

110 學年度生活課程雙語教學教案(單元四)

1、課程架構

單元名稱	學習目標	學習內容 (含教學單元和教學主題)	學科英語單字/句型
五、 光和影	1.能順利玩手影遊戲。 2.能說出 2 種以上對影子的發現。 3.能在生活中找到各種不同的影子。 4.能理解影子必須由物體阻擋光線才能形成。 5.學生能透過實驗理解影子的方向及大小會由光線來源及方向而不一樣。	一和影子玩遊戲。 二影子怪獸。 三影子表演秀。	Vocabulary : shadow, light, sunlight, flashlight, projector Sentence pattern: What is a shadow? Where can we find shadow? Where does the shadow go? It is from the light.

2、單元設計

(一)單元架構

單元名稱	單元主題	單元活動
光和影	一、和影子玩遊戲	我會理解影子如何形成及辨認影子的方向及大小如何因光源而改變
	二、影子怪獸	我能覺察影子跟實際物品的不同，並創造自己的影子怪獸，並創造自己的影子怪獸
	三、影子表演秀	

(二)(每個單元)教學設計/教案

單元名稱	和影子玩遊戲	教學設計者	文湘娥、鐘筱嵐、謝依倩
學習對象	二年級下學期	學習節次	三節課(120分鐘)
學習內容	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-3 探究生活事物的方法與技能。</p> <p>D-I-4 共同工作並相互協助。</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>4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</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>		
學習目標	<ol style="list-style-type: none"> 1.能順利玩手影遊戲。 2.能說出 2 種以上對影子的發現。 3.能在生活中找到各種不同的影子。 4.能理解影子必須由物體阻擋光線才能形成 5.學生能透過實驗理解影子的方向及大小會由光線來源及方向而不一樣 6..覺察影子跟實際物品的不同。 7.能理解“杯弓蛇影”的故事並發現故事後發現影子帶來的錯覺及背後的啟示。 8.積極參與討論並創造自己的影子怪獸。 9.能認真聆聽影子繪本激發想像力。 		
教學方法	口頭提問、討論教學法、分組合作學習		
教學資源	<ul style="list-style-type: none"> ●教學 ppt。 ●回收物品。 		
學科英語詞彙	Vocabulary: shadow, light, sunlight, flashlight, projector, monster, animal		
學科英語句型(視教材內)	<p>Sentence patterns:</p> <p>What is a shadow?</p> <p>Where can we find shadow?</p> <p>Where does the shadow go?</p> <p>It is from the light.</p>		

容)	Whose shadow is it?		
教學主題一: 光和影		教學資源	評量
<p>活動一 和影子玩遊戲 Play with the hand shadow.</p> <p>一、引起動機：(10')</p> <p>(老師利用手部呈現影子於白色螢幕上。)</p> <p>(Teacher turns on the projector and makes a hand shadow on the screen.)</p> <p>T: What is this?</p> <p>Ss: 影子</p> <p>T: Yes, it's a shadow. What do you see?</p> <p>Ss: It's a dog. / a fish. / a rabbit. (學生自由回答。)</p> <p>T: Can you show me other animals?</p> <p>(請學生上台表演手影)</p> <p>T: Good job! Let's try again, group by group. 每一組想一想，一起做出一隻動物! Ready? Go! (請學生討論完再分組上台呈現動物)</p> <p>T: Group one, show us your shadow animal! What animal do you see?</p> <p>Ss:...(請其他組別猜猜看是什麼影子動物)</p> <p>(教師依序請各組上台呈現動物)</p> <p>二 發展活動：(25')</p> <p>(一)教師請學生辨別影子生成的原因</p> <p>T: What is a shadow?</p> <p>Ss: 自由回答。</p> <p>T: How can we make a shadow? 需要哪些東西才能製造影子呢?</p> <p>Ss: 自由回答。</p> <p>T: Yes. We need lights 光。Where can we see lights?</p> <p>Ss: 自由回答。</p> <p>T: Yes. Sunlight, flashlight (拿出手電筒來輔助), and projector (指向投影機). We have lights now. Where can we find shadows?</p> <p>Ss: 自由回答。</p> <p>T: Good. In the playground. / In the classroom. / On the wall./Anywhere (用 PPT 輔助)</p>		<p>ppt</p> <p>Ppt 手電筒</p>	<p>態度 檢核 參與 討論</p> <p>專心 聆聽 口語 評量</p>

