
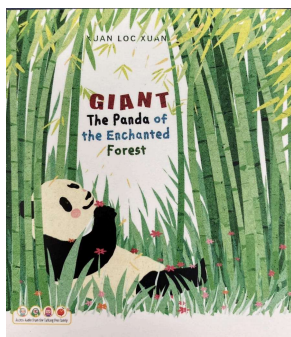
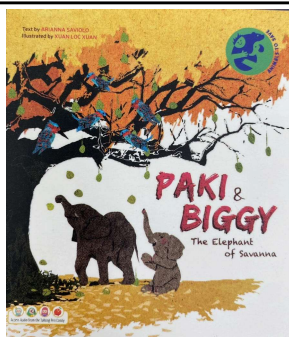
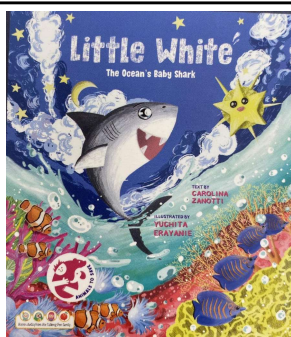


附件一

基隆市113學年度國中小英語領域採全英語教學教案設計

領域/科目	語文領域/英語科	設計者	蕭茵如
實施年級	8th Grade	教學節次	4 sessions
單元或主題 名稱	Echoes of the Wild: Protecting Taiwan’s Wildlife (延伸康軒版 B4U6: If we don’t act now, there will be more plastic in the ocean.)		
設計依據			
學習 重點	學習表 現	1-IV-7 Can identify the context and theme of a brief statement or narrative. 2-IV-10 Can describe pictures in simple English. 3-IV-9 Can understand the gist and plot of a story. 4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions. 5-IV-10 Can comprehend simple stories and reading passages, and provide a verbal or written summary with simple sentences. *6-IV-5 Makes good use of various search tools to gain better understanding of the English information one comes across.	J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking an analysis, and employ appropriate strategies in tackling and solving problems in daily life. J-B1 Possess the ability to use symbols of all types to express one’s feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life. 英-J-A2 Possess the skills of systematic understanding and deduction. Be able to clarify connection of text information and make inferences, and gain a preliminary understanding of similarities and differences between local culture and other cultures through comparing text information. 英-J-B1 Possess basic listening, speaking, reading, and writing competencies in English. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact






	學習內容	Ad-IV-1 Grammar and sentence patterns of junior high level. Ae-IV-6 Settings, characters, conflicts and resolutions of simple stories. B-IV-5 Describing, asking and answering who, what, when, where and how. ◎B-IV-6 Describing pictures.		appropriately in common everyday life.
與其他領域/科目的連結				
教材來源		Picture book: We Are One: Harboring Rare Creature On The Planet		
教學設備/資源		Interactive whiteboard/ Chrombooks or Ipads		
學習目標				
Students can summarize the plot outline of the assigned picture book. Students can orally present the key points of their book to groups who read different picture books. Students can identify five endangered native species of Taiwan. Students can propose feasible actions to protect endangered species. Students can collaborate with teammates and use digital devices to search for relevant information. Students can collaboratively design a poster centered on actionable plans. Students can present their group's action plan.				
教學活動設計				
節次	教學流程及活動設計		教師用語	教學資源與評量
1st	Reading and Discussing the Assigned Picture Books 1. Preparatory activity: Ask students to independently read the assigned picture books at home before the first session. 		Please read your assigned picture book carefully. Take notes while reading.	#Slides #Five picture books. #Worksheet A #Peer evaluation: grading rubric form Ask students to observe the oral performances



2. Motivation: Introduce these 5 picture books and raise curiosity through cover observation and prediction.

3. Development Activities:

(1) Ask students to finish Worksheet A.

Class: _____	<input type="checkbox"/> The Lonely Polar Bear
Name: _____	<input type="checkbox"/> Little White: The Ocean's Baby Shark
Reading	<input type="checkbox"/> PAKI & BIGGY: The Elephants of Savanna
QUESTIONS	<input type="checkbox"/> GIANT: The Panda of the Enchanted Forest
	<input type="checkbox"/> SNOWY: The Leopard of the High Mountains
 What was the story about? It was about	
 When did the story happen? It happened in/ on/ at/ around	
 Who was in the story? was/ were in the story.	
 Where did the story happen? It happened in/ on/ at/ around	
 What was the problem in the story? The problem was	

(2) Students team up with peers who read the same book to compare worksheets and discuss any corrections or misunderstandings.

of others.

Today, we will explore some beautiful picture books!
Let's look at the covers and guess what the stories might be about.

Since you have already read one of these books at home in advance, please fill out Worksheet A based on your understanding.

Now, find the partners who read the same book. Compare your worksheets and discuss any differences. Did you all understand the story the same way?

After the discussion, each of you will prepare a brief

(3) Students need to prepare to orally summarize their book for other groups.

4. Summary Activity:

(1) Select students to share their summaries with the class. And do the peer evaluation during the sharing.

