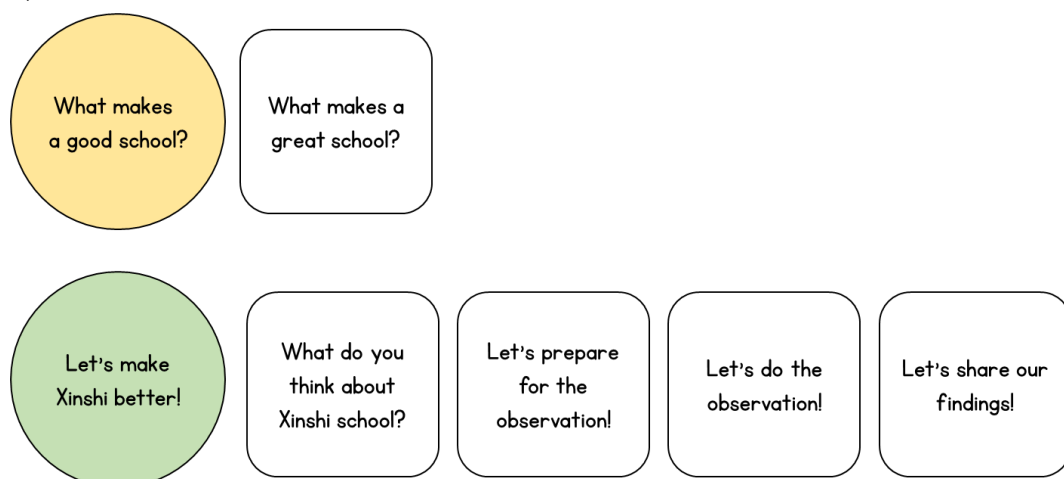


110 學年度綜合課程雙語教學教案

一、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
Let's make our school better!	學生能夠應用先前所歸納出的三項準則 Safe environment, Clean environment 和 Nice people 反思新市校園的狀況，並且以小組合作的方式完成觀察記錄，並和同儕分享自己的發現。	<ul style="list-style-type: none"> ▪What do you think about Xinshi school? ▪Let's prepare for the observation! ▪Let's do the observation! ▪Let's share our findings! 	safe environment, clean environment, nice people

二、單元設計

(一)單元架構

單元名稱	單元主題	單元活動
Let's make our school better!	What do you think about Xinshi school?	What do you think about the safe environment in Xinshi?
		What do you think about the clean environment in Xinshi?
		What do you think about the nice people in Xinshi?
	Let's prepare for the observation!	How can we work better in a team?
		Let's choose the topic for our team!
		How can we do the observation?
	Let's do the observation!	Let's do the observation!
Let's share our findings!	Let's share!	

		It's time for reflection!
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(二) 教學設計/教案

單元名稱	Let's make our school better!	教學設計者	許家菁、尤曉雯
學習對象	三年級	學習節次	18 節課(720 分鐘)
學習內容	Bb-II-1 團隊合作的意義與重要性。 Bb-II-3 團體活動的參與態度。 Cd-II-1 生活中環境問題的覺察。		
學習表現	2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。 3d-II-1 覺察生活中環境的問題，探討並執行對環境友善的行動。		
學習目標	<p>學生能夠.....</p> <ul style="list-style-type: none"> •應用三項準則 Safe environment, Clean environment 和 Nice people，反思新市校園現況。 •透過實際觀察，發現校園內的問題。 •統整觀察結果，製作分享海報。 •與團隊成員相互合作。 •與同儕分享自我的想法。 		
教學方法	教師講述、學生討論		
教學資源	PPT、多媒體影片、教師自編學習單、小組討論板、白板筆、板擦		
學科英語詞彙	environment, people, safe environment, clean environment, nice people		
學科英語句型 (視教材內容)	<p>We focus on (safe environment / clean environment / nice people).</p> <p>We are going to observe the (playground / hallway / classroom / restroom).</p> <p>We (saw / heard / felt) _____.</p>		
<p>Let's make Xinshi better!</p> <p>教學主題一: What do you think about Xinshi school?</p>		教學資源	評量
<p>活動一 What do you think about the safe environment in Xinshi?</p> <p>一、引起動機：(5'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪What are the standards of a great school?</p> <p>-教師透過 PPT，引導學生複習三項準則。</p>		PPT	學生

