

1、 視覺藝術教學單元主題與週次

主題單元	名稱	教學週次
110 上學期		
一	魔力點線面	2-6
二	小剪刀大世界	7-11
三	舞彩弄墨	12-16

2、 三年級英語融入藝術與人文領域教學單元理念與重點(上學期)

週次	主題	核心素養 學習表現	藝術課程理念與設計	英語相關知識 Content vocabulary
7	小剪刀大世界	A1 C3 1-II-2 2-II-2 2-II-7 3-II-2	<p>1.透過簡單幾何的形狀、色彩的拼排，引發學生創意思考。</p> <p>2.能透過藝術家的介紹，了解抽象畫的表現內涵。</p> <p>3.能利用對摺剪的方式，剪出重複的紙片。</p> <p>4.能了解物件的疏密關係、色彩的搭配對畫面所產生的影響。</p>	<p>單字： big, small, hello, round, circle, triangle, diamond, rectangle, oval, draw, cut, cutting</p>
8				<p>教室用語： cut a circle, fold the paper, hold the scissors still, move the scissors, stand up, sit down.</p>
9				<p>句子： 1.My circles make a/an . 2.This is a . 3.I make a boy/girl. He/She can dance/jump/run/swim. 4.Red is fire. 5.Hello,my name is .I like this picture . He/She is . (happy/sad/relaxed/scared/excited/crazy/nervous/angry/surprised) He/She is dancing / jumping / running / swimming.</p>
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11				
備註				

3、 與人文領域沉浸式英語教學教案設計-

主題二: 小剪刀大世界

主題名稱	小剪刀大世界	教學設計者	簡佳倚 陳杏綺 文湘娥 謝依倩 鐘筱嵐 王碧暖
教學對象	三年級	教學節次	10 節課(40 分鐘) 6-10 週

核心素養	A1、C3	學習表現	1-II-2、2-II-2、2-II-7、3-II-2	
學習目標	1.透過簡單幾何的形狀、色彩的拼排，引發學生創意思考。 2.能透過藝術家的介紹，了解抽象畫的表現內涵。 3.能利用對摺剪的方式，剪出重複的紙片。 4.能了解物件的疏密關係、色彩的搭配對畫面所產生的影響。			
教學方法	練習教學法、發表教學法、合作學習教學法			
英語學習 content vocabulary / sentences patterns	<p>單字: big, small, hello, round, circle, triangle, diamond, rectangle, oval, draw, cut, cutting</p> <p>教室用語: cut a circle, fold the paper, hold the scissors still, move the scissors, stand up, sit down.</p> <p>句子: 1.My circles make a/an_____ 2.This is a _____ 3.I make a <u>boy/girl</u>. He/She can <u>dance/jump/run/swim</u>. 4.<u>Red</u> is <u>fire</u>. 5.Hello,my name is _____.I like this picture . He/She is _____. (happy/sad/relaxed/scared/excited/crazy/nervous/angry/surprised) He/She is <u>dancing / jumping / running / swimming</u>.</p>			
第 7 週 教學活動-活動一		教學 時間	教具	評量
1、 教學準備: 教師-教室空出一個 2m*3m 的空間、16 開圖畫紙每生一張、色紙每生 2 張、名片紙每生一張、藝術家作品圖片、半徑 5 公分與 2 公分的圓形形版。 學生-剪刀、膠水、奇異筆 二、引起動機: (英文授課) ET: What is circle ? Ss:..... ST: Today let' s make some circles. ET: How ? After watching the video, can you show me how to make a circle?		10	影片	學生能唱出歌曲做出動作

