

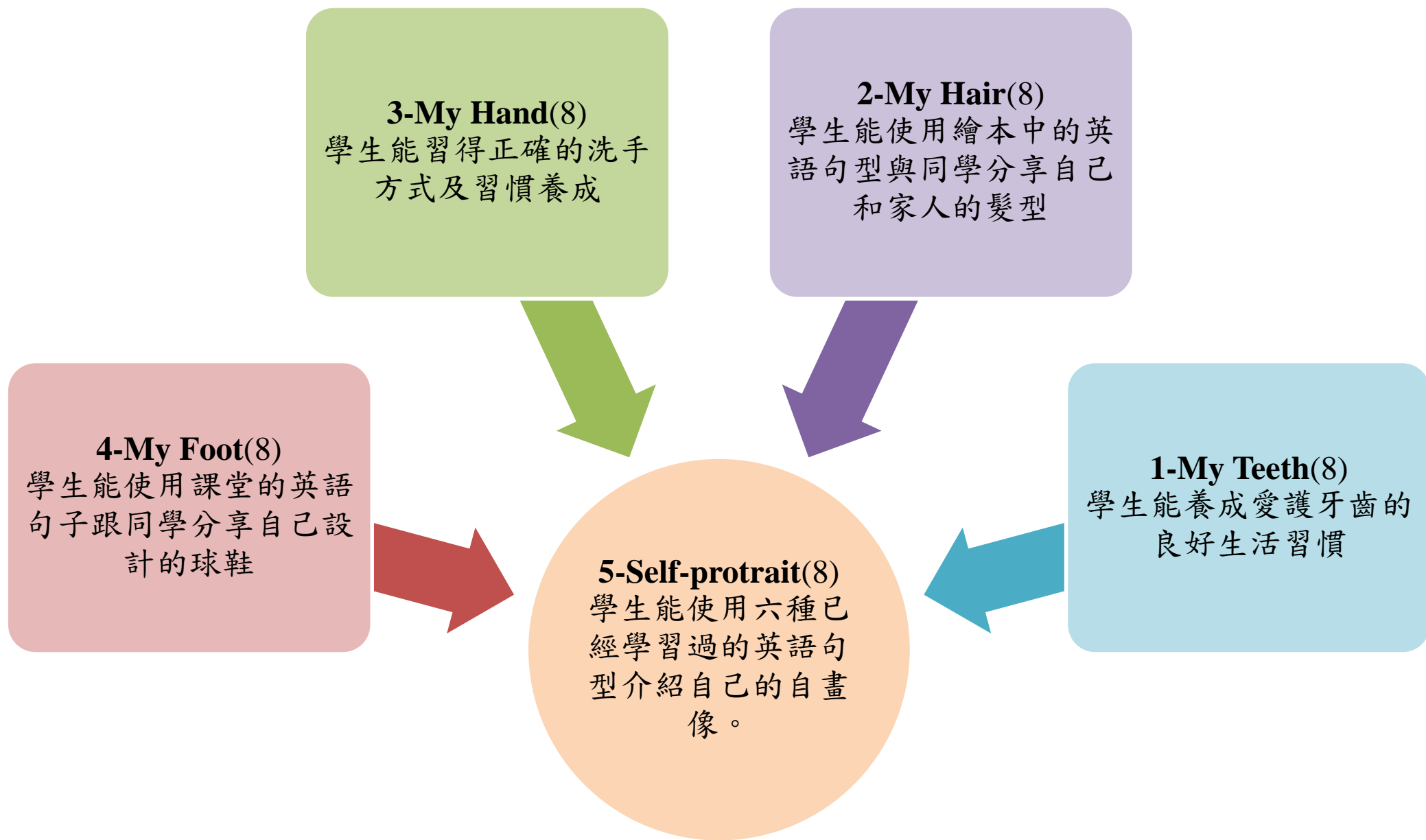
## 臺南市公立東區博愛國民小學113學年度第一學期一年級彈性學習E博士飛向國際課程計畫

學習主題名稱 (中系統)	All about Me & My School 我與自己		實施年級 (班級組別)	一年級	教學 節數	本學期共(40)節
彈性學習課程 四類規範	1. <b>統整性探究課程</b> ( <input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題)					
設計理念	關係：了解自己與週遭生活和同學之間的關聯，能觀察、比較及辨別自己與他人的異同，尊重每個人的差異。					
本教育階段 總綱核心素養 或議題實質內涵	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	透過勞作、實作和與同學進行溝通活動，學習英語詞彙、字母符號，進而認識自己與同學及週遭生活之關係及重要性。					
配合融入之 領域或議題	<input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input checked="" type="checkbox"/> <b>英語文融入參考指引</b> <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 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 checked="" 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			
總結性 表現任務	個人全身自畫像發表會 <ul style="list-style-type: none"> <li>● 能完成個人大頭貼式自畫像並載自畫像上標示出身體各部位的英語。</li> <li>● 能在四人一組的小組中，使用這學期課程中的六種英語句型進行一分鐘自我介紹。</li> <li>● 能使用兩個句子說明自己與同學相同以及不同的地方。</li> <li>● 能使用小組評分表格為小組同學評分以及為自己自評。</li> </ul> Self-portrait poster project. <ul style="list-style-type: none"> <li>● Draw a self-portrait and label their face and body parts information on the poster.</li> <li>● Students need to present their own self-portrait with the 6 sentence patterns that the teacher provided.</li> <li>● Seven Sentence patterns: <ul style="list-style-type: none"> <li>■ My name is ____.</li> <li>■ I am a boy/girl.</li> <li>■ I counted my teeth. I have ____ up top. I have ____ downstairs.</li> <li>■ My hair is _____.(black, blond, long, short, curly, straight)</li> <li>■ My hand is ____.</li> <li>■ My foot is _____.(big, small, just right)</li> <li>■ I wear ____ shoes on my feet.(white, red, blue, brown)</li> </ul> </li> <li>● Students will need to compare themselves with the others. Students need to find two elements that they share with their friend and identify two similar and two different elements with the others.</li> </ul>					

