

介達國小 108-1 英語融入綜合活動教案

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| 領域類別 | | 英語融入綜合活動領域 | 適用年級 | 6 年級 |
| 活動名稱 | | 良好的家人互動 | 教學時間 | 共 160 分鐘 |
| 授課教師 | 主教 | 莊佳蓁 | 每週上課 節數 | 1 節，共 4 節 |
| | 協同 | 黃建翔 | | |
| 教材來源 | | 南一 綜合活動 6 上 第 11 冊 | | |
| 教學資源 | | 課本 | | |
| 評量方式 | | (1)活動參與程度(2)口頭發表表現 (3)小組討論貢獻程度(4)學習單習寫態度 | | |
| 能力指標 | | 2-3-3 覺察家人的生活方式，分享改善與家人相處的經驗。 | | |
| <p>一、 暖身活動：</p> <p>藉由課本第四、五兩頁帶領學生分享自己與家庭成員間的生活型態與相處方式，如：家事分工狀況、休閒活動的喜好、家人飲食習慣、電視節目的選擇與時間分配……等之日常生活點滴。</p> <ul style="list-style-type: none"> ◆Can you briefly introduce your family? ◆Do you do any housework at home? ◆What do your family members usually do when they have free time? ◆Is there anything you usually do with your family? What is that? ◆Do you enjoy doing it with your family? Why? <p>二、 發展活動：</p> <p>將其中「做家事」之討論議題做延伸，請大家分享自己在家會幫忙做些什麼來分擔家務，與家人之互動又是如何？</p> <ul style="list-style-type: none"> ◆Please share with us the housework you do at home. (sweep the floor, mop the floor, do the laundry, do the dishes, cook.) ◆How do you interacte with your family members in your daily life? ◆How do you feel when interacting with them? <p>三、 統整活動：</p> | | | | |

請學生利用時間想想，家中其他家庭成員人在家裡的角色又是如何？如果站在家人立場思考，你覺得家人們對於你對別人的互動及相處方式之感受又是如何？

◆What are the other family members' roles in the family?

◆Does your family like the way you interact with them? Why?

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| 授課教師 | 主教 | 莊佳蓁 | 每週上課 節數 |
| | 協同 | 黃建翔 | |
| 教材來源 | 南一 綜合活動 6 上 第 11 冊 | | |
| 教學資源 | 英語繪本《The Piggybook》 | | |
| 評量方式 | (1)活動參與程度(2)口頭發表表現 (3)小組討論貢獻程度(4)學習單習寫態度 | | |
| 能力指標 | 2-3-3 覺察家人的生活方式，分享改善與家人相處的經驗。 | | |

一、閱讀前：

請學生看繪本封面進行猜測。

- ◆ Look at the cover. What do you see?
- ◆ Take a guess. Who are they? What's their relationship?
- ◆ Take a guess. What is the story about?
- ◆ Look at the title "Piggybook". What is "Piggy"? What is a "Piggybook"?
- ◆ Take a guess. Are they happy?
- ◆ Do you think everybody can be happy at the end of the story?

二、閱讀中：

教師以提問方式帶領學生進行繪本導讀。

- ◆ where was Mrs. Piggott?
- ◆ What did Mr. Piggott and the boys say and do every morning?
- ◆ What did Mrs. Piggott do every morning?
- ◆ What did Mr. Piggott and the boys say and do every evening?
- ◆ What did Mrs. Piggott do every evening?
- ◆ Take a guess. Was Mrs. Piggott happy? Why?
- ◆ What did Mrs. Piggott write to Mr. Piggott and the boys?
- ◆ Do you agree with Mrs. Piggott? Why?
- ◆ Look at the house. What do you see in the house?
- ◆ What happened to Mr. Piggott and the boys?
- ◆ What would happen next? Would the mother come home?
- ◆ What happened after Mrs. Piggott came back? What were the changes?
- ◆ Did Mr. Piggott and the boys like the change?

