

附件三：

新北市 106 年度教師以全英語授課教案設計
(參考範例-課程實施前)

設計者 / 服務學校	新北市淡水區新市國小	
教案名稱	Xinshi Learning Farm	
教學年級：國小__三__年級	預計課程上使用之英語比例： 100 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數：__34__人	教學總節數：__3__節	預計公開授課內容為第__3__節
預計公開授課之時間： _106年_11_月_17_日 _11_時_20_分至_12_時_00_分(第_4_節課)	預計公開授課之地點： 新北市淡水區新市國小 303 教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	Voc.:bananas, cabbages, carrots, guavas, mulberries, papayas, roselles, taros S/P: There are_____. / There aren't_____.	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 2-1-9 能作簡單的提問、回答和敘述。 3-1-5 能看懂簡單的句子。 4-1-4 能臨摹抄寫課堂中習得的句子。 4-1-6 能依圖畫、圖示填寫重要字詞。 4-1-7 能掌握英文書寫格式寫出簡單的句子	

教案名稱：

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	<p>1. Ss will be able to say the vegetables and fruits.</p> <p>2. Ss will be able to say the sentence pattern.</p>	<p style="text-align: center;">【引起動機】</p> <p>Sing along: Do you like food?</p>  <p>https://www.youtube.com/watch?v=rjwrzBArZjA</p> <p>Brainstorming: What vegetables or fruit do you know?</p> <ol style="list-style-type: none"> Ss write or draw the vegetables or fruits on the black board. Ss repeat after T, and read out loud. <p style="text-align: center;">【發展活動】</p> <p>What is there in the Xinshi Farm?</p> <ol style="list-style-type: none"> T shows the pictures of the target words on PPT. Ss repeat after T, and read out loud. <p>Listen and hit</p> <ol style="list-style-type: none"> T divides Ss into 6 groups and asks them to line up. The first S of each line get a fly swat. T shows PPT and each slide has 4 pictures. T says the word, and Ss need to hit the correct picture. Ss take turns and cooperate to win the game. <p>Listen and repeat</p> <ol style="list-style-type: none"> T demonstrates the s/p “There are _____. / There aren’t _____.” and shows the pictures and s/p on PPTs. Ss repeat after T, and read out loud. <p>Tic-Tac-Toe (Whole Class)</p> <ol style="list-style-type: none"> T divides Ss into 2 groups. <p>O group presents: There are _____.</p>	<p>2 mins</p> <p>3 mins</p> <p>5 mins</p> <p>10 mins</p> <p>5 mins</p> <p>5 mins</p>	<p>a video of a song</p> <p>black board, chalk</p> <p>PPT</p> <p>PPT six fly swats</p> <p>PPT</p> <p>PPT Markers</p>	<p>Let’s listen to a fruit song.</p> <ol style="list-style-type: none"> Now, it’s our brainstorming time. Think and write down the fruit you know on the black board, like apple. <p>1. Say the words.</p> <ol style="list-style-type: none"> Listen to the words carefully. Take turns to hit the right picture. <p>Repeat after me.</p> <ol style="list-style-type: none"> Now, it’s our activity time.

