

110-112 學年度淡水區淡水國民小學 雙語成果專輯



目錄

壹、	基本資料(以 112 學年度數據為主)	1
貳、	實施概況	3
參、	課程架構	8
肆、	教學計劃	13
伍、	教學素材	104
陸、	單元教案	106
柒、	執行省思	498











壹、 基本資料(以 112 學年度數據為主)

學校名稱			淡水國小				■方案一 ■方案二 □方案三 □方案四			
			□12 班以~	下小型學校						
	學校狀況	L	■13 班至	59 班中型學	:校					
			□59 班以_	上大型學校						
声 、	. OI II A	m 4n	一年級班級	及數:7			四年級班級數:7	9年級班級數:7		
實力	施 CLIL i		二年級班級	及數:9			五年級班級數:8			
	班級數		三年級班級	及數:9			六年級班級數:8			
	本校實	施 CL	IL 總班級數	:共 <u>4</u> 班						
	實施 CI	LIL 謂	果程領域、 年	級、班級數	及學生參與	.數如下:				
執								,		
行	序號	CLI	L課程領域	實施年級	實施班級	學生參與	與 每週每班上課	是否該年級所		
					數	數	節數	有班級皆實施		
沢	1	4	生活領域	ー、ニ	16	378	1	是		
<i>//</i> C	2	糸	宗合領域	三~六	32	835	1	否		
	中途無更換領域或年級實施。									

貳、 實施概況

一、 緣起:

向度	說明
	本校創立 128 年,為淡水第一所國民小學,歷屆傑出校友人力資
	源豐富。校務評鑑四項優質通過,獲得「金質學校獎」;並獲「健
學校條件	康促進學校銀牌獎」、「新北市109年生命教育推展績優學校」等
字仪保什	殊榮。本校注重國際雙語課程,為106-112之新北市雙語實驗學
	校,通過本市多項國際教育計畫。榮獲「教室網絡聯結社群(CCOC)
	典範學校」、榮獲「新北市全英語教案入選獎」。
	本校各領域教師團隊發展蓬勃,英語教師團隊執行上述英語教學
教師特質	相關業務;藝文團隊承辦國教署「藝術滿城鄉」專案,皆行之有
	年。學校新進教師對於學習英語與進行雙語教育,懷有熱誠。
	本校學生學習英語,與趣高昂。參與英語課後社團學生高達 144
	人。在國際交流方面,曾與美國紐澤西州 Park Avenue Elementary
斑儿壮新	School,加州 Apple Valley Unified School District 等校交流。設有
學生特質	國際教育社,學生社員以英語導覽校園,接待來自美國紐澤西州
	Freehold 學區長 Dr. Tomazic 所率領的十多位教師群、製作淡水
	古蹟校園導覽英語影片。三到六年級各班學生英語代表曾接待由

	日本兵庫縣立神戶甲北高等學校校長所率領一百多位的教師與
	高中學生,與日方進行課程與午餐交流。但因家庭狀況,再加上
	設有資優班與資源班,英語程度呈現極度雙峰現象。
與止而土	增加日常生活使用及接觸英語的機會。
學生需求	加強基本的拼讀與閱讀基本素養與能力。
⇒ E thi to	1. 期望孩子英語能力提升。
家長期望	2. 希望孩子有與說英語人士交流的機會,增加國際觀。

二、工作職掌:

(一) 行政支援:

序號	姓名	職稱	工作職掌
1	吳惠花	校長	檢視與統整計畫內容、檢視執行狀況
2	林明珊	教務主任	檢視與統整計畫內容、檢視執行狀 況、行政間聯繫溝通
3	陳彦伶	教學組長	課務安排
4	馮鈺娟	研發組長	協助領域課程對話、雙語相關行政支援

(二) 課程發展:

方案一課程發展與主責人員

課程發展模式:

本校至 106 年起,執行雙語課程,課程發展由外師與英語領域教師運用每週 五下午時間共同備課,再視課程發展需求另外招集各年級綜合領域教師共同討論 並發展出完整雙語課程架構,依據班級課程或學生需求調整內容,並持續滾動式 修正。

1	廖奕婷	英語領域教師	計畫撰寫、雙語實驗課程計畫規劃與推動、國際交流活動、課程發展
2	高珮瑜	英語領域教師	雙語實驗課程計畫規劃與推動、行政支援、共備雙 語課程、課程發展
3	莊佩穎	英語領域教師	外籍師資管理、共備雙語課程、課程發展
4	林嘉柔	英語領域教師	共備雙語課程、課程發展
5	邱筠絜	英語領域教師	共備雙語課程、課程發展
6	羅文珠	英語領域教師	共備雙語課程、協同教學、課程發展
7	五年級 班級導師	導 師	共備雙語課程、協同教學
8	六年級 班級導師	導 師	共備雙語課程、協同教學

方案二課程發展與主責人員

課程發展:

由英語領域教師群發展課程,運用每週五下午時間共同備課,分享課程執 行狀況並提出課程執行困難點,互相討論、修正,並依據課程執行狀況隨時與 生活或綜合領域老師雙向溝通,滾動式調整課程內容。

1	廖奕婷	英語領域教師	計畫撰寫、雙語實驗課程計畫規劃與推動
2	曾蘭仙	英語領域教師	共備雙語課程、主要教學、課程發展
3	吳佩鴻	英語領域教師	共備雙語課程、主要教學、課程發展
4	林嘉柔	英語領域教師	共備雙語課程、主要教學、課程發展
5	邱筠絜	英語領域教師	共備雙語課程、主要教學、課程發展
6	羅文珠	英語領域教師	共備雙語課程、主要教學、課程發展
7	一年級 班級導師	班級導師	共備雙語課程
8	二年級 班級導師	班級導師	共備雙語課程
9	三年級 班級導師	班級導師	共備雙語課程

(三) 協同教學:

方案一				
年級	主要教學者	協同教師與模式		
	外師、英文領域教師	由英文領域教師協同,模式為		
一大畑	(因外師排課節數,四	Collaborative teaching 雙師合作。		
四年級	年級外師課分為上下學			
	期執行)			
	外師	由班級導師協同,模式為 Monitoring		
五、六年級		teacher 外師負責教學,協同教師師負		
		責協助學生了解並掌管教室秩序。		
方案二				
一~三年級	英文領域教師			









參、 課程架構

一、 雙語實驗課程配置

本校雙語課程方案配置		班 級 數	英語部定 課程(課本)	英語校訂課程 (以學校顯景為主題)	雙語實驗課程	學生每週 英語學習 總節數
方案一	☆	8	各班 3 節 中師授課	尚無 BeCome a Future Citizen/ Be an Independent Thinker	雙語綜合 各班1節 外師導師協同教學	4 箭
配置外師雙語實驗課程 中外師/導師協同教學	五	8	各班 2 節 中師授課	各班1節 中師授課 Have a Vision/ Be Determined	雙語綜合 各班1節 外師中師協同教學	4節
外師上學期19節/下學期20節 負責教師:高珮瑜	四	8	各班 1 節 中師授課	108 課綱英閱繪 各班 2 節 中師授課 Be Daring	雙語綜合 各班1節 外師中師協同教學/ 中師獨立授課	4 節
方案二中師協同雙語實驗課程	Ξ	9	各班 1 節 中師授課	108 課綱英閱續 各班 2 節 中師授課 Be Compassionate	雙語綜合 各班 1 節 中師授課	4 節
中籍英語教師與領域教	=	9	英語課本內容 融於英閱繪課 程中	108 課綱英閱續 各班 2 節 中師授課 Love Diversity	雙語生活 各班 1 節 中節授課	3 節
師共同規劃及執行課程 負責教師:廖奕婷	-	7	英語課本內容 融於英閱繪課 程中	108 課網英閱繪 各班 2 節 中師授課 Live Courageously	雙語生活 各班 1 節 中師授課	3 節

二、 課程架構與領域橫向連結

(一) 方案一(四、五、六年級)課程架構

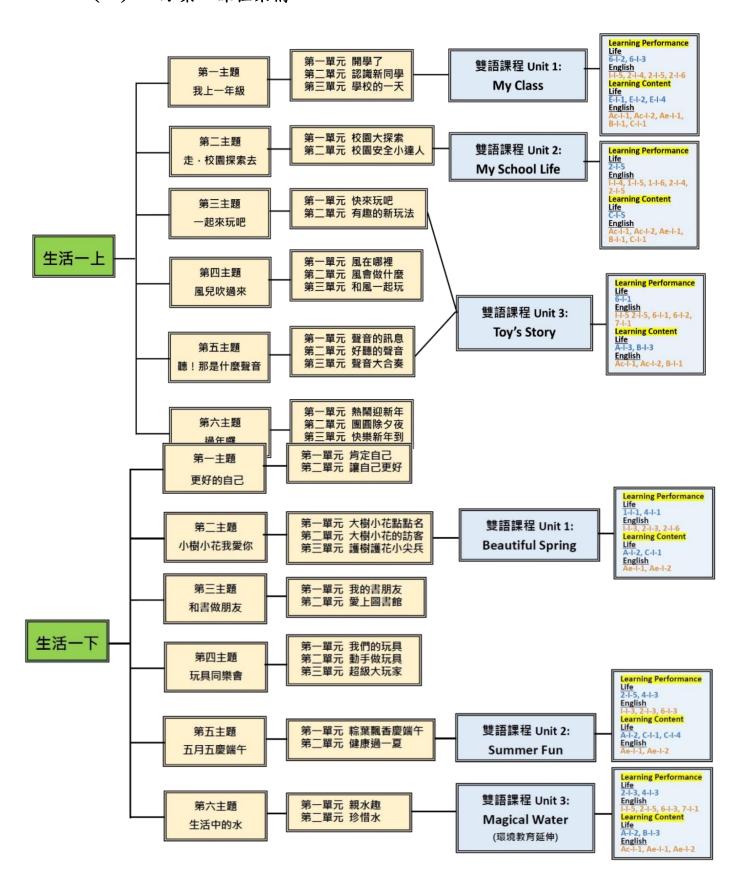
年段	四	五	六				
	上學期						
課程主軸	My Beautiful Culture	Their Beautiful Culture	Multiculturalism				
Unit 1	My Beautiful Culture	Their Beautiful Culture	Equality				
Unit 2	What We Do	Food, Language and Music	Celebrate Diversity				
Unit 3		What They Do					

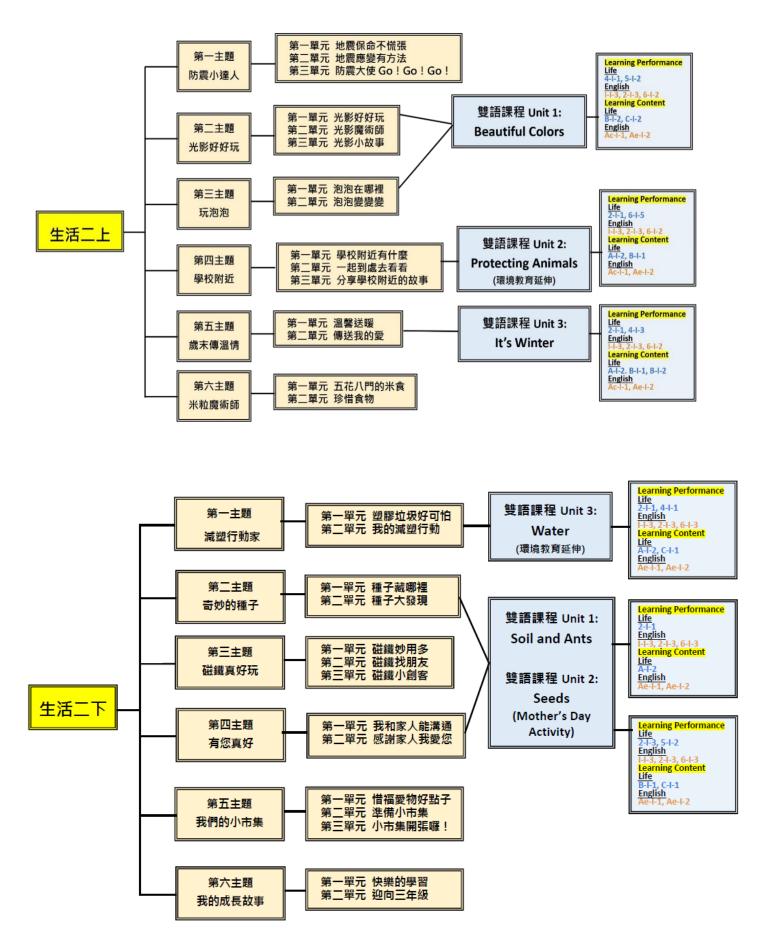
	下學期						
課程主軸	Love Our Planet	Love Our Planet	Love Our Planet				
Unit 1	Reduce, Reuse, Recycle	Climate Change 1	Climate Change 2				
Unit 2	Take the MRT	Our Smart City Part 1	Our Smart City Part 2				

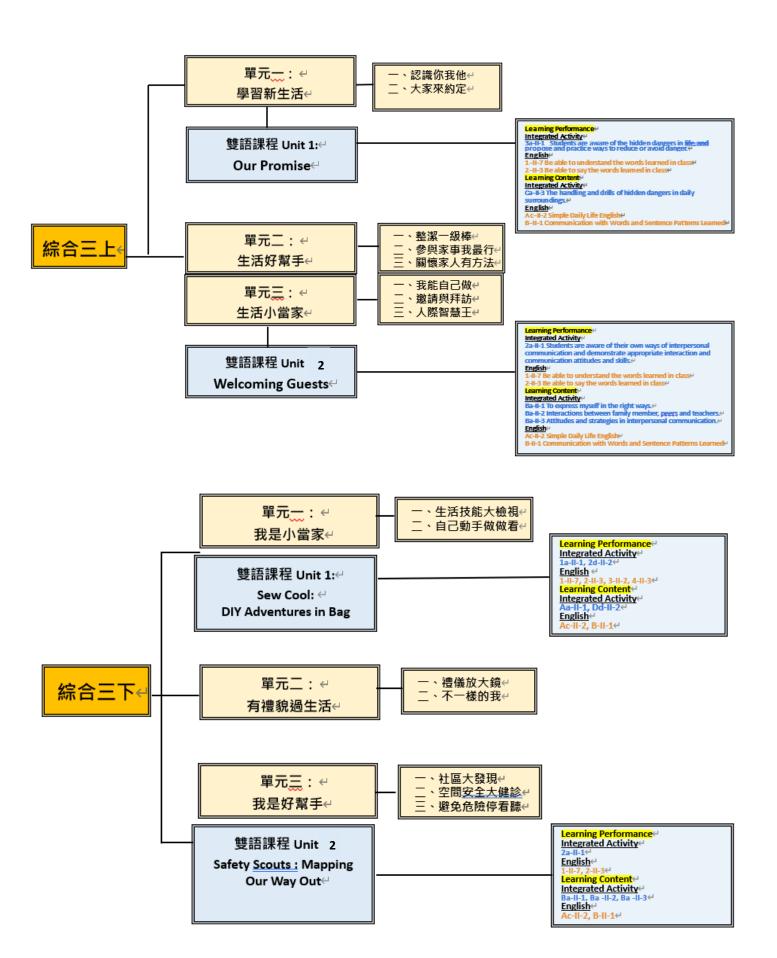
- 四、五、六年級上、下學期雙語課程皆聚焦於綜合領域中的第三主題軸「社 會與環境關懷」。
- 上學期:先於四年級理解臺灣文化內容與習俗,五年級則拓展全球、認識異國文化,六年級則強調孩子以尊重態度看待文化差異,並探討公平與歧視等議題。
- 下學期:四年級先認識環保3R概念,透過實作課程響應環保、關懷自然, 五年級深入探討氣候變遷的成因與影響,六年級則會透過海平面上升實驗實 際觀測氣候變遷對人類生活的影響,引導孩子探討環境永續的作法。

主題軸	1. 自我與生涯發展 Self and Career Development	2. 生活經營與創新 Life Management and Innovation	3. 社會與環境關懷 Social and Environmental Care
	a. 自我探索與成長 Self-Exploration and Growth	a. 人際互動與經營 Interpersonal Interaction and Management	a. 危機辨識與處理 Crisis Identification and Processing
主題項目	b. 自主學習與管理 Independent Learning and Self-Management	b. 團體合作與領導 Teamwork and Leadership	b. 社會關懷與服務 Social Care and Services
	c. 生涯規劃與發展 Career Planning and Development	c. 資源運用與開發 Resource Utilization and Development	c. 文化理解與尊重 Cultural Understanding and Respect
	d. 尊重與珍惜生命 Respect and Cherish Life	d. 生活美感與創新 Life Aesthetics and Innovation	d. 環境保育與永續 Environmental Conservation and Sustainability

(二) 方案二課程架構







肆、 教學計劃

一、 方案一課程大綱

4th Grade Semester One 四年級上學期教學進度大綱

教學期程		學習 <u>i</u> Learning	Focu		單元名稱與活動內容 Name of the Unit and	節數	評量方式
	學習表現 Learning Performance			图内容 arning Contents	Activities	Periods	Assessment
	綜	3c-II-1 參與文化活動,	綜	Cc-II-3 對自己文	Unit 1: Our Beautiful	8	*Participation, XP
公 油	合	體 會文化與生活的關	合	化的 認同與肯定。	Culture		system
第一週		係,並認同與肯定自己		Recognizing one's own			* Q and A
~ 第八週		的文化。		culture.	Lesson 1 Introduction		* Students tell the
777 (VE)		Participate in cultural			1. Guide students to free think		reasons for being
Week 1		activities. Experience the			about Taiwan.		proud of Taiwan as
VVCCK I		relationship between			2. Introduce the themes,		the sentences follow:
Week 8		culture and life.			including the three		I am proud of
WEEK O		Recognize one's own			viewpoints of seeing		Taiwan because
		culture.			Taiwan. These viewpoints		

英	◎ 1-II-7 能聽懂課堂中	英	◎ Ac-II-1 簡易的 教	are beautiful natural	(a place)
語	所學的字詞。	語	室用語。	scenery, fun activities and	beautiful.
口口		口口		• .	
			⊚Ac-II-1 Simple	friendly people.	I am proud of
	words learned in class.		classroom instructions.	3. Level up students to	Taiwan because
	○ 1-II-8 能聽懂簡易的		◎ Ac-II-2 簡易的 生	motivate their learning.	(an activity)
	教室用語。		活用語。		is fun.
			⊚Ac-II-2 Simple	Lesson 2 · 3 Beautiful Natural	I am proud of
	simple classroom		everyday expressions.	Scenery	Taiwan because
	instructions.		Ac-II-3 第二學 習 階	. Guide students to think and talk	(a person) is
	◎ 1-II-9 能聽懂簡易		段所學 字詞。	about the tourist spots in	friendly.
	的日常生活用語。		Ac-II-3 Vocabulary of	Taiwan they went.	
			Stage II level.	Introduce beautiful natural	
	simple everyday		B-II-1 第二學習 階段	scenery in Taiwan to students.	
	expressions.		所 學 字 詞及句型的	Guide students to say, I am	
	◎ 2-II-3 能說出課堂中		生活溝通。	proud of Taiwan because	
	所學的字詞。		B-II-1 Everyday	(a place) beautiful.	
			communication	4. Level up students to motivate	
	words learned in class.		achievable with the	their learning.	
	◎ 2-◎ 2-II-5 能使用		vocabulary and sentence		
	簡易的日常生活用語。		structures of Stage II.	Lesson 4 Fun Activities	
	©2-II-5 Can use simple			1. Review the previous lesson	
	everyday expressions.			- beautiful natural scenery	
	◎ 3-II-2 能辨識課堂中			2. Guide students to think and	
	所學的字詞。			talk about the fun activities	

⊚3-II-2 Can recognize	they experienced in
the words learned in	Taiwan.
class.	3. Introduce fun activities in
◎ 3-II-3 能看懂課堂中	Taiwan to students.
所學的句子。	4. Guide students to say, I am
⊚3-II-3 Can understand	proud of Taiwan
the sentences learned in	because (an activity)
class	is fun.
6-II-1 能專注於教師的	5. Level up students to motivate
說明與演示。	their learning.
6-II-1 Can focus on the	
teacher's explanation and	Lesson 5 · 6 Friendly People
demonstration.	1. Review the previous
6-II-2 積極參與各種課	lessons- beautiful natural
堂練習活動。	scenery; fun activities
6-II-2 Participates	2. Guide students to think
actively in various class	and talk about the friendly
activities.	people they met inside and
6-II-3 樂於回答教師或	outside of the school.
同學所提的問題。	3. Introduce the video clip
6-II-3 Enjoys answering	that the foreigners'
the teacher's or	impression on Taiwanese
classmates' questions	people is that they are
	friendly.

4. Guide students to say, I
am proud of Taiwan
because (a person)
is friendly.
5. Level up students to
motivate their learning.
Lesson 7 · 8 Review
1. Review the previous
lessons of beautiful natural
scenery, fun activities and
friendly people in Taiwan.
2. Tell the students that they
need to explain why they
are proud of Taiwan in the
next lesson as an
assessment. Students need
to say the following
sentences:
I am proud of Taiwan
because (a place)
beautiful.
I am proud of Taiwan
because (an
activity) is fun.

I am proud of Taiwan because (a person) is friendly. 3. Guide students to talk to each other about the above. 4. Level up students to motivate their learning.
Lesson 9 Assessment 1. Guide students to talk their reasons for being proud of Taiwan in small groups as the preparation for being assessed. 2. Have each student explain why they are proud of Taiwan as an assessment. 3. The students finished their assessment can help those who haven't finished.

	學習	· · · · · · · · · · · · · · · · · · ·	學習	習内容	單元名稱與活動內容	節數	評量方式
	Learning Performance		Lea	rning Contents	Name of the Unit and Activities	Periods	Assessment
	綜	3c-II-1 參與文化活	綜	Cc-II-3 對自己文化的	Unit 2 –Our Beautiful	9	*Participation, XP
	合	動,體 會文化與生活	合	認同與肯定。	Culture: What We Do		system
		的關 係,並認同與肯		Recognizing one's			* Q and A
		定自己的文化。		own culture.	Lesson 1		* Students tell the
		Participate in cultural			1. Introduce the themes,		reasons for being
		activities. Experience			including the three areas of		proud of Taiwan as the
第九週		the relationship			Taiwan, including food,		sentences follow:
		between culture and			language, gestures and		1. My favorite food
~		life. Recognize one's			dos/don'ts.		is
第十七週		own culture.			2. Level up students to		2. I am proud of
オーし週	英語	◎ 1-Ⅱ-7 能聽懂課堂	英語	◎ Ac-Ⅱ-1 簡易的	motivate their learning.		Taiwan because is yummy.
Week 9		中所學的字詞。		教室用語。	Lesson 2 \cdot 3 Food		3. I am proud of
~					1. Guide students to think and		Taiwan because
Week17		⊚1-Ⅱ-7 Can		⊚Ac-Ⅱ-1 Simple	talk their		Chinese is beautiful.
		comprehend words		classroom	favorite food in Taiwan.		4. I am proud of
		learned in class.		instructions.	2. Introduce the well-known		Taiwan because I
					Taiwanese food.		know this means
		◎ 1-Ⅱ-8 能聽懂簡易		◎ Ac-Ⅱ-2 簡易的	3. Give a five-point survey of		·
		的教室用語。		生活用語。	the level of liking the		5. I am proud of
					Taiwanese food.		Taiwan because I

		4. Guide students to say the	know this. I
⊚1-Ⅱ-8 Can	⊚Ac-Ⅱ-2 Simple	following sentences.	do/don't in
comprehend simple	everyday expressions.	My favorite food is	Taiwan.
,	everyddy expressions.	· ·	
classroom instructions.	Ac-Ⅱ-3 第二學 習	I am proud of Taiwan	* Students' work of
◎ 1-Ⅱ-9 能聽懂簡易	,	because is	Chinese calligraphy
	階段所學 字詞。	yummy.	
的日常生活用語。	Ac-∏-3 Vocabulary of		
⊚1-Ⅱ-9 Can	Ac II 5 Vocabalary or	Lesson 4 \ 5 Language	
⊚1-11-9 Call	Stage II level.	1. Review the previous lesson –	
comprehend simple		Food	
everyday expressions.	B-Ⅱ-1 第二學習 階	. Guide students to share the	
- - (1.)().(.)((1.)((.)(()(段所 學 字 詞及句	languages the Taiwanese people	
◎ 2-Ⅱ-3 能說出課堂	型的 生活溝通。	use.	
中所學的字詞。	_	Guide students to appreciate the	
	B-∏-1 Everyday	beauty of English language	
©2-Ⅱ-3 Can say the	communication	Guide students to write English	
words learned in class.	achievable with the	calligraphy	
	vocabulary and	5. Guide students to share the	
◎ 2-◎ 2-Ⅱ-5 能使用	sentence structures of	beautiful words or expressions	
簡易的日常生活用	Stage II.	in Chinese, Taiwanese or any	
	Stage II.	· ·	
語。		other local languages in	
©2-Ⅱ-5 Can use		Taiwan.	
		6. Guide students to write	
simple everyday		Chinese calligraphy to make the	
expressions.		Chinese New Year scroll.	

◎2月2 红坳潋钿尝	7. Guide students to show the
◎ 3-Ⅱ-2 能辨識課堂	Chines New Year scroll
中所學的字詞。	and say the following
⊜2 П 2 Сол посоло!	sentence:
⊚3-Ⅱ-2 Can recognize	I am proud of Taiwan
the words learned in	because Chinese is
class.	beautiful.
◎ 3-Ⅱ-3 能看懂課堂	
0 3 五 3 尼有 国	Lesson 6 · 7 Gestures
中所學的句子。	. Review the previous lessons –
⊚3-Ⅱ-3 Can	Food and Language
93-11-3 Call	. Guide students to use gestures
understand the	to express "yes", "no", "so-so",
sentences learned in	"good", "bad", "yeah", and "I
class	don't know'' in Taiwan.
	. Introduce the gestures for the
6-Ⅱ-1 能專注於教師	above expressions in Taiwan
的說明與演示。	and double-check with
6-Ⅱ-1 Can focus on the	students' understanding.
6-11-1 Can locus on the	Guida students to practice the

teacher's explanation

6-Ⅱ-2 積極參與各種

and demonstration.

課堂練習活動。

. Guide students to practice the above expressions in pairs. . Have students do the gestures of the above expressions and the other students name the

gestures.

	Guide students to do the
6-Ⅱ-2 Participates	gestures and say the following
actively in various class	sentence:
activities.	I am proud of Taiwan
6-Ⅱ-3 樂於回答教師	because I know this means
或同學所提的問題。	
с пови	Lesson 8 · 9 Dos and Don'ts
6-∏-3 Enjoys	. Review the previous lessons —
answering the teacher's	Food, Language and Gestures
or classmates'	. Introduce some dos and don'ts
questions	in Taiwan, including what to
	say after eating together, the
	behaviors in MRT system, the
	color of envelops and avoiding
	writing in red.
	. Have students to draw pictures
	of dos and don't in Taiwan.
	. Guide students to share dos and
	don'ts with their pictures.
	. Guide students to put their
	pictures on the tables and have
	a gallery walk in the entire
	class.

		Guide students to show their
		pictures and say the following
		sentence:
		I am proud of Taiwan
		because I know this. I
		do/don't in Taiwan.

4th Grade Semester Two 四年級下學期教學進度大綱

		學習重	艦				
教學期程 Learning 1				ses	單元名稱與活動內容	節數	評量方式
秋字 州住	學習表現		學習	图内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Learning Contents				
	綜	3d-II-1 覺察生活中環境	綜	Cd-II-1 生活中環境	<u>Unit 1 – Love Our Planet:</u>	9	*Participation, XP
	合	的問題,探 討並執行對	合	問 題的覺察。	Reduce, Reuse, Recycle		system
第一週		環境友善的行動。		Observing			* Q and
~		Observe environmental		environmental	Lesson 1 Introduction		A, present
第九週		problems in life. Explore		problems in life.	1. Introduce the theme, word bank,		answering the
		and implement		Cd-II-2 環境友善的	including the concepts of 3Rs, (i.e.		following
Week 1		environmentally friendly		行 動與分享。	reduce, reuse and recycle), XP		questions:
~		actions.		Implementing and	system and rubrics.		1. What can you
Week 9				sharing	2. Guide students to say, I can		reduce?
				environmentally	recycle Or I can recycle		2. What can you
				friendly actions.	and		reuse?

	T.				
英	◎ 1-II-7 能聽懂課堂中	英	◎ Ac-II-1 簡易的	3. Level up students to motivate	3. What can you
語	所學的字詞。	語	教室用語。	their learning.	recycle?
			⊙Ac-II-1 Simple		* Hand-made
	words learned in class.		classroom instructions.	Lesson 2 \cdot 3 Collect materials for	Project: Use
	◎ 1-II-8 能聽懂簡易的		◎ Ac-II-2 簡易的	reuse	recycled materials
	教室用語。		生活用語。	1. Review the word bank,	to present
				including the concepts of 3Rs, (i.e.	technology
	simple classroom		everyday expressions.	reduce, reuse and recycle).	models
	instructions.		Ac-II-3 第二學 習	2. Guide students to say, I can	
	○ 1-II-9 能聽懂簡易的		階段所學 字詞。	reduce Or I can reduce	
	日常生活用語。		Ac-II-3 Vocabulary of	and reuse	
			Stage II level.	3. Level up students to motivate	
	simple everyday		B-II-1 第二學習 階	their learning.	
	expressions.		段所 學 字 詞及句		
	◎ 2-II-3 能說出課堂中		型的 生活溝通。		
	所學的字詞。		B-II-1 Everyday	Lesson 4 \ 5 Making technology	
	©2-II-3 Can say the		communication	craft I	
	words learned in class.		achievable with the	1. Prepare students for making	
	◎ 2-◎ 2-II-5 能使用簡		vocabulary and	crafts.	
	易的日常生活用語。		sentence structures of	2. Have students make	
	©2-II-5 Can use simple		Stage II.	technology crafts.	
	everyday expressions.			3. Level up students to motivate	
	◎ 3-II-2 能辨識課堂中			their learning.	
	所學的字詞。				

⊚3-II-2 Can recognize	Lesson 6 · 7 Making technology
the words learned in	craft II
class.	1. Have students finish their
◎ 3-II-3 能看懂課堂中	technology craft.
所學的句子。	2. Introduce the following
⊚3-II-3 Can understand	sentences for the Show and Say of
the sentences learned in	the next lesson. I reused Or
class	I reused and made a
6-II-1 能專注於教師的	3. Introduce the rubrics of Show
說明與演示。	and Say to students.
6-II-1 Can focus on the	
teacher's explanation and	Lesson 8 · 9 Show and Say
demonstration.	1. Let students have fun playing
6-II-2 積極參與各種課	with the music instrument they
堂練習活動。	made, including playing
6-II-2 Participates actively	individually and collectively.
in various class activities.	2. Guide students to put the rocks
6-II-3 樂於回答教師或	back on campus and introduce the
同學所提的問題。	concept of the task: Make the best
6-II-3 Enjoys answering	use of what existed. Taking
the teacher's or	something in nature and Taking
classmates' questions	from nature and return to nature
	with recycling.

	學習表現 Learning Performance		學習內容 Learning Contents		單元名稱與活動內容 Name of the Unit and Activities		節數 Periods	評量方式 Assessment
	綜合	3d-II-1 覺察生活中環境的問題,探 討並執行對環境 友善的行動。 Observe environmental problems in life. Explore and implement	綜合	Cd-II-1 生活中環境問題的覺察。Observing environmental problems in life. Cd-II-2 環境友善的行動與分享。	<u>Ta</u>	sson 1 Introduction Introduce the new word bank	9	*Participation, XP system *Q and A *Coloring the different lines in
第十週 ~ 第十八週		environmentally friendly actions.		Implementing and sharing environmentally friendly actions	 3. 	Introduce the MRT system Introduce Hanyu Pinyin system		*Describe how to take MRT from one station to another station
Week 10 ~	英語	○ 1-II-7 能聽懂課堂中所學的字詞。○1-II-7 Can comprehend	英語	○ Ac-II-1 簡易的 教室用語。○Ac-II-1 Simple	Le	Color the line for MRT sson 2 \cdot 3 Chinese to		
Week18		words learned in class. ② 1-II-8 能聽懂簡易的教室用語。 ③1-II-8 Can comprehend simple classroom		classroom instructions.	1.	Review Hanyu Pinyin system Guide students to transliterate Chinese		
		instructions. ◎ 1-II-9 能聽懂簡易的日 常生活用語。		Ac-II-3 第二學 習 階 段所學 字詞。	3.	into Hanyu Pinyin Guide students to say the following		

	Ac-II-3 Vocabulary of	sentences. I know	
simple everyday expressions.	Stage II level.	station. Or I know	
◎ 2-II-3 能說出課堂中所	B-II-1 第二學習 階段	station on the	
學的字詞。	所 學 字 詞及句型的	line.	
©2-II-3 Can say the words	生活溝通。		
learned in class.	B-II-1 Everyday	Lesson 4 \ 5 Read the	
◎ 2-◎ 2-II-5 能使用簡易	communication	Taipei metro MRT map	
的日常生活用語。	achievable with the	1. Review Hanyu Pinyin.	
	vocabulary and	2. Guide students to read	
everyday expressions.	sentence structures of	the map of Taipei	
◎ 3-II-2 能辨識課堂中所	Stage II.	metro MRT system.	
學的字詞。		3. Guide students to say	
⊚3-II-2 Can recognize the		the following	
words learned in class.		dialogues.	
◎ 3-II-3 能看懂課堂中所		A: How can I go to	
學的句子。			
⊚3-II-3 Can understand the		B: Take the	
sentences learned in class		line.	
6-II-1 能專注於教師的說明			
與演示。		Lesson 6 · 7 How to	
6-II-1 Can focus on the		take MRT I	
teacher's explanation and		1. Introduce the directions	
demonstration.		and terminals of a line	
6-II-2 積極參與各種課堂練		in the Taipei metro	
習活動。		MRT system.	

6-II-2 Participates actively in	2. Guide students to say
various class activities.	the following
6-II-3 樂於回答教師或同學	dialogues.
所提的問題。	A: How do I go to
6-II-3 Enjoys answering the	station?
teacher's or classmates'	B: Towards
questions	station. Or Take
	the line towards
	station.
	Lesson 8 How to take
	MRT 2
	1. Review parts of Taipei
	Metro MRP system
	learned.
	2. Guide students to tell
	how to take the MRT
	from one station to
	another.
	I want to go from
	station towards
	·
	Lesson 9 Assessment

1. Introduce assessment
rubrics. Students may
point to the Taipei
Metro MRT map, say,
Towards, or
Take line
towards
2. Have students practice
the above.
3. Have students select
one of the routes to tell,
Towards, or
Take line
towards
4. Have students do the
word search while the
other student is giving
his/her oral
presentation to the
teacher.

5th Grade Semester One 五年級上學期教學進度大綱

學習重點								
教學期程		Learnin	g Fo	cuses	單元名稱與活動內容	節數	評量方式	
秋子州生	學習	君表現	學習	图内容	Name of the Unit and Activities	Periods	Assessment	
	Lea	rning Performance	Learning Contents					
	綜	3c-III-1 尊重與關懷不	綜	Cc-III-2 與不同族群相處	Unit 1: Their Culture	5	Formative	
	合	同的族群,理解並欣賞	合	的態度和禮儀。 Attitude	Beautiful Culture		assessment during	
		多元文化。Respect and		and etiquette for getting			the	
		care about different		along with different ethnic	Lesson 1:		production segment	
		ethnic groups.		groups.	1. Showcase the teacher's culture		led by team leaders.	
第一週		Understand and			and why it is beautiful.			
为 週		appreciate different			2. Students will be able to express		Summative	
~		cultures.			and choose a different culture		assessment during	
第五週	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活用	that they love		the Q&A	
ATT VG	語	所學的字詞。 Can	語	語。 Simple everyday				
		comprehend words		expressions.	Lesson 2:			
Week 1		learned in class.		◎Ac-III-4 國小階段所學	1. Introduce Q&A questions and			
~		◎1-III-9 能聽懂簡易句		字詞(能聽、讀、說 300	cultures.			
Week 5		型的句子。 Can		字詞,其中必須拼寫 180	2. Students ask questions from the			
		comprehend sentences		字詞)。Vocabulary of	presentation about Canada.			
		of simple structures.		elementary level. (Can	3. Students get into their groups			
		◎2-III-2 能說出課堂中		recognize 300 words in	and practice the language with			
		所學的字詞。 Can say		speech and writing, and	their team leader.			

the words learned in use them in speech; Can spell 180 words.) class. 2-III-7 能作簡易的回 B-III-2 國小階段所學字詞 答和描述。 Can 及句型的生活溝通。 respond and describe in **Everyday communication** simple English. achievable with the ◎3-III-1 能辨識課堂中 vocabulary and sentence 所學的字詞。 Can structures of elementary recognize the words school level. learned in class. ◎3-III-4 能看懂課堂中 所學的句子。Can understand the sentences learned in class. ◎6-III-2 樂於參與課堂 中各類練習活動,不畏 犯錯。 Enjoys participating in various class activities and demonstrates openness to trial and error.

Lesson 3:

1. Students will receive a card with a culture from Q&A and read in teams. One student will answer and others will ask. (Part 1)

Lesson 4:

1. Students will receive a card with a culture from Q&A and read in teams. One student will answer and others will ask. (Part 2)

Lesson 5:

1. Q&A activity. After a student participates, they write their XP on the board.

學習重點								
教學期		Learnii	ng Fo	ocuses		單元名稱與活動內容	節數	評量方式
程	學習表現學習內容		N	ame of the Unit and Activities	Periods	Assessment		
	Learning Performance Learning Contents							
	綜	3c-III-1 尊重與關懷不同	綜	Cc-III-2 與不同族群相處的	<u>Uı</u>	nit 2: Their Culture	2	Formative assessments
	合	的族群,理解並欣賞多	合	態度和禮儀。Attitudes and	<u>Be</u>	eautiful Culture: Food,		during the movement
		元文化。Respect and		etiquette with different	<u>L</u> a	anguage Clothes and		activity and the say the
		care about different		ethnic groups.	<u>M</u>	<u>usic</u>		pattern activity.
		ethnic groups.						
		Understand and			Le	sson 1:		Formative assessments
第六週		appreciate different			1.	Show cares the food, language,		during the practice and
为八週		cultures.				clothes and music of Mexico		production phases.
~	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活用		and Peru.		
第七週	語	所學的字詞。 Can	語	語。 Simple everyday	2.	Students will see different		Formative assessments
力し個		comprehend words		expressions.		aspects of the culture and say the		during the Plicker
		learned in class.		◎Ac-III-4 國小階段所學字		words using their word banks.		questions.
Week 6		◎1-III-9 能聽懂簡易句		詞(能聽、讀、說300字	3.	Students will practice speaking		
~		型的句子。 Can		詞,其中必須拼寫 180字		Spanish by saying hello and		
Week 7		comprehend sentences		詞)。Vocabulary of		thank you to their classmates.		
		of simple structures.		elementary level. (Can		After that they will choose the		
		◎2-III-2 能說出課堂中		recognize 300 words in		most interesting parts of those		
		所學的字詞。 Can say		speech and writing and use		cultures.		
		the words learned in		them in speech; Can spell				
		class.		180 words.)				

2-III-7 能作簡易的回答 和描述。 Can respond and describe in simple English. ◎3-III-1 能辨識課堂中 所學的字詞。 Can recognize the words learned in class. ◎3-III-4 能看懂課堂中 所學的句子。Can understand the sentences learned in class. ◎6-III-2 樂於參與課堂 中各類練習活動,不畏 犯錯。 Enjoys participating in various class activities and demonstrates openness to trial and error.

B-III-2 國小階段所學字詞 及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.

Lesson 2:

- 1. Show cares the food, language, clothes and music of Italy, India, and Egypt.
- 2. Students will see different aspects of the culture and say the words using their word banks.
- 3. Students will practice speaking Arabic, Italians Hindi by saying hello and thank you to their classmates. After that they will choose the most interesting parts of those cultures.

教學期程		學習重點 Learning Fo	_	s	單元名稱與活動內容 Name of the Unit and		節數	評量方式
· 秋子·州生				图内容 Spring Contents		Activities	Periods	Assessment
第八週 ~ 第十四週 Week 8 ~ Week 14		rning Performance 3c-III-1 尊重與關懷不同的族群,理解並欣賞多元文化。Respect and care about different ethnic groups. Understand and appreciate different cultures. ◎1-III-6 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. ◎1-III-9 能聽懂簡易句型的句子。 Can comprehend sentences of simple structures. ◎2-III-2 能說出課堂中所學的字詞。 Can say the words learned in class. 2-III-7 能作簡易的回答和描		Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups. ②Ac-III-3 簡易的生活用語。 Simple everyday expressions. ②Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing	Lee 1.	Activities nit 3 Their Beautiful niture: What They Do: esson 1: Presentation on gestures used in other cultures and their meanings. Teacher will do a gesture from a different culture and the students will guess what it means. Both teachers will ask each student a question and students will respond with a gesture. Students will then ask the teacher a question and the teacher will respond with a gesture	7	Formative assessment during the production activity and exit question. Summative assessment during the festival showcase.
		述。 Can respond and describe in simple English.		and use them in speech; Can spell 180 words.)		and students will say what it means.		

◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.
◎3-III-4 能看懂課堂中所學的句子。 Can understand the sentences learned in class.
◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。
Enjoys participating in

various class activities and

demonstrates openness to

trial and error.

B-III-2 國小階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.

Lesson 2:

- 1. Etiquette/dos and don'ts in Taiwan. Students will see or hear about a situation and respond with either "do" or "don't" indicating the proper etiquette.
- 2. Teachers will explain/do a situation, action or gesture and students will guess, from a list of choices, which culture it is bad etiquette in.

Lesson 3:

- 1. Rituals in different cultures. Show examples of rituals in Mexico, The Philippines, Kenya, and India and what they mean, Explanation of behavioral expectations when outside.
- 2. Take the class outside and demonstrate the Kenyan jumping ritual. Students

1	1	1	
			can participate by jumping
			together or clapping to the
			music and encouraging
			others.
			Lesson 4:
			1. Show students 4 festivals
			from other cultures: India,
			Italy, Mexico, and
			Thailand and explain what
			they mean.
			2. Together the class will
			create a unique festival to
			celebrate together.
			Explanation of behavioral
			expectations when outside.
			3. Students will go outside
			and enjoy the festival they
			made. They will do the
			gesture they choose and try
			the ritual.
			Lesson 5:
			1. Give students their
			festivals worksheets. Go
			1001 GID IT OTHER COUNTY

step-by-step on how to
complete it.
2. Students will get into their
XP teams and create a
unique festival to showcase
to the class using their
worksheets. If a group
finishes, they can
practice their roles.
Lesson 6:
1. Finish writing their festival
worksheets in their teams.
When students finish
writing, they will practice
their speaking/action roles
in their teams
Lesson 7:
1. The class will go outside
and each XP team will
showcase their festival.
2. Teams can decide if they
want to practice one last

		3.	time before showcasing their festival. Students will go outside and take turns presenting their festivals to the class.	

5th Grade Semester Two 五年級下學期教學進度大綱

教學期程	學習重點 Learning Focuses					單元名稱與活動內容	節數 Perio	評量方式
秋子为11生	學習表現		學習內容		Na	ame of the Unit and Activities	ds	Assessment
	Lea	rning Performance	Learning Contents				us	
	綜	3d-III-1 實踐環境友善行動,珍	綜	Cd-III-2 人類對環境及 生	<u>Un</u>	it 1: Love Our Planet:	5	Formative
	合	惜 生態資源與環境。	合	態資源的影響。Human's	<u>Cli</u>	imate Change		during the
		Implement environmentally		impact on environmental				discussion.
		friendly actions. Value ecological		and ecological resources.	Les	sson 1:		
		resources and the environment.			1.	Introduce CO2 and climate		Formative
笠	英	◎1-III-6 能聽懂課堂中所學的	英	◎Ac-III-3 簡易的生活用		change and observe its effects.		during the
第一週	語	字詞。 Can comprehend words	語	語。 Simple everyday	2.	Students will see an action or		production and
~		learned in class.		expressions.		activity and rate it for its		wrap-up
第五週		◎1-III-9 能聽懂簡易句型的句		◎Ac-III-4 國小階段所學字		contribution of CO2.		questions.
为		子。 Can		詞(能聽、讀、說300字	3.	Discussion: Are you worried		
		comprehend sentences of		詞,其中必須拼寫 180 字		about climate change? I		Summative
Week 1		simple structures.		詞)。Vocabulary of		am/I'm not worried because		assessment
~		◎2-III-2 能說出課堂中所學的		elementary level. (Can				during the 1-
Week 5		字詞。 Can say the words		recognize 300 words in	Les	sson 2:		on-1
		learned in class.		speech and writing and use	1.	Put modes of transportation in		
		2-III-7 能作簡易的回答和描		them in speech; Can spell		order from most CO2		
		述。 Can respond and describe		180 words.)		emissions to least.		
		in simple English.		B-III-2 國小階段所學字詞	2.	Team based questions led by		
				及句型的生活溝通。		team leaders. Do we want		

Everyday communication	more or less CO2? Do we	
achievable with the	want more or less air	
vocabulary and sentence	pollution? If we want less	
structures of elementary	CO2, we need more or less	
school level.	transportation?	
	3. Bonus question for additional	
	XP. We want less	
	transportation, what can YOU	
	do?	
	Lesson 3:	
	Review previous class.	
	Observe the connection	
	between waste and climate	
	change.	
	2. Put in order from most CO2	
	to least: Reducing, reusing,	
	recycling and garbage.	
	3. Team based questions led by	
	team leaders. We want less	
	CO2. What can YOU do?	
	Lesson 4:	
	Review previous class.	
	Observe the connection	
	achievable with the vocabulary and sentence structures of elementary	achievable with the vocabulary and sentence structures of elementary school level. CO2, we need more or less transportation? Bonus question for additional XP. We want less transportation, what can YOU do? Lesson 3: Review previous class. Observe the connection between waste and climate change. Put in order from most CO2 to least: Reducing, reusing, recycling and garbage. Team based questions led by team leaders. We want less CO2. What can YOU do? Lesson 4: Review previous class.

	between energy and climate	
	change. Introduce clean	
	energy (solar/wind).	
	2. If we want less CO2, what do	
	we need more/less of?	
	3. Students will write their	
	concerns about climate change	
	on their word banks. When	
	they finish, they will show	
	their team leader and practice	
	with an assigned partner.	
	Lesson 5:	
	1. Explain the procedure for the	
	day's evaluation.	
	2. Practice sharing concerns with	
	an assigned partner.	
	3. Students will share their	
	concerns (1-on-1) outside the	
	class. When they finish, they	
	can complete a word search	
	activity.	
1 1		

数與批決	學習重點 大學期程 大學期程			· 		單元名稱與活動內容 Name of the Unit and	節數	評量方式
秋子州生		君表現		图内容		Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents				
	綜	3d-III-1 實踐環境友善行	綜	Cd-III-2 人類對環境及	<u>Ur</u>	nit 2: Love Our Planet:	9	Formative
	合	動,珍惜 生態資源與環境。	合	生態資源的影響。	<u>Oı</u>	ır Smart City		during the
		Implement environmentally		Human's impact on				production
		friendly actions. Value		environmental and	Le	sson 1:		activity.
		ecological resources and the		ecological resources.	1.	Give word banks and		
		environment.				read together. Define a		Formative
	英	◎1-III-6 能聽懂課堂中所學	英	◎Ac-III-3 簡易的生活		smart city, innovative		during the
第六週	語	的字詞。 Can comprehend	語	用語。 Simple everyday		and green.		discussion.
~		words learned in class.		expressions.	2.	Show pictures with one		
第十四週		◎1-III-9 能聽懂簡易句型的		◎Ac-III-4 國小階段所		example being green and		Formative
		句子。 Can		學字詞(能聽、讀、說		one not and students will		during the ARG
Week 6		comprehend sentences of		300 字詞,其中必須拼		identify which is which		puzzle.
~		simple structures.		寫 180 字詞)。		using the word banks. Do		
Week 14		◎2-III-2 能說出課堂中所學		Vocabulary of		the same but with the		Formative
		的字詞。 Can say the words		elementary level. (Can		word innovative.		during the
		learned in class.		recognize 300 words in	3.	Students will get into		production
		2-III-7 能作簡易的回答和描		speech and writing and		their XP teams and create		activity with
		述。 Can respond and		use them in speech; Can		a list of 5 things that are		the
		describe in simple English.		spell 180 words.)		green and then 5 things		whiteboards.
						that are innovative.		

◎3-III-1 能辨識課堂中所學	B-III-2 國小階段所學	Lesson 2:	Formative
的字詞。 Can recognize the	字詞及句型的生活溝	Introduce different forms	during the
words learned in class.	通。	of energy (Coal, nuclear,	production
	Everyday	wind and solar) and how	activity and exit
	communication	to evaluate them (Clean,	question.
	achievable with the	capacity, cost).	
	vocabulary and sentence	2. Show an energy form	Summative
	structures of elementary	and have the students	assessment
	school level.	give it a score. Then	during the
		show them what you	smart city
		think it is and why.	presentations.
		3. Students will discuss	
		which form of energy is	
		the best and make a	
		sentence. Then they will	
		get into their teams and	
		choose an energy form	
		for their future smart	
		city.	
		Lesson 3:	
		Introduce different	
		forms of transportation	
		(Airplane, boat, car,	
		scooter, MRT and bike)	
		and how to evaluate	

 <u> </u>		
	them (Clean, capacity,	
	cost).	
	2. Show an energy form	
	and have the students	
	give it a score. Then	
	show them what you	
	think it is and why.	
	3. Students will see two	
	forms of transportation.	
	For lower CO2	
	emissions they will have	
	to choose one to be more	
	of and one to be less of.	
	Second activity. Rate the	
	transportation and put	
	them in order of CO2	
	emissions from low to	
	high.	
	Lesson 4:	
	1. Discuss waste and CO2	
	and different way to	
	reduce CO2 emissions.	
	2. Students will see slides	
	with options. Team	

leaders will ask their team members to choose. For example: more smart bins for our waste will make more or less CO2. 3. Question: Why do we want less waste. Students can use their word banks to answer and explain why.
 Lesson 5: Show what kinds of technologies a smart city has. Students can fill in the blanks during the presentation. AI ARG interrupts class. Students need to find the message and decode it to answer the questions. Lesson 6:

1. Show what kinds of
laws a smart city has.
2. Students can fill in the
blanks during the
presentation and discuss
what possible fines can
be placed.
3. Students will get into
their XP teams and write
on their whiteboards.
They will make a law
using their word banks
and what fine will be in
place if it's not
followed.
Lesson 7:
1. Hand out smart city plan
worksheets. And explain
how to fill out.
2. During the worksheet
explanation, students
will give examples of
what they can write.

	3. Students will get into	
	their XP teams and fill	
	out the worksheet. Team	
	leaders will erase the	
	numbers of students	
	who finished off the	
	board.	
	Lesson 8:	
	1. Explain the day's	
	agenda and goals.	
	2. While explaining the	
	presentation portion,	
	students can give	
	examples of what they	
	can say.	
	3. Students will get into	
	their XP teams, finish	
	their smart city model,	
	and practice their	
	speaking roles together.	
	Lesson 9:	
	1. Explain the day's	
	agenda and goals.	

2	. Give time to put any
2.	
	final touches on their
	model and practice their
	speaking roles.
3.	. Students set up their
	smart cities at a station.
	The teacher will go to
	each station and students
	will share what they
	created. Students will
	rotate and see what other
	teams made. Teacher
	will also go around and
	interact with students

6th Grade Semester One 六年級上學期教學進度大綱

	學習重點 Learning Focuses					單元名稱與活動內容	節數	評量方式
教學期程	學習	P表現		學習內容		和L在研究/在動門各 Name of the Unit and Activities	RIJ 要X Periods	計里刀式 Assessment
		rning Performance		rning Contents				
	綜	3d-III-1 實踐環境友善	綜	Cd-III-2 人類對環境及	<u>Un</u>	it 1: Love Our Planet: Climate	5	Formative
	合	行動,珍惜生態資源與	合	生態資源的影響。	<u>Ch</u>	ange		during the
		環境。 Implement		Human's impact on				discussion.
		environmentally friendly		environmental and	Le	sson 1:		
		actions. Value ecological		ecological resources.	1.	Introduce CO2 and climate		Formative
\$ \$ 1H		resources and the				change and observe its effects.		during the
第一週		environment.			2.	Students will see an action or		production
次7-7 田 ~	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活		activity and rate it for its		and wrap-up
第六週	語	所學的字詞。Can	語	用語。 Simple		contribution of CO2.		questions.
		comprehend words		everyday expressions.				Summative
Week 1		learned in class.		◎Ac-III-4 國小階段所	Le	sson 2:		assessment
~		◎1-III-9 能聽懂簡易句		學字詞(能聽、讀、說	1.	Observe the connection between		during the 1-
Week 6		型的句子。 Can		300 字詞,其中必須拼		transportation and climate		on-1
		comprehend sentences of		寫 180 字詞)。		change.		
		simple structures.		Vocabulary of	2.	Put modes of transportation in		
		◎2-III-2 能說出課堂中		elementary level. (Can		order from most CO2 emissions		
		所學的字詞。 Can say		recognize 300 words in		to least.		
		the words learned in		speech and writing, and	3.	Team based questions led by		
		class.				team leaders.		

1		
use them in speech;		
Can spell 180 words.)	Lesson 3:	
	Observe the connection between	
	waste and climate change.	
	2. Put in order from most CO2 to	
	least: Reducing, reusing,	
	recycling and garbage.	
	3. Team based questions led by	
	team leaders.	
	Lesson 4:	
	1. Observe the connection between	
	energy and climate change.	
	Introduce clean energy	
	(solar/wind).	
	2. Students will write their	
	concerns about climate change	
	on their word banks. When they	
	finish, they will show their team	
	leader and practice with an	
	assigned partner.	
	Lesson 5:	
	1. Practice sharing concerns with	
	an assigned partner.	
		Can spell 180 words.) Lesson 3: 1. Observe the connection between waste and climate change. 2. Put in order from most CO2 to least: Reducing, reusing, recycling and garbage. 3. Team based questions led by team leaders. Lesson 4: 1. Observe the connection between energy and climate change. Introduce clean energy (solar/wind). 2. Students will write their concerns about climate change on their word banks. When they finish, they will show their team leader and practice with an assigned partner. Lesson 5: 1. Practice sharing concerns with

	2. Students will share their concerns (1-on-1) outside the class. When they finish, they can complete a word search activity.	

		學習	重點				
李什麼紅廿日子口	Learning Focuses			單元名稱與活動內容	節數	評量方式	
教学别任	教學期程學習表現		學習	望 內容	Name of the Unit and Activities	Periods	Assessment
Learning Performance Learning Contents							
第七週	綜	3d-III-1 實踐環境友善	綜	Cd-III-2 人類對環境及	Unit 2: Love Our Planet: Our	9	Formative
~	合	行動,珍惜生態資源與	合	生態資源的影響。	Smart City		during the
第十七週		環境。 Implement		Human's impact on			production
		environmentally friendly		environmental and	Lesson 1:		activity
		actions. Value ecological		ecological resources.	1. Give word banks and read		
Week 7		resources and the			together. Define a smart city,		
~		environment.			innovative and green.		

		T.	ı	ı		<u> </u>	
Week 17	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活	2.	Show pictures with one	Formative
	語	所學的字詞。 Can	語	用語。 Simple		example being green and one	during the
		comprehend words		everyday expressions.		not and students will identify	discussion.
		learned in class.		◎Ac-III-4 國小階段所		which is which using the word	
		◎1-III-9 能聽懂簡易句		學字詞(能聽、讀、說		banks.	Formative
		型的句子。 Students		300 字詞,其中必須拼	3.	Students will get into their XP	during the ARG
		can listen to the		寫 180 字詞)。		teams and create a list of 5	puzzle.
		sentences they learned in		Vocabulary of		things that are green and then 5	
		class.		elementary level. (Can		things that are innovative.	Formative
		◎2-III-2 能說出課堂中		recognize 300 words in			during the
		所學的字詞。 Can say		speech and writing, and	Le	esson 2:	production
		the words learned in		use them in speech;	1.	Introduce different forms of	activity with
		class.		Can spell 180 words.)		energy (coal, nuclear, wind	the
		2-III-7 能作簡易的回答				and solar) and how to evaluate	whiteboards.
		和描述。 Can respond				them (clean, capacity, cost).	
		and describe in simple			2.	Show an energy form and have	Formative
		English.				the students give it a score.	during the
		◎3-III-1 能辨識課堂中				Then show them what you	production
		所學的字詞。 Can				think it is and why.	activity and exit
		recognize the words			3.	Students will discuss which	question.
		learned in class.				form of energy is the best and	
						make a sentence. then they will	Summative
						get into their teams and choose	assessment
						an energy form for their future	during the
						smart city.	

	smart city
Lesson 3:	presentations.
1. Introduce different forms of	
transportation (airplane, boat,	
car, scooter, MRT and bike)	
and how to evaluate them	
(clean, capacity, cost).	
2. Show an energy form and	
have the students give it a	
score. Then show them what	
you think it is and why.	
3. Students will see two forms of	
transportation. For lower CO2	
emissions they will have to	
choose one to be more of and	
one to be less of. Second	
activity. Rate the	
transportation and put them in	
order of CO2 emissions from	
low to high.	
Lesson 4:	
1. Discuss waste and CO2 and	
different way to reduce CO2	
emissions.	

 Students will see slides with options. Team leaders will ask their team members to choose. For example: more smart bins for our waste will make more or less CO2. Question: Why do we want less waste? Students can use
their word banks to answer and explain why. Lesson 5: 1. Show what kinds of
technologies a smart city has. 2. Students can fill in the blanks during the presentation. 3. AI ARG interrupts class. Students need to find the message and decode it to answer the questions.
Lesson 6: 1. Show what kinds of laws a smart city has.

 Students can fill in the blanks during the presentation and discuss what possible fines can be placed. Students will get into their XP teams and write on their whiteboards. They will make a law using their word banks and what fine will be in place if it's not followed.
 Lesson 7: During the worksheet explanation, students will give examples of what they can write. Students will get into their XP teams and fill out the worksheet. Team leaders will erase the numbers of students who finished off the board.
Lesson 8: 1. Explain the day's agenda and goals.

 While explaining the presentation portion, students can give examples of what they can say. Students will get into their XP teams, finish their smart city model and practice their speaking roles together.
 Give time to put any final touches on their model and practice their speaking roles. Students will come on stage and share their smart city and what they contributed to it. After they share, students can come to the front in rows and take a closer look.

6th Grade Semester Two 六年級下學期教學進度大綱

教學期程		學社 Learnin	図重照 Ig Fo	單元名稱與活動內容 Name of the Unit and		節數	評量方式	
₹Х -У-Ж Л土	學習	表現	學習	對內容		Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents	Activities			
	綜	3d-III-1 實踐環境友善	綜	Cd-III-2 人類對環境及生	<u>Un</u>	it 1: Love Our Planet:	5	Formative
	合	行動,珍惜生態資源與	合	態資源的影響。	<u>Cli</u>	imate Change 2		during the
		環境。 Implement		Human's impact on				production
		environmentally		environmental and	Le	sson 1:		phase and
		friendly actions. Value		ecological resources.	1.	Students will guess the		students rate
فنقد المحاد		ecological resources and				answer for how much CO2		the energy.
第一週		the environment.				does the average person in		Formative
~	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活用		Taiwan put into the year in		assessment in
第六週	語	所學的字詞。Can	語	語。 Simple everyday		one year.		the graphing
		comprehend words		expressions.	2.	Students will see an energy		and findings
Week 1		learned in class.		◎Ac-III-4 國小階段所學		example or consumer		report.
~		◎1-III-9 能聽懂簡易句		字詞(能聽、讀、說 300		choice and a rating system.		Formative
Week 6		型的句子。 Can		字詞,其中必須拼寫 180		Students will stand up and		during the
VV CCII O		comprehend sentences		字詞)。 Vocabulary of		sit down to reflect their		sharing of
		of simple structures.		elementary level. (Can		rating.		hypothesis.
		◎2-III-2 能說出課堂中		recognize 300 words in				Formative
		所學的字詞。 Can say		speech and writing, and				assessment
		the words learned in		use them in speech; Can				during the
		class.		spell 180 words.)	+			

2-III-7 能作簡易的回答	Lesson 2:	practice
和描述。 Can respond	1. What is population?	questions.
and describe in simple	Introduce graphs and how	Summative
English.	to use them.	assessment
◎3-III-1 能辨識課堂中	2. As a class, graph the rise in	during the
所學的字詞。 Can	population in Canada from	experiment
recognize the words	1980-2020. Done through	reporting.
learned in class.	PPT.	
	3. Students graph a different	
	country's population from	
	1960-2020 (12 different	
	countries, each student will	
	get one.) Students will then	
	report their findings and	
	analyze the results by	
	answering some questions	
	together as a class.	
	Lesson 3:	
	1. Show data and graphs,	
	students will see how	
	global populations, CO2	
	emissions have been rising	
	for over 100 years.	
	2. Students will get into their	
	XP teams and make a	

	hypothesis on what will
	happen to glaciers and
	rising sea levels from the
	rise in CO2.
	3. Students will share their
	hypothesis as a class.
	Lesson 4:
	1. Explain how the sea level
	experiment will work and
	the steps they will do
	today. Make a flat country
	in the container and add
	places using push pins.
	2. The students will create
	their experiments and
	conduct the experiment
	during the next class and
	measure the changes for
	homework.
	Lesson 5:
	1. Students take out their
	rubrics and are explained
	how to report their findings
	to the teacher and the
	language options.
	language options.

	2. Depending on their	
	language choice, students	
	will report to one teacher.	
	If a student chooses to	
	report in Chinese, they can	
	tell the teacher what	
	English words they learned	
	this unit. When they finish	
	reporting, they can	
	complete a word search	
	activity.	

教學期程		學社 Learnin	了重黑 Ig Fo	-		單元名稱與活動內容 Name of the Unit and	節數	評量方式
教学 别性	學習	表現	學習	學習內容		Activities	Periods	Assessment
	Learning Performance		Lea	Learning Contents		Activities		
	綜	3d-III-1 實踐環境友善	綜	Cd-III-2 人類對環境及生	<u>Ur</u>	nit 2: Love Our Planet:	5	Formative during
	合	行動,珍惜生態資源與	合	態資源的影響。	<u>Oı</u>	ir Smart City 2		the wrap and
		環境。 Implement		Human's impact on				when students
		environmentally		environmental and	Le	esson 1:		can share what
		friendly actions. Value		ecological resources.	1.	Give out new word banks		they learned.
		ecological resources and				and read as a class.		
AX 1 7 H		the environment.			2.	Open discussion: Is New		Formative during
第七週	英	◎1-III-6 能聽懂課堂中	英	◎Ac-III-3 簡易的生活用		Taipei a smart city? Is it		the production
公 [一 7 田	語	所學的字詞。Can	語	語。 Simple everyday		green? Is it innovative?		phase on why
第十二週		comprehend words		expressions.		Students can use the		energy and
		learned in class.		◎Ac-III-4 國小階段所學		language prompt and use		transportation is
Week 7		◎1-III-9 能聽懂簡易句		字詞(能聽、讀、說 300		their word banks.		important.
~		型的句子。 Can		字詞,其中必須拼寫 180	3.	Students get into their XP		
Week 12		comprehend sentences		字詞)。 Vocabulary of		teams and choose roles.		Formative during
		of simple structures.		elementary level. (Can		Then create a city flag.		the production
		◎2-III-2 能說出課堂中		recognize 300 words in				phase on why
		所學的字詞。 Can say		speech and writing, and	Le	esson 2:		waste and
		the words learned in		use them in speech; Can	1.	Presentation on the roles		technology is
		class.		spell 180 words.)		and responsibilities of		important.
		2-III-7 能作簡易的回				minister of energy and		
		答和描述。 Can				transportation.		

respond and describe in	2. Do we use renewable	Formative during
simple English.	energy in Taiwan? How	the production
◎3-III-1 能辨識課堂中	much air pollution do we	phase on why
所學的字詞。 Can	have? Look and data and	green laws are
recognize the words	discuss. Do we have safe	important.
learned in class.	transportation in Taiwan?	Summative
	Look at accident data and	assessment during
	discuss.	the smart city
	3. Students will get into	challenge.
	their groups and write on	
	their whiteboards. Why is	
	energy important? Why is	
	transportation important?	
	Lesson 3:	
	1. Presentation on the roles	
	and responsibilities of	
	minister of waste and	
	technology.	
	2. Do we recycle more and	
	make less garbage in	
	Taiwan? Look at data and	
	discuss. Is Taiwan	
	innovative? Look at data	
	and discuss.	

