

# 桃園市 106 學年度國民中小學教師優良教學示例獎勵計畫

## 教學活動設計

單元主題	Croak Croak Frog Fun!	科目	英語文
設計者	顧吟吟		
教學時數	45 mins	總節數	1 period
學習/教育階段	第四學習階段/國中	教學年級	7 年級
<b>學生背景分析</b>			
<ol style="list-style-type: none"> <li>1. 都會型孩子，喜歡接觸課外新奇事物及學習補充資源。</li> <li>2. 大多數學生喜歡同儕互動，偏好小組活動的學習模式。</li> <li>3. 喜歡隨興創作，樂於參與生活經驗分享活動。</li> <li>4. 大多數學生能熟悉課內基本學習內容，唯較缺乏產出型寫作的練習機會。</li> </ol>			
<b>學習目標</b>			
<ol style="list-style-type: none"> <li>1. 能依據聽到的英語歌曲韻文，應用簡易字詞及句子表達青蛙的成長過程。</li> <li>2. 能培養邏輯思考力，根據上下文語境做適當段落排序，確保語意的連貫性(coherence)。</li> <li>3. 能了解英語短文內容，練習運用閱讀策略(skimming, scanning, questioning, note taking, reflection, contextualization)，回答閱讀理解問題並培養思辨能力。</li> <li>4. 能了解英語短片大意，將資訊透過圖表比較與歸納，呈現青蛙與蟾蜍的相同及相異處。</li> <li>5. 能享受英語藏頭詩創作樂趣，學習聆聽與欣賞，達到溫故知新及學習整合的成效。</li> <li>6. 能拓展學習範圍，將英語文課程與自然與生活科技領域做連結，活化語言學習。</li> </ol>			
<b>課程設計理念</b>			
<p>搭配翰林版七年級下學期教學進度第九課主題「樹蛙生態」，規劃一堂課外延伸課程，透過網路資源平台建置豐富的語言學習環境，結合「分組合作學習」、「任務導向教學法」及「差異化教學」，以「學生為中心」設計教學活動，使學生能積極主動參與學習，綜合課本所學活化語言學習，進而提升學習動機與成效。課堂中採「多元評量」方式檢驗學生的學習成效，透過小組互動、競賽與發表、個人檔案評量記錄學生學習活動歷程及表現。</p>			
<b>核心素養</b>			
<b>總綱</b>	<b>具體內涵</b>		
A1 身心素質與自我精進	英-J-A1	具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。	
A2 系統思考與解決問題	英-J-A2	具備系統性理解與推演的能力，能釐清本文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。	
B1 符號運用與溝通表達	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。	
C2 人際關係與團隊合作	英-J-C2	積極參與課內及課外英語文團體學習活動，培養團隊合作精神。	

## 學習重點

學習表現	學習內容
1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-5 能聽懂簡易歌謠和韻文的主要內容。 1-IV-8 能聽懂簡易影片的主要內容。 2-IV-1 能說出課堂中所學的字詞。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 3-IV-9 能了解故事的主要內容與情節。 3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。 4-IV-1 能拼寫國中階段基本常用字詞。 4-IV-4 能依提示填寫簡單的表格。 4-IV-5 能依提示寫出正確達意的簡單句子。 5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。 5-IV-8 能聽懂簡易故事，並能以簡單的字詞、句子記下要點。 5-IV-10 能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。 6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。 9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-2 能把二至三項訊息加以比較、歸納、排序。	Ac-IV-4 國中階段所學字詞(能聽、讀、說、寫最基本的 1,200 字詞)。 Ae-IV-1 簡易歌謠、韻文、短文、故事及短劇。 Ae-IV-8 簡易故事及短文的大意。 B-IV-5 人、事、時、地、物的描述及問答。 B-IV-8 引導式討論 D-IV-1 依綜合資訊作合理的猜測。 D-IV-2 二至三項訊息的比較、歸納、排序的方法。
教材來源	1. Nursery Rhymes Song— <i>Life Cycle of a Frog</i> (ABCkidTV) <a href="https://www.youtube.com/watch?v=MJOSoJNeu54">https://www.youtube.com/watch?v=MJOSoJNeu54</a> 2. Online reading material “Springtime Tadpoles” at the website of K5 Learning <a href="http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2">http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2</a> 3. SciShow Kids Channels— <i>Frog or Toad?</i> <a href="https://www.youtube.com/watch?v=rVAjUSLkDLo">https://www.youtube.com/watch?v=rVAjUSLkDLo</a>
教學策略	1. 【分組合作學習】以學生為中心，取代教師單向講述、學生被動聽課的傳統教學型態，激發學生主動參與學習，增加互動合作及討論溝通的機會，降低個人學習無助感，進而提升學習成效 2. 【任務導向教學法】以具體任務為學習動力，完成任務的過程即為學習過程，提供學生使用語言的自然情境，增加思考機會並運用語言解決問題 3. 【差異化教學】依據學生個別差異及需求，設計 A 與 B 兩種學習單，讓中高成就學生穩健踏實並成功應用所學知識，而低成就學生得以發揮最大潛能學習課程內容。 4. 【網路資源】透過網路平台建置豐富語言學習環境，提升英語學習興趣。 5. 【多元素材及活動】使用多元素材設計不同學習活動及學習單，讓語言學習盡量兼顧聽說讀寫四面向，在提升知識之餘，增加學生發揮創意機會。 6. 【多元評量】透過小組互動、競賽發表、個人學習檔案以檢驗學習成效。



