

嘉義縣 110 學年度全英語教案甄選

教案設計比賽甄選（封面）

主題名稱：**A seed ; a Promise**

參賽組別：國小

適合年級：二年級

設計理念:

全英語生活課程，是一大挑戰，但是非常值得努力去實踐。正如個人所訂的教案主題一樣，一顆種子，一個承諾，個人期盼更活絡的英語學習融入領域教學中，得以具體實踐在課堂上，提供孩子實際的英語生活情境脈絡，不僅僅引發孩子對周遭環境的好奇心，發現問題自主探究學習的動力與態度，從學習經驗中，做中學，在語言浸潤學習環境中，培養英語敏銳的耳朵，並能善用英語語言工具溝通，就像一顆種子的承諾一樣得以開花結果。

作品編號：請勿填寫

全英語教學~教案設計

單元名稱 Unit/Title	Amazing Seeds	適用年級 Grade	二年級
配合融入之學科 領域(如無，可 略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input checked="" type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段) 備註：不包含語文領域		
配合融入之議題 Integrated Issues	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育		
總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies	學科領域素養 Core competencies of content learning 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。 生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。 英語文領域素養 Core competencies of language (English) learning 參考英語文第二學習階段 A1 身心素質 與自我精進 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。 B1 符號運用與溝通表達 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。		
單元目標 Unit Objectives	To tell the difference among the seeds To know and understand what seeds need To realize the seed growing To plant a seed To write their names and the name of the seeds		

表現任務 Performance Tasks	<p>Be able to name what seeds are</p> <p>Be able to name what seeds need</p> <p>Be able to draw a picture to show what seeds need</p> <p>Be able to demonstrate how a seed grows with their bodies or pictures</p> <p>Be able to plant a seed and label them</p>
Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	<p>Period one: what seeds need</p> <p>Firstly, try to grab kids' attention by reviewing what seeds look like, which kids have learned before. Then we will share a warm-hearted story: "Frog and Toad Together: the Garden," written by Arnold Lobel. The story is talking about what seeds need in an easy and funny way. It's a rather good way to grab kids' attention and interest in this serious scientific topic. We will move on discussing about the main idea of the lesson with Q&A and fun songs singing and moving.</p> <p>Period two: How to plant a seed</p> <p>Last, let kids to experience the sequence of how seeds growing from the dark to the light. And then help kids to represent the sequence. At the end, let kids plant a seed and keep track of the seeds growing and observe it in the following lessons.</p>
第一、二節 First and Second Period	
相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines	<p>學科領域學習表現 Performance of content learning</p> <p>2-I-1 以感官和知覺探索生活，覺察事物及環境的特性。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>7-I-1 以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>參考英語文第二學習階段</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-5 能使用簡易的日常生活用語。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p>
學習目標 Learning Objectives	學科學習內容 Content
	<p>A-I-1 關於種子生命成長現象的認識。</p> <p>A-I-2 種子成長變化現象的觀察。</p> <p>C-I-1 種子特性與現象的探究。</p> <p>D-I-3 聆聽與回應的表現。</p>

語言學習內容 (Language of Learning) Communication			
	<p>參考英語文第二學習階段</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>目標字詞 Target vocabulary : garden, hard, seeds, grow, air, sun (sunshine), soil and water</p> <p>目標句型 Target sentences: Where is the seed? The seed is in the ground. What do seeds need? They need air, sun, soil and water. Let's plant a seed. First, scoop the soil into the cup Next, dig a hole in the soil and place the seeds in and cover them with soil. Then, sprinkle some water on the soil, but not too much Last, let kids put the popsicle stick on the cup with their names and the seed's name on and move them to the corridor.</p>		
	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
學習活動 Learning Tasks	<p>1. Warm up:</p> <p>1.1 Greetings and introduction (5') First of all, play a little game with a cup and a seed to have a quick review about some seeds' names like sunflower seeds, pumpkin seeds, string bean seeds, mung bean seeds, and chili seeds. (worksheet 1.1-1) Listen and Number the seeds' names with the right pictures</p> <p>1.2 Go Go Nuts (5') T: Let's play a "Go Go Nuts" game. Ss: Yeah! T: Let's divide the class into two teams by even numbers and odd numbers. I will</p>	<p>1.1 Worksheet 1.1-1</p> <p>1.2 5 seeds A cup A bell (Go Go Nuts)</p>	<p>1.1 辨識、理解種子</p> <p>1.2 分析 能分辨種子的大小與形狀顏色特性的不同。並說出種子名稱。</p>

