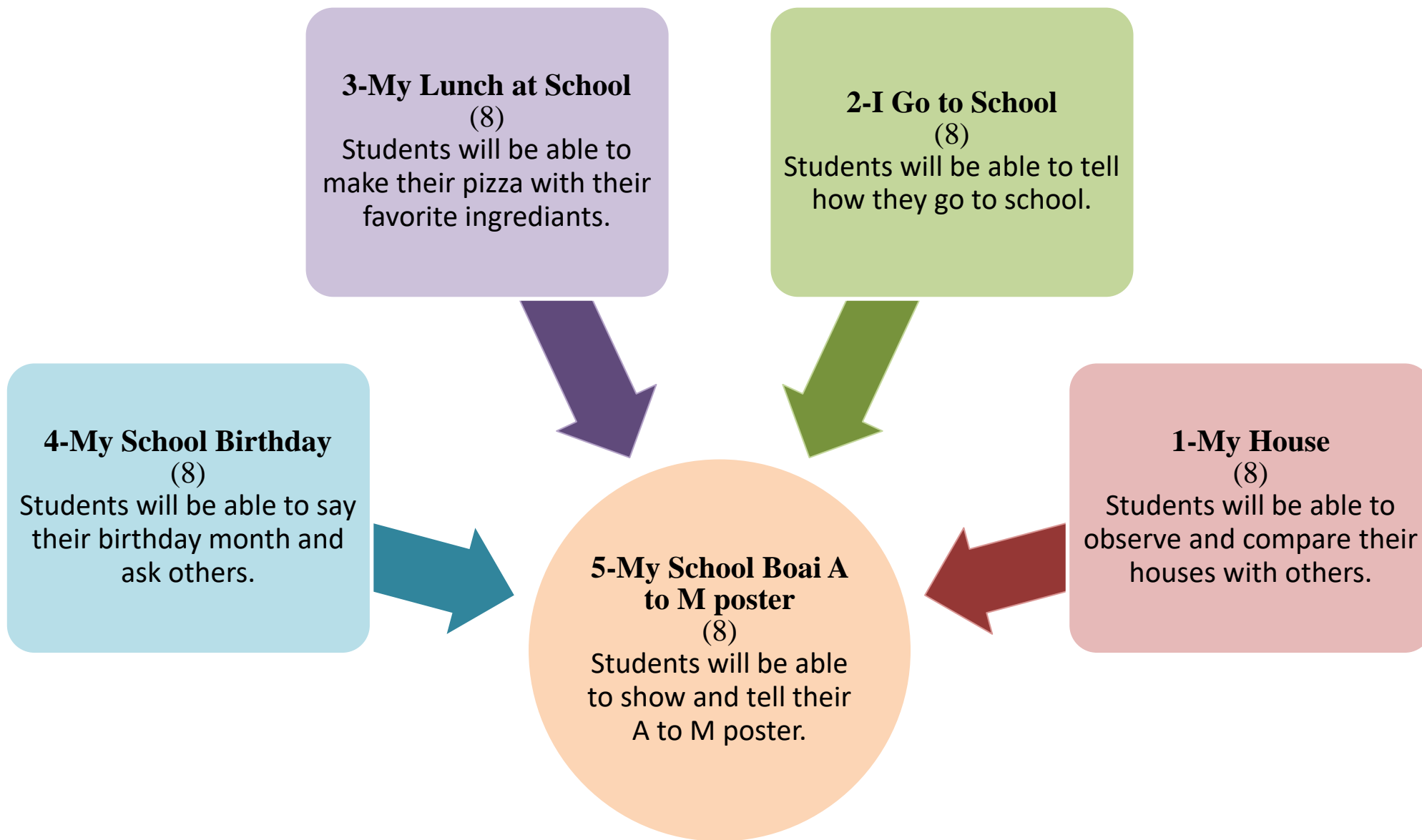


臺南市公立東區博愛國民小學 113 學年度第一學期二年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	All About Me and My School 我與自己		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 (<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	<ul style="list-style-type: none"> ● Students will be able to know themselves better including their house, their food and their clothes. ● Students will be able to observe measure and describe their own body. ● Students will be able to compare the differences and similarities between themselves and others. 					
配合融入之 領域或議題	<input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input checked="" type="checkbox"/> 英語文融入參考指引 <input type="checkbox"/> 本土語 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input type="checkbox"/> 綜合活動 <input checked="" type="checkbox"/> 健康與體育 <input checked="" type="checkbox"/> 生活課程 <input type="checkbox"/> 科技 <input type="checkbox"/> 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			
總結性 表現任務	<ul style="list-style-type: none"> ● 完成我的家、我的學校調查單並分享， ● 書寫作畫完成「我的 PIZZA」學習單並分享披薩上的食材， ● 了解我和我的學校生日並共作博愛 A-M 海報。 					
		★	★★	★★★	★★★★	
	學習單與海報內容	有空白的格子	每項只有一個內容	每項有兩個內容	每項有三個以上的內容	
	學習單與海報圖片	沒有圖片	有圖片沒著色	有圖片只有用2種顏色	有圖片色彩繽紛	
	口語發表音量	沒有人聽得清楚	只有第一排的同學聽見	第一~三排的同學聽見	全班同學都聽見	
使用的英語句子	只有英語單字	有一個英語句子	有三句英語句子	有五句英語句子		

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)

單元名稱	My House	教學期程	第 1 週至第 4 週	教學節數	8 節 320 分鐘
學習表現 校訂或相關領域與 參考指引或 議題實質內涵 學習重點	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 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 生活 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 3-I-2 體認探索事理有各種方法，並且樂於應用 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) ●My book about me by Dr.Seuss & Roy McKie ●Where do you live? ●Where do you want to live? ●My house has __ ●In my house, there is/are ●Daily talk English sentences				
學習目標	●Students will be able to say where do they live. ●Students will be able to recognize the object in their house. ●Students will be able to say the country name. ●Students will be able to observe and compare their houses with others.				

