

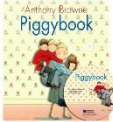

雲林縣 110 學年度 第一學期 虎尾鎮 虎尾國民小學 三年級 綜合活動 領域教學  
計畫表 設計者：三年級教學研究團隊

領域/科目	綜合活動領域	設計者	三年級教學研究團隊
實施年級	三年級上學期	總節數	共八節
單元名稱	五、生活智慧王		
<b>設計依據</b>			
核心素養	總綱	面向:A. 自主行動 項目: A2 系統思考與解決問題 具體內涵: 綜-E-A2 探索學習方法, 培養思考能力與自律負責的態度, 並透過體驗與實踐解決日常生活問題。	
	領域	綜-E-B2 蒐集與應用資源, 理解各類媒體內容的意義與影響, 用以處理日常生活問題。	
綜合活動	主題軸	2.生活經營與創新。	
	主題表現	c.資源運用與開發。	
學習重點	學習表現	2c-II-1 蒐集與整理各類資源, 處理個人日常生活問題。	
	學習內容	Bc-II-1 各類資源的認識與彙整。 Bc-II-2 個人日常生活問題所需的資源。	
議題融入	學習主題	◎科技教育 ◎安全教育	
	實質內涵	科 E1 了解平日常見科技產品的用途與運作方式。 科 E4 體會動手實作的樂趣, 並養成正向的科技態度。 科 E6 操作家庭常見的手工具。 安 E3 知道常見事故傷害。 安 E5 了解日常生活危害安全的事件。	
教材來源	南一出版社 綜合活動 3 上第一冊		
英語學習	What can you do? I can _____. cook breakfast/lunch/dinner, make the beds, vacuum the carpets, wash the dishes, wash the clothes, do the ironing		
<b>學習目標</b>			
1. 透過實作與經驗分享, 覺察生活中的問題, 並能適當運用不同資源解決問題。 2. 透過舉辦同樂會的活動表現善用資源解決問題的能力, 並與同學分享自己的經驗。			

## 教學活動設計

教學活動內容	時間	學習評量
<p><b>第一節</b></p> <p><b>一、暖身活動</b></p> <ol style="list-style-type: none"> <li>1. 教師呈現自己一天的行程與活動。</li> <li>2. 讓學生比較與其異同之處。</li> <li>3. 分享影片:讓你來當一天媽媽。</li> </ol> <p><a href="https://www.youtube.com/watch?v=hwG-FhYMpxg">https://www.youtube.com/watch?v=hwG-FhYMpxg</a></p> <ul style="list-style-type: none"> <li>➢ The instructor presents the schedule of him/herself.</li> <li>➢ "What are the similarities and differences between you and me?"</li> </ul> <p><b>二、發展活動</b></p> <ol style="list-style-type: none"> <li>1. 以「媽媽的一天」為主題，請學生寫出影片中的媽媽都在做什麼事情?</li> <li>2. 小組內進行分享。</li> <li>3. 分類:如果自己來做；哪些事情可以獨力完成；哪些事情需要協助?</li> </ol> <ul style="list-style-type: none"> <li>➢ The instructor plays a video "A day of a mom".</li> <li>➢ "Please list down what does the mom do in one day, and share the answers with your group member."</li> <li>➢ "If you were her, what kind of works can you do independently, and which would needs other's assistance?"</li> </ul> <p><b>三、統整活動</b></p> <ol style="list-style-type: none"> <li>1. 小組輪流上台分享結果。</li> <li>2. 教師與全班討論需要協助的事情可以怎麼處理?</li> <li>3. 教師總結。</li> </ol> <ul style="list-style-type: none"> <li>➢ Each group shares their answer to the whole class.</li> <li>➢ "What will you do if you need help from others?"</li> <li>➢ The instructor concludes and reviews what they have taught and discussed today.</li> </ul> <p>第一節完</p>	<p>1 節</p> <p>10'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>5'</p>	<p>口頭評量: 能讀表格內容與比較異同。</p> <p>實作評量: 學生寫出自己的行程。</p>
<p><b>第二節</b></p> <p><b>一、暖身活動</b></p> <p><b>展示課本圖片 P.66-P.69</b></p> <ol style="list-style-type: none"> <li>1. 問學生看見了什麼?請描述情境。</li> </ol> <ul style="list-style-type: none"> <li>➢ The instructor asks the students to take a look on the</li> </ul>	<p>一節</p> <p>10'</p>	<p>口頭評量: 學生能針對圖片</p>