<p>T: Who has a shadow? Ss:.....</p> <p>T: Anyone/Anything has a shadow with the light on. (二)教師請學生辨別影子生成的變化</p> <p>T: Look here! What's this? Ss: It's a bird. T: A big bird or a small bird? Ss: A big bird. T: What about this one? A big bird or a small bird? Ss: A small bird. T: Why? How do you make the shadows big or small? Ss: 自由回答。</p> <p>T: Yes. Move the bird close to the light, it's small. Move the bird far from the light, it's big. 靠近光和遠離光就會有大小的不同唷! Do you want to try? Ss: Yes. T: Here's one flashlight for every group. One student holds the flashlight. Other students try to make big or small shadow animals. (各組練習觀察手和光的距離，投射物件的大小變化)</p> <p>T: I need a little helper now. Ss: Me! T: Make a bird, please. Don't move! Everyone, look at the shadow. Shadow one and shadow two. 有什麼不一樣? (老師移動光源的角度，改變影子的形狀)</p> <p>Ss: 自由回答。</p> <p>T: Good! Thank you, ...! Please go back to your seat. Look here! This is a little boy. This is sunlight. Where does the shadow go? Ss: 自由回答。</p> <p>T: Are you sure? Talk with your group. You have 1 minute. Are you done? What's your answer? Ss: 自由回答。</p> <p>T: Bingo! The answer is ... Let's try one more time! Look here! This is a little girl. This is sunlight. Where does the shadow go? Ss: 自由回答。</p> <p>T: Are you sure? Talk with your group. You have 1 minute. Are you done? What's your answer? Ss: 自由回答。</p> <p>T: Bingo! It's your turn to try. Here's one flashlight for every group. One student makes a shadow animal. Don't move! Other students move the flashlight up and down. (各組練習觀察光的高低，所產生的影子不同)</p>	<p>參與 態度 課堂 參與</p> <p>ppt</p>
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<p>三 綜合活動：(5')</p> <p>綜合以上討論，讓學生理解影子必須由物體阻擋光線才能形成，且影子的方向會由光線來源而不一樣。</p> <p>T: If we want to make a shadow, we need light, 物體，像是 hands, body, and background 背景。Do you know we have very special 鐘聲?</p> <p>(老師哼出學校鐘聲，帶學生一起練習主題歌曲)</p> <p>T: Can you see the shadow here? It is from the light.</p> <p>[總結性-口語評量]：檢視學生是否能聽懂 shadow, light 及能理解影子必須由物體阻擋光線才能形成，且影子的方向及大小會由光線來源及方向而不一樣。且能跟著旋律吟唱利用學校鐘聲音樂改編的歌曲。</p> <p>[對應學習目標]：</p> <ol style="list-style-type: none"> 1.能說出 2 種以上對影子的發現。 2.能在生活中找到各種不同的影子。 3.能辨認影子的方向及大小如何因光源而改變 <p>～～第 1 節結束～～</p>	ppt	態度 檢核 課堂 參與
<p>活動二 影子怪獸</p> <p>一、引起動機：(10'')</p> <p>老師引導學生上次唱的下課鐘聲改編的歌曲。</p> <p>T: (哼唱歌曲的旋律) Do you remember this song?</p> <p>Ss: Yes.</p> <p>T: Let's sing it together! "Can you see the shadow here? It is from the light."</p> <p>T: Good job! Light can make different shadows. What kinds of shadows?</p> <p>Ss: Big, small, long, short.</p> <p>T: Good job! Why do we have different shadows?</p> <p>Ss: 自由回答。</p> <p>T: Yes! Close and far, high and low. 老師把歌曲加上更多東西囉! Look!</p> <p>Can you see the shadow here? It is from the light. It is small and big, long and super short, because of the light.</p> <p>二 發展活動：(20')</p> <p>(一) 教師講述有名的“杯弓蛇影”故事。</p>	ppt	態度 檢核 課堂 參與