<p>ST: Let' s take a look at the video.</p> <p>ET: Now it' s your turn. Everyone stand up! Group 1,2 &3 together and group 4,5,& 6 together to make a circle. (分兩組)</p> <p>1.全班唱 Make A Circle https://www.youtube.com/watch?v=Bi-TPIHVAvE(前 1:06)</p> <p>2.一組圍成一個圓，唱歌並動作，在圍成圓形的過程中，體會對圓形的空間感。</p> <p>Time to make a circle Make a circle, big big big, small small small, big, big, small, small, small, hello, hello, hello. Make a circle, round and round. Make a circle, round and round, hello, hello, hello. Make a circle, up up up , down down down, up up up, make a circle, down down down, now sit down</p> <p>3.重複 make a circle, big/small, round, stand up, sit down. ET: (當孩子圍的圓不夠圓時) Is it a good circle? Let' s make a <u>beautiful</u> circle. (no beautiful, big, not big, super big)</p> <p>三、發展活動：</p> <p>1.挑選一張色紙，剪出一個大圓形和一個小圓形，老師示範如何剪好圓形：</p> <p>a.先用形版畫好再剪：在紙張背面先畫好圓形，再順著畫的線條剪下，剪的時候邊剪邊轉動紙張，使剪刀的運作方向固定。</p> <p>b.徒手邊剪邊修：大致剪下一個圓，再將邊緣修剪平順。</p> <p>ET: Are we going to cut a circle today? ST: Yes, I can show you how to cut a circle.Get a paper from the bag. Draw a circle whih pencil. Then we can cut it. ET: Betty, Can I try? ST: Sure. ET: 錯誤示範(動剪刀不動紙) ST: No, No, No, stop ET: What' s wrong? (換 ST 拿剪刀和紙並做出正確動作)</p>	10	圓型模板	學生能剪出兩個大小不同的圓形
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<p>ST: Move the paper, not the scissors. ET: I see, move the paper, not the scissors. ET: Draw a circle and cut the circle. Hold the scissors still and move the paper. Now your turn.</p> <p>2.每一組選出一個最完美的圓，全班一起欣賞一下，請學生分享經驗。</p> <p>ET: Betty, let' s take a look how they cut the circles. ST: Sure. These are good circles. ET: Wow, good jobs. Tell us how you made it. Ss:.....(學生發表)</p>	5		
<p>3.請孩子腦力激盪生活中有哪些是圓形。</p> <p>ET: Betty, circles are everywhere. My circle is a pizza. ST: My circle is a moon. ET: How about your circles? Ss: My circle is a <u>sun</u>. (Ss talk in groups.)</p>	5		學生能說出至少一個對圓形的聯想
<p>4.請學生拿出第二張色紙，再剪出 3 至 5 個圓形，要專注地把圓剪好。之後完成圓形的聯想畫。</p> <p>ET: Let' s cut more circles, 3-5 circles. First, we draw a circle and cut the circle. Hold the scissors still and move the paper. ET: Betty, my circles are ready. What do I do next? ST: Please put five circles on the paper with glue. ET: Can I make a panda? ST: Sure! Whatever you want! And you can use a maker to draw something on the picture! (ST 示範)</p>	20		學生能剪出圓形、並畫出圓形聯想畫
<p>5.完成的學生向老師拿一張名片紙，寫上姓名與主題貼在作品右下方，張貼給大家欣賞。</p> <p>ST: Are you done, students? Ss: Yes! ET: Come to me get a name card when you' re done. Write your name and the topic on the card.</p>	10	名片	

6.學生發表(句型)

Hello,my name is ____.

My circles make a/an_____.

四、統整活動

1.欣賞由圓形構成的作品，教師提問引發學生思考：

a.數數看有幾個圓形？



Still Life with Apples and Oranges 1895 ~ 1900 年 油彩畫布，73 x 92 公分 羅浮宮，巴黎，法國

ET: How many circles are there? Can you count?

Ss: 1, 2, 3, 4,

b.這件作品想表達的是什麼？(學生自由聯想)



gimpなどでペイントしたデジタルアートの画像があります

ET: How many circles are there? Can you count?

Ss: Wow, so many circles.

ST: Circles can be shown in many ways!

2. 收拾桌面、整理教室。播放 Clean Up is fun 的歌

<https://www.youtube.com/watch?v=gPq7wzGEjqE>。

ET: Time to clean up your desks.

