

## 臺南市公立東區博愛國民小學 109 學年度第一學期四年級彈性學習 E 博 S 飛向國際 課程計畫(☑普通班/☐藝才班/☐體育班/☐特教班)

學習主題名稱 (中系統)	Tour in the campus and community 東安坊	實施年級 (班級組別)	四年級	教學節數	本學期共(20)節
彈性學習課程 四類規範	<p><b>1.☑統整性探究課程 (☑主題☐專題☐議題)</b></p> <p><b>2.☐社團活動與技藝課程(☐社團活動☐技藝課程)</b></p> <p><b>3.☐特殊需求領域課程</b></p> <p>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</p> <p>資優類:☐創造力☐領導才能☐情意發展☐獨立發展</p> <p>其他類:☐藝術才能班及體育班專門課程</p> <p><b>4.☐其他類課程</b></p> <p>☐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</p>				
設計理念	關係：探究校園、東安坊社區人群與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或校訂素養	<p>E-B1 具備「聽、說、讀、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。</p> <p>E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。</p>				
課程目標	<ul style="list-style-type: none"> <li>●Students will be able to label three type of jobs in the community and talk about how we interact with them.</li> <li>●Students will be able to describe how the community helps help us every day.</li> <li>●Students will be able to use predicting, scanning, five wh- questions, making graphic organizers and taking note five reading skills to read the story in the courses.</li> <li>●Students will be able to sing the song “People in your neighborhood” and introduce three types of economic sectors.</li> <li>●Students will be able to role play and sing the song “People in your neighborhood.”</li> </ul>				
配合融入之領 域或議題	<input type="checkbox"/> 國語文 <input checked="" type="checkbox"/> 英語文 <input type="checkbox"/> 英語文融入參考指引 <input type="checkbox"/> 本土語 <input type="checkbox"/> 數學 <input checked="" type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 科技 <input type="checkbox"/> 科技融入參考指引		<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 checked="" 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	<ul style="list-style-type: none"> <li>●Primary, secondary and tertiary jobs singing combat.</li> <li>●The class will be divided into three groups.             <ul style="list-style-type: none"> <li>➢One group represents primary jobs,</li> <li>➢Another group presents the secondary jobs</li> <li>➢The other group sings about the tertiary jobs.</li> </ul> </li> <li>●Use the song “People in your neighborhood” to introduce three types of jobs in our community.</li> <li>●Rewrite the lyrics of the song and sing the song.</li> <li>●Role play and sing the song in group.</li> <li>●The whole class votes for their favorite group.</li> </ul>				

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	自編自選教材 或學習單
Week 1~3	3	Three types of our community helpers	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>1a-II-2 分辨社會事物的類別或先後順序。</p> <p>3b-II-3 整理資料,製作成簡易的圖表,並加以說明。</p> <p><b>閱讀素養</b></p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">Jobs and their classification: Primary, Secondary and Tertiary sector</a> from Happy Learning English youtube channel.</li> <li>● This is a baker by Liza Charlesworth</li> <li>● <a href="#">Clothesline clues to jobs people do</a> by Kathryn Heling, Deborah Hembrook and Andy Robert Davies.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to label three types of jobs in the books.</li> <li>● Students will be able to draw a graph or poster to show three types of jobs.</li> <li>● Students will be able to read aloud the two picture books about jobs.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher presents the video to introduce three types of jobs. Draw a poster about the milk-selling to explain the three types of jobs. (40 mins)</li> <li>● Read aloud two books, “This is a baker” and “Clothesline clues to jobs people do” with whole class. Have kids to sorting the jobs in the book into three types of jobs. Instruct kids to use the five reading skills to analyze the story. (40 mins)</li> <li>● Divide whole class into three groups and make three posters to show three types of jobs, including primary, secondary and tertiary sections. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Label the jobs in the picture book into three types of job sectors.</li> <li>● Make three posters about the primary, secondary and tertiary sectors.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Milk-selling poster.</li> <li>● Primary job sector poster</li> <li>● Secondary job sector poster.</li> <li>● Tertiary job sector poster.</li> </ul>

C6-1 彈性學習課程計畫(新課綱版)

