

110-112 學年度三峽區龍埔國民小學雙語成果專輯(生活-1 下)

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壹、學校基本資料

學校名稱	龍埔國小	<input type="checkbox"/> 方案一 <input type="checkbox"/> 方案二 <input type="checkbox"/> 方案三 <input checked="" type="checkbox"/> 方案四				
學校狀況	<input type="checkbox"/> 12 班以下小型學校 <input checked="" type="checkbox"/> 13 班至 59 班中型學校 <input type="checkbox"/> 59 班以上大型學校					
實施 CLIL 課程 班級數	一年級班級數:9	四年級班級數:9				
	二年級班級數:9	五年級班級數:0				
	三年級班級數:9	六年級班級數:0				
執行 狀況	本校實施 CLIL 總班級數:共 <u>36</u> 班 實施 CLIL 課程領域、年級、班級數及學生參與數如下:					
	序號	CLIL 課程領域	實施年級	實施班級數	學生參與數	每週每班 上課節數
	1	生活	一年級	9	260	6
	2	英語	一年級	9	260	2
	3	生活	二年級	9	272	6
	4	英語	二年級	9	272	2
	5	體育	三年級	9	278	2
	6	自然	三年級	9	278	3
	7	美勞	三年級	9	278	2
	8	英語	三年級	9	278	3
	9	體育	四年級	9	272	2
	10	自然	四年級	9	272	3
	11	美勞	四年級	9	272	2
12	英語	四年級	9	272	3	

貳、實施概況

一、緣起：

本校自108學年度下學期奉教育局指示由英速魔法學院龍埔校區轉型為「新北市雙語實驗課程亮點學校」，並自109學年度起由小一新生全面進行每週共8節課的CLIL生活領域和英語課程，至今已經四年了。透過CLIL整合，讓學生從小一開始在生活領域及英語領域課程的環境下熟悉以英語學習各相關科目的內容；並規劃鷹架式的課程設計，使學生具備進入下一階段雙語科目領域的能力。

為了落實雙語課程政策，課程實施初期與即將接任一年級的導師群和外師經過多次慎重的會議討論，因為沒有適合學校的雙語生活教材，加上外師無法閱讀中文，最終決

議參考市面上生活教科書版本後，挑選適用的內容進行主題式教材編寫，同時著手翻譯十二年國教生活領域課程綱要之學習內容及學習表現供外師參考使用。

雙語生活教材編撰完成後，依據教學現場需要進行微調，目前該教材已應用於一、二年級，同時雙語生活音樂及雙語生活美勞也搭配生活課程單元主題進行教學，讓學生在不同領域反覆聽、說該單元主題的學習內容，除了對學科內容有更充分的理解，也增加語言文字輸入的頻率。

另外，自 111 學年度起，本校雙語實驗課程延伸至中年級的自然、體育、美勞、英語等領域，參酌之前課程開發的經驗，以及三年級進行雙語課程的領域特性，在中外師參考 108 課綱及審定版教科書後，我們決定以審定版教科書為上課主要依據，從課本中每單元抽一部分設計成為雙語教材，這樣做一方面學生能獲得有系統的學習，二方面也可以減輕授課教師的負擔與壓力。為避免日後因更換教科書版本而需大幅修改內容，各科目仍依主題式方式編撰，往後僅需視教科書內容進行微調即可。本校推動雙語教學的特色如下：

1. 自編教材：為使中師在課堂中能安心自信的使用英語授課，參酌現有教科書版本自編雙語生活教材。除了編製學生手冊彙整各章節重點及學習單，另編製教師手冊提供相關教學指引、討論議題、PPT 簡報及學習單解答供協同教師參考。為讓中師在課堂中能對課程中會使用到的英語更有信心，特在教學指引中加入” Teachers' Talk” 提供教師們語言的支持。
2. 師資雙軌：本校雙語實驗課程為新北市雙語實驗課程方案四學校，配置四位外籍英語教師，每位外師授課節數 20 節課，本國籍英文教師李昭慧老師協助中年級雙語體育教案設計，給予減課 3 節。為能有效運用外師資源，讓學校雙語授課不必受限於外師人力，故提昇校內非英語科系畢業教師的使用英語授課意願及能力至為重要。目前本校雙語授課科目安排如下：
 - ◎中外師協同授課：雙語生活、雙語自然、雙語體育。
 - ◎中師獨立授課：雙語美勞。
 - (1) 中外師協同授課除了主要確認學生學習狀況，也在教學中提昇中籍教師的英語口語能力和自信。每週共備時，中師們相互討論和彼此鼓勵，所以本校實施雙語的年級與課程中師回任的意願達到 70% 以上，此有助於中師對雙語教學能更熟悉更自信，師資結構趨向穩定。
 - (2) 中師獨立授課課程為逐年發展本校藝術領域美勞之校訂課程。在共備時，由具備英語能力的教師帶領領域教師共編教材，共同討論雙語課堂上可能遇到的狀況並練習必備的字彙用語，提升教師雙語教學的專業知能。
3. 規劃雙語教室：為讓學生能有別於一般教室的上課方式，我們運用原有的英速學院教室，規劃成低年級雙語生活情境教室，讓學生能在課堂中進行分組討論、遊戲學習。

「一個人能走得快，一群人能走得遠」正是龍埔老師們教授雙語課程的心情。我們深信雙語計畫的成功不只是一個課程的順利推動，更有團隊的共識和共好的衷心；我們希望看到在雙語課堂中，學生能在二種語言間自由切換的風景，每個人都能快樂的學習。

