

桃園市 110 學年度國民中小學教師素養教學示例獎勵計畫

課程活動設計

壹、課程設計理念

一、設計理念

復活節島(Easter Island)是個距離台灣遙遠的小島，位於智利以西外海 3600 公里處，是世界上最與世隔絕的島嶼，也被列為世界遺產之一。復活節島的摩艾石像非常有名，在學生的生活中，出現的方式多是裝飾品，例如衛生紙盒、盆栽花器或是擺放於餐廳或花園的藝術造景。學生對於復活節島及摩艾石所知非常有限，對它們的認知只存在於可以打卡上傳 IG 的一個雕像。

學生間流行的社交媒體，除了 Line 之外，便是可以上傳圖片或是限時動態的 Instagram, 為了讓 IG 生動有趣，學生有時會在不了解拍攝禮儀之下便觸犯了文化禁忌，本課課文中對於摩艾石除了有歷史背景的介紹，更進一步提及當地人對於摩艾石的尊重，並期望遊客了解其背景，並於旅遊時不要為了在社交媒體上展現好玩有趣的照片，而對於摩艾石有失尊重。課程的目的不僅希望學生了解這南太平洋的小島文化，更希望能以此為借鏡，反思自己的拍照上傳行為。

本教案設計四堂課的全英教學，讓學生藉由英文探索世界，了解未知，更藉由英文文本，改變自身的行為，進一步尊重文化差異。課程設計以任務式教學(Task-Based Teaching)貫穿課堂，輔以合作式學習法(Cooperative Learning)及探究式學習法(Inquiry-Based Learning)，誘發學生對世界的好奇心，主動探索，並省察自身和世界的關係。

二、學習目標

學生能了解摩艾石的背景知識，並主動探索相關資訊，且藉由文章了解文化差異，並進一步感受付諸行動的重要性。

三、教學對象

此教案的實施對象為仁和國中 915，該班學生數為 27 人(含中輟生一名)。915 的程度約為仁和國中九年級中上的班級，對於全英上英文的習慣被培訓了大約半年(九上+九下兩個月)，對於英語指導語的熟悉度算高，但是對於閱讀策略的能力還在磨練中。平時上英文多以任務式學習法進行，並採異質性分組，小組中有程度最好的第一棒(No. 1)，程度次之的第二棒(No. 2)，程度待加強的第三棒(No. 3)及潛力股的第四棒(No. 4)，同學間彼此已建立互相教導及共享的習慣。

課程計畫



Moai and Easter Island

第一節 第二節 第三節 第四節

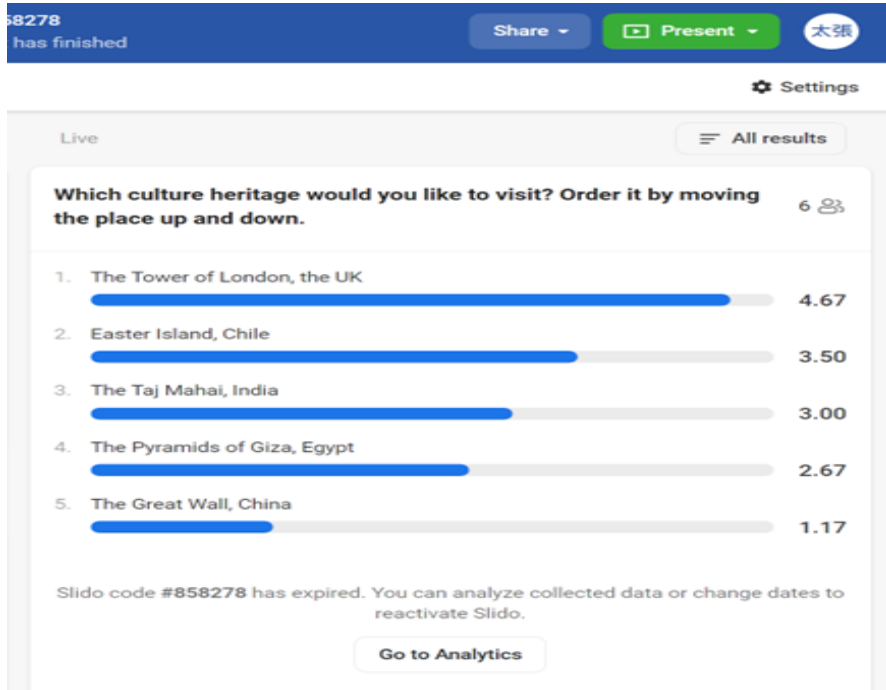
教學目的	能以英文了解摩艾石的背景知識並主動探索相關資訊，進一步能體會尊重文化差異的重要。			
學習目標	了解單字意思及使用情境	對主題產生興趣並理解文本文意	反思文本和自身的意義	欣賞及分享自我探究的訊息
評量方式	口語評量 遊戲評量	小組合作 口語評量	小組朗讀 口頭發表	口頭發表 同儕互評
任務安排	Picture Hunt Kahoot	KWL 閱讀策略	Mini White Board	Online Gallery Walk

