

基隆市東信國民小學二年級校訂彈性學習課程模組教案設計

主題名稱	Get Dressed for School- Weather	設計者	王佩蘭
實施年級	二年級	總節數	18 節

教學設計理念說明：

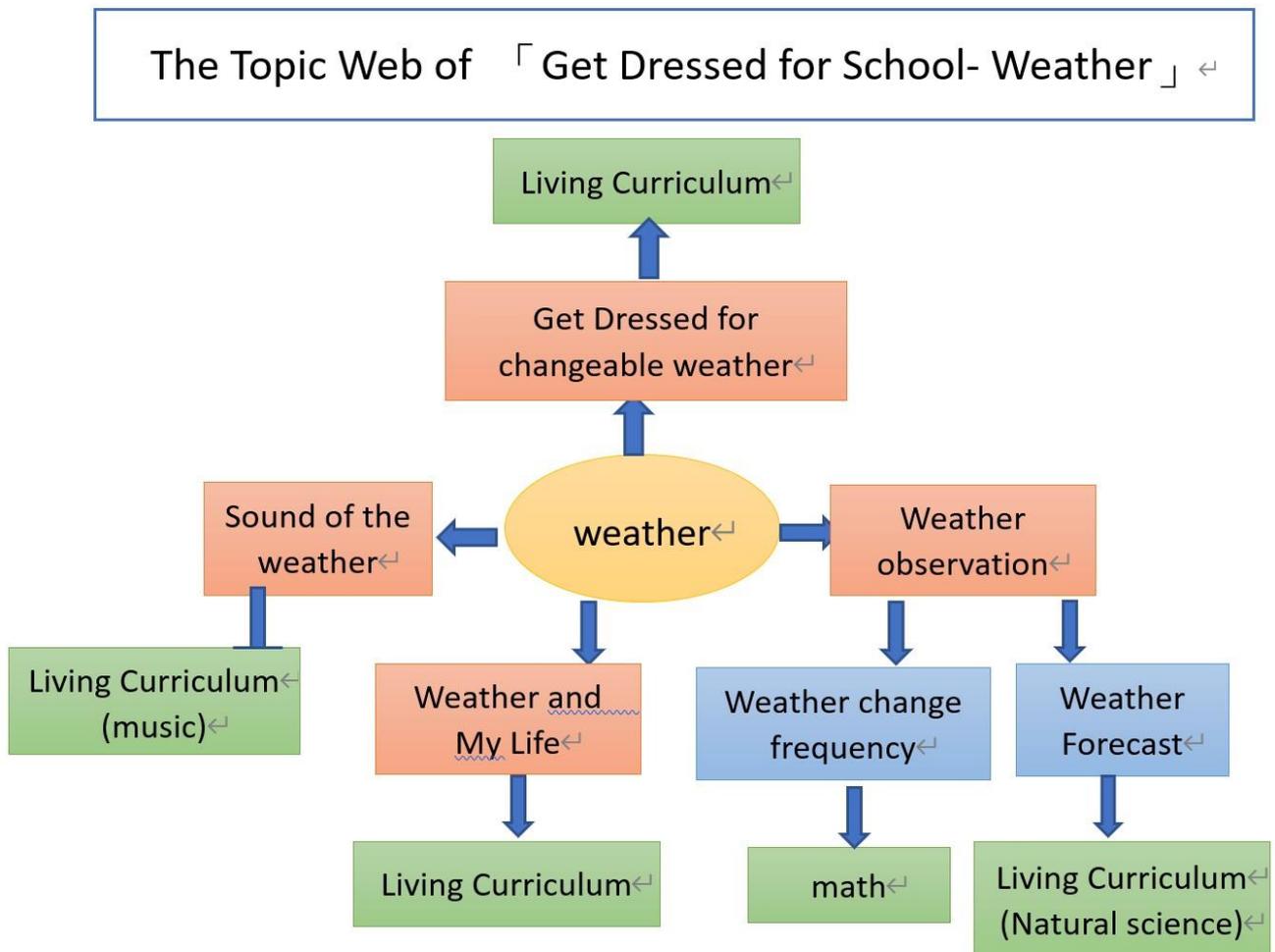
一、生活經驗的連結：

低年級的孩子正在學習如何觀察生活中人、事、物的變化，並積極探索並體會彼此之間會相互影響。正在學習如何照顧自己的孩子們，常常不會觀察天氣或氣溫的變化，來準備自己的衣物或用具。下雨沒帶傘，天冷了不會添加衣服。因此這一學期我們以 Get Dressed for School- Weather 為主題，讓孩子從觀察天氣出發，觀察每一周的天氣變化，了解如何掌握天氣預報，了解未來的天氣，同時藉由觀察體會天氣與氣溫的變化，天氣、氣溫與衣物的連結，最後學會每天因應天氣與氣溫，準備自己適當的衣物及用具，成為一個會照顧自己的孩子。

