

臺南市公(私)立東區博愛國民中(小)學109學年度第一學期一年級彈性學習 All about me 課程計畫 (普通班 特教班)

課程名稱	<u>All about me</u>	實施年級 (班級組別)	一年級	教學節數	本學期共(40)節/ 每週2節
彈性學習課程 四類規範	1. <input checked="" type="checkbox"/> 統整性探究課程 (<input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題) 2. <input type="checkbox"/> 社團活動與技藝課程 (<input type="checkbox"/> 社團活動 <input type="checkbox"/> 技藝課程) 3. <input type="checkbox"/> 特殊需求領域課程 身障類: <input type="checkbox"/> 生活管理 <input type="checkbox"/> 社會技巧 <input type="checkbox"/> 學習策略 <input type="checkbox"/> 職業教育 <input type="checkbox"/> 溝通訓練 <input type="checkbox"/> 點字 <input type="checkbox"/> 定向行動 <input type="checkbox"/> 功能性動作訓練 <input type="checkbox"/> 輔助科技運用 資優類: <input type="checkbox"/> 創造力 <input type="checkbox"/> 領導才能 <input type="checkbox"/> 情意發展 <input type="checkbox"/> 獨立發展 其他類: <input type="checkbox"/> 藝術才能班及體育班專門課程 4. <input type="checkbox"/> 其他類課程 <input type="checkbox"/> 本土語文/新住民語文 <input type="checkbox"/> 服務學習 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 班際或校際交流 <input type="checkbox"/> 自治活動 <input type="checkbox"/> 班級輔導 <input type="checkbox"/> 學生自主學習 <input type="checkbox"/> 領域補救教學				
設計理念	關係：透過勞作、實作和溝通活動，學習英語詞彙、字母符號個人與週遭生活中同學的關聯				
本教育階段 總綱核心素養 或校訂素養	E-B1具備「聽、讀、說、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 E-B3具備藝術創作與欣賞的基本素養，促進多元感官的發展，培養生活環境中的美感體驗。				
課程目標	●Students will be able to know themselves better including their face, their body parts and their appearStudents will be able to observe, measure and describe their own body. ●Students will be able to compare the differences and similarities between themselves and their classmates.				
配合融入之 超學科領域或議題	<input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input checked="" type="checkbox"/> 英語文融入參考指引 <input type="checkbox"/> 本土語 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input type="checkbox"/> 綜合活動 <input checked="" type="checkbox"/> 健康與體育 <input checked="" type="checkbox"/> 生活課程 <input type="checkbox"/> 科技			<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育	
表現任務	Selfie poster project. ●Draw a selfie and label their face and body parts information on the poster. ●Students need to present their own selfie with the sentence patterns (6 sentences) that the teacher provided. ●Sentence patterns: ◆My name is ____. ◆I am a boy/girl. ◆I counted my teeth. I have ____ up top. I have ____ downstairs. ◆My hair is _____.(black, blond, long, short, curly, straight) ◆My hand is _____. My foot is _____.(big, small, just right) ◆I wear ____ shoes on my feet.(white, red, blue, brown)				

