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

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

● 課程架構



二、主題說明

一、土超就的							
	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			
實施年級 3		3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	5名稱	國際文化					
		設計依據					
		英語-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			
	40 10	題。					
	總綱	綜合-E-C3 具備理解與關心本土與[
核心		多元性。					
素養		英-E-A2	英-E-A2				
	石 纲	具備理解簡易英語文訊息的能力,能	八				
	領綱	綜-E-C3					
		體驗與欣賞在地文化,尊重關懷不同族群,理解並包容文化的多元性。					
與其他	領域/科目	英語文(不含國小低年級)、綜合活動					
連結		大四人(千百四个四年) 如日田朝					
	實質內治	多 E3 認識不同的文化概念,如族群、階級、性別、宗教等。					
議題		國 E1 了解我國與世界其他國家的5	國 E1 了解我國與世界其他國家的文化特質。				
融入	所融入之	單 U1-U12					
	元		01-012				

教材來源	English time 3				
教學設備/資源	wordwall、				
單元名稱		學習重點	學習目標		
Unit 1 At the Pet Shop	學習表現學習內容	英語 2-II-2 能念出英語的語音。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。 英語 Ab-II-1 子音、母音及其組 合。 綜合 Ba-II-1 自我表達的適切性。	Be able to spell the target words and use the sentences properly in every situation.		
Unit 2	學習表現	英語 2-II-2 能念出英語的語音。 綜合 2a-II-1 覺察自己的人際溝通 方式,展現合宜的互動與溝通態 度和技巧。	Be able to read the target words and use the sentences to communicate with others.		
At the Supermarket	學習內容	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與 技巧。	Be able to discover the way and show the skills when communicating with others.		
Unit 3	學習表現	英語 2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員	Be able to read aloud the words and use the sentences properly.		
At Annie's House	學習內容	英語 Ab-II-1 片語及句子的重讀。 綜合 Ba-II-3 人際溝通的態度與 技巧。	Be able to spell the words.		
Unit 4 Around Town	學習表現	英語 2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員	Be able to spell the target words and use the sentences		
Anound Town	學習內容	英語 Ab-II-1 片語及句子的重讀。 綜合 Ba-II-3 人際溝通的態度與 技巧。	properly in every situation.		
Unit 5	學習表現	英語 2-II-2 能念出英語的語音。 綜合 2a-II-1 覺察自己的人際溝通 方式,展現合宜的互動與溝通態 度和技巧。	Be able to read the target words and use the sentences to communicate with others.		
At the Hospital	學習內容	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與 技巧。	Be able to discover the way and show the skills when communicating with others.		
Unit 6 At the Lost and Found Table	學習表現	英語 2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意	Be able to read aloud the words and use the sentences properly.		

		美。并处明庙圃以丛上马	
		義,並能關懷團隊的成員	Be able to spell the words.
		英語 Ab-II-1 片語及句子的重讀。	
	學習內容	綜合 Ba-II-3 人際溝通的態度與	
		技巧。	
		英語 2-II-2 能念出英語的語音。	Be able to read the target
	學習表現	綜合 2a-II-1 覺察自己的人際溝通	words and use the sentences
	1 4 70 73	方式,展現合宜的互動與溝通態	to communicate with others.
Unit 7		度和技巧。	
At the Drugstore		英語 Ac-II-2 簡易的生活用語。	Be able to discover the
	學習內容		way and show the skills
	, .,	綜合 Ba-II-3 人際溝通的態度與	when communicating with others.
		技巧。	others.
		英語 2-II-3 能說出課堂中所學的	
	學習表現	字詞。	
		綜合 2b-II-1 體會團隊合作的意	Be able to read aloud the words and use the sentences
Unit 8		義,並能關懷團隊的成員	properly.
In the State Park		英語 Ac-II-2 簡易的生活用語。	
	學習內容		Be able to spell the words.
		綜合 Ba-II-3 人際溝通的態度與	
		技巧。	
		英語 2-II-3 能說出課堂中所學的	
	學習表現	字詞。	
Unit 9		綜合 2b-II-1 體會團隊合作的意	Be able to spell the target
In the Kitchen		義,並能關懷團隊的成員	words and use the sentences properly in every situation.
	# 27	英語 Ab-II-1 子音、母音及其組	property in every situation.
	學習內容	合。	
		綜合 Ba-II-1 自我表達的適切性。	
		英語 2-II-2 能念出英語的語音。 綜合 2a-II-1 覺察自己的人際溝通	Be able to read the target
	學習表現		words and use the sentences
IIn:4 10		方式,展現合宜的互動與溝通態	to communicate with others.
Unit 10		度和技巧。 英語 Ac-II-2 簡易的生活用語。	
Downtown		火品 AC-11- 2 间勿时生冶用語。	Be able to discover the
	學習內容	 綜合 Ba-II-3 人際溝通的態度與	way and show the skills when
		統合 Da-II-3 人際傳通的態度與 技巧。	communicating with others.
		英語 2-II-2 能念出英語的語音。	Be able to read the target
		無合 2a-II-1 覺察自己的人際溝通	words and use the sentences
	學習表現	方式,展現合宜的互動與溝通態	to communicate with others.
Unit 11		刀式,展现石且的互勤無稱過恐 度和技巧。	to communicate with others.
At Home		英語 Ac-II-2 簡易的生活用語。	Be able to discover the way
	學習內容	無合 Ba-II-3 人際溝通的態度與	and show the skills when
	于日门谷	拔巧。	communicating with others.
	<u> </u>	1111	communicating with others.