	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	Teaching house song and do the pair-work to sing the song.	Learning 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"> ●House song singing. ●Draw the house. ●Say the objects in their houses. ●Survey worksheet. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Survey worksheet. <table border="1" data-bbox="1839 453 2168 794"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td colspan="3">I live in _____</td> </tr> <tr> <td colspan="3">I want to live in _____</td> </tr> <tr> <td colspan="3">It's a _____ (flat/ house)</td> </tr> <tr> <td colspan="3">My house has _____</td> </tr> <tr> <td colspan="3">There are _____ rooms in my house.</td> </tr> <tr> <td>bathtub</td> <td>kitchen</td> <td>balcony</td> </tr> <tr> <td>Jim22</td> <td>Vicky</td> <td>Kim18</td> </tr> <tr> <td>Dora21</td> <td>Emma</td> <td></td> </tr> <tr> <td></td> <td>Jenny</td> <td></td> </tr> </table>	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.			bathtub	kitchen	balcony	Jim22	Vicky	Kim18	Dora21	Emma			Jenny	
	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.																																			
bathtub	kitchen	balcony																																	
Jim22	Vicky	Kim18																																	
Dora21	Emma																																		
	Jenny																																		
3	Where do you live? Teach city name Where do you want to live? Teach country name	Share with your friend. My house has _____.(rooms and structure in the house) In my house, there is/are_____.(furniture)																																	
2	Open your book. Draw your house on the book. Give kids the survey. Explain how to do the survey and draw your house.	Finish “My book about me” : write and draw the house. Survey your house (rooms, flat or house, bathtub)																																	
2	Preaent the survey and demo how to report bacl to the whole class. Group 4 kids in a team. Ask kids to share their survey in the group.	Share your survey and say the words.																																	


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 320 分鐘
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 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 健康與體育 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 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				
	學習內容(校訂)	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●Knowing the school area. ●The transportation in the street. ●Classroom English ●Daily talk English sentences 			
學習目標	<ul style="list-style-type: none"> ●Students are able to trace their route on the community map. ●Students will be able to know the transportation all over the world. ●Students will be able to tell how they go to school. 				