<p>T: Do you remember the three standards of a great school? What are they? SS: Safe environment. / Clean environment. / Nice people.</p> <p>二、發展活動：(30")</p> <p>▪What do you think about the safe environment in Xinshi?</p> <p>-教師引導學生聚焦思考 Safe environment 這個向度，並且發下星級評量表，請學生個別針對 Safe environment 這個向度，給予評量，並且註記原因。</p> <p>T: Today, we'll focus on the safe environment in Xinshi. Everyone, look at the chart. For the safe environment, how many stars can Xinshi get? Do you think Xinshi can do better for the safe environment? Please color the stars by yourselves.</p> <p>SS: (在評量表上畫記星號。)</p> <p>T: I see some of you give Xinshi five stars. Some of you give Xinshi three to four stars. That means you think the environment in Xinshi is safe but still can do better, right? Now, I want you to write down the reasons why. I separate the school into these areas: around the playground, around the classroom and around the school gate. Can you think about it? Is there anything that our school can do better for the safe environment? 接下來，我想要請你告訴我原因，為什麼在 Safe environment 這部分，你會給新市這樣數量的星星呢?是因為新市有哪些地方做得很好嗎?還是有哪些地方可以做得更好呢? (教師進行行間巡視，確認學生的書寫狀況。)</p> <p>-學生完成個別思考後，教師則發下討論版，請學生在小組內相互分享彼此的想法，並且彙整出小組的討論結果。</p> <p>T: In this round, you're going to talk to your teammates. Please share your ideas and write them down on the discussion boards. (教師進行行間巡視，確認學生的討論狀況。)</p> <p>T: What do you think about the safe environment in Xinshi? SS from group one:我們現在在討論校門口，我們覺得校門口太矮了，大家可以直接就從外面爬進來。</p> <p>T: Ok! So, you're talking about the area around the school gate. You think the school gate is too low. It's not safe. Good job! Please write down your ideas.</p>	<p>PPT Worksheet Discussion boards Markers Erasers</p>	<p>能夠理解提問並且回應</p> <p>學生能夠完成學習單任務</p> <p>學生能夠進行小組討論並分享自己的想法</p>
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<p>-待學生完成小組討論後，則請各小組輪流和全班分享討論的結果，在每一輪的分享中，每一組需指派一位學生作為分享者，教師同時將學生的想法記錄於黑板上。</p> <p>T: Now, we're going to share the ideas with all your classmates. I want to collect the ideas from your class. In each round, you'll take turns to be the speakers. Please pick one idea from your discussion boards and share with us. First, can I invite A to be the speaker? A, get the discussion board, please. Group one, who's the speaker? Mike, which area do you want to talk about? SS from group one: Classroom.</p> <p>T: Ok, around the classroom. What do you think?</p> <p>SS from group one: 我們常常會看到很多人在走廊上奔跑。</p> <p>T: Many students run on the hallways. How about group two? Which area do you want to talk about?</p> <p>SS from group two: School gate.</p> <p>T: Ok. What do you think?</p> <p>SS from group two: 校門口那邊的地板很滑，很多人放學的時候都會用跑的衝出校門，很容易不小心就跌到。</p> <p>T: You think the floor is slippery around the school gate and many students run around the school gate. It's not safe.</p> <p>三、綜合活動：(5')</p> <p>▪Let's check your notes!</p> <p>-學生在聽完分享後，可以檢視自己的筆記，將內容補充得更完整。</p> <p style="text-align: center;">~~第1節結束~~</p>	Worksheet	學生 能夠 完成 學習 單任 務
<p>Let's make Xinshi better!</p> <p>教學主題一: What do you think about Xinshi school?</p>	教學 資源	評量
<p>活動二 For the clean environment, how many stars can Xinshi get?</p> <p>一、引起動機：(10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p>		

<p>-待學生完成小組討論後，則請各小組輪流和全班分享討論的結果，教師同時將學生的想法記錄於黑板上。</p> <p>T: It's time to share your ideas with us! You'll take turns being the speakers. Can I invite B to be the speakers first? B, get ready for the discussion board. Group one, here we go! Which area do you want to talk about? SS from group one: Restroom.</p> <p>T: Ok! What do you think? SS from group one: 常常有人使用完廁所以後忘記沖水，然後整個廁所就會變得很臭。</p> <p>T: You think the restrooms are smelly because many people forget to flush the toilets. Ok! How about group two? Which area do you want to talk about? SS from group two: Around the classroom. 走廊上常常會看到垃圾，而且是從班級內飛出來的。</p> <p>T: You see some trash on the hallways.</p> <p>三、綜合活動：(5')</p> <p>▪Let's check your notes!</p> <p>-學生在聽完分享後，可以檢視自己的筆記，將內容補充得更完整。</p> <p style="text-align: center;">~~第2節結束~~</p>	Worksheet	學生 能夠 完成 學習 單任 務
<p>Let's make Xinshi better! 教學主題一: What do you think about Xinshi school?</p>	教學 資源	評量
<p>活動二 For the nice people, how many stars can Xinshi get?</p> <p>一、引起動機：(10")</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪What are the standards of a great school?</p> <p>-教師透過 PPT，引導學生複習三項準則。</p> <p>T: Do you remember the three standards of a great school? What are they? S1: Safe environment.</p>	PPT	學生 能夠