二、工作職掌：

(一) 行政支援

為推動本校雙語實驗教育，本校設置研發處專責學校雙語及英語課程相關業務，進行各處室間的橫向聯繫工作。此外，也成立雙語實驗課程推動小組，由校長擔任召集人，各處室皆納入推動小組，其工作職掌詳如下表所示。

職稱	姓名	承辦業務	備註
校長	黃清海	1. 綜理雙語實驗學校各項相關業務 2. 各項工作業務統籌規劃及進度考核	召集人
研發主任	高文謙	1. 規劃龍埔國小校本課程轉化、教學模組研發、雙語實驗教育師資研習 2. 整合雙語實驗教育課程計畫、校內英語相關課程發展 3. 協助成立中外師雙語教育專業發展社群 4. 辦理中外師公開授課活動及課程分享會	執行秘書
教務主任	王柏文	1. 協助各領域排課事宜 2. 協助辦理各項研習及相關備課事宜 3. 協助辦理公開授課活動及課程分享會	處室代表
學務主任	胡大元	協助校內各項宣導活動雙語化建置作業	處室代表
總務主任	謝慶龍	各項雙語教學設備招標及環境建置工作	處室代表
輔導主任	張秭翊	協助後續補救教學策略擬定及執行	處室代表
人事主任	陳清雲	協助編制人員招聘事宜	處室代表
主計主任	施佳玲	協助經費核銷事宜	處室代表
行政助理	黃思綾	1. 協助各項行政事務運作 2. 執行相關預算編列及核銷事宜 3. 辦理教師研習及安排專業社群會議	
專案教師	江明儀 李旻臻	1. 協助雙語實驗課程研發及推展 2. 協助中外師進行課堂對話及課程規劃 3. 協助辦理教師研習及安排專業社群會議	
英文教師	李昭慧	1. 協助雙語實驗課程設計 2. 協助外師與英語教師課程搭配協調事宜	
領域教師	生活 自然 體育	1. 協助雙語實驗課程設計 2. 協助雙語課程研發事宜	雙語領域 代表教師

(二) 課程發展

本校雙語課程發展，由研發處主任擔任執行秘書，邀請兼具專業科目及英文專長之教師擔任課程研發主責人員，搭配該領域中外師每週進行共備活動研發課程，並定期邀請臺北大學劉慶剛教授擔任雙語實驗教育的指導專家，提供本校雙語課程規劃和建議，並陪伴雙語教學教師們學習成長。由於本校目前有數個領域實施雙語實驗課程，因此教務處協助規劃各領域教師每週有二節共同不排課時間，以利進行共同備課。備課時間說明如下：

星期	共備時間	領域	共備內容	參與人員
星期二	14:20- 16:00pm (第 6-7 節)	自然科學 領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語自然	蔡怡貞老師(主責教師)、褚美惠老師、陳柏汝老師、外師 Michelle、高文謙主任、江明儀老師、李旻臻老師
星期五	13:30- 15:00pm (第 5-6 節)	健康與體育 領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語體育	謝慶龍主任、徐宇澄老師、高健庭老師、倪玉婷老師、羅家宏老師、王復瑄老師、外師 Rori、李昭慧老師、高文謙主任、江明儀老師、李旻臻老師
星期四	13:30- 15:00pm (第 5-6 節)	生活領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 1-2 年級雙語生活(含音樂、美勞)	G1、G2 導師 楊倬宜老師、黃英華老師、陳匯峯老師、蕭薇嫻老師、外師 Angela、Hanna、高文謙主任、江明儀老師、李旻臻老師
星期五	13:30- 15:00pm (第 5-6 節)	藝文領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語美勞	楊明鑫老師帶領其他 5 位美勞科任教師進行備課

(三) 協同教學

本校目前 1~4 年級部分領域實施雙語實驗教育，其中除了低年級生活音樂、生活美勞及中年級美勞為純中師教學外，低年級生活；中年級自然及體育採中外師協同授課方式進行，中外師協同教學模式採由外師主教，中師負責掌管學生學習狀態並適時給予必要協助方式操作，細節說明如下：

1. 低年級雙語生活

(1)生活 Life Skill 共三節課，由外師主教二節課、中師協同(導師)，另一節課由中師獨立教學，且中外師課程內容是互相銜接，前後連貫的。

(2)生活音樂一節課，由中師主教(科任)。

(3)生活美勞二節課，由本校具雙語美勞資格的中師進行獨立授課(科任)。

2. 中年級雙語自然

本校的雙語自然是採一節課外師主教、中師協同(科任)，另外二節課由中師獨立授課方式進行。其中外師主教部分教材，是由中外師討論審視審定版課本，並從中擷取內容後進行自編教材，並製作學習單進行教學，且中外師課程內容是互相銜接，前後連貫的。

3. 中年級雙語體育

本校的雙語體育是採一節課外師主教、中師協同(科任)，另外一節課由中師獨立授課方式進行。其中外師主教部分教材，是由中外師討論自審定課本中擷取內容後再行自編教材，製作教案進行教學，且中外師課程內容是互相銜接，前後連貫的。

4. 中年級雙語美勞

本校的雙語美勞是由中師獨立授課，有二位具雙語美勞資格的中師帶領美勞領域的所有夥伴由校訂課程中規劃設計雙語教學單元，將本校美勞的校訂課程進行1-6年級的縱向連貫。

5. 英語課程

本校的英語課程由7位英語本科系畢業或取得 CEF 架構之 B2級以上英語相關考試檢定及格證書教師進行授課。課程內容除了選用審定版本外，依學校校訂課程選用英語繪本進行教學，學生除了學習課本知識外，也搭配繪本讓學習更具生活化及趣味化。