課程架構脈絡

教學 期程	節數	單元與 活動名 稱	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	學習內容(校訂)	學習目標	學習活動	學習評量 (表現任務)	自編自選教材 或學習單																					
1~4	8	My name & my teeth	<p>英語文融入參考指引</p> <p>1-I-2 能聽辨英語的語音</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-2能說出英語語音</p> <p>2-I-3能說出課堂中所學的字詞</p> <p>2-I-4能使用建議的教室用語</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3a-I-1嘗試練習簡易的健康相關技能</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>3c-I-1表現基本動作與</p>	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●What's your name? from Super Simple Song ●This is the way from super simple song ●My tooth is loose by Martin Silverman & Amy Aitken ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students will be able to say their own name and sing the song. ●Students will be able to recognize the initial sound of their names. ●Students will be able to count their teeth and say it. ●Students will be able to sing the “this is the way” song and demo how to brush their teeth. ●Students will be able to observe and compare their names and teeth with others. 	<ul style="list-style-type: none"> ●Teaching song and do the pair-work to sing the song. Find a partner who has the same initial sound in his name. Find a partner who has different initial sound in his name. (40 mins) ●Mirror show: Kids bring their own mini-mirror to observe their teeth and count their teeth. Make a survey to interview your friends about how many teeth they have.(40 mins) ●My book about me: write and draw the name and teeth 	<ul style="list-style-type: none"> ●Sing along the song. ●Fill in the “My book about me” page 1~3. ●My teeth collage. ●Survey worksheet. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Survey worksheet. <table border="1" data-bbox="1832 400 2101 619"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td colspan="3">I have 20 teeth.</td> </tr> <tr> <td colspan="3">How many teeth do you have?</td> </tr> <tr> <td>more</td> <td>same</td> <td>less</td> </tr> <tr> <td>Jim22</td> <td>Vicky</td> <td>Kim</td> </tr> <tr> <td>Dora21</td> <td>Emma</td> <td>18</td> </tr> <tr> <td></td> <td>Jenny</td> <td></td> </tr> </table>	My name is _____.			I have 20 teeth.			How many teeth do you have?			more	same	less	Jim22	Vicky	Kim	Dora21	Emma	18		Jenny	
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			<p>模仿的能力 4a-I-2養成健康的生活習慣 生活 2-I-5運用各種探索事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣 3-I-2體認探索事理有各種方法，並且樂於應用 5-I-1覺知生活中人、事、物的豐富面貌，建立初步的美感經驗 7-I-2傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見</p>			<p>number on the book. (40 mins) ●Sing this is the way song and demo how to brush their teeth. (40 mins) ●My tooth is loose: storytelling and discuss with the whole class. (80 mins) ●My teeth collage: Kids need to cut the magazine picture to make a teeth collage. (80 mins)</p>		
5~8	8	My hair	<p>英語文融入參考指引 1-I-2 能聽辨英語的語音 1-I-5能聽懂課堂中所學的字詞 1-I-6能聽懂簡易的教室用語 1-I-7能聽懂簡易的日常生活用語 2-I-2能說出英語語音 2-I-3能說出課堂中所學的字詞 2-I-4能使用建議的教室用語</p>	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●Hair song from Pancake Manor ●This is my hair by Todd Parr ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students are able to sing the hair song. ●Students will be able to read aloud “This is my hair” with the teacher. ●Students will be able to observe their hair and 	<ul style="list-style-type: none"> ●Teaching hair song. Role play and present the song in a small group (4 persons in a group) (80 mins). ●Story telling: This is my hair. The teacher tell the 	<ul style="list-style-type: none"> ●Sing along the song and role play. ●Fill in the “My book about me” page 4. ●This is my hair mini-book show and tell. 	<ul style="list-style-type: none"> ●教師自製簡報檔案

