



110-112 學年度淡水區淡水國民小學 雙語成果專輯



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壹、 基本資料(以 112 學年度數據為主)

學校名稱	淡水國小		<input checked="" type="checkbox"/> 方案一 <input checked="" type="checkbox"/> 方案二 <input type="checkbox"/> 方案三 <input type="checkbox"/> 方案四																							
學校狀況	<input type="checkbox"/> 12 班以下小型學校 <input checked="" type="checkbox"/> 13 班至 59 班中型學校 <input type="checkbox"/> 59 班以上大型學校																									
實施 CLIL 課程 班級數	一年級班級數:7		四年級班級數:7																							
	二年級班級數:9		五年級班級數:8																							
	三年級班級數:9		六年級班級數:8																							
執行 狀況	本校實施 CLIL 總班級數:共 <u>4</u> 班																									
	實施 CLIL 課程領域、年級、班級數及學生參與數如下:																									
	<table border="1"> <thead> <tr> <th>序號</th> <th>CLIL 課程領域</th> <th>實施年級</th> <th>實施班級數</th> <th>學生參與數</th> <th>每週每班上課節數</th> <th>是否該年級所有班級皆實施</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>生活領域</td> <td>一、二</td> <td>16</td> <td>378</td> <td>1</td> <td>是</td> </tr> <tr> <td>2</td> <td>綜合領域</td> <td>三~六</td> <td>32</td> <td>835</td> <td>1</td> <td>否</td> </tr> </tbody> </table>						序號	CLIL 課程領域	實施年級	實施班級數	學生參與數	每週每班上課節數	是否該年級所有班級皆實施	1	生活領域	一、二	16	378	1	是	2	綜合領域	三~六	32	835	1
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1	生活領域	一、二	16	378	1	是																				
2	綜合領域	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
學校條件	<p>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「健康促進學校銀牌獎」、「新北市 109 年生命教育推展績優學校」等殊榮。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」。</p>
教師特質	<p>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。</p>
學生特質	<p>本校學生學習英語，興趣高昂。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 School，加州 Apple Valley Unified School District 等校交流。設有國際教育社，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</p>

	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。
學生需求	增加日常生活使用及接觸英語的機會。 加強基本的拼讀與閱讀基本素養與能力。
家長期望	1. 期望孩子英語能力提升。 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	陳彥伶	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	邱筠絮	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	邱筠絮	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
四年級	外師、英文領域教師 (因外師排課節數，四年級外師課分為上下學期執行)	由英文領域教師協同，模式為 Collaborative teaching 雙師合作。
五、六年級	外師	由班級導師協同，模式為 Monitoring teacher 外師負責教學，協同教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		年級	班級數	英語部定課程(課本)	英語校訂課程 (以學校願景為主題)	雙語實驗課程	學生每週 英語學習 總節數
方案一 配置外師雙語實驗課程 中外師/導師協同教學 外師上學期19節/下學期20節 負責教師：高珮瑜	六	8	各班3節 中師授課	尚無 <i>Become a Future Citizen/ Be an Independent Thinker</i>	雙語綜合 各班1節 外師導師協同教學	4節	
	五	8	各班2節 中師授課	各班1節 中師授課 <i>Have a Vision/ Be Determined</i>	雙語綜合 各班1節 外師中師協同教學	4節	
	四	8	各班1節 中師授課	108課綱英閱讀 各班2節 中師授課 <i>Be Daring</i>	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 中籍英語教師與領域教師共同規劃及執行課程 負責教師：廖奕婷	三	9	各班1節 中師授課	108課綱英閱讀 各班2節 中師授課 <i>Be Compassionate</i>	雙語綜合 各班1節 中師授課	4節	
	二	9	英語課本內容 融於英閱讀課程中	108課綱英閱讀 各班2節 中師授課 <i>Love Diversity</i>	雙語生活 各班1節 中師授課	3節	
	一	7	英語課本內容 融於英閱讀課程中	108課綱英閱讀 各班2節 中師授課 <i>Live Courageously</i>	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

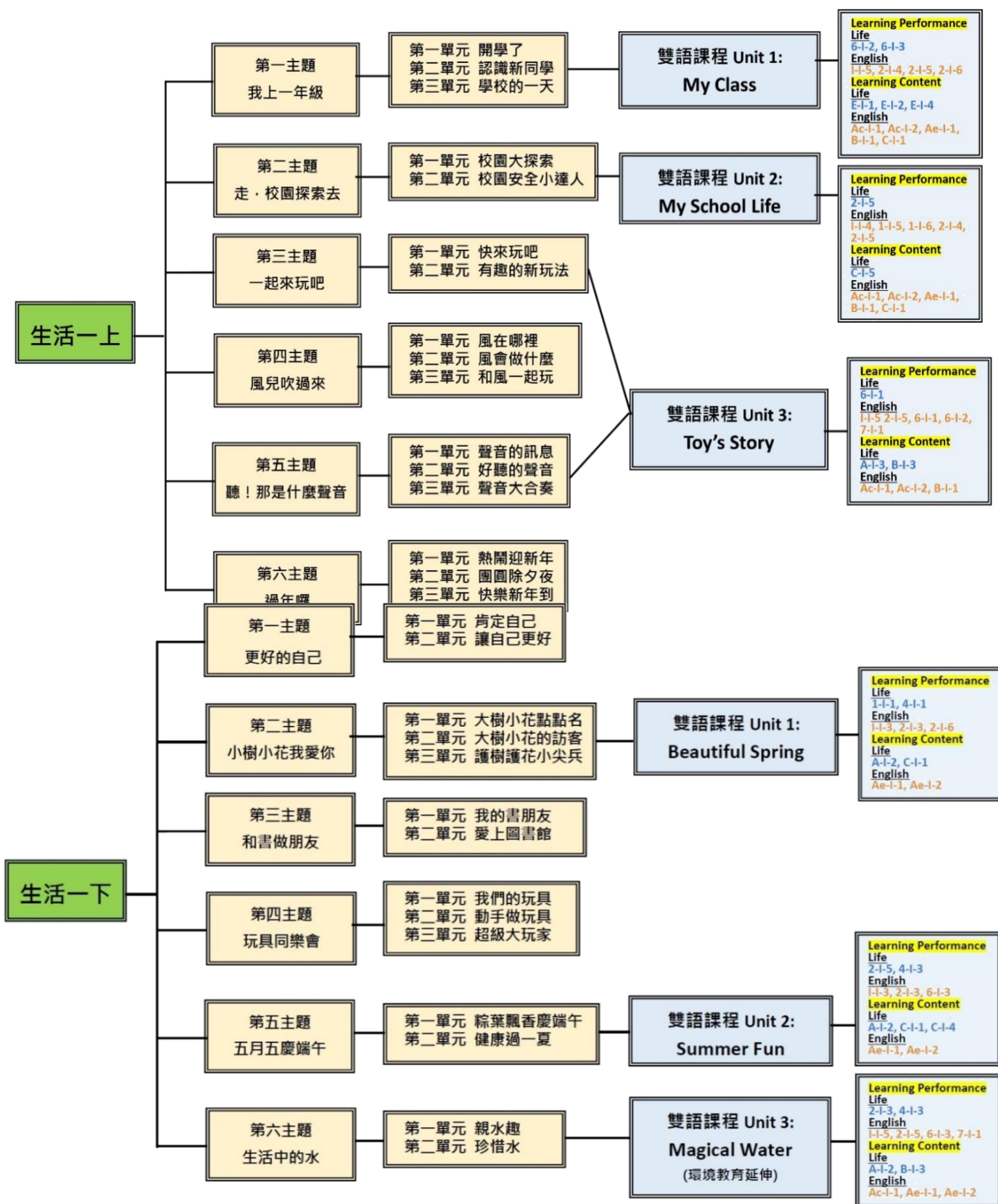
年段	四	五	六
上學期			
課程主軸	My Beautiful Culture	Their Beautiful Culture	Multiculturalism
Unit 1	My Beautiful Culture	Their Beautiful Culture	Equality
Unit 2	What We Do	Food, Language and Music	Celebrate Diversity
Unit 3		What They Do	

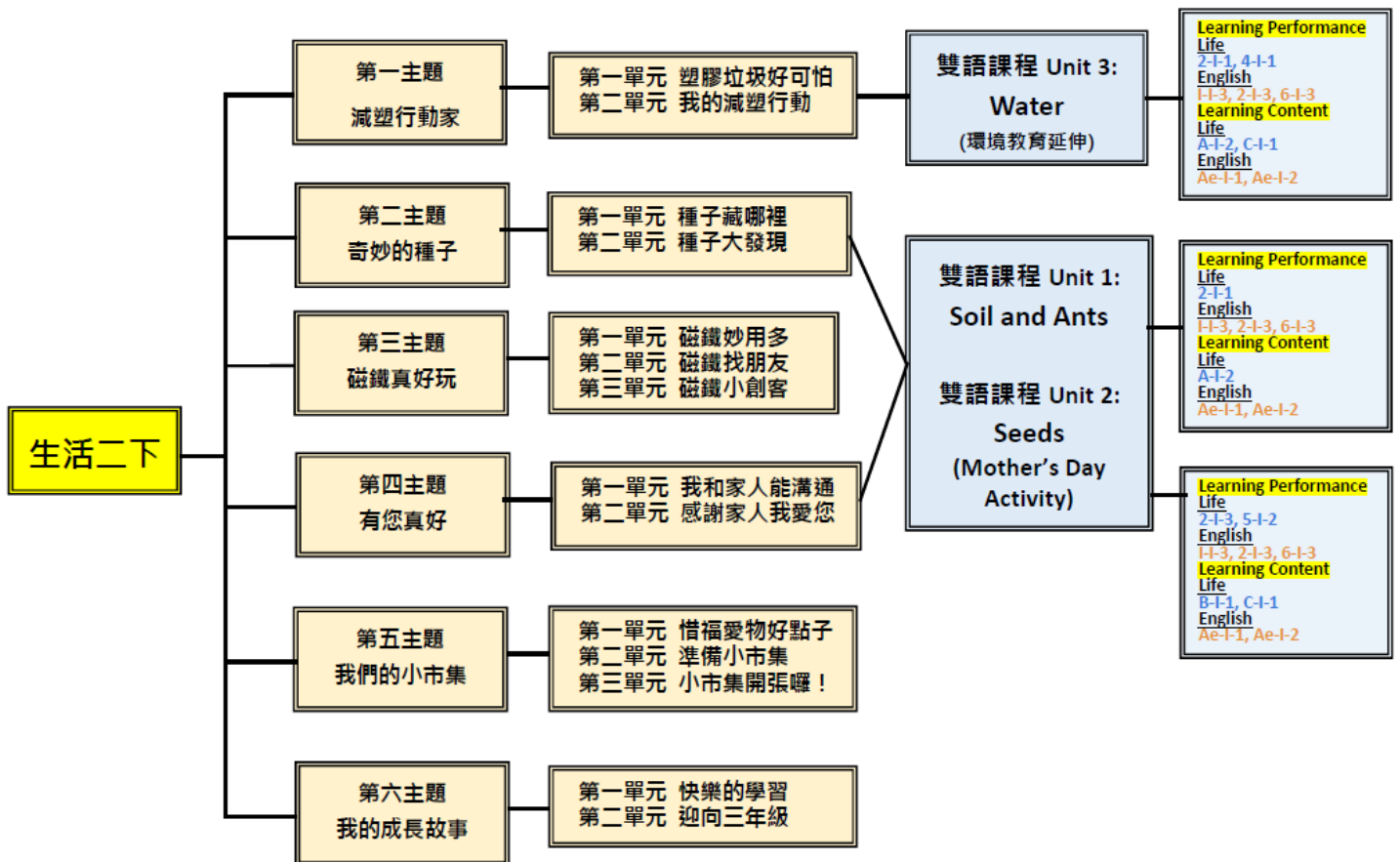
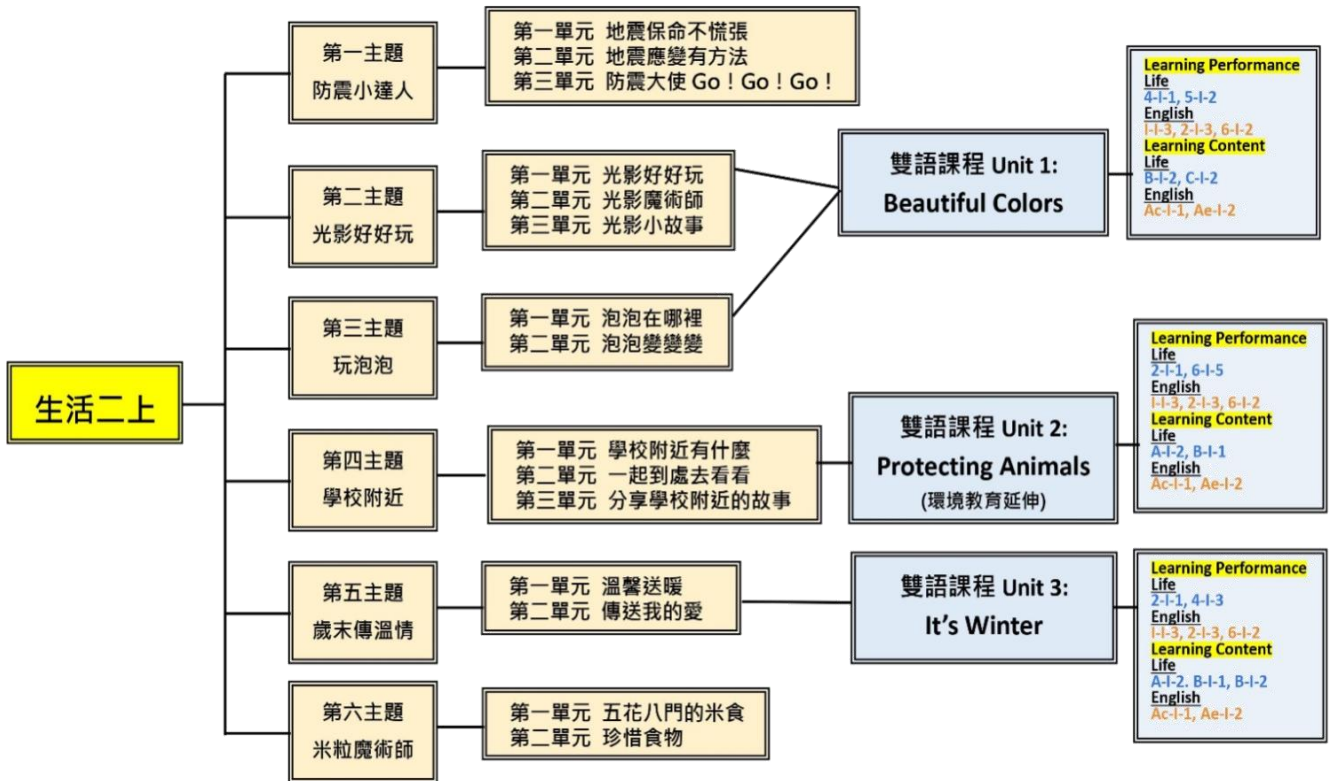
下學期			
課程主軸	Love Our Planet	Love Our Planet	Love Our Planet
Unit 1	Reduce, Reuse, Recycle	Climate Change 1	Climate Change 2
Unit 2	Take the MRT	Our Smart City Part 1	Our Smart City Part 2

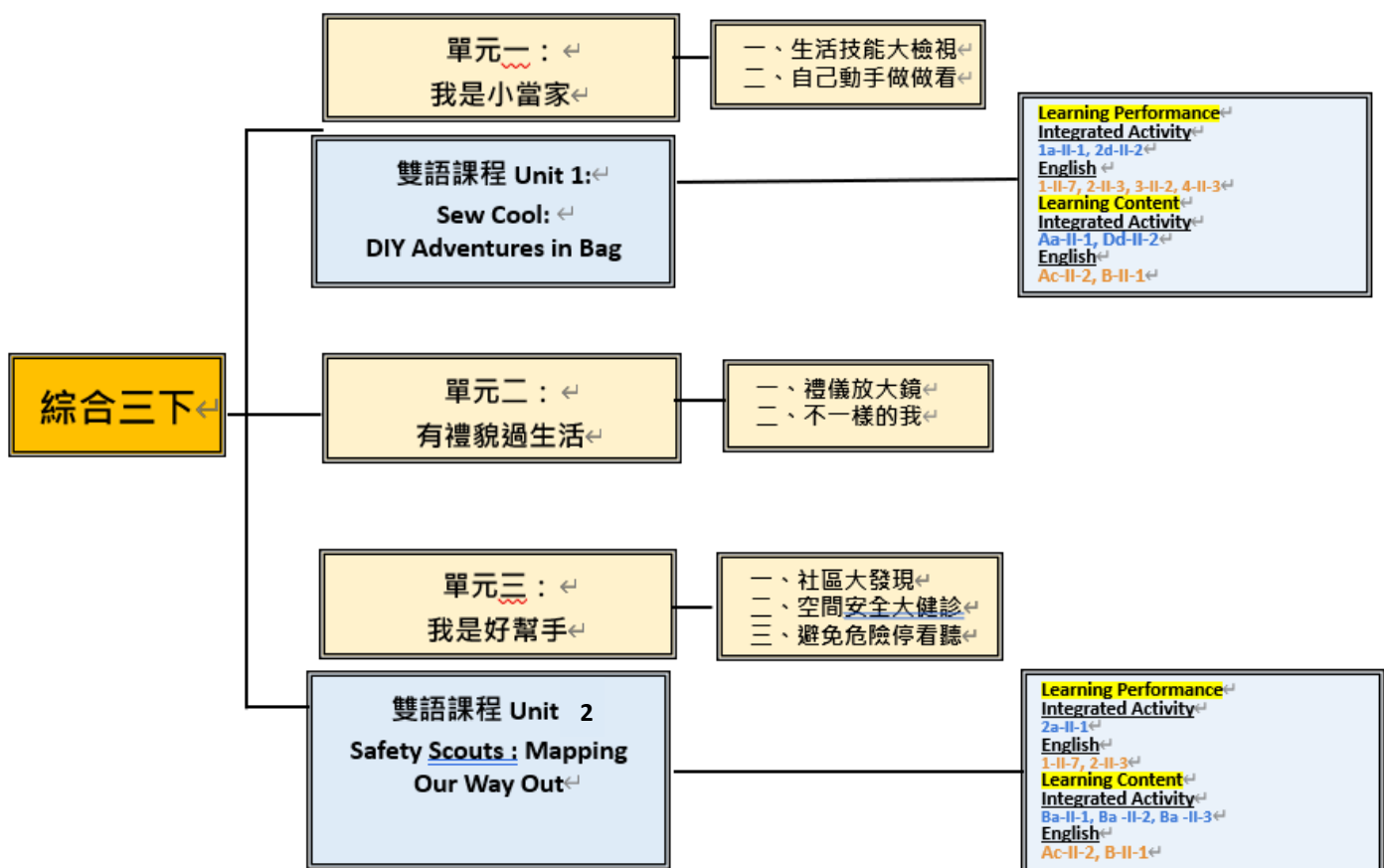
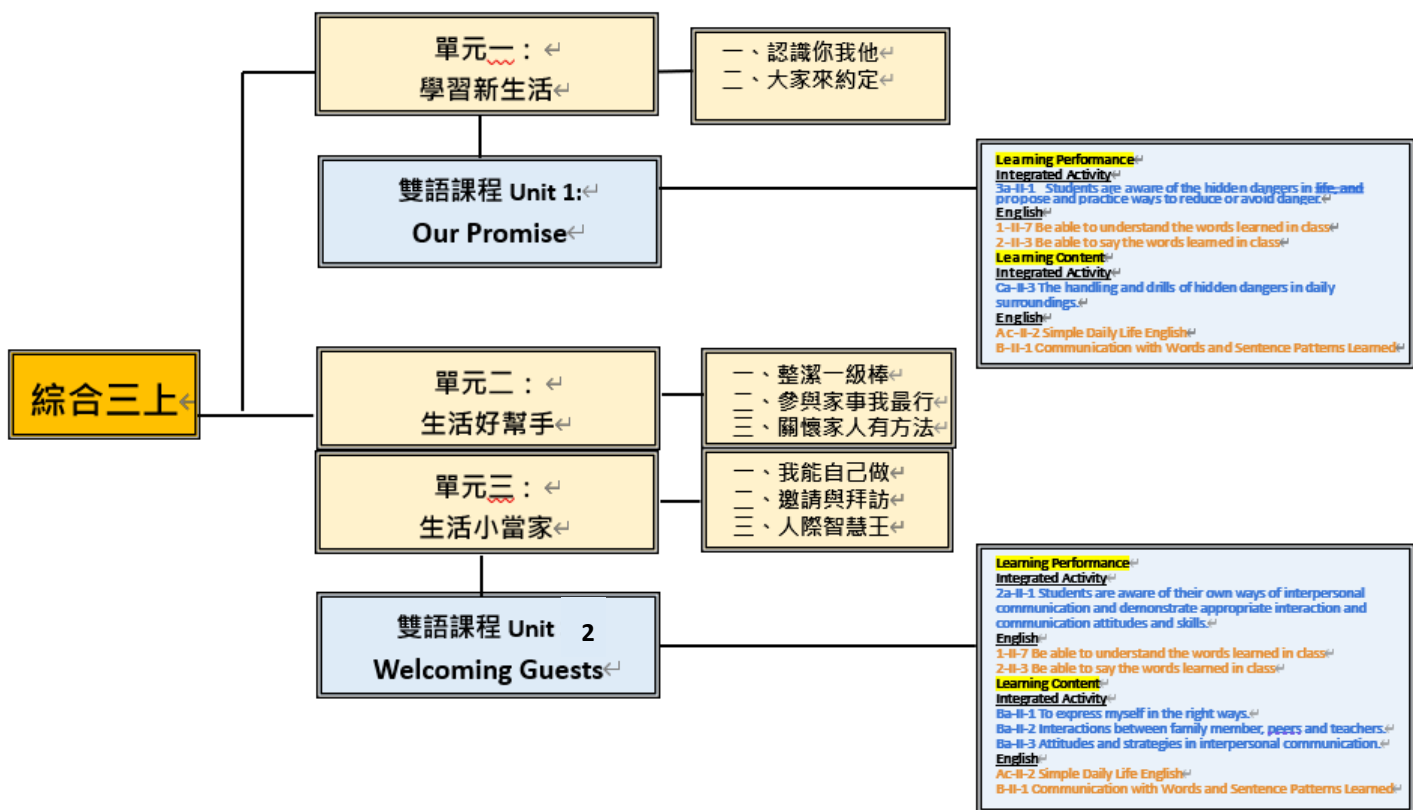
- 四、五、六年級上、下學期雙語課程皆聚焦於綜合領域中的第三主題軸「社會與環境關懷」。
- 上學期：先於四年級理解臺灣文化內容與習俗，五年級則拓展全球、認識異國文化，六年級則強調孩子以尊重態度看待文化差異，並探討公平與歧視等議題。
- 下學期：四年級先認識環保3R 概念，透過實作課程響應環保、關懷自然，五年級深入探討氣候變遷的成因與影響，六年級則會透過海平面上升實驗實際觀測氣候變遷對人類生活的影響，引導孩子探討環境永續的作法。

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
主題項目	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
	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	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
第一週 ~ 第八週 Week 1 ~ Week 8	綜合 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。 Participate in cultural activities. Experience the relationship between culture and life. Recognize one's own culture.	綜合 Cc-II-3 對自己文化的 認同與肯定。 Recognizing one's own culture.	Unit 1: Our Beautiful Culture Lesson 1 Introduction 1. Guide students to free think about Taiwan. 2. Introduce the themes, including the three viewpoints of seeing Taiwan. These viewpoints	8	*Participation, XP system * Q and A * Students tell the reasons for being proud of Taiwan as the sentences follow: I am proud of Taiwan because

	<p>英語</p> <p>◎ 1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-7 Can comprehend words learned in class.</p> <p>◎ 1-II-8 能聽懂簡易的教室用語。 ◎1-II-8 Can comprehend simple classroom instructions.</p> <p>◎ 1-II-9 能聽懂簡易的日常生活用語。 ◎1-II-9 Can comprehend simple everyday expressions.</p> <p>◎ 2-II-3 能說出課堂中所學的字詞。 ◎2-II-3 Can say the words learned in class.</p> <p>◎ 2-◎ 2-II-5 能使用簡易的日常生活用語。 ◎2-II-5 Can use simple everyday expressions.</p> <p>◎ 3-II-2 能辨識課堂中所學的字詞。</p>	<p>英語</p> <p>◎ Ac-II-1 簡易的教室用語。 ◎Ac-II-1 Simple classroom instructions.</p> <p>◎ Ac-II-2 簡易的生活用語。 ◎Ac-II-2 Simple everyday expressions.</p> <p>Ac-II-3 第二學習階段所學字詞。 Ac-II-3 Vocabulary of Stage II level.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。 B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>	<p>are beautiful natural scenery, fun activities and friendly people.</p> <p>3. Level up students to motivate their learning.</p> <p>Lesson 2、3 Beautiful Natural Scenery</p> <p>Guide students to think and talk about the tourist spots in Taiwan they went.</p> <p>Introduce beautiful natural scenery in Taiwan to students.</p> <p>Guide students to say, I am proud of Taiwan because _____ (a place) beautiful.</p> <p>4. Level up students to motivate their learning.</p> <p>Lesson 4 Fun Activities</p> <p>1. Review the previous lesson - beautiful natural scenery</p> <p>2. Guide students to think and talk about the fun activities</p>	<p>_____ (a place) beautiful.</p> <p>I am proud of Taiwan because _____ (an activity) is fun.</p> <p>I am proud of Taiwan because _____ (a person) is friendly.</p>
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	<p>◎3-II-2 Can recognize the words learned in class.</p> <p>◎ 3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-3 Can understand the sentences learned in class</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-1 Can focus on the teacher's explanation and demonstration.</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-2 Participates actively in various class activities.</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-3 Enjoys answering the teacher's or classmates' questions</p>		<p>they experienced in Taiwan.</p> <p>3. Introduce fun activities in Taiwan to students.</p> <p>4. Guide students to say, I am proud of Taiwan because _____ (an activity) is fun.</p> <p>5. Level up students to motivate their learning.</p> <p>Lesson 5、6 Friendly People</p> <p>1. Review the previous lessons- beautiful natural scenery; fun activities</p> <p>2. Guide students to think and talk about the friendly people they met inside and outside of the school.</p> <p>3. Introduce the video clip that the foreigners' impression on Taiwanese people is that they are friendly.</p>		
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				<p>4. Guide students to say, I am proud of Taiwan because _____ (a person) is friendly.</p> <p>5. Level up students to motivate their learning.</p> <p>Lesson 7 、 8 Review</p> <p>1. Review the previous lessons of beautiful natural scenery, fun activities and friendly people in Taiwan.</p> <p>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:</p> <p>I am proud of Taiwan because _____ (a place) beautiful.</p> <p>I am proud of Taiwan because _____ (an activity) is fun.</p>		
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					<p>I am proud of Taiwan because _____ (a person) is friendly.</p> <ol style="list-style-type: none">3. Guide students to talk to each other about the above.4. Level up students to motivate their learning. <p>Lesson 9 Assessment</p> <ol style="list-style-type: none">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.		
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	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
第九週 ~ 第十七週 Week 9 ~ Week17	綜合	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。 Participate in cultural activities. Experience the relationship between culture and life. Recognize one's own culture.	綜合 Cc-II-3 對自己文化的認同與肯定。 Recognizing one's own culture.	9	*Participation, XP system * Q and A * Students tell the reasons for being proud of Taiwan as the sentences follow: 1. My favorite food is _____. 2. I am proud of Taiwan because _____ is yummy. 3. I am proud of Taiwan because Chinese is beautiful. 4. I am proud of Taiwan because I know this means _____. 5. I am proud of Taiwan because I
	英語	◎ 1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-7 Can comprehend words learned in class. ◎ 1-II-8 能聽懂簡易的教室用語。	英語 ◎ Ac-II-1 簡易的教室用語。 ◎Ac-II-1 Simple classroom instructions. ◎ Ac-II-2 簡易的生活用語。		
			Unit 2 –Our Beautiful Culture: What We Do Lesson 1 1. Introduce the themes, including the three areas of Taiwan, including food, language, gestures and dos/don'ts. 2. Level up students to motivate their learning. Lesson 2、3 Food 1. Guide students to think and talk their favorite food in Taiwan. 2. Introduce the well-known Taiwanese food. 3. Give a five-point survey of the level of liking the Taiwanese food.		

	<p>◎1-Ⅱ-8 Can comprehend simple classroom instructions.</p> <p>◎ 1-Ⅱ-9 能聽懂簡易的日常生活用語。</p> <p>◎1-Ⅱ-9 Can comprehend simple everyday expressions.</p> <p>◎ 2-Ⅱ-3 能說出課堂中所學的字詞。</p> <p>◎2-Ⅱ-3 Can say the words learned in class.</p> <p>◎ 2-◎ 2-Ⅱ-5 能使用簡易的日常生活用語。</p> <p>◎2-Ⅱ-5 Can use simple everyday expressions.</p>	<p>◎Ac-Ⅱ-2 Simple everyday expressions.</p> <p>Ac-Ⅱ-3 第二學習階段所學字詞。</p> <p>Ac-Ⅱ-3 Vocabulary of Stage II level.</p> <p>B-Ⅱ-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>B-Ⅱ-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>	<p>4. Guide students to say the following sentences.</p> <p>My favorite food is _____.</p> <p>I am proud of Taiwan because _____ is yummy.</p> <p>Lesson 4、5 Language</p> <p>1. Review the previous lesson – Food</p> <p>Guide students to share the languages the Taiwanese people use.</p> <p>Guide students to appreciate the beauty of English language</p> <p>Guide students to write English calligraphy</p> <p>5. Guide students to share the beautiful words or expressions in Chinese, Taiwanese or any other local languages in Taiwan.</p> <p>6. Guide students to write Chinese calligraphy to make the Chinese New Year scroll.</p>	<p>know this. I do/don't _____ in Taiwan.</p> <p>* Students' work of Chinese calligraphy</p>
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	<p>◎ 3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-2 Can recognize the words learned in class.</p> <p>◎ 3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-3 Can understand the sentences learned in class</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-1 Can focus on the teacher's explanation and demonstration.</p> <p>6-II-2 積極參與各種課堂練習活動。</p>		<p>7. Guide students to show the Chinese New Year scroll and say the following sentence:</p> <p style="padding-left: 40px;">I am proud of Taiwan because Chinese is beautiful.</p> <p>Lesson 6、7 Gestures</p> <p>Review the previous lessons – Food and Language</p> <p>Guide students to use gestures to express “yes”, “no”, “so-so”, “good”, “bad”, “yeah”, and “I don’t know” in Taiwan.</p> <p>Introduce the gestures for the above expressions in Taiwan and double-check with students’ understanding.</p> <p>Guide students to practice the above expressions in pairs.</p> <p>Have students do the gestures of the above expressions and the other students name the gestures.</p>	
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	<p>6-II-2 Participates actively in various class activities.</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-3 Enjoys answering the teacher's or classmates' questions</p>		<p>Guide students to do the gestures and say the following sentence:</p> <p>I am proud of Taiwan because I know this means _____.</p> <p>Lesson 8、9 Dos and Don'ts</p> <p>Review the previous lessons – Food, Language and Gestures</p> <p>Introduce some dos and don'ts in Taiwan, including what to say after eating together, the behaviors in MRT system, the color of envelopes and avoiding writing in red.</p> <p>Have students to draw pictures of dos and don't in Taiwan.</p> <p>Guide students to share dos and don'ts with their pictures.</p> <p>Guide students to put their pictures on the tables and have a gallery walk in the entire class.</p>		
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					<p>Guide students to show their pictures and say the following sentence:</p> <p>I am proud of Taiwan because I know this. I do/don't _____ in Taiwan.</p>		
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4th Grade Semester Two 四年級下學期教學進度大綱

教學期程	學習重點		單元名稱與活動內容	節數	評量方式	
	Learning Focuses					
	學習表現	學習內容				
	Learning Performance	Learning Contents	Name of the Unit and Activities	Periods	Assessment	
第一週 ~ 第九週 Week 1 ~ Week 9	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 environmentally friendly actions.	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。 Implementing and sharing environmentally friendly actions.	<u>Unit 1 – Love Our Planet: Reduce, Reuse, Recycle</u> Lesson 1 Introduction 1. Introduce the theme, word bank, including the concepts of 3Rs, (i.e. reduce, reuse and recycle), XP system and rubrics. 2. Guide students to say, I can recycle _____. Or I can recycle _____ and _____.	9	*Participation, XP system * Q and A, present answering the following questions: 1. What can you reduce? 2. What can you reuse?