<p>pictures from the textbook.</p> <ul style="list-style-type: none"> <li>➤ "What do you see?"</li> </ul> <p>2. 看到圖片感覺如何?</p> <ul style="list-style-type: none"> <li>➤ "How do you feel when you see the pictures?"</li> </ul> <p>3. 你會怎麼做?</p> <p>"If you were them, what will you do?"</p>		<p>討論進行發表。</p>
<p><b>二、發展活動</b></p> <p><b>演很大</b></p> <ol style="list-style-type: none"> <li>1. 教師指定情境讓小組表演。</li> <li>2. 從不同角色(媽媽、爸爸、阿嬤、小孩等等)中找出適當解決方式。</li> <li>3. 指定某一組員(角色)在限定時間內進行 1-6 組的組間輪轉分享。</li> </ol> <p><b>使用 Jigsaw II 教學法</b></p> <ul style="list-style-type: none"> <li>➤ The instructor asks each group to act the story out from different context.</li> <li>➤ A designate student from each group should start share his/her thoughts to 1-6 groups in rotation.</li> <li>➤ "Now, students from each group, please start sharing your thoughts to the other groups."</li> </ul> <p>4. 小組將蒐集到的情報做一個總結。</p> <ul style="list-style-type: none"> <li>➤ After the students come back to their group, each student shares the information they received, and the whole group will receive an intact perception from other groups.</li> <li>➤ "Now, please share what you have heard from other groups to your group member."</li> </ul>	<p>10'</p> <p>5'</p> <p>5'</p>	<p>實作評量: 學生能依教師提示演出情境。</p> <p>口頭評量: 學生能思考、回答, 並分享。</p>
<p><b>三、統整活動</b></p> <p><b>提問</b></p> <ol style="list-style-type: none"> <li>1. 每個問題都有很多種解決方法, 辦法不會只有一種。</li> <li>2. 教師總結。</li> </ol> <ul style="list-style-type: none"> <li>➤ There are many ways to solve the problems, not just only one way.</li> <li>➤ The instructor concludes and reviews what they have taught and discussed today.</li> </ul> <p><b>第二節完</b></p>	<p>5'</p> <p>5'</p>	<p>口頭評量: 學生能針對教師提問進行發表。</p>
<p><b>第三節</b></p> <p><b>一、暖身活動</b></p>	<p>一節</p>	

<p>1. 教師使用影片「我好棒」來介紹小朋友可以做的家事。  <a href="https://www.youtube.com/watch?v=fiuDGIJZ-QY">https://www.youtube.com/watch?v=fiuDGIJZ-QY</a></p> <p>➤ The instructor plays a video and introduces the housework that the students can do.</p> <p><b>二、發展活動</b></p> <p>1. 討論自己能做到幾項家事?</p> <p>2. 教師歸納學生分享之答案:</p> <p>➤ The instructor organizes student's answers by asking "From the video, how many housework can you do?", and lists the answers on the blackboard.</p> <p>3. 教師講述繪本故事"Piggybook"  <a href="https://www.youtube.com/watch?v=t8_vZaer5lc">https://www.youtube.com/watch?v=t8_vZaer5lc</a></p> <p>➤ The instructor introduces the story "Piggybook" to the students.</p> 	<p>5'</p> <p>觀察評量: 能仔細觀賞影片並進行思考。</p> <p>10'</p> <p>口頭評量: 學生能說出在影片中看到的家事。</p> <p>5'</p> <p>觀察評量: 能仔細觀賞影片並進行思考。</p>	
<p><b>三、統整活動</b></p> <p>1. 教師詢問學生聽完故事的感想，並邀請學生進行分享</p> <p>➤ The instructor asks the students their thoughts of the story.</p> <p>➤ "How do you like the story?" "What have you learned from the story?" "Please share it to the whole class"</p> <p>2. 完成學習單: 請寫出自己在繪本中屬於哪種角色。</p> <p>➤ "Please describe which role in the story is more like you and list down the reasons."</p> <p>3. 教師進行歸納總結</p> <p>➤ The instructor concludes and reviews what they have taught and discussed today.</p> <p>第三節完</p>	<p>10'</p> <p>5'</p> <p>5'</p>	<p>實作評量: 學生能請寫出自己在繪本中屬於哪種角色。</p>
<p><b>第四節</b></p> <p><b>一、暖身活動</b></p> <p><b>故事複習:</b> "Piggybook"</p> <p>展示繪本中圖片，提問:</p> <p>➤ The instructor shows some pictures from the book and asks some questions.</p> <p>1. 每個角色的個性如何?</p> <p>➤ "What's the characteristic of each person in the story?"</p> <p>2. 你會像故事裡的爸爸和兒子們那樣跟媽媽說話嗎?</p> 	<p>一節</p> <p>5'</p>	<p>口頭評量: 學生能依照教師提問而說出答案。</p>

