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| **(單元)**  **名稱** | **Lesson 6 If We Don’t Act Now, There Will Be More Plastic in the Ocean** | **教學年級** | 八 | **教材來源** | **康軒第四冊** |
| **設計者** | **吳竺軒** | | **教學**  **時間** | **總節數：**共 4節 | |
| 融入之議題  Integrated Issues | * 環境教育 * 海洋教育 * 科技教育 * 閱讀素養教育 | | | | |
| 總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies | **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。  **英-J-B1** 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 | | | | |
| 課程目標  Course Objectives | 1. 透過閱讀技巧理解文本，判讀作者的寫作目的。  2. 透過小組合作檢視自己一天製造的塑膠垃圾量，並能夠運用簡短的英文，表達自己的感受，更進一步積極行動減少塑膠用量，透過應用數位科技進行實作，做出守護地球的承諾製作，並以英文發表與分享。 | | | | |
| 表現任務  Performance Tasks | 學生能從理解文本的過程中判讀作者的寫作目的，並能以英文做出守護地球的承諾且加以發表。 | | | | |
| Culture/  Community/  Citizen  情境脈絡  節次配置  Title of Each Period | 第一節: A Brief Guide to L6 Reading  第二節: Identifying the Author’s Purpose  第三節: My Garbage Footprint  第四節: My Promise to Save the Earth  (英語)  1-Ⅳ-3 能聽懂基本或重要句型的句子。  2-Ⅳ-1 能說出課堂中所學的字詞。  2-Ⅳ-12 能以簡易的英語參與引導式討論。  3-Ⅳ-6 能看懂基本的句型。  3-Ⅳ-8 能了解短文、簡 訊、書信的主要內容。  (環境教育)  環J2 了解人與周遭動物的互動關係，認識動物需求，並關切動物福利。  環J15認識產品的生命週期，探討其生態足跡、水足跡及碳足跡。  (海洋教育)  海J14探討海洋生物與生態環境之關聯。 | | | | |
| 單元學習架構和設計理念 | 教學活動設計  學習評量  學習成效  第一節: A Brief Guide to L6 Reading  第二節: Identifying the Author’s Purpose  第三節: My Garbage Footprint  第四節: My Promise to Save the Earth  1. Seesaw 數位互動評量  2. Padlet數位互動評量  學生藉由教師引導與分組討論，思考如何從自身做起的垃圾減量方式，並製作與錄製出保護地球的環保海報。 | | | | |

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| 第一節 First Period | | | | | | | | | | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | | | | |  | | --- | | 1.藉由小組討論、合作，運用閱讀技巧，理解本課閱讀內容。  2.藉由小組討論、合作，根據上下文語境釐清不同訊息間的因果關係，寫出正確達意的簡單句子，完成自編學習單。 | | | | | | | | | |
| 學習目標  Learning Objectives | | | | |  | | --- | | 1.能唸讀本課閱讀相關主題單字。  2.能透過整理文本，推論作者的寫作目的。  3.能透過小組活動培養與他人合作互動並積極參與課堂活動。  4.能激發英語學習興趣及培養英語學習信心。 | | | | | | | | | |
| 單字句型  Target Language | | | | 單字：disposable, environment, enter, no longer, instead, sincerely  三種作者寫作目的：PIE (Persuade, Inform, and Entertain) | | | | | | | | |
| 學習活動  Learning  Tasks | | | | 步驟 Procedures | | 課室英語  Instructional language | | | | 師生(生生)互動語 Interactional language | | |
| **Ⅰ. Pre-task(5 mins):**  1. Warm up: Greetings.  2. Ask the students to change their seats to their group seats.  3. Give each of the students a piece of worksheet. | | T: Please change your seat to your group. And keep quiet.  T:Write down your members’ numbers and names on the worksheet.  T: Make sure every one of you take a worksheet. Please write down all the names and numbers of your group members on the worksheet. | | | | T: Good morning, students.  Ss: Good morning, teacher.  T: Please keep quiet when you change your seats.  Ss: OK.  T: If you have any questions, please raise your hands. And don’t do the exercise alone. Discuss with your group members.  Ss: OK. | | |
| **Π. Main-task (35 mins):**  1. Make sure all the students get the main idea of the L6 Reading.  2. Ask students to think about the pros and cons of using plastic tableware. | | T: Read the L6 reading article on the worksheet with your group members and discuss the questions on it.  T: Each group has to discuss the pros and cons of using plastic tableware according to the reading. You can also create your answers to it.  T: Please share your group’s idea about the pros and cons of using plastic tableware. And I’ll give you an oral evaluation. | | | | Ss: What’s the meaning of pros and cons?  T: It means the good parts and the bad parts of using plastic tableware.  T: Choose one person to speak out during the oral presentation.  Ss: OK.  T: What’s the author’s purpose of the L6 reading?  Ss: Persuade. | | |
