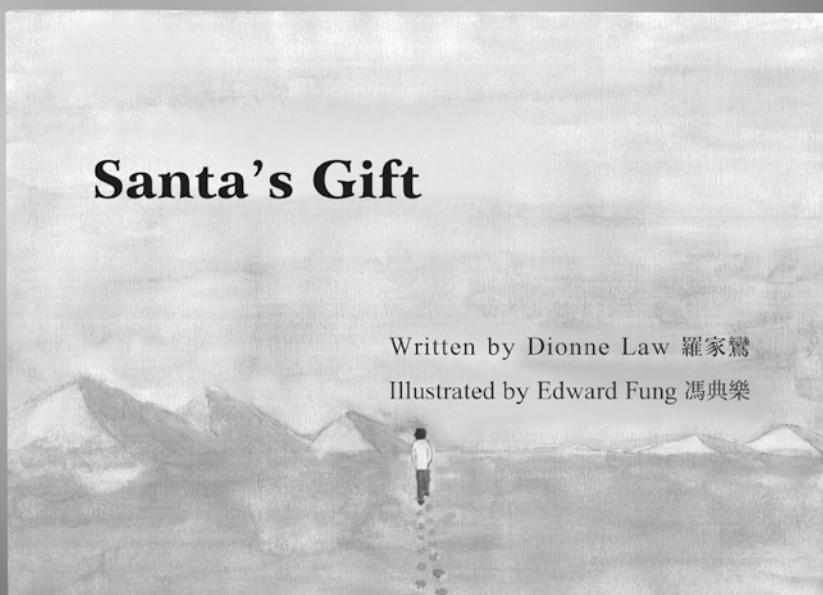




Santa's Gift

Written by Dionne Law 羅家鸞

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臺北市97年度兒童英文圖書創作出版教學示例

書名 (含中文)	Santa's Gift (聖誕老人的禮物)	作者	學校：文山區興隆國小 姓名：羅家鸞、陳瓊玉 馮典樂、陳 玫	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	120 to 160 minutes	
教學主題	由品格教育中體會個人與環境的關係			
Key words 關鍵詞	1. Santa	2. gift	3. North Pole	4. desert
	5. walk	6. reindeer	7. camel	8. Christmas
Sentence patterns 句型	1. You're a good kid because that's your choice to become one. 2. Do good things and take good care of your home before it's too late. 3. You must be the change you want to see in the world.			
摘要大意	一位沉迷電玩、自私又自認聰明的孩子在夢境中到了沙漠後，很快的發現到一切想當然的便利再也無法從周遭信手拈來。在飢渴交加、寂寞無助中，期待奇蹟出現，出現的竟是騎著駱駝趕來送禮物的聖誕老人。當聖誕老人告訴他北極因為冰雪融化後發生了許多變化，此一炎熱的沙漠即是聖誕老人的家鄉，孩子難以置信。孩子驚醒後體認到：當不付出努力又不主動去守護身邊美好的一切時，就可能永遠失去它。孩子感謝聖誕老人的禮物：幫助他對自己的行為即時做出好的選擇。			
設計理念	本書主要是希望藉由品格教育，讓學生體會個人與環境的關係，人類種種細微的缺失和漠視，可能會造成無法挽救的惡果。藉孩子在聖誕夜的夢境裡看到了「因冰原變沙漠，聖誕老人必須以駱駝代步」的景象後，覺知到「責任其實是甜蜜的負擔」和讓自己成為促使「好的改變」的主要因素，讓大家一起珍惜身邊美好的一切。			
具體目標	1. 本英語教學採取歐洲社群盛行的CLIL教學。以英語文為媒材，進行閱讀教學—融合社會科、自然科、進行生命教育、品德教育的教學。於閱讀教學的過程中使學習者在傳統英語語言教室慣常聚焦的英語能力的演練發現成統整學科知識的氣氛。 2. 使學習者瞭解「逃避」人生的責任並不能讓「問題」離開。這種態度反而使「問題」加倍的糾纏我們。 3. 以「冰原變沙漠」譬喻「地球的忿怒」，而引起學習者對自身環境與地球生態的連結。 4. 使學習者覺知到所有的「因」由我們起、「果」由我們承受。成為環境保護的推手應由自己開始。 5. 使學習者覺知到所有的行為都可以由我們選擇。			

