

113-114 年教育部雙語數位學伴營運中心計畫

雙語數位教學教案 格式範例

| | | |
|---------|------|--|
| 主題/單元名稱 | | My Feelings Book |
| 語言別 | | <input type="checkbox"/> 本土語雙語 <input checked="" type="checkbox"/> 英語文雙語 |
| 年級別 | | 四年級 |
| 教案節數 | | 共 4 節，160 分鐘 |
| 設計理念 | | <p>這份教案旨在透過製作情緒小書的過程，引導學生理解情緒、觀察表達情緒的方式，並探索適合自己的負面情緒抒發方法。</p> <p>第一節課將以繪本《The Color Monster》為引導，讓學生認識故事中的各種情緒小怪物，並透過繪製自己的情緒小怪物來加深對不同情緒的認識。接著，學生將根據繪本內容，觀察自己在不同情境下的情緒表現，並記錄於情緒小書中。透過分享與討論，學生將發現每個人對情緒的表達方式皆不同，進一步培養對他人情緒表達的理解與尊重。</p> <p>在探討情緒及其表達方式後，學生使用 Seesaw 學習單將情緒分為正面情緒與負面情緒，並進一步探索負面情緒的抒發方式。課堂中將運用酷英 AI 機器人，與學生討論不同的負面情緒抒發策略，幫助他們找到適合自己的方式。最後，學生將思考最適合自己的負面情緒抒發方法，並設計屬於自己的情緒紓解百寶箱，作為未來面對情緒挑戰時的輔助工具。</p> <p>希望透過這堂課，學生能夠更了解自己的情緒，並在未來的生活中運用情緒小書的內容，幫助自己有效管理情緒。</p> |
| 核心素養 | 總 綱 | A2 系統思考與解決問題 B1 符號運用與溝通表達 |
| | 領 綱 | 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、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。 |
| 議題 | 學習主題 | 生命教育----人學探索 |
| | 實質內涵 | 生 E3 理解人是會思考、有情緒、能進行自主決定的個體。 |

| | | |
|---------|------|---|
| 學習重點 | 學習內容 | ◎Ac-III-3 簡易的生活用語。 Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。 |
| | 學習表現 | 1-III-10 能聽懂簡易的日常生活對話。 ◎2-III-6 能使用簡易的日常生活用語。 3-III-5 能看懂課堂中所學的簡易對話。 *4-III-6 能書寫課堂中所學的句子。 |
| 學生先備知識 | | 議題： 1. 學生能覺察情緒的存在 2. 學生能覺察每個人擁有不同的情緒、外貌與個性 語言： 1. 學生能拼寫顏色相關單字，如：yellow, pink, blue, purple, green, black, white 2. 學生能使用簡易英語句型回答上課內容，如：Yes, I do. No, I don't. This is _____. |
| 核心學習目標 | | 學生能辨認各種情緒以及體察自己如何展現情緒，並探索面對負面情緒的方法，最後能創造自己的情緒百寶箱以面對各種負面情緒。 |
| 教學設備/資源 | | 第一節 1. 教學簡報： https://reurl.cc/mRe46Y 2. 繪製情緒小怪物（My Feelings Book 第 2 頁）： https://reurl.cc/qnM4Wg 第二節 1. 教學簡報： https://reurl.cc/mRe46Y 2. 繪製情緒瓶（My Feelings Book 第 3、4 頁）： https://reurl.cc/qnM4Wg 第三節 1. 教學簡報： https://reurl.cc/mRe46Y 2. Seesaw 情緒分類學習單： https://reurl.cc/p9Q4zZ 3. 酷英 AI 機器人： https://www.coolenglish.edu.tw/ 第四節 1. 教學簡報： https://reurl.cc/mRe46Y 2. 情緒紓解百寶箱： https://reurl.cc/p9Q4zZ 3. 同儕回饋單： https://reurl.cc/b31geX |

教學活動設計

節次規劃 概念說明



| 第一節 | | | |
|---|---|-------|----------|
| 學習目標 | 1-1 學生能說明繪本中出現的情緒緒（快樂、悲傷、憤怒、恐懼、平靜） | | |
| | 1-2 學生能應用繪本內容繪製自己的情緒小怪物 | | |
| | 1-3 學生能讀出情緒單字 happy, sad, angry, fear, clam | | |
| | 1-4 學生能使用目標語介紹自己的情緒小怪物 It is _(happy, sad, angry, fear, clam)_ monster. | | |
| 教學活動內容及實施方式 | | 時間 | 對應目標之評量 |
| 一、引起動機 | | 5min | |
| 1. 透過與學生打招呼，了解他們今日情緒 | | | |
| T: Good afternoon, everyone. How was your day? | | | |
| T: Which picture can show your feeling today? | | | |
| T: Why did you choose this picture? Why can this picture show your feeling today? | | 15min | 1-1 口語評量 |
| T: Sometimes, one picture may not be enough to show all our feelings. Do you know why? | | | |
| T: We have different feelings. Let's meet the color monster to know the feelings. | | | |
| | | | |
| 二、發展活動 | | 10min | 1-3 口語評量 |
| 1. 教師帶領學生閱讀繪本 The color monster，並引導學生從繪本中探討不同的情緒，以及繪本中情緒代表的顏色 | | | |
| (1) pre-reading | | | |
| A. What do you see from the cover? | | | |
| B. How many monsters are there? | | 15min | 1-3 口語評量 |
| C. How do they feel? | | | |
| D. Try to guess. What does the story talk about? | | | |
| (2) during reading | | | |
| A. What does the monster look like? | | 15min | 1-3 口語評量 |
| B. What is the feeling of the monster? What color is it? (每次新情緒時都這麼問) | | | |
| C. Try to guess. What does the monster feel now? (the pink monster) | | | |
| (3) after reading | | | |
| A. What feelings are there in this story? | | 10min | 1-2 實作評量 |
| B. Do you have the same feelings? | | | |
| C. Why does the yellow stand for the happy monster? | | | |
| D. How does the little girl help the monster? | | | |
| E. If you were the monster, would you ask for help? | | 10min | 1-2 實作評量 |
| 2. 閱讀完繪本後，帶領學生在情緒小書上繪製自己的情緒小怪物，學生可使用自己覺得適合該情緒的顏色繪製作品 | | | |
| T: The monster has different feelings? What feelings do we have? | | | |
| S: Yes. Of course. | | | |
| T: That's right. We have different feelings. How about this question? What colors are your feelings? | | 10min | 1-2 實作評量 |
| T: Here are your Feeling Books. We will create the book step by step. The first step is to draw your feeling monsters. | | | |
| T: Let's draw our own feeling monsters. You can use any color you like to show your feelings. | | | |
| T: When you are drawing, I will ask you some questions. The questions are (1) What is the feeling of the monster? (2) What color is it? For example. I ask,“ what is the feeling of the monster?” You | | | |

| | | | |
|--|---|-------|----------|
| can say,” It is the happy monster.” I ask,“ what color is it?” You can say,” the color is blue.” T: It’s time for you to draw your monsters. 3. 學生使用目標語分享自己的情緒小怪物 T: Time’s up. Everyone has drawn your monsters. Good job. T: Now, it’s time for you to share your monsters with us. Please use the sentences below. (1) It is the _____monster. (2) The color is _____. | | 7min | 1-4 口語評量 |
| 三、統整活動 1. 教師正向回饋大家的情緒小怪物 T: Your monsters are nice. I like the colors you use. Everyone’s feelings are unique and special. 2. 教師透過問題與學生共同複習這節所學內容 T: What was the story we read? T: What’s the story about? T: What feelings do we learn today? | | 3min | |
| 第二節 | | | |
| 學習目標 | 2-1 學生能說明繪本主角如何表現自己的情緒 2-2 學生能說明自己如何表現情緒 2-3 學生能分析自己與他人在情緒下不同的表現 2-4 學生能說出 I _(verb.)_to show I am _(feelings)_. | | |
| 教學活動內容及實施方式 | | 時間 | 對應目標之評量 |
| 一、引起動機 1. 學生認識各種情緒後，回想今天一整天遇到的情緒，並透過著色的方式將這些情緒畫進情緒瓶中，當一種情緒出現越多次，則能將情緒瓶畫的越滿，反之，若一種情緒出現越少，則情緒瓶中的顏色越少，甚至是沒有顏色 T: We just learned about different feelings. Now, think about your day at school. What feelings did you have today? T: Look, here are the feeling bottles. T: Please use different colors to show how much you felt each feeling in your feeling bottles. The higher the level, the more you felt that feeling. The lower the level, the less you felt it! T: In just one day, we feel many different feelings! Let’s think about this question. When you feel these feelings, how do you show them? T: Let’s observe how the monster shows the feelings first. | | 5min | 2-1 口語評量 |
| 二、發展活動 1. 教師透過師生問答的方式帶領學生觀察繪本中的小怪物在不同情緒下的表現 T: The monster has different feelings. How does the monster show he is happy? S: Laugh, jump and dance. T: How does the monster show he is sad? S: He wants to hide. It’s ok to cry. T: How does the monster show he is angry? S: Throw something. Hit something. T: How does the monster show he is fearful? S: He is shaking. He feels tiny. | | 10min | |