- I am a girl just like Jenny.
- My hair is long just like Vivian’s hair.
- I have 10 teeth up top. Jim has 8 teeth. He is not like me.
- I wear pink sneakers. Dora wears purple sneakers. She is not like me.
- Students will be able to use the evaluation sheet to do peer-evaluation and self-evaluation.
- Evaluation sheet:

Nme	Me	Gillian	Jacky	Irene
Gender	boy	girl	boy	girl
Teeth	18 teeth	20 teeth <input type="checkbox"/> more same less	21 teeth <input type="checkbox"/> more same less	20 teeth <input type="checkbox"/> more same less
Hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly Long <input type="checkbox"/> Short hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly <input type="checkbox"/> Long Short hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly Long <input type="checkbox"/> Short hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly Long <input type="checkbox"/> Short hair
Hand	14 cm	16 cm <input type="checkbox"/> bigger same smaller	13 cm bigger same <input type="checkbox"/> smaller	14 cm bigger <input type="checkbox"/> same smaller
Foot	22 cm	21 cm bigger same <input type="checkbox"/> smaller	18 cm bigger same <input type="checkbox"/> smaller	20 cm bigger same <input type="checkbox"/> smaller
shoes	green <input type="checkbox"/> blue <input type="checkbox"/> red <input type="checkbox"/> white shoes	<input type="checkbox"/> green <input type="checkbox"/> blue red white shoes	green <input type="checkbox"/> blue <input type="checkbox"/> red white shoes	green blue red <input type="checkbox"/> white shoes

課程架構脈絡



本表為第一單元教學流設計/(本學期共五個單元)

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<b>單元名稱</b>	My Teeth	<b>教學期程</b>	第 1 週至第 4 週	<b>教學節數</b>	8 節 320 分鐘
<b>學習重點</b>	<b>學習表現</b> 校訂或相關領域 與 參考指引或 議題實質內涵 英語文融入參考指引 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 健康與體育 2b-I-2 願意養成個人健康習慣 3c-I-1 表現基本動作與模仿的能力				
	<b>學習內容(校訂)</b> 繪本 ●My book about me by Dr.Seuss & Roy McKie ●Crocodile and dentist by Tarō Gomi 英語兒歌 ●What's your name? from Super Simple Song ●Brush your teeth from super simple song 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
<b>學習目標</b>	●學生能養成愛護牙齒的良好生活習慣(三餐飯後刷牙漱口、做出正確刷牙方式、定期去牙醫診所檢查牙齒、正確使用牙線、知道牙齒快掉的時候應該怎麼做) ●學生能臨摹自己的英語名字並且演唱出姓名歌曲(What's your name?)與刷牙歌曲(Brush your teeth)				
<b>教師提問/學習活動 學習評量/學習資源</b>	<b>節數 規劃</b>	<b>教師的提問或引導</b>	<b>學生的學習活動</b> 學生要做甚麼	<b>學習評量</b> 掌握關鍵檢核點，透過什麼工具或形式+要看到什麼？	<b>學習資源</b>
	1	What's your English name? How do you say your names? What is the first sound of your name? How to call your friend's name? What I sthe first sound of your friend's name?	Learning 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.	●Sing along two song. ●Fill in the "My book about me" page 1~3.	●教師自製簡報 ●Crocodile and dentist story

C6-1 彈性學習課程計畫(統整性主題/專題/議題探究課程-單元活動設計)

	1	What do you have inside your mouth? What do you see in the mirror? How many teeth do you see?	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.	●Best teeth brusher. ●Survey worksheet.	video.  ●My book about me.  ●Survey worksheet.
	2	Can you count your teeth? Please write down the number of your teeth. Could you draw your teeth? What are the shape of our teeth? What do you have inside your mouth? What color of your teeth, tounge and lips?	My book about me: write and draw the name and their teeth number on the book. (40 mins) Sing this is the way song and demo how to brush their teeth. (40 mins)		
	2	What do you see on the picture? (Show the cover of the picture book) What is crocodile in Chinese? What is dentist in Chinese? Could you point out the crocodile/dentist on the picture for me? Are you scared of the crocodile/dentist? Who is the scariest? Do you like the story? Why and why not?	Crocodile and dentist: listen to the storytelling and do some reading comprehension check. Crocodile and dentist: discuss story elements with the whole class.		
	2	Did you brush your teeth this morning? When do you brush your teeth? How many times do yopui brush your teeth everyday? How do you brush your teeth? Could you show me how to brush the teeth?	Best teeth brusher: Kids need to demo how to brush their teeth Kids use tooth model to demo how to floss our teeth.		

