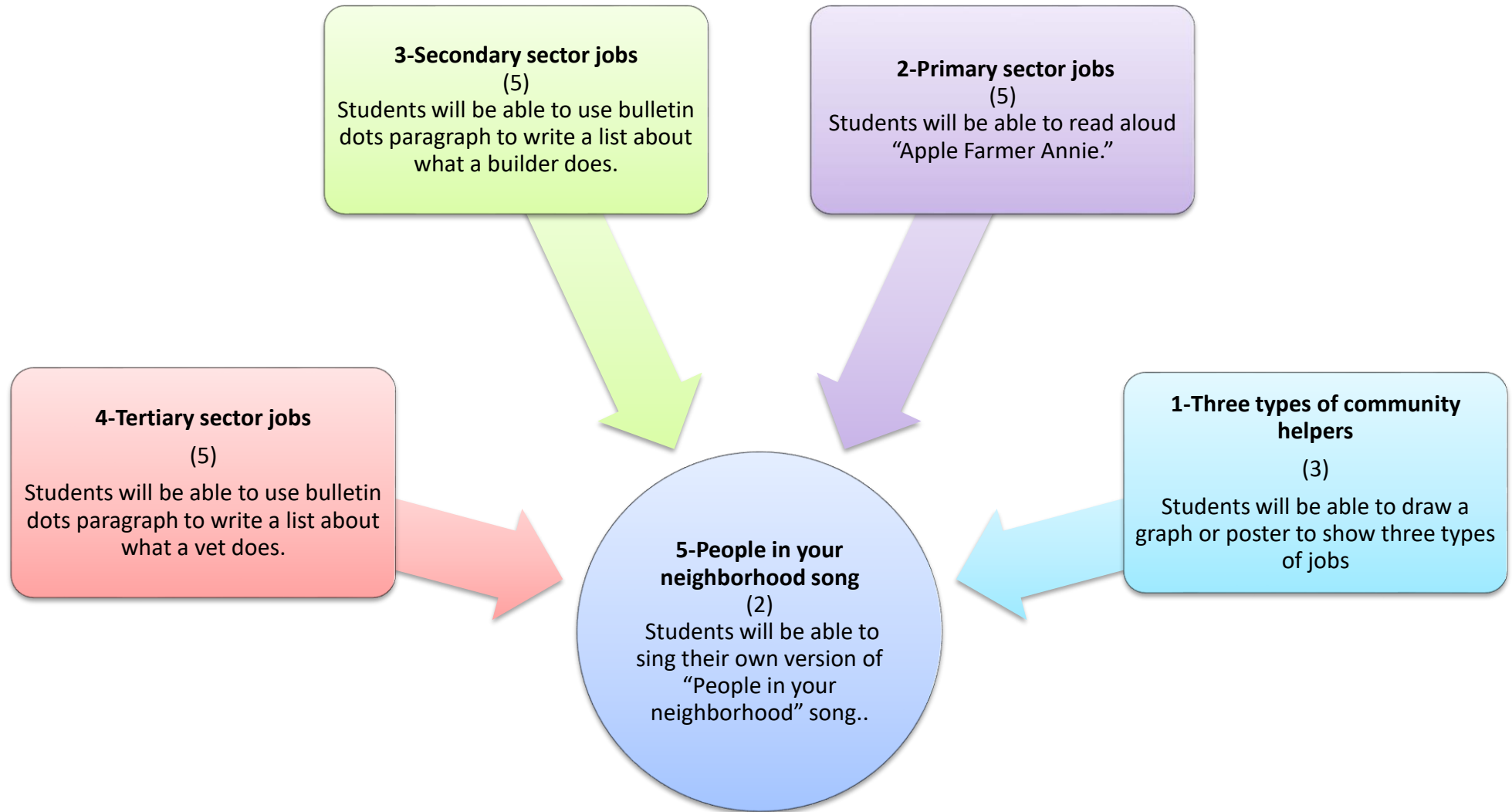


## 臺南市公立東區博愛國民小學 113 學年度(第一學期)四年級彈性學習 E 博士飛向國際課程計畫

學習主題名稱 (中系統)	Tour in the campus and community 我與社區(戀戀東安坊)	實施年級 (班級組別)	四年級	教學 節數	本學期共(20)節
彈性學習課程 四類規範	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：探究校園、東安坊社區人群與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或議題實質內涵	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"> <li>●Students will be able to label three type of jobs in the community and talk about how we interact with them.</li> <li>●Students will be able to describe how the community helpers help us every day.</li> <li>●Students will be able to use predicting, scanning, five wh- questions, making graphic organizers and taking note five reading skills to read the story in the courses.</li> <li>●Students will be able to sing the song “People in your neighborhood” and introduce three types of economic sectors.</li> </ul> Students will be able to role play and sing the song “People in your neighborhood.”				
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"> <li>●Primary, secondary and tertiary jobs singing combat.</li> <li>●The class will be divided into three groups.               <ul style="list-style-type: none"> <li>➢One group represents primary jobs,</li> <li>➢Another group presents the secondary jobs</li> <li>➢The other group sings about the tertiary jobs.</li> </ul> </li> <li>●Use the song “People in your neighborhood” to introduce three types of jobs in our community.</li> <li>●Rewrite the lyrics of the song and sing the song.</li> <li>●Role play and sing the song in group.The whole class votes for their favorite group.</li> </ul>				

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	Three types of our community helpers	教學期程	第 1 週至第 3 週	教學節數	3 節 120 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>社會領域</b> 1a-II-1 辨別社會生活中的事實與意見。 1a-II-2 分辨社會事物的類別或先後順序。 3b-II-3 整理資料,製作成簡易的圖表,並加以說明。 <b>閱讀素養</b> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <b>英語領域</b> 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 9-II-1 能夠將所學字詞做簡易歸類。				