		<p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3a-I-1嘗試練習簡易的健康相關技能</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>生活</p> <p>1-I-1探索並分享對自己及相關人、事、物的感受與想法</p> <p>5-I-1覺知生活中人、事、物的豐富面貌，建立初步的美感經驗</p> <p>7-I-2傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見</p>		<p>describe their hair with the target vocabulary.</p> <ul style="list-style-type: none"> ●Students will be able to draw their hair and draw one of their friend's hair. 	<p>story and discuss with the class. (80 mins)</p> <ul style="list-style-type: none"> ●Mini-book creator: kids have to use various materials to make their "my hair" mini-book based on the structure of "this is my hair" story. (80 mins) ●Show and tell: Kids work in pair to share their mini-book. Have kids vote their favorite mini-book. (40 mins) ●My book about me: kids write and draw their hair on the book. (40 mins) 		
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9~12	8	My hand	<p>英語文融入參考指引</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-4能使用建議的教室用語</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3a-I-1嘗試練習簡易的健康相關技能</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>生活</p> <p>2-I-5運用各種探索事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣</p> <p>5-I-1覺知生活中人、事、物的豐富面貌，建立初步的美感經驗</p>	<ul style="list-style-type: none"> ● My book about me by Dr. Seuss & Roy McKie ● Hands song from Mooseclumps ● Wash your hands song from The Singing Walrus ● Classroom English ● Daily talk English sentences 	<ul style="list-style-type: none"> ● Students are able to trace their hand on the sheet. ● Students will be able to sing two songs. ● Students will be able to tell their hands are big or small comparing with the whole class. 	<ul style="list-style-type: none"> ● Teaching song “wash your hands” and dance. Manipulate the sound and sing the silly song (40 mins) ● Trace your hand on the “My book about me.” Make a survey in the class and compare their hand with the others. (40 mins) ● Teaching song: Hands song. Discuss what do we do with our hands. (80 mins) ● Foldable chart: kids need to make a foldable chart to show the things that we do with our hands. (80 mins) 	<ul style="list-style-type: none"> ● Two songs: Wash your hands & hands song. ● Fill in “my book about me” page 5. ● Survey worksheet. ● Foldable chart. 	<ul style="list-style-type: none"> ● 教師自製簡報檔案 ● Survey worksheet. <table border="1" data-bbox="1787 212 2051 419"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td colspan="3">This is my hand.</td> </tr> <tr> <td colspan="3">It's <u>15</u> cm.</td> </tr> <tr> <td colspan="3">How about your hand?</td> </tr> <tr> <td>bigger</td> <td>same</td> <td>smaller</td> </tr> <tr> <td>Jerry Justin</td> <td>Linda Mina</td> <td>Alysi a</td> </tr> </table>	My name is _____.			This is my hand.			It's <u>15</u> cm.			How about your hand?			bigger	same	smaller	Jerry Justin	Linda Mina	Alysi a
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13~16	8	My foot	<p>英語文融入參考指引</p> <p>1-I-2 能聽辨英語的語音</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-2能說出英語語音</p> <p>2-I-3能說出課堂中所學的字詞</p> <p>2-I-4能使用建議的教室用語</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3a-I-1嘗試練習簡易的健康相關技能</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>4a-I-2養成健康的生活習慣</p> <p>生活</p> <p>1-I-1探索並分享對自</p>	<ul style="list-style-type: none"> ● My book about me by Dr.Seuss & Roy McKie ● How many fingers? From Super Simple Song ● Pete the cat I love my white shoes by Eric Litwin & James Dean ● Classroom English ● Daily talk English sentences 	<ul style="list-style-type: none"> ● Students will be able to trace their bare foot on the sheet. ● Students will be able to sing the song and count the fingers and toes on their hands and feet. ● Students will be able to sing the “I love my white shoes” song. ● Students will be able to tell their feet are big or small comparing with the whole class. ● Students will be able to describe their colorful shoes. 	<ul style="list-style-type: none"> ● Trace and draw your feet. Share their footprint and do a survey. (40 mins) ● Footprint art: Using their footprint to create an animal they like. And share their craft with three friends. (80 mins) ● Teaching song “How many fingers?” and do a role play in a small group. (40 mins) ● Storytelling_ “Pete the cat I love my white shoes.” Pair work to use pictures to make prediction. The teacher tell the story. Whole class discuss the 	<ul style="list-style-type: none"> ● Footprint art craft ● My book about me page 6-7. ● Sing the song: How many fingers? ● My colorful shoes drawing. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Survey worksheet. <table border="1" data-bbox="1787 212 2051 416"> <tr> <td colspan="3">My name is ____.</td> </tr> <tr> <td colspan="3">This is my foot.</td> </tr> <tr> <td colspan="3">It's <u>18</u> cm.</td> </tr> <tr> <td colspan="3">How about your foot?</td> </tr> <tr> <td>bigger</td> <td>same</td> <td>smaller</td> </tr> <tr> <td>Jerry Justin</td> <td>Linda Mina</td> <td>Alysi a</td> </tr> </table>	My name is ____.			This is my foot.			It's <u>18</u> cm.			How about your foot?			bigger	same	smaller	Jerry Justin	Linda Mina	Alysi a
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Gender	boy	Girl																											
Teeth	18 teeth more same less	20 teeth more same less																											
Hair	Straight curly Long Short hair	Straight curly Long Short hair																											
Hand	14 cm more same less	16 cm more same less																											
Foot	22 cm more same less	21 cm more same less																											
shoes	green blue red white shoes	green blue red white shoes																											

C6-1彈性學習課程計畫(新課綱版)

		<p>中的非語言訊息以幫助學習</p> <p>生活</p> <p>1-I-1探索並分享對自己及相關人、事、物的感受與想法</p> <p>4-I-1利用各種生活的媒介與素材進行表現與創新，喚起豐富的想像力</p> <p>4-I-3運用各種表現與創造的方法與形式，美化生活、增加生活的趣味</p> <p>5-I-1覺知生活中人、事、物的豐富面貌，建立初步的美感經驗</p> <p>7-I-2傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見</p>			<p>mins)</p> <ul style="list-style-type: none"> ● Small group show and tell: 4 kids in a group show their selfie and tell the information on the poster. (80 mins) ● Vote the best: Using a rubric to evaluate their selfie and vote their favorite poster. (80 mins) 		
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◎教學期程請敘明週次起訖，如行列太多或不足，請自行增刪。