Unit 12	學習表現	英語 2-II-2 能念出英語的語音。 綜合 2a-II-1 覺察自己的人際溝通 方式,展現合宜的互動與溝通態 度和技巧。	Be able to spell the target words and use the sentences
Around the House	學習內容	英語 Ab-II-1 子音、母音及其組合。	properly in every situation.
		綜合 Ba-II-1 自我表達的適切性。	

教學單元設計(一)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

二、教学里兀設計								
主是	主題 Unit 1 At the Pet Shop		設計者	英文教師群				
實施年級 3年級		三級	總節數	共 4 節 , 160 分鐘				
單元	名稱	Uni	it 1 At the Pet Shop					
	設計依據							
學習重點	學習現學習客	內	英語 2-II-2 能念出英語的語音 綜合2b-II-1 體會團隊合作的意 義,並能關懷團隊的成員。 英語 Ab-II-1 子音、母音及其終 合。 綜合 Ba-II-1 自我表達的適切 性。	核心	英語-英語-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。 綜合-綜合-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。			
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 英語文(不含國小低年級)、綜合活動 的連結								
教材來源 English time 3			English time 3					
教學設備/資源 wordwall、e-book		wordwall \ e-book						
學生經	學生經驗分析 English time 1-2							
學習目標								
Be able	to spel	l the	target words and use the sentences	s properly in e	every situation.			
				舌動設計				

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 – read the words, match				
Use the pictures of word time.		the lines.				
Make Ss guess what's in the picture.						
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	15min					
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:	5min	Worksheet – read the words, match				
Use the pictures of word time.		the lines.				
Make Ss guess what's in the picture.						
Follow-up activity:	20min					

			, , , , , , , , , , , , , , , , , , ,				
Play the recording.							
Ss try to say the patterns on their own.							
Ss listen and repeat, pointing to each picture.							
Wrap-up:	Wrap-up:						
Ss match all the pictures with the words.							
Write down the workbook.							
Listen to the recording and write down the words.							
Warm-up:		10min	Oral performance-Students read the				
Ss turn to the song and try to read some of the lyn	rics.		sentences and show the action.				
Read the lyrics line by line.							
Play the recording; Ss follow in their books.							
Follow-up activity:		20min					
Give three volunteers the flash card. Play the kar	aoke						
version. Take turns reading aloud.							
Role play- making Ss into groups and go on the s	stage one						
by one.							
Ss pairs read the sentence to each other.							
Wrap-up:		10min					
Tt write the sentences on the board and make Ss	read aloud.						
Ss match each number to the word they hear.							
Warm-up:		10min	Oral performance-Students read the				
Ss turn to the song and try to read some of the lyn		sentences and show the action.					
Read the lyrics line by line.			sentences and snow the action.				
Play the recording; Ss follow in their books.							
Follow-up activity:		20min					
Give three volunteers the flash card. Play the kar	aoke						
version. Take turns reading aloud.							
Role play- making Ss into groups and go on the s							
by one.							
Ss pairs read the sentence to each other.							
Wrap-up:	10min						
Tt write the sentences on the board and make Ss							
Ss match each number to the word they hear.							
參考資料:(若有請列出)		<u> </u>					
English time 3							
學生回饋		教師省思					

教學單元設計(二)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主題 Uni		Unit 2 At the Su	permarket	設計者	英文教師群		
實施年級 3年		3年級		總節數	共 4 節 , 160 分鐘		
單元	名稱	Unit 2At the Su	permarket				
	設計依據						
學習重點	學現學容	表 綜合2a-II-I 通方式,展 態度和技工 英語 Ac-II	能念出英語的語音 1 覺察自己的人際溝 長現合宜的互動與溝並 5。 -2 簡易的生活用語。 3 人際溝通的態度與	通 核心 素養	英語-英語-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。 綜合-綜合-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。		
學習主 議題 融入 實質內 涵		國際教育	國際教育:彰顯國家價值、多元文化教育:文化差異與理解 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 教材來源 教學設備/資源		耳 英語文(不 English tim wordwall、	英語文(不含國小低年級)、綜合活動 English time 3 wordwall、e-book				
學生經	驗分析	English tim		- III			
	學習目標						

Be able to read the target words and use the sentences to communicate with others. Be able to discover the way and show the skills when communicating with others.