	<b>學習內容</b> (校訂)	<ul style="list-style-type: none"> <li>● <a href="#">Jobs and their classification: Primary, Secondary and Tertiary sector</a> from Happy Learning English youtube channel.</li> <li>● This is a baker by Liza Charlesworth</li> <li>● <a href="#">Clothesline clues to jobs people do</a> by Kathryn Heling, Deborah Hembrook and Andy Robert Davies.</li> </ul>			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>● Students will be able to label three types of jobs in the books.</li> <li>● Students will be able to draw a graph or poster to show three types of jobs.</li> <li>● Students will be able to read aloud the two picture books about jobs.</li> </ul>				

	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 presents the video to introduce three types of jobs. Draw a poster about the milk-selling to explain the three types of jobs.	Learn three types of jobs. Name some jobs according to the three sectors of jobs.	<ul style="list-style-type: none"> <li>●Label the jobs in the picture book into three types of job sectors.</li> <li>● Make three posters about the primary, secondary and tertiary sectors.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Milk-selling poster.</li> <li>●Primary job sector poster</li> <li>●Secondary job sector poster.</li> <li>●Tertiary job sector poster.</li> </ul>
	1	Read aloud two books, “This is a baker” and “Clothesline clues to jobs people do” with whole class. Have kids to sorting the jobs in the book into three types of jobs. Instruct kids to use the five reading skills (5 wh-questions for reading comprehension) to analyze the story.	Read aloud the story with the teacher.  Sorting jobs in the book based on three sectors of job-categories. Answer the 5 wh-questions about the story.		
	1	Divide whole class into three groups and make three posters to show three types of jobs, including primary, secondary and tertiary sections. Invite every group to the front, show and tell about their poster.	Work with the group. Think about some jobs in primary/secondary/ tertiary job sector. Make the poster with pictures and lable the jobs on the poster. Show and tell your poster.		