My name is _____.		
I have <u>20</u> teeth.		
How many teeth do you have?		
more	same	less
Jim22	Vicky	Kim18
Dora21	Emma	
	Jane	

本表為第二單元教學流設計/(本學期共五個單元)

單元名稱	My Hair	教學期程	第 5 週至第 8 週	教學節數	8 節 320 分鐘
<b>學習表現</b> 校訂或相關領域 與 參考指引或 議題實質內涵	<b>英語文融入參考指引</b> 1-I-5 能聽懂課堂中所學的字詞 7-I-1 能妥善運用情境中的非語言訊息以幫助學習 <b>健康與體育</b> 3b-I-2 能於引導下，表現簡易的人際溝通互動技能 <b>生活</b> 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				
	<b>學習內容(校訂)</b> 繪本 ●My book about me by Dr.Seuss & Roy McKie ●This is my hair by Todd Parr 英語兒歌 ●Hair song from Pancake Manor 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
<b>學習目標</b>	●在教師的引導下，學生能使用繪本中的英語句型與同學分享自己和家人的髮型 ●學生能使用多媒材製作自己家人的髮型小書				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源
教師提問/學習活動 學習評量/學習資源	2	What' sthe song about? Hair or hand? Do you have long/short/straight/curry hair? Do you wash your hair eveyrday? Why or why not?	Learn hair song line by line and do reading comprehension questions. Role-play and present the song in a small group (4 persons in a group).	<ul style="list-style-type: none"> <li>●Sing along the song and role play.</li> <li>●Fill in the “My book about me” page 4.</li> <li>●This is my hair mini-book show and tell.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報</li> <li>●This is my hair story video</li> <li>●My book about me</li> </ul>
	2	What do you see on the picture?(Show the book cover of the picture book) What is the book about? Could you guess? How does your hair look like when you're scared/ angry/ sad/ happy?	Story telling: This is my hair. Kids listen to the story and discusses story elements with the class.		
	2	What tools do you need for making a minibook? How does your hair look like when you're scared/ angry/ sad/ happy?	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.		
	1	What do you say to start the book sharing? What do you say when you finished the sharing? Do you like his/her hair book? Why or why not?	Show and tell: Kids work in pair to share their mini-book. Have kids vote their favorite mini-book.		
	1	Could draw your hair? Do you have long/short/straight/curry hair?	My book about me: kids write and draw their hair on the book.		

## 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 Hand	教學期程	第 9 週至第 12 週	教學節數	8 節 320 分鐘
<b>學習表現</b> 校訂或相關領域 與 參考指引或 議題實質內涵	英語文融入參考指引 2-I-3 能說出課堂中所學的字詞 健康與體育 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				
	<b>學習內容(校訂)</b> 繪本 ●My book about me by Dr.Seuss & Roy McKie 英語兒歌 ●Hands song from Mooseclumps ●Wash your hands song from The Singing Walrus 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●在教師引導下，學生能使用簡易的英語句子，去觀察和比較自己的手掌與同學的手掌大小之差異。</li> <li>●學生能演唱兩首英語兒歌。</li> <li>●學生能習得正確的洗手方式及習慣養成</li> </ul>				



	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要 看到什麼？	學習資源																					
教師提問/學習活動 學習評量/學習資源	2	What is the song about? When do you wash your hands? How much time do you spend when you wash your hand?	Learning song “wash your hands” and dance. Manipulate the sound and sing the silly song	<ul style="list-style-type: none"> <li>●Two songs: Wash your hands &amp; hands song.</li> <li>●Fill in “my book about me” page 5.</li> <li>●Survey worksheet.</li> <li>●Foldable chart.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Survey worksheet.</li> </ul> <table border="1" data-bbox="1899 384 2168 620"> <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 15 cm long.</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</td> <td>Lin</td> <td>Alysia</td> </tr> <tr> <td>Justin</td> <td>Mia</td> <td></td> </tr> </table>	My name is _____.			This is my hand.			It's 15 cm long.			How about your hand?			bigger	same	smaller	Jerry	Lin	Alysia	Justin	Mia	
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Jerry	Lin	Alysia																								
Justin	Mia																									
2	What do you need when we draw our hands on the book? Do you press your hand tightly and evenly on the page? Could you show me your hand print? How long is your hand from thumb to small finger with your hand wide open? Are your hand bigger or smaller?	Trace your hand on the “My book about me.” Make a survey in the class and compare their hand with the others.																								
2	What is the song about? What can you do with your hands? Can you clap/ snap/ wiggle/ shake your hands?	Learning song: Hands song line by line. Learning the vocabulary in the songs. Discuss what we could do with our hands. Pair-talk and share thought with your partner.																								
2	What tools do you need when we draw and make the foldable chart? What can you do with your hands?	Foldable chart: kids need to make a foldable chart to show the things that we do with our hands.																								

