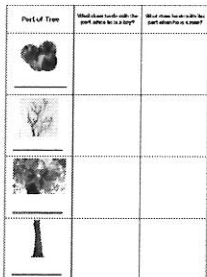


111 學年度推動國民中小學英語課採全英語教學教案徵選

單元/主題名稱：The Giving Tree (繪本)					
班級	五年甲班	教學者	張筠婕	設計者	張筠婕
版本	自編	授課日期	112.4.10	時間	8:30~9:10
總綱 核心素養面向	總綱核心素養		領綱核心素養		符應之主要教學活動
A 自主行動	■A1 身心素質與自我精進 □A2 系統思考與解決問題 □A3 規劃執行與創新應變		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。		Storytelling Words teaching and Matching
B 溝通互動	■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		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。		Comprehension Questions Thank-you Card
C 社會參與	□C1 道德實踐與公民意識 ■C2 人際關係與團隊合作 □C3 多元文化與國際理解		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。		Group Discussion
設計理念	Hope Students are able to keep gratitude.				
學習目標	1. Students will be able to appreciate what they already have. 2. Students will be able to understand taking things doesn't always bring happiness. 3. Students will be able to focus more on what they NEED instead of what they WANT.				
學習重點	學習表現		學習內容		
	◎1-III-6 能聽懂課堂中所學的字詞。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-2 能說出課堂中所學的字詞。 2-III-7 能作簡易的回答和描述。 ◎3-III-1 能辨識課堂中所學的字詞。 *3-III-7 能看懂繪本故事的主要內容。 *3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 4-III-1 能抄寫課堂中所學的字詞。 4-III-4 能依圖畫、圖示填寫簡單字詞。		◎ Ac-III-3 簡易的生活用語。 Ac-III-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 * ◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 D-III-3 依綜合資訊作簡易猜測。		

		◎ 6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。			
議題融入		☐ 性別平等 ☐ 人權 ☐ 環境 ☐ 海洋 ☒ 品德 ☐ 生命 ☐ 法治 ☐ 科技 ☐ 資訊 ☐ 閱讀素養 ☐ 安全 ☐ 防災 ☐ 能源 ☐ 多元文化 ☐ 生涯規劃 ☐ 家庭教育 ☐ 原住民 ☐ 戶外 ☐ 國際 ☐ 其他：_____			
議題實質內涵		品 E1 良好生活習慣與德行。 品 E2 自尊尊人與自愛愛人。			
跨領域(科)		藝術與人文(美術)			
教學流程		時間	教學媒材	評量方式 (內容/工具/規準等)	
第一節	Pre-reading 1. Present target words : apples, leaves, branches, trunk, stump 2. Ask students to read the words; match the picture cards and word cards afterwards. 3. Introduce the author and the book title. 4. Ask students what they see on the front cover, how they feel about the tree (maybe lush), and if they like the tree. 5. Predicting game: Each student will get a piece of paper. Ask student to draw down what the tree will be like at the end of the story. 6. Students share their prediction to each other.	15'	picture cards	Students will be able to read out loud the words.	
		10'	word cards	Students will be able to match the word cards with the picture cards	
		10'	paper		
		5'			
第二節	During-reading 1. Put a big paper-made tree on the board. 2. Present the story (revised version). When reading the story, teacher gradually remove the tree parts one by one from the board. 3. Give gifts to those who correctly predicts. After-reading 1. Ask some questions: ● What is the tree's primary motivation for giving away her parts? ● Does the boy like the tree? ● Which word best describes the tree throughout the story? Selfish? Greedy? Thankful? Happy? Sad? (open ended) ● Do you think the boy is selfish? Why or why not? ● Do you think the tree is happy or unhappy after giving out her parts?	15'	Books a paper-made tree	Students will be able to answer the comprehension questions.	
		10'		Students will be able to discuss with their group member actively.	

	- If you were the tree, would you be happy? Why? - Group Discussion: When you give something to someone, do you expect something in return? - Teacher makes the conclusion: There are some people who love you, give out something to you and they don't ask anything in return, like your family, teachers, and friends. Being appreciate all the time and don't take what they pay for granted.	10'		
	5'			
第三節	After-Reading - Review the target words. - Ask students to do the worksheet. Worksheet: The Giving Tree  - Ask students to come to the front and share their worksheets. - Give a compliment to those who do a great job on worksheet.	10'		
	25'		worksheet	Students will be able to complete the worksheet well.
	5'			
第四節	Extension Activity - Activity: Make Your Own Thank- you Card. - Fold the paper in half to make a card. - Ask students to have someone to appreciate and write down thankful messages. - Decorate the cards. - Have students to deliver the cards in person. - Conclusion: Always keep gratitude and be a grateful person.	35'		
	5'		paper coloring tools	Students will be do cards for the person who they appreciate.
參考資料	The Giving Tree- by <i>Shel Silverstein</i> (Publisher: Harper & Row) https://yes-pdf.com/book/667/read			
附錄	The Giving Tree 繪本改編內容 學習單			

Worksheet- The Giving Tree

Name: _____

Part of Tree	What does he do with the part when he is a boy?	What does he do with the part when he is a man?
 _____		
 _____		
 _____		
 _____		

張筠婕

The Giving Tree by Shel Silverstein (revised version)

Look! There's a tree. She loves a little boy.