參、課程架構

一、課程規劃願景與原則

(一)龍埔國小發展的雙語願景

在龍埔國小「低碳、社群、人文、行動」的學校願景下，我們希望透過實施雙語教育，培養具有「國際視野、行動學習、合作創新、世界公民」的龍埔學子。

增加口語表達自信
提昇英語文字溝通能力

實踐力

龍埔願景：
行動、低碳
人文、社群

科技力
善用科技工具
拓展國際視野

人文力

喜愛本國文化
了解並尊重他國文化



(二)課程設計規劃原則

1. 教材的選用:由於目前尚無適合的雙語生活教材可供使用，因此我們首先將生活領域課綱逐條翻譯成英文，讓外師了解生活課綱內容；也讓中外師參閱審定版本來進行自編教材的撰寫。這樣不僅可符合課綱指標，也減輕教師課程設計的難度，並發展出適合低年級學童之雙語教材。
2. 主題式的課程統整:以主題式的課程統整方式，讓學生在課程內容可以中英文重複學習，以達到了解學科內容和產生學習遷移作用。
3. 課程設計加強聽說能力的訓練:低年級的雙語實驗課程除了生活領域6節課外，也包括校訂的英轉課程2節。中年級的雙語實驗課程則是在藝術領域、健康與體育領域、自然領域等課程中實施，亦包括校訂的英轉課程。學生在能力建構上，領域科目著重在聽說能力的訓練及表達，英語課程則訓練學生的聽說讀寫技巧。
4. 課程的連結性:重視課程的橫向及縱向連結，在課程設計時除了橫向考量各主題單元間之關聯性外，亦同時評估學生之先備知識，建構縱向連結之課程鷹架，而為了釐清課程脈絡，我們亦建立了課程地圖，方便教師辨識，以深化學科知識，而中外師授課內容亦是前後互相連結，一脈相承，以確保課程之完整性。(課程連結詳參課程地圖—有連結之課程用相同顏色標示)

二、各科雙語課程規劃總表

龍埔國小 112 學年度課程規劃				
實施對象	低年級			備註
英語課程	龍埔英閱繪	字母教學 繪本導讀 (自編教材)	每週 2 節	英語中師
雙語生活課程	生活課程	常規常識教學 生活美勞 生活音樂 (自編教材)	每週 3 節 每週 2 節 每週 1 節	外師主教+導師協同 2 節 導師獨立授課 1 節 雙語中師讀錄授課 2 節 中師獨立授課 1 節 (音樂及美勞含括在生活課程架構中)
實施對象	中年級			備註
英語課程	龍埔英閱繪	何嘉仁版課本 繪本導讀	每週 3 節	英語中師
健康與體育	體育課程	康軒版課本 自編雙語教材	每週 2 節	外師主教+中師協同 1 節 科任中師獨立授課 1 節
自然科學	自然課程	翰林版課本 自編雙語自然 教材	每週 3 節	外師主教+中師協同 1 節 中師獨立授課 2 節
藝術	美勞課程	翰林版課本 自編校訂課程	每週 2 節	美勞中師獨立授課 2 節

◎以下課程架構依分科手冊科目不同分開呈現，礙於篇幅不統一呈現於此。

肆、雙語生活領域課程(低年級-全)

The Domain of Life Curriculum
一、雙語生活領域課程架構表(低年級-全)

Grade	Grade One 一年級		Grade Two 二年級	
	1 st Semester 一上	2 nd Semester 一下	1 st Semester 二上	2 nd Semester 二下
Chapter 1 第一章	<u>Grade One</u> 1.1 New School 1.2 New Friends	<u>Toys and Games</u> 1.1 Play Fair 1.2 My Toys 1.3 Games	<u>Wind, Water and Natural Disaster</u> 1.1 Wind 1.2 Water 1.3 Natural Disaster	<u>Recycling</u> 1.1 Recycle 1.2 Reduce and Reuse 1.3 Composting
Chapter 2 第二章	<u>My Day</u> 2.1 Getting Ready 2.2 Where Does It Belong?	<u>Trees and Flowers</u> 2.1 Trees 2.2 Leaves 2.3 Flowers	<u>Light and Shadow</u> 2.1 What Are Shadows? 2.2 Investigating Shadows	<u>Plants and Farming</u> 2.1 Seeds 2.2 Farming
Chapter 3 第三章	<u>My School Rules</u> 3.1 Play Time 3.2 Our Rules	<u>New Life</u> 3.1 Is It Living? 3.2 Life Cycles	<u>Bubbles</u> 3.1 What Are Bubbles? 3.2 Investigating Bubbles	<u>Magnets</u> 3.1 What are Magnets? 3.2 Investigating Magnets
Chapter 4 第四章	<u>Chinese New Year</u> 4.1 Learning About Holidays 4.2 Celebrating Chinese New Year	<u>Wind, Water and Weather</u> 4.1 Wind 4.2 Water 4.3 Weather	<u>My Neighborhood</u> 4.1 Sounds 4.2 Signs 4.3 Places 4.4 Maps	<u>The Way We Grow</u> 4.1 My Memories 4.2 My Future

The Domain of Life Curriculum Map

二、雙語生活領域課程學習地圖(低年級-全)