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 Foot	教學期程	第 13 週至第 16 週	教學節數	8 節 320 分鐘
學習重點	<p>英語文融入參考指引</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>健康與體育</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>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>繪本</p> <ul style="list-style-type: none"> <li>●My book about me by Dr.Seuss &amp; Roy McKie</li> <li>●Pete the cat I love my white shoes by Eric Litwin &amp; James Dean</li> </ul> <p>英語兒歌</p> <ul style="list-style-type: none"> <li>●How many fingers? How many toes? From Super Simple Song</li> </ul> <p>課室英語 Classroom English</p> <p>日常生活英語 Daily talk English sentences</p>				
學習目標	<ul style="list-style-type: none"> <li>●學生能設計出自己喜愛的球鞋圖案並完成塗色及裝飾</li> <li>●學生能使用課堂的英語句子跟同學分享自己設計的球鞋，並且使用簡易英語句子評論同學設計的球鞋</li> <li>●學生能演唱本單元的英語兒歌</li> </ul>				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源																				
教師提問/學習活動 學習評量/學習資源	1	Could you take off your shoes and socks? What do you need when you trace your footprint on the paper? How long is your foot? Which foot is bigger? Left or right? Are your feet even size?	Trace and draw your feet. Share their footprint and do a survey.	●Footprint art craft ●My book about me page 6-7. ●Sing the song: How many fingers?	●教師自製簡報檔案																				
	2	What tools do you need when you are drwing with your footprint? What animals do you see? (Show the picture of footprint animals) Could you pick one animals you like and draw it with your footprint?	Footprint art: Using your footprint to create an animal you like. And share their craft with three friends.	●My colorful shoes drawing.	●Colorful shoes comments. <table border="1" data-bbox="1899 494 2168 598"> <tr><td colspan="3">This is Kyle's shoes.</td></tr> <tr><td colspan="3"><input checked="" type="checkbox"/>They are great!</td></tr> <tr><td colspan="3"><input type="checkbox"/>That's crazy!</td></tr> <tr><td colspan="3"><input type="checkbox"/>You can do better.</td></tr> </table>	This is Kyle's shoes.			<input checked="" type="checkbox"/> They are great!			<input type="checkbox"/> That's crazy!			<input type="checkbox"/> You can do better.										
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1	How many toes do you have? Could you name your toes? Which toe of yours is the longest?	Learning song “How many toes?” and do a role play in a small group.		●Survey worksheet. <table border="1" data-bbox="1899 635 2168 817"> <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 18 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</td><td>Lin</td><td>Alysia</td></tr> <tr><td>Justin</td><td>Mia</td><td></td></tr> </table>	My name is .			This is my foot.			It's 18 cm.			How about your foot?			bigger	same	smaller	Jerry	Lin	Alysia	Justin	Mia	
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2	What do you see on the picture?(Show the book cover of the picture book) What animal is Pete? Does Pete like his shoes? How do you know that? Do you wear new shoes now? Could you see the “I love my <u>white/red</u> shoe” song? What would you do when your new shoes get dirty? Do you like the story?	Listen to the storytelling_ “Pete the cat I love my white shoes.” Pair work to use pictures to make prediction. Listen to the teacher tells the story. Whole class discuss the story. Make some connection with kids' life experience.																							
2	What do you need when you design and draw your ehite sneakers? What colors would you choose for your shoes? How do you think about your friend's shoes?	My colorful sneakers: Have kids draw their favorite sneakers and share with their friends.																							

本表為第五單元教學流設計/(本學期共五個單元)

單元名稱	Self-portrait	教學期程	第 17 週至第 20 週	教學節數	8 節 320 分鐘
<b>學習重點</b> 校訂或相關領域 與 參考指引或 議題實質內涵	<b>學習表現</b> 英語文融入參考指引 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 <b>生活</b> 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 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				
	<b>學習內容(校訂)</b> 學生作品 ●Students' selfie posters ●7 sentence patterns. 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●學生能完成自畫像並且標註自畫像中的各個身體部位的英語單字</li> <li>●學生能使用七種已經學習過的英語句型介紹自己的自畫像。</li> <li>●學生能使用評分表格給予同學評分以及進行自評</li> </ul>				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透 過什麼工具或形式十 要看到什麼？	學習資源																								
教師提問/學習活動 學習評量/學習資源	2	What is self porrait in Chinese? (簡報上有圖片+中文+英文) Could you point out your hand/ feet/ hair/ teeth on your self-portrait?	Selfie poster makers: Kids are going to draw a selfie and label the body parts.	<ul style="list-style-type: none"> <li>●Selfie poster</li> <li>●Evaluate rubric.</li> <li>●Show and tell in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>●Selfie poster example.</li> <li>●Evaluate rubric:</li> </ul> <table border="1" data-bbox="1848 344 2168 1098"> <thead> <tr> <th></th> <th>Me</th> <th>Gillian</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td>boy</td> <td>girl</td> </tr> <tr> <td>Teeth</td> <td>18 teeth</td> <td>20 teeth <input type="checkbox"/>more same <input type="checkbox"/>less</td> </tr> <tr> <td>Hair</td> <td><input type="checkbox"/>Straight <input type="checkbox"/>curly <input type="checkbox"/>Long <input type="checkbox"/>Short hair</td> <td><input type="checkbox"/>Straight <input type="checkbox"/>curly <input type="checkbox"/>Long <input type="checkbox"/>Short hair</td> </tr> <tr> <td>Hand</td> <td>14 cm</td> <td>16 cm <input type="checkbox"/>bigger same <input type="checkbox"/>smaller</td> </tr> <tr> <td>Foot</td> <td>22 cm</td> <td>21 cm <input type="checkbox"/>bigger same <input type="checkbox"/>smaller</td> </tr> <tr> <td>sneakers</td> <td><input type="checkbox"/>green <input type="checkbox"/>blue <input type="checkbox"/>red <input type="checkbox"/>white shoes</td> <td><input type="checkbox"/>green <input type="checkbox"/>blue <input type="checkbox"/>red <input type="checkbox"/>white shoes</td> </tr> <tr> <td>Feed-back</td> <td><input checked="" type="checkbox"/>Great <input type="checkbox"/>Crazy <input type="checkbox"/>You can do better</td> <td><input type="checkbox"/>Great <input checked="" type="checkbox"/>Crazy <input type="checkbox"/>You can do better</td> </tr> </tbody> </table>		Me	Gillian	Gender	boy	girl	Teeth	18 teeth	20 teeth <input type="checkbox"/> more same <input type="checkbox"/> less	Hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly <input type="checkbox"/> Long <input type="checkbox"/> Short hair	<input type="checkbox"/> Straight <input type="checkbox"/> curly <input type="checkbox"/> Long <input type="checkbox"/> Short hair	Hand	14 cm	16 cm <input type="checkbox"/> bigger same <input type="checkbox"/> smaller	Foot	22 cm	21 cm <input type="checkbox"/> bigger same <input type="checkbox"/> smaller	sneakers	<input type="checkbox"/> green <input type="checkbox"/> blue <input type="checkbox"/> red <input type="checkbox"/> white shoes	<input type="checkbox"/> green <input type="checkbox"/> blue <input type="checkbox"/> red <input type="checkbox"/> white shoes	Feed-back	<input checked="" type="checkbox"/> Great <input type="checkbox"/> Crazy <input type="checkbox"/> You can do better	<input type="checkbox"/> Great <input checked="" type="checkbox"/> Crazy <input type="checkbox"/> You can do better
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2	What do you see? (Show the survey) What do you say when you meet a friend? What do you say when you finish the survey?	Compare and list: Kids need to write the similarities and differences on the posters with their friends in accordance with the three surveys they had made before.																											
2	What do you say when you start sharing? What do you say to finish your sharing? How do you feel about uyour friend's poster?	Small group show and tell: 4 kids in a group show their selfie and tell the information on the poster.																											
2	How many stickers do you have? (Show the dot stickers) What color dot do you post on the poster you like? (Red dot means you like it!) What color dot do you post on the poster you have a question about it? (Blue dot means you have a question)	Vote the best: Using a rubric to evaluate their selfie and vote their favorite poster. Fill in the rubric and share the reasons why they vote for the self-portrait.																											

