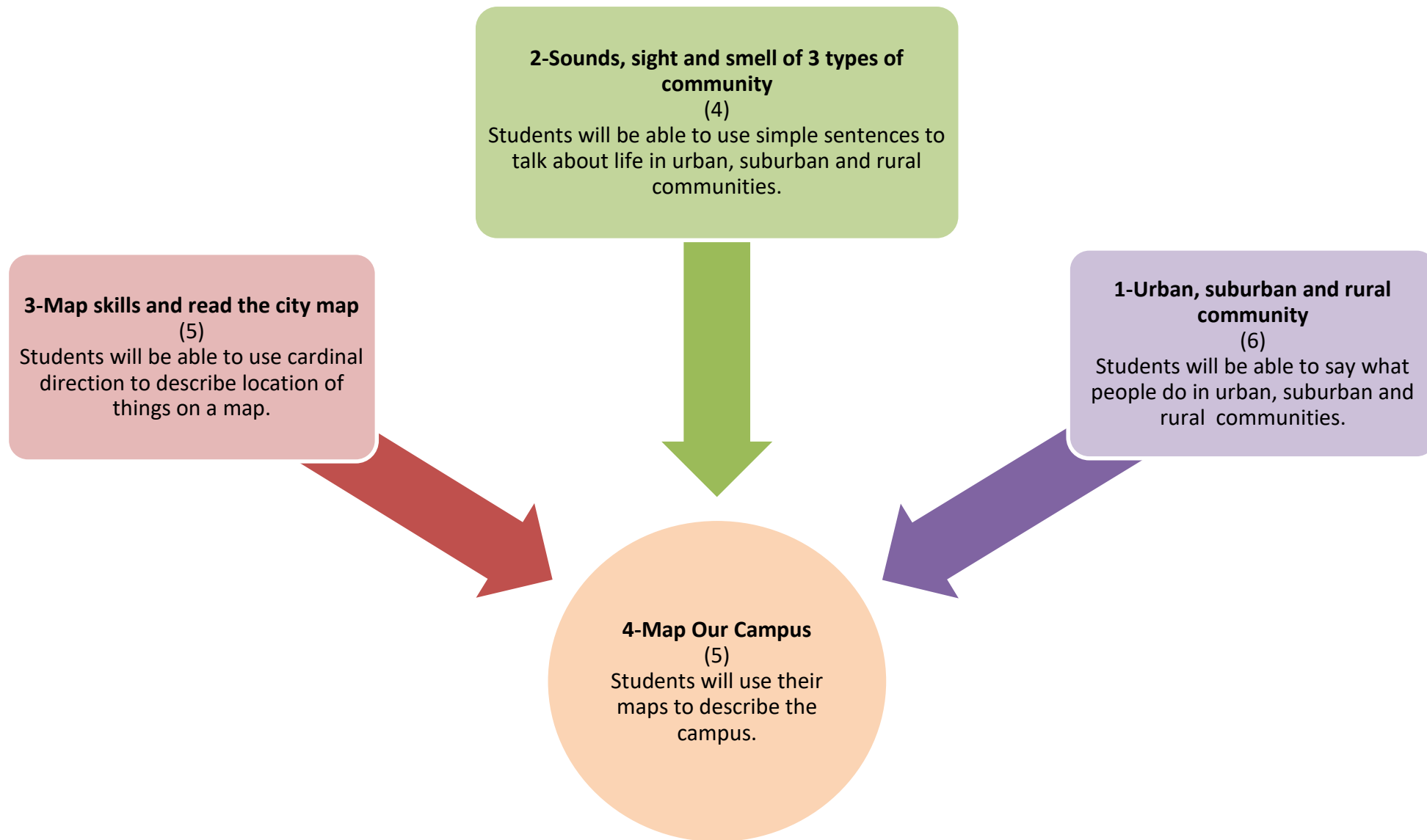


臺南市公立東區博愛國民小學 113 學年度第一學期三年級彈性學習 E 博士飛向國際課程計畫

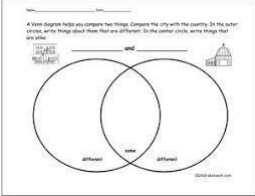
學習主題名稱 (中系統)	Me and My Community: Tour in the campus and community 我與社區(探索 Boai 學區後花園)	實施年級 (班級組別)	三年級	教學 節數	本學期共(20)節
彈性學習課程 四類規範	1. 統整性探究課程 (<input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題)				
設計理念	關係：探究校園、東安坊社區與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或議題實質內涵	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。 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。				
課程目標	<ul style="list-style-type: none"> ● Students will be able to compare the differences between city and country, rural, suburban and urban community. ● Students will be able to map the urban, suburban and rural district in the Tainan city map. ● Students will be able to use the map key to read a map. ● Students will be able to map our campus and do a brief instruction about our community. 				
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		
總結性 表現任務	<ul style="list-style-type: none"> ● Urban, suburban and rural community tour video: <ul style="list-style-type: none"> ■ Shoot the scene of urban, suburban and rural communities. ■ Describe the features of the three types of community. ■ Talk about your favorite type of community. ● Map our campus <ul style="list-style-type: none"> ■ Use the map key to map our campus. ■ Use the grid chart to map our campus. ■ Use your map to describe our campus. 				



本表為第一單元教學流設計/(本學期共四個單元)

單元名稱	Urban, Suburban and Rural community	教學期程	第 1 週至第 6 週	教學節數	6 節 240 分鐘
學習重點	<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><u>社會領域</u> 3b-II-3 整理資料，製作成簡易的圖表，並加以說明。 3c-II-1 聆聽他人的意見，並表達自己的看法。 3c-II-2 透過同儕合作進行體驗、探究與實作。 2a-II-2 表達對居住地方社會 事物與環境的關懷。 <u>閱讀素養</u> 閱 E3 熟悉與學科學 習相關的文本閱讀 策略。 閱 E13 願意廣泛接 觸不同類型及不同 學科主題的文本。 <u>英語領域</u> 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p>			
	學習內容(校訂)	<ul style="list-style-type: none"> ●The Town Mouse and the Country (<i>Based on a story by Aesop Retold by Susanna Davidson Illustrated by Jacqueline East</i>) ●City and Country-National Geographic Kids by Jody Jensoen Shaffer ●Shelter-Scholastic by Susan Canizares & Daniel Moreton 			
