南投縣私立普台國民小學 113 學年度彈性學習課程—主題式教學教案

一、 課程設計原則與教學理念說明

● 課程目標

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

● 課程架構



二、主題說明

	一、王威讥为						
彈性學習課程 類別		統整性(■主題□專題□議題)探究課程	設計者	英文教師群			
		2 年級	總節數	共 42 節,上下學期各 21 節。 每節 40 分鐘,共 1680 分鐘。			
主題	名稱	國際文化					
		設計依據					
	4-1-	E-A2 具備探索問題的思考能力,並	透過體驗與	·實踐處理日常生活問題。			
	總綱	E-C3 具備理解與關心本土與國際事	務的素養,	並認識與包容文化的多元性。			
		國-E-A2					
核心		 透過語文學習,掌握文本要旨、發展學習及解決問題策略、初探邏輯思維,					
素養	領綱	並透過體驗與實踐,處理日常生活問題。					
		生活-E-C3					
		欣賞周遭不同族群與文化內涵的異同	月,體驗與5	覺察生活中全球關連的現象。			
	領域/科 連結	國語、生活課程					
	實質內	多 E3 認識不同的文化概念,如族群	羊、階級、性	生別、宗教等 。			
	貝貝內	國 E1 了解我國與世界其他國家的文	C化特質。				
議題		Unit1 AT HOME WITH ANNIE \ Uni		2211001100111			
融入	所融入						
	單元	AIRPORT · Unit6 AT THE FLOWER	~	,			
		STORE · Unit8 IN A MESSY CLASS	$ROOM \cdot Un$	it9 IN THE STORE · Unit10 AT			

	THE CLINIC Vunit11 AT HOME WITH TED Vunit12 ON A PICNIC				
教材來源	English time 2				
教學設備/資源	wordwall	e-Book			
	<u>'</u>	各單元與學習目標			
單元名稱	學習重點學習目標				
Unit1 AT HOME WITH ANNIE	學習表現	生活 1-I-2 覺察每個人均有其獨特性與長處,進而欣賞自己的優點、喜歡自己。 國語 1-I-1 養成專心聆聽的習慣,尊重對方的發言。	Ss are able to use the main content of passages through reading.		
	學習內容	生活 C-I-1 事物特性與現象的探究。 國語 Aa-I-2 聲調及其正確的標注 方式。			
Unit2 IN THE CLASSROOM	學習表現	生活 2-I-1 以感官和知覺探索生活中的人、事、物,覺察事物及環境的特性。 國語 2-I-3 與他人交談時,能適當的提問、合宜的回答,並分享想法。	Students are able to speak sentences in a daily life.		
	學習內容	生活 B-I-1 自然環境之美的感受。 國語 Ac-I-1 常用標點符號。			
Unit3 AT A BITRHDAY PARTY	學習表現	生活 2-I-3 探索生活中的人、事、物,並體會彼此之間會相互影響。 國語 1-I-2 能學習聆聽不同的媒材,說出聆聽的內容。	When Students listening and reading, be able to identify words according to the learned letter spelling rules.		
1711011	學習內容	生活 B-I-1 自然環境之美的感受。 國語 Ac-I-1 常用標點符號。	retter spenning rutes.		
Unit4 AT THE STORE	學習表現	生活 3-I-1 願意參與各種學習活動,表現好奇與求知探究之心。 國語 1-I-3 能理解話語、詩歌、故事的訊息,有適切的表情跟肢體語言。	Students able to understand the main content of simple stories and sequence the development of the stories.		
WINDOW	學習內容	生活 C-I-5 知識與方法的運用、組合與創新。 國語 Ac-I-3 基本文句的語氣與意義。			
Unit5 AT THE AIRPORT	學習表現	生活 7-I-1 以對方能理解的語彙或 方式,表達對人、事、物的觀察與 意見。 國語 2-I-1 以正確發音流利的說出 語意完整的話。	Students say the words learned in class and perform simple role play.		

	學習內容	生活 D-I-3 聆聽與回應的表現。 國語 Be-I-1 在生活應用方面,如自	
	于日门谷	我介紹、日記的格式與寫作方法。	
		生活 6-I-1 覺察自己可能對生活中	When Students listening and
		的人、事、物產生影響,學習調整	reading, be able to identify
	學習表現	 情緒與行為。	words according to the learned
Unit6 AT THE		國語 5-I-1 以適切的速率正確地朗	letter spelling rules.
FLOWER SHOP		讀文本。	
		生活 E-I-1 生活習慣的養成。	
	學習內容	國語 Ca-I-1 各類文本中與日常生	
		活相關的文化內涵。	
		生活 4-I-3 運用各種表現與創造的	Students say the words learned
		方法與形式,美化生活、增加生活	in class and perform simple role play.
Unit7 IN THE	學習表現	的趣味。	Tote play.
DEPARTMENT		國語 5-I-4 了解文本中的重要訊息	
STORE		與觀點。	
		生活 F-I-3 時間分配及做事程序的	
	學習內容	規劃練習。	
		國語 Bb-I-2 人際交流的情感。	
		生活 7-I-3 覺知他人的感受,體會	When Students listening and
	學習表現	他人的立場及學習體諒他人,並尊	reading, be able to identify
	于日代元	重和自己不同觀點的意見。	words according to the learned
Unit8 IN A		國語 5-I-2 認識常用標點符號。	letter spelling rules.
MESSY		生活 E-I-3 自我行為的檢視與調	
CLASSROOM		整。	
	學習內容	國語 Be-I-2 在人際溝通方面,以書	
		信、卡片等慣用語彙及書寫格式為	
		主。	
		生活 5-I-4 對生活周遭人、事、物	Students say the words learned in class and perform simple
	数371 上 -17	的美有所感動,願意主動關心與親	role play.
Unit9 IN THE	學習表現	近。	1 0
STORE		國語 6-I-1 根據表達需要,使用常	
		用標點符號。	
	學習內容	生活 D-I-2 情緒調整的學習。	
		國語 Bb-I-2 人際交流的情感。	****
		生活 5-I-2 在生活環境中,覺察美	When Students listening and
	學習表現	的存在。	reading, be able to identify
** 1:40 AT TYPE		國語 6-I-2 透過閱讀及觀察,積累	words according to the learned
Unit10 AT THE CLINIC		寫作材料。 リエアリー・ルーカー知典・ルロ	letter spelling rules.
CLINIC		生活 F-I-1 工作任務理解與工作目	
	學習內容	標設定的練習。	
		國語 Be-I-1 在生活應用方面,如自 我介紹、日記的格式與寫作方法。	
		发开始、口配的格式與為作为法。 生活 6-I-4 關懷生活中的人、事、	Students say the words learned
Unit11 AT HOME	學習表現	物,願意提供協助與服務。	in class and perform simple
WITH TED	于白衣坑		role play.
		國語 2-I-2 說出所聽聞的內容。	