3. Students will get into
their groups and write on
their whiteboards. Why is
waste management
important? Why is
technology important?
Lesson 4:
1. Presentation on the roles
and responsibilities of a
mayor.
2. Is Taiwan green? Look at
data and discuss.
3. Students will get into
their groups and write on
their whiteboards. Why
are green laws important?
Show XP challenge
worksheet for next class
and explain.
Lesson 5:
1. Review the rules of the
challenge one last time.
The goal is for each

minister to decide what
they will add to their
smart city with the goal of
making it green,
innovative and making its
people happy.
2. Students will get into
their teams and read the
game sheet one more
time. If they don't have
questions, the challenge
will begin.
3. Smart City challenge.

二、 方案二課程大綱

1st Grade Semester One 一年級上學期教學進度大綱

		學習	重點				
教學期程		Learning	Focu	uses	單元名稱與活動內容	節數	評量方式
秋字知住	學習表現		學習	內容	Name of the Unit and Activities	Periods	Assessment
	Lear	rning Performance	Learning Contents				
	生	2-I-4 Be able to	生	Ac-I-1 Simple	Unit 1 My School	7	課堂問答
	活	apply easy	活	classroom	Lesson 1:		參與度評
		classroom English	sh instructions.	Read a picture book and explore your feelings		量	
		2-I-5 Be able to			and emotions about starting school for the first		口頭評量
Week				Ac-I-2 Simple	time.		觀察評量
1-7		apply easy daily English.		everyday			
		Engusii.		expressions.	Lesson 2:		
					Learn to greet teachers and classmates in		
					English and learn to say grace before lunch.		

英	2-I-4 Be able to	英	E-I-2 Put the norms	
語	apply easy	語	of life into practice.	Lesson 3:
田田		口口	of the into practice.	
	classroom English			Learn about the daily routines of elementary
	2-I-5 Be able to			school and be able to say goodbye in English
	apply easy daily			at the end of each school day.
	English.			
	Liigiisii.			Lesson 4:
				Introduce oneself to classmates and share one's
				favorite people, things, and activities.
				Lesson 5: Methods and etiquette of making
				friends, being able to talk about activities one
				likes to do with friends.
				Lesson 6: Discuss what behaviors make a
				caring friend. After group discussions, the
				answers will be cut out, pasted, and
				categorized.
				Lesson 7:
				Divide the students into random groups to
				discuss what similar interests they share with
				their friends.

教學期程		學習重 Learning Fo	-	s	單元名稱與活動內容	節數	評量方式
秋学 别住	學習表現		學習	图内容	Name of the Unit and Activities	Periods	Assessment
	Lear	rning Performance	Lea	rning Contents			
	生	生活	生	C-I-1 Exploring the	<u>Unit 2 Halloween</u>	2	課堂問答
	活	3-I-3 Experience the	活	characteristics and			參與度評
		pleasure of learning and		phenomena of things	Halloween is approaching. This course		量
		the sense of achievement			leads children to understand and		口頭評量
		and take the initiative to			experience Western festivals, learning to		觀察評量
		learn new things.			respect different beliefs and cultures, and		
	英	英語	英	⊚Ac-I-2 Simple	learning English in a joyful and fun		
	語	©2-II-3 Can say the	語	everyday	atmosphere.		
Week		words learned in class.					
8-9		©2-II-5 Can use simple			Lesson 1:		
		everyday expressions.			1. Warm up: Halloween Song		
					2. Halloween Bingo Game.		
					3. Pin the nose on the pumpkin.		
					Lesson 2:		
					1. Warm up: Halloween Song		
					2. Make a monster bookmark.		

数學期程	Learning Performance		望 内容	單元名稱與活動內容	節數	評量方式
7久一子为17王			arning Contents	Name of the Unit and Activities	Periods	Assessment
教學期程 Week 10-17		I				

Lesson 4: Discussion on organizing school supplies.
Lesson 5: Learning to use and care for classroom property properly.
Lesson 6: Sharing one item from their backpack or classroom and their storage method. Write down and memorize their dialogue.
Lesson 7: Sharing one item from their backpack or classroom and their storage method. Practice their dialogue using the tablet screen reading function.
Lesson 8: Sharing one item from their backpack or classroom and their storage method. Record and upload the sharing using tablets and provide feedback.

	學習	重點					
教學期程	Lea	Learning Focuses			單元名稱與活動內容	節數	評量方式
教字别任	學習	君表現	學習內容		Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Learning Contents				
	生	3-I-3	生	C-I-1 Exploring the	<u>Unit 4 Christmas</u>	3	課堂問答
	活	Experience the pleasure	活	characteristics and			參與度評
		of learning and the sense		phenomena of	Christmas is approaching. This course leads		量
		of achievement and take		things.	children to understand and experience		口頭評量
		the initiative to learn			Western festival culture, learning to respect		觀察評量
		new things.			different beliefs and cultures, and learning		
Week					English in a joyful and fun atmosphere.		
18-20		4-I-1			Lesson 1: Sensing the change of seasons and		
		Use various kinds of			weather, getting to know the origin and		
		means, media, and			carols of the Western festival Christmas.		
		materials in life for					
		performance and			Lesson 2: Santa Claus lives at the North		
		creation and evoke rich			Pole, where there is a group of Inuit people		
		imagination.			who live in igloos. This class leads children		

英	⊚2-II-3 Can say the	英	⊚Ac-I-2 Simple	to understand the different ways of life of
語	words learned in class.	語	everyday	people living in different places around the
	⊚2-II-4 Can use		expressions.	world. They will also listen to the story
	simple classroom			"Curious George Builds An Igloo."
	English.			Lesson 3: Children will build their own
	©2-II-5 Can use			igloos using clay, which they can take home
	simple everyday			as toys for playing house.
	expressions.			

1st Grade Semester two 一年級下學期教學進度大綱

		學習重	шП			tota da t	X
教學期程		Learning F			單元名稱與活動內容	節數	評量方式
	學習表現		學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents			
	生活	2-I-2 Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes.	生活	C-I-1 Exploring the characteristics and phenomena of things.	Unit 1: Back to School Lesson One: Watch a short film and express feelings and emotions about returning to school after the holiday. Lesson Two: What school supplies should we prepare? Explain in English what items you have prepared in your backpack.	5	課堂問答 參與度評 量 □頭評量 觀察評量
Week 1-5	英語	 ◎2-II-3 Can say the words learned in class. ◎2-II-4 Can use simple classroom English. ◎2-II-5 Can use simple everyday expressions. 	英語	○Ac-I-2 Simple classroom instructions.○Ac-II-2 Simple everyday expressions.	Lesson Three: Use a tablet to introduce your school supplies to the whole class, explaining what items you have prepared. Lesson Four: Continue the tasks from the previous week's lesson and assist classmates in completing the video recording mission.		

	Lesson Five: Explain your method of organizing and storing items.	

		學習重點					
教學期程		Learning Focus	es		單元名稱與活動內容	節數	評量方式
秋字别任	學習	表現	學習	引內容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents			
	生	生活	生	生活	Unit 2 Beautiful Spring	7	課堂問答
	活	2-I-2 Observe the changes in	活	A-I-2 Observing			參與度評
Week		people, things, and		the changes of	Lesson One: Easter is a spring festival.		量
6-12		environments and be aware of		things	Easter this year falls on 4/9. Understand		口頭評量
		the possible factors that cause			the origin of Easter and related activities.		觀察評量
		the changes.			<u> </u>		

. 1	1	1		<u> </u>
英語	英	英語	Lesson Two: Listen to seasonal songs.	
悟 ◎2-II-3 Can say the	words 語	⊙Ac-I-2 Simple	Discuss the changes of seasons and your	
learned in class.		classroom	observations from the lyrics.	
⊚2-II-4 Can use simp	ple	instructions.	Lesson Three: Read the picture book	
classroom English.		⊚Ac-II-2	"When Will It Be Spring?" together.	
©2-II-5 Can use simp	ple	Simple everyday	Discuss how the little bear in the story	
everyday expressions.		expressions.	discovers the arrival of spring through	
			certain signs. Sing "Spring Is Here."	
			Lesson Four: Discuss what flowers have	
			bloomed on the campus in spring.	
			Observe the new flowers and plants on the	
			campus.	
			Lesson Five: Learn vocabulary related to	
			spring birds and animals on the campus	
			and draw spring scenes.	
			Lesson Six: Students can articulate and	
			present common names of flowers, birds,	
			and natural	
			elements found on the campus in English.	
			Lesson Seven:	
			Students can use a nature checklist to	
			-	
	©2-II-3 Can say the value of learned in class. ©2-II-4 Can use simple classroom English. ©2-II-5 Can use simple classroom.	©2-II-3 Can say the words learned in class. ©2-II-4 Can use simple classroom English. ©2-II-5 Can use simple	②2-II-3 Can say the words learned in class.	②2-II-3 Can say the words learned in class. ③2-II-4 Can use simple classroom English. ③2-II-5 Can use simple everyday expressions. ③2-II-6 Can use simple everyday expressions. ③2-II-7 Can use simple everyday expressions. ③2-II-8 Can use simple everyday expressions. ③2-II-9 Can use simple everyday expressions. ③3-II-9 Can use simple everyday expressions. ③4-II-9 Can use simple everyday expressions. ①5-II-9 Can use simple eve

		discoveries with classmates when they return to the classroom.	

	學習	重點					
*/- 69 HU1D	Lear	Learning Focuses			單元名稱與活動內容	節數	評量方式
教學期程	學習表現		學習內容		Name of the Unit and Activities	Periods	Assessment
	Lear	ning Performance	Lea	rning Contents			
	生	生活	生	生活	Unit 3: Mother's Day	2	課堂問答
	活	2-I-2 Observe the changes in	活	C-I-1 Exploring the			參與度評
Week		people, things, and		characteristics and	Lesson One: Kids watch a		量
13-14		environments and be aware of		phenomena of things	short clip of a song called:		口頭評量
		the possible factors that cause			Hugs and Kisses. Kids listen		觀察評量
		the changes					

英	英語	英	英語	For several times and learn to
語	©2-II-3 Can say the words	語		sing it and memorize the
	learned in class.		everyday expressions.	lyrics.
	©2-II-4 Can use simple			
	classroom English.			Lesson Two: Students review
	©2-II-5 Can use simple			the song from last week and
	everyday expressions.			make a Mother's Day Card
				that shaped like a house with
				the song lyrics on it.

		重點				₹;\$~ ±\$s1.	74 E 77 _7
教學期程		<mark>rning Focuses</mark> 图表現	學習	<mark></mark> '内容	單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
		rning Performance	Learning Contents		Tune of the one and receives	remous	
Week 15-20	生活英語	生活 2-I-4 During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments. 英語 ②2-II-3 Can say the words learned in class. ③2-II-4 Can use simple classroom English. ③2-II-5 Can use simple everyday expressions.	生活英語	生活 A-I-2 Observing the changes of things 英語 ③Ac-I-2 Simple classroom instructions. ③Ac-II-2 Simple everyday expressions.	Lesson 1 - Introduction to Summer - Discuss seasons and introduce the concept of summer Lesson 2 - Weather in the Summer - Introduce the weather changes that occur in the summer season - Discuss what people can do to stay safe during a typhoon. Lesson 3 - Summer and Pests - Review information on summer season - Discuss different kinds of pests that are commonly found in the summer season - Discuss what diseases the pests can cause and what people do to keep away from them. Lesson 4 - Summer Holidays Around The World	6	課堂問答 量 回 觀察評量

	7 . 1 1100 . 1 111
	- Introduce different holidays
	people celebrate during summer
	- Talk about how people in different
	countries celebrate summer
	holidays.
	Lesson 5 - Summer Food
	- Discuss different summer foods
	that are commonly enjoyed, such as
	ice cream, shaped ice and
	watermelon.
	- Read a fun story from The
	Elephant And The Piggie Series
	that aims at sharing ice cream.
	Lesson 6 - Summer Activities
	- Discuss different summer
	activities such as going to the
	beach, camping, hiking, etc.
	- Introduce summer safety and rules
	for outdoor and water
	activitiesLesson 3: Children will
	build their own igloos using clay,
	which they can take home as toys
	for playing house.

2nd Grade Semester One 二年級上學期教學進度大綱

		學習	重點				
教學期程		Learning	Focus	ses	單元名稱與活動內容	節數	評量方式
秋字 州任	學習	图表現	學習	內容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents			
	生	4-I-1 Using different	生	B-I-2 Experience the	Unit 1 Beautiful Colors	12	課堂問答
	活	kinds of mediums and	活	beauty of the social			參與度評
		materials in life to create		environment.	Lesson 1: Warm-up Week		量
		with imagination.			與學生建立班級規定並介紹本學		口頭評量
Week				C-I-2 The usage of	期課程主題與內容。讓學生對本		觀察評量
1-6		5-I-2 Perceive the		mediums and symbols.	學期即將進行的活動有大方向的		
1-0		differences between			概念,並團討學生對本學期主題		
		people, things and			有興趣之處,並調查學生對於本		
		surroundings in life and			學期課程活動的想法。		
		establish the fundamental					
		aesthetic experience.					

英	I-I-3 Students can	英	Ac-I-1 Simple	Lance 2. Later description
			-	Lesson 2: Introduce Colors
語	<u> </u>	語	classroom language.	介紹生活中可見的顏色,介紹
	words in class.			color wheel 與 cool colors & warm
			Ae-I-2 Simple	colors 的概念。學生繪製自己的
	2-I-3 Students can say the		storybooks	color wheel °
	target words.			Target Words:
				Review color words: red/ orange/
	6-I-2 Students participate			yellow/ green/ blue/ purple
	in class activities.			New color words: white/ black/
				brown/ gray/ pink/ cool colors/ warm
				colors
				Lesson 3: Three Primary Colors
				複習上週 target words 與 cool
				colors & warm colors 概念。
				介紹三原色,並讓學生使用紅、
				黃、藍三色玻璃紙,動手體驗三
				原色混色出其他顏色。
				Lesson 4-5: Colorful Paper
				Weaving
				複習 target words 與 cool colors &
				warm colors 概念。
				Art Project: Paper Weaving

學生將自己動手剪裁各色紙長 條,並編織出一幅色彩豐富的作 品。
Lesson 6: Colors & Feelings & Culture
透過欣賞著名畫家的作品,引導 孩子思考並試著說出不同顏色所 帶給人的感受。
Fun facts:不同顏色對於不同國家的人有著不同的感受,介紹不同顏色在不同文化中的意涵與差異。
Target Words: happy/ sad/ angry/ scared/ calm/ love

		學習	丰點				
教學期程		Learning	Focu	ises	單元名稱與活動內容	節數	評量方式
秋字 州任	學習	君表現	學習	習内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents			
	生	2-I-1 Perceive the	生	A-I-2 Observation of the	Unit 2 My Feelings	4	課堂問答
Week	活	features of things and the	活	changes in things.B-I-1			參與度評
7-10		environment by using		Perception of the beauty	Lesson 1: Glad Monster, Sad Monster		量
7-10		senses to explore.		in nature.	複習 color and feeling words。		口頭評量
					<u> </u>		觀察評量

				a	
	6-I-5 Perceive the		B-I-1 Perception of the	Storytelling: The Color Monster	
	relation between people		beauty in nature.	學生製作情緒卡,提供不同的情	
	and the environment in			境,讓學生以情緒卡探索並發表遇	
	order to cherish the			到此情境時會產生什麼情緒。	
	resources, protect the			Lesson 2: Let's Be Mindful	
	environment and respect			(Be aware of your emotions)	
	all the living beings			遇到不好的情緒該怎麼辦呢?要	
	around the world			讓自己平靜下來你會做什麼事	
英	I-I-3 Students can	英	Ac-I-1 Simple classroom	呢?帶領學生辨識自己的情緒,一	
語	understand the target	語	language.	起進行靜觀活動,一起體驗靜心與	
	words in class.			正念。(mindfulness)	
			Ae-I-1 Simple songs and	11./0/ (111110101000)	
	2-I-3 Students can say the		chants.	Language 2. Late Malara Dainh	
	target words.			Lesson 3: Let's Make a Rainbow!	
				因應學生要求所增加的課程,透過	
	6-I-2 Students participate			實驗讓學生動手製作出彩虹,並介	
	in class activities.			紹彩虹形成的原理和要素。	
	AAA CARRIN BECKA TAKACUS				
				Lesson 4: Review	
				複習本單元的重點概念與字彙,並	
				完成 word buddy worksheet。	
				•	

教學期程		學習 』 Learning l		ses	單元名稱與活動內容	節數	評量方式
秋子州生	學習	習表現	學習	對內容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	arning Contents			
Week 11-16	生活	2-I-1 Perceive the features of things and the environment by using senses to explore. 6-I-5 Perceive the relation between people and the environment in order to cherish the resources, protect the environment and respect all the living beings around the world	生活	A-I-2 Observation of the changes in things.B-I-1 Perception of the beauty in nature. B-I-1 Perception of the beauty in nature.	Lesson 1: Oi, Get off our Train Storytelling: Oi, Get off our Train 藉由故事,討論為什麼這些動物要逃上 火車?是誰做了什麼事讓他們這麼難 過呢?由故事延伸到人類如何不正當 地對待這些對物?我們能做什麼保護 這些動物並改善牠們的生活環境呢? elephant (tusks)/ seal (ocean pollution)/ crane (habitat destruction)/ polar bear (fur)	8	課堂問答 參與度評 量 □頭評量 觀察評量

英	I-I-3 Students can	英	Ac-I-1 Simple		
			•	Losson 2.3. Endangered Animals in	
中口		PD	classi oom language.	_	
	words in class.		A T40' I		
			-		
	l		and chants.	呢?為什麼這些動物數量會越來越稀	
	the target words.			少呢?我們能做什麼去保護牠們?	
				介紹六種台灣瀕危動物:Formosan	
	6-I-2 Students			Black Bear/ Formosan Clouded Leopard/	
	participate in class			Formosan Fruit Bat/ Eurasian	
	activities.			Otter/ Leopard Cat/ Snow Crane	
				每組各選一種動物並完成 task poster,	
				並練習兩週後的上台發表。	
				Task 1: Say the name of the animal.	
				Task 2: Tell how it looks.	
				Task 3: Please draw the animal.	
				Task 4: Guess how many we still have in	
				Taiwan now.	
				Task 5: Guess why they disappear?	
				Task 6: Ask a question about the animal.	
				Lesson 4: Group Presentation Time	
	へ語 ・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	 i語 understand the target words in class. 2-I-3 Students can say the target words. 6-I-2 Students participate in class 	語 understand the target words in class. 2-I-3 Students can say the target words. 6-I-2 Students participate in class	語 understand the target words in class. 2-I-3 Students can say the target words. 6-I-2 Students participate in class	語 understand the target words in class. Ae-I-1 Simple songs and chants. Ae-I-1 Simple songs and chants. E-I-2 Students participate in class activities. Classroom language. Ae-I-1 Simple songs and chants. Lesson 2-3: Endangered Animals in Taiwan 台灣有哪些已絕種/ 瀕臨絕種的動物 呢?為什麼這些動物數量會越來越稀 少呢?我們能做什麼去保護牠們? 介紹六種台灣瀕危動物: Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/ Eurasian Otter/ Leopard Cat/ Snow Crane 每組各選一種動物並完成 task poster,並練習兩週後的上台發表。 Task 1: Say the name of the animal. Task 2: Tell how it looks. Task 3: Please draw the animal. Task 4: Guess how many we still have in Taiwan now. Task 5: Guess why they disappear? Task 6: Ask a question about the animal.

Lesson 5: Facts About Endangered
Animals in Taiwan
介紹六種台灣瀕危動物:Formosan
Black Bear/ Formosan Clouded Leopard/
Formosan Fruit Bat/ Eurasian
Otter/ Leopard Cat/ Snow Crane 的特色
與習性,揭曉這些動物在台灣究竟剩下
幾隻,並讓學生了解這些動物數量越來
越少的原因。
Lesson 6: Endangered Animals
Around the World
除了台灣之外,全世界還有更多的物種
每天都逐漸因為人類的自私與貪念而
消失,介紹歷史上第一個因人類而滅絕
的物種 Dodo Bird ,還有 Lonesome
George, the last Pinta Island tortoise, The
last two Northern White Rhinos, Vaquita,
以喚起學生對瀕危物種的重視。

₩I. ÞÞ Ibri⊀Fi		學習重 Learning F	,,,,	s	單元名稱與活動內容	節數	評量方式
教學期程		引表現 rning Performance		内容 rning Contents	Name of the Unit and Activities	Periods	Assessment
Week 17-20	生活英語	2-I-1 Perceive the features of things and the environment by using senses to explore. 6-I-5 Perceive the relation between people and the environment in order to cherish the resources, protect the environment and respect all the living beings around the world I-I-3 Students can understand the target words in class.	生活英語	A-I-2 Observation of the changes in things.B-I-1 Perception of the beauty in nature. B-I-1 Perception of the beauty in nature. Ac-I-1 Simple classroom language.	Lesson 1: Reading the book "10 Things I Can Do to Help My World" will help you: Lesson 2: Learn about green lifestyle actions. Lesson 3: Understand methods for protecting the environment. Lesson 4: Learn how to properly recycle resources.	4	課堂問答 參與度評量 □頭評量 觀察評量
		target words. 6-I-2 Students participate in class activities.					

2nd Grade Semester Two 二年級下學期教學進度大綱

		學習					
教學期程		Learning	Focu	ses	單元名稱與活動內容	節數	評量方式
孙子为刊工	學習	習表現	學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lea	rning Contents			
	生	2-I-1	生	A-I-2 Observing the	Unit 1: Ants and Earth	6	課堂問答
	活	Explore people, things	活	changes of things			參與度評
		and environments in life		C-I-2 Making use of	Lesson 1:		量
		using sensory organs and		media characteristics	知道人類在生活中如何運用泥土		口頭評量
		perception and perceive		and symbolic	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		觀察評量
		the characteristics of		Representations	Lesson 2:		
Week		things and environments.					
1-6		4-I-1			1.認識土壤的來源及組成		
		Use various kinds of			2.知道居住在土壤的生物		
		means, media, and					
		materials in life for			Lesson 3:		
		performance and			聆聽同學的土壤重要性簡報並給予		
		creation and evoke rich			回饋。		
		imagination.			認識定錨圖		

英	English	英	Ac-I-1 Simple		
語	Ac-I-1 Simple classroom	語	classroom language.	Lesson 4:	
	language			閱讀繪本:One hundred hungry ant	
	Ae-I-2 Simple storybooks		Ae-I-2 Simple		
			storybooks	Lesson 5:	
				觀察及認識土壤中的生物-螞蟻	
				Lesson 6:	
				透過閱讀英文讀本認識蟻群及螞蟻	
				的分工合作	

		學習	重點				
教學期程		Learnin	g Focu	ises	單元名稱與活動內容	節數	評量方式
秋字别性	學習	表現	學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lear	ning Contents			
Week 7-14	生 活	2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments.	生活	A-I-2 Observing the changes of things C-I-2 Making use of media characteristics and symbolic Representations	Unit 2 My Feelings Lesson 1: 辨識種子的外形 Lesson 2: 認識種子傳播(seed dispersal)的方式 Lesson 3: 透過閱讀英文繪本 Seeds Move,認識種子傳播(seed dispersal)的方式	4	課堂問答 參與度評 量 口頭評量 觀察評量
		4-I-1			HJ/J 124		

英語	Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination. English Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks	五	Ac-I-1 Simple classroom language. Ae-I-1 Simple songs and chants.	Lesson 4: 認識植物成長的過程 閱讀英語讀本: A Seed Grows Lesson 5-6: 認識校園及生活中常見 的花 Lesson 7-8: 運用花朵、表情符號及 文字書寫創作母親節卡片			
----	--	----------	--	--	--	--	--

		學習	図重點				
教學期程		Learnin	g Foc	uses	單元名稱與活動內容	節數	評量方式
秋字 州任	學習	表現	學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lear	ning Contents			
	生	2-I-1	生	A-I-2 Observing the	<u>Unit 3 Water</u>	6	課堂問答
Week	活	Explore people, things	活	changes of things			參與度評
15-20		and environments in life		C-I-1 Exploring the	Lesson 1: 認識水的三態和蒸發現象		量
15-20		using sensory organs and		characteristics and			口頭評量
		perception and perceive		phenomena of things			觀察評量

英語	
----	--

Grade 3 Semester One 三年級上學期教學進度大綱

		學習	黑重質	<u> </u>			
教學期程	Learnin		ig Focuses		單元名稱與活動內容	節數	評量方式
7人子为71主	學習	表現	學習	內容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Learning Contents				
	綜	3a-II-1 覺察生活中	綜	Ca-II-1 生活周遭潛	Unit 1 Our Promise 大家來約定	7	課堂問答
	合	潛藏危機的情境,	合	藏危機的情境。			觀察評量
	活	提出並演練減低或	活	Potentially dangerous	Lesson 1: The Concept of Rules		參與度評量
	動	避免危險的方法。	動	scenarios in life.	以圖片情境引起動機,邀請全班討論		
		Observe potentially			思考:如果學校沒有任何規定會是什		形成性評量:
		dangerous scenarios			麼樣子?你會有什麼樣的感覺?如果		1. Individual
		in life. Propose and			一個班級都沒有規則會是什麼樣子?		worksheet
Week 2		practice methods to			並引導學生去思考"Why do we need		2. Group
第二週		reduce or avoid			rules?"		presentation
~		risks.					總結性評量:
Week 9	英	1-II-7 能聽懂課堂	英	Ac-II-2 簡易的生活	Lesson 2: Dos and Don'ts (individual)		Group & whole-
第九週	語	中所學的字詞。	語	用語。	提供學生一些課堂上的行為範例,讓		class poster
		Can comprehend		Simple everyday	學生判斷是 dos or don'ts,全班活動結		making project
		words learned in		expressions.	束後進入個人思考環節,每位學生使		
		class.		B-II-1 第二學習階段	用中文或英文列出課堂上的 dos and		
		2-II-3 能說出課堂		所學字詞及句型的生	don'ts (worksheet)。		
		中所學的字詞。		活溝通。			
		Can say the words		Everyday			
		learned in class.		communication			

3-II-2 能辨識課堂	achievable with the	Lesson 3: Dos and Don'ts to Class	
中所學的字詞。	vocabulary and	Promise (work in group)	
Can recognize the	sentence structures of	學生進入小組分享彼此的 dos and	
words learned in	Stage II.	don'ts,討論並整理出小組一致認同的	
class.		課堂規則,並以中英雙語的海報呈現。	
4-II-3 能臨摹抄寫			
課堂中所學的字		Lesson 4: Positive Language (work in	
詞。		group)	
Can trace the words		提供幾組使用「正向語言」與「負向	
learned in class.		語言」的對比情境,讓學生去思考感	
		受「你希望他人用哪一種方式對你說	
		話?」、「positive 和 negative language	
		帶給你什麼感覺?」,引導學生發現	
		語言的力量,並鼓勵小組重新討論,	
		使用 positive words 呈現課 Class	
		Promise	
		Lesson 5: Group Presentation & Class	
		Promise Voting	
		每組至臺前分享小組討論結果,全班	
		投票選出大家覺得最符應班級的	
		Class Promise •	
		Lesson 6: Poster Making	

每組分工合作製作出全開的 Class Promise poster,一組負責製作一條規則,並以中英與插圖呈現。
Lesson 7: Poster Making 將每組的製作成果合併,每位學生也 會製作一個小東西代表自己,裝飾在 poster 上,代表同意並簽署 Class Promise,完成後將最終成品貼於班級 牆面。

		學	習重				
教學期		Learn	ing F	ocuses	單元名稱與活動內容	節數	評量方式
程	學習	望表 現	學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lear	rning Contents			
	綜	2a-II-1 覺察自己的	綜	Ba-II-1 自我表達的適切	Unit 2 Welcoming Guests	10	課堂問答
	合	人際溝通方式,展	合	性。	邀請與拜訪		觀察評量
Week 10	活	現合宜的互動與溝	活	Appropriateness of self-			參與度評量
第十週	動	通態度和技巧。	動	expression.	Lesson 1: Sharing Experiences		
~		Observe one's own		Ba-II-2 與家人、同儕及	邀請學生說說看自己有沒有邀請別人		形成性評量:
Week 20		interpersonal		師長的互動。	參與活動的經驗。帶領學生思考邀請		1. Group
第二十		communication		Interaction with family,	別人有哪些不同的方式,這些方式有		worksheet
週		method. Display		peers, and teachers.	什麼差異呢?		2. Group
		suitable interactions,		Ba-II-3 人際溝通的態度			presentation
		as well		與技巧。			總結性評量:

	communication attitudes and skills.		Interpersonal communication attitudes and skills	全班討論若我們班要舉辦一個活動, 用哪種方式比較適合?這些不同的邀 請方式中有哪些共同的必要資訊。 介紹這個單元的目標:Make a party	whole-class project
英語		英 語	Ac-II-2 簡易的生活用語。 Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of Stage II.	Lesson 2: What's a party! 邀請學生分享自己參加派對的經驗,老師也分享自己曾參加派對的經驗。邀請學生分享曾經看過或聽過什麼樣的 party?我們有哪些不同的派對? 引導學生討論並思考舉辦一個 party需要那些元素。 Lesson 3: How to plan a party? 將 party 規畫劃分成 before a party, during a party, after a party,從這三個面向切入,引導學生去思考如何規劃一個完善的 party。 Lesson 4: Let's experience some cool party games! 介紹派對中的遊戲與活動,帶出 party plan 需要涵蓋那些要素,並選擇一至	

	兩個 party games 讓學生遊玩體驗有趣的派對文化。	
	口3/K美) 又1L。	
	Lesson 5: Make a Party Plan (1)	
	小組依據 party plan 的要素細項去討	
	論、規劃一場派對,並完成 Our Party Plan worksheet。	
	Pian worksneet °	
	Lesson 6: Make a Party Plan (2)	
	小組依據 party plan 的要素細項去討	
	論、規劃一場派對,並完成 Our Party	
	Plan worksheet •	
	Lesson 7: Group Presentation and Voting	
	小組依據老師提供的 sentence helpers	
	練習,並上台介紹小組共同討論出的	
	party plan。待全部組別發表完後,全班	
	票選出最棒的 party plan。	
	Lesson 8: Get ready for the party	
	依據 party plan worksheet 上的細項,	
	引導小組協調並分配舉辦派對的準備	
	工作。全班開始著手準備派對的前置	
	作業。	

|--|

Grade 3 Semester Two 三年級下學期教學進度大綱

北/ 83 井口1口	學習重點 Learning Focuses				單元名稱與活動內容	節數	評量方式
教學期程	學習	習表現	學習	内容	Name of the Unit and Activities	Period s	Assessment
	Lea	rning Performance	Lea	rning Contents		3	
	綜	1a-II-1 展現自己能	綜	Aa-II-1 自己能做的	Unit 1 Sew Cool:	10	課堂問答
	合	力、興趣與長處,並	合	事。	DIY Adventures in Bag Making		觀察評量
	活	表達自己的想法和感	活	Things you can do.	自己動手做做看		參與度評量
	動	受。	動	Dd-II-2 生活問題的創			實作評量
		Demonstrate one's own		意解決。	Lesson 1: Introduction & Life Skills		
		abilities, interests, and		Creative solutions to life	介紹本學期的課程主題與內容,讓學生		形成性評量:
Week 2		growth. Express one's		problems.	對本學期即將進行的活動有大方向的概		Sewing Practice
第二週		own thoughts and			念。介紹第一單元的主題與學習目標,讓		1 & 2 worksheet
~		feelings.			學生透過 hands-on activity 去體驗縫紉並		總結性評量:
Week 12		2d-II-2 分享自己運用			學習且練習日常可應用的縫紉技巧。		1. Drawstring
第十二週		創意解決生活問題的					bag making
		經驗與觀察。			與學生討論我們日常生活中會使用到什		2. Presentation
		Share one's experience			麼技能?你有什麼特殊的生活技能嗎教		
		and observations in			師提供生活中會遇到的不同情境,請學		
		applying creative			生思考面對這些事情的發生時,我們可		
		solutions to life			以使用什麼生活技能化解危機。邀請曾		
		problems.					

英 1-II-7 能聽懂課堂中 所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中 所學的字詞。 Can say the words learned in class. 3-II-2 能辨識課堂中 所學的字詞。 Can recognize the words learned in class. 4-II-3 能臨摹抄寫課 堂中所學的字詞。 Can trace the words learned in class.

英Ac-II-2 簡易的生活用語語。

Simple everyday expressions.

B-II-1 第二學習階段所 學字詞及句型的生活溝 诵。

Everyday communication achievable with the vocabulary and sentence structures of Stage II.

遭遇這些情境的學生,分享當時他們 problem-solving 的方式。

Lesson 2: Sewing Experience & Introducing St. Patrick's Day

邀請學生分享他們上一次使用針線的經 驗,描述上一次縫製了什麼東西,感覺如 何?覺得縫紉是困難還是容易的?

結合國際教育節慶文化,這堂課將帶著學生認識愛爾蘭節日 St. Partick's Day。 為了體驗過節的慶祝氣息,學生先會在 之後縫製的東口袋布面上畫上充滿 St. Partick's Day spirit 的圖案,最後縫製完 成,可獲得巧克力金幣,一起慶祝 St. Partick's Day!

Lesson 3: Decorate My Little Bag for St. Patrick's Day-1

瞭解 St. Partick's Day 的由來,以及各個國家慶祝的特殊文化與活動,認識象徵 Ireland & St. Partick's Day 的代表物,並讓學生先用鉛筆在束口袋布面上畫上草稿。

Lesson 4: Decorate My Little Bag for St.
Patrick's Day-2
複習 St. Partick's Day 的由來以及特殊的
慶祝活動,讓學生加深對 St. Partick's
Day 文化與代表物的印象,學生們在這
結會將上週的草稿上色,並完成束口袋
的美化。
135710
Toron 5. Servine 101.1
Lesson 5: Sewing 101-1
透過影片與老師示範,引導學生練習穿
針、打結的基本縫紉技巧,並讓學生先在
紙上練習縫直線與打結。
Lesson 6: Sewing 101-2
透過影片與老師示範,引導學生練習穿
針、打結的基本縫紉技巧,並讓學生先在
紙上練習縫曲線、直角與打結。
Lesson 7: Sew My Little Drawstring Bag-1
學生應用前兩堂課的縫紉技巧,開始縫
製自己的東口袋。藉由老師一個個步驟
的帶領,學生將完成東口袋底部的縫製。
Lesson 8: Sew My Little Drawstring Bag-2

學生應用前幾週的縫紉技巧,繼續完成
束口袋的縫製。藉由老師一個個步驟的
帶領,學生將完成束口袋側邊的縫製,並
利用水鑽貼紙,為東口袋做最後的裝飾。
Lesson 9: Preparation for Sharing
學生根據自己的東口袋,完成 sentence
helper worksheet,並與同學練習下週上
台發表的介紹詞。如尚未完成束口袋縫
製的學生可利用此堂課趕工完成,已完
成的學生,可以玩 worksheet 背面的
wordsearch 複習跟 St. Patrick's Day 有關
的字詞。
Lesson 10: Sharing Time
學生運用 sentence helper 的協助,上台向
全班介紹自己的 drawstring bag,完成發
表的學生即可獲得巧克力金幣糖果,放
進自己可愛的小束口袋中帶回。
T T T T T T T T T T

		學習	重點				
教學期程		Learning	g Foci	uses	單元名稱與活動內容	節數	評量方式
₹ ₹ 为几生	學習	望表現	學習	内容	Name of the Unit and Activities	Periods	Assessment
	Lea	rning Performance	Lear	rning Contents			
	綜	3a-II-1 覺察生活中潛	綜	Ca-II-1 生活周遭潛藏	Unit 2 Safety Scouts :	8	課堂問答
	合	藏危機的情境,提出並	合	危機的情境。	Mapping Our Way Out		觀察評量
	活	演練减低或避免危險的	活	Potentially dangerous	空間安全大健診		參與度評量
	動	方法。	動	scenarios in life.			
		Observe potentially		Ca-II-3 生活周遭潛藏	Lesson 1: Introduction		形成性評量:
		dangerous scenarios in		危機的處理與演練。	教師播放緊急避難圖、緊急出□標示、消		Group
		life. Propose and practice		Potentially dangerous	防設備、急救設備等圖片,詢問學生是否		discussion
		methods to reduce or		scenarios in life.	有看過這些物品與設備?是在哪裡看到的		總結性評量:
Week 13		avoid risks.			呢?這些標示與消防安全裝置是為什麼需		1. Group
第十三週	英	1-II-7 能聽懂課堂中所	英	Ac-II-2 簡易的生活用	要設置的呢?		evacuation
~	語	學的字詞。	語	語。			map
Week 20		Can comprehend words		Simple everyday	什麼情況我們需要緊急避難與逃生呢?逃		2. Group
第二十週		learned in class.		expressions.	生時我們需要做什麼事以保護自己?		presentation
		2-II-3 能說出課堂中所		B-II-1 第二學習階段所			
		學的字詞。		學字詞及句型的生活溝	介紹本單元的主題與學習目標,讓學生透		
		Can say the words		通。	過小組討論合作繪製出班級的緊急避難圖		
		learned in class.		Everyday	避難逃生圖。		
		3-II-2 能辨識課堂中所		communication			
		學的字詞。		achievable with the	Lesson 2: Fire Safety: Plan and Prepare		
		Can recognize the words		vocabulary and sentence	以火災為主要探討主題,平常我們需要為		
		learned in class.		structures of Stage II.	火災可能的發生做什麼準備呢?火災來臨		

4-II-3 能臨摹抄寫課堂	時我們需要做什麼事?逃離火災現場可以
中所學的字詞。	做什麼以保護自己呢?
Can trace the words	
learned in class.	Lesson 3: How to Read Evacuation Maps 讓學生仔細觀察不同種類與場域的避難逃 生路線圖(學校、捷運、飯店、美術館、 公車、醫院、大巨蛋),認識避難逃生路 線圖上常見的圖示,並瞭解如何閱讀避難 逃生路線圖。
	Lesson 4: Safety Scouts on Campus 教師帶著學生一起巡視校園,嘗試找出校 園內的避難逃生路線圖與消防設備、急救 設備等,並以小組為單位記錄下來,為之 後小組繪製避難逃生路線圖做準備。
	Lesson 5: Map Our Way Out: School Evacuation Map (Groupwork)-1 小組討論並繪製班級位置的緊急避難逃生 圖。
	Lesson 6: Map Our Way Out: School Evacuation Map (Groupwork)-2 小組合作完成班級緊急避難逃生圖。

Lesson 7: Group Rehearsal Time 教師提供各組簡易的 sentence helper,讓 小組完成上台介紹的講稿,每一位學生在 組內練習上台介紹的台詞並彩排。	
Lesson 8: Group Presentation Time 每一組上台發表小組合作繪製的緊急避難 逃生圖,並向班上講解說明逃生路線。	

伍、 教學素材

一、 教材來源

方案一 (四~六年級)

雙語綜合課程:

四至六年級雙語課程開發以翰林版綜合活動課本為主參考架構,保留課程的系統性與連貫性,各年級英語領域與綜合活動領域教師共同討論協調教授部分,再由中、外師一同發想設計符合 CLIL 精神之課程活動,課程內容撰寫以 108 課網核心素養內涵為主軸,學習內容和學習表現為架構,整體 CLIL 課程之架構由英語團隊全體共同規劃出縱向與橫向連結之螺旋式課程。

方案二 (一、二年級)

雙語生活課程:

以翰林版生活課程課本為主參考架構並延伸,由一、二年級英語教師以及生活課程教師代表,共同規劃設計符合低年級學生之 CLIL 課程,課程活動融合繪本、歌曲、遊戲、手做活動與實驗觀察等,讓學生以雙語去體驗世界,激發學生學習語言之興趣。

方案二 (三年級)

雙語綜合課程:

以三年級團隊自編課程為主參考架構,英語與綜合領域教師共同討論協調教授部分,再一同發想設計符合 CLIL 精神之課程活動,課程內容撰寫以 108 課網核心素養內涵為主軸,學習內容和學習表現為架構,規劃出縱向與橫向連結之課程。

二、各年級單元教材:

二、各年級甲兀教材:				
方案一				
上學期	四年級 <pre>https://drive.google.com/drive/folders/1NEGraeePQcMiZTG3</pre>			

	https://drive.google.com/drive/folders/1FQXFaHE40E51uX6F	
	qgusJFfm1m91S-Rd	
	四年級	
	https://drive.google.com/drive/folders/1Qv7k7ZGIgGuJA10I	
	hEOqyPCTgHPJB1SU?usp=sharing	
	五年級	
下學期	https://drive.google.com/drive/folders/la1D6ikipE9K0hWZk	
	KP2tY2Xd3yoaRMud?usp=drive_link	
	六年級	
	https://drive.google.com/drive/folders/10VB97CKYhbg0scrR	
	vWKp-mx1jRxKH-4s?usp=drive_link	
	方案二	
一年級	https://www.canva.com/design/DAFNYq8ZE4I/hdHn7g1vVvA1jKWHqBPGr	
	A/view?utm_content=DAFNYq8ZE4I&utm_campaign=designshare&utm_me	
	dium=link&utm_source=editor	
二年級	https://www.canva.com/design/DAFvJU1rf5o/2JxngliEtq1czo2WeUvdn	
	Q/view?utm_content=DAFvJU1rf5o&utm_campaign=designshare&utm_me	
	dium=link&utm_source=editor	
三年級		
	https://www.canva.com/design/DAGEsfeUJ38/X48hucMI8L-	
	JH_TJBX5Pfw/edit	
資料眾多 ,方案二更多教材、課程簡報連結請參考教案。		

陸、單元教案

一、 方案一

(四年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 4

單元名稱(Name of the Unit): Unit 1 Our Beautiful Culture

學習總節數(Length of the Unit): 5 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will interact with different unique aspects of their culture and share their pride with the class.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

Language:

學習重點 (Essential Learning Focuses)

- ◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-Ⅲ-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.2-Ⅲ-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-Ⅲ-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
- ◎3-Ⅲ-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
- ◎6-Ⅲ-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

	學習內容 (Learning Content):			
	Integrated			
	Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of			
	one's own culture.			
Language:		中必須拼寫		
內容目標 (Content Goals)	SWBT identify a beautiful location in their culture.	Lesson 1		
	SWBT identify fun cultural activities to do in their culture.	Lesson 2		
	SWBT share a friendly person they met in and out of school.	Lesson 3		
	SWBT share a person who is proud of their culture.	Lesson 4		
	SWBT express pride in their culture.	Lesson 5		
語言目標 (Language	SWBT use their word banks to follow the lesson.	Lesson 1-4		
Goals)	SWBT use the sentence pattern used in the unit to express pride in their culture.	Lesson 5		

教學活動設計:第一節課(Lesson 1)			
	學習表現 (Learning Performance):		
	Integrated		
學習重點	3c-II-1 參與文化活動,體會文化與 生活的關係,並		
• — —	認同與肯定自己的 文化。 Students participate in		
(Essential Learning Focuses)	cultural activities, experience the		
	relationship between culture and life, and		
	identify and affirm their own culture.		

	T				
	Language:				
	學習內容	學習內容 (Learning Content):			
	Integrate	ed			
		d自己文化的 認rmation of one's	図同與肯定。 Identification own culture		
	Language	: :			
	⊚Ac- <u>II</u> -	3 簡易的生活用	語。 Simple vocabulary and		
	sentence	s used in daily lif	e.		
	Ac-Ⅲ-4	國小階段所學等	字詞(能聽、讀、說 300字		
	詞,其中	业須拼寫 180 年	字詞)。 Required		
	vocabulary of elementary stage.				
	B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。				
	Required vocabulary and sentences used in daily life of .				
1 2 17	elementary stage.				
内容目標	SWBT identify a beautiful location in their culture.				
(Content Goals)	01457				
語言目標	SWBT use	e their word ban	ks to follow the lesson.		
(Language Goals)	 	hina Dunnaduuna	1		
(教学)		hing Procedures)		
教學流程	教學時間	教學資源	教學評量		
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)		
暖身活動 (Warm up)	8	PPT			
Say the class chant. Outline XP					
expectations. Give out word banks and					
read together.					
全班授課 (Presentation)	8	Word banks			
Explain that Taiwan has many cultures					
and all cultures are great. One reason a					
culture is great is because it has many					

beautiful places to see. Showcase the beautiful places in Taiwan.		
<mark>練習活動 (Practice)</mark> Students will guess where the place is in Taiwan.	3	
發展活動 (Production) Students will think of a beautiful place in Taiwan and tell their team leader. Second activity, students can show us a beautiful place in their culture/country using Google Maps.	16	Formative assessment during the production activities.
<mark>總結活動 (Wrap up)</mark> Award XP. Exit question: Why is your culture great?	5	

教學反思 (Reflection)

Students had difficulty typing for the Google Maps activity.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第二節課 (Lesson 2)

學習表現(Learning Performance): Integrated 3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture. Language: ①1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ②1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

	題羽	(Learning Cont	
			ent, . 己文化的 認同與肯定。
	Identification and affirmation of one's own		
	culture		
	culture		
	Language)•	
			語。 Simple vocabulary
			ly life. Ac-Ⅲ-4 國小階段
			党 300 字詞,其中必須拼
		詞)。 Require	
	elementa	ry stage.	
	B-∭-2	國小階段所學学	三詞及句型的生活溝通。
	Required	vocabulary and	sentences used in daily
	life of ele	mentary stage.	
內容目標	SWBT identify fun cultural activities to do in their		
(Content Goals)	culture.		
語言目標	SWBT use their word banks to follow the lesson.		
(Language Goals)			
教學活動流程	(Teaching	Procedures)	
 数學流程	教學時	教學資源	 教學評量
(Stages & Activities)	間	(Teaching	(Assessment)
(Stages & Activities)	(Time)	Materials)	(Assessment)
<mark>暖身活動 (Warm up)</mark>	5	PPT	
Say the class chant. Outline XP			
expectations. Review the previous lesson			
on beautiful places.			
入TITIOSHI (Durantation)	_	Marcelle e el e	
全班授課 (Presentation)	7	Word banks	
One reason a culture is great is because it			
has many fun things to do. Showcase the			
fun things to do in Taiwan.	2		
<mark>練習活動 (Practice)</mark>	3		
Students can guess the activity during the			
PPT.			

發展活動 (Production)	20	Formative assessment
There will be 3 assigned corners. Corner A		during the production
is if you tried the activity. B is if you didn't		activities.
but want to try and C is if you didn't and		
don't want to try. Students will see an		
activity, go to the assigned corner and		
return to their seat. Following this, as a		
class we will name 5 additional activities		
and students will go to the assigned		
corner.		
總結活動 (Wrap up)	5	
Award XP.		
Exit question: Why is your culture great?		

教學反思 (Reflection)

The sentence pattern is too long.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第三節課(Lesson 3)

學習表現 (Learning Performance):

Integrated 3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

學習重點 (Essential Learning Focuses)

Language:

- ◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習內容 (Learning Content):

Integrated Cc-II-3 對自己文化的 認同與肯定。
Identification and affirmation of one's own culture

Language:

	⊚ Ac-Ⅲ-3	3 簡易的生活用	語。 Simple vocabulary and	
	sentences used in daily life.			
	Ac-Ⅲ-4 國小階段所學字詞(能聽、讀、說 300 字詞,			
	其中必須拼寫 180 字詞)。 Required vocabulary of			
	elementary stage.			
		ciementary stage.		
	B-∭-2	國小階段所學等	字詞及句型的生活溝通。	
	Required vocabulary and sentences used in daily life of			
	elementa	ry stage.		
內容目標	SWBT sha	are a friendly per	rson they met in and out of	
(Content Goals)	school.			
語言目標	SWBT use	their word ban	ks to follow the lesson.	
(Language Goals)				
教學活.	動流程 (T	eaching Procedu	res)	
李超公子	教學時	教學資源	光 段が早	
教學流程 (Stance & Activities)	間	(Teaching	教學評量	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up)	6	PPT		
Say the class chant. Outline XP				
expectations. Review previous				
lesson on beautiful places and fun				
things to do.				
全班授課 (Presentation)	4	Word banks		
Discuss vocabulary with word banks				
about today's lesson on friendly				
people.				
練習活動 (Practice)	4			
Students will think of a friendly				
person they met/know inside and				
outside of school. 1st round of				
Plickers will be a practice round.				
70 E 72 (-				
發展活動 (Production)	20	plicker cards	Formative assessment during	
Students will share their answers			the speaking production activity	
with their team leaders. Following			and the Plickers game.	

this, we will play 3 rounds of Plickers to practice the language that can be used during the group presentation on class #6.			
總結活動 (Wrap up) Award XP. Exit question: Why is your culture great?	6		

教學反思 (Reflection) Too many activities to do.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第四節課(Lesson 4)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與 肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

Language:

- ◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習內容 (Learning Content):

Integrated

Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture

Language:

◎Ac-Ⅲ-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

Ac-Ⅲ-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

學習重點 (Essential Learning Focuses)

	B-Ⅲ-2	國小階段所學字:	詞及句型的生活溝通。 Required	
	vocabulary and sentences used in daily life of elementary			
	stage.			
内容目標	SWBT sha	SWBT share a person who is proud of their culture.		
(Content Goals)				
語言目標	SWBT use	their word banks	to follow the lesson.	
(Language Goals)				
教	學活動流程	(Teaching Proce	dures)	
 教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
(Stages & Netivities)	(Time)	Materials)	(/ 636351116116)	
暖身活動 (Warm up)	4	PPT		
Say the class chant. Outline XP				
expectations.				
全班授課 (Presentation)	10	Word banks		
Compare Canada's culture and				
Taiwan's. Introduce the word				
proud. Explain the expectation				
for next week's presentations.				
練習活動 (Practice)	4			
Students will choose their				
difficulty level. Practice				
sentence patterns previously				
taught that can be used in the				
presentations.				
發展活動 (Production)	16		Formative assessment during the	
受成過剰 (Froduction) Part 1: Students will share a	10		production activity led by team	
person they know who is			leaders.	
proud of their culture (they			icaders.	
can choose themselves).				
Part 2: Team leaders will assist				
and practice with their teams.				
and process and their country				
總結活動 (Wrap up)	6			

Award XP.		
Exit question: Why are you		
proud of your culture?		
教學反思 (Reflection)		

Changed content to focus on why their culture is great. Unit 2 will be about pride.

	學活動設計:第五節課(Lesson 5)
	學習表現 (Learning Performance):
	Integrated
	3c-II-1 參與文化活動,體會文化與 生活的關係,並認同
	與肯定自己的 文化。 Students participate in
	cultural activities, experience the relationship between
	culture and life, and identify and affirm their own culture.
	Language:
	◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 Students can listen
	to the vocabulary they learned in class.
	◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen to
	the sentences they learned in class.
學習重點	學習內容 (Learning Content):
(Essential Learning Focuses)	Integrated
	Cc-II-3 對自己文化的 認同與肯定。 Identification
	and affirmation of one's own culture
	Language:
	◎Ac-Ⅲ-3 簡易的生活用語。 Simple vocabulary and
	sentences used in daily life.
	Ac-Ⅲ-4 國小階段所學字詞(能聽、讀、說 300 字詞,其
	中必須拼寫 180 字詞)。 Required vocabulary of
	elementary stage.
	B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。
	Required vocabulary and sentences used in daily life of
	elementary stage.
內容目標	SWBT express pride in their culture.
(Content Goals)	

語言目標	SWBT use the sentence patterns used throughout the unit.		
(Language Goals)			
教學	活動流程(Teaching Procedure	es)
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
		PPT	
暖身活動 (Warm up)	6	Word banks	
Say the class chant. Outline XP			
expectations. Review previous			
lesson on beautiful places and			
fun things to do.			
全班授課 (Presentation)	2		
Explain procedure for team			
presentations.			
練習活動 (Practice)	3		Summative assessment during
Review previous lesson on			presentations.t
beautiful places ,fun things to do			
and people to meet and practice			
using the sentence pattern as a			
class.			
<mark>發展活動 (Production)</mark>	24		
Students will go on stage			
together with their XP team and			
express their pride in their			
culture using the language of			
their choice.	5		
<mark>總結活動 (Wrap up)</mark>			
Award XP. Exit question: What			
did you learn about culture?			
数與反用 (Pofloction)			

教學反思 (Reflection)

Changed to a 1-on-1, with co-teacher helping lower level students.

(四年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 4

單元名稱(Name of the Unit): Unit 2, Our Beautiful Culture: What We Do

學習總節數(Length of the Unit): 7 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will interact with different unique aspects of their culture, such as food, language and symbols and share their love of it with the class.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文 化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

Language:

◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

學習重點

Focuses)

- ◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen to the sentences (Essential Learnin they learned in class.
 - ◎2-Ⅲ-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
 - 2-Ⅲ-7 能作簡易的回答和描述。 Students can make simple answers and description.◎3-Ⅲ-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
 - ◎3-Ⅲ-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
 - ◎6-Ⅲ-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

學習內容 (Learning Content):

Integrated

	Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation one's own culture.	ation of		
	Language:			
	CN/DT identify and affirms the in outburse's unique quising			
	SWBT identify and affirm their culture's unique cuisine. SWBT identify and affirm their culture's unique language.	Lesson 1		
内容目標 (Content Goals)	identify different gestures in their culture.	Lesson 2 Lesson 3		
	SWBT identify different dos and don'ts in their culture.	Lesson 4		
	SWBT identify and affirm their culture with a poster about the parts they are proud of.	Lesson 5-7		
語言目標	SWBT use their word banks to follow the lesson.	Lesson 1-4		
(Language Goals)	SWBT use the sentence pattern used in the unit to express pride in their culture.	Lesson 5		

教學活	動設計:第一節課 (Lesson 1)
	學習表現 (Learning Performance):
	Integrated
	3c-II-1 參與文化活動,體會文化與 生活的關係,並認
學習重點	同與肯定自己的 文化。 Students participate in
(Essential Learning Focuses)	cultural activities, experience the relationship between
	culture and life, and identify and affirm their own culture.
	Language:

	⊚1-Ⅲ-6	能聽懂課堂中所學	學的字詞。 Students can	
	listen to the vocabulary they learned in class.			
	◎1-Ⅲ-9 能聽懂簡易句型的句子。 Students can listen			
	to the sentences they learned in class.			
	學習內容 (Learning Content):			
	Integrated			
	Cc-II-3 對自己文化的 認同與肯定。 Identification			
	and affirmation of one's own culture			
	Language:			
	⊚Ac-Ⅲ-3	簡易的生活用語	 Simple vocabulary and 	
	sentences	used in daily life.		
	Ac-Ⅲ-4	國小階段所學字詞	同(能聽、讀、說 300 字詞,	
	其中必須持	拼寫 180 字詞)。	Required vocabulary of	
	elementar	y stage.		
	B-∭-2 [國小階段所學字詞	同及句型的生活溝通。	
	Required v	ocabulary and ser	ntences used in daily life of	
	elementar	y stage.		
內容目標	SWBT identify and affirm their culture's unique cuisine.			
(Content Goals)				
語言目標	SWBT use	their word banks t	to follow the lesson.	
(Language Goals)				
教學活	動流程 (Te	eaching Procedure	s)	
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching		
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up)	8	PPT		
Say the class chant. Outline XP				
expectations. Give out word banks				
and read together.				
全班授課 (Presentation)	8	Word banks		
A look at the different unique foods				
in Taiwan.				
<mark>練習活動 (Practice)</mark>	3			

Students will see a picture and fill in the blanks using their word banks.		
發展活動 (Production)	16	Formative assessment during
Students will talk to their classmate		the production activities.
closest to them. They will discuss		·
what their favourite food is, and		
following that, they will discuss		
what they are proud of in their		
culture.		
<mark>總結活動 (Wrap up)</mark>	5	
Award XP.		
Exit question: Are you proud of		
your culture?		

教學反思 (Reflection) Changed the exit question to give lower level students more XP

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第二節課(Lesson 2)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與 肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

學習重點

(Essential Learning Focuses)

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習內容 (Learning Content):

Integrated

Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture

內容目標 (Content Goals) 語言目標	Language:				
(Language Goals)					
教:	學活動流程	(Teaching Procedu	ires)		
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up) Say the	4	Materials) PPT			
class chant. Outline XP expectations. Review previous lesson. 全班授課 (Presentation) The teacher will show the students why he is proud of his language and show examples.	8	Word banks			
練習活動 (Practice) Students can follow along and read with the PPT using their word banks.	3				
發展活動 (Production) Hanzi mural. As a class, we will create a mural on the chalkboard with our favourite Chinese words and characters.	20		Formative assessment during the production activities.		

<mark>總結活動 (Wrap up)</mark> Award	5	
XP. Exit question: Are you		
proud of your culture?		

教學反思 (Reflection) Students created interesting Hanzi when they combined pictures with the characters.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第三節課(Lesson 3)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習內容 (Learning Content):

Integrated

Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字 詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

B-III-2 國小階段所學字詞及句型的生活溝通。 Required vocabulary and sentences used in daily life of elementary stage.

學習重點 (Essential Learning Focuses)

	1			
内容目標	SWBT ide	SWBT identify different gestures in their culture.		
(Content Goals)				
語言目標	SWBT use their word banks to follow the lesson.			
(Language Goals)				
教學活動	流程 (Teac	thing Procedures)		
教學流程	教學時	教學資源	教學評量	
	間	(Teaching		
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up) Say the class	4	PPT		
chant. Outline XP expectations.				
Review previous lessons.				
全班授課 (Presentation)	8	Word banks		
Presentation on gestures used in				
Taiwan.				
<mark>練習活動 (Practice)</mark> Students will	3			
see a common gesture and say what it				
means.				
<mark>發展活動 (Production)</mark> One half of	20		Formative assessment	
the class will ask the other how they			during the production	
are and the other half will respond			activities.	
with a gesture. After that, the teacher				
will act out a gesture and students will				
answer with "It means"				
總結活動(Wrap up)	5			
Award XP.				
Exit question: Are you proud of your				
culture?				
教學反思 (Reflection) Use more langu	age prompts	·		
HILLS WITH D. A. ELLA				

教學活動設計:第四節課(Lesson 4)				
		(Learning Performa		
	Integrated			
	3c-II-1 參	3c-II-1 參與文化活動,體會文化與 生活的關係,並認		
	同與肯定的	自己的 文化。 Stu	idents participate in	
	cultural activities, experience the relationship between			
	culture and	culture and life, and identify and affirm their own culture.		
	Language			
			的字詞。 Students can listen	
		bulary they learned		
			句子。 Students can listen to	
	the sentence	ces they learned in c	lass.	
學習重點	學習內容 (Learning Content):			
(Essential Learning Focuses)	Integrated Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture			
	_			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
			(能聽、讀、說 300 字詞,	
			Required vocabulary of	
	elementary	· ·	及句型的生活溝通。	
	elementary	•	ences used in daily life of	
 内容目標			nd don'ts in their culture.	
(Content Goals)	S W D1 IUC	mary different dos a	na don is in then cultuic.	
語言目標	SWRT use	their word banks to	follow the lesson	
(Language Goals)	S , DI use	mon word builds to	Tollow the lobbon.	
, , ,	L 活動流程 (T	eaching Procedures)	
	教學時	教學資源		
教學流程	間	(Teaching	教學評量	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up) Say the	4	PPT		
class chant. Outline XP				

expectations. Review previous			
lessons.			
全班授課 (Presentation)	8	Word banks,	
Presentation on dos and don'ts in		white boards	
Taiwan.			
<mark>練習活動 (Practice)</mark> Students will	3		
see a situation and say either do or			
don't.			
<mark>發展活動 (Production)</mark> Students	20		Formative assessment during
will get in their XP teams and get a			the production activities.
whiteboard. On one side of the			
board they will draw a do and on			
the other they will draw a don't.			
<mark>總結活動 (Wrap up)</mark> Award XP.	5		
Exit question: Are you proud of			
your culture?			

教學反思 (Reflection) Make students say what they drew.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

學習表現(Learning Performance): Integrated 3c-II-1 參與文化活動,體會文化與 生活的關係,並認同與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture. Language: ①1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ②1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

	网络尼欧	(I comin = Cont	4) •	
	學習內容 (Learning Content):			
	Integrated			
	Cc-II-3 對自己文化的 認同與肯定。 Identification			
	and affirmation of one's own culture			
	_			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
			司(能聽、讀、說 300 字	
			司)。 Required vocabulary	
	of element	•	コカ ケマルケル インサッマ	
			司及句型的生活溝通。	
	_		tences used in daily life of	
	elementary stage.			
内容目標	SWBT identify and affirm their culture with a poster			
(Content Goals)	about the parts they are proud of.			
語言目標	SWBT use their word banks to follow the lesson.			
(Language Goals)				
教學活動	b流程(Tea	ching Procedures)		
】	教學時	教學資源	 教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
(Stages & Metryties)	(Time)	Materials)	(1 issessment)	
<mark>暖身活動 (Warm up)</mark> Say the class	8	PPT		
chant. Outline XP expectations.				
Review previous lessons.				
全班授課 (Presentation)	4	Word banks		
Explanation of the days agenda and		markers, poster		
what is expected to complete the		paper		
poster.				
<mark>練習活動 (Practice)</mark> Students will	3			
follow along with the PPT using their				
word banks.				

<mark>發展活動 (Production)</mark> Students	20	Formative assessment
will finish their posters. First they		during the production
will finish writing, then draw, then		activities.
colour. When they are are finished		
they will practice the speaking part		
for the next class's evaluation.		
<mark>總結活動 (Wrap up)</mark> Award XP.	5	
Exit question: Are you proud of your		
culture?		

教學反思 (Reflection) Use one class for drawing and one for colouring.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第六節課(Lesson 6)

學習表現 (Learning Performance):

Integrated

3c-II-1 參與文化活動,體會文化與 生活的關係,並認同 與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習內容 (Learning Content):

Integrated

Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

學習重點 (Essential Learning Focuses)

	B-III-2	國小階段所學字詞	及句型的生活溝通。 Required		
	vocabulary and sentences used in daily life of elementary stage.				
内容目標	SWBT ider	SWBT identify and affirm their culture with a poster about the			
(Content Goals)	parts they a	parts they are proud of.			
語言目標	SWBT use	their word banks to	follow the lesson.		
(Language Goals)					
教學	學活動流程	(Teaching Procedu	res)		
 教學流程	教學時間	教學資源	教學評量		
(Stages & Activities)	(Time)	(Teaching	(Assessment)		
(Stuges & Herivines)	(Time)	Materials)	(7 Issessment)		
<mark>暖身活動 (Warm up)</mark> Say the	4	PPT			
class chant. Outline XP					
expectations. Review previous					
lessons.					
the probability can					
全班授課 (Presentation)	8	Word banks			
Explanation of what to do with					
for the individual poster.					
練習活動 (Practice) Students	3				
	3				
will follow along with the PPT using their word banks.					
using their word banks.					
發展活動 (Production)	20		Formative assessment during		
Students will begin their	20		the production activities.		
posters. First they will write			the production detrifies.		
why they are proud of their					
culture and then draw.					
<mark>總結活動 (Wrap up) Award</mark>	5				
XP. Exit question: Are you					
proud of your culture?					
教學反思 (Reflection) Use one of	lass for draw	ring and one for col	ouring.		