| III. **Post-task (5 mins):** 1. Tell the students to finish their worksheet.  2. Assign the homework. | | T: Everyone, please finish your worksheet. This is your homework today. | | | | T: Finish your worksheet today and hand it in tomorrow.  Ss: OK. | | |
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|  | | | | 自編自選教材、教學簡報或學習單Learning Materials | | | | | | | | | | |
| 一張含有 文字, 筆跡, 功能表, 文件 的圖片  自動產生的描述 | | | | | 一張含有 文字, 紙張, 信, 筆跡 的圖片  自動產生的描述 | | | | | |
| 一張含有 文字, 筆跡, 紙張, 信 的圖片  自動產生的描述 | | | | |  | | | | | |
| 第二節 Second Period | | | | | | | | | | | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | 1.藉由小組討論、合作，運用閱讀技巧，判讀作者的寫作目的。  2.藉由小組討論、合作，完成自編學習單，並給予課堂回饋。 | | | | | | | | | | | | |
| 學習目標  Learning Objectives | 1.能透過整理文本，推論作者的寫作目的。  2.能透過小組活動培養與他人合作互動並積極參與課堂活動。  3.能激發英語學習興趣及培養英語學習信心。 | | | | | | | | | | | | |
| 單字句型  Target Language | 單字：disposable, environment, enter, no longer, instead, sincerely  三種作者寫作目的：PIE (Persuade, Inform, and Entertain) | | | | | | | | | | | | |
| 學習活動  Learning  Tasks | | | 步驟 Procedures | | | | | 課室英語  Instructional language | | | | 師生(生生)互動語 Interactional language | | |
| **Ⅰ. Pre-task(5 mins):**  1. Warm up: Greetings.  2. Ask the students to change their seats to their group seats.  3. Give each of the students a piece of worksheet. | | | | | T: Please change your seat to your group. And keep quiet.  T: Write down your members’ numbers and names on the worksheet.  T: Make sure every one of you take a worksheet. Please write down all the names and numbers of your group members on the worksheet.  Ss: OK. | | | | T: Good morning, students.  Ss: Good morning, teacher.  T: Please keep quiet when you change your seats.  Ss: OK.  T: If you have any questions, please raise your hands. And work with your group members    T: Pay attention to the class. No chatting, please.  Ss: OK. | | |
| **Π. Main-task (35 mins):**  1. A brief introduction to identify the author’s purpose.  2. Ask students to finish the task of identifying the autho’s purpose on the worksheet. | | | | | T: Please pay attention to the PPT.  T: These are the three types of the author’s pupose. Can you tell the difference now?  T: Now let’s give it a try. What’s the author’s purpose of the books on the worksheet? Put them into the right categories. And I’ll give you the answer later. | | | | T: These are the three types of the author’s purpose. Repeat after me. Persuade, inform, and entertain.  .  Ss: Persuade, inform, and entertain.  T: Let’s do an easy exercise. Please work with your group members.  Ss: All right. | | |
| **III. Post-task (5 mins):**  1. Tell the students to hand in the worksheet today.  2. Assign the homework. | | | | | T: Everyone, please finish your worksheet and hand it in right away.  T: Go to the Google Classroom and give some feedbacks about today’s lesson. | | | | T: Remember to go to the Google Classroom and give me some feedback.  Ss: OK. | | |
|  | | | 自編自選教材、教學簡報或學習單Learning Materials | | | | | | | | | | | |  |  |
| 上課PPT   |  | | --- | | 一張含有 文字, 寫生 的圖片  自動產生的描述 |   課堂活動  一張含有 文字, 寫生, 圖畫, 辦公用品 的圖片  自動產生的描述  一張含有 文字, 寫生, 圖畫, 正在列印 的圖片  自動產生的描述  一張含有 寫生, 圖畫, 文字, 方案 的圖片  自動產生的描述  學生的省思和建議  一張含有 文字, 字型, 螢幕擷取畫面 的圖片  自動產生的描述 | | | | | | | | | | | |  |  |
| 第三節 Period | | | | | | | | | | | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | | 1. 能夠透過教師引導及分組討論完成並錄製好自己的每日垃圾足跡學習單。  2. 能夠運用簡短的英文，表達自己的感受。 | | | | | | | | | | | |
| 學習目標  Learning Objectives | | 1.能唸讀本課閱讀相關主題單字和句型。  2.能透過小組活動培養與他人合作互動並積極參與課堂活動。  3.能激發英語學習興趣及培養英語學習信心。 | | | | | | | | | | | |