<p>對應能力 指標</p>	<p>英語科</p> <p>1-1-11-2 能藉由視聽輔助教材教具，如老師的臉部表情、肢體動作、聲音效果、圖畫、影像、布偶等，聽懂所學的故事或短劇之內容大意。</p> <p>2-1-11-1 能正確說出與圖意相關的字詞。</p> <p>2-1-11-2 能運用所習得的字詞、片語和句子表達圖意。</p> <p>3-1-7-1 能正確跟讀課本中的對話和故事。</p> <p>3-1-7-2 在跟讀時能正確指出所讀的字詞。</p> <p>3-1-7-3 能於閱讀時，在適當的地方(meaningful chunk)斷句。</p> <p>3-1-8-1 能透過人物的表情、肢體動作，或藉由圖畫、布偶等視覺輔助，辨識簡易故事與兒童短劇中的關鍵字詞及句子。</p> <p>3-1-8-2 能藉圖畫、圖示等視覺輔助，閱讀與理解簡易故事及兒童短劇的內容大意。</p> <p>3-1-9-1 能藉圖畫、標題、書名，猜測或推論主題。</p> <p>3-1-9-2 能藉圖畫、標題、書名或上下文，猜測或推論字詞的意義。</p> <p>3-1-9-3 能藉圖畫、標題、書名或上下文，猜測或推論可能的情節發展。</p> <p>4-1-7-1 能瞭解英文書寫格式，如句首字母大寫、字尾適當標點、字與字之間保持一定空格等。</p> <p>5-1-6-2 能運用字母拼讀法，嘗試將看到的字詞讀出。</p> <p>6-1-3-1 當老師對全體學生進行說明與演示的時候，能夠集中注意力，並努力去理解教師所傳達的意思。</p> <p>6-1-5-2 能利用情境中出現的圖畫或真實物件，以提升對學習內容的瞭解，增強學習效果。</p> <p>6-1-6-2 能與他人分享學習課外英語學習素材的心得。</p> <p>6-1-7-2 樂於參與各類的教學活動；當老師發問時，願意嘗試回答。</p> <p>6-1-8-2 能與老師及同學溝通學習的心得與方法，以解決學習的困難。</p> <p>6-1-11-1 能透過已學過的單字，聯想新字的意義(如backpack, indoor, inside等)。</p> <p>6-1-11-3 能運用上下文中已學過的字詞，推測並學習新字詞的意義。</p> <p>6-1-11-4 能運用Word Family概念，學習新的單字。</p> <p>6-1-14-1 對於不知道的概念或知識充滿好奇心，在尚未得知答案時，樂意提出問題或做適當的猜測。</p> <p>6-1-14-2 在和教師及同學討論某一方面的主題時，樂意發表自己的意見、舉出實例或舉出相反的例子。</p>
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教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>英語對應能力指標如上述</p>	<p>教案說明</p> <ol style="list-style-type: none"> 1. 本書約二十餘頁，文字部份近千，再加上插圖稀少，勞煩各位老師的輔助教學。 2. 本書為加強節慶閱讀教學所設計。期望各位老師配合您的課程目標並以貴班學生先備知識與興趣為優先考量去做調整。 3. 教案因礙於篇幅限制無法以逐頁呈現，僅以第一、二及第五、六頁作例。請利用上下文的情境連結(contextual)去啟動學生的心智猜測活動。 4. 文中T為教師S為學生、Ss為多數學生。 5. 本教案教學理念以CLIL為藍圖：在歐洲國際社區現行英語教學CLIL已成趨勢主流。英語言只是媒材的一部分，學科知識統整才是主體學習的終極目標。在課程中鼓勵英語與母語共同進行英語言教學，但著重用英語進行學科內容理念之討論。 <p>【第一節】</p> <p>Pre-reading (閱讀前活動)</p> <p>Activity 1:</p> <p>透過問答討論與學生共同整理對聖誕節的普遍印象。</p> <ol style="list-style-type: none"> 1. What is the Christmas you know of? 2. What are the words and phrases about Christmas? 3. What are the things you usually do on Christmas Eve? 4. Where does Santa live? How's the weather there? 5. Do you know how Santa Claus travels when he sends gifts? 6. Do all kids get gifts, or only the good ones do? 7. What is a "good kid" to you? 8. Are you a good kid? What makes you become a good kid? <p>Activity 2:</p> <ol style="list-style-type: none"> 1. Summarize Ss discussion orally. 2. Ask Ss what kind of Christmas they expect. 	<ol style="list-style-type: none"> 1. Copyof Santa's Gift 2. Ss' note-pad 3. Black-board 4. Pencil 5. Work-sheets prepared by Ssas homework 6. Computer 7. Accessto web-site 	<ol style="list-style-type: none"> 1. 活動式評量 2. 紙筆評量 3. 課堂觀察 4. 口語評量 5. 作業評量 	<p>時間掌控請就學生理解度作調整，師生同儕以雙語交叉陳述意見與概念澄清為主</p>