學習目標	<ol style="list-style-type: none"> 1. Students will be able to sort the pictures into cities and countries. 2. Students will be able to say what people do in urban, suburban and rural communities. 3. Students will be able to use the graphic organizer to compare urban, suburban and rural community. 4. Through discussion, students will compare and contrast buildings found in the city and the buildings found in the country. 5. Students will comprehend the text. 				

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)

	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	Read the story “ The Town Mouse and the Country Mouse”, and discuss with students the differences between city and country living. Show students several pictures and ask students to sort pictures into cities and countries. Then, ask students to explain how they sort the pictures.	Students read aloud the story lines together. Students answer some reading comprehension questions. Group discuss the differences between city and country. Group present the differences. Sorting pictures based on the location in city or in country. Explain the reason of their sorting.	<ul style="list-style-type: none"> ● Sorting activity. ● Oral assessment. ● Graphic organizer worksheet. 	<ul style="list-style-type: none"> ●教師自製簡報檔 ●Venn diagram 學習單 
	1	Show students pictures and ask students to talk about what people do in urban, suburban and rural communities.	Look at the pictures and think. Pair talk with the partner what do they see in the pictures. 4 kids in a group to discuss what people do in a city and in a country.		
	1	Show the graphic organizer. Demo how to fill in the first box. Ask kids to work on their graphic organizer. Walk around the classroom and monitor kids' work.	Students in group use the graphic organizer to compare urban, suburban and rural community.		
	2	Talk with students about their community and the buildings that can be seen there. Then discuss different kinds of buildings. Ask students to draw a Venn diagram to compare and contrast buildings found in the city and the buildings found in the country.	Discuss the different building in the city and in the country. Draw the venn diagram and lable the same and different features in a city and a country.		
	1	Read aloud the book, City and Country(P.10~19), and then ask students to do the worksheet.	Students read aloud the book together. Finish the worksheet to check the reading comprehension.		