	<p>cover the seed under the cup. You each can only ask 1 question about the sizes or colors of the seeds before I take the cup away in a second, and you can spy it and ring the bell as fast as you can to answer the questions. OK?! Let's say "go go nuts"</p> <p>Ss: Go Go nuts!</p> <p>T: Let's keep calm and just do it. Ready, go!</p> <p>Ss: Is it small?</p> <p>T: Yes!</p> <p>Ss Is it white?</p> <p>T: Yes! Every one says "Go! Go Nuts!"</p> <p>(Ss ring the bell.)</p> <p>S: It's a 豌豆 seed.</p> <p>T: English, please!</p> <p>S: String bean seed</p> <p>T: Bingo!</p> <p>Kids takes turning playing the game once.</p> <p>2. Presentation</p> <p>2.1-1 Story sharing Time: (10')</p> <p>A story about the seed's need</p> <p>Watch a video about "Frog and Toad Together: the Garden" (4'36) by Arnold</p>		
--	--	--	--

2.1-1
Video: story
<https://www.youtube.com/watch?v=Z->

	<p>Lobel,</p> <p>the main idea of the story:</p> <p>Toad tried his best to grow a seed in his garden. He wanted to make sure the seed was awake and started to grow as soon as possible so (Worksheet 2.1-1)</p> <p>First, he yelled,</p> <p>And then his best friend, Frog told him to take some time waiting for the seed to grow, which needs the sun and the rain.</p> <p>next, Toad kept doing something interesting like:</p> <p>read a story,</p> <p>then, sang songs,</p> <p>then, read poems, and then played music.</p> <p>Toad worked really hard for the seed to help it out grow soon. Last, the seed sprouted and started to grow.</p> <p>2.2 Quick-Quack-Quack time (10')</p> <p>2.2-1 the main idea and some details</p> <p>These questions must include,</p> <p>“Where is the seed?”</p> <p>“In the ground.”</p> <p>“Why didn’t the seed start to grow at first?”</p>	<p>JG YFmYD k (the Garden)</p> <p>Worksheet 2.1-1 (Story Sequence)</p> <p>2.2-1 Poster 2.2-1 What seeds need Worksheet 2.2-1 (Read and Check what seeds need)</p>	<p>2.1-1 理解與分析故事的內容。並從英語文本中獲得知識。並理解故事的先後次序。</p> <p>2.2-1 理解思索種子成長所需問題，並參與問題提問與討論。</p>
--	--	---	---

	<p>“It takes time growing.”</p> <p>“What do seeds need?”</p> <p>They need air, water, soil, and sunshine.</p> <p>Then try to use the real stuff like water, soil and sunshine (poster 2.2-1) share the ideas.</p> <p>About air, it is a bit tricky to talk about it. I use the body language to “hale in and hale out” and ask what is coming through my nose, and kids will say “空氣”</p> <p>T: Yes, it’s “air.” Do you know how air moves? Use your boy to tell me how air moves.</p> <p>T: That’s cool.</p> <p>2.2-2 Sing a Fun Song and play (10’)</p> <p>T: Good job. Ok! Let’s review the key words with a little song” I Plant a Little Seed (1.01’ Song to the Little Teapot)” to let kids get familiar with them.</p> <p>The lyrics below</p> <p>I plant a little seed in the dark, dark ground.</p> <p>Out comes the yellow sun, big and round</p> <p>Down comes the warm rain, soft and slow</p>		
	<p>2.2-2 song</p> <p>“I Plant a Little Seed”</p> <p>(33) I Plant a Little Seed Songs for Kids CC #6 - YouTube</p>	<p>2.2-2</p> <p>理解、記憶種子成長所需與提問應用</p>	






