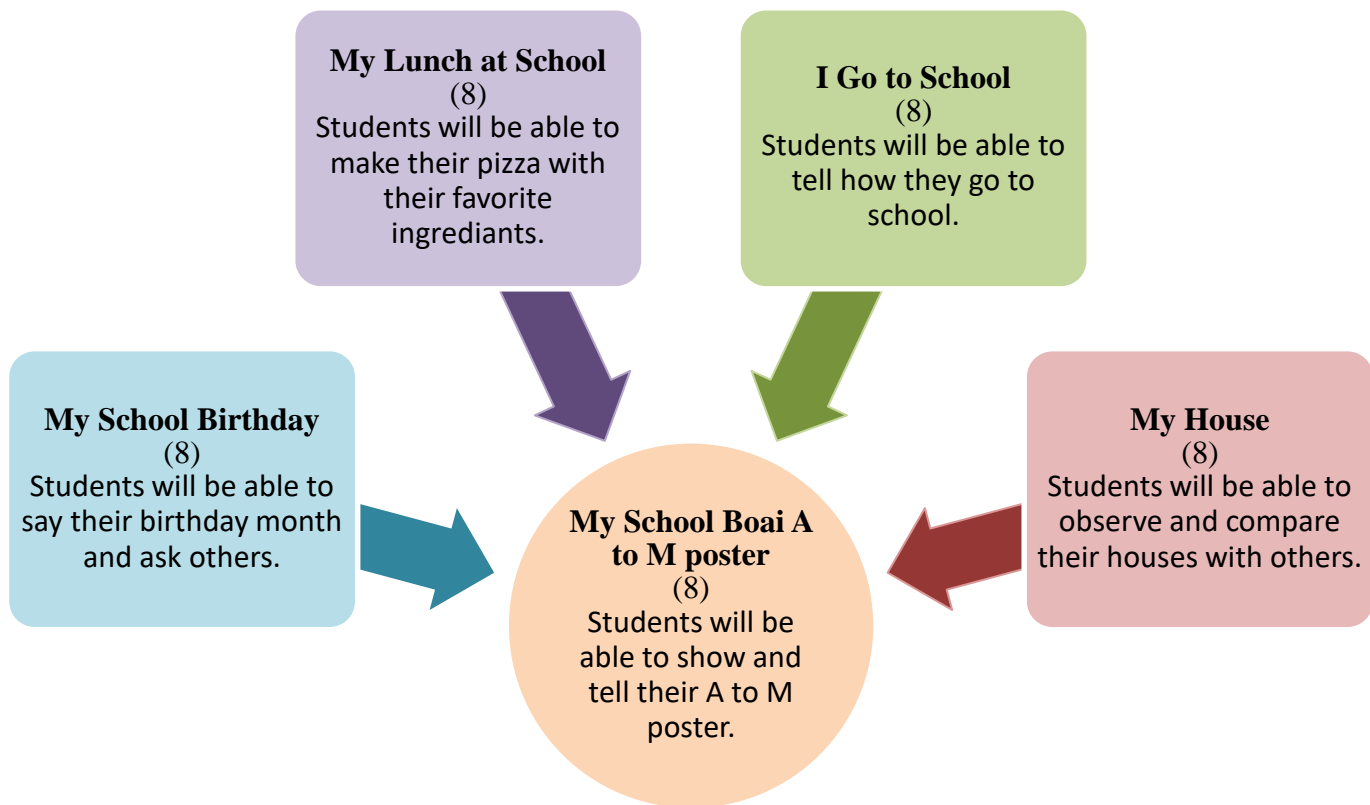


## 臺南市公立東區博愛國民小學 111 學年度(第一學期)二年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	All About Me and My School Boai	實施年級 (班級組別)	二年級	教學 節數	本學期共(40)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)				
設計理念	關係：了解自己與週遭校園生活環境與校園常規的關聯，能觀察、比較及辨別環境中的字母。				
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"> <li>● Students will be able to know themselves better including their house, their food and their clothes.</li> <li>● Students will be able to observe measure and describe their own body.</li> <li>● Students will be able to compare the differences and similarities between themselves and others.</li> </ul>				
配合融入之領域 或議題 <small>有勾選的務必出現在 學習表現</small>	<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"/> 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 checked="" 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 <small>須說明引導基準：學生 要完成的細節說明</small>	<ul style="list-style-type: none"> <li>● 完成我的家、我的學校調查單並分享，</li> <li>● 製作我的 PIZZA 並分享內容物，</li> <li>● 了解我和我的學校生日並共作博愛 A-M 海報。</li> </ul>				