	學習內容	生活 D-I-1 自我與他人關係的認識。 國語 Cb-I-2 各類文本中所反映的個人與家庭、鄉里的關係。	
Unit12 ON A PICNIC	學習表現	生活 7-I-3 覺知他人的感受,體會他人的立場及學習體諒他人,並尊重和自己不同觀點的意見。 國語 2-I-3 與他人交談時,能適當的提問、合宜的回答,並分享想法。	When Students listening and reading, be able to identify words according to the learned letter spelling rules.
	學習內容	生活 D-I-3 聆聽與回應的表現。 國語 Ac-I-2 簡單的基本句型。	

教學單元設計(一)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主是	題	AT	HOME WITH ANNIE	設計者	英文教師群	
實施年級 2年		2年	三級	總節數	共 4 節 , 160 分鐘	
單元	名稱	Uni	it1 AT HOME WITH ANNIE			
			設言	計依據		
			生活1-I-2 覺察每個人均有其獲	រី	國-E-A2 具備探索問題的思考能力,並	
	क्षा वर्च	1	特性與長處,進而欣賞自己的作	夏	透過體驗與實踐處理日常生活問題。	
	學習		點、喜歡自己。		生活-E-C3 具備理解與關心本土與國際	
	現		國語1-I-1 養成專心聆聽的習		事務的素養,並認識與包容文化的多元	
學習重點			慣,尊重對方的發言。		性。	
里和			生活 C-I-1 事物特性與現象的	一 系食 深		
	學習	內	究。			
	容		 國語 Aa-I-2 聲調及其正確的標			
			注方式。			
議題	學習主 題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。			
	涵		國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目 的連結		斗目	國語、生活課程			
教材來源			English time 2			
教學設備/資源		Į.	wordwall \ e-book			
學生經驗分析			學生已熟悉 English time 1			
			學:	習目標		
So are able to speak contanges in a daily life						

Ss are able to speak sentences in a daily life.

教學活動設計		
教學活動內容及實施方式	時間	評量方式
Warm-up:	5min	Worksheet – remember the words.
Ss take turns standing up and answer the questions.		read aloud the words.
Follow-up activity:	20min	
Play the recording.		
Ss listen and repeat, pointing to each speaker in the		
conversation box.		
Wrap-up:	15min	
Volunteers try to read or guess the target words.		
Warm-up:	5min	Worksheet – remember the words.
Ss take turns standing up and answer the questions.		read aloud the words.
Follow-up activity:	20min	
Play the recording.		

Ss listen and repeat, pointing to each speaker in the					
conversation box.					
Wrap-up:	15min				
Volunteers try to read or guess the target words.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter.		sentences and show the action.			
Ss repeat each word and say its initial letter.					
Follow-up activity:	20min				
Ss listen and write the initial letter of each word they hear.					
Play the recording as many times as necessary for Ss to					
complete the task.					
Check answers by saying the target words and having a					
volunteer say the letter.					
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter.		sentences and show the action.			
Ss repeat each word and say its initial letter.					
Follow-up activity:	20min				
Ss listen and write the initial letter of each word they hear.					
Play the recording as many times as necessary for Ss to					
complete the task.					
Check answers by saying the target words and having a					
volunteer say the letter.					
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
參考資料:(若有請列出)					
English time					
學生回饋		教師省思			

教學單元設計(二)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主	題	IN '	THE CLASSROOM	設計者	英文教師群		
實施年級 2年		2 年	三級	總節數	共 4 節 , 160 分鐘		
單元名稱 Uni			it2 IN THE CLASSROOM				
	設計依據						
學習重點	學習現		生活 2-I-1 以感官和知覺探索生活中的人、事、物,覺察事物是環境的特性。 國語 2-I-3 與他人交談時,能認當的提問、合宜的回答,並分認想法。	夏	國-E-A1 具備認真專注的特質及良好的學習的習慣,嘗試運用基本的學習策略,強化個人語文能力。 生活-E-B3 善用多元感官,察覺感知藝術與生活的關聯,以豐富美感經驗。		
	學習內容		生活 B-I-1 自然環境之美的感受。 國語Ac-I-1 常用標點符號。				
議題	學習主題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解				
融入	實質	內	多 E3 認識不同的文化概念, s	加族群、階級	{、性別、宗教等。		
	涵		國 E1 了解我國與世界其他國第	家的文化特質	Ť o		
與其他領域/科目 的連結		斗目	國語、生活課程				
教材來源			English time 2				
教學設備/資源		Ŕ.	wordwall \ e-book				
學生經驗分析			學生已熟悉 English time 1				
			學習	肾目標			
Students are able to speak contanges in a daily life							

Students are able to speak sentences in a daily life.