| 單字句型  Target Language | | 目標句型:  I ate\_\_\_\_\_for my breakfast/ lunch/ dinner, and the garbage I made were \_\_\_\_\_\_\_\_. | | | | | | | | | | | |
| 學習活動  Learning Tasks | | 步驟  Procedures | | | 授課英語  Instructional English | | | | | | 互動英語  Interactional English | | |
| **Ⅰ. Pre-task(5 mins):**  1. Warm up: Review the main idea of the reading part of Unit6.  2. Ask the students to change their seats to their group seats.  3. Give each of the students a piece of worksheet. | | | T: Today, we are going to talk more about the garbage. Now, please change your seats to your group seats.  T: Now, each of you will get a piece of worksheet. Who didn’t get your own worksheet? Please raise your hand and tell me.  T: After you get your worksheet, please write down your Chinese name, class and your number. | | | | | | T: Hello, everyone.  Ss: Hello, teacher!  T: Do you remember in the unit 6, we learn about the garbage and plastic in the ocean?  Ss: Yes. | | |
| **Π. Main-task(35 mins):**  1.Introduce the worksheet.  2.Ask the students to do the group discussion to finish the first part of their worksheet.  3.Teach the students how to record their voices by Canva.  4.Give students time to practice and post their worksheet with their voices on Padlet. | | | T: What do you eat for your three meals every day? How much plastic you made from your three meals?  T: Take a look at this chart. This is what I ate for my three meals and the garbage I made from the three meals. Any volunteers to read this for us?  T: Now, it’s your turn. Think about your three meals and the garbage you make from the three meals. And write down your answer on your worksheet.  T: You will have 10 mins to finish this part. Am I clear? Now, get your i-pad and discuss with your partners.  T: If you have any questions, please raise your hand.  T: Time is up! We are going to post your worksheet on Google Classroom.  T: Everyone, please put your ipad away and look at me. I will teach you how to post your worksheet on Google Classroom.  T: First, get on Canva and take the picture of your worksheet.  T: Second, choose the microphone to record your voice when you read your worksheet. Listen! This is my voice.  T: This will be your oral evaluation. I will give you 10 mins to finish the job. | | | | | | T: Students, look at this picture, what do you see in this picture?  Ss: Water.  Ss: Trash.  T: Did you see the garbage? Did you see the plastic bottle?  Ss: Yes.  T: Any volunteers to read this for us?  S1: Milk and a sandwich.  S2: A cup, a straw, sealing film and a plastic bag.  T: How about the lunch? Any volunteers?  S3: A lunchbox.  S4: A carton, bamboo chopsticks, chopsticks film and a plastic bag.  T: How about the dinner? Any volunteers?  S5: Beef noodles.  S6: A paper bowl, bamboo chopsticks, chopsticks film, a plastic bag and a plastic spoon.  T: You will have 10 mins to finish this part. Am I clear? Ss: Yes.  T: Do you get on Canva?  Ss: Yes./ Not yet.  T: If you have any questions, please raise your hand. Ok?  Ss: Ok.  T: If you are done, please raise your hand, I will double check if I can see your worksheet from my computer. Am I clear?  Ss: Ok. | | |
|  | | | **Ⅲ.Post-task (5 mins):**  1. Make sure all of the students have finished today’s job.  2. Tell students that I will view their worksheet on and give them some comments. | | | | T: Students, please come to me to make sure you have posted your worksheet on Google Classroom.  T: This will be your oral evaluation. I will view your worksheet and give you some comments. | | | | | T: Hey, who needs more time? Please raise your hand.  Ss: We are done.  T: If you don’t have any questions, we will call it a day.  Ss: Thank you, teacher. | | | | |