## 本表為第二單元教學流設計/(本學期共五個單元)

單元名稱	Primary sector jobs	教學期程	第 4 週至第 8 週	教學節數	5 節 200 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>社會領域</b> 1a-II-1 辨別社會生活中的事實與意見。 1a-II-2 分辨社會事物的類別或先後順序。 2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。 2a-II-2 表達對居住地方社會事物與環境的關懷。 <b>閱讀素養</b> 閱 E6 發展向文本提問的能力。 閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <b>英語領域</b> 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 9-II-1 能夠將所學字詞做簡易歸類。				
	<b>學習內容</b> (校訂)	<ul style="list-style-type: none"> <li>● <a href="#">Apple Farmer Annie</a> by Monica Wellington</li> <li>● <a href="#">Farmer songs about professions</a> by Story bots youtube channel</li> </ul>			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud “Apple Farmer Annie.”</li> <li>● Students will be able to sing the song “Farmer.”</li> <li>● Students will be able to use bulletin dots paragraph to write a list about what a farmer does.</li> </ul>				

	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 aloud “Apple Farmer Annie”. Ask kids to take notes about what an apple farmer do. Ask kids to sort the Annie’s jobs into three types of sectors. Use five reading skills (5 wh-questions for reading comprehension)to read the story.	Read the story with the teacher and take notes during reading. Answer the 5 wh-questions about the story. Sorting the farmer’s jobs into 3 types of sector.(The farmer belongs to the primary sector.)	●Read aloud “ Apple Farmer Annie” in pairs. ●Sing the Farmer song in unison. Make a to-do-list poster about what a farmer do	●教師自製簡報檔案 ● To-do-list poster of a farmer.
	1	Listen to the song “Farmer” part 1 and ask kids to list all works that a farmer do in the song. Group discussion. Whole class check the jobs of Farmer in the song.	Listen to the song carefully. Take notes while listening the song. Discuss the farmer’s jobs with the group.		
	1	Listen to the song “Farmer” part 2 and ask kids to list all works that a farmer do in the song. Group discussion. Whole class check the jobs of Farmer in the song.	Listen to the song carefully. Take notes while listening the song. Discuss the farmer’s jobs with the group.		
	2	Devide kids into 4 groups. Two groups work on Farmer song verse 1. The other two groups work on Farmer song verse 2. Make a to-do list poster of a farmer’s works based on the story and song we have been learned. Show and tell the to-do list poster.	Work in group. Using the notes you wrote in previous courses. Make to-do list poster based on the “Farmer” song. Show and tell your poster.		

## 本表為第三單元教學流設計/(本學期共五個單元)

單元名稱	Secondary sector jobs	教學期程	第 9 週至第 13 週	教學節數	5 節 200 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	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>1a-II-2 分辨社會事物的類別或先後順序。</p> <p>1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。</p> <p><b>閱讀素養</b></p> <p>閱 E2 認識與領域相關的文本類型與寫作題材。</p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E6 發展向文本提問的能力。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-1 能正確地認讀與聽寫 26 個字母。</p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>				
	<b>學習內容</b> (校訂)	<ul style="list-style-type: none"> <li>●<a href="#">Road builders</a> by B. G. Hennessy and Simms Taback</li> <li>●<a href="#">Whose tools</a> by Toni Buzzeo and Jim Datz</li> </ul>			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●Students will be able to read aloud two books.</li> <li>●Students will be able to use bulletin dots paragraph to write a list about what a builder does.</li> </ul>				

	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	Read aloud “Road Builder” in unison with the class. And take a note about what a road builder do. Ask kids to sort the builder into three types of jobs. Guide kids to use five reading skills(5 wh-questions for reading comprehension) to read in pairs.	Read the story with the teacher. Take notes about the details of the story. Sort the builder into three types of jobs. (The road builder belongs to the secondary sector.) Answer the 5 wh-questions and read the story again with a partner.	●Read aloud “road builder” in pairs. ●Read aloud “whose tools” in four people group. ●Make a to-do-list poster about what a builder do.	●教師自製簡報檔案 To-do-list poster of a builder.
	2	Read aloud “Whose Tools” in unison with the class. And ask kids to take a note about what those house builders do. Ask kids to sort the house builders’ jobs into three types of sectors. Use five reading skills(5 wh-questions for reading comprehension) to ask kids to read the story intensively in a group.	Read the story with the teacher. Take notes about the details of the story. Sorting the house builders’ jobs into three types of sectors.(They belongs to secondary sector.) Answer the 5 wh-questions and read the story again in a group.		
	1	Devide kids into 6 groups. Assign one kind of builders to every group. (road builder, plumber, painter, mason, carpenter, electrician) Make a to-do list poster of a builder’s works based on the two stories we have been learned. Show and tell their posters.	Work in group and choose one kind of builder. Make the to-do list poster for the builder. Show and tell your poster.		