教學活動設計 						
教學活動內容及實施方式	時間	評量方式				
<u>Warm-up</u> :	5 mins	Worksheet – fill in the blanks, find				
Phonics: Short Vowel Review		out the missing vowel.				
Point to each words and read them out correctly.		8.1.1.1				
Follow-up activity:	20 mins					
Show the Ss the missing vowel of each word.						
Then Ss should guess and find out						
the correct answers.						
Wrap-up:	15 mins					
Divide Ss into 2 groups, and do the competition.						
Teachers say the words, and Ss should write down the						
correct vowel on the smartboard. Who is the fastest one can						
get the points.						
Warm-up:	5 mins	Worksheet – fill in the blanks, find				
Phonics: long Vowel Review						

Point to each words and read them out correctly.		out the missing vowel				
Follow-up activity:	20 mins	out the missing vowel.				
Show the Ss the missing vowel of each word.	20 1111115					
Then Ss should guess and find out						
the correct answers.						
Wrap-up:	15 mins					
Divide Ss into 2 groups, and do the competition.	15 mms					
Teachers say the words, and Ss should write down to correct vowel on the smartboard. Who is the fastest get the points.						
Warm-up:	5 mins	Oral performance-Students answer				
Ss point to each scene and elicit the dialogue. Divid		_				
class into pairs, and have each pair practice role-pl		the questions of sentence patterns.				
the six different scenes.	,8					
Follow-up activity:	20 mins					
Divide Ss into 2 groups, and ask them to role-play						
conversation. Then change the roles and role-pla						
conversation again.						
Wrap-up:	15 mins					
Volunteers to do role-play and use different voices						
present the lines of conversation.						
Warm-up:	5 mins	Oral performance-Students answer				
Ss point to each scene and elicit the dialogue. Divide						
class into pairs, and have each pair practice role-pl		the questions of sentence patterns.				
the six different scenes.	,8					
Follow-up activity:	20 mins					
Divide Ss into 2 groups, and ask them to role-play						
conversation. Then change the roles and role-pla						
conversation again.						
Wrap-up:	15 mins					
Volunteers to do role-play and use different voices	sto					
present the lines of conversation.						
参考資料:(若有請列出)						
English time 3						
學生回饋		教師省思				

教學單元設計(三)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

主題 Uni		Uni	it 3 At Annie's House	設計者	英文教師群		
實施年級 3年		3年	三級	總節數	共 4 節 , 160 分鐘		
單元	名稱	Uni	it 3 At Annie's House				
			英語2-II-3 能說出課堂中所學的	的	英語-E-A2 具備探索問題的思考能力,		
	學習	-	字詞。		並透過體驗與實踐處理日常生活問題。		
	現		綜合2b-II-1 體會團隊合作的流	意	綜合-E-C3 具備理解與關心本土與國際		
學習			義,並能關懷團隊的成員	核心	事務的素養,並認識與包容文化的多元		
重點			英語Ab-II-1 片語及句子的自	素養	性。		
	學習內容		讀。				
			綜合Ba-II-3 人際溝通的態度身	與			
			技巧。				
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		丨目	英語文(不含國小低年級)、綜合活動				
教材來	教材來源		English time 3				
教學設	教學設備/資源		wordwall \ e-book				
學生經	驗分析		English time 1-2				
	學習目標						

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

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 – read the words, match
Use the pictures of word time.		the lines.
Make Ss guess what's in the picture.		
Follow-up activity:	20min	
Play the recording.		
Ss try to say the patterns on their own.		
Ss listen and repeat, pointing to each picture.		
Wrap-up:	15min	
Ss match all the pictures with the words.		
Write down the workbook.		
Listen to the recording and write down the words. get the		
points.		

Warm-up:	Warm-up:					
Use the pictures of word time.	5min	Worksheet – read the words, match the lines.				
Make Ss guess what's in the picture.		the filles.				
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:		15min				
Ss match all the pictures with the words.		1011111				
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:		10min	Oral performance-Students read the			
Ss turn to the song and try to read some of the lyri	ics.		sentences and show the action.			
Read the lyrics line by line.			sentences and show the action.			
Play the recording; Ss follow in their books.						
Follow-up activity:		20min				
Give three volunteers the flash card. Play the kara	oke					
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the st	age one by					
one.	auge one by					
Ss pairs read the sentence to each other.						
Wrap-up:	10min					
Tt write the sentences on the board and make Ss r	1011111					
Ss match each number to the word they hear.	cua uroua.					
Warm-up:		10min	Ough monforms on an Strudents would the			
Ss turn to the song and try to read some of the lyri	ics	TOHIH	Oral performance-Students read the			
Read the lyrics line by line.	103.		sentences and show the action.			
Play the recording; Ss follow in their books.						
Follow-up activity:		20min				
Give three volunteers the flash card. Play the kara	oko	2011111				
· ·	IOKE					
version. Take turns reading aloud.	taga ana h vi					
Role play- making Ss into groups and go on the st						
One.						
Ss pairs read the sentence to each other.	10					
Wrap-up: Tt write the sentences on the board and make Ss r	10min					
Ss match each number to the word they hear. 参考資料:(若有請列出)						
参考貝科・(右月萌列山) English time 3						
學生回饋		教師省思				