二、螺旋性沉浸的學習活動設計：

在學習的過程中，學生沉浸於天氣、衣物、描述氣溫的詞彙，藉由螺旋性的學習活動設計，在活動的歷程中熟悉上述重要的相關詞彙，並嘗試運用描述自己的想法與經驗。

跨領域主題統整架構圖：



核心素養、學習重點 (含學習表現與學習內容)、學習目標對應情形

核心素養	總綱	<p>總綱</p> <p>E-A2 具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。</p> <p>E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，以同理心應用在生活與人際溝通體驗。</p> <p>E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。</p>
	領綱 (不含英語)	<p>生活-E-A2 學習各種探究人、事、物的方法並理解 探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法</p> <p>生活-E-C2 覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p> <p>數-E-A2 具備基本的算術操作能力、並能指認基本的形體與相對關係，在日常生活情境中，用數學表述與解決問題。</p>
學習重點	學習表現	<p>生活領域</p> <p>2-I-2 觀察生活中人、事、物的變化，覺知變化的可能因素。</p> <p>2-I-3 探索生活中的人、事、物，並體會彼此之間會相互影響。</p> <p>7-I-4 能為共同的目標訂定規則或方法，一起工作並完成任務。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>數學領域</p> <p>n-I-3 應用加法和減法的計算或估算於日常應用解題。</p>
	學習內容	<p>生活領域</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-4 共同工作並相互協助。</p> <p>C-I-2 媒材特性與符號表徵的使用</p> <p>數學領域</p> <p>N-1-2 加法和減法：加法和減法 的意義與應用。</p>

學習目標	<p>1、能觀察並記錄一週的天氣變化並以「It's _____ and _____」說出自己所觀察到的天氣情形。</p> <p>2、能觀察一週的天氣變化並完成 My Get Dressed for School Chart，且運用作業單與同學分享。</p> <p>3、能算出 1 至 2 周不同天氣的數量，並表達不同天氣的多少。</p> <p>4、能運用「Get dressed for school」遊戲板，跟同組的小朋友以「It's _____ and _____」。I wear a _____ 分享自己因應天氣變化而準備不同衣物的經驗。</p> <p>5、能聆聽大自然不同天氣的聲音，並嘗試以節奏樂器表達所觀察之不同天氣聲音、覺得喜樂與滿足。</p>
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教材來源	自編 https://www.youtube.com/watch?v=KUSbazzn3Sto . https://www.youtube.com/watch?v=KUSbazzn3Sto .
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教學資源/設備需求	投影機 自製 Weather and Clothes 磁鐵教具 自製 Weather and Clothes 圖卡
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跨領域學習內涵與英語鷹架的思考

Topic	Living Curriculum	Math	Language
Weather observation1- Weather forecast	Observe the Weather Change		Outdoor observation activities <i>「I see the sun. It's sunny today. I see clouds. It's cloudy today. I see rain. It's rainy today. I feel windy. It's windy today.」</i> Weather Forecast Record Chart <i>Is this sunny today? Yes. It's sunny today.</i> Sharing the Chart <i>It's sunny today.</i>
Weather observation2- Weather change frequency		Count the days of different weathers in a week	Sharing Weekly Record Chart <i>One, Two, Three There are three sunny days in a week. There are more sunny days in the week.</i>
Weather and Life	The relationship between weather and Life		Sharing own feeling <i>I like sunny days. I don't like rainy days.</i> Analyze the Weather and Life. <i>I like sunny day. I can play outside I don't like rainy day. I can't play outside</i>
Sound of the Weather	Listen to the sound of the weather Create the weather sound		Observe the Sound of Weather <i>It sound like the rain. It sound like the wind.</i> Play instrument and create sound of the Weather <i>I can make a sound like the rain. I can make a sound like the rain with a sand bell.</i>

Get Dressed for Changeable Weather	The Relationship between Clothes and Weather		Get Dressed for Changeable Weather It's a sunny day. It's hot. I wear a cap to school. <i>It's a rainy day. It's cold. I wear a raincoat and rain boot to school.</i> Sharing My Get Dressed for School Chart <i>It's a rainy day. I wear a raincoat and rain boot to school. I don't like rainy day. I can't play outside.</i>
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教學活動內容	Teacher's and Students words
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一、準備活動:

(一) 教師準備出去觀察及天氣預報配合的圖片
生字:sunny, cloudy, rainy, windy。

(二) 教師準備節奏樂器。

<https://www.youtube.com/watch?v=KUSbzn3STo>.

