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| **主題：**Before and Now | 搭配Follow Me 9 Unit 3 |
| **教學資源 / 設備需求：**投影機、電腦、網路、播音設備、歌曲影片 |
| **總節數：**2 |
| **建議閱**讀：The Giving Tree作者： Shel Silverstein出版社：Harper & RowASIN: B000OA9OVM內容簡介： 好久好久以前，有一棵樹書和一個小男孩。每天，小男孩都會來爬樹、摘蘋果吃、玩耍。小男孩越長越大，而樹總是疼愛小男孩，希望滿足他所有的需求。到了最後，小男孩變成了老人，回到家鄉探望樹，他終於又回到了原來的單純的心。 | **英語學習主題：**Past tense, parts of a tree**跨領域學習表現：**數學數-C1具備立基於證據的態度，建構可行的論述，並發展和他人理性溝通的素養，成為理性反思與道德實踐的公民。綜合綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。**議題融入：**生命教育生E5人生目的與意義。生E6快樂與幸福的意義。生E15愛自己與愛他人的能力。 |
| **學習目標、核心素養、學習重點（含學習表現與學習內容）對應情形** |
| **學習目標** | 第一節 1. 能熟悉過去式的文法概念。
2. 能理解單字的分類邏輯。
3. 能用簡單的英語表達自己的意見。
4. 認識跟樹木相關的字彙。
5. 能辨識句子中的重點單字。
6. 能理解英語劇本的大意。
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| 第二節1. 能以表演的形式朗讀劇本。
2. 能參與團體的發表活動。
3. 能理解文字更深層的意義。
4. 能從故事中提取答案。
5. 能用簡單的英語說明想法。
6. 能透過英語理解給與取的意義。
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| **核心****素養** | **總綱** | A1身心素質與自我精進B1 符號運用與溝通表達B2 科技資訊與媒體素養B3 藝術涵養與美感素養C2 人際關係與團隊合作C3 多元文化與國際理解 |
| **英語課綱** | 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。英-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。英-E-B1 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 |
| **跨領域課綱** | 數-C1具備立基於證據的態度，建構可行的論述，並發展和他人理性溝通的素養，成為理性反思與道德實踐的公民。綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。 |
| **學習****重點** | **學習表現** | 英語領域◎1-Ⅲ-3能聽辨句子的語調。◎1-Ⅲ-4能聽辨課堂中所學的片語、句子及其重音。◎1-Ⅲ-5能聽辨句子的節奏。◎1-Ⅲ-6能聽懂課堂中所學的字詞。◎1-Ⅲ-7能聽懂簡易的教室用語。◎1-Ⅲ-8能聽懂簡易的日常生活用語。◎1-Ⅲ-9能聽懂簡易句型的句子。1-Ⅲ-10能聽懂簡易的日常生活對話。2-Ⅲ-2 能說出課堂中所學的字詞。◎2-Ⅲ-5能使用簡易的教室用語。◎2-Ⅲ-6能使用簡易的日常生活用語。◎2-Ⅲ-9能以正確的發音及適切的語調說出簡易句型的句子。◎3-Ⅲ-1能辨識課堂中所學的字詞。◎3-Ⅲ-4能看懂課堂中所學的句子。\*3-Ⅲ-7能看懂繪本故事的主要內容。數學領域d-I-1 認識分類的模式，能主動蒐集資料、分類、並做簡單的呈現與說明。綜合領域1a-III-1 欣賞並接納自己與他人。1d-III-1 覺察生命的變化與發展歷程，實踐尊重和珍惜生命。 |
| **學習內容** | 英語領域◎Ac-Ⅲ-2簡易的教室用語。◎Ac-Ⅲ-3簡易的生活用語。\*◎Ae-Ⅲ-1簡易歌謠、韻文、短文、故事及短劇。B-Ⅲ-2國小階段所學字詞及句型的生活溝通。數學領域D-I-1 簡單分類：以操作活動為主。報讀與說明已處理好之分類。觀察分類的模式。綜合領域Aa-III-1 自己與他人特質的欣賞及接納。Aa-III-2 對自己與他人悅納的表現。 Ad-III-1 自然界生命現象與人的關係。 |
| **議題融入** | 生命教育生E5人生目的與意義。生E6快樂與幸福的意義。生E15愛自己與愛他人的能力。 |
| **單元教學活動教案** | **評量策略（評量方法、觀察學生外顯行為）** |
| **第一節**（40 mins）1. **Warm up (2 mins)**
2. 複習be動詞is/was, are/were。
3. 複習was/were + 名詞/形容詞的使用方式。
4. 彙整then and now可用的形容詞：hot/cold, short/tall, young/old, small/big, sunny/rainy, fast/slow, messy/neat, happy/sad, weak/strong, shy/outgoing
5. **Activity (15 mins)**