<p>2. <b>學習單#2—答題高手</b></p> <p>(1) 教師透過搶答活動，讓全班一起腦力激盪完成學習單。</p> <p>(2) 教師搭配短文設計兩種閱讀學習單：中高成就學生須以完整英文句子回答問題(包含 open-ended questions)，而低成就學生須依照提示填寫字詞(text-based questions)。</p> <ol style="list-style-type: none"> <li>① What season is the story about?</li> <li>② What do Max and Will love to do?</li> <li>③ Why do Max and Will love to catch tadpoles?</li> <li>④ What do they see sitting on a log?</li> <li>⑤ Where do they put the tadpoles at home?</li> <li>⑥ Why do they keep the tub in the shade?</li> <li>⑦ How do they take care of the tadpoles?</li> <li>⑧ What do they do when the tadpoles grow into frogs?</li> <li>⑨ Do you have similar experience about keeping a wild animal? -If yes, share your story and feelings. -If no, would you also take the frogs to their birth pond if you were Max or Will? Why or why not?</li> </ol>		<p>差異化學 習單#2 簡報</p>	<p>學習單完成度 小組搶答表現</p>
<p><b>III. 【Main Task 2—Spot the difference】</b></p> <p><b>Frogs or Toads?</b></p> <p>1. <b>新舊知識連結—提問、短片觀賞</b></p> <p>(1) 教師提問： What are the differences between frogs and toads?</p> <p>(2) 短片觀賞 SciShow Kids Channels: <i>Frog or Toad?</i></p> <p>2. <b>學習單#3—超級比一比</b></p> <p>(2) 各組討論影片中提到青蛙與蟾蜍有哪些不同之處，將討論結果呈現在小白板上。</p> <p>(3) 全班一起歸納，完成學習單：</p> <ol style="list-style-type: none"> <li>① <b>Skin:</b> smooth or bumpy?</li> <li>② <b>Teeth:</b> tiny or no?</li> <li>③ <b>Movement:</b> leap or walk?</li> <li>④ <b>Legs:</b> long or short?</li> <li>⑤ <b>Living place:</b> water or dry land?</li> <li>⑥ <b>Eggs:</b> piles or lines?</li> </ol>	<p>12 mins</p> <p>(3'13)</p>	<p>電腦、投 影機 Youtube 平台</p> <p>磁性白板 白板筆</p> <p>學習單#3 簡報</p>	<p>小組互動 小組競賽</p> <p>學習單完成度</p>

<p>3. <b>牛刀小試時間—現學現賣</b>          教師展示圖片，學生使用課堂中所學的字詞回答是青蛙或蟾蜍，以簡易英語描述圖片，學習綜合相關資訊作簡易的猜測。</p>		青蛙及蟾蜍圖片	全班答題情形
<p><b>IV. 【Wrap-up】</b></p>	5 mins		
<p>1. <b>小組任務</b>          請小組於一分鐘內，在小白板上寫下今日印象深刻的單字。</p>	(1'00)	磁性白板 白板筆	小組競賽—單字量
<p>2. <b>回顧學習重點</b>          教師透過簡報總結學習重點。</p>		簡報	
<p>3. <b>作業</b>          ① <b>個人檔案評量：</b>          請學生將課堂中的學習單貼在筆記本上，作為學習歷程檔案及教師評量的依據。</p>		筆記本	檔案評量
<p>② <b>小組創意寫作藏頭詩 (Acrostic Poem)：</b>          從 FROG、TOAD、TADPOLE 任選一字作為小組藏頭詩的主題進行創作，下一堂課進行發表分享。</p>		簡報範例 作業學習單	小組報告

