## Kaohsiung City Bilingual Schools—

## **Life Class Lesson Plans**

Life Class L	esson Plans					
學校	龍興國小					
School	Long Xing Elementary School					
主題名稱	主題一	美麗的春天	教材	來源	康軒版生活 第2冊	
Subject	Subject one	Beautiful spring	Course		Kang Xuan Edition	
name			Book		Life	
單元名稱	第二單元	在春天裡玩				2
Topic		Let's Play! It's Spring				
教學年級	一年級 1 玛	任	教	(學	李美婵	香 同
Grade &	First grade C	Class 1	設計者		Candice Lee	
Class			Tea	cher		
		Class Sections				
	第一、二節	畫下對春天的觀察				
	Periods 1-2	Drawing things in notice in Spring				80 mins.
		(textbook p.38)				
教學節數				共 320	分鐘	
Section	第三節	模仿動植物	-	Total Ti	me:	40 mins.
Breakdown	Periods 3	Let's be animals and plants		320 m	nins.	
		(textbook p.36-37)				
共5節	第四節	想和春天一起玩畫出來的圖片可以做甚麼				
5 Periods	Periods 4	I want to play during in spring time				40 mins.
		what can I do with the pictures I draw				
		(textbook p.39)				
	第五-八節	春天的故事				
	Periods 5-8	Spring story		160 m		160 mins.
		(textbook p.40-p.43)				
		Period 3-4 Lesson Plan				
Brief Teachi	ing Concept	模仿動植物,在引起小朋友的學習興趣	和學習	<b> 動機</b>	小,從是	另一個角度思
簡要 教	學理念	考,它也是在培養小朋友能夠"細心觀察事	物"的	的態度。	0	
		因此,本節課程設計:除了讓小朋友手持自己的畫作(春天裡我最喜歡的校				里我最喜歡的校
		園動植物等)作模仿秀表演以外,還讓小朋友學習描述他們觀察到的喜歡的動				
		植物等特徵。				
		事後,連結"第四節 想和春天一起玩畫出來的圖片可以做甚麼"設計				
		一個測字遊戲安排圖文對對碰遊戲,藉著圖文連結的遊戲,增強小朋友的認				
		知與精熟度,老師並可藉此了解學生的學習	成效。	)		
Teaching	Teaching Method Imitation show 模仿秀、口語表達 Oral expression、遊戲競賽 playgame				aygame	
		1. 培養小朋友能用肢體語言表達春天裡的重	動植物	模樣。		
Teachir	ng goal	2. 培養小朋友能有條理地介紹所喜歡的動植物。				
教學目標		3. 能夠使用英語表達。				
		4. 能聽懂老師同學用英語表達的語意。				

生活-E-A3 藉由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法、理解道理,並能進行創作、分享及實踐。 生活-E-B1 使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他 人想法。 生活-E-B3 對應之 核心 素養						
Preparation	Teacher – Powerpoint, 小磁鐵 Small mag Student – Draw	gnet,英文閃字	† Vocabula	ary flash cards		
	Teaching activity 教學活動	Teaching Aids 教學資源	Time (min) 時間	Language Focus 語言焦點		
*Flowers everyv *Many animals ; *Lovely spring l Let's all j about imitating 讓我一起加入	ng song green. 草都綠了 where. 到處都是花 go outside to play. 許多動物到外面玩 nere 可愛的春天在這裡 foin in the fun. So, this class is animadls and plants, etc.	Ppt Video Spring song	4 mins	Listening		
	Teaching activity 教學活動	Teaching Aids 教學資源	Time (min) 時間	Language Focus 語言焦點		
(2) 課程發展 Curricul The teacher will sho open the 36 page of the to 師顯示 ppt,並請學生也	w the powerpoint and ask the students to extbook.		1 mins	Listening		

▲ Activity 1: 老師先介紹每位小朋友的畫畫			
〈我最喜歡春天裡的校園動植物〉			
§老師手上拿著小朋友的畫畫,邊發邊問			
T: What is it?			Listening
S: Free speech. (both in English and Chinese)	Draw	5	&
自由發言(中英文皆可)			Speaking
T:再將正確答案說一遍(持續把畫作發完)			
▲Activity 2:由小朋友上台模仿動物和植物等的模樣兒			
作法 1:每位小朋友拿自己的圖畫作介紹			
S: It is a/an			
My favorite is a,an			
I show you the			
		15	Speaking
作法 2:小朋友邊說邊模仿自己喜歡的動植物或其它類 S: It is a/an			
My favorite is a,an			
I show you the			
學生向表演者提問問題			
For example			
Ss: What do you like about the/this ?			