教學活動設計:第七節課(Lesson 7)				
	ı	(Learning Perform		
	Integrated			
	3c-II-1 参與文化活動,體會文化與 生活的關係,並認同 與肯定自己的 文化。 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.			
	Language:		### Charles on Lister	
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen			
	to the vocabulary they learned in class. ◎1-III-9 能聽懂簡易句型的句子。 Students can listen			
	the sentences they learned in class.			
學習重點	學習內容 (Learning Content):			
(Essential Learning Focuses)	Integrated			
	Cc-II-3 對自己文化的 認同與肯定。 Identification			
	and affirmation of one's own culture			
	Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
			(能聽、讀、說 300 字詞,	
			Required vocabulary of	
	elementary	•	コ トゥルレル イルマ	
			及句型的生活溝通。	
			ences used in daily life of	
1 2 17	elementary			
内容目標		•	ir culture with a poster about	
(Content Goals)	-	ey are proud of.		
語言目標	SWBT use	their word banks to	o follow the lesson.	
(Language Goals)	イギンケィー	n 1: 5 :		
教學	l	Feaching Procedure	es)	
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
	(Time)	Materials)		
暖身活動 (Warm up) Say the	8	PPT		
class chant. Outline XP				

expectations. Review previous			
lessons.			
全班授課 (Presentation)	4	Word banks	
Explanation of the day's agendas			
and options for getting XP.			
<mark>練習活動 (Practice)</mark> Students	3		
will follow along with the PPT			
using their word banks.			
發展活動 (Production) Students	20		Summative assessment during
will bring their posters to one of			the production activity.
the two teachers and show them			
and tell them why they are proud			
of their culture.			
<mark>總結活動 (Wrap up)</mark> Award	5		
XP. Exit question: Are you proud			
of your culture?			

教學反思 (Reflection) Changed to a 1-on-1 to allow students to express themselves in the language of their choice.

(四年級下學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 4

單元名稱(Name of the Unit): Unit 1 – Love Our Planet: Reduce, Reuse, Recycle

學習總節數(Length of the Unit): 5 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

A sustainable life with the environment is not achieved without knowledge and responsibility. Students will explore the concept and practice of reducing, reusing and recycling, (triple R) and imagine how our world would look without it. The unit will culminate with students producing a set of maracas with recycled materials from home and at school and have a Triple R music jam.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated Activity

3d-II-1 覺察生活中環境的問題,探 討並執行對環境友善的行動。 Students are aware of environmental issues in their life, and explore and implement environmentally friendly actions.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description. ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
- ◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
- ⑤5-III-4 能聽懂日常生活應對中常用語句,並能作適當的回應。 Students can understand the sentences used in daily life, and make proper respond.
- ◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

學習重點 (Essential Learning Focuses)

	學習內容 (Learning Content): Integrated Cd-II-1 生活中環境問 題的覺察。The awareness of environmental issues in life. Cd-II-2 環境友善的行 動與分享。Environmentally friendly actions and sharing.				
	Language:				
	Introduce theme, word bank and grading rubric.	Lesson 1,			
	Students will imagine how Taiwan would look if it didn't recycle.	Lesson 2			
内容目標 (Content Goals)	Students will consider why reducing and reusing should be done before recycling.	Lesson 3			
	Gather materials to reuse outdoors	Lesson 4			
	SWBT use their recycled musical instrument to participate in the music jam.	Lesson 5			
	Recognize key vocabulary words.	Lesson 1			
語言目標	Identify what can be recycled.	Lesson 2			
(Language Goals)	Organize Triple R in order of importance	Lesson 3			
	Understand outdoor behavioural rules.	Lesson 4			
	SWBT use the language learned to answer the questions.	Lesson 5			

7X 1 1 1 2 3 5 1 1	Integrated		
	3d-II-1 覺察生活中環境的問題,探 討並執行對		
			ents are aware of
			eir life, and explore and
			y friendly actions.
	1		, ,
	Language		
	⊚1-III-6 ≸	 能聽懂課堂中戶	听學的字詞。 Students
學習重點	can listen to	o the vocabular	y they learned in class.
(Essential Learning Foci))	Integrated		
	Cd-II-1 生	活中環境問 題	图的覺察。The awareness
	of environr	nental issues in	life.
	Cd-II-2 環	境友善的行 重	加與分享。
	Environme	ntally friendly a	actions and sharing.
	Language:		
			語。 Simple vocabulary
		ces used in daily	
内容目標	Introduce the	heme, word bar	ık and rubric.
(Content Goals)			
語言目標	Recognize	key vocabulary	words.
(Language Goals)	 □ (Taaahina	Decordues)	
教學活動流程	E (Teaching		
教學流程	教學時間	教學資源 (Tasabina	教學評量
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)
暖身活動 (Warm up) Read the new	8	PPT, word	
school chant and discuss its meaning.	0	banks	
school chairt and discuss its incaming.		ounks	
 <mark>全班授課 (Presentation)</mark> Introduce unit	20		
and theme. Hand out word bank and read			
together. Hand out grading rubric and read			
together as a class. Students will be put			
into teams that will be used for the entire			
semester.			

練習活動 (Practice) Students practice	4			
the new chant using the PPT.				
			Summative assessment	
發展活動 (Production) Students will	3		during the final school	
recall the school chant with words			chant practice.	
removed and then without seeing the				
slides.				
<mark>總結活動 (Wrap up)</mark> Award XP points.	5			
Exit question: What do you recycle?				
教學反思 (Reflection) Encourage students to help each other				

教學活動設計:	第二節課(Lesson 2)
	Integrated
	3d-II-1 覺察生活中環境的問題,探 討並執行
	對環境友善的行動。 Students are aware of
	environmental issues in their life, and explore and
	implement environmentally friendly actions.
	Language
	◎1-III-6 能聽懂課堂中所學的字詞。 Students
學習重點	can listen to the vocabulary they learned in class.
(Essential Learning Foci))	Integrated
	Cd-II-1 生活中環境問 題的覺察。The
	awareness of environmental issues in life.
	Cd-II-2 環境友善的行 動與分享。
	Environmentally friendly actions and sharing.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple
	vocabulary and sentences used in daily life.
內容目標	Students will imagine how Taiwan would look if
(Content Goals)	it didn't recycle.
語言目標	Identify what can be recycled.
(Language Goals)	
教學活動流程(Teaching Procedures)

		THE EXT		
教學流程	教學時間	教學資源	教學評量	
(Stages & Activities)	(Time)	(Teaching	(Assessment)	
HOLE TELL (NY)	2	Materials)		
暖身活動 (Warm up)	3	PPT, blank		
Sing the school chant.		paper		
A Thristylin (n.				
全班授課 (Presentation)	8			
Present pictures of where I used to live in				
Mexico and explain that we will make				
maracas. Inform the students of the materials				
they will need for the project.				
AND TELL (D. C.)	_			
練習活動 (Practice)	7			
Fill in the blanks. Students will see a sentence				
with a picture and they need to fill in the				
blank using their word bank.				
The Italy (D. I.			Summative	
<mark>發展活動 (Production)</mark>	15		assessment during the	
Show video of trash in the Keelung river and			discussion	
discuss Taiwan's international nickname in				
the 80s and 90s as "Trash Island".				
How would Taiwan look today if no one				
recycled?				
Students will be paired up and be give a piece				
of paper.				
One student will describe and the other will				
draw (students' L1 is okay to use).				
When they finish, show their teacher and say,				
"If no one recycled, this is Taiwan."				
Philipped and				
總結活動 (Wrap up)	7			
Award XP points.				
Exit question: How would Taiwan look if				
everyone recycled?				
教學反思 (Reflection) Give language prompts in discussion PPT				

教學活動設計:第三節課 (Lesson 3)

	T		
	環境友善的 environment	行動。 Stude tal issues in the	的問題,探 討並執行對 nts are aware of ir life, and explore and y friendly actions.
	Language		
			行學的字詞。 Students
學習重點	can listen to	the vocabulary	they learned in class.
(Essential Learning Foci))	Integrated	~ [* / / . (SST)-2-
			的覺察。The awareness
		ental issues in i	
		竟友善的行 動	
	Environmen	tany mendiy a	ctions and sharing.
	Language:		
	□ Canguage. □ Ac-III-3 簡易的生活用語。 Simple vocabulary		
		es used in daily	-
	Students will consider why reducing and reusing		
(Content Goals)	should be done before recycling.		
語言目標	Organize Triple R in order of importance		
(Language Goals)			
教學活動流程	E (Teaching l	Procedures)	
教學流程	教學時間	教學資源	教學評量
(Stages & Activities)	(Time)	(Teaching	(Assessment)
(Stages & Metivities)	(Time)	Materials)	(Assessment)
暖身活動(Warm up)	5	PPT, word	
Sing the school chant.		banks	
Follow-up and check how many students			
brought their recycled materials for the			
maracas project.			
全班授課 (Presentation)	10		
Introduce reducing and reusing.			
Discuss what that means and how you can			
do it.			

Teacher shows an example of how he		
reuses things in his daily life.		
Students need to fill in the blank using		
their word bank.		
word summ		
練習活動 (Practice)	5	
What can be recycled?		
What can be reduced?		
Students will use their word banks.		
Fill in the blanks.		
Students will see a sentence with a picture		
and they need to fill in the blank using		
their word bank.		
		Summative assessment
發展活動(Production)	13	during the group and
Students will get into their XP teams and		class discussions.
order Triple R from most important to		
least, and then discuss why the chose that		
order.		
After discussing in their groups, students		
can share their ideas as a class using a		
mixture of their L1 and L2.		
<mark>總結活動 (Wrap up)</mark>	7	
Award XP points.		
Exit question: How would Taiwan if		
everyone reduced and reused things?		

教學反思 (Reflection) Organize roles with co teacher so they can take over when students wants to speak their L1.

教學活動設計:第四節課 (Lesson 4)			
	Integrated		
學習重點	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友		
1 2 2 2 2 2	善的行動。 Students are aware of environmental issues in		
(Essential Learning Foci))	their life, and explore and implement environmentally		
	friendly actions.		

	Language				
	0 0	と に 性 課 堂 中 所 望	學的字詞。 Students can		
	listen to the	vocabulary they	learned in class.		
	Integrated				
	Cd-II-1 生活中環境問 題的覺察。The awareness of				
	environmen	environmental issues in life.			
	Cd-II-2 環境友善的行 動與分享。Environmentally				
	friendly actions and sharing.				
	Language:				
		簡易的生活用語	E ∘ Simple vocabulary and		
	sentences used in daily life.				
内容目標	SWBT gather materials to use outdoors.				
(Content Goals)					
語言目標	SWBT Understand outdoor behavioural rules.				
(Language Goals)					
教學活	動流程 (Tea	ching Procedures)		
教學流程	教學時間	教學資源	製料 教學評量		
(Stages & Activities)	(Time)	(Teaching	(Assessment)		
		Materials)	(1255553115115)		
暖身活動 (Warm up)	3	PPT, word			
School chant		banks			
全班授課 (Presentation)	6				
Show students what materials they					
can and can't collect outdoors and					
what we expect from their behavior.					
練習活動 (Practice)	3				
Review sentence patterns using					
pictures and their word banks.					
			Summative assessment		
發展活動(Production)	during the review exercise				
Go outside to collect materials for					
the the maracas.					

總結活動 (Wrap up)	5			
Award XP points.				
Put away materials and wash hands				
教學反思 (Reflection) Change activity to using beans that the office can buy.				

教學活動設計:第五節課 (Lesson 5)			
學習重點 (Essential Learning Foci))	Integrated 3d-II-1 覺察境友善的行 environment implement e Language ③1-III-6 創 listen to the Integrated Cd-II-1 生沒 environment Cd-II-2 環境	察生活中環境的計動。 Students tal issues in their environmentally they wocabulary they 活中環境問題 tal issues in life.	r life, and explore and friendly actions. 學的字詞。 Students can learned in class. 的覺察。The awareness of explored in the supplies of the awareness of explored in the supplies of the supplies o
	and sentence	es used in daily	
内容目標	SWBT use their recycled musical instrument to		
(Content Goals)		n the music jam	
語言目標		the language the	learned to answer the
(Language Goals)	questions.		
	程 (Teaching	<u> </u>	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up)	6	PPT, word	
School chant. Review sentence patterns		banks,	
using pictures and their word banks.		rubrics	
1	139	l	

全班授課 (Presentation)	3	
Explain the rules behavioral expectations		
for the music jam.		
練習活動 (Practice)	3	
Students will be given an instruction and		
students will practice. (Pick up your		
maracas. Put them don't. Shake		
them/don't).		
		Formative assessment
發展活動 (Production)	24	during the music jam and
Students will play some songs together		question section.
as a class with the recycled musical		
instrument they created.		
Students will see a question and come to		
a teacher with their rubric and answer it.		
總結活動 (Wrap up)	4	
Award XP points.		
Exit question: What did you learn in this		
unit?		

教學反思 (Reflection) Explain to students that they need to clean and recycle their plastic bottles toearn bonus XP.

(四年級下學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 4

單元名稱(Name of the Unit): Unit 2 -Love Our Planet: Take the MRT!

學習總節數(Length of the Unit): 6 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

One third of the world's pollution comes from transportation. This unit will familiarize students with the ease of Taipei's MRT transit system, so they can limit their future CO2 imprint.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance):

3d-II-1 覺察生活中環境的問題,探 討並執行對環境友善的行動。 Students are aware of environmental issues in their life, and explore and implement environmentally friendly actions.

Integrated Language

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ②2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.

2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.

- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
- ◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
- ⑤5-III-4 能聽懂日常生活應對中常用語句,並能作適當的回應。 Students can understand the sentences used in daily life, and make proper respond.
- ◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

學習內容 (Learning Content):

學習重點

(Essential Learning Focuses)

		,			
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友善的行動。				
	Students are aware of environmental issues in their life, and explore				
	and implement environmentally friendly actions. Integrated				
	Cd-II-2 環境友善的行 動與分享。Environmentally friendly actions and				
	sharing.				
	Language:				
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in				
	daily life.				
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫				
	180 字詞)。 Required vocabulary of elementary stage.				
	B-III-2 國小階段所學字詞及句型的生活溝通。 Required vocabulary				
	and sentences used in daily life of elementary stage.				
	SWBT identify the different MRT lines and station names.	Lesson 1-4			
内容目標	SWBT work as a team to identify the correct direction to take	Lesson 5			
(Content Goals)	for their destination.				
		Lesson 6			
	SWBT identify the correct direction to take for their	Lesson o			
	destination.				
\	SWBT use their word banks to follow the lesson.	Lesson 1-5			
語言目標					
(Language Goals)	SWBT use the language from the unit to go the correct	Lesson 6			
	direction on the MRT.				

教學活動設計:第一節課 (Lesson 1)					
	學習表現 (Learning Performance):				
	Integrated				
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友				
學習重點	善的行動。 Students are aware of environmental issues in				
(Essential Learning Foci))	their life, and explore and implement environmentally				
	friendly actions.				
	Language				

	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen				
	to the vocabulary they learned in class.				
	學習內容 (Learning Content):				
	Integrated				
	Cd-II-1 生活中環境問題的覺察. The awareness of				
	environmental issues in life.				
	Cd-II-2 環境友善的行 動與分享。Environmentally				
	friendly actions and Sharing.				
	Language:				
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and				
	sentences used in daily life.				
	內容目標 SWBT identify the different MRT lines and station name		MKT lines and station names.		
(Content Goals)					
語言目標	SWBT use their word banks to follow the lesson.				
(Language Goals)					
教学 活		eaching Procedure	es <i>)</i>		
教學流程	教學時	教學資源	教學評量		
(Stages & Activities)	間 (Time)	(Teaching	(Assessment)		
呼自活動(Wormann)	(Time)	Materials)			
暖身活動 (Warm up) School Chant. Read word banks	8	PPT, word banks			
		Danks			
together.					
全班授課 (Presentation)	7				
Presentation on the MRT line	,				
colours, examples of stations and					
how to read the Pinyin used on the					
Taipei MRT.					
練習活動 (Practice)	8				
Students will see a station name in					
Chinese and guess which line it's					
on.					
發展活動(Production)	8		Formative assessment during		
			the wrap-up question.		

Students will color in the back of their word banks which has the station lines and stations.	9		
<mark>總結活動 (Wrap up)</mark>			
Award XP.			
Question: What new words did you			
learn?			

教學反思 (Reflection) Bring extra pencil crayons.

	攻學活動設計:第二節課 (Lesson 2)
ব.	學習表現 (Learning Performance):
	Integrated
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友善的
	行動。 Students are aware of environmental issues in their life,
	and explore and implement environmentally friendly actions.
	Language
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to
4四千 (民段	the vocabulary they learned in class.
學習重點 (Essential Learning Foci))	學習內容 (Learning Content):
(Essential Learning Poet))	Integrated
	Cd-II-1 生活中環境問題的覺察. The awareness of
	environmental issues in life.
	Cd-II-2 環境友善的行 動與分享。Environmentally
	friendly actions and Sharing.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and
	sentences used in daily life.
內容目標	SWBT identify the different MRT lines and station names.
(Content Goals)	
語言目標	SWBT use their word banks to follow the lesson.
(Language Goals)	
	数學活動流程 (Teaching Procedures)

教學流程 (Stages & Activities) 暖身活動 (Warm up) School Chant.	教學時間 (Time) 8	教學資源 (Teaching Materials) PPT, word banks	教學評量 (Assessment)
全班授課 (Presentation) Review previous class and the MRT lines and how to write the stations in Pinyin.	7		
練習活動 (Practice) Students will see a station name in English and they can guess or read the name in	8		
Benglish. 發展活動 (Production) As a class, students will see a station name in Chinese and they will try and spell it in	8		Formative assessment during the wrap-up question.
English. 總結活動 (Wrap up) Award XP. Which MRT stations do you know?	9		

教學反思 (Reflection) With extra time, play a game that lets students practice spelling/reading the station names.

教學活動設計:第三節課 (Lesson 3)			
	學習表現 (Learning Performance):		
學習重點 (Essential Learning Foci))	Integrated		
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友善的		
	行動。 Students are aware of environmental issues in their life,		
	and explore and implement environmentally friendly actions.		

	Language ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. 學習內容 (Learning Content): Integrated Cd-II-1 生活中環境問題的覺察. The awareness of environmental issues in life. Cd-II-2 環境友善的行 動與分享。Environmentally friendly actions and Sharing. Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and				
		sed in daily life.			
內容目標 (Content Goals)	SWBT identify the different MRT lines and station names.				
語言目標	SWBT use their word banks to follow the lesson.				
(Language Goals)	(Language Goals)				
教	學活動流程 I	(Teaching Procedur	res)		
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up)	8	PPT, word banks			
School Chant.					
全班授課 (Presentation) Review previous class and the MRT lines and how to write the stations in Pinyin.	7				
練習活動 (Practice) As a class students will see a station name in Chinese and we spell the stations letter by letter.	8				
<mark>發展活動 (Production)</mark> Plickers. Students will read the	8		Formative assessment during the Plickers activity.		

station names and hold up their		
cards to answer.		
	9	
<mark>總結活動 (Wrap up)</mark>		
Award XP. Question: What did		
you learn?		

教學反思 (Reflection) With extra time, say a station and have students guess which line it's on.

教學活動設計:第四節課 (Lesson 4)			
	學習表現 (Learning Performance):		
	Integrated		
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境友		
	善的行動。 Students are aware of environmental issues in		
	their life, and explore and implement environmentally		
	friendly actions.		
	Language		
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen		
學習重點	to the vocabulary they learned in class.		
(Essential Learning Foci))	學習內容 (Learning Content):		
	Integrated		
	Cd-II-1 生活中環境問題的覺察. The awareness of		
	environmental issues in life.		
	Cd-II-2 環境友善的行 動與分享。Environmentally		
	friendly actions and Sharing.		
	Language:		
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and		
	sentences used in daily life.		
內容目標	SWBT identify the different MRT lines and station names.		
(Content Goals)			
語言目標	SWBT use their word banks to follow the lesson.		
(Language Goals)			
教學活	后動流程 (Teaching Procedures)		
教學流程	教學時間 教學資源 教學評量		

(Stages & Activities)	(Time)	(Teaching	(Assessment)
		Materials)	
暖身活動 (Warm up)	8	PPT, word	
School Chant.		banks	
全班授課 (Presentation)	7		
Review previous class and the			
MRT lines and how to write the			
stations in Pinyin.			
練習活動 (Practice)	8		
As a class students will see a			
station name in Chinese and we			
spell the stations letter by letter.			
發展活動 (Production)	8		Formative assessment during
Students will get a map and a			the map activity.
station name will be shown in the			
PPT, students will find the station			
and hold up their cards when they			
find it.			
<mark>總結活動 (Wrap up)</mark>			
Award XP.	9		
Make a sentence:station is on			
theline.			

教學反思 (Reflection) Add more stations to the production activity.

教學活動設計:第五節課 (Lesson 5)		
	學習表現 (Learning Performance):	
學習重點	Integrated	
(Essential Learning Foci))	3d-II-1 覺察生活中環境的問題,探 討並執行對環	
	境友善的行動。 Students are aware of	

			ir life, and explore and friendly actions.	
	Language			
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can			
	listen to the vocabulary they learned in class.			
	學習內容(學習內容 (Learning Content):		
	Integrated			
	Cd-II-1 生活	活中環境問題的	内覺察. The awareness of	
		tal issues in life	•	
			與分享。Environmentally	
	friendly acti	ions and Sharing	5.	
	_			
	Language:	第目的45年	Æ Cimalo vo obviom	
			語。 Simple vocabulary	
		es used in daily		
(Content Goals)	SWBT work as a team to identify the correct direction to take for their destination.			
語言目標	SWBT use their word banks to follow the lesson.			
	(Language Goals)			
	旦 程(Teaching	g Procedures)		
女を移ったも口	本件 63 L平日日	教學資源	本 競 河 星	
教學流程 (Stages & Activities)	教學時間	(Teaching	教學評量	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up) School Chant.	8	PPT, word		
		banks		
全班授課 (Presentation)	7			
Show MRT lines and their terminal				
stations and explain how you can take				
the train towards different directions.				
Explain outdoor activity behavioural				
expectations.				
練習活動 (Practice)	3			
Give students a card with a station they				
need to get to and an MRT map.				

They need to figure out which direction they need to go. Practice with the co-teacher and interact with students as you show how to do it.		
發展活動 (Production) Students will work together as a team to decide which direction to take.	20	Formative assessment during the production activity.
<mark>總結活動 (Wrap up)</mark> Award XP.	2	

教學反思 (Reflection) Some classes need an extra class to practice,

教學活!	動設計:第六節課 (Lesson 6)
	學習表現 (Learning Performance):
	Integrated
	3d-II-1 覺察生活中環境的問題,探 討並執行對環境
	友善的行動。 Students are aware of environmental
	issues in their life, and explore and implement
	environmentally friendly actions.
	Language
學習重點	◎1-III-6 能聽懂課堂中所學的字詞。 Students can
(Essential Learning Foci))	listen to the vocabulary they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cd-II-1 生活中環境問題的覺察. The awareness of
	environmental issues in life.
	Cd-II-2 環境友善的行 動與分享。Environmentally
	friendly actions and Sharing.
	Language:

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and				
	sentences used in daily life.				
內容目標	SWBT identify the correct direction to take for their				
(Content Goals)	destination.				
語言目標	SWBT use	the language fro	om the unit to go the correct		
(Language Goals)	direction on	the MRT.			
教學活動	動流程 (Tead	ching Procedure	es)		
教學流程	教學時間	教學資源	 教學評量		
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)		
暖身活動 (Warm up)	8	PPT, word			
School Chant.		banks			
全班授課 (Presentation)	7				
Review the previous class about					
taking the correct direction and how					
they are expected to behave.					
AND					
練習活動 (Practice)	3				
Practice the activity with a student					
volunteer and answer any questions.					
發展活動 (Production)	20		Summative assessment during		
Students will line up and use tier	20		Summative assessment during the production activity.		
station cards and maps to figure out			the production activity.		
which direction to take. When they					
are ready they will go touch the					
terminal station and tell the teacher					
which direction to take.					
<mark>總結活動 (Wrap up)</mark>	2				
Award XP.					

教學反思 (Reflection) Give teams only 1 map so they don't focus on destroying them

(五年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 5

單元名稱(Name of the Unit): Unit 1: Their Culture Beautiful Culture

學習總節數(Length of the Unit): 5 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

To encourage and challenge students to be open-minded and explore the beauty of other cultures and countries.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ②2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
- ◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
- ◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

學習內容 (Learning Content):

Integrated Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.

學習重點 (Essential Learning Focuses)

	Language:				
	B-III-2 國小階段所學字詞及句型的生活溝通。 Required vocabulary and sentences used in daily life of elementary stage.				
內容目標 (Content Goals)	SWBT understand the beauty of the teacher's culture.	Lesson 1			
, , , , , , , , , , , , , , , , , , ,	SWBT appreciate beauty of other cultures. Lesson 2-5				
	SWBT express and choose a different culture that they love	Lesson 1			
語言目標	SWBT use language from word bank,	Lesson 2			
(Language Goals)	SWBT ask questions about other cultures.	Lesson 3-4			
	SWBT to participate in the cultural Q&A	Lesson 5			

教	文學活動設計:第一節課(Lesson 1)				
	學習表現 (Learning Performance):				
	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多				
	元文化。Students respect and care for different ethnic groups, understand and appreciate multiculturalism.				
學習重點	Language:				
(Essential Learning Focuses)	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to				
	the vocabulary they learned in class.				
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the				
	sentences they learned in class.				
	學習內容 (Learning Content):				
	Integrated				

	Cc-III-2 與		髭的態度和禮儀。 Attitudes and		
		vith different eth			
	gr				
	Language:				
	0 0		語。 Simple vocabulary and		
	sentences u	sed in daily life			
		•	祠(能聽、讀、說 300 字詞,其中		
			Required vocabulary of elementary		
	stage.				
	_	國小階段所學字	這一個型的生活溝通。 Required		
			used in daily life of elementary stage.		
	•		ity of the teacher's culture.		
(Content Goals)		5 5 6 6			
語言目標	SWBT exp	ress and choose	a different culture that they love		
(Language Goals)	-		· · · · · · · · · · · · · · · · · · ·		
	 學活動流程	(Teaching Pro	cedures)		
		教學資源			
教學流程	教學時間	(Teaching	教學評量		
(Stages & Activities)	(Time)	Materials)	(Assessment)		
暖身活動 (Warm up)	8	PPT			
Say the class chant. Outline					
XP expectations. Give out					
word banks and read together.					
全班授課 (Presentation)	14	Word banks			
Showcase the teacher's culture					
and why it is beautiful.					
, , , , , , , , , , , , , , , , , , ,					
練習活動 (Practice)	5				
Introduce question words to be					
used throughout unit and					
practice in teams.					
r					
發展活動 (Production)	7		Formative assessment during the		
All cultures are beautiful.			production segment led by team		
Which cultures do you love?			leaders.		

Team leaders will ask their teams.			
總結活動 (Wrap up) Award XP. Exit question: Have you traveled abroad? Where?	6		

教學反思 (Reflection) Students enjoyed the presentation on my culture.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第二節課(Lesson 2)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習重點

(Essential Learning Focuses)

學習內容 (Learning Content):

Integrated

Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中 必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

B-III-2 國小階段所學字詞及句型的生活溝通。 Required vocabulary and sentences used in daily life of elementary stage.

内容目標	SWBT ap	SWBT appreciate the beauty of other cultures.				
(Content Goals)						
語言目標	SWBT us	e language from	their word banks.			
(Language Goals)						
教	學活動流程	呈 (Teaching Pro	ocedures)			
】 教學流程	教學時	教學資源	 数學評量			
	間	(Teaching				
(Stages & Activities)	(Time)	Materials)	(Assessment)			
暖身活動 (Warm up)	4	PPT				
Say the class chant. Outline XP						
expectations.						
_						
全班授課 (Presentation)	16	Word banks				
Introduce Q&A questions and						
cultures.						
練習活動 (Practice)	5					
Students ask questions from						
the presentation about Canada.						
and presentation decore cumulant						
發展活動 (Production)	10		Formative assessment during the			
Students get into their groups			production segment led by team			
and practice the language with			leaders.			
their team leader.			readers.			
men team reacet.						
/ 總結活動 (Wrap up)	5					
Award XP. Exit question: Why						
is Terry Fox famous?						
教學反思 (Reflection) Changed	教學反思 (Reflection) Changed video on Terry Fox to a gifs					
附錄:學習單或參考資料 (Appendix: Worksheets or References)						
11130/ TOLONS 1841 (-Thomany (1944)						

教學活動設計:第三節課 (Lesson 3)			
學習重點 學習表現 (Learning Performance):			
(Essential Learning Focuses)	Integrated		

	2° III 1	新毛姆眼扁 丁巴	7的发光,用 <i>如光心带久二</i> 之儿。	
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。			
	Students respect and care for different ethnic groups,			
	understand and appreciate multiculturalism.			
	Languag			
			所學的字詞。 Students can listen to	
		oulary they learn		
			型的句子。 Students can listen to	
	the senter	nces they learned	l in class.	
	學習內容	(Learning Con	itent):	
	Integrate	ed		
	Cc-III-2	與不同族群相	處的態度和禮儀。 Attitudes and	
	etiquette	with different e	ethnic groups.	
	Languag	e:		
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其			
	中必須拼寫 180 字詞)。 Required vocabulary of			
	elementary stage.			
	B-III-2	國小階段所學等	字詞及句型的生活溝通。	
	Required	vocabulary and	sentences used in daily life of	
	elementai	ry stage.		
內容目標	SWBT ap	preciate the bea	uty of other cultures.	
(Content Goals)				
語言目標	SWBT as	sk questions abou	ut other cultures.	
(Language Goals)				
教學	活動流程	(Teaching Proc	edures)	
サムドタンナイロ	教學時	教學資源	4/7 k/4 /- 12 El	
教學流程	間	(Teaching	教學評量	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up)	4	PPT		
Say the class chant. Outline XP				
expectations.				
全班授課 (Presentation)	5 Word banks			

Review language and cultures that will be used in the cultural Q&A.		
練習活動 (Practice) Students will practice	5	
questioning using Taiwan as an		
example.		
發展活動 (Production) Students will receive a card with a culture from Q&A and read in teams. One student will answer and others will ask. (Part 1)	20	Formative assessment during the production segment led by team leaders.
<mark>總結活動 (Wrap up)</mark> Award XP. Exit question: What did you learn	6	
about these cultures?		
教學反思 (Reflection) Only enoug	gh time to o	lo one culture card

教學活動設計:第四節課 (Lesson 4)					
	學習表現 (Learning Performance):				
	Integrated				
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。				
	Students respect and care for different ethnic groups,				
	understand and appreciate multiculturalism.				
學習重點 (Essential Learning Focuses)	Language: ②1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ③1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. 學習內容 (Learning Content): Integrated				

	Cc-III-2	與不同族群相	處的態度和禮儀。 Attitudes and	
	etiquette with different ethnic groups.			
	enquence with different cumic groups.			
	Language:			
	⊚Ac-III-	3 簡易的生活月	用語。 Simple vocabulary and	
	sentences	used in daily lif	e.	
	Ac-III-4	國小階段所學?	字詞(能聽、讀、說 300 字詞,其	
	中必須拼	寫 180 字詞)	 Required vocabulary of 	
	elementar	ry stage.		
	B-III-2	國小階段所學等	字詞及句型的生活溝通。 Required	
	vocabular	ry and sentences	used in daily life of elementary	
	stage.			
内容目標	SWBT ap	preciate the bea	uty of other cultures.	
(Content Goals)				
語言目標	SWBT as	k questions abou	ut other cultures.	
(Language Goals)				
数學	活動流程	(Teaching Proc	edures)	
 数學流程	教學時	教學資源	 数學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
	(Time)	Materials)		
暖身活動 (Warm up)	4	PPT		
Say the class chant. Outline XP				
expectations.	_	*** 11 1		
全班授課 (Presentation)	5	Word banks		
Review language and cultures				
that will be used in the cultural				
Q&A. Outline expectations for next class' assessment.				
next class assessment.				
<mark>練習活動 (Practice)</mark>	5			
Students will practice	<i>J</i>			
questioning using Taiwan as an				
example.				
 <mark>發展活動 (Production)</mark>	20		Formative assessment during the	
Students will receive a card with			production segment led by team	
			· · · · · · · · · · · · · · · · · · ·	

teams. One student will answer and others will ask. (Part 2)			
總結活動 (Wrap up) Award XP. Exit question: What did you learn about these cultures?	6		

教學反思 (Reflection) Students had a hard time understanding that they can ask the questions together as a team

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第五節課 (Lesson 5)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文 化。Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習重點 (Essential Learning Focuses)

學習內容 (Learning Content):

Integrated

Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞, 其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

etiquette

	B-III-2				
	Required vocabulary and sentences used in daily life of				
	elementary stage.				
		reciate the beauty of	other cultures.		
(Content Goals)	11	J			
語言目標	SWBT part	icipate in the cultura	al Q&A.		
(Language Goals)	1	1			
教學活	 :動流程 (Te	eaching Procedures)			
教學流程	教學時間	教學資源	教學評量		
(Stages & Activities)	(Time)	(Teaching	汉子口里 (Assessment)		
(Stages & Activities)	(Time)	Materials)	(Assessment)		
暖身活動 (Warm up)	4	PPT			
Say the class chant. Outline XP					
expectations.					
全班授課 (Presentation)	5	Word banks			
Review language and cultures that					
will be used in the cultural Q&A.					
Outline expectations for next class'					
assessment.					
練習活動 (Practice)	5				
Students will practice questioning					
using Taiwan as an example.					
發展活動 (Production)	20		Summative assessment		
Q&A activity. After a student			during the Q&A		
participates, they write their XP on					
the board.					
/助小十二年 / (18/2002) A 1 3/2					
<mark>總結活動 (Wrap up)</mark> Award XP.	6				
Exit question: What did you learn					
about these cultures?					
数窗写用 (D.Cl., W., M., J.L.,					

教學反思 (Reflection) Moved the practice content on Taiwan to the previous lesson and added one on the USA to this lesson.

(五年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Progra

實施年級(Grade Level): Grade_5

單元名稱(Name of the Unit): Unit 2: Their Culture Beautiful Culture: Food, Language Clothes

and Music

學習總節數(Length of the Unit): 2 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

To encourage to appreciate the art and lifestyle of other cultures.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

Focuses)

學習重點

- (Essential Learnin ②2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
 - 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
 - ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
 - ◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.
 - ◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。 Students are willing to participate in class activities and not afraid to make mistakes.

學習內容 (Learning Content):

Integrated

	Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and eti	quette with		
	different ethnic groups.			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and senten	ces used in		
	daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫			
	180 字詞)。 Required vocabulary of elementary stage. B-III-2 國小階段所學字詞及句型的生活溝通。 Required vocabulary			
	and sentences used in daily life of elementary stage.			
) 内容目標				
(Content Goals)	SWBT understand and appreciate the uniqueness of other	Lesson 1-2		
(Content Goals)	cultures.			
語言目標				
(Language Goals)	SWBT use language from word bank,	Lesson 1-2		

数學活	動設計:第一節課 (Lesson 1)
	學習表現 (Learning Performance):
	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣
	賞多元文化。Students respect and care for different ethnic
	groups, understand and appreciate multiculturalism.
	Language:
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen
	to the vocabulary they learned in class.
學習重點	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to
(Essential Learning Focuses)	the sentences they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and
	etiquette with different ethnic groups.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and
	sentences used in daily life.

	T					
	Ac-III-4	國小階段所學	字詞(能聽、讀、說 300 字詞,			
	其中必須拼寫 180 字詞)。 Required vocabulary of					
	elementary stage.					
	B-III-2	B-III-2 國小階段所學字詞及句型的生活溝通。				
	Required vocabulary and sentences used in daily life of					
	elementar	ry stage.				
內容目標	SWBT ur	nderstand and ap	opreciate the uniqueness of other			
(Content Goals)	cultures.					
語言目標	SWBT ex	press and choos	se a different culture that they love			
(Language Goals)						
教學活	5動流程(Teaching Proced	dures)			
李	教學時	教學資源	李俊子			
教學流程	間	(Teaching	教學評量			
(Stages & Activities)	(Time)	Materials)	(Assessment)			
暖身活動 (Warm up)	8	PPT				
Say the class chant.						
	14	Word banks				
全班授課 (Presentation)						
Show care the food, language,						
clothes and music of Mexico and						
Peru.						
練習活動 (Practice)	5					
Students will see different aspects						
of the culture and say the words						
using their word banks.						
<mark>發展活動 (Production)</mark>	7		Formative assessment during the			
Students will practice speaking			production segment led by team			
Spanish by saying hello and thank			leaders.			
you to their classmates. After that						
they will choose the most						
interesting parts of those cultures.						
總結活動 (Wrap up)	6					
Award XP.						
	1		I .			

Exit question: What did you learn today?					
教學反思 (Reflection) Students can	be disresp	ectful when obs	erving other cultures. Speak to		
them about it beforehand.					
附錄:學習單或參考資料 (Appendix: Worksheets or References)					

<u>-111.</u>					
教 !	學活動設計:第二節課 (Lesson 2)				
	學習表現 (Learning Performance):				
	Integrated				
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。				
	Students respect and care for different ethnic groups,				
	understand and appreciate multiculturalism.				
	Language:				
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to				
	the vocabulary they learned in class.				
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the				
	sentences they learned in class.				
學習重點	學習內容 (Learning Content):				
(Essential Learning Focuses)	Integrated				
(Essential Learning Focuses)	Cc-III-2 與不同族群相 處的態度和禮儀。 Attitudes and				
	etiquette with different ethnic groups.				
	enquette with different ethinc groups.				
	Language				
	Language:				
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and				
	sentences used in daily life.				
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中				
	必須拼寫 180 字詞)。 Required vocabulary of elementary				
	stage.				
	B-III-2 國小階段所學字詞及句型的生活溝通。 Required				
	vocabulary and sentences used in daily life of elementary stage.				
内容目標	SWBT understand and appreciate the uniqueness of other				
(Content Goals)	cultures.				
語言目標	SWBT express and choose a different culture that they love				
(Language Goals)					
教學活動流程 (Teaching Procedures)					

	州 超吐		
教學流程	教學時	教學資源	教學評量
(Stages & Activities)	間	(Teaching	(Assessment)
	(Time)	Materials)	,
暖身活動(Warm up)	8	PPT	
Say the class chant.			
全班授課 (Presentation)	14	Word banks	
Show care the food, language,			
clothes and music of Italy,			
India and Egypt.			
練習活動 (Practice)	5		
Students will see different			
aspects of the culture and say			
the words using their word			
banks.			
發展活動 (Production)	7		Formative assessment during the
Students will practice speaking			production segment led by team
Arabic, Italians Hindi by			leaders.
saying hello and thank you to			
their classmates.			
After that they will choose the			
most interesting parts of those			
cultures.			
<mark>總結活動 (Wrap up)</mark>	6		
Award XP.			
Exit question: What did you			
learn today?			
Tourn today.			

教學反思 (Reflection) YouTube shorts is a good way to show videos without taking up so much time.

(五年級上學期 Unit 3)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Progra

實施年級(Grade Level): Grade 5

單元名稱(Name of the Unit): Their Beautiful Culture: What They Do

總節數(Length of the Unit): 6 lessons 設計者(Lesson Designer): Gregory Earle 協同中師(Co-Teacher): Homeroom teachers

本單元設計理念 (Unit Overview: Rationale and Philosophy)

To appreciate multiculturalism and to care for different ethnic groups, one needs to overcome several barriers. Life is celebrated and represented differently throughout the world. When faced with these differences, one needs to interact with them with an open and curious mind. Following a unit showcasing the language, food and clothing of different cultures, students will learn and interact with the gestures, etiquette, rituals and festivals different cultures use and create a unique festival inspired by these aspects.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language:

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.
- ◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.

學習重點 (Essential Learning Focuses)

	◎6-III-2 樂於參與課堂中各類練習活動	7,不畏犯	
	錯。 Students are willing to participate in	class	
	activities and not afraid to make mistakes.		
	學習內容 (Learning Content):		
	Integrated		
	Cc-III-2 與不同族群相 處的態度和禮儀	数 。	
	Attitudes and etiquette with different ethnic groups.		
Language:			
	◎Ac-III-3 簡易的生活用語。 Simple v	ocabulary	
	and sentences used in daily life.		
Ac-III-4 國小階段所學字詞(能聽、讀、讀、			
詞,其中必須拼寫 180 字詞)。 Required			
	vocabulary of elementary stage.		
	B-III-2 國小階段所學字詞及句型的生	活溝通。	
	Required vocabulary and sentences used in	n daily life	
	of elementary stage.		
<u>內容 Content</u> (New knowledge, skills and understanding)	預計進行的節數 Corresponding I	<u>lesson</u>	
C.			
SWBT understand that gestures and their r	meaning varies from culture to culture.	1	
SWBT understand that etiquette varies from	m culture to culture.	2	
SWBT understand that different cultures h	ave unique rituals that carry meaning.	3	
SWBT understand that cultural activities c	an be meaningful experiences.	4-6	

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

Students will communicate with gestures. Use prior knowledge about certain cultures to predict the etiquette. Plan and create a new cultural activity that has meaning. The challenge is to keep the topics interesting so students are motivated to be curious and engage with the topics and to respectfully address any attitudes that are disrespectful.

<u>溝通 Communication</u> (What and how)

Language <u>of</u> **Learning** (**Key vocabulary – content-obligatory**)

Word Bank provided lesson 1 of the previous unit. (document attached)

Language for learning (Functional language e.g. language while learners participate in the lesson – thinking skills)

Regarding gestures, rituals and festivals: What does this mean in ____ (country)? It means ____.

Regarding etiquette: Don't ____ in ___ (country). Do ____ in ___ (country).

Language <u>through</u> learning (Language progression, practice and extension – emerging language)

Each lesson has "footnote shortcuts "that tie to their word banks that students are familiar with how to use. Lessons will occasionally use language beyond the word banks, including language used in previous units as well as supplementary vocabulary. Most classes refer back to the same 5 cultures, but will give additional content beyond those examples. Animations and visuals are abundant, especially when the context of the content has changed.

文化 Culture (Awareness of self and other, identity, citizenship, and pluricultural understanding)

This unit is an expansion of the previous year's unit on identifying and expressing pride in one's own culture. New content is opened with examples that relate to the students' personal cultural identity.

	教學活動設計:第一節課 (Lesson 1)				
活動順序 (Number of Activity)	時間 (Time)	教學方式 (Work Form)	活動內容 (Activity)	教材資源 (Materials)	
		課程導	人 (Lead-in/Warm-up)		
1	2	Warm-up	Say the class chant.	PPT	
		主要	要內容 (Core Part)		
2	12	Presentation and practice.	Presentation on gestures used in different cultures and what they mean.	Word Banks	
3	10	Take a guess and language practice.	The teacher will do a gesture from a different culture and the students will guess what it means.	None	

			Both teachers will ask each student a question and students will respond	
4	5	Communicati ng with	with a gesture. Students will then ask	
	3		the teacher a question and the teacher	None
		gestures.	will respond with a gesture and	
			students will say what it means.	
			總結 (Closure)	
			Award XP points (The class's reward	
			system). Exit question that allows	
5	11	XP Boost	students to earn additional points.	PPT
			Which new gesture did you learn and	
			what does it mean?	
學生評量(Asse	essments)	Formative asse	essment during the gesture activity and exi	t question.
	教師省思 (Reflections) Remove the example of the gesture from Mexico that has a negative meaning.			s a negative
		教學活動設	計:第二節課 (Lesson 2)	
活動順序	時間	教學方式	 活動內容	教材資源
(Number of	(Time)	(Work Form)	(Activity)	(Materials)
Activity)				(
	ı	課程導。	入 (Lead-in/Warm-up)	
			Say the class chant and review the	PPT
1	6	Warm-up	content learned in the previous class	
			on gestures.	
		主要	要内容 (Core Part)	
			Etiquette/dos and don'ts in Taiwan.	
		Presentation	Students will see or hear about a	Word bank,
2	10	and practice	situation and respond with either "do"	PPT
		1	or "don't" indicating the proper	
		1	etiquette.	
			etiquette.	
		Take a quess	Teachers will explain/do a situation,	PPT
3	12	Take a guess	-	PPT
3	12	Take a guess and language practice	Teachers will explain/do a situation,	PPT

總結 (Closure)					
4	12	XP Boost	Award XP points. Exit question that is tiered based on students' XP level and allows them to earn more points. What did you learn today? An example answer is: I learned don'tin	PPT	
學生評量	Formativ	Formative assessment during the exit question. Students can respond in English,			
(Assessments)	Chinese or with a gesture.				
教師省思 (Reflections)	Involve c	Involve co-teachers in the production to make it more exciting for the students.			

活動順序 (Number of Activity)	時間 (Time)	Warm-up	活動內容 (Activity) (Lead-in/Warm-up) Say the class chant together. 內容 (Core Part)	教材資源 (Materials) PPT
2	7	Agenda overview	Reexplain how to complete the worksheet (if necessary). Explain the day's agenda and expectations for behavior for the next class.	PPT, word banks
3	20	Finish writing and practice presentation practice	Finish writing their festival worksheets in their teams. When students finish writing, they will practice their speaking/action roles in their teams.	Festival worksheets
		絲	忽結 (Closure)	
4	11	XP Boost	Award XP points. Exit question that is tiered based on students' XP level and allows them to earn more points. Why are festivals important?	PPT
學生評量 (Assessments)				
(Assessments) showcase the festivals they created. 教師省 思 If there is extra time for more classes do a rehearsal for the presentation,				

(Reflections)	
(1101100110110)	

(五年級下學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 5

單元名稱(Name of the Unit): Unit 1 Love Our Planet: Climate Change

學習總節數(Length of the Unit): 5 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will understand the dangers that face our planet and the ways that we may reduce the damage.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

(Essential Learnin Focuses)

學習重點

- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

Language:

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.			
	Observe the ways humans put CO2 in the air and the effects of climate change.	Lesson 1		
內容目標 (Content Goals)	Observe the connection between transportation and climate change.	Lesson 2		
	Observe the connection between waste and climate change.	Lesson 3		
	Observe the connection between energy and climate change.	Lesson 4		
	Share concerns about climate change and the reason.	Lesson 5		
語言目標 (Language	Students will be able to say key vocabulary using their word banks.	Lesson 1-4		
Goals)	SWBT use language to report their share concerns regarding climate change	Lesson 5		

教學活動設計:第一節課 (Lesson 1)			
學習重點	學習表現 (Learning Performance)		
	Integrated:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與		
	環境。 Students practice		
(Essential Learning Focuses)	environmentally friendly actions and		
	cherish ecological resources and		
	the environment.		

	Language: 1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ③1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. ③2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description. ③3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class. 學習內容 (Learning Content):			
	Integ	rated:		
			生態資源的影響。Human	
	impact	on the environmer	nt and ecological	
	resources.			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary			
	and sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300			
	字詞,其中必須拼寫 180 字詞)。 Required			
	vocabulary of elementary stage.			
内容目標	SWBT observe the ways humans put CO2 in the air and			
(Content Goals)	the effects of climate change.			
語言目標	SWBT say key vocabulary using their word banks.			
(Language Goals)	540 /T	o alain o Due I \		
教學店動	1	aching Procedures)		
郑 (辞)公子口	教學時期	教學資源	补 େ 500 = 100 =	
教學流程 (Stages & Activities)	時間 (Tim	(Teaching	教學評量	
(Stages & Activities)	(Tim e)	Materials)	(Assessment)	
暖身活動 (Warm up)	5	PPT		
Say the class chant and view/discuss the				
expectations for the evaluation during				
class #6.				
	1	I	l	

全班授課 (Presentation) Introduce CO2 and climate change and observe its effects.	5	Word bank,	
練習活動 (Practice) Students will see an action or activity and rate it for its contribution of CO2.	10		
<mark>發展活動 (Production)</mark> Discussion: Are you worried about climate change? I am/I'm not worried	10		Formative during the discussion.
because 總結活動 (Wrap up) Review what we discussed and words	10		
we learned,Put away word banks. Award XP points.			

教學反思 (Reflection) Encourage students to make new sentences and answers for the bonus XP

	學活動設計:第一節課 (Lesson 2)		
	學習表現 (Learning Performance)		
	Integrated:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。		
	Students practice environmentally friendly actions and		
	cherish ecological resources and the environment.		
學習重點	Language:		
字自里和 (Essential Learning Focuses)	1-III-6 能聽懂課堂中所學的字詞。 Students can listen to		
(Essential Learning Pocuses)	the vocabulary they learned in class.		
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to		
	the sentences they learned in class.		
	◎2-III-2 能說出課堂中所學的字詞。 Students can say		
	the vocabulary they learned in class.		
	2-III-7 能作簡易的回答和描述。 Students can make		
	simple answers and description.		

	◎3-III-1 能辨識課堂中所學的字詞。 Students can	
	identify the vocabulary they learned in class.	
	學習內容 (Learning Content):	
	Integrated:	
	Cd-III-2 人類對環境及 生態資源的影響。Human impact	
	on the environment and ecological resources.	
Language:		
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and	
	sentences used in daily life.	
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其	
	中必須拼寫 180 字詞)。 Required vocabulary of	
	elementary stage.	
內容目標	SWBT observe the connection between transportation and	
(Content Goals)	climate change.	
語言目標	SWBT say key vocabulary using their word banks.	
(Language Goals)		

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	5	PPT	
Say the class chant and view/discuss the expectations for the evaluation during class #6.			
全班授課 (Presentation) Review previous class. Observe the connection between transportation and climate change.	5	Word bank,	
練習活動 (Practice) Put modes of transportation in order from most CO2 emissions to least.	5		
<mark>發展活動 (Production)</mark> Team based questions led by team leaders. Do we want more or less CO2?	13		Formative during the production

Do we want more or less air pollution?		and wrap-up
If we want less CO2, we need more or less		questions.
transportation?		
Bonus question for additional XP.		
We want less transportation, what can YOU do?		
總結活動 (Wrap up)	12	
Question: Are you worried about climate change?		
Review what we discussed and words we		
learned,Put away word banks.		
Award XP points.		

教學反思 (Reflection) Remind students that the bonus XP question is the question for the class 6 evaluation.

	教學活動設計:第一節課 (Lesson 3)
	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice
	environmentally friendly actions and cherish ecological resources and
	the environment.
學習重點 (Essential Learning Focuses)	Language: 1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description. ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

	學習內容 (Learning Content):					
	Integrated:Cd-III-2 人類對環境及 生態資源的影響。Human impact on					
	the environment and ecological resources.					
	Language:					
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in					
	daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必					
	須拼寫 180 字詞)。 Required vocabulary of elementary stage.					
內容目標	SWBT observe the connection between waste and climate change.					
(Content						
Goals)						
語言目標	SWBT say key vocabulary using their word banks.					
(Language						
Goals)						

教學活動流程 (Teaching Procedures)					
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.	5	PPT			
全班授課 (Presentation) Review previous class. Observe the connection between waste and climate change.	7	Word bank,			
練習活動 (Practice) Put in order from most CO2 to least: Reducing, reusing, recycling and garbage.	5				

發展活動 (Production)	11	Formative during the
Team based questions led by team		production and wrap-up
leaders. We want less CO2. What can		questions.
YOU do?		
總結活動 (Wrap up)	12	
Question:		
Are you worried about climate change?		
Review what we discussed and words we		
learned,Put away word banks.		
Award XP points.		

教學反思 (Reflection) Usually there's enough time to play a game. Play Typhoon and use it to practice language useful to the class 6 evaluation.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第一節課 (Lesson 4)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

學習重點 (Essential Learning Focuses)

Language:

- 1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

	ははは	Z (I oc: C:	tout) •	
學習內容 (Learning Content):				
Integrated:				
	Cd-III-2 人類對環境及 生態資源的影響。Human			
	impact on	the environmen	nt and ecological resources.	
	_			
	Languag		÷五 C:1	
			語。 Simple vocabulary	
		nces used in daily		
			字詞(能聽、讀、說 300 字	
			三詞)。 Required	
	vocabular	y of elementary s	stage.	
內容目標	anne :			
(Content Goals)		serve the connect		
<u> </u>	energy/electricity and climate change.			
語言目標	CMDT 1			
(Language Goals)	SWBT say key vocabulary using their word banks.			
		hing Procedures)		
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
,	(Time)	Materials)	, ,	
暖身活動(Warm up)	5	PPT		
Say the class chant and view/discuss				
the expectations for the evaluation				
during class #6.				
全班授課 (Presentation)	7	Word bank,		
Review previous class.				
Observe the connection between				
energy and climate change.				
Introduce clean energy (solar/wind).				
練習活動 (Practice)	5			
If we want less CO2, what do we need				
more/less of?				

發展活動 (Production)	16	Formative during the
Students will write their concerns		production and wrap-up
about climate change on their word		questions.
banks. When they finish, they will		
show their team leader and practice		
with an assigned partner.		
<mark>總結活動 (Wrap up)</mark>	7	
Question: Are you worried about		
climate change? Review what we		
discussed and words we learned,Put		
away word banks. Award XP points.		

教學反思 (Reflection) Encourage students to make new sentences using their word banks for the production activity.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第一節課 (Lesson 5)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

學習重點 (Essential Learning Focuses)

Language:

- 1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

	學習內容 (Learning Content): Integrated:Cd-III-2 人類對環境及 生態資源的影響。 Human impact on the environment and ecological resources.			
Language: ③Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字 其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.				
内容目標	SWBT's	share concerns about	t climate change and the reason.	
(Content Goals) 語言目標 (Language Goals)	climate	change	rt their share concerns regarding	
教學		呈 (Teaching Proced	lures)	
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動 (Warm up)	2	PPT		
Say the class chant.				
全班授課 (Presentation)	3	Word bank,		
Explain the procedure for the days evaluation.				
練習活動 (Practice) Practice sharing concerns with an assigned partner.	3			
發展活動 (Production) Students will share their concerns (1-on-1) outside the class. When they finish, they can complete a word search activity.	27		Summative assessment during the 1-on-1	

<mark>總結活動 (Wrap up)</mark>	5				
Award XP.					
Question: What new words or					
ideas did you learn?					
教學反思 (Reflection)					
附錄:學習單或參考資料 (Appendix: Worksheets or References)					

(五年級下學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade_5

單元名稱(Name of the Unit): Unit 2 Love Our Planet: Our Smart City

學習總節數(Length of the Unit): 9 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will work in teams to plan, create and share their ideas for a green and innovative smart city.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

(Essential Learnin Focuses)

學習重點

- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

Language:

186

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.				
	SWBT differentiate between green (environmentally friendly) and not green and innovative and not.	Lesson 1			
	SWBT evaluate an energy form for it's environment cleanliness, capacity and cost.	Lesson 2			
内容目標	SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost.				
(Content Goals)	SWBT discuss different solutions to dealing with waste and CO2.	Lesson 4			
	SWBT consider what kinds of innovative technologies a smart city has.	Lesson 5			
	SWBT consider what kinds of innovative laws a smart city has.	Lesson 6			
	SWBT make a plan, create and share their smart city model.	Lesson 7- 9			
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks.	Lesson 1- 8			
	SWBT use the language used in the unit to share their smart city.	Lesson 9			

教學活動	助設計:第一節課 (Lesson 1)
	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環
	境。 Students practice environmentally friendly
	actions and cherish ecological resources and
	the environment.
	T
	Language:
	1-III-6 能聽懂課堂中所學的字詞。 Students can
	listen to the vocabulary they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can
	listen to the sentences they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can
學習重點	say the vocabulary they learned in class.
(Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students can
, ,	make simple answers and description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can
	identify the vocabulary they learned in class.
	學習內容 (Learning Content):
	Integrated:
	Cd-III-2 人類對環境及 生態資源的影響。Human
	impact on the environment and ecological resources.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and
	sentences used in daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字
	詞,其中必須拼寫 180 字詞)。 Required vocabulary
	of elementary stage.
 内容目標	
(Content Goals)	SWBT differentiate between green (environmentally
(Content Gours)	friendly) and not green and innovative and not.
語言目標	
(Language Goals)	SWBT say key vocabulary using their word banks.
教學活動	動流程 (Teaching Procedures)

教學流程	教學 時間	教學資源 (Tasshing	教學評量
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)
暖身活動 (Warm up)	4	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15.			
全班授課 (Presentation)	12	Word bank,	
Give word banks and read together.			
Define a smart city, innovative and			
green.			
練習活動 (Practice)	8		
Show pictures with one example			
being green and one not and students			
will identify which is which using			
the word banks.			
Do the same but with the word innovative.			
illilovative.			
發展活動 (Production)	10	Personal	Formative during the
Students will get into their XP teams		whiteboards.	production activity.
and create a list of 5 things that are			
green and then 5 things that are			
innovative.			
<mark>總結活動 (Wrap up)</mark>	6		
Review what we discussed and			
words we learned,Put away word			
banks. Award XP points.			

教學反思 (Reflection) Give examples of things and ask students if they are green or not

数學活動設計	·: 第二節課 (Lesson 2)
₹ 人口到収口	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源
	與環境。 Students practice
	environmentally friendly actions and
	cherish ecological resources and
	the environment.
	_
	Language:
	1-III-6 能聽懂課堂中所學的字詞。 Students
	can listen to the vocabulary they learned in
	class. ◎1 III 0 结脑镁簡具句刑的句子。 Students
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
	②2-III-2 能說出課堂中所學的字詞。
	Students can say the vocabulary they learned in
學習重點	class.
(Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students
	can make simple answers and description.
	◎3-III-1 能辨識課堂中所學的字詞。
	Students can identify the vocabulary they
	learned in class.
	學習內容 (Learning Content):
	Integrated:
	Cd-III-2 人類對環境及 生態資源的影響。
	Human impact on the environment
	and ecological resources.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple
	vocabulary and sentences used in daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說
	300 字詞,其中必須拼寫 180 字詞)。
	Required vocabulary of elementary stage.
內容目標	SWBT evaluate an energy form for it's environment
(Content Goals)	cleanliness, capacity and cost.

語言目標	SWBT say k	key vocabulary u	sing their word banks.
(Language Goals)			
教學活動流程	Teaching F	Procedures)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	3	PPT	
Say the class chant and view/discuss the expectations for the evaluation during class #15.			
全班授課 (Presentation) Introduce different forms of energy (Coal, nuclear, wind and solar) and how to evaluate them (Clean, capacity, cost).	10	Word bank,	
練習活動 (Practice) Show an energy form and have the students give it a score. Then show them what you think it is and why.	8		
發展活動 (Production) Students will discuss which form of energy is the best and make a sentence. Then they will get into their teams and choose an energy form for their future smart city.	12		Formative during the discussion.
總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP points. Exit question: Which energy is the best and why? 教學反思 (Reflection) Students enjoyed rank	7 Iking the ener	gy, but we need	ed to limit the

191

附錄:學習單或參考資料 (Appendix: Worksheets or References)

participation due to time.

教學活動設計:第三節課 (Lesson 3)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態 資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.

2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.

◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。 Human impact on the environment and ecological resources.

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

學習重點 (Essential Learning Focuses)

內容目標 (Content Goals)	SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost		
語言目標	SWBT say key vocabulary using their word		
(Language Goals)	banks.	•	
教學活動流程 (T	eaching Proce	1	<u> </u>
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
	5	PPT	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15.			
全班授課 (Presentation) Introduce different forms of transportation(Airplane, boat, car, scooter, MRT and bike) and how to evaluate them (Clean, capacity, cost).	15	Word bank,	
練習活動 (Practice) Show an energy form and have the students give it a score. Then show them what you think it is and why.	8		
發展活動 (Production) Students will see two forms of transportation. For lower CO2 emissions they will have to choose one to be more of and one to be less of. Second activity. Rate the transportation and put them in order of CO2 emissions from low to high.	7		Formative during the discussion.
總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP	5		

points. Exit question: Which energy is the best and why?		
教學反思 (Reflection) Give more language pro	ompts.	
附錄:學習單或參考資料 (Appendix: Worksheets or References)		

	活動設計:第四節課 (Lesson 4)
	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環
	境。 Students practice environmentally friendly
	actions and cherish ecological resources and
	the environment.
	Language:
	1-III-6 能聽懂課堂中所學的字詞。 Students can
	listen to the vocabulary they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can
	listen to the sentences they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can
學習重點	say the vocabulary they learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make
(Essential Learning Focuses)	simple answers and description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can
	identify the vocabulary they learned in class.
	學習內容 (Learning Content):
	Integrated:
	Cd-III-2 人類對環境及 生態資源的影響。Human
	impact on the environment and ecological resources.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and
	sentences used in daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字
	詞,其中必須拼寫 180 字詞)。 Required vocabulary of
	elementary stage.
内容目標	
(Content Goals)	

	SWBT discr CO2.	uss different solution	s to dealing with waste and
語言目標 (Language Goals)	SWBT say l	key vocabulary using	their word banks.
教學沒	舌動流程 (Te	eaching Procedures)	
教學流程 (Stages & Activities)	教學時間 (Time	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	8	PPT	
Say the class chant and view/discuss the expectations for the evaluation during class #15. Review previous 3 classes.			
全班授課 (Presentation) Discuss waste and CO2 and different way to reduce CO2 emissions.	7	Word bank,	
練習活動 (Practice) Students will see slides with options. Team leaders will ask their team members to choose. For example: more smart bins for our waste will make more or less CO2.	10		
發展活動 (Production) Question: Why do we want less waste. Students can use their word banks to answer and explain why.	8		Formative during the discussion.
總結活動 (Wrap up)	7		

Review what we discussed and		
words we learned, Put away word		
banks. Award XP points.		

教學反思 (Reflection) Reinforce that waste is connected to increased CO2 levels in multiple ways.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第五節課 (Lesson 5)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞, 其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.