(2) Explain the grading rubric to the class. Teacher gives out the evaluation forms.

WE ARE ONE

Grading Rubric

Attitude

Voice is loud enough: ____ / 2

The speaker is full of confident: ____ / 2

The speaker wears a smile: ____ / 2

Content

I know what the story was about: ____ / 3

I know when the story happened: ____ / 3

I know who was in the story: ____ / 3

I know where the story happened: ____ / 3

I know what the problem was in the story: ____ / 3

Presentation

The presentation has an opening: ____ / 2

The presentation has an ending: ____ / 2

TOTAL SCORE: ____ / 25





(2) The teacher connects today's reading activity to the upcoming topic of endangered species.

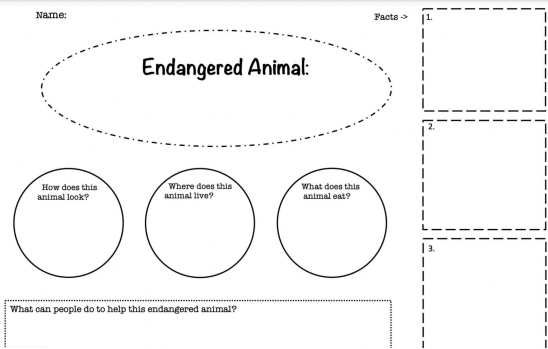
summary to tell classmates from different groups.

Would anyone like to share their summary first?

I will tell you how to give points to others.

That was great!
Remember, next time we will connect the ideas from our stories to real-life endangered animals in Taiwan. Get ready for it!"

2nd	<p>Learning About Endangered Species in Taiwan</p> <p>1. Motivation: Show a video about endangered animals in Taiwan to introduce the topic. https://youtu.be/qGGf-ad9CIY?si=zESQFieUg_Txt2yY</p> <p>2. Development Activities: (1) The teacher introduces “ The IUCN Red List of Threatened Species”</p>  <p>(2) Teacher introduces five endangered Taiwanese species with IUCN Red List.</p>  <p>(3) Students take notes and share which species they feel most connected to.</p> <p>(4) In groups, students discuss possible ways they could help endangered species by finishing Worksheet B.</p>	<p>Let’s watch a short video about animals that are disappearing from Taiwan. While watching, think about this: Why do these animals need our help?</p> <p>I will introduce the IUCN Red List of Threatened Species briefly.</p> <p>Next, I will introduce five endangered species from Taiwan. Please listen carefully and take notes.</p> <p>After the introduction, you will share which animal you feel most connected to and why.</p> <p>In your groups, talk about this: If you could help these animals, what would you do? Share your ideas about the endangered animals with each other and complete Worksheet B together.</p>	<p>#Slides</p> <p>#IUCN Red List website:https://www.iucnredlist.org/</p> <p># Worksheet B</p> <p>#Teacher monitors group discussions and checks student understanding through worksheet B.</p>
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	 <p>3. Summary Activity: The teacher previews the next session, where students will create actual action plans.</p>	<p>Next class, we will plan a real action to help! Think big, but also think possible."</p>	
3rd	<p>Designing Action Plans</p> <p>1. Motivation: (1) Share real-life examples of successful conservation actions to inspire students. (https://youtu.be/GwRmh8SUEzA?si=H5saxUo1tr3cXG2n) (2) Encourage thinking about actionable steps.</p> <p>2. Development Activities: (1) Students work in groups to select one endangered species to focus on.</p> <p>(2) Students use Chromebooks or Ipads to research the species and brainstorm possible actions.</p> <p>(3) Groups design a poster illustrating their action plan.</p> <p>(4) The teacher gives out a worksheet C to scaffold students' work.</p>	<p>Today, let's get inspired by some real-life stories of people who helped save endangered animals!</p> <p>Watch carefully and think: What actions made a real difference?</p> <p>Now, work with your group to choose one animal you want to help.</p> <p>Use Chromebooks/ Ipads to search for information: What problems does the animal face? What can people do to help?</p> <p>Then, design a poster showing your action plan. Make it clear and colorful so others can understand easily!</p> <p>*During the discussion, the teacher guides students by asking:</p>	<p>#Slides</p> <p>#Teacher evaluates group collaboration , research efforts, and clarity of poster drafts.</p>

Name: _____

SAVE THE ANIMALS

We have been learning about endangered species in class. Your group has been assigned one endangered species. Your job is to create a poster that convinces other classmates to help protect this animal. Your group will present this poster to the class.

Your poster must include: The animal name, at least 2 ways we can protect the animal, and a picture of the animal. Your poster should be colorful and neat.
Each group member should speak during the presentation.

Use the space below to plan your poster. Each group member must turn in this sheet, completed.

My animal: _____

Two ways we can protect or help this animal:

1. _____

2. _____

A quick drawing of my animal:

- 1) What is the main message you want to show?
- 2) Is your idea realistic?
- 3) Can people really do it?

3. Summary Activity:

(1) Groups briefly present their draft posters and ideas to the class.

Let's have a quick sharing. Each group, show us your poster draft and explain your idea in a few sentences.