	<p>Up comes the little seed grow, grow, grow.</p> <p>T: when you hear the key words, please stand up. The key words are ground, sun, rain, seed, grow.</p> <p>Take a rest and move on the next period.</p> <p>2nd period</p> <p>2.2-3 Show and Tell (5')</p> <p>T: now we listen to the songs twice, and you start to draw a picture of seeds' need in some minutes with markers.</p> <p>T: Time is up. Who wants to come front to show your picture with us?</p> <p>2.3 Role Play: (5')</p> <p>First, Kids try to act out individually what an asleep seed looks like (Curl up like a small ball and close their eyes to feel the dark.)</p> <p>Then, let kids experience a seed growing in team work</p> <p>One is acting as a seed</p> <p>The other three are water, sun and soil to help the seed to grow.</p>	<p>2.2-3</p> <p>Some paper , markers</p> <p>2.3</p> <p>肢體表演 共同創作</p>	<p>2.2-3</p> <p>理解、種子成長所需 關鍵字詞應用與創作</p> <p>2.3</p> <p>理解、應用與創作 種子的成長</p>
--	--	--	--

	<p>3. Guided Practice/Application (20')</p> <p>3.1-1 Eyes on your Stuff</p> <p>What we have is</p> <p>Soil, water, seeds including chili, string bean, and mung bean.</p> <p>3.1-2 Let's plan a seed</p> <p>First,</p> <p>scoop the soil into the cup</p> <p>Next,</p> <p>dig a hole in the soil and place the seeds in and cover them with soil.</p> <p>Then, sprinkle some water on the soil, but not too much</p> <p>Last, let kids put the popsicle stick on the cup with their names and the seed's name on and move them to the corridor.</p> <p>4. Review/Assessment (5')</p> <p>4.0 Quiet quick quack time!</p> <p>Kids will do their worksheets about how to plant a seed (Worksheet4.0-21) on their own.</p>	<p>3.1-1</p> <p>seeds, a bag of soil, water</p> <p>3.1-2</p> <p>Poster3.1-2</p> <p>Cups, water, soil, spoon, seeds</p> <p>Popsicle sticks, markers</p> <p>4.0</p> <p>Worksheets</p> <p>4.0-1</p> <p>How to plant a seed (Sequence)</p>	<p>3.1-1</p> <p>辨識、理解與分析實體應用</p> <p>3.1-2</p> <p>辨識、理解操作先後次序與應用實踐</p> <p>4.0</p> <p>分析先後次序</p>
--	---	--	---




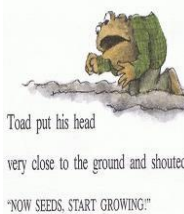

5. Extension (5') 5.0 Plant Observation Journal Do not forget to water your seed and keep track of seed growing in the journal page. (Journal 5.0-1)	5.0 Journal 5.0-1	5.0 觀察、應用
--	------------------------------------	---------------------

自編自選教材或學習單 Learning Materials

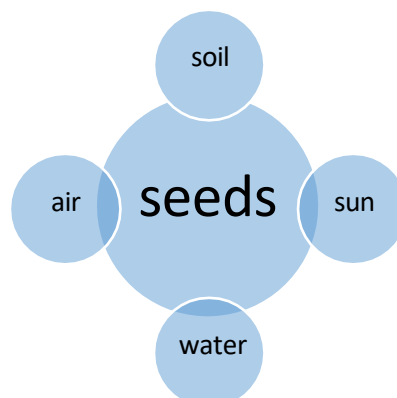
1. **Worksheet 1.1-1** (Listen and Number)