<p>T: (教師於 PPT 上呈現圖片和目標字。) Let's try again! Safe environment.</p> <p>SS: Safe environment.</p> <p>T: So, how about the second one?</p> <p>S2: Clean environment.</p> <p>T: Great! (教師於 PPT 上呈現圖片和目標字。) Let's say it again! Clean environment.</p> <p>SS: Clean environment.</p> <p>T: And the last one is...</p> <p>S3: Nice people.</p> <p>T: Excellent. (教師於 PPT 上呈現圖片和目標字。) One more time. Nice people.</p> <p>SS: Nice people.</p>		<p>理解 提問 並且 回應</p>
<p>二、發展活動 : (25")</p> <p>▪For the nice people, how many stars can Xinshi get?</p> <p>-教師引導學生聚焦思考 Nice people 這個向度，並且發下星級評量表，請學生個別針對 Nice people 這個向度，給予評量，並且註記原因。</p> <p>T: Last time, we talked about the nice environment in Xinshi. Today, we'll move to the next one. We'll focus on the nice people. This is your mission sheet for today. Look here! What do you have to do?</p> <p>Ss:要塗星星。</p> <p>T: That's right! You have to color the stars first. For the nice people, how many stars can Xinshi get? Do you think people in Xinshi are nice? Please color the stars by yourselves.</p> <p>SS: (在評量表上畫記星號。)</p> <p>T: After you color the stars, you have to tell me about the reasons. We'll focus on these three types of people: Teachers, students and staffs. Now, you can start to think about it and write down your ideas. (教師進行行間巡視，確認學生的書寫狀況。)</p> <p>-學生完成個別思考後，教師則發下討論版，請學生在小組內相互分享彼此的想法，並且彙整出小組的討論結果。</p> <p>T: In this round, you're going to talk to your teammates. Please share your ideas and write them down on the discussion boards. (教師進行行間巡視，確認學生的討論狀況。)</p> <p>T: What do you think about the nice people in Xinshi?</p>	<p>PPT Worksheet Whiteboards Markers Erasers</p>	<p>學生 能夠 完成 學習 單任 務</p> <p>學生 能夠 進行 小組 討論 並分 享自 己的 想法</p>

<p>▪How can we deal with the problem?</p> <p>-教師說明依據學生的想法，團隊合作最讓人困擾的部分是大家時常因為意見不同而發生衝突，針對這項問題，教師提供學生三項解決方法，請學生分別就三個情境討論其可能產生的後果。</p> <p>T: Many of you talk about this problem on you note. Today, we'll try to solve this problem together. Here! I'll provide you three solutions. Let's check!</p> <p>Solution one is "I'm always right." Solution two is "Let's find a better idea!"</p> <p>Solution three is "Always follow my teammate's ideas."</p> <p>T: Now, please talk to your teammates. Think about the results for each solution and write them down. (教師進行行間巡視，並且確認各組的討論狀況。)</p> <p>-待各組討論完成之後，教師請各組輪流發表討論後的結果，並且將學生的想法記錄於黑板上。</p> <p>T: Let's look at solution one "I am always right!" If you choose this solution, what might happen? Can anyone share with us?</p> <p>S1: 大家都不想聽別人的想法，這樣他們可能會吵架。</p> <p>T: Oh! So, you think they might have a fight! Anyone else?</p> <p>S2: They cannot finish the mission.</p> <p>T: I agree with you! They might not finish the mission.</p> <p>三、綜合活動：(5')</p> <p>▪What are we going to do next?</p> <p>-教師帶領學生再次回顧黑板的討論結果，並且預告下堂課學生將開始選擇各組別所要負責觀察的區域。</p> <p style="text-align: center;">~~第5節結束~~</p>	<p>PPT</p> <p>Worksheet</p> <p>Whiteboards</p> <p>Markers</p> <p>Erasers</p>	<p>學生能夠完成學習單任務</p> <p>學生能夠進行小組討論並分享自己的想法</p>
<p style="text-align: center;">Let's make Xinshi better!</p> <p style="text-align: center;">教學主題二: Let's prepare for the observation!</p>	<p style="text-align: center;">教學資源</p>	<p style="text-align: center;">評量</p>
<p>活動二 Let's choose the topic for our team!</p> <p>一、引起動機：(10')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪How can we make Xinshi better?</p>		

