

三年級課程架構圖暨教案設計

高雄市六龜區龍興國民小學 109 學年度第一學期 英語融入綜合領域課程教學架構表 (三年級)

<p>School Name 校名: Long Xing Elementary School 龍興國小</p>	<p>Class Goals 課程目標</p>
<p>Class: Integrative Activities (English Immersion Program) 課程：英語沉浸綜合課</p>	<p>1. To cultivate students' independence and build good relationships between the community and the school.</p>
<p>Grade: 3</p>	<p>培養學生獨立性和與社區、學校的友善關係。</p>
<p>Semester 1</p>	<p>2. To develop students self-discipline and self - appreciation. 培養學生的自律和自我欣賞能力。</p>
<p>Teachers will submit at least one video of class to the Ministry of Education per Unit. (minimum of 5 videos per semester) 教師將至少每單位向教育部提交一堂課堂視頻。(每學期最少 5 個視頻)</p>	<p>3. To confident expression of talents and dreams. 能自信地表達才能與夢想。</p>
<p>This is a class of co-teaching between a Taiwanese teacher and a foreign language teacher. 這是台灣老師和外語老師之間的協同教學。</p>	<p>4. Students can recognize and feel emotions. 學生可以識別並感受到情緒。</p>
<p>1. They must establish their roles to avoid confusion and conflict. 他們必須樹立自己的角色，以避免混亂和衝突。</p>	<p>5. Students can learn to resolve conflict and find happiness. 學會解決衝突並找到幸福。</p>
<p>2. They must work together to have clear goals for the class and each lesson. 他們必須共同努力，為班級和每堂課制定明確的目標。</p>	<p>6. Students can learn how to live and cooperate with others. 學習如何與他人生活和合作。</p>
	<p>7. Students can learn to avoid danger and protect oneself. 學會避免危險和保護自己。</p> <p>8. Students can apply what they learn in their daily life. 學習和運用生活技能。</p> <p>9. Students can use English as a communication tool. 使用英語作為交流工具。</p> <p>10. Students can develop confidence reading and writing in English. 培養英語讀寫能力。</p> <p>11. Students can practice listening to and speaking English. 練習聽和說英語。</p>

Unit 1: Let' s have a good Class 愛班一起來				
Subject	Period total	Periods used	Class activity	Week
1 Power group 活力小組	6	1	* Introductions: Classroom Language and Rules. Name game. 簡介：課堂語言和規則。命名遊戲。	1-2
		2	* Discover the talents of everyone 發現大家的才能 § Your skills: Things that you can do and things you like to do. 你的技能：你可以做的事情和喜歡做的事情。 § What do you like to do? 你喜歡做什麼？ What can you do? 你能做什麼？ § Group rules Discussion Group rules. 討論小組守則	
		3	*Serving the class 為班服務 § Get into groups: Divide students into groups and assign each group some tasks to accomplish (ex. Group 1 turn on the lights; group 2 clean the board, etc.) 分組說明： 分配小組名稱和職責的步驟說明（例如，小組1將打開燈；小組2將清理黑板等）。	
2 Class little citizen 班級小公民	6	1	* Ideal class 理想的班級 What do you need? 你需要什麼？ What does your group need? 你的團隊需要什麼？ Can I help you? 我可以幫你嗎？ How will the class help you? 這個班級將如何幫助你？	3-4
		2	* Division and Cooperation 分工合作	