二、發展活動:

(一) Weather Observation- Weather Forecast

1、教師準備展示所蒐集的 sunny, cloudy, rainy, windy 的天氣圖片與字彙，引導學生觀察教室外今天的天氣，並以圖卡跟學生互動。

2、展示下列的天氣預報圖片跟學生討論一週的天氣。教師一邊指圖片中的圖示，一邊用英文說今天的天氣如何。



2、教師在練習的過程中不斷呈現攸關天氣的圖片並與說明的英文連結。

T: Look !I see the sun. It's sunny today.
(視真實的情境而訂，可以是 I see rain. It's rainy today. I see many clouds . It's cloudy today. I feel windy. It's windy today.

T: Look at the weather forecast pictures. What's the weather like in a week in Taipei?
(指週日) There are many clouds in the sky. It's cloudy today.
(指週一)Is it cloudy today?.

S: No.
T: (指週一)Right. It's rainy today. I see rain here.
(指週二)Is it rainy today?

S: Yes. It's rainy today
T: That's right. I see rain. It's rainy today. And I feel windy. It windy today.(指有風的字卡)(指週三). Is it rainy today?

S: No.
T: (指週三)Right. I see the sun. It's sunny today. And I see clouds. It's also cloudy. (指週四) Is it rainy today?

S: No. It's cloudy.

T: Good. It's rainy today. It's windy, too.(指有風的字卡)
Good. It's sunny today.(指週四). Look there is a sun in the sky.

4、教師再運用另一個地方的預報跟小朋友討論天氣預報。



5、教師再引導學生說說今天的天氣如何?

6、教師拿出一周天氣觀察表，請小朋友從今天起觀察一周的天氣，並以圖示紀錄一週天氣情形。並以今天的天氣做示範，並請同學跟著將今天的天氣圖記錄下來。

	Mon(一)	Tue(二)	Wed(三)	Thur
Weather				

(附件一)

7、教師請學生指著天氣紀錄表已畫下的圖，說出今天的天氣。

8、教師指導學生必須持續記錄一週，下次上課時要完成任務。

(二): Role play theater 一

1、你演我猜

(1) 教師拿出 s 代表 sunny、c 代表 cloudy、w、r 小寫字卡當成抽籤的籤牌，說明如果抽到哪一個字母，就要表演那個字母所代表字的意義，讓大家猜，並唸出表演的字。

S: 學生猜答案

(2) 教師先示範 1、2 回讓學生練習。

(3) 教師請學生上台表演。

(三) Music Party 一

1、教師請學生注意聽 What's the weather like

T: Look at the weather forecast picture. What's the weather like in a week in New Taipei City? (指週日)What's the weather like today?

S: I See clouds. It's cloudy.

T: (指週一)What's the weather like today? (依此類推，引導學生再次練習說明)

T: Good. What's the weather like today in Keelung?

T: This is the weekly weather report worksheet. Please draw the weather like this.

(指週一)Mon. It's sunny on Monday. You can draw a sun here.

(指畫好的圖)So, we can say: I see the sun. It's sunny today.

T: Please point to your picture. And talk about the weather today.

T: Please observe(觀察)the weather for a week. Monday to Sunday. And draw the weather picture on the work sheet. I will check your worksheet next time.

T: Look at this and repeat after me: s for sunny. C for cloudy, w for windy, r for rainy.

Take this. (教師手拿 s), then you must act it out. Look at me. (老師表演很熱，看天上的太陽的樣子)，然後提問

T: What's the weather like?

T: Who want to try?

T: Please listen to this weather song.

today?的歌曲

<https://www.youtube.com/watch?v=KUSbzn3Sto>.

2、教師示範打節奏的方式(3拍子):

S: 學生一邊聽一邊跟著做

4、教師說明可以自創打節奏的方式

3、學生分組練習打節奏的方式。

4、再聽一次，並以各組自創的節奏打節奏。

第 1~4 節結束

(四) Weather observation 2- Weather change frequency.