§★小朋友表演完畢後 <u>將圖畫貼到黑板上</u> 。			
▲Activity 3: 對對碰遊戲			
Step 1			
T: 逐一亮出"英文閃字卡"並帶小朋友唸一遍,再把它			Speaking
交給學生。			
T: What is it ?	Flash Cards	10	
S:(回答圖片裡的動植物名)			
Step 2			
T: 請學生將 "英文閃字卡" 拿到黑板, 貼在正確的圖片下,			
正確的送小禮物。			

★English Vocabulary 英語詞彙  1. spring  2. tree  3. flower  4. fish  5. butterly  6. leaf  7. snail  8. ant  9. pond  10. caterpillar  ★Sentence Pattern 句型  1. It is a / an ~  2. My favorite is a ~  3.1 show the ~  ★ classroom language 教室用語  1.Sit down.  2.Stand up.  3.Eyes on Me. (Eyes on you)  4.Take out your workbook.  5.Kcep your hands  6.Sit up straight = Straighten up, please.  Thank you for attending class!	<ul> <li>(3.) Summary activity 總結活動</li> <li>▲老師結語:</li> <li>(1)觀察小朋友是否能流利地使用語言、文字、肢體及藝術等各種符號進行表達、溝通及互動。</li> <li>(2)觀察小朋友在活動過程中是否注意生活禮儀與遵守團體規範的,尊重他人。</li> <li>(3)跟小朋友做 Feedback。</li> </ul>	5	Listening
1. spring 2. tree 3. flower 4. fish 5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Mc. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.	End		
1. spring 2. tree 3. flower 4. fish 5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Mc. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.	◆English Vocabulary 茁語詞彙		
2. tree 3. flower 4. fish 5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4. Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!	-		
3. flower 4. fish 5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
4. fish 5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.			
5. butterly 6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1. Sit down. 2. Stand up. 3. Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.			
6. leaf 7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1. Sit down. 2. Stand up. 3. Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.			
7. snail 8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
8. ant 9. pond 10. caterpillar  ★Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
9. pond 10. caterpillar  ★ Sentence Pattern 句型 1. It is a / an ~ 2.My favorite is a ~ 3.I show the ~  ★ classroom language 教室用語 1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.			
10. caterpillar  ★ Sentence Pattern 句型  1. It is a / an ~  2. My favorite is a ~  3. I show the ~  ★ classroom language 教室用語  1. Sit down.  2. Stand up.  3. Eyes on Me. (Eyes on you)  4. Take out your workbook.  5. Keep your hands  6. Sit up straight = Straighten up, please.  Thank you for attending class!			
★Sentence Pattern 句型  1. It is a / an ~ 2. My favorite is a ~ 3.1 show the ~  ★ classroom language 教室用語  1. Sit down. 2. Stand up. 3. Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.  Thank you for attending class!	-		
1. It is a / an ~ 2. My favorite is a ~ 3. I show the ~  ★ classroom language 教室用語 1. Sit down. 2. Stand up. 3. Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.  Thank you for attending class!			