		<p>X group presents : There aren't _____.</p> <p>2. One S from each group names a word from the board.</p> <table border="1" data-bbox="368 311 927 530"> <tr> <td>bananas</td> <td>cabbages</td> <td>carrots</td> </tr> <tr> <td>roselles</td> <td>☺</td> <td>guavas</td> </tr> <tr> <td>papayas</td> <td>mulberries</td> <td>taros</td> </tr> </table> <p>3. The rest of the Ss from the same group say the sentence out loud.</p> <p>Ex: X group: There aren't <u>bananas</u>.</p> <p>O group: There are <u>guavas</u>.</p> <table border="1" data-bbox="368 741 922 969"> <tr> <td>bananas</td> <td>cabbages</td> <td>carrots</td> </tr> <tr> <td>roselles</td> <td>☺</td> <td>guavas</td> </tr> <tr> <td>papayas</td> <td>mulberries</td> <td>taros</td> </tr> </table> <p>4. Ss take turns and cooperate to win the game.</p> <p>Tic-Tac-Toe (Pair work)</p> <ol style="list-style-type: none"> Ss work in pairs with the mini tic-tac-toe worksheets to challenge the same activity. Ss take turns to be a different party and play the game again. <p style="text-align: center;">【統整與總結】</p> <p>Assignment</p> <ol style="list-style-type: none"> Ss glue the worksheets on their workbook. T elicits the s/p on the board for the assignment. 	bananas	cabbages	carrots	roselles	☺	guavas	papayas	mulberries	taros	bananas	cabbages	carrots	roselles	☺	guavas	papayas	mulberries	taros	<p>5 mins</p> <p>5 mins</p>	<p>tic-tac-toe worksheet</p> <p>glue workbook</p>	<p>2. I divide you into two groups, circle group and cross group.</p> <p>3. Circle group says "There are ____."</p> <p>4. Cross group says "There aren't ____."</p> <p>5. One of you says a word and others say "There are ____ or There aren't ____."</p> <p>Now let's play in pairs.</p> <p>Take out your workbook and glue the worksheet in it.</p>
bananas	cabbages	carrots																					
roselles	☺	guavas																					
papayas	mulberries	taros																					
bananas	cabbages	carrots																					
roselles	☺	guavas																					
papayas	mulberries	taros																					
<p>第二節</p>	<p>1. Students will be able to read the short text about the school farm.</p> <p>2. Students will be able to take notes</p>	<p style="text-align: center;">【引起動機】</p> <p>What's missing?</p> <ol style="list-style-type: none"> Review 8 target words on the PPT. Divide Ss into 8 groups, and each group will get a mini whiteboard and a marker. T shows all the 8 pictures on one slide. Delete one from them, and ask Ss "What's missing?" Each group member takes turns to write down the answers "the word" and reads it out loud. 	<p>5 mins</p>	<p>PPT</p>	<ol style="list-style-type: none"> Let's read the words. Now, find the missing picture and say "What's missing?" Then write it down. 																		

<p>and circle the important words in the short text.</p> <p>3. Students will be able to read and answer the questions about the short text.</p>	<p style="text-align: center;">【發展活動】</p> <p>Taking notes</p> <ol style="list-style-type: none"> Ss read a short text about Xinshi Farm (written by T), and underline the words they don't understand. Ss ask the Ss within the group to figure out the meaning of the difficult words. Ss work in group of four, and each S plays different roles. <table border="1" data-bbox="371 629 930 1115"> <thead> <tr> <th></th> <th>Jobs</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reader</td> <td>Read each sentence out loud again.</td> </tr> <tr> <td>2</td> <td>Picker</td> <td>Pick & circle the important words.</td> </tr> <tr> <td>3</td> <td>Writer</td> <td>Write them down on Post-it.</td> </tr> <tr> <td>4</td> <td>Checker</td> <td>Check the spelling.</td> </tr> </tbody> </table> <ol style="list-style-type: none"> Each group writes down less than 3 important words for each sentence from the short text on the Post-it. <p>True or False</p> <ol style="list-style-type: none"> Ss put away the text worksheets. Ss in each group take turns to answer true or false questions that T shows on PPT according to their notes on Post-it. <p style="text-align: center;">【統整與總結】</p> <ol style="list-style-type: none"> Ss read the vocabulary with PPT. Ss read the short text together. 		Jobs	Responsibility	1	Reader	Read each sentence out loud again.	2	Picker	Pick & circle the important words.	3	Writer	Write them down on Post-it.	4	Checker	Check the spelling.	<p>20 mins</p> <p>10 mins</p> <p>5 mins</p>	<p>reading text post it</p> <p>PPT</p> <p>PPT</p>	<ol style="list-style-type: none"> It's our reading time. I divide you into groups. In each group, number 1 is a reader. Number 2 is a picker. Number 3 is a writer. Number 4 is a checker. Number 1, stand up. You read each sentence out loud. Number 2, stand up. You pick and circle the important words. Number 3, stand up. You write the words down on post-it. Number 4, stand up. You check the spelling. Remember, you can write 1,2, or 3 words that are important for each sentence. <ol style="list-style-type: none"> Everyone please put away your worksheet. Read and tell me True or False. <p>Let's review the vocabulary and the short text.</p>
	Jobs	Responsibility																	
1	Reader	Read each sentence out loud again.																	
2	Picker	Pick & circle the important words.																	
3	Writer	Write them down on Post-it.																	
4	Checker	Check the spelling.																	
<p>第三節</p> <p>1. Students will be about to say what vegetables and fruit they like and what they</p>	<p style="text-align: center;">【引起動機】</p> <p>What's missing?</p> <ol style="list-style-type: none"> Review 8 target words on the PPT. Divide Ss into 8 groups, and each group will get a mini whiteboard and a marker. T shows all the 8 pictures on one slide. Delete one from them, and asks Ss "What's missing?" 	<p>5 mins</p>	<p>mini white boards makers erasers</p>	<ol style="list-style-type: none"> Read the words together. Find the missing word and write the sentence, "There aren't _____." 															