<p>➤ "Will you talk to your mom just like what the dad and kids did from the story?"</p>		
<p><b>二、發展活動</b></p>		
<p><b>提問:</b></p>		
<p>1. 媽媽為什麼要離家出走?</p>	5'	口頭評量:
<p>➤ "Why did their mom leave them?"</p>		學生能思考、回答，並分享。
<p>2. 如果你是媽媽，你會怎麼做?</p>		
<p>➤ "What will you do if you were her?"</p>		
<p>3. 小組討論並寫下答案。</p>	10'	實作評量:
<p>➤ Each group starts the discussion and lists down their thoughts on a whiteboard.</p>		學生能討論後寫出問題解決的方法。
<p>4. 指定某一組員代表小組的媽媽，在限定時間內進行 1-6 組的組間輪轉分享。</p>		
<p><b>使用 Jigsaw II 教學法</b></p>		
<p>➤ A designate student from each group should start share his/her thoughts to 1-6 groups in rotation.</p>		
<p>➤ "Now, students from each group, please start sharing your thoughts to the other groups."</p>		
<p>5. 分享小組蒐集到的情報。</p>	10'	口頭評量:
<p>➤ The students share what they have received to the other group members.</p>		學生能思考、回答，並分享。
<p>➤ "Please share the information you just received to your group members."</p>		
<p></p>		
<p><b>三、統整活動</b></p>		
<p>1. 完成學習單：誰該做家事?</p>	5'	實作評量:
<p>➤ The instructor asks the whole class to complete the worksheet about who should be responsible for doing the housework.</p>		學生能寫出問題解決的方法。
<p>2. 教師總結</p>	5'	
<p>➤ The instructor concludes and reviews what they have taught and discussed today.</p>		
<p><b>第四節完</b></p>		
<p><b>第五節</b></p>	一節	
<p><b>一、暖身活動</b></p>		
<p>1. 教師分享影片：「不公平！」</p>	5'	口頭評量:
<p>(<a href="https://www.youtube.com/watch?v=6FCk8kNXNYw">https://www.youtube.com/watch?v=6FCk8kNXNYw</a>)</p>		學生能根據影片說出答案。
<p>➤ The instructor plays a video about fairness and unfairness</p>		

<p>in allocating the housework to the whole class.</p> <p>2. 討論上節課所寫的學習單。</p> <p>➤ The instructor plays a video and discusses the worksheet from the last class to the students.</p> <p><b>二、發展活動</b></p> <p>1. 小劇場：公平?不公平?</p> <p>2. 小組討論做家事不公平的劇情，並演出來。</p> <p>3. 下一個小組討論可以改善的方法並演出來。</p> <p>➤ Each group discusses what is "fair" and "unfair" on allocating the housework at home.</p> <p>➤ "Each group please acts the story out based on the context of "fair" or "unfair" on allocating the housework at home."</p> <p><b>三、統整活動</b></p> <p>1. 教師統整小組表現。</p> <p>➤ The instructor concludes and reviews the performance from each group.</p> <p>第五節完</p>	<p>5'</p> <p>12'</p> <p>12'</p> <p>6'</p>	<p>實作評量： 學生能理解情境 並演出解決方法。</p>
<p><b>第六節</b></p> <p><b>一、暖身活動</b></p> <p>1. 各小組發下若干張說明書，討論是什麼器具的說明書。</p> <p>➤ The instructor gives several household utensils manual to each group.</p> <p><b>二、發展活動</b></p> <p>2. 將說明書分類：廚具/工具/電器並在白板寫下答案。</p> <p>➤ The instructor asks each group to differentiate each utensil and write down the answers on the whiteboard.</p> <p>3. 討論其中的危險性並分享有無使用過的經驗。</p> <p>➤ The instructor asks the students about their experiences of using these utensils, and tells to be aware of the danger while using them.</p> <p>➤ "Does anyone have the experiences of using ____?" "You need to be aware of it because _____."</p> <p>4. 小組歸納使用器具應注意的重點。</p> <p>➤ Each group concludes some things worth noticing while using different utensils.</p> <p><b>三、統整活動</b></p> <p>1. 欣賞廣告：『印度父親的懺悔』</p>	<p>一節</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>5'</p>	<p>觀察評量： 學生能仔細閱讀 材料。</p> <p>實作評量： 學生能經由討論 寫下重點。</p>