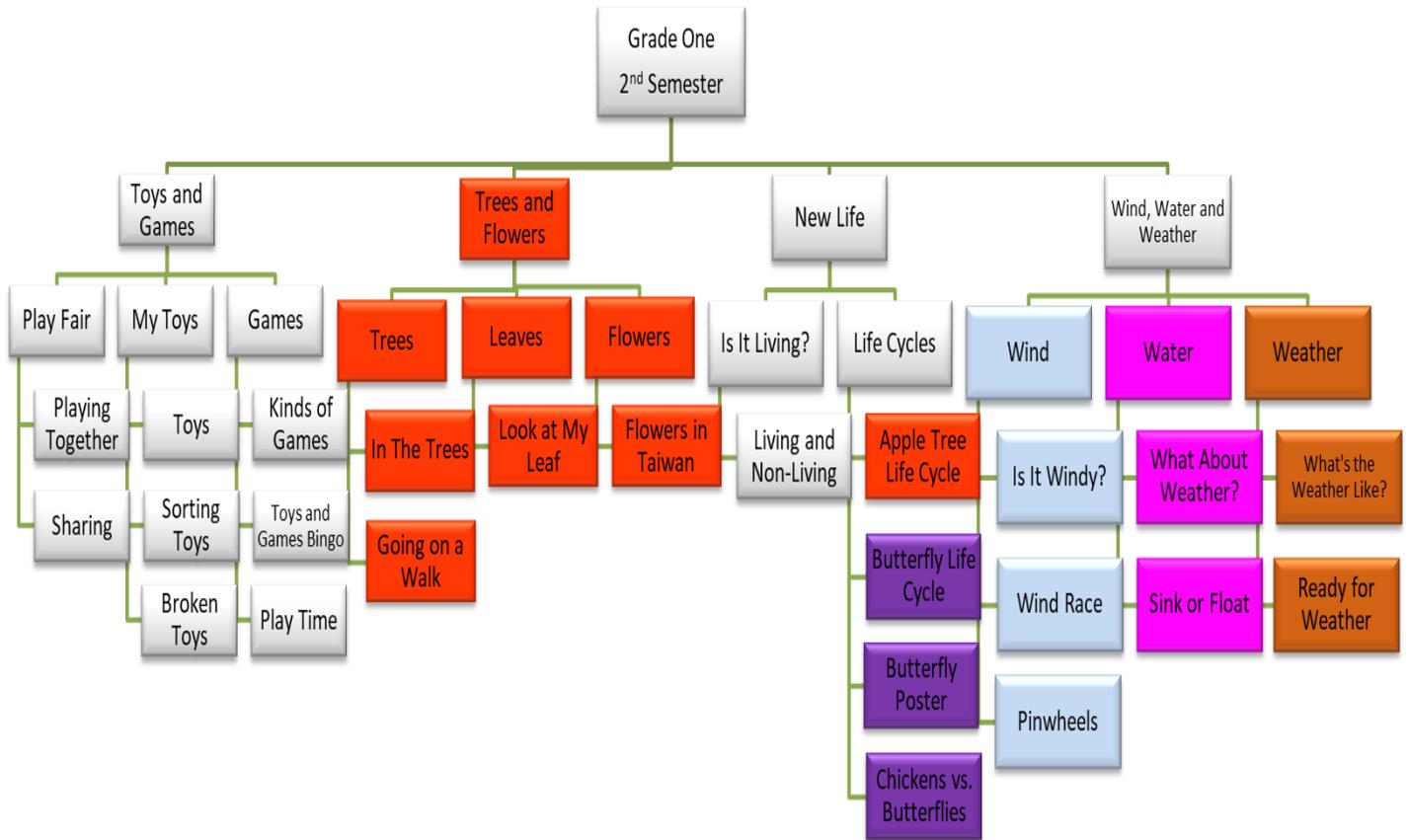
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G1 Semester 1
 一年級上學期



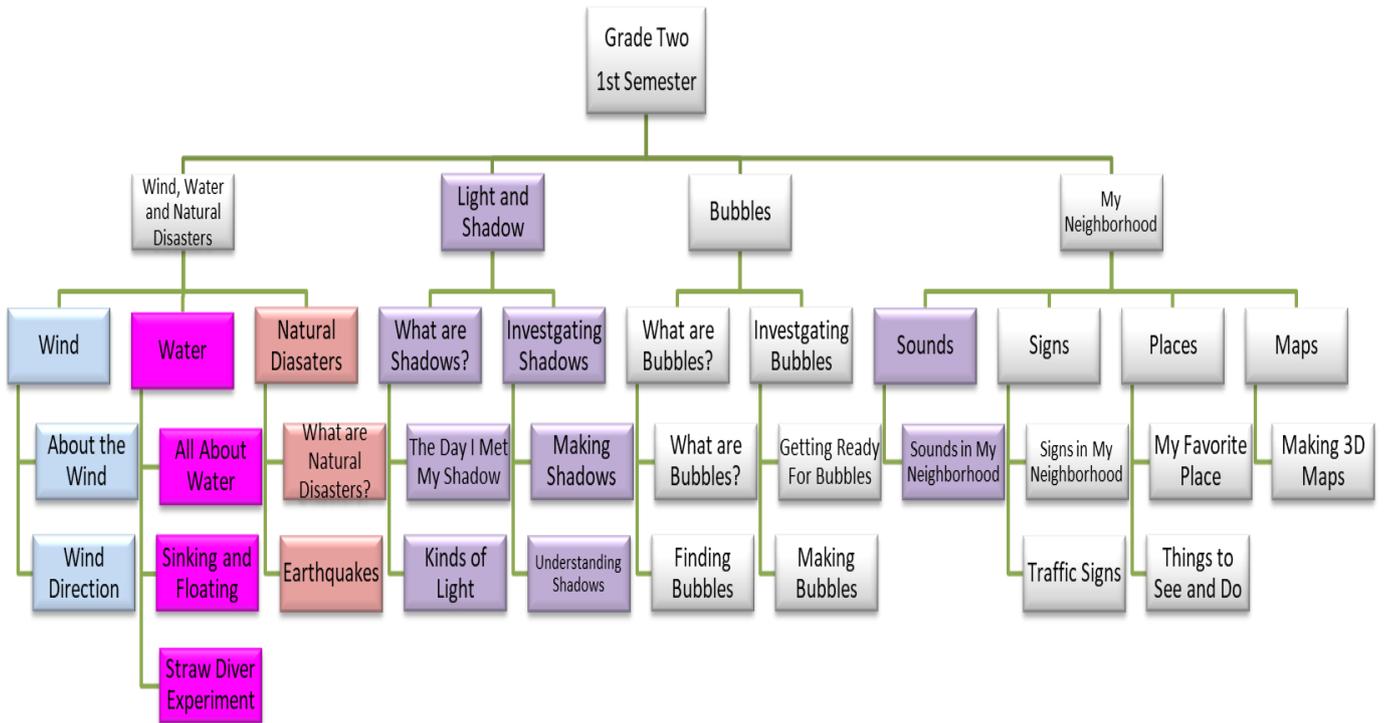
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G1 Semester 2
一年級下學期



