

Lesson Plan

教案簡介

Unit title	Ocean Meets Sky (繪本教學及延伸活動：皮影戲)		
Grade level	Grade 6	Length of the unit	160 minutes
Student description	1. 學生知道地球有 oceans, lands 和 sky。 2. 學生知道 5 ocean zones。 3. 學生認識一些常見海洋生物。 4. 學生聽讀時，在老師引導下能辨識書本中對應的書寫文字。 5. 學生能聽懂日常生活應對中常用語句，並能作適當的回應。 6. 學生能運用所學的字母拼讀規則讀出英文字詞。	Number of students	27

學習

本教案為一套以繪本《Ocean Meets Sky》為主軸，設計給臺灣國小六年級英語學習者的 四節跨領域課程。課程結合英語學習、海洋教育、藝術表達與品格教育，並以皮影戲表演作為單元總結任務。學生透過聽、說、讀的活動，逐步進入故事情境，並運用英語創作與表達夢想之旅。

課程設計考量教學時間，提供「簡易版」劇本，讓每位學生都在課堂內有效地學習並能參與表演。教學主題圍繞夢想、思念與海洋保護，鼓勵學生發展同理心與想像力。學習歷程中強調合作、創意與自我表達，並呼應 SDG 第 14 項「保育海洋與海洋資源」。課程同時結合英語、藝術與綜合活動領域之核心素養與學習指標。學生將在語言能力、情感認知與全球責任感上獲得整合性的學習經驗。

領域核心素養

語文領域-英語文

- 英-E-B1 具備入門聽、說、讀、寫英語文能力。在引導下能運用所學字詞及句型進行簡易日常溝通。
- 英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。
- 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。

綜合領域

- 綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。
- 綜-E-B3 覺察生活美感的多樣性，培養生活環境中的美感體驗，增進生活的豐富性與創意表現。

藝術領域

- 藝-E-A3 學習規劃藝術活動，豐富生活經驗。

節次規劃說明

Summary of each lesson

1	1. 複習海洋相關的先備知識 2. 紀錄 KWL Chart 閱讀學習單 3. 學習海洋相關生字與啟發學生的想像力 4. 導讀英文繪本 Ocean Meets Sky
2	1. 複習海洋生物，喚起學生保護海洋的覺知 2. 強化學生對於繪本故事內容的理解能力 3. 欣賞繪本改編而成的皮影戲劇本內容
3	1. 了解皮影戲的表演要素 2. 練習繪本改編的皮影戲中角色台詞 3. 學會操作皮影戲偶及配音
4	1. 分組展演小桌子英語皮影戲 (Tiny Desk Shadow Play: Ocean Meets Sky – Finn's Dream) 2. 完成 KWL Chart 閱讀學習單

第一節學習重點

學習表現	學習內容
語文領域-英語文 1-III-12 能聽懂簡易故事及短劇的主要內容。 3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 4-III-4 能依圖畫、圖示填寫簡單字詞。 6-III-5 樂於接觸課外英語學習素材。	語文領域-英語文 Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 Ae-III-2 繪本故事、兒童短劇。
綜合領域 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。	綜合領域 Cd-III-4 珍惜生態資源與環境保護情懷的展現。

本節課程目標

Students will be able to

1. Make a KWL chart based on the book “Ocean Meets Sky”
2. Comprehend the picture book story “Ocean Meets Sky”

學生所需之先備知識

本節課重點英語語言

學生學過以下英文詞語：

- Vocabulary grandfather, ocean, sea, sky, land, boat, fish, bird, crab, dream, book, moon, happy
- Sentence Structures This is _____ (Finn, Finn’s grandpa). It is a ____ (boat, golden fish). There is a _____ (whale) in the _____ (sea).

“That is a jellyfish.”

“That is the Library Islands.”

language for learning

listen, look, say

“Point to the word/ picture.”

“Are you following me?”

“KWL Chart”

language through learning

magical, flying, remember, kind

“I miss Grandpa.”

“Wow! This place is amazing.”

Teaching Aids & Multimedia or Resources

1. KWL Worksheet (Attachment 1)
 2. PowerPoint Slides (Attachment 2)
 3. Story Book: Ocean Meets Sky (Attachment 3)
- (Options: YouTube Video or HiTeach)

Teaching Procedure

Time

Assessment

暖身活動

- 引起動機

T: What do you know about the ocean?

S1: Shark.

S2: Blue.

T: Great! How much do you know about the sky?

S3: Blue?

S4: Stars.

T: Good to know that.

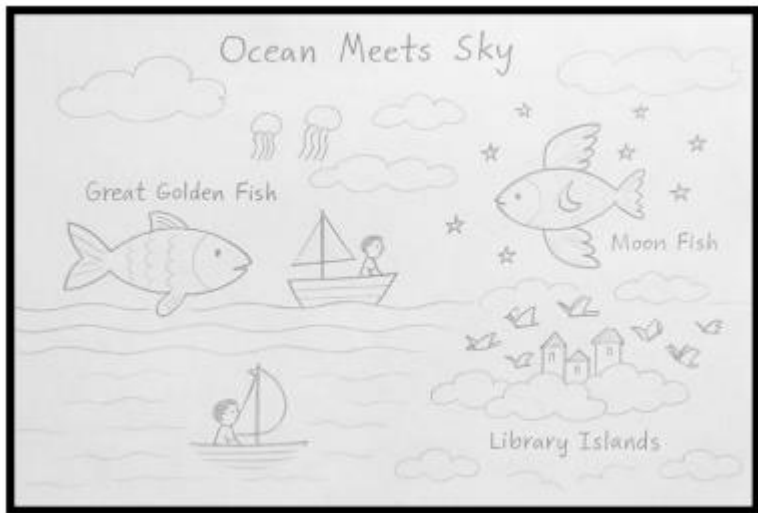
(師生討論了一下子)