Pumpkin seeds	Mung bean seeds	String bean seeds	Sunflower seeds	Chili seeds
				






2. **Worksheet 2.1-1** (Story Sequence: put it in the right order)

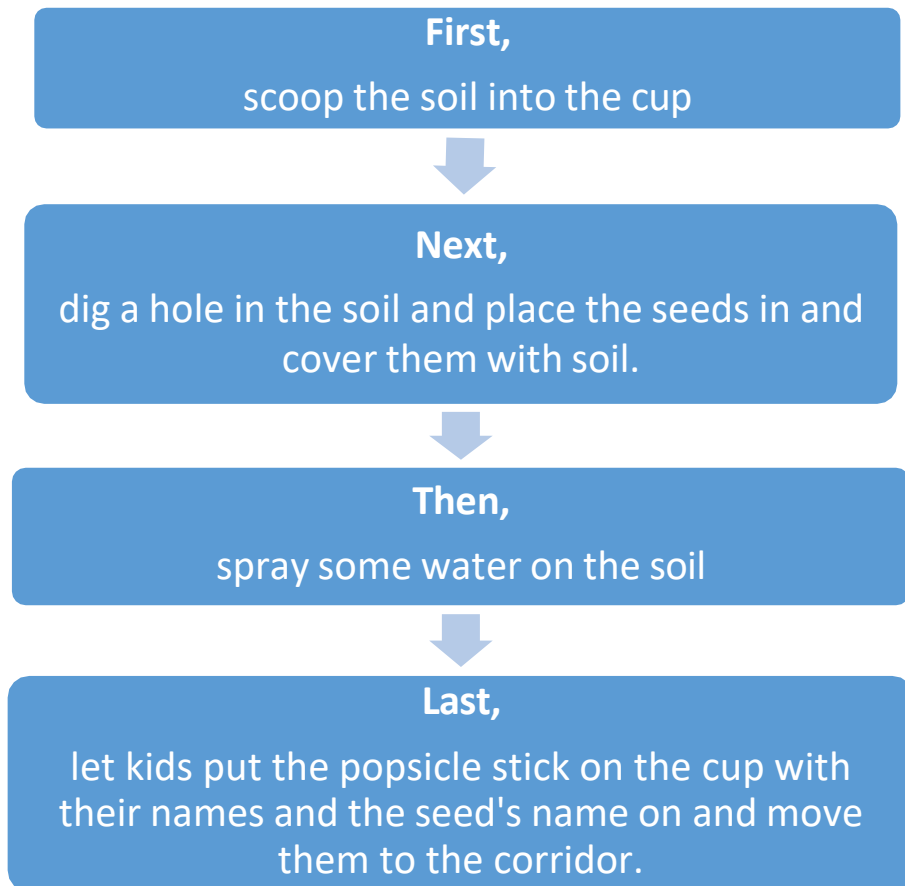
3. **Poster 2.2-1** What seeds need



4. **Worksheet 2.2-1** (Read and Check what seeds need)

sun 	air 	ice-cream 	soil 	water 

5. **Poster3.1-2** How to plant a seed












6. **Worksheet 4.0-1** How to plant a seed (Sequence: Listen and Number)

7. Journal 5.0-1

_____’s _____

Plant observation Journal

Day____ Notes: 	Day ____ Notes: 	Day____ Notes: 
Day____ Notes: 	Day____ Notes: 	Day____ Notes: 
Day____ Notes: 	Day____ Notes: 	Day____ Notes: 