*註：第四節教學活動因新冠肺炎疫情臨時停課，改採線上授課。

參、課程內容

主題/ 單元 名稱	People Around the World Have Been Amazed by Moai	設計者	黃毓芬、張太乙
實施 年級	Ninth	節數	共 4 節，190 分鐘
總綱核 心素養	A2 系統思考與解決問題 B1 符號運用與溝通表達 C3 多元文化與國際理解		
領域學 習重點	<p>核心素養</p> <p>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。</p> <p>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。</p> <p>英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。</p> <p>學習表現</p> <p>1-IV-2 能聽懂常用的教室用語及日常生活用語。</p> <p>2-V-8 能以簡易的英語參與引導式討論。</p> <p>*3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意等。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>*6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。</p> <p>7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。</p> <p>8-IV-4 能了解、尊重不同之文化習俗。</p>		

	9-IV-1 能綜合相關資訊作合理的猜測。	
學習內容	Ac-IV-4 國中階段所學字詞。 Ad-IV-1 國中階段所學的文法句型。 *Ae-IV-5 不同體裁、不同主題之簡易文章。 B-IV-2 國中階段所學字詞及句型的生活溝通。 *◎ B-IV-8 引導式討論。 C-IV-3 文化習俗的了解及尊重。 D-IV-1 依綜合資訊作合理猜測。	
學習目標	<p>I. 認知(Cognition)</p> <ul style="list-style-type: none"> -學生能認識 Moai 歷史文化背景。 -學生能確實運用國中所學單字句型於課堂任務中。 <p>II. 技能(Skills)</p> <ul style="list-style-type: none"> -學生能運用網路課前查詢 Moai 相關的簡單背景知識。 -學生能運用不同的閱讀策略(scanning, monitoring, predicting)，分析文本內容，並判讀答案。 -學生能了解作者態度和立場 -學生能運用不同科技媒體工具，自主學習並參與課堂活動。 <p>III. 情意(Attitude)</p> <ul style="list-style-type: none"> -學生能參與討論，並接受不同想法意見。 -學生能投入課堂活動，並勇於發問。 -學生能進一步同理尊重不同文化 	
教學策略	Task-Based Teaching, Inquiry-Based Teaching and Cooperative Learning	
教材來源	Textbook, Workbook (Nan-I Book 6 Lesson 3) *備註：已進入複習單元，除單字之外沒有新的文法句型。	
教學設備/資源	Internet, iPad, Padlet, Kahoot, National Geography, posters, markers, mini white board, pictures, worksheets, post-it, google slides, google meet	
教學活動設計		
教學內容及實施方式	時間	多模態資源運用
Period I. Section I – Warm Up <Teacher (T) greets and asks students (Ss) to open the textbook to page 43.> Value Ranking: T introduces the five old but famous places to Ss, and asks Ss to discuss the places they want to visit from the most to the least. Ss rank the place via Slido and share the reasons with the whole class.	1' 5'	TPR iPad Slido



Section II – Presentation & Practice

Step 1. Vocabulary Presentation

<T shows the 8 key words to Ss by slides.>

1-1. T teaches Ss how to read the key words – Easter, island, reach, respect, culture, local, center, dot

1-2. T contextualized the 8 key vocabulary words by throwing questions with the aid of pictures and sentence patterns.