don't like.
2. Students will be able to complete the guiding writing.

4. Each group member takes turns to write down the missing picture in sentence "There aren't ____." and reads it out loud.

【發展活動】

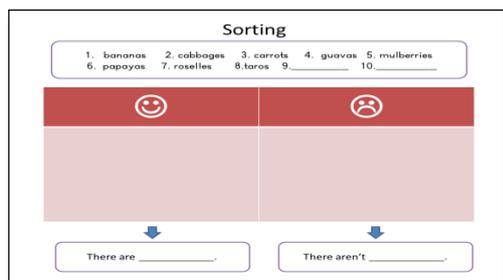
Sorting-The food they like and they don't like.

15 mins

worksheet

1. Discuss what you like and what you don't like.
2. Write on your worksheet.

1. T passes out the worksheets



2. Ss discuss in groups "They like ____." and "They don't like ____." And Ss sort the fruit and vegetables which show on the top of the worksheets.

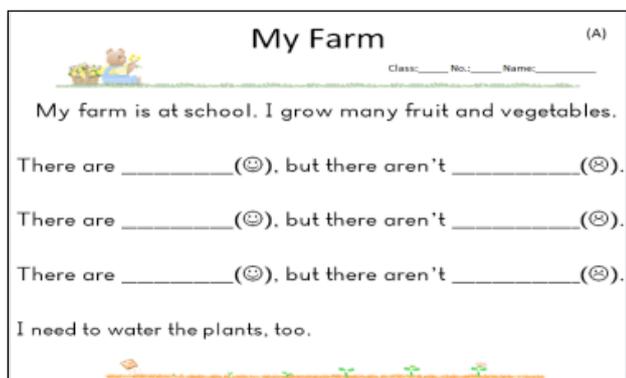
My Farm

15 mins

Worksheet

1. Everyone, what do you have on your farm?
2. Now, I will give you a worksheet and you need to write the vegetables and fruit you have on your farm.

1. T asks Ss "If you have a farm at school. What is there on your farm?"
2. Ss answer according to their worksheet "There are _____."
3. T passes out the differentiated writing worksheets (A&B). Ss work individually to finish their own. The sorting worksheets will be their reference.



【統整與總結】

Share out

5 mins

worksheet

Share your farm

1. Ss share their writing and read it out loud within groups.
2. The rest of the group members listen carefully and give feedback and comments.