教學單元設計(四)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主題 Uni		Uni	t 4 Around Town	設計者		英文教師群
實施年級 3年		3年	三級	總節數		共 3 節 , 120 分鐘
單元	名稱	Uni	t 4 Around Town			
	設計依據					
			英語2-II-3 能說出課堂中所學的	গ	身	英語-E-A2 具備探索問題的思考能力,
	學習	表	字詞。		Ĺ	並透過體驗與實踐處理日常生活問題。
	現		綜合2b-II-1 體會團隊合作的意		終	宗合-E-C3 具備理解與關心本土與國際
學習			義,並能關懷團隊的成員	核心	閘	事務的素養,並認識與包容文化的多元
重點			英語Ab-II-1 片語及句子的重	素養	他	生。
	學習	內	请 。			
	容		綜合Ba-II-3 人際溝通的態度與			
			技巧。			
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,如族群、階級、性別、宗教等。			、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。	•
與其他領域/科目 的連結 英語文(不		英語文(不含國小低年級)、綜合	英語文(不含國小低年級)、綜合活動			
教材來源 English time 3						
教學設	備/資源	į	wordwall \ e-book			
學生經驗分析 English time 1-2						
			學習	3目標		
Be able to spell the target words and use the sentences properly in every situation						

Be able to spell the target words and use the sentences properly in every situation.

教學活動設計							
教學活動內容及實施方式	時間	評量方式					
<u>Warm-up</u> :	5 mins	Worksheet – fill in the blanks, find					
Phonics: ch / tch / sh consonant sound.		out the missing consonant.					
Point to each words and read them out correctly.							
Follow-up activity:	20 mins						
Show the Ss the missing vowel of each word.							
Then Ss should guess and find out							
the correct answers.							
Wrap-up:	15 mins						
Divide Ss into 2 groups, and do the competition.							
Teachers say the words, and Ss should write down the							
correct vowel on the smartboard. Who is the fastest one can							
get the points. Then change the role and do it again.							
Warm-up:	5 mins	Worksheet – fill in the blanks, find					
Phonics: ch / tch / sh consonant sound.							

Point to each words and read them out correctly.		out the missing consonant.
Follow-up activity:	20 mins	
Show the Ss the missing vowel of each word.		
Then Ss should guess and find out the correct answer	ers.	
Wrap-up:	15 mins	
Divide Ss into 2 groups, and do the competition.		
Teachers say the words, and Ss should write down t	the	
correct consonant sound on the smartboard. Who is	the	
fastest one can get the points. Then change the role	and do it	
again.		
<u>Warm-up</u> :	5 mins	Oral performance-Students answer
Ss point to each scene and elicit the dialogue. Divid	le the	the questions of sentence patterns.
class into pairs, and have each pair practice role-pl	aying	
the six different scenes.		
Follow-up activity:	20 mins	
Divide Ss into 2 groups, and ask them to role-play	the	
conversation. Then change the roles and role-plage	y the	
conversation again.		
Wrap-up:	15 mins	
Volunteers to do role-play and use different voices t	0	
present the lines of conversation.		
參考資料:(若有請列出)	<u>.</u>	
English time 3		11 () 5 -
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

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

主是	主題 Unit 5 At the Hospital		設計者	英文教師群		
實施。	實施年級 3年級		總節數	共 3 節 , 120 分鐘		
單元	名稱	Uni	t 5 At the Hospital			
	設計依據					
			英語 2-II-2 能念出英語的語音	0	英語-E-A2 具備探索問題的思考能力,	
	學習	表	綜合2a-II-1 覺察自己的人際溝		並透過體驗與實踐處理日常生活問題。	
<i>212</i> 22	現		通方式,展現合宜的互動與溝;		綜合-綜合-E-C3 具備理解與關心本土	
學習重點			態度和技巧。	核心 	與國際事務的素養,並認識與包容文化	
里和	ধ্রে বব		英語 Ac-II-2 簡易的生活用語。		的多元性。	
	学習 容	² 習內 灾	綜合Ba-II-3 人際溝通的態度與	!		
	70-		技巧。			
學習主 國際教育			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,与	加族群、階級	及、性別、宗教等。	
	涵		國 E1 了解我國與世界其他國領	家的文化特質	f 0	
與其他領域/科目 的連結 英語文(不含國小低年級)、綜		冷活動				
教材來源 English time 3						
教學設	備/資源	Į.	wordwall \ e-book			
學生經	學生經驗分析 English time 1-2					
學習目標						

Be able to read the target words and use the sentences to communicate with others.

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 – read the words, match				
Use the pictures of word time.		the lines.				
Make Ss guess what's in the picture.						
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	15min					
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:	5min	Worksheet – read the words, match				
Use the pictures of word time.		the lines.				