(2) The teacher reminds students that the next session will be the official group presentations.

Next time, we will
officially present to
everyone! Practice and
make it even better!

4th

Presenting Action Plans

1. Motivation: Introduce the concept of delivering an inspiring presentation, similar to a TED Talk.

(<https://youtu.be/Fkd9TWUtFm0?si=E7EPbAb2zSxIhmV>)

2. Development Activities:

(1) Each group presents their poster and action plan to the class.

(2) Explain the grading rubric to the class.

Have you ever watched a TED Talk? Today, you will be like TED speakers — sharing powerful ideas to make a change!

Each group will present the poster and explain the action plan.

I will tell you how to give points to others.

#Slides

#Peer evaluation: give out the grading rubric form. Ask students to assess group presentation quality based on content, teamwork, and delivery.

Teacher gives out the evaluation forms.

Name: _____

SAVE THE ANIMALS
GRADING RUBRIC

POSTER
The poster is colorful and neat: ____ / 2
The poster has the animal's name: ____ / 1
The poster has 2 ways to help or protect the animal: ____ / 2
The poster has a picture of the animal: ____ / 1
The group works together on the poster: ____ / 1

PRESENTATION
Group member speaks & participates: ____ / 2
The group works together for presentation: ____ / 1

PLANNING SHEET
Planning sheet is complete: ____ / 5

TOTAL SCORE: ____ / 15

Teacher Comments:

Please speak loudly, clearly, and with confidence. Remember, your ideas matter! After each presentation, other students can ask one or two questions or give positive feedback.

While presenting, the teacher gives feedback like:
1) Take a deep breath.
2) You're doing great!"
3) Look at the audience and smile!

(2) Allow time for peer questions and feedback after each presentation.

3. Summary Activity:

Teacher praises student efforts and emphasizes the impact of small actions in making positive changes.

Wonderful work, everyone!
Today, you showed that even young people can create meaningful actions.

Small actions can lead to big changes. Keep believing in what you can do!

指導注意事項

參考資料

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附錄

Worksheet A

Class: _____

Name: _____

Reading

QUESTIONS

- ☐ The Lonely Polar Bear
- ☐ Little White: The Ocean's Baby Shark
- ☐ PAKI & BIGGY: The Elephants of Savanna
- ☐ GIANT: The Panda of the Enchanted Forest
- ☐ SNOWY: The Leopard of the High Mountains



What was the story about?

It was about



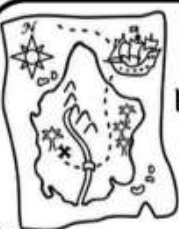
When did the story happen?

It happened in/ on/ at/ around



Who was in the story?

... .. was/ were in the story.



Where did the story happen?

It happened in/ on/ at/ around



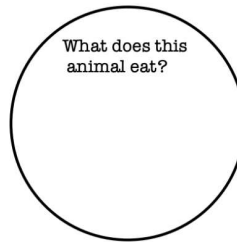
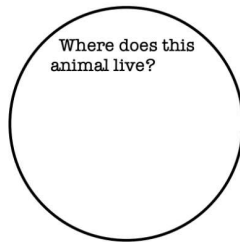
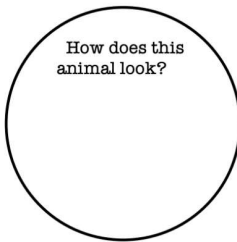
What was the problem in the story?

The problem was

Worksheet B

Name:

Facts ->



What can people do to help this endangered animal?

1.
2.
3.

Worksheet C

Name: _____

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Your poster must include: The animal name, at least 2 ways we can protect the animal, and a picture of the animal. Your poster should be colorful and neat.
Each group member should speak during the presentation.

Use the space below to plan your poster. Each group member must turn in this sheet, completed.

My animal: _____

Two ways we can protect or help this animal:

1. _____

2. _____

A quick drawing of my animal:



We Are One - Grading Rubric

WE ARE ONE

Grading Rubric

Attitude

Voice is loud enough: ____ / 2

The speaker is full of confident: ____ / 2

The speaker wears a smile: ____ / 2

Content

I know what the story was about: ____ / 3

I know when the story happened: ____ / 3

I know who was in the story: ____ / 3

I know where the story happened: ____ / 3

I know what the problem was in the story: ____ / 3

Presentation

The presentation has an opening: ____ / 2

The presentation has an ending: ____ / 2

TOTAL SCORE: ____ / 25



Save the Animals - Grading Rubric

Name: _____

SAVE THE ANIMALS

GRADING RUBRIC

POSTER

The poster is colorful and neat: ____ / 2

The poster has the animal's name: ____ / 1

The poster has 2 ways to help or protect the animal: ____ / 2

The poster has a picture of the animal: ____ / 1

The group works together on the poster: ____ / 1

PRESENTATION

Group member speaks & participates: ____ / 2

The group works together for presentation: ____ / 1

PLANNING SHEET

Planning sheet is complete: ____ / 5

TOTAL SCORE: ____ / 15

Teacher Comments: