



雙語數位教學範例教案



語言別：

英語

教案名稱：Colorful Feelings

教育議題：品德教育

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指導老師：范莎惠老師

111—112年教育部雙語數位學伴營運中心計畫

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雙語數位教學範例教案

教案作者		崑山國小：林詩媛老師
主題/單元名稱		藝術：多彩多姿的情緒 (Colorful Feelings)
語言別		<input type="checkbox"/> 本土語雙語 <input checked="" type="checkbox"/> 英語文雙語
年級別		三年級
教案節數		共 4 節，160 分鐘
設計理念		<p>情緒是多采多姿的，喜怒哀樂乃常態。面對情緒的高起跌宕，人際關係間的互動又該如何應對呢？</p> <p>從學科內容的角度切入，本課程為結合品德教育的藝術雙語課程。藉由多元的學習媒材，我們冀望學生能在覺察情緒的存在後，學習情緒管理，並同理他人的感受。</p> <p>從語言溝通的角度切入，我們期望學生能內化理解與同理的概念，從用英語表達出自己的情緒到說明清楚感受的原因後，進一步當一位將心比心的同理者。</p>
核心素養	總 綱	B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領 綱	<p>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。</p> <p>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。</p> <p>藝-E-B1 理解藝術符號，以表達情意觀點。</p> <p>藝-E-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。</p>
議題	學習主題	品德教育：理解與同理
	實質內涵	<p>品 E3 溝通合作與和諧人際關係。</p> <p>品 E6 同理分享。</p>

學習重點	學習內容	英 Ac-II-3 第二學習階段所學字詞。 英 B-II-1 第二學習階段所學字詞及句型的生活溝通。 視 E-II-1 色彩感知、造形與空間的探索。 視 A-II-1 視覺元素、生活之美、視覺聯想。
	學習表現	英 1-II-10 能聽懂簡易句型的句子。 英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 藝 1-II-6 能使用視覺元素與想像力，豐富創作主題。 藝 2-II-7 能描述自己和他人作品的特徵。
學生先備知識		英語：學生能理解課室英語，並使用簡單生活英語進行溝通與討論。 藝術：學生能指認出彩虹的七種顏色，並能觀察生活中的各種色彩。
核心目標		學生能運用所學英語字詞及社會觀察與自省能力來改變自己的生活態度。
教學設備/資源		1. PPT 2. YouTube 3. Story: <i>The Color Monster</i> (Anna Llenas) 4. Worksheet

教學活動設計		
節次規劃說明	1. 彩色與情緒：(C) 認識多元的情緒 (L) 情緒與顏色的英語詞彙 2. 故事與討論：(C) 辨別情緒的感受 (L) 說明感受的英語句型 3. 連結與創作：(C) 選擇表達的方法 (L) 說明感受來由的英語句型 4. 分享與反思：(C) 探索同理的力量 (L) 表達關心的英語句型	
第一節		
學習目標	1-1 能認識多元的情緒： He/ She/ It looks ___(feeling). 1-2 能說出情緒與顏色的英語詞彙： ___(color) is for ___(feeling).	
教學活動內容及實施方式		時間 對應目標之評量

【Warm up】

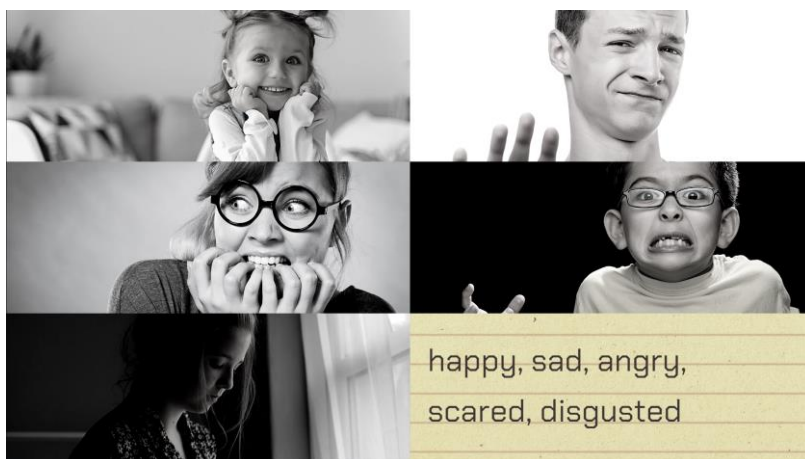
1. Greeting:
 - (1) Teacher's introduction
 - (2) Class rules
2. Ice break: Pick and Share
 - (1) Teacher asks: How are you?



- (2) Students pick a color to show their feelings.
3. Reveal topic: Colorful Feelings

【Activities】

1. Gallery Walk
 - (1) Teacher displays five different pictures and words on the PPT.



Instructions:

You have 1 minute to pick one picture and answer two questions.

- 1) How does he/she feel?
- 2) What color makes you feel happy/sad/angry/scared/disgusted?

Demonstration:

- 1) She feels happy.
- 2) Yellow makes me feel happy.

(2) Students take turns to share their ideas.

2. Recap

Teacher wraps up students' sharing by recalling their answers again. Students repeat what the teacher says.

For example,

(T) She feels happy. (S) She feels happy.

(T) Yellow makes me feel happy. (S) Yellow makes me feel happy.

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1-1 PPT

<p>【Wrap Up and Evaluation】</p> <p>1. Color and Feelings Teacher displays the names of each feeling. e.g., When you feel happy, you have a feeling of joy. Students discuss what color and feelings suit best together.</p> <p>Instructions: Each group has 2 minutes to discuss. There are no correct answers. Please give each color a feeling. (1) Red is for ____. (2) Yellow is for ____. (3) Green is for ____. (4) Blue is for ____. (5) Purple is for ____.</p> <p>Word Bank: joy, sadness, disgust, anger, fear</p> <p>2. Wrap up Students take turns sharing their answers. Teacher gives feedback to each group.</p> <p style="text-align: center;">(第一堂課結束)</p>	10	1-2 PPT
第二節		
學習目標	<p>2-1 能辨別情緒的感受: It feels like a ____ (object).</p> <p>2-2 能說明感受的英語句型: I am ____ (feeling).</p>	
教學活動內容及實施方式	時間	對應目標之評量

【Warm up】

10

1-2 YouTube

1. Review

Watch the video carefully and look for the five answers:

- (1) Red is for ____.
- (2) Yellow is for ____.
- (3) Green is for ____.
- (4) Blue is for ____.
- (5) Purple is for ____.

Word Bank: joy, sadness, disgust, anger, fear

Colors and feelings



2. Check for the answers

- (1) Red is for anger.
- (2) Yellow is for joy.
- (3) Green is for disgust.
- (4) Blue is for sadness.
- (5) Purple is for fear.

Teacher reminds students that feelings can be linked to different colors.
This is just an example.

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2-1 Story

【Activities】

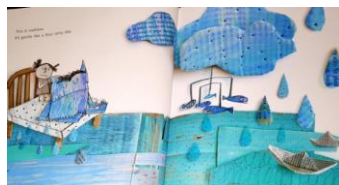
1. Story prediction



- (1) What is the story about?
Another option: What do you see?
- (2) What will happen?
Another option: What is the monster doing?

2. Story telling

Teacher goes through the story page by page.
Asks two questions for these six pages:





(1) What does the monster feel?

It feels ____.

Word Bank:

happy, sad, angry, scared, sick, tired, excited, calm, love

(2) How does the monster feel like?

It feels like a ____.

Word Bank:

(shining) sun, (pouring) rain, (blazing) fire,
(scary) forest, (soft) leaf, (booming) flower

(3) When you feel _____, what do you want to do?

I want to ____.

e.g.,

happy: excited, jump and dance

sad: alone, have a hug

angry: mad, shout

scary: small, ask for help

calm: peaceful, take a rest

love: surprised, help others

10

2-2 PPT

【Wrap Up and Evaluation】

1. Story recap

Students tell the six story pages by taking turns.

Instructions:

Each page needs one sentence.

e.g.,



The monster is angry.

Or The monster feels like a blazing fire.

Or The monster wants to shout.

2. Discuss

Q: How do you feel now?

A: I feel ____ / I feel like a ____.

Word bank:

e.g.,

afraid, happy, sad, angry, tired, calm, love /

(shining) sun, (pouring) rain, (blazing) fire,

(scary) forest, (soft) leaf, (booming) flower

(第二堂課結束)

第三節

學習目標

3-1 能選擇表達情緒的方法:

___(sb) can ___(action).

3-2 能說明感受來由的英語句型:

___(sb) feel ___(feeling), because _____(event).

教學活動內容及實施方式

時間

對應目標之評量

【Warm up】

10

2-1 PPT

1. Review

Students take turns to pick one picture and answer two questions.



(1) How does she feel?

She feels ____.

Word Bank:

happy, sad, angry, scared, sick, tired, excited, calm, love

(2) What does she feel like?

She feels like a ____.

Word Bank:

(shining) sun, (pouring) rain, (blazing) fire,
(scary) forest, (soft) leaf, (booming) flower

【Activities】

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3-1 PPT &
worksheet

1. Discussion

Ask the following three questions for each picture.

(1) What happened to the girl?

e.g.,

having fun with family, do not want to go somewhere,
mother forgets her promise, see a spider, etc.

(2) If a friend comes in, what do you think she will do?

She can ____.

e.g.,

share her joy, cry, shout, scream, etc.

(3) What would be a better thing to do?

She can ____.

e.g.,

share her joy, tell her the worries, breath in and out slowly,
ask for help, etc.

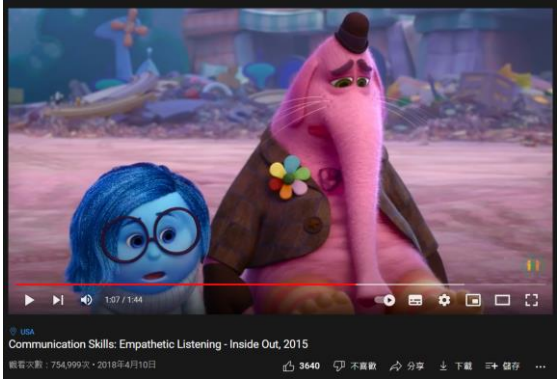
2. Create a scenario

Students plan and draw a scenario.

Instructions:

- 1- Choose a character.
- 2- Think of a story with the character included.
- 3- Use colors to express feelings.
- 4- Drawings only. (Do NOT write anything.)
- 5- You have 15 minutes to finish the picture.

<p>【Wrap Up and Evaluation】</p> <p>1. Focus on your work Think of the answers for the following two questions: (1) What happened? (2) How does ___(sb) feel? (3) What can ___(sb) do?</p> <p>2. Homework Try to write down the answer on the worksheet.</p> <p>___(sb) feel ___(feeling), because _____(event).</p> <p>Word Bank: Feeling: afraid, happy, sad, angry, tired, calm, love, etc. Event: lost a favorite toy, win a lottery, late for school, got a zero on a test, etc.</p> <p style="text-align: center;">(第三堂課結束)</p>	5	3-2 PPT & worksheet
第四節		
學習目標	<p>4-1 能探索同理的力量: I can feel your ___(feeling), because you ___(event).</p> <p>4-2 能表達關心的英語句型: Are you ok? / I am here for you.</p>	
教學活動內容及實施方式	時間	對應目標之評量