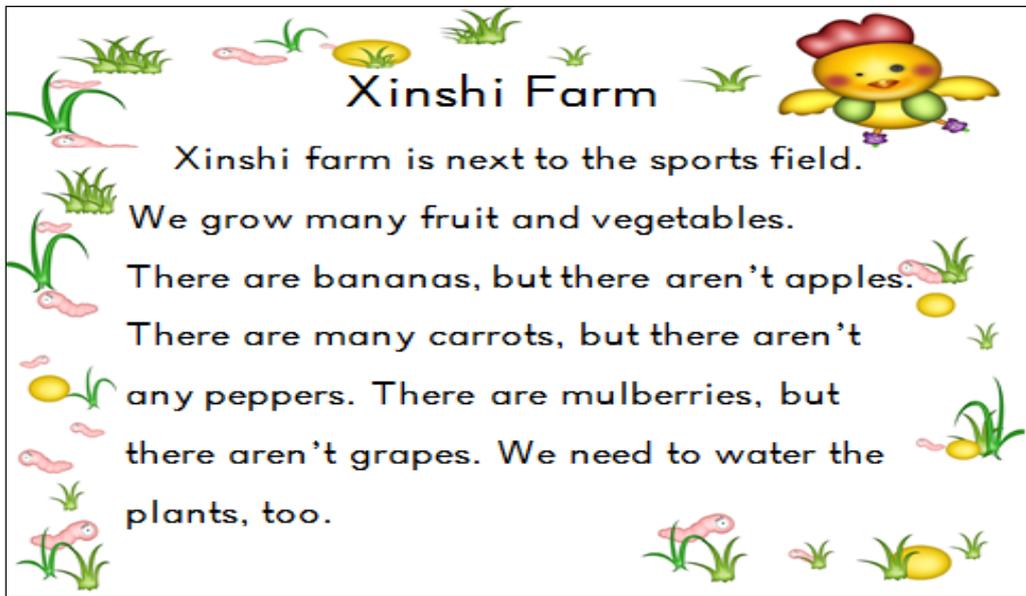
with your classmates.

參考資料 (若無, 此欄可刪除)

1. 參考書目: Get Smart 1 and 2 教材課本
2. 引用媒材: song: <https://www.youtube.com/watch?v=rjwrzBArZjA>

附錄

1. Reading text



Xinshi Farm

Xinshi farm is next to the sports field.

We grow many fruit and vegetables.

There are bananas, but there aren't apples.

There are many carrots, but there aren't any peppers. There are mulberries, but there aren't grapes. We need to water the plants, too.

2. Sorting worksheet

Sorting

1. bananas 2. cabbages 3. carrots 4. guavas 5. mulberries
6. papayas 7. roselles 8. taros 9. _____ 10. _____

😊	☹️
↓	↓
There are _____.	There aren't _____.

3. My Farm-worksheet (A)

My Farm

(A)



Class: _____ No.: _____ Name: _____

My farm is at school. I grow many fruit and vegetables.

There are _____ (☺), but there aren't _____ (☹).

There are _____ (☺), but there aren't _____ (☹).

There are _____ (☺), but there aren't _____ (☹).

I need to water the plants, too.



4. . My Farm-worksheet

(B)

My Farm

(B)



Class: _____ No.: _____ Name: _____

My farm is at school. I grow many fruit and vegetables.

There are _____, but there aren't _____.

There _____, but there _____.

_____, but _____.

I need to water the plants, too.



附件四：

新北市 106 年度教師以全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	新北市淡水區新市國小	
教案名稱	Xinshi Learning Farm	
教學年級：國小__三__年級	預計課程上使用之英語比例： 100 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數：__34__人	教學總節數：__3__節	預計公開授課內容為第__3__節
預計公開授課之時間： _106年_11_月_24_日 _11_時_20_分至_12_時_00_分(第_4_節課)	預計公開授課之地點： 新北市淡水區新市國小 301 教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	Voc.:bananas, cabbages, carrots, guavas, mulberries, papayas, roselles, taros S/P: There are_____. / There aren't_____.	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 2-1-9 能作簡單的提問、回答和敘述。 3-1-5 能看懂簡單的句子。 4-1-4 能臨摹抄寫課堂中習得的句子。 4-1-6 能依圖畫、圖示填寫重要字詞。 4-1-7 能掌握英文書寫格式寫出簡單的句子	