## 本表為第四單元教學流設計/(本學期共五個單元)

單元名稱	Tertiary sector jobs	教學期程	第 14 週至第 18 週	教學節數	5 節 200 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>社會領域</b> 1a-II-1 辨別社會生活中的事實與意見。 1a-II-2 分辨社會事物的類別或先後順序。 1b-II-1 解釋社會事物與環境之間的關係。 <b>閱讀素養</b> 閱 E6 發展向文本提問的能力。 閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <b>英語領域</b> 5-II-1 能正確地認讀與聽寫 26 個字母。 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 9-II-1 能夠將所學字詞做簡易歸類。				
	<b>學習內容</b> (校訂)	<ul style="list-style-type: none"> <li>●Busy People Vet by Ando Twin and Lucy M. George</li> <li>● <a href="#">“Veterinarian,” Songs about Professions</a> by StoryBots youtube channel</li> </ul>			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●Students will be able to read aloud the book.</li> <li>●Students will be able to sing the song.</li> <li>● Students will be able to use bulletin dots paragraph to write a list about what a vet does.</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	Read aloud “Busy People Vet” in unison with the class. Ask kids to take a note about what a vet do. Ask kids to sort the Vet into three types of sectors. Use five reading skills(5 wh-questions for reading comprehension) to read the story again.	Read the story with the teacher. Take notes about the details in the story. Sort the vet jobs into 3 types of sector. (Vet belongs to tertiary sector.) Answer 5 wh-questions about the story. Read the story again with the group.	<ul style="list-style-type: none"> <li>●Read aloud “Busy People Vet” in four people group.</li> <li>●Sing the Vet song in unison.</li> <li>Make a to-do-list poster about what a vet do.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●To-do-list poster of a vet.</li> </ul>
	1	Listen to the song “Veterinarian” part 1 and list all works that a vet do in the song. Ask kids to take a note about what a vet do. Ask kids to sort the Vet into three types of sectors.	Listen to the song carefully. Take notes about the details in the lyrics. Sort the vet jobs into 3 types of sector. (Vet belongs to tertiary sector.)		
	1	Listen to the song “Veterinarian” part 2 and list all works that a vet do in the song. Ask kids to take a note about what a vet do. Ask kids to sort the Vet into three types of sectors.	Listen to the song carefully. Take notes about the details in the lyrics. Sort the vet jobs into 3 types of sector. (Vet belongs to tertiary sector.)		
	1	Divide kids into 4 groups. Two groups work on the vet jobs based on the book. The other two groups work on the vet song. Make a to-do list poster of a vet’s works based on the story and song we have been learned. Show and tell their poster.	Work in group and use the notes you wrote in previous course. Make the to-do list poster for the vet according to the story or the song. Show and tell your poster.		

## 本表為第五單元教學流設計/(本學期共五個單元)

單元名稱	People in your neighborhood song	教學期程	第 19 週至第 20 週	教學節數	2 節 80 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	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>1a-II-2 分辨社會事物的類別或先後順序。</p> <p>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><b>閱讀素養</b></p> <p>閱 E10 能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-1 能正確地認讀與聽寫 26 個字母。</p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>				
	<p><b>學習內容(校訂)</b></p> <ul style="list-style-type: none"> <li>● <a href="#">People in your neighborhood</a> by Jeffrey Moss and Richard Brown</li> <li>● <a href="#">People in Your Neighborhood</a> youtube video</li> <li>● <a href="#">Heroes in Your Neighborhood Song</a> from Sesame Street youtube channel</li> </ul>				
<b>學習目標</b>	<ul style="list-style-type: none"> <li>● Students will be able to read aloud the story “People in your neighborhood.”</li> <li>● Students will be able to pick three jobs and make their own lines about the job.</li> <li>● Students will be able to sing their own version of “People in your neighborhood” song.</li> </ul>				

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)