1. It is a / an ~ 2. My favorite is a ~ 3. I show the ~  ★ classroom language 教室用語 1. Sit down. 2. Stand up. 3. Eyes on Me. (Eyes on you) 4. Take out your workbook. 5. Keep your hands 6. Sit up straight = Straighten up, please.  Thank you for attending class!	★Sentence Pattern 句型		
3.I show the ~  ★ classroom language 教室用語  1.Sit down.  2.Stand up.  3.Eyes on Me. (Eyes on you)  4.Take out your workbook.  5.Keep your hands  6.Sit up straight = Straighten up, please.  Thank you for attending class!			
3.I show the ~  ★ classroom language 教室用語  1.Sit down.  2.Stand up.  3.Eyes on Me. (Eyes on you)  4.Take out your workbook.  5.Keep your hands  6.Sit up straight = Straighten up, please.  Thank you for attending class!	2.My favorite is a $\sim$		
1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
1.Sit down. 2.Stand up. 3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!	★ classroom language 教室用語		
3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!			
3.Eyes on Me. (Eyes on you) 4.Take out your workbook. 5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!	2.Stand up.		
4.Take out your workbook.  5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!  評議			
5.Keep your hands 6.Sit up straight = Straighten up, please.  Thank you for attending class!  評議			
6.Sit up straight = Straighten up, please.  Thank you for attending class!  評議			
評議			
	Thank you for attending class		
Comments Section	評議		
	Comments Section		

本單元 素程注密分字		Period 3 Winter Vacation Activities					
生活的材料很多如照片、門票、紀念品、導覽簡介或檢天然物品等,然而編鄉小孩 出門遠庭都不易取得,所以小朋友多以在學習單重圖做說明。 於第一節課<集假裡做了些甚麼>老師做引導式報告的教學讓不知怎麼報告的 朋友參仿,過程中設計好玩有趣的動作遊戲是為了引發孩童的與趣。低年級學生美語 處行限、為了實言小朋友的報告內容,並兼願華美語學習、讓學生採建語報告報告 式又分兩種、美語較弱者,老師採問答方式協助小朋友,希望藉此鼓勵他們與於上台 完於多與學習展現積極投入的行為,另種是小朋友自己上台報告。  The Method of Teaching Teaching Objectives 教學目標  生活 E-A2 學習各種探先人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 超的能力。 生活 E-A3 Ilteracy 對應之 理解道理,並能進行創作、分享及實踐。  生活 E-B1 使用通切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想 生活 E-C1 賣素自己,他人和環境的關係,聽會生活禮儀與團體規範的意義,學習尊重他人 總生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情況下,為改善事情而努力或採取改建行動。  English Vocabulary、 資源自收 Recycle / sweep/標桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern 與說詞彙、短語 Sentence Pattern 與說詞彙、短語 No. 1 did not. What did you do?  Preparation  Teaching activity  Teaching Time Language  Time Language  Time Language  Time Language  Teaching activity  Teaching Time Language  Time Time Language  Time Language  Taching activity  Teaching Time Language  Time L			1217777~ 55-7-101 1	*II & P 1 III ^	/ 1 → . → . n→		
Concept 於第一節課<專假裡做了些基麼>老師做引導式報告的教學讓不知怎麼報告的 簡要教學理念	Brief Teaching	生活的材料很多如照片、門票、紀念品、導覽簡介語	或撿天然物品				
簡要教學理念 朋友参仿,過程中設計好玩有趣的動作遊戲是為了引發孩童的興趣:低年級學生美語 識有限,為了豐富小朋友的報告內容,並兼顧華美語學習,讓學生採雙語報告;報告 式又分兩種;美語較弱者,老節採問答方式協助小朋友,希望藉此鼓勵他們勇於上台 樂於參與學習展現積極投入的行為,另種是小朋友自己上台報告。 The Method of Teaching Teaching Objectives 裁學目標  生活・E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 題的能力。 -	_			讓不知怎			
議有限、為了豐富小朋友的報告內容,並兼顧較美語學習,讓學生採雙語報告;報告 式又分兩種:美語較弱者,老師採問答方式協助小朋友,希望藉此鼓勵他們勇於上台 策於參與學習展現積極投入的行為,另種是小朋友自己上台報告。 Teaching  Objectives	=						
式又分兩種:美語較弱者,老師採問答方式協助小朋友,希望藉此鼓勵他們勇於上台 樂於參與學習展現積極投入的行為,另種是小朋友自己上台報告。  The Method of Teaching Teaching Teaching Copjectives 能透過散體表現寒假生活。	间文外于江心						