1、教師將「I'm ready for school」遊戲板發到各組請各組同學，引導同學運用遊戲版進行複習天氣的部分。



2、Sharing Weather change frequency

教師引導學生計算一周各類天氣的數量，並在分享中表達。

3、教師請小朋友拿出之前完成的一周天氣紀錄表準備跟兩位同學分享。

3、教師引導天氣與氣溫感覺之間的關係

教師展示一張投影片(如晴天有人在跑步滿身大汗)說明:sunny and hot. It's sunny and hot.

4、教師拿出另一張晴天很熱的投影片提問。

5、教師依序以上述的方式展示及提問其他三張投影片，cold, warm, cool.

5、最後教師引導學生感受今天的天氣與氣溫。

7、同儕彼此提問表達

(五) Weather and Life

1、教師引導學生說說自己對於不同天氣的感覺及原因。(學生除了指定句型外可用中文回答)

2、教師以問句引導學生說明自己對於天氣的喜好。

3、同儕互相提問練習。

T: Look at me. And follow me. (拍手 1 拍 1 下)

T: You can do it in your way. For example (拍手 1 下拍腿 2 下)

T: This is a game board. Please use this board to share with your classmate.

EX

It's sunny.

T: Please take out your weather report worksheet and count. EX: one, two, three.

There are three sunny days, one cloudy day, and three rainy days in a week.

T: Please take out your weather report worksheet and share with your friends. You must share with two friends.

T: What's the weather like at school?

Look it's sunny. It's hot.(表演很熱的樣子). It's sunny and hot.

T: Is it sunny and hot ?

T: What's the weather like at school?

S: 依實回答

T: I like rainy day. I like to hear the sound of rain. I don't like sunny day. It's too hot.

T: Please tell your friends What weather you like and don't like.

S: 依實回答。

(五) Role play theater 二

1、你演我猜

(1) 教師拿出 h 代表 hot、w 代表 warm、c l 代表 cool、c d 代表 cold 小寫字卡當成抽籤的簽牌，說明如果抽到哪一個字母，就要表演那個字母所代表字的意義，讓大家猜，並唸出表演的字。

(2) 教師先示範 1、2 回讓學生練習。

(3) 教師請學生上台抽籤後表演。

(六) Music Party(二): Sound of the Weather

1、教師請學生依序注意聽各類天氣所產生大自然的聲音？

(下小雨、下大雨、颶風、晴天很熱蟬叫聲)

2、問學生所聽到的聲音是哪一種天氣？

3、引導學生以自己的聲音表達出所聽到的聲音？

4、教師引導依序以不同節奏樂器表達大自然的聲音：

例如：tambourine 鈴鼓、triangle iron 三角鐵、sandbell 沙鈴、castanet 響板

5、教師再依序播放各類天氣所產生大自然的聲音，請學生同時以節奏樂器一起演奏。

(下小雨、下大雨、颶風、晴天很熱蟬叫聲)

第 5~8 節結束

(七) What are you wearing?

1、教師將「I'm ready for school」遊戲板發到各組請各組同學，引導同學運用遊戲版進行複習天氣和氣溫的部分



2、教師展示自己的衣服(依照當天真實的情形)(教師一邊說一邊指 T 恤和帽子)

2、教師展示所準備的實物道具依序介紹如下衣物的名稱，並請學生跟著唸。

Cap-Hat T-shirt Coat Raincoat Rain boots
Umbrella Sneakers Sandals

3、教師引導學生認識這些衣物，教師一邊指衣

T: Look at this and repeat after me: h for hot. W for warm, c l for cool, c d for cold.

Take this. (教師手拿 h), then you must act it out.

Look at me. (老師表演很熱) 然後提問

T: What's the weather like at school?

T: Who want to try?

T: Listen carefully. You can hear some sound in different weathers.

T: What's the weather like?

T: Can you make the sound like you hear?

T: Can you make a sound for wind with tambourine/triangle iron/sand bell/castanet?

T: Now, let's play with the music.

T: This is a game board. Please use this board to share with your classmate.

EX

It's sunny and hot.

It's rainy and cool.

S: 學生依實回答

T: What's the weather like at school? It's sunny. It's hot. I wear a T-shirt and a cap.

T: Look! It's a _____.

T: It's sunny and hot today. What do you wear?