語言使用 Use of Language

課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
Greetings: hi, hello, eyes on me raise your hand, please, not making any noise. Ready? Any questions? Are you done? Time is up. Ending: That’s all for today. You can go now. See you next time.	During class: Work in your group. Work on the task together. Take a look at the copy. Let’s watch the video step by step. Work on the worksheet together. Listen and number. Listen and check. Can you tell me what seeds need?	Praise and encouragement: Good. Fantastic. Awesome. Excellent. Cool. Much better. Try again. Not quite right. Ask for a favor: Excuse me. May I go to the bathroom. Louder please, I can’t hear (see) you. Dealing with confusion:

	<p>Don't forget to do your homework.</p> <p>Have a good day.</p>	<p>How do we plant a seed?</p> <p>Can you put the four steps in order?</p>	<p>How do you say or spell it?</p> <p>I don't get it.</p> <p>How about number ...</p>
評量 Assessment	<p>科內容學習評量</p> <ol style="list-style-type: none"> 1. 安置性評量: 口說種子名稱、學習單辨識種子 2. 形成性評量: 學習單關於種子成長所需元素 3. 實作評量: 塗鴉、口頭發表、表演、栽種操作、觀察記錄 <p>語言學習評量</p> <ol style="list-style-type: none"> 1. Warm up: Oral assessment: 2. During the lesson: <ol style="list-style-type: none"> 2.1 Listening assessment: 2.2 Oral assessment: Q & A; sing a song 2.3 written assessment: Label the plant seed 		

全英語教學~學習活動設計

領域／ 目次／ 跨領域	生活課程		
實施 年級	二年級	總節數	共 2 節，80 分鐘
(聚 焦之) 單元 名稱	Amazing Seeds		
設計依據			
學習 重點	學習 表現	核心 素養	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。 生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重 他人想法。 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。 B1 符號運用 與溝通表達 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。
	學習 內容		A-I-1 關於種子生命成長現象的認識。 A-I-2 種子成長變化現象的觀察。 C-I-1 種子特性與現象的探究。 D-I-3 聆聽與回應的表現。
議題 融入	議題／ 學習主題	無	
	議題	無	

實質內涵	
與其他領域／科目的連結	無
教材來源	<p>1. Frog and Toad together: the Garden by Arnold Lobel https://www.youtube.com/watch?v=Z-JG_YFmYDk https://www.saralandboe.org/site/handlers/filedownload.ashx?moduleinstanceid=11210&dataid=11493&FileName=3.4_Frog_and_Toad_Together.pdf</p> <p>2. I Plant a Little Seed Songs for Kids (33) I Plant a Little Seed Songs for Kids CC #6 - YouTube</p> <p>4. Plant Observation Journal https://buggyandbuddy.com/gardening-kids-planting-seeds-free-printable/</p>
學習目標	
<p>A-I-1 關於種子生命成長現象的認識。 A-I-2 種子成長變化現象的觀察。 C-I-1 種子特性與現象的探究。 D-I-3 聆聽與回應的表現。 B-II-1 第二學習階段所學字詞及句型的生活溝通。(參考英語文第二學習階段)</p> <p>目標字詞 Target vocabulary : garden, hard, seeds, grow, air, sun (sunshine), soil and water</p> <p>目標句型 Target sentences: Where is the seed? The seed is in the ground. What do seeds need? They need air, sun, soil and water. Let's plant a seed. First, scoop the soil into the cup Next, dig a hole in the soil and place the seeds in and cover them with soil. Then, sprinkle some water on the soil, but not too much Last, let kids put the popsicle stick on the cup with their names and the seed's name on and move them to the corridor.</p>	