	<p>英語</p> <p>◎ 1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-7 Can comprehend words learned in class.</p> <p>◎ 1-II-8 能聽懂簡易的教室用語。 ◎1-II-8 Can comprehend simple classroom instructions.</p> <p>◎ 1-II-9 能聽懂簡易的日常生活用語。 ◎1-II-9 Can comprehend simple everyday expressions.</p> <p>◎ 2-II-3 能說出課堂中所學的字詞。 ◎2-II-3 Can say the words learned in class.</p> <p>◎ 2-◎ 2-II-5 能使用簡易的日常生活用語。 ◎2-II-5 Can use simple everyday expressions.</p> <p>◎ 3-II-2 能辨識課堂中所學的字詞。</p>	<p>英語</p> <p>◎ Ac-II-1 簡易的教室用語。 ◎Ac-II-1 Simple classroom instructions.</p> <p>◎ Ac-II-2 簡易的生活用語。 ◎Ac-II-2 Simple everyday expressions.</p> <p>Ac-II-3 第二學習階段所學字詞。 Ac-II-3 Vocabulary of Stage II level.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。 B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>	<p>3. Level up students to motivate their learning.</p> <p>Lesson 2、3 Collect materials for reuse</p> <p>1. Review the word bank, including the concepts of 3Rs, (i.e. reduce, reuse and recycle).</p> <p>2. Guide students to say, I can reduce _____. Or I can reduce _____ and reuse _____.</p> <p>3. Level up students to motivate their learning.</p> <p>Lesson 4、5 Making technology craft I</p> <p>1. Prepare students for making crafts.</p> <p>2. Have students make technology crafts.</p> <p>3. Level up students to motivate their learning.</p>	<p>3. What can you recycle? * Hand-made Project: Use recycled materials to present technology models</p>
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	<p>◎3-II-2 Can recognize the words learned in class.</p> <p>◎ 3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-3 Can understand the sentences learned in class</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-1 Can focus on the teacher's explanation and demonstration.</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-2 Participates actively in various class activities.</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-3 Enjoys answering the teacher's or classmates' questions</p>		<p>Lesson 6、7 Making technology craft II</p> <ol style="list-style-type: none"> 1. Have students finish their technology craft. 2. Introduce the following sentences for the Show and Say of the next lesson. I reused _____. Or I reused _____ and made a _____. 3. Introduce the rubrics of Show and Say to students. <p>Lesson 8、9 Show and Say</p> <ol style="list-style-type: none"> 1. Let students have fun playing with the music instrument they made, including playing individually and collectively. 2. Guide students to put the rocks back on campus and introduce the concept of the task: Make the best use of what existed. Taking something in nature and Taking from nature and return to nature with recycling. 	
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	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
第十週 ~ 第十八週	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 environmentally friendly actions.	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。 Implementing and sharing environmentally friendly actions	<u>Unit 2 – Love Our Planet, Take the MRT!</u> Lesson 1 Introduction 1. Introduce the new word bank 2. Introduce the MRT system 3. Introduce Hanyu Pinyin system 4. Color the line for MRT	9	*Participation, XP system *Q and A *Coloring the different lines in MRT system *Describe how to take MRT from one station to another station
Week 10 ~ Week18	英語 ◎ 1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-7 Can comprehend words learned in class. ◎ 1-II-8 能聽懂簡易的教室用語。 ◎1-II-8 Can comprehend simple classroom instructions. ◎ 1-II-9 能聽懂簡易的日常生活用語。	英語 ◎ Ac-II-1 簡易的教室用語。 ◎Ac-II-1 Simple classroom instructions. ◎ Ac-II-2 簡易的生活用語。 ◎Ac-II-2 Simple everyday expressions. Ac-II-3 第二學習階段所學字詞。	Lesson 2、3 Chinese to Hanyu Pinyin 1. Review Hanyu Pinyin system 2. Guide students to transliterate Chinese into Hanyu Pinyin 3. Guide students to say the following		

	<p>◎1-II-9 Can comprehend simple everyday expressions.</p> <p>◎ 2-II-3 能說出課堂中所學的字詞。</p> <p>◎2-II-3 Can say the words learned in class.</p> <p>◎ 2-◎ 2-II-5 能使用簡易的日常生活用語。</p> <p>◎2-II-5 Can use simple everyday expressions.</p> <p>◎ 3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-2 Can recognize the words learned in class.</p> <p>◎ 3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-3 Can understand the sentences learned in class</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-1 Can focus on the teacher's explanation and demonstration.</p> <p>6-II-2 積極參與各種課堂練習活動。</p>	<p>Ac-II-3 Vocabulary of Stage II level.</p> <p>B-II-1 第二學習 階段所學字詞及句型的生活溝通。</p> <p>B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>	<p>sentences. I know _____ station. Or I know _____ station on the _____ line.</p> <p>Lesson 4、5 Read the Taipei metro MRT map</p> <ol style="list-style-type: none"> 1. Review Hanyu Pinyin. 2. Guide students to read the map of Taipei metro MRT system. 3. Guide students to say the following dialogues. A: How can I go to _____. B: Take the _____ line. <p>Lesson 6、7 How to take MRT I</p> <ol style="list-style-type: none"> 1. Introduce the directions and terminals of a line in the Taipei metro MRT system. 		
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	<p>6-II-2 Participates actively in various class activities.</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-3 Enjoys answering the teacher's or classmates' questions</p>			<p>2. Guide students to say the following dialogues.</p> <p>A: How do I go to _____ station?</p> <p>B: Towards _____ station. Or Take the _____ line towards _____ station.</p> <p>Lesson 8 How to take MRT 2</p> <p>1. Review parts of Taipei Metro MRP system learned.</p> <p>2. Guide students to tell how to take the MRT from one station to another.</p> <p>I want to go from _____ station towards _____.</p> <p>Lesson 9 Assessment</p>		
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				<ol style="list-style-type: none">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.		
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5th Grade Semester One 五年級上學期教學進度大綱

教學期程	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
第一週 ~ 第五週 Week 1 ~ Week 5	綜合 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.	綜合 Cc-III-2 與不同族群相處的態度和禮儀。 Attitude and etiquette for getting along with different ethnic groups.	<u>Unit 1: Their Culture Beautiful Culture</u> Lesson 1: 1. Showcase the teacher’s culture and why it is beautiful. 2. Students will be able to express and choose a different culture that they love Lesson 2: 1. Introduce Q&A questions and cultures. 2. Students ask questions from the presentation about Canada. 3. Students get into their groups and practice the language with their team leader.	5	Formative assessment during the production segment led by team leaders. Summative assessment during the Q&A
英語	◎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	英語 ◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and			

	<p>the words learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>◎3-III-4 能看懂課堂中所學的句子。 Can understand the sentences learned in class.</p> <p>◎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.</p>	<p>use them in speech; Can spell 180 words.)</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>	<p>Lesson 3:</p> <p>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)</p> <p>Lesson 4:</p> <p>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)</p> <p>Lesson 5:</p> <p>1. Q&A activity. After a student participates, they write their XP on the board.</p>		
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學習重點					
教學期程	Learning Focuses		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
第六週 ~ 第七週 Week 6 ~ Week 7	綜合	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.	<u>Unit 2: Their Culture Beautiful Culture: Food, Language Clothes and Music</u> Lesson 1: 1. Show cares the food, language, clothes and music of Mexico and Peru. 2. Students will see different aspects of the culture and say the words using their word banks. 3. Students will practice speaking Spanish by saying hello and thank you to their classmates. After that they will choose the most interesting parts of those cultures.	2	Formative assessments during the movement activity and the say the pattern activity. Formative assessments during the practice and production phases. Formative assessments during the Plicker questions.
	英語	◎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.			

	<p>2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>◎3-III-4 能看懂課堂中所學的句子。 Can understand the sentences learned in class.</p> <p>◎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.</p>	<p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 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. 		
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教學期程	學習重點 Learning Focuses		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
	第八週 ~ 第十四週 Week 8 ~ Week 14	綜合 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.			
英語 ◎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述。 Can respond and describe in simple English.	英語 ◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing and use them in speech; Can spell 180 words.)				

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>◎3-III-4 能看懂課堂中所學的句子。 Can understand the sentences learned in class.</p> <p>◎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.</p>	<p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 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. <p>Lesson 3:</p> <ol style="list-style-type: none"> 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 		
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				<p>can participate by jumping together or clapping to the music and encouraging others.</p> <p>Lesson 4:</p> <ol style="list-style-type: none"> 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. <p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Give students their festivals worksheets. Go 	
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				<p>step-by-step on how to complete it.</p> <p>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.</p> <p>Lesson 6:</p> <p>1. Finish writing their festival worksheets in their teams. When students finish writing, they will practice their speaking/action roles in their teams</p> <p>Lesson 7:</p> <p>1. The class will go outside and each XP team will showcase their festival.</p> <p>2. Teams can decide if they want to practice one last</p>		
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					<p>time before showcasing their festival.</p> <p>3. Students will go outside and take turns presenting their festivals to the class.</p>		
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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 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
	第一週 ~ 第五週 Week 1 ~ Week 5	綜合			
英語		◎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述。 Can respond and describe in simple English.	英語	◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing and use them in speech; Can spell 180 words.) B-III-2 國小階段所學字詞及句型的生活溝通。	

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>	<p>Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>	<p>more or less CO2? Do we want more or less air pollution? If we want less CO2, we need more or less transportation?</p> <p>3. Bonus question for additional XP. We want less transportation, what can YOU do?</p> <p>Lesson 3:</p> <ol style="list-style-type: none"> 1. 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? <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Review previous class. Observe the connection 		
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					<p>between energy and climate change. Introduce clean energy (solar/wind).</p> <ol style="list-style-type: none"> If we want less CO₂, what do we need more/less of? 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. <p>Lesson 5:</p> <ol style="list-style-type: none"> Explain the procedure for the day's evaluation. Practice sharing concerns with an assigned partner. Students will share their concerns (1-on-1) outside the class. When they finish, they can complete a word search activity. 		
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教學期程	學習重點 Learning Focuses		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
	第六週 ~ 第十四週 Week 6 ~ Week 14	綜合 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 Implement environmentally friendly actions. Value ecological resources and the environment.			
英語 ◎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述。 Can respond and describe in simple English.	英語 ◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing and use them in speech; Can spell 180 words.)				

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>	<p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Introduce different forms of energy (Coal, nuclear, wind and solar) 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 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. <p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Introduce different forms of transportation (Airplane, boat, car, scooter, MRT and bike) and how to evaluate 	<p>Formative during the production activity and exit question.</p> <p>Summative assessment during the smart city presentations.</p>
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					<p>them (Clean, capacity, cost).</p> <ol style="list-style-type: none"> Show an energy form and have the students give it a score. Then show them what you think it is and why. 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. <p>Lesson 4:</p> <ol style="list-style-type: none"> Discuss waste and CO2 and different way to reduce CO2 emissions. Students will see slides with options. Team 		
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					<p>leaders will ask their team members to choose. For example: more smart bins for our waste will make more or less CO2.</p> <p>3. Question: Why do we want less waste. Students can use their word banks to answer and explain why.</p> <p>Lesson 5:</p> <ol style="list-style-type: none"> 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. <p>Lesson 6:</p>		
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				<ol style="list-style-type: none">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. <p>Lesson 7:</p> <ol style="list-style-type: none">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.		
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				<p>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.</p> <p>Lesson 8:</p> <ol style="list-style-type: none">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. <p>Lesson 9:</p> <ol style="list-style-type: none">1. Explain the day's agenda and goals.		
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					<ol style="list-style-type: none">2. Give time to put any 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		
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6th Grade Semester One 六年級上學期教學進度大綱

教學期程	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
第一週 ~ 第六週 Week 1 ~ Week 6	綜合	3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 Implement environmentally friendly actions. Value ecological resources and the environment.	<u>Unit 1: Love Our Planet: Climate Change</u> Lesson 1: 1. Introduce CO2 and climate change and observe its effects. 2. Students will see an action or activity and rate it for its contribution of CO2. Lesson 2: 1. Observe the connection between transportation and climate change. 2. Put modes of transportation in order from most CO2 emissions to least. 3. Team based questions led by team leaders.	5	Formative during the discussion. Formative during the production and wrap-up questions. Summative assessment during the 1-on-1
	英語	◎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.			

	<p>2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>	<p>use them in speech; Can spell 180 words.)</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 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. <p>Lesson 4:</p> <ol style="list-style-type: none"> 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. <p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Practice sharing concerns with an assigned partner. 		
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					2. Students will share their concerns (1-on-1) outside the class. When they finish, they can complete a word search activity.		
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學習重點						
教學期程	Learning Focuses		單元名稱與活動內容		節數	評量方式
	學習表現	學習內容	Name of the Unit and Activities	Periods	Assessment	
	Learning Performance	Learning Contents				
第七週 ~ 第十七週 Week 7 ~	綜合 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 Implement environmentally friendly actions. Value ecological resources and the environment.	綜合 Cd-III-2 人類對環境及生態資源的影響。 Human's impact on environmental and ecological resources.	<u>Unit 2: Love Our Planet: Our Smart City</u> Lesson 1: 1. Give word banks and read together. Define a smart city, innovative and green.	9	Formative during the production activity	

<p>Week 17</p>	<p>英語</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎2-III-2 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>	<p>英語</p> <p>◎Ac-III-3 簡易的生活用語。 Simple everyday expressions.</p> <p>◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and use them in speech; Can spell 180 words.)</p>	<p>2. Show pictures with one example being green and one not and students will identify which is which using the word banks.</p> <p>3. Students will get into their XP teams and create a list of 5 things that are green and then 5 things that are innovative.</p> <p>Lesson 2:</p> <p>1. Introduce different forms of energy (coal, nuclear, wind and solar) and how to evaluate them (clean, capacity, cost).</p> <p>2. Show an energy form and have the students give it a score. Then show them what you think it is and why.</p> <p>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.</p>	<p>Formative during the discussion.</p> <p>Formative during the ARG puzzle.</p> <p>Formative during the production activity with the whiteboards.</p> <p>Formative during the production activity and exit question.</p> <p>Summative assessment during the</p>
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					<p>Lesson 3:</p> <ol style="list-style-type: none"> 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. <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Discuss waste and CO2 and different way to reduce CO2 emissions. 	smart city presentations.
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				<p>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.</p> <p>3. Question: Why do we want less waste? Students can use their word banks to answer and explain why.</p> <p>Lesson 5:</p> <p>1. Show what kinds of technologies a smart city has.</p> <p>2. Students can fill in the blanks during the presentation.</p> <p>3. AI ARG interrupts class. Students need to find the message and decode it to answer the questions.</p> <p>Lesson 6:</p> <p>1. Show what kinds of laws a smart city has.</p>		
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				<ol style="list-style-type: none">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. <p>Lesson 7:</p> <ol style="list-style-type: none">1. During the worksheet explanation, students will give examples of what they can write.2. 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. <p>Lesson 8:</p> <ol style="list-style-type: none">1. Explain the day's agenda and goals.		
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				<ol style="list-style-type: none">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. <p>Lesson 9:</p> <ol style="list-style-type: none">1. Give time to put any final touches on their model and practice their speaking roles.2. 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.		
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6th Grade Semester Two 六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 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
	第一週 ~ 第六週 Week 1 ~ Week 6	綜合 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 Implement environmentally friendly actions. Value ecological resources and the environment.			
英語	◎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.	英語 ◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and use them in speech; Can spell 180 words.)	+		

	<p>2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>		<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. What is population? Introduce graphs and how to use them. 2. As a class, graph the rise in population in Canada from 1980-2020. Done through 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. <p>Lesson 3:</p> <ol style="list-style-type: none"> 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 	<p>practice questions. Summative assessment during the experiment reporting.</p>
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					<p>hypothesis on what will happen to glaciers and rising sea levels from the rise in CO₂.</p> <p>3. Students will share their hypothesis as a class.</p> <p>Lesson 4:</p> <p>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.</p> <p>2. The students will create their experiments and conduct the experiment during the next class and measure the changes for homework.</p> <p>Lesson 5:</p> <p>1. Students take out their rubrics and are explained how to report their findings to the teacher and the language options.</p>		
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					<p>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.</p>		
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教學期程	學習重點 Learning Focuses		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance	學習內容 Learning Contents			
	第七週 ~ 第十二週 Week 7 ~ Week 12	綜合 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 Implement environmentally friendly actions. Value ecological resources and the environment.			
英語 ◎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述。 Can	英語 ◎Ac-III-3 簡易的生活用語。 Simple everyday expressions. ◎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）。 Vocabulary of elementary level. (Can recognize 300 words in speech and writing, and use them in speech; Can spell 180 words.)				

	<p>respond and describe in simple English.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p>		<ol style="list-style-type: none"> 2. Do we use renewable energy in Taiwan? How much air pollution do we have? Look and data and discuss. Do we have safe transportation in Taiwan? Look at accident data and discuss. 3. Students will get into their groups and write on their whiteboards. Why is energy important? Why is transportation important? <p>Lesson 3:</p> <ol style="list-style-type: none"> 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. 	<p>Formative during the production phase on why green laws are important.</p> <p>Summative assessment during the smart city challenge.</p>
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					<p>3. Students will get into their groups and write on their whiteboards. Why is waste management important? Why is technology important?</p> <p>Lesson 4:</p> <ol style="list-style-type: none"> 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. <p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Review the rules of the challenge one last time. The goal is for each 	
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					<p>minister to decide what they will add to their smart city with the goal of making it green, innovative and making its people happy.</p> <ol style="list-style-type: none">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.		
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二、 方案二課程大綱

1st Grade Semester One 一年級上學期教學進度大綱

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

	英語	<p>2-I-4 Be able to apply easy classroom English</p> <p>2-I-5 Be able to apply easy daily English.</p>	英語	E-I-2 Put the norms of life into practice.	<p>Lesson 3: Learn about the daily routines of elementary school and be able to say goodbye in English at the end of each school day.</p> <p>Lesson 4: Introduce oneself to classmates and share one's favorite people, things, and activities.</p> <p>Lesson 5: Methods and etiquette of making friends, being able to talk about activities one likes to do with friends.</p> <p>Lesson 6: Discuss what behaviors make a caring friend. After group discussions, the answers will be cut out, pasted, and categorized.</p> <p>Lesson 7: Divide the students into random groups to discuss what similar interests they share with their friends.</p>		
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		學習重點					
教學期程	Learning Focuses				單元名稱與活動內容	節數	評量方式
	學習表現	學習內容			Name of the Unit and Activities	Periods	Assessment
	Learning Performance	Learning Contents					
Week 8-9	生活	生活 3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.	生活	C-I-1 Exploring the characteristics and phenomena of things	<u>Unit 2 Halloween</u> 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. Lesson 1: 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.	2	課堂問答 參與度評量 口頭評量 觀察評量
	英語	英語 ◎2-II-3 Can say the words learned in class. ◎2-II-5 Can use simple everyday expressions.	英語	◎Ac-I-2 Simple everyday			

教學期程	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
Week 10-17	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	生活 D-I-4 Working together and assisting each other. C-I-5 Application, combination, and innovation of knowledge and methods.	<p><u>Unit 3 My Bag And Classroom Objects</u></p> <p>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.</p> <p>Lesson 1: Introduction to school supplies and their purposes.</p> <p>Lesson 2: Introduction to the newest school supply: tablet computers. Learn how to use tablets for video recording.</p> <p>Lesson 3: Learning to use tablets for video recording, scanning QR codes, and uploading their work to the cloud bulletin board.</p>	8	課堂問答 參與度評量 口頭評量 觀察評量
	英語 ◎3-II-3 Can understand the sentences learned in class. ◎2-II-5 Can use simple everyday expressions.	英語 ◎Ac-I-2 Simple everyday expressions.			

				<p>Lesson 4: Discussion on organizing school supplies.</p> <p>Lesson 5: Learning to use and care for classroom property properly.</p> <p>Lesson 6: Sharing one item from their backpack or classroom and their storage method. Write down and memorize their dialogue.</p> <p>Lesson 7: Sharing one item from their backpack or classroom and their storage method. Practice their dialogue using the tablet screen reading function.</p> <p>Lesson 8: Sharing one item from their backpack or classroom and their storage method. Record and upload the sharing using tablets and provide feedback.</p>		
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教學期程	學習重點		單元名稱與活動內容		節數	評量方式	
	Learning Focuses		Name of the Unit and Activities				
	學習表現	學習內容					
	Learning Performance	Learning Contents			Periods	Assessment	
Week 18-20	生活	<p>3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.</p> <p>4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.</p>	生活	<p>C-I-1 Exploring the characteristics and phenomena of things.</p>	<p><u>Unit 4 Christmas</u></p> <p>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.</p> <p>Lesson 1: Sensing the change of seasons and weather, getting to know the origin and carols of the Western festival Christmas.</p> <p>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</p>	3	<p>課堂問答</p> <p>參與度評量</p> <p>口頭評量</p> <p>觀察評量</p>

	英語	<p>◎2-II-3 Can say the words learned in class.</p> <p>◎2-II-4 Can use simple classroom English.</p> <p>◎2-II-5 Can use simple everyday expressions.</p>	英語	<p>◎Ac-I-2 Simple everyday expressions.</p>	<p>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."</p> <p>Lesson 3: Children will build their own igloos using clay, which they can take home as toys for playing house.</p>		
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1st Grade Semester two 一年級下學期教學進度大綱

教學期程	學習重點				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses						
	學習表現 Learning Performance	學習內容 Learning Contents					
Week 1-5	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.	<p><u>Unit 1: Back to School</u></p> <p>Lesson One: Watch a short film and express feelings and emotions about returning to school after the holiday.</p> <p>Lesson Two: What school supplies should we prepare? Explain in English what items you have prepared in your backpack.</p> <p>Lesson Three: Use a tablet to introduce your school supplies to the whole class, explaining what items you have prepared.</p> <p>Lesson Four: Continue the tasks from the previous week's lesson and assist classmates in completing the video recording mission.</p>	5	課堂問答 參與度評量 口頭評量 觀察評量
	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 Five: Explain your method of organizing and storing items.		
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		學習重點					
教學期程	Learning Focuses				單元名稱與活動內容	節數	評量方式
	學習表現	學習內容			Name of the Unit and Activities	Periods	Assessment
	Learning Performance	Learning Contents					
Week 6-12	生活 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 生活 A-I-2 Observing the changes of things			<u>Unit 2 Beautiful Spring</u> Lesson One: Easter is a spring festival. Easter this year falls on 4/9. Understand the origin of Easter and related activities.	7	課堂問答 參與度評量 口頭評量 觀察評量

	<p>英語</p> <p>◎2-II-3 Can say the words learned in class.</p> <p>◎2-II-4 Can use simple classroom English.</p> <p>◎2-II-5 Can use simple everyday expressions.</p>	<p>英語</p> <p>◎Ac-I-2 Simple classroom instructions.</p> <p>◎Ac-II-2 Simple everyday expressions.</p>	<p>Lesson Two: Listen to seasonal songs. Discuss the changes of seasons and your observations from the lyrics.</p> <p>Lesson Three: Read the picture book "When Will It Be Spring?" together. Discuss how the little bear in the story discovers the arrival of spring through certain signs. Sing "Spring Is Here."</p> <p>Lesson Four: Discuss what flowers have bloomed on the campus in spring. Observe the new flowers and plants on the campus.</p> <p>Lesson Five: Learn vocabulary related to spring birds and animals on the campus and draw spring scenes.</p> <p>Lesson Six: Students can articulate and present common names of flowers, birds, and natural elements found on the campus in English.</p> <p>Lesson Seven: Students can use a nature checklist to observe around the campus, check off the items they find, and share their</p>		
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					discoveries with classmates when they return to the classroom.		
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教學期程	學習重點				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses		學習內容				
	學習表現 Learning Performance	學習內容 Learning Contents	學習內容 Learning Contents	學習內容 Learning Contents			
Week 13-14	生活	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	生活 C-I-1 Exploring the characteristics and phenomena of things	<u>Unit 3: Mother's Day</u> Lesson One: Kids watch a short clip of a song called: Hugs and Kisses. Kids listen	2	課堂問答 參與度評量 口頭評量 觀察評量

	<p>英語</p> <p>英語</p> <p>◎2-II-3 Can say the words learned in class.</p> <p>◎2-II-4 Can use simple classroom English.</p> <p>◎2-II-5 Can use simple everyday expressions.</p>	<p>英語</p> <p>英語</p> <p>◎Ac-I-2 Simple everyday expressions.</p>	<p>For several times and learn to sing it and memorize the lyrics.</p> <p>Lesson Two: Students review the song from last week and make a Mother's Day Card that shaped like a house with the song lyrics on it.</p>		
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教學期程	學習重點 Learning Focuses		單元名稱與活動內容 Name of the Unit and Activities		節數 Periods	評量方式 Assessment	
	學習表現 Learning Performance		學習內容 Learning Contents				
Week 15-20	生活	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.	生活	生活 A-I-2 Observing the changes of things	<u>Unit 4 Summer Fun</u> 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 參與度評量 口頭評量 觀察評量
	英語	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	英語 ◎Ac-I-2 Simple classroom instructions. ◎Ac-II-2 Simple everyday expressions.			

				<ul style="list-style-type: none"> - Introduce different holidays people celebrate during summer - Talk about how people in different countries celebrate summer holidays. <p>Lesson 5 - Summer Food</p> <ul style="list-style-type: none"> - 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. <p>Lesson 6 - Summer Activities</p> <ul style="list-style-type: none"> - Discuss different summer activities such as going to the beach, camping, hiking, etc. - Introduce summer safety and rules for outdoor and water activities <p>Lesson 3: Children will build their own igloos using clay, which they can take home as toys for playing house.</p>	
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2nd Grade Semester One 二年級上學期教學進度大綱

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

	<p>英語</p> <p>I-I-3 Students can understand the target words in class.</p> <p>2-I-3 Students can say the target words.</p> <p>6-I-2 Students participate in class activities.</p>	<p>英語</p> <p>Ac-I-1 Simple classroom language.</p> <p>Ae-I-2 Simple storybooks</p>	<p>Lesson 2: Introduce Colors 介紹生活中可見的顏色，介紹 color wheel 與 cool colors & warm colors 的概念。學生繪製自己的 color wheel。 Target Words: Review color words: red/ orange/ yellow/ green/ blue/ purple New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm colors</p> <p>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。</p> <p>Lesson 4-5: Colorful Paper Weaving 複習 target words 與 cool colors & warm colors 概念。 Art Project: Paper Weaving</p>		
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					<p>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。</p> <p>Lesson 6: Colors & Feelings & Culture</p> <p>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。</p> <p>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。</p> <p>Target Words: happy/ sad/ angry/ scared/ calm/ love</p>		
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		學習重點					
教學期程		Learning Focuses		單元名稱與活動內容		節數	評量方式
		學習表現	學習內容	Name of the Unit and Activities		Periods	Assessment
		Learning Performance	Learning Contents				
Week 7-10	生活	2-I-1 Perceive the features of things and the environment by using senses to explore.	生活 A-I-2 Observation of the changes in things.B-I-1 Perception of the beauty in nature.	<p><u>Unit 2 My Feelings</u></p> <p>Lesson 1: Glad Monster, Sad Monster 複習 color and feeling words。</p>		4	課堂問答 參與度評量 口頭評量 觀察評量

		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		B-I-1 Perception of the beauty in nature.	<p>Storytelling: The Color Monster</p> <p>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。</p> <p>Lesson 2: Let's Be Mindful (Be aware of your emotions)</p> <p>遇到不好的情緒該怎麼辦呢？要讓自己平靜下來你會做什麼事呢？帶領學生辨識自己的情緒，一起進行靜觀活動，一起體驗靜心與正念。(mindfulness)</p> <p>Lesson 3: Let's Make a Rainbow!</p> <p>因應學生要求所增加的課程，透過實驗讓學生動手製作出彩虹，並介紹彩虹形成的原理和要素。</p> <p>Lesson 4: Review</p> <p>複習本單元的重點概念與字彙，並完成 word buddy worksheet。</p>		
	英語	<p>I-I-3 Students can understand the target words in class.</p> <p>2-I-3 Students can say the target words.</p> <p>6-I-2 Students participate in class activities.</p>	英語	<p>Ac-I-1 Simple classroom language.</p> <p>Ae-I-1 Simple songs and chants.</p>			

教學期程	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
Week 11-16	生活	<p>2-I-1 Perceive the features of things and the environment by using senses to explore.</p> <p>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</p>	<p>生活</p> <p>A-I-2 Observation of the changes in things.B-I-1 Perception of the beauty in nature.</p> <p>B-I-1 Perception of the beauty in nature.</p> <p>Unit 3 Let's Protect Animals</p> <p>Lesson 1: Oi, Get off our Train</p> <p>Storytelling: Oi, Get off our Train</p> <p>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動物？我們能做些什麼保護這些動物並改善牠們的生活環境呢？</p> <p>elephant (tusks)/ seal (ocean pollution)/ crane (habitat destruction)/ tiger (habitat destruction)/ polar bear (fur)</p>	8	<p>課堂問答</p> <p>參與度評量</p> <p>口頭評量</p> <p>觀察評量</p>

	<p>英語</p> <p>I-I-3 Students can understand the target words in class.</p> <p>2-I-3 Students can say the target words.</p> <p>6-I-2 Students participate in class activities.</p>	<p>英語</p> <p>Ac-I-1 Simple classroom language.</p> <p>Ae-I-1 Simple songs and chants.</p>	<p>Lesson 2-3: Endangered Animals in Taiwan</p> <p>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？</p> <p>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</p> <p>每組各選一種動物並完成 task poster，並練習兩週後的上台發表。</p> <p>Task 1: Say the name of the animal.</p> <p>Task 2: Tell how it looks.</p> <p>Task 3: Please draw the animal.</p> <p>Task 4: Guess how many we still have in Taiwan now.</p> <p>Task 5: Guess why they disappear?</p> <p>Task 6: Ask a question about the animal.</p> <p>Lesson 4: Group Presentation Time</p> <p>小組輪流上台發表 poster 的內容。</p>		
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				<p>Lesson 5: Facts About Endangered Animals in Taiwan</p> <p>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。</p> <p>Lesson 6: Endangered Animals Around the World</p> <p>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。</p>	
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教學期程	學習重點				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses						
	學習表現 Learning Performance	學習內容 Learning Contents					
Week 17-20	生活	<p>2-I-1 Perceive the features of things and the environment by using senses to explore.</p> <p>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</p>	生活	<p>A-I-2 Observation of the changes in things.B-I-1 Perception of the beauty in nature.</p> <p>B-I-1 Perception of the beauty in nature.</p>	<p><u>Unit 4 Green Lifestyle</u></p> <p>Lesson 1: Reading the book "10 Things I Can Do to Help My World" will help you:</p> <p>Lesson 2: Learn about green lifestyle actions.</p> <p>Lesson 3: Understand methods for protecting the environment.</p> <p>Lesson 4: Learn how to properly recycle resources.</p>	4	<p>課堂問答 參與度評量 口頭評量 觀察評量</p>
	英語	<p>I-I-3 Students can understand the target words in class.</p> <p>2-I-3 Students can say the target words.</p> <p>6-I-2 Students participate in class activities.</p>	英語	<p>Ac-I-1 Simple classroom language.</p>			

2nd Grade Semester Two 二年級下學期教學進度大綱

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

	英語	English Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks	英語	Ac-I-1 Simple classroom language. Ae-I-2 Simple storybooks	Lesson 4: 閱讀繪本:One hundred hungry ant 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		
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學習重點						
教學期程	Learning Focuses			單元名稱與活動內容	節數	評量方式
	學習表現 Learning Performance	學習內容 Learning Contents		Name of the Unit and Activities	Periods	Assessment
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. 4-I-1	生活 A-I-2 Observing the changes of things C-I-2 Making use of media characteristics and symbolic Representations	<u>Unit 2 My Feelings</u> 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

		Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.			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		
英語	英語	English Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks	英語	Ac-I-1 Simple classroom language. Ac-I-1 Simple songs and chants.			

學習重點							
教學期程	Learning Focuses				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance		學習內容 Learning Contents				
Week 15-20	生活	2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive	生活	A-I-2 Observing the changes of things C-I-1 Exploring the characteristics and phenomena of things	<u>Unit 3 Water</u> Lesson 1: 認識水的三態和蒸發現象	6	課堂問答 參與度評量 口頭評量 觀察評量

	<p>the characteristics of things and environments.</p> <p>4-I-1</p> <p>Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.</p>			<p>Lesson 2: 認識生活中蒸發和凝結的現象</p> <p>2.操作造雲的實驗(凝結現象)</p> <p>Lesson 3: 認識水循環 (the water cycle)</p> <p>Lesson 4: 複習水循環的概念</p> <p>操作降雨實驗</p> <p>Lesson 5: 從書中內容連結水循環的概念</p> <p>Lesson 6: 認識水資源的用途及重要性</p>		
英語	<p>English</p> <p>Ac-I-1 Simple classroom language</p> <p>Ae-I-2 Simple storybooks</p>	英語	<p>Ac-I-1 Simple classroom language.</p> <p>Ae-I-1 Simple songs and chants.</p>			

Grade 3 Semester One 三年級上學期教學進度大綱

教學期程	學習重點				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses						
	學習表現 Learning Performance	學習內容 Learning Contents					
Week 2 第二週 ~ Week 9 第九週	綜合活動	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.	綜合活動	Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.	Unit 1 Our Promise 大家來約定 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?”	7	課堂問答 觀察評量 參與度評量 形成性評量： 1. Individual worksheet 2. Group presentation 總結性評量： Group & whole-class poster making project
英語	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.	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	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)。			

	<p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>	<p>achievable with the vocabulary and sentence structures of Stage II.</p>	<p>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。</p> <p>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</p> <p>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。</p> <p>Lesson 6: Poster Making</p>	
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					<p>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。</p> <p>Lesson 7: Poster Making</p> <p>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。</p>	
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學習重點							
教學期程	Learning Focuses				單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	學習表現 Learning Performance		學習內容 Learning Contents				
Week 10 第十週 ~ Week 20 第二十週	綜合活動	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	綜合活動	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。	Unit 2 Welcoming Guests 邀請與拜訪 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？	10	課堂問答 觀察評量 參與度評量 形成性評量： 1. Group worksheet 2. Group presentation 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 plan, vote and let's have a party together!		whole-class project
英語	<p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>	英語	<p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>	<p>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。</p> <p>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。</p> <p>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</p>		

				<p>兩個 party games 讓學生遊玩體驗有趣的派對文化。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>		
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					Lesson 9 + 10: Party Time! 開心舉辦派對 😊 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？		
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Grade 3 Semester Two 三年級下學期教學進度大綱

教學期程	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
Week 2 第二週 ~ Week 12 第十二週	綜合活動 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.	綜合活動 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.	Unit 1 Sew Cool: DIY Adventures in Bag Making 自己動手做做看 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	10	課堂問答 觀察評量 參與度評量 實作評量 形成性評量： Sewing Practice 1 & 2 worksheet 總結性評量： 1. Drawstring bag making 2. Presentation

	<p>英語</p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>	<p>英語</p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>	<p>遭遇這些情境的學生，分享當時他們 problem-solving 的方式。</p> <p>Lesson 2: Sewing Experience & Introducing St. Patrick's Day</p> <p>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？</p> <p>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!</p> <p>Lesson 3: Decorate My Little Bag for St. Patrick's Day-1</p> <p>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。</p>		
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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。

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，為束口袋做最後的裝飾。

Lesson 9: Preparation for Sharing

學生根據自己的束口袋，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。

教學期程	學習重點		單元名稱與活動內容 Name of the Unit and Activities	節數 Periods	評量方式 Assessment
	Learning Focuses				
	學習表現 Learning Performance	學習內容 Learning Contents			
Week 13 第十三週 ~ Week 20 第二十週	綜合活動	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.	綜合活動 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.	8	課堂問答 觀察評量 參與度評量 形成性評量： Group discussion 總結性評量： 1. Group evacuation map 2. Group presentation
	英語	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.	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.		