ET: Pick up the trash and throw it away in the trash can.

Come to me when you' re done.

ET: Are you done cleaning?

Ss: Yes, we are done. (分組跟老師報告，老師檢查)


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藝術家作品圖片

學生能介紹自己的作品

學生能透過藝術家作品進行討論與分享

<p>ET: Good job. You may take a break.</p> <p>3.提醒學生下次攜帶的用具。</p>			
<p>第 8 週 教學活動-活動二</p>	<p>教學 時間</p>	<p>教具</p>	<p>評量</p>
<p>一、 教學準備: 教師-色紙每生 1 包 學生-剪刀</p> <p>二、 引起動機: (英文授課)</p>  <p>ET: Story time, mouse shape. ET: shapes, square, triangle, rectangle, diamond, oval 以下問題是由老師一邊藉由 PPT 圖片一邊引導孩子回答 Q: What makes a house? A: A triangle and a square. Q: What makes a tree? A: A triangle and a rectangle. Q: What makes a wagon? A: Two circles and a rectangle Q: What makes a book? A: Two diamond. Q: What makes a fish? A: Triangles and circles, Q: What makes a cat? A: Oval, circle and triangles.</p> <p>三、發展活動:</p> <p>1.對摺剪 a.三角形對摺方式 ET: Betty, are we cutting a circle again? ST: No, we are going to cut other shapes today. ET: Wow, fun. Can you show us how to do it? ST: Watch me. First, Fold the paper like this. ET: Okay, fold the paper. What' s next? ST: Then fold again. ET: Fold again! What does this look like? Ss: 房子....</p>	<p>10</p> <p>15</p>	<p>繪本 mouse shape</p> <p>Shape PPT</p> <p>色紙 剪刀</p>	<p>學生能專心 聽故事及一 起回答問題</p> <p>學生能用對 摺剪出對稱 圖形</p>

ET: It looks like a house.
 ST: I' m going to cut now.
 ET: Guess what shape it will be.
 Ss: Heart? Square? Rectangle?
 ST: (剪紙展開提問)what shape is it?
 Ss: It' s a square.
 ET: Wow, it' s a square. Betty, I want to cut more shapes.
 ST: No problem. Let' s cut more shapes. Get another paper from the bag.
 ET:Fold two times again?
 ST: Smart! (教師將紙對折)
 ET: But the shape will be square again?
 ST: No, this time I' ll cut from a different place. (教師剪紙)
 ET: Guess what shape it is.
 Ss:
 ST: Look! What shape is it? (教師將紙打開)
 Ss: A diamond.
 ET: It' s a diamond. Magic. Now it' s your turn to cut a square and a diamond.

學生操作, 教師巡視, 巡視句型.

- Take out 2 pieces of paper
 - Fold the paper two times
 - Cut a square
 - Cut a diamond(one for each)
- 走動巡視使用句型 What can you make?

b.方形對摺方式(練習剪對稱圖形)

ST: Let' s take out one more paper.
 ET: Fold the paper like this. (摺三角形)
 ST: No! This time we fold it like this. (對摺成長方形)
 ET: Fold the paper in half. This is a symmetry line!
 ST: 對!有對摺線。你們可以試著剪直線或試著剪曲線。
 ET: Oh! Straight line ok or curve line ok! Let' s try it!