Step 2. Task

2-1. Picture Hunt: T distributes 8 picture cards to each team. Ss are asked to listen to the contextualized sentences, pick the correspondent pictures, stand up and read aloud the new words.

2-2. Kahoot: Check Ss' vocabulary understanding via Kahoot.

Section III – Wrap Up

Assignment:

1. Complete the vocabulary worksheet. (Appendix I)
2. Post-it: write down the things Ss ALREADY KNOW about the moai and Easter Island.

Period II.

Section I – Warm Up

<T greets Ss and refreshes Ss' mind by reading the title of this lesson out loud.>

<T leads Ss to watch a short video clip on the movie, *Night at the Museum*, [Night At The Museum - Dum Dum Gum Gum scene](#) in which a moai can speak in the hope to arouse Ss's interests.

Section II – Presentation & Practice

Step 1. Worksheet – KWL (What They Knew) (Appendix II)

1-1. T asks Ss to show their post-it, in which Ss wrote down what they have already known about the Moai.

15'

Google slide
Pictures
TPR

10'

picture cards

12'

iPad
Kahoot

2'

Post-it

1'

Video clip

3'

5'


KWL worksheet
Post-it

- 1-2. Ss take turns to share what they wrote with their own groups.
- 1-3. After sharing in their teams, Ss paste the post-it on the KWL chart.
- 1-4 Each group in turn picks one thing they knew to read aloud for class.

Group: _____
Group Members: _____

KWL Chart

Topic:

Know	Wonder	Learned
What do you think you already know about the topic?	What do you want to know about the topic? What do you need to know about the topic?	After you read, write down what you learned.
		

Step 2. Worksheet – KWL (What They Want to Know)

<T plays the video, *The Mysteries of the Moai on Easter Island*> [The Mysteries of the Moai on Easter Island | National Geographic](#)

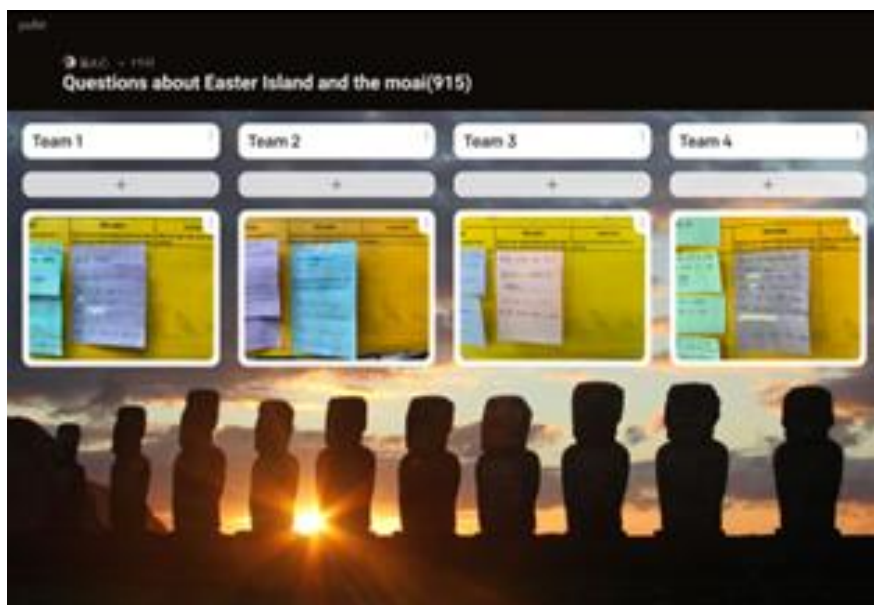
2-1. T guides students to write down as many questions they are curious about the island and the Moai as possible after watching the video clip.

*Rule: Each group needs to write down at least 3 different types of questions – 5W1H and open-ended questions.

* Rule: Each teammate is in charge of different questions. Role 4 is in charge of question with who; Role 3, question with how; Role 2, question with what/why and Role 1, open-ended question.

* Questions / Wonders are asked to be written on the post-it, which are asked to be pasted on KWL worksheet.

2-2. T takes a photo of each group’s worksheet and uploads them via Padlet while Ss are coming up with questions.