◆Did Mrs. Piggott like the change? How do you know?

三、閱讀後：

教師請學生思考並推論以下提問。

- ◆At the beginning of the story, who was not happy?
- ◆At the end of the story, who was happy?
- ◆Do you like the story? Why? / Why not?
- ◆How about your family? Who does the housework in your family?
- ◆Are you all happy? If not, what can you do?

成果照

The image displays four student hand-drawn mind maps and notes related to the story 'Piggyback'. Each student has created a central concept (usually 'Piggyback' or '豬書') and connected it to various details from the story, such as characters, events, and their own reflections.

- Top Left:** A mind map with 'Piggyback' at the center. Branches include '早上' (Morning) with tasks like '去上班' (Go to work), '整理床鋪' (Tidy up), and '洗碗' (Wash dishes); '媽媽回來' (Mom comes home) with '大家開心的做家事' (Everyone happily does housework); and '媽媽不見了' (Mom is missing) with '媽媽不見了' (Mom is missing), '東西, 突然有一天' (Things, one day), '在準明不要吃的' (Don't eat tomorrow), '洗衣服, 洗碗' (Wash clothes, wash dishes), '煮晚餐, 洗碗' (Cook dinner, wash dishes), '的傍晚六點還要' (At 6 PM in the evening), '去上班, 下班後' (Go to work, after work), '整理完床單後' (After tidying up the bed), '然後洗碗, 吸地板' (Then wash dishes, vacuum), '都要準備早餐' (Have to prepare breakfast), '媽媽每天早上' (Mom every morning), '準備早餐' (Prepare breakfast), '拿明吃的' (Get what to eat), '成豬了' (Became a pig), '孩子都變' (Children all changed).
- Top Right:** A mind map with 'piggyback' at the center. Branches include '媽媽很不開心' (Mom is very unhappy), '媽媽早上做家務' (Mom does housework in the morning), '去上班' (Go to work), '整理床鋪' (Tidy up), '洗碗' (Wash dishes), '衣服' (Clothes), '大家開心的做家事' (Everyone happily does housework), '媽媽不見了' (Mom is missing), '東西, 突然有一天' (Things, one day), '在準明不要吃的' (Don't eat tomorrow), '洗衣服, 洗碗' (Wash clothes, wash dishes), '煮晚餐, 洗碗' (Cook dinner, wash dishes), '的傍晚六點還要' (At 6 PM in the evening), '去上班, 下班後' (Go to work, after work), '整理完床單後' (After tidying up the bed), '然後洗碗, 吸地板' (Then wash dishes, vacuum), '都要準備早餐' (Have to prepare breakfast), '媽媽每天早上' (Mom every morning), '準備早餐' (Prepare breakfast), '拿明吃的' (Get what to eat), '成豬了' (Became a pig), '孩子都變' (Children all changed).
- Bottom Left:** A mind map with 'Piggybook' at the center. Branches include '早上 morning' (Morning), '做早餐' (Cook breakfast), '吸地' (Vacuum), '整理床鋪' (Tidy up), '洗碗' (Wash dishes), '媽媽回來' (Mom comes home), '開心的做家事' (Happily does housework), '媽媽不見了' (Mom is missing), '東西, 突然有一天' (Things, one day), '在準明不要吃的' (Don't eat tomorrow), '洗衣服, 洗碗' (Wash clothes, wash dishes), '煮晚餐, 洗碗' (Cook dinner, wash dishes), '的傍晚六點還要' (At 6 PM in the evening), '去上班, 下班後' (Go to work, after work), '整理完床單後' (After tidying up the bed), '然後洗碗, 吸地板' (Then wash dishes, vacuum), '都要準備早餐' (Have to prepare breakfast), '媽媽每天早上' (Mom every morning), '準備早餐' (Prepare breakfast), '拿明吃的' (Get what to eat), '成豬了' (Became a pig), '孩子都變' (Children all changed).
- Bottom Right:** A mind map with 'Piggy/book' at the center. Branches include '故事大意' (Story summary), 'Piggy/book', '洗衣服 do the laundry' (Wash clothes), '晚上' (Evening), '煮晚餐 make dinner' (Cook dinner), '熨衣服 do the ironing' (Iron clothes), '做全家早餐 make breakfast' (Cook family breakfast), '吸土 do the vacuum' (Vacuum), '洗碗 do the dishes' (Wash dishes), '吸土 do the floor' (Vacuum floor), 'You are pigs', '終於在某天晚上媽媽走了, 在鞋上留下一封信。' (Finally one day mom left, left a letter on the shoe), '過了幾天媽媽回來, 鞋子跟爸爸都變豬了, 媽媽跟爸爸都變豬了, 媽媽跟爸爸都變豬了。' (After a few days mom came back, shoes and dad became pigs, mom and dad became pigs, mom and dad became pigs).