樂於參與學習展現積極投入的行為,另種是小朋友自己上台報告。  The Method of Teaching Teaching Teaching  能使用口語和同學分享自己的寒假生活。  能透過肢體表現寒假生活。  整理各種探究人、事、物的方法並理解探究後所獲得的遵理,增進系統思考與解决							
The Method of Teaching Teaching Cobjectives 能使用口語和同學分享自己的寒假生活。 能透過胺體表現寒假生活。 整習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 型的能力。 -ding core -					124/1/ [		
Teaching  Teaching  Digectives  能透過股體表現寒假生活。  ### ### ### ### #### #### ##########		水水多米・中間の間を図り、1911   7万里だり 1911人		1			
Teaching Teaching Cobjectives 能透過胶體表現寒假生活。  # 生活-E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解决 超的能力。 -ding core literacy 對應之 理解道理,並能進行創作、分享及實踐。 生活-E-B1 使用適切且多元的表徵符號,表達自己的想法、與人溝通、並能同理與尊重他人想法 生活-E-C1 曼察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐、同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary, Phrase and Sentence Pattern 英語詞彙,短語 Sentence Pattern 英語詞彙,短語 和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation  Teaching activity  Teaching I Ime Language  Teaching activity  Teaching Time Language	The Method of	Oral speak, Worksheet, report.					
佐透過肢體表現寒假生活。     女學日標      生活-E-A2  學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 題的能力。  生活-E-A3 literacy 藉由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法 對應之 理解道理,並能進行創作、分享及實踐。 生活-E-B1 使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想法 生活-E-C1 優察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐。同時能省思自己在團體中所應扮演的角色在能力所及或與他人合作的情况下,為改善事情而努力或採取改進行動。  English Vocabulary, Phrase and Sentence Pattern 英語詞彙,短語 Sentence Pattern 英語詞彙,短語 和句型  Did you?  Yes, I did. No, I did not. What did you do?  Preparation  Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity  Teaching Time Language	Teaching						
### 生活-E-A2  學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 題的能力。 生活-E-A3 literacy 藉由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法 對應之 理解道理,並能進行創作、分享及實踐。	Teaching	能使用口語和同學分享自己的寒假生活。					
生活-E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 超的能力。 生活-E-A3 請teracy 藉由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法 對應之 理解道理,並能進行創作、分享及實踐。 生活-E-B1 使用適切且多元的表徵符號・表達自己的想法、與人溝通,並能同理與尊重他人想法 生活-E-C1 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情况下,為改善事情而努力或採取改進行動。  English Vocabulary, Phrase and Sentence Pattern 英語詞彙,短語 和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation  Teacher — Worksheet, Powerpoint Student — N/A  Teaching activity  Teaching Time Language  Time Time Language  Time Language  Time Time Language  Time Time Time Time Time Time Time Time	Objectives	能透過肢體表現寒假生活。					
學習各種探究人、事、物的方法並理解探究後所獲得的道理,增進系統思考與解決 題的能力。	教學目標						
English Vocabulary, Phrase and Sentence Pattern 知徳理・短語・  Sentence Pattern 和句型 Did you?  Yes, I did. No, I did not. What did you do?  Preparation  English Teaching activity  Teaching activity  Ei-E-Case 機力を表し、表別を表別を表別を表別を表別を表別を表別を表別を表別を表別を表別を表別を表別を表		生活-E-A2					
-ding core literacy 籍由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法 理解道理,並能進行創作、分享及實踐。		學習各種探究人、事、物的方法並理解探究後所獲得	得的道理,增	曾進系統思	考與解決問		
Iiteracy 藉由各種媒介,探索人、事、物的特性與關係,同時學習各種探究人、事、物的方法對應之 核心素養 生活-E-B1 使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想法生活-E-C1 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary, 資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern 掃地 sweep the floor / 擦桌子 Wipe the table / 洗碗 Wash dishes / Sentence Pattern Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language.	Correspon-	題的能力。					
