

新北市永和區永平國民小學 113 學年度公開授課—共同備課紀錄表


學習領域	生活課程	單元名稱	Bubbles	教材來源	康軒版
授課教師	黃曉貞	教學日期	113 年 10 月 25 日	教學時間	09:40~10:20
教學地點	202 教室	教學班級	2 年 2 班	學生人數	26
共備時間	113 年 9 月 4 日 14:30~16:30				
共備教師	黃曉貞	何明璇	黃秀霞	共童學習社群	
	生活課程輔導團				
考量項目	簡 要 說 明				
學生起點 表現診斷	<p>先備知識&基本能力：</p> <ol style="list-style-type: none"> 1. 班級導師會在課堂中使用課室英語 2. 一週兩節英語課，會聽歌曲唱跳 3. 曾聽過 BUBBLES 這首歌曲 				
教學目標	<p>【生活課程】</p> <ol style="list-style-type: none"> 1. 透過五感體驗，發現泡泡的特性。 <p>【英語文】</p> <ol style="list-style-type: none"> 1. Students will be able to sing "The Bubble Chant" and know the six steps of handwashing. 2. Students will be able to use "the bubble is ____." to describe bubble appearance. 				
教材教法	<ol style="list-style-type: none"> 1. TPR。 2. 分組合作與發表 				
教學評量 方式	觀察評量、口頭評量				
課堂觀察 焦點問題	<p>【觀課重點】</p> <p>一、課堂中的學習發生點或學習斷點在哪裡？ 是什麼促使它發生的？</p> <p>【課堂軼事紀錄】</p> <p>【觀課者的學習】</p>				

新北市113學年度教師跨領域全英語授課教案設計

設計者／ 服務學校	何明璇、黃曉貞、黃秀霞／永平國小		
教案名稱	Bubbles	領域	英語跨（ <u>生活課程</u> ）領域
教學年級：國小 <u>二</u> 年級	預計課程上使用之英語比例：80% (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數： <u>26</u> 人	教學總節數： <u>3</u> 節	預計公開授課內容為第 <u>1</u> 節	
預計公開授課之時間： <u>2024 年 10 月 25 日</u> <u>09 時 40 分至 10 時 20 分</u> (第 <u>二</u> 節課)	預計公開授課之地點： 新北市 <u>永和區永平</u> 國小 <u>202</u> 教室	預計公開授課之教師： 姓名： <u>黃曉貞</u> 服務學校： <u>永平國小</u> 專長領域：國語、數學、生活	
核心 素 養	總 綱	A2 系統思考與解決問題 具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。 B1 符號運用與溝通表達 具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。	
	領 綱	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。 英文-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	
學 習 重 點	學習表現	【生活課程】 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。 2-I-5 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。 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。 【英語文】 1-II-7 能聽懂課堂中所學的字詞。 1-II-8 能聽懂簡易的教室用語。 1-II-10 能聽懂簡易句型的句子。 2-II-3 能說出課堂中所學的字詞。 3-II-2 能辨識課堂中所學的字詞。 6-II-2 積極參與各種課堂練習活動。	

	學習內容	A-I-2 事物變化現象的觀察。 C-I-2 媒材特性與符號表徵的使用。 C-I-3 探究生活事物的方法與技能
具體學習目標	【生活課程】 1.透過五感體驗，發現泡泡的特性。 【英語文】 1. Students will be able to sing "The Bubble Chant" and know the six steps of handwashing. 2. Students will be able to use “the bubble is ____.” to describe bubble appearance.	
與其他領域/科目/ 議題的連結	【閱讀素養教育】 閱 E11 低年級：能在一般生活情境中，懂得運用文本習得的知識解決問題。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。	
教學資源/ 設備需求	music video , PPT , bubble solution and bubble wand , small whiteboard, whiteboard maker , worksheet<appendix 1~2> ,	

各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
Lesson 1	<p>★ Topic: Bubble Observation ★</p> <p>【Warm up】</p> <p>◆ Greeting and Singing</p> <p>1. T says hello and plays a music video about bubbles to students.</p>  <p>2. Encourage the students to sing along and pay attention to the key words of the chant.</p>	5mins	©music video	<p>【Warm up】</p> <p>✚ Hello, everyone. Let's sing a chant together!</p> <p>✚ Try your best.</p>
	<p>【Presentation & Practice】</p> <p>◆ Six steps to stay out of the trouble</p> <p>1. T uses a slide presentation to review the six steps of handwashing that were taught in the chant.</p> <p>2. T reviews and explains them one by one.</p> <p>3. Encourage students to keep them in their mind and do them in their daily life.</p> <p>4. T reminds students those bubbles are important to us and help us to keep clean and healthy.</p> <p>5. Encourage students to learn more about the subject.</p>	10mins	©PPT	<p>【Presentation & Practice】</p> <p>✚ Well done, everyone. Let's review the key words in the chant.</p> <p>✚ We have six steps of handwashing.</p> <p>✚ Turn on the water and then wet our hands.</p> <p>✚ Get the soap and we use enough soap to cover all surfaces of our hands.</p> <p>✚ We try to make many bubbles.</p> <p>✚ We Scrub our hands for at least 20 seconds.</p> <p>✚ We rinse our hands</p>