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| 活動名稱 | 暖化警戒綠色生活 | 教學時間 | 共 160 分鐘 |
| 授課教師 | 主教 | 莊佳蓁 | 每週上課 節數 |
| | 協同 | 黃建翔 | |
| 教材來源 | 南一 綜合活動 6 上 第 11 冊 | | |
| 教學資源 | 英語繪本《10 Things I Can Do to Help My World》 | | |
| 評量方式 | (1)活動參與程度(2)口頭發表表現 (3)小組討論貢獻程度(4)學習單習寫態度 | | |
| 能力指標 | 4-3-3 覺察環境的改變與破壞可能帶來的危險，並珍惜生態環境與資源。 | | |

PartA

- 一、 教師帶領學生閱讀環保議題相關繪本《10 Things I Can Do to Help My World》
- 二、 問題討論：
 1. Why should we switch off the light?
 2. Why should we trun off the tap?
 3. Why should we put the litter in the bin?
 4. Why should we use both side of paper?
 5. Why can we make toys from old boxes?
 6. Why walking to school can help the world?
 7. Why planting trees can help the world?
 8. Why should we sort the recycling?
- 三、教師總結環保重要性。

Part B

- 一、 藉由「企鵝與北極熊的明天」的影片觀賞，讓學生從影片中了解全球暖化的危機。
- 二、 教師提問：
 1. In the film, what happen to the penguin and polar bear?
 2. Why the penguin and polar bear can only live on a small iceburg?

- 三、 介紹溫室效應(global warming) - 溫室效應是自然現象，但人為活動(燃燒化石燃料 burning fossil fuels)產生過多的溫室氣體與效應。
- 四、 說明全球暖化現象 -全球暖化就是地球表面的平均溫度(mean temperature)持續升高，也就是說地球發燒了。
- 五、 討論全球暖化所造成的氣候變遷(climate change)以及對環境的影響：
 1. 極端氣候發生機率增高(如乾旱 [drought]、水災 [floods]) - 溫度升高影響水循環(the water cycle)，造成氣候變遷。
 2. 冰層溶解、冰河消退。
 3. 海平面上升。
 4. 疾病擴散。
- 六、 教師統整地球暖化對環境之影響。

Part C

- 一、 除了全球暖化之外，我們的生活環境也正遭受不同種類的破壞。教師分別請學生以繪製心智圖方式報告各種不同層面之破壞：
 1. 水災(floods) 2. 海嘯(tunami) 3. 龍捲風(tornado)
 4. 土石流(landslide) 5. 颱風(typhoon)
 6. 地震(earthquake) 7. 空氣汙染(air pollution)
 8. 水汙染(water pollution)
 9. 地層下陷(subsidence)
- 二、 針對學生的報告內容，教師請學生好好反省思考地球正面臨的困境，並同樣以繪製心智圖方式規劃自己能實踐環保生活之方式，以實際行動拯救地球。
- 三、 為響應環保，教師將學生分三組，請學合力製作不同議題之環保宣導海報，並張貼於校園四周，提倡環境保護之重要性。

成果照