Make Ss guess what's in the picture.							
Follow-up activity:	20min						
Play the recording.	Play the recording.						
Ss try to say the patterns on their own.							
Ss listen and repeat, pointing to each picture.							
Wrap-up:		15min					
Ss match all the pictures with the words.							
Write down the workbook.							
Listen to the recording and write down the words.							
Warm-up:							
Ss turn to the song and try to read some of the ly		sentences and show the action.					
Read the lyrics line by line.							
Play the recording; Ss follow in their books.							
Follow-up activity:	20min						
Give three volunteers the flash card. Play the kar							
version. Take turns reading aloud.							
Role play- making Ss into groups and go on the s	stage one						
by one.							
Ss pairs read the sentence to each other.							
Wrap-up:		10min					
Tt write the sentences on the board and make Ss							
Ss match each number to the word they hear.							
参考資料:(若有請列出)							
English time 3							
學生回饋		教師省思					

教學單元設計(六)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主是	題	Uni	it 6 At the Lost and Found Table	設計者	英文教師群	
實施。	實施年級 3年級 總節數		共 3 節 , 120 分鐘			
單元	名稱	Uni	it 6 At the Lost and Found Table			
	設計依據					
			英語2-II-3 能說出課堂中所學的	内	英語-E-A2 具備探索問題的思考能力,	
	學習	表	字詞。		並透過體驗與實踐處理日常生活問題。	
	現		綜合2b-II-1 體會團隊合作的意	意	綜合-E-C3 具備理解與關心本土與國際	
學習			義,並能關懷團隊的成員	核心	事務的素養,並認識與包容文化的多元	
重點			英語Ab-II-1 片語及句子的i	素養	性。	
	學習	內	讀。			
	容		綜合Ba-II-3 人際溝通的態度身	與		
			技巧。			
學習主 國際教育:彰顯國家價值、多方 議題		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	家的文化特質	· ·	
與其他領域/科目 英語文(不含國小低年級)、綜合活動			英語文(不含國小低年級)、綜合			
教材來	源		English time 3			
教學設	備/資源	į	wordwall \ e-book			
學生經	驗分析		English time 1-2			
學習目標						

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

教學活動設設		
教學活動內容及實施方式	時間	評量方式
Warm-up:	5 mins	Worksheet – Ss read the words and
Phonics: "Final y" sound.		
Point to each words and read them out correctly.		spell the words.
Follow-up activity:	20 mins	
Show Ss the word of "final y" sound. Then Ss should say		
the words correctly.		
Wrap-up:	15 mins	
Divide Ss into 2 groups, and do the competition. Teachers		
write down the words on the board, and Ss should find out		
the correct "final y" words on the board. Who is the fastest		
one can get the points.		

5 mins	Worksheet – Ss read the words and						
	spell the words.						
20 mins							
ould say							
15 mins							
find out							
ne fastest							
5 mins	Oral performance-Students answer						
ide the	the questions of sentence patterns.						
playing							
20 mins							
y the							
lay the							
15 mins							
s to							
1							
English time 3教師省思							
	教師省思						
	ould say 15 mins Teachers I find out the fastest 5 mins ride the playing 20 mins by the lay the						

教學單元設計(七)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

主是	題	Uni	it 7 At the Drugstore	設計者	英文教師群	
實施。	年級	3年	三級	總節數	共 4 節 , 160 分鐘	
單元	名稱	Uni	it 7 At the Drugstore			
	設計依據					
			英語2-II-2 能念出英語的語音。		英語-E-A2 具備探索問題的思考能力,	
	學習	·	綜合2a-II-1 覺察自己的人際潭	季	並透過體驗與實踐處理日常生活問題。	
49 an	現		通方式,展現合宜的互動與溝近		綜合-E-C3 具備理解與關心本土與國際	
學習重點			態度和技巧。	核心 素養	事務的素養,並認識與包容文化的多元	
	學習	內	英語Ac-II-2 簡易的生活用語。		性。	
	子日容		綜合Ba-II-3 人際溝通的態度與	4		
	4		技巧。			
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	家的文化特質	· °	
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合			英語文(不含國小低年級)、綜合	活動		
教材來	源		English time 3			
教學設	備/資源	<u> </u>	wordwall \ e-book			
學生經	驗分析		English time 1-2			
學習目標						

Be able to read the target words and use the sentences to communicate with others.

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 – read the words, match					
Use the pictures of word time.		the lines.					
Make Ss guess what's in the picture.							
Follow-up activity:	20min						
Play the recording.							
Ss try to say the patterns on their own.							
Ss listen and repeat, pointing to each picture.							
Wrap-up:	15min						
Ss match all the pictures with the words.							
Write down the workbook.							
Listen to the recording and write down the words.							
Warm-up:	5min	Worksheet – read the words, match					
Use the pictures of word time.		the lines.					