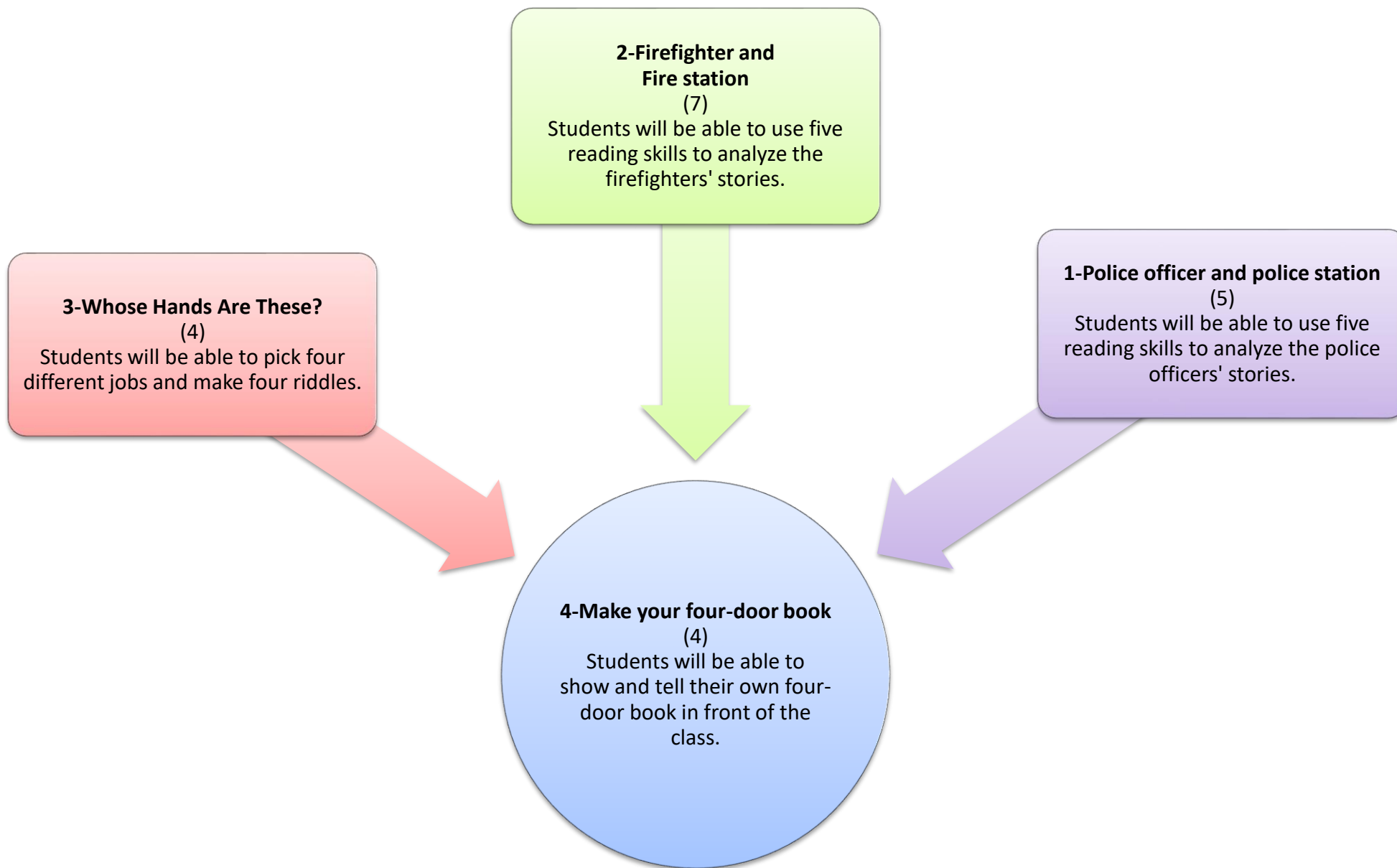
	節數 規劃	教師的提問或引導	學生的學習活動 學生要做甚麼	學習評量 掌握關鍵檢核點，透過 什麼工具或形式+要看 到什麼？	學習資源
教師提問/學習活動 學習評量/學習資源	1	Teacher present the song “People in your neighborhood.” Discuss community helpers we met every day. Kids sort the community helpers in to three types of jobs. Make up their own lyrics/ lines for the song. Kids rehearsal their song.	Learn the song “People in your neighborhood.” Discuss the jobs we met everyday in our community. Sort the jobs into 3 types of sector. Write the lyrics with the group. Reherse the song with th group.	<ul style="list-style-type: none"> <li>●Sort the jobs into three types of job sector.</li> <li>●Write lyrics and lines about different jobs.</li> <li>● Sing the “People in your neighborhood” song.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Primary jobs of People in your neighborhood song</li> <li>●Secondary jobs of people in your neighborhood song</li> <li>●Tertiary jobs of people in your neighbor hood.</li> </ul>
	1	Singing combat: three groups of kids take turns to sing and role play the song “People in your neighborhood.” The class votes the best group.	Present the song with the group. Vote the best song.		