a. 說明is/are和was/were的兩個對照，不一定是相反詞，例如：He was a policeman, but he’s a teacher now. 這兩個職業不是相反詞。b. 過去式與現在式的是否合理，除了語言的正確度，需要經過邏輯的判斷。c. 將學生分組，發下附件一的學習單，請學生先進行Logical Thinking Practice 1，請小組討論如何判斷合理的答案。1. 討論結束後，請學生發表意見，說明該組依據哪個原則或方式來作答。
2. 統整學生的意見，說明：
	* 1. Catagorizing: 有生命–人類/植物/動物無生命–用品/食品
		2. Reasoning:老人過去一定也是人。樹可以變成無生命的物品，但不會變成其他生物。
3. 核對學生的Practice 1的答案，若有不同的答案，學生可以提出自己的理由，跟同學說明。
4. 說明Practice 2的做法，並提醒學生要把前後句的重點字圈起來。
5. 請八位學生輪流分享自己的答案和判斷的根據。
6. **Story (10 mins)**
7. 介紹作者：Shel Silverstein is a mutitanlent artist: poet, illustrator, songwriter, singer, author, cartoonist. His works were translated into more than 30 languages, and his books have sold over 20 million copies.
8. 介紹單字：branches, trunk, stump, climb up, swing, cut off, cut down播放故事影片(視時間與學生程度，擇一播放)(中英字幕)<https://www.youtube.com/watch?v=emaylXVn4w8>(英文頁面)<https://www.youtube.com/watch?v=A5y-ZQv1JaY>
9. Questions after reading：
	* 1. When the boy was very little, what did he like to do with the tree? (He liked to climb the tree, eat the apples, and play hide-and-seek.)
		2. When the boy asked the tree for money, what did the tree give him? (Apples)
		3. When the boy asked the tree for a house, what did the tree give him? (Branches)
		4. When the boy was old, what did he want? (A boat)
		5. Finally, when the very old man came back to the tree, what did he want? (A quiet place to sit down)
10. **Readers Theather (13 mins)**
11. 發下附件二的RT劇本給學生。
12. 說明各段的重點。
13. 教師念讀劇本，並請所有學生擔任chorus。
14. 教師指定每組進行完整劇本、或第1-3段、或第4-5段念讀。
15. 小組自行或請教師協助分配角色。
16. 小組練習指定的段落。
17. 說明下一節課將進行各組的讀劇。
 | 能理解be動詞過去式的使用。能認識相關的形容詞。能理解相關詞與相反詞的異同處。能運用邏輯思維，判斷兩個單字之間的關係。能用簡單的英語表達自己的意見。能理解物品內涵的分類。能以推理的方式分析物品。能辨識句子中的重點單字。能說明自己的判斷。能認識跟樹木相關的字彙。能專注觀賞英語繪本影片。用簡單的英語與同學討論。能理解英語劇本的大意。能逐句跟讀劇本。 |
| **第二節**（40 mins）1. **Warm up (5 mins)**
2. 帶讀RT劇本。
3. 請各組派一人上臺抽取發表的序號。
4. 說明不計名次，但會票選默契最佳的組別。
5. **Presentation (25 mins)**
6. 每組輪流上臺讀劇。
7. 請臺下學生觀察各組的默契，是否每個角色的對話銜接順暢。
8. 各組演出完，教師根據各組比較困難的段落，帶領學生練習。
9. **Discission (8 mins)**
10. 請小組討論：
11. What makes the boy happy? (money, a house, a boat, a place to sit down)
12. What makes the tree happy? (Giving)
13. What makes you happy?
14. 教師引導學生思考第一、二題的take and give的概念。
15. 請各組說明第三題的答案，看看是否有一個多數人都認同的答案。引導學生從日常生活中感受快樂。
16. **Wrap Up (2 mins)**
17. 請學生平時可以注意自己在扮演哪個角色：giver or taker?
18. 請學生感受各種角色所帶來的心理感受。
 | 能逐句跟讀劇本。能以表演的形式閱讀。能從劇本中提取答案。能理解文字更深層的意義。能將故事的內容與自身經驗連結。能在日常生活中察覺自身的感受。 |
| **參考資料：**1. Author Study: Shel Silverstein<https://www.youtube.com/watch?v=bkYx6eLWXME>
2. Song of the Giving Tree:https://www.youtube.com/watch?v=k3TIhf30YJA
3. The Giving Tree (A short film) <https://www.youtube.com/watch?v=lxi6g_u8I0Q>
4. The Giving Tree (Animation) <https://www.youtube.com/watch?v=cQH2IE-a80Y>
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| **延伸教學(**生命教育**)：**生E5人生目的與意義。生E6快樂與幸福的意義。生E15愛自己與愛他人的能力。學習重點：Be a Giver! Be kind to people! 1. Young Baseball Fan's Act of Generosity 真心的分享帶來美好的結果

<https://www.youtube.com/watch?v=QfF1m3-Dl_Q>1. Humanity - Social Experiment in Norway. 當別人有需要時，你會伸出援手嗎？<https://www.youtube.com/watch?v=61Be9WWGHT0>
2. Kids Meet a Little Person 理解生命的不同面貌<https://www.youtube.com/watch?v=asTMYyhs2bg>
 |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

附件一

**Then and Now**

Logical Thinking Practice 1 (Fill in the numbers.)

|  |  |
| --- | --- |
| **Then**  | **Now** |
| He was a .  | He’s an old man now. |
| It was a big tree. | It’s a now.  |
| ( x ) puppy ( 1 ) big boy ( 2 ) table( 　 ) chair ( 　 ) cloud ( 　 ) little boy( 　 ) stump ( 　 ) bird ( 　　 ) big boy( 　 ) young man ( 　 ) house ( 　 ) boat( 　 ) bat ( 　 ) baby ( 　 ) hot dog |

Logical Thinking Practice 2 (Mark “O” or “X”)

( 　 ) 1. They were tired yesterday, but they are ready for today’s marathon.