	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	Teaching song “I go to school by__”	Learning song “I go to school by__” and dance. Manipulate the sound and sing the silly song	<ul style="list-style-type: none"> ●One songs: “I go to school by__” ●Fill in “my book about me” page 27. ●Survey worksheet ●Foldable transportation chart. ●Trace the school map from house to school. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Survey worksheet. <table border="1" data-bbox="1912 421 2168 580"> <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														
	2	Teaching English vocabulary 1. The transportation in the street. 2. Knowing the school area.	Learning English Vocabulary 1. The transportation in the street. 2. Knowing the school area.														
2	Teacher demo how to make a map. Teach icons and map skills. What do you need to draw a map? What elementys are there in a map? Point out the school on your map. Point out your house on the map.	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.															
2	Teacher demos how to make the foldable chart. How many people go to school by scooter/by car/on foot?	Foldable chart: kids need to make a foldable chart to show the transportation.															
1	Teacher demos how to share your route to school with a map. What did you say to start your sharing? What do you say in the end of your sharing?	Share and say your route to the school.															

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 320 分鐘
學習表現 校訂或相關領域與 參考指引或 議題實質內涵 學習重點	英語文融入參考指引 1-I-2 能聽辨英語的語音 1-I-5 能聽懂課堂中所學的字詞 1-I-6 能聽懂簡易的教室用語 1-I-7 能聽懂簡易的日常生活用語 2-I-2 能說出英語語音 2-I-3 能說出課堂中所學的字詞 2-I-4 能使用建議的教室用語 2-I-5 能使用簡易的日常生活用語 4-I-2 能臨摹抄寫自己的姓名 5-I-2 在聽讀時，能辨識相對應的書寫文字 6-I-2 積極參與各種課堂練習活動 7-I-1 能妥善運用情境中的非語言訊息以幫助學習 健康與體育 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 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 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) ●My book about me by Dr.Seuss & Roy McKie ●Food all over the world. ●This is my sandwich. ●I eat like a ____.(horse/bird) ●My favorite food is _____.				

學習目標	<ul style="list-style-type: none"> ●Students are able to say their favorite food. ●Students will be able to do the action with “eat like ___” ●Students will be able to make their pizza with their favorite ingredients. ●Students will be able to draw their food. 				
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	Teaching: 1. School lunch/supper all over the world. 2.I eat like a <u>horse/ bird</u> . 3.My favorite food is _____.	Learning: 1. School lunch/supper all over the world. 2.I eat like a <u>horse/ bird</u> . 3.My favorite food is _____.	<ul style="list-style-type: none"> ●Draw the food ●Say the ingredients in their pizza. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Pizza worksheet 
	2	Story telling: Pizza at Sally’s. The teacher tells the story and does reading comprehension activity.	Listen to the storytelling: Pizza at Sally’s. Kids listen to the story and do the reading comprehension activity. Discuss the story elements with the class.	<ul style="list-style-type: none"> ●Do the action with “eat like__” ●This is my pizza show and tell. 	
	2	The teacher demos how to write “my pizza” worksheet. What do you need when you make the mini-book?	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.		
	2	Teacher demos how to share “my pizza” worksheet. What do you say to start/ to end your sharing?	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.		

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 320 分鐘
學習重點	<p>學習表現</p> <p>校訂或相關領域與 參考指引或 議題實質內涵</p> <p>英語文融入參考指引</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>生活</p> <p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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>				
	<p>學習內容(校訂)</p> <ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●Know 12 months. ●Birthday presents and songs ●Birthday from the world. ●Daily talk English sentences <p>學習目標</p> <ul style="list-style-type: none"> ●Students will be able to know their birthday month. ●Students will be able to sing the songs and. ●Students will be able to say My birthday is in_____ ●Students will be able to know the birthday celebration from different countries. ●Students will be able to ask friends' birthday. 				