物，學生回應。

- 4、學生運用實物分組.進行練習。
- 5、教師加上天氣的情境，提問學生因應天氣情境的衣物選擇。

(八)Music Party(三)

- 1、教師請學生注意聽 Let's get dressed.的歌曲 <https://www.youtube.com/watch?v=jdgzFLKRZ0A>
- 2、教師示範打節奏的方式(3拍子):
- 3、教師說明可以自創打節奏的方式
- 4、學生分組練習打節奏的方式。
- 5、再聽一次，並以各組自創的節奏打節奏。

第 9~12 節結束

(九)My Get Dressed for School Chart

- 1、教師將「I'm ready for school」遊戲板發到各組請各組同學，引導同學運用遊戲版進行複習天氣、氣溫和衣物的部分。



- 2、說明 My Get Dressed for School Chart:要學生以圖畫紀錄一週的天氣和氣溫，並畫出自己所穿的衣物和必要物品。

	Mon(一)	Tue(二)	Wed(三)	Thur
Weather				
clothes				
Mom				

- 3、學生分組以下列的方式分享自己的畫作
- 4、教師引導學生一週內均要紀錄自己看天氣準備衣物的結果。
- 5、一週後上課，小組分享自己的作業單。

It's rainy and cold today. What do you wear?
 It's cloudy and cool today. What do you wear?
 It's windy and cool today. What do you wear?

S: 依照自己的喜好依實回答

T: Look at me. And follow me. (拍手 1 拍 1 下)

T: You can do it in your way. For example (拍手 1 下拍腿 2 下)

T: What's the weather like today?

T: What are you wearing?

S: It's sunny and hot. I wear a T-shirt and cap.

T: You are a good child. So you must know how to wear the right clothes every day by yourself.

T: Look at the chart. Today is Monday. You can draw a sun here.(一邊示範畫在天氣的第一格)。And draw your clothes here. (一邊示範畫在衣物的格子).

T: You must draw on the chart every day. You can share with your family at home. You can share with your classmates at school.

T: Take out your chart, and share with your classmates.

(十) Music Party(三)

4、教師請學生再次注意聽 What's the weather like today?的歌曲

<https://www.youtube.com/watch?v=KUSbzn3Sto>.

2、教師指定不同樂器學生 5 人為一小組，以複習簡單 3 拍子合奏歌曲，並一邊唱。

3、教師請 5 位同學示範以不同樂器輪流合作打節奏的方式:

T:Play A 生:鈴鼓(6 拍) stop

Play B 生:響板(6 拍) stop

Play C 生:木魚(6 拍) stop

Play D 生:三角鐵(6 拍) stop

學生一邊聽一邊唱跟著做

4、教師說明可以自創合作打節奏的方式

5、學生分組練習用節奏樂器打節奏的方式。

6、再聽一次，並以各組自創的節奏打節奏，教師並預告下次要開演奏會。

第 13~16 節結束

(十一) Get Dressed for Changeable Weather.

1、學生上台分享自己 Get Dressed for Changeable Weather 一周紀錄作業單中的兩天。

	Mon(一)	Tue(二)	Wed(三)	Thur
Weather				
clothes				
Mom				

2、同學在台下以勇敢、音量、完整三個歸準進行優點互評。

3、教師同時進行總結性評量。。

(十二) Music Party(四): 演奏會。

4、教師播放影片，先請各組進行練習。

<https://www.youtube.com/watch?v=KUSbzn3Sto>.

2、各組上台跟著音樂一起演奏並合唱。

第 17~18 節結束

T: Please listen to the song again.

T: 5 as a group. Play and sing together.

T: Show us with different instrument.

T: You can do it in your way with your classmates.

T: We will invite other teachers to listen to your music.

T: Please show your Chart and tell us two days record. And share as follow:

It's sunny and hot today.

I wear a T-shirt and a cap to school.

I like sunny day.

I can play outside.

It's rainy day.

It's cool.

I wear a raincoat and rainboot to school.

I don't like rainy day. I can't play outside.

評量方式
(評量內容與策略)

實作評量一：

完成觀察一週天氣作業單並以 It's ___ and ___ 說出觀察到的天氣與氣候(觀察記錄口語)

實作評量二：

能從 2 周的天氣記錄中，算出各種天氣天氣作業單(計算)

實作評量三：

觀察一週的天氣變化並完成 My Get Dressed for School Chart，且運用作業單與同學以 It's _____ and _____」。I wear a _____ 分享自己準備衣物的經驗(、口語發表)

實作評量：

能嘗試以節奏樂器表現大自然的天气，並以 It' _____ 說明自己表達的天气為何(創作表現、口語說明)