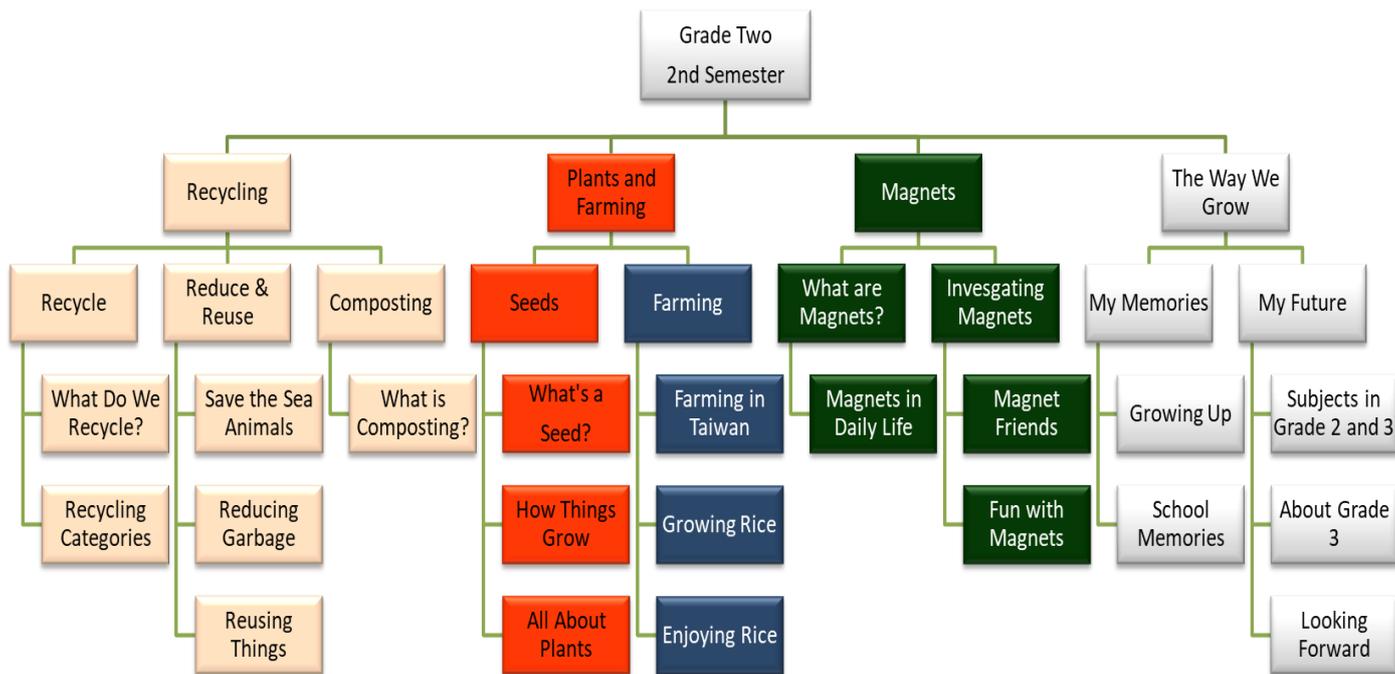
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G2 Semester 1
二年級上學期



- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G2 Semester 2
二年級下學期



The Domain of Life Curriculum Learning Focus

三、生活領域課程學習重點(低年級-全)

Grade One 1 st Semester 一年級上學期			
	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: Grade One	1.1 New School 1.1.1 Welcome to Grade 1 1.1.2 What's My Name? 1.1.3 Saying Hello 1.1.4 Kindergarten vs Grade 1	1-I-1 Explore and share feelings and thoughts about oneself and related people, things and environments. 探索並分享自己及相關人、事、物的感受及想法。 1-I-3 Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress and direction of effort. 省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。	A-I-2 Observing the changes of things 事物變化現象的觀察。
	1.2 New Friends 1.2.1 Me And My Friend 1.2.2 How Are You? 1.2.3 Being Kind	2-I-2 Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes. 觀察生活人、事、物的變化，覺知變化的可能因素。	D-I-1 Recognizing the relationship between self and others 自我與他人關係的認識。 D-I-2 Learning how to adjust emotions 情緒調整的學習。
Chapter 2: My Day	2.1 Getting Ready 2.1.1 Getting Ready 2.1.2 My School Bag	1-I-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely. 珍視自己並學會照顧自己的方法，且能適切、安全的行動。 6-I-2 Realize what one should do and play one's role well, and do it in person.	F-I-3 Planning exercises for time allocation and working procedures 時間分配及做事程序的規劃練習。