	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	Teacher demos how to draw a birthday hat. Teacher demos how to do the survey.	Draw my birthday hat. Share and do a survey.	<ul style="list-style-type: none"> ● Birthday Hat art craft ● My book about me page24-25. ● 12 months. ● Sing the song: Happy Birthday in different language. ● My colorful birthday card. ● School Birthday celebration 	<ul style="list-style-type: none"> ● 教師自製簡報檔案 ● Survey worksheet. <table border="1" data-bbox="1912 421 2168 528"> <tr> <td colspan="3">My name is _____.</td> </tr> <tr> <td>July</td> <td>August</td> <td>Dec.</td> </tr> <tr> <td>Jerry Justin</td> <td>Linda Mina</td> <td>Alysia</td> </tr> </table>	My name is _____.			July	August	Dec.	Jerry Justin	Linda Mina	Alysia
	My name is _____.													
	July	August	Dec.											
	Jerry Justin	Linda Mina	Alysia											
	1	Teaching song “Happy birthday.” Show the video of “celebration of birthday around the world.”	Learning the song “Happy birthday” and do a role play in a small group. Watching to know the birthday celebration in the world.											
	2	Teacher demos how to draw a birthday card. Teacher demos how to share the card.	My colorful birthday card: Have kids draw their birthday cards and share with their friends.											
2	Teach school symbol and activities we do for the school birthday. Discuss the activities.	Know school symbol and school birthday. Discuss the activities we do to celebrate school’s birthday.												
2	Teacher demos how to draw the flag for the school birthday.	Prepare and draw ornaments (hanging flags) to celebrate he school birthday.												

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 320 分鐘
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 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 生活 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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				
	學習內容(校訂) ●Students' school posters ●7 sentence patterns. ●Classroom English ●Daily talk English sentences				
學習目標	●Students will be able to draw a school poster and describe the connection. ●Students will be able to show and tell their A to M poster.				

