2-9 國中小「素養導向英語文口說評量活動設計獎勵計畫」實施計畫

封面



方案名稱: Let's Go Green!

校名	臺南市立鹽行國民中學	
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方案名稱:Let's Go Green!	
設計者:王竣民、周柔均	學校:鹽行國中
年級:七年級	學生數:50人
教材來源:翰林版 B2 第五課	單元名稱:There Was a Lot of Trash in the Sea
教學節次:共五節,教案為第三、五	· 節。

叙字即入,共立即,叙采荷尔二、五即

The Third Period

- 1-IV-1 Can comprehend words learned in class.
- 1-IV-2 Can comprehend common classroom instructions everyday expressions.
- 1-IV-3 Can comprehend sentences of basic or important sentence structures.
- 1-IV-4 Can comprehend the gist of everyday conversations.
- 2-IV-1 Can say the words learned in class.
- 2-IV-2 Can use everyday expressions in appropriate circumstances.
- 2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.
- 2-IV-7 Can raise questions regarding who, what, when, where, and how in simple English.

學習表現

- 2-IV-12 Can join guided discussion in simple English.
- 3-IV-6 Can understand basic sentence patterns.
- 4-IV-3 Can make English sentences with accurate writing mechanics.
- 4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions.

The Fifth Period

- 1-IV-3 Can comprehend sentences of basic or important sentence structures.
- 1-IV-7 Can identify the context and theme of a brief statement or narrative.
- 2-IV-1 Can say the words learned in class.
- 2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.

附什么·作品生	~		
	2-IV-7 Can raise questions regarding who, what, when, where, and		
	how in simple English.		
	2-IV-8 Can speak sentences of simple or important structures with intelligible pronunciation, stress and appropriate intonation.		
	2-IV-14 Can introduce domestic or foreign cultures in simple English.		
	4-IV-3 Can make English sentences with accurate writing mechanics.		
	4-IV-4 Can fill out simple forms according to instructions.		
	The Third Period and The Fifth Period		
	Ab-IV-1 Pronunciation, stress and intonation of sentences.		
	Ac-IV-3 Common everyday expressions.		
學習內容	Ad-IV-1 Grammar and sentence patterns of junior high level.		
子自己合	B-IV-5 Describing, asking and answering who, what, when, where and how.		
	B-IV-6 Describing pictures.		
	B-IV-8 Guided discussion.		
	The Third Period		
	Cognitive Objectives		
	(1) Students can understand the content of the reading.		
	(2) Students can comprehend what their partners say.		
	(3) Students can identify environmental problems.		
	Affective Objectives		
	(1) Students actively share their feelings toward the problems.		
學習目標	(2) Students are willing to cooperate with their partners.		
	(3) Students earnestly participate in and enjoy the class discussions and activities.		
	Psychomotor Objectives		
	(1) Students are able to write down the answers to the questions on the worksheet.		
	(2) Students are able to apply the linguistic knowledge they learned to the oral practice.		
	(3) Students are able to figure out the problems and take actions to		

4	solve them.		
	The Fifth Period		
	Cognitive Objectives		
	(1) Students can understand the content of the group presentations.		
	(2) Students can comprehend what their classmates say.		
	(3) Students can identify various environmental problems.		
	Affective Objectives		
	(1) Students actively share their feelings toward the problems.		
	(2) Students are willing to cooperate with their partners.		
	(3) Students earnestly participate in and enjoy the class discussions and activities.		
	Psychomotor Objectives		
	(1) Students are able to write down their observations and suggestions on the worksheet.		
	(2) Students are able to apply the linguistic knowledge they learned to the presentation.		
	(3) Students are able to figure out the problems and take actions to solve them.		
e.	The First Period: Unit 5 Vocabulary, Grammar, Introduction of assignment 1 for the third period.		
	The Second Period: Unit 5 Dialogue and Reading		
課程脈絡	The Third Period: Oral Task 1		
	The Fourth Period: Group Presentation Practice, Introduction of Oral Task 2		
	The Fifth period: Oral Task 2		
-	The Third Period (Incorporates Classroomscreen, Canva, padlet platforms and tablets)		
簡要教學流程	Warm up (5 mins) 1. Teacher guides students to review the context of the reading by asking them the following questions. Why is Rima sad?		

- Can you find other examples like the problems Rima faced in our daily lives?
- 2. Based on the reading context, the teacher engages students in Oral Task I.

Presentation/Practice/Production (35 mins)

[Oral Task I]

- 1. Teacher distributes Worksheet 1 (Save the Earth) and asks students to answer the questions by themselves.
- 2. Students then do pair oral practices with his/her partner.
- 3. Students record their oral practices via Vocaroo and upload the recording file onto the Padlet.
- 4. Teacher randomly plays students' recording files.
- 5. Teacher randomly picks some students to share what they heard from the recordings.