◎彈性學習課程之第2及4類規範(社團活動與技藝課程或其他類課程)，如無特定「自編自選教材或學習單」，敘明「無」即可。

◎彈性學習課程之第2類規範(社團活動與技藝課程或其他類課程)，如無相關領域「學習表現」，敘明「無」即可。

臺南市公(私)立東區博愛國民中(小)學109學年度第二學期一年級彈性學習 All about me 課程計畫(普通班□特教班)

課程名稱	<u>All about me</u>	實施年級 (班級組別)	一年級	教學節數	本學期共(40)節/ 每週2節
彈性學習課程 四類規範	1.統整性探究課程 (□主題□專題□議題) 2.社團活動與技藝課程 (□社團活動□技藝課程) 3.特殊需求領域課程 身障類:□生活管理□社會技巧□學習策略□職業教育□溝通訓練□點字□定向行動□功能性動作訓練□輔助科技運用 資優類:□創造力□領導才能□情意發展□獨立發展 其他類:□藝術才能班及體育班專門課程 4.其他類課程 □本土語文/新住民語文□服務學習□戶外教育□班際或校際交流□自治活動□班級輔導□學生自主學習□領域補救教學				
設計理念	關係：個人與週遭生活中同學的關聯				
本教育階段 總綱核心 素養 或校訂素 養	E-B1具備「聽、讀、說、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 E-B3具備藝術創作與欣賞的基本素養，促進多元感官的發展，培養生活環境中的美感體驗。				
課程目標	<ul style="list-style-type: none"> ●Students will be able to know themselves better including their face, their body parts and their appearances. ●Students will be able to observe, measure and describe their own body. ●Students will be able to compare the differences and similarities between themselves and others. 				
配合融入之 超學科領域 或議題	<input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input checked="" type="checkbox"/> 英語文融入參考指引 <input type="checkbox"/> 本土語 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input type="checkbox"/> 綜合活動 <input checked="" type="checkbox"/> 健康與體育 <input checked="" type="checkbox"/> 生活課程 <input type="checkbox"/> 科技		<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育		
表現任務	Interactive foldable worksheet: All about me project. <ul style="list-style-type: none"> ●Make an interactive foldable worksheet and write, trace and draw some personal information in their foldable worksheets. ●Students show and tell their own foldable worksheets with six sentence patterns that the teacher taught and provided. ●Sentence patterns: <ul style="list-style-type: none"> ■My name is _____. ■I am a boy/girl. ■I have a _____ nose. (long, short, up, down, broken, round, big, small) 				

- My eyes are _____. (brown, blue, green, yellow, gray) His/ Her eyes are _____. (brown, blue, green, yellow, gray)
- I wear eyeglasses. I don't wear eyeglasses. My glasses are _____. (red, orange, yellow, green, blue, indigo, violet)
- I don't wear freckles. / I wear freckles. I think I have (a lot/ a few/37) freckles.
- Students will need to compare themselves with the others. Students need to find two elements that they share with their friend and identify two different elements with the others.
 - I have a short nose just like Simon.
 - My eyes are brown just like Oliver's eyes.
 - I wear red eyeglasses. Jerry doesn't wear eyeglasses. He is not like me.
 - I wear a few freckles. Kate wears a lot freckles. She is not like me.