課程架構脈絡圖



## 本表為第一單元教學流設計/本學期共五個單元

單元名稱	My House	教學期程	第 1 週至第 4 週	教學節數	8 節
學習重點	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<u>英語文融入參考指引</u> 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 <u>生活</u> 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 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			
	學習內容 (校訂)	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●Where do you live?</li> <li>●Where do you want to live?</li> <li>●My house has __</li> <li>●In my house, there is/are</li> <li>●Daily talk English sentences</li> </ul>			
	學習目標	<ul style="list-style-type: none"> <li>●Students will be able to say where do they live.</li> <li>●Students will be able to recognize the object in their house.</li> <li>●Students will be able to say the country name.</li> <li>●Students will be able to observe and compare their houses with others.</li> </ul>			
學習活動 請依據其「學習表現」之動詞 具體規畫設計相關學習活動之	時間 節數 規劃	教學流程		學習評量	教材或學習單

內容與教學流程。	1 節	Teaching house song and do the pair-work to sing the song. Find a partner who has the same initial sound in his name.	<ul style="list-style-type: none"> <li>●House song singing.</li> <li>●Draw the house.</li> <li>●Say the objects in their houses.</li> <li>●Survey worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Survey worksheet.</li> </ul>
	3 節	Where do you live? Teach city name Where do you want to live? Teach country name My house has _____.(rooms and structure in the house) In my house, there is/are _____.(furniture) Daily talk English sentences		
	2 節	Survey your house (rooms, flat or house, bathtub) Finish “My book about me” : write and draw the house.		
	2 節	Share your survey and say the words.		

My name is \_\_\_\_\_.  
I live in \_\_\_\_\_  
I want to live in \_\_\_\_\_  
It's a \_\_\_\_\_ (flat/ house)  
My house has \_\_\_\_\_  
There are \_\_\_\_\_ rooms in my house.

bath tub	kitchen	balcony
Jim22	Vicky	Kim18
Dora21	Emma	
	Jenny	

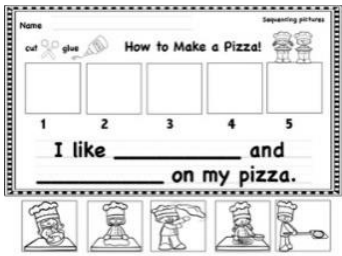
本表為第二單元教學流設計/本學期共五個單元

單元名稱	I Go to School	教學期程	第 5 週至第 8 週	教學節數	8 節
學習重點	<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>學習表現 校訂或相關領域與 參考指引或 議題實質內涵</p> <p>健康與體育</p>				