教學活動設計 							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
Teacher points the words and asks students how		read aloud the words.					
to say these words, and gives students points							
if they said it correctly.							
Follow-up activity:	20min						
Teacher will wrap up the class by asking students a few							
questions for checking comprehensions.							
Wrap-up:	15min						
To review earlier lesson.							
Warm-up:	5min	Worksheet – remember the words.					
Ss take turns standing up and answer the questions.		read aloud the words.					
Follow-up activity:	20min						

Play the recording.					
Ss listen and repeat, pointing to each speaker in the	_				
conversation box.					
	15min				
Wrap-up: Volunteers try to read or guess the target words.	1311111				
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter		sentences and show the action.			
Ss repeat each word and say its initial letter.		sentences and show the action.			
Follow-up activity:	20min				
Ss listen and write the initial letter of each word the					
Play the recording as many times as necessary for S	•				
complete the task.					
Check answers by saying the target words and havi	ing a				
volunteer say the letter.	g u				
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter		sentences and show the action.			
Ss repeat each word and say its initial letter.		sentences and show the action.			
Follow-up activity:	20min				
Ss listen and write the initial letter of each word the					
Play the recording as many times as necessary for S	•				
complete the task.	33 10				
Check answers by saying the target words and havi	ing a				
volunteer say the letter.	ing a				
Wrap-up:	10min				
Play the games using the target conversation.	Tomm				
Write Workbook for practicing.					
参考資料:(若有請列出)					
English time					
學生回饋		教師省思			

教學單元設計(三)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題		AT	A BITRHDAY PARTY	設計者	英文教師群		
實施年級		2年	三級	總節數	共 4 節 , 160 分鐘		
單元	名稱	Uni	t3 AT A BITRHDAY PARTY				
	設計依據						
			生活 2-I-3 探索生活中的人、		國-E-A2		
	क्षा वर्च	+	事、物,並體會彼此之間會相至	五	透過語文學習,掌握文本要旨、發展學		
	學習現		影響。		習及解決問題策略、初探邏輯思維,並		
學習	770		國語1-I-2 能學習聆聽不同的媒	核心	透過體驗與實踐,處理日常生活問題。		
重點			材,說出聆聽的內容。	素養	生活-E-C3		
	/42 ng		生活 B-I-1 自然環境之美的感		欣賞周遭不同族群與文化內涵的異同,		
	學習		受。		體驗與覺察生活中全球關連的現象。		
	容		國語Ac-I-1 常用標點符號。				
議題	學習主 議題 題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解				
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。				
	涵		國 E1 了解我國與世界其他國家的文化特質。				
與其他領域/科目 的連結		十目	國語、生活課程				
教材來源			English time 2				
教學設備/資源		Ŕ	wordwall \ e-book				
學生經驗分析			學生已熟悉 English time 1				
學習目標							

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
Teacher points the words and asks students how to say these		read aloud the words.					
words, and gives students points if they said it correctly.							
Follow-up activity:	20min						
Teacher use guessing game and other games to							
have students guess, learn, and review letters.							
Wrap-up:	15min						
Teacher ask Ss to do the listening exercise.							
Warm-up:	5min	Worksheet – remember the words.					
Ss take turns standing up and answer the questions.		read aloud the words.					
Follow-up activity:	20min						
Play the recording.							
Ss listen and repeat, pointing to each speaker in the							

conversation box.						
Wrap-up:	15min					
Volunteers try to read or guess the target words.	10.					
Warm-up:	10min	1				
Say five to six words that begin with the target le	etter.	sentences and show the action.				
Ss repeat each word and say its initial letter.						
Follow-up activity:	20min					
Ss listen and write the initial letter of each word	they hear.					
Play the recording as many times as necessary fo	or Ss to					
complete the task.						
Check answers by saying the target words and ha	aving a					
volunteer say the letter.						
Wrap-up:	10min					
Play the games using the target conversation.						
Write Workbook for practicing.						
Warm-up:	10min	Oral performance-Students read the				
Say five to six words that begin with the target le	etter.	sentences and show the action.				
Ss repeat each word and say its initial letter.						
Follow-up activity:	20min					
Ss listen and write the initial letter of each word	they hear.					
Play the recording as many times as necessary fo	or Ss to					
complete the task.						
Check answers by saying the target words and ha	iving a					
volunteer say the letter.	_					
Wrap-up:	10min					
Play the games using the target conversation.						
Write Workbook for practicing.						
參考資料:(若有請列出)	1					
English time						
學生回饋		教師省思				