	<p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>Can trace the words learned in class.</p>		<p>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？</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	
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				<p>Lesson 7: Group Rehearsal Time</p> <p>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。</p> <p>Lesson 8: Group Presentation Time</p> <p>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。</p>		
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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 課綱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 課綱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:

方案一	
上學期	四年級 https://drive.google.com/drive/folders/1NEGraeePQcMiZTG3gcE3bGypgZmAzHKf
	五年級 https://drive.google.com/drive/folders/1M1_QmH3qkuecx7WHaw6akz1mSkqa3mm6
	六年級

	https://drive.google.com/drive/folders/1FQXFaHE40E51uX6FggusJFfmlm91S-Rd
下學期	<p>四年級 https://drive.google.com/drive/folders/1Qv7k7ZGIgGuJA10IhE0qyPCTgHPJB1SU?usp=sharing</p> <p>五年級 https://drive.google.com/drive/folders/1a1D6ikipE9K0hWZkKP2tY2Xd3yoaRMud?usp=drive_link</p> <p>六年級 https://drive.google.com/drive/folders/10VB97CKYhbg0scrRvWKp-mxljRxKH-4s?usp=drive_link</p>
方案二	
一年級	https://www.canva.com/design/DAFNYq8ZE4I/hdHn7glvVvAljKWHqBPGrA/view?utm_content=DAFNYq8ZE4I&utm_campaign=designshare&utm_medium=link&utm_source=editor
二年級	https://www.canva.com/design/DAFvJU1rf5o/2JxnqliEtqlczo2WeUvdnQ/view?utm_content=DAFvJU1rf5o&utm_campaign=designshare&utm_medium=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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>Integrated</p> <p>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.</p> <p>Language:</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎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.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.</p> <p>◎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.</p>

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

教學活動設計：第一節課(Lesson 1)

<p style="text-align: center;">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p>
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	<p>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.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT identify a beautiful location in their culture.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT use their word banks to follow the lesson.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant. Outline XP expectations. Give out word banks and read together.</p>	<p>8</p>	<p>PPT</p>	
<p>全班授課 (Presentation) Explain that Taiwan has many cultures and all cultures are great. One reason a culture is great is because it has many</p>	<p>8</p>	<p>Word banks</p>	

beautiful places to see. Showcase the beautiful places in Taiwan.			
練習活動 (Practice) 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.
總結活動 (Wrap up) 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)	
學習重點 (Essential Learning Focuses)	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.

	<p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture</p> <p>Language:</p> <p>◎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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT identify fun cultural activities to do in their culture.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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)
<p>暖身活動 (Warm up)</p> <p>Say the class chant. Outline XP expectations. Review the previous lesson on beautiful places.</p>	5	PPT	
<p>全班授課 (Presentation)</p> <p>One reason a culture is great is because it has many fun things to do. Showcase the fun things to do in Taiwan.</p>	7	Word banks	
<p>練習活動 (Practice)</p> <p>Students can guess the activity during the PPT.</p>	3		

<p>發展活動 (Production)</p> <p>There will be 3 assigned corners. Corner A is if you tried the activity. B is if you didn't 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.</p> <p>總結活動 (Wrap up)</p> <p>Award XP. Exit question: Why is your culture great?</p>	<p>20</p> <p>5</p>		<p>Formative assessment during the production activities.</p>
<p>教學反思 (Reflection)</p> <p>The sentence pattern is too long.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p>教學活動設計：第三節課(Lesson 3)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>Language:</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p> <p>Language:</p>

	<p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT share a friendly person they met in and out of school.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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)
<p>暖身活動 (Warm up) Say the class chant. Outline XP expectations. Review previous lesson on beautiful places and fun things to do.</p>	6	PPT	
<p>全班授課 (Presentation) Discuss vocabulary with word banks about today's lesson on friendly people.</p>	4	Word banks	
<p>練習活動 (Practice) Students will think of a friendly person they met/know inside and outside of school. 1st round of Plickers will be a practice round.</p>	4		
<p>發展活動 (Production) Students will share their answers with their team leaders. Following</p>	20	plicker cards	

<p>this, we will play 3 rounds of Plickers to practice the language that can be used during the group presentation on class #6.</p> <p>總結活動 (Wrap up)</p> <p>Award XP.</p> <p>Exit question: Why is your culture great?</p>	6		
<p>教學反思 (Reflection) Too many activities to do.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p>教學活動設計：第四節課(Lesson 4)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>Integrated</p> <p>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.</p> <p>Language:</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated</p> <p>Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p> <p>Language:</p> <p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p>

	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 share a person who is proud of their culture.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP expectations.	4	PPT	Formative assessment during the production activity led by team leaders.
全班授課 (Presentation) Compare Canada's culture and Taiwan's. Introduce the word proud. Explain the expectation for next week's presentations.	10	Word banks	
練習活動 (Practice) Students will choose their difficulty level. Practice sentence patterns previously taught that can be used in the presentations.	4		
發展活動 (Production) Part 1: Students will share a person they know who is proud of their culture (they can choose themselves). Part 2: Team leaders will assist and practice with their teams.	16		
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.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p> <p>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.</p>
內容目標 (Content Goals)	SWBT express pride in their culture.

語言目標 (Language Goals)	SWBT use the sentence patterns used throughout the unit.		
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. Outline XP expectations. Review previous lesson on beautiful places and fun things to do.	6	PPT Word banks	Summative assessment during presentations.t
全班授課 (Presentation) Explain procedure for team presentations.	2		
練習活動 (Practice) Review previous lesson on beautiful places ,fun things to do and people to meet and practice using the sentence pattern as a class.	3		
發展活動 (Production) Students will go on stage together with their XP team and express their pride in their culture using the language of their choice.	24 5		
總結活動 (Wrap up) Award XP. Exit question: What did you learn about culture?			
教學反思 (Reflection) Changed to a 1-on-1, with co-teacher helping lower level students.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

(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)	
學習重點 (Essential Learning Focuses)	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. ◎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

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

教學活動設計：第一節課 (Lesson 1)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>Language:</p>

	<p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated</p> <p>Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture</p> <p>Language:</p> <p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT identify and affirm their culture's unique cuisine.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP expectations. Give out word banks and read together.	8	PPT	
全班授課 (Presentation) A look at the different unique foods in Taiwan.	8	Word banks	
練習活動 (Practice)	3		

Students will see a picture and fill in the blanks using their word banks.			
發展活動 (Production) Students will talk to their classmate 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.	16		Formative assessment during the production activities.
總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p>
	<p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p>

	<p>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.</p>		
內容目標 (Content Goals)	SWBT identify and affirm their culture's unique language.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP expectations. Review previous lesson.	4	PPT	Formative assessment during the production activities.
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		

總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
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)	
<p style="text-align: center;">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p> <p>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.</p>

內容目標 (Content Goals)	SWBT identify different gestures in their culture.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP expectations. Review previous lessons.	4	PPT	Formative assessment during the production activities.
全班授課 (Presentation) Presentation on gestures used in Taiwan.	8	Word banks	
練習活動 (Practice) Students will see a common gesture and say what it means.	3		
發展活動 (Production) One half of the class will ask the other how they are and the other half will respond with a gesture. After that, the teacher will act out a gesture and students will answer with “It means ____.”	20		
總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
教學反思 (Reflection) Use more language prompts.			
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)

學習重點 (Essential Learning Focuses)	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.		
內容目標 (Content Goals)	SWBT identify different dos and don'ts in their culture.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP	4	PPT	

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

教學活動設計：第五節課(Lesson 5)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>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.</p>
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	<p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的 認同與肯定。 Identification and affirmation of one's own culture</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT identify and affirm their culture with a poster about the parts they are proud of.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT use their word banks to follow the lesson.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant. Outline XP expectations. Review previous lessons.</p>	<p>8</p>	<p>PPT</p>	
<p>全班授課 (Presentation) Explanation of the days agenda and what is expected to complete the poster.</p>	<p>4</p>	<p>Word banks markers, poster paper</p>	
<p>練習活動 (Practice) Students will follow along with the PPT using their word banks.</p>	<p>3</p>		

發展活動 (Production) Students will finish their posters. First they will finish writing, then draw, then colour. When they are finished they will practice the speaking part for the next class's evaluation.	20		Formative assessment during the production activities.
總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
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)	
<p style="text-align: center;">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-II-3 對自己文化的認同與肯定。 Identification and affirmation of one's own culture</p> <p>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.</p>

	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 identify and affirm their culture with a poster about the parts they are proud of.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP expectations. Review previous lessons.	4	PPT	Formative assessment during the production activities.
全班授課 (Presentation) Explanation of what to do with for the individual poster.	8	Word banks	
練習活動 (Practice) Students will follow along with the PPT using their word banks.	3		
發展活動 (Production) Students will begin their posters. First they will write why they are proud of their culture and then draw.	20		
總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
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：第七節課(Lesson 7)

學習重點 (Essential Learning Focuses)	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.		
內容目標 (Content Goals)	SWBT identify and affirm their culture with a poster about the parts they are proud of.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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. Outline XP	8	PPT	

expectations. Review previous lessons.			
全班授課 (Presentation) Explanation of the day's agendas and options for getting XP.	4	Word banks	
練習活動 (Practice) Students will follow along with the PPT using their word banks.	3		
發展活動 (Production) Students will bring their posters to one of the two teachers and show them and tell them why they are proud of their culture.	20		Summative assessment during the production activity.
總結活動 (Wrap up) Award XP. Exit question: Are you proud of your culture?	5		
教學反思 (Reflection) Changed to a 1-on-1 to allow students to express themselves in the language of their choice.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

(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.

◎5-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)

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>	
<p>內容目標 (Content Goals)</p>	<p>Introduce theme, word bank and grading rubric.</p> <p>Students will imagine how Taiwan would look if it didn't recycle.</p> <p>Students will consider why reducing and reusing should be done before recycling.</p> <p>Gather materials to reuse outdoors</p> <p>SWBT use their recycled musical instrument to participate in the music jam.</p>	<p>Lesson 1,</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p>
<p>語言目標 (Language Goals)</p>	<p>Recognize key vocabulary words.</p> <p>Identify what can be recycled.</p> <p>Organize Triple R in order of importance</p> <p>Understand outdoor behavioural rules.</p> <p>SWBT use the language learned to answer the questions.</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Foci)</p>	<p>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.</p> <p>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.</p> <hr/> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
<p>內容目標 (Content Goals)</p>	<p>Introduce theme, word bank and rubric.</p>		
<p>語言目標 (Language Goals)</p>	<p>Recognize key vocabulary words.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Read the new school chant and discuss its meaning.</p>	<p>8</p>	<p>PPT, word banks</p>	
<p>全班授課 (Presentation) Introduce unit 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.</p>	<p>20</p>		

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

教學活動設計：第二節課(Lesson 2)	
學習重點 (Essential Learning Foci)	<p>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.</p> <p>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.</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>
內容目標 (Content Goals)	Students will imagine how Taiwan would look if it didn't recycle.
語言目標 (Language Goals)	Identify what can be recycled.
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) Sing the school chant.	3	PPT, blank paper	
全班授課 (Presentation) 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.	8		
練習活動 (Practice) Fill in the blanks. Students will see a sentence with a picture and they need to fill in the blank using their word bank.	7		
發展活動 (Production) Show video of trash in the Keelung river and 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."	15		Summative assessment during the discussion
總結活動 (Wrap up) Award XP points. Exit question: How would Taiwan look if everyone recycled?	7		
教學反思 (Reflection) Give language prompts in discussion PPT			

教學活動設計：第三節課 (Lesson 3)

學習重點 (Essential Learning Foci))	<p>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.</p> <p>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.</p>		
	<p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
內容目標 (Content Goals)	Students will consider why reducing and reusing should be done before recycling.		
語言目標 (Language Goals)	Organize Triple R in order of importance		
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)
<p>暖身活動 (Warm up) Sing the school chant. Follow-up and check how many students brought their recycled materials for the maracas project.</p>	5	PPT, word banks	
<p>全班授課 (Presentation) Introduce reducing and reusing. Discuss what that means and how you can do it.</p>	10		

<p>Teacher shows an example of how he reuses things in his daily life. Students need to fill in the blank using their word bank.</p> <p>練習活動 (Practice) 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.</p> <p>發展活動 (Production) Students will get into their XP teams and order Triple R from most important to least, and then discuss why they chose that order. After discussing in their groups, students can share their ideas as a class using a mixture of their L1 and L2.</p> <p>總結活動 (Wrap up) Award XP points. Exit question: How would Taiwan if everyone reduced and reused things?</p>	<p>5</p> <p>13</p> <p>7</p>		<p>Summative assessment during the group and class discussions.</p>
<p>教學反思 (Reflection) Organize roles with co teacher so they can take over when students want to speak their L1.</p>			

<p>教學活動設計：第四節課 (Lesson 4)</p>	
<p>學習重點 (Essential Learning Foci)</p>	<p>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.</p>

	<p>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.</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
內容目標 (Content Goals)	SWBT gather materials to use outdoors.		
語言目標 (Language Goals)	SWBT Understand outdoor behavioural 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 (Assessment)
暖身活動 (Warm up) School chant	3	PPT, word banks	Summative assessment during the review exercise
全班授課 (Presentation) Show students what materials they can and can't collect outdoors and what we expect from their behavior.	6		
練習活動 (Practice) Review sentence patterns using pictures and their word banks.	3		
發展活動 (Production) Go outside to collect materials for the the maracas.	23		

總結活動 (Wrap up) Award XP points. Put away materials and wash hands	5		
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)	<p>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.</p> <p>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.</p>		
	<p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
	<p>Integrated SWBT use their recycled musical instrument to participate in the music jam.</p>		
內容目標 (Content Goals)	SWBT use their recycled musical instrument to participate in the music jam.		
語言目標 (Language Goals)	SWBT use the language the learned to answer the questions.		
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) School chant. Review sentence patterns using pictures and their word banks.	6	PPT, word banks, rubrics	

<p>全班授課 (Presentation) Explain the rules behavioral expectations for the music jam.</p>	3		
<p>練習活動 (Practice) Students will be given an instruction and students will practice. (Pick up your maracas. Put them don't. Shake them/don't).</p>	3		
<p>發展活動 (Production) Students will play some songs together 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.</p>	24		Formative assessment during the music jam and question section.
<p>總結活動 (Wrap up) Award XP points. Exit question: What did you learn in this unit?</p>	4		
<p>教學反思 (Reflection) Explain to students that they need to clean and recycle their plastic bottles to earn bonus XP.</p>			

(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)	
學習重點 (Essential Learning Focuses)	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. ◎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. ◎5-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) :

	<p>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</p> <p>Cd-II-2 環境友善的行動與分享。Environmentally friendly actions and sharing.</p> <p>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.</p>	
<p>內容目標 (Content Goals)</p>	<p>SWBT identify the different MRT lines and station names.</p> <p>SWBT work as a team to identify the correct direction to take for their destination.</p> <p>SWBT identify the correct direction to take for their destination.</p>	<p>Lesson 1-4</p> <p>Lesson 5</p> <p>Lesson 6</p>
<p>語言目標 (Language Goals)</p>	<p>SWBT use their word banks to follow the lesson.</p> <p>SWBT use the language from the unit to go the correct direction on the MRT.</p>	<p>Lesson 1-5</p> <p>Lesson 6</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Foci)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>Language</p>
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	◎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 (Content Goals)	SWBT identify the different MRT lines and station names.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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) School Chant. Read word banks together.	8	PPT, word banks	
全班授課 (Presentation) Presentation on the MRT line colours, examples of stations and how to read the Pinyin used on the Taipei MRT.	7		
練習活動 (Practice) Students will see a station name in Chinese and guess which line it's on.	8		
發展活動 (Production)	8		Formative assessment during the wrap-up question.

<p>Students will color in the back of their word banks which has the station lines and stations.</p> <p>總結活動 (Wrap up)</p> <p>Award XP.</p> <p>Question: What new words did you learn?</p>	9		
<p>教學反思 (Reflection) Bring extra pencil crayons.</p>			

教學活動設計：第二節課 (Lesson 2)	
<p>學習重點 (Essential Learning Foci)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>
<p>內容目標 (Content Goals)</p>	<p>SWBT identify the different MRT lines and station names.</p>
<p>語言目標 (Language Goals)</p>	<p>SWBT use their word banks to follow the lesson.</p>
<p>教學活動流程 (Teaching Procedures)</p>	

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) School Chant.	8	PPT, word banks	Formative assessment during the wrap-up question.
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 English.	8		
發展活動 (Production) As a class, students will see a station name in Chinese and they will try and spell it in English.	8		
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)	
學習重點 (Essential Learning Foci)	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.

	<p>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.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
內容目標 (Content Goals)	SWBT identify the different MRT lines and station names.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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) School Chant.	8	PPT, word banks	
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		
發展活動 (Production) Plickers. Students will read the	8		
			Formative assessment during the Plickers activity.

station names and hold up their cards to answer.			
總結活動 (Wrap up) Award XP. Question: What did you learn?	9		
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)			
學習重點 (Essential Learning Foci))	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 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 (Content Goals)	SWBT identify the different MRT lines and station names.	
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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) School Chant.	8	PPT, word banks	Formative assessment during the map activity.
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		
發展活動 (Production) Students will get a map and a station name will be shown in the PPT, students will find the station and hold up their cards when they find it.	8		
總結活動 (Wrap up) Award XP. Make a sentence: ____ station is on the ____ line.	9		
教學反思 (Reflection) Add more stations to the production activity.			

教學活動設計：第五節課 (Lesson 5)

教學活動設計：第五節課 (Lesson 5)	
學習重點 (Essential Learning Foci)	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

	<p>environmental issues in their life, and explore and implement environmentally friendly actions.</p> <p>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.</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>		
內容目標 (Content Goals)	SWBT work as a team to identify the correct direction to take for their destination.		
語言目標 (Language Goals)	SWBT use their word banks to follow the lesson.		
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) School Chant.	8	PPT, word banks	
全班授課 (Presentation) Show MRT lines and their terminal stations and explain how you can take the train towards different directions. Explain outdoor activity behavioural expectations.	7		
練習活動 (Practice) Give students a card with a station they need to get to and an MRT map.	3		

<p>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.</p> <p>發展活動 (Production) Students will work together as a team to decide which direction to take.</p> <p>總結活動 (Wrap up) Award XP.</p>	<p>20</p> <p>2</p>	<p>Formative assessment during the production activity.</p>
<p>教學反思 (Reflection) Some classes need an extra class to practice,</p>		

教學活動設計：第六節課 (Lesson 6)	
<p>學習重點 (Essential Learning Foci)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language:</p>

	◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.		
內容目標 (Content Goals)	SWBT identify the correct direction to take for their destination.		
語言目標 (Language Goals)	SWBT use the language from the unit to go the correct direction on the MRT.		
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) School Chant.	8	PPT, word banks	Summative assessment during the production activity.
全班授課 (Presentation) Review the previous class about taking the correct direction and how they are expected to behave.	7		
練習活動 (Practice) Practice the activity with a student volunteer and answer any questions.	3		
發展活動 (Production) Students will line up and use tier station cards and maps to figure out which direction to take. When they are ready they will go touch the terminal station and tell the teacher which direction to take.	20		
總結活動 (Wrap up) Award XP.	2		
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)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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. ◎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.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p>
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	<p>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.</p>	
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
語言目標 (Language Goals)	SWBT express and choose a different culture that they love	Lesson 1
	SWBT use language from word bank,	Lesson 2
	SWBT ask questions about other cultures.	Lesson 3-4
	SWBT to participate in the cultural Q&A	Lesson 5

教學活動設計：第一節課(Lesson 1)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p>
	<p>Language:</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p>
	<p>學習內容 (Learning Content) :</p> <p>Integrated</p>

	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.		
內容目標 (Content Goals)	SWBT understand the beauty of the teacher's culture.		
語言目標 (Language Goals)	SWBT express and choose a different culture that they love		
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. Outline XP expectations. Give out word banks and read together.	8	PPT	
全班授課 (Presentation) Showcase the teacher's culture and why it is beautiful.	14	Word banks	
練習活動 (Practice) Introduce question words to be used throughout unit and practice in teams.	5		
發展活動 (Production) All cultures are beautiful. Which cultures do you love?	7		Formative assessment during the production segment led by team 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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content)：</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>

內容目標 (Content Goals)	SWBT appreciate the beauty of other cultures.		
語言目標 (Language Goals)	SWBT use language from their word banks.		
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. Outline XP expectations.	4	PPT	Formative assessment during the production segment led by team leaders.
全班授課 (Presentation) Introduce Q&A questions and cultures.	16	Word banks	
練習活動 (Practice) Students ask questions from the presentation about Canada.	5		
發展活動 (Production) Students get into their groups and practice the language with their team leader.	10		
總結活動 (Wrap up) Award XP. Exit question: Why is Terry Fox famous?	5		
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)			

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) : Integrated
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	<p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT appreciate the beauty of other cultures.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT ask questions about other cultures.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant. Outline XP expectations.</p>	<p>4</p>	<p>PPT</p>	
<p>全班授課 (Presentation)</p>	<p>5</p>	<p>Word banks</p>	

Review language and cultures that will be used in the cultural Q&A.			
練習活動 (Practice) Students will practice questioning using Taiwan as an example.	5		
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.
總結活動 (Wrap up) Award XP. Exit question: What did you learn about these cultures?	6		
教學反思 (Reflection) Only enough time to do one culture card			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated</p>

	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.		
內容目標 (Content Goals)	SWBT appreciate the beauty of other cultures.		
語言目標 (Language Goals)	SWBT ask questions about other cultures.		
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. Outline XP expectations.	4	PPT	Formative assessment during the production segment led by team leaders.
全班授課 (Presentation) Review language and cultures that will be used in the cultural Q&A. Outline expectations for next class' assessment.	5	Word banks	
練習活動 (Practice) Students will practice questioning using Taiwan as an example.	5		
發展活動 (Production) Students will receive a card with a culture from Q&A and read in	20		

<p>teams. One student will answer and others will ask. (Part 2)</p> <p>總結活動 (Wrap up)</p> <p>Award XP.</p> <p>Exit question: What did you learn about these cultures?</p>	6		
<p>教學反思 (Reflection) Students had a hard time understanding that they can ask the questions together as a team</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p>教學活動設計：第五節課 (Lesson 5)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content)：</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>

	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 appreciate the beauty of other cultures.		
語言目標 (Language Goals)	SWBT participate in the cultural Q&A.		
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. Outline XP expectations.	4	PPT	Summative assessment during the Q&A
全班授課 (Presentation) Review language and cultures that will be used in the cultural Q&A. Outline expectations for next class' assessment.	5	Word banks	
練習活動 (Practice) Students will practice questioning using Taiwan as an example.	5		
發展活動 (Production) Q&A activity. After a student participates, they write their XP on the board.	20		
總結活動 (Wrap up) Award XP. Exit question: What did you learn about these cultures?	6		
教學反思 (Reflection) Moved the practice content on Taiwan to the previous lesson and added one on the USA to this lesson.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

(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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>Integrated</p> <p>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.</p> <p>Language:</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>◎3-III-4 能看懂課堂中所學的句子。 Students can read the sentences they learned in class.</p> <p>◎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.</p>
	<p>學習內容 (Learning Content) :</p> <p>Integrated</p>

	<p>Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>
內容目標 (Content Goals)	<p>SWBT understand and appreciate the uniqueness of other cultures.</p> <p>Lesson 1-2</p>
語言目標 (Language Goals)	<p>SWBT use language from word bank,</p> <p>Lesson 1-2</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>
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	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 (Content Goals)	SWBT understand and appreciate the uniqueness of other cultures.		
語言目標 (Language Goals)	SWBT express and choose a different culture that they love		
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.	8	PPT	
全班授課 (Presentation) Show care the food, language, clothes and music of Mexico and Peru.	14	Word banks	
練習活動 (Practice) Students will see different aspects of the culture and say the words using their word banks.	5		
發展活動 (Production) Students will practice speaking Spanish by saying hello and thank you to their classmates. After that they will choose the most interesting parts of those cultures.	7		
總結活動 (Wrap up) Award XP.	6		

Exit question: What did you learn today?			
教學反思 (Reflection) Students can be disrespectful when observing other cultures. Speak to them about it beforehand.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT understand and appreciate the uniqueness of other cultures.
語言目標 (Language Goals)	SWBT express and choose a different culture that they love
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.	8	PPT	
全班授課 (Presentation) Show care the food, language, clothes and music of Italy, India and Egypt.	14	Word banks	
練習活動 (Practice) Students will see different aspects of the culture and say the words using their word banks.	5		
發展活動 (Production) 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.	7		Formative assessment during the production segment led by team leaders.
總結活動 (Wrap up) Award XP. Exit question: What did you learn today?	6		
教學反思 (Reflection) YouTube shorts is a good way to show videos without taking up so much time.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

(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)

學習重點
(Essential Learning Focuses)

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.

	<p>◎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.</p> <p>學習內容 (Learning Content) :</p> <p>Integrated Cc-III-2 與不同族群相處的態度和禮儀。 Attitudes and etiquette with different ethnic groups.</p> <p>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.</p>
<p>內容 Content (New knowledge, skills and understanding)</p>	<p>預計進行的節數 Corresponding lesson</p>
<p>SWBT understand that gestures and their meaning varies from culture to culture.</p> <p>SWBT understand that etiquette varies from culture to culture.</p> <p>SWBT understand that different cultures have unique rituals that carry meaning.</p> <p>SWBT understand that cultural activities can be meaningful experiences.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4-6</p>
<p>認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)</p>	
<p>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.</p>	
<p>溝通 Communication (What and how)</p>	
<p>Language <i>of</i> Learning (Key vocabulary – content-obligatory)</p>	

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 through 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)
課程導入 (Lead-in/Warm-up)				
1	2	Warm-up	Say the class chant.	PPT
主要內容 (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

4	5	Communicating with gestures.	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 and students will say what it means.	None
總結 (Closure)				
5	11	XP Boost	Award XP points (The class's reward system). Exit question that allows students to earn additional points. Which new gesture did you learn and what does it mean?	PPT
學生評量(Assessments)		Formative assessment during the gesture activity and exit question.		
教師省思 (Reflections)		Remove the example of the gesture from Mexico that has a negative meaning.		
教學活動設計：第二節課 (Lesson 2)				
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)
課程導入 (Lead-in/Warm-up)				
1	6	Warm-up	Say the class chant and review the content learned in the previous class on gestures.	PPT
主要內容 (Core Part)				
2	10	Presentation and practice	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.	Word bank, PPT
3	12	Take a guess and language practice	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.	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't _____ in_____.	PPT
學生評量 (Assessments)	Formative assessment during the exit question. Students can respond in English, Chinese or with a gesture.			
教師省思 (Reflections)	Involve co-teachers in the production to make it more exciting for the students.			

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)
課程導入 (Lead-in/Warm-up)				
1	2	Warm-up	Say the class chant together.	PPT
主要內容 (Core Part)				
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
總結 (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)	Summative assessment taking place during the next class when the groups showcase the festivals they created.			
教師省思	If there is extra time for more classes do a rehearsal for the presentation,			

(Reflections)	
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(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)	
學習重點 (Essential Learning Focuses)	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.	
內容目標 (Content Goals)	Observe the ways humans put CO2 in the air and the effects of climate change. Observe the connection between transportation and climate change. Observe the connection between waste and climate change. Observe the connection between energy and climate change. Share concerns about climate change and the reason.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks. SWBT use language to report their share concerns regarding climate change	Lesson 1-4 Lesson 5

教學活動設計：第一節課 (Lesson 1)

學習重點 (Essential Learning Focuses)	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.
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	<p>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.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT observe the ways humans put CO2 in the air and the effects of climate change.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	<p>5</p>	<p>PPT</p>	

全班授課 (Presentation) Introduce CO2 and climate change and observe its effects.	5	Word bank,	Formative during the discussion.
練習活動 (Practice) Students will see an action or activity and rate it for its contribution of CO2.	10		
發展活動 (Production) Discussion: Are you worried about climate change? I am/I'm not worried because...	10		
總結活動 (Wrap up) Review what we discussed and words we learned, Put away word banks. Award XP points.	10		
教學反思 (Reflection) Encourage students to make new sentences and answers for the bonus XP			
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 2)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT observe the connection between transportation and climate change.
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.

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)
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	5	PPT	
<p>全班授課 (Presentation) Review previous class. Observe the connection between transportation and climate change.</p>	5	Word bank,	
<p>練習活動 (Practice) Put modes of transportation in order from most CO2 emissions to least.</p>	5		
<p>發展活動 (Production) Team based questions led by team leaders. Do we want more or less CO2?</p>	13		Formative during the production

<p>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? 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.</p>	12		and wrap-up questions.
<p>教學反思 (Reflection) Remind students that the bonus XP question is the question for the class 6 evaluation.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

教學活動設計：第一節課 (Lesson 3)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language:</p> <p>◎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.</p>
內容目標 (Content Goals)	SWBT observe the connection between waste and climate change.
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.

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)
<p>暖身活動 (Warm up)</p> <p>Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	5	PPT	
<p>全班授課 (Presentation)</p> <p>Review previous class. Observe the connection between waste and climate change.</p>	7	Word bank,	
<p>練習活動 (Practice)</p> <p>Put in order from most CO2 to least: Reducing, reusing, recycling and garbage.</p>	5		

<p>發展活動 (Production)</p> <p>Team based questions led by team leaders. We want less CO2. What can YOU do?</p>	11		Formative during the production and wrap-up questions.
<p>總結活動 (Wrap up)</p> <p>Question: Are you worried about climate change? Review what we discussed and words we learned, Put away word banks. Award XP points.</p>	12		
<p>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.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p style="text-align: center;">教學活動設計：第一節課 (Lesson 4)</p>	
<p style="text-align: center;">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT observe the connection between energy/electricity and climate change.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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)
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	5	PPT	
<p>全班授課 (Presentation) Review previous class. Observe the connection between energy and climate change. Introduce clean energy (solar/wind).</p>	7	Word bank,	
<p>練習活動 (Practice) If we want less CO₂, what do we need more/less of?</p>	5		

<p>發展活動 (Production)</p> <p>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.</p>	16		Formative during the production and wrap-up questions.
<p>總結活動 (Wrap up)</p> <p>Question: Are you worried about climate change? Review what we discussed and words we learned, Put away word banks. Award XP points.</p>	7		
<p>教學反思 (Reflection) Encourage students to make new sentences using their word banks for the production activity.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

教學活動設計：第一節課 (Lesson 5)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language:</p> <p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT share concerns about climate change and the reason.		
語言目標 (Language Goals)	SWBT use language to report their share concerns regarding climate change		
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.	2	PPT	
全班授課 (Presentation) Explain the procedure for the days evaluation.	3	Word bank,	
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

總結活動 (Wrap up) Award XP. Question: What new words or ideas did you learn?	5		
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)	
學習重點 (Essential Learning Focuses)	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:

	<p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p>	
<p>內容目標 (Content Goals)</p>	<p>SWBT differentiate between green (environmentally friendly) and not green and innovative and not.</p> <p>SWBT evaluate an energy form for it's environment cleanliness, capacity and cost.</p> <p>SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost.</p> <p>SWBT discuss different solutions to dealing with waste and CO2.</p> <p>SWBT consider what kinds of innovative technologies a smart city has.</p> <p>SWBT consider what kinds of innovative laws a smart city has.</p> <p>SWBT make a plan, create and share their smart city model.</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p> <p>Lesson 7-9</p>
<p>語言目標 (Language Goals)</p>	<p>Students will be able to say key vocabulary using their word banks.</p> <p>SWBT use the language used in the unit to share their smart city.</p>	<p>Lesson 1-8</p> <p>Lesson 9</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>SWBT differentiate between green (environmentally friendly) and not green and innovative and not.</p>
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>
<p>教學活動流程 (Teaching Procedures)</p>	

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 #15.	4	PPT	
全班授課 (Presentation) Give word banks and read together. Define a smart city, innovative and green.	12	Word bank,	
練習活動 (Practice) 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.	8		
發展活動 (Production) Students will get into their XP teams and create a list of 5 things that are green and then 5 things that are innovative.	10	Personal whiteboards.	Formative during the production activity.
總結活動 (Wrap up) Review what we discussed and words we learned, Put away word banks. Award XP points.	6		
教學反思 (Reflection) Give examples of things and ask students if they are green or not			
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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>SWBT evaluate an energy form for it's environment cleanliness, capacity and cost.</p>

語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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 #15.	3	PPT	Formative during the discussion.
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		
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?	7		
教學反思 (Reflection) Students enjoyed ranking the energy, but we needed to limit the participation due to time.			
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)

學習重點
(Essential Learning Focuses)

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.