<p>-教師揭示學生這學期的任務: 以團隊合作的方式, 針對所提出的校園問題進行觀察、紀錄和報告。</p> <p>二、發展活動 : (25’)</p> <p>▪Let’s choose the topic for our team!</p> <p>-教師於 PPT 上呈現三個主題 Safe environment, Clean environment 及 Nice people, 同時發下任務單, 請學生先依據自身的意願將這三項主題進行排序。</p> <p>T: Everyone, look at the three topics. I want you to rank them. For the one you really want to do it, please write 1, then, it’s 2 and 3.</p> <p>-學生完成個別排序後, 則進行小組討論, 歸納出整組的想法, 在開始討論前, 教師在 PPT 上呈現學生先前針對組員意見不同時, 所提出的解法和後果供學生參考。</p> <p>T: After you rank the three topics, please talk to your teammates, and write down the results on the discussion boards. Remember, later, if you have different ideas, you can check the solutions on the board. Think about it!</p> <p>Which solution does your team want to choose to solve the problem?</p> <p>-各組完成討論後, 教師則帶領學生進入全班性的協調, 確認每一項主題皆有組別負責。</p> <p>T: For each topic, I need two teams to help. Can I have team one? Which topic do you want to choose?</p> <p>-確認各組要負責的主題後, 教師則在引導學生在針對各主題之下的區域進行選擇, 同樣需確認各區域皆有組別負責觀察。</p> <p>T: After you choose the topic, let’s move on to the next step. I want each team to choose the area for your team. One team, one area. Now, please talk to your teammates and rank the areas.</p> <p>三、綜合活動 : (5’)</p> <p>▪How was your teamwork?</p> <p>-教師發下回饋單, 請學生針對今天的團隊合作進行反思和回饋, 並且將想法記錄在任務單上。</p> <p>T: This is the last mission for today. How was your teamwork? Did you team have different ideas? How did you solve the problem? Please finish the mission sheet.</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生能夠理解提問並且回應</p> <p>學生能夠進行小組討論並分享自己的想法</p>
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<p align="center">~~第6節結束~~</p>		
<p align="center">Let's make Xinshi better! 教學主題二: Let's prepare for the observation!</p>	<p align="center">教學 資源</p>	<p align="center">評量</p>
<p>活動三 How can we do the observation?</p> <p>一、引起動機：(10")</p> <p>▪Greeting -教師和學生問好，請學生整理桌面，準備上課。 T: Please put away everything on the desk.</p> <p>▪How can we make Xinshi better? -教師揭示學生這學期的任務：以團隊合作的方式，針對所提出的校園問題進行觀察、紀錄和報告。</p> <p>二、發展活動：(25")</p> <p>▪What is an observation? -教師播放短片，請學生看完影片後，說說看什麼是 Observation。 T: This semester, you're going to do the observation. Do you know what an observation is? Please watch the video and try to figure it out! T: So, everyone. After watching this video, do you know anything about observation? SS: 用眼睛看。/ Ears, listen. / 用鼻子聞聞看。 T: Great! When doing observation, we need to figure out the details with our five senses. (I see with my eyes. / I hear with my ears. / I smell with my nose. / I touch with my hands. / I feel with my heart)</p> <p>▪Let's practice to do the observation! -第一階段的練習，教師於 PPT 上呈現圖片，請學生仔細觀察細節後，進行問答大挑戰。 T: Later, I'll show you a picture. Please observe carefully. Try to focus on the details. You can take notes if you need. Are you ready? Let's start! (教師呈現圖片，學生進行觀察練習。) T: Now, please get the whiteboard, markers, and erasers. Please work as a team and write down the answers.</p>	<p>PPT</p> <p>PPT</p> <p>Video</p> <p>https://www.youtube.com/watch?v=RvmF9OWrXWA&ab_channel=LincolnLearningSolutions</p> <p>PPT</p> <p>Worksheet</p> <p>Whiteboards</p> <p>Markers</p> <p>Erasers</p>	<p>學生 能夠 理解 提問 並且 回應</p> <p>學生 能夠 理解 提問 並完 成任 務</p> <p>學生</p>