		體會自己分內該做的事，扮演好自己的角色，並身體力行。	
	2.2 Where Does It Belong? 2.2.1 Where Does It Belong? 2.2.2 Recycling	6-I-3 Perceive the norms and etiquette in life, explore the significance, and be willing to abide by them. 覺察生活中的規範與禮儀，探究其意義，並願意遵守。	E-I-1 Developing life habits 生活習慣的養成。 A-I-3 Self-reflection 自我省思。
Chapter 3: My School Rules	3.1 Playtime 3.1.1 Around School 3.1.2 Playing Outside 3.1.3 Danger	1-I-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely. 珍視自己並學會照顧自己的方法，且能適切、安全的行動。 3-I-1 Be willing to participate in various kinds of learning activities and show curiosity and eagerness for knowledge and exploration. 願意參與各種學習活動，表現好奇與求知探究之心。	D-I-2 Learning how to adjust emotions 情緒調整的學習。 D-I-4 Working together and assisting each other 共同工作並相互協助。
	3.2 Our Rules 3.2.1 Break Time Rules 3.2.2 Classroom Rules 3.2.3 Lunch Time Rules	6-I-3 Perceive the norms and etiquette in life, explore the significance, and be willing to abide by them. 覺察生活中的規範與禮儀，探究其意義，並願意遵守。	E-I-2 Put the norms of life into practice 生活規範的實踐
Chapter 4: Chinese New Year	4.1 Learning About Holidays 4.1.1 My Neighborhood 4.1.2 Favorite Holidays	2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments. 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。	B-I-2 Recognizing the beauty or benefits of the social environment 社會環境之美的體認。

	<p>4.2 Celebrating Chinese New Year</p> <p>4.1.1 The Story of Nian</p> <p>4.1.2 Lucky Fish</p>	<p>2-I-6</p> <p>Realize the reasons for things through exploring and inquiring into people, things and environments.</p> <p>透過探索與探究人、事、物的歷程，了解其中的道理。</p> <p>5-I-1</p> <p>Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.</p> <p>覺知生活中人、事、物的豐富面貌，建立初步的美感經驗。</p>	<p>D-I-3</p> <p>Performance in listening and responding</p> <p>聆聽與回應的表現。</p>
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Grade One 2nd Semester 一年級下學期

	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: Toys and Games	<p>1.1 Play Fair</p> <p>1.1.1 Playing Together</p> <p>1.1.2 Sharing</p>	<p>1-I-3</p> <p>Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress and direction of effort.</p> <p>省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。</p> <p>7-I-3</p> <p>Be aware of the feelings of others, realize the positions of others and learn to be considerate, and respect the opinions that differ from one's own.</p> <p>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。</p>	<p>A-I-3</p> <p>Self-reflection</p> <p>自我省思。</p> <p>D-I-1</p> <p>Recognizing the relationship between self and others</p> <p>自我與他人關係的認識。</p>
	<p>1.2 My Toys</p> <p>1.2.1 Toys</p> <p>1.2.2 Sorting Toys</p> <p>1.2.3 Broken Toys</p>	<p>6-I-4</p> <p>Care for people, things and environments in life and be willing to offer assistance and service.</p> <p>關懷生活中的人、事、物，願意提供協助與服務。</p>	<p>D-I-4</p> <p>Working together and assisting each other</p> <p>共同工作並相互協助。</p>

	<p>1.3 Games</p> <p>1.3.1 Kinds of Games</p> <p>1.3.2 Toys and Games Bingo</p> <p>1.3.3 Play Time</p>	<p>6-I-1</p> <p>Perceive and be aware and that one might have influences on people, things and environments in life and learn to adjust one's emotions and behaviors.</p> <p>覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。</p>	<p>D-I-2</p> <p>Learning how to adjust emotions</p> <p>情緒調整的學習。</p>
Chapter 2: Trees and Flowers	<p>2.1 Trees</p> <p>2.1.1 In The Trees</p> <p>2.1.2 Going on A Walk</p>	<p>3-I-2</p> <p>Realize that there are a variety of methods for exploring how and why things work and be willing to apply them.</p> <p>體認探究事理有各種方法，並且樂於應用。</p>	<p>A-I-1</p> <p>Understanding the phenomenon of life growth</p> <p>生命成長現象的認識。</p>
	<p>2.2 Leaves</p> <p>2.2.1 Look at My Leaf</p>	<p>5-I-2</p> <p>Be aware that beauty exists everywhere in the living environment.</p> <p>在生活環境中，覺察美的存在。</p>	<p>B-I-1</p> <p>Perceiving the beauty of the natural environment</p> <p>自然環境之美的感受。</p>
	<p>2.3 Flowers</p> <p>2.3.1 Flowers in Taiwan</p>	<p>5-I-2</p> <p>Be aware that beauty exists everywhere in the living environment.</p> <p>在生活環境中，覺察美的存在。</p>	<p>B-I-1</p> <p>Perceiving the beauty of the natural environment</p> <p>自然環境之美的感受。</p>
Chapter 3: New Life	<p>3.1 Is It Living?</p> <p>3.1.1 Living and Non-Living</p>	<p>2-I-2</p> <p>Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes.</p> <p>觀察生活中人、事、物的變化，覺知變化的可能因素。</p>	<p>A-I-2</p> <p>Observing the changes of things</p> <p>事物變化現象的觀察。</p> <p>D-I-3</p> <p>Performance in listening and responding</p> <p>聆聽與回應的表現。</p>
	<p>3.2 Life Cycles</p> <p>3.2.1 Apple Tree Life Cycle</p> <p>3.2.2 Butterfly Cycle</p> <p>3.2.3 Butterfly Poster</p> <p>3.2.4 Chickens vs. Butterflies</p>	<p>2-I-6</p> <p>Realize the reasons for things through exploring and inquiring into people, things and environments.</p> <p>透過探索與探究人、事、物的歷程，了解其中的道理。</p>	<p>A-I-2</p> <p>Observing the changes of things</p> <p>事物變化現象的觀察。</p> <p>D-I-3</p> <p>Performance in listening</p>