Wrap up (5 mins)

- 1. Teacher sums up the key points in the class and asks students to upload their worksheet to Padlet after class.
- 2. Students read the assignment related to environmental issues that their classmates posted on Padlet and press "likes" to their favorite ones.

The Fifth Period (Incorporates padlet platform and tablets)

Warm up (5 mins)

- 1. Teacher explains how to do Oral Task II to the students.
- 2. Teacher leads the students to do Oral Task II.

Presentation/Practice/Production (35 mins)

- 1.Students take turns giving oral presentations according to the group order.
- 2. Teacher gives feedback to each group after the group presentation.
- 3. Students record what they learn and their suggestions on their Worksheet II (Observation Notes) individually.

Wrap up (5 mins)

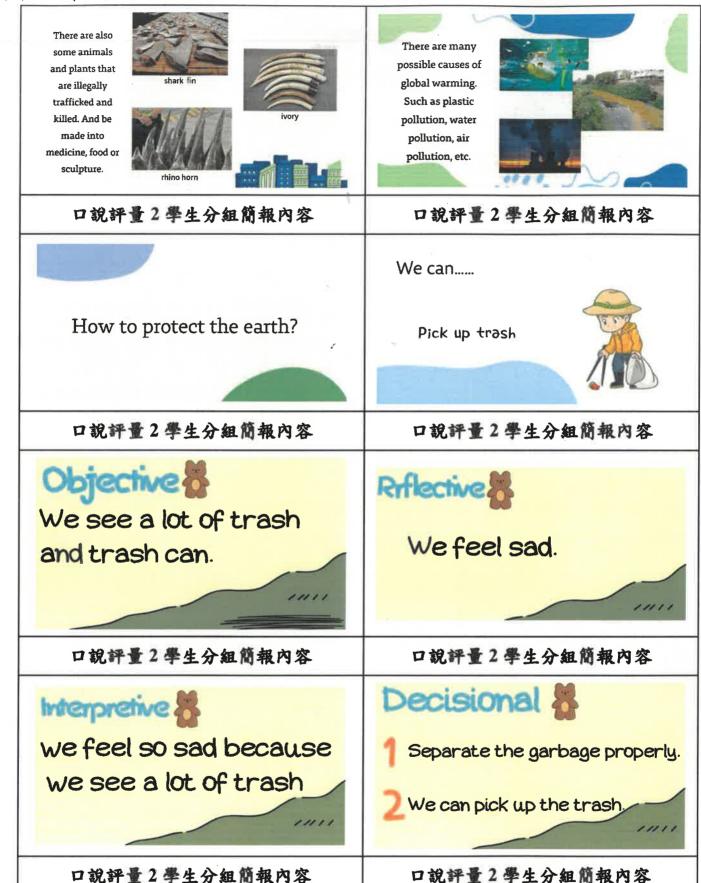
附件 2. 作品全又	
	 Students discuss with their group members and give feedback to other groups on Padlet. Group leaders will have to press "likes" on Padlet to vote for their favorite group presentation. Teacher recapitulates the main points of today's lesson and reminds students to upload their Observation Notes to padlet at home.
	評量說明(須包含至少2項評量活動)
評量設計理念	In this oral task, students get to practice asking others "who-", "what-", "when-", "where-" questions. They can also practice expressing their feelings toward environmental issues in their daily lives in English. This activity incorporates writing practices and extends writing to speaking skills. The writing practices serve as prompts for students' speaking practices.
評量活動 1 名稱	Environmental Guardian — Let's Talk!
評量活動 1 說明	Students take pictures that show some of the environmental issues they observe in their daily lives. It could be places they frequent after school, corners of our school which are full of trash, or places they go with their family during vacation, and so forth. The topics of the pictures should be as diverse as possible so that they can learn various environmental issues from their classmates.
評量規準	Students need to submit the following items to Padlet: 1. Worksheet 1. 2. The recorded conversations. Scoring Rubrics: 1. Worksheet 1: complete sentences, rich content, coherent responses. 2. Recording: pronunciation, fluency, volume.
補充說明	Classroomscreen Website: https://classroomscreen.com/ Vocaroo Online Recording Website: https://vocaroo.com/
評量活動 2 名稱	Environmental Protection—Let's Go Green!
評量活動 2 說明	Teacher divides the students into groups heterogeneously in line with their abilities. The students then choose the environmental related topic to report according to the photos and videos they have taken

	during the Oral Task I. Next, the students co-edit the slides with their group members by utilizing Canva in the fourth period. In today's fifth period, each group has to come to the stage in turn to give English presentation. Each student should have a chance to speak in English while delivering English oral presentation. During the process of group presentation, each student has to complete the Observation Notes worksheet on his/her own. After each group's English oral presentation, the students share their observations with their group members and write down their feedback and suggestions for each group on Padlet. Finally, students are invited to press the heart icon to give positive feedback to the groups they think they do perform well in today's class.
評量規準	See the Appendix 1.
	1. The Presentation slides should include:
	(1) Group member list
	(2) Division of workload
	(3) Topic
補充說明	(4) Related photos, videos
作为5元70	(5) Solution to the environmental problems
	(6) Actions we can take in our lives
	2.Presentation time limit: 5 minutes for each group
	3.Level A, B students should present in English and students of level
	C are encouraged to do so.