<p>(Ss 操作) 走動巡視使用句型 Are you cutting the straight line or curve line? 試著剪直線、曲線</p> <p>Ss 展示作品, ST 展示錯誤版及正確版作品 ET: Hey, Betty. Why is this paper cut into 2 pieces? This one is only 1 piece? ST 邀請學生分享 ST 統整: 影響對稱圖形能不能連接再一起的關鍵是什麼? 對摺線如果完全剪開, 圖案就不會連在一起。 ET: You cut from the symmetry lines like this. Then, we get only one piece! ST: Symmetry! What is symmetry? Ss:對稱.</p> <p>2.對稱的探索 ET: There are some examples of symmetry lines. Let' s watch a clip. a.播放影片 https://www.youtube.com/watch?v=YFzktJNmnPU b.討論生活中常見的對稱圖形, 引導孩子思考並說出。 ET: Betty, this is the symmetry line. (ET 拿棍子比向畫架) ST: Yes. 小朋友, 你們覺得除此之外, 生活中還有哪些東西是對稱呢? Ss: 學生自由發表(老師依學生發表讓學生剪出對稱圖形) c.對稱? 不對稱? 教師利用 PPT 讓學生探討, 判斷對稱與不對稱。 P2 ET: Symmetry or no symmetry? Ss: ET: These trees have a symmetry.</p>	<p style="text-align: center;">10</p>	<p style="text-align: center;">影片</p> <p style="text-align: center;">PPT</p>	<p style="text-align: center;">學生能說出對摺線與圖案是否連接的關係</p> <p style="text-align: center;">學生能舉例說出對稱的東西</p> <p style="text-align: center;">學生能正確判斷對稱與不對稱</p>
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<p>P3 ET: Symmetry or no symmetry? Ss: ET: This house has a symmetry.</p> <p>P4 ET: Symmetry or no symmetry? Ss: ET: The butterfly has a symmetry</p> <p>P5 ET: Symmetry or no symmetry? Ss: ET: The snail has no symmetry.</p> <p>P6 ET: Symmetry or no symmetry? Ss: ET: Which one do you like?(從三張人物圖中選擇) Ss:</p> <p>3.挖剪 a.利用剛才的作品，對稱對摺剪出愛心。剪完後會得到一個實的圖形和一個虛的圖形（外框），實的愛心與虛的框可以繼續作挖剪。</p> <p>ET: Betty, are we cutting a circle again? ST: No, we are going to cut a heart. ET: Oh, a heart. Cut a heart from a square? ST: Yes, draw a boyfriend's heart on the square. (示範) ET: Let's open it. Wow, a heart. Now, your turn to cut a heart.</p> <p>行間巡視: Move the paper and hold the scissors.</p> <p>b.剪一個的自己設計的對稱作品 ET: Cut the thing you want. ST: You may draw first, then cut it. ET: What is this? Ss: <u>一片葉子</u> ET: Yes, it looks like a leaf. Ss: Yes, a <u>leaf</u>.</p> <p>學生發表(句型) Hello, my name is ____.</p>	<p>25</p>	<p>學生能使用 挖剪與黏貼 完成一件對 稱的作品</p>
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<p>This is a/an _____.</p> <p>c.將自由剪紙的材料先收納到小紙袋裡面，留下發表的作品。 ET: Leave the one you want to share and put the rest into the bag.</p> <p>d.學生組內分享自由摺剪的作品。 ET: Hi, Benson. What is it? Ss: It' s a <u>flower</u>. ET: Now share your works with your friends.</p> <p>四、 統整活動</p> <p>1.小組拼圖 將大家剪出來的圖形，在小組桌上拼出圖案(例如：小狗.汽車...), 拼好之後小組一起說出圖案的名稱，簡單介紹作品。(拍照後傳到 line 上，用電腦點開圖片讓學生欣賞與介紹)</p> <p>2.將自己的摺剪作品從小組裡收回</p> <p>3.收拾桌面、整理教室。播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE. ET: Time to clean up your desks. ET: Pick up the trash and throw it away in the trash can. Come to me when you' re done. ET: Are you done cleaning? Ss: Yes, we are done. (分組跟老師報告，老師檢查) ET: Good job. You may take a break.</p> <p>4.提醒學生下次攜帶的用具。</p>	10	電腦、 手機、 投影幕	<p>學生能說出自己的作品名稱</p> <p>學生能拼出圖形，並做簡單介紹</p>
<p>第 9 週 教學活動-活動三</p>	教學 時間	教具	評量
<p>一、 教學準備: 教師-馬諦斯生平及作品簡報 學生-剪刀、上週發的色紙</p> <p>二、引起動機: (英文授課)</p>	15		