			<p>What do I need to do? 我需要做什麼?</p> <p>What does our group need to do? 我們小組需要做什麼?</p> <p>What can I do for you? 我能為你做什麼?</p> <p>How will you help the class? 你如何幫助全班?</p>	
		2	<p>*Class rules 班級規約</p> <p>Review class rules , 檢討教室規則</p> <p>Review tasks of each individual student and groups. 檢視個別學生和團體的工作。</p> <p>Follow teachers' rules 遵守老師的規定</p> <p>Listen to the teacher and follow instructions 聽老師指示</p>	
		1	<p>*My practice check 自我實踐檢核</p> <p>Planning Practice Checklist 規劃實踐檢核表</p> <p>Discuss checking items 討論檢核項目</p>	
3 I love my class 我愛我的班級	3	1	<p>*Love my class action 愛班行動</p> <p>Action Plan 愛班行動計劃: Good Student Checklist. Ex. Finish your homework, do you job, be polite, raise your hand, clean the classroom, listen to teacher, do your best, etc. 好的學生清單 例如 完成家庭作業，工作，禮貌，舉手，打掃教室，聽從老師的話，盡力而為等。</p>	5
		2	<p>*Join the class and participate together 融入班級共同參與</p>	

		<p>Do things you love. Play dodgeball, play the drums, study in a book club, write for an essay contest, draw the school mascot (dragon!)</p> <p>做自己喜歡的事情。打躲避球，打鼓，在讀書俱樂部讀書，寫作文比賽，畫學校吉祥物（龍！）</p>	
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Unit 2: My growth 我的成長				
Subject	Period total	Periods	Class activity	Week
1 看見我的好 Appreciate my strengths	3	1	<p>*Appreciate my strengths 看見我的好</p> <p>§Demonstration: have the students write a short intro for their works. 展示和講述，讓學生為他們的作品寫一個簡短的介紹。</p>	6
		2	<p>*Activity—</p> <p>§Self-portraits 自畫像 Draw self-portrait. 畫出自畫像。</p> <p>§Students write ideas to each other on their portraits 學生們在他們的肖像上互相寫消息</p> <p>§After understanding your strengths, think about how to show them and practice them. 了解自己長處後，思考如何展現實踐</p>	
2 Show myself 展現我的好	6	5	<p>*Show myself 展現我的好</p> <p>§Show my skills 展現我的技能 Choose one or two things students like to do, and let them join the job showing the strengths. 選擇學生喜歡做的一兩件事，並使他們加入工作，展現才能。</p>	7-8

			§Look at my skills 看我的技能	
		1	§發表收穫 §發表自己想提升那些方面的長處	
3 I want to be better 我想變更好	3	1	*I want to be better 我想變更好 Share your bad habits and weaknesses and think about what and how you can improve. §發表自己不良習慣和弱點，想提升那些方面的長處。	9
		1	My Bad Habits and My Weakness: 我的壞習慣和我的弱點：	
		1	*Overcome Bad Habits and Weakness 克服不良習慣和弱點	

Unit 3: Emotion management 情緒管理				
Subject	Period total	Periods used	Class activity	Week
1 Emotional seed 情緒種子			Mid-term Examination 期中考	10
	5	1	*How do you feel? 你有什麼感覺？ I feel/I am... 我感覺/我在...	11-12
		1	*What influences your feelings? 情感從何而來？ Your family, classmates, pets, teachers, friends, school work, sports 你的家人，同學，寵物，老師，朋友，學校作業，運動	
		1	*Am I nervous, excited or joyful? 我緊張，興奮還是快樂？ §Use emotion chart to help students find out their emotions.	

			使用情感圖表來幫助學生發現自己的情感	
		1	<p>*Deal with your emotions: 處理你的情緒：</p> <p>§Good ways to deal with your emotions. 處理情緒的好方法。</p> <p>§Use emotion chart again. 再次使用情感圖表。</p>	
		1	<p>Watch a youtube video and ask students to use the emotion chart to figure out how the people in the video are feeling and what they can do about their emotions. 觀看 youtube 影片，並要求學生使用情感圖表來了解影片中的人們的感受以及他們可以如何處理自己的情感。</p>	
2 Emotion Weekly 情緒週記	5	2	<p>Keep an emotion journal, hand out paper, and use ppt to show them how to make a weekly tracker for their emotions. Homework: write down emotions in the journal for 1 week. 製作情感日記，分發紙張，並使用 ppt 向他們展示如何為他們的情感製作每週追蹤器。 作業：紀錄情緒 1 週</p>	12-13
		1	<p>Talk about what color students are in this week. 談論學生本週的顏色（使用情緒色區塊）。</p>	13-14
		2	<p>Act out the emotions - charades game 表現出情感-娛樂遊戲</p> <p>Use the context of the textbook to make students guess their emotions and discuss how to transform their emotion expressions 利用課本的情境，讓學生猜測情緒，並討論如何轉換情緒表現方式</p>	

