英語文素養導向教案設計示例

主題名稱	To Jump Out, or to Give Up? (南一版第三冊第三課)		
節數	1節(45分鐘)	共備者	陸韻萍, 徐采寧
設計理念	整合知識、能力與態度: 本課程出自南一版國中英語第四冊第三課, 讓學生由圖像與短片連結字彙和課文情境, 透過提問、協同合作和閱讀策略達成文本理解與結構歸納, 進而掌握文本意涵。 重視情境與脈絡的學習: 由字詞理解、語意歸納、文本架構分析, 真實素材閱聽到說寫回饋, 由點到線到面循序漸進產生學習遷移。 重視學習的歷程、方法及策略: 多元形式重覆學習內容, 學生藉由互助和閱讀策略, 自主理解文本並作延伸。		
核心素養	英-J-A2 具備系統性理解與推演的能力, 能釐清文本訊息間的關係進行推論, 並能經由訊息的比較, ~~對國內外文化的異同有初步的了解。~~		

學習重點	學習表現	◎1-Ⅳ-1 能聽懂課堂中所學的字詞。 3-Ⅳ-2 能辨識課堂中所學的字詞。 5-Ⅳ-10 能聽懂簡易故事及短文, 並能以簡短的句子說出或寫出其內容大意。 7-Ⅳ-2 善用相關主題之背景知識, 以利閱讀或聽力理解。 9-Ⅳ-1 能綜合相關資訊作合理的猜測。
	學習內容	Ac-Ⅳ-4 國中階段所學字詞(能聽、讀、說、寫最基本的1,200字詞)。 Ae-Ⅳ-6 簡易故事的背景、人物、事件和結局。 *◎B-Ⅳ-8引導式討論。 D-Ⅳ-1 依綜合資訊作合理猜測。 D-Ⅳ-3 訊息因果關係的釐清。

議題融入	閱讀素養教育 閱讀的態度 閱 J10 主動尋求多元的詮釋, 並試著表達自己的想法。
學習目標	八年級學生能經由學習鷹架與協同合作, 運用閱讀策略理解文本, 並推論文本意旨。
學習策略	任務導向學習(Task-based Learning, TBL)、協同學習 預測、瀏覽、歸納、推論、反思等策略
教學設備	ppt、投影機、學習單、小白板與白板筆, 有磁力之黑板

教 學 活 動 設 計

學 習 活 動	時間	觀課重點 1學習表現2評量方式
WARM UP #Predicting 　1. Ss guess what happens in the picture on p.47. 　2. Ask Ss Yes-No questions and ask the reasons. 　　A. If I fall into a hole, I will jump. 　　B. If I fall into a deep hole, I will jump.	3'	預測與聯想 　1. 聽力理解 　2. 課堂觀察 　(專注參與程度)
PRE-TASK #Activating Ss' prior knowing 　1. Ss read the words on the spin out loud. 　https://wordwall.net/resource/23754750 　2. Ss work in groups to answer the questions in turn. 　(Write down the answers on their whiteboard.) #Find missing words 　1. Ss answer missing words on the slides orally and 　write down the words on the whiteboard.	10'	啟動先備知識與小組合作 　1. 回應問題 　2. 課堂觀察 　(有否合作?有否參與?) 字詞辨識 　1. 組間互動, 聽寫理解 　2. 課堂觀察 　(有否合作?有否參與?)

2. Ss repeat after T		

MAIN TASK
 	
#Listening and Reading
    1. Ss watch the clip of reading.
       https://youtu.be/ugtKAKgqXAM?t=112 (3'30")
    2. Ss listen to T's introduction of the stories
       (p.48-49).
    3. Ss open the books to p.50-54 to read silently.
#Reading and Sequencing
    1. Ss open envelopes from T and take out all the
       sentences.
    2. Ss work in groups to finish the task step by step:
       A. Ss stand up, read the sentences together.
          Groups who finish reading all sit down
       B. Group Sequencing
          Groups put the sentences in right chronological
          orders on their whiteboards.
    3. Class Sequencing
       A. Groups who finish Group Sequence put their
          whiteboards on the blackboard. Ss change
          whiteboard orders if needed.
    4. Ss & T check together.
#Q&A about the end
    Ss read the last paragraph and answer T's questions.
    1. Who arrived in time, Taylor or Fred?
    2. Who gave up?
    3. How were the animals when they saw Fred?
	15'	段落理解
		  1. 課堂參與, 小組合作
		  2. 課堂觀察
		    (依指示閱讀的完成
		    度?)
		
		掃讀與檢核
		  1. 課堂參與, 協同合作, 小
		    組意見發表
		  2. 課堂觀察
		    (有否理解份內工作?
		    有否達成組內任務)
		
		精讀與理解
		  1. 課堂參與, 協同合作
		  2. 課堂觀察
		    (有否理解提問?
		    有否自行發現意涵)

POST TASK (JUMP)
 	
# Using **SWBST** (**Somebody Wanted But So Then**) to understand the end of the story 	
    1. Ss work together to finish SWBST charts
 	
SWBST CHART
 	
    2. Why different? Ss write down the answers on
       their whiteboards.
       A. G1 G3 G5 write down the reason why Taylor
          gave up.
       B. G1 G3 G5 write down the reason why Fred
	16'	摘要與歸納
		1. 課堂參與, 協同合作
		2. SWBST stories,課堂觀察
		    (有否合作?
		    有否理解?
		    有否達成任務?)
		
		延伸
		1. 課堂參與, 協同合作
		2. 課堂觀察

SWBST chart:

Somebody	Taylor	Fred
wanted to	go to the birthday	
But	fall into a deep hole	
So	? (G1/G3/G5)	? (G2/G4/G6)
Then	she gave up	he jumped out and arrived in time

jumped out of the hole and arrived in time.
# What's more: 	
  1. Ss watch the clip "You Can Learn Anything." (30")
    https://youtu.be/beSsSAUf-oc
  2. Ss answer questions orally
    A. What is the last sentence in this clip?
    B. You try to jump out of the deep hole again and again, and you know someone laugh at you.
    Will you **keep jumping or give up?**
  3. Conclusion:
    You can learn everything. Be positive!
		(有否理解?
		有否回應?)

WRAP-UP # Giving Homework (p.56-58)	1'	1. 紙筆測驗, 課堂成品

※Videos in Class
1. "You Can Learn Anything." (30") https://youtu.be/beSsSAUf-oc
2. "One Solution To Stop Negative Thoughts || Dr APJ Abdul Kalam Sir Quotes || Spread Positivity" (2'58") https://youtu.be/d58D3PPKsjE
3. 南一版國中英語第三冊第三課課文

※Reference
Sequencing
https://www.readingrockets.org/strategies/story_sequence
SWBST strategy
https://www.teacherkarma.com/2019/03/swbst-strategy-summary-super-hero-freebie.html

※Seating Plan of Class 801

對照觀課表和作答順序請參考下表

電腦   講台黑板電子白板

G5
| 05立宏 D | 32汶錡 A |
| 12宇呈 C | 29亭璠 B |

G3
| 11東銘D | 03羿澄 A |
| 21葭甄 C | 30雅心 B |

G1
| 31宜臻 D | 02崇瑋 A |
| 13宇恩 C | 24孝潔 B |

G6
| 23瑞隆 D | 27和秀 A |
| 06保維 C | 04贏祐 B |

G4
01品鈞 D	32鈺涵 A
22正棱 C2	09秉宜 B
08辰侑C1	

G2
| 10喆恩 D | 25筱凡 A |
| 33子甯 C | 07晨旭 B |

MEMO

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