Every day the boy comes. He gathers her leaves, makes them into crowns, and plays king of the forest.

He climbs up her trunk, swings from her branches, and eats apples.

And they play hide-and-seek.

When he is tired, he sleeps in her shade.

The boy loves the tree very much.

And the tree is happy.

But time goes by.

The boy grows older.

The tree is often alone.

One day, the boy comes to the tree and the tree says, "Come, Boy, come and climb up my trunk. Swing from my branches and eat apples. Play in my shade and be happy."

"I'm too big. I can't climb and play," says the boy. "I want to buy things and have fun. I want some money. Can you give me some money?"

The tree says, "I'm sorry, but I have no money. I have only leaves and apples. Take my apples, boy, and sell them in the city. Then you will have money and you will be happy."

The boy climbs up the tree, gathers her apples and carries them away.

And the tree is happy.

But the boy goes away for a long time.... The tree is sad.

One day, the boy comes back and the tree says hello to him happily. She says, "Come, Boy, climb up my trunk and swing from my branches, and then you will be happy."

"I am too busy, so I can't climb trees," says the boy.

"I am so cold. I want a warm house," he says.

"I want a wife and children, so I need a house. Can you give me a house?"

"I have no house," says the tree.

"The forest is my house, but you can cut off my branches and build a house. Then you will be happy."

So the boy cuts off and takes her branches away to build his house.

The tree is happy.

But the boy goes away for a long time.

When he comes back, the tree is very happy. She can't even speak.

"Come, Boy," she says, "come and play."

"I am too old, so I can't play," says the boy.

"I want a boat. I want to go far away from here by boat. Can you give me a boat?"

"Cut down my trunk and you can make a boat," says the tree.

"You can go to any places by boat.... Then, you will be happy."

So the boy cuts down her trunk to make a boat, and he goes away.

The tree is happy...but not really.

After a long time, the boy comes back again.

"I'm sorry, Boy," says the tree.

"I have nothing left to give you. My apples are gone."

"My teeth are too weak, so I can't have apples," says the boy.

"My branches are gone," says the tree. "You cannot swing on them."

"I'm too old, so I can't swing on branches," says the boy.

"My trunk is gone," says the tree. "You cannot climb."

"I'm too tired, so I don't want to climb," says the boy.

"I'm sorry," sighs the tree.

"I wish to give you something, but I have nothing left. I'm just an old stump. I'm sorry..."

"I don't need very much now," says the boy, "just a quiet place to sit and rest. I am very tired."

"Well," says the tree, straightening herself up, "an old stump is good for sitting and resting. Come, Boy, sit down. Sit down and rest."

The boy sits down and rests.

The tree is happy.

綜合意見：

1. 教學準備用心，課程規劃認真，教學策略多元。
2. 製作圖卡和字卡操作，以及學習單的彙整，能幫助學生對於故事內容的理解。
3. 能透過具體製作的樹，配故事情節移除樹的各部位，能學生身歷其境的感受。
4. 本教案為全英語授課教案，建議教學步驟可以更具體，並加入適切的教師教學用語，並非教學步驟用英語撰寫。
5. 教案中未呈現教師教教學指導用語，無法具體了解中英語使用比例。
6. 教案中未呈現教師教教學指導用語，無法具體了解是否適合學生程度。
7. 若能再給學生觀看該故事影片動畫，或是進行角色扮演，學生的感受更深刻。

評審委員：盧貞穎老師

112 年 6 月 10 日

綜合意見：

1. 選擇介紹繪本 *The Giving Tree* 頗具教育意味，內容適合國小五年級學童學習。
2. 教案設計用心，四節課程安排結構完整，條理清楚，活動設計與學習單具教學參考價值。
3. 教師介紹繪本時，藉由提問技巧，培養學生重要閱讀技巧與策略，值得肯定。
4. 教師英文使用比例可，部分單字選擇(如：motivation)偏難，建議修改。
5. 教師針對學習目標有效評量學生，但較偏重 individual work，雖有 group discussion，但引導步驟可進一步說明。
6. 第三節與第四節之課程規畫較為鬆散，可考慮整併或加入同儕評量，並提供同儕評量之評分表。
7. 有關多模態資源之應用較有限，建議可用於第三節課複習時或第四節用於示範 Thank You Card 作品時。

評審委員：陳純音教授

112 年 6 月 10 日