節次	教學活動流程	時間	教學資源	教師語言
Lesson 1	<p>◆Observing the Bubbles</p> <ol style="list-style-type: none"> 1. Ss observe bubbles in groups and record it on small whiteboard .(shape, color, size, and flying ways) 2. T ask questions about the bubbles and Ss open response. 3. T demonstrates how to use simple sentences to describe bubbles on PPT. <ul style="list-style-type: none"> (1) <i>This is a bubble.</i> (2) <i>The bubble is round.</i> (3) <i>The bubble is colorful.</i> (4) <i>The bubble is big (or small).</i> (5) <i>The bubble is flying in the air.</i> 4. Ask one student to come over and practice those sentences with the teacher. 5. T asks Ss to describe the bubbles to their partner. 	15mins	◎bubble solution ◎bubble wand ◎PPT ◎small whiteboard ◎whiteboard maker	<p>under the running water.</p> <p>✚ We dry our hands with a clean towel.</p> <p>✚ Did you keep all of them in your mind? Try to speak them out with me.</p> <p>✚ Now we know bubbles are good. They help us stay out of the trouble. We try to learn more about them, ok ?</p> <p>✚ Do you know what this is?</p> <p>✚ Why do you think so?</p> <p>✚ What is it?</p> <p>✚ Look at the bubbles. What do you see?</p> <p>✚ What shape is the bubble?</p> <p>✚ What color is the bubble?</p> <p>✚ How big is the bubble?</p> <p>✚ How is the bubble flying?</p> <p>✚ Let' s try to describe a bubble with whole sentence, ok? (Teacher guides the students to read the phrases on PPT)</p> <p>✚ (point to the screen), Who is the volunteer to come up and take a practice with me ?</p> <p>✚ Well done. Two in the group, please try to talk about all of these (point to the screen) with your partners.</p>

節次	教學活動流程	時間	教學資源	教師語言
Lesson 1	<p>【Wrap up】</p> <p>◆Worksheet Practicing</p> <p><Appendix 1>Bubbles in your eyes</p> <ol style="list-style-type: none"> 1. Give each student a worksheet. 2. According to the question, ask Ss to circle the right answers. 3. T guides Ss to finish the worksheet. 4. T reviews the key words and guides Ss to finish the 《Word Search》. 5. T shows the answers on PPT. <p>◆Homework: Worksheet</p> <p><Appendix 2>Bubbles stay out of the trouble</p> <ol style="list-style-type: none"> 1. Remind Ss to finish homework with ruler. 2. Ask Ss to bring the ingredients for bubbles to school next time. 3. Remind Ss to write down the ingredients they will bring to school in English. 	5mins	<p>◎worksheet</p> <p>◎PPT</p> <p>◎worksheet</p>	<p>【Wrap up】</p> <p>✚ Take out your pencil. Let's do the worksheet together.</p> <p>✚ We have two parts on this worksheet. Please circle the right answers on the first part.</p> <p>✚ Number one, the bubble is round. Number two, the bubble is colorful. Number three, the bubble is small. Number four, the bubble is flying in the air.</p> <p>✚ Now, we do the 《word search》. We've learned these words in the class. Try your best to find them and circle them.</p> <p>✚ Finish your worksheet at home and please use your ruler when you match the pictures.</p> <p>✚ You can discuss with your family what ingredients you need when making bubbles.</p>
附錄（學習單或其他教學相關資料）				
<p><Appendix 1>Worksheet: Bubbles in your eyes</p> <p><Appendix 2>Worksheet: Bubbles stay out of the trouble</p>				

Name

Class

Number

Date

Bubbles in your eyes

READ AND CIRCLE



- 1 The bubble is (round square)
- 2 The bubble is (black colorful)
- 3 The bubble is (small short)
- 4 The bubble is flying
(in the air on the ground)