節數	學習活動設計		
	學習引導內容及實施方式 (含時間分配)	學習評量	備註

第一節	<p>1. Warm up:</p> <p>1.1 Greetings and introduction (5')</p> <p>First of all, play a little game with a cup and a seed to have a quick review about some seeds' names like sunflower seeds, pumpkin seeds, string bean seeds, mung bean seeds, and chili seeds. (worksheet 1.1-1) Listen and Number the seeds' names with the right pictures</p> <p>1.2 Go Go Nuts (5')</p> <p>T: Let's play a "Go Go Nuts" game.</p> <p>Ss: Yeah!</p> <p>T: Let's divide the class into two teams by even numbers and odd numbers. I will cover the seed under the cup. You each can only ask 1 question about the sizes or colors of the seeds before I take the cup away in a second, and you can spy it and ring the bell as fast as you can to answer the questions. OK?! Let's say "go go nuts"</p> <p>Ss: Go go nuts!</p> <p>T: Let's keep calm and just do it. Ready? Go!</p> <p>Ss: Is it small?</p> <p>T: Yes!</p> <p>Ss Is it white?</p> <p>T: Yes! Every one says "Go! Go Nuts!"</p>	<p>1.1</p> <p>安置性評量</p> <p>書寫、聽力評量</p> <p>worksheet1.1-1</p> <p>對先備知識(種子名稱)的瞭解；提供異(同)質性分組參考，同學間互助合作學習</p> <p>1.2</p> <p>口語評量:</p> <p>口說 5 個種子英語名稱</p>	
-----	---	--	--

	<p>(Ss ring the bell.)</p> <p>S: It's a 豌豆 seed.</p> <p>T: English, please!</p> <p>S: string bean seed</p> <p>T: Bingo!</p> <p>Kids take turns playing the game once.</p> <p>2. Presentation</p> <p>2.1-1 Story sharing Time: (10')</p> <p>A story about the seed's need</p> <p>Watch a video about "Frog and Toad Together: the Garden" (4'36) by Arnold Lobel, the main idea of the story:</p> <p>Toad tried his best to grow a seed in his garden. He wanted to make sure the seed was awake and started to grow as soon as possible so (Worksheet2.1-1)</p> <p>First, he yelled,</p> <p>And then his best friend, Frog told him to take some time waiting for the seed to grow, which needs the sun and the rain.</p> <p>next, Toad kept doing something interesting like:</p> <p>read a story,</p> <p>then, sang songs,</p> <p>then, read poems, and then played music.</p> <p>Toad worked really hard for the seed to help it</p>	<p>2.1-1</p> <p>口語評量</p> <p>書寫評量</p> <p>Worksheet2.1-1</p>	
--	--	--	--

	<p>out grow soon. Last, the seed sprouted and started to grow.</p> <p>2.2 Quick-Quack-Quack time (10')</p> <p>2.2-1 the main idea and some details</p> <p>These questions must include,</p> <p>“Where is the seed?”</p> <p>“In the ground.”</p> <p>“Why didn’t the seed start to grow at first?”</p> <p>“It takes time growing.”</p> <p>“What do seeds need?”</p> <p>They need air, water, soil, and sunshine.</p> <p>Then try to use the real stuff like water, soil and sunshine (poster 2.2-1) share the ideas.</p> <p>About air, it is a bit tricky to talk about it. I use the body language to “hale in and hale out” and ask what is coming through my nose, and kids will say “空氣”</p> <p>T: Yes, it’s “air.” Do you know how air moves? Use your body to tell me how air moves.</p> <p>T: That’s cool.</p>	<p>2.2-1</p> <p>口語評量</p> <p>口頭討論內容</p> <p>(poster2.2-1)</p>	
--	--	---	--

	<p>2.2-2 Sing a Fun Song and play (10')</p> <p>T: Good job. Ok! Let's review the key words with a little song" I Plant a Little Seed (1.01' Sont ot the Little Teapot)" to let kids get familiar with them.</p> <p>The lyrics below</p> <p>I plant a little seed in the dark, dark ground.</p> <p>Out comes the yellow sun, big and round</p> <p>Down comes the warm rain, soft and slow</p> <p>Up comes the little seed grow, grow, grow.</p> <p>T: when you hear the key words, please stand up. The key words are ground, sun, rain, seed, grow.</p> <p>Take a rest and move on the next period.</p>	<p>2.2-2</p> <p>形成性評量</p> <p>聽力</p> <p>關鍵字詞: ground, round, sun, rain, seed, slow, grow.</p> <p>實作評量:</p> <p>展演</p>	
<p>教學設備／資源：電腦、投影機、PPT、培養杯、土壤、水、湯匙、按鈴、種子、小白板、白板筆、學習單、海報、冰棒棍。</p>			