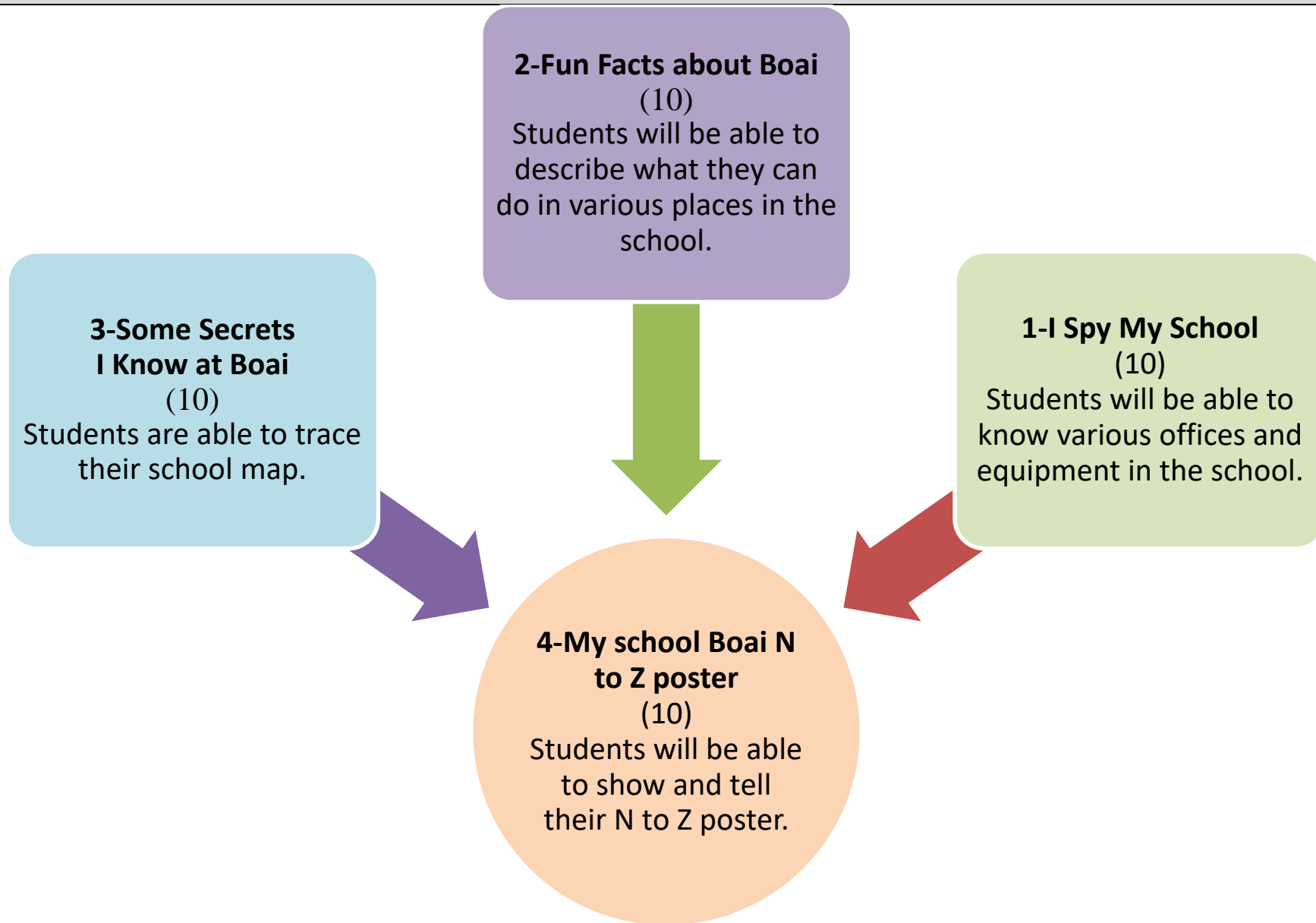
	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源
教師提問/學習活動 學習評量/學習資源	2	The teacher will provide some language prompts to support kids complete the task.	School poster makers: Kids are grouped (4-6 in a group) to draw a school poster with A-M.	<ul style="list-style-type: none"> ●School poster ●Show and tell in a small group. 	<ul style="list-style-type: none"> ● School poster example.
	2	The teacher pairs up the students and ask kids to talk about their A to M poster.	Pair-talk: Kids pairs up and 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	The teacher demos how to show and tell the selfie poster. Group kids.	Small group show and tell: 4-6 kids in a group show their selfie and tell the information on the poster.		
	2	The teacher shows the rubric and explain how to grade the poster with the rubric. Invite kids to share their rubric	Vote the best: Using a rubric to evaluate their poster and vote their favorite poster. 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 113 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 我與自己		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	■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"> ● Students will be able to know themselves better including their face, their body parts and their appearances. ● Students will be able to observe, measure and describe their own body. ● Students will be able to compare the differences and similarities between themselves and others. 																														
配合融入之領域 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 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																												
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"> ● 完成 Dr. Seuzz “My book about me”並且兩人互相分享自己的書， ● 了解我和我的學校並共作博愛 N~Z 海報。 <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>★</th> <th>★★</th> <th>★★★</th> <th>★★★★</th> </tr> </thead> <tbody> <tr> <td>海報內容</td> <td>有空白的格子</td> <td>每項只有一個內容</td> <td>每項有兩個內容</td> <td>每項有三個以上的內容</td> </tr> <tr> <td>海報圖片</td> <td>沒有圖片</td> <td>有圖片沒著色</td> <td>有圖片只有用2種顏色</td> <td>有圖片色彩繽紛</td> </tr> <tr> <td>口語發表音量</td> <td>沒有人聽得清楚</td> <td>只有第一排的同學聽見</td> <td>第一~三排的同學聽見</td> <td>全班同學都聽見</td> </tr> <tr> <td>使用的英語句子</td> <td>只有英語單字</td> <td>有一個英語句子</td> <td>有三句英語句子</td> <td>有五句英語句子</td> </tr> </tbody> </table>							★	★★	★★★	★★★★	海報內容	有空白的格子	每項只有一個內容	每項有兩個內容	每項有三個以上的內容	海報圖片	沒有圖片	有圖片沒著色	有圖片只有用2種顏色	有圖片色彩繽紛	口語發表音量	沒有人聽得清楚	只有第一排的同學聽見	第一~三排的同學聽見	全班同學都聽見	使用的英語句子	只有英語單字	有一個英語句子	有三句英語句子	有五句英語句子
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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	I Spy My School	教學期程	第 1 週至第 5 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	<p>英語文融入參考指引</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>生活</p> <p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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>			
	學習內容(校訂)	<ul style="list-style-type: none"> ●My book about me by Dr.Seuss & Roy McKie ●The song of our school. ●The school marks ●School from the world ●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. 			
學習目標	<ul style="list-style-type: none"> ●Students will be able to sing the school song. ●Students will be able to say the school color. ●Students will be able to observe and describe the rooms, places and equipment about our school. ●Students will be able to compare the school. 				