( 　 ) 2. Sally was very sad, but I’m happy now.

( 　 ) 3. The students were messy, but they are clean and tidy now.

( 　 ) 4. There were 2 pandas at Taipei Zoo, but there are 6 now.

( 　　) 5. My brother was lazy, but he’s a spiderman now.

( 　 ) 6. It was windy this morning, but now it’s not. Let’s go play badminton!

( 　 ) 7. I was sleepy, but I’m shy now.

( 　 ) 8. Mr. Smith was a TV star, but he’s our mayor now.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

附件一 參考答案

**Then and Now**

Logical Thinking Practice 1 (Fill in the numbers.)

|  |  |
| --- | --- |
| **Then**  | **Now** |
| He was a 1 .  | He’s an old man now. |
| It was a big tree. | It’s a 2 now.  |
| ( x ) puppy ( 1 ) big boy ( 2 ) table ( 2 ) chair ( x ) cloud ( 1 ) little boy( 2 ) stump ( x ) bird ( 1 ) big boy( 1 ) young man ( 2 ) house ( 2 ) boat( 2 ) bat ( 1 ) baby ( x ) hot dog |

Logical Thinking Practice 2 (Mark “O” or “X”)

( O ) 1. They were tired yesterday, but they are ready for today’s marathon.

( X ) 2. Sally was very sad, but I’m happy now.

( O ) 3. The students were messy, but they are clean and tidy now.

( O ) 4. There were 2 pandas at Taipei Zoo, but there are 6 now.

( X ) 5. My brother was lazy, but he’s a spiderman now.

( O ) 6. It was windy this morning, but now it’s not. Let’s go play badminton!

( X ) 7. I was sleepy, but I’m shy now.

( O ) 8. Mr. Smith was a TV star, but he’s our mayor now.

**The Giving Tree**

附件二

Characters: Tree, Boy, narrator, chorus

Scene 1

Narrator: There was a tree, and she loved a little boy.

Chorus: A tree and a boy. A boy and a tree.

Narrator: Every day the boy would come and play with the tree.

Tree: Good morning, little boy. Come and play with me.

Boy: Good morning, Tree. Let’s play hide and seek.

Chorus: The tree loved the boy, and the boy loved the tree.

Scene 2

Narrator: But time went by, the boy grew older. One day, the boy came to the tree.

Tree: Hi, Boy. Come and play with me. Let’s play hide and seek.

Boy: I was a little boy, but I’m a big boy now. I don’t want to play. I want money.

Tree: I don’t have money. You can take my apples and sell them.

Narrator: The boy climbed up the tree and took the apples.

Boy: I can sell the apples for money. Now I’m happy! Good-bye.

Tree: Good-bye, little boy.

Chorus: The boy was not happy, but now he’s happy!

Scene 3

Narrator: One day, the boy came back to the tree. The tree was so happy!

Tree: Come Boy, climb up the trunk and play with me.

Boy: I was a big boy, but I’m a young man now. I don’t want to play. I want a house.

Tree: I don’t have a house. You can cut off my branches and build a house.

Narrator: The boy climbed up the trunk and cut off her branches.

Boy: I can build a house with the branches. Now I’m happy! Good-bye.

Tree: Good-bye, little boy.

Narrator: The boy stayed away for a long time.

Chorus: The tree was happy, but now she’s sad!

Scene 4

Narrator: One day, the boy came back to the tree. The tree was so happy!

Tree: Come Boy, come and play with me.

Boy: I was a young man, but I’m old now. I don’t want to play. I want a boat to sail away.

Tree: I don’t have a boat. You can cut down my trunk and make a boat.

Narrator: The boy chopped down the trunk.

Boy: I can make a boat with the trunk. Now I’m happy! Good-bye.

Tree: Good-bye, little boy.

Narrator: The boy stayed away for a long time.

Chorus: The tree was happy, but now she’s sad!

Scene 5

Narrator: One day, the boy came back to the tree.

Tree: I’m sorry, Boy. I have nothing left for you. I was a big tree, but I’m now an old stump.

Boy: I was a little boy, but I’m now an old man. I’m tired. I only want to sit down.

Tree: Come, Boy, sit down and rest.

Narrator: And the tree was happy.

Chorus: A tree and a boy. A boy and a tree. The tree loved the boy, and the boy loved the tree.