<p>-第二階段的練習，教師播放短片，請學生仔細觀察細節後，再次進行問答大挑戰。</p> <p>T: This time, I'll show you a short video. Please focus on the details. Here we go!</p> <p>三、綜合活動：(5')</p> <p>▪How did you do the observation?</p> <p>-教師邀請自願的學生分享剛剛在練習活動中是如何進行觀察還有紀錄細節的。</p> <p style="text-align: center;">~~第7節結束~~</p>		<p>能夠進行小組討論並分享自己的想法</p>
<p style="text-align: center;">Let's make Xinshi better! 教學主題二: Let's prepare for the observation!</p>	<p style="text-align: center;">教學資源</p>	<p style="text-align: center;">評量</p>
<p>活動三 How can we do the observation?</p> <p>一、引起動機：(10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪How can we make Xinshi better?</p> <p>-教師揭示學生這學期的任務: 以團隊合作的方式，針對所提出的校園問題進行觀察、紀錄和報告。</p> <p>▪What is an observation?</p> <p>-教師利用 PPT 引導學生複習 Observation 的概念。</p> <p>T: What is an observation?</p> <p>SS: 用五感找出細節。/ Use five senses to find out details. (I see with my eyes. / I hear with my ears. / I smell with my nose. / I touch with my hands. / I feel with my heart)</p> <p>二、發展活動：(25'')</p> <p>▪How can we take notes while doing observation?</p> <p>-教師首先請學生回顧上堂課的觀察練習，請學生分享自己在上堂課的觀察活動中都注意了哪方面的細節。</p> <p>T: Last time, we did the observation practice. Did you remember? What did you focus on?</p> <p>S1: 我記得我記了有幾個人。/ 我會觀察每個人在做什麼。</p>	<p>PPT</p> <p>PPT</p> <p>PPT</p> <p>PPT</p>	<p>學生能夠理解提問並且回應</p>

<p>-教師播放短片，看完之後，請學生嘗試從短片中找出關鍵字。</p> <p>T: Let's first watch the video! Please watch carefully and try to find out the key words.</p> <p>T: Do you find out the key words?</p> <p>S1: Who, what, where and when.</p> <p>T: That's right! I call them "Magic 4W." They can help us take notes while doing the observation!</p> <p>▪Let's practice!</p> <p>-教師分別發下各組的情境圖卡以及觀察紀錄表，學生以小組為單位進行觀察，嘗試以 Magic 4W 完成紀錄表。</p> <p>T: Later, you'll get a picture for your team. Please observe the picture secretly. Do not show the picture to other teams. Also, you'll get the observation form. Please take notes with Magic 4W.</p> <p>三、綜合活動：(5')</p> <p>▪Check students' works</p> <p>-教師確認各組皆完成觀察紀錄表，並且預告下堂課將進行分享。</p> <p>～～第 8 節結束～～</p>	<p>Video:</p> <p>https://www.youtube.com/watch?v=Y E-N5y1r7q&t=62s&ab_channel=TheBazillions</p> <p>PPT</p> <p>Worksheet</p> <p>Whiteboards</p> <p>Markers</p> <p>Erasers</p>	<p>學生能夠完成學習單任務</p> <p>學生能夠進行小組討論並分享自己的想法</p>
<p>Let's make Xinshi better!</p> <p>教學主題二: Let's prepare for the observation!</p>	<p>教學資源</p>	<p>評量</p>
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<p>T: What is an observation?</p> <p>SS: 用五感找出細節。 / Use five senses to find out details. (I see with my eyes. / I hear with my ears. / I smell with my nose. / I touch with my hands. / I feel with my heart)</p> <p>T: How can we take notes while doing observation?</p> <p>SS: 要有人、事情還有地點。 / Magic 4W.</p> <p>二、發展活動 : (25'')</p> <p>▪Let's practice for the observation!</p> <p>-教師發下各組於上堂課中所完成的觀察紀錄表，請各小組再次回顧上堂課所撰寫的內容，並且進行口語分享練習。</p> <p>T: This is your observation form. Please work as a team and practice for your sharing.</p> <p>-教師邀請各組輪流分享自己的觀察筆記，其他組別則須依據該組別所分享的 Magic 4W 內容，判斷該組所負責的情境圖為何，並且將代號寫於小白板上。</p> <p>T: Which team wants to be the first one to share? The rest of you have to listen carefully to their sharing and guess the picture. Please write down the answer on the mini-whiteboards.</p> <p>三、綜合活動 : (5')</p> <p>▪It's your turn!</p> <p>-教師發下個別任務單，請學生依據任務單上的圖片情境，嘗試完成觀察記錄練習。</p> <p style="text-align: center;">~~ 第 9 節結束 ~~</p>	<p>PPT</p> <p>Students' work</p> <p>Whiteboards</p> <p>Markers</p> <p>Erasers</p>	<p>回應</p> <p>學生能夠進行小組討論並分享自己的想法</p> <p>學生能夠完成任務單的學習內容</p>
<p style="text-align: center;">Let's make Xinshi better!</p> <p style="text-align: center;">教學主題二: Let's prepare for the observation!</p>	<p style="text-align: center;">教學資源</p>	<p style="text-align: center;">評量</p>
<p>活動三 How can we do the observation?</p> <p>一、引起動機 : (10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪How can we do the observation?</p>		