Unit 4: Security station 安全保護站				
Subject	Period total	Periods used	Class activity	Week
1 Campus safety 校園安全急轉彎	6	1	*safety at school §What is safety? 什麼是安全性?	14-15
		2	*Who keeps your safe at school? 誰可以保證你在學校的安全?	
		1	*safety measures at school 學校安全措施 §Find unsafe places on campus. 查找校園中不安全的地方。	
		1	<How to be safe> 如何做好安全 Stay away from unsafe places! 遠離不安全的地方! Read signs, listen to your teacher. 閱讀標誌, 聽老師的話。	
2 Home Security 居家安全搜查線	6	1	Don' t get hurt at home! 不要在家受傷!	16-17
		2	*Who keeps you safe at home? 誰保護你在家裡的安全?	
		1	*Find the unsafe places at your home. 在家裡找到不安全的地方。	
		1	*How to be safe at your home? 如何做好家中安全。	
		1	*How to make it safe? 如何做好安全?	

Unit 5: Having Fun in Life 生活樂趣多				
Subject	Period total	Periods used	Class activity	Week

1 Healthy and polite life 健康有禮 的生活	2	1	*Take care of yourself and others 照顧好自己和他人	18
2 Host and guest 主客盡歡		1	*Host and guest 主客盡歡 Throw a “party” Divide the class into hosts and guests. Hosts will offer tea and guests will bring cookies. 舉行“派對”將班級分為主持人和嘉賓，主持人將提供茶水，而賓客將帶來餅乾。	
3 Thanks- giving fun activiti es 感恩同樂 會	4	1	*「Thanks-giving fun activities」- Ready to work §舉辦「感恩同樂會」如何分工 # 先前要做的事 # 當天要做的事 §動手做「感恩同樂會」餐點 # 那些食物適合自己做，又符合健康衛生 §進行同樂會時要注意哪些事? §同樂會結束要如何恢復教室環境原來的樣子	18-19
		2	*Make a poster 做海報 Grateful poster, make a poster things you are grateful/thankful for 感激的海報，將有關你感激/感恩的事情作為一個班級張貼	
		1	*Thanks-giving fun activities 進行感恩同樂會 Thanks for the care of family and teachers. 感謝家人和老師的關懷。	
評議 Comment				

School Name 校名: Long Xing Elementary School 龍興 國小	Class Goals 課程目標
Class: Integrative Activities (English Immersion Program) 課程：英語沉浸綜合課	1. To convey the concept and connotation of life education. 傳達生命教育的理念與內涵。
Grade: 3	2. To establish students' correct values of life. 建立學生正確的生命價值觀。
Semester 2	3. Students can respect and cherish life. 尊重與愛惜生命。
<p>Teachers will submit at least one video of class to the Ministry of Education per Unit. (minimum of 5 videos per semester) 教師將至少每單位向教育部提交一堂 課堂視頻。（每學期最少 5 個視頻）</p> <p>This is a class of co-teaching between a Taiwanese teacher and a foreign language teacher. 這是台灣老師和外語老師之間的協同 教學。</p> <ol style="list-style-type: none"> 1. They must establish their roles to avoid confusion and conflict. 他們必須樹立自己的角色，以避免 混亂和衝突。 2. They must work together to have clear goals for the class and each lesson. 他們必須共同努力，為班級和每堂 課制定明確的目標。 	<ol style="list-style-type: none"> 4. Students can understand and care for the community environment. 瞭解與關懷社區環境。 5. Students can participate in school services and community services 參與學校服務與社區服務。 6. To cultivate students' ability of life management. 培養學生生活經營的能力。 7. Students can apply what they learn in their daily life. 學習和運用生活技能。 8. Students can understand the importance of identifying crises. 瞭解辨識危機的重要性。 9. Students can identify hazards and know how to reduce or avoid them. 提出危險並知道如何降低或避免危險的辦 法。 10. Students can use English as a communication tool. 使用英語作為交流工具。 11. Students can develop confidence reading and writing in English. 培養英語讀寫能力。 12. Students can practice listening to and speaking English 練習聽和說英語。