<p>Week 4~8</p>	<p>5</p>	<p>Helpers in our community: primary sector jobs</p>	<p><b>社會領域</b>            1a-II-1 辨別社會生活中的事實與意見。            1a-II-2 分辨社會事物的類別或先後順序。            2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。            2a-II-2 表達對居住地方社會事物與環境的關懷。  <b>閱讀素養</b>            閱 E6 發展向文本提問的能力。            閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。            閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。  <b>英語領域</b>            5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。            5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。            5-II-4 能運用所學的字母拼讀規則讀出英文字詞。            7-II-2 能妥善運用情境中的非語言訊息以幫助學習。            9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">Apple Farmer Annie</a> by Monica Wellington</li> <li>● <a href="#">Farmer songs about professions</a> by Story bots youtube channel</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud “Apple Farmer Annie.”</li> <li>● Students will be able to sing the song “Farmer.”</li> <li>● Students will be able to use bulletin dots paragraph to write a list about what a farmer does.</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud “Apple Farmer Annie” in unison. And take a note about what an apple farmer do. Ask kids to sort the Annie’s jobs into three types of sectors. Use five reading skills to read the story. (40 mins)</li> <li>● Listen to the song “Farmer” part 1 and list all works that a farmer do in the song. (40 mins)</li> <li>● Listen to the song “Farmer” part 2 and list all works that a farmer do in the song. (40 mins)</li> <li>● Make a to-do list poster of a farmer’s works based on the story and song we have been learned. (80 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud “Apple Farmer Annie” in pairs.</li> <li>● Sing the Farmer song in unison.</li> <li>● Make a to-do-list poster about what a farmer do.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● To-do-list poster of a farmer.</li> </ul>
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C6-1 彈性學習課程計畫(新課綱版)