		7-I-4 Be able to establish rules or methods for common goals, work and complete a mission together. 能為共同的目標訂定規則或方法，一起工作並完成任務。	and responding 聆聽與回應的表現。
Chapter 4: Wind, Water and Weather	4.1 Wind 4.1.1 Is It Windy? 4.1.2 Wind Race 4.1.3 Pinwheels	2-I-5 Use various kinds of methods and skills to explore things, deal with information appropriately, and build up the habit of doing things by hand. 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。	C-I-1 Exploring the characteristics and phenomena of things 事物特性與現象的探究。
	4.2 Water 4.2.1 What About Water? 4.2.2 Sink or Float	3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things. 體會學習的樂趣和成就感，主動學習新的事物。	C-I-3 Methods and skills for exploring things in life 探究生活事物的方法與技能。
	4.3 Weather 4.3.1 What's The Weather Like? 4.3.2 Ready for Weather	2-I-3 Explore people, things and environments in life and perceive that they will influence one another. 探索生活中的人、事、物，並體會彼此之間會相互影響。	A-I-2 Observing the changes of things 事物變化現象的觀察。

Grade Two 1st Semester 二年級上學期

	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: Wind, Water and Natural Disasters	1.1 Wind 1.1.1 About The Wind 1.1.2 Wind Direction	2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments. 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。	C-I-1 Exploring the characteristics and phenomena of things 事物特性與現象的探究。

	<p>1.2 Water</p> <p>1.2.1 All About Water</p> <p>1.2.2 Sinking and Floating</p> <p>1.2.3 Straw Diver Experiment</p>	<p>2-I-4</p> <p>During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments.</p> <p>在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p>	<p>C-I-3</p> <p>Methods and skills for exploring things in life</p> <p>探究生活事物的方法與技能。</p>
	<p>1.3 Natural Disasters</p> <p>1.1.1 What are Natural Disasters?</p> <p>1.1.2 Earthquakes</p>	<p>2-I-5</p> <p>Use various kinds of methods and skills to explore things, deal with information appropriately, and build up the habit of doing things by hand.</p> <p>運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p>	<p>A-I-3</p> <p>Self-reflection</p> <p>自我省思。</p>
<p>Chapter 2:</p> <p>Light and Shadow</p>	<p>2.1 What are Shadows?</p> <p>2.1.1 The Day I Met My Shadow</p> <p>2.1.2 Kinds of Light</p>	<p>2-I-2</p> <p>Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes.</p> <p>觀察生活中人、事、物的變化，覺知變化的可能因素。</p>	<p>C-I-3</p> <p>Methods and skills for exploring things in life</p> <p>探究生活事物的方法與技能。</p>
	<p>2.2 Investigating Shadows</p> <p>2.1.1 Making Shadows</p> <p>2.1.2 Understanding Shadows</p>	<p>2-I-4</p> <p>During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments.</p> <p>在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p>	<p>C-I-1</p> <p>Exploring the characteristics and phenomena of things</p> <p>事物特性與現象的探究。</p> <p>C-I-4</p> <p>Application and practice of how and why things work</p> <p>事理的應用與實踐。</p>

Chapter 3: Bubbles	<p>3.1 What are Bubbles?</p> <p>3.1.1 What are Bubbles?</p> <p>3.1.2 Finding Bubbles</p>	<p>2-I-6 Realize the reasons for things through exploring and inquiring into people, things and environments. 透過探索與探究人、事、物的歷程，了解其中的道理。</p> <p>4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination. 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</p>	<p>E-I-2 Put the norms of life into practice 生活規範的實踐。</p>
	<p>3.2 Investigating Bubbles</p> <p>3.1.1 Getting Ready For Bubbles</p> <p>3.1.2 Making Bubbles</p>	<p>2-I-4 During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments. 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p> <p>7-I-5 Be aware of the importance of cooperation through the process of working together. 透過一起工作的過程，感受合作的重要性。</p>	<p>F-I-2 Proposition and trial of various methods or strategies in solving problems 不同解決問題方法或策略的提出與嘗試。</p> <p>E-I-3 Reviewing and adjusting self-behavior 自我行為的檢視與調整。</p>
Chapter 4: My Neighborhood	<p>4.1 Sounds</p> <p>4.1.1 Sounds in My Neighborhood</p>	<p>2-I-1 Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments. 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。</p>	<p>B-I-2 Recognizing the beauty or benefits of the social environment 社會環境之美的體認。</p>