內容目標 (Content Goals)	SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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)
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15.</p>	5	PPT	Formative during the discussion.
<p>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).</p>	15	Word bank,	
<p>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.</p>	8		
<p>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.</p>	7		
<p>總結活動 (Wrap up) Review what we discussed and words we learned,Put away word banks. Award XP</p>	5		

points. Exit question: Which energy is the best and why?			
教學反思 (Reflection) Give more language prompts.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	

	SWBT discuss different solutions to dealing with waste and CO2.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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 #15. Review previous 3 classes.	8	PPT	Formative during the discussion.
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		
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>

內容目標 (Content Goals)	SWBT consider what kinds of innovative technologies a smart city has.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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 #15. Review content from previous classes.	8	PPT	Formative during the ARG puzzle.
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		
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)			

教學活動設計：第六節課 (Lesson 6)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT consider what kinds of innovative laws a smart city has.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間</p>	<p>教學資源</p>	<p>教學評量 (Assessment)</p>

	(Time)	(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.	8	PPT	
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) Simplify language in PPT			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第七節課 (Lesson 7)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>		
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間</p>	<p>教學資源</p>	<p>教學評量 (Assessment)</p>

	(Time	(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.	8	PPT	
全班授課 (Presentation) Hand out smart city plan worksheets. And explain how to fill out.	6	Word bank, Smart city plan worksheet	
練習活動 (Practice) During the worksheet explanation, students will give examples of what they can write.	3		
發展活動 (Production) 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.	18		Formative during the production activity and exit question.
總結活動 (Wrap up) 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?	5		
教學反思 (Reflection) Students don't need a worksheet for this. They can casually discuss			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第八節課 (Lesson 8)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>		
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間</p>	<p>教學資源</p>	<p>教學評量 (Assessment)</p>

	(Time	(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.	8	PPT	
全班授課 (Presentation) Explain the day's agenda and goals.	6	Word bank, Smart city plan worksheet	
練習活動 (Practice) While explaining the presentation portion, students can give examples of what they can say.	3		
發展活動 (Production) Students will get into their XP teams, finish their smart city model and practice their speaking roles together.	18		Formative during the production activity and exit question
總結活動 (Wrap up) 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.	5		
教學反思 (Reflection) More time is needed to make the smart cities.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第九節課 (Lesson 9)

<p style="text-align: center;">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
<p style="text-align: center;">內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>

語言目標 (Language Goals)	SWBT use the language used in the unit to present 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) Say the class chant and view/discuss the expectations for the day's evaluation.	3	PPT	Summative assessment during the smart city presentations.
全班授課 (Presentation) Explain the day's agenda and goals.	3	Word bank, Smart city plan worksheet	
練習活動 (Practice) Give time to put any final touches on their model and practice their speaking roles.	10		
發展活動 (Production) 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.	16		
總結活動 (Wrap up) Put away word banks and smart city models. Award XP points. Exit question: Do you think your smart city was green and innovative?	8		
教學反思 (Reflection) Don't restrict the language for presentations. Allow students to express themselves freshly.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

(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)	
學習重點 (Essential Learning Focuses)	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

	◎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 (Content Goals)	SWBT understand examples of stereotyping SWBT use the example of the story to understand stereotyping SWBT understand examples of equality/inequality. SWBT understand the first action to fight inequality – don't stereotype. SWBT understand the second action to fight inequality – learn about other cultures. SWBT prepare and participate in a cultural Q&A	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks. SWBT create a unique question for the Q&A	註明第幾節課要達到此目標 Lesson 1-5 Lesson 6

教學活動設計：第一節課 (Lesson 1)

學習重點 (Essential Learning Focuses)	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.
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	<p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎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.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p>
	<p>學習內容 (Learning Content) :</p> <p>Integrated</p> <p>Cc-III-4 對不同族群的 尊重、欣賞與關懷。 Respecting, appreciation and caring for different ethnic groups.</p> <p>Language</p> <p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT understand examples of stereotyping
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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)
<p>暖身活動 (Warm up)</p> <p>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.</p>	12	PPT	
<p>全班授課 (Presentation)</p> <p>Presentation about stereotyping. What does it mean? Where does it happen? Who does it?</p>	6	Word bank,	

練習活動 (Practice) Give out and read word banks.	5		
發展活動 (Production) Students will redo the stereotyping test and indicate whether they previously did or did not stereotype the people.	10		Formative assessment during the exit question.
總結活動 (Wrap up) Award XP points. Exit question: What did you learn?	7		
教學反思 (Reflection) Guide students on how to read and say the word “stereotype”.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content)：</p> <p>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.</p> <p>Language</p>

	◎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 (Content Goals)	SWBT use the example of the story to understand stereotyping
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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) School Chant. Review previous class.	5	PPT	Formative assessment during the production activity.
全班授課 (Presentation) Read the story of The Heart and Two Bears.	10	Word bank,	
練習活動 (Practice) Words from the word bank will be used and students identify it as being a trait of the care bear or scared.	10		
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		
總結活動 (Wrap up) Award XP points. Exit question: What did you learn?	5		
教學反思 (Reflection) Encourage students to use their word banks more often.			
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)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p>
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT understand examples of equality/inequality.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

教學活動流程 (Teaching Procedures)

教學流程 (Stages & Activities)	教學時間 (Time)	教學資源	教學評量 (Assessment)
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		(Teaching Materials)	
暖身活動 (Warm up) School Chant. Review previous classes.	7	PPT	Formative assessment during the production and exit question
全班授課 (Presentation) What is cultural equality? What is cultural inequality? Read the Heart and the 2 Bears.	5	Word bank,	
練習活動 (Practice) Students will see pictures and label it as equality or inequality and why?	5		
發展活動 (Production) Why is equality important? Students will work as a class to create a sentence on the board explaining why. The sentence must have 15 or words.	15		
總結活動 (Wrap up) Award XP points. Exit question: What is an example of equality?	8		
教學反思 (Reflection) Students enjoyed the sentence challenge and created interesting answers about stereotypes and inequality.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>Language</p>

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

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)
<p>暖身活動 (Warm up) School Chant. Review previous classes.</p>	<p>7</p>	<p>PPT</p>	
<p>全班授課 (Presentation)</p>	<p>5</p>	<p>Word bank,</p>	

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.
總結活動 (Wrap up) 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.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p>

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT understand the second action to fight inequality – learn about other cultures.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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)
<p>暖身活動 (Warm up) School Chant. Review previous classes.</p>	5	PPT	
<p>全班授課 (Presentation) 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.</p>	10	Word bank,	
<p>練習活動 (Practice) What other cultures do you know and why is it interesting?</p>	5		

發展活動 (Production) In their XP teams, they will discuss, but not write, what questions they can ask me. (Part 1)	10		Formative assessment during the exit question.
總結活動 (Wrap up) Award XP points. Which culture do you think is interesting?	10		
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content)：</p> <p>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.</p> <p>Language ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>

	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 (Content Goals)	SWBT understand examples of equality and inequality.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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) Class chant. Read the heart and the 2 bears.	4	PPT	
全班授課 (Presentation) Explain the day's agenda and how students will be evaluated.	2	Word bank,	
練習活動 (Practice) Students can get back into their teams and practice if they need more time.	5		
發展活動 (Production) Cultural Q&A. Each student will get a chance to ask their question to their team leader. The team leader can guess an answer to their question.	25		Summative assessment in the cultural Q&A.
總結活動 (Wrap up) Award XP points. Exit question: What did you learn about my culture?	4		
教學反思 (Reflection) Emphasize that only the team leader needs to guess an answer.			
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)	
學習重點 (Essential Learning Focuses)	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

	◎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 (Content Goals)	SWBT understand the third action to fight inequality – help people SWBT role-play situations where they help people facing inequality. SWBT understand the fourth action to fight inequality – celebrate diversity. SWBT create a group poster that celebrates diversity. SWBT present their diversity poster.	Lesson 1 Lesson 2 Lesson 3 Lesson 4-5 Lesson 6
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks. SWBT share what they want to celebrate from a different culture.	Lesson 1-4 Lesson 5-6

教學活動設計：第一節課 (Lesson 1)

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

教學活動設計：第一節課 (Lesson 1)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>Integrated</p> <p>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.</p> <p>Language</p>

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

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)
<p>暖身活動 (Warm up)</p> <p>School Chant. Review the first 2 actions to fight cultural inequality.</p>	<p>12</p>	<p>PPT</p>	
<p>全班授課 (Presentation)</p> <p>Presentation on the third action to fight cultural inequality – help people. Students</p>	<p>6</p>	<p>Word bank,</p>	

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) Pickers. Students will see a picture and students can choose a response to counter the inequality.	10		Formative assessment during Pickers and the exit question.
總結活動 (Wrap up) Award XP points. Exit question: What did you learn?	7		
教學反思 (Reflection)			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p>

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT role-play situations where they help people facing inequality.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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) School Chant. Review previous class.	5	PPT	
全班授課 (Presentation) Read the story of The Heart and Two Bears and incorporate the first three actions into the story.	10	Word bank,	
練習活動 (Practice) Review previous pictures of cultural inequality and students will respond with a way to counter it.	10		
發展活動 (Production) A student volunteer will come to the front to role-play with. The teacher and student will act out a	10		Formative assessment during the production activity.

situation from the presentation and students will respond to what they saw.			
總結活動 (Wrap up) Award XP points. Exit situation: Students will see a new picture of cultural inequality and students can give a counter for bonus XP.	5		
教學反思 (Reflection)			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>

	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 (Content Goals)	SWBT understand the fourth action to fight inequality – celebrate diversity.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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) School Chant. Review previous classes.	7	PPT	Formative assessment during the production and exit question
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) Discussion: Which cultures do you like and why?	5		
發展活動 (Production) Students will get into their XP teams and discuss what they will write and draw on their posters.	15		
總結活動 (Wrap up) Award XP points. Exit question: Which cultures will your team celebrate?	8		

教學反思 (Reflection)

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)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>Integrated</p> <p>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.</p> <p>Language</p> <p>◎1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content)：</p> <p>Integrated</p> <p>Cc-III-4 對不同族群的尊重、欣賞與關懷。 Respecting, appreciation and caring for different ethnic groups.</p> <p>Language</p> <p>◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT create a group poster that celebrates diversity.
語言目標 (Language Goals)	SWBT use language from word banks to follow the lesson.

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) School Chant. Review previous classes and Heart and the 2 Bears.	7	PPT	
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) 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 create their poster, which will include drawing and writing. When they finish, team leaders will practice speaking with each of them.	10		Formative assessment during the wrap-up.
總結活動 (Wrap up) Award XP points. Exit question: What will you say in the presentation?	13		
教學反思 (Reflection)			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p>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.</p> <p>Language</p>

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

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) School Chant. Review previous classes and Heart and the 2 Bears.	5	PPT	

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?	10		
教學反思 (Reflection)			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>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.</p>

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
內容目標 (Content Goals)	SWBT present their cultural diversity poster.
語言目標 (Language Goals)	SWBT share what they want to celebrate from a different culture.

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) School Chant. Review previous questions.	2	PPT	
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.			
總結活動 (Wrap up) Award XP points. Exit question: What did you learn in this unit?	5		
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)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language:</p>

	◎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 (Content Goals)	Observe the ways humans put CO ₂ in the air and the effects of climate change. Observe the connection between transportation and climate change. Observe the connection between waste and climate change. Observe the connection between energy and climate change. Share concerns about climate change and the reason.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
語言目標 (Language Goals)	Students will be able to say key vocabulary using their word banks. SWBT use language to report their share concerns regarding climate change.	Lesson 1-4 Lesson 5
教學活動設計：第一節課 (Lesson 1)		
學習重點 (Essential Learning Focuses)	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.	

	<p>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.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT observe the ways humans put CO2 in the air and the effects of climate change.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	<p>5</p>	<p>PPT</p>	

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		
發展活動 (Production) Discussion: Are you worried about climate change? I am/I'm not worried because...	10		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.	10		
教學反思 (Reflection) Remind students that the exit question is the same question for class #			
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)	
學習重點 (Essential Learning Focuses)	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.

	<p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT observe the connection between transportation and climate change.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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)
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	5	PPT	
<p>全班授課 (Presentation) Review previous class. Observe the connection between transportation and climate change.</p>	5	Word bank,	
<p>練習活動 (Practice) Put modes of transportation in order from most CO2 emissions to least.</p>	5		

<p>發展活動 (Production) Team based questions led by 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?</p> <p>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.</p>	<p>13</p> <p>12</p>		<p>Formative during the production and wrap-up questions.</p>
<p>教學反思 (Reflection) Students followed along better than expected.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p>教學活動設計：第三節課 (Lesson 3)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT observe the connection between waste and climate change.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	<p>5</p>	<p>PPT</p>	
<p>全班授課 (Presentation) Review previous class. Observe the connection between waste and climate change.</p>	<p>7</p>	<p>Word bank,</p>	

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.			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT observe the connection between energy/electricity and climate change.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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)
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #6.</p>	5	PPT	
<p>全班授課 (Presentation) Review previous class. Observe the connection between energy and climate change. Introduce clean energy (solar/wind).</p>	7	Word bank,	
<p>練習活動 (Practice) If we want less CO₂, what do we need more/less of?</p>	5		

<p>發展活動 (Production) 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.</p> <p>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.</p>	<p>16</p> <p>7</p>		<p>Formative during the production and wrap-up questions.</p>
<p>教學反思 (Reflection) The connection between classes has been good and students seem more confident.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

<p>教學活動設計：第五節課 (Lesson 5)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>

	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
內容目標 (Content Goals)	SWBT share concerns about climate change and the reason.		
語言目標 (Language Goals)	SWBT use language to report their share concerns regarding climate change		
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.	2	PPT	Summative assessment during the 1-on-1
全班授課 (Presentation) Explain the procedure for the days evaluation.	3	Word bank,	
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		

總結活動 (Wrap up) Award XP. Question: What new words or ideas did you learn?	5		
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)

學習重點 (Essential Learning Focuses)	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.

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

	SWBT use the language used in the unit to present their smart city.	Lesson 9
教學活動設計：第一節課 (Lesson 1)		
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>	
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>	
內容目標 (Content Goals)	SWBT differentiate between green (environmentally 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) Say the class chant and view/discuss the expectations for the evaluation during class #15.	4	PPT	
全班授課 (Presentation) Give word banks and read together. Define a smart city, innovative and green.	12	Word bank,	
練習活動 (Practice) 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.	8		
發展活動 (Production) Students will get into their XP teams and create a list of 5 things that are green and then 5 things that are innovative.	10	Personal whiteboards.	Formative during the production activity.
總結活動 (Wrap up) Review what we discussed and words we learned, Put away word banks. Award XP points.	6		
教學反思 (Reflection) The pace is much better than last year.			
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)

學習重點 (Essential Learning Focuses)	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.		
內容目標 (Content Goals)	SWBT evaluate an energy form for it's environment cleanliness, capacity and cost.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源	教學評量 (Assessment)

		(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15.	3	PPT	
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?	7		
教學反思 (Reflection) Give more language prompts.			
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

(Essential Learning Focuses)	<p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT evaluate different forms of transportation for it's environment cleanliness, capacity and cost</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up)</p>	<p>5</p>	<p>PPT</p>	

<p>Say the class chant and view/discuss the expectations for the evaluation during class #15.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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?</p>	<p>15</p> <p>8</p> <p>7</p> <p>5</p>	<p>Word bank,</p>	<p>Formative during the discussion.</p>
<p>教學反思 (Reflection) Maybe discuss choosing different forms of transportation for different distances.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

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) 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.		
內容目標 (Content Goals)	SWBT discuss different solutions to dealing with waste and CO2.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間	教學資源	教學評量 (Assessment)

	(Time	(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15. Review previous 3 classes.	8	PPT	
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) Review what we discussed and words we learned,Put away word banks. Award XP points.	7		
教學反思 (Reflection) Updated PPT to better explain smart bins.			
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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>Language: ◎Ac-III-3 簡易的生活用語。 Simple vocabulary and sentences used in daily life.</p>
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	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 (Content Goals)	SWBT consider what kinds of innovative technologies a smart city has.		
語言目標 (Language Goals)	SWBT say key vocabulary using their word banks.		
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 #15. Review content from previous classes.	8	PPT	Formative during the ARG puzzle.
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		
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) Describe different technologies as being innovative or not,

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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>SWBT consider what kinds of innovative laws a smart city has.</p>
<p>語言目標</p>	<p>SWBT say key vocabulary using their word banks.</p>

(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 #15. Review content from previous classes.	8	PPT	
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.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第七節課 (Lesson 7)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>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.</p>		
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間</p>	<p>教學資源</p>	<p>教學評量 (Assessment)</p>

	(Time	(Teaching Materials)	
暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the evaluation during class #15. Review content from previous classes.	8	PPT	
全班授課 (Presentation) Hand out smart city plan worksheets. And explain how to fill out.	6	Word bank, Smart city plan worksheet	
練習活動 (Practice) During the worksheet explanation, students will give examples of what they can write.	3		
發展活動 (Production) 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.	18		Formative during the production activity and exit question.
總結活動 (Wrap up) 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?	5		
教學反思 (Reflection) This might not be necessary so there's more classes to make their smart city.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

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

	<p>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.</p> <p>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.</p>		
	<p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT say key vocabulary using their word banks.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up)</p>	<p>8</p>	<p>PPT</p>	

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) Explain the day's agenda and goals.	6	Word bank, Smart city plan worksheet	
練習活動 (Practice) While explaining the presentation portion, students can give examples of what they can say.	3		
發展活動 (Production) Students will get into their XP teams, finish their smart city model and practice their speaking roles together.	18		Formative during the production activity and exit question
總結活動 (Wrap up) 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.	5		
教學反思 (Reflection) Students need more time to make their cities.			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第九節課 (Lesson 9)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)</p> <p>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.</p> <p>Language:</p>

	<p>1-III-6 能聽懂課堂中所學的字詞。 Students can listen to the vocabulary they learned in class.</p> <p>◎1-III-9 能聽懂簡易句型的句子。 Students can listen to the sentences they learned in class.</p> <p>◎2-III-2 能說出課堂中所學的字詞。 Students can say the vocabulary they learned in class.</p> <p>2-III-7 能作簡易的回答和描述。 Students can make simple answers and description.</p> <p>◎3-III-1 能辨識課堂中所學的字詞。 Students can identify the vocabulary they learned in class.</p> <p>學習內容 (Learning Content) :</p> <p>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.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>SWBT make a plan, create and present a smart city model.</p>		
<p>語言目標 (Language Goals)</p>	<p>SWBT use the language used in the unit to present their smart city.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Say the class chant and view/discuss the expectations for the day's evaluation.</p> <p>全班授課 (Presentation) Explain the day's agenda and goals.</p>	<p>3</p> <p>3</p>	<p>PPT</p> <p>Word bank, Smart city</p>	

<p>練習活動 (Practice) Give time to put any final touches on their model and practice their speaking roles.</p> <p>發展活動 (Production) 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.</p> <p>總結活動 (Wrap up) Put away word banks and smart city models.. Award XP points. Exit question: Do you think your smart city was green and innovative?</p>	<p>10</p> <p>16</p> <p>8</p>	<p>plan worksheet</p>	<p>Summative assessment during the smart city presentations.</p>
<p>教學反思 (Reflection) Changed the presentation to allow students to see each others' cities and speak freely.</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

二、方案二

(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.

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

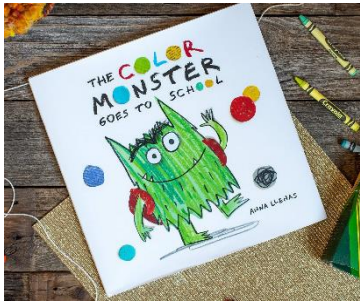
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>英語</p> <p>2-I-4 Be able to apply easy classroom English</p> <p>2-I-5 Be able to apply easy daily English.</p> <p>生活</p> <p>6-I-2 Realize what one needs to do, play the proper role, and live accordingly.</p> <p>6-I-3 Be aware of the norms and etiquette in life, explore their meaning, and be willing to abide by them.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>英語</p> <p>◎Ac-I-1 Simple classroom instructions. ◦</p> <p>Ac-I-2 Simple everyday expressions.</p> <p>生活</p> <p>E-I-2 Put the norms of life into practice.</p>	
<p>內容目標 (Content Goals)</p>	<ol style="list-style-type: none"> 1. Recognizing the feelings on the first day of school and the changes in campus life between kindergarten and primary school. <ul style="list-style-type: none"> • 2. Understanding the routine and schedule of school life. <ul style="list-style-type: none"> • 3. Learning appropriate ways to greet others and giving a brief self-introduction. <ul style="list-style-type: none"> • 4. Learning how to make new friends. 	<p>Lesson 1-7</p>
<p>語言目標 (Language Goals)</p>	<p>How do you feel on the first day of school? I feel _____. (nervous/ happy / sad / excited.)</p>	<p>Lesson 1-7</p>

	<p>How are you today? I am _____.(fine / good / ok/ great)</p> <p>I want to thank (the) _____ for the yummy food. (farmers/cooks/Daddy/Mommy/)</p> <p>Good morning. / Good afternoon./ Goodbye./ See you next time./ See you tomorrow./ See you next week. Take care.</p> <p>My name is _____. I like _____. What's your name? My name is _____. Nice to meet you. Nice to meet you, too.</p> <p>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.</p> <p>_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.</p>	
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教學活動設計：第一節課 (Lesson 1)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 英語 2-I-4 Be able to apply easy classroom English</p>

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

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)
<p>暖身活動 (Warm up)</p> <p>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。</p> <p>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>.</p>	5		口頭評量
<p>全班授課 (Presentation)</p> <p>告訴小朋友今天要讀一本繪本。有一個顏色怪獸他也是第一天上學。他的身體會隨著心情的改變而變色。</p>	10	投影片，繪本	

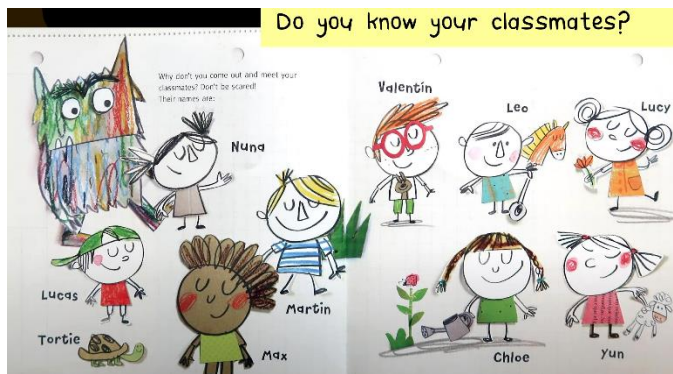


練習活動 (Practice)

小朋友閱讀完繪本進行討論。

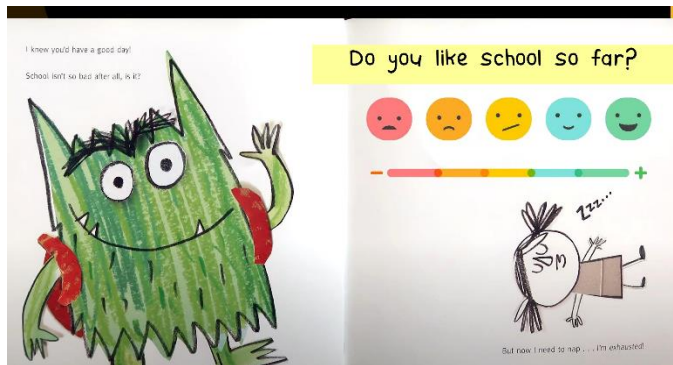
1. Do you know your classmates?

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?

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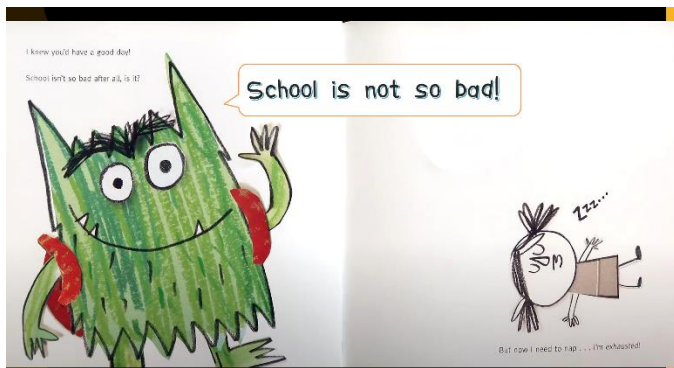
3. 故事裡面的 Color Monster 在放學的時候身體變成了粉紅色，為什麼？

Why does the Color Monster turn pink?

He feels love.



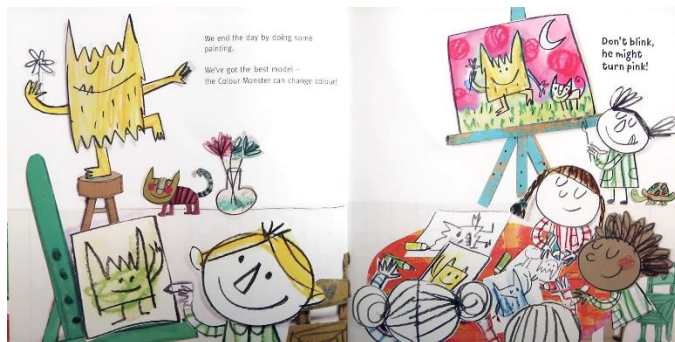
4. 故事裡面的 Color Monster 回家後身體變成了綠色，為什麼？ Why does the Color Monster turn green?



總結活動 (Wrap up)

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！

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.

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

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 英語 ◎2- II -3 Can say the words 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.</p> <p>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</p>	
<p>內容目標 (Content Goals)</p>	<p>1. Observing changes in the surrounding environment to perceive the festive atmosphere.</p> <p>2. Understanding, experiencing, and learning to respect different beliefs and cultures.</p>	<p>註明第幾節課要達到此目標 (Specify the corresponding lesson here)</p> <p>Lesson 1-2</p>
<p>語言目標 (Language Goals)</p>	<p>Sentences: What's that sound? It's all around. I see 10 little witches dancing on the ground.</p> <p>Words: Ghosts/vampires/monsters/werewolves/witches</p> <p>Sentences: I can make a triangle. I can make a square</p>	<p>註明第幾節課要達到此目標 (Specify the corresponding lesson here)</p> <p>Lesson 1-2</p>


	<p>Fold this corner down to meet that corner.</p> <p>Tuck the ear in.</p> <p>May I borrow your scissors?</p> <p>May I borrow your glue?</p> <p>May I borrow your marker?</p> <p>Vocabulary: eyes/ teeth / circle stickers / decorate</p>	
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教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>英語</p> <p>◎2- II -3 Can say the words learned in class.</p> <p>◎2- II -5 Can use simple everyday expressions.</p> <p>生活</p> <p>3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.</p>
	<p>學習內容 (Learning Content) :</p> <p>英語</p> <p>◎Ac-I-2 Simple everyday expressions.</p> <p>生活</p> <p>C-I-1 Exploring the characteristics and phenomena of things.</p>
<p>內容目標 (Content Goals)</p>	<p>Observing changes in the surrounding environment to perceive the festive atmosphere.</p>
<p>語言目標 (Language Goals)</p>	<p>Sentences: What's that sound? It's all around. I see 10 little witches dancing on the ground.</p> <p>Words: Ghosts/vampires/monsters/werewolves/witches</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>英語</p> <p>◎2- II -3 Can say the words learned in class.</p>
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	<p>◎2- II -5 Can use simple everyday expressions. 生活</p> <p>3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.</p> <p>學習內容 (Learning Content) : 英語</p> <p>◎Ac-I-2 Simple everyday expressions. 生活</p> <p>C-I-1 Exploring the characteristics and phenomena of things.</p>		
內容目標 (Content Goals)	Observing changes in the surrounding environment to perceive the festive atmosphere.		
語言目標 (Language Goals)	<p>Sentences: What's that sound? It's all around. I see 10 little witches dancing on the ground.</p> <p>Words: Ghosts/vampires/monsters/werewolves/witches</p>		
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)
<p>暖身活動 (Warm up)</p> <p>聆聽萬聖節歌曲 Halloween Creatures https://www.youtube.com/watch?v=GpO8_FMWCcHA</p> 	5	Youtube	口頭評量

全班授課 (Presentation)

1. 問孩子最近是否看到商店都會有傑克南瓜燈的裝飾，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.

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練習活動 (Practice)

1. 引導小朋友討論萬聖節通常會看到那些裝扮，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。

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發展活動 (Production)

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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。



萬聖節體驗遊戲 2:

Pin the nose on the Pumpkin

小朋友蒙眼。拿著南瓜的鼻子，試著將它放在螢幕上的大南瓜圖形上。

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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。

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)

學習重點
(Essential Learning Focuses)

學習表現 (Learning Performance) :

英語

◎2- II -3 Can say the words 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.


學習內容 (Learning Content) :

英語

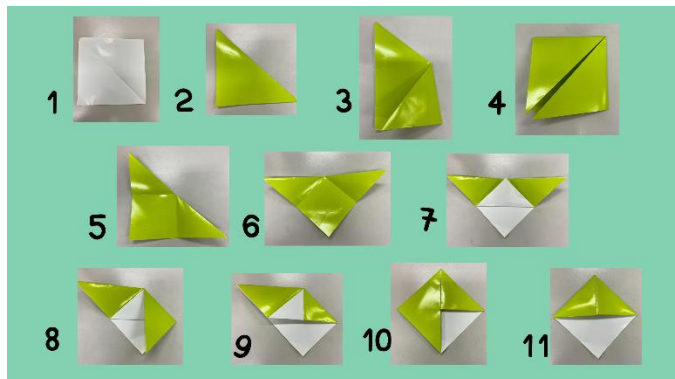
◎Ac-I-2 Simple everyday expressions.

生活

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

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)
<p>暖身活動 (Warm up)</p> <p>聆聽萬聖節歌曲 When the Sun Goes Down</p> 	5	Youtube	
<p>全班授課 (Presentation)</p> <p>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。</p>	5		
<p>練習活動 (Practice)</p> <ol style="list-style-type: none"> 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。 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. 	20		口頭評量

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。



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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.**

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

<p>學習重點 (Essential Learning Focuses)</p>	<p>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</p> <hr/> <p>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.</p>	<p>第 1~8 節</p>
<p>內容目標 (Content Goals)</p>	<p>1. Name the objects of different school supplies. 2. Discuss the function of different daily school supplies. 3. Learn to put things in the right places to make them organized.</p>	<p>第 1~8 節</p>
<p>語言目標 (Language Goals)</p>	<p>Sentences: I have _____. What do you have? I put my ___ in the ____.</p> <p>Words: pencil / marker/ notebook / glue /eraser / some paper bookbag / pencil case / folder / tool box</p>	<p>第 1~8 節</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點</p>	<p>學習表現 (Learning Performance) :</p>
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<p>(Essential Learning Focuses)</p>	<p>英語 ◎3-II-3 Can understand the sentences learned in class. ◎2-II-5 Can use simple everyday expressions.</p> <p>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</p> <hr/> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>Sentence: Look! I have _____. I put it in my _____.</p> <p>Vocabulary: a book / a pencil / a pencil box / a crayon / a marker / an eraser / some paper / a notebook / an iPad</p>

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)
<p>暖身活動 (Warm up) 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</p>	<p>5</p>	<p>PPT</p>	<p>口語評量</p>

<p>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。</p>			
<p>全班授課 (Presentation)</p> <p>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.</p> <p>認識文具用品的英文名稱</p>	10		
<p>練習活動 (Practice)</p> <p>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.</p> <p>Every student will practice saying, “ I have a ____, ____ and ____ . What do you have?”</p>	10		
<p>發展活動 (Production)</p> <p>Teacher gives students a worksheet with items on a table.</p> <p>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 ____ .”</p>	5		
<p>總結活動 (Wrap up)</p> <p>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.</p>	5		

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)



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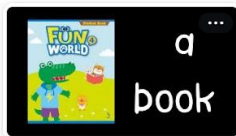
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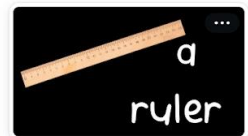
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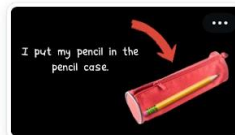
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教學活動設計：第二節課 (Lesson 2)

學習重點
(Essential Learning
Focuses)

學習表現 (Learning Performance) :

英語

◎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.
內容目標 (Content Goals)	認識平板的用途，認識錄影功能。
語言目標 (Language Goals)	Passive language: 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 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
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.	5	Ipad	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 record themselves saying their names in English.	15		
發展活動 (Production) 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.	5		
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。			
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)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>英語</p> <p>◎3-II-3 Can understand the sentences learned in class.</p> <p>◎2-II-5 Can use simple everyday expressions.</p> <p>生活</p> <p>3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.</p> <p>4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>英語</p> <p>◎Ac-I-2 Simple everyday expressions.</p> <p>生活</p> <p>D-I-4 Working together and assisting each other.</p> <p>C-I-5 Application, combination, and innovation of knowledge and methods.</p>
內容目標 (Content Goals)	認識平板的用途，認識掃描功能與學會上傳檔案至 Padlet。
語言目標	Passive language:

(Language Goals)	<p>Please touch the red button to start recording a video.</p> <p>Please touch the red button again when you finish your recording.</p> <p>Please scan this QR code.</p> <p>Touch the plus button to upload your video recording.</p>
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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)
<p>暖身活動 (Warm up)</p> <p>The teacher reviews how to use the recording function with their I-pads.</p>	5	Youtube	口頭評量
<p>全班授課 (Presentation)</p> <p>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.</p> <p>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.</p>	5		
<p>練習活動 (Practice)</p> <p>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.</p>	20		
<p>發展活動 (Production)</p>	5		

<p>Students who are done with the task of publishing their recordings will spend time observing their peers' work on Padlet.</p> <p>總結活動 (Wrap up)</p> <p>Students will give feedback to their classmates' work on Padlet.</p>	5		
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

教學活動設計：第四節課 (Lesson 4)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>英語</p> <p>◎3-II-3 Can understand the sentences learned in class. ◎2-II-5 Can use simple everyday expressions.</p> <p>生活</p> <p>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</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>英語</p> <p>◎Ac-I-2 Simple everyday expressions.</p> <p>生活</p> <p>D-I-4 Working together and assisting each other. C-I-5 Application, combination, and innovation of knowledge and methods.</p>
<p>內容目標 (Content Goals)</p>	<p>認識物品的收納方式，學會分類整理自己的學用品。</p>
<p>語言目標 (Language Goals)</p>	<p>Sentence Pattern: I put ___ in my ____.</p> <p>Words: pencil / marker/ notebook / glue /eraser / some paper</p>

	bag / pencil case / folder / box
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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)
<p>暖身活動 (Warm up)</p> <p>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.</p>	5	PPT	形成性評量
<p>全班授課 (Presentation)</p> <p>The teacher shows students pictures of different supply items and a picture of a bag, a pencil case, a tool box and a folder.</p> <p>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 ___.</p>	5		
<p>練習活動 (Practice)</p> <p>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.</p>	20		
<p>發展活動 (Production)</p> <p>Each group will present the way they organize their school supplies.</p>	5		
<p>總結活動 (Wrap up)</p> <p>Students will give feedback to their classmates' presentation.</p>	5		
教學反思 (Reflection)			

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。

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)

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

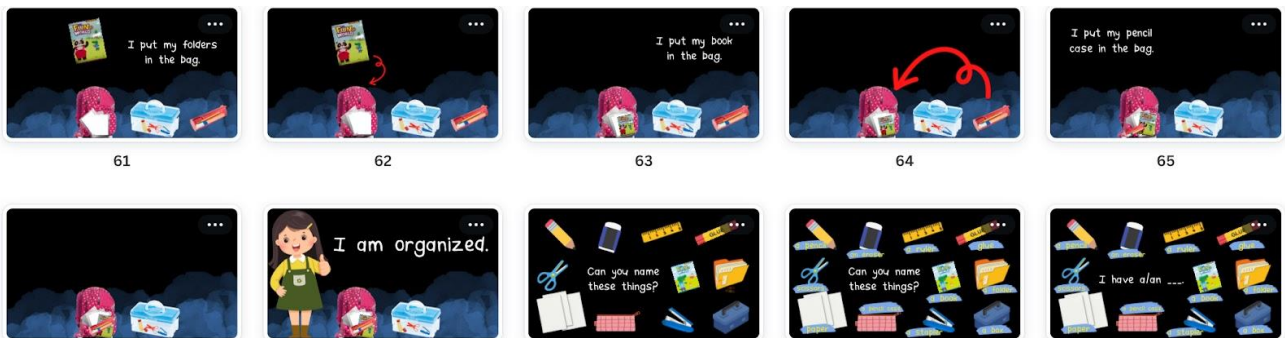
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up)</p> <p>The teacher reviews the words of various school supplies students have learned in the previous lesson.</p>	5	PPT	形成性評量
<p>全班授課 (Presentation)</p> <p>The teacher shows students pictures of different items they use and see every day in the classroom.</p> <p>The teacher asks students how they can correctly use all the items the teacher just mentioned.</p>	5	PPT	
<p>練習活動 (Practice)</p> <p>The teacher again reveals the pictures of classroom objects and present the sentence pattern in English. I _____ on/in the ____.</p> <p>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.</p>	20	PPT	
<p>發展活動 (Production)</p> <p>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.</p>	5		
<p>總結活動 (Wrap up)</p>	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)

學習重點
(Essential Learning
Focuses)

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

- D-I-4 Working together and assisting each other.