|  | | | 自編自選教材、教學簡報或學習單 Learning Materials | | | | | | | | | | | | | |
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| 第四節 Period | | | | | | | | | | | | | | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | | | 1. 能夠透過教師引導及分組討論完成並錄製好自己的每日垃圾足跡學習單。  2. 能夠運用簡短的英文，表達自己的感受。 | | | | | | | | | | | | | |
| 學習目標  Learning Objectives | | | 1.能唸讀本課閱讀相關主題單字和句型。  2.能透過小組活動培養與他人合作互動並積極參與課堂活動。  3.能激發英語學習興趣及培養英語學習信心。 | | | | | | | | | | | | | |
| 單字句型  Target Language | | | 目標句型:  I will save the earth/ ocean if I ……. | | | | | | | | | | | | | |
| 學習活動  Learning Tasks | | | 步驟  Procedures | | | | 授課英語  Instructional English | | | | | 互動英語  Interactional English | | | | |
| **Ⅰ. Pre-task(5 mins):**  1. Warm up: Play a video about hermit crabs.  2. Ask the students to change their seats to their group seats.  3. Ask students to take out their worksheet. | | | | T: Today, we are going to talk more about the garbage. Now, please change your seats to your group seats.  T: Now, we are going to watch a video about hermit crabs.  T: Please take out your worksheet. | | | | | T: Hello, everyone.  Ss: Hello, teacher!  T: What do you see in this video?  Ss: Crabs.  T: Yes, they a kind of crabs and they are called hermit crabs.  T: What will happen to hermit crabs if they don’t have shells?  Ss: They will die.  T: Yes, but if there aren’t any shells in the ocean, what will the hermit crabs do?  S1: They use plastic bottles as shells.  S2: They find some garbage to be shells.  T: How do you feel when you see the hermit crab wear a plastic bottle?  S1: They are poor.  S2: I feel the hermit crab will feel scared. | | | | |
| **Π Main-task(35 mins):**  1.Introduce the worksheet.  2.Ask the students to do the group discussion to finish the third part of their worksheet.  3.Teach the students how to make their poster about saving the earth/ ocean by Canva.  4.Give students time to finish their poster and post their poster with their voices on Padlet. | | | | T: Students, in this video, we see the hermit crabs can’t find the shells because of the ocean pollution. So, it is very important for us to think about some ways to reduce our garbage.  T: Take a look at this. This is my ways to reduce the garbage- bring my own shopping bag.  Now, it’s your turn. Please discuss with partners and think about some ways to reduce the garbage. You have to think more than three ways and write down the ways on your worksheet. You will have 5 mins to finish this part.  T: Now, we are going to make a promise to save the earth or the ocean. We are going to make a poster.  T: This is my poster to save the earth. “ I will save the earth if I bring my own shopping bag.”  T: Now, it’s your turn to make your own poster. Listen to me, I am going to teach you how to do this.  T: First, please find a picture about your ways of reducing garbage  T: Second, use the sentence pattern, “I will save the earth/ ocean if I …” to write down your promise to save the earth/ocean.  T: Third, record your promise and post your poster on Padlet.  T: You will have 20 mins to finish your poster. Go! | | | | | T: Students, why can’t the hermit crabs find their shells in the ocean? Anyone?  S1: Because there is too much garbage.  S2: Because the ocean is too dirty.  T: Yes, that’s the point. So, it is very important for us to save the ocean but how?  Ss: We can reduce the garbage.  