<p>一、引起動機：(10’)</p> <p>▪Greeting -教師和學生問好，請學生整理桌面，準備上課。 T: Please put away everything on the desk.</p> <p>▪How can we do the observation? -教師利用 PPT 引導學生複習 Observation 的概念以及觀察筆記的紀錄方法。 T: What is an observation? SS: 用五感找出細節。/ Use five senses to find out details. (I see with my eyes. / I hear with my ears. / I smell with my nose. / I touch with my hands. / I feel with my heart) T: How can we take notes while doing observation? SS: 要有人、事情還有地點。/ Magic 4W.</p> <p>二、發展活動：(25’)</p> <p>▪The details of the observation mission -教師說明校園觀察行動的各項細節及任務說明，確認各組學生皆知道進行觀察的時間以及所負責的區域。 T: Next week, you are going to do the observation in our school. You need to do the observation for a week. Every day, during the break time, every team has to go to different areas and do the observation.</p> <p>-教師說明觀察任務將會以小組的方式進行，各組的工作包含:Time keeper, Note taker, Photo taker 及 Leader，待學生理解各項工作的細節之後，教師發下任務分配表，請各組完成工作分配。 T: We need to work as a team and do the observation. Here are four job missions. The first one is leader. Leader, you need to make sure everyone knows what to do. Second one is the time keeper. Please remind everyone of the time and make sure you won't be late for the class. Then, it's the photo taker. Please take the pictures of the items or important events while doing observation. The note taker has to finish the observation form. We are going to do the observation for five days. So, please talk to each other and pick your job missions for each day. (教師進行行間巡視，確認學生完成工作分配。)</p> <p>三、綜合活動：(5’)</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生 能夠 理解 提問 並且 回應</p> <p>學生 能夠 進行 小組 討論 並分 享自 己的 想法</p> <p>學生 能夠</p>
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<p>▪Check students' work</p> <p>-教師確認各組皆完成工作分配表單。</p> <p>-教師再次提醒，接下來的一週，學生將依據工作分配表，在所負責區域進行觀察任務。</p> <p style="text-align: center;">~~第 11 節結束~~</p>		<p>完成 任務 單的 學習 內容</p>
<p style="text-align: center;">Let's make Xinshi better! 教學主題四: Let's share our findings!</p>	<p style="text-align: center;">教學 資源</p>	<p style="text-align: center;">評量</p>
<p>活動一 Let's share!</p> <p>一、引起動機：(10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪What did you do during this week?</p> <p>-教師於 PPT 上呈現學生在執行觀察任務的照片，帶領學生回顧過去一週的學習任務。</p> <p>T: During this week, you did the observation in our school. Let's take a look!</p> <p>二、發展活動：(25'')</p> <p>▪What did you observe?</p> <p>-教師發下學生過去一週所完成的觀察紀錄表，給予各組時間進行回顧和確認。</p> <p>T: This is your observation form. Later, I want you to work as a team and quickly go over your notes.</p> <p>▪How can we turn the ideas into English?</p> <p>-教師說明觀察紀錄表的整理方式，學生可以利用 Google 翻譯，嘗試將紀錄表上的中文內容，轉化為英語，並且註記於任務單上。</p> <p>T: Everyone, on your observation form, most of you take notes in Chinese. How can we turn your ideas into English?</p> <p>SS: 問老師。/ 問同學。</p> <p>T: Of course, you can ask me or your friends. But, I want to introduce you a new way. Google Translate can help you. How can we use Google Translate? Let's take a look! First, you need to get the iPad. Then, please find this icon. Third, please type in the Chinese sentences. Here! You can get the English sentences.</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生 能夠 理解 提問 並且 回應</p> <p>學生 能夠 進行 小組 討論 並分 享自 己的 想法</p>