<p>Week 9~13</p>	<p>5</p>	<p>Helpers in our community 2: secondary sector jobs</p>	<p><b>社會領域</b>                      1a-II-1 辨別社會生活中的事實與意見。                      1a-II-2 分辨社會事物的類別或先後順序。                      1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。  <b>閱讀素養</b>                      閱 E2 認識與領域相關的文本類型與寫作題材。                      閱 E3 熟悉與學科學習相關的文本閱讀策略。                      閱 E6 發展向文本提問的能力。                      閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。  <b>英語領域</b>                      5-II-1 能正確地認讀與聽寫 26 個字母。                      5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。                      5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。                      5-II-4 能運用所學的字母拼讀規則讀出英文字詞。                      9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">Road builders</a> by B. G. Hennessy and Simms Taback</li> <li>● <a href="#">Whose tools</a> by Toni Buzzeo and Jim Datz</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud two books.</li> <li>● Students will be able to use bulletin dots paragraph to write a list about what a builder does.</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud “Road Builder” in unison. And take a note about what a road builder do. Ask kids to sort the builder into three types of jobs. Guide kids to use five reading skills to read in pairs. (80 mins)</li> <li>● Read aloud “Whose Tools” in unison. And take a note about what a road builder do. Ask kids to sort the builder jobs into three types of sectors. Use five reading skills to read the story intensively. (80 mins)</li> <li>● Make a to-do list poster of a builder’s works based on the two stories we have been learned. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud “road builder” in pairs.</li> <li>● Read aloud “whose tools” in four people group.</li> <li>● Make a to-do-list poster about what a builder do.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● To-do-list poster of a builder.</li> </ul>
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Week 14~18	5	Helpers in our community 3: tertiary sector jobs	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>1a-II-2 分辨社會事物的類別或先後順序。</p> <p>1b-II-1 解釋社會事物與環境之間的關係。</p> <p><b>閱讀素養</b></p> <p>閱 E6 發展向文本提問的能力。</p> <p>閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-1 能正確地認讀與聽寫 26 個字母。</p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>	<p>●Busy People Vet by Ando Twin and Lucy M. George</p> <p>●“<a href="#">Veterinarian</a>,” <a href="#">Songs about Professions</a> by StoryBots youtube channel</p>	<p>●Students will be able to read aloud the book.</p> <p>●Students will be able to sing the song.</p> <p>●Students will be able to use bulletin dots paragraph to write a list about what a vet does.</p>	<p>●Read aloud “Busy People Vet” in unison. And take a note about what an apple farmer do. Ask kids to sort the Vet into three types of sectors. Use five reading skills to read the story intensively. (80 mins)</p> <p>●Listen to the song “Veterinarian” part 1 and list all works that a farmer do in the song. (40 mins)</p> <p>●Listen to the song “Veterinarian” part 2 and list all works that a farmer do in the song. (40 mins)</p> <p>●Make a to-do list poster of a vet’s works based on the story and song we have been learned. (40 mins)</p>	<p>●Read aloud “Busy People Vet” in four people group.</p> <p>●Sing the Vet song in unison.</p> <p>●Make a to-do-list poster about what a vet do.</p>	<p>●教師自製簡報檔案</p> <p>●To-do-list poster of a vet.</p>
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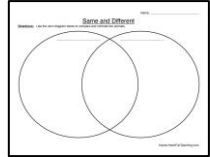
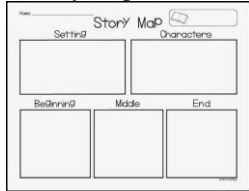
Week 19~20	2	People in your neighborhood song	<p><b>社會領域</b>          1a-II-1 辨別社會生活中的事實與意見。          1a-II-2 分辨社會事物的類別或先後順序。          2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。          2a-II-2 表達對居住地方社會事物與環境的關懷。</p> <p><b>閱讀素養</b>          閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。          閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b>          5-II-1 能正確地認讀與聽寫 26 個字母。          5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。          5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。          5-II-4 能運用所學的字母拼讀規則讀出英文字詞。          7-II-2 能妥善運用情境中的非語言訊息以幫助學習。          9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">People in your neighborhood</a> by Jeffrey Moss and Richard Brown</li> <li>● <a href="#">People in Your Neighborhood</a> youtube video</li> <li>● <a href="#">Heroes in Your Neighborhood Song</a> from Sesame Street youtube channel</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud the story “People in your neighborhood .”</li> <li>● Students will be able to pick three jobs and make their own lines about the job.</li> <li>● Students will be able to sing their own version of “People in your neighborhood ” song.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher present the story “People in your neighborhood.” Students read aloud the story in unison. Discuss community helpers we met every day. Using five reading skills while reading the story. (40 mins)</li> <li>● Kids sort the community helpers in to three types of jobs. Make up their own lyrics/ lines for the song. Kids rehearsal their song. (20 mins)</li> <li>● Singing combat: three groups of kids take turns to sing and role play the song “People in your neighborhood.” The class votes the best group. (20 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Sort the jobs into three types of job sector.</li> <li>● Write lyrics and lines about different jobs.</li> <li>● Sing the “People in your neighborhood” song.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Primary jobs of People in your neighborhood song</li> <li>● Secondary jobs of people in your neighborhood song</li> <li>● Tertiary jobs of people in your neighborhood.</li> </ul>
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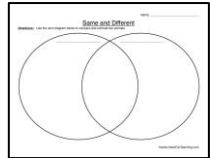
## 臺南市公立東區博愛國民小學 109 學年度第二學期四年級彈性學習 E 博 S 飛向國際 課程計畫(☑普通班/☐藝才班/☐體育班/☐特教班)