5’ Video clip

6’ Local music from Easter Island

KWL Post-it

iPad

<p>Step 3. Worksheet – KWL (What They Learned)</p> <p>3-1. Check the information:</p> <ol style="list-style-type: none"> Silent Reading: Each of the students looks for the answers to the questions they came up with by themselves in their textbook. Ss work with their group and keep looking for those answers they didn't find out. Ss are guided to write down the answers they just found from the text on post-it, and then pair up the post-its of question and answers. (W&L) After pairing up, Ss read together the pair as a team. Fast finisher worksheets (Appendix III) are handed out for quick team. T takes photos of each group's worksheet and uploads via Padlet. <p>Step 4. Reading Comprehension</p> <p>4-1. Check Understanding:</p> <ol style="list-style-type: none"> T asks Ss to read aloud the text, paragraph by paragraph. When Ss finish one paragraph reading, Ss are encouraged to refer this text to their questions in KWL. T shows Ss' questions via Padlet. T discusses the text with the whole class. Ss are asked to underline the answers to the questions. <p>Section III – Wrap Up</p> <p>Assignment (Fun Facts):</p> <ol style="list-style-type: none"> Finish reading comprehension on TB P47-49 Look for the answers they didn't find out from the reading <p>Period III.</p> <p>Section I – Warm Up</p> <p><T greets Ss and refresh their mind by reading the title of this lesson out loud.></p> <p>Section II – Presentation and Practice</p> <p>Step 1. Refresh the reading</p> <ol style="list-style-type: none"> 1-1. T asks Ss to watch the video of reading, paragraph by paragraph. 1-2. Ss are guided to do the circle reading in a team. <p>Step 2. Comprehension Check</p> <ol style="list-style-type: none"> 2-1. T asks Ss to take out textbooks and mini white boards for comprehension check. <p><T came up with some basic checking questions (BCQ) and beyond text questions (BTQ) in advance. T asks Ss some questions they didn't mention in the process of KWL.></p> <ol style="list-style-type: none"> T asks 3-5 BCQ to assess Ss' understanding. Ss are asked to underline the answers in their own textbooks. T asks 1-2 BTQ to inspire Ss' deeper thinking. Ss are guided to write down their thinking or ideas on the mini white board and share with teammates, and then whole class. 	<p>10'</p> <p>12'</p> <p>3'</p> <p>1'</p> <p>6'</p> <p>25'</p>	<p>Google Slide Infographics</p> <p>KWL Post-It</p> <p>Local music from Easter Island</p> <p>iPad</p> <p>Padlet Interactive Whiteboard</p> <p>Google slide</p> <p>Video</p> <p>Google slide</p> <p>Textbook</p> <p>Mini white board+ marker</p> <p>study music</p>
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*BCQ:

1. What may make the people in Easter Island mad at the visitors?
2. What is important to be a welcome visitor?
3. Why is it difficult for a visitor to reach Easter Island?
4. Why are so many visitors drawn to Easter Island even though it is hard to reach?
5. Why do people in Rapa Nui believe in and respect the moai?

*BTQ:

1. Do you think you're just informed of something new, persuaded by the writer's opinions, or entertained by the information in the reading? Which one do you think you get the most?
2. In Taiwan, do we have any culture that should be respected by the visitors?

12'

Poster
marker

Step 3. Poster making (Fun Facts)

3-1. Each member of the team shows the post- it of KWL, in which they wrote down the answers they looked for on the internet.

3-2. After sharing, they decided which information they like to present on the fun facts poster. (Appendix IV)

3-3. During making the poster, each member is in charge of different tasks: No1 and No 2 are in charge of making the sentences in English. No 3 is responsible for writing, and No 4, for drawing.



Section III – Wrap Up

Assignment:

1. Finish reading comprehension (Appendix III)
2. Prepare for poster presentation (Fun Facts)

1'