本表為第二單元教學流設計/(本學期共四個單元)

單元名稱	Sounds, sight and smell of the three type of community	教學期程	第 7 週至第 10 週	教學節數	4 節 160 分鐘
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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)


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><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</p> <p>2a-II-2 表達對居住地方社會 事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>
	學習內容(校訂)	<ul style="list-style-type: none"> ● City and Country-National Geographic Kids by Jody Jensoen Shaffer
學習目標	<ol style="list-style-type: none"> 1. Students will comprehend the meaning of the text. 2. Students will use the simple sentences to talk about life in urban, suburban and rural communities. 	

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)

	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	Let's read the book together. Take out your pencils. Everyone will get one worksheet. Write down your name on the top. Demo how to answer question 1. Ask kids to finish the rest questions. Check answers with the whole class.	Read aloud the book, City and Country(P.22~25), and then ask students to do the worksheet.	<ul style="list-style-type: none"> ● Read aloud the book. ● complete the worksheet. ● Oral assessment. 	●教師自製簡報檔
	1	Project the pictures and ask students to talk about what they see, hear and smell. Ask students in group to collect pictures of urban, suburban and rural communities.	Look at the pictures one by one and think about the smell, the sounds and the scene. Pair up and talk to the partner. Work with 4 persons and discuss the smell, sounds and scene in the pictures. Group present your findings.		
	1	Teacher demonstrates how to make a short film. Students in group write scripts about the urban, suburban and rural communities.	Look and learn how to make a short film. Write the scripts in groups. Check the spelling and sentence structures.		
	1	Teacher demo how to use ipad or other digital device to shoot a short film. Pair up kids and practice how to use the camera. Assign kids to shoot their films with their own device.	Students in group make a short film about the urban, suburban and rural communities.		

本表為第三單元教學流設計/(本學期共四個單元)

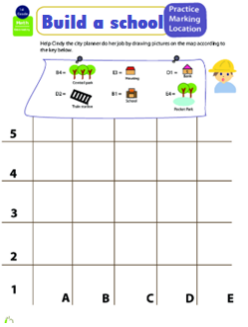
單元名稱		Map skills and read the city map	教學期程	第 11 週至第 15 週	教學節數	5 節 200 分鐘
學習重點	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	<p><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並 表達自己的看法。</p> <p><u>閱讀素養</u></p> <p>閱 E3 熟悉與學科學 習相關的文本閱讀 策略。</p> <p>閱 E13 願意廣泛接 觸不同類型及不同 學科主題的文本。</p> <p><u>英語領域</u></p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>				
	學習內容(校訂)	<ul style="list-style-type: none"> ● Map Skills for Elementary Students-National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ ●How to make a map https://www.youtube.com/watch?v=DSnVCV4uGGQ 				
學習目標		<ol style="list-style-type: none"> 1.Students will name the meanings of symbols on a map and map key. 2. Students wil describe the location of items on a map in relation to other items. 3.Students will use cardinal direction to describe location of things on a map. 				

	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	Talk about the purpose of the map. Project the map of Tainan City on the board and talk with students about what they see on the map. (e.g. the name of the road, map key)	Read the map and discuss the map of Tainan city. Share personal opinions politely.	Oral assessment.	<ul style="list-style-type: none"> ●教師自製簡報檔 ●Map Key 學習單 
	1	Project: The Simple Map Key. Explain that the map key tells what the symbols stand for, or represent. Read together as a class the words that match the symbols.	Read the map and discuss the map keys and their functions. Read with the whole class.		
	1	Have kids to practice using the language of location with the map. (e.g. What is next to Boai elementary? What is close to the train station?)	Look at the map of Boai elementary school carefully. Answer the location of different places with target sentences.		
	1	Use cardinal directions. Explain one way to talk about where things are is to use the cardinal directions north, south, east, and west. Project:Holding the map and ask questions by using cardinal directions.(e.g. <i>What is south of Boai elementary school? What is east of the train station?</i>)	Learn the four directions: east, west, north and south. Answer the location of different places with target sentences.		
	1	Introduce the compass rose and ask students to do the worksheet about cardinal directions.	Learn how to read the compass rose and tell the directions. Finish the worksheet.		

本表為第四單元教學流設計/(本學期共四個單元)

單元名稱		Map Our Campus	教學期程	第 16 週至第 20 週	教學節數	5 節 200 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	<p><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</p> <p>2a-II-2 表達對居住地方社會 事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>				
	學習內容(校訂)	<ul style="list-style-type: none"> ● Map Skills for Elementary Students-National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ ●How to make a map https://www.youtube.com/watch?v=DSnV4uGGQ 				
學習目標	<ol style="list-style-type: none"> 1. Students will use the grid chart to map the campus. 2. Students will use their maps to describe the campus. 					