學習重點 (Essential Learning Focuses)

内容目標	SWBT cons	ider what kinds of in	nnovative technologies a
(Content Goals)	smart city has.		
語言目標	SWBT say key vocabulary using their word banks.		
(Language Goals)			
教學活!	動流程 (Tead	ching Procedures)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	8	PPT	
Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.			
全班授課 (Presentation) Show what kinds of technologies a smart city has.	7	Word bank,	
練習活動 (Practice) Students can fill in the blanks during the presentation.	2		
發展活動 (Production) AI ARG interrupts class. Students need to find the message and decode it to answer the questions.	16		Formative during the ARG puzzle.
總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP points. Exit question: Which technology is innovative?	7		
教學反思 (Reflection) Changed the AI interruption to show video examples of new innovative			

products created this year.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

数學活動	動設計:第	言六節課(Lesson 6	6)	
		見 (Learning Perfor		
	Integrat	ted:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環			
	境。 Students practice environmentally friendly			
		and cherish ecolog	•	
		rironment.	,	
	Langua	ge:		
	1-III-6 j	能聽懂課堂中所學	的字詞。 Students can	
	listen to	the vocabulary the	y learned in class.	
	⊚1-III-9	9 能聽懂簡易句型	的句子。 Students can	
	listen to	the sentences they	learned in class.	
	⊚2-III-2	2 能說出課堂中所	學的字詞。 Students can	
(영 기기 = - MI -	say the v	vocabulary they lear	rned in class.	
學習重點 (Essential Learning Focuses)	2-III-7	能作簡易的回答和	口描述。 Students can	
	make simple answers and description.			
	⊚3-III-1	1 能辨識課堂中所	學的字詞。 Students can	
	identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integra	ted:		
	Cd-III-2	人類對環境及 生	E態資源的影響。Human	
	impact of	n the environment	and ecological resources.	
	Langua	S	T 0' 1 1 1 1	
			語。 Simple vocabulary and	
		s used in daily life.		
			詞(能聽、讀、說 300 字	
			詞) 。 Required vocabulary	
-i		ntary stage.		
内容目標		onsider what kinds of	of innovative laws a smart city	
(Content Goals)	has.			
語言目標 (Language Gools)	SWBT say key vocabulary using their word banks.			
(Language Goals) 数與汗	 動流积 <i>(</i> T	eaching Procedures)	
教學流程	教學時	caching 1 foculates	<u>教學</u> 評量	
(Stages & Activities)	間	教學資源	(Assessment)	
(Suges & Henvines)	l HJ		(133033HICHT)	

	(Time	(Teaching	
		Materials)	
暖身活動 (Warm up)	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
全班授課 (Presentation)	12	Word bank,	
Show what kinds of laws a smart		ARG puzzles	
city has.			
練習活動 (Practice)	3		
Students can fill in the blanks during			
the presentation and discuss what			
possible fines can be placed.			
發展活動 (Production)	15		Formative during the
Students will get into their XP teams			production activity with the
and write on their whiteboards.			whiteboards.
They will make a law using their			
word banks and what fine will be in			
place if it's not followed.			
<mark>總結活動 (Wrap up)</mark>	5		
Review what we discussed and			
words we learned, Put away word			
banks. Award XP points. Fill in the			
blanks to make a law and a fine.			

教學反思 (Reflection) Simplify language in PPT

教學活動	助設計:第	七節課 (Lesson 7)		
	學習表現	見 (Learning Performa	ance)	
	Integrat	ed:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環			
	境。 Students practice environmentally friendly			
	actions a	and cherish ecologica	l resources and	
	the env	ironment.		
	Langua	ge:		
	1-III-6 🛊	 能聽懂課堂中所學的	字詞。 Students can	
	listen to	the vocabulary they le	earned in class.	
	◎1-III-9	能聽懂簡易句型的	句子。 Students can	
	listen to	the sentences they lea	rned in class.	
	⊚2-III-2	2 能說出課堂中所學	的字詞。 Students can	
學習重點	say the v	ocabulary they learne	d in class.	
字百里粒 (Essential Learning Focuses)	2-III-7	能作簡易的回答和描	述。 Students can	
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students can			
	identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integrat	ed:		
	Cd-III-2	人類對環境及 生態	資源的影響。Human	
	impact or	the environment an	d ecological resources.	
	Langua	ge:		
			 Simple vocabulary and 	
		s used in daily life.	r · · · · · · · · · · · · · · · · · · ·	
		•	(能聽、讀、說 300 字	
			 Required vocabulary 	
		ntary stage.	•	
			present a smart city model.	
(Content Goals)		_	·	
語言目標	SWBT sa	y key vocabulary usin	g their word banks.	
(Language Goals)				
	動流程 (Te	eaching Procedures)		
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	7人子只///	(Assessment)	

	(Time	(Teaching	
		Materials)	
暖身活動(Warm up)	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
全班授課(Presentation)	6	Word bank, Smart	
Hand out smart city plan worksheets.		city plan	
And explain how to fill out.		worksheet	
練習活動 (Practice)	3		
During the worksheet explanation,			
students will give examples of what			
they can write.			
發展活動(Production)	18		Formative during the
Students will get into their XP teams			production activity and
and fill out the worksheet. Team			exit question.
leaders will erase the numbers of			
students who finished off the board.			
總結活動(Wrap up)	5		
Review what we discussed and			
words we learned, Put away word			
banks. Award XP points. Exit			
question: What will you make for			
your smart city?			

教學反思 (Reflection) Students don't need a worksheet for this. They can casually discuss

教學活動	助設計:第八節課 (Lesson 8)			
	學習表現 (Learning Performance)			
	Integrated:			
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環			
	境。 Students practice environmentally friendly			
	actions and cherish ecological resources and			
	the environment.			
	Language:			
	1-III-6 能聽懂課堂中所學的字詞。 Students can			
	listen to the vocabulary they learned in class.			
	◎1-III-9 能聽懂簡易句型的句子。 Students can			
	listen to the sentences they learned in class.			
	◎2-III-2 能說出課堂中所學的字詞。 Students can			
· · · · · · · · · · · · · · · · · · ·	say the vocabulary they learned in class.			
學習重點 (Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students can			
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students can			
	identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integrated:			
	Cd-III-2 人類對環境及 生態資源的影響。Human			
	impact on the environment and ecological resources.			
	_			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字			
	詞,其中必須拼寫 180 字詞)。 Required vocabulary			
由宏口補	of elementary stage.			
内容目標 (Content Cools)	SWBT make a plan, create and present a smart city model.			
(Content Goals) ≒元≒ □ ㎞	CW/DT any leavy yearshy laws using their areas of heart-			
語言目標 (Language Gools)	SWBT say key vocabulary using their word banks.			
(Language Goals) 数學活	 動流程 (Teaching Procedures)			
教學流程 教學流程	教學時 教學評量			
	教學資源 (Assessment)			
(Stages & Activities)	I=J (Assessificiti)			

	(Time	(Teaching	
		Materials)	
暖身活動(Warm up)	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
全班授課 (Presentation)	6	Word bank, Smart	
Explain the day's agenda and goals.		city plan	
		worksheet	
練習活動 (Practice)	3		
While explaining the presentation			
portion, students can give examples			
of what they can say.			
發展活動 (Production)	18		Formative during the
Students will get into their XP			production activity and
teams, finish their smart city model			exit question
and practice their speaking roles			
together.			
<mark>總結活動 (Wrap up)</mark>	5		
Review what we discussed and			
words we learned. Put away word			
banks. Award XP points. Exit			
question: What did you make for			
your smart city.			

教學反思 (Reflection) More time is needed to make the smart cities.

教學活動設計	十:第九節課 (Lesson 9)
	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源
	與環境。 Students practice
	environmentally friendly actions and
	cherish ecological resources and
	the environment.
	Language:
	1-III-6 能聽懂課堂中所學的字詞。 Students
	can listen to the vocabulary they learned in
	class.
	◎1-III-9 能聽懂簡易句型的句子。 Students
	can listen to the sentences they learned in class. ②2-III-2 能說出課堂中所學的字詞。
	Students can say the vocabulary they learned in
學習重點	class.
(Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students
	can make simple answers and description.
	◎3-III-1 能辨識課堂中所學的字詞。
	Students can identify the vocabulary they
	learned in class.
	學習內容 (Learning Content):
	Integrated:
	Cd-III-2 人類對環境及 生態資源的影響。
	Human impact on the environment
	and ecological resources.
	Language:
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary
	and sentences used in daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300
	字詞,其中必須拼寫 180 字詞)。 Required
	vocabulary of elementary stage.
內容目標	SWBT make a plan, create and present a smart city
(Content Goals)	model.

語言目標 SWBT use the language used in the unit to present				
(Language Goals)	their smart city.			
教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動 (Warm up)	3	PPT		
Say the class chant and view/discuss the expectations for the day's evaluation.				
全班授課 (Presentation) Explain the day's agenda and goals.	3	Word bank, Smart city plan worksheet		
練習活動(Practice)	10			
Give time to put any final touches on their				
model and practice their speaking roles.				
發展活動 (Production)	16		Summative assessment	
Students set up their smart cities at a			during the smart city	
station. The teacher will go to each station			presentations.	
and students will share what they created.				
Students will rotate and see what other				
teams made. Teacher will also go around				
and interact with students.				
總結活動 (Wrap up)	8			
Put away word banks and smart city				
models. Award XP points. Exit question:				
Do you think your smart city was green				
and innovative?				

教學反思 (Reflection) Don't restrict the language for presentations. Allow students to express themselves freshly.

(六年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 6

單元名稱(Name of the Unit): Unit 1: Multiculturalism: Equality

學習總節數(Length of the Unit): 6 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will respect and care for other cultures and learn and practice ways to help other cultures feel included and equal in society.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。

Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- (Essential Learning ②2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
 - 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
 - ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated

Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation and caring for different ethnic groups.

Language

學習重點

Focuses)

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.		
	SWBT understand examples of stereotyping	Lesson 1	
	SWBT use the example of the story to understand stereotyping	Lesson 2	
內容目標	SWBT understand examples of equality/inequality.	Lesson 3	
(Content Goals)	SWBT understand the first action to fight inequality – don't stereotype.	Lesson 4	
	SWBT understand the second action to fight inequality – learn about other cultures.	Lesson 5	
	SWBT prepare and participate in a cultural Q&A	Lesson 6	
	Students will be able to say key vocabulary using their	註明第幾節課要達	
語言目標	word banks.	到此目標	
(Language Goals)	SWBT create a unique question for the Q&A	Lesson 1-5	
	5 7 D 1 create a unique question for the QueA	Lesson 6	

	教學活動設計:第一節課 (Lesson 1)	
	學習表現 (Learning Performance):	
	Integrated	
4回年 医	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students	
學習重點 (Essential Learning	respect and care for different ethnic groups, understand and appreciate multiculturalism.	
Focuses)	Language ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary	
	they learned in class.	

	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they		
	learned in class.		
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they		
	learned in class.2-III-7 能作簡易的回答和描述。 Students can make simple		
	answers and description.		
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary		
	they learned in class.		
	學習內容 (Learning Content):		
	Integrated		
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation and		
	caring for different ethnic groups.		
	Language		
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily		
	life.		
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180		
	字詞)。 Required vocabulary of elementary stage.		
內容目標	SWBT understand examples of stereotyping		
(Content Goals)			
語言目標	SWBT use language from word banks to follow the lesson.		
(Language			
Goals)			

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up)	12	PPT	
School Chant. Stereotyping test. Students will see a question (E.g. Which person is good at math?) and a picture of people from different cultures and students need to guess who has that quality.			
全班授課 (Presentation) Presentation about stereotyping. What does it mean? Where does it happen?Who does it?	6	Word bank,	

練習活動 (Practice)	5	
Give out and read word banks.		
發展活動 (Production)	10	Formative
Students will redo the stereotyping test and indicate		assessment during
whether they previously did or did not stereotype the		the exit question.
people.		
總結活動 (Wrap up)	7	
Award XP points. Exit question: What did you		
learn?		

教學反思 (Reflection) Guide students on how to read and say the word "stereotype".

	教學活動設計:第二節課 (Lesson 2)
	學習表現 (Learning Performance):
	Integrated
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students
	respect and care for different ethnic groups, understand and appreciate
	multiculturalism.
	Language
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
學習重點	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
(Essential	they learned in class.
Learning	②2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
Focuses)	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT use the example of the story to understand stereotyping
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
<mark>暖身活動 (Warm up)</mark>	5	PPT		
School Chant. Review previous class.				
全班授課 (Presentation) Read the story of The Heart and Two Bears.	10	Word bank,		
練習活動 (Practice)	10			
Words from the word bank will be used and				
students identify it as being a trait of the care				
bear or scared.				
發展活動 (Production) Students will see pictures of different situations with different cultures and they will choose if it belongs to the care bear or scared bear.	10		Formative assessment during the production activity.	
<mark>總結活動 (Wrap up)</mark> Award XP points. Exit question: What did you learn?	5			
教學反思 (Reflection) Encourage students to use	their word b	oanks more o	ften.	

	教學活動設計:第三節課 (Lesson 3)
	學習表現 (Learning Performance):
	Integrated
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students
	respect and care for different ethnic groups, understand and appreciate
	multiculturalism.
	Language
	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
	they learned in class.
學習重點	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
(Essential	learned in class.
Learning	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
Focuses)	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT understand examples of equality/inequality.
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)					
教學流程	教學時間	教學資源	教學評量		
(Stages & Activities)	(Time)	狄学 貝//	(Assessment)		

		(Teaching	
		Materials)	
暖身活動 (Warm up)	7	PPT	
School Chant. Review previous classes.			
全班授課(Presentation)	5	Word	
What is cultural equality? What is cultural		bank,	
inequality? Read the Heart and the 2			
Bears.			
練習活動 (Practice)	5		
Students will see pictures and label it as			
equality or inequality and why?			
發展活動 (Production)	15		Formative
Why is equality important? Students will			assessment during the
work as a class to create a sentence on the			production and exit question
board explaining why. The sentence must			
have 15 or words.			
總結活動 (Wrap up)	8		
Award XP points. Exit question: What is			
an example of equality?			

教學反思 (Reflection) Students enjoyed the sentence challenge and created interesting answers about stereotypes and inequality.

教學活動設計:第四節課 (Lesson 4)				
	學習表現 (Learning Performance):			
學習重點 (Essential Learning Focuses)	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.			
	Language			

	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
	they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT understand the first action to fight inequality – don't stereotype.
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動(Warm up)	7	PPT		
School Chant. Review previous classes.				
全班授課 (Presentation)	5	Word bank,		

There will be 4 stages to fix cultural inequality. Stage 1 will be revealed as stop stereotyping.		
練習活動 (Practice) Fixing cultural inequality discussion. What can you do to help?	5	
發展活動 (Production) As a class, students will guess what the other 3 might be. We will keep the list in future PPTs.	10	Formative assessment during the production and wrap-up.
<mark>總結活動 (Wrap up)</mark> Award XP points. Exit question: Where does inequality happen?	13	

教學反思 (Reflection) If students don't know an English word and it's not on their word bank, they should write it in Chinese.

	教學活動設計:第一節課 (Lesson 5)
	學習表現 (Learning Performance): Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate
學習重點 (Essential Learning Focuses)	multiculturalism. Language ⊚1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ⊚1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.

	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary			
	they learned in class.			
	學習內容 (Learning Content):			
	Integrated			
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation			
	and caring for different ethnic groups.			
	Language			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in			
	daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫			
	180 字詞)。 Required vocabulary of elementary stage.			
內容目標	SWBT understand the second action to fight inequality – learn about other			
(Content Goals)	cultures.			
語言目標	SWBT use language from word banks to follow the lesson.			
(Language				
Goals)				

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
<mark>暖身活動 (Warm up)</mark>	5	PPT		
School Chant. Review previous classes.				
全班授課 (Presentation)	10	Word bank,		
Stage 2 will be revealed as learning about other				
cultures. In class number 7 students need to				
learn about the teacher's culture, so they need to				
ask a unique question to learn about it. The				
activity for that class will be explained.				
練習活動 (Practice) What other cultures do you know and why is it	5			
interesting?				

發展活動 (Production)	10	Formative
In their XP teams, they will discuss, but not		assessment during
write, what questions they can ask me. (Part 1)		the exit question.
總結活動 (Wrap up)	10	
Award XP points. Which culture do you think is		
interesting?		

教學反思 (Reflection) Make a note of their questions so you can prepare better for the Q and A.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第一節課(Lesson 6)
學習表現 (Learning Performance):
Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.

學習重點 (Essential Learning Focuses)

- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated

Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation and caring for different ethnic groups.

Language

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT understand examples of equality and inequality.
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)			
教學流程	教學時間	教學資源	教學評量
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)
暖身活動(Warm up)	4	PPT	
Class chant. Read the heart and the 2 bears.			
全班授課 (Presentation)	2	Word bank,	
Explain the day's agenda and how students			
will be evaluated.			
練習活動 (Practice)	5		
Students can get back into their teams and			
practice if they need more time.			
發展活動(Production)	25		Summative
Cultural Q&A. Each student will get a			assessment in
chance to ask their question to their team			the cultural
leader. The team leader can guess an answer			Q&A.
to their question.			
總結活動(Wrap up)	4		
Award XP points. Exit question: What did			
you learn about my culture?			
教學反思 (Reflection) Emphasize that only the	he team leade	r needs to guess an ansv	ver.
附錄:學習單或參考資料 (Appendix: Worksheets or References)			

(六年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 6

單元名稱(Name of the Unit): Unit 2: Multiculturalism: Celebrate Diversity

學習總節數(Length of the Unit): 6 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will respect and care for other cultures and practice celebrating diversity.

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrated

3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。

Students respect and care for different ethnic groups, understand and appreciate multiculturalism.

Language

- ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.
- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated

Cc-III-4 對不同族群的 尊重、欣賞與關懷。

Respecting, appreciation and caring for different ethnic groups.

Language

學習重點 (Essential Learning Focuses)

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.		
	SWBT understand the third action to fight inequality – help people	Lesson 1	
內容目標 (Content Goals)	SWBT role-play situations where they help people facing inequality.	Lesson 2	
	SWBT understand the fourth action to fight inequality – celebrate diversity.	Lesson 3	
	SWBT create a group poster that celebrates diversity.	Lesson 4-5	
	SWBT present their diversity poster.	Lesson 6	
	Students will be able to say key vocabulary	Lesson 1-4	
語言目標	using their word banks.		
(Language Goals)	SWBT share what they want to celebrate from a different culture.	Lesson 5-6	

教學活動設計:第一節課 (Lesson 1)	
	學習表現 (Learning Performance):
學習重點 (Essential Learning Focuses)	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.
	Language

	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
	they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT understand the third action to fight inequality – help people
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

	教學活動設計:第一節課 (Lesson 1)
	學習表現 (Learning Performance):
	Integrated
學習重點	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students
(Essential	respect and care for different ethnic groups, understand and appreciate
Learning	multiculturalism.
Focuses)	
	Language

	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
	they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
内容目標	SWBT understand the third action to fight inequality – help people
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)			
教學流程	教學時間	教學資源	教學評量
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)
暖身活動 (Warm up)	12	PPT	
School Chant. Review the first 2 actions to fight cultural inequality.			
全班授課 (Presentation) Presentation on the third action to fight cultural inequality – help people. Students	6	Word bank,	

will be shown situations that happen and ways to help.		
練習活動 (Practice) Give out and read word banks,	5	
發展活動 (Production)	10	Formative
Pickers. Students will see a picture and students can choose a response to counter		assessment during
the inequality.		Plickers and the exit
<mark>總結活動 (Wrap up)</mark> Award XP points.	7	question.
Exit question: What did you learn?		

教學反思 (Reflection)

	教學活動設計:第二節課 (Lesson 2)
	學習表現 (Learning Performance):
	Integrated
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students
	respect and care for different ethnic groups, understand and appreciate
	multiculturalism.
學習重點	Language
(Essential	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
Learning	they learned in class.
Focuses)	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
rocuses)	they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.

	學習內容 (Learning Content):					
	Integrated					
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation					
	and caring for different ethnic groups.					
	Language					
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in					
	daily life.					
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫					
	180 字詞) 。 Required vocabulary of elementary stage.					
内容目標	SWBT role-play situations where they help people facing inequality.					
(Content Goals)						
語言目標	SWBT use language from word banks to follow the lesson.					
(Language						
Goals)						

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動(Warm up)	5	PPT		
School Chant. Review previous class.				
全班授課 (Presentation)	10	Word		
Read the story of The Heart and Two Bears and		bank,		
incorporate the first three actions into the story.				
練習活動 (Practice)	10			
Review previous pictures of cultural inequality				
and students will respond with a way to counter it.				
發展活動 (Production)	10		Formative	
A student volunteer will come to the front to role-			assessment during	
play with. The teacher and student will act out a			the production	
			activity.	

situation from the presentation and students will respond to what they saw.			
總結活動 (Wrap up)	5		
Award XP points. Exit situation: Students will see			
a new picture of cultural inequality and students			
can give a counter for bonus XP.			
## 日 D C			·

教學反思 (Reflection)

教學活動設計:第三節課 (Lesson 3)				
	學習表現 (Learning Performance):			
	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism. Language			
學習重點 (Essential Learning Focuses)	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description. ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class. 學習內容 (Learning Content): Integrated Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation			
	and caring for different ethnic groups. Language ②Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.			

	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT understand the fourth action to fight inequality – celebrate diversity.
(Content Goals)	
語言目標	SWBT use language from word banks to follow the lesson.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)					
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up)	7	PPT			
School Chant. Review previous classes.					
全班授課 (Presentation) Students will be shown the fourth way to fight cultural inequality — celebrate diversity. The teacher will share and celebrate different cultural aspects he admires. Explanation of the cultural diversity poster.	5	Word bank,			
練習活動 (Practice)	5				
Discussion: Which cultures do you like and why?					
發展活動 (Production)	15		Formative		
Students will get into their XP teams and			assessment during the		
discuss what they will write and draw on their			production and exit		
posters.			question		
總結活動 (Wrap up) Award XP points. Exit question: Which cultures will your team celebrate?	8				

教學反思 (Reflection)

	教學活動設計:第四節課 (Lesson 4)				
	學習表現 (Learning Performance):				
	Integrated				
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students				
	respect and care for different ethnic groups, understand and appreciate				
	multiculturalism.				
學習重點 (Essential Learning Focuses)	Language ◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description. ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class. 學習內容 (Learning Content): Integrated Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation and caring for different ethnic groups. Language ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.				
内容目標	SWBT create a group poster that celebrates diversity.				
(Content Goals) 語言目標	SWRT use language from word hanks to follow the lesson				
	SWBT use language from word banks to follow the lesson.				
(Language					
Goals)					

教學活動流程 (Teaching Procedures)					
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up)	7	PPT			
School Chant. Review previous classes and					
Heart and the 2 Bears.					
全班授課 (Presentation) Explain the days agenda to work and finish the cultural diversity poster.	5	Word bank,			
練習活動 (Practice)	5				
Examples of sentence patterns that can be used					
when presenting their posters.					
發展活動 (Production) Students will get into their teams and create their poster, which will include drawing and writing.	10		Formative assessment during the wrap-up.		
When they finish, team leaders will practice speaking with each of them. 總結活動 (Wrap up) Award XP points. Exit question: What will you say in the presentation?	13				
教學反思 (Reflection)					

	教學活動設計:第五節課 (Lesson 5)				
	學習表現 (Learning Performance):				
學習重點 (Essential Learning Focuses)	Integrated 3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.				
	Language				

	◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary
	they learned in class.
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences
	they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they
	learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple answers and
	description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary
	they learned in class.
	學習內容 (Learning Content):
	Integrated
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation
	and caring for different ethnic groups.
	Language
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in
	daily life.
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫
	180 字詞)。 Required vocabulary of elementary stage.
內容目標	SWBT create a group poster that celebrates diversity.
(Content Goals)	
語言目標	SWBT share what they want to celebrate from a different culture.
(Language	
Goals)	

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	5	PPT	
School Chant. Review previous classes and Heart and the 2 Bears.			

全班授課 (Presentation) Explain the days agenda to work and finish the cultural diversity poster.	10	Word bank,	
練習活動 (Practice) Examples of sentence patterns that can be used when presenting their posters.	5		
發展活動 (Production) Students will get into their teams and finish their poster, When they finish, team leaders will practice speaking with each of them.	10		Formative assessment during the exit question.
總結活動 (Wrap up)Award XP points. Exit question: What will you say in the presentation?教學反思 (Reflection)	10		

	教學活動設計:第六節課 (Lesson 6)
	學習表現 (Learning Performance):
	Integrated
	3c-III-1 尊重與關懷不同的族群,理 解並欣賞多元文化。 Students
	respect and care for different ethnic groups, understand and appreciate
	multiculturalism.
學習重點 (Essential Learning Focuses)	Language
	description.

	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary							
	they learned in class.							
	學習內容 (Learning Content):							
	Integrated							
	Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation							
	and caring for different ethnic groups.							
	Language							
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in							
	daily life.							
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫							
	180 字詞)。 Required vocabulary of elementary stage.							
内容目標	SWBT present their cultural diversity poster.							
(Content Goals)								
語言目標	SWBT share what they want to celebrate from a different culture.							
(Language								
Goals)								

教學活動流程 (Teaching Procedures)					
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)		
暖身活動 (Warm up)	2	PPT			
School Chant. Review previous questions.					
全班授課 (Presentation) Read the Heart and the Two Bears and explain the day's agenda.	3	Word bank			
練習活動 (Practice) Show some sentence patterns students can use to make their questions.	5				
發展活動 (Production)	25		Summative assessment during the presentations.		

Each XP will present their posters on				
stage.				
<mark>總結活動 (Wrap up)</mark>	5			
Award XP points. Exit question: What				
did you learn in this unit?				
教學反思 (Reflection)				
附錄:學習單或參考資料 (Appendix: Worksheets or References)				

(六年級下學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade_6

單元名稱(Name of the Unit): Unit 1 Love Our Planet: Climate Change

學習總節數(Length of the Unit): 5 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will understand the dangers that face our planet and the ways that we may reduce the damage.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

Language:

學習重點 (Essential Learning Focuses)

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life. Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.		
	Observe the ways humans put CO2 in the air and the effects of climate change.	Lesson 1	
	Observe the connection between transportation and climate change.	Lesson 2 Lesson 3	
內容目標 (Content Goals)	Observe the connection between waste and climate change.	Lesson 4	
	Observe the connection between energy and climate change.	Lesson 5	
	Share concerns about climate change and the reason.		
語言目標	Students will be able to say key vocabulary using their word banks.	Lesson 1-4	
(Language Goals)	SWBT use language to report their share concerns regarding climate change.	Lesson 5	
教學	活動設計:第一節課 (Lesson 1)		
學習表現 (Learning Performance) Integrated: 3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.			

	Language:			
	1-III-6 能聽懂課堂中所學的字詞。 Students can listen			
	to the vocabulary they learned in class.			
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen			
	to the sente	ences they learned in	class.	
	◎2-III-2 能說出課堂中所學的字詞。 Students can			
	say the vocabulary they learned in class.			
			ि ॰ Students can make	
	_	wers and description.		
		能辨誠誅圣中別学的 e vocabulary they lear	J字詞。 Students can	
		(Learning Content):		
	Integrated			
			資源的影響。Human	
	impact on the environment and ecological resources.			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字			
	其中必須拼寫 180 字詞)。 Require			
	elementary stage. SWBT observe the ways humans put CO2 in the air and the			
(Content Goals)		mate change.	put CO2 in the an and the	
語言目標		key vocabulary using	their word banks.	
(Language Goals)		, ,		
	活動流程 (T	eaching Procedures)		
教學流程	教學時間	教學資源	教學評量	
(Stages & Activities)	汉字时间 (Time)	(Teaching	(Assessment)	
	, ,	Materials)	(1200000110111)	
暖身活動 (Warm up)	5	PPT		
Say the class chant and				
view/discuss the expectations for the evaluation during class #6.				
the evaluation during class #0.				
1			I	

全班授課 (Presentation)	5	Word bank,	
Introduce CO2 and climate			
change and observe its effects.			
練習活動 (Practice)	10		
Students will see an action or			
activity and rate it for its			
contribution of CO2.			
發展活動(Production)	10		Formative during the
Discussion: Are you worried			discussion.
about climate change? I am/I'm			
not worried because			
總結活動 (Wrap up)	10		
Review what we discussed and			
words we learned,Put away word			
banks. Award XP points.			

教學反思 (Reflection) Remind students that the exit question is the same question for class #

教學活動設計:第二節課 (Lesson 2)					
	學習表現 (Learning Performance)				
	Integrated: 3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.				
學習重點 (Essential Learning Focuses)	Language: 1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class. ③1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class. ③2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class. 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.				

	◎3-III-1 能辨識課堂中所學的字詞。 Students can					
	identify the vocabulary they learned in class.					
	學習內容 (Learning Content):					
	Integrated:					
	Cd-III-2 人類對環境及 生態資源的影響。Human impact					
	on the environment and ecological resources.					
		i, ii oiiiii oiit uiid ot	7010 <u>510 at 1000 at 000</u> 1.			
	Language:					
			語。 Simple vocabulary and			
		used in daily life.				
		•	詞(能聽、讀、說 300 字詞,			
			Required vocabulary of			
	elementar		- •			
			on between transportation and			
(Content Goals)	climate ch		•			
語言目標	SWBT say key vocabulary using their word banks.					
(Language Goals)						
教	教學活動流程 (Teaching Procedures)					
	教學時	教學資源	郑 超			
教學流程 (Stages & Activities)	間	(Teaching	教學評量			
(Stages & Activities)	(Time	Materials)	(Assessment)			
暖身活動 (Warm up)	5	PPT				
Say the class chant and						
view/discuss the expectations						
for the evaluation during class						
#6.						
全班授課 (Presentation)	5	Word bank,				
Review previous class. Observe						
the connection between						
transportation and climate						
change.						
練習活動 (Practice)	5					
Put modes of transportation in						
order from most CO2						
emissions to least.						
omnosions to loast.	1					

<mark>發展活動 (Production)</mark>	13	Formative during the production		
Team based questions led by		and wrap-up questions.		
team leaders.				
Do we want more or less CO2?				
Do we want more or less air				
pollution?				
If we want less CO2, we need				
more or less transportation?				
Bonus question for additional				
XP.				
We want less transportation,				
what can YOU do?				
<mark>總結活動 (Wrap up)</mark>	12			
Question: Are you worried				
about climate change?				
Review what we discussed and				
words we learned,Put away				
word banks.				
Award XP points.				
教學反思 (Reflection) Students followed along better than expected.				

教學活動設計:第三節課 (Lesson 3)					
	學習表現 (Learning Performance)				
	Integrated:				
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。				
	Students practice environmentally friendly actions and				
學習重點	cherish ecological resources and the environment.				
(Essential Learning Focuses)					
(Essential Learning Focuses)	Language:				
	1-III-6 能聽懂課堂中所學的字詞。 Students can listen to				
	the vocabulary they learned in class.				
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to				
	the sentences they learned in class.				

	1				
	學的字詞。 Students can say				
	the vocabulary they learned in class.				
	2-III-7 能作簡易的回答和描述。 Students can make				
	simple answers and description.				
	◎3-III-1 能辨識課堂中所學的字詞。 Students can				
	identify th	ne vocabulary they	learned in class.		
	學習內容 (Learning Content):				
	Integrated:				
	Cd-III-2 人類對環境及 生態資源的影響。Human impact				
	on the en	vironment and eco	ological resources.		
	Language	e:			
	⊚Ac-III-3	簡易的生活用語	 Simple vocabulary and 		
	sentences	used in daily life.			
	Ac-III-4	國小階段所學字詞](能聽、讀、說 300 字詞,其		
	中必須拼	寫 180 字詞)。 I	Required vocabulary of		
	elementary	y stage.			
內容目標	SWBT obs	erve the connection	between waste and climate		
(Content Goals)	change.				
語言目標	SWBT say	key vocabulary us	ing their word banks.		
(Language Goals)					
教	學活動流程	(Teaching Proceed	lures)		
製工 教學流程	教學時	教學資源	 数學評量		
(Stages & Activities)	間	(Teaching	(Assessment)		
(Singes & Activities)	(Time)	Materials)	(135055HICHU)		
暖身活動(Warm up)	5	PPT			
Say the class chant and					
view/discuss the expectations					
for the evaluation during class					
#6.					
全班授課 (Presentation)	7 Word bank,				
Review previous class.					
Observe the connection					
between waste and climate					
change.					

練習活動 (Practice) Put in order from most CO2 to least: Reducing, reusing, recycling and garbage.	5	
發展活動 (Production) Team based questions led by team leaders. We want less CO2. What can YOU do?	11	Formative during the production and wrap-up questions.
總結活動 (Wrap up) Question: Are you worried about climate change? Review what we discussed and words we learned,Put away word banks. Award XP points.	12	

教學反思 (Reflection) Leave out the questions about whether we want more or less CO2. Students get it.

教學活動設計:第四節課 (Lesson 4)			
	學習表現 (Learning Performance)		
	Integrated:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與		
	環境。 Students practice		
	environmentally friendly actions and		
	cherish ecological resources and		
學習重點	the environment.		
(Essential Learning Focuses)			
(Essential Learning Pocuses)	Language:		
	1-III-6 能聽懂課堂中所學的字詞。 Students can		
	listen to the vocabulary they learned in class.		
	◎1-III-9 能聽懂簡易句型的句子。 Students can		
	listen to the sentences they learned in class.		
	◎2-III-2 能說出課堂中所學的字詞。 Students		
	can say the vocabulary they learned in class.		

	2 III 7 /		South Co. 1	
	2-III-7 能作簡易的回答和描述。 Students can			
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students			
	can identify the vocabulary they learned in class.			
		(Learning Cont	tent):	
	Integrate		1. ΔΕ -⁄ \Γ-' ΔΕ Ε 1 ΔΕΙΣ - ▼▼	
			生態資源的影響。Human	
	impact on	the environmen	at and ecological resources.	
	_			
	Languag OAc-III-		語。 Simple vocabulary	
	and senter	nces used in daily	life.	
		•	字詞(能聽、讀、說 300	
			字詞)。 Required	
	vocabular	y of elementary s	tage.	
內容目標	SWBT observe the connection between			
(Content Goals)	energy/electricity and climate change.			
語言目標	SWBT say key vocabulary using their word banks.			
(Language Goals)	e Goals)			
教學活動沒	流程 (Teac	hing Procedures)		
 教學流程	教學時	教學資源	 教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
(Stages & Metivities)	(Time)	Materials)	(133c33HCHt)	
暖身活動 (Warm up)	5	PPT		
Say the class chant and view/discuss				
the expectations for the evaluation				
during class #6.				
全班授課 (Presentation)	7	Word bank,		
Review previous class. Observe the				
connection between energy and climate				
change. Introduce clean energy				
(solar/wind).				
<mark>練習活動 (Practice)</mark>	5			
If we want less CO2, what do we need	5			
more/less of?				
more/less or:				

發展活動 (Production)	16	Formative during the
Students will write their concerns		production and wrap-up
about climate change on their word		questions.
banks. When they finish, they will		
show their team leader and practice		
with an assigned partner.		
總結活動 (Wrap up)	7	
Question: Are you worried about		
climate change?		
Review what we discussed and words		
we learned,Put away word banks.		
Award XP points.		

教學反思 (Reflection) The connection between classes has been good and students seem more confident.

	教學活動設計:第五節課 (Lesson 5)
	學習表現 (Learning Performance)
	Integrated:
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。
	Students practice environmentally friendly actions and
	cherish ecological resources and the environment.
	Language:
學習重點	1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the
(Essential Learning	vocabulary they learned in class.
Focuses)	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the
	sentences they learned in class.
	◎2-III-2 能說出課堂中所學的字詞。 Students can say the
	vocabulary they learned in class.
	2-III-7 能作簡易的回答和描述。 Students can make simple
	answers and description.
	◎3-III-1 能辨識課堂中所學的字詞。 Students can identify
	the vocabulary they learned in class.

	學習內容	(Learning Content):					
	字首内台 (Ecanning Content): Integrated:						
	Cd-III-2 人類對環境及 生態資源的影響。Human impact on						
		ment and ecological					
		ment and ecological	1050410051				
	Language:						
			Simple vocabulary and sentences				
	used in daily	y life.					
	Ac-III-4	國小階段所學字詞(創	t聽、讀、說 300 字詞,其中				
	必須拼寫 1	80字詞)。 Require	d vocabulary of elementary stage.				
内容目標	SWBT share	concerns about clima	te change and the reason.				
(Content Goals)			-				
語言目標	SWBT use la	anguage to report their	share concerns regarding climate				
(Language Goals)	change						
	教學活動流	程 (Teaching Proced	ures)				
教學流程	教學時間	教學資源	教學評量				
(Stages & Activities)		(Teaching					
(Stages & Activities)	(Time)	(Time) (Assessment) (Assessment)					
暖身活動 (Warm up)	2	PPT					
Say the class chant.							
全班授課 (Presentation)	3	Word bank,					
Explain the procedure for							
the days evaluation.							
ALTO TELL (D)							
練習活動 (Practice)	3						
Practice sharing concerns							
with an assigned partner.							
 <mark>發展活動 (Production)</mark>	27		Summative assessment during				
Students will share their	21		Summative assessment during				
concerns (1-on-1) outside		the 1-on-1					
the class.							
When they finish, they can							
complete a word search							
. Sometime a mora boardi							
activity.							

總結活動 (Wrap up)	5					
Award XP. Question:						
What new words or ideas						
did you learn?						
教學反思 (Reflection) The answer key on the word search was incorrect.						
附錄:學習單或參考資料 (Appendix: Worksheets or References)						

(六年級下學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade_6

單元名稱(Name of the Unit): Unit 2 Love Our Planet: Our Smart City

學習總節數(Length of the Unit): 9 lessons 設計者(Lesson Designer): Gregory Earle

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Students will work in teams to plan, create and share their ideas for a green and innovative smart city.

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

學習重點 (Essential Learning Focuses)

	Language:		
	SWBT differentiate between green (environmentally friendly) and not green and innovative and not.	Lesson 1	
	SWBT evaluate an energy form for it's environment cleanliness, capacity and cost.	Lesson 2	
	SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost.	Lesson 3	
內容目標 (Content Goals)	SWBT discuss different solutions to dealing with waste and CO2.	Lesson 4	
	SWBT consider what kinds of innovative technologies a smart city has.	Lesson 5	
	SWBT consider what kinds of innovative laws a smart city has.	Lesson 6	
	SWBT make a plan, create and present a smart city model.	Lesson 7-9	
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks.	Lesson 1-8	

	SWBT use the 1	anguage used in the	Lesson 9				
	unit to present their smart city.						
教學活動設計:第一節課 (Lesson 1)							
學習重點 (Essential Learning Focuses)	學習表現(Leantegrated: 3d-III-1 實踐玩 Students praction cherish ecology Language: 1-III-6 能聽懂 the vocabulary ②1-III-9 能聽 the sentences the cology ②2-III-2 能說 the vocabulary 2-III-7 能作簡 simple answers ③3-III-1 能辨 identify the vocabulary 2-III-7 能作簡 simple answers ③3-III-1 能辨 identify the vocabulary Language: ②Ac-III-2 人類 the environme Language: ③Ac-III-3 簡 sentences used Ac-III-4 國小	arning Performance) 環境友善行動,珍惜 ce environmentally f gical resources and the approximate and the approximat	friendly actions and e environment. Students can listen to Students can listen to Students can say Students can make Students can make Students can in class.				
	stage.						
内容目標			nvironmentally friendly) and				
(Content Goals)		novative and not.	11 1				
語言目標	SWBT say key vocabulary using their word banks.						
(Language Goals)	₩ (本番)、安和 / T	anahina Dunaa daaraa					
	ı	eaching Procedures)	4/1 段3 大工 目				
教學流程	教學時間	教學資源	教學評量				

(Stages & Activities)	(Time)	(Teaching	(Assessment)
		Materials)	
暖身活動 (Warm up)	4	PPT	
Say the class chant and			
view/discuss the expectations			
for the evaluation during class			
#15.			
全班授課 (Presentation)	12	Word bank,	
Give word banks and read			
together. Define a smart city,			
innovative and green.			
練習活動 (Practice)	8		
Show pictures with one			
example being green and one			
not and students will identify			
which is which using the			
word banks. Do the same but			
with the word innovative.			
發展活動 (Production)	10	Personal	Formative during the
Students will get into their XP	10	whiteboards.	Formative during the production activity.
teams and create a list of 5		winteboards.	production activity.
things that are green and then			
5 things that are innovative.			
5 mings that are innovative.			
<mark>總結活動 (Wrap up)</mark>	6		
Review what we discussed			
and words we learned,Put			
away word banks.			
Award XP points.			

教學反思 (Reflection) The pace is much better than last year.

教學活動設計:第二節課 (Lesson 2)					
學習表現 (Learning Performance)					
	環境。S	實踐環境友善行動 tudents practice env d cherish ecologica	,珍惜 生態資源與 ironmentally friendly al resources and		
學習重點 (Essential Learning Focuses)	listen to th ③1-III-9 listen to th ③2-III-2 can say the 2-III-7 能 make simp ③3-III-1 can identif 學習內容 Integrated Cd-III-2	聽懂課堂中所學的 the vocabulary they led 能聽懂簡易句型的 the sentences they lead 能說出課堂中所學 the vocabulary they led 是作簡易的回答和描 to le answers and desc 能辨識課堂中所學 fy the vocabulary the (Learning Content) d: 人類對環境及 生態	句子。 Students can arned in class. 的字詞。 Students carned in class. 适述。 Students can cription. 的字詞。 Students ey learned in class.		
	Language:				
	-		n for it's environment		
(Content Goals)		capacity and cost.			
語言目標	SWBT say key vocabulary using their word banks.				
(Language Goals)					
教學活動:	流程 (Teach	ing Procedures)			
教學流程	教學時間	教學資源	教學評量		
(Stages & Activities)	(Time)	7人子只///\	(Assessment)		

		(Teaching	
暖身活動 (Warm up)	3	Materials) PPT	
	3	PPI	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15.			
全班授課 (Presentation)	10	Word bank,	
Introduce different forms of energy			
(Coal, nuclear, wind and solar) and			
how to evaluate them (Clean, capacity,			
cost).			
練習活動 (Practice)	8		
Show an energy form and have the			
students give it a score. Then show			
them what you think it is and why.			
發展活動 (Production)	12		Formative during the
Students will discuss which form of			discussion.
energy is the best and make a sentence.			
Then they will get into their teams and			
choose an energy form for their future			
smart city.			
<mark>總結活動 (Wrap up) </mark>	7		
Review what we discussed and words			
we learned,Put away word banks.			
Award XP points. Exit question:			
Which energy is the best and why?			
教學反思 (Reflection) Give more langu	age prompts	•	

學習重點

教學活動設計:第三節課 (Lesson 3)						
	學習表現 (Learning Performance) Integrated :					
	3d-III-1 實踐環境友善行動,珍惜 生態	資源與				

	7四1立 0	tudonto prostico			
(Essential Learning Focuses)	環境。 Students practice				
	environmentally friendly actions and				
	cherish ecological resources and				
	the environment. Language: 1-Ⅲ-6 能聽懂課				
	堂中所學的字詞。 Students can listen to the				
	vocabulary they learned in class. ⊚1-Ⅲ-9 能				
	聽懂簡易句型的句子。 Students can listen to				
	the sentences they learned in class. ⊚2-Ⅲ-2				
	能說出課堂中所學的字詞。 Students can say				
	the vocabulary they learned in class.2-Ⅲ-7 能				
	作簡易的回答和描述。 Students can make				
	simple answers and description. ⊚3-Ⅲ-1 能辨				
	識課堂中所學的字詞。 Students can identify				
	the vocabulary they learned in class.				
學習內容 (Learning Content): Integrated:Cd-III-			Integrated:Cd-III-2		
	人類對環境及 生態資源的影響。Human impact				
	on the environment and ecological resources.				
	Language: ⊚Ac-Ⅲ-3 簡易的生活用語。 Simple				
	vocabulary and sentences used in daily life. Ac-				
	Ⅲ-4 國小階段所學字詞(能聽、讀、說 300 字				
	詞,其中必須拼寫 180 字詞)。 Required				
	vocabulary of elementary stage.				
	SWBT evaluate different forms of transportation for it's				
內容目標	environment cleanliness, capacity and cost				
(Content Goals)	environment eleanmess, capacity and cost				
, ,	SWBT say key vocabulary using their word banks.				
語言目標					
(Language Goals)					
数 経 汗 重り					
教學活動流程 (Teaching Procedures)					
		教學資源			
教學流程	教學時間	<u> </u>	教學評量		
(Stages & Activities)	(Time)	(Teaching	(Accacamant)		
(Stages & Activities)		Materials)	(Assessment)		
暖身活動 (Warm up)	5	PPT			

Say the class chant and view/discuss the expectations for the evaluation during class #15.			
全班授課 (Presentation) Introduce different forms of transportation(Airplane, boat, car, scooter, MRT and bike) and how to	15	Word bank,	
evaluate them (Clean, capacity, cost).			
練習活動 (Practice) Show an energy form and have the students give it a score. Then show them what you think it is and why.	8		
發展活動 (Production) Students will see two forms of transportation. For lower CO2 emissions they will have to choose one to be more of and one to be less of. Second activity. Rate the transportation and put them in order of CO2 emissions from low to high.	7		Formative during the discussion.
總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP points. Exit question: Which energy is the best and why?	5		

教學反思 (Reflection) Maybe discuss choosing different forms of transportation for different distances.

附錄:學習單或參考資料 (Appendix: Worksheets or References)

教學活動設計:第四節課 (Lesson 4)

	Ø JJ → TP /I · P C			
	學習表現 (Learning Performance)			
	Integrated:			
	3d-III-1 實踐環境友善行動,珍惜 生態資源與			
	環境。 Students practice			
	environmentally friendly actions and			
	cherish ecological resources and			
	the environment.			
	Language:			
	1-III-6 能聽懂課堂中所學的字詞。 Students can			
	listen to the vocabulary they learned in class.			
	◎1-III-9 能聽懂簡易句型的句子。 Students can			
	listen to the sentences they learned in class.			
	◎2-III-2 能說出課堂中所學的字詞。 Students			
學習重點	can say the vocabulary they learned in class.			
(Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students can			
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students			
	can identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integrated:			
	Cd-III-2 人類對環境及 生態資源的影響。Human			
	impact on the environment and ecological resources.			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary			
	and sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字			
	詞,其中必須拼寫 180 字詞)。 Required			
	vocabulary of elementary stage.			
內容目標	SWBT discuss different solutions to dealing with waste			
(Content Goals)	and CO2.			
語言目標	SWBT say key vocabulary using their word banks.			
(Language Goals)				
教學活動》	流程 (Teaching Procedures)			
教學流程	教學時 教學評量			
(Stages & Activities)	教學資源 (Assessment)			
` 5				

	(Time	(Teaching	
		Materials)	
暖身活動(Warm up)	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review previous 3			
classes.			
全班授課(Presentation)	7	Word bank,	
Discuss waste and CO2 and different			
way to reduce CO2 emissions.			
練習活動 (Practice)	10		
Students will see slides with options.			
Team leaders will ask their team			
members to choose. For example: more			
smart bins for our waste will make			
more or less CO2.			
<mark>發展活動 (Production)</mark>	8		Formative during the
Question: Why do we want less waste.			discussion.
Students can use their word banks to			
answer and explain why.			
<mark>總結活動 (Wrap up)</mark>	7		
Review what we discussed and words			
we learned,Put away word banks.			
Award XP points.			

教學反思 (Reflection) Updated PPT to better explain smart bins.

教學活動設計:第五節課 (Lesson 5)

學習表現 (Learning Performance)

Integrated:

3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。 Students practice environmentally friendly actions and cherish ecological resources and the environment.

Language:

1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.

- ◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.
- ◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.
- 2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.
- ◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.

學習內容 (Learning Content):

Integrated:

Cd-III-2 人類對環境及 生態資源的影響。Human impact on the environment and ecological resources.

Language:

◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.

學習重點 (Essential Learning Focuses)

	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字 詞,其中必須拼寫 180 字詞)。 Required vocabulary of elementary stage.		
內容目標	SWBT cons	sider what kinds of i	nnovative technologies a
(Content Goals)	smart city h	as.	
語言目標	SWBT say	key vocabulary using	g their word banks.
(Language Goals)			
教學活!	動流程 (Tea	ching Procedures)	
 数學流程	教學時間	教學資源	教學評量
(Stages & Activities)	(Time)	(Teaching	(Assessment)
, ,	(Time)	Materials)	(Fissessment)
<mark>暖身活動 (Warm up)</mark>	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
A The Island	_		
全班授課 (Presentation)	7	Word bank,	
Show what kinds of technologies a			
smart city has.			
練習活動 (Practice)	2		
Students can fill in the blanks during			
the presentation.			
發展活動 (Production)	16		Formative during the
AI ARG interrupts class. Students			ARG puzzle.
need to find the message and decode			
it to answer the questions.			
總結活動 (Wrap up)	7		
Review what we discussed and			
words we learned,Put away word			
banks. Award XP points. Exit			
question: Which technology is			
innovative?			

教學反思 (Reflection) Describe different technologies as being innovative or not,

教學活動設計:第六節課 (Lesson 6)			
37.3	學習表現 (Learning Performance)		
	Integrated:		
	3d-III-1 實踐環境友善行動,珍惜 生態資源與		
	環境。 Students practice		
	environmentally friendly actions and		
	cherish ecological resources and		
	the environment.		
	Language:		
	1-III-6 能聽懂課堂中所學的字詞。 Students can		
	listen to the vocabulary they learned in class.		
	◎1-III-9 能聽懂簡易句型的句子。 Students can		
	listen to the sentences they learned in class.		
	◎2-III-2 能說出課堂中所學的字詞。 Students		
學習重點	can say the vocabulary they learned in class.		
(Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students can		
	make simple answers and description.		
	◎3-III-1 能辨識課堂中所學的字詞。 Students		
	can identify the vocabulary they learned in class.		
	學習內容 (Learning Content):		
	Integrated:		
	Cd-III-2 人類對環境及 生態資源的影響。Human		
	impact on the environment and ecological resources.		
	Language:		
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary		
	and sentences used in daily life.		
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300		
	字詞,其中必須拼寫 180 字詞)。 Required		
	vocabulary of elementary stage.		
内容目標	SWBT consider what kinds of innovative laws a smart		
(Content Goals)	city has.		
語言目標	SWBT say key vocabulary using their word banks.		

(Language Goals)			
教學活動	流程 (Tea	ching Procedures)
教學流程 (Stages & Activities)	教學時 間 (Time	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	8	PPT	
Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.			
全班授課 (Presentation) Show what kinds of laws a smart city has.	12	Word bank, ARG puzzles	
練習活動 (Practice) Students can fill in the blanks during the presentation and discuss what possible fines can be placed.	3		
發展活動 (Production) Students will get into their XP teams and write on their whiteboards. They will make a law using their word banks and what fine will be in place if it's not followed.	15		Formative during the production activity with the whiteboards.
總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP points. Fill in the blanks to make a law and a fine.	5		

教學反思 (Reflection) Give more XP for laws that are new and the students' creation.

教學活動	動設計:第七節課 (Lesson 7)			
	學習表現 (Learning Performance)			
	Integrated:			
	3d-III-1 實踐環境友善行動,珍惜 生態資源與環			
	境。 Students practice environmentally friendly			
	actions and cherish ecological resources and			
	the environment.			
	Language:			
	1-III-6 能聽懂課堂中所學的字詞。 Students can			
	listen to the vocabulary they learned in class.			
	◎1-III-9 能聽懂簡易句型的句子。 Students can			
	listen to the sentences they learned in class.			
	◎2-III-2 能說出課堂中所學的字詞。 Students can			
	say the vocabulary they learned in class.			
學習重點 (Essential Learning Focuses)	2-III-7 能作簡易的回答和描述。 Students can			
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students can			
	identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integrated:			
	Cd-III-2 人類對環境及 生態資源的影響。Human			
	impact on the environment and ecological resources.			
	Language:			
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and			
	sentences used in daily life.			
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字			
	詞,其中必須拼寫 180 字詞)。 Required vocabulary			
	of elementary stage.			
内容目標	SWBT make a plan, create and present a smart city model.			
(Content Goals)				
語言目標	SWBT say key vocabulary using their word banks.			
(Language Goals)				
	動流程 (Teaching Procedures)			
教學流程	教學時			
(Stages & Activities)	間 (Assessment)			

	(Time	(Teaching	
		Materials)	
暖身活動 (Warm up)	8	PPT	
Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
全班授課 (Presentation)	6	Word bank, Smart	
Hand out smart city plan worksheets.		city plan	
And explain how to fill out.		worksheet	
練習活動 (Practice)	3		
During the worksheet explanation,			
students will give examples of what			
they can write.			
發展活動(Production)	18		Formative during the
Students will get into their XP teams			production activity and
and fill out the worksheet. Team			exit question.
leaders will erase the numbers of			
students who finished off the board.			
<mark>總結活動 (Wrap up)</mark>	5		
Review what we discussed and			
words we learned,Put away word			
banks. Award XP points. Exit			
question: What will you make for			
your smart city?			

教學反思 (Reflection) This might not be necessary so there's more classes to make their smart city.

教學活動設計:第八節課 (Lesson 8)		
學習重點	學習表現 (Learning Performance)	
(Essential Learning Focuses)	Integrated:	

	3d-III-1	實踐環境友善行動,	珍惜 生態資源與環	
	境。 Stu	udents practice enviro	nmentally friendly	
	actions and cherish ecological resources and			
	the environment.			
	Languag	ge:		
	1-III-6 	 E聽懂課堂中所學的	字詞。 Students can	
	listen to the vocabulary they learned in class.			
	⊚1-III-9	能聽懂簡易句型的	句子。 Students can	
	listen to	the sentences they lear	rned in class.	
	©2-III-2	能說出課堂中所學	的字詞。 Students can	
	say the v	ocabulary they learne	d in class.	
	2-III-7	能作簡易的回答和描	述。 Students can	
	make simple answers and description.			
	◎3-III-1 能辨識課堂中所學的字詞。 Students can			
	identify the vocabulary they learned in class.			
	學習內容 (Learning Content):			
	Integrated:			
	Cd-III-2 人類對環境及 生態資源的影響。Human			
	impact on the environment and ecological resources.			
	Language:			
	⊚Ac-III-	-3 簡易的生活用語	 Simple vocabulary and 	
		used in daily life.		
			(能聽、讀、說 300 字	
	詞,其中	必須拼寫 180 字詞)	 Required vocabulary 	
	of elemen	tary stage.		
內容目標	SWBT ma	ake a plan, create and	present a smart city model.	
(Content Goals)				
語言目標	SWBT say	y key vocabulary usin	g their word banks.	
(Language Goals)				
教學活動	動流程 (Te	aching Procedures)		
 教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
	(Time	Materials)	(1 100000IIIOIII)	
<mark>暖身活動 (Warm up)</mark>	8	PPT		

Say the class chant and view/discuss			
the expectations for the evaluation			
during class #15. Review content			
from previous classes.			
全班授課 (Presentation)	6	Word bank, Smart	
Explain the day's agenda and goals.		city plan	
		worksheet	
練習活動 (Practice)	3		
While explaining the presentation			
portion, students can give examples			
of what they can say.			
發展活動(Production)	18		Formative during the
Students will get into their XP			production activity and
teams, finish their smart city model			exit question
and practice their speaking roles			
together.			
<mark>總結活動 (Wrap up)</mark>	5		
Review what we discussed and			
words we learned. Put away word			
banks. Award XP points. Exit			
question: What did you make for			
your smart city.			

教學反思 (Reflection) Students need more time to make their cities.

# #	效學活動設計:第九節課 (Lesson 9)
	學習表現 (Learning Performance)
學習重點	Integrated: 3d-III-1 實踐環境友善行動,珍惜 生態資源與環境。
(Essential Learning Focuses)	Students practice environmentally friendly actions and cherish ecological resources and the environment.
	Language:

	T				
	1-III-6 能顕	德懂課堂中所學的	的字詞。 Students can listen to		
	the vocabulary they learned in class.				
	◎1-III-9 能聽懂簡易句型的句子。 Students can listen to				
	the sentence	es they learned in	class.		
	©2-III-2 ∮	 能說出課堂中所學	學的字詞。 Students can say the		
	vocabulary	they learned in c	lass.		
	2-III-7 能	作簡易的回答和	描述。 Students can make		
	simple ans	wers and descript	ion.		
	◎3-III-1 É	 能辨識課堂中所	學的字詞。 Students can identify		
	the vocabu	lary they learned	in class.		
	學習內容	(Learning Conter	nt):		
	Integrated	:			
	Cd-III-2	類對環境及 生	態資源的影響。Human impact on		
	the environ	nment and ecolo	gical resources.		
	Language:				
	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and				
	sentences used in daily life.				
	Ac-III-4 國小階段所學字詞(能聽、讀、說 300 字詞,其				
	中必須拼寫 180 字詞)。 Required vocabulary of elementary				
	stage.				
內容目標	SWBT make a plan, create and present a smart city model.				
(Content Goals)					
語言目標	SWBT use the language used in the unit to present their smart city.				
(Language Goals)					
į	教學活動流程	E (Teaching Proc	redures)		
教學流程	教學時間	教學資源	教學評量		
		(Teaching			
(Stages & Activities)	(Time	Materials)	(Assessment)		
暖身活動 (Warm up)	3	PPT			
Say the class chant and					
view/discuss the expectations					
for the day's evaluation.					
全班授課 (Presentation)	3	Word bank,			
Explain the day's agenda and		Smart city			
goals.					

練習活動 (Practice) Give time to put any final touches on their model and practice their speaking roles.	10	plan worksheet	
發展活動 (Production)	16		Summative assessment during the
Students will come on stage			smart city presentations.
and share their smart city and			
what they contributed to it.			
After they share, students			
can come to the front in rows			
and take a closer look.			
總結活動 (Wrap up)	8		
Put away word banks and			
smart city models Award			
XP points. Exit question: Do			
you think your smart city			
was green and innovative?			

教學反思 (Reflection) Changed the presentation to allow students to see each others' cities and speak freely.

(一年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 1

單元名稱(Name of the Unit): Unit 1: My School

學習總節數(Length of the Unit):7

設計者(Lesson Designer):吳佩鴻,林嘉柔,曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Assisting first-grade students in adapting to elementary school life, through picture book reading and discussion, allowing children to become aware of and share their feelings on their first day of school. By asking questions, we explore the many differences between kindergarten and elementary school life with the students, helping them to better understand the daily routines and rules of the elementary school campus, and to learn the appropriate ways to greet, introduce themselves, and make friends, thereby learning the skills of group interaction.

First lesson:

Read a picture book and explore your feelings and emotions about starting school for the first time.

Second lesson:

Learn to greet teachers and classmates in English and learn to say grace before lunch.

Third lesson:

Learn about the daily routines of elementary school and be able to say goodbye in English at the end of each school day.

Fourth lesson:

Introduce oneself to classmates and share one's favorite people, things, and activities.

Fifth lesson: Methods and etiquette of making friends, being able to talk about activities one likes to do with friends.

Sixth lesson: Discuss what behaviors make a caring friend. After group discussions, the answers will be cut out, pasted, and categorized.

Seventh lesson:

Divide the students into random groups to discuss what similar interests they share with their friends.

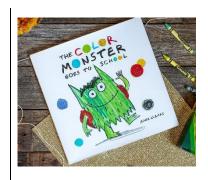
	P. Selber and able state hand from		
	本單元整體目標(Learning Objectives for This Unit)		
	學習表現 (Learning Performance):		
	英語		
	2-I-4 Be able to apply easy classroom English		
2-I-5 Be able to apply easy daily English.			
	生活		
學習重點	6-I-2 Realize what one needs to do, play the proper role, and live acco	rdingly.	
(Essential Learning	6-I-3 Be aware of the norms and etiquette in life, explore their meaning	ng, and be	
Focuses)	willing to abide by them.		
1	學習內容 (Learning Content):		
英語 ◎Ac-I-1 Simple classroom instructions. 。			
	生活		
	E-I-2 Put the norms of life into practice.		
	1. Recognizing the feelings on the first day of school and the	Lesson 1-7	
	changes in campus life between kindergarten and primary school.		
1	•		
内容目標	2. Understanding the routine and schedule of school life.		
门台口标 (Content Goals)	•		
(Content Goals)	3. Learning appropriate ways to greet others and giving a brief self-		
	introduction.		
	•		
	4. Learning how to make new friends.		
五十日栖	How do you feel on the first day of school?	Lesson 1-7	
語言目標 (Language Goals)	I feel (nervous/ happy / sad / excited.)		
(Language Godis)			

How are you today?	
I am(fine / good / ok/ great)	
I want to thank (the) for the yummy food.	
(farmers/cooks/Daddy/Mommy/)	
Good morning. / Good afternoon./ Goodbye./	
See you next time./ See you tomorrow./ See you next week. Take	
care.	
My name is I like	
What's your name?	
My name is	
Nice to meet you.	
Nice to meet you, too.	
Let's go to the playground.	
Let's play.	
Let's share.	
Let's go to the bathroom.	
Let's go to the library.	
Let me help you.	
We are friends.	
_學習表現 (Learning Performance):	
英語	
Ac-I-1 Simple classroom language	
Ae-I-2 Simple storybooks	
生活	
2-I-1	
Explore people, things and environments in life using sensory organs	
and perception and perceive the characteristics of things and	
environments is my good friend.	

教學活動設計:第一節課 (Lesson 1) 學習重點 (Essential Learning Focuses) P習表現 (Learning Performance): 英語 2-I-4 Be able to apply easy classroom English

	T	
	2-I-5 Be able to apply easy daily English.	
	生活	
	6-I-2 Realize what one needs to do, play the proper role, and live	
	accordingly.	
	6-I-3 Be aware of the norms and etiquette in life, explore their	
	meaning, and be willing to abide by them.	
	學習內容 (Learning Content):	
	英語	
	\bigcirc Ac-I-1 Simple classroom instructions. \circ	
	Ac-I-2 Simple everyday expressions.	
	生活	
	E-I-2 Put the norms of life into practice.	
內容目標	Recognizing the feelings on the first day of school and the changes	
(Content Goals)	in campus life between kindergarten and primary school.	
語言目標	Teacher: How do you feel on the first day of school?	
(Language Goals)	Students: I feel (nervous/ happy / sad / excited.)	

北 <i>阳</i> (千年 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1			
教學活動流程 (Teaching Procedures)			
教學流程	教學時間	教學資源	教學評量
(Stages & Activities)	(Time)	(Teaching	(Assessment)
(Stages & Activities)	(111116)	Materials)	(Assessifient)
暖身活動 (Warm up)	5		口頭評量
詢問小朋友第一天上學時的心情,小朋友輪流舉手發表			
回答,老師將一些小朋友的心情詞彙翻譯成英語寫在黑			
板上。			
How do you feel on the first day of school?			
I feel <u>nervous.</u> /I feel <u>excited</u> . /I feel <u>happy.</u> /I feel <u>sad.</u>			
全班授課 (Presentation)	10	投影片,	
告訴小朋友今天要讀一本繪本。有一個顏色怪獸他也是		繪本	
第一天上學。他的身體會隨著心情的改變而變色。			



練習活動 (Practice)

小朋友閱讀完繪本進行討論。

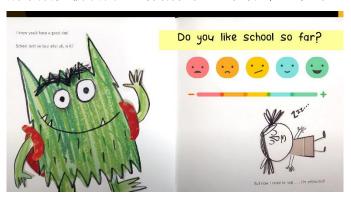
1. Do you know your classmates?

請小朋友發表自己認識了哪些人,說出他們的名字。



2. Do you like school so far?

請小朋友發表自己到目前為止,喜歡來上學嗎?



發展活動 (Production)

1.請小朋友覺察自己第一天上學的心情,與最近這幾天 的心情是否有一些轉變? 5

10



3. 故事裡面的 Color Monster 在放學的時候身體變成了粉紅色,為什麼?

Why does the Color Monster turn pink? He feels love.



4. 故事裡面的 Color Monster 回家後身體變成了綠色,為什麼? Why does the Color Monster turn green?



<mark>總結活動 (Wrap up)</mark>

結論:人的感覺是會變化的,無論自己一開始是否忐忑不安,或是懷抱期待,無論自己現在這個當下是否喜歡國小的新生活,記得感覺都是瞬息萬變的,會一直不停的改變。接受自己當下的感覺,即使是有點害怕,有點擔憂,都沒有關係,因為也許明天就會有不一樣的心情喔!

5

It is okay to have a mixture of different feelings even sometimes feelings tangle up just like how the Color Monster feels. Simply remember, you feelings change. You may have different feelings soon (even with a blink of time!)





教學反思 (Reflection)

學生為英語學習的初學者,又是第一次上學,透過故事可以降低孩子上學的焦慮。賴在導師座位不肯回座的孩子,在聽故事的過程中,為了看清楚繪本,不知不覺漸漸的往教室中央移動。或許這就是故事的魔力喔。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

(一年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 1

單元名稱(Name of the Unit): Unit 2: Culture: Halloween

學習總節數(Length of the Unit): 2

設計者(Lesson Designer): 吳佩鴻,詹明偉,林嘉柔,曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Halloween is approaching. This course leads children to understand and experience Western festivals, learning to respect different beliefs and cultures, and learning English in a joyful and fun atmosphere.