WORD SEARCH



AIR

BIG

COLOR

ROUND

SHAPE

U	A	U	I	R	R	O
S	U	I	O	D	O	W
A	H	L	R	F	U	F
B	O	A	K	Y	N	I
C	E	K	P	G	D	E
D	I	S	P	E	B	E
Y	U	O	U	B	I	G

Name

Class

Number

Date

BUBBLES

STAY OUT OF THE TROUBLE

Phrase to Picture Matching

WET
HANDS

•

•



USE
SOAP

•

•



MAKE
BUBBLES

•

•



SCRUB

•

•



RINSE
HANDS

•

•



DRY
HANDS

•

•



新北市113年度教師跨領域全英語公開授課

暨生活課程全市公開觀課紀錄表

授課內容: Bubbles

觀課日期: 113 年 10 月 25 日

授課者: 黃曉貞老師

服務學校: 海山 國小

觀課者: 黃保叔

【觀課重點】

一、課堂中的學習發生點或學習斷點在哪裡？是什麼促使它發生的？

【課堂軼事紀錄】

時間	教師學習引導	學生學習行為	備註
	<p>【Warm up】</p> <p>◆ Greeting and Singing</p> <p>【Presentation & Practice】</p> <p>◆ Six steps to stay out of the trouble</p> <ol style="list-style-type: none"> 1. T uses a slide presentation to review the six steps of handwashing that were taught in the chant. 2. T reviews and explains them one by one. 3. Encourage students to keep them in their mind and do them in their daily life. 4. T reminds students those bubbles are important to us and help us to keep clean and healthy. 5. Encourage students to learn more about the subject. 	<p>△學生專心看影片,老師一半以上能跟著肢體動作. Bubbles chant熟練自然連結洗手步驟聚.</p> <p>△學生跟著教師豐富的語調、手勢,回應提問。</p>	

Maybe 改成: What do you see in the air?

Ss: Bubbles. ← key word.

時間	教師學習引導	學生學習行為	備註
	<p>◆ Observing the Bubbles</p> <ol style="list-style-type: none"> 1. Ss observe bubbles in groups and record it on small whiteboard. (shape, color, size, and flying ways) 2. T ask questions about the bubbles and Ss open response. 3. T demonstrates how to use simple sentences to describe bubbles on PPT. <ol style="list-style-type: none"> (1) This is a bubble. (2) The bubble is round. (3) The bubble is colorful. (4) The bubble is big (or small). (5) The bubble is flying in the air. 4. Ask one student to come over and practice those sentences with the teacher. 5. T asks Ss to describe the bubbles to their partner. <p>【Wrap up】</p> <p>◆ Worksheet Practicing <Appendix 1> Bubbles in your eyes</p> <p>◆ Homework: Worksheet <Appendix 2> Bubbles stay out of the trouble</p>	<p>T: What do you see in the bubbles?</p> <p>Ss: 靜默</p> <p>T: ① blow. ② write or draw But ③, ④ no task, just watch ①, ② action.</p> <p>▲ 老師允許學生回答中文, 或白板寫中文, 學生降低回應英文焦慮感.</p> <p>▲ 老師用肢體動作 show big or small! 讓學生能適切回答 key word.</p> <p>▲ 底下學生幫忙之回應台上似乎講不太出英文的學生: "round".</p> <p>▲ Ss: The bubble is in the air T: 沒有直接改正錯音, 而是示範正確的 "the" 音.</p> <p>▲ 學習單 word search 較多人舉手參與</p>	<p>Maybe 改成 1 人吹 其餘皆寫白板字</p>
觀課者的學習	<p>▲ 授課老師跟班級學生互動良好, 有默契, 善用肢體語言, 變化音調, 快慢, 讓學生能全情投入.</p> <p>▲ 小組座位讓學生互相觀察, 協助更便利.</p> <p>▲ 適時回應學生個別情況.</p> <p>▲</p>		

暨生活課程全市公開觀課紀錄表

授課內容: Bubbles

觀課日期: 113 年 10 月 25 日

授課者: 黃曉貞老師

服務學校: 國中

觀課者: Grace Tsai

【觀課重點】

HS

一、課堂中的學習發生點或學習斷點在哪裡? 是什麼促使它發生的?