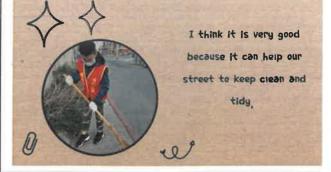
英語口說評量活動成果照片



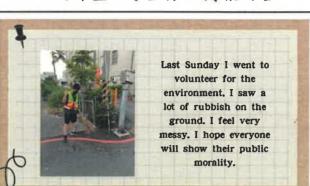








口說評量2學生分組簡報內容



口說評量2學生分組簡報內容



口說評量2學生分組簡報內容



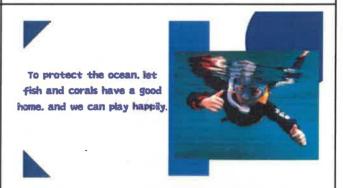
口說評量2學生分組簡報內容

This sign means this bottle can be recycled. By recycling it, we can reduce our garbage burned, and the sky won't be dark because of air pollution.

口說評量2學生分組簡報內容



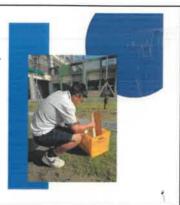
口說評量2學生分組簡報內容



口說評量2學生分組簡報內容

口說評量2學生分組簡報內容

We must do a good job in paper recycling and not cut down trees. We should pay attention to the issues of soil and water conservation and the greenhouse effect.



There is a lot of trash on the sea now, our family has sorted and recycled it so that the garbage can be used sustainably.



口說評量2學生分組簡報內容

口說評量2學生分組簡報內容

How can we reduce air pollution?

You can also take more public transport or ride a bicycle or walk.







口說評量2學生分組簡報內容

口說評量2學生分組簡報內容

Or you can <u>burn less incense</u> and <u>paper money</u>.



Less incense 少焚香



paper money 燒紙錢 There is only one earth, please take good care of it and protect our only dwelling.

地球只有一個,請大家好好愛護它,保護我們唯一的 ^於

口說評量2學生分組簡報內容

口說評量2學生分組簡報內容



口說評量2學生分組簡報照片



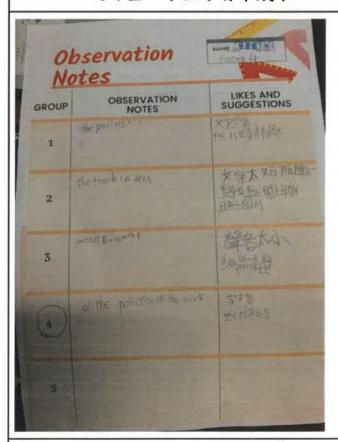
口說評量2學生分組討論照片

1	Not	es	
GRO	UP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
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1			

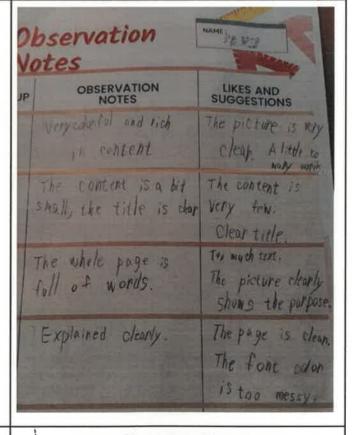


口說評量2學生學習單成果

口說評量2學生學習單成果



口說評量2學生學習單成果



口說評量2學生學習單成果

實施成效與省思:

第三節

實施成效:

- 1. 學生能將課堂任務延伸到生活,結合對日常生活的觀察,提升對周遭環境的保護意識。
- 2. 學生能透過差異化分組,與夥伴互相合作溝通。課堂中,程度較佳的同學能教導程度較弱的同學。尤其在分組英語口說對話錄音的過程,可以向同儕學習發音、語調。
- 3. 透過學習單以及 Padlet 英文段落簡介書寫搭建學生英文口說活動的鷹架,學生對於口說練習更有把握。透過 5W1H 的問題設計,讓學生得以寫下並思考其觀察到之環境相關問題。
- 4. Vocaroo 線上錄音網站能讓學生快速且便利地完成錄音任務。上傳到 Padlet 後,教師亦可讓全班做聽力理解練習,檢測學生對口說練習的理解程度。