◎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 學年度第二學期四年級彈性學習 E 博士飛向國際課程計畫

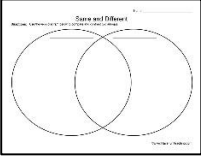
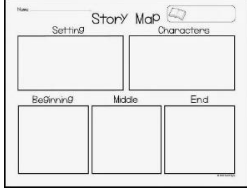
學習主題名稱 (中系統)	Tour in the campus and community 我與社區(戀戀東安坊)	實施年級 (班級組別)	四年級	教學節數	本學期共( 20 )節
彈性學習課程	■統整性探究課程 (■主題□專題□議題)				
設計理念	關係：探究校園、東安坊社區人群與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或校訂素養	E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。				
課程目標	<ul style="list-style-type: none"> <li>●Students will be able to match the workers and places in our community and talk about how we interact with them in our diary life.</li> <li>●Students will be able to describe the features of the workers in a community.</li> <li>●Students will be able to read “Whose hands are these?” in unison.</li> <li>●Students will be able to use predicting, scanning, five wh-questions, making graphic organizers and taking note reading skills to read the story in the courses.</li> <li>●Students will be able to create a mini-book “Whose hands are these?”</li> <li>● Students will be able to do a show-and-tell about their own mini-book.</li> </ul>				
配合融入之領域或議題 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"> <li>●“Whose hands are these?” four-door book:             <ul style="list-style-type: none"> <li>➢Divide kids into five groups.</li> <li>➢Choose four different helpers or workers in your neighborhood.</li> <li>➢Use “Whose hands are these?” as the model to make your own book with your groupmates.</li> <li>➢Show and tell their “Whose hands are these?” book in the front of the class.</li> </ul> </li> </ul> <p>The class votes the best four-door book.</p>				

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)

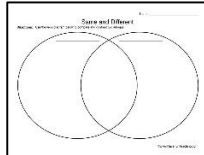
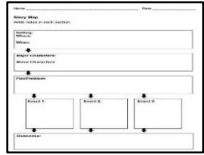
單元名稱	Police officer and police station	教學期程	第 1 週至第 5 週	教學節數	5 節 200 分鐘
學習重點	<b>學習表現</b> 校訂或相關領域與 參考指引或 議題實質內涵	<p><b>社會領域</b></p> <p>1a-II-1 辨別社會生活中的事實與意見。</p> <p>2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。</p> <p>3b-II-3 整理資料,製作成簡易的圖表,並加以說明。</p> <p><b>閱讀素養</b></p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E6 發展向文本提問的能力。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><b>英語領域</b></p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>			
	<b>學習內容</b> (校訂)	<ul style="list-style-type: none"> <li>● <a href="#">A Tinyville town book: I am a police officer</a> by Brian Biggs</li> <li>● Busy people police officer by Ando Twin, Lucy M. George</li> </ul>			
學習目標	<ul style="list-style-type: none"> <li>● Students will be able to read aloud the two books.</li> <li>● Students will be able to use five reading skills to analyze the stories.</li> <li>● Students will be able to make a story map based on the two stories we learned in the courses.</li> </ul>				