Linguisti in a joyrar and ran atmosphere.			
	本單元整體目標(Learning Objectives for This	unit)	
	學習表現 (Learning Performance):		
	英語		
	\odot 2- Π -3 Can say the words learned in class.		
	\odot 2- Π -5 Can use simple everyday expressions.		
學習重點	生活		
(Essential	3-I-3 Experience the pleasure of learning and the sense	of achievement and take the	
Learning	initiative to learn new things.		
Focuses)	學習內容 (Learning Content):		
	英語		
	○Ac-I-2 Simple everyday expressions.		
	生活		
	C-I-1 Exploring the characteristics and phenomena of things		
	 Observing changes in the surrounding 	註明第幾節課要達到此目標	
 内容目標	environment to perceive the festive	(Specify the corresponding	
(Content	atmosphere.	lesson here)	
Goals)			
Godisy	2. Understanding, experiencing, and learning to	Lesson 1-2	
	respect different beliefs and cultures.		
	Sentences:	註明第幾節課要達到此目標	
	What's that sound? It's all around.	(Specify the corresponding	
	I see 10 little witches dancing on the ground.	lesson here)	
語言目標			
(Language	Words:	Lesson 1-2	
Goals)	Ghosts/vampires/monsters/werewolves/witches		
	Sentences:		
	I can make a triangle.		
	I can make a square		

Fold this corne	r down to meet that corner.	
Tuck the ear in		
May I borrow	your scissors?	
May I borrow	our glue?	
May I borrow	your marker?	
Vocabulary:		
eyes/ teeth / c	ircle stickers / decorate	
و المساول المس		

eyes/ teetii / circle sticker	s / decorate
教學活動	設計:第一節課 (Lesson 1)
	學習表現 (Learning Performance):
	英語
	\bigcirc 2- \coprod -3 Can say the words learned in class.
	\odot 2- Π -5 Can use simple everyday expressions.
	生活
	3-I-3 Experience the pleasure of learning and the sense
學習重點	of achievement and take the initiative to learn new
(Essential Learning Focuses)	things.
	學習內容 (Learning Content):
	英語
	生活
	C-I-1 Exploring the characteristics and phenomena of
	things.
內容目標	Observing changes in the surrounding environment to
(Content Goals)	perceive the festive atmosphere.
	Sentences:
	What's that sound? It's all around.
語言目標	I see 10 little witches dancing on the ground.
(Language Goals)	
	Words:
	Ghosts/vampires/monsters/werewolves/witches

教學活動設計:第一	一節課 (Lesson 1)
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): 英語 ②2-II-3 Can say the words learned in class.

	expressions 生活 3-I-3 Experi the sense or initiative to 學習內容(英語	ence the pleasure f achievement an learn new things Learning Content	e of learning and d take the :) :
	生活	nple everyday exportions or the charact a of things.	
內容目標 (Content Goals)	_	hanges in the sur nt to perceive the e.	_
語言目標 (Language Goals)	I see 10 littl Words:	sound? It's all ar e witches dancing pires/monsters/	g on the ground.
教學活動流程 (Teac	hing Procedu	ıres)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 聆聽萬聖節歌曲 Halloween Creatures https://www.youtube.com/watch?v=GpO8 FMW CHA I see 10 little witches dancing on the ground	5	Youtube	
			口頭評量

	•	1
全班授課 (Presentation)		
1. 問孩子最近是否看到商店都會有傑克南瓜	5	
燈的裝飾,知道是哪一個西洋節日快要到		
了嗎?		
2. 孩子們想知道世界上有沒有鬼。老師引導		
學生尊重不同的文化與信仰。無論你是否		
相信鬼神,都要尊重他人的文化認知與信		
仰。		
3.		
練習活動 (Practice)		
1. 引導小朋友討論萬聖節通常會看到那些裝	5	
扮,以及小朋友變裝討糖的由來。		
2. 介紹西方小朋友萬聖節時會進行的活動與		
遊戲。		
<mark>發展活動 (Production)</mark>	10	
萬聖節體驗遊戲 1:		
Halloween Bingo		
老師依組別發下賓果卡片,上面是萬聖節相關		
字彙。老師抽到的字,小朋友需找到該圖並蓋		
上花片。先獲得一連線的組別獲勝。		
Witch Spider Cauldron Broomstick Spider's Web		
Ghost Devil Vampire Pumpkin Cat		
Bat Wizard Monster Mummy Zombie		
Skeleton Monster Potion Werewolf Sweets		
Gravestone Bonfire Witch's Hat Apple Bobbing Skull 古 日口 久た 風曲 氏へ 治ち 虚り つ。		
萬聖節體驗遊戲 2:		
Pin the nose on the Pumpkin	10	
小朋友蒙眼。拿著南瓜的鼻子,試著將它放在	10	
螢幕上的大南瓜圖形上。 		



5

總結活動 (Wrap up)

全班一起合唱萬聖節歌曲



教學反思 (Reflection)

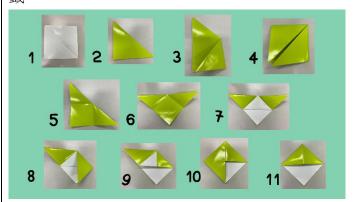
學生特別喜歡萬聖節相關的主題。本課程透過遊戲與小朋友一起同樂一起體驗萬聖節的氣氛。

教學活動設計	:第二節課 (Lesson 2)	
	學習表現 (Learning Performance):	
	英語	
	\bigcirc 2- \coprod -3 Can say the words learned in class.	
	生活	
學習重點	3-I-3 Experience the pleasure of learning and the	
(Essential Learning Focuses)	sense of achievement and take the initiative to	
	learn new things.	
	學習內容 (Learning Content):	
	英語	
	生活	

$C{-}I{-}1$ Exploring the characteristics and	
	phenomena of things
內容目標	Observing changes in the surrounding
(Content Goals)	environment to perceive the festive atmosphere.
	Sentences:
	I can make a triangle.
	I can make a square
	Fold this corner down to meet that corner.
 語言目標	Tuck the ear in.
口口口原 (Language Goals)	May I borrow your scissors?
(Language Goals)	May I borrow your glue?
	May I borrow your marker?
	Vocabulary:
	eyes/ teeth / circle stickers / decorate

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 聆聽萬聖節歌曲 When the Sun Goes Down	5	Youtube	
When The Sun Goes Down			
全班授課 (Presentation)	5		
提示孩子我們今天要做應景的怪獸書籤,可以用來標記自己讀到哪一頁。			
練習活動 (Practice)	20		口頭評量
1. 介紹今天會需要用到的物品 scissors, glue, black marker, 請學生準備好物品放在桌上。			
2. 讓學生選擇自己喜歡的顏色色紙,引導學生用英語說 Red, please。Yellow, please.			

- 3. 老師用投影片以雙語介紹摺紙步驟,並實際示範操作 並給予指導。學生一個一個步驟跟著摺紙。
- 3. 發下裝飾用的紙讓學生黏貼,製作怪獸造型的書 籤。



發展活動 (Production)

學生將自己的怪獸書籤放在桌上展示,大家可以互相欣賞別人的作品。

總結活動 (Wrap up)

全班將作品放在大桌子上拍一張怪獸大合照。



5

5







教學反思 (Reflection)

即使有投影片的圖片輔助,學生不太能理解英語的步驟。老師試圖以中文輔助,一年級部份孩子依然卡在某些步驟上有困難,需要個別指導。操作型課程讓年紀小的小朋友小肌肉與手眼協調能夠有練習的機會。小朋友也都很喜歡自己的作品,也很喜歡欣賞他人的作品。

(一年級上學期 Unit 3)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 1

單元名稱(Name of the Unit): Unit 3: My Bag And Classroom Objects

學習總節數(Length of the Unit):8

設計者(Lesson Designer):吳佩鴻,林嘉柔,曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

The semester is halfway through, and the children are starting to adapt to school life. The curriculum is designed to guide the children in understanding their school supplies, learning the correct usage of items, and how to properly organize and store their belongings.

Lesson 1: Introduction to school supplies and their purposes.

Lesson 2: Introduction to the newest school supply: tablet computers. Learn how to use tablets for video recording.

Lesson 3: Learning to use tablets for video recording, scanning QR codes, and uploading their work to the cloud bulletin board.

Lesson 4: Discussion on organizing school supplies.

Lesson 5: Learning to use and care for classroom property properly.

Lesson 6: Sharing one item from their backpack or classroom and their storage method. Write down and memorize their dialogue.

Lesson 7: Sharing one item from their backpack or classroom and their storage method. Practice their dialogue using the tablet screen reading function.

Lesson 8: Sharing one item from their backpack or classroom and their storage method. Record and upload the sharing using tablets and provide feedback.

本肾	星元整體目標(Learning Objectives for This Unit)		
	學習表現 (Learning Performance):		
	英語		
	○3-II-3 Can understand the sentences learned in class.		
	©2-II-5 Can use simple everyday expressions.		
	生活		
	3-I-3 Experience the pleasure of learning and the sense of ac	chievement	
4四十四十四十四十四十四十四十四十四十四十四十四十四十四十四十四十四十四十四十	and take the initiative to learn new things.		
學習重點	4-I-1 Use various kinds of means, media, and materials in li	fe for	
(Essential Learning	performance and creation and evoke rich imagination		
Focuses)	學習內容 (Learning Content):		
	英語		
	⊚Ac-I-2 Simple everyday expressions.		
	生活		
	D-I-4 Working together and assisting each other.		
	C-I-5 Application, combination, and innovation of knowledge and		
	methods.		
內容目標	1. Name the objects of different school supplies.	第1~8節	
(Content Goals)	2. Discuss the function of different daily school supplies.		
(Content Godis)	3. Learn to put things in the right places to make them		
	organized.		
	Sentences:	第1~8節	
	I have		
	What do you have?		
語言目標	I put my in the		
(Language Goals)			
(Language Goans)	Words:		
	pencil / marker/ notebook / glue /eraser / some paper		
	bookbag / pencil case / folder / tool box		

	教學活動設計:第一節課 (Lesson 1)
學習重點	學習表現 (Learning Performance):

(Essential Learning	英語	
Focuses)	⊚3-II-3 Can understand the sentences learned in class.	
	©2-II-5 Can use simple everyday expressions.	
	生活	
	3-I-3 Experience the pleasure of learning and the sense of	
	achievement and take the initiative to learn new things.	
	4-I-1 Use various kinds of means, media, and materials in life for	
	performance and creation and evoke rich imagination	
	學習內容 (Learning Content):	
	英語	
	生活	
	D-I-4 Working together and assisting each other.	
	C-I-5 Application, combination, and innovation of knowledge and	
	methods.	
內容目標	認識教室與書包中的物品,學習各物品的用途與正確使用方式。	
(Content Goals)		
	Sentence:	
	Look!	
	I have	
語言目標	I put it in my	
(Language Goals)		
	Vocabulary:	
	a book /a pencil/ a pencil box / a crayon / a marker / an eraser/ some	
	paper / a notebook / an iPad	

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	5	PPT	口語評量
The teacher introduces some interesting stationary			
pictures and make students guess what they are used			
for. The teacher will introduce school supplies			
students may carry with them in their school bags			
using the school supply song:			
https://youtu.be/BwBTozQisb4			

老師介紹小朋友書包中可能會有的學用品,介紹相		
關的英語說法。		
全班授課 (Presentation)	10	
Learn to say the names of different school supplies.		
The teacher introduces a supply and ask if students		
have it with them now. The class will discuss what		
that supply is used for. Repeat until all the supplies are		
introduced.		
認識文具用品的英文名稱		
練習活動 (Practice)	10	
Every student will choose three things from their bags		
out of the supply list the teacher has just introduced.		
Students will predict and guess what supply ranks the		
top 3 in terms of the number accumulated by all their		
classmates in the class.		
Every student will practice saying, "I have a,		
and What do you have?"		
<mark>發展活動 (Production)</mark>	5	
Teacher gives students a worksheet with items on a		
table.		
Students go around the classroom visiting one another		
asking the question, "What do you have?" They mark		
the items on the worksheet after their classmates		
answer, "I have,and"		
	5	
總結活動(Wrap up)		
Students will count how many items they mark from		
the answers of their classmates and share their		
discovery with the class. The teacher will introduce		
more items and also give a brief talk about the most		
up-to-date school supply: I-pad which they will learn		
in the next class.		

總結小朋友書包中的物品名稱,用途。補充更多學 用品,並簡單介紹下周上課會認識的最新學用品: 平板。

教學反思 (Reflection)

小朋友對自己的學用物品感覺很熟悉。但仍需要一點時間熟悉它的英語說法,才能依照指令拿出指定物品。

附錄:學習單或參考資料 (Appendix: Worksheets or References)



教學活動設計:第二節課 (Lesson 2)學習表現 (Learning Performance):
英語
③3-Ⅱ-3 Can understand the sentences learned in class.
⑤2-Ⅱ-5 Can use simple everyday expressions.學習重點
(Essential Learning
Focuses)生活
3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.
4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination學習內容 (Learning Content):
英語

	○Ac-I-2 Simple everyday expressions.
	生活
	D-I-4 Working together and assisting each other.
	C-I-5 Application, combination, and innovation of knowledge and
	methods.
内容目標	認識平板的用途,認識錄影功能。
(Content Goals)	
	Passive language:
	Please touch the red button to start recording a video.
語言目標	Please touch the red button again when you finish your recording.
(Language Goals)	
	Please scan this QR code.
	Touch the plus button to upload your video recording.

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities) 暖身活動 (Warm up) The teacher reviews vocabulary from last week recalling students' memories about the names of different school supply items. The teacher takes out an I-pad and tell students that the tablet computer can help us learn in many ways and today we are going to use two of the very useful functions: recording & QR code scanning.	安學 時間 (Time) 5	教學資源 (Teaching Materials) Ipad	教學評量 (Assessment) 行為觀察
全班授課 (Presentation) The teacher shows students how to place the I-pad on the desk standing up. The teacher demonstrates how to activate the camera by tapping the camera icon and switch the white button into recording mode. The teacher demonstrates how a tap on the red button will start the recording, and how a tap on the red button again will stop the recording. The teacher shows students how to check their recordings to see if it has been a success.	10		

練習活動 (Practice)		
Students will operate the recording function and learn to	15	
record themselves saying their names in English.		
<mark>發展活動 (Production)</mark>	5	
Students will learn to use the microphone when they do the		
recording so that the sounds from the environment will not		
be a disturbance for the recording result.		
總結活動(Wrap up)		
Students will raise questions about today's lesson and learn		
to delete their recordings before returning their I-pads.		
	5	

教學反思 (Reflection)

學生第一次看見平板都感到很興奮。老師需要事先詳細說明使用規則,引導小朋友使用。

	教學活動設計:第三節課 (Lesson 3)
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): 英語 ③3-II-3 Can understand the sentences learned in class. ④2-II-5 Can use simple everyday expressions. 生活 3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things. 4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination 學習內容 (Learning Content): 英語 ⑤Ac-I-2 Simple everyday expressions. 生活 D-I-4 Working together and assisting each other. C-I-5 Application, combination, and innovation of knowledge and methods.
内容目標	認識平板的用途,認識掃描功能與學會上傳檔案至 Padlet。
(Content Goals)	
語言目標	Passive language:

(Language Goals)	Please touch the red button to start recording a video.
	Please touch the red button again when you finish your recording.
	Please scan this QR code.
	Touch the plus button to upload your video recording.

教學活動流程 (Teaching Procedures)				
教學流程	教學 時間	教學資源 (Teaching	教學評量	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up)	5	Youtube	口頭評量	
The teacher reviews how to use the recording				
function with their I-pads.				
全班授課 (Presentation)	5			
The teacher shows students again how to place their				
I-pads on the desk standing up. The teacher				
demonstrates what they learned from last week by				
tapping on the red button to record. But today, they				
will learn to scan an QR code by switching the red				
button into a white one.				
The QR code will lead to a Padlet. The teacher will				
introduce to students what they do to upload their				
recordings to Padlet so that everyone can see their				
recordings later.				
練習活動 (Practice)	20			
Students will operate the recording function and learn				
to record themselves saying their names and what				
they like in English. They will practice switching the				
red button back into the white one for scanning a QR				
code. Students will practice uploading and publishing				
their recordings to Padlet for everyone in their class				
to see.				
<mark>發展活動 (Production)</mark>	5			

Students who are done with the task of publishing		
their recordings will spend time observing their peers'		
work on Padlet.		
<mark>總結活動 (Wrap up)</mark>		
Students will give feedback to their classmates' work		
on Padlet.		
	5	

教學反思 (Reflection)

學生需要更多的練習才能順利的使用錄影功能。

他們經常會不小心切換到慢速錄影而產出效果不理想的作品。

教學活動設計:第四節課 (Lesson 4)			
學習表現 (Learning Performance):			
英語			
○3-II-3 Can understand the sentences learned in class.			
○2-II-5 Can use simple everyday expressions.			
生活			
3-I-3 Experience the pleasure of learning and the sense of achievement and			
take the initiative to learn new things.			
4-I-1 Use various kinds of means, media, and materials in life for			
performance and creation and evoke rich imagination			
學習內容 (Learning Content):			
英語			
○Ac-I-2 Simple everyday expressions.			
生活			
O-I-4 Working together and assisting each other.			
C-I-5 Application, combination, and innovation of knowledge and			
methods.			
認識物品的收納方式,學會分類整理自己的學用品。			
Sentence Pattern:			
[put in my			
Words:			
pencil / marker/ notebook / glue /eraser / some paper			

教學活動流程 (Teaching	Procedures)		
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	5	PPT	形成性評量
The teacher reviews the words of various school supplies students have learned in the first lesson. The teacher plays the school supply song for the class.			
全班授課 (Presentation) The teacher shows students pictures of different supply items and a picture of a bag, a pencil case, a tool box and a folder.	5		
The teacher asks students where they think each item should go and also their reasons for doing that. Then the teacher reveals the sentence pattern: I put my in the			
練習活動 (Practice) In each group, students have a worksheet on which there are pictures of more school supply that students can color and cut out later when they finish. Students will practice saying each item in their group and discuss what they have decided to do to organize their supplies nicely and neatly.	20		
發展活動 (Production) Each group will present the way they organize their school supplies.	5		
總結活動 (Wrap up)Students will give feedback to their classmates' presentation.教學反思 (Reflection)	5		

學生練習收納自己的學用品。每個孩子有不一樣的收納方式。

	教學活動設計:第五節課 (Lesson 5)
	學習表現 (Learning Performance):
	英語
	⊚3-II-3 Can understand the sentences learned in class.
	©2-II-5 Can use simple everyday expressions.
	生活
	3-I-3 Experience the pleasure of learning and the sense of achievement and
學習重點	take the initiative to learn new things.
	4-I-1 Use various kinds of means, media, and materials in life for
(Essential Learning Focuses)	performance and creation and evoke rich imagination
rocuses)	學習內容 (Learning Content):
	英語
	生活
	D-I-4 Working together and assisting each other.
	C-I-5 Application, combination, and innovation of knowledge and
	methods.
內容目標	認識物品的收納方式,學會分類整理自己的學用品。
(Content Goals)	
	Sentence Pattern:
	I on/in the
	Ex: I write on my desk.
	I sit on my chair.
	I put my markers in the cubby.
	I put my books in the magazine holder.
語言目標	I hang my rug next to my desk.
(Language Goals)	I hang my orange hood on my chair.
	I put my hat in the cubby.
	I put my tissue paper in the desk.
	Words:
	desk / chair / cubby / magazine holder / markers / rug / hat / tissue paper
	write / sit / put / hang

教學活動流程 (Teaching	Procedures)		
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	5	PPT	形成性評量
The teacher reviews the words of various school supplies			
students have learned in the previous lesson.			
全班授課 (Presentation)	5	PPT	
The teacher shows students pictures of different items			
they use and see every day in the classroom.			
The teacher asks students how they can correctly use all the items the teacher just mentioned.			
練習活動 (Practice)	20	PPT	
The teacher again reveals the pictures of classroom			
objects and present the sentence pattern in English.			
I on/in the			
Ex: I write on my desk.			
I sit on my chair.			
I put my markers in the cubby.			
I put my books in the magazine holder.			
I hang my rug next to my desk.			
I hang my orange hood on my chair.			
I put my hat in the cubby.			
I put my tissue paper in the desk.			
發展活動 (Production)	5		
In each group, students will discuss things they use every			
day and what they can do to take care of their school			
property. Students will write down their discussions on a			
big white board and present later.			
總結活動 (Wrap up)	5		

Students present in English the classroom objects they use every day in terms of 1. How they use it and 2. What they can do to take good care of the objects

教學反思 (Reflection)

學生聊聊如何愛惜使用他們的學用品。學生對於分享彼此使用學用品的方式感到有興趣。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

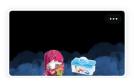




















教學活動設計:第六節課 (Lesson 6) 學習表現 (Learning Performance): 英語 ©3-II-3 Can understand the sentences learned in class. ②2-II-5 Can use simple everyday expressions. 生活 3-I-3 Experience the pleasure of learning and the sense of achievement and 學習重點 take the initiative to learn new things. (Essential Learning 4-I-1 Use various kinds of means, media, and materials in life for Focuses) performance and creation and evoke rich imagination 學習內容 (Learning Content): 英語 ○Ac-I-2 Simple everyday expressions. 生活 D-I-4 Working together and assisting each other.

	C-I-5 Application, combination, and innovation of knowledge and methods.
內容目標	認識物品的收納方式,學會分類整理自己的學用品。
(Content Goals)	
語言目標 (Language Goals)	Example This is <u>an eraser</u> . (介紹物品) I put it in <u>my pencil box</u> . (收納方式) I take care of my eraser. I don't cut it with a knife. (愛惜使用的方式)

业的\工手\\太和 (T1::1	Dua a a dui	`	
教學活動流程 (Teaching)			т
教學流程	教學時	教學資源	教學評量
	間	(Teaching	
(Stages & Activities)	(Time)	Materials)	(Assessment)
暖身活動 (Warm up)	5	PPT	形成性評量
The teacher reviews target words for this lesson, words			
of the names of the school supplies and classroom			
items.			
全班授課 (Presentation)	5	PPT	
The teacher asks students to take out a school supply			
they take with them every day. And, for example,			
practice saying,			
This is an eraser. (介紹物品)			
I put it in my pencil box. (收納方式)			
I can take of my eraser.			
I don't cut it with a knife. (愛惜使用的方式)			
This is a chair. (介紹物品)			
I push in my chair when I leave. (收納方式)			
I can take of my chair.			
I don't swing on two legs. (愛惜使用的方式)			
練習活動 (Practice)	20	Paper	

Students will write down the sentences they want to say with the help from the teacher.			
發展活動 (Production) Students will practice saying their sentences.	5		
總結活動 (Wrap up) Students will read their sentences to the whole class.	5		

本課結合前兩週的句型讓學生練習說明自己的收納方式與愛惜物品的方法。以英語說出來比較困難,學生需要更多的練習。

	教學活動設計:第七節課 (Lesson 7)
	學習表現 (Learning Performance):
	英語
	◎3-II-3 Can understand the sentences learned in class.
	©2-II-5 Can use simple everyday expressions.
	生活
	3-I-3 Experience the pleasure of learning and the sense of achievement and
	take the initiative to learn new things.
日本 民 段	4-I-1 Use various kinds of means, media, and materials in life for
學習重點	performance and creation and evoke rich imagination
(Essential Learning	
Focuses)	學習內容 (Learning Content):
	英語
	⊚Ac-I-2 Simple everyday expressions.
	生活
	D-I-4 Working together and assisting each other.
	C-I-5 Application, combination, and innovation of knowledge and
	methods.
內容目標	認識物品的收納方式,學會分類整理自己的學用品。
(Content Goals)	
語言目標	Sentence Pattern:
(Language Goals)	This is <u>an eraser</u> . (介紹物品)

I put it in <u>my pencil box</u>. (收納方式)
I take care of my eraser.
I <u>don't cut it with a knife</u>. (愛惜使用的方式)

教學活動流程 (Teaching	Procedures	s)	
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)+全班授課(Presentation)	10	Youtube	□頭評量
The teacher reviews target words and sentence patterns	10	Toutube	
from last class as a whole class.			
The teacher demonstrates how to use the text reading			
function using iPAD camera.			
佐東河京(工手社 (Dung thing)	10		
練習活動 (Practice)	10		
Students take out the sentences they wrote from last			
week and practice saying their sentences.			
Students can use their iPAD to help them remember the			
sounds of their sentences.			
發展活動 (Production)	15		
After individual practice, the teacher will ask students			
to come out in front demonstrating their sentences to			
the class.			
	5		
總結活動 (Wrap up)			
The teacher and the students will give feedback to			
those who presented.			

教學反思 (Reflection)

學生使用螢幕朗讀功能覺得很驚奇。經過反覆練習,孩子能以口語敘述自己如何愛惜使用文具用品。

	教學活動設計:第八節課 (Lesson 8)
學習重點	學習表現 (Learning Performance):

(Essential Learning	英語
Focuses)	⊚3-II-3 Can understand the sentences learned in class.
	©2-II-5 Can use simple everyday expressions.
	生活
	3-I-3 Experience the pleasure of learning and the sense of achievement and
	take the initiative to learn new things.
	4-I-1 Use various kinds of means, media, and materials in life for
	performance and creation and evoke rich imagination
	學習內容 (Learning Content):
	英語
	⊚Ac-I-2 Simple everyday expressions.
	生活
	D-I-4 Working together and assisting each other.
	C-I-5 Application, combination, and innovation of knowledge and
	methods.踐。
内容目標	認識物品的收納方式,學會分類整理自己的學用品。
(Content Goals)	
	Sentence Pattern:
語言目標	This is <u>an eraser</u> . (介紹物品)
	I put it in my pencil box. (收納方式)
(Language Goals)	I take care of my eraser.
	I don't cut it with a knife. (愛惜使用的方式)

教學活動流程 (Teaching Procedures)			
教學流程	教學時	教學資源	教學評量
(Stages & Activities)	間	(Teaching	(Assessment
(Stages & Activities)	(Time)	Materials))
暖身活動 (Warm up)+全班授課(Presentation)	10	YouTube	口頭評量
The teacher reviews target words and sentence			
patterns from last class as a whole class.			
The teacher demonstrates how to use the text reading			
function using iPAD camera.			
練習活動 (Practice)	10		
Students take out the sentences they wrote from last			
week and practice saying their sentences.			

Students can use their iPAD to help them remember the sounds of their sentences.

發展活動 (Production)

After individual practice, the teacher will ask students to record and upload their video to Padlet.

15

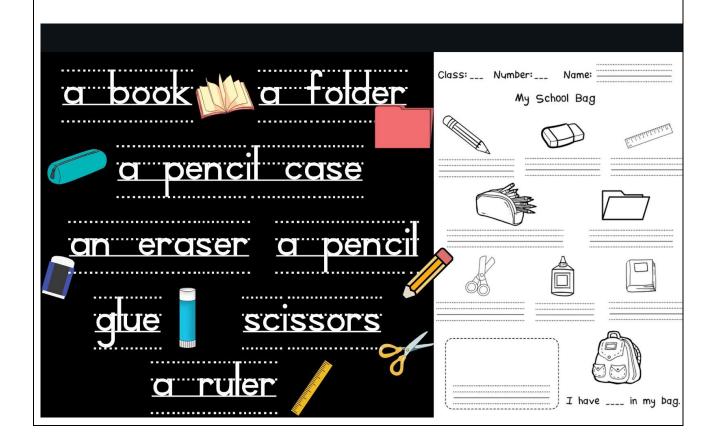
5

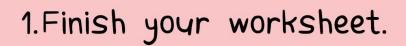
總結活動 (Wrap up)

The teacher and the students will observe their peers' work or help their peers with the task of transmitting their files to Padlet.

教學反思 (Reflection)

使用平板將自己的聲音與影像錄下來。對很多孩子來說還是有點困難。







2. 106 Finish your recording.













開幕始於錄於影正

自下拍务停急止业録祭影公

拍為照数模型式产工翻写轉奏鏡並頭交

掃公描》

(一年級上學期 Unit 3)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 1

單元名稱(Name of the Unit): Unit 4: <u>Culture: Christmas+Toy's Story</u>

學習總節數(Length of the Unit):3

設計者(Lesson Designer): 吳佩鴻, 林嘉柔, 曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Christmas is approaching. This course leads children to understand and experience Western festival culture, learning to respect different beliefs and cultures, and learning English in a joyful and fun atmosphere.

Lesson 1: Sensing the change of seasons and weather, getting to know the origin and carols of the Western festival Christmas.

Lesson 2: Santa Claus lives at the North Pole, where there is a group of Inuit people who live in igloos. This class leads children to understand the different ways of life of people living in different places around the world. They will also listen to the story "Curious George Builds An Igloo."

Lesson 3: Children will build their own igloos using clay, which they can take home as toys for playing house.

本單	本單元整體目標 (Learning Objectives for This Unit)		
	學習表現 (Learning Performance):		
	英語		
	©2-II-3 Can say the words learned in class.		
	©2-II-4 Can use simple classroom English.		
學習重點	©2-II-5 Can use simple everyday expressions.		
(Essential Learning	生活		
Focuses)	3-I-3		
	Experience the pleasure of learning and the sense of achievement and		
	take the initiative to learn new things.		
	4-I-1		

	Use various kinds of means, media, and materials in life for		
	performance and creation and evoke rich imagination.		
	學習內容 (Learning Content): 英語		
	生活 C-I-1 Exploring the characteristics and phenomena of things.		
內容目標 (Content Goals)	1. Observing changes in the surrounding environment to see if there's a sense of the festive atmosphere.	Lesson 1-3	
(Content Goals)	2. Getting to know, experiencing, and		
	learning to respect different beliefs and		
	cultures.		
	Sentences:	Lesson 1-3	
	Poeple build an igloo with (a)		
	I can make a ring for the base.		
	I can put on the keystone.		
	Look! My igloo is(color).		
	I can take care of my toys.		
	I have a		
語言目標 (Language Goals)	I put my toys in the box.		
	Words for building an igloo:		
	snow/ build / snow knife / melt / cold / warm /		
	red and pink / yellow and green / orange / blue and white /		
	Words for toys:		
	blocks / yo-yo / doll / doll house / robot / train /		
	truck /car / ball / puzzle / puppet		

	教學活動設計:第一節課 (Lesson 1)
學習重點	學習表現 (Learning Performance): 英語

(Essential Learning	©2-II-3 Can say the words learned in class.		
,			
Focuses)	©2-II-4 Can use simple classroom English.		
	©2-II-5 Can use simple everyday expressions.		
	生活		
	3-I-3		
	Experience the pleasure of learning and the sense of achievement and take		
	the initiative to learn new things.		
	4-I-1		
	Use various kinds of means, media, and materials in life for performance		
	and creation and evoke rich imagination.		
	學習內容 (Learning Content):		
	英語		
	生活		
	C-I-1 Exploring the characteristics and phenomena of things.		
內容目標	認識西洋節慶文化。		
(Content Goals)			
語言目標	Sentences:		
(Language Goals)	Sing Christmas Songs		

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 聆聽聖誕節歌曲 Santa https://www.youtube.com/watch?v=mGAYzlqj-aE	5	YouTube	形成性評量

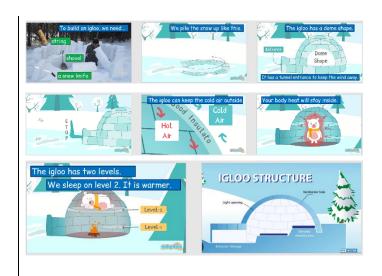
全班授課 (Presentation)	10	
1. 問孩子最近是否經常看到住宅社區或路上的商店門		
口有掛上裝飾品的樹,或是餐廳的窗戶會噴上雪花		
圖案,知道是哪一個西洋節日快要到了嗎?		
2. 孩子們想知道世界上有沒有聖誕老公公。老師引導		
學生尊重不同的文化與信仰。無論你是否相信有聖		
誕老公公,都要尊重他人的文化認知與信仰。		
佐野国(工事) (Dunation)	40	
練習活動 (Practice)	10	
1. 引導小朋友討論聖誕節通常會看到那些物品,與小		
朋友討論聖誕節的由來與意義:與他人分享。 2. 介紹西方小朋友聖誕節時會進行的活動:報佳音。		
2. 介紹西方小朋友聖誕節時會進行的活動:報佳音。		
<mark>發展活動 (Production)</mark>	10	
聖誕節歌曲: Santa / Jingle Bells		
老師撥放影片並帶領小朋友唱聖誕歌曲,一起感受歌曲		
所帶來的歡樂氣氛。		
<mark>總結活動 (Wrap up)</mark>	5	
全班一起合唱萬聖節歌曲。並至其他班級唱歌報佳音。		

學生特別喜歡聖誕節相關的主題。本課程透過遊戲與小朋友一起同樂一起體驗聖誕節的氣氛。

	教學活動設計:第二節課 (Lesson 2)
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): 英語 ②2-II-3 Can say the words learned in class. ③2-II-4 Can use simple classroom English. ③2-II-5 Can use simple everyday expressions. 生活 3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.

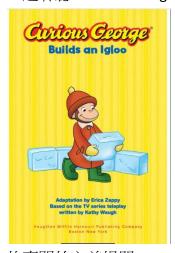
	4-I-1
	Use various kinds of means, media, and materials in life for performance
	and creation and evoke rich imagination.
	學習內容 (Learning Content):
	英語
	生活
	C-I-1 Exploring the characteristics and phenomena of things.
内容目標	學習不同地理環境會有不同的建築特色。北極伊紐特人的建築特色是
	冰屋。
(Content Goals)	故事欣賞:Curious George Builds An Igloo
語言目標	Sentences:
	Story:
(Language Goals)	Curious George Builds An Igloo

教學活動流程 (Teaching Procedures)			
教學流程	教學時	教學資源	教學評量
(Stages & Activities)	間 (Time)	(Teaching Materials)	(Assessment)
暖身活動 (Warm up)	5	Youtube	
https://www.youtube.com/watch?v=mGAYzlqj-aE			
聆聽上週所教的聖誕歌曲 Santa			
Super Simple Learning			
全班授課 (Presentation)	5		
與學生討論聖誕老公公住在什麼地方?			
北極的人怎麼生活?他們的房子和我們有什麼不同?			
北極的伊紐特人住在冰屋中。冰屋會暖和嗎?			
We can't build an isloo with ice FEVILE N ICLOSES VARM? So we use snow!			



練習活動 (Practice)

一起聆聽 Curious George Builds An Igloo 的故事



故事開始之前提問

- 1. 你看到了什麼動物?
- 2. 它叫甚麼名字?
- 3. 它正在做什麼?
- 4. 它對甚麼事情好奇?
- 5. 你猜它有沒有成功將冰屋蓋好?

發展活動 (Production)

5

20





故事中

- 1. George 有學會怎麼蓋冰屋嗎?
- 2. George 忘了哪一個步驟?
- 3. 猜猜 George 後來發生甚麼事?

總結活動 (Wrap up)



與小朋友討論還有什麼東西跟冰屋一樣,如果太熱的 話就會融化?

教學反思 (Reflection)

小朋友對於冰屋的結構以及它能保暖的事實感到很驚訝。小朋友也很踴躍討論生活中有哪些物品遇熱會融化。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

5

	教學活動設計:第三節課 (Lesson 2)
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): 英語 ②2-II-3 Can say the words learned in class. ③2-II-4 Can use simple classroom English. ③2-II-5 Can use simple everyday expressions. 生活 3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things. 4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination. 學習內容 (Learning Content): 英語 ③Ac-I-2 Simple everyday expressions. 生活 C-I-1 Exploring the characteristics and phenomena of things.
內容目標 (Content Goals)	認識西洋節慶文化。
語言目標 (Language Goals)	Sentences: Let's build an igloo. My igloo is(color).

教學活動流程 (Teaching Procedures)			
数 ·额·太和		教學資源	教學評量
教學流程	間	(Teaching	(Assessment)
(Stages & Activities)		Materials)	(Assessment)
暖身活動 (Warm up)	5	Youtube	
https://www.youtube.com/watch?v=mGAYzlqj-aE			
聆聽上週所教的聖誕歌曲 Santa			









總結活動 (Wrap up)

小朋友發表對此次活動的心得

教學反思 (Reflection)

玉米黏土對一年級小朋友來說不是很容易操作,容易黏到手或是因為桌面有水痕而讓作品 黏在桌面上。有些小朋友對於操作玉米黏土有點挫折。但也有一些小朋友很喜歡使用玉米 黏土創作自己的冰屋玩具。

(二年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 2

單元名稱(Name of the Unit): Unit 1: Beautiful Colors

學習總節數(Length of the Unit): 6

設計者(Lesson Designer):吳佩鴻、林嘉柔、曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

From the colorful buildings in life, the changing scenery of the four seasons, the emotional responses brought to students by festive activities, appreciating artworks created with similar colors, contrasting colors, cool color palettes, and warm color palettes, understanding festival-related knowledge associated with colors, and then revisiting color theory knowledge, students can choose various colored paper strips and Halloween-themed images for expression and creation. In the classroom, they can orally introduce their own works, arousing rich imagination and experiencing the joy of creation.

本單元整體目標 (Learning Objectives for This Unit)				
	學習表現 (Learning Performance):			
	4-I-1 Use various kinds of means, media, and materials in life for			
	performance and creation and evoke rich imagination.			
	5-I-1Be aware of the richness of people, things and environments in life			
	and build a preliminary aesthetic experience.			
學習重點	6-I-1Perceive and be aware and that one might have influences on			
(Essential Learning	people, things and environments in life and learn to adjust one's			
Focuses)	emotions and behaviors.			
	學習內容 (Learning Content):			
	B-I-2 Recognizing the beauty or benefits of the social environment			
	C-I-2 Making use of media characteristics and symbo	lic representation		
	D-I-2 Learning how to adjust emotions			
	1. 認識三原色及製作 color wheel	第一節課		
	2. 運用簡單的色彩學知識,欣賞生活中的景物	第二節課		
内容目標	或各類設計作品			
(Content Goals)	3. 配合萬聖節活動,享受創作的樂趣	第三四節課		
	4. 向同學介紹自己的紙編織作品	第五節課		

	English	笠 笠細亜
	English	第一~五節課要
	Ac-I-1 Simple classroom language	達到此目標
	Ae-I-2 Simple storybooks	
	Target Words:	
	color words:	
	red/ orange/ yellow/ green/ blue/ purple	
	New color words:	
	white/ black/ brown/ gray/ pink/ cold colors/ warm	
	colors	
語言目標		
(Language Goals)	Target Sentence:	
	What color is it?	
	It's <u>red</u> .	
	Hi! I'm Wendy.	
	This is my pumpkin.	
	I use <u>red</u> and <u>blue</u> paper srtips to make this	
	pumpkin.	
	Happy Halloween!	
	Classroom English: Good, good job, try again, look,	
	please, thank you, your turn	

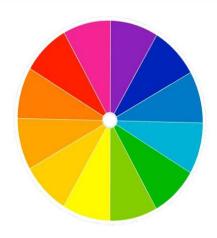
教學活動設計:第一節課 (Lesson 1)			
约刀子ML	學習表現 (Learning Performance):		
	5-I-1Be aware of the richness of people, things and environments in life		
學習重點	and build a preliminary aesthetic experience.		
(Essential Learning	學習內容 (Learning Content):		
Focuses)	B-I-2 Recognizing the beauty or benefits of the social environment		
	C-I-2 Making use of media characteristics and symbolic representation		
内容目標	Introduce Colors		
	介紹生活中可見的顏色,介紹 color wheel 與 cool colors & warm colors		
(Content Goals)	的概念。學生繪製自己的 color wheel。		
語言目標	Target Words:		
(Language Goals)	Review color words: red/ orange/ yellow/ green/ blue/ purple		

New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm
colors
Target Sentence:
What color is it?
It's <u>red</u> .
Classroom English: Good, good job, try again.

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動 (Warm up)	5	slides	Point and	
Review color words: red/ orange/ yellow/ green/ blue/			Say	
purple				
New color words: white/ black/ brown/ gray/ pink/ cool				
colors/ warm colors				
運用學生日常生活看到的卡通人物,讓學生猜它們的				
顔色。				
例如: What color is Pikachu? He's yellow.				
全班授課 (Presentation)				
Color and Feelings	10	slides	Ask and Say	
呈現義大利彩色島 Burano 和基隆正濱漁港彩色屋圖				
片,詢問學生的感受。				
1. Show students four pictures (Fire, wear socks by the				
fireplace, coloful trees, the Sun), and then				
ask: How do you feel?				
2. Introduce warm colors: red, yellow, orange				
3. Show students four pictures (Elsa, fishes under the				
sea, ocean and sky, snowy mountains), and then ask: How				
do you feel?				
4. Introduce cold colors: blue, green, purple				
練習活動 (Practice)	5			
			口頭評量	

1. Introduce Color Wheel

The Color Wheel



歸納色輪繪製概念

2. Ask and Say (Clarify warm colors and cold colors)
Ask students: when you look at this picture, how do
you feel?

Students: I feel cool or cold.

Teacher: What color do you see in this picture?

Student: Blue, purple.

Teacher: Blue and purple are warm or cold color?

Student: Cold colors.

發展活動(Production)

- 1. Let's Make Color Wheel
- 1. Color red, blue, yellow first
- 2. Mix colors: Red and yellow make orange.
- 3. Divide the color wheel into 2 parts: warm colors and cold colors.

vellow green colors!

Cold Colors

Cold Colors

The 3

primary
colors!

Worksheet 色鉛筆 粉蠟筆 粉彩 實作評量

<mark>總結活動 (Wrap up)</mark>	5		
再次歸納色輪和冷暖色系概念			
指派學習單			

學生使用粉彩直接在學習單上混色時,顏色容易混濁,用色濃淡比例造成混色不明顯,可以先發白紙,讓學生在紙上混色,學生的作品可當做教具,問: What color and What color make this color. 回家後,學生可在學習單上享受混色樂趣。



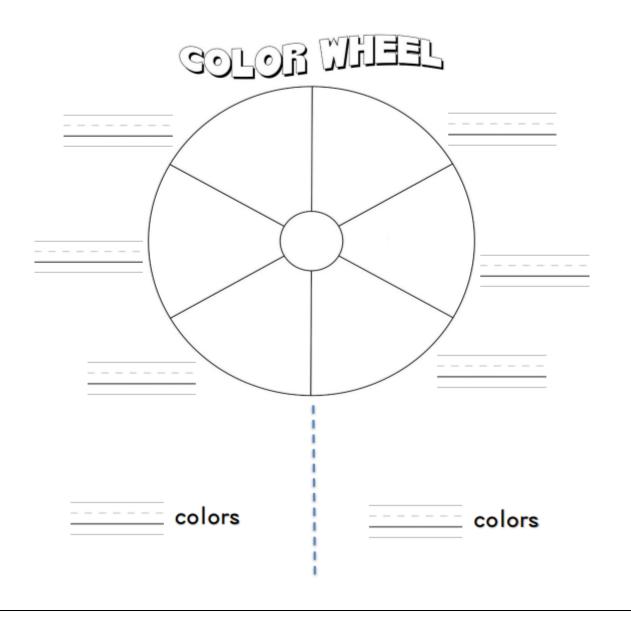
Class: _____ Number: ____ Name: _____

Tamsui Elementary School
Grade 2 Life – My Color Wheel

Unit 1 Beautiful Colors

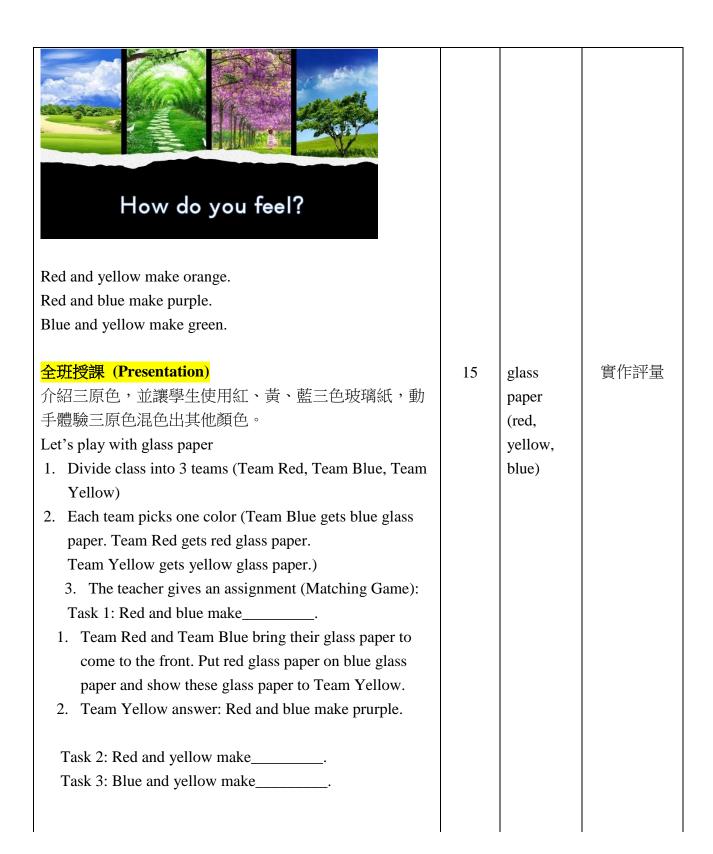
Color in the color wheel and label the colors.

請完成色環,並標註上顏色。



	教學活動設計:第二節課 (Lesson 2)
	學習表現 (Learning Performance):
學習重點	4-I-1 Use various kinds of means, media, and materials in life for
(Essential Learning	performance and creation and evoke rich imagination.
Focuses)	學習內容 (Learning Content):
	C-I-2 Making use of media characteristics and symbolic representation
	Three Primary Colors
內容目標	複習上週 target words 與 cold colors and warm colors 概念。
(Content Goals)	介紹三原色,並讓學生使用紅、黃、藍三色玻璃紙,動手體驗三原
	色混色出其他顏色。
	Target Words:
	Review color words: red/ orange/ yellow/ green/ blue/ purple
	New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm
	colors
語言目標	
(Language Goals)	Target Sentence:
(Language Goals)	Red and yellow make orange.
	What color is it?
	It's <u>red</u> .
	Classroom English: Good, good job, try again.

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動 (Warm up) 複習上週 target words 與 cold colors and warm colors 概	5	slides	口頭評量	
How do you feel?				







練習活動 (Practice)

- 1. Watch the videos and answer questions
 - 1. Primary Colors Song (Sesame Studios)

https://www.youtube.com/watch?v=v9gIj0j7Ba0

2. Mixing Colors | Science Experiments for Kids

https://www.youtube.com/watch?v=GFSsRYmSlZ0

發展活動 (Production)

- 1. 教師問 What is the three primary colos? 為什麼我們稱紅黃藍為三原色呢?
- 2. 學生觀察色輪上顏色的排列是否有規則?
- 分享自己是如何完成色輪學習單?
 學生可能的回答,如下:
 先著色紅黃藍的部分,再試著混色。

5	存 本	
5	色輪學習 單	口頭評量

影片

10

口頭評量

	先寫好各個顏色的單字,在其他紙上混色, 再到學習單上塗色。 顏色的濃淡,會造成不同的混色結果,有漸層的感 覺。		
總	結活動 (Wrap up)	5	口頭評量
1.	色環(色輪)上有三種最基本的顏色,紅色、黃色和藍		
	色,我們稱它們為「原色」〔primary colors〕。原色		
	為不能經由其他色彩混色而成的色彩。		
2.	色環(色輪)是由一邊是暖色與一邊是冷色的兩個色系		
	的色彩所組成。暖色系色彩包括黄色、橙色和紅色;		
	冷色系色彩包括綠色、藍色和紫色。如果將這兩種相		
	對的顏色排列在一起,會產生冷色越冷,暖色越暖的		
	視覺效果。對於顏色的選擇,我們必先了解色彩對情		
	緒的影響,當我們面對一個暖色系的顏色,我們應該		
	會感受到這顏色帶給我們的暖意。		

實施 Mix Colors 的活動時,除了讓學生在座位上使用紅黃藍玻璃紙操作外,另外設計成遊戲三任務,讓學生一一完成任務,拿著玻璃紙到台上排隊,孩子們看起來更專心。其實,如果有更多時間,混色活動可用水彩或科學實驗方式呈現,但是雙語生活的課程,畢竟不是自然課,不會有連排兩節課的情形。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

(1) Primary Colors Song (Sesame Studios)

https://www.youtube.com/watch?v=v9gIj0j7Ba0

(2) Mixing Colors | Science Experiments for Kids

https://www.youtube.com/watch?v=GFSsRYmSlZ0

教學活動設計:第三節課 (Lesson 3)			
段3 J21 壬-M1-F	學習表現 (Learning Performance):		
	5-I-1Be aware of the richness of people, things and environments in life		
學習重點	and build a preliminary aesthetic experience.		
(Essential Learning Focuses)	學習內容 (Learning Content):		
	B-I-2 Recognizing the beauty or benefits of the social environment		
	C-I-2 Making use of media characteristics and symbolic representation		
内容目標	Colors ,Feelings and Culture		
(Content Goals)			

	透過欣賞著名畫家的作品,引導孩子思考並試著說出不同顏色所帶給人的感受。
	Fun facts: 不同顏色對於不同國家的人有著不同的感受,介紹不同顏
	色在不同文化中的意涵與差異。
	Target Words: happy/ sad/ angry/ scared/ calm/ love
語言目標	This is my pumpkin/ bat/ spider/haunted house.
(Language Goals)	I use analogous colors/complementary colors.
	Happy Halloween!

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動 (Warm up) 用 Color Wheel 複習三原色及 cool colors and warm colors 概念。	5	slides	口頭評量	
yellow yellow orange blue red purple				

What happens when you mix colors?			
+ =			
+ =			
+ =			
全班授課 (Presentation)	10	Slides	
1. Introduce analogous colors 相近色		Google	口頭評量
analogous colors		Website	
相近色			
2. Introduce complementary colors 對比色			
complementary colors 對比色			
3. 觀賞世界名畫及介紹 Google Art website			
https://artsandculture.google.com/color?col=BLUE			
練習活動 (Practice)			
Fun Facts About Colors			
1. Red is the first color a baby sees.		slides	
2. In Chinese culture, red means happiness and good	15		
luck.			

- 3. In Japan, white is used for weddings and celebrations.It means purity (純潔).
- 4. In Turkey and Greece, blue amulets (護身符) can keep the evil spirits away.
- 5. Orange is the national color of the Netherlands. They celebrate King's Day on 4/27 every year.
- 6. Yellow and red together make you hungry.



發展活動 (Production)

Q and A Time

請學生回答下列問題:

- 1. 關於白色的有趣事實
- 2. 關於紅色的有趣事實
- 3. 關於橘色的有趣事實
- 4. 關於藍色的有趣事實

總結活動 (Wrap up)

- 1.Review analogous colors and complementary colors
- 2.請學生想一想運用對比色或相近色的畫作或作品, 帶給你何種感受(情緒)?
- 3. 回家可上 Google Art 欣賞世界名畫,參觀美術館

教學反思 (Reflection)

二年級的孩子的確充滿好奇心,他們對於 Fun Facts About Colors 十分有興趣,也願意去推 測顏色與各國節慶風俗的關聯。我在帶領孩子瀏覽 Google Art website 時,學生們躍躍欲 試,他們想逛逛網站內的各項內容,也許這堂課可以借平板或直接到電腦教室授課,但是 考量二年級學生

尚未有基礎電腦操作的資訊能力,因此作罷。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

Google Art

5

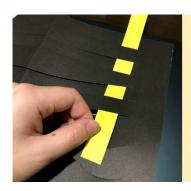
口頭評量

5

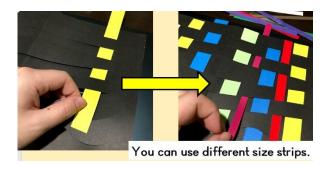
教學活動設計:第四節課 (Lesson 4)				
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance):			
	5-I-1Be aware of the richness of people, things and environments in life			
	and build a preliminary aesthetic experience.			
	學習內容 (Learning Content):			
	B-I-2 Recognizing the beauty or benefits of the social environment			
	C-I-2 Making use of media characteristics and symbolic representation			
內容目標 (Content Goals)	Colorful Paper Weaving 複習 target words 與 cool colors and warm colors 概念。			
	Art Project: Paper Weaving 學生欣賞對比色、相近色、冷色系及暖色系的畫作後,可以依喜好選擇裁剪南瓜、蝙蝠、鬼等輪廓圖,運用各色紙長條,編織出萬聖節裝飾品。			
	Target Words: Paper, pumpkin, bat, ghost			
語言目標 (Language Goals)	Target Sentence: Hi! I'm Wendy. This is my pumpkin. I use red and blue paper srtips to make this pumpkin. Happy Halloween!			
	Classroom English: Good, good job, try again, look at this picture, please, thank you, your turn, a big hand			

教學活動流程 (Teaching Procedures)				
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessment)	
(Stages & Activities)	(Time)	Materials)	(Assessment)	
暖身活動 (Warm up)	5	slides		
Colorful Paper Weaving				
複習 target words 與 cool colors & warm colors 概				
念。				

全班授課 (Presentation) construction Art Project: Paper Weaving 25 paper 實作評量 1. 用橘色卡紙剪南瓜,黑色卡紙剪蝙蝠或鬼 2. 用 construction paper 剪出寬或窄的長紙條(paper paper strips strip) 3. 運用對比色或相近色概念做 paper weaving glue 4. 用各色長紙條編織南瓜或蝙蝠 double-sided tape paper scissors Step 1 Fold your paper in half Step 2 Draw some lines Lines Step 3 Cut some colored paper strips



Step 4
Start weaving!







發展活動 (Production) 提示下一堂課的展示活動:Gallery Walk 學生展示自己的編織作品及說明設計想法 Hi! I'm Wendy. This is my pumpkin.	7	學生作品	上台發表
I use <u>red</u> and <u>blue</u> paper srtips to make this <u>pumpkin</u> . Happy Halloween! 總結活動 (Wrap up) 提醒學生回家完成 paper weaving work 及準備下一堂課 Gallery Walk 的報告內容	3		

在課堂上,大部分學生無法在一堂課內完成製作 Paper weaving work。之後實施課程時,建議教師只提供一種模板(南瓜,鬼或蝙蝠),裁剪南瓜輪廓圖時間較短,學生在編織紙條時,衍生的問題較少。只提供一種簡易模板,學生才不會花太多時間在選擇上,及搭配長紙條配色。在此次的教學活動,我發現大部分的孩子喜歡製作黑蝙蝠,但是在蝙蝠內編織長紙條,紙條易歪斜移動,裁剪多餘紙條時,固定紙條對於二年級孩子似乎不易操作,因此我建議下次只提供南瓜圖,可以縮短創作時間,省下來的時間,能做作品欣賞。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

paper weaving pumpkins craft

https://makeandtakes.com/paper-weaving-pumpkins

教學活動設計:第五節課 (Lesson 5)			
	學習表現 (Learning Performance):		
學習重點	5-I-1Be aware of the richness of people, things and environments in life		
字百里和 (Essential Learning	and build a preliminary aesthetic experience.		
Focuses)	學習內容 (Learning Content):		
rocuses)	B-I-2 Recognizing the beauty or benefits of the social environment		
	C-I-2 Making use of media characteristics and symbolic representation		
内容目標 内容目標	複習 color and feeling words。		
內台日保 (Content Goals)	展示活動:Gallery Walk		
	學生介紹自己的編織作品		
	Target Words:		
	Paper, pumpkin, bat, ghost		
	Target Sentence:		
語言目標	Hi! I'm Wendy.		
(Language Goals)	This is my <u>pumpkin</u> .		
	I use <u>red</u> and <u>blue</u> paper srtips to make this <u>pumpkin</u> .		
	Happy Halloween!		
	Classroom English: Good, good job, try again, look at this picture, please,		
	thank you, your turn, a big hand		

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
<mark>暖身活動(Warm up)</mark> 說明 Gallery Walk 的進行方式	5	slides		
全班授課 (Presentation) 教師帶領學生練習作品呈現的內容文字 Hi! I'm Wendy.	5	slides		
This is my <u>pumpkin</u> . I use <u>red</u> and <u>blue</u> paper srtips to make		學生作品		
this <u>pumpkin</u> . Happy Halloween!				

練習活動 (Practice) 將學生分成四組,學生在組內用	10	slides	專注聆聽
Hi! I'm Wendy.			
This is my <u>pumpkin</u> .		學生作品	
I use <u>red</u> and <u>blue</u> paper srtips to make		, <u></u>	
this <u>pumpkin</u> .			
Happy Halloween!			
介紹自己作品。			
可以鼓勵比較害羞的學生,只說			
Hi! I'm Wendy.			
This is my <u>pumpkin</u> .			
再加上中文來介紹自己的作品。			
發展活動(Production)			
將學生分成四組,一個學生留在組內介紹組內成員的	15	slides	口說評量
作品,其他學生到各組聽同學用中文或英文介紹自己			
的作品。		學生作品	
Hi! I'm Wendy.		→	
This is my(Ben's/Emma's) pumpkin.			
I (He/She)use <u>red</u> and <u>blue</u> paper srtips to make			
this <u>pumpkin</u> .			
Happy Halloween!			
Go to different groups.			
group 3 stay at group group 4 Group 1			

<mark>總結活動 (Wrap up)</mark>			
請各組派代表,針對各組同學的作品及介紹做回饋,	5	Sticky	上台發表
各組代表可以說出一個讚美(優點),一個讓作品更棒的		notes	
方法。			

Gallery Walk 是展示學生作品及分組報告的共學策略,對於二年級學生而言,真的需要時間練習英語介紹作品,但這堂課畢竟是雙語課,我還是把重點放在學生能互相欣賞對方的作品,透過學生的口頭或書面回饋來肯定自我能力。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

Gallery Walk 進行方式

https://www.youtube.com/watch?v=pSt5echeRrM

教學活動設計:第六節課 (Lesson 6)			
	學習表現 (Learning Performance):		
	6-I-1		
學習重點	Perceive and be aware and that one might have influences on people,		
(Essential Learning	things and		
Focuses)	environments in life and learn to adjust one's emotions and behaviors.		
	學習內容 (Learning Content):		
	D-I-2 Learning how to adjust emotions		
	複習 color and feeling words。		
内容目標 (Content Goals)	Storytelling: The Color Monster 1.能回答繪本內容。 2.經由閱讀繪本內容後,察覺自我情緒。		
語言目標	Target Words: happy/ sad/ angry/ scared/ calm/ love		
(Language Goals)	Classroom English: Good, good job, try again, look at this picture		

教學活動設計:第六節課 (Lesson 6)		
	學習表現 (Learning Performance):	
學習重點 (Essential Learning Focuses)	6-I-1	
	Perceive and be aware and that one might have influences on people,	
	things and	
	environments in life and learn to adjust one's emotions and	
	behaviors.	

	學習內容 (Learning Content):
	D-I-2 Learning how to adjust emotions
	複習 color and feeling words。
内容目標 (Content Goals)	Storytelling: The Color Monster 1.能回答繪本內容。 2.經由閱讀繪本內容後,察覺自我情緒。
語言目標 (Language Goals)	Target Words: happy/ sad/ angry/ scared/ calm/ love Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Prod	cedures)		
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 複習 color and feeling words		slides	
全班授課 (Presentation) Storytelling: The Color Monster 教師分段播放 The Color Monster 的影片並提問 1. What happened to The Color Monster? The Color Monster is feeling very mixed up.	15	Slides video	口說評 量 Q A Time
He is yellow, blue, red, black and green all at once. The color monster's feelings stirred together. What happened to the Color			
1. The Color Monster is hungry. 2. The Color Monster is sleepy. 3.He is yellow, blue, red, black and green all at once.			
2. How does the girl help the color monster? She put feeling in a different jar. They can look at it more closely.			

How does the girl help the Color Monster

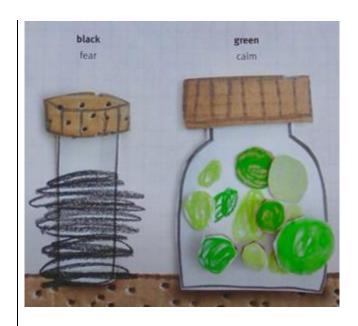
- 1. Wash the jar.
- 2. Do magic tricks.
- 3. Put feeling in a different jar. They can look at it more closely.
- 3. Name five different colored feelings.

How do colored feelings make the color monster feel?

Name five different colored feelings. How do colored feelings make the color monster feel?







4. How does the color Pink make the color monster feel? The color monster is in love.

練習活動 (Practice)

 你曾經有一覺醒來,心情悶悶不樂,不知道 為什麼有這種感受的經驗嗎?
 (協助學生體驗情緒並能自我覺察,協助學生認識自 己的情緒,並能覺察造成該情緒的事件為何。)

5 slides 上台發表

slides

sticky

notes

發展活動 (Production)

- 1. 請學生思考自己在不同的情境會有何種情緒反應。 (由情緒反應回推是何種情境造成的)
 - How do you feel?
 I feel <u>sad</u>. (happy/angry/scared/calm/love)
 - 2. What do you fear the most?
- 2. 分組上台發表

總結活動 (Wrap up)

請學生思考下列問題,於下一堂課上台分享

討論對於生氣的情緒健康和不健康的反應。
 學生說出列為不健康反應的原因。

5

10

我跟學生們針對一項大情緒-生氣,討論生氣時,我們可能會有的反應,將這些反應羅列在 黑板上,最後針對每一項因生氣而有的情緒行為反應做歸納,哪些反應是健康的,哪些反 應是不健康的,為什麼這些反應不健康呢?哪些反應太激烈或因發洩的對象不同,不一定 是健康的。大部分的孩子能知道將情緒發洩到他人身上,造成他人的困擾都是不健康的反 應,我感到欣慰。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

The Color Monster (中英字幕)

https://www.youtube.com/watch?v=WqcY_XBfrOo

(二年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 2_

單元名稱(Name of the Unit): Unit 2: My feelings

學習總節數(Length of the Unit): 4

設計者(Lesson Designer): 吳佩鴻、林嘉柔、曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

閱讀<The Color Monster>、<Glad Monster, Sad Monster>引導學生透過故事情境,連結畫作顏色所帶來的情緒感受,觀察情境圖理解自己與他人的肢體語言及訊息,嘗試在生活情境中選擇健康的情緒反應,與他人建立共好的人際關係。

本單元整體目標 (Learning Objectives for This Unit)			
	學習表現 (Learning Performance):		
學習重點	6-I-1Perceive and be aware and that one might have influences on people,		
字百里粒 (Essential Learning	things and environments in life and learn to adjust one's emotions and		
Focuses)	behaviors.		
rocuses)	學習內容 (Learning Content):		
	D-I-2 Learning how to adjust emotions		
	1. 學生能認識不同的情緒名稱。	第一節課	
內容目標	2. 學生能發覺自己情緒的變化。	第二節課	
(Content Goals)	3. 學生能理解情緒和其相對的反應。	第三節課	
	4. 學生能學習適當表達情緒反應。	第四節課	
	English	第一~四節課	
	Ac-I-1 Simple classroom language	要達到此目	
	Ae-I-2 Simple storybooks	標	
語言目標	Target Words:		
(Language Goals)	angry/ excited/calm/sad/proud/worried/		
	grumpy/nervous/happy		
	grumpy/nervous/nappy		
	Target Sentence:		
	I feel happy.		