T: Bingo! Now, it’s your turn to think about the ways to reduce the garbage with your partners and write down your ways on your worksheet. You have to write down more than three ways. Am I clear, yes or no?  Ss: Yes.  T: Now, you will have 5 mins to finish the job. Go!  T: Time is up! Who is not done? Please raise your hand.  T: Good! All of you have done. Now, Look at this poster. This is my poster to save the earth. Please repeat after me. “ I will save the earth if I bring my own shopping bag.”  Ss: I will save the earth if I bring my own shopping bag.  T: Now, it’s your turn to make a promise to save the earth or the ocean. Listen to me, I am going to teach you how to do this.  T: First, please find a picture about your ways of reducing garbage. Got it?  Ss: Yes.  T: Second, use the sentence pattern, “I will save the earth/ ocean if I …” to write down your promise to save the earth/ocean. Any questions?  Ss: No.  T: Third, record your promise and post your poster on Padlet. Am I clear?  Ss: Yes.  T: Great. You will have 20 mins to finish the job. If you have any questions, please raise your hand. | | | | |
| **Ⅲ.Post-task (5 mins):**  1. Make sure all of the students have finished today’s job.  2. Ask students to browse at least five students’ posters and give them some comments.  2. Tell students that I will also view their poster on Seesaw and give them some comments. | | | | T: Students, please come to me to make sure you have posted your poster on Padlet.  T: This will be your oral evaluation. I will view your poster on Padlet and give you some comments.  T: Now, I will assign you the homework. Please browse at least five students’ posters and give them some comments at home. | | | | | T: Hey, who needs more time? Please raise your hand. No? Great!  T: This will be your oral evaluation. I will view your poster on Padlet and give you some comments.  T: And your homework for today is to browse at least five students’ posters and give them some comments.  For example, you see Nora’s poster and give her a like and leave” I like your poster!” about her work. Am  I clear? Yes or no?  Ss: No.  T: Good! And we will call it a day.  Ss: Thank you, teacher. | | | | |
|  | | | 自編自選教材、教學簡報或學習單 Learning Materials | | | | | | | | | | | | | |
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|  | | | 一張含有 文字, 字型, 螢幕擷取畫面, 代數 的圖片  自動產生的描述 | | | | | | | | | | | | | |
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| **活動成果與剪影** |

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| 一張含有 服裝, 室內, 人員, 教育 的圖片  自動產生的描述 | 一張含有 服裝, 室內, 人員, 傢俱 的圖片  自動產生的描述 |
| 教師上課情形 | 學生利用Canva製作海報 |
| 一張含有 文字, 筆跡, 墨水, 信 的圖片  自動產生的描述 | 一張含有 文字, 筆跡, 信, 紙張 的圖片  自動產生的描述 |
| 學生課堂學習單 | 學生課堂學習單 |
| 一張含有 文字, 便利貼 的圖片  自動產生的描述 一張含有 文字, 配件 的圖片  自動產生的描述 | 一張含有 服裝, 人員, 傢俱, 牆 的圖片  自動產生的描述 |
| 學生於Google Classroom繳交的每日碳足跡並獲得老師的回饋 | 學生作品學生利用Canva錄音 |
| 一張含有 文字, 螢幕擷取畫面, 字型, 數字 的圖片  自動產生的描述 | 一張含有 文字, 螢幕擷取畫面, 字型, 數字 的圖片  自動產生的描述 |
| 學生作品 | 學生作品 |
| 一張含有 文字, 軟體, 螢幕擷取畫面, 設計 的圖片  自動產生的描述 | 一張含有 文字, 螢幕擷取畫面, 平面設計, 設計 的圖片  自動產生的描述 |
| 學生課堂學習單學生於Google Classroom繳交的每日碳足跡並獲得老師的回饋 | 學生於Canva平台完成的海報和錄音檔 |
| 一張含有 文字, 軟體, 網站, 電腦圖示 的圖片  自動產生的描述 | 一張含有 服裝, 文字, 室內, 白板 的圖片  自動產生的描述 |
| 老師和學生至Padlet給予同學作品回饋 | 學生課堂發表情形 |

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| **教師反思與教學建議** |
| 【教學建議】  1. 錄音時容易錄到背景音，建議可以攜帶自己的耳機麥克風，比較不會互相影響。  2. 從課程的規劃到執行，老師也從學生身上學到很多東西，學生給予的回饋讓老師能思考更多的教學可能性。  3. 顧慮教學進度，課程執行的時間不太足夠，若能再多點時間，老師和學生能有更多的互動和交流。  【教師反思】  1. 教師之間的共備合作，可以激盪出更多的創意和火花。  2. 透過小組合作，讓各種程度的孩子都有參與的機會，孩子也能彼此互相學習，而數位科技的運用，讓孩子對於課程更有興趣，間接達到差異化的學習效果。  3. 透過教師的引導，讓課程和生活經驗連結，課程內容就不會只是單字、句型和課文而已。  4. 學生能表達自己的感受，讓課程不再只是老師為主導。  5. 透過學習單和活動的設計，不僅讓學生能練習單字和句型，同時也讓孩子們能展現自己的創意。 |