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)

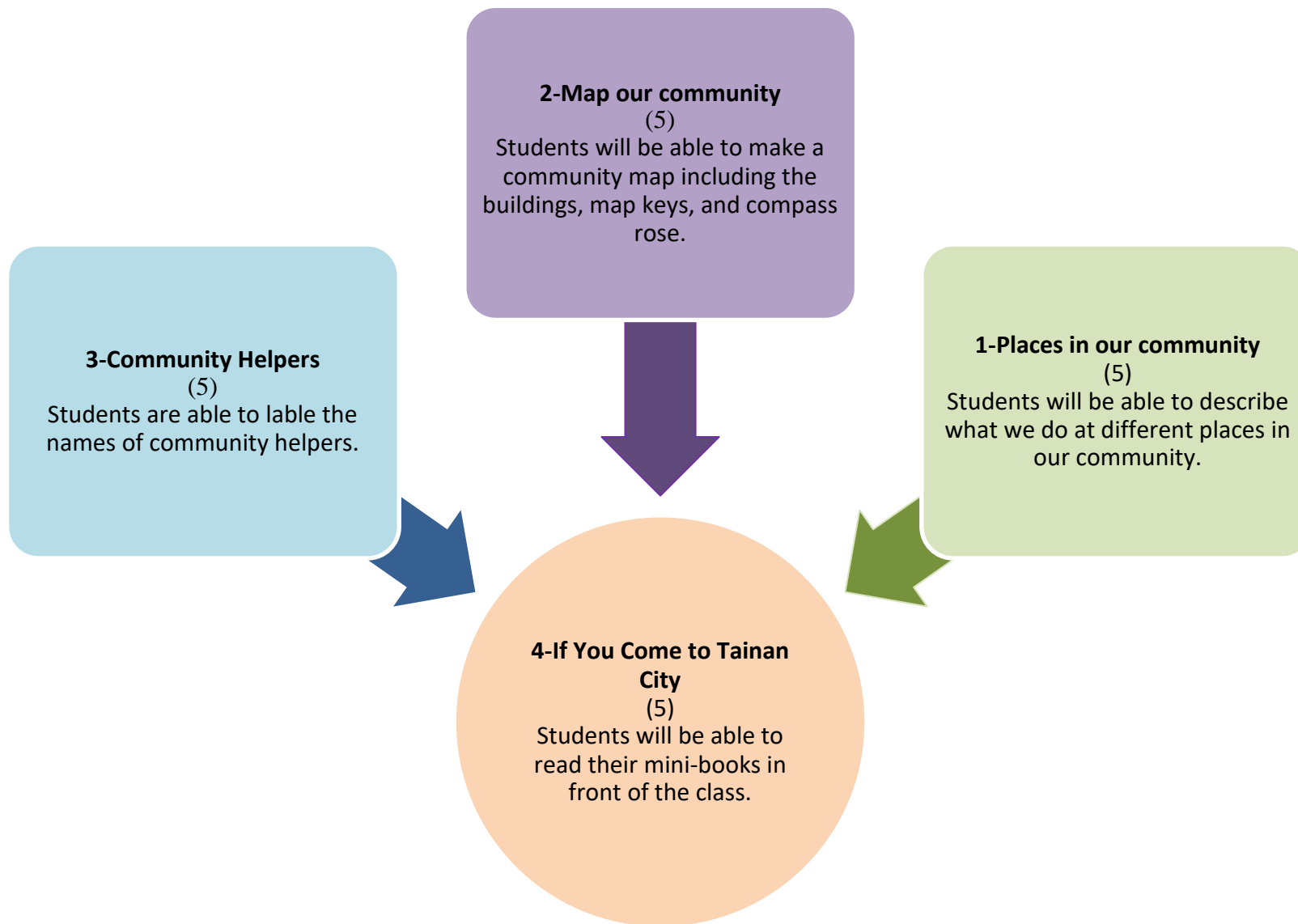
	節數規 劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源
教師提問/學習活動 學習評量/學習資源	2	Take students to walk around the campus and ask students to take notes about the buildings they see and their locations.	Walk around the campus and observe the equipment and classrooms. Take notes for drawing school map.	<ul style="list-style-type: none"> ● Grid map ● Oral assessment 	<ul style="list-style-type: none"> ● 教師自製簡報檔 ● Map template 學習單 
	2	Teacher demonstrates how to use the grid chart to map our campus. Where is your compass? Where is our classroom?	Use the grid chart to map the campus. Draw the compass and buildings in the campus. Label classrooms and equipments.		
	1	What do you say before the show and tell? Introduce yourself! Very good. You need to show us the classrooms and playground on the map.	Show and tell: Students use their maps to describe the campus.		