**【References】 圖片來源**

● **Worksheet 1**

Eggs: <https://www.mycutegraphics.com/graphics/animal/frog/frog-eggs.html>

Tadpole: <https://www.prokitesusa.com/tadpole-windsock-black/>

[http://bioweb.uwlax.edu/bio203/s2009/gutierre\\_marc/growin%20big.htm](http://bioweb.uwlax.edu/bio203/s2009/gutierre_marc/growin%20big.htm)

Frog: <http://www.summersymphonylive.com/15564/poison-dart-frog-coloring-pages-21-05-2018/lavishly-poison-dart-frog-coloring-pages-free-for-kids-by-on-with-hd/>

● **Worksheet 2**

<http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2>

● **Worksheet 3**

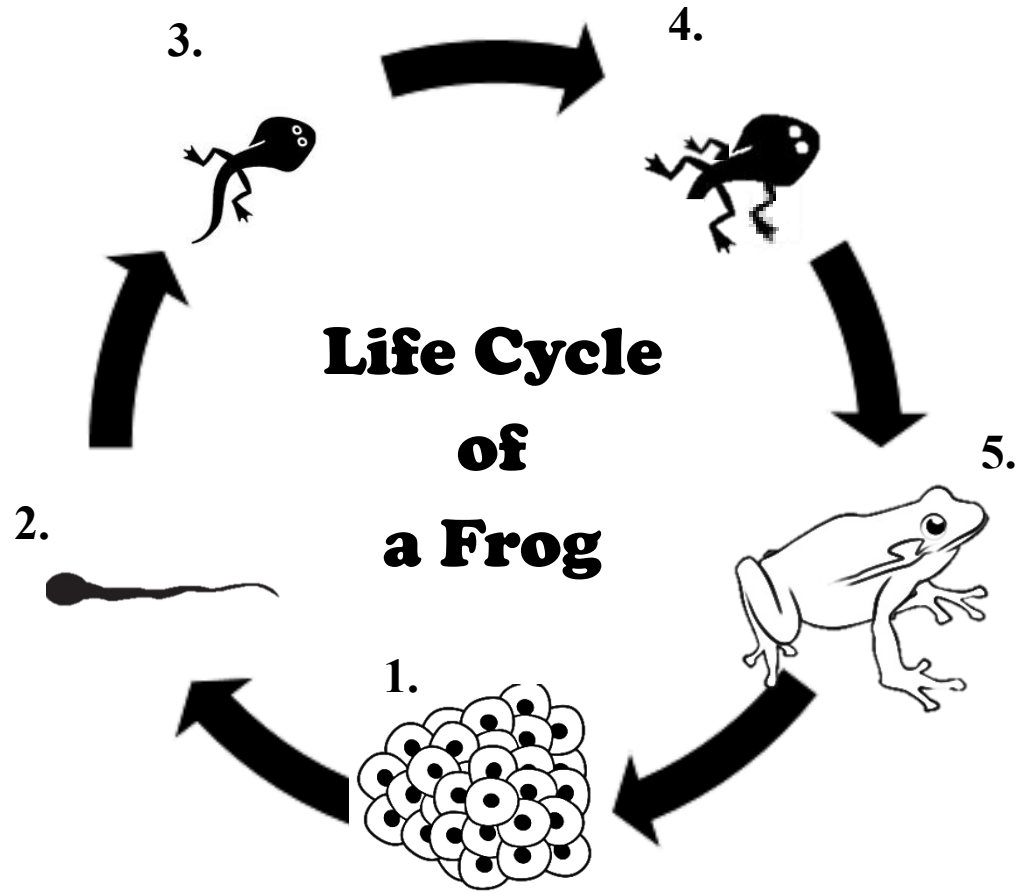
Frog: <http://www.reevolveclothing.com/13335/picture-of-frogs-to-color-18-05-2018/happy-picture-of-frogs-to-color-free-frog-coloring-pages/>

Toad: <https://www.pinterest.com/pin/450430400210282049/>

Croak Croak Frog Fun Class: \_\_\_\_\_ Name: \_\_\_\_\_

**Worksheet 1A—Life Cycle of a Frog**

Make a sentence for each stage.