<p>(教師巡視各組的工作狀況，並且提供協助。)</p> <p>三、綜合活動：(5')</p> <p>▪Check students' work</p> <p>-教師確認各組皆完成本堂課的任務單。</p> <p style="text-align: center;">~~第 12 節結束~~</p>		<p>學生 能夠 完成 任務 單的 學習 內容</p>
<p style="text-align: center;">Let's make Xinshi better! 教學主題四: Let's share our findings!</p>	<p style="text-align: center;">教學 資源</p>	<p style="text-align: center;">評量</p>
<p>活動一 Let's share!</p> <p>一、引起動機：(10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪What did we do in the last lesson?</p> <p>-教師發下學生於上堂課中所完成的任務單，喚起學生對於上堂課的印象。</p> <p>T: Last time, we used Google Translate and tried to turn your observation ideas into English. Now, I'm going to pass down your mission sheet. Please go over the ideas that you have with your teammates.</p> <p>三、發展活動：(25'')</p> <p>▪Let's prepare for the sharing!</p> <p>-教師說明在接下來的課程中，各組將輪流報告自己進行觀察後的結果，在今天的課程中，學生將預先準備分享的內容。</p> <p>T: In the following lesson, you're going to share what you've observed with all your classmates. Today, I want you to prepare the sharing board first. Let's take a look at the sharing board. When you're doing the sharing, first, you need to introduce yourself. Then, you can talk about the area that your team focused on. Last, please tell us about the results of your observation.</p> <p>-教師說明完分享架構之後，則請學生依據先前已經完成語言轉化的觀察紀錄表，以小組為單位完成分享稿的撰寫。</p> <p>(教師進行行間巡視，確認各組學生的完成狀況，並且提供協助。)</p>	<p style="text-align: center;">PPT</p> <p style="text-align: center;">PPT Worksheet</p>	<p style="text-align: center;">學生 能夠 理解 提問 並且 回應</p> <p style="text-align: center;">學生 能夠 進行 小組 討論 並分 享自 己的 想法</p>

<p>三、綜合活動：(5')</p> <p>▪Check students' work</p> <p>-教師確認各組皆完成本堂課的任務單。</p> <p style="text-align: center;">~~第 13 節結束~~</p>		<p>學生 能夠 完成 任務 單的 學習 內容</p>
<p style="text-align: center;">Let's make Xinshi better! 教學主題四: Let's share our findings!</p>	<p>教學 資源</p>	<p>評量</p>
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<p>製分享海報。</p> <p>T: I'm going to pass down the paper for you to make the poster. Please talk to your teammates and think about how you're going to make the poster. You can start now!</p> <p>(教師巡視各組的狀況，並且給予學生回饋和協助。)</p> <p>三、綜合活動：(5')</p> <p>▪Check students' work</p> <p>-教師確認各組的海報完成狀況。</p> <p>～～第 14 節結束～～</p>		<p>學生 能夠 完成 任務 單的 學習 內容</p>
<p>Let's make Xinshi better!</p> <p>教學主題四: Let's share our findings!</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一 Let's share!</p> <p>一、引起動機：(10")</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪Let's practice for the sharing!</p> <p>-教師發下前一堂課各組別所完成的分享稿，請學生先行於組內練習。</p> <p>三、發展活動：(25")</p> <p>▪How can we make a poster?</p> <p>-教師於 PPT 上分別呈現兩種類型的海報，一種為文字複雜，圖片較不清楚；另一種為文字相對簡易，且圖片清晰，請學生看完之後，分享兩種海報所帶給他們的感受。</p> <p>T: Everyone, look at these two posters. They are sharing the same idea, but, which poster do you think is better? Why?</p> <p>SS: 第二張海報的標題比較清楚。/ 第二張海報的字比較短、比較清楚。/ 第二張海報的圖片很大、很清楚。</p> <p>T: So, you all think this poster looks better for you. Later, when you're making the poster, please remember the three important rules! You need to have a clear title, show the important ideas with short sentences and the pictures must be clear and related to the topic.</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生 能夠 理解 提問 並且 回應</p> <p>學生 能夠 進行 小組 討論 並分 享自 己的</p>

