涼爽 先讓學生說一、兩個就好，剩下的是要讓小組討論的。</p> <p>T: Very good. Please discuss with your group members. What can wind do for us? I'm going to give 4 pieces of paper to each group. Take out your markers. Please draw only one picture on one piece of paper. You have 5 mins. (教師一邊說明，一邊拿著 B5 的紙畫一張給學生看)</p> <p>2. 教師組間巡視並關心小組進行討論情形，並與小組做互動。</p> <p>T: What is the picture about? What is it? S: (學生可用中文回答，教師以簡單的英文回應)</p>	18	紙(B5) 彩色筆	小組討論 畫圖
<p>3. 請第一組學生上台發表，並將圖片一一貼在黑板上，從第二組開始，發表的同時請他們將相同圖片放在一起。</p> <p>T: It is time to share your ideas. Let's start with group 1. Group 1 please come to the front. Bring your pictures with you. Use magnets to stick the pictures on to black board. Share your ideas with the class.</p>	10	句子條	小組分享 分類

<p>When you are done, please go back to your seat. And then, it is group 2's turn.</p> <p>Please put similar pictures together.</p> <p>4. 教師依照黑板上的圖片分類，帶領學生檢一遍，同時將主要句子貼在該類的圖片上(dry the clothes, dry the hair, fly a kite, makes me feel cool, spin the pinwheel....)。準備多幾張空白的紙條，以便學生多想出來的 ideas，教師可以當場寫出來。</p> <p>T: What can wind do for us? S: 讓衣服變乾</p> <p>T: Yes. The wind can dry the clothes.(貼出字條) Anything else? What can wind do for us? S: 讓頭髮變乾</p> <p>T: Yes. The wind can dry the hair.(貼出字條) Anything else? What can wind do for us? S: 放風箏</p> <p>T: Yes. The wind can fly a kite.(貼出字條) Anything else? What can wind do for us? S: 讓我們覺得涼爽</p> <p>T: Yes. The wind can makes me feel cool.(貼出字條) Anything else? What can wind do for us? S: 讓風車轉動</p> <p>T: Yes. The wind can spin the pinwheel.(貼出字條)</p> <p>三、統整活動</p> <p>1. 教師統整並補充風對生活上的幫助，除了剛才小朋友討論出來的點子外，風還有其他重要功能。</p> <p>T: Now, you know wind can dry clothes, dry hair, fly a kite, make me feel cool, spin the pinwheel. What else can wind do for us?</p> <p>T: Can wind generate power? S:我聽過風力發電。</p> <p>T: It's called wind power. (風力發電 https://youtu.be/SdR3mzHjUUQ) Strong wind turns turbine's fan blades, and generates power. S: Wow.這樣我們就有電可以用了。 T:Thank wind.</p> <p>T: Can wind help spread seeds? S:風會把蒲公英的種子吹走...</p> <p>T:Some seeds are very light. Wind can blow those seeds away to new places. (風力傳播種子 6 分 22 秒的位置 https://youtu.be/YrLIQdlpinU) S: 那就到處都有蒲公英了。</p>	7	影片	口頭發表
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<p>T: Now please share with us how you made your pinwheel spin fast? Group: (各組發表，例如一起用力吹、跑快一點....)</p> <p>T: Good idea! You can blow the pinwheel hard. You can blow the pinwheel together. You can run faster to make the pinwheel spin faster.</p> <p>2-2 請學生透過實際操作玩風車，分組討論並探討教師請小朋友觀察背對風跑或是面對風跑，風車轉得比較快?</p> <p>T: Now, please put your pinwheel to face the wind and run. And then back to the wind and run..</p> <p>S: 學生實做。</p> <p>T: Which way makes the pinwheel spin faster? S: 風車在面向風時轉得比較快。</p> <p>T: Very good! When you face the wind and run, the pinwheel can spin faster.</p> <p>三、統整活動</p> <p>1. 複習如何讓風車轉得快。</p> <p>T: How can you make your pinwheel spin faster? S: (一起用力吹、跑快一點....)</p> <p>T: Good! You can blow the pinwheel hard. You can blow the pinwheel together. You can run faster to make the pinwheel spin faster.</p> <p>2. 複習面向風跑還是背對風跑，風車轉得比較快。</p> <p>T: Which way makes the pinwheel spin faster? S: 風車在面向風時轉得比較快。</p> <p>T: When you face the wind and run, the pinwheel can spin faster.</p> <p>第六節 End</p>	2		聆聽 發表
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What do we have to do before a typhoon comes?

Please circle the things you need to do.

 <p>Prepare candles</p>	 <p>Go wave watching</p>	 <p>Prepare food</p>
 <p>Stay home</p>	 <p>Prepare flashlights</p>	 <p>Close the window</p>
 <p>Watch the news</p>	 <p>Go out with an umbrella</p>	 <p>lean against window</p>