◎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 113 學年度第二學期一年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	All about Me & My School 我與自己	實施年級 (班級組別)	一年級	教學節數	本學期共(40)節
彈性學習課程	統整性探究課程 (■主題□專題□議題)				
設計理念	關係：了解自己與週遭生活和同學之間的關聯，能觀察、比較及辨別自己與他人的異同，尊重每個人的差異。				
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	透過勞作、實作和與同學進行溝通活動，學習英語詞彙、字母符號，進而認識自己與同學及周遭生活之關係及重要性。				
配合融入之領域 或議題 有勾選的務必出現在 學習表現	□國語文 □英語文 ■ <b>英語文融入參考指引</b> □本土語 □數學 □社會 □自然科學 □藝術 □綜合活動 ■ <b>健康與體育</b> ■ <b>生活課程</b> □科技 □ <b>科技融入參考指引</b>		□性別平等教育 □人權教育 □環境教育 □海洋教育 □品德教育 □生命教育 □法治教育 □科技教育 □資訊教育 ■ <b>能源教育</b> □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		
總結性 表現任務 須說明引導基準：學 生要完成的細節說明	<p>個人檔案摺頁分享會</p> <ul style="list-style-type: none"> <li>●學生設計六角形個人檔案摺頁</li> <li>●學生使用六種英語句型在四人小組內分享個人檔案的摺頁</li> <li>●學生使用小組評分表進行同儕互評及自評</li> </ul> <p>Interactive foldable worksheet: All about me project.</p> <ul style="list-style-type: none"> <li>● Make an interactive foldable worksheet and write, trace and draw some personal information in their foldable worksheets.</li> <li>● Students show and tell their own foldable worksheets with six sentence patterns that the teacher taught and provided.</li> <li>● Sentence patterns: <ul style="list-style-type: none"> <li>■ My name is _____. I am a boy/girl.</li> <li>■ I have a _____ nose. (long, short, up, down, broken, round, big, small)</li> <li>■ My eyes are _____. (brown, yellow, gray) His/ Her eyes are _____. (brown, yellow, gray)</li> <li>■ I wear eyeglasses. I don't wear eyeglasses. My glasses are _____. (red, orange, yellow, green, blue, indigo, violet)</li> <li>■ I don't wear freckles. / I wear freckles. I think I have (a lot/ a few/none) freckles.</li> </ul> </li> <li>● Students will need to compare themselves with the others. Students need to find two elements that they share with their</li> </ul>				