	1		7			
Make Ss guess what's in the picture.						
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	15min					
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:		10min	Oral performance-Students read the			
Ss turn to the song and try to read some of the lyn	rics.		sentences and show the action.			
Read the lyrics line by line.						
Play the recording; Ss follow in their books.						
Follow-up activity:		20min				
Give three volunteers the flash card. Play the kar	aoke					
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the s	stage one					
by one.						
Ss pairs read the sentence to each other.						
Wrap-up:		10min				
Tt write the sentences on the board and make Ss	read aloud.					
Ss match each number to the word they hear.						
Warm-up:		10min	Oral performance-Students read the			
Ss turn to the song and try to read some of the lyn	rics.		sentences and show the action.			
Read the lyrics line by line.						
Play the recording; Ss follow in their books.						
Follow-up activity:		20min				
Give three volunteers the flash card. Play the kar	aoke					
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the s	stage one					
by one.						
Ss pairs read the sentence to each other.						
Wrap-up:	10min					
Tt write the sentences on the board and make Ss						
Ss match each number to the word they hear.						
參考資料:(若有請列出)						
English time 3						
學生回饋		教師省思				

教學單元設計(八)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主是	題	Unit 8 In the State Park		設計者	英文教師群	
實施年級 3年級		總節數	共 4 節 , 160 分鐘			
單元	名稱	Uni	t 8 In the State Park			
	設計依據					
學習重點	學習 現 學習		英語2-II-3 能說出課堂中所學的字詞。 綜合2b-II-1 體會團隊合作的意義,並能關懷團隊的成員 英語Ac-II-2 簡易的生活用語。		英語-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。 綜合-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。	
	容	容	綜合Ba-II-3 人際溝通的態度與 技巧。			
議題	學習題		國際教育:彰顯國家價值、多為	元文化教育	: 文化差異與理解	
融入						
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合		活動				
	教材來源 English time 3					
	教學設備/資源 wordwall、e-book					
學生經	學生經驗分析 English time 1-2					
學習目標						

Be able to read aloud the words and use the sentences properly.

Be able to spell the words.

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:	5 mins	Worksheet – Ss read the words and				
Phonics: "Final es" sound.						
Point to each words and read them out correctly.		spell the words.				
Follow-up activity:	20 mins					
Show Ss the word of "final es" sound. Then Ss should say						
the words correctly.						
Wrap-up:	15 mins					
Divide Ss into 2 groups, and do the competition. Teachers						
write down the words on the board, and Ss should find out						
the correct "final es" words on the board. Who is the fastest						
one can get the points.						
Warm-up:	5 mins	Worksheet – Ss read the words and				
Phonics: "Final es" sound.						

Г		1					
Point to each words and read them out correctly.		spell the words.					
Follow-up activity:	20 mins						
Show Ss the word of "final es" sound. Then Ss shou	ıld say						
the words correctly.							
Wrap-up:	15 mins						
Divide Ss into 2 groups, and do the competition. Te write down the words on the board, and Ss should fi							
the correct "final es" words on the board. Who is the							
one can get the points.							
Warm-up:	5 mins	Oral performance-Students answer					
Ss point to each scene and elicit the dialogue. Divid	le the	the questions of sentence patterns.					
class into pairs, and have each pair practice role- pl	aying						
the six different scenes.							
Follow-up activity:	20 mins						
Divide Ss into 2 groups, and ask them to role-play	the						
conversation. Then change the roles and role-pla	y the						
conversation again.							
Wrap-up:	15 mins						
Volunteers to do role-play and use different voices t	o						
present the lines of conversation.							
Warm-up:	5 mins	Oral performance-Students answers					
Ss point to each scene and elicit the dialogue. Divid	le the	the questions of sentence patterns.					
class into pairs, and have each pair practice role-pl	aying	are questions of sentence patterns.					
the six different scenes.							
Follow-up activity:	20 mins						
Divide Ss into 2 groups, and ask them to role-play	the						
conversation. Then change the roles and role-pla	y the						
conversation again.							
Wrap-up:	15 mins						
Volunteers to do role-play and use different voices	to						
present the lines of conversation.							
参考資料:(若有請列出)							
English time 3							
學生回饋		教師省思					

教學單元設計(九)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

主是	主題 Unit 9 In the Kitchen 設計者		英文教師群		
實施公	實施年級 3年級 總節數		共 4 節 , 160 分鐘		
單元/	名稱	Uni	t 9 In the Kitchen		
	設計依據				
			英語2-II-3 能說出課堂中所學		英語-E-A2 具備探索問題的思考能力,
	學習	表	的字詞。		並透過體驗與實踐處理日常生活問題。
	現		綜合2b-II-1 體會團隊合作的意		綜合-E-C3 具備理解與關心本土與國際
學習			義,並能關懷團隊的成員	核心	事務的素養,並認識與包容文化的多元
重點			英語Ab-II-1 子音、母音及其組	素養	性。
	學習內		合。		
	容		綜合Ba-II-1 自我表達的適切		
			性。		
學習主 國際教育:彰顯國		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	3 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	家的文化特質	Fr. o
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合		活動			
教材來源 English time 3			<u> </u>		
教學設	備/資源	Ę	wordwall \ e-book		
學生經	學生經驗分析 English time 1-2				
	學習目標				

Be able to spell the target words and use the sentences properly in every situation.

教學活動設計						
教學活動內容及實施方式	時間	評量方式				
<u>Warm-up</u> :	5min	Worksheet – Students read the				
Use the pictures of word time.						
Make Ss guess what's in the picture.		conversations and fill in the blanks.				
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	15min					
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:	5min	Worksheet – Students read the				
Use the pictures of word time.						