2 mins

● KWL Chart (Know – Want to know – Learn) 1. 教師發給每生一張 KWL 學習單（如附件一），並說明 K, W, L 三個字母各代表什麼意思。 2. “K”-What I know，利用以下例句引導學生寫出已經知道的關於海洋或天空的事情： T: Very good. Now everyone has the KWL paper. Please write your answer in the “K” column. Here are some examples. (老師把其它例句 show 出來) “I can see _____ in the ocean/ sky.” “The ocean/ sky is _____. (blue, deep, high, etc.)” 3. “W”- What I Want to Know，老師利用以下例句引導學生寫出想要知道有關這本繪本或海洋或天空的問題： T: Hmm, I think everyone is finished with K. Let’s move to W column. What questions do you have about the story? Or about the sea and sky? S4: What is Ocean Meets Sky? S5: What animals can we see in the story? S6: Aliens? T: Nice. Now in the “W” column, you can write down your question. Here are some examples: “What is ‘Ocean Meets Sky’?” “Can a whale fly? /Can a bird swim?” “Where is the place where Ocean Meets Sky?”	6 mins	學生可以寫出一個與繪本標題或海洋或天空有關的知識 學生可以寫出一個與繪本標題或海洋或天空有關的問題
呈現活動 ● 繪本相關單字教學 教師利用投影片（如附件二）教導繪本內出現的關鍵單字：shell, dumplings, ship, explore, journey, island		

發展活動 ● 繪本共讀 (每生一本繪本、老師也可以利用 HiTeach 照相機投影繪本或播放 YouTube 線上影片展示繪本故事內容，視各校資源不同做調整。) 掃碼連結故事影片  無文字 有文字 1. Picture Walk: 教師帶著全班看繪本中的插圖，教師介紹主要角色，並問一些 問題引起學生閱讀動機。 T: This book is called Ocean Meets Sky. Now turn to this page. He is Finn. What's he doing? S7: He's _____. T: Good. And, follow me. Let's see. Guess who he is. S8: Grandfather? T: Yes! He is Finn's Grandfather. T: Now, let's turn the pages. Do you see a boat? Where is it? S9: Here. (The students are trying to locate the boat.) T: Point to the boat. (Ss are pointing to the boat picture in the book.) T: Well done. It's a BOAT. Now, go on. Do you see a big fish? A great Golden Fish? Ss: Yes. T: Keep going. Do you see birds? Where are they? S10: Island? T: Yes, the Library Islands. The birds here love reading. T: Next comes an island of shells. Ss: Shells? T: Yes, shells. Big shells. Finn is climbing up the shell. Can you tell me where he is? Ss: There! (Ss are pointing to Finn either on the book or on the screen.) T: Good! Flip through pages. It's a blue whale. Can you see Finn now? Ss: Yes! T: He becomes teeny tiny here. He is under the whale's eye. Now next page. Zoom out! T: Can you still find Finn? He's by the blue whale with his boat. T: Oops! Zoom out again! Can you find Finn now? S11: Where? T: Here. (T is pointing to Finn in the picture.) T: (Flipping through the pages) Do you see the big moon? (T blows air, imitating the moon in the story, to the class.)	5 mins	學生可以在引導下說出繪本 插圖的英文或中文名稱。 (AfL)
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T: How about Finn's Mom? (Pointing Finn's Mom) Do you see her? Ss: Yes. T: Great! Let's read the story together. I read, and you listen, look and move your fingers. 2. Guided Reading: 教師導讀繪本內容（故事內容如附件三）。	8 mins	學生可以跟讀繪本內容(AfL)
總結活動 ● KWL Chart “L”-What I Learned : T: Now take out your KWL paper again. let's write what we learned from the story. You can write words or story ideas. Here are some examples. New vocabulary (e.g., jellyfish, cloud bird) Story ideas (e.g., “Finn saw Library Islands.”) T: Very good. Of course, you can write something different, like a message from the story. Here it is. Environmental messages (e.g., “We must protect the sea.”) ● My Own “Ocean Meets Sky” : T: Let's look at the other side. It's all blank. Remember? Please write the book name, authors and illustrators. I will give you 3 minutes. (3 minutes later) T: Are you finished? Ss: Hmm...Yes. T: OK. Let's check your work. (教師利用 PPT 展示圖書資訊如下所示) Book Name: Ocean Meets Sky Author(s): The Fan Brothers Illustrator(s): The Fan Brothers T: Good! It's time to draw your own “Ocean Meets Sky.” S12: Where? T: On the same side of the worksheet. Ss: OK. T: I'll give you 3 mins. Enough? Ss: Yes. (教師巡視行間，檢核學生的圖書資訊及提供協助。) (3 minutes later) T: Time is up. Now let's check Sherry's work. (教師可以邀請自願的同學用英文介紹自己的作品)	4 mins 4 mins	學生可以在引導下書寫出繪本中的單字或故事內容。 (AoL) 學生可以畫出自己的 Ocean Meets Sky 插圖並標記英語 字詞 (AoL)



Sherry's Work

T: Good! Everyone did a good job today. See you next time.