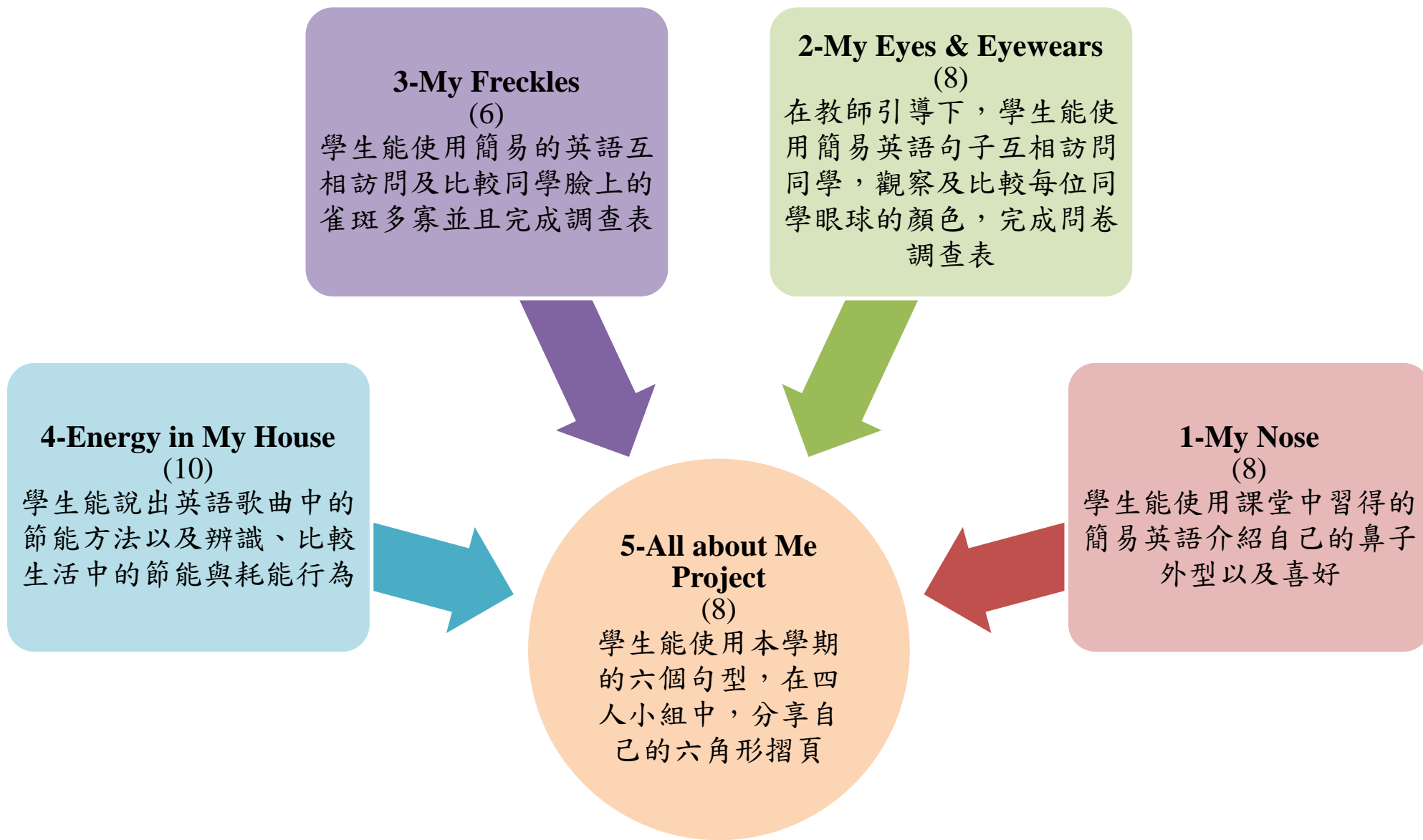
friend and identify two different elements with the others.

- 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.
- I wear a few freckles. Kate wears a lot freckles.

● Evaluation Sheet

	Me	Gill	Joy	Kevin
Gender	boy	girl	girl	boy
Nose	long <input type="checkbox"/> short up down broken <input type="checkbox"/> round big small nose	<input type="checkbox"/> long short up down broken round big <input type="checkbox"/> small nose	long <input type="checkbox"/> short up down broken <input type="checkbox"/> round <input type="checkbox"/> big small nose	long <input type="checkbox"/> short up <input type="checkbox"/> down broken round <input type="checkbox"/> big small nose
Eyes	green blue <input type="checkbox"/> brown gray eyes	green <input type="checkbox"/> blue brown gray eyes	green blue <input type="checkbox"/> brown gray eyes	green blue <input type="checkbox"/> brown gray eyes
Glasses	green blue red white <input type="checkbox"/> none glasses	green blue red white <input type="checkbox"/> none glasses	green <input type="checkbox"/> blue red white none glasses	green blue red white <input type="checkbox"/> none glasses
Freckles	a lot <input type="checkbox"/> a few none	<input type="checkbox"/> a lot a few none	a lot a few <input type="checkbox"/> none	a lot a few <input type="checkbox"/> none

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 Nose	教學期程	第 1 週至第 4 週	教學節數	8 節 320 分鐘
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	英語文融入參考指引 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 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 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			
		學習內容(校訂)	繪本 ●My book about me by Dr.Seuss & Roy McKie ●The nose book by Al Perkins & Joe Mathieu 英語兒歌 ●The song of the face from Toobys 課室英語 Classroom English 日常生活英語 Daily talk English sentences		
學習目標	●學生能透過投影燈光互相描繪出同學的側影 ●學生能使用雜誌中的圖案設計及完成自己的側影剪貼畫 ●學生能使用課堂中習得的簡易英語介紹自己的鼻子外型以及喜好				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過什麼工具或形式+要看到什麼？	學習資源																												
教師提問/學習活動 學習評量/學習資源	1	What do you have on your face? What's the song about? Could you sing with the video?	Learning song and do the pair-work to sing the song together.	<ul style="list-style-type: none"> <li>●Sing along the song.</li> <li>●Fill in the “My book about me” page 8.</li> <li>●Survey worksheet.</li> <li>●My side face silhouette.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Survey worksheet.</li> </ul> <table border="1" data-bbox="1805 719 2168 1034"> <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>long</td> <td>short</td> <td>up</td> <td>down</td> </tr> <tr> <td>Jacky</td> <td>Bill</td> <td>Jill</td> <td>Gina</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?				long	short	up	down	Jacky	Bill	Jill	Gina	Other: broken, round, big, small				Kevin(big), Zoe (small)			
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Other: broken, round, big, small																																	
Kevin(big), Zoe (small)																																	
2	Show me your mirror. Look at your nose. Is it round or pointy? Is it big or small? How does your nose point to? Up or down?	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.																															
1	What do you need when you are drawing? Please open your book on page 8. Let's draw your nose.	Shadow-Drawing: draw your nose in the “My book about me” page 8.																															
2	What do you see on the picture? (Show the cover of the picture book.) Which animal's nose you like the most? Why? How do you use your nose for? What will happen when your nose is gone?	The nose book: storytelling. Discuss the story elements and facts with the whole class.																															
2	What do you see on the white wall when you stand between the flashlight and the wall? Silhouette!What is it in Chinese? Let's draw your silhouette on the paper. Could you circle your nose on your silhouette?	Make a beautiful Silhouette: kids draw a silhouette and add their personal information on the drawing.																															