對應之 核心素養 生活-E-B1 使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想法生活-E-C1 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary, 資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern 掃地 sweep the floor / 擦桌子 Wipe the table / 洗碗 Wash dishes / Sentence Pattern Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language	-ding core	生活-E-A3					
核心素養  生活-E-BI 使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想法 生活-E-C1 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情况下,為改善事情而努力或採取改進行動。  English Vocabulary, Phrase and Phrase Sentence Pattern 英語詞彙,短語 和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation  Teaching activity  Teaching Time Language	literacy	藉由各種媒介,探索人、事、物的特性與關係,同時	<b>持學習各種探</b>	究人、事	、物的方法、		
使用適切且多元的表徵符號,表達自己的想法、與人溝通,並能同理與尊重他人想法生活-E-C1 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary 資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern 掃地 sweep the floor / 擦桌子 Wipe the table / 洗碗 Wash dishes / Sentence Pattern Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A	對應之	理解道理,並能進行創作、分享及實踐。					
生活-E-Cl 覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary 資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash	核心素養	生活-E-B1					
覺察自己、他人和環境的關係,體會生活禮儀與團體規範的意義,學習尊重他人、 護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色 在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary Yocabulary 育源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern 英語詞彙,短語 和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language		使用適切且多元的表徵符號,表達自己的想法、與人	、溝通,並能同	司理與尊	重他人想法。		
護生活環境及關懷生命,並於生活中實踐,同時能省思自己在團體中所應扮演的角色在能力所及或與他人合作的情況下,為改善事情而努力或採取改進行動。  English Vocabulary  資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern  英語詞彙,短語 和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language		生活-E-C1					
English Vocabulary  Yocabulary, Phrase and Phrase Sentence Pattern		覺察自己、他人和環境的關係,體會生活禮儀與團領	體規範的意義	表,學習尊	重他人、愛		
English Vocabulary, 資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / 洗 wash Phrase and Sentence Pattern		護生活環境及關懷生命,並於生活中實踐,同時能省	思自己在團體	體中所應抗	分演的角色,		
Yocabulary, Phrase and Phrase ## Ph		在能力所及或與他人合作的情況下,為改善事情而發	努力或採取改	7進行動。			
Phrase and Sentence Pattern	English	Vocabulary					
Sentence Pattern	Vocabulary,	資源回收 Recycle / sweep/擦桌子 Wipe / 讀 Read / ※	先 wash				
英語詞彙,短語 Sentence Pattern Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language	Phrase and	Phrase					
和句型 Did you? Yes, I did. No, I did not. What did you do?  Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language	Sentence Pattern	掃地 sweep the floor / 擦桌子 Wipe the table / 洗碗	Wash dishes	/			
Yes, I did. No, I did not. What did you do?  Preparation  Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity  Teaching Time  Language	英語詞彙,短語	Sentence Pattern					
No, I did not. What did you do?  Preparation  Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity  Teaching Time  Language	和句型	Did you?					
What did you do?  Preparation  Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity  Teaching Time  Language		Yes, I did.					
Preparation Teacher – Worksheet, Powerpoint Student – N/A  Teaching activity Teaching Time Language		No, I did not.					
Student – N/A  Teaching activity  Teaching Time Language		What did you do?					