| | | |
|---|-------|---------------|
| <p>T: How does the monster show he is calm? S: Breathe slowly. He is chill. T: Awesome. Good observation. Now, let's think of this question. How do you show you are happy/sad/angry/fear/calm ?</p> <p>2. 觀察完小怪物的表現後，學生翻出先前畫的情緒瓶的小書頁面，一邊回想自己在不同情緒下的表現是什麼，一邊將這些表現寫下來或畫下來</p> <p>T: Take out the Feelings Book and turn to the page of the feeling bottles. Let's think back—when you felt these feelings, how did you show them? Write your reactions next to each feeling bottle!</p> <p>T: When you are drawing, I will ask you questions. The question is: How do you show you are __ (feelings) __.</p> | 10min | 2-2 實作評量 |
| <p>3. 學生輪流分享每個情緒下的反應，同時在情緒小書上記錄自己與他人在同個情緒下的反應的異同</p> <p>T: You did a good job. You are a good observer. Now, please share with us how you show your feelings.</p> <p>T: The listeners have to ask the speaker how do you show you are __ (feelings) __? And the speaker says, “ I _____ to show I am __ (feelings) __.”</p> <p>T: Please listen carefully and write down if you show your feeling the same way as the speaker.</p> | 10min | 2-4 口語評量 |
| <p>4. 學生記錄自己與其他同學在不同情緒下會有哪些反應，並從中觀察每位同學的異同，進一步理解個體差異性。</p> <p>T: Now let's make a feelings comparison chart together. We will write feelings and compare how different students show it.</p> <p>T: For example, let's write “angry.” We will write what you, your classmates, and I do when we feel angry.</p> <p>T: Please share with us what you wrote down. Does everyone show feelings in the same way?</p> <p>T: Let's see—some people shout, some stay quiet, some walk away. That's okay! We all feel differently.</p> <p>T: Please record this in your Feelings Book. You can make a chart or draw pictures to compare.</p> | 5min | 2-3 實作評量、口語評量 |
| <p>三、統整活動</p> <p>1. 教師詢問大家每個人是否用相同的方式表現自己的情緒，並在課程總結時提醒大家每個人的情緒與表現情緒的方式都不一樣，要尊重彼此的情緒</p> <p>T: Does everyone show the feelings in the same way?</p> <p>T: Not exactly. Everyone had different ways the show their feelings.</p> <p>T: Everyone may react differently to the same feelings. Besides knowing our own reactions, we should also respect other people's feelings and reactions.</p> | | |