本表為第二單元教學流設計/(本學期共五個單元)

單元名稱		My eyes and eyewear	教學期程	第 5 週至第 8 週	教學節數	8 節 320 分鐘
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	英語文融入參考指引 2-I-5 能使用簡易的日常生活用語 健康與體育 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				
	學習內容(校訂)	繪本 ●My book about me by Dr.Seuss & Roy McKie ●The eye book by Dr. Seuss 英語兒歌 ●You've got eyes from KidsTV123 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
學習目標		●學生能演唱本單元英語歌曲 ●學生能養成正確的用眼習慣及進行眼球健康操 ●在教師引導下，學生能使用簡易英語句子互相訪問同學，觀察及比較每位同學眼球的顏色，完成問卷調查表				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量	學習資源																																											
教師提問/學習活動 學習評量/學習資源	2	Listen up the songs! I say, you say. Let's sing the song line by line.	Learning "you've got eyes" song. Dance and sing the song. Learning song "these are my glasses" and dance. Manipulate the sound and sing the silly song	<ul style="list-style-type: none"> <li>●Sing along the song and dance.</li> <li>●Fill in the "My book about me" page 9.</li> <li>●Eyes color survey and bar chart.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Bar chart</li> <li>●Survey worksheet:  <table border="1" data-bbox="1771 336 2145 592"> <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> </li> <li>●Evaluation table.  <table border="1" data-bbox="1771 703 2168 1010"> <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> </li> </ul>	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)	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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2	What do you see on the picture? (Show the cover of the book) What is the book about? What do you see with your eyes on the way to school?	Story telling: The eye book. The kids listen to the story and discuss with the class. Draw your glasses and share with your friends.																																														
2	What do you need when you draw and color? Please open your book on page 9. Are your eyes big or small? Are your eyes round or oval? Do you wear glasses?	Color their eyes on the "My book about me" page 9 and share with your friends. Use pictures to predict the story. Make a story map. Kids see the video "Peppa pig eye test". Discuss the story with the whole class.																																														
2	Check your friends' eyes and ask them some questions. Do you wear glasses? What color of your eyes are? Do you love your eyes? Did you read with light? Did you squeeze your eyes?	Survey the class and make a bar chart. Self-evaluation table: use the table to evaluate about how to protect your eyes.																																														

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 Freckles	教學期程	第 9 週至第 11 週	教學節數	6 節 240 分鐘
學習重點	<b>學習表現</b> 校訂或相關領域與 參考指引或 議題實質內涵	英語文融入參考指引 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 <b>生活</b> 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 <b>健康與體育</b> 3b-I-2 能於引導下，表現簡易的人際溝通互動技能			
		<b>學習內容(校訂)</b>	繪本 ●My book about me by Dr.Seuss & Roy McKie ●Freckle face Strawberry by Julianne Moore & LeUyen Pham 課室英語 Classroom English 日常生活英語 Daily talk English sentences		
學習目標	●學生能使用簡易的英語互相訪問及比較同學臉上的雀斑多寡並且完成調查表 ●學生能欣賞每個人臉上的雀斑不嘲笑同學				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源																								
教師提問/學習活動 學習評量/學習資源	1	Show me your mirror! Let's look at your face. Do you wear freckles? What are freckles in Chinese?	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.	<ul style="list-style-type: none"> <li>●My book about me page 11.</li> <li>●TPR retell the story "freckle face strawberry"</li> <li>●Freckle survey chart.</li> <li>●Angels' kisses selfie.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Survey chart.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 2px;">My name is _____.</td> </tr> <tr> <td colspan="3" style="padding: 2px;">I don't wear freckles.</td> </tr> <tr> <td colspan="3" style="padding: 2px;">I wear a lot freckles.</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/></td> <td colspan="2" style="padding: 2px;">I think freckles are cute.</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/></td> <td colspan="2" style="padding: 2px;">I think freckles are special.</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/></td> <td colspan="2" style="padding: 2px;">I think it is okay to wear freckles.</td> </tr> <tr> <td style="padding: 2px;">A lot</td> <td style="padding: 2px;">A few</td> <td style="padding: 2px;">None</td> </tr> <tr> <td style="padding: 2px;">Casper Irene</td> <td style="padding: 2px;">Siena Anna</td> <td style="padding: 2px;">Kansa</td> </tr> </table>	My name is _____.			I don't wear freckles.			I wear a lot freckles.			<input type="checkbox"/>	I think freckles are cute.		<input type="checkbox"/>	I think freckles are special.		<input type="checkbox"/>	I think it is okay to wear freckles.		A lot	A few	None	Casper Irene	Siena Anna	Kansa
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2	What do you see on the picture? (Show the cover of the picture book) Do you wear freckles? Do you like freckles? Why or why not?	Story telling: Freckle face Strawberry. Group members discuss and make prediction. Discuss the story with the whole class.																											
1	Today we are going to retell the story. Who want to be the little girl? Who want to be her mom? Who want to be her classmates?	TPR retell story: kids will their body language to retell the "freckle face strawberry" story with the teacher.																											
1	Show me your interview sheet. Please write down your name. Do you wear frekles? Do you like your freckles? Ask about your friends and write down their names in the boxes.	Freckle Survey: kids are going to interview their friends about the facial freckles. Take some notes on the survey chart.																											
1	What do you need foe drawing? Please color your face first. Then use the cotton swabs to dip on the sheet. Those dots are your freckles.	Angels' kisses on your face: kids draw a selfie with freckles on the face with cotton swabs.																											