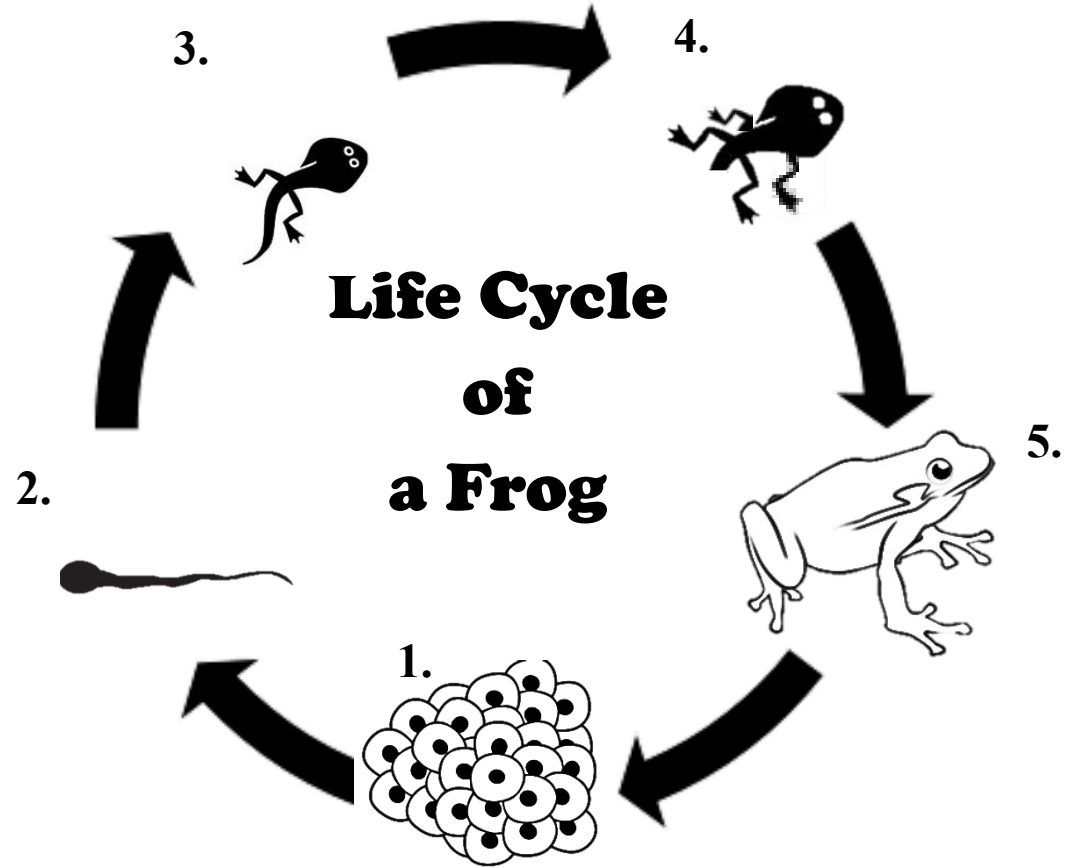


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Croak Croak Frog Fun Class: \_\_\_\_\_ Name: \_\_\_\_\_

**Worksheet 1B—Life Cycle of a Frog**

Fill in the blanks.



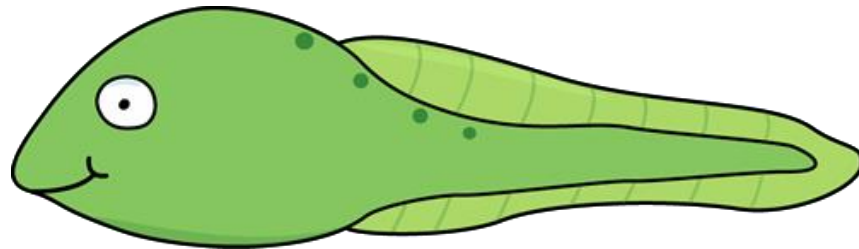
1. Frog mother lays the (e) \_\_\_\_\_ in the pond.
2. The eggs start to hatch and turn into the (t) \_\_\_\_\_.
3. The tadpoles grow back (l) \_\_\_\_\_ first.
4. The tadpoles with legs also grow arms and turn into (f) \_\_\_\_\_.
5. Oh my! Their tails shrink. The tadpoles turn into the (f) \_\_\_\_\_!