學習主題名稱 (中系統)	Tour in the campus and community 東安坊	實施年級 (班級組別)	四年級	教學節數	本學期共(20)節
彈性學習課程 四類規範	<p><b>1.☑統整性探究課程 (☑主題☐專題☐議題)</b></p> <p><b>2.☐社團活動與技藝課程(☐社團活動☐技藝課程)</b></p> <p><b>3.☐特殊需求領域課程</b></p> <p>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</p> <p>資優類:☐創造力☐領導才能☐情意發展☐獨立發展</p> <p>其他類:☐藝術才能班及體育班專門課程</p> <p><b>4.☐其他類課程</b></p> <p>☐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</p>				
設計理念	關係：探究校園、東安坊社區人群與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或校訂素養	<p>E-B1 具備「聽、說、讀、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。</p> <p>E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。</p>				
課程目標	<ul style="list-style-type: none"> <li>●Students will be able to match the workers and places in our community and talk about how we interact with them in our diary life.</li> <li>●Students will be able to describe the features of the workers in a community.</li> <li>●Students will be able to read “Whose hands are these?” in unison.</li> <li>●Students will be able to use predicting, scanning, five wh-questions, making graphic organizers and taking note reading skills to read the story in the courses.</li> <li>●Students will be able to create a mini-book “Whose hands are these?”</li> <li>●Students will be able to do a show-and-tell about their own mini-book.</li> </ul>				
配合融入之領域或議題	☐國語文 ☑英語文 ☐英語文融入參考指引 ☐本土語		☐性別平等教育☐人權教育☐環境教育☐海洋教育☐品德教育		
	☐數學 ☑社會 ☐自然科學 ☐藝術 ☐綜合活動		☐生命教育 ☐法治教育☐科技教育☐資訊教育☐能源教育		
	☐健康與體育 ☐生活課程 ☐科技 ☐科技融入參考指引		☐安全教育 ☐防災教育☑閱讀素養☐多元文化教育		
			☐生涯規劃教育☐家庭教育☐原住民教育☐戶外教育☐國際教育		
表現任務	<ul style="list-style-type: none"> <li>● “Whose hands are these?” four-door book: <ul style="list-style-type: none"> <li>➢Divide kids into five groups.</li> <li>➢Choose four different helpers or workers in your neighborhood.</li> <li>➢Use “Whose hands are these?” as the model to make your own book with your groupmates.</li> <li>➢Show and tell their “Whose hands are these?” book in the front of the class.</li> <li>➢The class vote the best four-door book.</li> </ul> </li> </ul>				

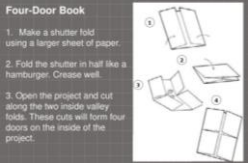
## 課程架構脈絡

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	自編自選教材 或學習單
Week 1~5	5	Helpers and buildings in our community 1: police officer and police station	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。</p> <p>3b-II-3 整理資料,製成簡易的圖表,並加以說明。</p> <p><b>閱讀素養</b></p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E6 發展向文本提問的能力。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">A Tinyville town book: I am a police officer</a> by Brian Biggs</li> <li>● Busy people police officer by Ando Twin, Lucy M. George</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud the two books.</li> <li>● Students will be able to use five reading skills to analyze the stories.</li> <li>● Students will be able to make a story map based on the two stories we learned in the courses.</li> </ul>	<ul style="list-style-type: none"> <li>● The teacher leads the kids to read aloud the story “A tinyvillie town book I am a police officer.” Guide the kids to use the five reading skills to do an intensive reading. (40 mins)</li> <li>● The teacher leads the kids to read aloud the story “Busy people police officer.” Guide the kids to use the five reading skills to do an intensive reading. (80 mins)</li> <li>● Make the story map based on the two books we have learned in the courses. And compare the police officers in the book and officers in our community. (40mins)</li> <li>● Use the story map to retell the story. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Make two story maps and one venn-diagram based on the two stories.</li> <li>● Retell the story in a 4-people group.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Venn-diagram</li> </ul>  <ul style="list-style-type: none"> <li>● Story map</li> </ul> 