<p>ST: Last time we cut many shapes. ET: Yes, we cut a diamond, square, heart..... ST: Let's watch a video and find the shapes.</p> <p>播放 The Shape Song #1 https://www.youtube.com/watch?v=TJhfl5vdxp4 在讓學生找形狀時暫停，讓孩子指認並說出形狀英文。 Clip: A circle, a circle, can you make a circle. A circle, a circle, can you find a circle?</p> <p>ET: Can you find a circle? Ss: Yes, I can. It's here. (Ss 指認) 接著 diamond, square, heart. 最後一起唱 a circle, a diamond, a square and a heart. ET: It's a <u>circle</u>(引導孩子說出各種形狀)</p> <p>三、 發展活動：</p> <p>1. 引導學生一起討論 (1) What it a cut-out? (2) Why cut-out?</p> <p>2. ST 介紹馬諦斯生平、藝術風格(時代背景、色彩及形式)。 ST: Let's learn about Matisse. He is a great painter and a master at cutting paper. ET: Let's watch a video again. 播放“非常有藝思-馬諦斯”</p> <p>3. 欣賞馬諦斯剪紙作品。 ET 老師提問： ET: So, boys and girls, what are these in the picture? Ss: 描述顏色、形狀、人、事、物(可以用英文或中文) ET: Betty, what would you name this picture? ST: A flying mouse? ET: How about you, boys and girls?</p>	20	<p>形狀 影片</p> <p>影片</p> <p>PPT</p>	<p>學生能一起唱歌</p> <p>學生能一起思考、參與討論</p> <p>學生能認真觀看</p> <p>學生能回答老師的問題</p>
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<p><蝸牛> <國王的悲傷> <藍天> <長尾小鸚鵡和美人魚></p> <p>4.ST 引導學生發現作品裡有許多重複出現的物件(停在 p5), 學生練習對折剪出重複的圖案-葉子、鳥、水母.....。</p> <p>ST: What do you see? Ss:.....</p> <p>ST: We can see the same things. How can we do that? Ss:.....</p> <p>ST: Step1: Fold the paper 3 or 4 times. ET: And then? ST: Step2:Cut out the same thing. ET: Can I cut out many leaves? ST: Sure. Cut the thing you like. ET: Now it' s your turn.</p> <p>5.指導收納剪下的小色紙。 6.收拾桌面、整理教室。播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE。 ET: Time to clean up your desks. ET: Pick up the trash and throw away in the trash can. Come to me when you' re done. ET: Are you done the cleaning? Ss: Yes, we are. (分組跟老師報告, 老師檢查) ET: Good job. You may take a break.</p>	25		學生能利用對折剪出重複的圖案
<p>四、 統整活動</p> <p>1.Yes/No questions: 剪紙作品與繪畫作品 教師展示作品, 學生用手比出 o 或 x, 表示是否為剪紙作品。 ET: Betty, make a yes when it is a cutting work? Make a no when it is not a cutting work? ST: OK ET: Shall we try first.</p>	20	PPT	學生能分辨剪紙作品與繪畫作品