【課堂執事紀錄】

時間	教師學習引導	學生學習行為	備註
	<p>【Warm up】</p> <p>◆ Greeting and Singing <i>twice</i>. * <i>stand up</i>.</p> <p>【Presentation & Practice】</p> <p>◆ <u>Six steps to stay out of the trouble</u></p> <p>1. T uses a slide presentation to review the six steps of handwashing that were taught in the chant.</p> <p>2. T reviews and explains them one by one.</p> <p>3. Encourage students to keep them in their mind and do them in their daily life.</p> <p>4. T reminds students those bubbles are important to us and help us to keep clean and healthy.</p> <p>5. Encourage students to learn more about the subject.</p>	<p>curious, excited T= kind & supportive</p> <p>Tech problem. (sometime it's ok)</p> <p>good response.</p> <p>✓ comprehension check</p> <p>raise the hands Q & A.</p> <p>✓ tell and show</p> <p>✓ quiet T3. Tasks to check.</p> <p>✓ great interaction</p> <p>* PPT + emo icons</p> <p>* Numbers. 1-5. stand up to make certain</p> <p>* observe</p> <p>* No. 1 <u>blow the bubbles (+ stand up)</u></p> <p>T4? to action.</p> <p>✓ round? Δ \square \bigcirc action</p> <p>2. What color? transparent</p> <p>* S=透明 T transparent</p> <p>S= transparent colorful</p> <p>* <u>0/ ~ 05</u></p> <p>1. Tor F, 2. options, 3. blanks</p>	

1. 98% appropriate


2. with body language

3. song, PPT, objects, CL, bubbles + white boards

4. well-structured. (steps + CL)
experiment: observation

時間	教師學習引導	學生學習行為	備註
	<p>◆ Observing the Bubbles</p> <p>1. Ss observe bubbles in groups and record it on small whiteboard (shape, color, size, and flying ways)</p> <p>2. T ask questions about the bubbles and Ss open response.</p> <p>3. T demonstrates how to use simple sentences to describe bubbles on PPT.</p> <p>(1) This is a bubble.</p> <p>(2) The bubble is round.</p> <p>(3) The bubble is colorful.</p> <p>(4) The bubble is big (or small).</p> <p>(5) The bubble is flying in the air.</p> <p>4. Ask one student to come over and practice those sentences with the teacher.</p> <p>5. T asks Ss to describe the bubbles to their partner.</p> <p>【Wrap up】</p> <p>◆ Worksheet Practicing</p> <p><Appendix 1> Bubbles in your eyes</p> <p>◆ Homework: Worksheet</p> <p><Appendix 2> Bubbles stay out of the trouble</p>	<p>Ss very engaged</p> <p>No Ss don't have the chance</p> <p>T & S.</p> <p>go through the Q & A.</p> <p>In the air everywhere</p> <p>Icons</p> <p>o □ variation</p> <p>Give him [3] big hands.</p> <p>The whole class do it together.</p>	
觀課者的學習	<p>* Very impressed with the PLC's hard work. Thank you!</p> <p>* Cooperative Learning helps TETE.</p> <p>* Focus on <u>observation</u>.</p> <p>Great chances for Ss to learn.</p> <p>* More scaffolds on English PPTs and worksheets. slides.</p>		

新北市永和區永平國民小學 113 學年度公開授課—教學省思心得(議課)表

授課(教學)者 簽名	黃曉貞	
項目	教學省思與心得	
授課後省思 (由授課人員說明實施該教學單元授課是否達成原先設計構想及教學目標。) 	因為教師能以 TPR 輔助，加上學習主題是學生喜歡的泡泡，所以學生在課堂上十分投入，也促使了學生對於全英語授課的接受度頗高，雖然學生可能聽不懂全部的句子，但願意勇敢說，或透過同儕學習完成課堂任務。課程實施後對於該堂課的英語文學習目標有 80%達成，20%是口說出完整的句子仍較困難，但能聽懂並完成學習單。	
議課後省思 (參考表四，由授課者針對觀課者議課時所提內容進行反思。) 	經歷過這場全英語授課後，深深覺得要推動雙語教育或是全英語授課皆需要團隊的協作，此次我們是由班級導師、班級英語授課教師以及生活輔導團輔導員共同協作下完成這項任務，由非英語專長教師完成全英語授課。因為主要教學者對於學科本質極為熟悉以及導師與英語教師在日常便會將英語融入在課堂及生活情境中，所以對學生而言，英語不是突然出現的「異物」，而是自然出現在生活中的工具，此堂課才能如此順利的進行。議課時，專家學者對於教學者能拆解步驟，善用英語教學法逐步暖身、教學、練習，給予肯定，讓非英語科出身的教學者信心大增，雖然這堂課花費比其他課堂更多的時間在備課，但能挑戰自己的更多可能性也是挺有趣的。	
備課 記錄照片 2 張 113/09/04		
觀課 記錄照片 2 張 113/10/25		

議課記錄照片 2 張

113/10/25