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

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)
<p>暖身活動 (Warm up)</p> <p>The teacher reviews target words for this lesson, words of the names of the school supplies and classroom items.</p>	5	PPT	形成性評量
<p>全班授課 (Presentation)</p> <p>The teacher asks students to take out a school supply they take with them every day. And, for example, practice saying,</p> <p>This is an eraser. (介紹物品)</p> <p>I put it in my pencil box. (收納方式)</p> <p>I can take of my eraser.</p> <p>I don't cut it with a knife. (愛惜使用的方式)</p> <p>This is a chair. (介紹物品)</p> <p>I push in my chair when I leave. (收納方式)</p> <p>I can take of my chair.</p> <p>I don't swing on two legs. (愛惜使用的方式)</p>	5	PPT	
<p>練習活動 (Practice)</p>	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		
教學反思 (Reflection) 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。			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

教學活動設計：第七節課 (Lesson 7)	
學習重點 (Essential Learning Focuses)	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 D-I-4 Working together and assisting each other. C-I-5 Application, combination, and innovation of knowledge and methods.
內容目標 (Content Goals)	認識物品的收納方式，學會分類整理自己的學用品。
語言目標 (Language Goals)	Sentence Pattern: This is <u>an eraser</u> . (介紹物品)

	<p>I put it in <u>my pencil box</u>. (收納方式)</p> <p>I take care of my eraser.</p> <p>I <u>don't cut it with a knife</u>. (愛惜使用的方式)</p>
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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)
<p>暖身活動 (Warm up)+全班授課(Presentation)</p> <p>The teacher reviews target words and sentence patterns from last class as a whole class.</p> <p>The teacher demonstrates how to use the text reading function using iPad camera.</p>	10	Youtube	口頭評量
<p>練習活動 (Practice)</p> <p>Students take out the sentences they wrote from last week and practice saying their sentences.</p> <p>Students can use their iPad to help them remember the sounds of their sentences.</p>	10		
<p>發展活動 (Production)</p> <p>After individual practice, the teacher will ask students to come out in front demonstrating their sentences to the class.</p>	15		
<p>總結活動 (Wrap up)</p> <p>The teacher and the students will give feedback to those who presented.</p>	5		
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

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

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)
<p>暖身活動 (Warm up)+全班授課(Presentation)</p> <p>The teacher reviews target words and sentence patterns from last class as a whole class.</p> <p>The teacher demonstrates how to use the text reading function using iPad camera.</p>	10	YouTube	口頭評量
<p>練習活動 (Practice)</p> <p>Students take out the sentences they wrote from last week and practice saying their sentences.</p>	10		

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。

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

1. Finish your worksheet.



2. 106 Finish your recording.



開_男始_尸錄_カ影_云



自_尸拍_カ



停_云止_云錄_カ影_云



拍_カ照_カ模_式



翻_云轉_カ鏡_云頭_云



掃_カ描_云

(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: Culture: Christmas+Toy's Story

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.

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

學習重點
(Essential Learning
Focuses)

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.

◎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 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. 2. Getting to know, experiencing, and learning to respect different beliefs and cultures.	Lesson 1-3
語言目標 (Language Goals)	Sentences: People 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 _____. 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	Lesson 1-3

教學活動設計：第一節課 (Lesson 1)

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

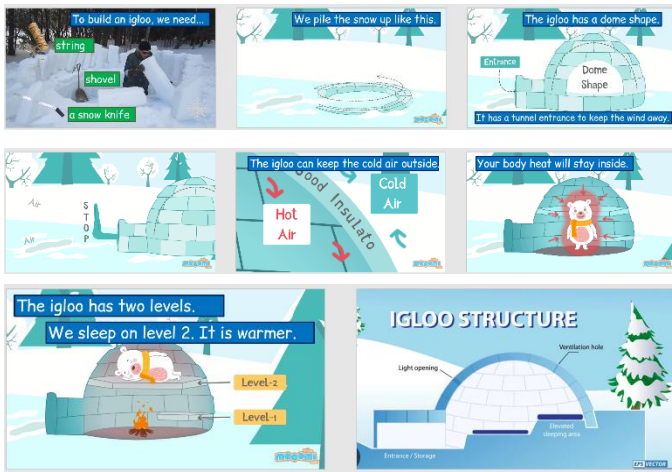
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up)</p> <p>聆聽聖誕節歌曲 Santa</p> <p>https://www.youtube.com/watch?v=mGAYzIqj-aE</p> 	5	YouTube	形成性評量

<p>全班授課 (Presentation)</p> <ol style="list-style-type: none"> 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。 <p>練習活動 (Practice)</p> <ol style="list-style-type: none"> 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。 <p>發展活動 (Production)</p> <p>聖誕節歌曲: Santa / Jingle Bells</p> <p>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。</p> <p>總結活動 (Wrap up)</p> <p>全班一起合唱萬聖節歌曲。並至其他班級唱歌報佳音。</p>	10		
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

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

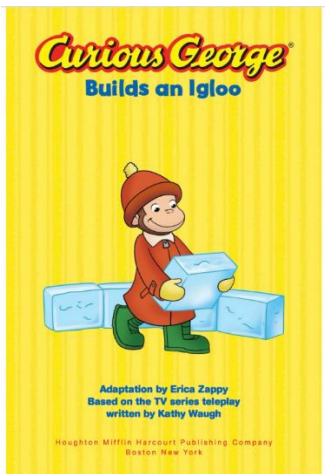
	<p>4-I-1</p> <p>Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.</p> <p>學習內容 (Learning Content) :</p> <p>英語</p> <p>◎Ac-I-2 Simple everyday expressions.</p> <p>生活</p> <p>C-I-1 Exploring the characteristics and phenomena of things.</p>
內容目標 (Content Goals)	<p>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。</p> <p>故事欣賞:Curious George Builds An Igloo</p>
語言目標 (Language Goals)	<p>Sentences:</p> <p>Story:</p> <p>Curious George Builds An Igloo</p>

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)
<p>暖身活動 (Warm up)</p> <p>https://www.youtube.com/watch?v=mGAYzlqj-aE</p> <p>聆聽上週所教的聖誕歌曲 Santa</p> 	5	Youtube	
<p>全班授課 (Presentation)</p> <p>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?</p> 	5		



練習活動 (Practice)

一起聆聽 Curious George Builds An Igloo 的故事



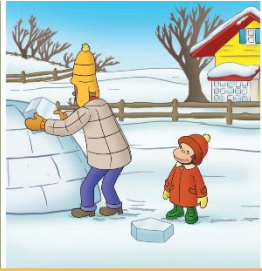
故事開始之前提問

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?

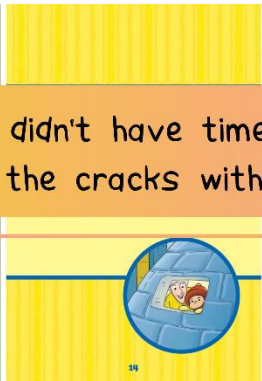
發展活動 (Production)

20

5



They stacked snow blocks on top of the base.



He didn't have time to fill in the cracks with snow.

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)

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 ◎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. 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 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)

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) https://www.youtube.com/watch?v=mGAYzlqj-aE 聆聽上週所教的聖誕歌曲 Santa	5	Youtube	



全班授課 (Presentation)

老師向全班介紹使用玉米黏土的注意事項，以及搭建冰屋的步驟與技巧。

5



練習活動 (Practice)

小朋友每人拿取數顆玉米黏土，體驗搭建冰屋的樂趣。要小心玉米黏土若太濕是會融化的喔！

20

發展活動 (Production)

小朋友展示自己的作品

5

5



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。

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

(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 <u>2</u>		
單元名稱(Name of the Unit) : Unit 1: <u>Beautiful Colors</u>		
學習總節數(Length of the Unit) : <u>6</u>		
設計者(Lesson Designer) : <u>吳佩鴻、林嘉柔、曾蘭仙</u>		
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)		
學習重點 (Essential Learning Focuses)	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-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience. 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) : B-I-2 Recognizing the beauty or benefits of the social environment C-I-2 Making use of media characteristics and symbolic representation D-I-2 Learning how to adjust emotions	
內容目標 (Content Goals)	1. 認識三原色及製作 color wheel 2. 運用簡單的色彩學知識，欣賞生活中的景物或各類設計作品 3. 配合萬聖節活動，享受創作的樂趣 4. 向同學介紹自己的紙編織作品	第一節課 第二節課 第三四節課 第五節課

<p>語言目標 (Language Goals)</p>	<p>English Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks</p> <p>Target Words: color words: red/ orange/ yellow/ green/ blue/ purple</p> <p>New color words: white/ black/ brown/ gray/ pink/ cold colors/ warm colors</p> <p>Target Sentence: What color is it? It's <u>red</u>.</p> <p>Hi! I'm <u>Wendy</u>. This is <u>my pumpkin</u>. I use <u>red</u> and <u>blue</u> paper strips to make this <u>pumpkin</u>. Happy Halloween!</p> <p>Classroom English: Good, good job, try again, look, please, thank you, your turn</p>	<p>第一~五節課要達到此目標</p>
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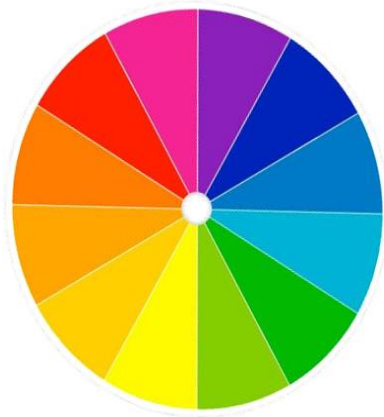
教學活動設計：第一節課 (Lesson 1)	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.</p> <p>學習內容 (Learning Content) : B-I-2 Recognizing the beauty or benefits of the social environment C-I-2 Making use of media characteristics and symbolic representation</p>
<p>內容目標 (Content Goals)</p>	<p>Introduce Colors 介紹生活中可見的顏色，介紹 color wheel 與 cool colors & warm colors 的概念。學生繪製自己的 color wheel。</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: Review color words: red/ orange/ yellow/ green/ blue/ purple</p>

	<p>New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm colors</p> <p>Target Sentence: What color is it? It's <u>red</u>.</p> <p>Classroom English: Good, good job, try again.</p>
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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)
<p>暖身活動 (Warm up)</p> <p>Review color words: red/ orange/ yellow/ green/ blue/ purple</p> <p>New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm colors</p> <p>運用學生日常生活看到的卡通人物，讓學生猜它們的顏色。</p> <p>例如: What color is Pikachu? He's yellow.</p>	5	slides	Point and Say
<p>全班授課 (Presentation)</p> <p>Color and Feelings</p> <p>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。</p> <ol style="list-style-type: none"> Show students four pictures (Fire, wear socks by the fireplace, colorful trees, the Sun), and then ask: How do you feel? Introduce warm colors: red, yellow, orange Show students four pictures (Elsa, fishes under the sea, ocean and sky, snowy mountains), and then ask: How do you feel? Introduce cold colors: blue, green, purple 	10	slides	Ask and Say
<p>練習活動 (Practice)</p>	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?

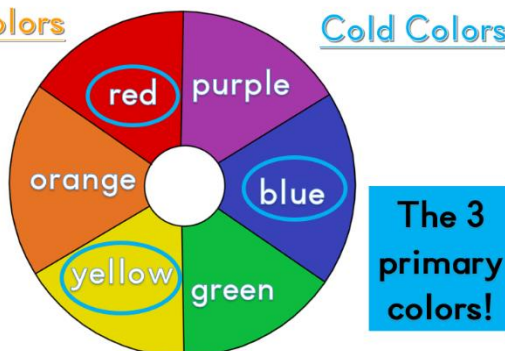
Student: Cold colors.

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.

Warm Colors

Cold Colors



15

Worksheet

實作評量

色鉛筆
粉蠟筆
粉彩

總結活動 (Wrap up)

再次歸納色輪和冷暖色系概念
指派學習單

5

教學反思 (Reflection)

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。



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

Class: _____ Number: _____ Name: _____

Tamsui Elementary School
Grade 2 Life – My Color Wheel

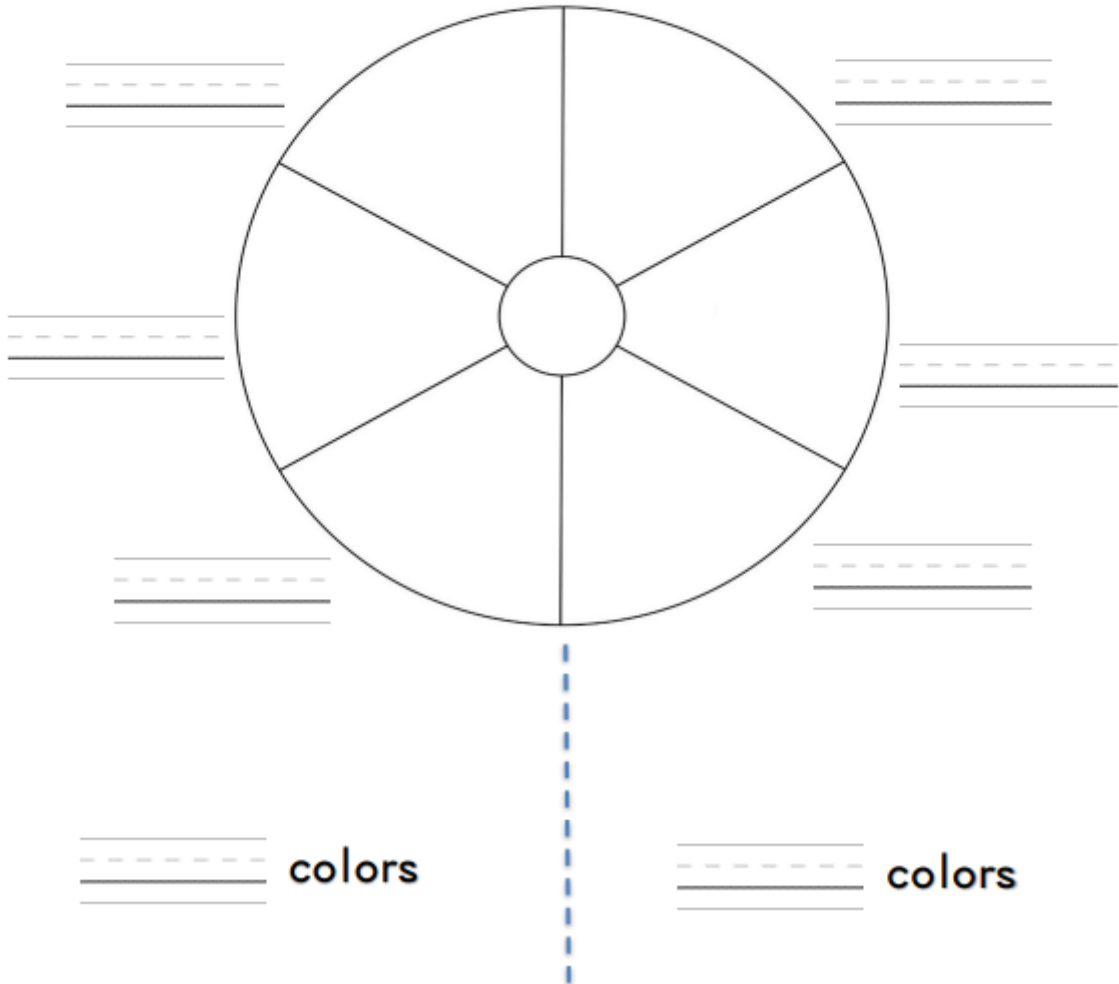


Unit 1
Beautiful Colors


 Color in the color wheel and label the colors.

請完成色環，並標註上顏色。

COLOR WHEEL



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) : 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) : C-I-2 Making use of media characteristics and symbolic representation
內容目標 (Content Goals)	Three Primary Colors 複習上週 target words 與 cold colors and 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。
語言目標 (Language Goals)	Target Words: Review color words: red/ orange/ yellow/ green/ blue/ purple New color words: white/ black/ brown/ gray/ pink/ cool colors/ warm colors Target Sentence: <u>Red</u> and <u>yellow</u> make <u>orange</u> . 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)
<p>暖身活動 (Warm up) 複習上週 target words 與 cold colors and warm colors 概</p>  <p>念。</p>	5	slides	口頭評量



Red and yellow make orange.
 Red and blue make purple.
 Blue and yellow make green.

全班授課 (Presentation)

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。

Let's play with glass paper

1. Divide class into 3 teams (Team Red, Team Blue, Team Yellow)
2. Each team picks one color (Team Blue gets blue glass paper. Team Red gets red glass paper. Team Yellow gets yellow glass paper.)
3. The teacher gives an assignment (Matching Game):
 Task 1: Red and blue make _____.

 1. Team Red and Team Blue bring their glass paper to come to the front. Put red glass paper on blue glass paper and show these glass paper to Team Yellow.
 2. Team Yellow answer: Red and blue make purple.

Task 2: Red and yellow make _____.

Task 3: Blue and yellow make _____.

15

glass
paper
(red,
yellow,
blue)

實作評量



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=GFSsRYmSIZ0>

發展活動 (Production)

1. 教師問 What is the three primary colors?

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?

3. 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。

10

影片

口頭評量

5

色輪學習單

口頭評量

<p>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。</p> <p>顏色的濃淡，會造成不同的混色結果，有漸層的感覺。</p> <p>總結活動 (Wrap up)</p> <ol style="list-style-type: none"> 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。暖色系色彩包括黃色、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。 	5		口頭評量
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教學反思 (Reflection)

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>

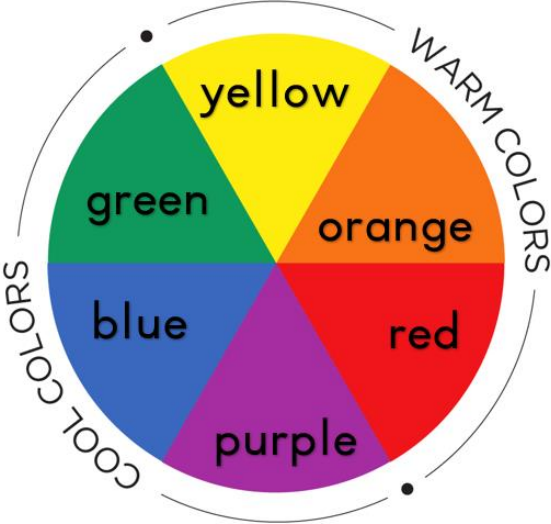
(2) Mixing Colors | Science Experiments for Kids

<https://www.youtube.com/watch?v=GFSsRYmSIZ0>

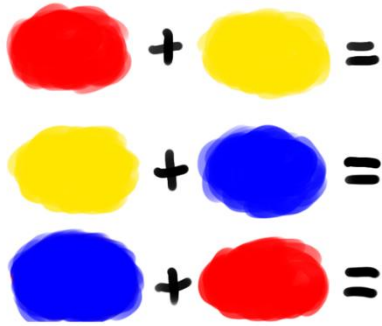
教學活動設計：第三節課 (Lesson 3)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>B-I-2 Recognizing the beauty or benefits of the social environment</p> <p>C-I-2 Making use of media characteristics and symbolic representation</p>
<p>內容目標 (Content Goals)</p>	<p>Colors ,Feelings and Culture</p>

	<p>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。</p> <p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: happy/ sad/ angry/ scared/ calm/ love</p> <p>This is my pumpkin/ bat/ spider/haunted house.</p> <p>I use analogous colors/complementary colors.</p> <p>Happy Halloween!</p> <p>Classroom English: Good, good job, try again, look at this picture</p>

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)
<p>暖身活動 (Warm up)</p> <p>用 Color Wheel 複習三原色及 cool colors and warm colors 概念。</p> <div style="text-align: center;">  <p>COLOR WHEEL</p> </div>	5	slides	口頭評量

What happens when you mix colors?



全班授課 (Presentation)

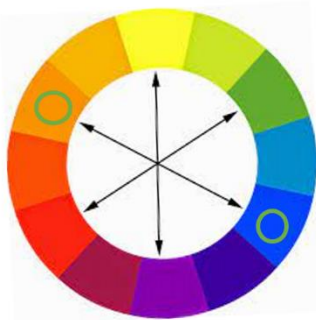
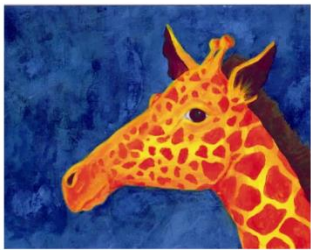
1. Introduce analogous colors 相近色

analogous colors
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.
2. In Chinese culture, red means happiness and good luck.

10

Slides
Google
Website

口頭評量

15

slides

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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.</p> <p>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</p>
<p>內容目標 (Content Goals)</p>	<p>Colorful Paper Weaving 複習 target words 與 cool colors and warm colors 概念。</p> <p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: Paper, pumpkin, bat, ghost</p> <p>Target Sentence: Hi! I'm <u>Wendy</u>. This is my <u>pumpkin</u>. I use <u>red</u> and <u>blue</u> paper strips to make this <u>pumpkin</u>. Happy Halloween!</p> <p>Classroom English: Good, good job, try again, look at this picture, please, thank you, your turn, a big hand</p>

教學活動流程 (Teaching Procedures)

<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Colorful Paper Weaving 複習 target words 與 cool colors & warm colors 概念。</p>	<p>5</p>	<p>slides</p>	

全班授課 (Presentation)

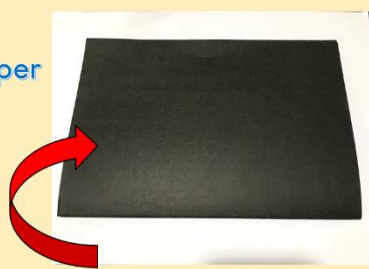
Art Project: Paper Weaving

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 strip)
3. 運用對比色或相近色概念做 paper weaving
4. 用各色長紙條編織南瓜或蝙蝠



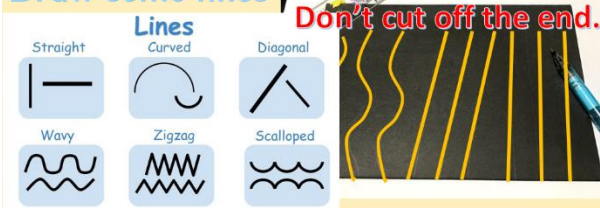
Step 1

Fold your paper in half



Step 2

Draw some lines



Step 3

Cut some colored paper strips



25

construction paper

paper strips

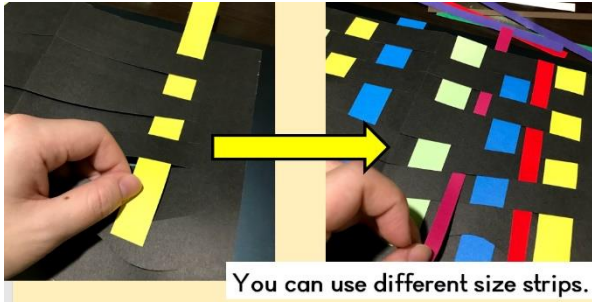
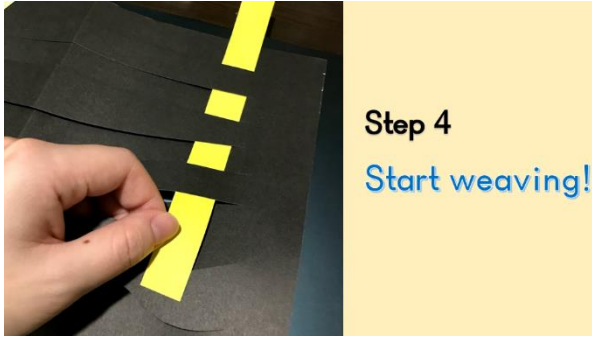
glue

double-sided tape

paper

scissors

實作評量



<p>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 <u>Wendy</u>. This is my <u>pumpkin</u>. I use <u>red</u> and <u>blue</u> paper strips to make this <u>pumpkin</u>. Happy Halloween!</p> <p>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</p>	<p>7</p> <p>3</p>	<p>學生作品</p>	<p>上台發表</p>
<p>教學反思 (Reflection) 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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References) paper weaving pumpkins craft https://makeandtakes.com/paper-weaving-pumpkins</p>			

教學活動設計：第五節課 (Lesson 5)

<p align="center">學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.</p> <hr/> <p>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</p>
<p align="center">內容目標 (Content Goals)</p>	<p>複習 color and feeling words 。 展示活動: Gallery Walk 學生介紹自己的編織作品</p>
<p align="center">語言目標 (Language Goals)</p>	<p>Target Words: Paper, pumpkin, bat, ghost</p> <p>Target Sentence: Hi! I'm <u>Wendy</u>. This is my <u>pumpkin</u>. I use <u>red</u> and <u>blue</u> paper strips to make this <u>pumpkin</u>. Happy Halloween!</p> <p>Classroom English: Good, good job, try again, look at this picture, please, thank you, your turn, a big hand</p>

教學活動流程 (Teaching Procedures)

<p align="center">教學流程 (Stages & Activities)</p>	<p align="center">教學 時間 (Time)</p>	<p align="center">教學資源 (Teaching Materials)</p>	<p align="center">教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) 說明 Gallery Walk 的進行方式</p>	<p align="center">5</p>	<p align="center">slides</p>	
<p>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 <u>Wendy</u>. This is my <u>pumpkin</u>. I use <u>red</u> and <u>blue</u> paper strips to make this <u>pumpkin</u>. Happy Halloween!</p>	<p align="center">5</p>	<p align="center">slides 學生作品</p>	

練習活動 (Practice)

將學生分成四組，學生在組內用

Hi! I'm Wendy.

This is my pumpkin.

I use red and blue paper strips to make
this pumpkin.

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 pumpkin.

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。

Hi! I'm Wendy.

This is my(Ben's/Emma's) pumpkin.

I (He/She)use red and blue paper strips to make
this pumpkin.

Happy Halloween!

Go to **different groups**.



10

slides

專注聆聽

學生作品

15

slides

口說評量


學生作品

總結活動 (Wrap up) 請各組派代表，針對各組同學的作品及介紹做回饋，各組代表可以說出一個讚美(優點)，一個讓作品更棒的方法。	5	Sticky notes	上台發表
教學反思 (Reflection) 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)	
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : 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
內容目標 (Content Goals)	複習 color and feeling words 。 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

教學活動設計：第六節課 (Lesson 6)	
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : 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
內容目標 (Content Goals)	複習 color and feeling words 。 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 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	
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. 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. 2. How does the girl help the color monster? She put feeling in a different jar. They can look at it more closely.	15	Slides video □說評 量 Q A Time	

How does the girl help the Color Monster?

1. Wash the jar.

2. Do magic tricks.



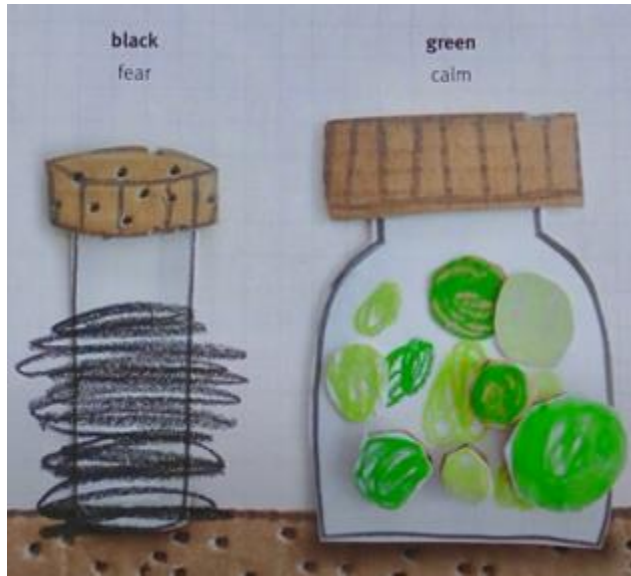
3. Put feeling in a different jar.
They can look at it more closely.

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)

1. 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

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)
1. How do you feel?
I feel sad. (happy/angry/scared/calm/love)
 2. What do you fear the most?
2. 分組上台發表

10

slides

sticky
notes

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)

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 <u>2</u>		
單元名稱(Name of the Unit) : Unit 2: <u>My feelings</u>		
學習總節數(Length of the Unit) : <u>4</u>		
設計者(Lesson Designer) : <u>吳佩鴻、林嘉柔、曾蘭仙</u>		
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)		
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : 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	
內容目標 (Content Goals)	1. 學生能認識不同的情緒名稱。 2. 學生能發覺自己情緒的變化。 3. 學生能理解情緒和其相對的反應。 4. 學生能學習適當表達情緒反應。	第一節課 第二節課 第三節課 第四節課
語言目標 (Language Goals)	English Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks Target Words: angry/ excited/calm/sad/proud/worried/ grumpy/nervous/happy Target Sentence: I feel <u>happy</u> .	第一~四節課 要達到此目標

	<p>I feel <u>happy</u>, so I <u>smile</u>.</p> <p>I can <u>open my heart/ dance/ touch the sky</u>.</p> <p>Classroom English: Good, good job, try again, look, please, thank you, your turn</p>	
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教學活動設計：第一節課 (Lesson 1)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>學習內容 (Learning Content) :</p> <p>D-I-2 Learning how to adjust emotions</p>
內容目標 (Content Goals)	<p>複習 color and feeling words。</p> <p>Storytelling: The Color Monster</p> <p>1.能回答繪本內容。</p> <p>2.經由閱讀繪本內容後，察覺自我情緒。</p>
語言目標 (Language Goals)	<p>Target Words: angry/ excited/calm/sad/proud/worried/grumpy/nervous/happy</p> <p>Target Sentence: I feel <u>happy</u>.</p> <p>Classroom English: Good, good job, try again, look at this picture</p>

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)
<p>暖身活動 (Warm up)</p> <p>複習 color and feeling words</p>	5	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.

He is yellow, blue, red, black and green all at once.

The color monster's feelings stirred together.

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.

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?

15

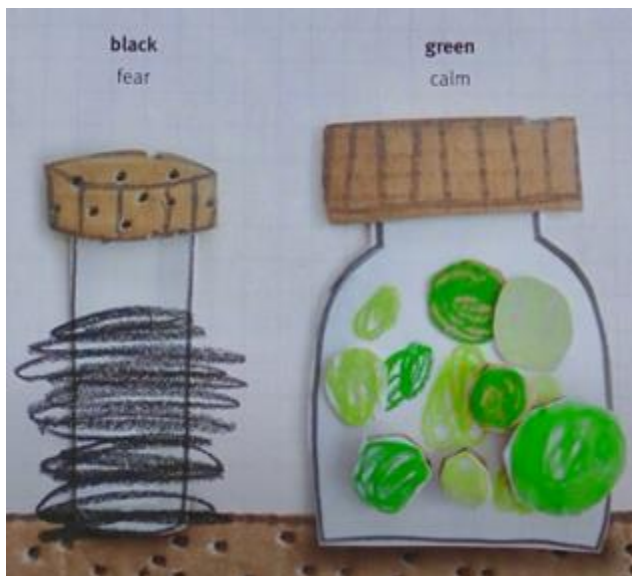
Slides

口說評量

video

Q A Time

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.

發展活動 (Production)

1. Body messages and clues
 1. Tara can't stop yawning!
She is feeling tired.
 2. My tummy is rumbling!
Hannah is feeling hungry.
 3. I'm sweating and my face is all red.
Holly is feeling hot.
 4. My mouth is very dry.
Theo's feeling thirsty.
 5. I can't stop shivering.
Connor is feeling cold.