	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	Teaching rooms and places in the campus.	Learning rooms and places in the campus and do the pair-work to review the new vocabulary.	<ul style="list-style-type: none"> ●Sing along the song. ●Fill in the “My book about me” page 8. ●Survey what school do you like ●School silhouettes craft. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Favorite School Survey. <table border="1" data-bbox="1883 368 2168 639"> <thead> <tr> <th>Country</th> <th>Rank</th> <th>reasons</th> </tr> </thead> <tbody> <tr> <td>Taiwan</td> <td>☆☆</td> <td>It's nice.</td> </tr> <tr> <td>Japan</td> <td>☆☆☆</td> <td>It's great.</td> </tr> <tr> <td>American</td> <td>☆☆☆</td> <td>It's super.</td> </tr> <tr> <td>South Africa</td> <td>☆</td> <td>I don't like it.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ●School silhouettes template. 	Country	Rank	reasons	Taiwan	☆☆	It's nice.	Japan	☆☆☆	It's great.	American	☆☆☆	It's super.	South Africa	☆	I don't like it.
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South Africa	☆	I don't like it.																		
2	The teacher introduces different types of school building and equipment. Teacher demos how to do the survey.	Learn different types of school building and equipment. Discuss the important elements in a campus. Students do a survey to find out and ranking their favorite school style and the most popular equipment in the campus.																		
2	Teacher demos how to draw the school silhouette.	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.																		
2	Teacher demos how to share the school silhouette. Pair up the students and ask them to share their school silhouette.	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	Teacher demos how to vote the school silhouette. Why do you like this school silhouetee rather than that?	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 400 分鐘
學習重點 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 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 健康與體育 1a-I-2 認識健康的生活技能 2b-I-2 願意養成個人健康習慣 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				
	學習內容(校訂) ●My book about me by Dr.Seuss & Roy McKie ●I can__(read, run , jump, lift, climb). ●I can't __(read, run , jump, lift, climb). ●Safety rules in the campus.				

學習目標	<ul style="list-style-type: none"> ●Students are able to sing “I can ___” song. ●Students will be able to read aloud “I can ___ in the ___” with the teacher. ●Students will be able to describe what they can do in various places in the school. ●Students will be able to do a survey and record the result. 																			
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															
	3	Teaching “I can ___” song. Dance and sing the song.	Learning “I can ___” song. Dance and sing the song. Students make their own version of I can ___ song. Role play, kids sing and mime their own I can ___ song.	<ul style="list-style-type: none"> ●Sing along the song and dance. ●Fill in the “My book about me” page 28-31. ●School safety rules survey.. 	<ul style="list-style-type: none"> ●教師自製簡報檔案 ●Bar chart ●Survey worksheet: <table border="1" data-bbox="1767 525 2168 756"> <tr> <td>Places</td> <td colspan="2">Classroom/gym/running tracks/ corridor</td> </tr> <tr> <td>rules</td> <td>Agree or disagree</td> <td>reasons</td> </tr> <tr> <td>No running</td> <td><input checked="" type="checkbox"/></td> <td>It's safe.</td> </tr> <tr> <td>No dribbling</td> <td><input checked="" type="checkbox"/></td> <td>It's not safe.</td> </tr> <tr> <td>Indoor voice</td> <td><input checked="" type="checkbox"/></td> <td>It's good for everyone.</td> </tr> </table> 	Places	Classroom/gym/running tracks/ corridor		rules	Agree or disagree	reasons	No running	<input checked="" type="checkbox"/>	It's safe.	No dribbling	<input checked="" type="checkbox"/>	It's not safe.	Indoor voice	<input checked="" type="checkbox"/>	It's good for everyone.
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2	Teaching the places and rooms in the campus. Discuss the safety rules.	Learning the places and rooms in the campus. Discuss the safety rules. Talk about why do we need the safety rules in the school..																		
2	Teacher demos how to mime and guess the place in the school. The teacher presents different school safety rules around the world.	Miming Game: Kids do the actions and the others need to match the places at school with the miming. The whole class talks about the same or differences between those safety rules.																		
3	Group students into four groups. Teacher demos how to make the survey. Teacher demos how to make a bar chart.	Every 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.																		