<p>(<a href="https://www.youtube.com/watch?v=KiaxG8qnjdE">https://www.youtube.com/watch?v=KiaxG8qnjdE</a>)</p> <ul style="list-style-type: none"> <li>➤ The instructor plays a video to the whole class.</li> </ul> <p>2. 完成學習單：『印度父親的懺悔』。</p> <ul style="list-style-type: none"> <li>➤ The instructor asks the whole class to complete the worksheet.</li> </ul> <p>第六節完</p>	5'	實作評量：學生能針對影片完成學習單。
<p>第七節</p> <p>一、暖身活動</p> <p>1. 教師故事複習：“Piggybook”</p> <ul style="list-style-type: none"> <li>➤ The instructor reviews the story “Piggybook”.</li> </ul> <p>二、發展活動</p> <p>1. 改編故事“Piggybook”由教師引導改編故事劇情。</p> <p>2. 小組討論。</p> <p>3. 選角與排練。</p> <ul style="list-style-type: none"> <li>➤ The instructor leads the discussion of asking each group to adapt the story of “Piggybook”.</li> <li>➤ “Each group needs to choose a part and re-write, or adapt the part to make it a different plot.”</li> <li>➤ “Who would like to play which role?”</li> <li>➤ “Why do you choose to do it in this way?”</li> </ul> <p>三、統整活動</p> <p>1. 呈現改編作品“Piggybook”</p> <ul style="list-style-type: none"> <li>➤ Each group presents their adapted part of the story to the whole class.</li> </ul> <p>第七節完</p>	一節 5' 5' 10' 5' 10'	口頭評量： 學生能根據提示說出答案。  實作評量： 學生能依照提示進行討論並改編出獨特的劇情。  實作評量： 學生能呈現自己改編的故事情節。
<p>第八節</p> <p>一、暖身活動</p> <p>1. 閱讀課本 P.75-P.79</p> <p>2. 想想自己能獨立完成什麼？</p> <ul style="list-style-type: none"> <li>➤ “Please turn to P.75-P.79 of the textbook, and think what can you do independently”.</li> </ul> <p>二、發展活動</p> <p>1. 每人分享心中的同樂會該怎麼呈現。</p> <ul style="list-style-type: none"> <li>➤ Students from each group shares their thoughts about what is an ideal class party should be like.</li> <li>➤ “Please share your thoughts about what is an ideal class party should be like to the whole class.”</li> </ul> <p>2. 投票選出同樂會日期。</p>	一節 5' 10'	實作評量： 學生能經思考後列出工作清單。  實作評量：

<ul style="list-style-type: none"> <li>➤ Each student vote for the date of the class party.</li> </ul>		學生能工合作完
<p>3. 投票表決後，列出工作與所需的物品並分配工作。</p>	10'	成任務。
<ul style="list-style-type: none"> <li>➤ After the vote to decide the date, each group completes the list of necessary things and job allocation.</li> </ul>		
<p>4. 實際動手布置。</p>	10'	
<ul style="list-style-type: none"> <li>➤ Students start to arrange the setting of their class party.</li> </ul>		
<p>三、統整活動</p>		
<p>1. 教師總結。</p>	5'	
<ul style="list-style-type: none"> <li>➤ The instructor concludes their performance and announces the class party will start from the next period.</li> </ul>		
<p>第八節完</p>		