Unit 1: Pets and Nature 寵物與大自然				
Subject	Period total	Periods used	Class activity	Week
1 My treasure 我的寶物	5	1	*Experience sharing 經驗分享 Share personal planting or animal feeding experience. 分享個人種植植物或飼養動物的經驗。	1-2
		1	*Thinking 思考 Things to consider before planting or raising animals. 思考種植植物或飼養動物前必須考慮的事項。	
		1	*Presentation 發表 Share changes in life after taking care of animals and plants. Talk about some details that make you happy or bother you? 發表照顧動物、植物後，生活上產生的變化，以及感到開心或困擾的事。	
		1	* Discussion 討論 Discuss feelings when facing animals' or plants' injury, sickness or death. 討論面對動、植物受傷、生病、死亡時的感受。	
		1	*Feedback 回饋 Students give feedback on the experience of planting or animal raising. 針對種植植物或飼養動物的經驗進行回饋。	
2 走進自然 Going into nature	7	2	*Nature Observation 自然觀察 §Observe the life phenomena of outdoor animals and plants §觀察戶外動、植物的生命現象。 Compare the differences between outdoor animals and plants and plants and pets at your home § 比較戶外動、植物與家中植物、寵物的差異。	3-4

		1	*Thinking 思考 Think about the appropriate ways to interact or live with animals and plants around you. 思考和生活周遭動、植物正確互動的方式。	
		1	*Experience sharing 經驗分享 Share experiences of how to interact with nature. 分享與大自然互動的經驗。	
		2	*Reflection and Practice 省思與實踐 Think about the relationship between humans and nature. §省思人類與自然的關係。 §討論愛護環境的方式與行為。	
		1	*Reflection 統整與反思 Reflect on the feelings of caring for nature. 針對愛護自然的感受進行統整與反思。	

Unit 2: Convenient Life Network 便利生活網				
Subject	Period total	Periods	Class activity	Week
1 社區資源探索隊 Community Resource Discovery Team	6	1	*Experience sharing 經驗分享 Share the experience of getting benefits from community resources. §分享使用社區資源的經驗與收穫。	5-6
		1	* Discussion 討論 Discuss what to be careful when using various community resources. §討論使用各項社區資源時應遵守的事項。	
		3	*Map making 地圖製作 Make a community map with useful information. §將社區中的機構與資源製成「社區生活地圖」。	
		1	*Classification and Feedback 分	

			類及回饋 Categorize community resources. §覺察社區資源的類型並分類。 *回饋 Feedback on the discussion of various community resources. §針對各類社區資源的探討進行回饋。	
2 社區尋寶樂趣多 Having Fun Hunting Community Treasure	6	4	*Experience activities 體驗活動 On-site visit the community institutions. §實際體驗社區機構或資源。	7-8
		1	*Presentation 發表 Share your feedback about the on-site visit to the community institutions. §發表體驗社區資源的樂趣與收穫。	
		1	*Reflection 反思 Reflect on the application of community institutions and resources. §針對社區機構與資源的應用進行統整與反思。	

Unit 3: Little service team 小小服務隊				
Subject	Period total	Periods	Class activity	Week
1 校園服務隊 Campus Service Team	6	2	*Observation 觀察 Observe the people who offer services and what they do on campus. §觀察校園中為大家服務的人和服務的內容。 *Awareness and discussion 覺察與討論 Discuss the demand for services on campus, and propose school service plans. §校園中的服務需求, 討論並擬定學校服務計畫。	9-10
		2	*Implementation 實踐 Practice School Service Plans. §實踐學校服務計畫。	
		2	*Reflection and Feedback 反思與	