◎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 學年度第二學期三年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	Me and My Community: Tour in the campus and community 我與社區(探索 Boai 學區後花園)	實施年級 (班級組別)	三年級	教學節數	本學期共(20)節
彈性學習課程	1. 統整性探究課程 (<input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題)				
設計理念	關係：探究校園、東安坊社區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	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。 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。				
課程目標	<ul style="list-style-type: none"> ● Students will be able to describe what we do inside different places and buildings. ● Students will be able to map our neighborhood buildings and do a brief instruction about our community. ● Students will be able to create a “If you come to Tainan City” mini-book and share with the peers. 				
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 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				
總結性 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"> ● Map our community: <ul style="list-style-type: none"> ■ Choose your favorite place in your community and map them out. ■ Use the map key, grid and compass rose in your map. ■ Talk about what we do in the place. ■ Talk about your favorite places in the community. ● Create a “If you come to Tainan City” mini-book <ul style="list-style-type: none"> ■ Describe the travel spots in Tainan. ■ Describe the sights, sounds or smell in Tainan. ■ Describe the reason why you like Tainan. 				

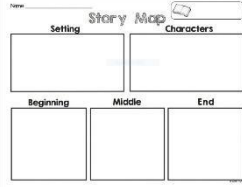
課程架構脈絡圖



本表為第一單元教學流設計/(本學期共四個單元)


單元名稱		Places in Our Community	教學期程	第 1 週至第 5 週	教學節數	5 節 200 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	<p><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</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>2a-II-2 表達對居住地方社會事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>				
	學習內容(校訂)	<ul style="list-style-type: none"> ● <i>Maisy Goes to Hospital by Lucy Cousins</i> 				
學習目標		<ol style="list-style-type: none"> 1. Students will know the names of the places in our community. 2. Students will describe what we do in different places. 3. Students will comprehend the meaning of the text. 4. Students will use the the story map to analyze the 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)

	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 students pictures and talk with students about places in our community.	Look at the community pictures. Discuss what do we see in the pictures and who do we see in these places.	<ul style="list-style-type: none"> Oral assessment Story map worksheet 	<ul style="list-style-type: none"> 教師自製簡報 Story map 學習單 
	2	Discuss with students what we do inside different places. (e.g. hospital, bank, supermarket, school, department store)	Look at the pictures and discuss what do we do in these different places.		
	2	Read Maisy Goes to Hospital , and teaches students how to use the story map to analyze the story. What is setting? The time and places of the story. What are characters? The people in the story. What are beginning, middle and end? The events in the story.	Read the story with the teacher. Answer the teacher's questions. Find out the setting, characters and events in the story.		



本表為第二單元教學流設計/(本學期共四個單元)

單元名稱		Map Our Community	教學期程	第 6 週至第 10 週	教學節數	5 節 200 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	<p><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</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>2a-II-2 表達對居住地方社會事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>				
	學習內容 (校訂)	<ul style="list-style-type: none"> ● Map Skills for Elementary Students-National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ ● How to make a map https://www.youtube.com/watch?v=DSnVCV4uGGQ 				
學習目標		Students will make a community map including the buildings, map keys, and compass rose.				