Teaching activity Teaching Time Language	Preparation	Teacher – Worksheet, Powerpoint					
		Student – N/A					
		Teaching activity	Teaching	Time	Language		
大子/口到   Alus   (IIIII)   Focus		•					
数學資源		4人子/口到		` ′	Focus 語言焦點		

2.Development activities	Total	5 min	Listening
(1)引起動機 Ice Breaker	Physical		
	Response		
▲比手畫腳猜猜看	(TPR)		
T: Look! What am I doing? 我寒假做了甚麼事?	Actions		
(老師比手畫腳,讓同學猜猜看—正在做甚麼事。)			
S: Free speech. (both in English and Chinese)			
T: I <u>recycle.</u> (學生回答後老師再用英文說遍答案)			
( Recycle / sweep the floor / Mop the table /Wash the dishes/ Wipe			
the table/Read.) 老師依上述句型將這些語詞逐一做一次練習。			
Teaching activity	Teaching	Time	Language
教學活動	Aids	(min)	Focus
	教學資源	時間	語言焦點
(2) 課程發展 Curriculum development (warm up)			
A 活動 1:Oral quartien			
▲活動 1:Oral question			
T: Did you recycle in your winter vacation ? Yes or No.			Listening
S: Free speech. (both in English and Chinese)	TPR	10 mins	and
T: Some people say "Yes". Some people say "No".	III	10 mms	Speaking
1. Some people say Tes . Some people say Tvo .			Speaking
T: Okay! Hands up, follow me please.			
T: Yes, I did.			
(雙手比打勾的動作,讓學生模仿,方便後面做學習單用)			
No, I did not.#			
(雙手比打 x 的動作,讓學生模仿,後面做學習單需要)			
T: When you say "Yes", please show "Yes"(師並做打勾 v 的動作),			
"Yes- Yes - Yes"(手比打勾的動作)			
T: When you say "No", please show "X"(師並做打 X 的動作)			
"No- No - No"(手比打 X 的動作)			
Okay, let's try again.			
8老師依上面方法再帶學生練習下面幾個句型,增強熟悉度			
Did you recycle? / Did you sweep the floor? /			
Did you wipe the table? / Did you wash dishes? /			
Did you read?			
			_
Teaching activity	Teaching	Time	Language
教學活動	Aids	(min)	Focus

		教學資源	時間	語言焦點
▲活動 2:Wordsheetabout " my wing a a a a a a a a a a a a a a a a a a a	朋友學會用英文做簡答 vacation ?  Yes, I did." (師做打 v 動作) No, I did not." (師做打 X 動作) 習下面幾個句型,增強熟悉度 weep the floor? /		5mins.	Listening and Speaking
§ Write the wordsheetabout " my w The Recycle?		Worksheet	10 mins	Reading and Listening
Wipe the table?	Wash dishes?			
Read books?	Yes, I did No, I did not			

T: It is a box. Box- Box (老師指著一個 說) T: Did you recycle?(並指著圖1說) S: Free speech. (Yes or No.) T: If "Yes", please check the box. T: If "No.", don't check the box. Okay! 然後,老師按學習單第1題逐題唸到最後一題,小朋友跟著老師逐題作答。			
Teaching activity 教學活動	Teaching Aids 教學資源	Time (min) 時間	Language Focus 語言焦點
活動 3Report winter vacation T: We are going to present. So, all you are going to come up here. T: I am going to ask you questions. You say "Yes, I did." Or "No. I did not."	Worksheet	10 mins	Speaking
Teaching activity 教學活動	Teaching Aids 教學資源	Time (min) 時間	Language Focus 語言焦點
3.Summary activity     ▲老師結語:     (1)觀察小朋友是否能流利地使用語言、文字、肢體及藝術等各種符號進行表達、溝通及互動。     (2)觀察小朋友在活動過程中是否注意生活禮儀與遵守團體規範的,尊重他人。     (3)跟小朋友做 FeedbackEnding		5 mins	Listening and Speaking

	Thank you for attending class!		
評議			
Comments Section			