<p>學習內容 (校訂)</p>	<p>3c-I-1 表現基本動作與模仿的能力 4a-I-2 養成健康的生活習慣 <b>生活</b> 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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>學習目標</p>	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●Knowing the school area.</li> <li>●The transportation in the street.</li> <li>●Classroom English</li> <li>●Daily talk English sentences</li> </ul>															
<p>學習活動 請依據其「學習表現」之動詞 具體規畫設計相關學習活動之 內容與教學流程。</p>	<p>時間 節數 規劃</p>	<p>教學流程</p>	<p>學習評量</p>	<p>教材或學習單</p>												
<p>1 節</p>	<p>Teaching song “I go to school by__” and dance. Manipulate the sound and sing the silly song</p>		<ul style="list-style-type: none"> <li>●One songs: “I go to school by__”</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> </ul>												
<p>2 節</p>	<p>Teaching English 1. The transportation in the street. 2. Knowing the school area.</p>		<ul style="list-style-type: none"> <li>●Fill in “my book about me” page 27.</li> </ul>	<ul style="list-style-type: none"> <li>●Survey worksheet.</li> </ul> <table border="1" data-bbox="1749 951 2024 1107"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td colspan="3">I go to school</td> </tr> <tr> <td>on foot</td> <td>by scooter</td> <td>by car</td> </tr> <tr> <td>Jerry Justin</td> <td>Linda Mina</td> <td>Alysia</td> </tr> </table>	My name is _____.			I go to school			on foot	by scooter	by car	Jerry Justin	Linda Mina	Alysia
My name is _____.																
I go to school																
on foot	by scooter	by car														
Jerry Justin	Linda Mina	Alysia														
<p>2 節</p>	<p>Trace your school map from house to your school. Measure the length and compare with your friends. Make a survey in the class and compare their transportation with the others.</p>		<ul style="list-style-type: none"> <li>●Survey worksheet</li> </ul>													
<p>2 節</p>	<p>Foldable chart: kids need to make a foldable chart to show the transportation.</p>		<ul style="list-style-type: none"> <li>●Foldable transportation chart.</li> </ul>													
<p>1 節</p>	<p>Share and say your route to the school.</p>		<ul style="list-style-type: none"> <li>●Trace the school map from house to school.</li> </ul>													

## 本表為第三單元教學流設計/本學期共五個單元

單元名稱	My Lunch at School	教學期程	第 9 週至第 12 週	教學節數	8 節
<p>學習重點</p> <p>學習表現 校訂或相關領域與 參考指引或 議題實質內涵</p>	<p><b>英語文融入參考指引</b></p> <p>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 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</p> <p><b>健康與體育</b></p> <p>2b-I-2 願意養成個人健康習慣 3a-I-1 嘗試練習簡易的健康相關技能 3b-I-2 能於引導下，表現簡易的人際溝通互動技能 3c-I-1 表現基本動作與模仿的能力 4a-I-2 養成健康的生活習慣</p> <p><b>生活</b></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 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>學習內容 (校訂)</p>	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●Food all over the world.</li> <li>●This is my sandwich.</li> <li>●I eat like a ____.(horse/bird)</li> <li>●My favorite food is ____.</li> </ul>			
<p>學習目標</p>	<ul style="list-style-type: none"> <li>●Students are able to say their favorite food.</li> <li>●Students will be able to do the action with “eat like ____”</li> <li>●Students will be able to make their pizza with their favorite ingrediants.</li> <li>●Students will be able to draw their food.</li> </ul>			
<p>學習活動</p> <p>請依據其「學習表現」之動詞具體規畫設計相關學習活動之內容與教學流程。</p>	<p>時間 節數 規劃</p>	<p>教學流程</p>	<p>學習評量</p>	<p>教材或學習單</p>
	<p>2 節</p>	<p>Teaching: 1. School lunch/supper all over the world. 2.I eat like a <u>horse/ bird</u>. 3.My favorite food is ____.</p>	<ul style="list-style-type: none"> <li>●Draw the food</li> <li>●Say the ingredients in their pizza.</li> <li>●Do the action with “eat like__”</li> <li>●This is my pizza show and tell.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Pizza worksheet</li> </ul> 
	<p>2 節</p>	<p>Story telling: Pizza at Sally’s. The teacher tells the story and does reading comprehension activity. Discuss the story elements with the class.</p>		
	<p>2 節</p>	<p>Mini-pizza creator: kids have to use various materials to make their “my pizza” mini-book based on the structure of “Pizza at Sally’s” story.</p>		
	<p>2 節</p>	<p>Show and tell: Kids work in pair to share their mini-book. Have kids vote their favorite mini-book. My book about me: kids write and draw their food on the book.</p>		