			回饋 Reflect on the process and results of school services and share feedback. §針對學校服務的過程和結果進行回饋與統整。	
2 社區服務志工 Community Service Volunteer			Mid-term Examination 期中考	11
	3	1	*Observe and discuss 觀察討論 Observe the people who offer services and what they do in the community. §觀察社區中為大家服務的人和服務內容。 Discuss the differences between school services and community services, and understand the channels to offer services to the community.	12
		2	*Implementation 實踐 Make a plan to participate in community service with family §和家人一起規劃並參與社區服務。 *Reflection 反思 Reflect on the process of offering services and think about how you feel and what you get after community services. §針對社區服務後的感受與見聞進行統整與反思。	

Unit 4: I can do anything at home 我來當家				
Subject	Period total	Periods	Class activity	Week
1 生活小當家 Life Skill Expert	4	2	*Share it 分享 Share the fun and convenience you have about applying useful life skills in the daily life. §分享善用生活技能為日常生活帶來的樂趣與便利。 Examine the failure caused by unskillful life skills. §檢視因生活技能不熟練造成的不便。	13-14

		1	<p>*Review and Reflection 檢視與省思</p> <p>Examine life skills that individuals are not good at in aspects of food, clothing and housing.</p> <p>§檢視個人在食衣住行各方面較不擅長的生活技能。</p>	
		1	<p>*Feedback 回饋</p> <p>Feedback and integration for strengthening the proficiency of various life skills.</p> <p>§針對加強各項生活技能的熟練程度進行回饋與統整。</p>	
2 家事小當家 Housework expert	5	1	<p>*Share it 分享</p> <p>Share used household tools and house appliances.</p> <p>§分享使用過的家庭工具和家電用品。</p>	14-15
		1	<p>*Discussion 討論</p> <p>Discuss precautions when operating household tools and household appliances.</p> <p>§討論操作家庭工具和家電用品時的注意事項。</p>	
		1	<p>*Understanding and Implementation 理解與實作</p> <p>After reading and understanding the manuals, operate Home appliances and operate household tools and household appliances.</p> <p>§閱讀並理解使用說明書後, 實際操作家庭工具和家電用品。</p>	
		1	<p>*Planning and Implementation 規劃與執行</p> <p>Make a plan “Love My Family Actions” and use the skills you have learned to implement the plan</p> <p>§運用所學的技能, 規劃並執行愛家行動。</p>	
		1	<p>*Reflection 反思</p> <p>Reflect on the implementation</p>	

			of “Love My Family Actions” . §針對執行愛家行動進行反思。	
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Unit 5: Putting Efforts into Community Security 社區安全一起來				
Subject	Period total	Periods	Class activity	Week
1 社區安全追追追 Community Security Tracking	7	1	*Awareness 覺察 From a news case, learn about the cause of danger. §從新聞案例中，覺察危險發生的原因。	16-18
		2	*Observation and Discussion 觀察與討論 Observe the community and discuss the hidden dangers in the environment and their impacts on life. §觀察居住的社區，討論環境中潛藏的危險及其對生活的影響。	
		2	*Safety map making 安全地圖製作 Make safety maps of the places in community. §就自己所觀察的地點進行安全地圖製作。	
		1	*Presentation 發表 Groups of students finish the maps and display maps. 各組同學進行完成地圖製作並展示。	
		1	*Feedback 統整 Feedback on the connection between your own safety and the community environment. 針對社區環境與自身安全的關聯進行回饋與統整。	
2 改善社區環境 Improve the community environment	5	2	*Discussion 討論 Discuss ways to improve or avoid community environmental hazards. §討論改善或避免社區環境危險的方法。	18-19
		2	*Review and Practice 檢視與實	