Make Ss guess what's in the picture.			conversations and fill in the blanks.			
Follow-up activity:	2	20min				
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	1	15min				
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:		10min	Oral performance-Students read the			
Ss turn to the song and try to read some of the ly	rics.		sentences and show the action.			
Read the lyrics line by line.						
Play the recording; Ss follow in their books.						
Follow-up activity:		20min				
Give three volunteers the flash card. Play the kar	aoke					
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the s	stage one					
by one.						
Ss pairs read the sentence to each other.						
Wrap-up:	1	10min				
Tt write the sentences on the board and make Ss	read aloud.					
Ss match each number to the word they hear.						
Warm-up:	_ 1	10min	Oral performance-Students read the			
Ss turn to the song and try to read some of the ly	rics.		sentences and show the action.			
Read the lyrics line by line.						
Play the recording; Ss follow in their books.						
Follow-up activity:	2	20min				
Give three volunteers the flash card. Play the kar	aoke					
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the s	stage one					
by						
one.						
Ss pairs read the sentence to each other.						
Wrap-up:	1	10min				
Tt write the sentences on the board and make Ss	read					
aloud.						
Ss match each number to the word they hear.						
参考資料:(若有請列出)						
English time 3						
學生回饋			教師省思			

教學單元設計(十)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主是	主題 Unit 10 Downtown 🔋		設計者		英文教師群	
實施年級 3年級		三級	總節數		共 3 節 , 120 分鐘	
單元	名稱	Uni	it 10 Downtown			
			設言	十依據		
			英語2-II-2 能念出英語的語音	0	英	語-E-A2 具備探索問題的思考能力,
	學習	表	綜合2a-II-1 覺察自己的人際溝		並	透過體驗與實踐處理日常生活問題。
與羽	現		通方式,展現合宜的互動與溝道		綜	合-E-C3 具備理解與關心本土與國際
學習重點			態度和技巧。	核心 	事	務的素養,並認識與包容文化的多元
	क्ष्म चच	rλη	英語Ac-II-2 簡易的生活用語。		性	. •
	學習容		綜合Ba-II-3 人際溝通的態度與	<u> </u>		
	70		技巧。			
學習主 國際教			國際教育:彰顯國家價值、多	祭教育: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	如族群、階級	及、	性別、宗教等。
	涵		國 E1 了解我國與世界其他國領	家的文化特?	質。	
與其他領域/科目 的連結 英語文(不含國小低年級)、綜合		活動				
教材來源 English time 3						
教學設	備/資源	į	wordwall \ e-book			
學生經	學生經驗分析 English time 1-2					
學習目標						

Be able to read the target words and use the sentences to communicate with others.

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:	5 mins	Worksheet – fill in the blanks, find				
Phonics: cr/ dr/ tr consonant blends		out the missing consonant.				
Point to each words and read them out correctly.		g				
Follow-up activity:	20 mins					
Show the Ss the missing consonant blends of each word.						
Then Ss should guess and find out the correct answers.						
Wrap-up:	15 mins					
Divide Ss into 2 groups, and do the competition.						
Teachers say the words, and Ss should write down the						
correct consonant blends on the smartboard. Who is the						
fastest one can get the points. Then change the role and do it						
again.						
Warm-up:	5 mins	Worksheet – fill in the blanks, find				

Phonics: cr/ dr/ tr consonant blends		out the missing consonant.			
Point to each words and read them out correctly.					
Follow-up activity:	20 mins				
Show the Ss the missing consonant blends of each	word.				
Then Ss should guess and find out the correct answ	vers.				
Wrap-up:	15 mins				
Divide Ss into 2 groups, and do the competition.					
Teachers say the words, and Ss should write down	the				
correct consonant blends on the smartboard. Who	is the				
fastest one can get the points. Then change the role	e and do it				
again.					
Warm-up:	5 mins	Oral performance-Students answer			
Ss point to each scene and elicit the dialogue. Div	ide the	the questions of sentence patterns.			
class into pairs, and have each pair practice role-p	olaying				
the six different scenes.					
Follow-up activity:	20 mins				
Divide Ss into 2 groups, and ask them to role-play	y the				
conversation. Then change the roles and role-pl	ay the				
conversation again.					
<u>Wrap-up:</u>	15 mins				
Volunteers to do role-play and use different voices	to				
present the lines of conversation.					
參考資料:(若有請列出)					
English time 3		1/ 4T /A II			
學生回饋		教師省思			

教學單元設計(十一)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.

二、教學單元設計

主是	主題 Unit 11 At Home 設		設計者	英文教師群	
實施年級 3年		3年	三級	總節數	共 3 節 , 120 分鐘
單元	名稱	Uni	it 11 At Home		
			設言	計依據	
學習點	學習現		英語2-II-2 能念出英語的語音 綜合2a-II-1 覺察自己的人際溝 通方式,展現合宜的互動與溝上 態度和技巧。		英語-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。 綜合-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
上 加	學習內容		英語Ac-II-2 簡易的生活用語。 綜合Ba-II-3 人際溝通的態度與 技巧。		性。
學習主 國際教育:章		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 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 英語文(不含國小低年級)、綜合		合活動			
教材來源 English time 3					
	教學設備/資源 wordwall、e-book				
學生經	驗分析		English time 1-2		
學習目標					

Be able to read the target words and use the sentences to communicate with others.