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。

5

slides
worksheet

上台發表

10

slides

能說出肢體
語言訊息

知道如何因
應情緒及身
體訊號，調
節行為反應

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，也能理解小女孩陪伴怪獸釐清情緒的舉動是充滿愛的。讀完繪本的問題時間，大部分學生都能正確答題。在觀察圖片人物行為及臉部表情時，學生小組討論時，他們能注意五官表情及手腳，推論圖片人物的情緒。

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

<All About Feelings> Usborne

情緒九宮格學習單










Class 班級 _____

Team 組 _____

Date 日期: November

____, 2022

Team member 組員:

<p>1.</p>  <hr/> <hr/> <hr/>	<p>2.</p>  <hr/> <hr/> <hr/>	<p>3.</p>  <hr/> <hr/> <hr/>
<p>4.</p>  <hr/> <hr/> <hr/>	<p>5.</p>  <hr/> <hr/> <hr/>	<p>6.</p>  <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<p>proud</p>
<p>7.</p>  <hr/> <hr/> <hr/>	<p>8.</p>  <hr/> <hr/> <hr/>	<p>9.</p>  <hr/> <hr/> <hr/>
<p>Word Bank angry 生氣的 excited 興奮的 calm 平靜的 sad 傷心的</p>		

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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 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.</p> <p>學習內容 (Learning Content) : D-I-2 Learning how to adjust emotions</p>
<p>內容目標 (Content Goals)</p>	<p>複習 color and feeling words 。</p> <p>Storytelling: Glad Monster, Sad Monster</p> <p>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。</p> <p>2. 辨別生氣情緒健康和不健康的反應。</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: happy/ sad/ angry/ scared/ calm/ love</p> <p>I feel <u>happy</u>, so I <u>smile</u>.</p> <p>Classroom English: Good, good job, try again, look at this picture</p>

教學活動流程 (Teaching Procedures)

<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>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。 學生說出列為不健康反應的原因。</p> <p>全班授課 (Presentation)</p>	<p>5</p>	<p>slides sticky notes</p>	<p>口說評量</p>

Storytelling: Glad Monster, Sad Monster

10

練習活動 (Practice)

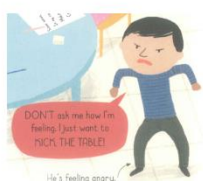
1. 教師提供 2 個情境不同的情緒，請學生說出圖片中男孩和女孩 的情緒，並引導學生討論這樣的情緒會做什麼行為？

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 boy feel?
He feels ____.



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) 。

10

slides
picture
cards

能以圖卡觀察說出他人和自己的情緒反應不同。

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:

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。

11/26(六) I feel **excited**.
Dad, Mom and I **go to the zoo**.



11/26(六) I feel **sad**.
My **ice cream drops** on the ground.



11/27(日) I feel **tired**.
I **go to bed early**.



5

記錄自己的
情緒和反應

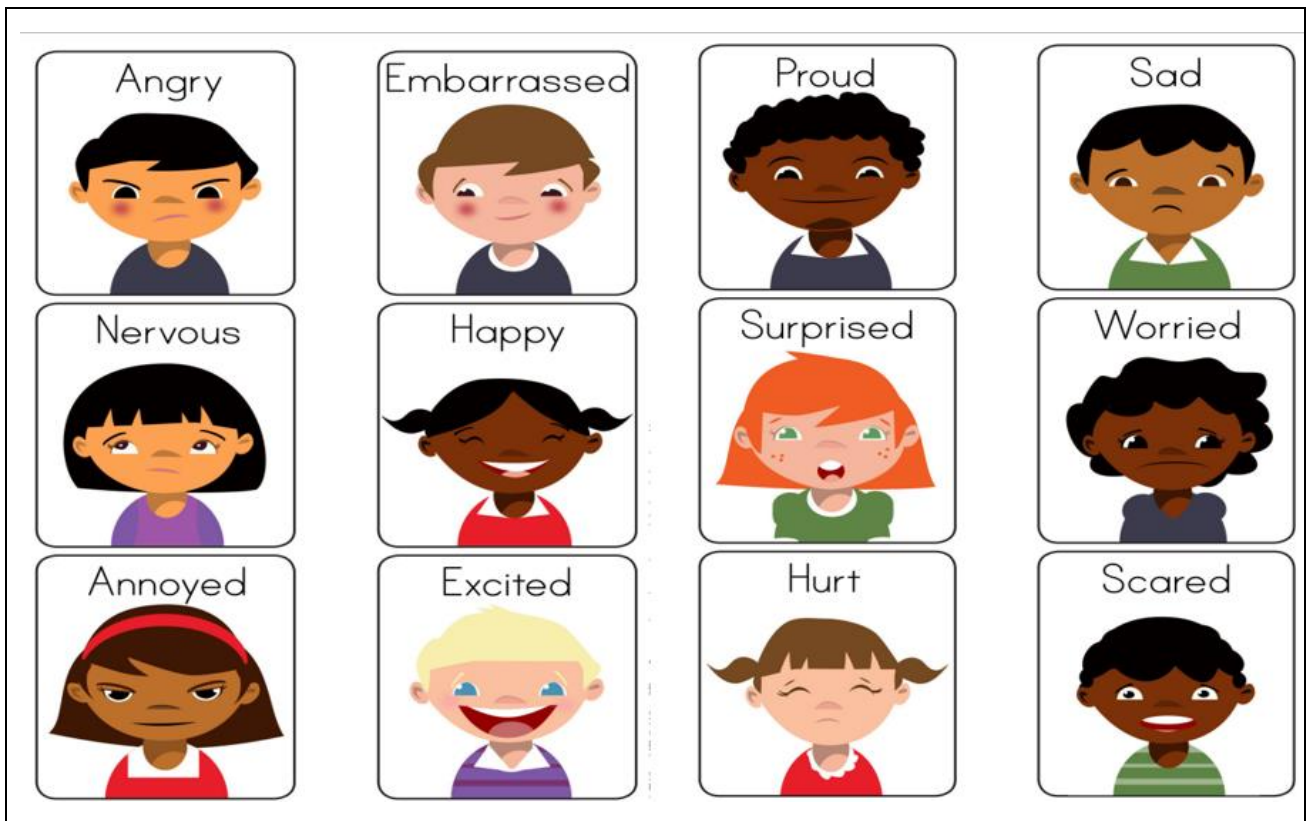
教學反思 (Reflection)

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，再問學生為什麼這些是不健康的行為，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的回應，我由衷讚賞。

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

<All About Feelings> Usborne

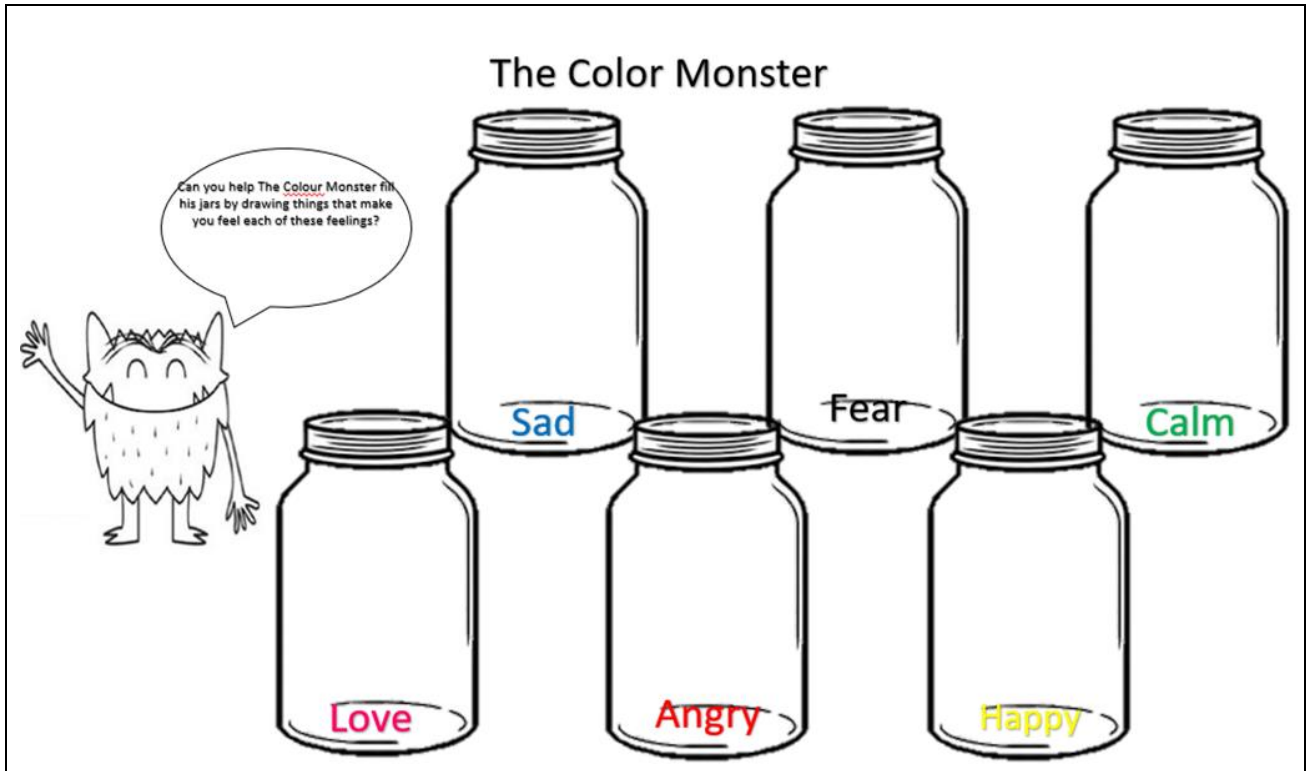
Feelings card



教學活動設計：第三節課 (Lesson3)	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>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.</p> <p>學習內容 (Learning Content) :</p> <p>D-I-2 Learning how to adjust emotions</p>
內容目標 (Content Goals)	<p>Glad Monster, Sad Monster 複習 color and feeling words。</p> <p>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。</p>
語言目標 (Language Goals)	<p>Target Words: happy/ sad/ angry/ scared/ calm/ love</p> <p>I feel happy, so I smile.</p> <p>Classroom English: Good, good job, try again, look at this picture</p>

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) 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 <ol style="list-style-type: none"> 1. The Color Monster 2. Glad Monster, Sad Monster 3. 	10	slides	口頭評量
練習活動 (Practice) <ol style="list-style-type: none"> 1. Hand out the color monster worksheet 2. Give your feelings a name 3. Give your feeling a color I am feeling <u>angry/ happy/ calm/sad</u>. My color is <u>red/ yellow/ green/blue</u>. 	10	worksheet	學習單的書寫記錄
發展活動 (Production) <ol style="list-style-type: none"> 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

<p>(2)Let the breath out very slowly, counting to ten in your head.</p> <p>3. Making choices</p> <p>You could_____.</p> <p>Bang on a pan</p> <p>Hug yourself</p> <p>Go to a quiet place</p> <p>Dance to loud music</p> <p>Stamp your feet</p> <p>Talk to someone</p> <p>總結活動 (Wrap up)</p> <p>教師引導學生選擇健康的情緒反應，鼓勵學生在生活中嘗試幫助自己及他人釋放情緒，建立良好的人際關係</p>	<p>5</p>		<p>說出哪些是健康的情緒反應</p>
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <p><All About Feelings> Usborne</p> <p>the color monster worksheet</p>			



教學活動設計：第四節課 (Lesson 4)

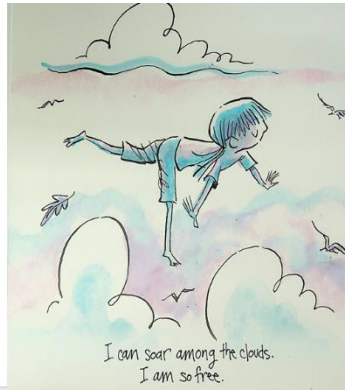
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : 5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.
	學習內容 (Learning Content) : B-I-2 Recognizing the beauty or benefits of the social environment C-I-2 Making use of media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

	(Time)	(Teaching Materials)	
<p>暖身活動 (Warm up)</p> <p>1. 設定情境，教師提問: 成績考差，媽媽責罵時， How do you feel? What can you do?</p> 	5	slides	口頭發表
<p>全班授課 (Presentation)</p> <p>Students read < I am yoga > and try to do yoga.</p>  	20	slides	聽從英文指令 令做 瑜珈動作 實作活動

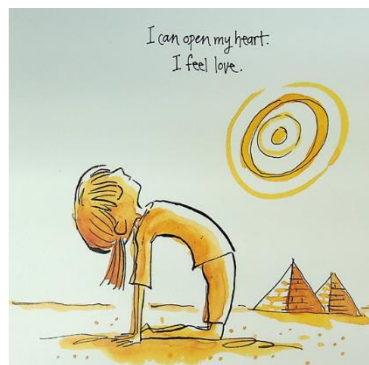
I can soar among
the clouds.

I am so free.



I can open my
heart.

I feel love.



練習活動 (Practice)

Play the video < I am yoga >

<https://www.youtube.com/watch?v=FmXL821PkIY>

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)。

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/ bottom/ legs/ feet/ toes
 6. Open your eyes

總結活動 (Wrap up)

1. 詢問學生體驗完瑜珈及冥想後的感受
Ask students: How do you feel?

5

video

5

Meditation
music

能跟從指令
冥想

5

slides

口頭發表

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。			
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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=FmXL821Pk1Y>

Meditation music <https://www.youtube.com/watch?v=d1xdZIMyDF8>

(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 <u>2</u>		
單元名稱(Name of the Unit) : Unit 3: <u>Let's Protect Animals</u>		
學習總節數(Length of the Unit) : <u>6</u>		
設計者(Lesson Designer) : <u>吳佩鴻、林嘉柔、曾蘭仙</u>		
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)		
學習重點 (Essential Learning Focuses)	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. 6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life. <u>English</u> 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	
內容目標 (Content Goals)	1. 藉由共讀故事書知道動物的處境 2. 認識臺灣瀕臨絕種的動物 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	第一~六節課 達到目標

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

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

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)
<p>暖身活動 (Warm up)</p> <p>Guess who am I activity</p> <p>What animal am I ?</p> 	3	slides	口頭回答
<p>全班授課 (Presentation)</p> <p>Storytelling: Oi, Get off our Train</p> 	15	slides	專心聆聽
<p>練習活動 (Practice)</p> <p>討論故事內容:</p> <ol style="list-style-type: none"> 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? 	10	slides	口頭回答

<p>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？</p> <p>發展活動 (Production)</p> <p>Students put words, actions, and sign language together to tell the story 'Oi! Get off our Train' by John Burningham.</p> <p><Oi! Get off our train></p> <p>https://www.youtube.com/watch?v=Jd5bCdR8dE8</p> <p>總結活動 (Wrap up)</p> <p>Assignment:</p> <p>Think about it:</p> <p>我們能做什麼來保護這些動物並改善牠們的生活環境呢？</p> <p>請學生回家蒐集答案，在下一堂生活課發表。</p>	8	video	能大概聽懂影片內容及做動作
<p>教學反思 (Reflection)</p> <p>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。</p> <p>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。</p> <p>學生回饋直說這是一本好書，好故事!</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <p><Oi! Get off our train></p> <p>https://www.youtube.com/watch?v=Jd5bCdR8dE8</p>			

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

	學習內容 (Learning Content) : B-I-3 Exploring and cherishing the environment
內容目標 (Content Goals)	認識臺灣瀕臨絕種動物
語言目標 (Language Goals)	Target Sentence: It has <u>spots</u> . 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)
<p>暖身活動 (Warm up)</p> <p>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？</p> <p>2. Review the story <Oi! Get off our train> Activity: Who said this?</p>  	5	slides	口頭回答

全班授課 (Presentation)

1. 介紹臺灣的瀕臨絕種動物



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 2
Tell how it looks.

It has spots. 有斑點



It has stripes. 有斑點

It has long legs. 有長腳

It has red eyes. 紅眼睛

Task 3: Please draw the animal.

Task 3
Please draw it.

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.

10

Slides

Cards

Colored pencils

能說出動物的特徵

能畫出動物的特徵

5

踴躍發言

Eurasian Otter

◎It has small ears.

◎I guess we still have

fifty Eurasian otters
in Taiwan now.

◎I think the 動物名
is endangered because
it has no food.沒食物



By 208 王大華、李小雄、方依依

總結活動 (Wrap up)

1. Review the endangered animal names
2. 說出台灣瀕危動物特徵
- 3.

2

動物照片

回答問題

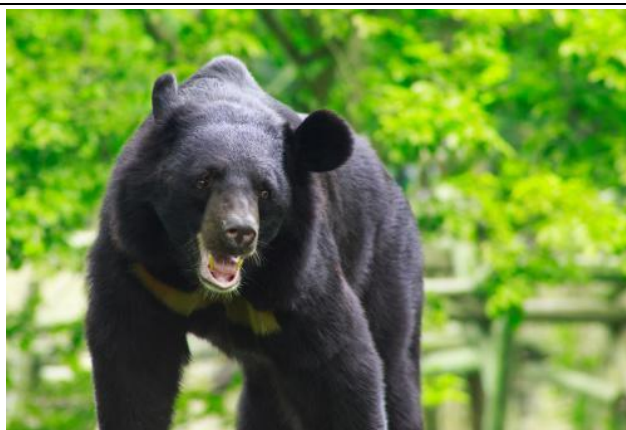
教學反思 (Reflection)

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



5.台灣石虎 Leopard cat



6.白鶴 snow crane

1. Look! This is the Formosan black bear.

2. It has _____.

It has spots. 有斑點

It has long /short legs. 有長/短腳

It has red eyes. 紅眼睛

It has small ears. 小耳朵

It has a red face. 紅臉

It is black and white. 黑白色

3. Here is my drawing of the _____.

4. (Task 4)

zero 0

forty 40

seventy 70

ten 10

fifty 50

eighty 80

twenty 20

sixty 60

ninety 90

thirty 30

hundred 百

I guess we still have
數字 動物s in Taiwan now.

thousand 千

教學活動設計：第三節課 (Lesson 3)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p>2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments.</p> <p>6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>B-I-3 Exploring and cherishing the environment</p>
內容目標 (Content Goals)	認識臺灣瀕臨絕種動物
語言目標 (Language Goals)	<p>Target Sentence: It has <u>spots</u>.</p> <p>Target Words: stripes, spots, long legs, red eyes</p>

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)
<p>暖身活動 (Warm up)</p> <p>1. Review the endangered animal names</p> <p>2. 說出台灣瀕危動物特徵</p>	5	slides	口頭回答
<p>全班授課 (Presentation)</p> <p>台灣瀕危動物現況報導</p> <p>Pawless leopard cat</p> <p>https://www.youtube.com/watch?v=AlIF7MwCc94</p> <p>雲豹現蹤</p> <p>https://www.youtube.com/watch?v=MxH91rx3s1E</p> <p>黑熊 Taiwan Bar</p>	15	影片	專心觀看

<p>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)</p>			
<p>練習活動 (Practice) 回答影片內容</p>	4		口頭回答問題
<p>發展活動 (Production) Make the animal card 1. Draw the endangered animal 2. 在動物卡上寫一件自己能力可及，保護動物的方式 3. 最後署名寫日期</p>	15	名片紙 色鉛筆 動物照片	做出動物卡
<p>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?</p>	1		
<p>教學反思 (Reflection) 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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References) https://biodivinfo.asdc.tw/leopardcat/content/31</p>			



不棄養寵物 (減少狗狗對石虎的威脅)



不購買、飼養野生動物 (減少獵人捕捉)



檢舉違法獸錶 (減少石虎的傷害)



郊區開車放慢速度 (減少石虎的路死)



購買、使用友善環境的產品 (減少石虎森林的污染)



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)

學習重點 (Essential Learning Focuses)	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. 6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life.
內容目標 (Content Goals)	學習內容 (Learning Content) :
	B-I-3 Exploring and cherishing the environment
語言目標	Target Sentence

(Language Goals)	I guess we have <u>two hundred Formosan clack bear</u> in Taiwan. Target Words: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand
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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)
<p>暖身活動 (Warm up)</p> <ol style="list-style-type: none"> Review the endangered animal names 說出台灣瀕危動物特徵 	5	slides	口頭回答
<p>全班授課 (Presentation)</p> <p>全班繼續完成海報</p> <ol style="list-style-type: none"> 先確認各組完成任務一到任務三 教師帶領全班讀任務五和任務六內容 	15	slides	
<p>練習活動 (Practice)</p> <ol style="list-style-type: none"> 學生口頭回答下列問題 <p>Task 4: Guess how many we still have in Taiwan now.</p>  <p>Task 5: Guess why they disappear?</p>	5		

Task 5
Guess why they disappear.

They have no food.
沒食物

People kill them.
被人類殺掉

Global warming.
地球暖化

They lost their home.
失去棲息地

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)

1. 教師發下新聞剪報或動物保育的文章，讓學生畫關鍵詞
2. 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←

◎It has small ears.←

◎I guess we still have←

fifty Eurasian otters ←
in Taiwan now.←

◎I think the 動物名←

is endangered because ←

it has no food.沒食物 ←

←

←

news clip←

剪_リ報_ウ←

By 208 王大華、李小雄、方依依

教學活動設計：第五節課 (Lesson 5)

學習重點 (Essential Learning Focuses)	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. 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 (Content Goals)	1.介紹六種臺灣瀕臨絕種動物：Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/ Eurasian Otter/ Leopard Cat/ Snow Crane 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
語言目標 (Language Goals)	Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/ Eurasian Otter/ Leopard Cat/ Snow Crane 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) 說出上一堂課介紹的臺灣瀕臨絕種動物	5	slides	說出臺灣瀕臨絕種動物
全班授課 (Presentation) Facts about endangered animals in Taiwan  	20	slides	專心聆聽

The Eurasian Otter



has a long tail and small ears.

We have <200 Eurasian otters in Taiwan now.

People make the water too dirty.
Some people kill it to make a coat.

It likes to eat fish, frogs and birds.
It sleeps at daytime and goes out at night.

The Leopard Cat



has white and black stripes on the forehead.

We have about 500 Leopard cats in Taiwan now.

It loses its homes.
People kill it in traffic accidents.

It looks like a cat but it is not a cat.
It doesn't cover its poop like a cat.

The Snow Crane



has a red beak and snow white feathers.

We have about 4000 now cranes in the world now.

The first crane came to Taiwan on December 10th, 2014 and stayed in Taiwan for 513 days.

It loses its homes because people build houses and roads.

練習活動 (Practice)

介紹臺灣絕種動物-The Formosan Clouded Leopard

The Formosan Clouded Leopard



has clouded spots.

We have 0 Formosan clouded leopards in Taiwan now.

extinct 1972 / 2013

People kill it to make a coat and make medicine.

Tall trees protect it.
It sleeps at daytime and goes out at night.

相關影片

1. 阿嬤養黑熊

<p>2. Taiwan's Kinmen Eurasian Otters In Trouble</p> <p>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。</p> <p>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。</p>	<p>8</p> <p>2</p>	<p>瀕危動物 資料</p> <p>A4 紙 Markers</p>	<p>確實記錄動物的資訊</p>
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教學反思 (Reflection)

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 the body length is about 130 to 180 cm. Formosan black bears are covered with rough but shiny black hair. The hair around the neck 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>

學習重點 (Essential Learning Focuses)	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. 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 (Content Goals)	1.學生能介紹一種臺灣瀕臨絕種動物 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
語言目標 (Language Goals)	Formosan Black Bear/ Formosan Clouded Leopard/ Formosan Fruit Bat/ Eurasian Otter/ Leopard Cat/ Snow Crane We have <u>less than 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

<p>發展活動 (Production) 各組輪流上台報告</p> <p>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</p>	<p>20</p> <p>5</p>	<p>瀕危動物資料</p> <p>海報</p> <p>小白板 白板筆</p>	<p>共同合作完成報告</p>
<p>教學反思 (Reflection)</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <div data-bbox="161 712 557 1274" style="border: 1px solid black; padding: 10px;"> <p>Eurasian Otter ←</p> <p>◎It has small ears. ←</p> <p>◎I guess we still have ← fifty Eurasian otters ← in Taiwan now. ←</p> <p>◎I think the 動物名 ← is endangered because ← it has no food.沒食物 ←</p> <p>←</p> <p>←</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>news clip ←</p> <p>剪報 ←</p> </div> <p>By 208 王大華、李小雄、方依依</p> </div>			

(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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life. <u>English</u> Ac-I-1 Simple classroom language Ae-I-2 Simple storybooks</p> <hr/> <p>學習內容 (Learning Content) : B-I-3 Exploring and cherishing the environment</p>	
<p>內容目標 (Content Goals)</p>	<ol style="list-style-type: none"> 1. Read the book: 10 Things I Can Do to Help My World 2. 知道綠色生活型態行動 3. 知道保護環境的方法 4. 了解如何做好資源回收 	<p>第一~四節課 達到目標</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: turn off the light, turn off the tap, plant seeds, walk to school, sort the recycling save energy, reuse paper</p> <p>Target Sentence: I can <u>walk to school</u>.</p> <p>Target Words: Plastic, metal, paper, glass, sort the recycling</p> <p>Target Sentence: I can sort the recycling.</p> <p>Classroom English: Good, good job, try again, look at this picture</p>	<p>第一~四節課 達到目標</p>

教學活動設計：第一節課 (Lesson 1)

<p>學習重點</p>	<p>學習表現 (Learning Performance) :</p>
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(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 (Content Goals)	Storytelling: 10 Things I Can Do to Help My World
語言目標 (Language Goals)	Target Words: turn off the light, turn off the tap, plant seeds, walk to school, sort the recycling Target Sentence: I can <u>walk to school</u> . 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) 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。	5	Animal Cards	
練習活動 (Practice)	10	小白板	能針對問題討論

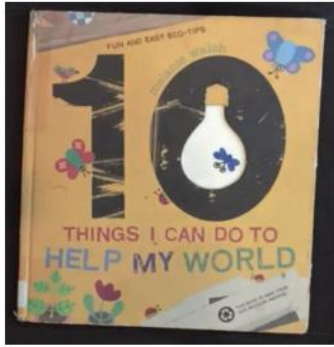
<p>1.教師告訴學生這些都是 Green Life Style(綠色生活型態)</p> <p>2. 除了之前回答的答案，生活中還有哪些行動屬於 Green Life Style? 寫在小白板上。</p> <p>發展活動 (Production)</p> <p>Storytelling: 10 Things I Can Do to Help My World</p> <p>總結活動 (Wrap up)</p> <p>1. 問 10 Things I Can Do to Help My World 影片中的問題</p> <p>2. 請學生回家記錄一個星期中，能做到幾項影片中的行動，下一堂課發表</p> <p>3.</p>	<p>10</p> <p>5</p>	<p>白板筆</p> <p>Youtube Video</p> <p>Online book</p>	<p>回答關於影片的問題</p>
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <p>Book: 10 Things I Can Do to Help My World https://www.youtube.com/watch?v=xTN6T74W4L8</p> <p>Online book https://online.flipbuilder.com/rslc/bike/index.html</p>			

<p>教學活動設計：第二節課 (Lesson 2)</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p>6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p>B-I-3 Exploring and cherishing the environment</p>
<p>內容目標 (Content Goals)</p>	<p>觀看及討論下方影片內容</p> <p>How to take care of the environment-10 Ways to Take Care of the Environment</p>
<p>語言目標</p>	<p>Target Words:</p>

(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 <u>walk to school</u> . Classroom English: Good, good job, try again, look at this picture
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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		口頭回答
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 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	Youtube Video	能針對問題 討論

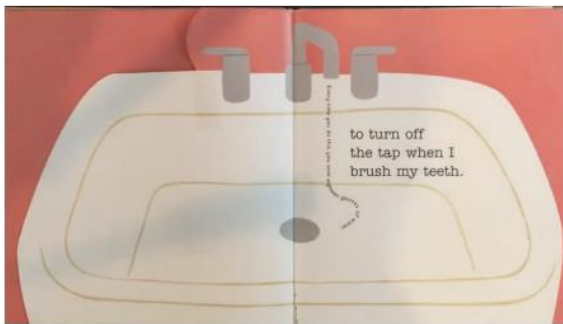
<p>10. Respect and look after</p> <p>發展活動 (Production) 發下每日綠色生活檢核表(執行一週) 請學生每天檢視自己是否能做到一天一綠生生活行動</p> <p>總結活動 (Wrap up) 1. 確認學生是否會寫每日綠色生活檢核表 2. 提醒學生下一堂課帶檢核表，準備課堂上發表，簡單記錄實踐綠色生活的感受</p>	<p>10</p> <p>5</p>	<p>檢核表</p>	<p>完成檢核表</p>
<p>教學反思 (Reflection) 實踐綠色生活行動是每個人愛護環境的表現，這個概念若能從小扎根，甚至影響自己周圍的人，小學生愛護地球的力量也可以無遠弗屆。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <p>Video: How to take care of the environment https://www.youtube.com/watch?v=X2YgM1Zw4_E</p> <p>Book Content: 10 Things I Can Do to Help My World</p>			



10 Things I Can Do To Help My World



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 try to turn off the tap when I brush my teeth. Every time you do this, you save eighteen glasses of water.



I always throw my trash away. Putting garbage away keeps the world safe and clean.

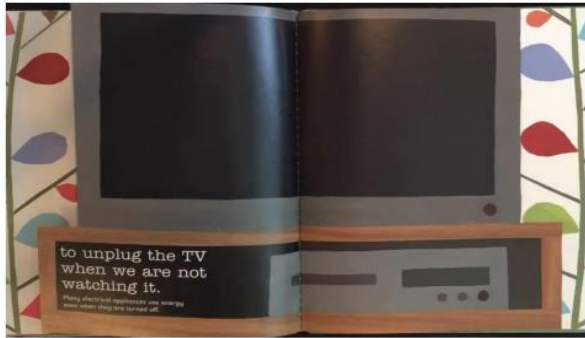


I will feed the birds in winter. Feeding the birds helps them get ready for nesting in the spring.



both sides of the paper.

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 remind my parents to unplug the TV when we are not watching it. Many electrical appliances use energy even when they are turned off.



making toys from things around the house.

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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) : 6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life.</p>
<p>內容目標 (Content Goals)</p>	<p>學習內容 (Learning Content) : B-I-3 Exploring and cherishing the environment</p>
<p>語言目標 (Language Goals)</p>	<p>Target Words: turn off the light, turn off the tap, plant seeds, walk to school, sort the recycling save energy, reuse paper Target Sentence: I can <u>walk to school</u>.</p>

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) 學生課堂上分享實踐綠色生活的感受	5	檢核表	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

<p>總結活動 (Wrap up)</p> <p>The teacher gives an assignment:</p> <ol style="list-style-type: none"> 1. Students complete the assignment when they go home. 2. Students take a photo of their completed assignment. 3. 請家長上傳 parents line group or google classroom 	5	完成的任務拍照 上傳群組
<p>教學反思 (Reflection)</p> <p>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。</p>		
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p> <p>綠色生活型態，任務三選一</p>		

I like to walk to school.