## SPRINGTIME TADPOLES

Every spring Max and his brother Will go to the pond at the end of their street to look for tadpoles. They love to catch them so they can watch them turn into frogs.

This spring when Max and Will go to the pond to catch tadpoles, they see a painted turtle sitting on a log enjoying the sun. "Look at the cool turtle," says Will.

"Should we try to catch it?" Max asks.



Will responds, "I like catching tadpoles better." Max agrees with Will.

They fill their bucket with tadpoles and head home. When they get there, they empty the bucket into a big, wide tub. They cover the tub with a screen so animals can't get to the tadpoles. They keep the tub in the shade so the water does not get too hot.

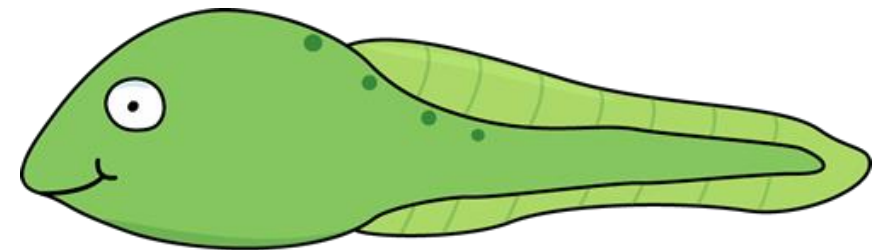
Max and Will go to the pond every day to bring back fresh water and leaves from the bottom of the pond for the tadpoles to eat. After six weeks, the tadpoles grow into frogs. Then Max and Will take them back to the pond so they can live happily ever after.

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*Croak Croak Frog Fun* Class: \_\_\_\_\_ Name: \_\_\_\_\_

**Worksheet 2A—Springtime Tadpoles**

Answer the Questions:

3. Why do Max and Will love to catch tadpoles?
  
  
  
  
  
  
  
  
  
  
6. Why do they keep the tub in the shade?
  
  
  
  
  
  
  
  
  
  
7. How do they take care of the tadpoles?
  
  
  
  
  
  
  
  
  
  
9. Do you have similar experience about keeping a wild animal?  
-If yes, share your story and feelings.  
-If no, would you also take the frogs to their birth pond if you were Max or Will? Why or why not?

*Croak Croak Frog Fun* Class: \_\_\_\_\_ Name: \_\_\_\_\_

**Worksheet 2B—Springtime Tadpoles**

Answer the Questions:

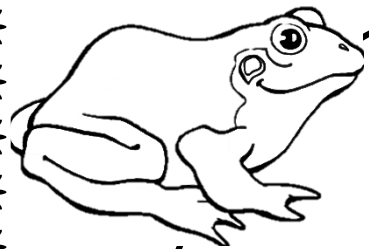
1. What season is the story about?  
→It is \_\_\_\_\_.
  
2. What do Max and Will love to do?  
→They love to catch \_\_\_\_\_.
  
3. Why do Max and Will love to catch tadpoles?  
→They can watch tadpoles turn into \_\_\_\_\_.
  
4. What do they see sitting on a log?  
→They see a \_\_\_\_\_.
  
5. Where do they put the tadpoles at home?  
→They put the tadpoles in a big, wide \_\_\_\_\_.
  
6. Why do they keep the tub in the shade?  
→ \_\_\_\_\_ can't get to the tadpoles, and the water does not get too \_\_\_\_\_.
  
7. How do they take care of the tadpoles?  
→ They bring back fresh \_\_\_\_\_ and \_\_\_\_\_ for the tadpoles.
  
8. What do they do when the tadpoles grow into frogs?  
→ They take them back to the \_\_\_\_\_.

Croak Croak Frog Fun Class: \_\_\_\_\_ Name: \_\_\_\_\_

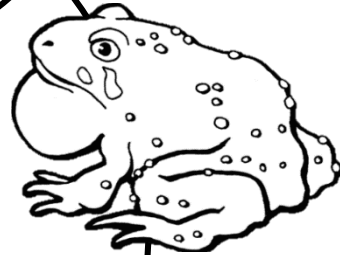
**Worksheet 3—Frogs or Toads?**

Spot the differences.

**FROG**



**TOAD**



Croak Croak Frog Fun Class: \_\_\_\_\_ Name: \_\_\_\_\_

**Homework—Acrostic Poem**

Choose one of the followings as your topic: FROG, TOAD, TADPOLE, and write an acrostic poem with your creativity!