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
	<p style="text-align: center;">During Reading (閱讀中活動)</p> <p>Activity 3:</p> <ol style="list-style-type: none"> 1. Show the front and back cover pages to Ss. Ask Ss what they can see: Can you see Santa? Can you see snow? Can you see any reindeer? Can you see any sleighs? Can you see any Christmas trees? Can you see any gifts on the page? Do you believe this place is North Pole? T writes words on the board, such as: Santa, snow, reindeer, sleigh, Christmas trees, gifts, North Pole. 2. T summarizes by saying, “We can see a boy who’s walking in a desert.” 3. Hand out each S a copy of Santa’s Gift. Ask Ss to open it up to view the end paper. Ask Ss what the end paper leads them to. Open discussion for a couple of minutes and T points to a desert-like image - Heat boils up everything. 4. Homework 家庭作業 <ol style="list-style-type: none"> a. Ss read Santa’s Gift. b. T demonstrates ‘word search generator’ through website www.armoredpenguin.com. Ss produce ‘Word Search Worksheet’ with vocabulary given, such as Santa, gift, North Pole, desert, walk, reindeer, camel, Christmas. (Ss surf www.armoredpenguin.com and each S makes 2 copies 一式兩份 as required.) Ss finish one copy at home and bring the other copy to class for peers to finish. 			

教 學 活 動 流 程

達成目標	教學內容	教學媒體	評量	時間
	<p>【第二節】 During Reading (閱讀中活動)</p> <p>Activity 1:</p> <ol style="list-style-type: none"> 1. Vocabulary Focus: Santa, gift, North Pole, desert, walk, reindeer, camel, Christmas Review vocabulary taught by letting Ss finish Word Search prepared by peers at home. 2. Text focus Grammar - Past tense in simple sentences and simple present tense to describe truths and habits are focused. Sentences - <ol style="list-style-type: none"> 1. You're a good kid because that's your choice to become one. 2. Do good things and take good care of your home before it's too late. 3. You must be the change you want to see in the world. <p>Activity 2: Brainstorming through point-it-out and Q & A T and Ss read aloud page by page. Stop for words not learned. Ask Ss to guess the meaning through clues from context and pictures. Sample Guiding Questions and Answers for Page 1& 2: T writes key questions and copies answers of Ss on board as a reflection to the story. Q1: What does "noisy" mean? A1: If there're many loud sounds around, it is noisy.</p>			

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
	<p>Q2: When Norton and Norris were jumping up and down on the sofa while watching TV, and when Nunu the dog was barking, what was the house like?</p> <p>A2: It was noisy.</p> <p>Q3: Who made all these noises in the house?</p> <p>A3: Norton, Norris and Nunu.</p> <p>Q4: Did the boy mind?</p> <p>A4: No, he didn't.</p> <p>Q5: Why?</p> <p>A5: He was busy playing PSP and surfing Internet.</p> <p>Q6: Why was Nunu barking?</p> <p>A6: She wanted the boy to walk her.</p> <p>Q7: Do you have a dog? If you do, who walks it in the family?</p> <p>A7: (Accept varied answers)</p> <p>Sample Guiding Questions and Answers for Page 5 & 6</p> <p>第五、第六頁舉例如下(以下類推)</p> <p>Q1: What is "bed time" ?</p> <p>A1: It is the time for us to go to bed.</p> <p>Q2: When is your bed time?</p> <p>A2: (Answers can be varied.)</p> <p>Q3: Who yells "bed time" to you at home?</p> <p>A3: (Elicit answers from 2 or 3 Ss.)</p> <p>Q4: Do your mom or dad give you a-story-a-night treat? And what is the story about?</p> <p>A4: (Let 2 or 3 Ss answer.)</p> <p>Q5: What Christmas gift do you ask for this year?</p> <p>A5: (Let 2 or 3 Ss answer.)</p> <p>Q6: Have you ever seen Santa?</p> <p>A6: (Accept only "yes" or "no" answers.)</p> <p>Q7: Do you know what Santa really looks like?</p> <p>A7: (Elicit more answers if Ss say "yes" .)</p>			

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
	<p>Q8: What did Norton want for Christmas? A8: A big yellow sports car with many batteries inside.</p> <p>Q9: What did Norris want for Christmas? A9: One hundred dollars.</p> <p>Q10: Who do you think was older, Norton or Norris? A10: (Most Ss speculate that Norris was the older brother from the gift he had asked for.)</p> <p>Q11: Do you know what Nunu the dog wanted for her Christmas gift? A11: (Most Ss might answer, “A walk.” .)</p> <p>Q12: Why did the boy think that his two brothers were silly? A12: (Allow 2 or 3 Ss to answer.)</p> <p>Homework: Assign one from the four options according to Ss’ learning strengths.</p> <ol style="list-style-type: none"> 1. Draw a “Christmas Eve & Me” Picture. (For those who are good at drawing.) 2. Write a short story of ‘A Different Christmas Eve’ (around 100 words). (For those who like to write.) 3. Create a Christmas gift from Santa. (For those who like to think wild.) 4. How does Santa look like? Can you tell us when we next meet? (For those who like to talk.) <p>【第三節】 After Reading (閱讀後活動) Activity 1: Ss present homework. Activity 2: Feedback on peers’ works from T and Ss.</p> <p>【課程結束】</p>			