教學單元設計(四)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主見		ΔΤ	THE STORE WINDOW	設計者	英文教師群
實施了		2年	-	總節數	共 3 節 , 120 分鐘
單元/	名稱	Uni	t4 AT THE STORE WINDOW		
			設計	計依據	
學習重點	學現學容	內	生活 3-I-1 願意參與各種學習活動,表現好奇與求知探究之心國語1-I-3 能理解話語、詩歌、故事的訊息,有適切的表情跟問體語言。 生活 C-I-5 知識與方法的運用組合與創新。 國語Ac-I-3 基本文句的語氣與意義。	。 枝 核心 素養	生活-E-C2 具備理解他人感受,樂於與人互動,並與團 隊成員合作之素養國語-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。
學習主 議題 題			國際教育:彰顯國家價值、多元文化教育:文化差異與理解		
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。		
	涵		國 E1 了解我國與世界其他國家的文化特質。		
與其他領域/科目 的連結 國語、生活課程			國語、生活課程		
教材來源 English time 2					
教學設備/資源 wordwall、e-book					
學生經驗分析 學生已熟悉 English time 1					
,				習目標	
Students	s able t	0 1100	· ·		sequence the development of the stories.

Students able to understand the main content of simple stories and sequence the development of the stories.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – remember the words.				
Teacher use role plays to familiarize students with topic		read aloud the words.				
examples						
words, daily life language and classroom language.						
Follow-up activity:	20min					
Teacher use guessing game and other games to						
have students guess, learn, and review letters.						
Wrap-up:	15min					
Have volunteers to do role play.						
Warm-up:	5min	Worksheet – remember the words.				
Ss take turns standing up and answer the questions.		read aloud the words.				
Follow-up activity:	20min					

Play the recording.						
Ss listen and repeat, pointing to each speaker in the	he					
conversation box.						
Wrap-up:	15m	nin				
Volunteers try to read or guess the target words.						
Warm-up:	10m	nin Oral performance-Students read the				
Say five to six words that begin with the target le	tter.	sentences and show the action.				
Ss repeat each word and say its initial letter.						
Follow-up activity:	20m	nin				
Ss listen and write the initial letter of each word t	hey hear.					
Play the recording as many times as necessary for	r Ss to					
complete the task.						
Check answers by saying the target words and ha	ving a					
volunteer say the letter.						
Wrap-up:	10m	nin				
Play the games using the target conversation.						
Write Workbook for practicing.						
參考資料:(若有請列出)						
English time						
學生回饋		教師省思				

註:本表單參考國教院研究計畫團隊原設計教案格式。

教學單元設計(五)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主是	題	AT	THE AIRPORT	設計者	英文教師群
實施年級 2年		2年	三級	總節數	共 3 節 , 120 分鐘
單元	名稱	Uni	it5 AT THE AIRPORT		
			設言	†依據	
學習重點	學習現學習容	內	生活 7-I-1 以對方能理解的語彙或方式,表達對人、事、物的觀察與意見。 國語2-I-1 以正確發音流利的說出語意完整的話。 生活 D-I-3 聆聽與回應的表現國語Be-I-1 在生活應用方面,如自我介紹、日記的格式與寫作之法。	根 核心素	生活-E-A1 具備良好 的生活習慣,促進身心健全發 展,並認識個人 特質,發展生命潛能。國-E-A2透過語文學習,掌握文本要旨、發展學習及解決問題策略、初探邏輯思維,並透過體驗與實踐,處理日常生活問題。
學習主			國際教育:彰顯國家價值、多方	一人 元文化教育:	: 文化差異與理解
融入 實質內 多 E3 認識不同的文化概念, 如 國 E1 了解我國與世界其他國家					
與其他領域/科目 國語、生活課程 的連結					
教材來源 English time 2			English time 2		
教學設備/資源 wordwall、e-book					
學生經	驗分析		學生已熟悉 English time 1		
	學習目標				

Students say the words learned in class and perform simple role play.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – remember the words.				
Take students to know each department and let students		read aloud the words.				
practice internationally related to daily use by school staff						
language.						
Follow-up activity:	20min					
Teacher use guessing game and other games to						
have students guess, learn, and review letters.						
Wrap-up:	15min					
Teacher use flash cards to present the vocabulary and ask Ss						
to repeat after T.						
Warm-up:	5min	Worksheet – remember the words.				
Ss take turns standing up and answer the questions.		read aloud the words.				
Follow-up activity:	20min					

Play the recording.							
Ss listen and repeat, pointing to each speaker in t	he						
conversation box.							
Wrap-up:	15n	nin					
Volunteers try to read or guess the target words.							
Warm-up:	10n	nin	Oral performance-Students read the				
Say five to six words that begin with the target le	etter.		sentences and show the action.				
Ss repeat each word and say its initial letter.							
Follow-up activity:	20n	nin					
Ss listen and write the initial letter of each word	they hear.						
Play the recording as many times as necessary fo	r Ss to						
complete the task.							
Check answers by saying the target words and ha	iving a						
volunteer say the letter.							
Wrap-up:	10n	nin					
Play the games using the target conversation.							
Write Workbook for practicing.							
參考資料:(若有請列出)							
English time							
學生回饋			教師省思				