	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	Review the elements of the maps including map keys, cardinal directions, and compass rose.	Answer the teachers questions. Review the map skills, such as map keys, directions, compass rose.	● Community map	<ul style="list-style-type: none"> ●教師自製簡報 ●學習單 
	2	Take students to walk around the community and take a note of the places they see.	Walk around the community and observe the building and places. Take note for the community map.		
	2	Demonstrate how to map the campus and ask students in group to make a community map. Devide the class into 5 groups and announce their missions. Group 1 draws the food shops in the community. Group 2 draws the tea shop in the community. Group 3 draws the clothes stores and convenient stores in the community. Group 4 draws the clinics and police stations in the community. Group 5 draws the parks, library and temples in the community. Group presentation: Each group goes to the front and show their community map. Using simple sentences to explain their map.	Group work together to draw the community map. Use the notes of previous community walking trip as the reference to draw the map. Draw the map keys and lable places in the map. Present your group map and report back to the class.		

本表為第三單元教學流設計/(本學期共四個單元)

單元名稱	Community Helpers	教學期程	第 11 週至第 15 週	教學節數	5 節 200 分鐘
學習重點	<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><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</p> <p>2a-II-2 表達對居住地方社會事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>學習內容 (校訂)</p>	<ul style="list-style-type: none"> ● Who Am I? - Community Helpers Powerpoint Game https://www.pinterest.com/pin/366973069623085875/ ● Maisy Goes to the Library by Lucy Cousins 			
<p>學習目標</p>	<ol style="list-style-type: none"> 1. Students will know the names of community helpers. 2. Students will know what community helpers do. 3. Students will use the story map to analyze the story. 				

	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 pictures and ask students to talk about what these people do for our community and what jobs they do.	Look at the pictures. Discuss who are in the pictures and what do they do for living?	<ul style="list-style-type: none"> Oral assessment Community helper worksheet 	<ul style="list-style-type: none"> 教師自製簡報 學習單  
	1	Play the powerpoint “Who Am I ?-Community Helper” and ask students to guess the jobs according to the hints.	Look at the slides and guess the different jobs. Learn the different jobs.		
	1	Group the class into 5 teams. Pass on the “Give us a hand” worksheet. One group one sheet. Every group need to cut and paste the worksheet, then introduce 6 different jobs in the community.	Work in group and match tools with the 6 jobs. Write down the names of the jobs.		
	2	Ask students to role play the community helpers and discuss what they can do to make their community better. Role play script: Hi, I am a <u>doctor</u> . I work in a <u>clinic</u> . When people were <u>sick</u> , I can help them. I am a community helper! Explain the Community helper worksheet. What is community helper? What does the helper do to make our community a better place?	Discuss how these jobs help our community and write down what do they do. Group present their role play. Read the community helper worksheet. Match the job and their work description.		

本表為第四單元教學流設計/(本學期共四個單元)

單元名稱	If You Come to Tainan City	教學期程	第 16 週至第 20 週	教學節數	5 節 200 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	<p><u>社會領域</u></p> <p>3c-II-1 聆聽他人的意見，並表達自己的看法。</p> <p>3c-II-2 透過同儕合作進行體驗、探究與實作。</p> <p>2a-II-2 表達對居住地方社會 事物與環境的關懷。</p> <p><u>閱讀素養</u></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><u>英語領域</u></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>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</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>			
	學習內容 (校訂)	<ul style="list-style-type: none"> If You Go to New York City by Liza Charlesworth 			
學習目標	<ol style="list-style-type: none"> Students will adapt If You Go to New York City for If You Go to Tainan. Students will read their books in front of the class. 				

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)

	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	Read If You Go to New York City, and ask students to discuss the travel spots in Tainan.	Read the book. Discuss the travel spots in our community.	<ul style="list-style-type: none"> ● Mini-book ● Oral assessment 	<ul style="list-style-type: none"> ● 教師自製簡報 ● 臺灣觀光局網站 Tainan travel spots https://eng.taiwan.net.tw/ml.aspx?sno=0002119
	1	Teach students how to adapt If You Go to New York City for If You Go to Tainan.	Students write the draft of the book.		
	2	The teacher demo the basic script of the city book. Walk around to assist and help their writing.	Make the book “If You Go to Tainan.		
	1	Devide the class into 4 groups. Number kids in every group with ABCDE. Every As start to share their city book for 5 minutes. Then it’s Bs’ turn. Introduce your name at the first sentence. Then read aloud your city book. Finnally says “Thanks for listening.” Vote the best city book in your group.	Students read their own book in front of the group. Vote the best city book in your group. The authors of the 4 best city books present their book to the whole class.		

◎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。