I feel <u>happy</u> , so I <u>smile</u> .	
I can open my heart/dance/touch the sky.	
Classroom English: Good, good job, try again, look,	
please, thank you, your turn	

教學活動設計:第一節課 (Lesson 1)			
	學習表現 (Learning Performance):		
	6-I-1		
學習重點	Perceive and be aware and that one might have influences on people,		
(Essential Learning	things and		
Focuses)	environments in life and learn to adjust one's emotions and behaviors.		
	學習內容 (Learning Content):		
	D-I-2 Learning how to adjust emotions		
	複習 color and feeling words。		
内容目標 (Content Goals)	Storytelling: The Color Monster 1.能回答繪本內容。 2.經由閱讀繪本內容後,察覺自我情緒。		
	Target Words:		
語言目標 (Language Goals)	angry/ excited/calm/sad/proud/worried/grumpy/nervous/happy Target Sentence: I feel happy.		
	Classroom English: Good, good job, try again, look at this picture		

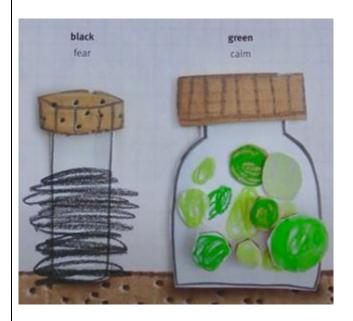
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 複習 color and feeling words	5	slides	

人TT+∞→用 (Bussesstation)	l	1	
全班授課 (Presentation) Storytelling: The Color Monster 教師分段播放 The Color Monster 的影片並提問 1. What happened to The Color Monster? The Color Monster is feeling very mixed up. He is yellow, blue, red, black and green all at once. The color monster's feelings stirred together.	15	Slides video	口說評量 Q A Time
What happened to the Color Monster? 1. The Color Monster is hungry. 2. The Color Monster is sleepy. 3.He is yellow, blue, red, black and green all at once.			
 How does the girl help the color monster? She put feeling in a different jar. They can look at it more closely. How does the girl help the Color Monster? Wash the jar. Do magic tricks. Put feeling in a different jar. They can look at it more closely. 			
 Name five different colored feelings. How do colored feelings make the color monster feel? 			

Name five different colored feelings. How do colored feelings make the color monster feel?





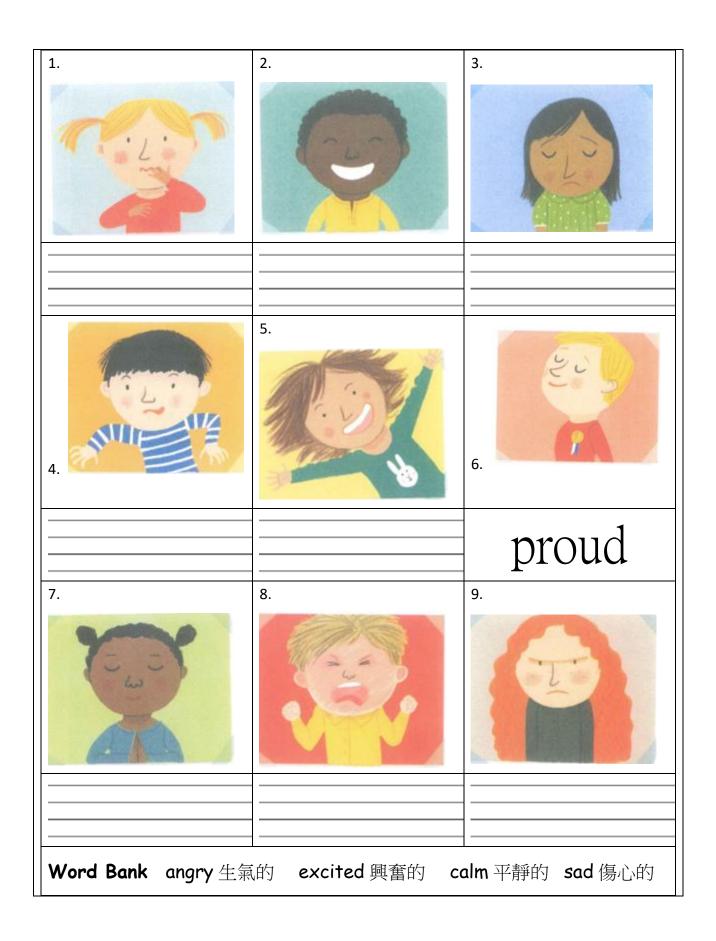


4. How does the color Pink make the color monster feel?

The color monster is in love.

練習活動 (Practice) 情緒九宮格 1. 四人一張情緒九宮格學習單 2. Match the words and faces. 看圖填入情緒單字 3. How do you tell other people's feelings? 4. Come to the front, and share your ideas.	5	slides worksheet	上台發表
發展活動 (Production) 1. Body messages and clues 1. Tara can't stop yawning! She is felling tired.	10	slides	能說出肢體 語言訊息
 My tummy is rumbling! Hannah is feeling hungry. I'm sweating and my face is all red. Holly is feeling hot. My mouth is very dry. Theo's feeling thirsty. I can't stop shivering. Connor is feeling cold. 			知道如何因 應情緒及身體訊號,調節行為反應
2. What do they need to do to feel better? Eat some food. Take off your sweatshirt. 3.身體訊息觀察圖 教師提供圖片,學生從圖中人物觀察其情緒表現方式。			

Can you tell how they are feeling?			
總結活動 (Wrap up) 請學生思考下列問題,於下一堂課上台分享 1. 討論對於生氣的情緒健康和不健康的反應。 學生說出列為不健康反應的原因。	5		
教學反思 (Reflection) 學生能知道 The color monster 為什麼困惑,也能理解滿愛的。讀完繪本的問答時間,大部分學生都能正確情時,學生小組討論時,他們能注意五官表情及手腳	答題。在觀	察圖片人物行	 方為及臉部表
附錄:學習單或參考資料 (Appendix: W	orksheets o	r References)	
The Color Monster (中英字幕) https://www.youtube.com/watch?v=WqcY_XBfrOo			
<all about="" feelings=""> Usborne</all>			
情緒九宮格學習單			
Class 班級 Team 組	Date 日期	:Novembe	er
, 2022			
Team member 組員:			



proud 驕傲的 worried 擔心的 grumpy 脾氣壞的 nervous 緊張

的 happy

☆Match the words and faces. 看圖填入情緒單字

	教學活動設計:第二節課 (Lesson2)
	學習表現 (Learning Performance):
	6-I-1
學習重點	Perceive and be aware and that one might have influences on people,
(Essential Learning	things and
Focuses)	environments in life and learn to adjust one's emotions and behaviors.
	學習內容 (Learning Content):
	D-I-2 Learning how to adjust emotions
	複習 color and feeling words。
內容目標	Storytelling: Glad Monster, Sad Monster
(Content Goals)	1.提供不同的情境,讓學生以情緒卡探索並發表遇到此情境時會
	產生什麼情緒。
	2. 辨別生氣情緒健康和不健康的反應。
	Target Words: happy/ sad/ angry/ scared/ calm/ love
語言目標 (Language Goals)	I feel <u>happy</u> , so I <u>smile</u> .
	Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Procedures)			
教學流程		教學資源	教學評量
	間	(Teaching	
(Stages & Activities)		Materials)	(Assessment)
暖身活動 (Warm up)			
師生討論對於生氣的情緒健康和不健康的反應。	5	slides	口說評量
學生說出列為不健康反應的原因。		sticky	
		notes	
全班授課 (Presentation)			

Storytelling: Glad Monster, Sad Monster	10		
 練習活動 (Practice) 1. 教師提供 2 個情境不同的情緒,請學生說出圖片中男孩和女孩 的情緒,並引導學生討論這樣的情緒會做什麼行為? How does the boy feel? He feels 	10	slides picture cards	能分辨情緒 和反應, 並將其配對 說出及說 明原因。
How does the girl feel? She feels			
*How does the girl/ boy feel? She/he feels *What can the girl/ boy do?. She/he can 2. 教師總結因情緒而產生的行為稱為反應 (responses)。			
發展活動 (Production) 分享反應 1.請各組發表配對的情形,並以英語說出。 "I feel, so I" 例如:	10	slides picture cards	能以圖卡覺 察說出他 人和自己的 情緒反應 不同。

分享反應(Write on the penguin book) 1. I feel happy, so I 2. I feel excited, so I 3. I feel tired, so I 4. I feel angry, so I 5. I feel love, so I 6. I feel sad, so I			
jump /smile / cry/ kick / sleep/ hug /stomp/sing 跳 笑 哭 踢 睡 抱 跺腳 唱 2. 各組對同一情緒有不同反應,可提出並說明為什麼。			
3. 教師引導學生思考同樣的情緒會因人有不同的反應。			
總結活動 (Wrap up) 請學生觀察假期中自己的情緒和反應並記錄下來。	5		記錄自己的 情緒和反應
11/26(六) I feel excited. Dad, Mom and I go to the zoo.			10.1 MH 1-10.2 MH.
11/26(六) I feel sad. My ice cream drops on the ground.			
11/27(日)I feel tired. I go to bed early.			
教學反思 (Reflection)	•		
在討論分享反應:I feel, so I 學生紛紛舉	手回想自己	曾有的情緒》	及反應。老師
再次詢問每個人面對開心情緒的反應都會相同嗎? 大部	『分孩子都	能分享自己的	勺生活經驗。
師生在討論生氣時,我們可能會有的行為反應,我把行	 丁為反應條	列在黑板上	,逐一討論哪
些是健康的反應,哪些是不健康的反應,再問學生為什	十麼這些是	不健康的行為	為,他們能回
答會影響或傷害自己或別人都屬於不健康的行為反應。	二年級的	孩子能有這樣	蒙的回應,我
由表讚賞。			
附錄:學習單或參考資料 (Appendix: W	orksheets o	r References)	
<all about="" feelings=""> Usborne</all>			
Feelings card			



	教學活動設計:第三節課 (Lesson3)		
	學習表現 (Learning Performance):		
	6-I-1		
學習重點	Perceive and be aware and that one might have influences on people,		
(Essential Learning	things and		
Focuses)	environments in life and learn to adjust one's emotions and behaviors.		
	學習內容 (Learning Content):		
	D-I-2 Learning how to adjust emotions		
	Glad Monster, Sad Monster		
	複習 color and feeling words。		
內容目標			
(Content Goals)	Review Story: The Color Monster / Glad Monster, Sad Monster		
	學生製作情緒卡,提供不同的情境,讓學生以情緒卡探索並發表遇		
	到此情境時會產生什麼情緒。		
	Target Words: happy/ sad/ angry/ scared/ calm/ love		
語言目標 (Language Goals)	I feel happy, so I smile.		
	Classroom English: Good, good job, try again, look at this picture		

教學活動流程	(Teaching Pro	ocedures)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 請學生分享假期中自己的情緒和反應的紀 錄。	5	紀錄本 投影機	上台發表
全班授課 (Presentation) Review the story 1. The Color Monster 2. Glad Monster, Sad Monster	10	slides	口頭評量
 3. 練習活動 (Practice) 1. Hand out the color monster worksheet 2. Give your feelings a name 3. Give your feeling a color I am feeling angry/ happy/ calm/sad. My color is red/ yellow/ green/blue. 	10	worksheet	學習單的書寫記錄
發展活動 (Production) 1. Talk about feelings and write in the jar 在真實生活中,你曾經發生什麼事件會產生這種情緒反應例如: 遺失心愛的玩具,產生傷心的感受和家人一同出遊,產生開心的感受獨自一人在漆黑的房間,產生恐懼的感受將情境或事件寫在 feeling jar 內。 2. 討論如何因應這些情緒,我們可以怎麼做,讓自己有更好的感受What do you do to feel better?例如: (1)Start by closing eyes and take a really deep Breath.	10	worksheet	SWBAT talk about feelings 學生能嘗試用健康的反應替代令他 (她)不舒服的情緒

(2)Let the breath out very slowly, counting to ten in your head. 3. Making choices You could_____. Bang on a pan Hug yourself Go to a quiet place Dance to loud music Stamp your feet Talk to someone 總結活動 (Wrap up) 教師引導學生選擇健康的情緒反應,鼓勵 5 說出哪些是健康的 學生在生活中嘗試幫助自己及他人釋放情 情緒反應 緒,建立良好的人際關係

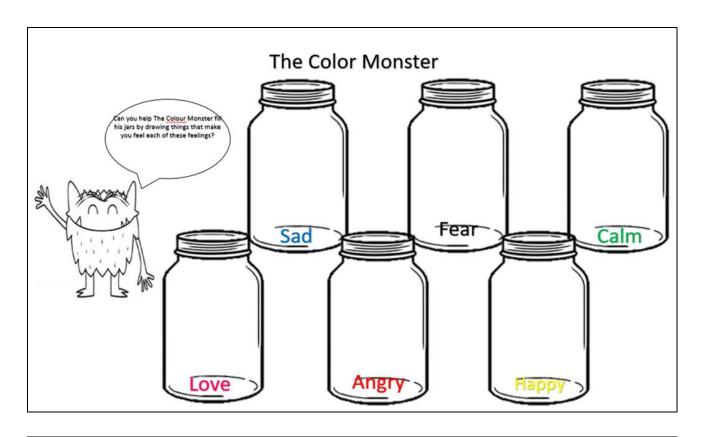
教學反思 (Reflection)

二年級的孩子樂於分享生活中發生的事,也能辨識自己的情緒,很自然會有一些固定表現情緒的方式,我試著提問讓學生告訴學生,面對自己的情緒,我們可以選擇健康的行為反應,才不會有時在情緒風暴過後,還要收拾殘局。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

<All About Feelings> Usborne

the color monster worksheet



	教學活動設計:第四節課 (Lesson 4)
	學習表現 (Learning Performance):
學習重點	5-I-1Be aware of the richness of people, things and environments in life
字百里和 (Essential Learning	and build a preliminary aesthetic experience.
Focuses)	學習內容 (Learning Content):
rocuses)	B-I-2 Recognizing the beauty or benefits of the social environment
	C-I-2 Making use of media characteristics and symbolic representation
内容目標	1.探索各種情緒可能會產生的行為反應
(Content Goals)	2.帶領學生閱讀< I am yoga>,體驗做瑜珈及試著冥想,知道轉換情緒
(Content Goals)	的方式,能嘗試選擇健康的紓壓方法。
	Target Words: dance/ touch/ relax/ calm/ love
語言目標	I can touch the sky/ sail on the sea/ dance on the moon/ relax/open my
(Language Goals)	heart/stand up.
	Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Pr	cocedures)		
教學流程	教學時		教學評量
(Stages & Activities)	間	教學資源	(Assessment)

	(Time)	(Teaching	
		Materials)	
暖身活動(Warm up)			
1. 設定情境,教師提問: 成績考差,媽媽責罵時,	5	slides	□頭發表
How do you feel? What can you do?			
I got a bad grade. Mommy said I didn't try my best.			
全班授課 (Presentation)	20	slides	聽從英文指
Students read < I am yoga> and try to do yoga.			令做
BY SUSH VERVE - ART OF REER # NETYHOLDS THE #1 NEW YORK TIMES BESTSELLING TEAM			瑜珈動作 實作活動
I can touch the sky. I am so tall. I am so tall.			

I can soar among the clouds. I am so free. I can soar among the clouds. I am so free.			
I can open my heart. I feel love. I feel love.			
<mark>練習活動 (Practice)</mark>			
Play the video < I am yoga>		video	
https://www.youtube.com/watch?v=FmXL821PklY			
發展活動 (Production) 體驗完瑜珈活動,教師提供另一種轉換情緒的方式— 冥想(meditation)。	5	Meditation music	能跟從指令 冥想
1. Tell students to listen to music and follow the			
directions:			
1. Sit comfortably			
2. Close your eyes			
3. Listen to music			
4. Breathe in/ Breathe out slowly 5. Focus on your head/shoulders/ back/ hands/			
 Focus on your head/ shoulders/ back/ hands/ bottom/ legs/ feet/ toes 			
6. Open your eyes			
總結活動(Wrap up)	5	slides	□頭發表
1.詢問學生體驗完瑜珈及冥想後的感受			
Ask students: How do you feel?			

2.再次告訴學生,做瑜珈及冥想都是轉換情緒的 方式,可以在家和家人一起體驗,讓自己身心 更健康。

教學反思 (Reflection)

學生對於瑜珈動作躍躍欲試,試著想像自己伸展到天空,在海上航行,敞開心胸去擁抱世界萬物的愛,如果能到舞蹈教室操作課程,學生們應該可以更盡興。在冥想的階段,他們專注自己的身體部位,聽著冥想音樂,十分投入,希望他們在日後,總能找到適合自己的舒壓方法。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

< I am yoga> https://www.youtube.com/watch?v=FmXL821PklY

Meditation music https://www.youtube.com/watch?v=d1xdZlMyDF8

(二年級上學期 Unit 3)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 2___

單元名稱(Name of the Unit): Unit 3: Let's Protect Animals

學習總節數(Length of the Unit): 6

設計者(Lesson Designer):吳佩鴻、林嘉柔、曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

By reading the picture book "Oi! Get Off Our Train," we can learn about the living conditions of animals. Returning to the concern for Taiwan's indigenous endangered animals, we first understand the characteristics and current status of these animals. Then, through reading online information, we comprehend the changes in their habitats. We will then create posters for animal conservation based on the gathered data, contributing our own efforts to protect the environment for animals.

本單元整體目標(Learning Objectives for This Unit)			
	學習表現 (Learning Performance):		
	2-I-1		
	Explore people, things and environments in life using sensory organs		
	and perception and perceive the characteristics of thing	s and	
	environments.		
學習重點	6-I-5		
	Be aware of the interdependent relationship between people and the		
(Essential Learning	environment and then cherish resources, protect the environment, and		
Focuses)	respect life.		
	English Ac-I-1 Simple classroom language		
	Ae-I-2 Simple storybooks		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		
	1. 藉由共讀故事書知道動物的處境	第一~六節課	
內容目標	2. 認識臺灣瀕臨絕種的動物	達到目標	
(Content Goals)	3. 知道瀕危動物的特徵及棲息地,欣賞動物之		
	美,了解環境保育的重要		

	4. 製作瀕危動物生態保育海報	
	Word:	第一~六節課
	elephant (tusks)/ seal (ocean pollution)/ crane (habitat	達到目標
	destruction)/	
	tiger (habitat destruction)/ polar bear (fur)	
	stripes, spots, long legs, short legs, red eyes	
<u> </u>	ten, twenty, thirty, forty, fifty, sixty, seventy, eighty,	
語言目標	ninety, hundred, thousand	
(Language Goals)		
	Sentence:	
	Elephant, get off my train!	
	It has spots.	
	I guess we have two hundred Formosan clack bear in	
	Taiwan.	

教學活動設計:第一節課 (Lesson 1)			
	學習表現 (Learning Performance):		
	2-I-1		
	Explore people, things and environments in life using sensory organs and		
學習重點	perception and perceive the characteristics of things and environments.		
	6-I-5		
(Essential	Be aware of the interdependent relationship between people and the		
Learning Focuses)	environment and then cherish resources, protect the environment, and		
	respect life.		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		
內容目標	Storytelling: Oi, Get off our Train		
(Content Goals)	藉由共讀故事書知道動物的處境		
	Word:		
語言目標	elephant / seal/ crane/tiger/ polar bear		
,			
(Language Goals)	Sentence:		
	Elephant, get off my train!		

Classroom English: Time for class, turn around, good job, break time

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) Guess who am I activity	3	slides	口頭回答
What animal am I? cownition Standard Research and Train			
Storytelling: Oi, Get off our Train John Burningham CC To			\ TA T
Oi! Get off our Train	15	slides	專心聆聽
練習活動 (Practice) 討論故事內容:	10	slides	口頭回答
1.為什麼這些動物要逃上火車?2.是誰做了什麼事讓他們這麼難過呢?3.人類如何不正當地對待這些動物?			

4.我們能做什麼來保護這些動物並改善牠們的生活環境呢?			
發展活動 (Production) Students put words, actions, and sign language together to tell the story 'Oi! Get off our Train' by John Burningham.	8	video	能大概聽懂影 片內容及做動
<oi! get="" off="" our="" train=""> https://www.youtube.com/watch?v=Jd5bCdR8dE8</oi!>			作
<mark>總結活動 (Wrap up)</mark> Assignment:	4	slides	
Think about it: 我們能做什麼來保護這些動物並改善牠們的生活環境 呢? 請學生回家蒐集答案,在下一堂生活課發表。			
明子工四外地来行来,但「一至工冶体较仅。			

英語團隊教師 Maggie 改寫句子說故事,反覆相同的句型,抽換語詞,學生聽故事較有親切 感。

在說故事前,我提醒學生如果出現 Oi, Get off our Train,他們要一起唸。每次不同動物登場,我帶著孩子們點名動物們,請他們推測故事內容 What happened to the crane? 增加故事參與感。

學生回饋直說這是一本好書,好故事!

附錄:學習單或參考資料 (Appendix: Worksheets or References)

<Oi! Get off our train>

https://www.youtube.com/watch?v=Jd5bCdR8dE8

	教學活動設計:第二節課 (Lesson 2)
	學習表現 (Learning Performance):
	2-I-1
學習重點	Explore people, things and environments in life using sensory organs and
(Essential	perception and perceive the characteristics of things and environments.
`	6-I-5
Learning Focuses)	Be aware of the interdependent relationship between people and the
	environment and then cherish resources, protect the environment, and
	respect life.

	學習內容 (Learning Content):
	B-I-3 Exploring and cherishing the environment
內容目標	認識臺灣瀕臨絕種動物
(Content Goals)	
	Target Sentence:
語言目標	It has spots.
(Language Goals)	Target Words:
	stripes, spots, long legs, red eyes

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 1. 我們能做什麼來保護這些動物並改善牠們的生活環境呢? 2. Review the story <oi! get="" off="" our="" train=""></oi!>	5		□頭回答
Activity: Who said this? WHO SAID THIS? Someone is coming to cut off my tusks, and soon there will be none of us left.		slides	
who said this? Dolar bear tiger elephant crane seal			

全班授課 (Presentation) 1.介紹臺灣的瀕臨絕種動物 Vaiwan Protected Wildlife In Taiwan

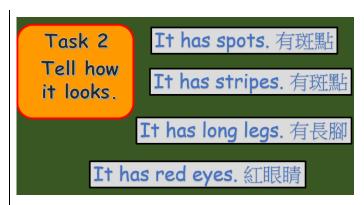
練習活動 (Practice)

Task 1: Say the name of the animal.

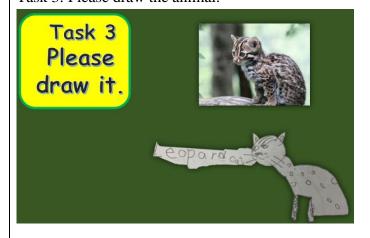


Task 2: Tell how it looks.

3	Slides	專心聆聽
10	Slides	口頭回答



Task 3: Please draw the animal.



發展活動 (Production)

Make a poster

- 1. Each student gets one poster.
- 2. Divide students into six teams.
- 3. Six teams draw lots to decide which animal they speak up.
- 4. Each team speaks up for the endangered animal.
- 5. Write the poster topic on the top of the poster. Like, Eurasian Otter.

		能說出動物 的特徵
10	Slides Cards	能畫出動物 的 特徵
	Colored pencils	
5		踴躍發言
5		

Eurasian Otter← ⊙I guess we still have fifty Eurasian otters in Taiwan now.← ◎I think the 動物名← is endangered because \leftarrow it has no food.沒食物 ← \leftarrow news clip← 剪点報於→ By 208 王大華、李小雄、方依依 總結活動 (Wrap up) 回答問題 2 動物照片 1. Review the endangerd aninal names 2. 說出台灣瀕危動物特徵

教學反思 (Reflection)

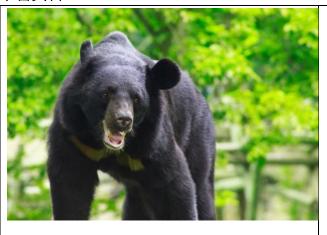
3.

讓二年級孩子寫這樣的句型及繪製海報,真的是大工程。除了各組分工不均之外,總是有孩子

求表現一直拿著彩色筆寫字,需要老師調解指派任務順序。本來一次要完成六個任務,我發現六種動物名稱及外型特徵辨識,內容豐富,需要時間觀察。之後的班,調整先由教師授課三個任務,再發下海報書寫,果然順利多了。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

學習資料





1.台灣黑熊 Formosan black bear

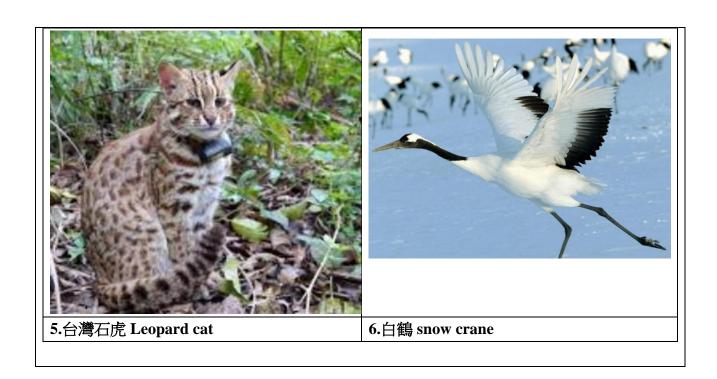
2.台灣雲豹 Formosan clouded leopard





3.台灣狐蝠 Formosan fruit bat

4.歐亞水獺 Eurasian otter



- 1. Look! This is the Formosan black bear.
- 2. It has ______.



- 3. Here is my drawing of the _____.
- 4. (Task 4)



教學活動設計:第三節課 (Lesson 3)				
學習重點	學習表現 (Learning Performance):			
	2-I-1			
	Explore people, things and environments in life using sensory organs and			
	perception and perceive the characteristics of things and environments.			
字百里和 (Essential	6-I-5			
Learning Focuses)	Be aware of the interdependent relationship between people and the			
Leaning Focuses)	environment and then cherish resources, protect the environment, and			
	respect life.			
	學習內容 (Learning Content):			
	B-I-3 Exploring and cherishing the environment			
內容目標	認識臺灣瀕臨絕種動物			
(Content Goals)				
	Target Sentence:			
語言目標	It has spots.			
, – – , , , , ,				
(Language Goals)	Target Words:			
	stripes, spots, long legs, red eyes			

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 1. Review the endangerd aninal names 2. 說出台灣瀕危動物特徵	5	slides	□頭回答
全班授課 (Presentation) 台灣瀕危動物現況報導 Pawless leopard cat	15	影片	專心觀看
https://www.youtube.com/watch?v=AIIF7MwCc94 雲豹現蹤 https://www.youtube.com/watch?v=MxH91rx3s1E 黑熊 Taiwn Bar			

台灣黑熊又誤觸陷阱?!這是個「真心祝福台灣黑熊 回家順利」的時代! 臺灣吧 TaiwanBar (youtube.com) 練習活動 (Practice) 回答影片內容	4		口頭回答問 題
發展活動(Production) Make the animal card 1.Draw the endangerd animal 2.在動物卡上寫一件自己能力可及,保護	15	名片紙 色鉛筆 動物照片	做出動物卡
動物的方式 3.最後署名寫日期 總結活動 (Wrap up) 1.回家完成動物小卡片 (Finish animal cards) 2.閱讀動物資料並畫重點 3. What can we do to protect animals?	1		

大部分學生能用心製作小卡。一開始,我在黑板上畫圖並口頭說明如何寫動物卡,發現教師示範不足,部分孩子年紀太小又不易專心,說明後還是不太懂。在下一堂課,我放了幾張保護石虎動物卡,再留時間讓學生詢問,他們似乎比較能完成動物卡。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

https://biodivinfo.asdc.tw/leopardcat/content/31







不購買、飼養野生動物(減少個人補稅)



檢學違法默錄 (城少石虎的領導



郊區開車放慢速度(減少石虎的終死)



購買、使用友善環境的產品(減少石虎森林的汙染)



看見被捕捉、受傷、不小心跑到人家的石虎。 請通報救傷單位。

動物卡範例

Leopard Cat

I can use green products to protect the leopard cat.

206 Emily 2022.12.30

畫一隻石虎

教學活動設計:第四節課 (Lesson 4)			
	學習表現 (Learning Performance):		
	2-I-1		
	Explore people, things and environments in life using sensory organs and		
日本に段	perception and perceive the characteristics of things and environments.		
學習重點	6-I-5		
(Essential	Be aware of the interdependent relationship between people and the		
Learning Focuses)	environment and then cherish resources, protect the environment, and		
	respect life.		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		
內容目標	認識臺灣瀕臨絕種動物		
(Content Goals)			
語言目標	Target Sentence		

(Language Goals)	I guess we have two hundred Formosan clack bear in Taiwan.
	Target Words:
	ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred,
	thousand

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 1. Review the endangerd aninal names 2. 說出台灣瀕危動物特徵	5	slides	口頭回答
全班授課 (Presentation) 全班繼續完成海報 1. 先確認各組完成任務一到任務三 2. 教師帶領全班讀任務五和任務六內容	15	slides	
練習活動 (Practice) 1.學生口頭回答下列問題 Task 4: Guess how many we still have in Taiwan now.	5		
Task 4 Guess how many we still have in Taiwan now. Task 4 Guess how many we still have in Taiwan now. Torty 40 fifty 50 I guess we have 数字 動物s in Taiwan now.			
Task 5: Guess why they disappear?			



Task 6: Ask a question about the animal.

問題:如果動物在世界上消失,會發生什麼事呢?

發展活動 (Production)

- 教師發下新聞剪報或動物保育的文章,讓學生畫 關鍵詞
- 各組根據剪報內容,將任務四級任務五的句子寫 在海報上

總結活動 (Wrap up)

請學生利用下課時間,將動物卡及剪報貼在海報上, 完成海報 14 新聞剪報 海報 彩色筆 膠水

1

教學反思 (Reflection)

附錄:學習單或參考資料 (Appendix: Worksheets or References)

https://e-info.org.tw/node/222862

https://www.natgeomedia.com/environment/article/content-4583.html

https://www.ysnp.gov.tw/StaticPage/Science

https://blog.simpleinfo.cc/shasha77/taiwan-s-most-beautiful-animal-the-legendary-cloud-creature-do-we-have-a-chance-to-bring-back-the-taiwan-clouded-leopard

http://leopardcat.net/taiwan.html

Poster Content

Eurasian Otter() ③It has small ears.() ③I guess we still have() fifty Eurasian otters () in Taiwan now.() ③I think the 動物名() is endangered because () it has no food.沒食物 () () mews clip() 前,報之() By 208 王大華、李小雄、方依依

教學活動設計:第五節課 (Lesson 5)			
	學習表現 (Learning Performance):		
	2-I-1		
	Explore people, things and environments in life using sensory organs and		
學習重點	perception and perceive the characteristics of things and environments.		
	6-I-5		
(Essential	Be aware of the interdependent relationship between people and the		
Learning Focuses)	environment and then cherish resources, protect the environment, and		
	respect life.		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		

	1.介紹六種臺灣瀕臨絕種動物:Formosan Black Bear/ Formosan Clouded		
內容目標	Leopard/ Formosan Fruit Bat/ Eurasian Otter/ Leopard Cat/ Snow Crane		
(Content Goals)			
	2.知道瀕危動物的特徵及棲息地,欣賞動物之美,了解環境保育的重要		
	Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/		
語言目標	Eurasian Otter/ Leopard Cat/ Snow Crane		
(Language Goals)			
	We have <u>less than</u> <u>fifty</u> <u>Formosan fruit bats</u> in Taiwan now.		







相關影片

1. 阿嬤養黑熊

5

專心聆聽

2. Taiwan's Kinmen Eurasian Otters In Trouble			
發展活動 (Production) 各組為動物發聲,各組寫下 2-3 項關於該組動物的資訊,做為張貼海報的材料。	8	瀕危動物 資料	確實記錄動 物的資訊
		A4 紙 Markers	
總結活動 (Wrap up) 教師提醒學生下一堂課各組要上台報告海報內容,各 組記得分配報告項目。	2		

附錄:學習單或參考資料 (Appendix: Worksheets or References)

Stout body, round head, short neck, small eyes, long mouth, round hip, and a short tail. The weight is about 60 to 150 kg, and th body length is about 130 to 180 cm. Formosan black bears are covered with rough but shiny black hair. The hair around the necl is rather long and can exceed 10 cm. The front end of the chin is white. The most visible characteristics are the yellowish-white V shaped or crescent-shaped marking on the chest, so they are also called the "moon bear."







阿嬤養黑熊

https://www.youtube.com/watch?v=q7xKwUHkWIM

Taiwan's Kinmen Eurasian Otters In Trouble

https://www.taiwanplus.com/taiwan%20news/animals/220525004

Formosan Clouded Leopard (4:57~)

https://www.youtube.com/watch?v=802pX78gLN0&t=356s

教學活動設計:第六節課 (Lesson 6)

	學習表現 (Learning Performance):		
	2-I-1		
	Explore people, things and environments in life using sensory organs and		
は対する	perception and perceive the characteristics of things and environments.		
學習重點	6-I-5		
(Essential	Be aware of the interdependent relationship between people and the		
Learning Focuses)	environment and then cherish resources, protect the environment, and		
	respect life.		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		
内容目標	1.學生能介紹一種臺灣瀕臨絕種動物		
(Content Goals)	2.知道瀕危動物的特徵及棲息地,欣賞動物之美,了解環境保育的重要		
	Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/		
語言目標	Eurasian Otter/ Leopard Cat/ Snow Crane		
(Language Goals)			
	We have <u>less than</u> <u>fifty</u> <u>Formosan fruit bats</u> in Taiwan now.		

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動(Warm up) 各組決定上台報告順序及分配報告內容	5	slides		
全班授課 (Presentation) 教師提醒各組上台報告注意事項 1. 報告音量要大家聽得到 2. 各組報告時間為 2-5 分鐘 3. 拿海報方式,上台的位置,輪流的順序 4. 最後的回饋鼓勵時間: 第一組給第六組回饋 第二組給第三組回饋 第三組給第四組回饋	5	slides slides	介紹臺灣瀕臨絕 種動物 專心聆聽	
練習活動 (Practice) 請一組先上台示範	5		專心聆聽	

<mark>發展活動 (Production)</mark>	20	瀬危動物資料	共同合作完成報
各組輪流上台報告		海報	告
總結活動 (Wrap up) 回饋時間:各組同學互相說出其他組的一個 優點及一個能更進步的事項	5	小白板 白板筆	

附錄:學習單或參考資料 (Appendix: Worksheets or References)



(二年級上學期 Unit 4)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 2___

單元名稱(Name of the Unit): Unit 4: Green Lifestyle

學習總節數(Length of the Unit): 4

設計者(Lesson Designer): 吳佩鴻、林嘉柔、曾蘭仙

本單元設計理念 (Unit Overview: Rationale and Philosophy)

Reading "10 Things I Can Do to Help My World" and watching the video "How to take care of the environment - 10 Ways to Take Care of the Environment" will help students understand the Green

Lifestyle. This will encourage them to be willing to practice a green lifestyle, cherish the limited resources of our planet, care for the environment, and respect animals and plants!

本單元整體目標 (Learning Objectives for This Unit)			
學習表現 (Learning Performance):			
	6-I-5		
	Be aware of the interdependent relationship between pe	eople and the	
~	environment and then cherish resources, protect the environment, a		
學習重點	respect life.		
(Essential Learning	English		
Focuses)	Ac-I-1 Simple classroom language		
	Ae-I-2 Simple storybooks		
	學習內容 (Learning Content):		
	B-I-3 Exploring and cherishing the environment		
	1. Read the book: 10 Things I Can Do to Help My	第一~四節課	
山	World	達到目標	
内容目標	2. 知道綠色生活型態行動		
(Content Goals)	3. 知道保護環境的方法		
	4. 了解如何做好資源回收		
	Target Words:	第一~四節課	
	turn off the light, turn off the tap, plant seeds, walk	達到目標	
	to school, sort the recycling		
	save energy, reuse paper		
	Target Sentence:		
	I can walk to school.		
語言目標			
(Language Goals)	Target Words:		
	Plastic, metal, paper, glass, sort the recycling		
	The second secon		
	Target Sentence:		
	I can sort the recycling.		
	Classroom English: Good good ish two again last		
	Classroom English: Good, good job, try again, look		
	at this picture		

	教學活動設計:第一節課 (Lesson 1)
學習重點	學習表現 (Learning Performance):

(Essential Learning	6-I-5
Focuses)	Be aware of the interdependent relationship between people and the
	environment and then cherish resources, protect the environment, and
	respect life.
	學習內容 (Learning Content):
	B-I-3 Exploring and cherishing the environment
内容目標	Storytelling:
(Content Goals)	10 Things I Can Do to Help My World
	Target Words:
	turn off the light, turn off the tap, plant seeds, walk to school, sort the
	recycling
語言目標	
(Language Goals)	Target Sentence:
	I can walk to school.
	Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)		教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up) 1. Review: Oi! Get off our train. 2. Review: The endangered animals in Taiwan	10	slides	口頭回答
全班授課 (Presentation) 1. Animal Card Presentation Students write 1-2 items about what can we do to protect animals or environments? 2. 教師提問: 依你現在的年紀,你可以做哪些愛護動物或環境的行動? 學生的回答: 隨手關燈,隨手關水,用洗米水澆花,使用環保杯、環保袋、環保筷等。		Animal Cards	
練習活動 (Practice)	10	小白板	能針對問題討論

1.教師告訴學生這些都是 Green Life Style(綠色生活型態) 2. 除了之前回答的答案,生活中還有哪些行動屬於 Green Life Style? 寫在小白板上。		白板筆	
發展活動 (Production) Storytelling: 10 Things I Can Do to Help My World	10	Youtube Video	
總結活動 (Wrap up) 1. 問 10 Things I Can Do to Help My World 影片中的問題 2. 請學生回家記錄一個星期中,能做到幾項影片中的行動,下一堂課發表 3.	5	Online book	回答關於影片的 問題

從上個單元:保護瀕危動物,學生知道世界上的動物面臨的處境,雖然我們不能到最前線直接保護這些動物,我們用自己的方法實踐綠色生活,使學生知道隨手做環保並不難。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

Book: 10 Things I Can Do to Help My World

https://www.youtube.com/watch?v=xTN6T74W4L8

Online book

https://online.flipbuilder.com/rslc/bike/index.html

	教學活動設計:第二節課 (Lesson 2)
	學習表現 (Learning Performance):
	6-I-5
學習重點	Be aware of the interdependent relationship between people and the
(Essential Learning	environment and then cherish resources, protect the environment, and
Focuses)	respect life.
	學習內容 (Learning Content):
	B-I-3 Exploring and cherishing the environment
中交日極	觀看及討論下方影片內容
内容目標 (Content Cools)	How to take care of the environment-10 Ways to Take Care of the
(Content Goals)	Environment
語言目標	Target Words:

(Language Goals)	turn off the light, turn off the tap, plant seeds, walk to school, sort the
	recycling
	save energy, reuse paper
	Target Sentence:
	I can walk to school.
	Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 學生發表自己在一個星期中,做到哪些綠色生活行動並說出執行上的困難或感受	5		□頭回答
全班授課 (Presentation) Review: 10 Things I Can Do to Help My World 請學生逐一看書本圖片,說出書中各項綠色生活行 動	10	Slides (pdf file)	
練習活動 (Practice) Video: How to take care of the environment https://www.youtube.com/watch?v=X2YgM1Zw4_E	10	Youtube Video	能針對問題 討論
看完影片後,學生回答影片中十項愛護環境的行動 10 Ways to Take Care of the Environment 1. Save Energy 2. Use reusable items 3. Separate and Recycle 4. Don't waste water 5. The toilet is not a rubbish bin 6. Have a shower instead of a bath 7. Turn off the water tap while brushing your teeth 8. Reuse paper 9. Pick up your litter			

10. Respect and look after			
發展活動 (Production) 發下每日綠色生活檢核表(執行一週) 請學生每天檢視自己是否能做到一天一綠生生活行 動	10	檢核表	完成檢核表
總結活動 (Wrap up)1. 確認學生是否會寫每日綠色生活檢核表2. 提醒學生下一堂課帶檢核表,準備課堂上發表, 簡單記錄實踐綠色生活的感受	5		

實踐綠色生活行動是每個人愛護環境的表現,這個概念若能從小扎根,甚至影響自己周圍的人,小學生愛護地球的的力量也可以無遠弗屆。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

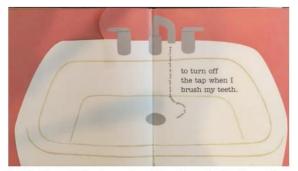
Video: How to take care of the environment

https://www.youtube.com/watch?v=X2YgM1Zw4_E

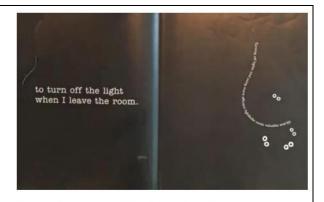
Book Content: 10 Things I Can Do to Help My World



10 Things I Can Do To Help My World



I try to turn off the tap when I brush my teeth. Every time you do this, you save eighteen glasses of water.



I remember to turn off the light when I leave the room. Turning off lights and using more efficient light bulbs saves valuable energy.



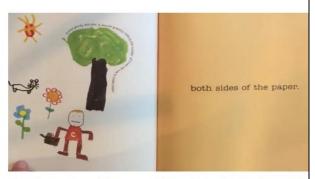
I always throw my trash away. Putting garbage away keeps the world safe and clean.



I will feed the birds in winter. Feeding the birds helps them get ready for nesting in the spring.



I remind my parents to unplug the TV when we are not watching it. Many electrical appliances use energy even when they are turned off.



I use both sides of the paper. If everybody did this, it would greatly reduce the number of trees we use to make paper.



I enjoy making toys from things around the house.



I like to walk to school. Avoiding car trips saves gas and cuts down on air pollution. Walking is also good exercise.



I can plant seeds and help them grow. Plants help keep the air clean and healthy.



I help sort the recycling. More than half our garbage can be recycled. It takes much less energy to recycle something than to replace it with something new.



All because...I love my world.

	教學活動設計:第三節課 (Lesson 3)
	學習表現 (Learning Performance):
	6-I-5
學習重點	Be aware of the interdependent relationship between people and the
(Essential Learning	environment and then cherish resources, protect the environment, and
Focuses)	respect life.
	學習內容 (Learning Content):
	B-I-3 Exploring and cherishing the environment
內容目標	1. 複習綠色生活型態概念
(Content Goals)	2. 製作綠色生活手作小物,提醒自己實踐環保生活行動
	Target Words:
	turn off the light, turn off the tap, plant seeds, walk to school, sort the
 語言目標	recycling
(Language Goals)	save energy, reuse paper
(Language Goals)	Target Sentence:
	I can walk to school.

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities) 暖身活動 (Warm up) 學生課堂上分享實踐綠色生活的感受	教學時間 (Time) 5	教學資源 (Teaching Materials) 檢核表	教學評量 (Assessment) 上台發表	
全班授課 (Presentation) Review: 1. 10 Things I Can Do to Help My World 2. How to take care of the environment-10 Ways to Take Care of the Environment	15	Youtube Video		
 練習活動 (Practice) Q and A Time 教師提問影片相關問題 1. Name 1 thing I can do to help my world 2. In the video, name 10 Ways to Take Care of the Environment 3. 在學生回答綠色行動的過程,教師接著問 Can you do it? Show me O or X. 學生用手勢比圈或叉回答 	5	Slides	能針對問題回 答	
 發展活動 (Production) Green life style craft 學生任務三選一 1. I like to walk to school. 2. I try to turn off the tap when I brush my teeth. 3. I will remember to switch off the light when I leave the room. 	10	學習單 A4 紙 Markers	做出 Craft	

<mark>總結活動 (Wrap up)</mark>	5	完成的任務拍
The teacher gives an assignment:		照
1.Students complete the assignment when they		
go home.		上傳群組
2. Students take a photo of their completed		
assignment.		
3.請家長上傳 parents line group or google		
classroom		

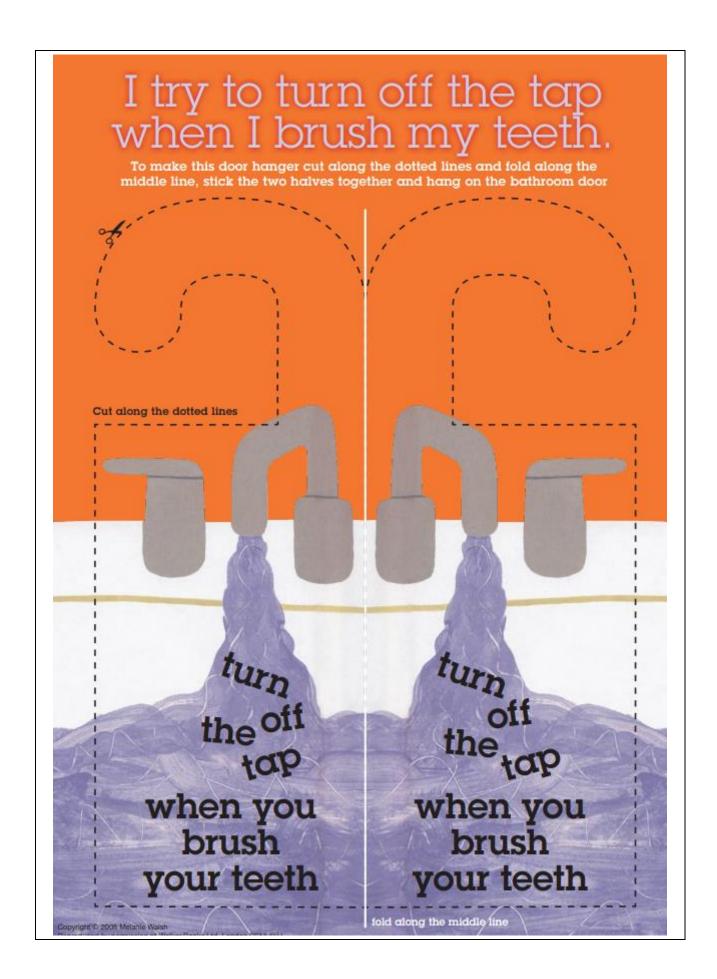
Green life style craft 學生任務三選一,教師提供模板讓學生做手作是最快的方式,下次可以考慮

用半成品方式,學生可以設計繪製自己想要的掛牌或提示小卡。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

綠色生活型態,任務三選一







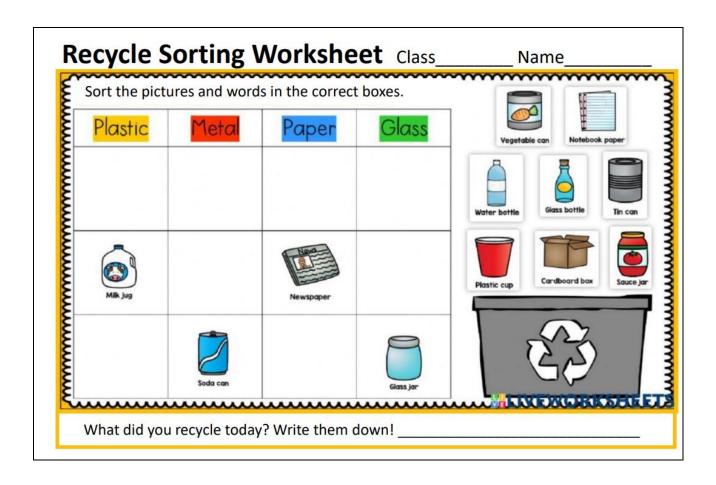
	教學活動設計:第四節課 (Lesson 3)
	學習表現 (Learning Performance):
學習重點 (Essential Learning Focuses)	6-I-5
	Be aware of the interdependent relationship between people and the
	environment and then cherish resources, protect the environment,
	and
	respect life.
	學習內容 (Learning Content):
	B-I-3 Exploring and cherishing the environment
內容目標	知道如何做好 sort the recycling(資源回收)
(Content Goals)	
	Target Words:
	Plastic, metal, paper, glass, sort the recycling
語言目標 (Language Goals)	Target Sentence: I can sort the recycling.
	Classroom English: Good, good job, try again, look at this picture

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 觀看學生任務三選一的照片	5	照片	說出自己執行綠色 生活任務的成效
全班授課 (Presentation) 教師用圖片介紹 Plastic, metal, paper, glass 的 物品 例如: soda can, tin can, vegetable can, scissors, clip Go to metal bin.	10	slides	
練習活動 (Practice)	10	slides	能正確分類回收物

1. The teacher present recyclable item			
pictures.			
2. Students try to sort the recycling.			
例如:			
Jam jar and wine bottle go to the glass			
bin.			
3. 提醒學生要清洗乾淨瓶罐再回收			
4. 提醒學生要清洗鋁箔包,牛奶盒			
壓扁再回收			
發展活動 (Production)			
發下 Recycling Sorting Worksheet	10	Worksheet	是否完成學習單
指導學生完成學習單			
總結活動 (Wrap up)			
請學生回家繼續完成 Recycling	5		
Sorting Worksheet			

在指導學生如何做好 sort the recycling(資源回收),如果有時間,可以先問學生的生活經驗。例如:喝完牛奶,你如何處理牛奶盒呢?你如何處理碎掉的玻璃?請學生說說看,再問其他學生,如果是你,你會如何處理?最後教師可以提出建議。

附錄:學習單或參考資料 (Appendix: Worksheets or References)



(三年級上學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 3 Bilingual Integrative Activities

單元名稱(Name of the Unit): Unit 1 Our Promise 大家來約定

學習總節數(Length of the Unit): 7 lessons

設計者(Lesson Designer): Carolyn Lin 林嘉柔、Ting Liao 廖奕婷

本單元設計理念 (Unit Overview: Rationale and Philosophy)

由圖片情境、故事繪本到團體討論,引導學生思考並討論規則對學校、班級,以至於學習的重要性,再聚焦於最貼近學生每日生活的班級規定,由個人思考課堂上的 dos and don'ts 開始,再到小組討論組員一致認同的課堂約定,最後再由全班一起投票表決通過大家覺得最適切的 Class Promise,此單元最後的目標則為:全班一起動手製作班級約定的中英雙語大海報,成為教室情境佈置的一部分,讓全班學生每天都可以看見並提醒彼此班級的約定。

本單元整體目標 (Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的方

法。Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.

English

1-II-7 能聽懂課堂中所學的字詞。

學習重點

Can comprehend words learned in class.

(Essential

2-II-3 能說出課堂中所學的字詞。

Learning

Can say the words learned in class.

Focuses)

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

4-II-3 能臨摹抄寫課堂中所學的字詞。

Can trace the words learned in class.

學習內容 (Learning Content):

Integrative Activities

Ca-II-1 生活周遭潛藏危機的情境。

Potentially dangerous scenarios in life.

English

Ac-II-2 簡易的生活用語。

Simple everyday expressions.

B-II-1 第二學習階段所學字詞及句型的生活溝通。

Everyday communication achievable with the vocabulary and sentence structures of Stage II.

Lesson 1: The Concept of Rules

以圖片情境引起動機,邀請全班討論思考:如果學校沒有任何規定會是什麼樣子?你會有什麼樣的感覺?如果一個班級都沒有規則會是什麼樣子? 並引導學生去思考"Why do we need rules?"

註明第幾節課要 達到此目標 (Specify the corresponding lesson here)

Lesson 2: Dos and Don'ts (individual)

提供學生一些課堂上的行為範例,讓學生判斷是 dos or don'ts,全班活動結束後進入個人思考環節,每位學生使用中文或英文列出課堂上的 dos and don'ts (worksheet)。

內容目標 (Content Goals)

Lesson 3: Dos and Don'ts to Class Promise (work in group)

學生進入小組分享彼此的 dos and don'ts,討論並整理出小組一致認同的課堂規則,並以中英雙語的海報呈現。

Lesson 4: Positive Language (work in group)

提供幾組使用「正向語言」與「負向語言」的對比情境,讓學生去思考感受「你希望他人用哪一種方式對你說話?」「positive 和 negative language帶給你什麼感覺?」,引導學生發現語言的力量,並鼓勵小組重新討論,使用positive words 呈現課 Class Promise

Lesson 5: Group Presentation & Class Promise Voting

每組至臺前分享小組討論結果,全班投票選出大家覺得最符應班級的 Class Promise。

Lesson 6: Poster Making

每組分工合作製作出全開的 Class Promise poster, 一組負責製作一條規則,並以中英與插圖呈現。

Lesson 7: Poster Making 將每組的製作成果合併,每位學生也會製作一個小東西代 表自己, 裝飾在 poster 上, 代表同意並簽署 Class Promise, 完成後將最終成品貼於班級牆面。 註明第幾節課要 Lesson 1: The Concept of Rules Key questions: "Why do we need rules?". "What did David 達到此目標 do in class?", "Did David follow the rules?, "What did (Specify the David's teacher say to him?" corresponding lesson here) Target phrases: No yelling./ No pushing./ No running in the halls./ Sit down./ Don't chew gum in class./ Raise your hand./ Keep your hands to yourself./ Pay attention./ Wait your turn. Lesson 2: Dos and Don'ts (individual) Target words & phrases: dos/don'ts/yell/push/run in the halls/ sit down/ chew gum in class/ raise your hand/ keep your hands to yourself/ pay attention/ wait your turn/ chat with friends/ stay focused/ daydream in class/ hand in homework on time 語言目標 (Language Lesson 3: Dos and Don'ts to Class Promise (work in group) Goals) Target words & phrases: Don't yell./ Don't push./ Don't run in the halls./ Sit nicely./ Don't chew gum in class./ Raise your hand/ Keep your hands to yourself./ Pay attention./ Wait your turn./ Don't chat with friends./ Stay focused./ Don't daydream in class./ Hand in homework on time. Lesson 4: Positive Language (work in group) Key questions: Which do you prefer? Why? Target words: positive words, negative words Lesson 5: Group Presentation & Class Promise Voting Hello, everyone. We're Team ______. This is our Class Promise. We promise to...

2	
3	
4	
5	
Thank you for listening.	
Lesson 6: Poster Making	
Lesson 7: Poster Making	
This is our Class Promise.	
We promise to	
1	
2	
3	
4	
5	

教學活動設計:第一節課 Lesson 1: The Concept of Rules

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並 演練減低或避免危險的方

法。 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.

English

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

學習內容 (Learning Content):

Integrative Activities

Ca-II-1 生活周遭潛藏危機的情境。

Potentially dangerous scenarios in life.

English

Ac-II-2 簡易的生活用語。

學習重點 (Essential Learning Focuses)

	Simple eve	eryday expression	S.
內容目標 (Content Goals)	以圖片情境引起動機,邀請全班討論思考:如果學校沒有任何規定會是什麼樣子?你會有什麼樣的感覺?如果一個班級都沒有規則會是什麼樣子? 並引導學生去思考"Why do we need rules?"		
語言目標	Key questions: "Why do we need rules?". "What did David do in class?", "Did David follow the rules?, "What did David's teacher say to him?"		
(Language Goals)	Target phrases: No yelling./ No pushing./ No running in the halls./ Sit down./ Don't chew gum in class./ Raise your hand./ Keep you hands to yourself./ Pay attention./ Wait you turn.		
教學活動流程 (Tea	ching Procedu	res)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 以亂七八糟的走廊、桌椅凌亂的教室、跑來跑去的學生、垃圾亂丟、書本玩具亂放等圖片情境引起動機,並邀請全班討論思考:如果學校沒有任何規定會是什麼樣子?如果一個班級都沒有規則會是什麼樣子?你會有什麼樣的感覺? Key questions: 1. How do you feel? 2. If there's no rule for school, what do you think? 3. If there's no rule for class, what do you think? 4. Why do we need rules?	10'	Canva slides	課堂問答

全班授課 (Presentation) Storytelling: David Goes to School 藉由繪本故事劇情與插圖引導,讓學生瞭解課 堂上有什麼規範需要遵守,如果不遵守又會帶	12'	Canva slides	觀察評量 參與度評量
給他人什麼樣的感受。 練習活動 (Practice) 繪本結束後,邀請學生想一想 David 在課堂上 做了什麼事情?團討這些事情是我們可以在課 堂上做的嗎?並藉由討論帶出本節課的 target phrases	8′	Canva slides	口頭評量參與度評量
Key questions:1. What did David do in class?2. Did David listen to his teacher?3. Did David follow the rules?4. What did David's teacher say to him?			
Target phrases: No yelling./ No pushing./ No running in the halls./ Sit down./ Don't chew gum in class./ Raise your hand./ Keep your hands to yourself./ Pay attention./ Wait your			
turn. 發展活動 (Production) 邀請學生分享哪些事情是我們上課可以做的事?課堂上應該遵守哪些規範呢?	8′	Canva slides	口頭評量
Key questions: What should we do in class? 總結活動 (Wrap up) 預告並說明下週要進行的 dos and don'ts 活動, 請學生回家先想一想:哪些事是課堂上可以做 的?哪些事是課堂上不能做的?	2'	Canva slides	口頭評量

學生對課程引起動機的 what if...圖片很有想法,有小朋友甚至說「如果在這麼凌亂的學校上課,我明天就要轉學」、「在這樣的環境中,根本無法學習」,連結到之後的繪本,也引起學生相當高的共鳴,大家也能試著說出 David 的行為會造成其他人有什麼樣的感覺。發展活動的"What should we do in class?"討論時間較不充足,課程執行時的時間分配需再注意。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFtpDZj36Q/PwLSP6q5kdV5qFjTbzbxNg/edit?utm_content=DA

FtpDZj36Q&utm campaign=designshare&utm medium=link2&utm source=sharebutton

教學活動設計:第二節課	Lesson 2: Dos and Don'ts (individual)
	學習表現 (Learning Performance):
	Integrative Activities
	3a-II-1 覺察生活中潛藏危機的情境,提出並演練
	減低或避免危險的方
	法。Observe potentially dangerous scenarios
	in life. Propose and practice methods to
	reduce or avoid risks.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
學習重點 (Essential Learning Focuses)	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
	Can recognize the words learned in class.
	4-II-3 能臨摹抄寫課堂中所學的字詞。
	Can trace the words learned in class.
	學習內容 (Learning Content):
	Integrative Activities
	Ca-II-1 生活周遭潛藏危機的情境。
	Potentially dangerous scenarios in life.
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	提供學生一些課堂上的行為範例,讓學生判斷是
內容目標	dos or don'ts,全班活動結束後進入個人思考環
(Content Goals)	節,每位學生使用中文或英文列出課堂上的 dos
	and don'ts (worksheet) 。
語言目標	Target words & phrases: dos/ don'ts/ yell/ push/
(Language Goals)	run in the halls/ sit down/ chew gum in class/

	raise your hand/ keep your hands to yourself/		
	pay attention/ wait your turn/ chat with friends/		
	stay focused/ daydream in class/ hand in		
	homework on	time	
教學活動流程	(Teaching Proce	edures)	
教學流程 教學流程	李/- 段記11 本月月	教學資源	
	教學時間	(Teaching	教學評量
(Stages & Activities)	(Time)	Materials)	(Assessment)
暖身活動 (Warm up)	3'	Canva slides	口頭評量
Review target phrases from last week.			參與度評量
Target phrases from last week: No yelling.,	<i>'</i>		
No pushing./ No running in the halls./ Si	t		
down./ Don't chew gum in class./ Raise you			
hand./ Keep your hands to yourself./ Pay	7		
attention./ Wait your turn.			
全班授課 (Presentation)	10'	Canva slides	觀察評量
Show Me Your Dos or Don'ts			參與度評量
以圖片與文字呈現以下課堂行為,請學生思			
考並以 thumbs up or thumbs down 表示是否			
是課堂上可以做的事(dos or don'ts)			
Target phrases: yell/ push/ run in the halls,	,		
sit down/ chew gum in class/ raise your			
hand/ keep your hands to yourself/ pay	7		
attention/ wait your turn/ chat with	1		
friends/ stay focused/ daydream in class,	<i>,</i>		
hand in homework on time			
練習活動 (Practice)	15'	Canva slides	參與度評量
List out the class dos and don'ts		worksheet	紙筆評量
學生每人會拿到一張 dos and don'ts	5		
worksheet,並試著寫出課堂上的 dos and	1		
don'ts,中英文書寫皆可,完成後也可以加			
上小插圖表示			
發展活動 (Production)	10'	worksheet	參與度評量
Sharing Time			
學生上台分享自己所列出的 class dos and	1		
don'ts			

總結活動 (Wrap up) 教師歸納分享學生的 class dos and don'ts, 並預告下週學生將進入小組,依據自己列出的 dos and don'ts,討論出組員一致認可的課堂規則,並製作成小組海報

教學反思 (Reflection)

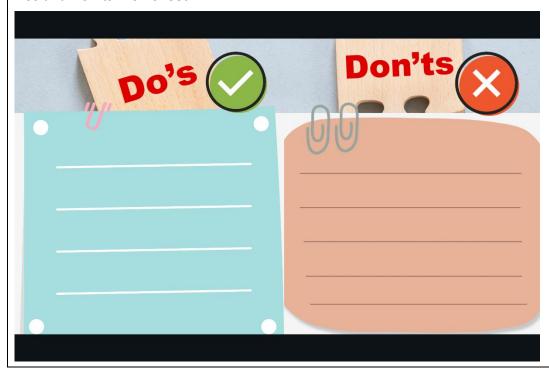
學生對於"Show Me Your Dos or Don'ts"活動反應很好,幾乎全班都投入其中,之後進入到個人 worksheet 環節,部分的小朋友能舉手詢問老師不會以英文表達的句子如何書寫,老師則會把中英文寫在黑板上;有些小朋友會詢問老師是否可以把前一個活動的 slides 再次播放,讓他們參考,不太有方向的小朋友也能臨摹黑板上老師寫下的句子,大致上課程活動進行流暢,唯 sharing time 比較沒有足夠的時間完成。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFwtIsB3fY/UReo0zJnQxc7lHD2YRmCng/edit?utm_conte nt=DAFwtIsB3fY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutt on

Dos and Don'ts Worksheet



教學活動設計:第三節課 Lesson 3: Dos and Don'ts to Class Promise (work in group)

學習重點

學習表現 (Learning Performance):

(Essential Learning Focuses)	Integrative Activities		
-	3a-II-1 覺察生活中潛藏危機的情境,提出並演練		
	減低或避免危險的方		
	法。Observe potentially dangerous scenarios		
	in life. Propose and practice methods to		
	reduce or avoid risks.		
	English		
	1-II-7 能聽懂課堂中所學的字詞。		
	Can comprehend words learned in class.		
	2-II-3 能說出課堂中所學的字詞。		
	Can say the words learned in class.		
	3-II-2 能辨識課堂中所學的字詞。		
	Can recognize the words learned in class.		
	4-II-3 能臨摹抄寫課堂中所學的字詞。		
	Can trace the words learned in class.		
	學習內容 (Learning Content):		
	Integrative Activities		
	Ca-II-1 生活周遭潛藏危機的情境。		
	Potentially dangerous scenarios in life.		
	English		
	Ac-II-2 簡易的生活用語。		
	Simple everyday expressions.		
	B-II-1 第二學習階段所學字詞及句型的生活溝		
	通。		
	Everyday communication achievable with		
	the vocabulary and sentence structures of		
	Stage II.		
 内容目標	學生進入小組分享彼此的 dos and don'ts,討論並		
(Content Goals)	整理出小組一致認同的課堂規則,並以中英雙語		
,	的海報呈現。		
	Target words & phrases: Don't yell./ Don't push./		
	Don't run in the halls./ Sit nicely./ Don't chew		
語言目標	gum in class./ Raise your hand/ Keep your hands		
(Language Goals)	to yourself./ Pay attention./ Wait your turn./		
	Don't chat with friends./ Stay focused./ Don't		
41. 23 マエレケー	daydream in class./ Hand in homework on time.		
教學活動流程	(Teaching Procedures)		

教學流程 (Stages & Activities) 暖身活動 (Warm up) Review target phrases and what we did from last week.	教學時間 (Time) 5′	教學資源 (Teaching Materials) Canva slides	教學評量 (Assessment) 口頭評量
Target phrases from last week: Don't yell./ Don't push./ Don't run in the halls./ Sit nicely./ Don't chew gum in class./ Raise your hand/ Keep your hands to yourself./ Pay attention./ Wait your turn./ Don't chat with friends./ Stay focused./ Don't daydream in class./ Hand in homework on time. 如尚未邀請學生上台分享 class dos and Don'ts,可以利用 warm up 邀請幾位學生分享。 全班授課 (Presentation) 教師說明接下來會有兩週時間,小組會一起分享彼此的 class dos and don'ts,再一起討論並選出五項大家一致認同最適合班級的規範,並成為 Class Promise,小組必須合力製作一張海報,之後整組會一起上台報告分享。 教師利用圖片,給予學生製作海報時的一些概念與規範。 1. Write neatly 2. Write bigger 3. Use pencil first	10'	Canva slides	課堂問答

練習活動 (Practice)	5'	Canva slides	課堂問答
詢問學生小組討論時應該使用何種音量才			參與度評量
適當?			
提醒學生討論時請使用小組內聽得到的音			
量。			
Please use table-talk voice when you			
discuss.			
教師給予分組名單,請同組學生舉手認識			
組長與組員,並讓全班練習如何安靜地離			
開位置道組長座位旁集合。			
發展活動 (Production)	18′	Worksheet	參與度評量
小組集合並開始分享彼此的 dos and		poster	觀察評量
don'ts,組內選出五個最適合當 class			
promise 的 dos or don'ts,並著手製作海			
報。			
<mark>總結活動 (Wrap up)</mark>	2′		
小組分享彼此目前完成的成果。			

大部分的學生對於小組活動非常感興趣,相當投入於討論與海報製作中,有些小組合作順利,但也有一些小組會遇到選擇 class promise 時舉棋不定、無法確定選擇,或是組長無法帶頭來領導組員的情況,便需要老師從旁多加協助。其他節英語課時,有學生還會發問「今天會做海報嗎?」由此可知他們對雙語課程活動的熱愛。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFwtIsB3fY/UReo0zJnQxc7lHD2YRmCng/edit?utm_conte nt=DAFwtIsB3fY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutt on

教學活動設計:第四節課 Lesson 4: Positive Language (work in group)

學習重點

(Essential Learning Focuses)

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或 避免危險的方

	 法。Obse	rve potentially dangero	ous scenarios in life.	
		and practice methods		
	risks.			
	English English			
	1-II-7 能聽懂課堂中所學的字詞。			
			ı class.	
	Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。			
		ords learned in class.		
	•	堂中所學的字詞。		
		the words learned in cl	ass.	
		寫課堂中所學的字詞。	acc.	
		words learned in class.		
	學習內容 (Learn	ing Content):		
	Integrative Activity			
		 潛藏危機的情境。		
		y dangerous scenarios i	n life.	
	English			
	Ac-II-2 簡易的生	活用語。		
	Simple everyd	lay expressions.		
	B-II-1 第二學習序	皆段所學字詞及句型的	1生活溝通。	
	Everyday	communication ach	ievable with the	
	vocabular	y and sentence structur	res of Stage II.	
	提供幾組使用「	正向語言」與「負向語	言」的對比情境,	
	讓	成受「你希望他人用嗎	W一種方式粉你說	
 	成子工	《文 你们至他八用的	中 作 /] 大(主) (八百九	
(Content Goals)	新 ? ↓ 、 「nosit	ive 和 negative langu	age 帶給你什麽咸	
(consent count,				
		生發現語言的力量,		
	· · · · ·	e words 呈現課 Class P		
語言目標	• •	Vhich do you prefer? V	•	
(Language Goals)		ositive words, negative	e words	
	動流程 (Teaching		4/, KX3 7~; E3	
教學流程	教學時間	教學資源	教學評量	
(Stages & Activities)	(Time)	(Teaching Materials)	(Assessment)	
<mark>暖身活動 (Warm up)</mark>	5'	Canva slides	課堂問答	
Review what we did last week.				