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 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	英語文融入參考指引 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 生活 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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"> ●My book about me by Dr.Seuss & Roy McKie ●These are ___ steps to the ___ ●Count the numbers 1 to 500. ●How many steps to ___? ●The school place, rooms and equipment. 			
學習目標	<ul style="list-style-type: none"> ●Students are able to trace their school map. ●Students will be able to finish their sheets by doing the research. ●Students will be able to response their findings. ●Students will be able to count the numbers from 1 to 500. 				

	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	3	Group students into four groups. What is a map? Could you point out the map for me? (Present some pictures on the slide) What are those icons used for?	Draw the school map with your group mates. Discuss the icons on the map. Create some icons with the group members. Label the rooms, places and equipment on the school map.	●Fill in “my book about me” page 32-33. ●Research table. ●School map.	●教師自製簡報檔案 ●Research table. Count the steps from my classroom to these places. <table border="1" data-bbox="1915 331 2168 614"> <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> Our group is the same with group 1 and 4. Our group is not the same with group 3. ●School map.	Rooms or places	steps	time	Front gate	138	30” sec.	Library	489	1’45”	Gym	673	3’35”	Running tracks	375	1 min.
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3	Write down your name on the top. Look at the table, what do you see in the table? (classroom, office, playground) How do you measure the distance from the gate to our classroom? With our feet or our hands? Group kids into 4 groups and have kids to measure the distance between each rooms and equipments in the campus. How many steps? How long does it take to walk from playground to toilets?	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	Show me your group map! How many group do we have? (4) Which group measured classroom to the gate (playground to the music classroom, toilets to our classroom, library to our classroom)? Let’s do show and tell!	Show and tell the school map. Compare and contrast the same or differences between every group’s school map.																		
1	Every one will have 3 dot-stickers You have to vote the other groups not yours!! Why would you vote this map? (It’s colorful./ It’s clear. / Many icons on the map.~~)	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 400 分鐘
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 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 生活 1-I-1 探索並分享對自己及相關人、事、物的感受與想法 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				
	學習內容(校訂) ●Students' school posters ●Sentence pattern: I spy letter <u>N</u> in the <u>library</u> . ●Classroom English ●Daily talk English sentences	學習目標 ●Students will be able to draw a school poster and describe the connection. ●Students will be able to show their selfie with the 8 sentence patterns.			

	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	3	Group kids into 5 groups. What do you need when you draw, cut and paste? Show me your markers, scissors and glues.	School poster makers: Kids draw a school poster with N-Z. Kids cut the alphabet shape letters and color them.	<ul style="list-style-type: none"> ●School poster ●Show and tell in a small group. 	<ul style="list-style-type: none"> ●School poster template. ●Rubric <table border="1" data-bbox="1823 336 2123 517"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>letters</td> <td>4 letters</td> <td>5 letters</td> <td>6 letters</td> </tr> <tr> <td>Pictures Doodles</td> <td>small</td> <td>big</td> <td>Big clear</td> </tr> <tr> <td>colors</td> <td>One color</td> <td>2-3 colors</td> <td>5 colors</td> </tr> <tr> <td>Show+tell</td> <td>okay</td> <td>good</td> <td>Love it</td> </tr> </table>		1	2	3	letters	4 letters	5 letters	6 letters	Pictures Doodles	small	big	Big clear	colors	One color	2-3 colors	5 colors	Show+tell	okay	good	Love it
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3	Everyone need to fraw 4 different letters. Why the n is for nuts? (It's because I love eating nuts!) Why m is for milk? (It's because we have milk in the lunchtime.)	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	Let's do show and tell. Odd numbers, you are team 1. Even numbers, you are team 2. When you are talking, what do you say? When you are listeners, what do you do? Let's give him/ her a big hands.	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	Look at the rubric.	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。