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 – read the words, match				
Use the pictures of word time.		the lines.				
Make Ss guess what's in the picture.						
Follow-up activity:	20min					
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:	15min					
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:	5min	Worksheet – read the words, match				
Use the pictures of word time.						

Make Ss guess what's in the picture.			the lines.			
Follow-up activity:						
Play the recording.						
Ss try to say the patterns on their own.						
Ss listen and repeat, pointing to each picture.						
Wrap-up:		15min				
Ss match all the pictures with the words.						
Write down the workbook.						
Listen to the recording and write down the words.						
Warm-up:			Oral performance-Students read the			
Ss turn to the song and try to read some of the lyri	ics.		sentences and show the action.			
Read the lyrics line by line.						
Play the recording; Ss follow in their books.						
Follow-up activity:						
Give three volunteers the flash card. Play the karaoke						
version. Take turns reading aloud.						
Role play- making Ss into groups and go on the stage one						
by one.						
Ss pairs read the sentence to each other.						
Wrap-up:						
Tt write the sentences on the board and make Ss read aloud.						
Ss match each number to the word they hear.						
参考資料:(若有請列出)						
English time 3						
學生回饋		教師省思				

教學單元設計(十二)

一、教學設計理念

By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject

二、教學單元設計

主題 Uni		Uni	it 12 Around the House	設計者	英文教師群		
實施年級 3年		3年	-級	總節數	共 3 節 , 120 分鐘		
單元名稱 Unit 12 Around the House			t 12 Around the House				
	設計依據						
			英語2-II-2 能念出英語的語音。		英語-E-A2 具備探索問題的思考能力,		
	學習	表	綜合2a-II-1 覺察自己的人際溝		並透過體驗與實踐處理日常生活問題。		
	現		通方式,展現合宜的互動與溝上	通	綜合-E-C3 具備理解與關心本土與國際		
學習			態度和技巧。	核心	事務的素養,並認識與包容文化的多元		
重點			英語Ab-II-1 子音、母音及其組	素養	性。		
	學習內 容		合。				
			綜合Ba-II-1 自我表達的適切				
			性。				
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,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	英語文(不含國小低年級)、綜合活動				
教材來源 Englis			English time 3				
教學設備/資源 wordwall、e-book		wordwall \ e-book					
學生經驗分析 English time 1-2							
學習目標							
Be able to spell the target words and use the sentences properly in every situation.							

Be able to spell the target words and use the sentences properly in every situation.

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:	5 mins	Worksheet – fill in the blanks, find					
Phonics: sm/ sn/ sp consonant blends		out the missing consonant.					
Point to each words and read them out correctly.		C					
Follow-up activity:	20 mins						
Show the Ss the missing consonant blends of each word.							
Then Ss should guess and find out the correct answers.							
Wrap-up:	15 mins						
Divide Ss into 2 groups, and do the competition.							
Teachers say the words, and Ss should write down the							
correct consonant blends on the smartboard. Who is the							
fastest one can get the points. Then change the role and do it							
again.							
Warm-up:	5 mins	Worksheet – fill in the blanks, find					
Phonics: sm/ sn/ sp consonant blends							

		T			
Point to each words and read them out correctly.		out the missing consonant.			
Follow-up activity:	20 mins				
Show the Ss the missing consonant blends of each v	vord.				
Then Ss should guess and find out the correct answer	ers.				
Wrap-up:	15 mins				
Divide Ss into 2 groups, and do the competition.					
Teachers say the words, and Ss should write down t	he				
correct consonant blends on the smartboard. Who is	the				
fastest one can get the points. Then change the role a	and do it				
again.					
Warm-up:	5 mins	Oral performance-Students answer			
Ss point to each scene and elicit the dialogue. Divid	e the	the questions of sentence patterns.			
class into pairs, and have each pair practice role- pla	aying	and American continuous Familians			
the six different scenes.					
Follow-up activity:	20 mins				
Divide Ss into 2 groups, and ask them to role-play	the				
conversation. Then change the roles and role-play	y the				
conversation again.					
Wrap-up:	15 mins				
Volunteers to do role-play and use different voices to	o				
present the lines of conversation.					
參考資料:(若有請列出)	1				
English time 3					
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。

學習目	標	By mentioning questions, group discussions, work appreciation, and learning self-evaluation process allow children to realize that they are learning subject.						
	評量標準							
主題		A 優秀	B 良好	C 基礎	D 不足	E 落後		
觀評、口評察量、述量	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				
分婁轉抖		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 良好	C 基礎	D 不足	E 落後	
紙筆評量	表現描述	能利用語 式字表)等等。 是現的訊息 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 息	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 エ 具							
分數轉換		90-100	80-89	70-79	60-69	59 以下	