<p>T: It's story time. Long, long time ago, there is a man called “樂廣.” He has many friends or girlfriends? Ss: Friends. T: His friends like to go to his house. What do they do together? (老師指向 PPT) Ss: 自由回答。 T: Yes. They eat and drink together. But look at this friend. Is he happy or sad? Ss: He is sad. T: Why? Because he sees a snake in his drink. Does he drink it? Ss: No. T: That's right. He goes home and gets sick. What does 樂廣 do? Ss: 自由回答。 T: Yes. 樂廣 goes to visit his friend. His friend tells 樂廣 about the snake in his drink. After 樂廣 goes home, what does he see? Ss: 自由回答。 T: Yes. He sits down and picks up the drink. What does he see? Ss: A snake. T: Where does the snake come from? Ss: 自由回答。 T: It is not a snake. It is an arch on the wall. That's why we say “杯弓蛇影.” (二) 教師帶領學生製造自己的影子怪獸。 T: Do you like the story? Ss: 自由回答。 T: Look here! What do you see? Ss: 自由回答。 T: Is it scary? 可不可怕? Ss: Yes. T: But it's a cute dog. (老師秀出實際動物) Look at this one. What do you see? Ss: 自由回答。 T: No. It's a mailbox. (老師秀出實際物品) Look at this one. What do you see? Ss: 自由回答。 T: No. It's a cat. (老師秀出實際動物) Look at this one. What do you see?</p>	<p>ppt 小白板 白板 筆 各種物品</p> <p>Ppt</p>	<p>態度 檢核 課堂 參與</p> <p>態度 檢核 課堂 參與 口語 評量</p>
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<p>Ss: 自由回答。</p> <p>T: No. It's a rose. (老師秀出實際動物) Now, it's your turn. 換你們來試試看。每一組自己找出物品，用手電筒來創造影子怪獸，把怪獸畫下來。</p> <p>(每組學生利用手邊的物品，創造自己的影子怪獸)</p> <p>T: Are you done? Group One, show us your shadow monster.</p> <p>(第一組展示圖畫)</p> <p>T: What do you have in the shadow?</p> <p>Ss: (說出影子怪獸裡面的物件)</p> <p>(各組輪流展示)</p> <p>三 綜合活動：(10')</p> <p>老師利用影子繪本，帶領學生探索想像力</p> <p>T: Let's read a story! Whose shadow is it? Take a look! Guess!</p> <p>[總結性-口語評量]：檢視學生是否能聽懂“杯弓蛇影”的故事及能發揮想像力運用身邊的物品，創造自己的影子怪獸並分享。</p> <p>[對應學習目標]：</p> <ol style="list-style-type: none"> 1.覺察影子跟實際物品的不同。 2.能理解“杯弓蛇影”的故事並發現影子帶來的錯覺。 3.積極參與討論並創造自己的影子怪獸。 4.能認真聆聽影子繪本激發想像力。 <p>～～第2節結束～～</p> <p>活動三 神奇變身術</p> <p>一、引起動機：(5'')</p> <p>(一)老師複習利用垃圾車的音樂改編的歌曲。</p> <p>T: Look at this picture! Which bin is this?</p> <p>Ss: Plastic bin!</p> <p>T: Look at this picture! Which bin is this?</p> <p>Ss: Paper bin!</p> <p>T: Look at this picture! Which bin is this?</p> <p>Ss: Glass bin!</p> <p>T: Look at this picture! Which bin is this?</p> <p>Ss: Metal bin!</p> <p>T: Do you remember our special song? Let's sing it again.</p>	<p>ppt</p> <p>回收 物品 製作 的樂 器與 玩具</p>	<p>實作 評量</p> <p>態度 檢核 課堂 參與 專心 聆聽</p>