課程架構脈絡

教學 期程	節 數	單元與活 動名稱	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	學習內容 (校訂)	學習目標	學習活動	學習評量 (表現任務)	自編自選教材 或學習單																												
1~4	8	My nose	英語文融入參考指引 1-I-5能聽懂課堂中所學的字詞 1-I-6能聽懂簡易的教室用語 1-I-7能聽懂簡易的日常生活用語 2-I-3能說出課堂中所學的字詞 4-I-2能臨摹抄寫自己的姓名 5-I-2在聽讀時，能辨識相對應的書寫文字 健康與體育 3b-I-2能於引導下，表現簡易的人際溝通互動技能 生活 1-I-1探索並分享對自己及相關人、事、物的感受與想法 3-I-2體認探索事理有各種方法，並且樂於應用	<ul style="list-style-type: none"> ● My book about me by Dr.Seuss & Roy McKie ● The song of the face from Toobys ● The nose book by Al Perkins & Joe Mathieu ● Classroom English ● Daily talk English sentences 	<ul style="list-style-type: none"> ● Students will be able to sing the song. ● Students will be able to read aloud the story "the nose book" with the teacher. ● Students will be able to observe and describe their nose. ● Students will be able to compare their nose and do a survey to interview their friends. 	<ul style="list-style-type: none"> ● Teaching song and do the pair-work to sing the song together. (40 mins) ● Mirror show: Kids bring their own mini-mirror to observe their nose and describe their noses. Make a survey to interview your friends about their nose.(80 mins) ● Shadow-Drawing: draw your nose in the "My book about me" page 8 <ul style="list-style-type: none"> ● The nose book: storytelling and discuss with the whole class. (80 mins) ● Make a beautiful Silhouette: Have kids draw a silhouette and add their personal information on the drawing. (80 mins) 	<ul style="list-style-type: none"> ● Sing along the song. ● Fill in the "My book about me" page 8. ● Survey worksheet. ● My side face silhouette. 	<ul style="list-style-type: none"> ● 教師自製簡報檔案 ● Survey worksheet. <table border="1" style="width: 100%;"> <tr> <td colspan="4">My name is _____.</td> </tr> <tr> <td colspan="4">I have a short nose.</td> </tr> <tr> <td colspan="4">How about your nose?</td> </tr> <tr> <td>lon g</td> <td>shor t</td> <td>u p</td> <td>dow n</td> </tr> <tr> <td>Jac ky</td> <td>Bill</td> <td>Ji ll</td> <td>Gin a</td> </tr> <tr> <td colspan="4">Other: broken, round, big, small</td> </tr> <tr> <td colspan="4">Kevin(big), Zoe (small)</td> </tr> </table>	My name is _____.				I have a short nose.				How about your nose?				lon g	shor t	u p	dow n	Jac ky	Bill	Ji ll	Gin a	Other: broken, round, big, small				Kevin(big), Zoe (small)			
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Kevin(big), Zoe (small)																																				