| 第三節 | | | |
|---|---|-------|---------------------------|
| 學習目標 | 3-1 學生能將情緒分類成正面情緒與負面情緒 | | |
| | 3-2 學生能說明負面情緒時的抒發方法 | | |
| | 3-3 學生能使用酷英 AI 機器人討論負面情緒的抒發方法 | | |
| | 3-2 學生能使用 What do you do when you feel____? | | |
| 教學活動內容及實施方式 | | 時間 | 對應目標之評量 |
| 一、引起動機 | | | |
| 1. 回顧上節課內容 T: What is the feeling? T: How does the monster show he is fearful? T: How do you show you are happy? | | 2min | |
| 2. 將先前講過的情緒分成正面情緒與負面情緒 T: In the last lesson, we talked about reactions to different feelings. Try to sort these feelings into two groups: one group for feelings that make you feel happy, and another for feelings that make you feel unhappy. T: Feelings can be positive or negative. Positive emotions are the feelings that make us feel happy. For example, happy, calm and love. Negative emotions are the feelings that make us feel sad. For example, sad, angry and fear. Both positive and negative feelings are a normal part of life! | | 6min | 3-1 高層次評量 |
| 二、發展活動 | | | |
| 1. 教師提供情境題，學生一起探討這些情境是否恰當 T: Please read Tina's and Kevin's thoughts and decide if these ideas make sense. (1) Every time I cry, my dad tells me not to cry. Does that mean I should hide my sadness? (2) Mom told me that I shouldn't hit people when I'm angry. Does that mean I shouldn't be angry? T: Do these ideas make sense? What suggestions can we provide? T: It is okay to show different feelings. But what can we do when we feel sad, angry or fearful? | | 7min | 3-2 口語評量 |
| 2. 帶領學生思考遇到負面情緒時，可以如何抒發這些情緒 T: What can we do when we feel sad? (先邀請學生回答，老師統整後再提供更多方法) T: We can cry. We can listen to music. We can talk to someone. T: What can we do when we feel angry? (先邀請學生回答，老師統整後再提供更多方法) T: We can hit the pillow. We can run. We can do exercise. T: What can we do when we feel fear? (先邀請學生回答，老師統整後再提供更多方法) T: We can breathe deeply. We can sing a song. We can talk to someone. | | 10min | |
| 3. 學生使用 COOLENGLISH AI 英語聊天機器人選擇一位並詢問他 What do you do when you feel____? T: Let's discuss with the new friends. What do they do when they feel sad, angry or other feelings? T: Please use the sentence here to ask them. (1) Hello, my name is ____. (2) I have a question. (3) What do you do when you feel ____. | | 7min | 3-2 實作評量、觀察評量 3-3 實作評量 |

| | | | |
|---|--|--------------|----------|
| <p>(4) Why do you choose this method? T: When the new friend shares the idea of facing feelings, please try to think whether the idea makes sense.</p> | | | |
| <p>三、統整活動</p> <p>1. 學生分享剛剛使用酷英 AI 機器人問到的內容 T: Please share with us what the new friend says.</p> <p>2. 教師預告下節課內容 T: We've thought of many ways to face feelings in this lesson. In the next class, it will be your turn to think about how you face your feelings!</p> | | 5min 3min | |
| 第四節 | | | |
| 學習目標 | <p>4-1 學生能創造自己的情緒百寶箱 4-2 學生能使用目標語發表情緒小書 Hello, everyone. My name is _____. This is my Feelings Book. They are my Feeling Monsters. This page is how I show my feelings. This is my Cheer-Up Feelings Box. Thank you. 4-3 學生能欣賞作品並提供回饋 I like your Feeling Monsters. Your Cheer-Up Feelings Box is helpful. Your Feelings Book is creative.</p> | | |
| 教學活動內容及實施方式 | | 時間 | 對應目標之評量 |
| <p>一、引起動機</p> <p>1. 回顧上節課情境題以及處理負面情緒的方法 T: Does the idea make sense? (1) Every time I cry, my dad tells me not to cry. Does that mean I should hide my sadness? T: What can we do when we feel sad? T: What can we do when we feel angry? T: What can we do when we feel fearful?</p> | | 5min | |
| <p>二、發展活動</p> <p>1. 學生思考自己遇到負面情緒時的抒發方式，並在小書中製作屬於自己的情緒百寶箱 T: It is okay to feel not good sometimes. We can think of different ways to face these feelings. Let's create the Cheer-Up Feelings Box. T: Please write down the sentence (1) When I feel _____, I can _____. For example, when I feel sad, I can cry. T: Let's go to create your Cheer-Up Feelings Box.</p> | | 10min | 4-1 實作評量 |
| <p>2. 舉辦線上情緒小書分享會 T: You did a good job. Everyone finds different ways to face their feelings. Congratulations. We finished the Feelings Book. Now, let's start the Feelings Storytime! Everyone has to share your Feelings Book. Introduce your color monster and the Cheer-Up Feelings Box. T: Everyone please listen carefully and write down the Feedback.</p> <p>Scripts: Hello, everyone. My name is _____. This is my Feelings Book.</p> | | 10min | 4-2 口語評量 |