<p>Period IV. (Online class)</p> <p>Section I – Warm Up</p> <p><Online Earn Your Break: T greets Ss and guides them to say words or sentences about the topic and then s/he may turn off the camera.></p> <p>*Rule: No 4 should speak 2 vocabulary words. No 3 should utter a sentence based on the textbook. No 2 should produce 2 sentences according to the textbook. No 1 should make a sentence on his/her own.</p> <p>Section II – Presentation & Practice</p> <p>Step 1. Online Gallery Walk</p> <p>1-1. Teacher shares the link of google slides in which all of students' works are presented. 1-2 T models how to read each work online. 1-3 T instructs the rubrics of rating the work. 1-3. All students go through each work to see the other groups' posters. 1-4. Ss are guided to give feedback by moving the "feedback icons" on the side of each slide. 1-5. The works with the most "feedback icons" are honored and presented in class. 1-6 Questions are thrown to Ss to confirm the meaning of the works. S</p> <p>Section III – Wrap Up</p> <p>Step 1. Interview</p> <p>1-1. T asks Ss the question "Would you like to visit Easter Island? Why or why not?" and "What do you learn about the topic?" in the hope to make Ss reflect on their own thinking.</p> <p>Step 2. Answer Checking</p> <p>1-1. Answers of Reading Comprehension (Appendix III) are presented. Focus on the questions with higher order thinking. Question 5 is the one assessing Ss' ability to compare and contrast. Talk about the similarities and differences between the Moai and the Stonehenge by organizing information into ideas and putting these ideas into the table.</p>	<p>8'</p> <p>30'</p> <p>5'</p> <p>2'</p>	<p>Classroom Screen</p> <p>Google meet</p> <p>Google slide</p> <p>Google slide</p> <p>Gallery Walk</p> <p>Classroom Screen</p> <p>Chat messages</p>
<p>參考資料</p>	<p>1. PQ4R Reading Strategy, Thomas E.L and Robinson H.A (1972) https://qr.page/g/15Pd4im9Sj9</p> <p>2. Graphic Organizer - KWL https://files.eric.ed.gov/fulltext/ED561060.pdf</p> <p>3. 111 年教育會考參考試題</p>	

實施歷程



小組成員分享組內討論結果



運用電子白板解釋迷思概念



Active Listening + Picture Hunt



iPad 運用於單字教學



利用布置引導學生了解復活節島的地理位置



組員利用 Post-It 分享對 Moai 的先備知識

實施歷程



組員分享台灣需要被尊重的文化(I)



組員分享台灣需要被尊重的文化(II)



互助合作完成 KWL



程度待加強的第三棒積極分享小組結果



利用 Padlet 及電子白板討論學生作品 KWL



小組合力完成 Fun Fact Poster

實施省思

1. KWL is an easy method to turn Ss into active readers. Instead of passively answering the reading comprehension questions thrown by the teacher, Ss' prior knowledge is activated and the meaning of the text is contributed by the learners themselves. However, KWL was not successfully applied in this class last semester. At that time, KWL was not guided thoroughly and in fact, the 3 steps were not completed due to time limit. To make this reading strategy well applied again, technology is adapted, including iPad, Padlet and interactive white board. With the help of these, KWL is carried out effectively. Besides, post-it does a great job to make the work more efficient.
2. When learners are asked to come up with a Taiwanese culture which is needed to be respected just like Moai, a lot of ideas popping up, which surprises the teacher, such as the pig blood cake and the protection of Taiwanese local languages. This is an interesting part in class, facilitating the learners' thinking and making the text much more connected with their lives.
3. During reading, Ss are not confident with making their own questions even though they are trained to do so for 3 or 4 times. Schema of asking themselves questions about reading text is limited and needs further development. Making open-ended questions is especially challenging for 9th graders. Questions without specific correct answers hindered learners who are going to take the big exam. One alternative is to leave open-ended questions behind, allowing Ss to make BCQ questions first. Once they are familiar with BCQ, Ss' ability of asking questions with high order thinking can be gradually built.
4. For KWL, Ss are asked to look for information online. However, their ability to search for information should be trained. Otherwise, Ss just used Wikipedia, and thought it is everything. It would work better if some English websites or some tips for looking for information are provided in advance to students. Useful tips for online searching information could be "Facts about Easter Island, kids" or "Moai AND Easter Island."
5. During the online gallery walk, the rubrics should be more specific. The rubrics are suggested to presented not only orally but also visually. With the help of written rubrics, learners then have a more vivid picture of how to rate the works.
6. Time is limited for further exploring, especially for 9th graders. That's why a ready-to-use poster of Fun Facts is provided to each team. If time constraint is not so severe, it would be wonderful to give learners chances to develop their own poster.