5~8	8	My eyes	<p>英語文融入參考指引</p> <p>1-I-2 能聽辨英語的語音</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-2能說出英語語音</p> <p>2-I-3能說出課堂中所學的字詞</p> <p>2-I-4能使用建議的教室用語</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3a-I-1嘗試練習簡易的健康相關技能</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>生活</p> <p>1-I-1探索並分享對自己及相關人、事、物的感受與想法</p>	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●You've got eyes from KidsTV123 ●The eye book by Dr. Seuss ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students are able to sing “you’ve got eyes” song. ●Students will be able to read aloud “The eye book” with the teacher. ●Students will be able to observe their eyes and describe their eyes with the target vocabulary. ●Students will be able to color their eyes and share with their friend. ●Students will be able to do a survey and record the result. 	<ul style="list-style-type: none"> ●Teaching “you’ve got eyes” song. Dance and sing the song. (80 mins). ●Story telling: The eye book. The teacher tell the story and discuss with the class. (80 mins) ●Color their eyes on the “My book about me” page 9 and share with your friends. (80 mins) ●Survey the class and make a bar chart.(80 mins) 	<ul style="list-style-type: none"> ●Sing along the song and dance. ●Fill in the “My book about me” page 9. ●Eyes color survey and bar chart. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Bar chart ●Survey worksheet: <table border="1" data-bbox="1809 229 2092 545"> <tr> <td colspan="2">My name is ____.</td> </tr> <tr> <td colspan="2">My eyes are brown.</td> </tr> <tr> <td colspan="2">How about yours?</td> </tr> <tr> <td>Brown eyes</td> <td>Kate</td> </tr> <tr> <td>Blue eyes</td> <td>Brain</td> </tr> <tr> <td>Green eyes</td> <td>Alysia</td> </tr> <tr> <td>Gray eyes</td> <td>Cian</td> </tr> <tr> <td>other</td> <td>Joe(gray)</td> </tr> </table>	My name is ____.		My eyes are brown.		How about yours?		Brown eyes	Kate	Blue eyes	Brain	Green eyes	Alysia	Gray eyes	Cian	other	Joe(gray)
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			4-I-3運用各種表現與創造的方法與形式，美化生活、增加生活的趣味																																
9~12	8	My eyeglasses	<p>英語文融入參考指引</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-3能說出課堂中所學的字詞</p> <p>2-I-4能使用建議的教室用語</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>生活</p> <p>1-I-1探索並分享對自己及相關人、事、物的感受與想法</p> <p>3-I-2體認探索事理有各種方法，並且樂於應用</p>	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●These are my glasses song by Laurie Berkner ●Peppa pig the eye test episode. ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students are able to trace their hand on the sheet. ●Students will be able to retell Peppa's story. ●Students will be able to draw their glasses on the "my book about me" page 10. ●Students will be able to say three two steps in the eye test. 	<ul style="list-style-type: none"> ●Teaching song "these are my glasses" and dance. Manipulate the sound and sing the silly song (40 mins) ●Draw your glasses and share with your friends. (40 mins) ●Peppa pig eye test. Use pictures to predict the story. Make a story map. The teacher play the video. Discuss the story with the whole class. (80 mins) ●What's the eye test? Discuss the Peppa's story and find out the opticians' job and the three steps in the eye test. (80 mins) ●Self-evaluation table: use the table to evaluate about how to protect your eyes. (80 mins) 	<ul style="list-style-type: none"> ●These are my glasses song. ●Fill in "my book about me" page 10. ●Evaluation table. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Evaluation table. <table border="1"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td colspan="3">I got _____ points.</td> </tr> <tr> <td>Thing I do for eyes.</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Read with light. (picture)</td> <td>+5</td> <td>-5</td> </tr> <tr> <td>Take a break every 30 mins. (picture)</td> <td>+5</td> <td>-5</td> </tr> <tr> <td>Do the eyes exercise everyday. (picture)</td> <td>+5</td> <td>-5</td> </tr> <tr> <td>Squeeze your eyes. (picture)</td> <td>-5</td> <td>+5</td> </tr> <tr> <td>Poke your eyes. (picture)</td> <td>-5</td> <td>+5</td> </tr> <tr> <td>Eat veggies that are good to your eyes. (picture)</td> <td>+5</td> <td>-5</td> </tr> </table>	My name is _____.			I got _____ points.			Thing I do for eyes.	Y	N	Read with light. (picture)	+5	-5	Take a break every 30 mins. (picture)	+5	-5	Do the eyes exercise everyday. (picture)	+5	-5	Squeeze your eyes. (picture)	-5	+5	Poke your eyes. (picture)	-5	+5	Eat veggies that are good to your eyes. (picture)	+5	-5
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13~15	6	<p>My freckles</p>	<p>英語文融入參考指引 1-I-5能聽懂課堂中所學的字詞 1-I-6能聽懂簡易的教室用語 1-I-7能聽懂簡易的日常生活用語 2-I-3能說出課堂中所學的字詞 2-I-5能使用簡易的日常生活用語 4-I-2能臨摹抄寫自己的姓名 5-I-2在聽讀時，能辨識相對應的書寫文字 6-I-2積極參與各種課堂練習活動 7-I-1能妥善運用情境中的非語言訊息以幫助學習 健康與體育 1a-I-2認識健康的生活技能 2b-I-2願意養成個人健康習慣 3b-I-2能於引導下，表現簡易的人際溝通互動技能 生活 1-I-1探索並分享對自己及相關人、事、物的感受與想法 3-I-2體認探索事理有各種方法，並且樂於應用 4-I-1利用各種生活的媒介與素材進行表現與創新，喚起豐富的想像力</p>	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●Freckle face Strawberry by Julianne Moore & LeUyen Pham ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students will be able to talk about their freckles. ●Students will be able to draw their freckles on the book. ●Students will be able to retell the "Freckle face Strawberry" story. ●Students will be able to do the survey and compare their freckles with the other classmates. 	<ul style="list-style-type: none"> ●Mini-mirror time: kids bring their own mini-mirror and observe their freckles. Have kids talk about their freckles and draw their freckles on the "my book about me" page 11. (40 mins) ●Story telling: Freckle face Strawberry. Group discuss and make prediction. Discuss the story with the whole class. (80 mins) ●TPR retell story: kids will their body language to retell the "freckle face strawberry" story with the teacher. (40 mins) ●Freckle Survey: kids are going to interview their friends about the facial freckles. Take some notes on the survey chart. (40 mins) ●Angels' kisses on your face: kids draw a selfie with freckles on the face with cotton ear-pick sticks. (40 mins) 	<ul style="list-style-type: none"> ●My book about me page 11. ●TPR retell the story "freckle face strawberry" ●Freckle survey chart. ●Angels' kisses selfie. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Survey chart. <table border="1" data-bbox="1816 197 2078 448"> <tr> <td colspan="3" data-bbox="1816 197 2078 288"> My name is _____. I don't wear freckles. I wear a <u>lot</u> freckles. </td> </tr> <tr> <td data-bbox="1816 288 1906 352">A lot</td> <td data-bbox="1906 288 2002 352">A few</td> <td data-bbox="2002 288 2078 352">None</td> </tr> <tr> <td data-bbox="1816 352 1906 448">Casper Irene</td> <td data-bbox="1906 352 2002 448">Siena Anna</td> <td data-bbox="2002 352 2078 448">Kansa</td> </tr> </table>	My name is _____. I don't wear freckles. I wear a <u>lot</u> freckles.			A lot	A few	None	Casper Irene	Siena Anna	Kansa
My name is _____. I don't wear freckles. I wear a <u>lot</u> freckles.																	
A lot	A few	None															
Casper Irene	Siena Anna	Kansa															