第二節	<p>2.2-3 Show and Tell (5')</p> <p>T: now we listen to the songs twice, and you start to draw a picture of seeds' need in some minutes with markers.</p> <p>T: Time is up. Who wants to come front to show your picture with us?</p> <p>2.3 Role Play: (5')</p> <p>First, kids try to act out individually what an asleep seed looks like (Curl up like a small ball and close their eyes to feel the dark.)</p> <p>Then, let kids experience a seed growing in team work</p> <p>One is acting as a seed</p> <p>The other three are water, sun and soil to help the seed to grow</p> <p>3. Guided Practice/Application (20')</p> <p>3.1-1 Eyes on your Stuff</p> <p>What we have is</p> <p>Soil, water, seeds including chili, string bean, and mung bean.</p> <p>Please name the stuff you see.</p>	<p>2.2-3</p> <p>實作評量</p> <p>塗鴉並口頭發表</p> <p>what seeds need</p> <p>2.3-1</p> <p>實作評量</p> <p>自由創作，藉由肢體表演完成種子與其成長的樣子</p> <p>3.1-1</p> <p>口說評量</p> <p>確認實物</p>	
-----	--	--	--

	<p>3.1-2 Let's plan a seed</p> <p>First,</p> <p>scoop the soil into the cup</p> <p>Next,</p> <p>dig a hole in the soil and place the seeds in</p> <p>and cover them with soil.</p> <p>Then, sprinkle some water on the soil, but not too much</p> <p>Last, let kids put the popsicle stick on the cup with their names and the seed's name on and move them to the corridor.</p> <p>4. Review/Assessment (5')</p> <p>4.0 Quiet quick quack time!</p> <p>Kids will do their worksheets about how to plant a seed (Worksheet4.0-1) on their own.</p> <p>5. Extension (5')</p> <p>5.0 Plant Observation Journal</p> <p>Do not forget to water your seed and keep track of seed growing in the journal page. (Journal 5.0-1)</p>	<p>3.1-2.</p> <p>實作評量</p> <p>實際操作如何栽種種子，並在冰棒棍上註明姓名與種子名稱</p> <p>4.0</p> <p>形成性評量</p> <p>書寫、聽力評量</p> <p>Worksheet4.0-1</p> <p>5.0-1 實作評量</p> <p>課後觀察記錄植物生長情形</p>	
<p>教學設備／資源：電腦、投影機、PPT、培養杯、土壤、水、湯匙、按鈴、種子、小白板、白板筆、學習單、海報、冰棒棍。</p>			
<p>● 參考資料：</p> <p>一、https://www.gardenguides.com/118209-steps-plant-seeds-kids.html</p> <p>二、https://buggyandbuddy.com/gardening-kids-planting-seeds-free-printable/</p> <p>三、十二年國民基本教育課程綱要國民小學—生活課程、英語課程</p> <p>四、https://www.istockphoto.com/illustrations/green-bean-plant</p> <p>五、https://hotcore.info/babki/potting-soil-clipart.html</p> <p>六、https://www.thespruce.com/how-to-test-soil-acidity-alkalinity-without-a-test-kit-1388584</p> <p>七、https://gardenerspath.com/plants/vegetables/grow-tomatoes-seeds-6-easy-steps/</p>			