## 本表為第四單元教學流設計/本學期共五個單元

單元名稱	My School Birthday	教學期程	第 13 週至第 16 週	教學節數	8 節
學習 重點	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<p><b>英語文融入參考指引</b></p> <p>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-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 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</p> <p><b>生活</b></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 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 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 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>			
	學習內容 (校訂)	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●Know 12 months.</li> <li>●Birthday presents and songs</li> <li>●Birthday from the world.</li> <li>●Daily talk English sentences</li> </ul>			
學習目標	<ul style="list-style-type: none"> <li>●Students will be able to know their birthday month.</li> <li>●Students will be able to sing the songs and.</li> <li>●Students will be able to say My birthday is in ____</li> <li>●Students will be able to know the birthday celebration from different countries.</li> <li>●Students will be able to ask friends' birthday.</li> </ul>				



	時間 節數 規劃	教學流程	學習評量	教材或學習單												
<p style="text-align: center;"><b>學習活動</b></p> <p>請依據其「學習表現」之動詞 具體規畫設計相關學習活動之 內容與教學流程。</p>	1 節	Draw my birthday hat. Share and do a survey.	● Birthday Hat art craft	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Survey worksheet.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td>July</td> <td>August</td> <td>Dec.</td> </tr> <tr> <td>Jerry</td> <td>Linda</td> <td>Alysia</td> </tr> <tr> <td>Justin</td> <td>Mina</td> <td></td> </tr> </table>	My name is _____.			July	August	Dec.	Jerry	Linda	Alysia	Justin	Mina	
	My name is _____.															
	July	August	Dec.													
	Jerry	Linda	Alysia													
	Justin	Mina														
1 節	Teaching song “Happy birthday.” and do a role play in a small group. Watching to know the birthday celebration in the world.	● My book about me page24-25.														
2 節	My colorful birthday card: Have kids draw their birthday cards and share with their friends.	● 12 months.														
2 節	Know school symbol and school birthday. Discuss the activities we do to celebrate school’s birthday.	● Sing the song: Happy Birthday in different language.														
2 節	Prepare and draw ornaments (hanging flags) to celebrate he school birthday.	● My colorful birthday card. ● School Birthday celebration														