	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	The teacher leads the kids to read aloud the story “A tinyvillie town book I am a police officer.” Guide the kids to use the five reading skills(5 wh-questions for reading comprehension) to do an intensive reading.	Read aloud the story with the teacher. Answer the 5 wh-quesations about the story.	<ul style="list-style-type: none"> <li>●Make two story maps and one venn-diagram based on the two stories.</li> <li>● Retell the story in a 4-people group.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Venn-diagram </li> <li>●story map </li> </ul>
	2	The teacher leads the kids to read aloud the story “Busy people police officer.” Guide the kids to use the five reading skills (5 wh-questions)to do an intensive reading.	Read aloud the story with the teacher. Answer the 5 wh-quesations about the story.		
	1	Demo how to make the story map based on the two books we have learned in the courses. Demo use ven diagram to compare the police officers in the book and officers in our community.	Make the story map based on the two books we have learned in the courses. Draw a ven diagram to compare the police officer in the book versus the officer in our community.		
	1	Group kids in 4-persons groups. Demo how to use the story map to retell the story. Ask kids to retell the story with their partners.	Look at the story map of the two books and retell the story with your partners.		



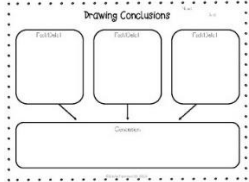
本表為第二單元教學流設計/(本學期共四個單元)

單元名稱	Firefighter and fire station	教學期程	第 6 週至第 12 週	教學節數	7 節 280 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	<b>社會領域</b> 1a-II-1 辨別社會生活中的事實與意見。 1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。 2a-II-2 表達對居住地方社會事物與環境的關懷。 3b-II-3 整理資料,製作成簡易的圖表,並加以說明。 <b>閱讀素養</b> 閱 E2 認識與領域相關的文本類型與寫作題材。 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E6 發展向文本提問的能力。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <b>英語領域</b> 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 9-II-1 能夠將所學字詞做簡易歸類。				
	<b>學習內容(校訂)</b> <ul style="list-style-type: none"> <li>●What they do by Liza Charlesworth</li> <li>●Busy people Firefighter by Ando Twin and Lucy M. George</li> <li>● Fly Guy Presents: Firefighters by Tedd Arnold</li> </ul>				
	<b>學習目標</b> <ul style="list-style-type: none"> <li>●Students will be able to read aloud the two books.</li> <li>●Students will be able to use five reading skills to analyze the stories.</li> <li>●Students will be able to make a story map based on the two stories we learned in the courses.</li> </ul>				

	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	The teacher leads the kids to read aloud the story “What they do.” Guide the kids to use the five wh-questions to do an intensive reading.	Read the story with the teacher. Answer the 5 wh-questions about the story.	<ul style="list-style-type: none"> <li>● Make two story maps and one venn-diagram based on the two stories.</li> <li>● Retell the story in a 4-people group.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師自製簡報檔案</li> <li>● Venn-diagram</li> </ul>  <ul style="list-style-type: none"> <li>● Story map</li> </ul> 
	1	The teacher leads the kids to read aloud the story “Busy people police Firefighter.” Guide the kids to use the five reading skills to do an intensive reading. Demo how to retell the story with the 5 wh-questions.	Read the story with the teacher. Answer the 5 wh-questions about the story. Retell the story in a group.		
	1	The teacher leads the kids to read aloud the story “Fly Guy Presents: Firefighters.” Guide the kids to use the five reading skills to do an intensive reading. Demo how to retell the story with the 5 wh-questions.	Read the story with the teacher. Answer the 5 wh-questions about the story. Retell the story in a group.		
	2	Make the story map based on the two books we have learned in the courses. And compare the firefighters in the book and firefighters in our community.	Make the story map based on the two books we have learned in the courses. Draw a ven diagram to compare the police officer in the book versus the officer in our community.		
	2	Group kids in 4-persons groups. Demo how to use the story map to retell the story. Ask kids to retell the story with their partners.	Look at the story map of the two books and retell the story with your partners.		