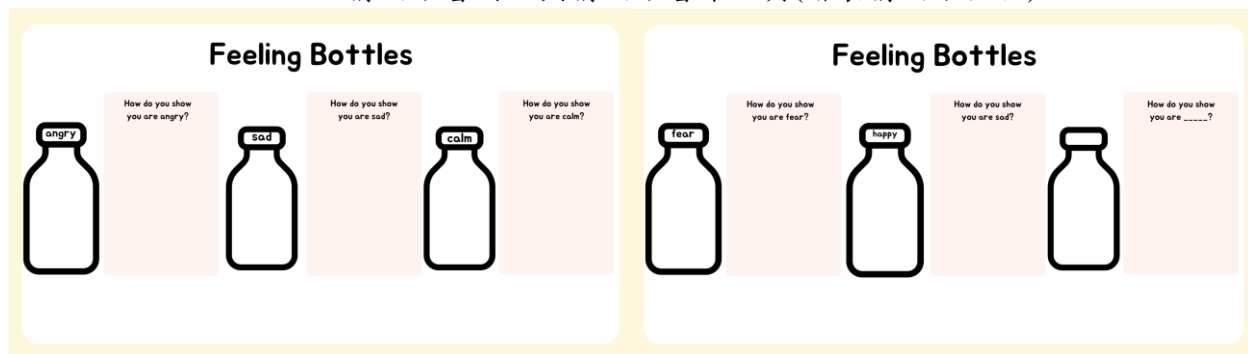
| | | |
|--|------|----------------|
| They are my Feeling Monsters. This page is how I show my feelings. This is my Cheer-Up Feelings Box. Thank you. | | |
| 3. 學生聽同學分享並完成同儕互評表，前三題使用塗色的方式給回饋，第四題則以文字敘述完成 (1) I like your Feeling Monsters. (2) Your Cheer-Up Feelings Box is helpful. (3) Your Feelings Book is creative. (4) Anything you want to say. ※針對高成就學生可以加入下方語句進行口頭回饋 (1) I like your Feeling Monsters because_____ (2) Your Cheer-Up Feelings Box is helpful because_____. | 7min | 4-3 高層次評量、口語評量 |
| 三、統整活動 1. 教師提供正向回饋並統整課程內容 T: I like your Feeling Book so much. Everyone shares the book confidently. You did a great job. T: What did we learn this week? S: Feelings./ Create the Feelings Book./ The way to face negative feelings./ Talk to AI robot. T: Awesome. In these lessons, we've discussed different feelings, how you show your feelings, what you can do when you are in a negative feeling and we created the Cheer-Up Feelings Box. This book will always be with you in the future. When you face the feeling problems, you can read it. Hope the Feelings Book will help you. | 8min | |

| 評量內容與策略 | | | | |
|---------------------------------|--------------------------|--------------------|----------------------|--------------------|
| <div>評量規準</div> <div>評量項目</div> | A | B | C | D |
| 英語聽說能力 | 能聽懂英文問題，並以正確流暢的英語表達回應。 | 能聽懂英文問題，並能以簡單英語回應。 | 似乎聽懂英文問題，能做出肢體或語言回應。 | 未能使用語言表達回應。 |
| 認識情緒與情緒管理策略 | 能明確說明各種情緒。 | 能辨認對應的情緒表情。 | 似乎能辨認情緒的表情。 | 未能辨認情緒。 |
| 情緒管理策略 | 能清楚表達負面情緒的紓解方法。 | 透過提示能表達負面情緒的紓解方法。 | 能參考他人的負面情緒紓解方法的建議。 | 無法說明負面情緒的紓解方法。 |
| 表達欣賞 | 能流暢使用英文正確表達對不同他人作品的正面意見。 | 能使用簡單英文表達對他人的正面意見。 | 能以圖片或動作表達對他人的正面意見。 | 未能使用語言表達出對他人的正面回應。 |

學習單



情緒小書封面與情緒小書第 2 頁(繪製情緒小怪物)



情緒小書第 3、4 頁(繪製情緒瓶與表現情緒的方式)



情緒小書第 5 頁(情緒紓解百寶箱)與情緒小書封底

| Peer evaluation | |
|--|-----------|
| Presenter: _____ | |
| I like your Feeling Monsters. | ♡ ♡ ♡ ♡ ♡ |
| Your Cheer-Up Feelings Box is helpful. | 👉 👉 👉 👉 👉 |
| Your Feelings Book is creative. | 💡 💡 💡 💡 💡 |
| Anything you want to say. | |
| By: _____ | |

同儕互評表