## 本表為第五單元教學流設計/本學期共五個單元

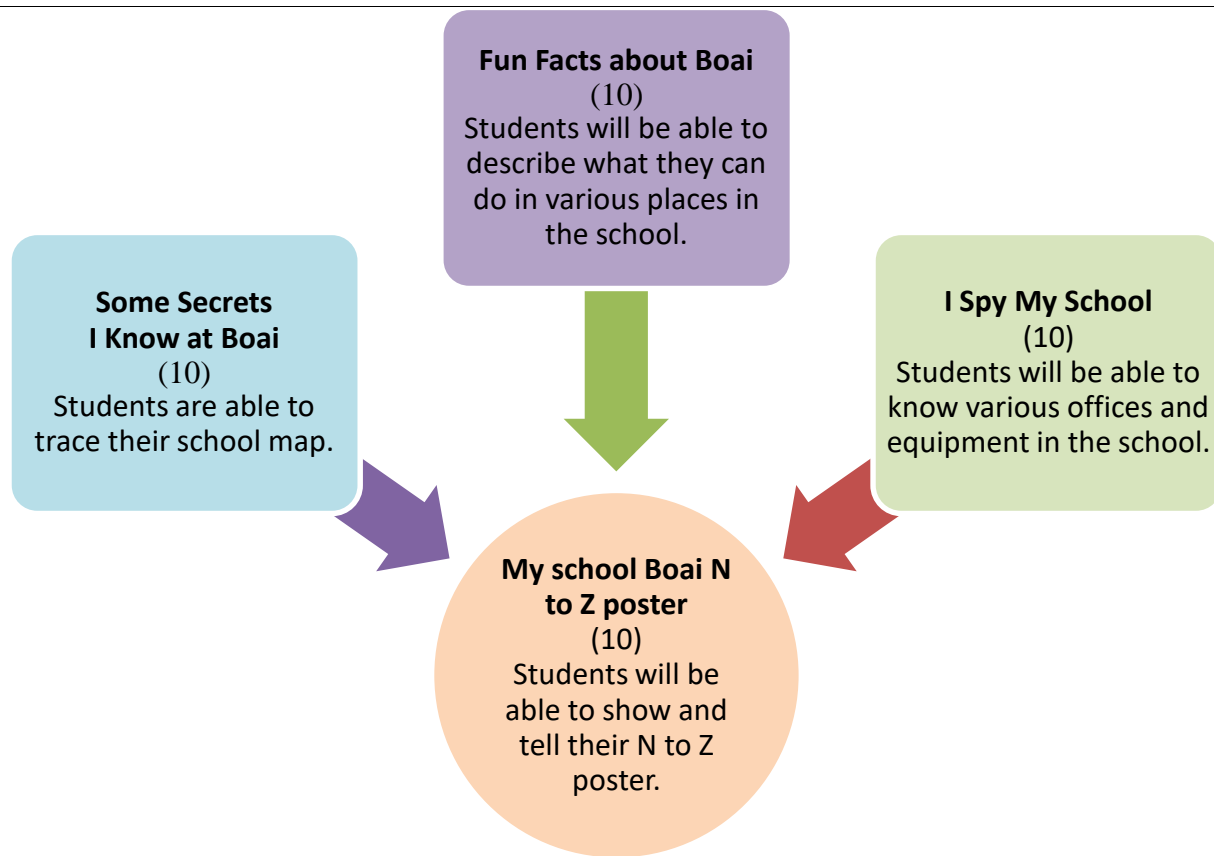
單元名稱	My School Boai A to M Poster	教學期程	第 17 週至第 20 週	教學節數	8 節
學習 重點	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<p><b>英語文融入參考指引</b></p> <p>1-I-2 能聽辨英語的語音 1-I-5 能聽懂課堂中所學的字詞 1-I-7 能聽懂簡易的日常生活用語 2-I-3 能說出課堂中所學的字詞 2-I-4 能使用建議的教室用語 6-I-2 積極參與各種課堂練習活動 7-I-1 能妥善運用情境中的非語言訊息以幫助學習</p> <p><b>生活</b></p> <p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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 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 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>			
	學習內容 (校訂)	<ul style="list-style-type: none"> <li>●Students' school posters</li> <li>●7 sentence patterns.</li> <li>●Classroom English</li> <li>●Daily talk English sentences</li> </ul>			
學習目標	<ul style="list-style-type: none"> <li>●Students will be able to draw a school poster and describe the connection.</li> <li>●Students will be able to show and tell their A to M poster.</li> </ul>				

	時間 節數 規劃	教學流程	學習評量	教材或學習單
<p>學習活動</p> <p>請依據其「學習表現」之動詞 具體規畫設計相關學習活動之 內容與教學流程。</p>	2 節	School poster makers: Kids are grouped (4-6 in a group) to draw a school poster with A-M. The teacher will provide some language prompts to support kids complete the task.	<ul style="list-style-type: none"> <li>● School poster</li> <li>● Show and tell in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>● School poster example.</li> </ul>
	2 節	Pair-talk: The teacher pairs up the students and ask kids to talk about their A to M poster. Kids need to say the connection on the posters with their friends in accordance with the three surveys they had made before		
	2 節	Small group show and tell: 4-6 kids in a group show their selfie and tell the information on the poster.		
	2 節	Vote the best: Using a rubric to evaluate their poster and vote their favorite poster. Invite kids to share their rubric and talk about the reasons why they vote that poster.		