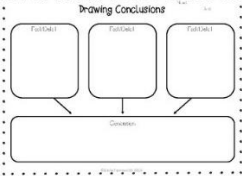
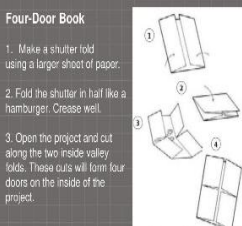
## 本表為第三單元教學流設計/(本學期共四個單元)

單元名稱	Whose Hands Are These?	教學期程	第 13 週至第 16 週	教學節數	4 節 160 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	<p><b>社會領域</b></p> <p>1a-II-2 分辨社會事物的類別或先後順序。</p> <p>1a-II-3 舉例說明社會事物與環境的互動、差異或變遷現象。</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><b>閱讀素養</b></p> <p>閱 E2 認識與領域相關的文本類型與寫作題材。</p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E6 發展向文本提問的能力。</p> <p><b>英語領域</b></p> <p>5-II-1 能正確地認讀與聽寫 26 個字母。</p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>				
	<b>學習內容(校訂)</b>	<a href="#">Whose Hands Are These?</a> by Miranda Paul and Luciana Navarro Powell			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●Students will be able to read aloud the story.</li> <li>●Students will be able to use five reading skills to analyze the story.</li> <li>●Students will be able to make a story map based on the story we learned in the courses.</li> </ul>				

	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 leads the kids to read aloud the story “Whose Hands Are These?” Guide the kids to use the five reading skills (5 wh-questions)to do an intensive reading.	Read the story with the teacher. Answer the 5 wh-questions about the story.	<ul style="list-style-type: none"> <li>●Finish the graphic organizers.</li> <li>●Make three riddles about three different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>●Graphic organizers</li> </ul> 
	1	Demo how to use the graphic organizers to analyze the story “Whose Hands Are These?”.	Use the graphic organizer to analyze the book.		
	1	Divide kids into 5 groups. Assign 3 different jobs to each group. There will be 15 different jobs for the class. Demo how to make job riddles with the graphic organizer.	Choose three jobs and make three riddles. Use the graphic organizer to create the job riddles. Share your riddles and ask the others to guess the answers of your riddles.		

## 本表為第四單元教學流設計/(本學期共四個單元)

單元名稱	Make your four-door book	教學期程	第 17 週至第 20 週	教學節數	4 節 160 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>社會領域</b> 2a-II-1 關注居住地方社會事物與環境的互動、差異與變遷等問題。 2a-II-2 表達對居住地方社會事物與環境的關懷。 3b-II-3 整理資料,製作成簡易的圖表,並加以說明。 <b>閱讀素養</b> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E6 發展向文本提問的能力。 <b>英語領域</b> 5-II-1 能正確地認讀與聽寫 26 個字母。 5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-II-4 能運用所學的字母拼讀規則讀出英文字詞。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 9-II-1 能夠將所學字詞做簡易歸類。				
	<b>學習內容</b> (校訂)	<a href="#">HOW TO: 4-door foldable for classroom and instructional use</a> by sirradiodude youtube chanel.			
<b>學習目標</b>	<ul style="list-style-type: none"> <li>●Students will be able to make their own four-door book.</li> <li>●Students will be able to pick four different jobs and make four riddles.</li> <li>●Students will be able to show and tell their own four-door book in front of the class.</li> </ul>				

	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	Teacher guides kids to choose four different jobs and make four riddles about those jobs.	Choose five jobs. Use the graphic organizer to make riddles.	<ul style="list-style-type: none"> <li>●Make a four-door book.</li> <li>●Make four riddles about four different jobs with the graphic organizers.</li> <li>●Show and tell their book.</li> </ul>	<ul style="list-style-type: none"> <li>●教師自製簡報檔案</li> <li>●Graphic organizers</li> </ul>  <ul style="list-style-type: none"> <li>●Four-door book</li> </ul> 
	1	Present the four-door foldable tutorial and explain the step. Demo how to make a four-door book(foldable). Walk around the class to monitor and assist kids for the crafting.	Kids fold, cut, draw and write in their four-door book.		
	1	Divide kids into 5 group. Demo how to show and tell the four-door foldable. Ask kids to show and tell in their groups. Vote the best foldable in your group.	Kids show and tell their book. The class votes the best four-door book.		

◎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。