<p>【Warm up】</p> <p>1. Reflect on the scenarios Teacher goes through students' works one by one and ask two questions: (1) What happened? __(sb) feel __(feeling), because _____(event). (2) What can __(sb) do? __(sb) can __(action).</p> <p>【Activities】</p> <p>1. Discussion Each student gives one answer to each scenario.</p> <p>Instruction: You are __(sb)'s friend. What will you say to __(sb)? e.g., Don't be sad. / Be happy.</p> <p>2. Introduce Empathy Teacher plays the video once without stopping and the second time with Chinese translations to help students understand the whole story.</p> <p>Instructions: 1- We will watch this video two times. 2- After the first time we watched the video, please choose one person who makes the elephant feel better. Joy or Sadness? 3- After the second time watching the video with teacher's help, please choose one person who makes the elephant feel better. Joy or Sadness?</p> <p>Communication Skills: Empathetic Listening https://youtu.be/t685WM5R6aM</p>  <p>3. How-Tos Teacher asks students to understand the cause of other people's emotions and show that they care.</p> <p>I can feel your _____(feeling), because you _____(event).</p> <p>Word Bank: Feeling: afraid, happy, sad, angry, tired, calm, love, etc. Event:lost a favorite toy, win a lottery, late for school, got a zero on a test, etc</p>	<p>10</p> <p>15</p>	<p>3-1 PPT & worksheet 3-2 PPT & worksheet</p> <p>4-1 PPT & YouTube</p>
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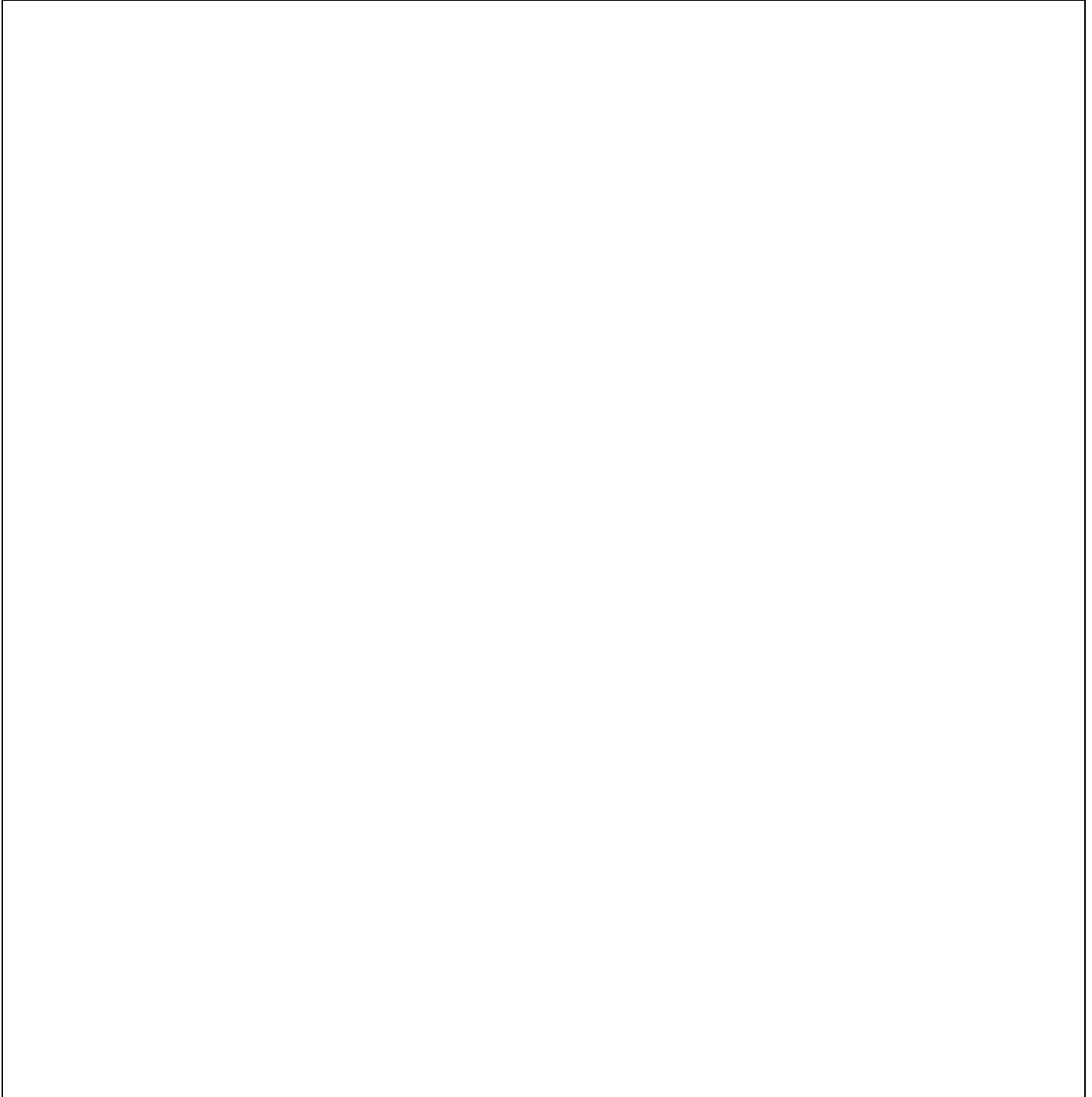
<p>【Wrap Up and Evaluation】</p> <p>1. Role play Reflect on the scenarios the students create and role play. Students take turns to pretend that they are friends of ___(sb) and show empathy with the sentence below.</p> <p>I can feel your ___(feeling), because you ___(event).</p> <p>2. Add-ons What else can we say? e.g., Are you ok? / I am here for you.</p> <p style="text-align: center;">(第四堂課結束)</p>	15	4-2 PPT & worksheet
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評量內容與策略

評量規準 評量項目	A	B	C	D
英語聽說能力	全部都能聽懂並做出正確的回應。	大致能聽懂，但回應時偶有錯誤。	似乎聽得懂，會嘗試回應，但多數有誤。	完全聽不懂，且無法做出正確的回應。
同理感受能力	能夠了解對方感受，並能經常做出適當回應。	能夠了解對方感受，並能偶爾做出適當回應。	能夠了解對方感受，但無法做出適當回應。	無法了解對方感受，也無法做出適當回應。
藝術欣賞表現	會使用不同的正面字詞表達對不同作品的欣賞，參與討論時，會主動稱讚他人。	會使用表達欣賞的字詞，參與討論作品時，會尊重不同意見。	會聆聽他人討論，會點頭、搖頭、或以單字表達同意他人的意見。	不知道如何表達欣賞，討論作品時，沒有包含對他人作品的反應。

附件：學習單

My story



_____ feel _____,

because _____.