教案名稱：

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	<p>1. Ss will be able to say the vegetables and fruits.</p> <p>2. Ss will be able to say the sentence pattern.</p>	<p style="text-align: center;">【引起動機】</p> <p>Sing along: Do you like food?</p> <div data-bbox="411 450 842 689" style="text-align: center;"> </div> <p>https://www.youtube.com/watch?v=rjwrzBArZjA</p> <p>Brainstorming: What vegetables or fruit do you know?</p> <ol style="list-style-type: none"> Ss write or draw the vegetables or fruits on the black board. Ss repeat after T, and read out loud. <p style="text-align: center;">【發展活動】</p> <p>What is there in the Xinshi Farm?</p> <ol style="list-style-type: none"> T shows the pictures of the target words on PPT. Ss repeat after T, and read out loud. <p>Listen and hit</p> <ol style="list-style-type: none"> T divides Ss into 6 groups and asks them to line up. The first S of each line get a fly swat. T shows PPT and each slide has 4 pictures. T says the word, and Ss need to hit the correct picture. Ss take turns and cooperate to win the game. <p>Listen and repeat</p> <ol style="list-style-type: none"> T demonstrates the s/p “There are____. / There aren’t_____.” and shows the pictures and s/p on PPTs. Ss repeat after T, and read out loud. <p>Tic-Tac-Toe (Whole Class)</p> <ol style="list-style-type: none"> T divides Ss into 2 groups. 	<p>2 mins</p> <p>3 mins</p> <p>5 mins</p> <p>10 mins</p> <p>5 mins</p> <p>5 mins</p>	<p>a video of a song</p> <p>black board, chalk</p> <p>PPT</p> <p>PPT</p> <p>PPT</p> <p>PPT</p>	<p>Let’s listen to a fruit song.</p> <p>1. Now, it’s our brainstorming time. 2. Think and write down the fruit you know on the black board, like apple.</p> <p>1. Say the words.</p> <p>1. Listen to the words carefully. 2. Take turns to hit the right picture.</p> <p>Repeat after me.</p> <p>1. Now, it’s our</p>

		<p>O group presents: There are _____.</p> <p>X group presents : There aren't _____.</p> <p>2. One S from each group names a word from the board.</p> <table border="1" data-bbox="368 365 925 584"> <tr> <td>bananas</td> <td>cabbages</td> <td>carrots</td> </tr> <tr> <td>roselles</td> <td>☺</td> <td>guavas</td> </tr> <tr> <td>papayas</td> <td>mulberries</td> <td>taros</td> </tr> </table> <p>3. The rest of the Ss from the same group say the sentence out loud.</p> <p>Ex: X group: There aren't <u>bananas</u>.</p> <p>O group: There are <u>guavas</u>.</p> <table border="1" data-bbox="368 795 922 1021"> <tr> <td>bananas</td> <td>cabbages</td> <td>carrots</td> </tr> <tr> <td>roselles</td> <td>☺</td> <td>guavas</td> </tr> <tr> <td>papayas</td> <td>mulberries</td> <td>taros</td> </tr> </table> <p>4. Ss take turns and cooperate to win the game.</p> <p>Tic-Tac-Toe (Pair work)</p> <p>1. Ss work in pairs with the mini tic-tac-toe worksheets to challenge the same activity.</p> <p>2. Ss take turns to be a different party and play the game again.</p> <p style="text-align: center;">【統整與總結】</p> <p>Assignment</p> <p>1. Ss glue the worksheets on their workbook.</p> <p>2. T elicits the s/p on the board for the assignment.</p>	bananas	cabbages	carrots	roselles	☺	guavas	papayas	mulberries	taros	bananas	cabbages	carrots	roselles	☺	guavas	papayas	mulberries	taros	<p>5 mins</p> <p>5 mins</p>	<p>Markers</p> <p>tic-tac-toe worksheet</p> <p>glue workbook</p>	<p>activity time.</p> <p>2. I divide you into two groups, circle group and cross group.</p> <p>3. Circle group says "There are _____."</p> <p>4. Cross group says "There aren't _____."</p> <p>5. One of you says a word and others say "There are _____. or There aren't _____."</p> <p>Now let's play in pairs.</p> <p>Take out your workbook and glue the worksheet in it.</p>
bananas	cabbages	carrots																					
roselles	☺	guavas																					
papayas	mulberries	taros																					
bananas	cabbages	carrots																					
roselles	☺	guavas																					
papayas	mulberries	taros																					
<p>第二節</p>	<p>1. Students will be able to read the short text about the school farm.</p> <p>2. Students will be able</p>	<p style="text-align: center;">【引起動機】</p> <p>What's missing?</p> <p>1. Review 8 target words on the PPT.</p> <p>2. Divide Ss into 8 groups, and each group will get a mini whiteboard and a marker.</p> <p>3. T shows all the 8 pictures on one slide. Delete one from them, and ask Ss "What's missing?"</p> <p>4. Each group member takes turns to write down</p>	<p>5 mins</p>	<p>PPT</p>	<p>1. Let's read the words.</p> <p>2. Now, find the missing picture and say "What's missing?"</p> <p>3. Then write it</p>																		