- 八、<http://mrbrownthumb.blogspot.com/2010/04/make-plant-labels-for-your-garden-from.html>
九、<https://www.pixtastock.com/illustration/48671927>
十、https://www.123rf.com/photo_142277653_stock-vector-mung-beans-
十一、<https://bs.vector.me/search/red-hot-chili-pepper-cartoon/18>
十二 https://www.123rf.com/photo_104412170_stock-vector-green-beans
十三、<https://www.freepik.com/premium-vector/cute-smiling-happy-glass-water-drop>
十四、<https://www.finegardening.com/article/potting-soil-put-to-the-test>
十五、<https://www.liveyournature.com/plant-magical-seeds-in-the-soil-of-your-mind/>

附錄：

(請自行增刪)

【實施成效】

- 領域/科目/跨領域：生活科學
- 實施年級：二年級
- 授課教師(作者1/2/3之一)：陳香利、謝佩芳

項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	全英教學課程，相當需要豐富的教學資源來輔助，無論是動畫、故事、音樂、圖檔、相關學科學習網頁的支援，都能提供更豐富的學習經驗給學生。針對落後的學生的扶助，盡量在課堂上以「強帶弱」的方式協助教學，善用時間協助落後學生能專注於課堂學習。課後針對落後學生以學習扶助網頁上提供的遊戲學習方式來加強其練習。
	2	能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗	
	3	課程實施之歷程，能落實差異化、適性化之原則，以符合不同學生之學習風格	
	4	針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差	
課程效果	5	能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效	就多元評量方式是趨勢，針對孩子能力上的差異性，給予多方面的嘗試，就本課程單元強調實作評量，以實驗操作、肢體表演、觀察記錄、評鑑等來評量學生的學習歷程與成效。針對學生的先備知識，到後設認知的部分，藉由小部分的遊戲、問答、紙本作答等、來達到對學習過程更周全的掌控；以便即刻修正教學內容與速度。
	6	課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點	
	7	能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成	
	8	面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能	

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：**Sing a fun song and play**

Train kids' sharp ears about key words in the song and have fun playing together.



說明2：**Role Play**

Kids try to perform what an asleep seed look like, curling his body like a ball.



說明3：**Show and tell**

We're all well prepared for the show.



說明4：**Eyes on your Stuff**

We have the soil for the seeds.



說明5：**Let's plan a seed**

We try to scoop the soil into the cup.



說明6：**Plant Observation**

Time for plant Observation.

首先，老師必定會面對最實際課堂臨場的喧鬧，孩子會在課堂上不安地嚷嚷著，「我聽不懂!」，「老師請說中文。」老師心中難免會想直接以中文解說是不是更快更直接？然而，這的確失去了全英語教學的目的。個人課堂上嘗試縮小範圍，每一個活動帶入步驟清楚不複雜。運用肢體語言重複再重複所要表達的重點。個人發現，一開始關鍵字詞的學習很重要，表達愈具體清楚愈好，以圖像、肢體、模仿、演示等方式，孩子可以很輕鬆上手。

其次，針對課程內容設計的部分，選擇Arnold Lobel 的繪本影片來開場，主要目的是吸引孩子的注意，故事生動有趣，內容又跟種子主題相關，並且藉由故事帶入 sequence 順序的概念。並以故事製造一個訓練英語耳力的情境。但是在探索與討論的重點仍然著眼在種子的需求。因為學生只有二年級，圖片總是多於文字的敘述，口說多於書寫，因此在書寫評量的部分也是以聽力書寫順序為主。就口頭討論與提問這部分，個人覺得非常有趣，教師引導提問居多，這階段花了一些時間，但是值得深究這部分的學習與探討，因為只有對話的形成，英語語言的使用才能真正的在課堂裡實踐。

最後，「A Seed ; a Promise」~此全英生活課程教案的設計根據素養導向來規畫並沒有想像中的困難，比較不容易的部份，是實踐於實際教學現場，則是一大挑戰。但是，無論如何，全英教學得以實踐於課堂，正如種下的種子一樣，在幽暗的土壤中，種子總是帶著一個足以開花結果的承諾，就像孩子看見他們的種子萌芽的瞬間，令人振奮。