教學單元設計(六)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題 AT		AT	THE FLOWER SHOP	設計者	英文教師群	
實施年級 2年		2年	三級	總節數	共 3 節 , 120 分鐘	
單元	名稱	Uni	t6 AT THE FLOWER SHOP			
			設計	计依據		
			生活 6-I-1 覺察自己可能對生活	5	國-E-A1 具備認真專注的特質及良好的	
	# বর	±	中的人、事、物產生影響,學習	国	學習的習慣,嘗試運用基本的學習策	
	學習 現		調整情緒與行為。		略,強化個人語文能力。	
學習	九		國語5-I-1 以適切的速率正確地	核心	生活-E-B3 善用多元感官,察覺感知藝	
重點			朗讀文本。	素養	術與生活的關聯,以豐富美感經驗。	
			生活 E-I-1 生活習慣的養成。			
	学習容	學習內	國語Ca-I-1 各類文本中與日常			
	谷		生活相關的文化內涵。			
議題	學習主 議題 題		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質	內	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。			
	涵		國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目 的連結		十目	國語、生活課程			
教材來源 English t			English time 2			
教學設備/資源 wordwall、e-book						
學生經	驗分析		學生已熟悉 English time 1			
	學習目標					

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – remember the words.				
Teacher points the words and asks students how to say these		read aloud the words.				
words, and gives students points if they said it correctly.						
Follow-up activity:	20min					
Teacher use guessing game and other games to						
have students guess, learn, and review letters.						
Wrap-up:	15min					
To review the vocabulary and the grammar.						
Warm-up:	5min	Worksheet – remember the words.				
Ss take turns standing up and answer the questions.		read aloud the words.				
Follow-up activity:	20min					
Play the recording.						
Ss listen and repeat, pointing to each speaker in the						

	,	1				
conversation box.						
Wrap-up:	15min					
Volunteers try to read or guess the target words.						
<u>Warm-up</u> :	10min	Oral performance-Students read the				
Say five to six words that begin with the target let	ter.	sentences and show the action.				
Ss repeat each word and say its initial letter.						
Follow-up activity:	20min					
Ss listen and write the initial letter of each word the	ney hear.					
Play the recording as many times as necessary for	Ss to					
complete the task.						
Check answers by saying the target words and have	ving a					
volunteer say the letter.						
Wrap-up:	10min					
Play the games using the target conversation.						
Write Workbook for practicing.						
參考資料:(若有請列出)	參考資料:(若有請列出)					
English time						
學生回饋		教師省思				

教學單元設計(七)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

Play the recording.

Ss listen and repeat, pointing to each speaker in the

	二、教學單元設計						
主力	IN THE DEPARTMENT STORE		設計者	英	文教師群		
實施-			總節數	共 4 節 , 160 分鐘			
單元	名稱	Uni	t7 IN THE DEPARTMENT STOR	Е			
	1		,	依據	1		
			生活 4-I-3 運用各種表現與創造	2	國-E-A2		
	與羽	‡ .	的方法與形式,美化生活、增加	2	透過	語文學習,掌握文本要旨、發展學	
	學習現		生活的趣味。		習及	解決問題策略、初探邏輯思維,並	
學習	<u> </u>		國語5-I-4 了解文本中的重要訊	核心	透過	體驗與實踐,處理日常生活問題。	
重點			息與觀點。	素養	生活	-E-C3	
			生活 F-I-3 時間分配及做事程序	<u>;</u>	欣賞	周遭不同族群與文化內涵的異同,	
	學習	內	的規劃練習。		體驗	與覺察生活中全球關連的現象。	
	容		國語Bb-I-2 人際交流的情感。				
14 85	學習	主	國際教育:彰顯國家價值、多元	亡文化教育	:文化	差異與理解	
議題	題	H)	ク F2 コルナ T ロ ル エ ル lur ム	<i>**</i> *** ****	ո .b.L	다. 그 14 성	
融入	實質涵	M	多E3 認識不同的文化概念,如	•			
	<u> </u>	L FI	國 E1 了解我國與世界其他國家	的义化行列	₹ °		
	連結	11	國語、生活課程				
教材來	源		English time 2				
教學設	備/資源	ί	wordwall \ e-book				
學生經	驗分析		學生已熟悉 English time 1				
			• • •	目標			
Student	s say th	e wo	rds learned in class and perform sir		ay.		
				動設計	L nn		
		教	學活動內容及實施方式		寺間	評量方式	
Warm-					min	Worksheet – remember the words.	
Teache	er points	the	words and asks students how to say	y these		read aloud the words.	
words,	and giv	es st	udents points if they said it correctl	ly.			
Follow-up activity:			20	0min			
Teache	Teacher use guessing game and other games to						
have students guess, learn, and review letters.							
Wrap-up:			1:	5min			
To tell what Ss have to do after class.							
Warm-	<u>-up</u> :			5	min	Worksheet – remember the words.	
Ss take	e turns s	tand	ing up and answer the questions.			read aloud the words.	
Follow-up activity:			20	0min			

	<u> </u>		T		
conversation box.					
Wrap-up:	15min				
Volunteers try to read or guess the target words.					
Warm-up:		10min	Oral performance-Students read the		
Say five to six words that begin with the target let	tter.		sentences and show the action.		
Ss repeat each word and say its initial letter.					
Follow-up activity:		20min			
Ss listen and write the initial letter of each word t	hey hear.				
Play the recording as many times as necessary for	r Ss to				
complete the task.					
Check answers by saying the target words and ha	ving a				
volunteer say the letter.					
Wrap-up:		10min			
Play the games using the target conversation.					
Write Workbook for practicing.					
Warm-up:		10min	Oral performance-Students read the		
Say five to six words that begin with the target lea	tter.		sentences and show the action.		
Ss repeat each word and say its initial letter.					
Follow-up activity:		20min			
Ss listen and write the initial letter of each word t	hey hear.				
Play the recording as many times as necessary for	r Ss to				
complete the task.					
Check answers by saying the target words and ha	ving a				
volunteer say the letter.					
Wrap-up:		10min			
Play the games using the target conversation.					
Write Workbook for practicing.					
參考資料:(若有請列出)					
English time					
學生回饋		教師省思			