	<p>to take notes and circle the important words in the short text.</p> <p>3. Students will be able to read and answer the questions about the short text.</p>	<p>the answers “the word” and reads it out loud.</p> <p style="text-align: center;">【發展活動】</p> <p>Taking notes</p> <ol style="list-style-type: none"> Ss read a short text about Xinshi Farm (written by T), and underline the words they don’t understand. Ss ask the Ss within the group to figure out the meaning of the difficult words. Ss work in group of four, and each S plays different roles. <table border="1" data-bbox="371 685 932 1171"> <thead> <tr> <th></th> <th>Jobs</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reader</td> <td>Read each sentence out loud again.</td> </tr> <tr> <td>2</td> <td>Picker</td> <td>Pick & circle the important words.</td> </tr> <tr> <td>3</td> <td>Writer</td> <td>Write them down on Post-it.</td> </tr> <tr> <td>4</td> <td>Checker</td> <td>Check the spelling.</td> </tr> </tbody> </table> <ol style="list-style-type: none"> Each group writes down less than 3 important words for each sentence from the short text on the Post-it. <p>True or False</p> <ol style="list-style-type: none"> Ss put away the text worksheets. Ss in each group take turns to answer true or false questions that T shows on PPT according to their notes on Post-it. <p style="text-align: center;">【統整與總結】</p> <ol style="list-style-type: none"> Ss read the vocabulary with PPT. Ss read the short text together. 		Jobs	Responsibility	1	Reader	Read each sentence out loud again.	2	Picker	Pick & circle the important words.	3	Writer	Write them down on Post-it.	4	Checker	Check the spelling.	<p>20 mins</p> <p>10 mins</p> <p>5 mins</p>	<p>reading text post it</p> <p>PPT</p> <p>PPT</p>	<p>down.</p> <ol style="list-style-type: none"> It’s our reading time. I divide you into groups. In each group, number 1 is a reader. Number 2 is a picker. Number 3 is a writer. Number 4 is a checker. Number 1, stand up. You read each sentence out loud. Number 2, stand up. You pick and circle the important words. Number 3, stand up. You write the words down on post-it. Number 4, stand up. You check the spelling. Remember, you can write 1,2, or 3 words that are important for each sentence. <ol style="list-style-type: none"> Everyone please put away your worksheet. Read and tell me True or False. <p>Let’s review the vocabulary and the short text.</p>
	Jobs	Responsibility																		
1	Reader	Read each sentence out loud again.																		
2	Picker	Pick & circle the important words.																		
3	Writer	Write them down on Post-it.																		
4	Checker	Check the spelling.																		
<p>第三節</p>	<p>1. Students will be about to say what</p>	<p style="text-align: center;">【引起動機】</p> <p>What’s missing?</p> <ol style="list-style-type: none"> Review 8 target words on the PPT. Divide Ss into 8 groups, and each group will 	<p>5 mins</p>	<p>mini white boards markers</p>	<ol style="list-style-type: none"> Students will be about to say what vegetables and fruit 															