			<p>踐 Review and take actions to improve the potentially dangerous environment in the community. §檢視並實際改善社區中潛藏危險的環境。</p>	
		1	<p>* Integration and Reflection 統整與反思 Integrate and reflect on the experience of improving the community environment and the benefits of community safety. §針對改善社區環境的心得與社區安全的益處進行統整與反思。</p>	
評議 Comment				

Kaohsiung City Lungxing Elementary School —

Integrative Activities (English Immersion Program) Lesson Plan

學校 School	龍興國小 Long Xing Elementary School		
主題名稱 Unit name	Emotions	教材來源 Course Book	Textbook: Integrative Activities Book 1 (Kangxuan Publisher)
單元名稱 Topic	Recognizing Emotions on Screen.		
教學年級 Grade & Class	3 rd Grade	教學 設計者 Teacher	林睿彬
Lesson Plan: Recognizing Emotion on Screen			
Materials	Content Focus	Language Focus	Total Lesson time
Computer, Projector, Powerpoint, worksheet of emotion chart.	Place each emotion in color zone. Recommend what the people can do based off the color zone.	Listening to tone and instructions and Speaking the words about emotions	40 mins.
Language and Content Goals			
<p><u>Vocabulary:</u> Color, Zone, Puzzle Game, take deep breaths, take a walk, Video</p> <p><u>Sentence Patterns:</u> Let' s watch the video.</p> <p>Is he/she tired? (emotion vocab)</p> <ul style="list-style-type: none"> ● No, he/she is not. ● Yes, he/she is tired. <p>What color is this?</p> <ul style="list-style-type: none"> ● It' s blue. <p>What color is tired?</p> <ul style="list-style-type: none"> ● Tired is blue. 		<p><u>Recognize the emotions:</u> Tired, Calm, Focused, Confused, Excited, Angry, Scared, Happy, and Sad. (These will have been introduced in previous classes)</p> <p>Find things to help regulate and recognize emotions (use the Emotion chart)</p>	

What can you do if you are tired ? <ul style="list-style-type: none"> If you are tired, you can play a puzzle game. 			
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min) 時間	Language Focus 語言焦點
“The Present” short YouTube video	Settle students down, Use classroom language to get class started. Set up a video projector and display the video. <i>Let’ s watch the video. Are you ready?</i>	6 mins	Listening
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min) 時間	Language Focus 語言焦點
PPT with images of the video characters	<i>Is he/she tired? (emotion vocab)</i> <ul style="list-style-type: none"> <i>No, he/she is not.</i> <i>Yes, he/she is tired.</i> Use this pattern to go through the list of emotions. Keep track of what emotions the students assign to roles. *very important to use body and facial language when talking about the emotions, if you already have TPR for each, please use throughout the lesson.	6 mins	Listening and Speaking
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min) 時間	Language Focus 語言焦點
Worksheet PPT with the Emotion chart displayed	Pass out the worksheet, you can use student helpers and use classroom language (ie. <i>Can I have paper?</i>) Ask about the color of each zone on chart. <i>What color is this?</i> <ul style="list-style-type: none"> <i>It’ s blue.</i> Work through the 4 zone colors	5 mins	Speaking
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min)	Language Focus

		時間	語言焦點
PPT and Worksheet from above.	Display an emotion, like “tired” and ask the students… <i>What color is tired?</i> • <i>Tired is blue.</i> Work through all the emotions and assign them a zone. Fill out the worksheet.	6 mins	Listening Speaking
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min) 時間	Language Focus 語言焦點
Worksheet and PPT of characters	Review both characters emotions again and ask students <i>“What can you do if you are tired?”</i> • <i>If you are tired, you can play a puzzle game.</i> Use the worksheet color zones to find the activities to do if you feel a certain emotion. Work through 3-4 emotions	12 mins	Listening Speaking
Teaching Aids 教學資源	Teaching activity 教學活動	Time (min) 時間	Language Focus 語言焦點
	Wrap up class, collect papers, use classroom language to direct students to end class. Say goodbye, high-five, hug, or dance.	5 mins	Listening