教學單元設計(八)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題 IN A		IN	A MESSY CLASSROOM	設計者	英文教師群	
實施公	年級	2年	-級	總節數	共 4 節 , 160 分鐘	
單元名稱 Unit			t8 IN A MESSY CLASSROOM			
			生活 7-I-3 覺知他人的感受,體		國-E-A1 具備認真專注的特質及良好的	
	學習	主	會他人的立場及學習體諒他		學習的習慣,嘗試運用基本的學習策	
	字百 現		人,並尊重和自己不同觀點的意	志	略,強化個人語文能力。	
	70		見。		生活-E-B3 善用多元感官,察覺感知藝	
學習			國語5-I-2 認識常用標點符號。	核心	術與生活的關聯,以豐富美感經驗。	
重點			生活 E-I-3 自我行為的檢視與訓	書 素養		
	# বর	學習內容	整。			
			國語Be-I-2 在人際溝通方面,以	<u>ረ</u>		
	合		書信、卡片等慣用語彙及書寫棒	各		
			式為主。			
議題	學習主		國際教育:彰顯國家價值、多元文化教育:文化差異與理解			
融入	實質	內	多 E3 認識不同的文化概念, 女	口族群、階級	3、性別、宗教等。	
	涵		國 E1 了解我國與世界其他國家	家的文化特質	Ť °	
	與其他領域/科目 的連結		國語、生活課程			
教材來:	教材來源		English time 2			
教學設	備/資源	Ę	wordwall \ e-book			
學生經	驗分析		學生已熟悉 English time 1			
			學習	3目標		

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
Teacher points the words and asks students how to say these		read aloud the words.					
words, and gives students points if they said it correctly.							
Follow-up activity:	20min						
Teacher use guessing game and other games to							
have students guess, learn, and review letters.							
Wrap-up:	15min						
Explain the optional part.							
Warm-up:	5min	Worksheet – remember the words.					
Ss take turns standing up and answer the questions.		read aloud the words.					
Follow-up activity:	20min						

Play the recording.		1				
Ss listen and repeat, pointing to each speaker in the	ne.					
conversation box.						
	15min					
Wrap-up: Volunteers try to read or guess the target words.	1311111					
Warm-up:	10min	Oral performance-Students read the				
Say five to six words that begin with the target let		sentences and show the action.				
Ss repeat each word and say its initial letter.		sentences and snow the detroit.				
Follow-up activity:	20min					
Ss listen and write the initial letter of each word t						
Play the recording as many times as necessary for	•					
complete the task.	1 53 10					
Check answers by saying the target words and ha	ving a					
volunteer say the letter.	ville a					
Wrap-up:	10min					
Play the games using the target conversation.	Tomin					
Write Workbook for practicing.						
Warm-up:	10min	Oral performance-Students read the				
•		sentences and show the action.				
Say five to six words that begin with the target let	itei.	sentences and snow the action.				
Ss repeat each word and say its initial letter.	20min					
Follow-up activity:	20min					
Ss listen and write the initial letter of each word t	•					
Play the recording as many times as necessary for	r Ss to					
complete the task.						
Check answers by saying the target words and ha	ving a					
volunteer say the letter.						
Wrap-up:	10min					
Play the games using the target conversation.						
Write Workbook for practicing.						
參考資料:(若有請列出) E. L. L. C.						
English time 學生回饋		教師省思				
1		W. 1 B 10				

教學單元設計(九)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題 IN		IN '	THE STORE	設計者	英文教師群
實施。	實施年級		三級	總節數	共 4 節, 160 分鐘
單元	名稱	Uni	it9 IN THE STORE		
		-	設言	†依據	
物的美有所感動,願意主動關。 學習表 與親近。			國語6-I-1 根據表達需要,使用 常用標點符號。	松心	生活-E-A2 具備探索問題的思考能力, 並透過體驗與實踐處理日常生活問題。 國-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。
	容		國語Bb-I-2 人際交流的情感。		
議題	學習題		國際教育:彰顯國家價值、多:	元文化教育	: 文化差異與理解
融入	實質	內	多 E3 認識不同的文化概念, 如	口族群、階級	及、性別、宗教等。
	涵		國 E1 了解我國與世界其他國家的文化特質。		
與其他領域/科目 的連結		斗目	國語、生活課程		
教材來	教材來源		English time 2		
教學設	教學設備/資源		wordwall \ e-book		
學生經	驗分析		學生已熟悉 English time 1		
學習目標					

Students say the words learned in class and perform simple role play.

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
Teacher points the words and asks students how to say these		read aloud the words.					
words, and gives students points if they said it correctly.							
Follow-up activity:	20min						
Teacher use guessing game and other games to							
have students guess, learn, and review letters.							
Wrap-up:	15min						
To let Ss read the article.							
Warm-up:	5min	Worksheet – remember the words.					
Ss take turns standing up and answer the questions.		read aloud the words.					
Follow-up activity:	20min						
Play the recording.							
Ss listen and repeat, pointing to each speaker in the							
conversation box.							