<p>vegetables and fruit they like and what they don't like.</p> <p>2. Students will be able to complete the guiding writing.</p>	<p>get a mini whiteboard and a marker.</p> <p>3. T shows all the 8 pictures on one slide. Delete one from them, and asks Ss "What's missing?"</p> <p>4. Each group member takes turns to write down the missing picture in sentence " There aren't_____." and reads it out loud.</p> <p style="text-align: center;">【發展活動】</p> <p>Sorting-The food they like and they don't like.</p> <p>1. T asks Ss " If you have a farm. What do you on your farm?"</p> <p>2. T passes out the worksheets and demonstrate how to do that in the group of 4.</p> <p>3. Ss take turns to ask "Do you like_____?" The rest group members answer "Yes, I do. " or " No, I don't " And Ss sort the fruit and vegetables which show on the top of the worksheets.</p> <p style="text-align: center;">Do you like_____?</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <p>bananas / cabbages / carrots / guavas / mulberries / papayas / roselles / taros / () / ()</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #4CAF50; color: white; text-align: center; padding: 5px;">😊 Yes, I do.</td> <td style="background-color: #4CAF50; color: white; text-align: center; padding: 5px;">☹️ No, I don't</td> </tr> <tr> <td style="background-color: #c8e6c9; height: 150px;"></td> <td style="background-color: #c8e6c9; height: 150px;"></td> </tr> </table> <p>My Farm</p> <p>1. Ss answer according to their worksheet</p>	😊 Yes, I do.	☹️ No, I don't			<p>15 mins</p> <p>15 mins</p>	<p>erasers</p> <p>worksheet</p> <p>Worksheet</p>	<p>they like and what they don't like.</p> <p>2. Students will be able to complete the guiding writing.</p>
😊 Yes, I do.	☹️ No, I don't							

“ I like ____.” ”There are ____.”

2. T passes out the differentiated writing worksheets (A,B&C). Ss work individually to finish their own. The sorting worksheets will be their reference.

The worksheet is titled "My Farm" and includes a small illustration of a farm with a cow, sheep, and chickens. It has a header with "Class: ___ No.: ___ Name: ___" and "(A)" in the top right corner. The main text reads: "My farm is at school. I grow many fruit and vegetables." Below this are three identical lines: "There are ____ (☺), but there aren't ____ (☹)." The final line says "I need to water the plants, too." and is followed by a simple drawing of a garden bed with small plants.

5 mins

worksheet

【統整與總結】

Gallery Walk

1. Ss walk around groups to appreciate others' work.

參考資料 (若無, 此欄可刪除)

1. 參考書目 : Get Smart 1 and 2 教材課本
2. 引用媒材 : song: <https://www.youtube.com/watch?v=rjwrzBArZjA>

附錄

1. Reading text

Xinshi Farm

Xinshi farm is next to the sports field.

We grow many fruit and vegetables.

There are bananas, but there aren't apples.

There are many carrots, but there aren't any peppers. There are mulberries, but there aren't grapes. We need to water the plants, too.

2. Sorting worksheet

Do you like _____?

bananas / cabbages / carrots / guavas / mulberries / papayas / roselles / taros / () / ()

😊 Yes, I do.	☹ No, I don't

3. My Farm-worksheet (A)(B)(C)

(A) **My Farm**

Class: _____ No.: _____ Name: _____

My farm is at school. I grow many fruit and vegetables.

There are _____ (☺), but there aren't _____ (☹).

There are _____ (☺), but there aren't _____ (☹).

There are _____ (☺), but there aren't _____ (☹).

I need to water the plants, too.

(B) **My Farm**

Class: _____ No.: _____ Name: _____

My farm is at school. I grow many fruit and vegetables.

There are _____, but there aren't _____.

There _____, but there _____.

_____, but _____.

I need to water the plants, too.

(c)

My Farm



Class: _____ No.: _____ Name: _____

A large, empty rounded rectangular box with a thin black border, intended for a student to draw their farm scene.

My farm is at school. I grow many fruit and vegetables.

There are _____, but there aren't _____.

Four horizontal lines provided for the student to write their response to the sentence above.