This week I walked to school on:

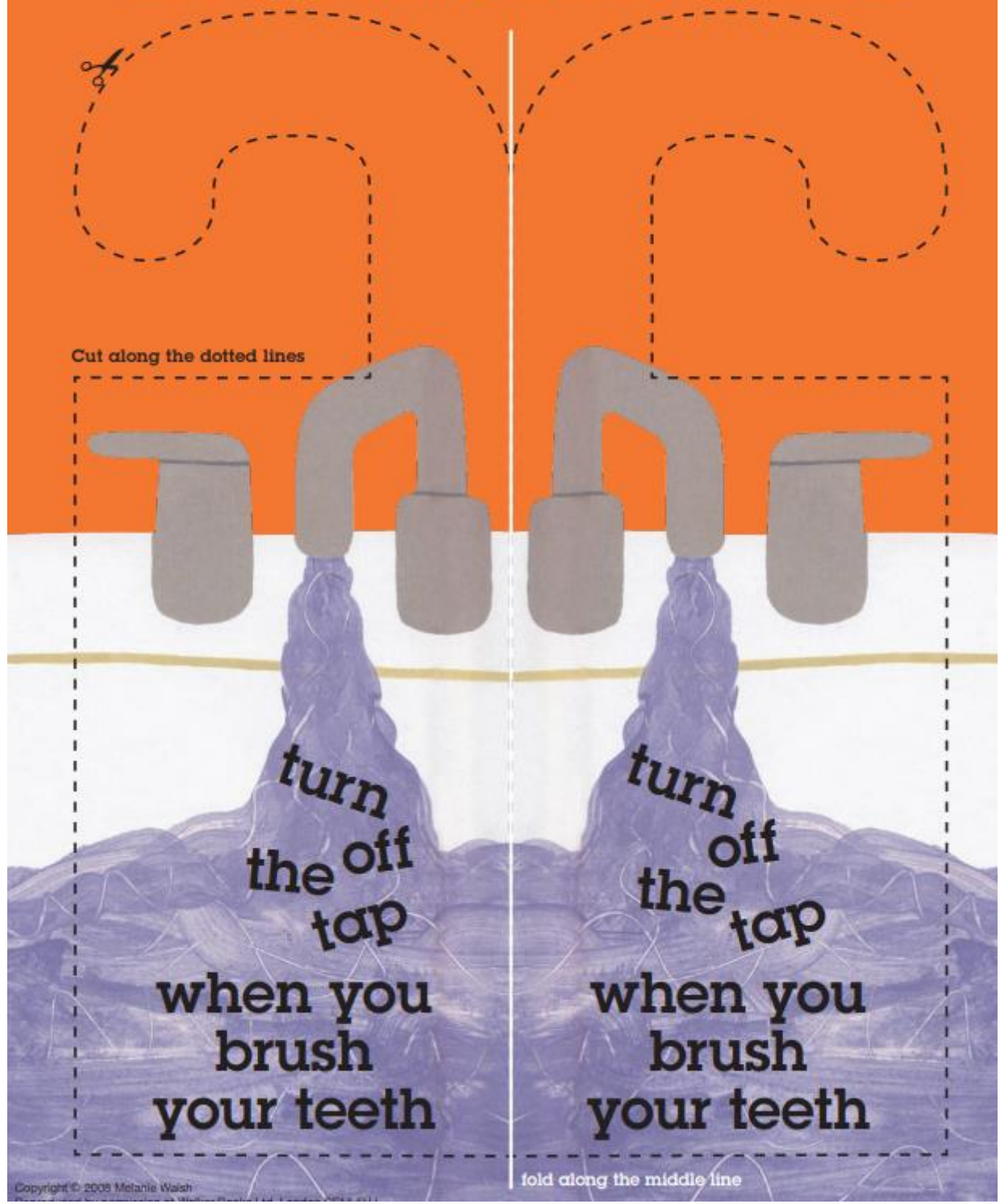


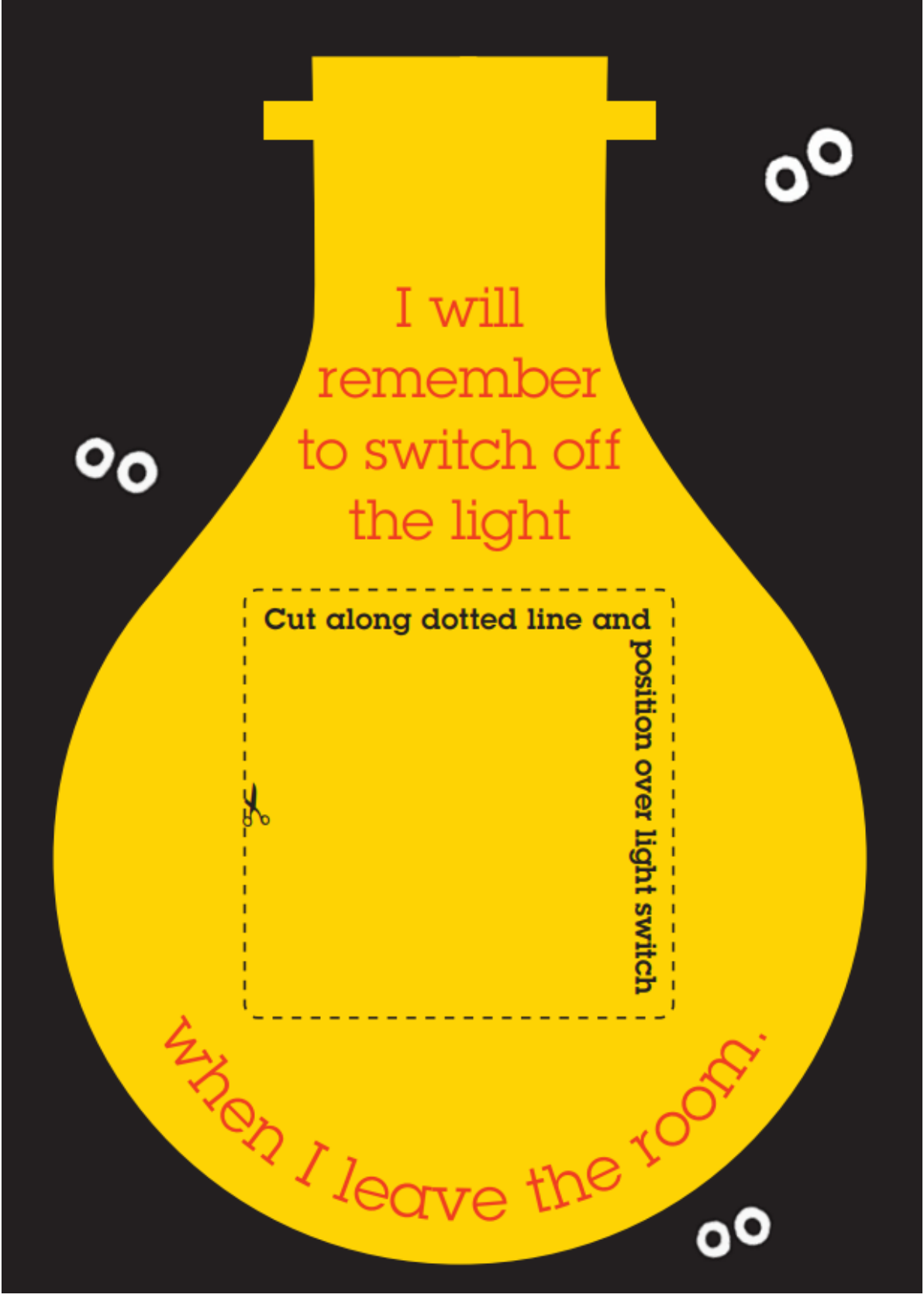
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

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I try to turn off the tap when I brush my teeth.

To make this door hanger cut along the dotted lines and fold along the middle line, stick the two halves together and hang on the bathroom door





I will
remember
to switch off
the light

Cut along dotted line and
position over light switch

when I leave the room.

教學活動設計：第四節課 (Lesson 3)	
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : 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 (Content Goals)	知道如何做好 sort the recycling(資源回收)
語言目標 (Language Goals)	Target Words: Plastic, metal, paper, glass, sort the recycling Target Sentence: I can <u>sort the recycling</u> . 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

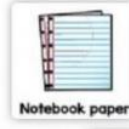
<p>1. The teacher present recyclable item pictures.</p> <p>2. Students try to sort the recycling. 例如: Jam jar and wine bottle go to the glass bin.</p> <p>3. 提醒學生要清洗乾淨瓶罐再回收</p> <p>4. 提醒學生要清洗鋁箔包，牛奶盒壓扁再回收</p>			
<p>發展活動 (Production)</p> <p>發下 Recycling Sorting Worksheet 指導學生完成學習單</p>	10	Worksheet	是否完成學習單
<p>總結活動 (Wrap up)</p> <p>請學生回家繼續完成 Recycling Sorting Worksheet</p>	5		
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

Recycle Sorting Worksheet

Class _____ Name _____

Sort the pictures and words in the correct boxes.

Plastic	Metal	Paper	Glass
 Milk jug		 Newspaper	
	 Soda can		 Glass jar



LIVEWORKSHEETS

What did you recycle today? Write them down! _____

(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。

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)

	<p><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.</p>	
<p>內容目標 (Content Goals)</p>	<p>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?”</p> <p>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)。</p> <p>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。</p> <p>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</p> <p>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合班級的 Class Promise。</p> <p>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。</p>	<p>註明第幾節課要達到此目標 (Specify the corresponding lesson here)</p>

	<p>Lesson 7: Poster Making</p> <p>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。</p>	
<p>語言目標 (Language Goals)</p>	<p>Lesson 1: The Concept of Rules</p> <p>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?”</p> <p>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.</p> <p>Lesson 2: Dos and Don’ts (individual)</p> <p>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</p> <p>Lesson 3: Dos and Don’ts to Class Promise (work in group)</p> <p>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.</p> <p>Lesson 4: Positive Language (work in group)</p> <p>Key questions: Which do you prefer? Why?</p> <p>Target words: positive words, negative words</p> <p>Lesson 5: Group Presentation & Class Promise Voting</p> <p>Hello, everyone.</p> <p>We’re Team _____.</p> <p>This is our Class Promise.</p> <p>We promise to...</p> <p>1. _____.</p>	<p>註明第幾節課要達到此目標 (Specify the corresponding lesson here)</p>

	<p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>5. _____.</p> <p>Thank you for listening.</p> <p>Lesson 6: Poster Making</p> <p>Lesson 7: Poster Making</p> <p>This is our Class Promise.</p> <p>We promise to...</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>5. _____.</p>	
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教學活動設計：第一節課 Lesson 1: The Concept of Rules	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p>

	Simple everyday expressions.		
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 (Language Goals)	<p>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?”</p> <p>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.</p>		
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) 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)	12'	Canva slides	觀察評量 參與度評量
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，如果不遵守又會帶給他人什麼樣的感受。			
練習活動 (Practice)	8'	Canva slides	口頭評量 參與度評量
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			
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)	8'	Canva slides	口頭評量 參與度評量
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？			
Key questions: What should we do in class?			
總結活動 (Wrap up)	2'	Canva slides	口頭評量
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？			
教學反思 (Reflection) 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=DAFtpDZj36Q&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)

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>
<p>內容目標 (Content Goals)</p>	<p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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)。</p>
<p>語言目標 (Language Goals)</p>	<p>Target words & phrases: dos/ don'ts/ yell/ push/ run in the halls/ sit down/ chew gum in class/</p>

	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 Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up) Review target phrases from last week.</p> <p>Target phrases from last week: 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.</p>	3'	Canva slides	口頭評量 參與度評量
<p>全班授課 (Presentation) Show Me Your Dos or Don'ts 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 attention/ wait your turn/ chat with friends/ stay focused/ daydream in class/ hand in homework on time</p>	10'	Canva slides	觀察評量 參與度評量
<p>練習活動 (Practice) List out the class dos and don'ts 學生每人會拿到一張 dos and don'ts worksheet，並試著寫出課堂上的 dos and don'ts，中英文書寫皆可，完成後也可以加 上小插圖表示</p>	15'	Canva slides worksheet	參與度評量 紙筆評量
<p>發展活動 (Production) Sharing Time 學生上台分享自己所列出的 class dos and don'ts</p>	10'	worksheet	參與度評量

<p>總結活動 (Wrap up)</p> <p>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</p>	2'	Canva slides	課堂問答
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教學反思 (Reflection)

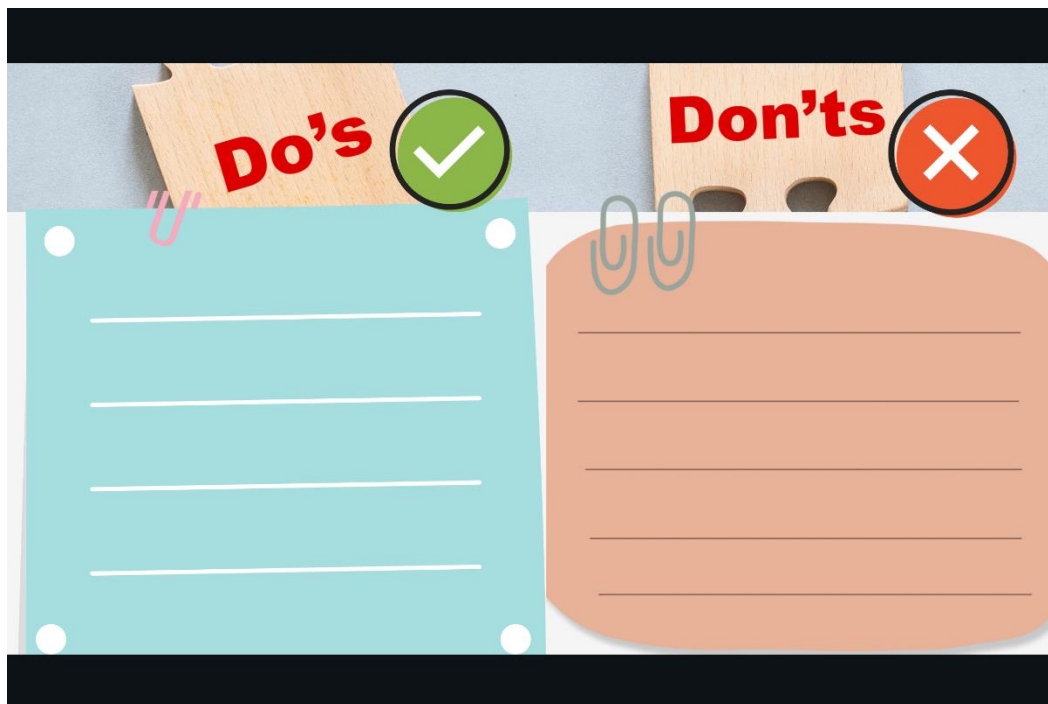
學生對於“Show Me Your Dos or Don'ts”活動反應很好，幾乎全班都投入其中，之後進入到個人 worksheet 環節，部分的小朋友能舉手詢問老師不會以英文表達的句子如何書寫，老師則會把中英文寫在黑板上；有些小朋友會詢問老師是否可以把前一個活動的 slides 再次播放，讓他們參考，不太有方向的小朋友也能臨摹黑板上老師寫下的句子，大致上課程活動進行流暢，唯 sharing time 比較沒有足夠的時間完成。

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_content=DAFwtIsB3fy&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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)：

<p>(Essential Learning Focuses)</p>	<p><u>Integrative Activities</u> 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.</p> <p><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.</p> <hr/> <p>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.</p> <p><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.</p>
<p>內容目標 (Content Goals)</p>	<p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>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.</p>
<p>教學活動流程 (Teaching Procedures)</p>	

教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review target phrases and what we did from last week.</p> <p>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.</p> <p>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。</p>	5'	Canva slides	口頭評量
<p>全班授課 (Presentation)</p> <p>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。</p> <p>教師利用圖片，給予學生製作海報時的一些概念與規範。</p> <ol style="list-style-type: none"> 1. Write neatly 2. Write bigger 3. Use pencil first 	10'	Canva slides	課堂問答

	<p>法。Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>		
<p>內容目標 (Content Goals)</p>	<p>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。</p>		
<p>語言目標 (Language Goals)</p>	<p>Key questions: Which do you prefer? Why? Target words: positive words, negative words</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Review what we did last week.</p>	<p>5'</p>	<p>Canva slides</p>	<p>課堂問答</p>

<p>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？</p> <p>全班授課 (Presentation) 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。</p> <p>Hey! Don't yell!/ Quiet voice , please. Don't run./ Please walk. Don't talk to me like that./ Please use kind words.</p> <p>Key questions: How do you feel? Which do you prefer? Why?</p>	10'	Canva slides	參與度評量
<p>練習活動 (Practice) 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 。</p> <p>教師提供幾組話語，讓學生練習辨識出 positive words or negative words 。</p>	5'	Canva slides	課堂問答
<p>發展活動 (Production) 在學生進入小組前，提醒學生今日小組活動目標：Let's use positive 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 。</p>	18'	poster	參與度評量 觀察評量

總結活動 (Wrap up) Review what we've learned from this lesson.	2'		
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/DAFwO1MZ0o4/YR8sFzfNuXU_gCiLNJ8VYg/edit?utm_content=DAFwO1MZ0o4&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	
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance)： <u>Integrative Activities</u> 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. <hr/> 學習內容 (Learning Content)： <u>Integrative Activities</u> Ca-II-1 生活周遭潛藏危機的情境。

	<p>Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>		
內容目標 (Content Goals)	<p>小組依照教師提供的 sentence helpers 練習，並上台發表小組討論出的 Class Promise，待全部組別都發表過後，全班投票選出最適合自己班級的 Class Promise。</p>		
語言目標 (Language Goals)	<p>Key sentences:</p> <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our Class Promise.</p> <p>We promise to...</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>5. _____.</p> <p>Thank you for listening.</p>		
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)
<p>暖身活動 (Warm up)</p> <p>Review what we've learned from last week.</p> <p>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。</p>	3'	Canva slides poster	課堂問答

<p>全班授課 (Presentation)</p> <p>全班一起練習稍後小組上台發表可使用的句型。</p> <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our Class Promise.</p> <p>We promise to...</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>5. _____.</p> <p>Thank you for listening.</p>	5'	Canva slides	參與度評量
<p>練習活動 (Practice)</p> <p>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。</p>	15'	poster	參與度評量 觀察評量
<p>發展活動 (Production)</p> <p>各組輪流上台發表 Class Promise，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。</p>	12'	poster	觀察評量
<p>總結活動 (Wrap up)</p> <p>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。</p>	5'		
<p>教學反思 (Reflection)</p> <p>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！</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>課程簡報：</p>			



✳ ✳ ✳ We're Team _____.
✳ ✳ This is our Class Promise.
We promise to...

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Thank you for listening.

教學活動設計：第六節課 Lesson 6: Poster Making

學習重點
(Essential Learning Focuses)

學習表現 (Learning Performance) :
[Integrative Activities](#)

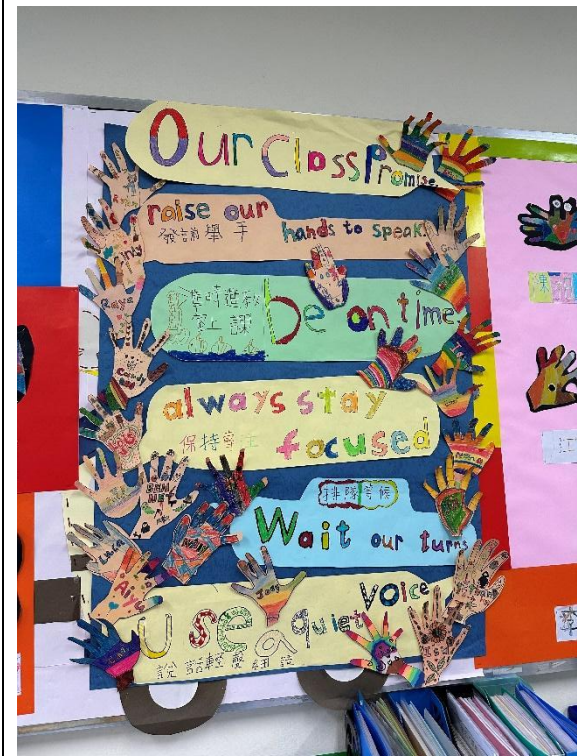
	<p>3a-II-1 覺察生活中潛藏危機的情境，提出並演練減低或避免危險的方法。 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p> <p>學習內容 (Learning Content) : <u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>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，可自由設計字體與顏色，除此之外，每位學生也要在紙上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。</p>
<p>語言目標 (Language Goals)</p>	<p>This is our Class Promise. We promise to...</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p>

	4. _____.		
	5. _____.		
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) 教師帶領學生練習唸出上週選出的 Class Promise。 This is our Class Promise. We promise to... 1. _____. 2. _____. 3. _____. 4. _____. 5. _____.	5'	Canva slides	參與度評量
全班授課 (Presentation) 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。	5'	Canva slides	口頭評量
練習活動 (Practice) 在進入小組活動前，每位學生要在紙上描繪自己的手掌，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	10'	Construction paper	參與度評量 觀察評量
發展活動 (Production) 學生進入小組一起討論並製作分配到的 Class Promise sentence strip。	15'	Paper strip	參與度評量 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，但大家都很有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/DAFy82Lv0A/Z2I5ZZz67VKwrK7KMFcaqw/edit?utm_content=DAFy82Lv0A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton			

教學活動設計：第七節課 Lesson 7: Poster Making	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p>

	<p><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.</p>		
<p>內容目標 (Content Goals)</p>	<p>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，可自由設計字體與顏色，除此之外，每位學生也要在紙上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。</p>		
<p>語言目標 (Language Goals)</p>	<p>This is our Class Promise. We promise to... 1. _____. 2. _____. 3. _____. 4. _____. 5. _____.</p>		
<p>教學活動流程 (Teaching Procedures)</p>			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>
<p>暖身活動 (Warm up) Review and read the Class Promise。 This is our Class Promise. We promise to... 1. _____. 2. _____. 3. _____. 4. _____. 5. _____.</p>	<p>5'</p>	<p>Canva slides</p>	<p>口頭評量</p>



(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)

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>
	<p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p>

	<p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>	
<p>內容目標 (Content Goals)</p>	<p>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!</p> <p>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。</p> <p>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。</p> <p>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。</p>	<p>註明第幾節課要達到此目標(Specify the corresponding lesson here)</p>

	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>Lesson 9 + 10: Party Time! 開心舉辦派對 😊 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？</p>	
<p>語言目標 (Language Goals)</p>	<p>Lesson 1: Sharing Experiences Host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address)</p> <p>Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags</p> <p>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</p>	<p>註明第幾節課要達到此目標(Specify the corresponding lesson here)</p>

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 party.

This is our draft and table setting.

Thank you for listening.

Lesson 8: Get ready for the party

	<p>The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team</p> <p>Lesson 9 + 10 : Party Time!</p> <p>The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team</p> <p>Key questions: How do you feel about today's party? What did you learn from this experience? How can we make this party better?</p>	
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教學活動設計：第一節課 Lesson 1: Sharing Experiences	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>

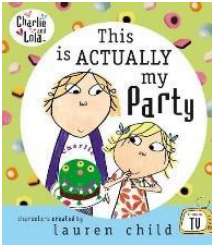
<p>內容目標 (Content Goals)</p>	<p>邀請學生說說看自己有沒有邀請別人參與活動的經驗。帶領學生思考邀請別人有哪些不同的方式，這些方式有什麼差異呢？ 全班討論若我們班要舉辦一個活動，用哪種方式比較適合？這些不同的邀請方式中有哪些共同的必要資訊。 介紹這個單元的目標：Make a party plan, vote and let's have a party together!</p>
<p>語言目標 (Language Goals)</p>	<p>Host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address) Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags</p>

教學活動設計：第一節課 Lesson 1: Sharing Experiences

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p><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.</p> <p><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。</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u> 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</p> <p><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.</p>
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<p>內容目標 (Content Goals)</p>	<p>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!</p>
<p>語言目標 (Language Goals)</p>	<p>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</p>

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)
<p>暖身活動 (Warm up) Introduce the new topic: Welcoming Guests.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 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? 	5'	Canva slides	課堂問答
<p>全班授課 (Presentation)</p> <p>Key question: What information do we need when inviting friends?</p> <p>Target words: host/ occasion/ time/ date/ venue (place)/ address/ contact details (phone number/ e-mail address)</p> <p>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。</p>	10'	Canva slides	觀察評量 口頭評量

<p>練習活動 (Practice)</p> <p>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。</p> <p><i>Storytelling: This Is Actually My Party</i> https://www.youtube.com/watch?v=yVPXW4PCT30</p> <p>Target words: Party things: balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags</p> <p>發展活動 (Production)</p> <p>Teacher asks the questions to check students' comprehension and teach the target words.</p> <ol style="list-style-type: none"> Who's birthday party is this? <i>Charlie</i> What's the <u>theme</u> of the party? <i>monster</i> What party things can you see in the story? <i>balloons, decorations, banners, cupcakes, presents, costumes, party games (musical statues/ monster tag), birthday cake, party bags</i> <p>總結活動 (Wrap up)</p> <p>教師介紹這個單元的目標並預告之後幾週的重點活動</p> <p>We'll make a party plan, vote and let's have a party together!</p>	<p>15'</p> <p>Canva slides</p>  <p>storybook</p> <p>8'</p> <p>Canva slides</p> <p>2'</p> <p>Canva slides</p>	<p>口頭評量 參與度評量</p> <p>口頭評量 參與度評量</p>
<p>教學反思 (Reflection)</p> <p>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。</p>		
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>		
<p>課程簡報：</p>		

https://www.canva.com/design/DAF07DfIP3U/mPUIH8bOsA5moNeO6zWPqw/edit?utm_content=DAF07DfIP3U&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?	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (Content Goals)	<p>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。</p>
語言目標 (Language Goals)	<p>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</p>

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)
<p>暖身活動 (Warm up) Review what we've learned from last week. Recap the story from last week.</p>	5'	Canva slides	課堂問答
<p>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。</p> <p>Key question: Have you ever been to a party? Please share with the class.</p>	8'	Canva slides	課堂問答 參與度評量
<p>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。</p> <p>Key question: What other kinds of party do you know?</p> <p>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</p>	12'	Canva slides videos	口頭評量 參與度評量
<p>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。</p> <p>Key question: What does a party need? Please share your ideas.</p>	10'	Canva slides Little whiteboard	參與度評量 觀察評量

總結活動 (Wrap up) Invite groups to share their ideas. Review what we've learned in today's lesson.	5'	口頭評 量
教學反思 (Reflection) 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?	
學習重點 (Essential Learning Focuses)	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。 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. <hr/> 學習內容 (Learning Content)： <u>Integrative Activities</u> 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畫一個完善的 party。
語言目標 (Language Goals)	<ul style="list-style-type: none"> • 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

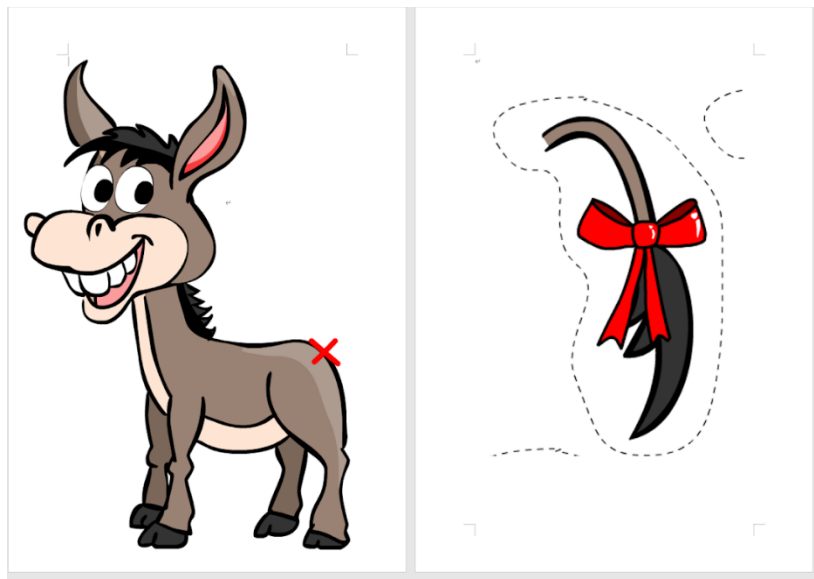
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up) Review different kinds of party that we learned from last week.</p>	5'	Canva slides	課堂問答
<p>全班授課 (Presentation) 邀請學生想想看：如果現在要策劃一個派對，你會先開始做什麼事呢？你會需要準備什麼東西呢？ 帶領學生認識 before a party/ during a party/ after a party，將派對規畫劃以此劃分，引導學生以此角度去思考如何策劃一場派對。</p> <p>Key questions: How to plan a party?</p> <p>Target words: Before a party/ during a party/ after a party</p>	10'	Canva slides	課堂問答
<p>練習活動 (Practice) 教師藉由提問帶出本節課的 target words，透過介紹讓學生更瞭解舉辦派對前需要準備的事項。</p> <p>Key question:</p>	10'	Canva slides	口頭評量 參與度評量

	時間 (Time)		(Assessment)
<p>暖身活動 (Warm up)</p> <p>Review what we should do before a party, during a party and after a party.</p>	5'	Canva slides	課堂問答
<p>全班授課 (Presentation)</p> <p>Teacher can use both slides and videos to introduce different kinds of party games.</p> <p>Ask if students have played these party games before. If they did, invite students to share their experiences.</p> <p>Target words: party games: bingo/pass the parcel/ musical chairs/ musical statues/ charades/ limbo dance/ pin the tail on the donkey/ pinata</p>	7'	Canva slides videos	課堂問答 參與度評量
<p>練習活動 (Practice)</p> <p>發展活動 (Production)</p> <p>Experience party game: Pin the Tail on the Donkey</p> <p>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。</p>	25'	pin the tail on the donkey template blindfold	觀察評量 參與度評量
<p>總結活動 (Wrap up)</p> <p>Invite students to share how they feel about this party game.</p>	3'		
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

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

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) :

學習重點
(Essential
Learning Focuses)

	<p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (Content Goals)	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。
語言目標 (Language Goals)	Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/ 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 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review different party games that we learned last week.</p> <p>Review what we should do before a party, during a party and after a party.</p>	5'	Canva slides	課堂問答



OUR PARTY PLAN



Team Members:

Diagram for planning a party with the following sections:

- Date & Time** (purple arrow)
- Theme** (yellow arrow)
- Guest List** (light blue arrow)
- Activities** (light blue arrow, with a cake icon)
- Games** (pink arrow)
- Music** (purple arrow, with a person dancing icon)
- Decorations** (yellow arrow, with a starburst icon)
- Table Settings** (light blue arrow)

教學活動設計：第六節課 Lesson 6: Make a Party Plan (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

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) :

學習重點
(Essential
Learning Focuses)

	<p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (Content Goals)	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。
語言目標 (Language Goals)	Date/ time/ theme/ guest list/ activities/ games/ music/ invite/ songs/ 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 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review what we should do before a party, during a party and after a party.</p>	5'	Canva slides	課堂問答
<p>全班授課 (Presentation)</p> <p>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。</p> <p>1. Games:</p>	10'	Canva slides	口頭評量

<p>Choose 1-2 games we can play during the party. Review different kinds of popular party games.</p> <p>2. Music: Write down the names of the songs we can play during the party.</p> <p>3. Decorations: Draw a draft of what you are going to draw on the blackboard.</p> <p>4. Table Settings: Draw a picture of how you are going to arrange the seats.</p> <p>練習活動 (Practice) 發展活動 (Production) Group working time. 教師組間巡視並適時給予協助與指導。</p> <p>總結活動 (Wrap up) 教師確認各組 Party Plan worksheet 是否皆完成。</p>	<p>22’</p> <p>3’</p>	<p>Canva slides Our Party Plan worksheet</p>	<p>觀察評量 參與度評量</p>
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>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</p>			



OUR PARTY PLAN



Team Members:

Diagram illustrating the components of a party plan:

- Date & Time** (purple arrow)
- Theme** (yellow arrow)
- Guest List** (light blue arrow)
- Activities** (light blue arrow, with a cake icon)
- Games** (pink arrow)
- Music** (purple arrow, with a person dancing icon)
- Decorations** (yellow arrow, with a starburst icon)
- Table Settings** (light blue arrow)

教學活動設計：第七節課 Lesson 7: Group Presentation and Voting

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。

Can trace the words learned in class.

學習內容 (Learning Content) :

	<p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
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。
語言目標 (Language Goals)	<p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our party plan.</p> <p>The theme of our party is _____.</p> <p>We're going to have _____ and _____ during the party.</p> <p>This is our draft and table setting.</p> <p>Thank you for listening.</p>

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)
<p>暖身活動 (Warm up)</p> <p>Review what we've been working on from the previous weeks.</p>	3'	Canva slides	課堂問答
<p>全班授課 (Presentation)</p> <p>教師引導全班一起練習今日上台發表會使用到的 sentence helpers.</p> <p>Hello, everyone.</p>	7'	Canva slides	參與度評量

<p>We're Team _____.</p> <p>This is our party plan.</p> <p>The theme of our party is _____.</p> <p>We're going to have _____ and _____ during the party.</p> <p>This is our draft and table setting.</p> <p>Thank you for listening.</p>			
<p>練習活動 (Practice)</p> <p>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。</p>	15'	Our Party Plan worksheet	觀察評量 參與度評量
<p>發展活動 (Production)</p> <p>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。</p>	10'	Canva slides	觀察評量 參與度評量
<p>總結活動 (Wrap up)</p> <p>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。</p>	5'	Canva slides	口頭評量
<p>教學反思 (Reflection)</p> <p>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，可以明顯感受到小組間默契的提升，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！</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

課程簡報：

https://www.canva.com/design/DAF5cekwFf0/yqlask-PBuQQFj64rDRo3g/edit?utm_content=DAF5cekwFf0&utm_campaign=designshare&utm_medium=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
(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

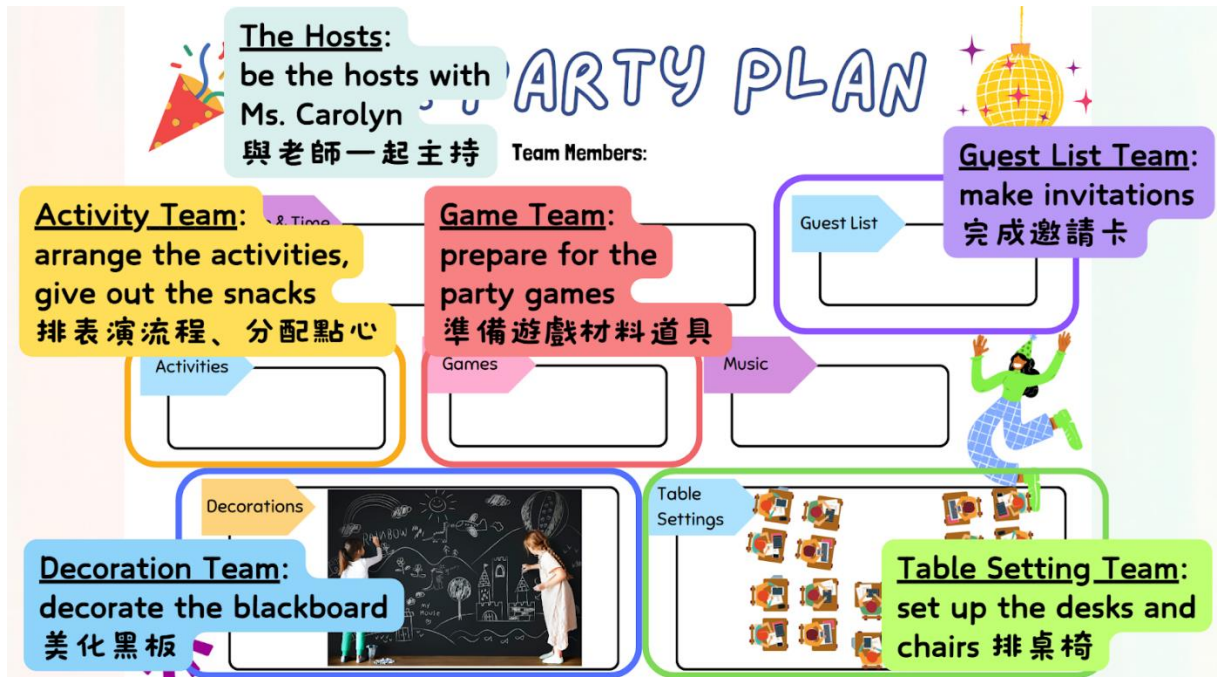
	<p>巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team</p>

教學活動流程 (Teaching Procedures)			
<p>教學流程 (Stages & Activities)</p>	<p>教學時間 (Time)</p>	<p>教學資源 (Teaching Materials)</p>	<p>教學評量 (Assessment)</p>

<p>暖身活動 (Warm up) 教師將獲選的 Party Plan 投影，並帶著全班逐一檢視即將舉辦的派對中的各個細項。</p>	5'	Canva slides	觀察評量
<p>全班授課 (Presentation) 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。</p> <ol style="list-style-type: none"> 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 	10'	Canva slides	課堂問答
<p>練習活動 (Practice) 各組互相討論協調，組別認領想負責的工作內容。 教師提醒各組負責的工作需要完成的事項。</p>	5'		參與度評量
<p>發展活動 (Production) Group Working Time 學生進入組內開始著手進行派對準備工作。</p>	15'	Invitation template	觀察評量 參與度評量
<p>總結活動 (Wrap up) 教師確認各組負責工作的進度。</p>	5'		
<p>教學反思 (Reflection) 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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

課程簡報：

https://www.canva.com/design/DAF5cekwFf0/yqIasK-PBuQQFj64rDRo3g/edit?utm_content=DAF5cekwFf0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



教學活動設計：第九、十節課 Lesson 9 + 10: Party 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

	<p>巧。Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>開心舉辦派對 😊</p> <p>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？</p>
<p>語言目標 (Language Goals)</p>	<p>The hosts/ Activity Team/ Game Team/ Guest List Team (invitation)/ Decoration Team/ Table Setting Team</p> <p>How do you feel about today's party? What did you learn from this experience? How can we make this party better?</p>

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)
<p>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。</p>	5'	Canva slides	課堂問答
<p>全班授課 (Presentation) 各組開始進行派對的前置作業。</p> <ol style="list-style-type: none"> 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 	15'		觀察評量 參與度評量
<p>練習活動 (Practice) PARTY TIME 😊</p>	40'		參與度評量
<p>發展活動 (Production) 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？</p> <p>Key questions:</p> <ol style="list-style-type: none"> 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? 	10'		口頭評量
<p>總結活動 (Wrap up) 全班一起清潔環境並將桌椅復位。</p>	10'		觀察評量 參與度評量

教學反思 (Reflection)

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，實在是太令人欽佩，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！

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

課程簡報：





(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)

學習重點
(Essential
Learning
Focuses)

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.