省思:

- 1. 生生用平板計畫讓七年級學生在下學期對於平板使用更加熟悉。善用 Padlet 連結的編輯功能,學生能有效率地完成作業上傳,也可以同步觀看同學的作業,看到好的表現也能激勵同學們更用心完成作業。
- 2. 差異化分組的兩兩配對,讓英文程度較強的同學有所發揮。往後相關的課堂任務也可以多採用差異化分組,加深同儕之間的合作互助效益。
- 3. 本校學生在英語口說方面練習的機會不多,故第三節口說評量的活動可以做為第五節小組簡報的暖身,循序漸進,逐步增加學生對英語口說的熟悉度。
- 4. 任務式的學習對學生而言讓英文能與生活結合,拓展學習課文內容的意義。

第五節

實施成效:

- 1. 透過第四節課分組討論相關環境議題與利用 Canva 軟體製作英語簡報,學生這節課分組依序進行上台報告。透過報告的方式,讓每位學生都有開口說英語的機會。
- 2. 報告前教師有告知學生英文口說評分的規準,讓學生可以學習製作及呈現簡報的技巧,並且能夠在製作及呈現簡報時有所依據。
- 3. 學生在練習簡報的過程, 英語程度較佳的學生會主動協助英語程度較落後的學生, 十足發揮差異化教學及新課綱的自發、互動、共好精神。
- 4. 學生在聆聽各個組別報告時,將自己所見、所聞、所學紀錄在 Observation Notes 學習單,並且給予各個組別建議。在撰寫完學習單之後,與組員們共同分享自己的紀 錄內容。
- 5. 這次的口說評量結合 Padlet 及 Canva 及平板等科技資源,這些科技資源及平台的融入讓學生有更多元化的呈現,也確實對於學生的英語口說能力提升有所助益。

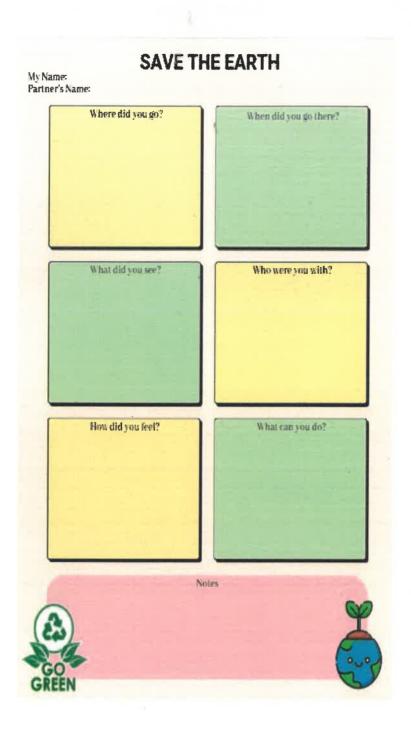
省思:

- 1. 這堂課結合 Padlet 平台,讓學生可以隨時到平台去觀看不同組別的簡報內容。
- 2. 學生透過分組討論,可以在 Padlet 留下給各個組別的回饋及建議。
- 3. 這次的教學對象為七年級學生,很多學生都是第一次進行英文簡報,因此在報告時 比較緊張。透過教師的引導以及同儕的回饋,大部分的學生都表示收穫很多,相信自 己在下次進行英文簡報時能夠有更好的表現。
- 4. 這次的口說簡報結合了環境議題,下一次可以將英語口說融入不同的議題,讓學生可以在提升英文口說能力的同時,也可以思考許多不同的議題內容。
- 5. 在口說英語活動之後,可以將學生的成果彩色列印出來,貼在校園公佈欄,讓校園內的學生可以互相觀摩交流。之後待將更多的議題融入英語口說活動,可以辦理成果展,展現學生英語口說的相關成果。

Appendix 1 Scoring Rubrics of Oral Task II

內容組織30%	 海報設計合宜,例如字體、版面、字數不要多。 海報內容切題,與講述內容配合,前後有連貫。 重點明確,完整敘述整個報告內容。 		
表達能力45%	 音量適中、口齒清晰。 說話流暢,無口頭禪、停頓、看稿等。 英文發音準確。 句型文法使用正確。 報告時能配合適當之肢體動作。 報告時能展現大方態度不扭捏。 		
整體表現20%	1. 具團隊合作精神。 2. 事前準備充分、內容吸引人。 3. 組員分工完善有效率。		
其他5%	介紹內容或呈現方式有創意、想法新穎。		

Appendix 2 Worksheet I



附件2:作品全文

Appendix 3 Worksheet II

Ol	nservation otes	NAME:	
GROUP	OBSERVATION NOTES	LIKES AND SUGGESTIONS	
1			
2			
3			
4			
5			