			1
Do you know words have power?			
What is power?			
引導學生去思考為什麼老師會說語			
言是有力量的?語言究竟具備什麼			
力量?			
全班授課 (Presentation)	10'	Canva slides	參與度評量
教師提供幾個 positive language and			
negative language 的情境,並邀請學			
生發表聽到這兩種句子的感受,比			
較喜歡哪一種說話的表達方式。			
Hey! Don't yell!/ Quiet voice , please.			
Don't run./ Please walk.			
Don't talk to me like that./ Please use			
kind words.			
Key questions:			
How do you feel?			
Which do you prefer? Why?			
練習活動 (Practice)	5′	Canva slides	課堂問答
引導學生瞭解正向語言與負向語言			
的不同,讓學生觀察出負向語言通			
常會使用 don't, no, stop 這幾個			
negative words •			
gative nevas			
教師提供幾組話語,讓學生練習辨			
識出 positive words or negative			
words •			
發展活動 (Production)	18'	poster	參與度評量
在學生進入小組前,提醒學生今日	10	poster	觀察評量
小組活動目標:Let's use positive			PUがり 王
words for our Class Promise!			
請小組檢視上週討論選出的五個			
dos or don'ts,如果選到的是			
don'ts,邀思考看看能如何將			
negative words 換一個方式表達,			
變成 positive words。			
交內 positive words			1

<mark>總結活動 (Wrap up)</mark> 2' Review what we've learned from this lesson.

教學反思 (Reflection)

學生對於 positive language and negative language 的情境意外地有很多的想法,大家很踴躍地分享,但也並非每一個學生都覺得 positive language 是最好的,他們覺得像是孩子做錯事,家長使用 positive language,孩子不一定能知道犯錯了,這個地方很值得跟學生們一起討論交換想法。小組活動請學生將 negative words 換方式表達,這點滿有挑戰性的,需要教師較多的巡堂協助。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFwO1MZOo4/YR8sFzfNuXU gCiLNJ8VYg/edit?utm content= DAFwO1MZOo4&utm campaign=designshare&utm medium=link2&utm source=sharebutton

教學活動設計:第五節課 Lesson 5: Group Presentation & Class Promise Voting

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的方

法。Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.

學習重點

(Essential Learning Focuses)

English

- 1-II-7 能聽懂課堂中所學的字詞。
 Can comprehend words learned in class.
- 2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

4-II-3 能臨摹抄寫課堂中所學的字詞。

Can trace the words learned in class.

學習內容 (Learning Content):

Integrative Activities

Ca-II-1 生活周遭潛藏危機的情境。

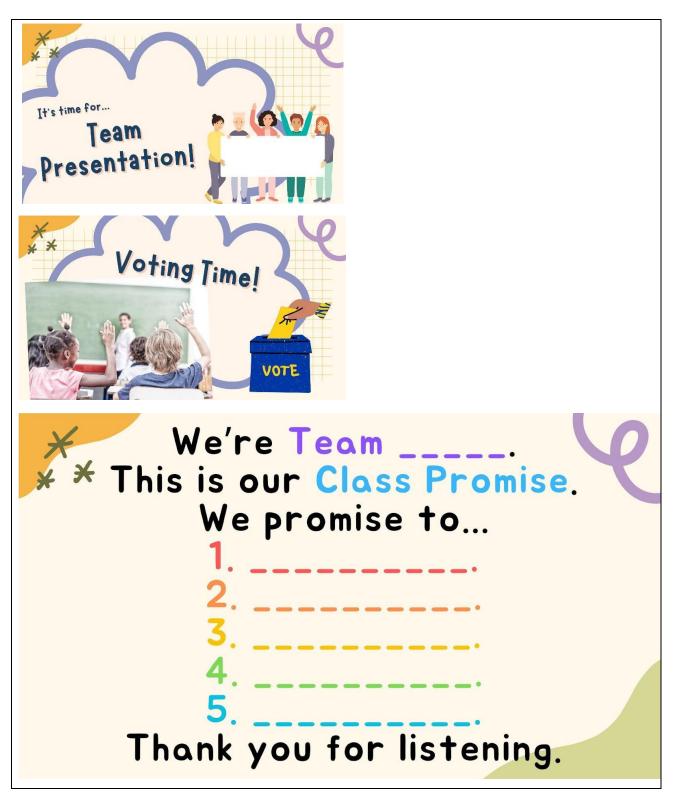
	Poton	tially dangerous coo	enarios in life		
	Potentially dangerous scenarios in life.				
	English Ac-II-2 簡易的生活用語。				
		AC-II-2 間勿时生活用語。 Simple everyday expressions.			
	•		及句型的生活溝通。		
	_	•	achievable with the		
		ulary and sentence	e structures of Stage		
	.	(工+目 /++ /-/			
中交口無			helpers 練習,並上		
内容目標			nise,待全部組別都		
(Content Goals)		全址投票選出最週	合自己班級的 Class		
	Promise •				
	Key sentence				
	Hello, everyor				
	We're Team _				
	This is our Cla				
	We promise to				
語言目標	1				
(Language Goals)	2				
,	3				
		·			
	Thank you for	listening.			
教學活動流科	呈 (Teaching P				
 教學流程	教學時間	教學資源	 教學評量		
(Stages & Activities)	(Time)	(Teaching	(Assessment)		
(Stages & Activities)	(11110)	Materials)	(, 13323311121117)		
暖身活動 (Warm up)	3′	Canva slides	課堂問答		
Review what we've learned from last	poster				
week.					
檢視各組小組海報製作進度,提醒小組					
還有哪裡需要加強趕工完成。					
I	l		I I		

全班授課 (Presentation)	5′	Canva slides	參與度評量
全班一起練習稍後小組上台發表可使用			
的句型。			
Hello, everyone.			
We're Team			
This is our Class Promise.			
We promise to			
1			
2			
3			
4			
5			
Thank you for listening.			
練習活動 (Practice)	15′	poster	參與度評量
學生進入小組練習並彩排,教師在活動			觀察評量
時巡視並進入各組協助與指導。			
發展活動 (Production)	12'	poster	觀察評量
各組輪流上台發表 Class Promise, 教師	12	poster	他 不 可 里
在活動進行時可提醒學生上台的注意事			
項與台下觀賞的禮儀。			
	- /		
總結活動 (Wrap up)	5′		
全班投票選出最佳的 Class Promise,之			
後兩週全班將合作製作出全開大小的			
Class Promise poster。			

大部分學生對於上台用英語發表感到些許不自在或沒自信,但大家依然在小組練習時很努力 地不停練習,有好幾組的小組長非常盡責,一次又一次帶著組員練習,並教導組員不會念的 字詞,有些組別甚至挑戰一人唸一個句子, They really did try their best!看了很是感動,相信 學生也感到滿滿的成就感,很棒!

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:



教學活動設計:第六節	f課 Lesson 6: Poster Making
學習重點	學習表現 (Learning Performance):
(Essential Learning Focuses)	Integrative Activities

	2.114 朗尼江牙上咖啡为加口甘油 加工以
	3a-II-1 覺察生活中潛藏危機的情境,提出並演
	練減低或避免危險的方
	法。 Observe potentially dangerous
	scenarios in life. Propose and practice
	methods to reduce or avoid risks.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
	Can recognize the words learned in class.
	4-II-3 能臨摹抄寫課堂中所學的字詞。
	Can trace the words learned in class.
	學習內容 (Learning Content):
	Integrative Activities
	Ca-II-1 生活周遭潛藏危機的情境。
	Potentially dangerous scenarios in life.
	English
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝
	通。
	Everyday communication achievable with
	the vocabulary and sentence structures of
	Stage II.
	全班一起合力完成全開的 Class Promise poster,
	一組負責製作一句中英 Class Promise,可自由設
 内容目標	計字體與顏色,除此之外,每位學生也要在紙上
(Content Goals)	描繪自己的手掌並剪下,手掌要著色並簽上自
, , , , , , , , , , , , , , , , , , , ,	己的英語名字代表自己,象徵蓋上手印同意
	Class Promise •
	This is our Class Promise.
	We promise to
語言目標	1
(Language Goals)	2
	3
	··

	4	·	
	5		
教學活動流程 (T	eaching Proce	edures)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 教師帶領學生練習唸出上週選出的 Class Promise。	5'	Canva slides	參與度評量
This is our Class Promise.			
We promise to			
1 2			
3			
4			
5			
全班授課 (Presentation)	5′	Canva slides	口頭評量
教師向全班說明如何小組分工合力完成全			
開大小的 Class Promise。一組負責製作一句			
中英 Class Promise sentence strip,可自由設			
計字體與顏色,最後五條 sentence strips 貼 在全開海報紙上,四周裝飾上每個人的簽			
名小手掌。			
練習活動 (Practice)	10′	Construction	參與度評量
在進入小組活動前,每位學生要在紙上描	-	paper	觀察評量
繪自己的手掌,著色美化並簽上自己的英			
語名字代表自己,象徵蓋上手印同意 Class			
Promise •			
1. Use pencil to trace your hand			
2. Write your name on the hand			
3. Make your hand beautiful	•		4 4 - 1 - 1
<mark>發展活動 (Production)</mark>	15′	Paper strip	參與度評量
學生進入小組一起討論並製作分配到的 Class Promise sentence strip。			觀察評量
總結活動 (Wrap up)	5′		

教師檢視各組工作進度,小組收拾整潔環 境。

教學反思 (Reflection)

學生都很投入製作 Class Promise poster,尤其對製作小手掌很有反應,有些學生覺得這個 idea 很逗趣,但大家都很用心美化代表自己的小手掌。小組製作 sentence strips 時要比較費心留意並提醒他們字體的大小,大部分學生不習慣寫這麼大的海報字體,有些組塗塗改改花了比較多時間,因此小組製作需安排教長的活動時間。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFy82Lvv0A/Z2I5ZZz67VKwrK7KMFcaqw/edit?utm_content=D AFy82Lvv0A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計:第七節課 Lesson 7: Poster Making

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的方

法。Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.

<u>English</u>

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

4-II-3 能臨摹抄寫課堂中所學的字詞。

Can trace the words learned in class.

學習內容 (Learning Content):

Integrative Activities

Ca-II-1 生活周遭潛藏危機的情境。

Potentially dangerous scenarios in life.

學習重點 (Essential Learning Focuses)

	<u>English</u>				
	Ac-II-2 簡易的生活用語。				
	Simple everyday expressions.				
	B-II-1 第二學習	B-II-1 第二學習階段所學字詞及句型的生活溝通。			
	Everyda	y communication ac	hievable with the		
	vocabul	ary and sentence stru	ictures of Stage II.		
	全班一起合力:	完成全開的 Class Pr	omise poster , —		
	組負責製作一	句中英 Class Promise	e,可自由設計字		
内容目標	體與顏色,除	此之外,每位學生也	2要在紙上描繪自		
(Content Goals)	己的手掌並剪	下,手掌要著色並簽	至上自己的英語名		
	字代表自己,	象徵蓋上手印同意 C	lass Promise 。		
	This is our Class	s Promise.			
	We promise to				
\.	1				
語言目標	2 3				
(Language Goals)					
	4				
	5				
教學活動流	記程 (Teaching Pr	ocedures)			
TLX: 153 LV	+x/- €3∃ n-1- 日日	教學資源	世 玩 网 小大		
教學流程	教學時間	(Teaching	教學評量		
(Stages & Activities)	(Time)	Materials)	(Assessment)		
暖身活動 (Warm up)	5′	Canva slides	口頭評量		
Review and read the Class Promise •					
This is our Class Promise.					
We promise to					
1					
2					
3					
4					
5					

全班授課 (Presentation)	5'	Paper strips	參與度評量
此單元的最後一堂課,各組須完成自己		Construction paper	
負責的 sentence strip,每個人也許剪下		Foam tape	
上週美化完成的小手掌,並全部貼在全			
開海報紙上,完成 Class Promise			
Poster •			
小組完成 sentence strip 交給老師後,			
可以將自己的小手掌剪下並到台前黏上			
泡棉膠,再貼到全開海報上。			
練習活動 (Practice)	25′	poster	參與度評量
發展活動 (Production)			觀察評量
Group working time			
Individual working time			
<mark>總結活動 (Wrap up)</mark>	5′		
Finish Class Promise poster and clean up.			

各班都展現出極佳的合作精神,很順利地完成了 Class Promise poster!成品非常的漂亮,連導師們看到都驚呼連連、稱讚滿滿,感謝導師們協助將完成的海報貼在班級牆面或布告欄上,不只是這半學期以來學生努力的成果展現,更為班級學習環境增添雙語氛圍,相信老師與學生們皆為此最終作品為傲。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAFy82Lvv0A/Z2I5ZZz67VKwrK7KMFcaqw/edit?utm_content=D AFy82Lvv0A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



(三年級上學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 3 Bilingual Integrative Activities

單元名稱(Name of the Unit): Unit 2 Welcoming Guests 邀請與拜訪

學習總節數(Length of the Unit): 9 lessons

設計者(Lesson Designer): Carolyn Lin 林嘉柔、Ting Liao 廖奕婷

本單元設計理念 (Unit Overview: Rationale and Philosophy)

由學生自身的經驗出發,引導學生思考邀請他人時有什麼不同的方式與重要資訊需要告知對方,並藉由繪本故事,帶領學生觀察派對裡有什麼重要的元素,舉辦派對需要準備什麼物品,在教學活動中,將派對細分為 before a party, during a party, after a party,讓學生瞭解到在舉辦派對時,不同環節需要做哪些不同的事項,除此之外,也透過全班性的派對遊戲活動,讓每位學生都有機會體驗到充滿特色的派對文化。最後讓學生進入小組一起策畫一場派對,全班再票選出最理想的 party plan,並一起協力舉辦派對,享受派對歡樂時光。

	本單元整體目標 (Learning Objectives for This Unit)
	學習表現 (Learning Performance):
	Integrative Activities
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
學習重點	<u>English</u>
(Essential	1-II-7 能聽懂課堂中所學的字詞。
Learning	Can comprehend words learned in class.
Focuses)	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
	Can recognize the words learned in class.
	4-II-3 能臨摹抄寫課堂中所學的字詞。
	Can trace the words learned in class.
	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.

Ba-II-2 與家人、同儕及師長的互動。

Interaction with family, peers, and teachers.

Ba-II-3 人際溝通的態度與技巧。

Interpersonal communication attitudes and skills

English

Ac-II-2 簡易的生活用語。

Simple everyday expressions.

B-II-1 第二學習階段所學字詞及句型的生活溝通。

Everyday communication achievable with the vocabulary and sentence structures of Stage II.

Lesson 1: Sharing Experiences

邀請學生說說看自己有沒有邀請別人參與活動的經驗。帶領學生思考邀請別人有哪些不同的方式,這些方式有什麼差異呢?

全班討論若我們班要舉辦一個活動,用哪種方式比較適合?這些不同的邀請方式中有哪些共同的必要資訊。

介紹這個單元的目標: Make a party plan, vote and let's have a party together!

Lesson 2: What's a party?

邀請學生分享自己參加派對的經驗,老師也分享自己曾參加派對的經驗。

邀請學生分享曾經看過或聽過什麼樣的 party?我們有哪些不同的派對?

引導學生討論並思考舉辦一個 party 需要那些元素。

Lesson 3: How to plan a party?

將 party 規畫劃分成 before a party, during a party, after a party, 從這三個面向切入,引導學生去思考如何規劃一個完善的 party。

Lesson 4: Let's experience some cool party games!

介紹派對中的遊戲與活動,帶出 party plan 需要涵蓋那些要素,並選擇一至兩個 party games 讓學生遊玩體驗有趣的派對文化。

註明第幾節課要達到此 目標(Specify the corresponding lesson here)

內容目標 (Content Goals)

	T	T
	Lesson 5: Make a Party Plan (1) 小組依據 party plan 的要素細項去討論、規劃一場派對,並完成 Our Party Plan worksheet。	
	Lesson 6: Make a Party Plan (2) 小組依據 party plan 的要素細項去討論、規劃一場 派對,並完成 Our Party Plan worksheet。	
	Lesson 7: Group Presentation and Voting 小組依據老師提供的 sentence helpers 練習,並上台介紹小組共同討論出的 party plan。待全部組別發表完後,全班票選出最棒的 party plan。	
	Lesson 8: Get ready for the party 依據 party plan worksheet 上的細項,引導小組協調 並分配舉辦派對的準備工作。全班開始著手準備派 對的前置作業。	
	Lesson 9 + 10: Party Time! 開心舉辦派對 ③ 邀請學生說說看這次的派對中的感受 (How)、學到了什麼 (What) 與有沒有什麼可以改進讓派對更完美?	
	Lesson 1: Sharing Experiences Host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address)	註明第幾節課要達到此 目標(Specify the corresponding lesson here)
語言目標 (Language Goals)	Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/monster tag), birthday cake, party bags	
	Lesson 2: What's a party? birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party	

Lesson 3: What should we do before/during/after a party? Before a party: date, time, place, party theme, dress code, guest list, invitation, table settings, decorations, food, drinks, music, party bags During a party: hosts, party games, shows, prizes After a party: give out party bags, clean up Lesson 4: Let's experience some cool party games! party games: bingo game/pass the parcel/ musical chairs/ musical statues/ charades/ limbo dance/ pin the tail on the donkey/ pinata Lesson 5: Make a Party Plan Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/ decorations/ draft/ blackboard/ table settings/ seats Lesson 6: Make a Party Plan Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/ decorations/ draft/ blackboard/ table settings/ seats Lesson 7: Group Presentation and Voting Hello, everyone. We're Team This is our party plan. The theme of our party is _____. We're going to have and during the This is our draft and table setting. Thank you for listening.

Lesson 8: Get ready for the party

The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team

Lesson 9 + 10 : Party Time!

The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team

Key questions:

How do you feel about today's party?

What did you learn from this experience?

How can we make this party better?

教學活動設計:第一節課 Lesson 1: Sharing Experiences

學習表現 (Learning Performance):

Integrative Activities

2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.

English

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

學習內容 (Learning Content):

學習重點

Integrative Activities

(Essential

Ba-II-1 自我表達的適切性。

Learning Focuses)

Appropriateness of self-expression.

Ba-II-2 與家人、同儕及師長的互動。

Interaction with family, peers, and teachers.

Ba-II-3 人際溝通的態度與技巧。

Interpersonal communication attitudes and skills

English

Ac-II-2 簡易的生活用語。

Simple everyday expressions.

B-II-1 第二學習階段所學字詞及句型的生活溝通。

Everyday communication achievable with the vocabulary and sentence structures of Stage II.

內容目標 (Content Goals)	邀請學生說說看自己有沒有邀請別人參與活動的經驗。帶領學生思考邀請別人有哪些不同的方式,這些方式有什麼差異呢? 全班討論若我們班要舉辦一個活動,用哪種方式比較適合?這些不同的邀請方式中有哪些共同的必要資訊。 介紹這個單元的目標: Make a party plan, vote and let's have a party together!
語言目標 (Language Goals)	Host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address) Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags

#	数學活動設計:第一節課 Lesson 1: Sharing Experiences
	學習表現 (Learning Performance):
	Integrative Activities
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	學習內容 (Learning Content):
學習重點	Integrative Activities
(Essential	Ba-II-1 自我表達的適切性。
Learning Focuses)	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.

內容目標 (Content Goals)	邀請學生說說看自己有沒有邀請別人參與活動的經驗。帶領學生思考邀請別人有哪些不同的方式,這些方式有什麼差異呢? 全班討論若我們班要舉辦一個活動,用哪種方式比較適合?這些不同的邀請方式中有哪些共同的必要資訊。 介紹這個單元的目標: Make a party plan, vote and let's have a party together!
語言目標 (Language Goals)	Host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address) Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags

教學活動流程 (Teaching	g Procedures)	
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching	教學評量 (Assessmen
(Stages & Activities)	(Time)	Materials)	t)
<mark>暖身活動 (Warm up)</mark>	5'	Canva slides	課堂問答
Introduce the new topic: Welcoming Guests.			
Key questions: 1. Have you ever invited your friends to an activity? 2. How can you invite your friends? (asking, invitation, phone call, text message, google from) 3. If we have an activity, which one is the best way to invite?			
全班授課 (Presentation) Key question: What information do we need when inviting friends? Target words: host/occasion/time/date/venue (place)/address/contact details (phone number/e-mail address) 藉由觀察邀請函的資訊,讓學生說出邀請他人參加活動時有什麼必要的資訊一定要讓對方知道,教師也可給予更多例子或解釋,讓全班瞭解這些資訊的重要性。	10'	Canva slides	問察評量□□頭評量

練習活動 (Practice) 藉由繪本故事,帶領學生觀察派對裡有什麼重要 的元素,舉辦派對需要準備什麼物品。 <i>Storytelling: This Is Actually My Party</i> https://www.youtube.com/watch?v=yVPXW4PCT30	15'	Canva slides This is ACTUALLY my Party Lauren child	口頭評量 參與度評 量
Target words:		storybook	
Party things: balloons, decorations, banners,			
cupcakes, presents, costumes, party games (musical			
statues/ monster tag), birthday cake, party bags			
發展活動 (Production) Teacher asks the questions to check students' comprehension and teach the target words.	8'	Canva slides	口頭評量 參與度評 量
1. Who's birthday party is this? <i>Charlie</i>			
2. What's the <u>theme</u> of the party? <i>monster</i>			
3. What party things can you see in the story?			
balloons, decorations, banners, cupcakes, presents,			
costumes, party games (musical statues/ monster tag),			
birthday cake, party bags			
總結活動(Wrap up)	2'	Canva slides	
教師介紹這個單元的目標並預告之後幾週的重點			
活動			
We'll make a party plan, vote and let's have a party			
together!			

學生很踴躍且熱情分享自己曾經邀請過朋友去公園玩、露營、參加生日派對等經驗,很開心他們對於這個主題非常感興趣,大家對於期末舉辦派對一事抱有相當高的期待!不過對於邀請他人有什麼必備的資訊這部分,大部分的學生還不是很有概念,剛好是此次課程可以好好深入的教學重點。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF07DflP3U/mPUIH8bOsA5moNeO6zWPqw/edit?utm_content =DAF07DflP3U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	教學活動設計:第二節課 Lesson 2: What's a party?
	學習表現 (Learning Performance):
	Integrative Activities
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
學習重點	Can recognize the words learned in class.
(Essential	學習內容 (Learning Content):
Learning	Integrative Activities
Focuses)	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
	 邀請學生分享自己參加派對的經驗,老師也分享自己曾參加派對的經驗。
内容目標	邀請學生分享曾經看過或聽過什麼樣的 party?我們有哪些不同的派對?
(Content Goals)	引導學生討論並思考舉辦一個 party 需要那些元素。
語言目標	birthday party, Halloween party, Thanksgiving party, Christmas party, New
(Language	Year's Eve party, costume party, slumber party, potluck party, wedding after-
Goals)	party, baby shower, farewell party, housewarming party

教學流程 (Stages & Activities) 大学 大学 大学 大学 大学 大学 大学 大	教學活動流程 (Teaching Procedures	5)		
(Stages & Activities) (Time) Materials (Assess ment)) (Assess ment)		教學	教學資源	教學評
曖身活動(Warm up) Review what we've learned from last week. Recap the story from last week. 全班授課(Presentation) 教師邀請學生分享自己参加派對的經驗,教師也可以分享自己曾参加過的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動(Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生名了解各式各樣的派對文化、除了照片呈現。也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素・並將想法記錄在小白板上。 Key question: What does a party need?	教學流程	時間	(Teaching	量
腰身活動(Warm up) Review what we've learned from last week. Recap the story from last week. 全班授課(Presentation) 教師邀請學生分享自己参加派對的經驗,教師也可以分享自己曾参加過的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動(Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生名了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進人小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	(Stages & Activities)	(Time	Materials	(Assess
Review what we've learned from last week. Recap the story from last week. 全班授課(Presentation) 教師邀請學生分享自己參加派對的經驗,教師也可以分享自己曾參加過的派對照月與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動(Practice) 教師藉由分享自身參加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化,除了照月呈現,也可緒放影月,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?))	ment)
Recap the story from last week. 全班授課(Presentation) 教師邀請學生分享自己參加派對的經驗,教師也可以分享自己曾參加過的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動(Practice) 教師充計,讓學生各了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	<mark>暖身活動(Warm up)</mark>	5'	Canva	課堂問
全班授課(Presentation) 教師邀請學生分享自己参加派對的經驗,教師也可以分享自己曾参 加過的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動(Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	Review what we've learned from last week.		slides	答
教師邀請學生分享自己参加派對的經驗,教師也可以分享自己首参加通的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 读習活動(Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	Recap the story from last week.			
教師邀請學生分享自己参加派對的經驗,教師也可以分享自己首参加通的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 读習活動(Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	全班授課 (Presentation)	8'	Canva	課堂問
M過的派對照片與趣聞。 Key question: Have you ever been to a party? Please share with the class. 練習活動 (Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現。也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素・並將想法記錄在小白板上。 Key question: What does a party need?			slides	
Key question: Have you ever been to a party? Please share with the class.				參與度
Have you ever been to a party? Please share with the class. 練習活動 (Practice) 教師藉由分享自身參加各式派對的經驗,帶出各種不同類型的有趣派對,讓學生各了解各式各樣的派對文化、除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: Key question: What does a party need?				評量
Please share with the class. #習活動 (Practice) 教師藉由分享自身參加各式派對的經驗,帶出各種不同類型的 有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現, 也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party ### To Canva	Key question:			
練習活動 (Practice) 教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的有趣派對・讓學生各了解各式各樣的派對文化,除了照片呈現,也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	Have you ever been to a party?			
教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的 有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現, 也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	Please share with the class.			
教師藉由分享自身参加各式派對的經驗,帶出各種不同類型的 有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現, 也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?				
有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現, 也可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 10' Canva \$與度 計量 Little 觀察評 whiteboa Key question: Key question:	練習活動 (Practice)	12'	Canva	口頭評
世可播放影片,讓學生加深印象。 Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	教師藉由分享自身參加各式派對的經驗,帶出各種不同類型的		slides	量
Key question: What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 To Canva 多與度 slides 評量 Little 觀察評 whiteboa 量 Key question: What does a party need?	有趣派對,讓學生各了解各式各樣的派對文化,除了照片呈現,		videos	參與度
What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	也可播放影片,讓學生加深印象。			評量
What other kinds of party do you know? Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素, 並將想法記錄在小白板上。 Key question: What does a party need?				
Target words: birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?				
birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?	What other kinds of party do you know?			
birthday party, Halloween party, Thanksgiving party, Christmas party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need?				
party, New Year's Eve party, costume party, slumber party, potluck party, wedding after-party, baby shower, farewell party, housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need? To Canva 多與度 slides 評量 Little 觀察評 whiteboa 量				
party, wedding after-party, baby shower, farewell party, housewarming party 發展活動 (Production) 引導學生進入小組討論並思考: 舉辦一個 party 需要哪些要素,並將想法記錄在小白板上。 Key question: What does a party need? 10' Canva 多與度 slides 評量 Little 觀察評 whiteboa 量				
housewarming party 發展活動(Production) 引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素, 並將想法記錄在小白板上。 Key question: What does a party need? 10' Canva 参與度 slides 上ittle 觀察評 whiteboa 量				
發展活動 (Production)10'Canva參與度引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素, 並將想法記錄在小白板上。記ides Little whiteboa 量Key question:rdWhat does a party need?				
引導學生進入小組討論並思考:舉辦一個 party 需要哪些要素,		10'	Canva	參 朗 由
並將想法記錄在小白板上。 Key question: What does a party need? Little 觀察評 whiteboa 量 rd		10		, , ,
Key question: rd What does a party need? rd				, -
Key question: rd What does a party need?				
What does a party need?	Key question:			*
	, ·			
Please share your ideas.	Please share your ideas.			

<mark>總結活動 (Wrap up)</mark>	5'		口頭評
Invite groups to share their ideas.		量	
Review what we've learned in today's lesson.			

小朋友們對於老師分享自己的派對片感到相當有興趣,也對於這些他們還沒參加過的派對,像是 potluck party, costume party,提出了許多問題,在介紹各式派對時,大家也很踴躍分享自己曾參加派對時印象深刻或有趣的事蹟。因為大部分學生參加過派對不外乎 birthday party, Christmas party,所以對於其他派對的介紹,他們感到十分新奇。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF1e6bC3LQ/9PFdf0NqOosw0QK5sKCS7A/edit?utm content=DAF1e6bC3LQ&utm campaign=designshare&utm medium=link2&utm source=sharebutton

教學活動設計:	第三節課 Lesson 3: What should we do before/ during/ after a party?
	學習表現 (Learning Performance):
	Integrative Activities
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
學習重點	3-II-2 能辨識課堂中所學的字詞。
(Essential	Can recognize the words learned in class.
Learning Focuses)	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.

	B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of Stage II.
內容目標 (Content Goals)	將 party 規畫劃分成 before a party, during a party, after a party, 從這三個面向切入,引導學生去思考如何規劃一個完善的 party。
語言目標 (Language Goals)	 Before a party: date, time, place, party theme, dress code, guest list, invitation, table settings, decorations, food, drinks, music, party bags During a party: hosts, party games, shows, prizes After a party: give out party bags, clean up

教學活動流程 (Teaching Procedures)				
教學流程	教學時	教學資源	教學評量	
(Stages & Activities)	間	(Teaching	(Assessme	
	(Time)	Materials)	nt)	
<mark>暖身活動 (Warm up)</mark>	5'	Canva	課堂問答	
Review different kinds of party that we learned from last		slides		
week.				
全班授課 (Presentation)	10'	Canva	課堂問答	
邀請學生想想看:如果現在要策劃一個派對,你會先開		slides		
始做什麼事呢?你會需要準備什麼東西呢?				
帶領學生認識 before a party/ during a party/ after a party,				
將派對規劃以此劃分,引導學生以此角度去思考如何策				
劃一場派對。				
Key questions:				
How to plan a party?				
Target words:				
Before a party/ during a party/ after a party				
練習活動 (Practice)	10'	Canva	口頭評量	
教師藉由提問帶出本節課的 target words,透過介紹讓學		slides	參與度評	
生更瞭解舉辦派對前需要準備的事項。			量	
Key question:				

What should we do before a party? • We should decide date, time, place, party theme, dress code • We should prepare guest list, invitation, table settings, decorations, food, drinks, music, party bags 發展活動 (Production) 教師藉由提問帶出本節課的 target words,透過介紹讓學生更瞭解派對進行時需要做的活動,與派對結束後該完成的事項。 Key question: • What should we do during a party? We should have some hosts, party games, shows, prizes	10'	Canva slides	□頭評量 参與度評 量
• What should we do after a party? We should			
give out party bags, clean up			
總結活動(Wrap up)	5'		
Review what we've learned from this lesson.			
預告下週將讓學生們體驗特別的 party games。			

一開始只是很廣泛的問學生 How to plan a party?其實大部分學生是毫無頭緒的,將派對策畫 細分為 before a party, during a party, after a party,除了讓教學更有條理外,更重要的是讓學 生更有依據與方向去思考舉辦派對的各個面向。今年的課程沿用了去年課程這部份的設計,課程實施後覺得保留這個構思是正確的決定。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF1e6bC3LQ/9PFdf0NqOosw0QK5sKCS7A/edit?utm_content =DAF1e6bC3LQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動流程 (Teaching Procedures)			
教學流程	教	教學資源	教學
	· 教	(Teaching	教学 評量
(Stages & Activities)	子	Materials)	一一里

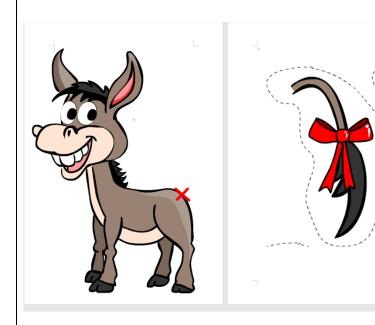
	時		(Asses
	間		sment
	(Ti)
	me)		
<mark>暖身活動 (Warm up)</mark>	5'	Canva	課堂
Review what we should do before a party, during a party and after a		slides	問答
party.			
			\
全班授課 (Presentation)	7'	Canva	課堂
Teacher can use both slides and videos to introduce different kinds of		slides	問答
party games.		videos	參與
Ask if students have played these party games before. If they did,			度評
invite students to share their experiences.			量
Target words:			
party games: bingo/pass the parcel/ musical chairs/ musical statues/			
charades/ limbo dance/ pin the tail on the donkey/ pinata			
enaraces, miles dance, pin the tan on the denkey, pinata			
練習活動 (Practice)	25'	pin the tail	觀察
發展活動 (Production)		on the	評量
Experience party game: Pin the Tail on the Donkey		donkey	參與
每一輪由各組推派一位學生上台比賽,學生輪流戴上眼罩,蒙眼		template	度評
將驢子尾巴貼在驢子身上,尾巴最靠近驢子屁股 X 處的組別獲		blindfold	量
勝。此遊戲將會進行五至六輪,直到所有學生皆有上台體驗過後,			
再統計得分最多的組別。			
が開かれた工商社 (▼▼/	٥,		
<mark>總結活動 (Wrap up)</mark>	3'		
Invite students to share how they feel about this party game.			

三年級學生幾乎沒有人玩過 Pin the Tail on the Donkey 這個 party game,因此全班都感到非常新奇與期待,學生上台遊玩時,整間教室總是充滿歡笑聲,非常歡樂的一堂課,經過這次的體驗,相信所有小朋友都留下了美好且深刻的回憶。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF1e6bC3LQ/9PFdf0NqOosw0QK5sKCS7A/edit?utm_content= DAF1e6bC3LQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton pin the tail on the donkey template



教學活動設計:第五節課 Lesson 5: Make a Party Plan (1)

學習表現 (Learning Performance):

Integrative Activities

2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.

English

學習重點 (Essential Learning Focuses) 1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

4-II-3 能臨摹抄寫課堂中所學的字詞。

Can trace the words learned in class.

學習內容 (Learning Content):

	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
 内容目標	 小組依據 party plan 的要素細項去討論、規劃一場派對,並完成 Our Party
(Content Goals)	Plan worksheet °
————————————————————————————————————	Date / time / theme / great list/ pativities / games / music/ invite / games /
語言目標	Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/
(Language Goals)	decorations/ draft/ blackboard/ table settings/ seats

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time	教學資源 (Teaching Materials)	教學評 量 (Assess ment)
暖身活動(Warm up)	5'	Canva	課堂問
Review different party games that we learned last week.		slides	答
Review what we should do before a party, during a party and after			
a party.			

全班授課 (Presentation) 教師說明各組將依據派對的各項要素,討論且策劃一場 party,並完成 worksheet,這堂課須完成前四個 Date & Time, Party Theme, Guest List and Activities,下週則完成 Games, Music, Decorations and Table Settings,兩週後各組將上台介紹自己組別規劃的 Party Plan,全班將進行票選,我們將依獲得最高票	10'	Canva slides	口頭評 量
的 Party Plan,來舉辦成為我們的期末派對。			
1. Date & Time:			
Our party is on January			
2. Theme:			
Discuss the best theme for your party.			
3. Guest list:			
Who are you going to invite?			
4. Activities:			
Think of some cool activities we can do during the party.			
(可以請學生準備才藝表演)			
練習活動 (Practice)	22'	Canva	觀察評
發展活動 (Production)		slides	量
Group working time.		Our Party	參與度
教師組間巡視並適時給予協助與指導。		Plan	評量
		worksheet	
<mark>總結活動 (Wrap up)</mark>	3'		
教師確認各組 Party Plan worksheet 完成進度。			

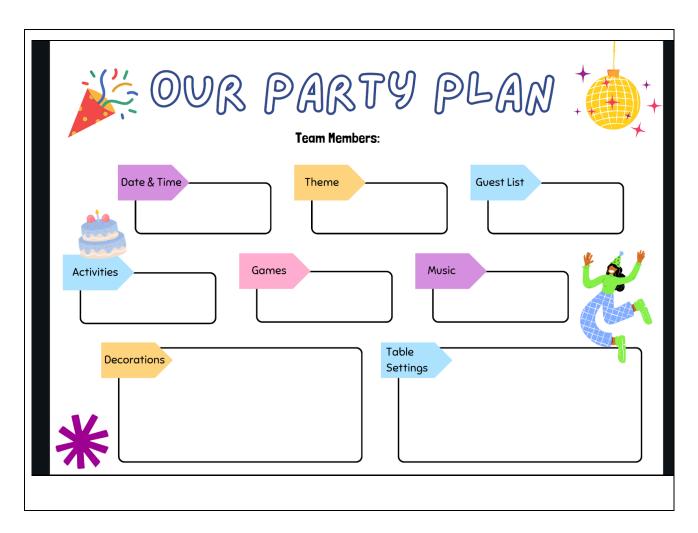
小組討論 Party Plan 時,有些組別在構思 party theme 卡了很久,或是組員堅持己見導致僵持不下,教師可能需要給這樣的組別多一點引導,像是請每一位組員都想一個自己喜歡的 party theme,大家再一起表決投票,或是將兩個不同的 themes 結合在一起,舉辦一場兩個特色皆有的派對也很不錯。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF3f1m_qG0/-

9CX14JYzccv_zh7met9lw/edit?utm_content=DAF3f1m_qG0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



教	文學活動設計:第六節課 Lesson 6: Make a Party Plan (2)
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): Integrative Activities 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. English 1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class. 3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class. 4-II-3 能臨摹抄寫課堂中所學的字詞。

	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
内容目標	小組依據 party plan 的要素細項去討論、規劃一場派對,並完成 Our Party
(Content Goals)	Plan worksheet •
72.72 D E	
語言目標	Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/
(Language Goals)	decorations/ draft/ blackboard/ table settings/ seats

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評 量 (Assess ment)	
<mark>暖身活動 (Warm up)</mark>	5'	Canva	課堂問	
Review what we should do before a party, during a party and after a party.		slides	答	
全班授課 (Presentation)	10'	Canva	口頭評	
複習 worksheet 上各項舉辦派對的要素,提醒學生今日課堂上則須完成 Games, Music, Decorations and Table Settings 的討論,下週各組將上台介紹自己組別規劃的 Party Plan,全班將進行票選,我們將依獲得最高票的 Party Plan,來舉辦成為我們的期末派對。		slides	里	

Choose 1-2 games we can play during the party.			
Review different kinds of popular party games.			
2. Music:			
Write down the names of the songs we can play during the			
party.			
3. Decorations:			
Draw a draft of what you are going to draw on the blackboard.			
4. Table Settings:			
Draw a picture of how you are going to arrange the seats.			
練習活動 (Practice)	22'	Canva	觀察評
發展活動 (Production)		slides	量
Group working time.		Our Party	參與度
教師組間巡視並適時給予協助與指導。		Plan	評量
		worksheet	
總結活動 (Wrap up)	3'		
教師確認各組 Party Plan worksheet 是否皆完成。			

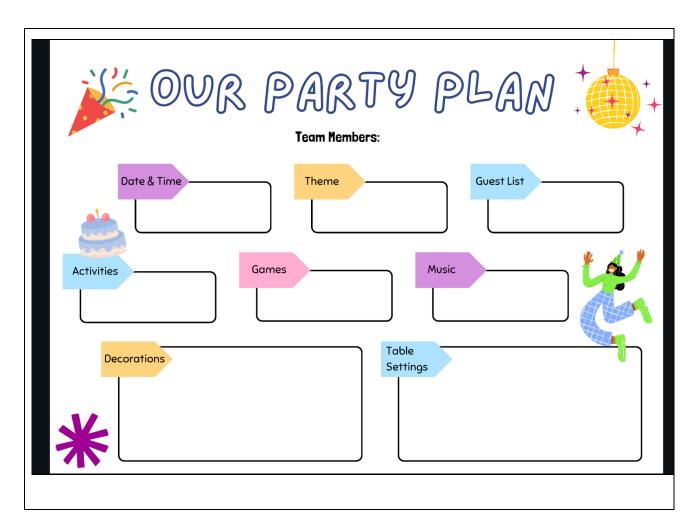
小組討論巡視時可以發現,學生對於 party games 是最有興趣且充滿想法的,但在 table settings 的部分教師可以要注意一下,有些組別規劃將桌椅排成 L 型,可能要引導學生去觀察並思考教室是否能容納得下這樣排法。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF3f1m_qG0/-

9CX14JYzccv_zh7met9lw/edit?utm_content=DAF3f1m_qG0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



教學活動設計:第七節課 Lesson 7: Group Presentation and Voting 學習表現 (Learning Performance): **Integrative Activities** 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技 巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. **English** 1-II-7 能聽懂課堂中所學的字詞。 學習重點 Can comprehend words learned in class. (Essential 2-II-3 能說出課堂中所學的字詞。 Learning Focuses) Can say the words learned in class. 3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class. 4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class. 學習內容 (Learning Content):

	Integrative Activities			
	Ba-II-1 自我表達的適切性。			
	Appropriateness of self-expression.			
	Ba-II-2 與家人、同儕及師長的互動。			
	Interaction with family, peers, and teachers.			
Ba-II-3 人際溝通的態度與技巧。				
	Interpersonal communication attitudes and skills			
	<u>English</u>			
	Ac-II-2 簡易的生活用語。			
	Simple everyday expressions.			
	B-II-1 第二學習階段所學字詞及句型的生活溝通。			
	Everyday communication achievable with the vocabulary and			
	sentence structures of Stage II.			
內容目標 (Content Goals)	小組依據老師提供的 sentence helpers 練習,並上台介紹小組共同討論出的 party plan。待全部組別發表完後,全班票選出最棒的 party plan。			
	Hello, everyone.			
	We're Team			
語言目標	This is our party plan.			
	The theme of our party is			
(Language Goals)	We're going to have and during the party.			
	This is our draft and table setting.			
	Thank you for listening.			
_	Thank you for instelling.			

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動(Warm up)	3'	Canva slides	課堂問答	
Review what we've been working on from the previous weeks.				
全班授課(Presentation) 教師引導全班一起練習今日上台發表 會使用到的 sentence helpers.	7'	Canva slides	參與度評量	
Hello, everyone.				

We're Team This is our party plan. The theme of our party is We're going to have and during the party. This is our draft and table setting. Thank you for listening.			
練習活動 (Practice) 學生進入小組練習並彩排,教師在活動時巡視並進入各組協助與指導。	15'	Our Party Plan worksheet	觀察評量 參與度評量
發展活動 (Production) 各組輪流上台發表 Our Party Plan,教 師在活動進行時可提醒學生上台的注 意事項與台下觀賞的禮儀。	10'	Canva slides	觀察評量 參與度評量
總結活動 (Wrap up) 全班投票選出最佳的 Our Party Plan。 教師預告兩週後派對舉辦的注意事項。	5'	Canva slides	口頭評量

經過上一個單元的小組練習與上台發表,這一次再進行類似活動,可以明顯感受出小組間默契的提升,小組長們對於帶領組員練習彩排也更加的熟練。因時間接近期末,各項活動時間皆有壓縮,但小組的 Party Plan 討論、彩排到發表一切都相當順利完成!接下來就是小朋友們最期待的 party time 啦!

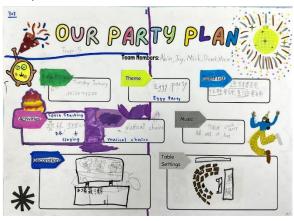
課程簡報:

https://www.canva.com/design/DAF5cekwFf0/yqlasK-

PBuQQFj64rDRo3g/edit?utm content=DAF5cekwFf0&utm campaign=designshare&utm mediu m=link2&utm source=sharebutton

各班獲得最高票的 Party Plan







教學活動設計:第八節課 Lesson 8: Get ready for the party

學習重點 學習表現 (Learning Performance):

(Essential <u>Integrative Activities</u>

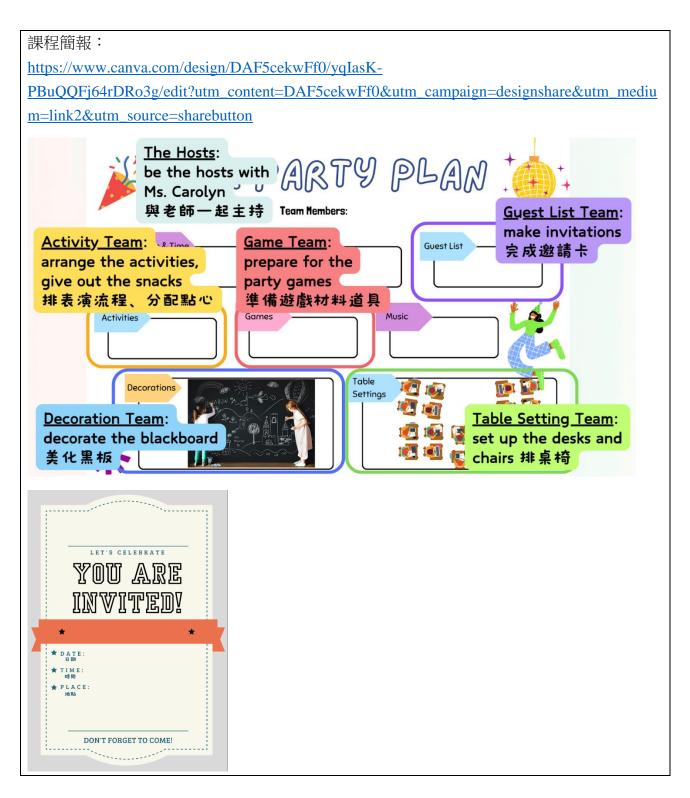
Learning Focuses) 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技

	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
	Can recognize the words learned in class.
	4-II-3 能臨摹抄寫課堂中所學的字詞。
	Can trace the words learned in class.
	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
內容目標	依據 party plan worksheet 上的細項,引導小組協調並分配舉辦派對的準
(Content Goals)	備工作。全班開始著手準備派對的前置作業。
語言目標	The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/
(Language Goals)	Decoration Team/ Table Setting Team

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)

暖身活動 (Warm up)	5'	Canva slides	觀察評量
教師將獲選的 Party Plan 投影,並帶著全班	C		
逐一檢視即將舉辦的派對中的各個細項。			
W Drought - With 1900 To 1 I I I I I I I I I I I I I I I I I I			
全班授課 (Presentation)	10'	Canva slides	課堂問答
依據 Party Plan,將派對準備工作分為以下			
六項,教師帶領學生瞭解各項工作內容。			
1. The Hosts: be the hosts with your teacher			
與老師一起主持			
2. Guest List Team: make invitations			
完成邀請卡並送出			
3. Game Team: prepare for the party games			
準備遊戲材料、道具			
4. Activity Team: arrange the activities, give			
out the snacks 排表演流程、分配點心			
5. Decoration Team: decorate the			
blackboard			
美化黑板			
6. Table Setting Team: set up the desks and			
chairs 排桌椅			
練習活動 (Practice)	5'		參與度評量
各組互相討論協調,組別認領想負責的工作			
内容。			
教師提醒各組負責的工作需要完成的事項。			
發展活動 (Production)	15'	Invitation	觀察評量
Group Working Time		template	參與度評量
學生進入組內開始著手進行派對準備工作。			
<mark>總結活動 (Wrap up)</mark>	5'		
教師確認各組負責工作的進度。			

在各班進行此節教學時,協調各組工作時出乎意料的順利,每一班都很迅速地就決定好工作分配,學生們也很投入於準備派對中,很高興看到大家如此重視這件事情,很多小朋友積極地詢問是否可以表演唱歌跳舞、直笛、電子琴、跳繩甚至是魔術,也有負責遊戲的小組熱切地安排全班一起玩誰是臥底,還願意一肩扛起遊戲主持與說明的工作,大家自動自發的精神讓人很是感動。



教學活動設計:第九、十節課 Lesson 9 + 10: Party Time!			
學習重點	學習表現 (Learning Performance):		
(Essential	Integrative Activities		
Learning Focuses)	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技		

	The Observe and's even internal communication method Display
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	English
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	Can say the words learned in class.
	3-II-2 能辨識課堂中所學的字詞。
	Can recognize the words learned in class.
	4-II-3 能臨摹抄寫課堂中所學的字詞。
	Can trace the words learned in class.
	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
	開心舉辦派對 🔞
内容目標	邀請學生說說看這次的派對中的感受 (How)、學到了什麼 (What) 與有
(Content Goals)	沒有什麼可以改進讓派對更完美?
	The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/
# - □ 	Decoration Team/ Table Setting Team
語言目標	
(Language Goals)	How do you feel about today's party?
	What did you learn from this experience?
	How can we make this party better?

教學流程 (Stages & Activities) 教學時 間 (Teaching (Time) 教學語 (Assessing Materials) 暖身活動 (Warm up) 教師提醒各組須負責的工作內容,邀請今日要 在派對上表演的學生先行準備。 5' Canva slides	ment)
(Stages & Activities)(Time)Materials)(Assessing the property of th	,
暖身活動(Warm up) 5' Canva slides 課堂問 教師提醒各組須負責的工作內容,邀請今日要	明答
教師提醒各組須負責的工作內容,邀請今日要	-1) <u>-</u> 11
全班授課 (Presentation)15'觀察部	平量
各組開始進行派對的前置作業。	評量
1. The Hosts: 準備主持彩排、確認今日表演內容	
2. Guest List Team: 門口迎接受邀參加派對的 老師	
3. Game Team: 準備派對遊戲的前置作業	
4. Activity Team: 協助分配點心	
5. Decoration Team: 按照 party plan draft 美化	
黑板	
6. Table Setting Team: 依照 party plan 排桌椅	
練習活動 (Practice)	評量
PARTY TIME (3)	,
<mark>發展活動 (Production)</mark> 10' 口頭語	平量
邀請學生說說看這次的派對中的感受 (How)、	
學到了什麼 (What) 與有沒有什麼可以改進讓	
(NE) X/U/\ .	
Key questions:	
1. How do you feel about today's party?	
2. What did you learn from this experience?	
3. How can we make this party better?	
	亚 昌
全班一起清潔環境並將桌椅復位。 參與度	

學生們都非常非常地期待期末的 party,每一次看到老師就問:今天要辦 party 了嗎?對於 party 的準備他們也完全不馬虎,派對當天有許多小朋友認真準備了精采的才藝表演,有些 學生即使害羞也很努力地完成演出,電子琴與烏克麗麗的自彈自唱、厲害的魔術表演、深情的台語歌獻唱、嗨翻全場的科目三舞蹈與全班一起大合唱熱門歌曲,甚至有一個班整節課都 只由兩位同學主持、帶領全班一起玩狼人殺(偶爾才需要老師從旁協助而已)。透過這個單元的課程,看到了這群三年級學生的獨立與自主性,實在太令人欽佩,學生與教師都能一起享受這個課程,留下滿滿的深刻回憶,實在是太美好了!



(三年級下學期 Unit 1)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 3 Bilingual Integrative Activities

單元名稱(Name of the Unit): Unit 1 Sew Cool: DIY Adventures in Bag Making

自己動手做做看

學習總節數(Length of the Unit): 10 lessons

設計者(Lesson Designer): Ting Liao 廖奕婷、Carolyn Lin 林嘉柔、 Barbie Chiu 邱筠潔

本單元設計理念 (Unit Overview: Rationale and Philosophy)

縫紉是學生在日常生活中較少接觸並練習到的生活技能,因此規畫此一課程,希望三年級學生可以在教師一個步驟一個步驟的帶領之下,練習並學習到穿針、起針打結、縫直線與直角、布上打結等縫紉基本技巧,並完成自己獨一無二的束口袋。因課程時間接近 St. Patrick's Day,課程也會融入 St. Patrick's Day 的節慶文化介紹,學生的束口袋外部將以 St. Patrick's Day 為主題去發想、設計並裝飾。

本單元整體目標(Learning Objectives for This Unit)

學習表現 (Learning Performance):

Integrative Activities

1a-II-1 展現自己能力、興趣與長處,並表達自己的想法和感受。

Demonstrate one's own abilities, interests, and growth. Express one's own thoughts and feelings.

2d-II-2 分享自己運用創意解決生活問題的經驗與觀察。

Share one's experience and observations in applying creative solutions to life problems.

學習重點 (Essential

English

Learning

arming

Focuses)

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

3-II-2 能辨識課堂中所學的字詞。

Can recognize the words learned in class.

4-II-3 能臨摹抄寫課堂中所學的字詞。

Can trace the words learned in class.

學習內容 (Learning Content):

Integrative Activities

Aa-II-1 自己能做的事。

Things you can do.

Dd-II-2 生活問題的創意解決。

Creative solutions to life problems.

English

Ac-II-2 簡易的生活用語。

Simple everyday expressions.

B-II-1 第二學習階段所學字詞及句型的生活溝通。

Everyday communication achievable with the vocabulary and sentence structures of Stage II.

Lesson 1: Introduction & Life Skills

介紹本學期的課程主題與內容,讓學生對本學期即將進行的活動有大方向的概念。介紹第一單元的主題與學習目標,讓學生透過 hands-on activity 去體驗縫紉並學習且練習日常可應用的縫紉技巧。

與學生討論我們日常生活中會使用到什麼技能?你有什麼特殊的生活技能嗎教師提供生活中會遇到的不同情境,請學生思考面對這些事情的發生時,我們可以使用什麼生活技能化解危機。邀請曾遭遇這些情境的學生,分享當時他們 problem-solving 的方式。

內容目標 (Content Goals)

Lesson 2: Sewing Experience & Introducing St. Patrick's Day

邀請學生分享他們上一次使用針線的經驗,描述上一次縫製了什麼東西, 感覺如何?覺得縫紉是困難還是容易的?

結合國際教育節慶文化,這堂課將帶著學生認識愛爾蘭節日 St. Partick's Day。為了體驗過節的慶祝氣息,學生先會在之後縫製的束口袋布面上畫上充滿 St. Partick's Day spirit 的圖案,最後縫製完成,可獲得巧克力金幣,一起慶祝 St. Partick's Day!

Lesson 3: Decorate My Little Bag for St. Patrick's Day-1

瞭解 St. Partick's Day 的由來,以及各個國家慶祝的特殊文化與活動,認識象徵 Ireland & St. Partick's Day 的代表物,並讓學生先用鉛筆在束口袋布面上畫上草稿。

Lesson 4: Decorate My Little Bag for St. Patrick's Day-2

複習 St. Partick's Day 的由來以及特殊的慶祝活動,讓學生加深對 St. Partick's Day 文化與代表物的印象,學生們在這結會將上週的草稿上色,並完成束口袋的美化。

Lesson 5: Sewing 101-1

透過影片與老師示範,引導學生練習穿針、打結的基本縫紉技巧,並讓學生先在紙上練習縫直線與打結。

Lesson 6: Sewing 101-2

透過影片與老師示範,引導學生練習穿針、打結的基本縫紉技巧,並讓學生先在紙上練習縫曲線、直角與打結。

Lesson 7: Sew My Little Drawstring Bag-1

學生應用前兩堂課的縫紉技巧,開始縫製自己的東口袋。藉由老師一個個 步驟的帶領,學生將完成東口袋底部的縫製。

Lesson 8: Sew My Little Drawstring Bag-2

學生應用前幾週的縫紉技巧,繼續完成東口袋的縫製。藉由老師一個個步驟的帶領,學生將完成東口袋側邊的縫製,並利用水鑽貼紙,為東口袋做最後的裝飾。

Lesson 9: Preparation for Sharing

學生根據自己的東口袋,完成 sentence helper worksheet,並與同學練習下週上台發表的介紹詞。如尚未完成東口袋縫製的學生可利用此堂課趕工完成,已完成的學生,可以玩 worksheet 背面的 wordsearch 複習跟 St. Patrick's Day 有關的字詞。

Lesson 10: Sharing Time

學生運用 sentence helper 的協助,上台向全班介紹自己的 drawstring bag,完成發表的學生即可獲得巧克力金幣糖果,放進自己可愛的小束口袋中帶回。

Lesson 1: Introduction & Life Skills

語言目標 (Language Goals)

• Target words:

needle, thread, sew, drawstring bag, St. Patrick's Day, evacuation map, emergency supply

• Key questions:

What skills do we need in daily life?

What life skill do you have?

Lesson 2: Sewing Experience & Introducing St. Patrick's Day

• Target words:

St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, bagpipe, kilt

- Key questions:
- 1. Have you tried sewing before?
- 2. What did you sew last time?

Lesson 3: Decorate My Little Bag for St. Patrick's Day-1

• Target words:

St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, gold coins, rainbow, top hat

Lesson 4: Decorate My Little Bag for St. Patrick's Day-2

• Target words:

St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, gold coins, rainbow, top hat

Lesson 5: Sewing 101-1

• Target words & phrases:

Sew, needle, thread, thread the eye of the needle, tie a knot

Lesson 6: Sewing 101-2

• Target words & phrases:

Sew, needle, thread, thread the eye of the needle, tie a knot

Lesson 7: Sew My Little Drawstring Bag-1

Target words & phrases:

Sew, needle, thread, thread the eye of the needle, tie a knot

Lesson 8: Sew My Little Drawstring Bag-2

• Target words & phrases:

Sew, needle, thread, thread the eye of the needle, tie a knot

Lesson 9: Preparation for Sharing

Hello everyone,

This is my drawstring bag.

I have one leprechaun,

three shamrocks,

and two gold coins on it.

Thank you for listening.

Lesson 10: Sharing Time

Hello everyone,

This is my drawstring bag.

I have one leprechaun,

three shamrocks,

and two gold coins on it.

Thank you for listening.

教學活動設計:第一節課

Lesson 1: Introduction & Life Skills

學習表現 (Learning Performance):

Integrative Activities

2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技

Up o Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.

English

學習重點

1-II-7 能聽懂課堂中所學的字詞。

(Essential

Can comprehend words learned in class.

Learning

2-II-3 能說出課堂中所學的字詞。

Focuses)

學習內容 (Learning Content):

Integrative Activities

Ba-II-1 自我表達的適切性。

Appropriateness of self-expression.

Ba-II-2 與家人、同儕及師長的互動。

Interaction with family, peers, and teachers.

Ba-II-3 人際溝通的態度與技巧。

	Interpersonal communication attitudes and skills			
	<u>English</u>			
	Ac-II-2 簡易的生活用語。 Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。			
	Everyday communication achievable with the vocabulary and sentence			
	structures of Stage II.			
內容目標	介紹本學期的課程主題與內容,讓學生對本學期即將進行的活動有大方向的概念。介紹第一單元的主題與學習目標,讓學生透過 hands-on activity 去體驗縫紉並學習且練習日常可應用的縫紉技巧。			
(Content Goals)	與學生討論我們日常生活中會使用到什麼技能?你有什麼特殊的生活技能 嗎教師提供生活中會遇到的不同情境,請學生思考面對這些事情的發生時, 我們可以使用什麼生活技能化解危機。邀請曾遭遇這些情境的學生,分享當 時他們 problem-solving 的方式。			
	Target words:			
	needle, thread, sew, drawstring bag, St. Patrick's Day, evacuation map, emergency			
語言目標	supply			
(Language				
Goals)	Key questions:			
	What skills do we need in daily life?			
	What life skill do you have?			