<p>Week 6~12</p>	<p>7</p>	<p>Helpers and buildings in our community 2: firefighter and fire station</p>	<p><b>社會領域</b>                      1a-II-1 辨別社會生活中的事實與意見。                      1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。                      2a-II-2 表達對居住地方社會事物與環境的關懷。                      3b-II-3 整理資料,製成簡易的圖表,並加以說明。  <b>閱讀素養</b>                      閱 E2 認識與領域相關的文本類型與寫作題材。                      閱 E3 熟悉與學科學習相關的文本閱讀策略。                      閱 E6 發展向文本提問的能力。                      閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。  <b>英語領域</b>                      5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。                      5-II-3 能以正確的發音及適切的語速朗讀簡易句型的句子。                      5-II-4 能運用所學的字母拼讀規則讀出英文字詞。                      9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>●What they do by Liza Charlesworth</li> <li>●Busy people Firefighter by Ando Twin and Lucy M. George</li> <li>●Fly Guy Presents: Firefighters by Tedd Arnold</li> </ul>	<ul style="list-style-type: none"> <li>●Students will be able to read aloud the two books.</li> <li>●Students will be able to use five reading skills to analyze the stories.</li> <li>●Students will be able to make a story map based on the two stories we learned in the courses.</li> </ul>	<ul style="list-style-type: none"> <li>●The teacher leads the kids to read aloud the story “What they do” Guide the kids to use the five wh-questions to do an intensive reading. (20 mins)</li> <li>●The teacher leads the kids to read aloud the story “Busy people police Firefighter.” Guide the kids to use the five reading skills to do an intensive reading. (80 mins)</li> <li>●The teacher leads the kids to read aloud the story “Fly Guy Presents: Firefighters.” Guide the kids to use the five reading skills to do an intensive reading. (80 mins)</li> <li>●Make the story map based on the two books we have learned in the courses. And compare the firefighters in the book and firefighters in our community. (60mins)</li> <li>●Use the story map to retell the story. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>●Make two story maps and one venn-diagram based on the two stories.</li> <li>●Retell the story in a 4-people group.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Venn-diagram  </li> <li>●Story map  </li> </ul>
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<p>Week 13~16</p>	<p>4</p>	<p>Whose Hands Are These?</p>	<p><b>社會領域</b>                      1a-II-2 分辨社會事物的類別或先後順序。                      1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。                      2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。  <b>閱讀素養</b>                      閱 E2 認識與領域相關的文本類型與寫作題材。                      閱 E3 熟悉與學科學習相關的文本閱讀策略。                      閱 E6 發展向文本提問的能力。  <b>英語領域</b>                      5-II-1 能正確地認讀與聽寫 26 個字母。                      5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。                      5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。                      5-II-4 能運用所學的字母拼讀規則讀出英文字詞。                      7-II-2 能妥善運用情境中的非語言訊息以幫助學習。                      9-II-1 能夠將所學字詞做簡易歸類。</p>	<p>●<a href="#">Whose Hands Are These?</a> by Miranda Paul and Luciana Navarro Powell</p>	<ul style="list-style-type: none"> <li>●Students will be able to read aloud the story.</li> <li>●Students will be able to use five reading skills to analyze the story.</li> <li>●Students will be able to make a story map based on the story we learned in the courses.</li> </ul>	<ul style="list-style-type: none"> <li>●The teacher leads the kids to read aloud the story “Whose Hands Are These?” Guide the kids to use the five reading skills to do an intensive reading. (80 mins)</li> <li>●Use the graphic organizers to analyze the story. (40 mins)</li> <li>●Choose three jobs and make three riddles. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>●Finish the graphic organizers.</li> <li>●Make three riddles about three different jobs.</li> </ul>	<p>●Graphic organizers</p> 
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Week 17~20	4	Make your four-door book	<p><b>社會領域</b> 2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。 2a-II-2 表達對居住地方社會事物與環境的關懷。 3b-II-3 整理資料,製成簡易的圖表,並加以說明。</p> <p><b>閱讀素養</b> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E6 發展向文本提問的能力。</p> <p><b>英語領域</b> 5-II-1 能正確地認讀與聽寫 26 個字母。 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 9-II-1 能夠將所學字詞做簡易歸類。</p>	<ul style="list-style-type: none"> <li>● <a href="#">Whose Hands Are These?</a> by Miranda Paul and Luciana Navarro Powell</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to make their own four-door book.</li> <li>● Students will be able to pick four different jobs and make four riddles.</li> <li>● Students will be able to show and tell their own four-door book in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher guides kids to choose four different jobs and make four riddles about those jobs. (80 mins)</li> <li>● Kids fold, cut, draw and write in their four-door book. (40 mins)</li> <li>● Kids show and tell their book. The class votes the best four-door book. (40 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Make a four-door book.</li> <li>● Make four riddles about four different jobs.</li> <li>● Show and tell their book.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Four-door book</li> </ul> 
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