16~20	10	<p>Interactive foldable worksheet project: All about me</p>	<p>英語文融入參考指引</p> <p>1-I-2 能聽辨英語的語音</p> <p>1-I-5能聽懂課堂中所學的字詞</p> <p>1-I-6能聽懂簡易的教室用語</p> <p>1-I-7能聽懂簡易的日常生活用語</p> <p>2-I-2能說出英語語音</p> <p>2-I-3能說出課堂中所學的字詞</p> <p>2-I-5能使用簡易的日常生活用語</p> <p>4-I-2能臨摹抄寫自己的姓名</p> <p>5-I-2在聽讀時，能辨識相對應的書寫文字</p> <p>6-I-2積極參與各種課堂練習活動</p> <p>7-I-1能妥善運用情境中的非語言訊息以幫助學習</p> <p>健康與體育</p> <p>1a-I-2認識健康的生活技能</p> <p>2b-I-2願意養成個人健康習慣</p> <p>3b-I-2能於引導下，表現簡易的人際溝通互動技能</p> <p>生活</p> <p>1-I-1探索並分享對自己及相關人、事、物的感受與想法</p> <p>7-I-2傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見</p>	<ul style="list-style-type: none"> ●Students' interactive foldable worksheet about themselves. ●6 sentence patterns. ●Classroom English ●Daily talk English sentences 	<ul style="list-style-type: none"> ●Students will be able to make an interactive foldable worksheet. ●Students will be able to use the 6 sentence patterns. 	<ul style="list-style-type: none"> ●Interactive foldable worksheet makers: Kids are going to make a foldable worksheet and write (trace) the 6 sentences. (120 mins) ●Compare and list: Kids need to write the similarities and differences on the worksheets in accordance with the four surveys they had made before. (120 mins) ●Small group show and tell: 4 kids in a group show and tell the foldable worksheet. (80 mins) ●Vote the best: Using a rubric to evaluate their foldable worksheet and vote their favorite. (80 mins) 	<ul style="list-style-type: none"> ●Interactive foldable worksheet. ●Evaluate rubric. ●Show and tell in a small group. 	<ul style="list-style-type: none"> ●Interactive foldable worksheet example. ●Evaluate rubric: <table border="1" data-bbox="1809 220 2123 898"> <thead> <tr> <th></th> <th>Jimmy</th> <th>Gillian</th> </tr> </thead> <tbody> <tr> <td>B / G</td> <td>boy</td> <td>Girl</td> </tr> <tr> <td>Nose</td> <td>long short up down broken round big small nose</td> <td>long short up down broken round big small nose</td> </tr> <tr> <td>Eyes</td> <td>green blue brown gray eyes</td> <td>green blue brown gray eyes</td> </tr> <tr> <td>Glasses</td> <td>green blue red white none glasses</td> <td>green blue red white none glasses</td> </tr> <tr> <td>Eyes lover</td> <td>Yes No</td> <td>Yes No</td> </tr> <tr> <td>Freckles</td> <td>a lot a few none</td> <td>a lot a few none</td> </tr> </tbody> </table>		Jimmy	Gillian	B / G	boy	Girl	Nose	long short up down broken round big small nose	long short up down broken round big small nose	Eyes	green blue brown gray eyes	green blue brown gray eyes	Glasses	green blue red white none glasses	green blue red white none glasses	Eyes lover	Yes No	Yes No	Freckles	a lot a few none	a lot a few none
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C6-1彈性學習課程計畫(新課綱版)