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) :

	<p><u>Integrative Activities</u></p> <p>Aa-II-1 自己能做的事。 Things you can do.</p> <p>Dd-II-2 生活問題的創意解決。 Creative solutions to life problems.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>Lesson 1: Introduction & Life Skills</p> <p>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。</p> <p>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。</p> <p>Lesson 2: Sewing Experience & Introducing St. Patrick's Day</p> <p>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？</p> <p>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!</p> <p>Lesson 3: Decorate My Little Bag for St. Patrick's Day-1</p> <p>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。</p> <p>Lesson 4: Decorate My Little Bag for St. Patrick's Day-2</p>

	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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，為束口袋做最後的裝飾。</p> <p>Lesson 9: Preparation for Sharing 學生根據自己的束口袋，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。</p> <p>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。</p>
<p>語言目標 (Language Goals)</p>	<p>Lesson 1: Introduction & Life Skills</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Target words & phrases: Sew, needle, thread, thread the eye of the needle, tie a knot <p>Lesson 9: Preparation for Sharing</p> <p>Hello everyone, This is my drawstring bag. I have <u>one leprechaun</u>, <u>three shamrocks</u>, and <u>two gold coins</u> on it. Thank you for listening.</p> <p>Lesson 10: Sharing Time</p> <p>Hello everyone, This is my drawstring bag. I have <u>one leprechaun</u>, <u>three shamrocks</u>, and <u>two gold coins</u> on it. Thank you for listening.</p>
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教學活動設計：第一節課 Lesson 1: Introduction & Life Skills	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。</p>

	<p style="text-align: center;">Interpersonal communication attitudes and skills</p> <p>English</p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
內容目標 (Content Goals)	<p>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。</p> <p>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。</p>
語言目標 (Language Goals)	<ul style="list-style-type: none"> • 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?

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)
<p>暖身活動 (Warm up)</p> <p>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)”</p>	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>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概念，並對本學期會學習並使用到的 target words 有大致印象。</p>	8'	Canva slides	口頭評量

<p>• Target words: needle, thread, sew, drawstring bag, St. Patrick's Day, evacuation map, emergency supply</p> <p>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？</p> <p>Key questions: 1. What skills do we need in daily life? 2. What life skill do you have? 3. Do you have any special life skills?</p> <p>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。</p> <p>1. If you find a wallet on the floor, what would you do? 2. If you get lost, what would you do? 3. If you break a glass cup, what would you do? 4. If your button is falling off, what would you do?</p> <p>總結活動 (Wrap up) Review what we've learned in today's lesson.</p>	<p>10'</p> <p>12'</p> <p>2'</p>	<p>Canva slides</p> <p>Canva slides</p> <p>Canva slides</p>	<p>口頭評量 參與度評量</p> <p>口頭評量 參與度評量</p>
<p>教學反思 (Reflection) 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。</p>			

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-lqQ/edit?utm_content=DAF9eUYetmg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計：第二節課

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

<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>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？</p> <p>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!</p>

語言目標 (Language Goals)	<ul style="list-style-type: none"> Target words: St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, bagpipe, kilt Key questions: <ol style="list-style-type: none"> Have you tried sewing before? What did you sew last time? How do you feel? Is sewing difficult or easy?
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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) 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？ <ul style="list-style-type: none"> Key questions: <ol style="list-style-type: none"> Have you tried sewing before? What did you sew last time? How do you feel? Is sewing difficult or easy? 	12'	Canva slides	口頭評量 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. Patrick'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. Patrick'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. Patrick's Day 的有趣方式，並沉浸於 St. Patrick's Day 的節慶氛圍。	13'	Canva slides YouTube videos	觀察評量

<p>發展活動 (Production) <i>St. Partick's Day Trivia</i> 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。</p> <ul style="list-style-type: none"> Target words: St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, bagpipe, kilt. <p>總結活動 (Wrap up) Review what we've learned in today's lesson.</p>	10'	Canva slides	口頭評量 參與度評量
<p>教學反思 (Reflection) 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！</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>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</p>			

<p style="text-align: center;">教學活動設計：第三節課</p> <p style="text-align: center;">Lesson 3: Decorate My Little Bag for St. Patrick's Day-1</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><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.</p> <p><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。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p>

	<p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
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束口袋布面上畫上草稿。
語言目標 (Language Goals)	<ul style="list-style-type: none"> 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)
<p>暖身活動 (Warm up) Recap last week's lesson.</p>	3'	Canva slides	
<p>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，讓學生在稍後的束口袋課程環節更有靈感。</p> <ul style="list-style-type: none"> Target words: St. Patrick's Day, Ireland, leprechaun, pot of gold, horseshoe, shamrock, four-leaf clover, gold coins, rainbow, top hat 	10'	Canva slides	口頭評量 參與度評量

<p>練習活動 (Practice) <i>Leprechauns On the Run</i> https://www.youtube.com/watch?v=xpA_3hCWZCk</p> <p>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。</p> <p>發展活動 (Production) 發下束口袋的白色胚布材料，先讓學生用鉛筆在束口袋布面上畫上含有 St. Partick's Day 意象的代表物，這節課先打草稿，下一課再上色。</p> <p>總結活動 (Wrap up) Review what we've learned in today's lesson.</p>	<p>10'</p> <p>15'</p> <p>2'</p>	<p>YouTube video</p> <p>Canva slides</p> <p>Canva slides</p>	<p>口頭評量 參與度評量</p> <p>觀察評量 參與度評量</p>
<p>教學反思 (Reflection) 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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>課程簡報： https://www.canva.com/design/DAF-tfCMIAU/KOm5OmbPZNeWOidPqb8VA/edit?utm_content=DAF-tfCMIAU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>			

<p style="text-align: center;">教學活動設計：第四節課</p> <p style="text-align: center;">Lesson 4: Decorate My Little Bag for St. Patrick's Day-2</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p>

	<p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (Content Goals)	<p>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。</p>
語言目標 (Language Goals)	<ul style="list-style-type: none"> 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)
<p>暖身活動 (Warm up) Recap last week's lesson.</p>	3'	Canva slides	
<p>全班授課 (Presentation) 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。</p>	10'	Canva slides	口頭評量
<p>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。</p>	6'	Canva slides storybook	口頭評量 參與度評量

<p>1. Light color to dark color. 先畫淺色，再畫深色。</p> <p>2. Draw gently. 在布上輕輕畫，太用力會暈開。</p> <p>3. Prepare a tissue. 準備一張衛生紙，可輕壓畫好的地方吸乾。</p> <p>發展活動 (Production) Individual working time.</p> <p>總結活動 (Wrap up) Clean up time.</p>	<p>18'</p> <p>3'</p>	<p>Canva slides</p> <p>Canva slides</p>	<p>觀察評量 參與度評量</p>
<p>教學反思 (Reflection)</p> <p>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！</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>課程簡報： https://www.canva.com/design/DAF-tfCMIAU/KOm5OmbPZENEWOidPqb8VA/edit?utm_content=DAF-tfCMIAU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>			

<p>教學活動設計：第五節課 Lesson 5: Sewing 101-1</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p>

	<p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
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直線與打結。
語言目標 (Language Goals)	<ul style="list-style-type: none"> Target words & phrases: <p>Sew, needle, thread, thread the eye of the needle, tie a knot</p>

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)
<p>暖身活動 (Warm up)</p> <p>Recap last week's lesson.</p>	3'	Canva slides	實作評量
<p>全班授課 (Presentation)</p> <p>提醒學生使用針線的注意事項：</p> <ol style="list-style-type: none"> Sew slowly. Be careful with your needle. Don't make your thread too long. <p><i>Thread the eye of the needle</i></p> <p>https://www.youtube.com/shorts/tdDJ59tPKiM</p> <p>透過影片與教師示範，帶領學生實作練習穿針。</p>	10'	<p>Canva slides</p> <p>YouTube videos</p> <p>Needles, threads</p>	

Sewing Practice 1

Class: Number: Name:

Sewing Practice 2

Class: Number: Name:

課程簡報：
https://www.canva.com/design/DAGAGtZy3Y/le78KyU5ZZVF97zGwRH9Ow/edit?utm_content=DAGAGtZy3Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計：第六節課	
Lesson 6: Sewing 101-2	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p>

	<p>Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。</p> <p>Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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 (Language Goals)	<ul style="list-style-type: none"> Target words & phrases: <p>Sew, needle, thread, thread the eye of the needle, tie a knot</p>

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)
<p>暖身活動 (Warm up) Recap last week's lesson.</p>	3'	Canva slides	
<p>全班授課 (Presentation) 複習上週提到的使用針線的注意事項：</p> <ol style="list-style-type: none"> Sew slowly. Be careful with your needle. Don't make your thread too long. <p><i>Thread the eye of the needle</i> https://www.youtube.com/shorts/tdDJ59tPKiM 透過影片與教師示範，讓學生再次練習穿針。</p>	10'	Canva slides YouTube videos Needles, threads	實作評量

<p>練習活動 (Practice) <i>Tie a knot</i> https://www.youtube.com/watch?v=ADWUQR4DPY4</p> <p>透過影片與教師示範，帶領學生實作練習起針打結。</p> <ol style="list-style-type: none"> 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。 <p>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。</p> <p>發展活動 (Production) 完成穿針打結的學生可以開始練習 Sewing Practice 2，先在紙上練習縫直角、曲線與紙上打結。</p> <p>總結活動 (Wrap up) Review what we've learned in today's lesson.</p>	<p>15'</p> <p>10'</p> <p>2'</p>	<p>Canva slides YouTube videos Needles, threads</p> <p>Needles, threads, worksheet</p>	<p>實作評量</p> <p>觀察評量 實作評量</p>
<p>教學反思 (Reflection) 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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			

Sewing Practice 1

Class: Number: Name:

Sewing Practice 2

Class: Number: Name:

課程簡報：
https://www.canva.com/design/DAGAGtZy3Y/le78KyU5ZZVF97zGwRH9Ow/edit?utm_content=DAGAGtZy3Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

教學活動設計：第七節課	
Lesson 7: Sew My Little Drawstring Bag-1	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p>

	<p>Interaction with family, peers, and teachers. Ba-II-3 人際溝通的態度與技巧。</p> <p>Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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 (Language Goals)	<ul style="list-style-type: none"> Target words & phrases: <p>Sew, needle, thread, thread the eye of the needle, tie a knot</p>

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)
<p>暖身活動 (Warm up)</p> <p>複習之前課程提到的使用針線的注意事項：</p> <ol style="list-style-type: none"> Sew slowly. Be careful with your needle. Don't make your thread too long. 	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>教師透過影片與親身示範，說明縫製 drawstring bag 的步驟。</p> <ol style="list-style-type: none"> 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'	Canva slides videos	口頭評量

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
總結活動 (Wrap up) Clean up time.	2'		

教學反思 (Reflection)

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-Y9K0tw/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

學習重點 (Essential Learning Focuses)	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.
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	<p>2-II-3 能說出課堂中所學的字詞。</p> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (Content Goals)	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，為束口袋做最後的裝飾。
語言目標 (Language Goals)	<ul style="list-style-type: none"> Target words & phrases: 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)
<p>暖身活動 (Warm up)</p> <p>Recap last week's lesson and remind the procedure of drawstring bag sewing for those who haven't finished.</p> <ol style="list-style-type: none"> 1. Thread the eye of the needle. 2. Tie a knot at the end of the thread. 3. Fold your fabric in half and make it inside out. 	3'	Canva slides	

<p>4. Draw a line with your pencil (at the bottom of your bag).</p> <p>5. Let's start sewing from here.</p> <p>全班授課 (Presentation) 教師透過影片與親身示範，說明今日課程要完成的最後一個步驟。</p> <p>6. Let's sew a straight line on the folds.</p> <p>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。</p> <p>練習活動 (Practice) 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。</p> <p>發展活動 (Production) Sewing Time. 這一堂課目標是將束口袋完整完成，完成縫製的學生可利用水鑽貼紙，為束口袋做最後的裝飾。 教師可以請已完成束口袋製作的學生擔任小幫手，幫助縫紉有困難的同學。</p> <p>總結活動 (Wrap up) Clean up time.</p>	<p>5'</p> <p>15'</p> <p>15'</p> <p>2'</p>	<p>Canva slides</p> <p>Needles, threads, drawstring bags</p> <p>Needles, threads, drawstring bags</p>	<p>口頭評量</p> <p>參與度評量 實作評量</p> <p>參與度評量 實作評量</p>
<p>教學反思 (Reflection) 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</p>			

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，大大提升學生束口袋縫製的完成度。

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


<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>學生根據自己的束口袋，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。</p>

語言目標 (Language Goals)	Hello everyone, This is my drawstring bag. I have <u>one leprechaun</u> , <u>three shamrocks</u> , and <u>two gold coins</u> on it. Thank you for listening.
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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)
<p>暖身活動 (Warm up)</p> <p>Recap the procedure of drawstring bag sewing for those who haven't finished.</p> <p>Step 5. Let's start sewing from here.</p> <p>Step 6. Let's sew a straight line on the folds.</p> <p>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。</p>	3'	Canva slides	口頭評量
<p>全班授課 (Presentation)</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>Hello everyone, This is my drawstring bag. I have <u>one leprechaun</u>, <u>three shamrocks</u>, and <u>two gold coins</u> on it.</p>	8'	Canva slides worksheet	參與度評量


<p>Thank you for listening.</p> <p>練習活動 (Practice) Worksheet Time 學生根據自己束口袋上的圖案，完成上台的講稿。</p> <p>發展活動 (Production) Practice Time 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。</p> <p>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。</p> <p>總結活動 (Wrap up) 確認每位學生學習單與束口袋的完成進度。</p>	<p>12'</p> <p>15'</p> <p>2'</p>	<p>worksheet</p> <p>worksheet</p>	<p>參與度評量</p> <p>參與度評量 實作評量</p>
<p>教學反思 (Reflection) 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，束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。 (束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)</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			


Class: _____ Number: _____ Name: _____





Hello everyone,
This is my drawstring bag.
I have one leprechaun,
three shamrocks,
and two gold coins on it.
Thank you for listening.


Hello everyone,
This is my drawstring bag.
I have _____ ,
_____ ,
and _____ on it.
Thank you for listening.






leprechaun



pot of gold



horseshoe


gold coin


shamrock


rainbow


top hat


Irish flag

SAINT PATRICK'S DAY

Wordsearch

H	C	O	I	N	S	I	R	I	S	H	F	L	A	G
O	W	I	C	D	R	Q	B	G	L	U	C	K	R	L
R	T	O	T	C	E	L	E	B	R	A	T	E	P	E
S	G	S	E	V	F	F	B	H	A	R	P	S	A	P
E	Z	K	T	R	I	N	I	T	Y	U	M	L	J	R
S	L	S	A	I	N	T	P	A	T	R	I	C	K	E
H	I	T	A	C	Y	F	Z	Q	F	Y	O	E	Y	C
O	M	Z	I	F	S	S	E	A	Y	I	N	W	T	H
E	E	L	R	M	F	H	L	V	W	D	D	S	E	A
G	R	W	E	W	A	V	A	P	A	R	A	D	E	U
R	I	K	L	V	U	R	M	M	J	J	K	N	L	N
E	C	U	A	M	R	V	C	X	R	J	G	P	C	E
E	K	I	N	T	N	C	L	H	R	O	H	R	X	E
N	R	O	D	Z	C	E	L	T	I	C	C	B	D	C
G	O	L	D	K	R	A	I	N	B	O	W	K	P	Z

WORD LIST

CELEBRATE	GOLD	IRISH FLAG	PARADE
CELTIC	GREEN	LEPRECHAUN	RAINBOW
COINS	HARP	LIMERICK	SAINT PATRICK
DANCE	HORSESHOE	LUCK	SHAMROCK
FIDDLE	IRELAND	MARCH	TRINITY

Homemade
GIFTS MADE EASY

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

教學活動設計：第十節課	
Lesson 10: Sharing Time	
學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p>

	<p>Ba-II-2 與家人、同儕及師長的互動。 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
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。
語言目標 (Language Goals)	<p>Hello everyone,</p> <p>This is my drawstring bag.</p> <p>I have <u>one leprechaun</u>,</p> <p><u>three shamrock</u>s,</p> <p>and <u>two gold coins</u> on it.</p> <p>Thank you for listening.</p>

教學活動設計：第十節課

Lesson 10: Sharing Time

學習重點 (Essential Learning Focuses)	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。 Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ba-II-1 自我表達的適切性。 Appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p>
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	<p>Interaction with family, peers, and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。</p> <p>Interpersonal communication attitudes and skills</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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。
語言目標 (Language Goals)	<p>Hello everyone,</p> <p>This is my drawstring bag.</p> <p>I have <u>one leprechaun</u>,</p> <p><u>three shamrocks</u>,</p> <p>and <u>two gold coins</u> on it.</p> <p>Thank you for listening.</p>

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)
<p>暖身活動 (Warm up)</p> <p>Review the sentence helper and whole class practice together.</p> <p>Hello everyone,</p> <p>This is my drawstring bag.</p> <p>I have <u>one leprechaun</u>,</p> <p><u>three shamrocks</u>,</p> <p>and <u>two gold coins</u> on it.</p> <p>Thank you for listening.</p>	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>Students practice with their worksheets in pairs.</p>	5'	worksheet	參與度評量

練習活動 (Practice)	15'	worksheet	口頭評量
發展活動 (Production)			
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)	2'		
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。			

教學反思 (Reflection)

讓學生自由選擇可以介紹束口袋上的一個、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)

Class: _____ Number: _____ Name: _____



Hello everyone,
This is my drawstring bag.
I have one leprechaun,
three shamrocks,
and two gold coins on it.
Thank you for listening.



Hello everyone,
This is my drawstring bag.
I have _____,
_____,
and _____ on it.
Thank you for listening.



leprechaun pot of gold horseshoe gold coin
shamrock rainbow top hat Irish flag

SAINT PATRICK'S DAY

Wordsearch

H	C	O	I	N	S	I	R	I	S	H	F	L	A	G
O	W	I	C	D	R	Q	B	G	L	U	C	K	R	L
R	T	O	T	C	E	L	E	B	R	A	T	E	P	E
S	G	S	E	V	F	F	B	H	A	R	P	S	A	P
E	Z	K	T	R	I	N	I	T	Y	U	M	L	J	R
S	L	S	A	I	N	T	P	A	T	R	I	C	K	E
H	I	T	A	C	Y	F	Z	Q	F	Y	O	E	Y	C
O	M	Z	I	F	S	S	E	A	Y	I	N	W	T	H
E	E	L	R	M	F	H	L	V	W	D	D	S	E	A
G	R	W	E	W	A	V	A	P	A	R	A	D	E	U
R	I	K	L	V	U	R	M	M	J	J	K	N	L	N
E	C	U	A	M	R	V	C	X	R	J	G	P	C	E
E	K	I	N	T	N	C	L	H	R	O	H	R	X	E
N	R	O	D	Z	C	E	L	T	I	C	C	B	D	C
G	O	L	D	K	R	A	I	N	B	O	W	K	P	Z

WORD LIST

CELEBRATE	GOLD	IRISH FLAG	PARADE
CELTIC	GREEN	LEPRECHAUN	RAINBOW
COINS	HARP	LIMERICK	SAINT PATRICK
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(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 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。

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
(Essential Learning
Focuses)

	<p>3-II-2 能辨識課堂中所學的字詞。 Can recognize the words learned in class.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。 Can trace the words learned in class.</p>
	<p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p>Ca-II-3 生活周遭潛藏危機的處理與演練。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>Lesson 1: Introduction</p> <p>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？</p> <p>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？</p> <p>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。</p> <p>Lesson 2: Fire Safety: Plan and Prepare</p> <p>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？</p> <p>Lesson 3: How to Read Evacuation Maps</p> <p>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。</p>

	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	
<p>語言目標 (Language Goals)</p>	<p>Lesson 1: Introduction</p> <ul style="list-style-type: none"> • Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado • Key questions: <ol style="list-style-type: none"> 1. Have you seen _____ before? 2. Where can you see _____? 3. What are they for? 4. When do we need to evacuate? 5. What preparation can we do before a _____? 6. What should we do during a _____? <p>Lesson 2: Fire Safety: Plan and Prepare</p> <ul style="list-style-type: none"> • 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 	

- 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:

	<p>You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area</p> <ul style="list-style-type: none"> • Target Phrases: <ol style="list-style-type: none"> 1. Mark on the map. 2. Draw the Primary Exit Route. 3. Draw the Secondary Exit Route. 4. Decorate our Group Evacuation Map <p>Lesson 7: Group Rehearsal Time</p> <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p> <p>This is the secondary exit route to the assembly area.</p> <p>Thank you for listening.</p> <p>Lesson 8: Group Presentation Time</p> <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p> <p>This is the secondary exit route to the assembly area.</p> <p>Thank you for listening.</p>
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<p style="text-align: center;">教學活動設計：第一節課</p> <p style="text-align: center;">Lesson 1: Introduction</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u></p> <p>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。</p> <p style="padding-left: 40px;">Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p style="padding-left: 40px;">Can comprehend words learned in class.</p>

	<p>2-II-3 能說出課堂中所學的字詞。</p> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p> <p>Ca-II-3 生活周遭潛藏危機的處理與演練。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
<p>內容目標 (Content Goals)</p>	<p>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？</p> <p>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？</p> <p>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。</p>
<p>語言目標 (Language Goals)</p>	<ul style="list-style-type: none"> • Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado • Key questions: <ol style="list-style-type: none"> 1. Have you seen _____ before? 2. Where can you see _____? 3. What are they for? 4. When do we need to evacuate? 5. What preparation can we do before a _____? 6. What should we do during a _____?

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)
<p>暖身活動 (Warm up)</p> <p>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题與學習目標，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。</p> <p>全班授課 (Presentation)</p> <p>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。</p> <ul style="list-style-type: none"> 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? 	3'	Canva slides	□頭評量
<p>練習活動 (Practice)</p> <p>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？</p> <ul style="list-style-type: none"> Key questions: When do we need to evacuate? Target words: earthquake, flood, tsunami, fire, tornado 	10'	Canva slides	
<p>發展活動 (Production)</p> <p>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？</p>	15'	Canva slides	□頭評量 參與度評量

<ul style="list-style-type: none"> Target words: earthquake, flood, tsunami, fire, tornado Key questions: <ol style="list-style-type: none"> 1. What preparation can we do before a _____? 2. What should we do during a _____? <p>總結活動 (Wrap up) Review what we've learned in today's lesson.</p>	2'	Canva slides	
<p>教學反思 (Reflection)</p> <p>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。</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>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</p>			

<p style="text-align: center;">教學活動設計：第二節課 Lesson 2: Fire Safety and Plan</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance) :</p> <p><u>Integrative Activities</u> 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.</p> <p><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。</p> <hr/> <p>學習內容 (Learning Content) :</p> <p><u>Integrative Activities</u> Ca-II-1 生活周遭潛藏危機的情境。 Potentially dangerous scenarios in life.</p>

	<p>Ca-II-3 生活周遭潛藏危機的處理與演練。 Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。 Simple everyday expressions.</p> <p>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.</p>
內容目標 (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？
語言目標 (Language Goals)	<ul style="list-style-type: none"> 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 Key questions: <ol style="list-style-type: none"> What should we do to be prepared in case of a fire emergency? What should we do when there is a fire? What number should we call in an emergency? 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 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review the target words from last week.</p> <ul style="list-style-type: none"> Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map, earthquake, flood, tsunami, fire, tornado 	3'	Canva slides	

<p>全班授課 (Presentation)</p> <p>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？</p> <p><i>Fire Safety Rap:</i> https://www.youtube.com/watch?v=s_5FqaWTj9c</p> <ul style="list-style-type: none"> • Key questions: <ol style="list-style-type: none"> 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? 	10'	Canva slides YouTube	口頭評量
<p>練習活動 (Practice)</p> <p>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。</p> <p><i>Plan and Prepare:</i> https://www.youtube.com/watch?v=4PZjPOIQpK4</p> <ul style="list-style-type: none"> • Key questions: <p>What are the four fire safety rules?</p> <ol style="list-style-type: none"> 1. Rule 1: Have a plan. 2. Rule 2: Get out fast. 3. Rule 3: Stay low. 4. Rule 4: Don't open hot doors. 	10'	Canva slides	口頭評量 參與度評量
<p>發展活動 (Production)</p> <p>Fire Safety Drill</p> <p>Let students practice the fire safety rule 3-5 in group and demonstrate in front of the class.</p> <p>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。</p>	15'	Canva slides	觀察評量 參與度評量

總結活動 (Wrap up) Review what we've learned in today's lesson.	2'	Canva 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=link2&utm_source=sharebutton			

教學活動設計：第三節課 Lesson 3: How to Read Evacuation Maps	
學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance)： <u>Integrative Activities</u> 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。 <hr/> 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.

<p>內容目標 (Content Goals)</p>	<p>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。</p>
<p>語言目標 (Language Goals)</p>	<ul style="list-style-type: none"> • 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 Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review the target words and the key concept from last week.</p> <ul style="list-style-type: none"> • Target words: emergency exit, fire extinguisher, fire hydrant, AED, evacuation map <ol style="list-style-type: none"> 1. What number should we call in an emergency? 119 (Taiwan)/ 911 (the USA) 2. 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. 	5'	Canva slides	□頭評量
<p>全班授課 (Presentation)</p>	10'	Canva slides	□頭評量

<p>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。</p> <ul style="list-style-type: none"> • 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 <p>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。</p> <ol style="list-style-type: none"> 1. Find where you are. 2. Check how the routes go. 3. Check where the exits are. <p>發展活動 (Production) 發下 My Evacuation Map，請學生先完成 Legend 圖示的部分。</p> <ul style="list-style-type: none"> • Target words: You Are Here, Fire Hydrant, Fire Extinguisher, Primary Exit Route, Secondary Exit Route, Assembly Area, AED <p>總結活動 (Wrap up) Review what we’ve learned in today’s lesson.</p>	<p>8’</p> <p>12’</p> <p>5’</p>	<p>Canva slides</p> <p>My Evacuation Map worksheet</p> <p>Canva slides</p>	<p>參與度評量</p> <p>參與度評量</p> <p>觀察評量 參與度評量</p>
<p>教學反思 (Reflection) 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</p>			

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：

https://www.canva.com/design/DAGF_L28tWw/hTeQSoENs2DwlgANG_740w/edit?utm_content=DAGF_L28tWw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

My Evacuation Map

Class:
Number:
Name:



教學活動設計：第四節課

Lesson 4: Safety Scouts on Campus

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)

	<p><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。</p> <p>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.</p> <p><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.</p>
內容目標 (Content Goals)	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。
語言目標 (Language Goals)	<ul style="list-style-type: none"> Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area Target Phrases: Mark on the map.

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) Review the target words from last week.	3'	Canva slides	

My Evacuation Map

Class:

Number:

Name:



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。

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

學習重點
(Essential Learning
Focuses)

	<p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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)	<ul style="list-style-type: none"> Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area Target Phrases: <ol style="list-style-type: none"> 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 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>暖身活動 (Warm up)</p> <p>Review the target words on the evacuation map.</p> <ul style="list-style-type: none"> Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area 	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>教師向全班說明小組任務：</p> <ol style="list-style-type: none"> 互相分享上週在 My Evacuation Map 上記錄的資訊。 記錄在 Group Evacuation Map 上。 討論該如何設計 Primary Exit Route & Secondary Exit Route，並標註在 Group Evacuation Map 上。 	10'	Group Evacuation Map Poster	口頭評量

	<p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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)	<ul style="list-style-type: none"> • Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area • Target Phrases: <ol style="list-style-type: none"> 1. Mark on the map. 2. Draw the Primary Exit Route. 3. Draw the Secondary Exit Route. 4. Decorate our Group Evacuation Map

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)
<p>暖身活動 (Warm up)</p> <p>Review the target words on the evacuation map.</p> <ul style="list-style-type: none"> • Target words: You Are Here, Fire Hydrant, Fire Extinguisher, AED, Primary Exit Route, Secondary Exit Route, Assembly Area 	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>教師向全班提醒今日課堂上小組須完成的海報內容須包括：</p> <ol style="list-style-type: none"> 1. You Are Here, Fire Hydrant, Fire Extinguisher, AED 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。 	10'	Group Evacuation Map Poster	口頭評量

<p>練習活動 (Practice)</p> <p>發展活動 (Production)</p> <p><u>Group Working Time</u></p> <ul style="list-style-type: none"> • 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. <p>總結活動 (Wrap up)</p> <p>教師確認各組進度。</p>	<p>25'</p> <p>2'</p>	<p>Group Evacuation Map</p>	<p>觀察評量 參與度評量</p>
<p>教學反思 (Reflection)</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>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 </p>			

<p style="text-align: center;">教學活動設計：第七節課</p> <p style="text-align: center;">Lesson 7: Group Rehearsal Time</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u></p> <p>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。</p> <p style="padding-left: 40px;">Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.</p> <p><u>English</u></p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p style="padding-left: 40px;">Can comprehend words learned in class.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><u>Integrative Activities</u></p> <p>Ca-II-1 生活周遭潛藏危機的情境。</p> <p style="padding-left: 40px;">Potentially dangerous scenarios in life.</p> <p>Ca-II-3 生活周遭潛藏危機的處理與演練。</p> <p style="padding-left: 40px;">Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p>

	<p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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)	<p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p> <p>This is the secondary exit route to the assembly area.</p> <p>Thank you for listening.</p>

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)
<p>暖身活動 (Warm up)</p> <p>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。</p>	3'	Canva slides	
<p>全班授課 (Presentation)</p> <p>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。</p> <ul style="list-style-type: none"> Sentence Helper <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p>	10'	Canva slides	口頭評量

<p>This is the secondary exit route to the assembly area. Thank you for listening.</p> <p>練習活動 (Practice) 發展活動 (Production) <u>Group Rehearsal Time</u></p> <p>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。</p> <p>總結活動 (Wrap up) 教師確認各組海報製作與彩排練習進度。</p>	<p>25'</p> <p>2'</p>	<p>Group Evacuation Map</p>	<p>觀察 評量 參與 度評 量</p>
<p>教學反思 (Reflection)</p>			
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			
<p>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</p>			

<p>教學活動設計：第八節課 Lesson 8: Group Presentation Time</p>	
<p>學習重點 (Essential Learning Focuses)</p>	<p>學習表現 (Learning Performance)：</p> <p><u>Integrative Activities</u> 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.</p> <p><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。</p> <hr/> <p>學習內容 (Learning Content)：</p> <p><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。</p>

	<p>Potentially dangerous scenarios in life.</p> <p><u>English</u></p> <p>Ac-II-2 簡易的生活用語。</p> <p>Simple everyday expressions.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>
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。
語言目標 (Language Goals)	<p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p> <p>This is the secondary exit route to the assembly area.</p> <p>Thank you for listening.</p>

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)
<p>暖身活動 (Warm up)</p> <p>教師說明今日將進行的 Group Presentation。</p> <p>全班再次練習 Sentence Helper。</p>	5'	Canva slides	口頭評量
<p>全班授課 (Presentation)</p> <p>學生進入小組做最後的彩排。</p> <ul style="list-style-type: none"> Sentence Helper <p>Hello, everyone.</p> <p>We're Team _____.</p> <p>This is our evacuation map.</p> <p>Here we are at Class _____.</p> <p>This is the primary exit route to the assembly area.</p> <p>This is the secondary exit route to the assembly area.</p> <p>Thank you for listening.</p>	10'	Group Evacuation Map Poster	觀察評量 參與度評量

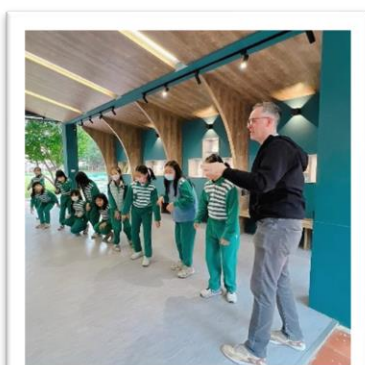
柒、 執行省思

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

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。