教學活動流程 (Teaching Procedures)			
教學流程	教學時	教學資源	教學評量
(Stages & Activities)	間	(Teaching	(Assessment)
(Stages & Activities)	(Time)	Materials)	(Assessifient)
暖身活動 (Warm up)	3'	Canva slides	
揭示本學期的兩大主題"Sew Cool: DIY Adventures			
in Bag Making (自己動手做做看)"與"Safety Scouts:			
Mapping Our Way Out (空間安全大健診)			
全班授課 (Presentation)	8′	Canva slides	口頭評量
透過圖片呈現與教師解說,讓學生對本學期兩大			
主題的課程內容有大致的概念,並對本學期會學			
習並使用到的 target words 有大致的印象。			

Target words:			
needle, thread, sew, drawstring bag, St. Patrick's Day, evacuation map, emergency supply			
練習活動 (Practice) 進入到第一單元的前導部分,邀請學生思考並分享日 常生活中,我們會使用到什麼技能?你擁有的生活技 能有哪些?	10′	Canva slides	口頭評量
Key questions:			
 What skills do we need in daily life? What life skill do you have? 			
3. Do you have any special life skills?			
發展活動 (Production) 提供以下生活中可能會遇到的情境,請學生思考面對這些事情的發生時,你會有什麼反應?又會如何解決或處理?我們可以使用什麼生活技能化解危機? 教師也可邀請曾遭遇這些情境的學生,分享當時他們problem-solving的方式。	12'	Canva slides	口頭評量參與度評量
 If you find a wallet on the floor, what would you do? If you get lost, what would you do? If you break a glass cup, what would you do? If your button is falling off, what would you do? 			
<mark>總結活動 (Wrap up)</mark> Review what we've learned in today's lesson.	2′	Canva slides	

大家聽完這學期的課程介紹,都很期待呢!尤其是即將展開的 sewing 課程,已經有學生迫不及待分享自己曾經縫過並製作出小玩偶等等。在發展活動情境探討時,蠻多學生都分享了自己曾不小心或差點走失的經驗,與他們最後的解決辦法,也有學生提到曾經在動物園、遊樂園等地方,聽過協尋走失小朋友的廣播,life skill 教學連結了學生經驗,得到非常多的反饋,班上互動與反應都相當不錯。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF9eUYetmg/bqseq4voPX iKJ3T3n-

IqQ/edit?utm content=DAF9eUYetmg&utm campaign=designshare&utm medium=link2&utm s

ource=sharebutton

	教學活動設計:第二節課
	Lesson 2: Sewing Experience & Introducing St. Patrick's Day
	學習表現 (Learning Performance):
	<u>Integrative Activities</u>
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技
	巧。Observe one's own interpersonal communication method. Display
	suitable interactions, as well communication attitudes and skills.
	<u>English</u>
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
學習重點	學習內容 (Learning Content):
(Essential	Integrative Activities
Learning	Ba-II-1 自我表達的適切性。
Focuses)	Appropriateness of self-expression.
1 ocuses)	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	English
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
	邀請學生分享他們上一次使用針線的經驗,描述上一次縫製了什麼東西,感
内容目標 内容目標	覺如何?覺得縫紉是困難還是容易的?
(Content	結合國際教育節慶文化,這堂課將帶著學生認識愛爾蘭節日 St. Partick's
Goals)	Day。為了體驗過節的慶祝氣息,學生先會在之後縫製的束口袋布面上畫上
Goals)	充滿 St. Partick's Day spirit 的圖案,最後縫製完成,可獲得巧克力金幣,一
	起慶祝 St. Partick's Day!

	Target words:
	St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf
	clover, bagpipe, kilt
語言目標	
(Language	
Goals)	Key questions:
	1. Have you tried sewing before?
	2. What did you sew last time?
	3. How do you feel? Is sawing difficult or easy?

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessmen t)
暖身活動 (Warm up) Recap last week's lesson.	3'		
全班授課 (Presentation) 邀請學生分享他們上一次使用針線的經驗,請學生描述 上一次縫製了什麼東西?縫紉的感覺如何?覺得縫紉 對自己來說是困難還是容易的? • Key questions: 1. Have you tried sewing before? 2. What did you sew last time? 3. How do you feel? Is sawing difficult or easy?	12'	Canva slides	□頭評量 參與度評量
練習活動 (Practice) 透過圖片與影片,帶著學生認識愛爾蘭節日 St. Partick's Day 的由來與文化。 首先,先讓學生瞭解愛爾蘭國家的位置與國旗,並介紹 為什麼 St. Partick's Day 對愛爾蘭如此重要,透過影片 介紹與教師解說,讓學生瞭解到世界各國慶祝 St. Partick's Day 的有趣方式,並沉浸於 St. Partick's Day 的 節慶氛圍。	13'	Canva slides YouTube videos	觀察評量

發展活動 (Production)	10'	Canva	口頭評量
St. Partick's Day Trivia		slides	參與度評量
介紹 St. Partick's Day 的 fun fact,讓學生加深對 St.			
Partick's Day 相關 keywords 的印象。			
Target words:			
St. Patrick's Day, Ireland, leprechaun, pot of gold,			
horseshoe, shamrock, four-leaf clover, bagpipe, kilt.			
<mark>總結活動 (Wrap up)</mark>	2'	Canva	
Review what we've learned in today's lesson.		slides	

對於問及 sewing 是否困難,沒想到大部分的學生都回應「不會難!」、「很簡單呀!」聽到如此正向的回饋實在是太好了!在介紹 St. Partick's Day 時發現,幾乎沒有學生曾經聽聞過這個節日,對愛爾蘭這個國家也是不太有印象,因此教師這部分的教學就顯得格外重要了。課堂後有些學生會稱呼 St. Partick's Day 為「那個很多綠色的節」,充滿童趣很可愛!

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF9eUYetmg/bqseq4voPX_iKJ3T3n-

IqQ/edit?utm_content=DAF9eUYetmg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計:第三節課			
	Lesson 3: Decorate My Little Bag for St. Patrick's Day-1		
	學習表現 (Learning Performance):		
	Integrative Activities		
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技		
窓辺まる	巧。Observe one's own interpersonal communication method. Display		
學習重點	suitable interactions, as well communication attitudes and skills.		
(Essential	<u>English</u>		
Learning	1-II-7 能聽懂課堂中所學的字詞。		
Focuses)	Can comprehend words learned in class.		
	2-II-3 能說出課堂中所學的字詞。		
	學習內容 (Learning Content):		
	Integrative Activities		

	Ba-II-1 自我表達的適切性。 Appropriateness of self-expression. Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills English Ac-II-2 簡易的生活用語。 Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of Stage II.
內容目標 (Content Goals)	瞭解 St. Partick's Day 的由來,以及各個國家慶祝的特殊文化與活動,認識象徵 Ireland & St. Partick's Day 的代表物,並讓學生先用鉛筆在東口袋布面上畫上草稿。
語言目標 (Language Goals)	• Target words: St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, gold coins, rainbow, top hat

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	3'	Canva	
Recap last week's lesson.		slides	
全班授課 (Presentation) 複習上週 St. Partick's Day Trivia,加深學生對於 St. Partick's Day 相關單字的印象,並介紹更多 St. Partick's Day 的代表物,讓學生在稍後的東口袋課程環節更有靈 感。	10'	Canva slides	口頭評量 參與度評量
• Target words: St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, gold coins, rainbow, top hat			

練習活動 (Practice)	10'	YouTube	口頭評量
Leprechauns On the Run		video	參與度評量
https://www.youtube.com/watch?v=xpA_3hCWZCk			
透過此遊戲,讓學生享受並沉浸於 St. Partick's Day 的慶			
祝氛圍之中。			
發展活動 (Production)	15'	Canva	觀察評量
發下東口袋的白色胚布材料,先讓學生用鉛筆在東口袋	13	slides	参與度評量
布面上畫上含有 St. Partick's Day 意象的代表物,這節課			2 7 12 41 1 —
先打草稿,下一課再上色。			
總結活動(Wrap up)	2'	Canva	
Review what we've learned in today's lesson.		slides	

透過二次複習,學生們對 St. Partick's Day 的印象越來越深刻了,也能認出 target words 並說 出。在繪製束口袋的白色胚布時,可以看出小朋友們的用心和巧思,可愛又逗趣的 leprechauns,漂亮的 rainbows 充滿畫面,有些小朋友甚至把自己的名字設計進整個畫面中,非常有創意。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF-

tfCMlAU/KOm5OmbPZENeWOidPqb8VA/edit?utm_content=DAF-

tfCMlAU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計:第四節課 Lesson 4: Decorate My Little Bag for St. Patrick's Day-2			
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): Integrative Activities 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. English 1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。		

	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
內容目標 (Content Goals)	複習 St. Partick's Day 的由來以及特殊的慶祝活動,讓學生加深對 St. Partick's Day 文化與代表物的印象,學生們在這結會將上週的草稿上色,並完成束口袋的美化。
語言目標	Target words:
(Language	St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-
Goals)	leaf clover, gold coins, rainbow, top hat

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	3'	Canva slides	
Recap last week's lesson.			
全班授課 (Presentation)	10'	Canva slides	口頭評量
藉由問答或遊戲,複習 St. Partick's Day 的由來			
以及特殊的慶祝活動,讓學生加深對 St.			
Partick's Day 文化與代表物的印象。			
練習活動(Practice) 教師示範並提點在布上著色需要注意的事項, 並提供作品 sample 供學生參考。	6'	Canva slides storybook	口頭評量 參與度評量

 Light color to dark color. 先畫淺色,再畫深色。 Draw gently. 在布上輕輕畫,太用力會暈開。 Prepare a tissue. 準備一張衛生紙,可輕壓畫好的地方吸乾。 			
發展活動 (Production) Individual working time.	18'	Canva slides	觀察評量 參與度評量
<mark>總結活動 (Wrap up)</mark> Clean up time.	3'	Canva slides	

因為並未使用專門繪製於布面的顏料,所以有一些教師在製作 sample 時發現的注意事項, 就必須在學生開始用彩色筆畫在白色胚布前先提醒,很開心幾乎每位學生都有記得老師的叮 嚀,大家都為上週可愛的草稿畫上繽紛的顏色,成品相當不錯!

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAF-

tfCMlAU/KOm5OmbPZENeWOidPqb8VA/edit?utm_content=DAF-

tfCMlAU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

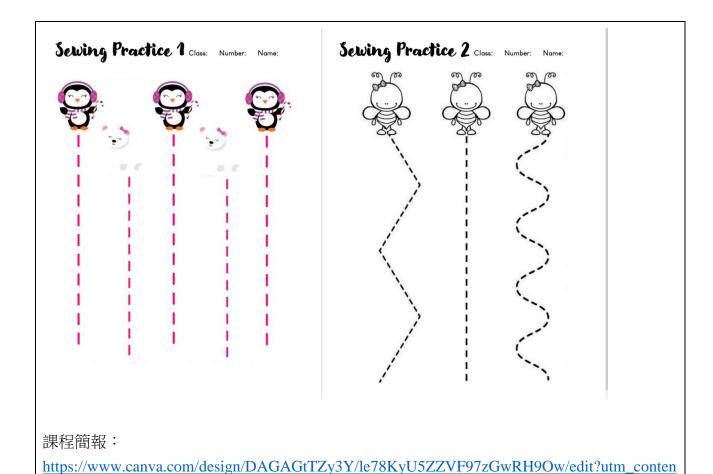
	教學活動設計:第五節課		
	Lesson 5: Sewing 101-1		
	學習表現 (Learning Performance):		
	Integrative Activities		
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技		
學習重點	び。Observe one's own interpersonal communication method. Display		
(Essential	suitable interactions, as well communication attitudes and skills.		
Learning Focuses)	<u>English</u>		
	1-II-7 能聽懂課堂中所學的字詞。		
	Can comprehend words learned in class.		
	2-II-3 能說出課堂中所學的字詞。		

	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
克 索口無	(永)周見(日)[均寸(南土)]空。 [2] (首) (封)[2] (2] (1) (十) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1
内容目標	透過影片與老師示範,引導學生練習穿針、打結的基本縫紉技巧,並讓
(Content Goals)	學生先在紙上練習縫直線與打結。
語言目標	Target words & phrases:
(Language Goals)	Sew, needle, thread, thread the eye of the needle, tie a knot

教學活動流程 (Teaching Procedures)			
34		教學資源	教學評量
教學流程 (Stages & Activities)	間	(Teaching	(Assessme
(Stages & Activities)	(Time)	Materials)	nt)
暖身活動 (Warm up)	3'	Canva	
Recap last week's lesson.		slides	
全班授課 (Presentation)		Canva	實作評量
提醒學生使用針線的注意事項:		slides	
1. Sew slowly.		YouTube	
2. Be careful with your needle.		videos	
3. Don't make your thread too long.		Needles,	
		threads	
Thread the eye of the needle			
https://www.youtube.com/shorts/tdDJ59tPKiM			
透過影片與教師示範,帶領學生實作練習穿針。			

練習活動 (Practice) Tie a knot https://www.youtube.com/watch?v=ADWUQR4DPY4	15'	Canva slides YouTube	實作評量
透過影片與教師示範,帶領學生實作練習起針打結。 1. 針與線尾打叉 2. 線順著針繞三圈 3. 右手捏好繩子,左手將針慢慢拉出。		videos Needles, threads	
教師可以請已經完成穿針打結的學生,協助座位附近的學生完成任務。			
發展活動 (Production) 完成穿針打結的學生可以開始練習 Sewing Practice 1,先 在紙上練習縫直線與紙上打結。	10'	Needles, threads, worksheet	觀察評量 實作評量
<mark>總結活動 (Wrap up)</mark> Clean up time.	2'		

學生使用針線的經驗與掌握落差相當的大,在拿線穿針第一關卡,就已經有蠻多學生卡關了, 之後的繞三圈起針打結更是一大挑戰,教師如果能小組輪流教學示範,是對學生比較有幫助 的。這一堂課進行中發現,有幾位學生可以迅速完成穿針打結並完成在 sewing worksheet 上 的直線縫紉,我會請這幾位學生擔任小幫手,幫助需要協助的小朋友,不然教師一人協助全 部的學生真的會忙不過來。



教學活動設計:第六節課 **Lesson 6: Sewing 101-2** 學習表現 (Learning Performance): **Integrative Activities** 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技 巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. **English** 學習重點 1-II-7 能聽懂課堂中所學的字詞。 (Essential Can comprehend words learned in class. Learning Focuses) 2-II-3 能說出課堂中所學的字詞。 學習內容 (Learning Content): **Integrative Activities** Ba-II-1 自我表達的適切性。 Appropriateness of self-expression. Ba-II-2 與家人、同儕及師長的互動。

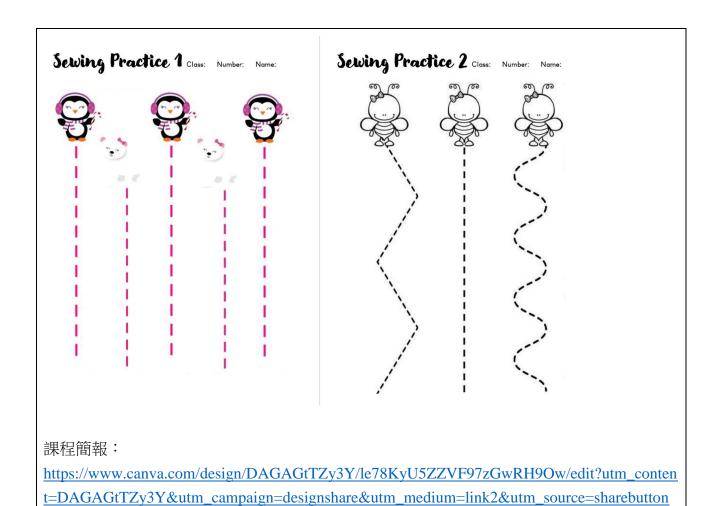
t=DAGAGtTZy3Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
內容目標 (Content Goals)	透過影片與老師示範,引導學生練習穿針、打結的基本縫紉技巧,並讓學生先在紙上練習縫曲線、直角與打結。
語言目標	Target words & phrases:
(Language Goals)	Sew, needle, thread, thread the eye of the needle, tie a knot

教學活動流程 (Teaching Procedures)			
		教學資	
	教學	源	教學評
教學流程	時間	(Teachi	量
(Stages & Activities)	(Tim	ng	(Assess
	e)	Material	ment)
		s)	
暖身活動 (Warm up)	3'	Canva	
Recap last week's lesson.		slides	
全班授課 (Presentation)	10'	Canva	實作評
複習上週提到的使用針線的注意事項:		slides	量
1. Sew slowly.		YouTub	
2. Be careful with your needle.		e videos	
3. Don't make your thread too long.		Needles	
		, threads	
Thread the eye of the needle			
https://www.youtube.com/shorts/tdDJ59tPKiM			
透過影片與教師示範,讓學生再次練習穿針。			

練習活動 (Practice)	15'	Canva	實作評
Tie a knot		slides	量
https://www.youtube.com/watch?v=ADWUQR4DPY4		YouTub	
		e videos	
透過影片與教師示範,帶領學生實作練習起針打結。		Needles	
1. 針與線尾打叉		, threads	
2. 線順著針繞三圈			
3. 右手捏好繩子,左手將針慢慢拉出。			
教師可以請已經完成穿針打結的學生,協助座位附近的學生完成			
任務,學生如無法順利完成繞三圈打結,教師可教學其他較簡單			
的打結法。針對無法上手的學生,教師可採小組教學模式,提供			
個別化的指導。			
發展活動(Production)	10'	Needles	觀察評
完成穿針打結的學生可以開始練習 Sewing Practice 2, 先在紙上練		,	量
習縫直角、曲線與紙上打結。		threads,	實作評
		workshe	量
		et	
總結活動(Wrap up)	2'		
Review what we've learned in today's lesson.			

這一堂課的設計主要是讓學生在正式縫製束口袋前,再一次練習穿針、打結等縫紉技巧,如果上周已經完成任務的學生,可以挑戰在紙上縫直線,或是更進階的直角與曲線,教師則可以專注於協助還無法順利打結的同學,或是還不清楚如何縫線的小朋友,這節課依然建議老師們,當縫紉程度較好的學生完成 Sewing Practice 2 上的任一條線的,即可請他們擔任小幫手,協助其他需要幫助的同學。



	教學活動設計:第七節課		
學習重點 (Essential Learning Focuses)	大いいでは、大学活動設計:第七節課 Lesson 7: Sew My Little Drawstring Bag-1 學習表現(Learning Performance): Integrative Activities 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. English 1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。 學習內容(Learning Content): Integrative Activities Ba-II-1 自我表達的適切性。 Appropriateness of self-expression. Ba-II-2 與家人、同儕及師長的互動。		

	Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
內容目標 (Content Goals)	學生應用前兩堂課的縫紉技巧,開始縫製自己的束口袋。藉由老師一個 個步驟的帶領,學生將完成束口袋底部的縫製。
語言目標	Target words & phrases:
(Language Goals)	Sew, needle, thread, thread the eye of the needle, tie a knot

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動(Warm up) 複習之前課程提到的使用針線的注意事項: 1. Sew slowly. 2. Be careful with your needle. 3. Don't make your thread too long. 全班授課(Presentation) 教師透過影片與親身示範,說明縫製drawstring bag 的步驟。	3' 5'	Canva slides Canva slides videos	口頭評量
 Thread the eye of the needle. Tie a knot at the end of the thread. Fold your fabric in half and make it inside out. Draw a line with your pencil (at the bottom of your bag). 			

5. Let's start sewing from here.			
練習活動 (Practice) 學生完成縫製前的準備步驟 1~4,教師於行間 巡視,並隨時給予協助。	15'	Needles, threads, drawstring bags	參與度評量 實作評量
發展活動 (Production) Sewing Time. 教師於教師於行間巡視,並隨時給予協助。 這一堂課學生只要完成束口袋底部縫製,即 算完成任務,教師可以請先行完成的學生擔 任小幫手,幫助縫紉有困難的同學。	15'	Needles, threads, drawstring bags	參與度評量 實作評量
<mark>總結活動 (Wrap up)</mark> Clean up time.	2'		

雖然前兩節課已經讓學生練習縫紉的基本技巧,但真的開始縫製束口袋時,部分學生依然會遇到困難,課堂場面有點混亂且忙碌,不過不乏也有許多表現優秀的學生,雖然縫紉對於大部分學生來說是相當有挑戰性的,但大家依然很投入於課堂,甚至很期待能趕快完成自己的小束口袋呢!

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAGDYWjVT-M/otmJj_eUql3WaVA-

Y9KOtw/edit?utm_content=DAGDYWjVT-

M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	教學活動設計:第八節課		
	Lesson 8: Sew My Little Drawstring Bag-2		
	學習表現 (Learning Performance):		
	Integrative Activities		
學習重點	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技		
(Essential	巧。Observe one's own interpersonal communication method. Display		
Learning	suitable interactions, as well communication attitudes and skills.		
Focuses)	<u>English</u>		
	1-II-7 能聽懂課堂中所學的字詞。		
	Can comprehend words learned in class.		

	2-II-3 能說出課堂中所學的字詞。
	學習內容 (Learning Content):
	Integrative Activities
	Ba-II-1 自我表達的適切性。
	Appropriateness of self-expression.
	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
 内容目標	學生應用前幾週的縫紉技巧,繼續完成束口袋的縫製。藉由老師一個個步
(Content Goals)	驟的帶領,學生將完成束口袋側邊的縫製,並利用水鑽貼紙,為束口袋做
(Content Goals)	最後的裝飾。
語言目標	Torget words & phreses
(Language	Target words & phrases: Say, needle, thread thread the eye of the needle, tie a knot.
Goals)	Sew, needle, thread, thread the eye of the needle, tie a knot

教學活動流程 (Teaching Procedures)				
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)	
暖身活動(Warm up)	3'	Canva slides		
Recap last week's lesson and remind the procedure of drawstring bag sewing for those who haven't finished.				
 Thread the eye of the needle. Tie a knot at the end of the thread. Fold your fabric in half and make it inside out. 				

 4. Draw a line with your pencil (at the bottom of your bag). 5. Let's start sewing from here. 全班授課 (Presentation) 教師透過影片與親身示範,說明今日課程要 	5'	Canva slides	口頭評量
完成的最後一個步驟。 6. Let's sew a straight line on the folds. 進行步驟 6 之前,需先提醒學生,等等縫直			
線時要將摺下的布面撐開,並縫在下面的摺線上。 練習活動 (Practice)	15'	Needles, threads,	參與度評量
Sewing Time. 教師於教師於行間巡視,並隨時給予協助。 上一堂課尚未完成底布縫製的學生,需些將 上週的任務完成,才能開始側邊直線的縫 製。		drawstring bags	實作評量
發展活動 (Production) Sewing Time. 這一堂課目標是將東口袋完整完成,完成縫製的學生可利用水鑽貼紙,為東口袋做最後的裝飾。 教師可以請已完成東口袋製作的學生擔任小幫手,幫助縫紉有困難的同學。	15'	Needles, threads, drawstring bags	參與度評量 實作評量
<mark>總結活動 (Wrap up)</mark> Clean up time.	2'		

課程實際操作下來發現,繞三圈打結法可能對於三年級學生來說真的太過困難,因此之後穿 針打結讓學生可以用較簡易的「繞一圈穿過去中間的洞」完成打結,布上打結,我們則教授 「垃圾袋打結法」,當學生縫完後剪掉過長的線頭,留一段線並像綁垃圾袋那樣打結,大概 打個三至四次完成布上打結。此方法明顯對學生來說比較好理解與上手,大大提升學生東口袋縫製的完成度。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAGDYWjVT-M/otmJj_eUql3WaVA-

Y9KOtw/edit?utm_content=DAGDYWjVT-

M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	教學活動設計:第九節課		
Lesson 9: Preparation for Sharing			
	學習表現 (Learning Performance):		
	Integrative Activities		
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技		
	巧。Observe one's own interpersonal communication method. Display		
	suitable interactions, as well communication attitudes and skills.		
	<u>English</u>		
	1-II-7 能聽懂課堂中所學的字詞。		
	Can comprehend words learned in class.		
	2-II-3 能說出課堂中所學的字詞。		
- 1四子- 下下 段	學習內容 (Learning Content):		
學習重點	Integrative Activities		
(Essential	Ba-II-1 自我表達的適切性。		
Learning	Appropriateness of self-expression.		
Focuses)	Ba-II-2 與家人、同儕及師長的互動。		
	Interaction with family, peers, and teachers.		
	Ba-II-3 人際溝通的態度與技巧。		
	Interpersonal communication attitudes and skills		
	<u>English</u>		
	Ac-II-2 簡易的生活用語。		
	Simple everyday expressions.		
	B-II-1 第二學習階段所學字詞及句型的生活溝通。		
	Everyday communication achievable with the vocabulary and sentence		
	structures of Stage II.		
力忽日輝	學生根據自己的東口袋,完成 sentence helper worksheet,並與同學練習下週		
内容目標 (Content	上台發表的介紹詞。如尚未完成束口袋縫製的學生可利用此堂課趕工完成,		
(Content Goals)	已完成的學生,可以玩 worksheet 背面的 wordsearch 複習跟 St. Patrick's Day		
	有關的字詞。		

語言目標 (Language Goals)	Hello everyone,
	This is my drawstring bag.
	I have one leprechaun,
	three shamrocks,
	and two gold coins on it.
	Thank you for listening.

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時 間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)	3'	Canva slides	口頭評量
Recap the procedure of drawstring bag sewing for those who haven't finished.			
Step 5. Let's start sewing from here. Step 6. Let's sew a straight line on the folds.			
再次提醒學生,縫直線時要將摺下的布面撐開,並 縫在下面的摺線上。			
全班授課 (Presentation) 教師發下 worksheet,跟學生說明下週每一位同學都可以上台發表並展示自己的 drawstring bag,學生可以藉由教師提供的 sentence helper 完成介紹。	8'	Canva slides worksheet	參與度評量
教師提供 sentence helper sample,並說明如何完成,可提醒學生複數的物品,字尾要加上 s。			
教師帶著全班一起複習 St. Patrick's Day 代表物單字,並一起練習唸出上台講稿範本。			
Hello everyone,			
This is my drawstring bag.			
I have one leprechaun,			
three shamrocks,			
and two gold coins on it.			

Thank you for listening.			
練習活動 (Practice)	12'	worksheet	參與度評量
Worksheet Time			
學生根據自己東口袋上的圖案,完成上台的講稿。			
發展活動 (Production)	15'	worksheet	參與度評量
Practice Time			實作評量
學生與四週同學一起練習下週上台發表的介紹			
詞。			
教師組間巡視,協助學生口語練習。			
如尚未完成束口袋縫製的學生可利用此堂課趕工			
完成,已完成的學生,可以玩 worksheet 背面的			
wordsearch 複習跟 St. Patrick's Day 有關的字詞。			
<mark>總結活動 (Wrap up)</mark>	2'		
確認每位學生學習單與東口袋的完成進度。			

對於部分三年級來說,物品複數要加上 s 的概念還沒有非常熟悉,因此教師可加強教學與提醒,特別可注意 pots of gold 複數加上 s 的位置。每一班會有大概 3-5 位學生,即使經過此堂課,東口袋縫製依然無法完成,教師需另找早自習或午休,給予更多時間讓學生完成。 (東口袋的束口繩因較難穿,須由教師協助學生穿過打結,以完成最終作品)

附錄:學習單或參考資料 (Appendix: Worksheets or References)





課程簡報:

https://www.canva.com/design/DAGEDQw3c5Q/tFbP-yewSvmvRtNgOM2a-

w/edit?utm_content=DAGEDQw3c5Q&utm_campaign=designshare&utm_medium=link2&utm_s ource=sharebutton

教學活動設計:第十節課 Lesson 10: Sharing Time				
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): Integrative Activities 2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills. English 1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。 學習內容 (Learning Content): Integrative Activities Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.			

	Ba-II-2 與家人、同儕及師長的互動。
	Interaction with family, peers, and teachers.
	Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
內容目標 (Content Goals)	學生運用 sentence helper 的協助,上台向全班介紹自己的 drawstring bag,完成發表的學生即可獲得巧克力金幣糖果,放進自己可愛的小束口袋中帶回。
	Hello everyone,
語言目標	This is my drawstring bag.
	I have one leprechaun,
(Language	three shamrocks,
Goals)	and two gold coins on it.
	Thank you for listening.

教學活動設計:第十節課				
Lesson 10: Sharing Time				
	學習表現 (Learning Performance):			
	Integrative Activities			
	2a-II-1 覺察自己的人際溝通方式,展現合宜的互動與溝通態度和技			
	巧。Observe one's own interpersonal communication method. Display			
	suitable interactions, as well communication attitudes and skills.			
學習重點	<u>English</u>			
(Essential	1-II-7 能聽懂課堂中所學的字詞。			
Learning	Can comprehend words learned in class.			
Focuses)	2-II-3 能說出課堂中所學的字詞。			
	學習內容 (Learning Content):			
	Integrative Activities			
	Ba-II-1 自我表達的適切性。			
	Appropriateness of self-expression.			
	Ba-II-2 與家人、同儕及師長的互動。			

	Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。
	Interpersonal communication attitudes and skills
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
內容目標 (Content Goals)	學生運用 sentence helper 的協助,上台向全班介紹自己的 drawstring bag,完成發表的學生即可獲得巧克力金幣糖果,放進自己可愛的小束口袋中帶回。
	Hello everyone,
 語言目標	This is my drawstring bag.
面口口惊 (Language Goals)	I have <u>one</u> <u>leprechaun</u> ,
	three shamrocks,
	and <u>two</u> gold coins on it.
	Thank you for listening.

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities) 暖身活動 (Warm up)	教學時 間 (Time) 3'	教學資源 (Teaching Materials) Canva slides	教學評量 (Assessment)
Review the sentence helper and whole class practice together.	3	canva sinaes	
Hello everyone, This is my drawstring bag. I have one leprechaun, three shamrocks, and two gold coins on it. Thank you for listening.			
全班授課 (Presentation) Students practice with their worksheets in pairs.	5′	worksheet	參與度評量

練習活動 (Practice) 發展活動 (Production)	15'	worksheet	口頭評量
Presentation Time 教師在活動進行時可提醒學生上台的注意事項 與台下觀賞的禮儀。	15'	Gold coin chocolates	
總結活動 (Wrap up) 完成發表的學生可獲得巧克力金幣糖果,放進 自己可愛的小束口袋中並帶回家,象徵獲得 St. Patrick's Day leprechauns 最愛的金幣。	2'		

讓學生自由選擇可以介紹東口袋上的一個、兩個或三個物品,這樣有彈性的方式大大提升了 學生上台發表的意願,除此之外,也讓學生選擇可以找好友組成小組,一起上台輪流發表, 大家都表現得很棒,有些小朋友即使有點害羞,但也努力地克服上台說英語的恐懼,即便不 限定他們介紹的句數,大部分的學生還是勇於嘗試介紹了三個束口袋上他們畫的物品呢!最 後獲得金幣巧克力那滿足的神情,太可愛了!

附錄:學習單或參考資料 (Appendix: Worksheets or References)





課程簡報:

https://www.canva.com/design/DAGEDQw3c5Q/tFbP-yewSvmvRtNgOM2a-w/edit?utm content=DAGEDQw3c5Q&utm campaign=designshare&utm medium=link2&utm source=sharebutton

(三年級下學期 Unit 2)

新北市淡水區淡水國民小學雙語實驗課程教學活動設計

New Taipei City Tamsui Elementary School CLIL Program

實施年級(Grade Level): Grade 3 Bilingual Integrative Activities

單元名稱(Name of the Unit): Unit 2 Safety Scouts: Mapping Our Way Out

空間安全大健診

學習總節數(Length of the Unit): 8 lessons

設計者(Lesson Designer): Ting Liao 廖奕婷、Carolyn Lin 林嘉柔、 Barbie Chiu 邱筠潔

本單元設計理念 (Unit Overview: Rationale and Philosophy)

透過圖片與影片,讓學生意識到日常生活中曾看過的防災避難標示與設備,進而能覺察出生活中潛藏的危機,像是地震、火災、水災等,我們將以火災為主軸,討論如何防範火災的發生,與平時我們可以做哪些預防措施,學生將學習瞭解到當火災來臨時,應該如何安全地逃離災害現場,除此之外,學生也將學習如何閱讀緊急避難逃生圖,瞭解到圖中必要呈現的元素,教師將帶著學生巡視校園進行「安全空間大健診」,小組將把巡視發現到的防災避難標示與設備標示於校園地圖上,並與組員一起討論並規劃班級逃生最佳路線,完成專屬於班級的緊急避難逃生圖。

本單元整體目標((Learning	Objectives 1	for This	Unit)
----------	-----------	---------------------	----------	-------

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的 方法。

學習重點

(Essential Learnin

methods to reduce or avoid risks.

Observe potentially dangerous scenarios in life. Propose and practice

Focuses)

English

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

Can say the words learned in class.

	3-II-2 能辨識課堂中所學的字詞。	
	Can recognize the words learned in class.	
	4-II-3 能臨摹抄寫課堂中所學的字詞。	
	Can trace the words learned in class.	
	學習內容 (Learning Content):	
	Integrative Activities	
	Ca-II-1 生活周遭潛藏危機的情境。	
	Potentially dangerous scenarios in life.	
	Ca-II-3 生活周遭潛藏危機的處理與演練。	
	Potentially dangerous scenarios in life.	
	<u>English</u>	
	Ac-II-2 簡易的生活用語。	
	Simple everyday expressions.	
	B-II-1 第二學習階段所學字詞及句型的生活溝通。	
	Everyday communication achievable with the vocabulary and sentence	
	structures of Stage II.	
	Lesson 1: Introduction	
	→ 教師播放緊急避難圖、緊急出□標示、消防設備、急救設備等圖片,	1
	詢問學生是否有看過這些物品與設備?是在哪裡看到的呢?這些標示	
	與消防安全裝置是為什麼需要設置的呢?	
		1
	什麼情況我們需要緊急避難與逃生呢?逃生時我們需要做什麼事以保	1
	護自己?	1
		1
	介紹本單元的主題與學習目標,讓學生透過小組討論合作繪製出班級	
	的緊急避難圖避難逃生圖。	
内容目標		
(Content Goals)	Lesson 2: Fire Safety: Plan and Prepare	1
	以火災為主要探討主題,平常我們需要為火災可能的發生做什麼準備]
	呢?火災來臨時我們需要做什麼事?逃離火災現場可以做什麼以保護]
	自己呢?	1
]
	Lesson 3: How to Read Evacuation Maps	
		l
	店、美術館、公車、醫院、大巨蛋),認識避難逃生路線圖上常見的	l
	圖示,並瞭解如何閱讀避難逃生路線圖。	l
	E-1. 1	

Lesson 4: Safety Scouts on Campus 教師帶著學生一起巡視校園,嘗試找出校園內的避難逃生路線圖與消 防設備、急救設備等,並記錄在學習單上,為之後小組繪製避難逃生 路線圖做準備。 Lesson 5: Map Our Way Out: School Evacuation Map (Groupwork)-1 小組討論並繪製班級位置的緊急避難逃生圖。 Lesson 6: Map Our Way Out: School Evacuation Map (Groupwork)-2 小組合作完成斑級緊急避難逃生圖。 Lesson 7: Group Rehearsal Time 教師提供各組簡易的 sentence helper,讓小組完成上台介紹的講稿,每 一位學生在組內練習上台介紹的台詞並彩排。 **Lesson 8: Group Presentation Time** 每一組上台發表小組合作繪製的緊急避難逃生圖,並向班上講解說明 逃生路線。 **Lesson 1: Introduction** • Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado • Key questions: 1. Have you seen ______ before? 語言目標 2. Where can you see _____? (Language 3. What are they for? Goals) 4. When do we need to evacuate? 5. What preparation can we do before a _____? 6. What should we do during a _____ Lesson 2: Fire Safety: Plan and Prepare • Target words:

rarget words.

Be prepared, have a plan, get out fast, stay low, don't open the doors, stop, drop and roll, firefighter, don't hide

- Key questions:
- Key questions:
- 1. What should we do to be prepared in case of a fire emergency?
- 2. What should we do when there is a fire?
- 3. What number should we call in an emergency?
- 4. What are the four fire safety rules?

Lesson 3: How to Read Evacuation Maps

• Target words:

"You Are Here" Current Location, Evacuation Route, Emergency Exit, Fire Hydrant, Fire Extinguisher, Legend, Primary Exit Route, Secondary Exit Route, Assembly Area

• Key questions:

What information can you find in the evacuation map?

Lesson 4: Safety Scouts on Campus

• Target words:

You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area

Target Phrases:

Mark on the map.

Lesson 5: Map Our Way Out: School Evacuation Map (Groupwork)-1

Target words:

You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area

- Target Phrases:
- 1. Mark on the map.
- 2. Draw the Primary Exit Route.
- 3. Draw the Secondary Exit Route.

Lesson 6: Map Our Way Out: School Evacuation Map (Groupwork)-2

Target words:

You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area Target Phrases: 1. Mark on the map. 2. Draw the Primary Exit Route. 3. Draw the Secondary Exit Route. 4. Decorate our Group Evacuation Map Lesson 7: Group Rehearsal Time Hello, everyone. We're Team _____ This is our evacuation map. Here we are at Class _____. This is the primary exit route to the assembly area. This is the secondary exit route to the assembly area. Thank you for listening. Lesson 8: Group Presentation Time Hello, everyone. We're Team . This is our evacuation map. Here we are at Class _____. This is the primary exit route to the assembly area. This is the secondary exit route to the assembly area.

教學活動設計:第一節課			
	Lesson 1: Introduction		
	學習表現 (Learning Performance):		
	Integrative Activities		
學習重點 (Essential Learning Focuses)	3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的 方法。		
	Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.		
	<u>English</u>		
	1-II-7 能聽懂課堂中所學的字詞。		
	Can comprehend words learned in class.		

Thank you for listening.

	2-II-3 能說出課堂中所學的字詞。			
	學習內容 (Learning Content):			
	Integrative Activities			
	Ca-II-1 生活周遭潛藏危機的情境。			
	Potentially dangerous scenarios in life.			
	Ca-II-3 生活周遭潛藏危機的處理與演練。			
	Potentially dangerous scenarios in life.			
	<u>English</u>			
	Ac-II-2 簡易的生活用語。			
	Simple everyday expressions.			
	B-II-1 第二學習階段所學字詞及句型的生活溝通。			
	Everyday communication achievable with the vocabulary and sentence			
	structures of Stage II.			
	教師播放緊急避難圖、緊急出口標示、消防設備、急救設備等圖片,詢問學生是否有看過這些物品與設備?是在哪裡看到的呢?這些標示與消防安全裝置是為什麼需要設置的呢?			
內容目標 (Content Goals)	什麼情況我們需要緊急避難與逃生呢?逃生時我們需要做什麼事以保護自己?			
	介紹本單元的主題與學習目標,讓學生透過小組討論合作繪製出班級的緊急避難圖避難逃生圖。			
	• Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado			
語言目標 (Language Goals)	 Key questions: Have you seen before? Where can you see? What are they for? When do we need to evacuate? What preparation can we do before a? What should we do during a? 			

教學活動流程 (Teaching Procedures)				
教學流程	教學時 間	教學資源 (Teaching	教學評量 (Assessmen	
(Stages & Activities)	(Time)	Materials)	t)	
暖身活動 (Warm up)	3'	Canva	,	
教師揭示新單元「Safety Scouts: Mapping Our Way Out 空間安全大健診」,並預告此單元會進行哪些活動,與學生介紹本單元的主題與學習目標,最終學生將透過小組討論合作繪製出班級的緊急避難圖避難逃生圖。全班授課 (Presentation)介紹日常生活中可見到的緊急避難逃生設備,並詢問問題以連結學生的生活經驗。	10'	slides Canva slides	□頭評量	
 Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map Key questions: 1. Have you seen before? 2. Where can you see? 3. What are they for? 練習活動 (Practice) 教師詢問學生我們什麼時候會運用到這些防災設備?我們什麼時候需要緊急逃離避難呢? 	10'	Canva slides	□頭評量	
Key questions: When do we need to evacuate? Target words: earthquake, flood, tsunami, fire, tornado 發展活動 (Production) 一組分派一個災害,討論當災害來臨前,我們可以做什麼事前防範與準備,當遇到災害來臨時,我們又該如何逃生避難呢?	15'	Canva slides	□頭評量 參與度評 量	

• Target words:			
earthquake, flood, tsunami, fire, tornado			
• Key questions:			
1. What preparation can we do before a?			
2. What should we do during a?			
<mark>總結活動 (Wrap up)</mark> Review what we've learned in today's lesson.	2'	Canva slides	

經過課程發現,其實學生平時就有發現生活周遭的防災設備,大部分的學生對於這些設備的作用也有一定認知,甚至有些小朋友還可以明確指出,校園中哪裡有這些設備。學校每學期都會舉辦地震防災演練,讓學生熟悉避難路線與集合地點,和地震來臨時的應變與保護措施,但學生對於其他災害可能就沒那麼瞭解,這也是教師可切入的教學重點。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAGEsfeUJ38/X48hucMI8L-

JH_TJBX5Pfw/edit?utm_content=DAGEsfeUJ38&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	教學活動設計:第二節課				
	Lesson 2: Fire Safety and Plan				
	學習表現 (Learning Performance):				
	Integrative Activities				
	3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的				
	方法。				
	Observe potentially dangerous scenarios in life. Propose and practice				
學習重點	methods to reduce or avoid risks.				
(Essential	<u>English</u>				
Learning	1-II-7 能聽懂課堂中所學的字詞。				
Focuses)	Can comprehend words learned in class.				
	2-II-3 能說出課堂中所學的字詞。				
	學習內容 (Learning Content):				
	Integrative Activities				
	Ca-II-1 生活周遭潛藏危機的情境。				
	Potentially dangerous scenarios in life.				

	Ca-II-3 生活周遭潛藏危機的處理與演練。
	Potentially dangerous scenarios in life.
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
内容目標 (Content Goals)	以火災為主要探討主題,平常我們需要為火災可能的發生做什麼準備呢? 火災來臨時我們需要做什麼事?逃離火災現場可以做什麼以保護自己呢?
	Target words:
	Be prepared, have a plan, get out fast, stay low, don't open the doors, stop, drop
	and roll, firefighter, don't hide
語言目標	
(Language Goals)	Key questions:
	1. What should we do to be prepared in case of a fire emergency?
	2. What should we do when there is a fire?
	3. What number should we call in an emergency?
	4. What are the four fire safety rules?

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessmen t)
暖身活動 (Warm up)		Canva	
Review the target words from last week.		slides	
• Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado			

全班授課 (Presentation) 教師播放以下影片,邀請學生聆聽並仔細看裡面的內容, 看完之後全班討論:平常我們需要為火災可能的發生做什 麼準備呢?火災來臨時我們需要做什麼事?	10'	Canva slides YouTube	□頭評量
Fire Safety Rap: https://www.youtube.com/watch?v=s_5FqaWTj9c			
 Key questions: 1. What should we do to be prepared in case of a fire emergency? 2. What should we do when there is a fire? 3. What number should we call in an emergency? 練習活動 (Practice) 教師播放以下影片,邀請學生聆聽歌曲並仔細看圖片,全班一起歸納整理出 four fire safety rules。 Plan and Prepare: https://www.youtube.com/watch?v=4PZjPOIQpK4 	10'	Canva slides	□頭評量 參與度評 量
 Key questions: What are the four fire safety rules? Rule 1: Have a plan. Rule 2: Get out fast. Rule 3: Stay low. Rule 4: Don't open hot doors. 發展活動 (Production) Fire Safety Drill Let students practice the fire safety rule 3-5 in group and demonstrate in front of the class. 邀請小組一一上台,練習在火災當中該如何保護自己,並安全逃生。 	15'	Canva slides	觀察評量 參與度評 量

總結活動 (Wrap up) 2' Canva Review what we've learned in today's lesson. slides

教學反思 (Reflection)

學生非常喜歡 Fire Safety Rap,一聽就嚷嚷上口,甚至要求還要再聽一次。在上這堂課時,剛好遇到新竹社區大火,連結時事讓學生非常有感,有的班級導師也有在健康課或其他課堂教到火災相關的防護措施,雙語課程其他課程橫向連結,加深了學生對此目標內容的印象。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAGEsfeUJ38/X48hucMI8L-

JH_TJBX5Pfw/edit?utm_content=DAGEsfeUJ38&utm_campaign=designshare&utm_medium=li_nk2&utm_source=sharebutton

Lesson 3: How to Read Evacuation Maps					
	學習表現 (Learning Performance):				
	Integrative Activities				
	3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的				
	方法。				
	Observe potentially dangerous scenarios in life. Propose and practice				
	methods to reduce or avoid risks.				
	<u>English</u>				
	1-II-7 能聽懂課堂中所學的字詞。				
	Can comprehend words learned in class.				
學習重點	2-II-3 能說出課堂中所學的字詞。				
(Essential	學習內容 (Learning Content):				
Learning	Integrative Activities				
Focuses)	Ca-II-1 生活周遭潛藏危機的情境。				
	Potentially dangerous scenarios in life.				
	Ca-II-3 生活周遭潛藏危機的處理與演練。				
	Potentially dangerous scenarios in life.				
	<u>English</u>				
	Ac-II-2 簡易的生活用語。				
	Simple everyday expressions.				
	B-II-1 第二學習階段所學字詞及句型的生活溝通。				
	Everyday communication achievable with the vocabulary and sentence				
	structures of Stage II.				

内容目標 (Content Goals)	讓學生仔細觀察不同種類與場域的避難逃生路線圖(學校、捷運、飯店、 美術館、公車、醫院、大巨蛋),認識避難逃生路線圖上常見的圖示,並 瞭解如何閱讀避難逃生路線圖。
語言目標 (Language Goals)	 Target words: "You Are Here" Current Location, Evacuation Route, Emergency Exit, Fire Hydrant, Fire Extinguisher, Legend, Primary Exit Route, Secondary Exit Route, Assembly Area Key questions: What information can you find in the evacuation map?

教學活動流程 (Teaching Proced	教學活動流程 (Teaching Procedures)		
教學流程 (Stages & Activities)	教學 時間 (Time)	教學資源 (Teaching Materials)	教學評 量 (Assessm ent)
暖身活動 (Warm up) Review the target words and the key concept from last week.	5'	Canva slides	□頭評 量
 Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map What number should we call in an emergency? 119 (Taiwan)/ 911 (the USA) What are the 4 fire safety rules? Rule 1: Have a plan. Rule 2: Get out fast. Rule 3: Stay low. Rule 4: Don't open hot doors. 			
全班授課 (Presentation)	10'	Canva slides	口頭評 量

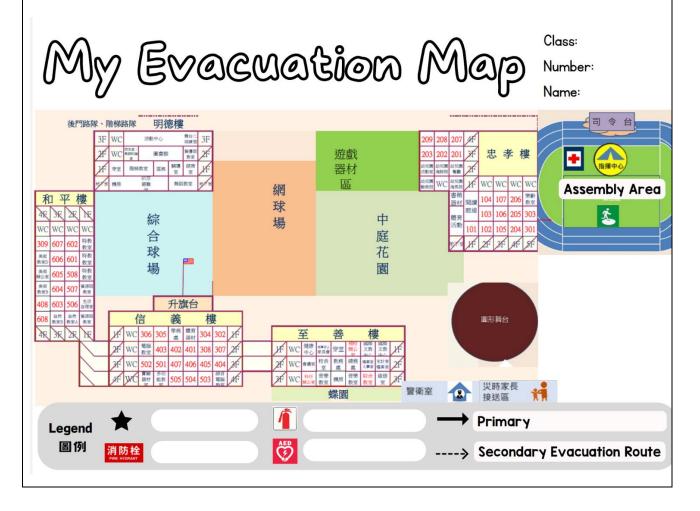
讓學生仔細觀察不同種類與場域的避難逃生路線圖,請學 生發表在這些圖中,可以看到哪些共同的資訊,這些資訊 又能告訴我們什麼。			参與度評量
• Key questions: What information can you find in the evacuation map?			
• Target words: "You Are Here" Current Location, Evacuation Route, Emergency Exit, Fire Hydrant, Fire Extinguisher, Legend, Primary Exit Route, Secondary Exit Route, Assembly Area			
練習活動 (Practice) 認識避難逃生路線圖上常見的圖示,瞭解如何閱讀避難逃 生路線圖,並讓小組練習閱讀不同的避難逃生路線圖。	8'	Canva slides	參與度 評量
1. Find where you are.			
2. Check how the routes go.			
3. Check where the exits are.			
發展活動 (Production) 發下 My Evacuation Map,請學生先完成 Legend 圖示的部分。	12'	My Evacuation Map worksheet	觀察評 量 參與度 評量
• Target words:			
You Are Here, Fire Hydrant, Fire Extinguisher, Primary Exit			
Route, Secondary Exit Route, Assembly Area, AED			
總結活動 (Wrap up) Review what we've learned in today's lesson.	5'	Canva slides	

學生對於閱讀不同的避難逃生路線圖非常有興趣,大家很踴躍舉手發表在圖上看到哪些資訊。在課程中,也有學生很好奇,如果圖上的建議路線或逃生出口遇到起火,或是地震造成

坍塌該怎麼辦,這時可以提醒學生避難逃生路線圖是提供一個參考,是一個很重要的依據, 但當災難真正發生時,還是要能臨時緊急應變。

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:



教學活動設計:第四節課				
Lesson 4: Safety Scouts on Campus				
	學習表現 (Learning Performance):			
學習重點	Integrative Activities			
(Essential	3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的			
Learning	方法。			
Focuses)	Observe potentially dangerous scenarios in life. Propose and practice			
	methods to reduce or avoid risks.			

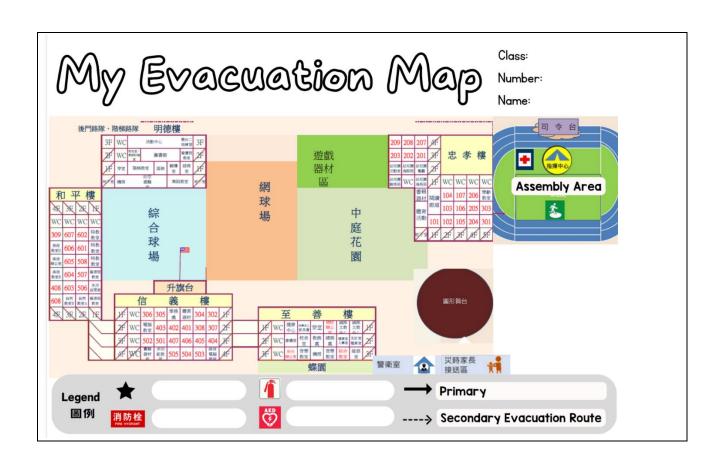
	English
	1-II-7 能聽懂課堂中所學的字詞。
	Can comprehend words learned in class.
	2-II-3 能說出課堂中所學的字詞。
	學習內容 (Learning Content):
	<u>Integrative Activities</u>
	Ca-II-1 生活周遭潛藏危機的情境。
	Potentially dangerous scenarios in life.
	Ca-II-3 生活周遭潛藏危機的處理與演練。
	Potentially dangerous scenarios in life.
	<u>English</u>
	Ac-II-2 簡易的生活用語。
	Simple everyday expressions.
	B-II-1 第二學習階段所學字詞及句型的生活溝通。
	Everyday communication achievable with the vocabulary and sentence
	structures of Stage II.
中 安日 冊	教師帶著學生一起巡視校園,嘗試找出校園內的避難逃生路線圖與消防
内容目標	設備、急救設備等,並記錄在學習單上,為之後小組繪製避難逃生路線
(Content Goals)	圖做準備。
	T
7. 1. 7. 1.1 1.11.	• Target words:
語言目標	You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route,
(Language	Secondary Exit Route, Assembly Area
Goals)	Target Phrases:
	Mark on the map.

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Ti me)	教學資源 (Teaching Materials)	教學 評量 (Asse ssmen t)
暖身活動 (Warm up) Review the target words from last week.		Canva slides	

Tomost vyranda			
• Target words:			
"You Are Here" Current Location, Evacuation Route, Emergency			
Exit, Fire Hydrant, Fire Extinguisher, Legend, Primary Exit Route,			
Secondary Exit Route, Assembly Area			
全班授課 (Presentation)	7'	Canva	口頭
教師向學生說明,巡視校園時,請學生注意校園內的 Fire Hydrant,		slides	評量
Fire Extinguisher, AED ,並記錄在 My Evacuation Map 上。			
Target Phrases:			
Mark on the map.			
練習活動(Practice)	25'	My	觀察
發展活動 (Production)		Evacuatio	評量
		n Map	參與
教師帶著學生一起巡視校園,嘗試找出校園內的避難逃生路線		worksheet	度評
圖與消防設備、急救設備等,並記錄在學習單上,為之後小組			量
繪製避難逃生路線圖做準備。			
			觀察
			評量
			參與
			度評
			量
<mark>總結活動 (Wrap up)</mark>	5,		土
巡視結束回到教室後,請學生整理記錄的資訊。			

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:



教學活動設計:第五節課 Lesson 5: Map Our Way Out: School Evacuation Map (Groupwork)-1 學習表現 (Learning Performance): **Integrative Activities** 3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的 方法。 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks. **English** 1-II-7 能聽懂課堂中所學的字詞。 學習重點 (Essential Learning Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。 Focuses) 學習內容 (Learning Content): **Integrative Activities** Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life. Ca-II-3 牛活周遭潛藏危機的處理與演練。 Potentially dangerous scenarios in life. **English**

	Ac-II-2 簡易的生活用語。 Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of Stage II.
內容目標 (Content Goals)	小組討論並繪製班級位置的緊急避難逃生圖。
語言目標 (Language Goals)	 Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area Target Phrases: Mark on the map. Draw the Primary Exit Route. Draw the Secondary Exit Route.

教學活動流程 (Teaching Procedures)					
教學流程	教學時	教學資源	教學評量		
	間	(Teaching	(Assessmen		
(Stages & Activities)	(Time)	Materials)	t)		
暖身活動 (Warm up)	3'	Canva slides			
Review the target words on the evacuation map.					
Target words:					
You Are Here, Fire Hydrant, Fire Extinguisher, AED,					
Primary Exit Route, Secondary Exit Route, Assembly					
Area					
全班授課 (Presentation)	10'	Group	口頭評量		
教師向全班說明小組任務:		Evacuation			
1. 互相分享上週在 My Evacuation Map 上記錄的資		Map			
訊。		Poster			
2. 記錄在 Group Evacuation Map 上。					
3. 討論該如何設計 Primary Exit Route & Secondary					
Exit Route,並標註在 Group Evacuation Map 上。					

練習活動 (Practice)	25'	Group	觀察評量
發展活動 (Production)		Evacuation	參與度評
Group Working Time		Map	量
Target Phrases:			
1. Mark on the map.			
2. Draw the Primary Exit Route.			
3. Draw the Secondary Exit Route.			
總結活動 (Wrap up)	2'		
教師確認各組進度。			

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

https://www.canva.com/design/DAGF_L28tWw/hTeQSoENs2DwlgANG_740w/edit?utm_content =DAGF_L28tWw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計	:	第六節課
--------	---	------

Lesson 6: Map Our Way Out: School Evacuation Map (Groupwork)-2

學習表現 (Learning Performance):

Integrative Activities

3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的 方法。

Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.

English

學習重點

(Essential Learning

Focuses)

1-II-7 能聽懂課堂中所學的字詞。

Can comprehend words learned in class.

2-II-3 能說出課堂中所學的字詞。

學習內容 (Learning Content):

Integrative Activities

Ca-II-1 生活周遭潛藏危機的情境。

Potentially dangerous scenarios in life.

Ca-II-3 生活周遭潛藏危機的處理與演練。

Potentially dangerous scenarios in life.

English

Ac-II-2 簡易的生活用語。

	Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and
	sentence structures of Stage II.
內容目標 (Content Goals)	小組合作完成班級緊急避難逃生圖。
語言目標 (Language Goals)	 Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area Target Phrases: Mark on the map. Draw the Primary Exit Route. Draw the Secondary Exit Route. Decorate our Group Evacuation Map

教學活動流程 (Teaching Procedures)						
教學流程	教學時	教學資源	教學評量			
	間	(Teaching	(Assessmen			
(Stages & Activities)	(Time)	Materials)	t)			
暖身活動(Warm up)	3'	Canva slides				
Review the target words on the evacuation map.						
Target words:						
You Are Here, Fire Hydrant, Fire Extinguisher, AED,						
Primary Exit Route, Secondary Exit Route, Assembly						
Area						
A THE INCLUSION		_				
全班授課 (Presentation)	10'	Group	口頭評量			
教師向全班提醒今日課堂上小組須完成的海報內容		Evacuation				
類包括:		Map				
1. You Are Here, Fire Hydrant, Fire Extinguisher, AED		Poster				
標註在 Group Evacuation Map 上。						
2. Primary Exit Route & Secondary Exit Route,標註						
在 Group Evacuation Map 上。						
3. 美化 Group Evacuation Map。						

練習活動 (Practice)	25'	Group	觀察評量
發展活動 (Production)		Evacuation	參與度評
Group Working Time		Map	量
Target Phrases:			
1. Mark on the map.			
2. Draw the Primary Exit Route.			
3. Draw the Secondary Exit Route.			
4. Decorate our Group Evacuation Map.			
<mark>總結活動 (Wrap up)</mark>	2'		
教師確認各組進度。			

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

Lesson 7: Group Rehearsal Time	数學活動設計:第七節課 				
學習表現(Learning Performance): Integrative Activities 3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的方法。 Observe potentially dangerous scenarios in life. Propose and practimethods to reduce or avoid risks. English 1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。 學習內容(Learning Content): Integrative Activities Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life. Ca-II-3 生活周遭潛藏危機的處理與演練。 Potentially dangerous scenarios in life. English Ac-II-2 簡易的生活用語。	(Essential Learning				

	Simple everyday expressions. B-II-1 第二學習階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of Stage II.
內容目標 (Content Goals)	教師提供各組簡易的 sentence helper,讓小組完成上台介紹的講稿,每一位學生在組內練習上台介紹的台詞並彩排。
語言目標 (Language Goals)	Hello, everyone. We're Team This is our evacuation map. Here we are at Class This is the primary exit route to the assembly area. This is the secondary exit route to the assembly area. Thank you for listening.

教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教 學 問 (Ti me)	教學資源 (Teachi ng Material s)	教學 評量 (Asse ssmen t)
暖身活動(Warm up) 教師確認各組進度,提醒如未完成的組別,可利用 Group Rehearsal Time 趕工完成。	3'	Canva slides	
全班授課 (Presentation) 教師提供 Sentence Helper for group presentation, 並帶領全班練習, 並提醒學生報告時要搭配手勢,指出並說明小組設定的 evacuation routes, 更好的話可以用英文或中文說明小組為何如此安排的原因。	10'	Canva slides	口頭 評量
Sentence Helper Hello, everyone. We're Team This is our evacuation map. Here we are at Class This is the primary exit route to the assembly area.			

This is the secondary exit route to the assembly area.			
Thank you for listening.			
<mark>練習活動 (Practice)</mark>	25'	Group	觀察
<mark>發展活動 (Production)</mark>		Evacuati	評量
Group Rehearsal Time		on Map	參與
			度評
			量
Group Evacuation Map 尚未完成的小組可再利用這段時間完成。			
教師小組巡視給予協助與指導。			
<mark>總結活動 (Wrap up)</mark>	2'		
教師確認各組海報製作與彩排練習進度。			

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

教學活動設計:第八節課						
Lesson 8: Group Presentation Time						
	學習表現 (Learning Performance):					
	Integrative Activities					
	3a-II-1 覺察生活中潛藏危機的情境,提出並演練減低或避免危險的					
	方法。					
	Observe potentially dangerous scenarios in life. Propose and					
	practice methods to reduce or avoid risks.					
學習重點	<u>English</u>					
(Essential Learning	1-II-7 能聽懂課堂中所學的字詞。					
Focuses)	Can comprehend words learned in class. 2-II-3 能說出課堂中所學的字詞。					
	學習內容 (Learning Content):					
	Integrative Activities					
	Ca-II-1 生活周遭潛藏危機的情境。					
	Potentially dangerous scenarios in life.					
	Ca-II-3 生活周遭潛藏危機的處理與演練。					

	Potentially dangerous scenarios in life.				
	<u>English</u>				
	Ac-II-2 簡易的生活用語。				
	Simple everyday expressions.				
	B-II-1 第二學習階段所學字詞及句型的生活溝通。				
	Everyday communication achievable with the vocabulary and				
	sentence structures of Stage II.				
內容目標 (Content Goals)	每一組上台發表小組合作繪製的緊急避難逃生圖,並向班上講解說明逃生路線。				
	Hello, everyone.				
語言目標 (Language Goals)	We're Team				
	This is our evacuation map.				
	Here we are at Class				
	This is the primary exit route to the assembly area.				
	This is the secondary exit route to the assembly area.				
	Thank you for listening.				

教學活動流程 (Teaching Procedures)					
教學流程 (Stages & Activities)	教學時 間	教學資源 (Teaching	教學評量 (Assessment		
(Stages & Activities)	(Time)	Materials))		
暖身活動 (Warm up)	5'	Canva slides	口頭評量		
教師說明今日將進行的 Group Presentation。					
全班再次練習 Sentence Helper。					
全班授課 (Presentation)	10'	Group	觀察評量		
學生進入小組做最後的彩排。		Evacuation Map	參與度評量		
		Poster			
Sentence Helper					
Hello, everyone.					
We're Team					
This is our evacuation map.					
Here we are at Class					
This is the primary exit route to the assembly area.					
This is the secondary exit route to the assembly area.					
Thank you for listening.					

練習活動(Practice)	20'	Group	觀察評量
發展活動 (Production)		Evacuation Map	參與度評量
Group Presentation Time			
每組擁有三分鐘的上台時間。			
活動進行時,各組須仔細聆聽,並記錄小組互評			
表。			
總結活動(Wrap up)	5'		口頭評量
教各組海報貼在黑板上展示,教師或小組輪流給			
予回饋,小組也可發表感想或任何想法。			

附錄:學習單或參考資料 (Appendix: Worksheets or References)

課程簡報:

柒、 執行省思

一、雙語課程推動與執行狀況

(一)雙語課程績效自我定期檢視

英語團隊、外師與領域教師時常共備、交流,針對雙語課程做滾動式修正。在本學年中,方案二之一、二年級的雙語課程參照每學年度課程大綱設計課程。在執行課程內容時,教師考量學生認知發展成熟度和語言能力,配合校內活動,調整課程內容比例,依據各年級實施狀況設計單元,共二十堂課。課程內容規劃重點已確定,唯獨內容稍多,視執行狀況持續滾動式修正。

方案一部分,本學年五、六年級雙語課程為外師與導師協同,而四年級則維持外師與英師協同。日後將持續邀請導師端參與及嘗試與外師協同授課,使學生更有機會沉浸於雙語教學之環境。另,為力求四、五、六年段間課程的連續性與螺旋性,112學年度有調整課程內容規劃,會於實施中持續觀察學生學習成果,並適時做調整。







(二)爭取教育部行動載具計

畫經費,充實學校推動雙語設備

現階段,淡水國小參與教育部「班班有網路生生用平板-全面推動中小學數位學習精進方案」。各年級英語教師嘗試用平板及 Loilonote 等教學軟體融入雙語生活課程教學,學生用平板錄音上傳學習平臺,同儕間可以互相觀摩學習,提升英語口說學習動機。中高年級亦運用平板及 Numbers 於課堂,除了可以進行圖表和圖像的創建,為學生提供了更直觀的視覺化學習體驗,也透過個人或分組模式進行影片錄製,班級同儕間可以互相欣賞與學習,有助於提高學生的自信心和合作能力。







二、推動雙語教育困難處與解決方案

- (一)高年級配合外師協同授課之班級導師與外師共備時間稍顯不足,未來英語團隊規劃 將邀請有意願一同研究、發展雙語課程的領域教師加入雙語共備社群,並持續安排 有趣的增能研習與固定共備時間,鼓勵各領域教師參加以加強雙語在校園內的推 動。
- (二)配合外師一週授課20節上限之規定,112學年度外師於高年級授課之餘,四年級則分為上下學期輪流進班授課,以期達外師資源最大化。然與外師交流討論後,其表達希望四年級能與高年級一樣,有完整一學年的授課時間,更能達成課程縱向與橫向連結的緊密度。