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<p>Plastic, paper, glass, and metal. Food waste, recyclable! Plastic, paper, glass, and metal. Food waste, recyclable!</p> <p>(二) 老師利用 Baamboozle game 複習回收分類</p> <p>T: It's Baamboozle time! Where do these things go? Group 1, A, B, C, or D? (教師將學生分成三組回答)</p> <p>https://www.baamboozle.com/game/936213</p> <p>Ss: A! Glass!</p> <p>(引導各個組別進行 Baamboozle 遊戲，將廢棄物分類。每組進行五次回答，第一次全組回答，後來的次數由小組派不同代表個別回答，教師公布最高分組別並給予鼓勵)</p> <p>二 發展活動：(30')</p> <p>學生分享再利用以及應用回收物所製作的成品。</p> <p>T: Do you remember 3 R's?</p> <p>Ss: Yes!</p> <p>T: The first R is for ...</p> <p>Ss: Reduce.</p> <p>T: Good job! The second R is for ...</p> <p>Ss: Recycle.</p> <p>T: Good job! The third R is for ...</p> <p>Ss: Reuse.</p> <p>T: Good job! How can we reuse things?</p> <p>Ss: ...</p> <p>T: So many ideas! Let's take a look! 介紹你的作品的時候，可以說些什麼呢?</p> <p>Look here! You can say ...</p> <p>"Hello! We are Group 1. This is a/an _____. We use it again."</p> <p>T: Say it together!</p> <p>Ss: ...</p> <p>T: Or you can say ...</p> <p>"Hello! We are Group 1. This is a/an _____. We made it from _____."</p> <p>T: Say it together!</p> <p>Ss: ...</p> <p>T: Are you ready? Let's welcome Group ...!</p> <p>(老師讓學生分組上台介紹自己的再利用成品)</p> <p>T: Good job! Group ...!</p> <p>(二) 教師分享用回收物品製作的樂器與玩具</p> <p>T: It's fun time! Magician Karen made something fun. This is a shadow puppet theater here. 皮影戲舞台在這裡! I made it from a paper box and some</p>	<p>ppt</p>	<p>專心 聆聽 態度 檢核 課堂 參與</p> <p>專心 聆聽 態度 檢核</p> <p>課堂 參與 專心 聆聽 態度 檢核</p>
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<p>paper.</p> <p>Ss: Yeah!</p> <p>T: You can have a show! Are you ready for some fun?</p> <p>Ss: Yes!</p> <p>T: Who wants to try? (老師讓學生體驗回收再利用製作的皮影戲舞台，做為下一單元影子主題的暖身活動)</p> <p>T: Make the boy run! Make the dog jump!</p> <p>三 綜合活動：(5')</p> <p>老師教唱歌曲。</p> <p>T: Let's sing our special song again but something is different!</p> <p>Reduce, reuse, and recycle. Make the world beautiful. Reduce, reuse, and recycle. Make the world beautiful.</p> <p>[總結性-口語評量]：檢視學生是否能聽懂 What do you make with the milk carton?及能發表如何回收再利用。且能跟著旋律吟唱利用垃圾車的音樂改編的歌曲。</p> <p>[對應學習目標]：</p> <ol style="list-style-type: none"> 1.探索減少垃圾空間的方法 2.發現回收資源在生活中如何再利用 <p>~~ 第3節結束 ~~</p>		<p>課堂 參與 態度 檢核</p> <p>態度 檢核 課堂 參與</p>
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