本表為第四單元教學流設計/(本學期共五個單元)

單元名稱		Energy in my house	教學期程	第 12 週至第 16 週	教學節數	10 節 400 分鐘
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	生活領域 2-I-2 觀察生活中人、事、物的變化，覺知變化的可能因素。 3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。 6-I-1 覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。 健康與體育領域 3b-I-2 能於引導下，表現簡易的人際溝通互動技能。 南市英語融入參考指引 2-I-3 能說出課堂中所學的字詞。 2-I-4 能使用簡易的教室用語。 2-I-5 能使用簡易的日常生活用語。				
	學習內容(校訂)	繪本 ●My book about me by Dr.Seuss & Roy McKie ●Please help planet earth by Ladybird publisher. 英語兒歌 ●The earth is sick by ●Turn it off ●Renewable energy ●Electrical Car 課室英語 Classroom English 日常生活英語 Daily talk English sentences				
	學習目標	●學生能說出地球污染的來源，並能說出英語歌曲中的節能方法。 ●學生能辨識、比較生活中的節能與耗能行為。 ●學生能說出四種再生能源及辨識再生能源在生活中的應用，並能說出四首英語歌曲的關鍵字詞。 ●學生能使用動作或口頭回應教師的課室英語指令。 ●學生能使用英語關鍵詞說出感受及回應教師的提問。 ●學生能完成節能檢核單並與同學分享。				

	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量	學習資源
教師提問/學習活動 學習評量/學習資源	2	Teacher plays “Earth is sick” song. Teach the vocabulary in the song. Using this or that activity to check kids comprehension.	Learning “Earth is sick song.” Sing the lyrics line by line. Learning the vocabulary in the song. Doing the song comprehension check this or that games.	●Sing along four songs and dance. ●Two worksheets.	●教師自製簡報檔案 ●Four songs ●Two Worksheets.
	2	Teacher plays “Turn it off” song. Teach the vocabulary in the song. Using sorting activity to check kids comprehension.	Learning “Turn it off” song. Sing the lyrics line by line. Learning the vocabulary in the song. Doing the song comprehension check sorting games.		
	2	Teacher plays “Renewable Energy” song. Teach the vocabulary in the song. Introduce four kinds of renewable energy in the song. Using sorting activity to check kids comprehension.	Learning “Renewable Energy” song. Sing the lyrics line by line. Learning the vocabulary in the song. Doing the song comprehension check sorting games.		
	2	Teacher plays “Electrical Car” song. Teach the vocabulary in the song. Using true or false activity to check kids comprehension.	Learning “Electrical Car” song. Sing the lyrics line by line. Learning the vocabulary in the song. Doing the song comprehension check true or false games.		
	2	Teacher explains how to do the worksheet. What do you need when you cut and paste the pictures? Pair up kids and guide students to do the worksheet. Check answers of the worksheet.	Work with a partner to cut and glue pictures to match the keywords about renewable energy. Show and tell the worksheet with the other group. Check the answers with the whole class.		



本表為第五單元教學流設計/(本學期共五個單元)

單元名稱	All about me project	教學期程	第 17 週至第 20 週	教學節數	8 節 320 分鐘
學習重點	<b>學習表現</b> 校訂或相關領域 與 參考指引或 議題實質內涵	英語文融入參考指引 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 <b>生活</b> 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 <b>健康與體育</b> 3b-I-2 能於引導下，表現簡易的人際溝通互動技能			
	<b>學習內容(校訂)</b>	<ul style="list-style-type: none"> <li>●Students' interactive foldable worksheet about themselves.</li> <li>●6 sentence patterns.</li> <li>●Classroom English</li> <li>●Daily talk English sentences</li> </ul>			
	<b>學習目標</b>	<ul style="list-style-type: none"> <li>●學生能完成六角形個人檔案摺頁</li> <li>●學生能使用本學期的六個句型，在四人小組中，分享自己的六角形摺頁</li> <li>●學生能使用評分表紀錄同學及自己的個人檔案摺頁，並且完成互評自評</li> </ul>			

教師提問/學習活動 學習評量/學習資源	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過什麼工具或形式+要看到什麼？	學習資源																					
	2	Teacher demos how to make the foldable.	Interactive foldable worksheet makers: Kids are going to make a foldable worksheet and write (trace) the 6 sentences.	<ul style="list-style-type: none"> <li>●Selfie poster</li> <li>●Evaluate rubric.</li> <li>●Show and tell in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>●Interactive foldable worksheet example.</li> <li>●Evaluate rubric:</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Jimmy</th> <th>Gillian</th> </tr> </thead> <tbody> <tr> <td>Gender</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>Eyewear</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	Gender	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	Eyewear	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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2	Teacher introduce the survey and demo how to ask questions to their partner.	Compare and list: Kids need to write the similarities and differences on the worksheets in accordance with the four surveys they had made before.																								
2	Group 4 kids in a group. What do you share in your group? What do you say when you end up your sharing?	Small group show and tell: 4 kids in a group show and tell the foldable worksheet.																								
2	Teachers give 5 dot stickers to every kid. Ask kids to vote their favorite foldables. One dot for one person. Why do you like the foldable?	Vote the best: Using a rubric to evaluate their foldable worksheet and vote their favorite. Fill in the rubric and share the reason why you choose that favorite work.																								

◎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。