<p>ST: OK (以上教師示範後，讓孩子辨認是否為剪紙作品)</p> <p>2.ST 教師歸納色塊所造成的效果，與彩畫效果的差異。</p> <p>a.色塊造成的色彩效果較強烈，界線明顯。</p> <p>b.色塊的主題較不明確，聯想空間較多。</p> <p>c.色塊沒有彩畫的細膩，產生的視覺力量較大。</p> <p>剪紙作品： </p> <p>繪畫作品： </p>			<p>學生能觀察、討論與聆聽</p>
<p>第 10 週 教學活動-活動四</p>	<p>教學時間</p>	<p>教具</p>	<p>評量</p>
<p>一、 教學準備:</p> <p>教師-8K4 色底紙 (紅、黃、藍、綠色丹迪紙) 每生一色、影片、圖卡、四色便利貼。</p> <p>學生-剪刀、色紙</p> <p>二、引起動機: (英文授課)</p> <p>ET: Betty. What are we going to cut today? Shapes again?</p> <p>ST: No, we have a special topic today! Let' s watch a video first.</p> <p>播放 "Move and Freeze"</p> <p>https://www.youtube.com/watch?v=388Q44ReOWE</p> <p>1.ET 先播放一次，讓孩子熟習旋律。</p> <p>2.ET 複習 body parts 及 action words.</p> <p>Body part: body, hand, knees, shoulder, head,legs</p> <p>Action word: move, move in and out, jump, shake, turn</p> <p>3.接著和孩子一起 dance.跳兩遍後，ET 做 body parts 及 action words 活動。</p> <p>三、 發展活動:</p>	<p>10</p>	<p>clip body part and action</p>	<p>學生能跟著指令做動作</p>

<p>1.剪出動態中的人</p> <p>a.人身體的結構主要分為四部分：頭、軀幹、雙手、雙腳 (<u>head/body/arms/legs</u>)</p> <p>ST: Today we will cut paper people.</p> <p>ET: People have a <u>head/body/arms/legs.</u>(指圖或木偶人)</p> <p>b.觀察模特兒：請學生當模特兒，研究各種動作，人的身體可以如何表現，特別是手與腳彎曲的動作。(多位模特兒同時做同一個動作，學生可互相對照比較)</p> <p>ET: Let' s do some actions! Who wants to try?</p> <p>ST: I need two models.</p> <p>(1)伸懶腰(stretch)</p> <p>(2) 看書 (read books)</p> <p>(3) 跑步 (running)</p> <p>(4)抓蝴蝶(catch butterfly)</p> <p>教師提問:</p> <p>Q1: 哪一個動作手會彎曲/伸直?</p> <p>Q2: 哪一個動作腳會彎曲/伸直?</p> <p>Q3: 哪些動作是對稱的? 哪些動作不對稱?</p> <p>ST: 人的身體有關節，能幫助我們做出各種彎曲的動作，大家可以仔細觀察一下每個動作的變化。</p> <p>c.剪出一至三個正在做動作的人，並回答老師的問題：</p> <p>ET: Now, it' s your turn to cut a boy/girl doing something. He/she is running, jumping, swimming, dancing, reading,stretching.(一邊說一邊做動作)</p> <p>ST: 想一想，人物的動作是否是對稱，還記得我們教過怎麼剪出對稱圖形嗎?</p> <p>Ss:Yes,.....</p> <p>ET: Betty.Can I draw the people with pencil?</p> <p>ST: Sure,first draw the people with pencil,then cut it out.</p> <p>ET: Remember! Hold the scissors and move the paper.</p> <p>學生剪完一個後，教師提問:</p>	<p>30</p>	<p>動態單字圖卡</p>	<p>學生能仔細觀察後回答老師的問題</p> <p>學生能利用色紙剪出至少一個動態的人</p>
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教師展示作品，和學生用討論作品給人的感受，猜猜作品展現的是快樂或不快樂的主題。雖然沒有標準答案，學生能在活動中觀察和參與討論。



ET: What color is it?

Ss:.....(重複各種顏色)

ET: What is he doing?

Ss: He' s swimming.

ET: Is he happy?

Ss: Yes,he is./ No,he is it

ET: Why?

Ss:.....

ST: How about now?(ST 將剪紙人物放在黃色底紙上)

ET: How do you feel? (happy/sad/
relaxed/scared/excited/crazy/nervous/angry/surprised)

(ET 一張一張展示)

Ss: 學生依照感受選擇圖片回答

ST: How about now ?(ST 將剪紙人物放在紅色底紙上)

Ss: 學生依照感受選擇圖片回答

ST 總結:一樣的活動在不同顏色的底紙上會帶給人不同的感受,我們來看看 PPT 的各種圖片帶給你的感受如何?

ET: Betty,look at the picture! Do you see any person here?

ST: Here he is.