◎教學期程請敘明週次起訖，各個單元以教學期程順序依序撰寫，每個單元需有一個單元學習活動設計表，表太多或不足，請自行增刪。

## 臺南市公立東區博愛國民小學 111 學年度(第二學期)二年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	All About Me and My School Boai	實施年級 (班級組別)	二年級	教學 節數	本學期共(40)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)				
設計理念	關係：了解自己與週遭校園生活環境與校園常規的關聯，能觀察、比較及辨別環境中的字母。				
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"> <li>● Students will be able to know themselves better including their face, their body parts and their appearances.</li> <li>● Students will be able to observe, measure and describe their own body.</li> <li>● Students will be able to compare the differences and similarities between themselves and others.</li> </ul>				
配合融入之領域 或議題 有勾選的務必出現在 學習表現	<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"/> 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 checked="" 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 須說明引導基準：學 生要完成的細節說明	<ul style="list-style-type: none"> <li>● 完成 Dr. Seuss “My book about me”並且兩人互相分享自己的書，</li> <li>● 了解我和我的學校並共作博愛 N~Z 海報。</li> </ul>				



本表為第一單元教學流設計/本學期共四個單元

單元名稱		I Spy My School	教學期程	第 1 週至第 5 週	教學節數	10 節
學習重點	學習表現	<u>英語文融入參考指引</u> 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				
	校訂或相關領域與參考指引或議題實質內涵					

	<p>2-I-4 能使用建議的教室用語                  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</p> <p><b>生活</b></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                  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                  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>學習內容 (校訂)</p>	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●The song of our school.</li> <li>●The school marks</li> <li>●School from the world</li> <li>●Students will be able to know various offices and equipment in the school. Such as: health center, offices, gym, garden, hallway, running tracks and play-ground.</li> </ul>																							
<p>學習目標</p>	<ul style="list-style-type: none"> <li>●Students will be able to sing the school song.</li> <li>●Students will be able to say the school color.</li> <li>●Students will be able to observe and describe the rooms, places and equipment about our school.</li> <li>●Students will be able to compare the school.</li> </ul>																							
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	2 節	Make a beautiful Silhouette: Have kids draw a silhouette and add their personal information on the drawing. Students add some graphs to show their connections to those places in the campus.	<ul style="list-style-type: none"> <li>●Survey what school do you like</li> <li>●School silhouettes craft.</li> </ul>	<ul style="list-style-type: none"> <li>●School silhouettes template.</li> </ul>
	2 節	Pair-talk: Share your school silhouette to their partner. 4-person small group talk: Have 4 students in a group. Show and tell their school silhouettes with the group mates. 8-person big group talk: Have 8 students in a group. Show and tell their school silhouettes with the group mates.		
	2 節	Vote the best school silhouettes. Fill in the peer-review rubric. Kids talks about their rubrics and reasons.		

## 本表為第二單元教學流設計/本學期共四個單元

單元名稱	Fun Facts about Boai	教學期程	第 6 週至第 10 週	教學節數	10 節
學習重點  學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<div style="border: 1px solid black; padding: 2px;">英語文融入參考指引</div> 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 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 <div style="border: 1px solid black; padding: 2px;">健康與體育</div> 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				

	<p>3a-I-1 嘗試練習簡易的健康相關技能                  3b-I-2 能於引導下，表現簡易的人際溝通互動技能                  3c-I-1 表現基本動作與模仿的能力                  4a-I-2 養成健康的生活習慣                  生活                  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                  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>學習內容 (校訂)</p>	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●I can___(read, run , jump, lift, climb).</li> <li>●I can't ___(read, run , jump, lift, climb).</li> <li>●Safety rules in the campus.</li> </ul>																												
<p>學習目標</p>	<ul style="list-style-type: none"> <li>●Students are able to sing “I can ___” song.</li> <li>●Students will be able to read aloud “I can ___ in the ___” with the teacher.</li> <li>●Students will be able to describe what they can do in various places in the school.</li> <li>●Students will be able to do a survey and record the result.</li> </ul>																												
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	3 節	Group students into four groups. Have very group to make survey about the safety rules in classroom, corridor, running tracks and gym. School safety rules survey. Make a bar chart based on their survey.	rules survey..		
本表為第三單元教學流設計/本學期共四個單元					
單元名稱	Some Secrets I Know about Boai	教學期程	第 11 週至第 15 週	教學節數	10 節
學習重點	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<u>英語文融入參考指引</u> 1-I-2 能聽辨英語的語音 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 <u>生活</u> 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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			
	學習內容 (校訂)	<ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●These are ___ steps to the ___</li> <li>●Count the numbers 1 to 500.</li> <li>●How many steps to ___?</li> <li>●The school place, rooms and equipment.</li> </ul>			
學習目標	<ul style="list-style-type: none"> <li>●Students are able to trace their school map.</li> <li>●Students will be able to finish their sheets by doing the research.</li> <li>●Students will be able to response their findings.</li> <li>●Students will be able to count the numbers from 1 to 500.</li> </ul>				
學習活動 請依據其「學習表現」之動 詞具體規畫設計相關學習活	時間 節數 規劃	教學流程	學習評量	教材或學習單	