<p>▪Let's start to make the poster!</p> <p>-教師發下海報紙及著色用具，請各組依據先前所完成的分享稿內容，繪製分享海報。</p> <p>T: I'm going to pass down the paper for you to make the poster. Please talk to your teammates and think about how you're going to make the poster. You can start now!</p> <p>(教師巡視各組的狀況，並且給予學生回饋和協助。)</p> <p>三、綜合活動：(5')</p> <p>▪Check students' work</p> <p>-教師確認各組的海報完成狀況。</p> <p style="text-align: center;">~~第 14 節結束~~</p>		<p>想法</p> <p>學生能夠完成任務單的學習內容</p>
<p>Let's make Xinshi better!</p> <p>教學主題三 Let's do the observation!</p>	<p>教學資源</p>	<p>評量</p>
<p>活動一 Let's share!</p> <p>一、引起動機：(10'')</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪Let's practice for the sharing!</p> <p>-教師發下前一堂課各組別所完成的分享稿，請學生先行於組內練習。</p> <p>▪How can we make a poster?</p> <p>-教師利用 PPT 再次提醒學生在製作海報時需掌握的重點: Clear title, Show important ideas with short sentences, clear and related pictures.</p> <p>二、發展活動：(25'')</p> <p>▪Let's start to make the poster!</p> <p>-教師發下海報紙及著色用具，請各組依據先前所完成的分享稿內容，繼續完成分享海報。</p> <p>T: Here are the posters that you made in the last lesson. Today, please keep working on your poster.</p> <p>(教師巡視各組的狀況，並且給予學生回饋和協助。)</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生能夠理解提問並且回應</p> <p>學生能夠進行小組討論並分</p>

<p>三、綜合活動：(5')</p> <p>▪Check students' work</p> <p>-教師確認各組的海報完成狀況。</p> <p>～～第 15 節結束～～</p>		<p>享自己的 想法</p>
<p>Let's make Xinshi better!</p> <p>教學主題三 Let's do the observation!</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一 Let's share!</p> <p>一、引起動機：(10")</p> <p>▪Greeting</p> <p>-教師和學生問好，請學生整理桌面，準備上課。</p> <p>T: Please put away everything on the desk.</p> <p>▪Let's practice for the sharing!</p> <p>-教師發下學生所繪製的海報及先前所完成的分享稿，請學生在組內進行分享練習。</p> <p>二、發展活動：(25")</p> <p>▪How can we do the sharing?</p> <p>-教師說明分享活動的進行方式，各組學生須輪流擔任分享者與聆聽者，並且提示學生各個角色所需要完成的任務及注意的重點。</p> <p>T: Today, you're going to share the results of your observation. You'll take turns being speakers and listeners. For the speakers, there are three important points for you. First, look at listeners. Then, use speaker's voice and make sure everyone can hear you. Last, please make sure you read the sentences clearly.</p> <p>T: For the listeners, please listen carefully to the sharing and finish your feedback forms.</p> <p>▪Let's start to do the sharing!</p> <p>-教師於 PPT 上呈現各組的分享海報，並且輪流邀請各組別的學生上台分享觀察後的結果，聽眾須依據報告內容，完成回饋表單。</p> <p>T: Which team wants to be the first sharing team? Great! Let's invite team three! Please get your sharing board and come to the front. All the listeners, please get ready for your feedback forms!</p>	<p>PPT</p> <p>PPT</p> <p>Worksheet</p>	<p>學生 能夠 理解 提問 並且 回應</p> <p>學生 能夠 聆聽 分享 報告 並且 完成</p>

School Problem DFC Please listen carefully and take notes!		Class _____ No _____ Name _____		
Speakers	Which part do they focus on?	Where are they going to do the observation?	How do you like their sharing?	How do you like their poster?
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		
	Safe environment Clean environment Nice people	Halway / Playground Restroom / School gate		

三、綜合活動：(5')

▪**Check students' work**

-教師確認學生皆完成今天的回饋表進度。

~~第 17 節結束~~

Let's make Xinshi better!
教學主題四: Let's share our findings!

活動二 It's time for the reflection!

一、引起動機：(10'')

▪**Greeting**

-教師和學生問好，請學生整理桌面，準備上課。

T: Please put away everything on the desk.

▪**What did we do during this semester?**

-教師利用課程活動照片，帶領學生回顧這學期所做的各項學習任務及小組活動。

二、發展活動：(25'')

▪**It's reflection time!**

-教師發下本學期的課程活動回饋表，請學生依據任務單上的提問，依序回答以下問題。

- 在這學期的各項學習任務中，讓你印象最深刻的是什麼？
- 在這學期的各項學習任務中，你覺得自己做的最棒的地方是什麼？
- 在這學期的各項學習任務中，你覺得自己可以再更加油的部分是什麼？
- 這學期我們做了非常多小組的活動，你覺得自己在小組內的表現怎麼樣？為什麼？

教學資源
評量

PPT
PPT
Worksheet

學生
能夠
理解
提問
並且
回應

➤在這學期的各項小組活動中，你覺得每位小組成員表現得怎麼樣呢？

三、綜合活動：(5')

■**Check students' work**

-教師確認學生皆完成今天的反思任務單。

~~第 18 節結束~~

學生
能夠
完成
任務
單的
學習
內容