ET: Is he happy?

ST: Yes.He is happy.

ET: Why?

ST: He is running and jumping. 而且背景的色彩很鮮豔，看起來很歡樂。

ET: But I think he is scared and wants to run away from a monster.

紅黃
底
紙、
感受
圖
卡、
簡報

學生能表達
看法

(ST and ET don't think the same way. No one feels the same way.)

Feeling Game

仔細欣賞 PPT 上的剪紙作品，請學生上來敲擊作品帶給自己的感受(feel 圖貼在黑板上)，並分享原因。

ST: Now, boys and girls, how do you feel and what are they doing? (ET 一一秀圖片給小朋友看，引導回答說出各種情緒表達)

三、發展活動：

1.藉由多張疏密排列的圖片讓孩子說出不同排列方法給人的感受。

ST: 顏色帶給人不同的感受，一件作品除了考慮色彩搭配之外，也要注意物件排列的疏密，它也會給人不同的感受。

(1)整齊 v.s 有變化



ET: Betty, how do you feel about this picture?(整齊)

ST: I feel calm because it is orderly.感覺比較整齊與冷靜。

ET: Calm? How about this one? (不規律)

ST: I feel happy.畫面看起來比較活潑。

ET:Boys and girls, which one do you like? Why?

(2)單一 v.s 多個




ET: Students, how do you feel about this picture?

Ss: I feel _____. (happy/sad/
relaxed/scared/excited/crazy/nervous/angry/surprised)

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簡報

學生能表達
看法

<p>ST 引導歸納:</p> <p>△疏密: 越密集的排列效果就越緊湊, 適合表現熱鬧的、目不暇給的主題; 越稀疏的排列則表現出平靜、冷淡的感覺。</p> <p>△色彩: 類似色表現協調感、統一的調子, 適合較柔和或靜態的主題; 對比色表現強烈的、較激動的主題。引導孩子說出重複句型。</p> <p>2.運用小紙袋裡已經剪好的圖案, 先將背景做安排, 排好在用口紅膠將紙片黏貼上去。教師須說明口紅膠的用法: 旋轉底部出來使用, 因為含水量少會很快就乾掉, 使用時要塗均勻而且動作要快, 大片面積要分次塗, 用完要記得將口紅膠轉回蓋緊蓋子。</p> <p>ET:The glue dries very fast, put the cap back fast when you' re done.</p> <p>3.將人物安排黏貼至背景裡, 完成作品。</p> <p>四、 統整活動</p> <p>1.將作品展示在黑板上, 請學生在喜歡的作品上貼上圓點, 共同欣賞剪貼作品。</p>  <p>ET: I like this picture. He/She is happy. He/she is running, jumping, swimming, dancing, reading,stretching. ST: How about you, students?</p> <p>S1: I like this picture. She is <u>crazy</u>. He/she is running, jumping, swimming, dancing, reading,stretching.</p> <p>ET: Boys and girls, do you feel the same? Raise your hand.</p> <p>S2</p> <p>學生發表(句型)</p> <p>Hello,my name is _____.I like this picture .</p> <p>He/She is _____. (happy/sad/relaxed/scared/excited/crazy/nervous/angry/surprised)</p> <p>He/She is <u>dancing / jumping / running / swimming</u>.</p>	<p>45</p> <p>10</p>	<p>四色底紙</p> <p>圓點貼紙</p>	<p>學生能用心完成作品</p> <p>學生能說出自己或他人作品的內容與感受</p>
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<p>2. 收拾桌面、整理教室。播放 Clean Up is fun 的歌 https://www.youtube.com/watch?v=gPq7wzGEjqE。</p> <p>ET: Time to clean up your desks.</p> <p>ET: Pick up the trash and throw it away in the trash can.</p> <p>Come to me when you' re done.</p> <p>ET: Are you done cleaning?</p> <p>Ss: Yes, we are done. (分組跟老師報告, 老師檢查)</p> <p>ET: Good job. You may take a break.</p>			
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