動之內容與教學流程。	3 節	Group students into four groups. Draw the school map with your group mates. Label the rooms, places and equipment on the school map.	<ul style="list-style-type: none"> <li>● Fill in “my book about me” page 32-33.</li> <li>● Research table.</li> <li>● School map.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Research table. Count the steps from my classroom to these places.</li> </ul> <table border="1"> <thead> <tr> <th>Rooms or places</th> <th>steps</th> <th>time</th> </tr> </thead> <tbody> <tr> <td>Front gate</td> <td>138</td> <td>30" sec.</td> </tr> <tr> <td>Library</td> <td>489</td> <td>1'45"</td> </tr> <tr> <td>Gym</td> <td>673</td> <td>3'35"</td> </tr> <tr> <td>Running tracks</td> <td>375</td> <td>1 min.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Our group is the same with <u>group 1</u> and <u>4</u>.</li> <li>Our group is not the same with <u>group 3</u>.</li> <li>● School map.</li> </ul>	Rooms or places	steps	time	Front gate	138	30" sec.	Library	489	1'45"	Gym	673	3'35"	Running tracks	375	1 min.
	Rooms or places	steps			time														
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3 節	Self-research table: use the table to do the research how many steps from ___ to ___. Research the distance between every places and rooms in the school with their steps. Label steps between the rooms, places and equipment on the school map.																		
3 節	Show and tell the school map. Compare and contrast the same or differences between every group's school map.																		
1 節	Vote for the best map. Fill in the rubric for peers. Talk about the reason why you choose that map as the best one.																		

本表為第四單元教學流設計/本學期共四個單元

單元名稱	My School Boai N to Z Poster	教學期程	第 16 週至第 20 週	教學節數	10 節
學習重點	<p><b>英語文融入參考指引</b></p> <p>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-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-4 能使用建議的教室用語 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</p> <p><b>生活</b></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 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>				

		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 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			
	學習內容 (校訂)	<ul style="list-style-type: none"> <li>●Students' school posters</li> <li>●Sentence pattern: I spy letter <u>N</u> in the <u>library</u>.</li> <li>●Classroom English</li> <li>●Daily talk English sentences</li> </ul>			
	學習目標	<ul style="list-style-type: none"> <li>●Students will be able to draw a school poster and describe the connection.</li> <li>●Students will be able to show their selfie with the 8 sentence patterns.</li> </ul>			
	學習活動 請依據其「學習表現」之動詞具體規畫設計相關學習活動之內容與教學流程。	時間 節數 規劃	教學流程	學習評量	教材或學習單
		3 節	School poster makers: Kids are grouped (4-6 in a group) to draw a school poster with N-Z.	<ul style="list-style-type: none"> <li>●School poster</li> <li>●Show and tell in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>●School poster template.</li> </ul>
		3 節	Kids need to say the connection on the posters with their friends. Students have to use the four places we learned before in their poster.		
		2 節	Two groups' show and tell: two groups take turns to share their posters. Students will be able to use the sentence pattern (I spy letter <u>o</u> in the <u>corridor</u> ) to explain their poster.		
		2 節	Vote the best: Using a rubric to evaluate their poster and vote their favorite poster. Discuss their choices and votes.		

◎教學期程請敘明週次起訖，各個單元以教學期程順序依序撰寫，每個單元需有一個單元學習活動設計表，表太多或不足，請自行增刪。