Wrap-up:	15min				
Volunteers try to read or guess the target words.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter	r.	sentences and show the action.			
Ss repeat each word and say its initial letter.					
Follow-up activity:	20min				
Ss listen and write the initial letter of each word the	y hear.				
Play the recording as many times as necessary for S	s to				
complete the task.					
Check answers by saying the target words and havir	ng a				
volunteer say the letter.					
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target letter	r.	sentences and show the action.			
Ss repeat each word and say its initial letter.					
Follow-up activity:	20min				
Ss listen and write the initial letter of each word the	y hear.				
Play the recording as many times as necessary for S	s to				
complete the task.					
Check answers by saying the target words and having	ng a				
volunteer say the letter.					
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
參考資料:(若有請列出)					
English time		11.6 15.00			
學生回饋		教師省思			

教學單元設計(十)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題 AT		AT	THE CLINIC	設計者	英文教師群	
實施年級		2 年	-級	總節數	共 3 節 , 120 分鐘	
單元	名稱	Uni	t10 AT THE CLINIC			
			設言	计依據		
६अ चड	學習得現		生活 5-I-2 在生活環境中,覺察 美的存在。 國語6-I-2 透過閱讀及觀察,積 累寫作材料。		國-E-A1 具備認真專注的特質及良好的 學習的習慣,嘗試運用基本的學習策 略,強化個人語文能力。 生活-E-B3 善用多元感官,察覺感知藝	
學習點	學習容		生活 F-I-1 工作任務理解與工作 目標設定的練習。 國語Be-I-1 在生活應用方面,如 自我介紹、日記的格式與寫作之 法。	水 食	術與生活的關聯,以豐富美感經驗。	
議題	學習題		國際教育:彰顯國家價值、多	元文化教育	文化差異與理解	
融入			多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。 國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目的連結		十目	図語文 □英語文(不含國小低年級) □本土語文□臺灣手語 □新住民語文 □數學 ■生活課程 □健康與體育 □社會 □自然科學 □藝術 □綜合活動 □資訊科技(國小) □科技(國中)			
教材來源			English time 2	<i>'</i>		
教學設	教學設備/資源		wordwall \ e-book			
學生經驗分析 學生已熟悉 B			學生已熟悉 English time 1			
			學習	習目標		
When Students listening and reading, be able to identify words according to the learned letter spelling rules.						

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
Teacher points the words and asks students how to say these		read aloud the words.					
words, and gives students points if they said it correctly.							
Follow-up activity:	20min						
Teacher use guessing game and other games to							
have students guess, learn, and review letters.							
Wrap-up:	15min						
To let Ss read the article.							

		_			
Warm-up:	5min	Worksheet – remember the words.			
Ss take turns standing up and answer the question	ıs.	read aloud the words.			
Follow-up activity:	20min				
Play the recording.					
Ss listen and repeat, pointing to each speaker in t	he				
conversation box.					
Wrap-up:	15min				
Volunteers try to read or guess the target words.					
Warm-up:	10min	Oral performance-Students read the			
Say five to six words that begin with the target le	tter.	sentences and show the action.			
Ss repeat each word and say its initial letter.					
Follow-up activity:	20min				
Ss listen and write the initial letter of each word	they hear.				
Play the recording as many times as necessary fo	r Ss to				
complete the task.					
Check answers by saying the target words and ha	ving a				
volunteer say the letter.					
Wrap-up:	10min				
Play the games using the target conversation.					
Write Workbook for practicing.					
參考資料:(若有請列出)					
English time					
學生回饋		教師省思			

註:本表單參考國教院研究計畫團隊原設計教案格式。

教學單元設計(十一)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題A		AT	HOME WITH TED	設計者	英文教師群	
實施	實施年級		F級	總節數	共 3 節 , 120 分鐘	
單元	名稱	Uni	it11 AT HOME WITH TED			
		-	設言	十依據		
學習表 現 事、物,願意提供協助與服務 國語2-I-2 說出所聽聞的內容。 生活 D-I-1 自我與他人關係的言 學習內 識。			國語Cb-I-2 各類文本中所反映	。 核心 素養	生活-E-A2 具備探索問題的思考能力, 並透過體驗與實踐處理日常生活問題。 國-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。	
議題	學習主 題		國際教育:彰顯國家價值、多次	元文化教育	: 文化差異與理解	
融入	實質	內	多 E3 認識不同的文化概念,如	如族群、階級、性別、宗教等。		
	涵		國 E1 了解我國與世界其他國家的文化特質。			
與其他領域/科目 的連結		斗目	國語、生活課程			
教材來源			English time 2			
教學設備/資源		Ę.	wordwall \ e-book			
學生經	驗分析		學生已熟悉 English time 1			
	學習目標					

Students say the words learned in class and perform simple role play.

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
Warm-up:	5min	Worksheet – remember the words.					
To use the CD player to broadcast the dialogue.		read aloud the words.					
Follow-up activity:	20min						
To use flash cards to explain vocabulary and ask Ss to repeat							
after T							
Wrap-up:	15min						
To finish review homework.							
Warm-up:	5min	Worksheet – remember the words.					
Ss take turns standing up and answer the questions.		read aloud the words.					
Follow-up activity:	20min						
Play the recording.							
Ss listen and repeat, pointing to each speaker in the							
conversation box.							

Wrap-up:	15min						
Volunteers try to read or guess the target words.							
Warm-up:	10min	Oral performance-Students read the					
Say five to six words that begin with the target let	ter.	sentences and show the action.					
Ss repeat each word and say its initial letter.							
Follow-up activity:	20min						
Ss listen and write the initial letter of each word the	ney hear.						
Play the recording as many times as necessary for	Ss to						
complete the task.							
Check answers by saying the target words and ha	ving a						
volunteer say the letter.							
Wrap-up:	10min						
Play the games using the target conversation.							
Write Workbook for practicing.							
參考資料:(若有請列出)							
English time							
學生回饋		教師省思					

教學單元設計(十二)

一、教學設計理念

Practice listening, speaking, reading and writing skills and apply them to daily life communication.

Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.

二、教學單元設計

主題 ON			NA PICNIC 設計者		英文教師群			
		2 年級						
實施年級				總節數	共 3 節 , 120 分鐘			
單元名稱 Unit12 ON A PICNIC								
			設言	†依據				
			生活 7-I-3 覺知他人的感受,覺	曲豆	國-E-A1 具備認真專注的特質及良好的			
			會他人的立場及學習體諒他		學習的習慣,嘗試運用基本的學習策			
	與羽	ŧ	人,並尊重和自己不同觀點的?	意	略,強化個人語文能力。			
#∄ বর	學習 現		見。	14	生活-E-B3 善用多元感官,察覺感知藝			
學習重點	况		國語2-I-3 與他人交談時,能適	核心素養	術與生活的關聯,以豐富美感經驗。			
里和			當的提問、合宜的回答,並分子	字				
			想法。					
	學習	內	生活 D-I-3 聆聽與回應的表現	0				
	容		國語Ac-I-2 簡單的基本句型。					
議題	學習題		國際教育:彰顯國家價值、多					
融入	實質	內	多 E3 認識不同的文化概念,如	級、性別、宗教等。				
	涵		國 E1 了解我國與世界其他國家的文化特質。					
與其他領域/科目 的連結		目	國語、生活課程					
教材來源			English time 2					
教學設備/資源		į	wordwall \ e-book					
學生經驗分析			學生已熟悉 English time 1					
學習目標								
				_				

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
Warm-up:	5min	Worksheet – remember the words.				
Teacher let Ss greet each other. And ask Ss do they like to		read aloud the words.				
come to school.						
Follow-up activity:	20min					
discussion						
Wrap-up:	15min					
Teacher ask Ss to read the title for one time b. To ask Ss what						
they see on the first page.						
Warm-up:	5min	Worksheet – remember the words.				
Ss take turns standing up and answer the questions.		read aloud the words.				
Follow-up activity:	20min					
Play the recording.						

	,					
Ss listen and repeat, pointing to each speaker in the	ne					
conversation box.						
Wrap-up:						
Volunteers try to read or guess the target words.						
<u>Warm-up</u> :		10min	Oral performance-Students read the			
Say five to six words that begin with the target le	tter.		sentences and show the action.			
Ss repeat each word and say its initial letter.	Ss repeat each word and say its initial letter.					
Follow-up activity:	Follow-up activity:					
Ss listen and write the initial letter of each word they hear.						
Play the recording as many times as necessary for Ss to						
complete the task.						
Check answers by saying the target words and having a						
volunteer say the letter.						
Wrap-up:						
Play the games using the target conversation.						
Write Workbook for practicing.						
参考資料:(若有請列出)						
English time						
學生回饋			教師省思			

學習目標		Practice listening, speaking, reading and writing skills and apply them to daily life communication. Enhance learning interest and cultivate a positive learning attitude. Cross-field units lay the foundation for actively engaging in knowledge in various fields in the future.						
	評量標準							
主題		A 優秀	B 良好	C 基礎	D 不足	E 落後		
觀評、口評	表現描述	能聆聽發言者 ¹ 所呈現的訊 息,理解內容 ² 。	能 聆聽 發言 者 所 呈 現 的 訊 息,理解內容。	能 聆聽 發 言 者 所 呈 現 的 訊 息,大致理解內 容。	在協助下,能聆 聽發言者 所呈 現的訊息,大致 理解 內容。	未達 D級		
評分指引		能完整說出所聽聞的內容。	能說出所聽聞 的內容。	大致能說出所 聽聞的內 容。	在協助下,大致 能說出所 聽聞 的內容。	未達 D級		
評量工具		觀察評量						
分數轉換		90-100	80-89	70-79	60-69	59 以下		

分數轉換:可由授課教師達成共識轉化自訂分數(級距可調整)。

備註:

- 1. 發言者: 除發話者外,亦包含不同形式之視聽媒體,所傳達的內容應適合該年級 學生程度。
- 2. 聽正確、聽完整。

評量標準								
主題		A 優秀	B C 良好 基礎		D 不足	E 落後		
紙筆評量	表現描述	能利用語 式字表)等 表)等 禁 音者 記錄 部 記 是現的訊息	在引導下,能利口畫(圖表)等單文字等。 文字等 說 說 記 記 記 現 記 罪 現 的 圖 正 言 訊	在引導下,能利 用簡單形,能利 口語(圖表)等 (是)等 (是)等 (是)等 (是)等 (是)等 (是)等 (是)等 (是	在引導下,能利 用簡單形,能利 口語、文字或 畫(圖表)等,記 略地(30%)部 發言者 ¹ 所呈現 的訊息。	未達 D級		
評 分 指 引		能依照題意, 用精確完整的 語句,記錄下 符合主題的內 容。	能依照題意,用 語意完整的句 子,記錄下符合 主題的內容。	能依照題意,大 致能用完整的 句子,記錄下符 合主題的內容。	在協助下,能依 照題意,記錄下 符合主題的內 容。	未達 D級		
評量工具		Work Book						
分數 轉換		90-100 80-89		70-79 60-69		59 以下		