	<p>4.2 Signs</p> <p>4.2.1 Signs in My Neighborhood</p> <p>4.2.2 Traffic Signs</p>	<p>2-I-1</p> <p>Explore people, things and environments in life using sensory organs and perception and perceive the characteristics of things and environments.</p> <p>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。</p>	<p>C-I-3</p> <p>Methods and skills for exploring things in life</p> <p>探究生活事物的方法與技能。</p>
	<p>4.3 Places</p> <p>4.3.1 My Fvorite Place</p> <p>4.3.2 Things to See and Do</p>	<p>7-I-2</p> <p>Listen to the ideas of others and try in various ways to understand the opinions expressed by others.</p> <p>傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p> <p>1-I-3</p> <p>Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress and direction of effort.</p> <p>省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。</p>	<p>F-I-3</p> <p>Planning exercises for time allocation and working procedures</p> <p>時間分配及做事程序的規劃練習。</p> <p>F-I-4</p> <p>Reflection on and improvement of one's own methods and strategies in doing things</p> <p>對自己做事方法或策略的省思與改善。</p>
	<p>4.4 Maps</p> <p>4.4.1 Making 3D Maps</p>	<p>7-I-1</p> <p>Express one's observations and opinions on people, things and environments in comprehensible words or other ways of expression.</p> <p>以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。</p>	<p>C-I-2</p> <p>Making use of media characteristics and symbolic representations</p> <p>媒材特性與符號表徵的使用。</p>

Grade Two 2nd Semester 二年級下學期

	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: Recycling	1.1 Recycle	6-I-2	C-I-5
	1.1.1 What Do We Recycle? 1.1.2 Recycling Categories	Realize what one should do and play one's role well, and do it in person. 體會自己分內該做的事，扮演	Application, combination, and innovation of knowledge and methods 知識與方法的運用、組

		好自己的角色，並身體力行。	合與創新。
	1.2 Reduce & Reuse 1.1.1 Save the Sea Animals 1.1.2 Reducing Garbage 1.1.3 Reusing Things	6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life. 覺察人與環境的依存關係，進而珍惜資源，愛護環境、尊重生命。	B-I-3 Exploring and cherishing the environment 環境的探索與愛護。
	1.2 Composting 1.2.1 What is Composting?	2-I-6 Realize the reasons for things through exploring and inquiring into people, things and environments. 透過探索與探究人、事、物的歷程，了解其中的道理。	F-I-2 Proposition and trial of various methods or strategies in solving problems 不同解決問題方法或策略的提出與嘗試。
Chapter 2: Plants and Farming	2.1 Seeds 2.1.1 What's a Seed? 2.1.2 How Things Grow 2.1.3 2-1-3 All About Plants	5-I-2 Be aware that beauty exists everywhere in the living environment. 在生活環境中，覺察美的存在。	A-I-1 Understanding the phenomenon of life growth 生命成長現象的認識。 B-I-1 Perceiving the beauty of the natural environment 自然環境之美的感受。
	2.2 Farming 2.2.1 Farming in Taiwan 2.2.2 Growing Rice 2.2.3 Enjoying Rice	6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life. 覺察人與環境的依存關係，進而珍惜資源，愛護環境、尊重生命。	B-I-3 Exploring and cherishing the environment 環境的探索與愛護。 E-I-4 Expressing gratitude and practicing service work 對他人的感謝與服務。
Chapter 3: Magnets	3.1 What are Magnets? 3.1.1 Magnets in Daily Life	2-I-4 During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments. 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。	F-I-1 Exercises for understanding a mission and setting a task goal 工作任務理解與工作目標設定的練習。

	<p>3.2 Investigating Magnets</p> <p>3.1.1 Magnet Friends</p> <p>3.1.2 Fun With Magnets</p>	<p>2-I-5</p> <p>Use various kinds of methods and skills to explore things, deal with information appropriately, and build up the habit of doing things by hand.</p> <p>運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p>	<p>C-I-2</p> <p>Making use of media characteristics and symbolic representations 媒材特性與符號表徵的使用。</p> <p>D-I-4</p> <p>Working together and assisting each other 共同工作並相互協助。</p>
Chapter 4: The Way We Grow	<p>4.1 My Memories</p> <p>4.1.1 Growing up</p> <p>4.1.2 School Memories</p>	<p>1-I-1</p> <p>Explore and share feelings and thoughts about oneself and related people, things and environments.</p> <p>探索並分享自己及相關人、事、物的感受及想法。</p> <p>5-I-4</p> <p>Be moved by the beauty of people, things, and environments around life and be willing to take the initiative to care and get close.</p> <p>對生活周遭人、事、物的美有所感動，願意主動關心與親近。</p>	<p>A-I-3</p> <p>Self-reflection 自我省思。</p> <p>D-I-3</p> <p>Performance in listening and responding 聆聽與回應的表現。</p> <p>E-I-3</p> <p>Reviewing and adjusting self-behavior 自我行為的檢視與調整。</p>
	<p>4.2 My Future</p> <p>4.2.1 Subjects in Grade 2 and 3</p> <p>4.2.2 About Grade 3</p> <p>4.2.3 Looking Forward</p>	<p>1-I-2</p> <p>Be aware that everyone has one's own uniqueness and strengths, and appreciate one's merits and like oneself.</p> <p>覺察每個人均有其獨特性及長處，進而欣賞自己的優點、喜歡自己。</p> <p>1-I-3</p> <p>Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress and direction of effort.</p> <p>省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。</p>	<p>E-I-4</p> <p>Expressing gratitude and practicing service work 對他人的感謝與服務。</p> <p>F-I-3</p> <p>Planning exercises for time allocation and working procedures 時間分配及做事程序的規劃練習。</p> <p>F-I-4</p> <p>Reflection on and improvement of one's own methods and strategies in doing things 對自己做事方法或策略的省思與改善。</p>

伍、教學計劃（包含雙語生活3節，雙語美勞2節，雙語音樂1節，共6節。）

一、一年級下學期課程計劃：課程目標

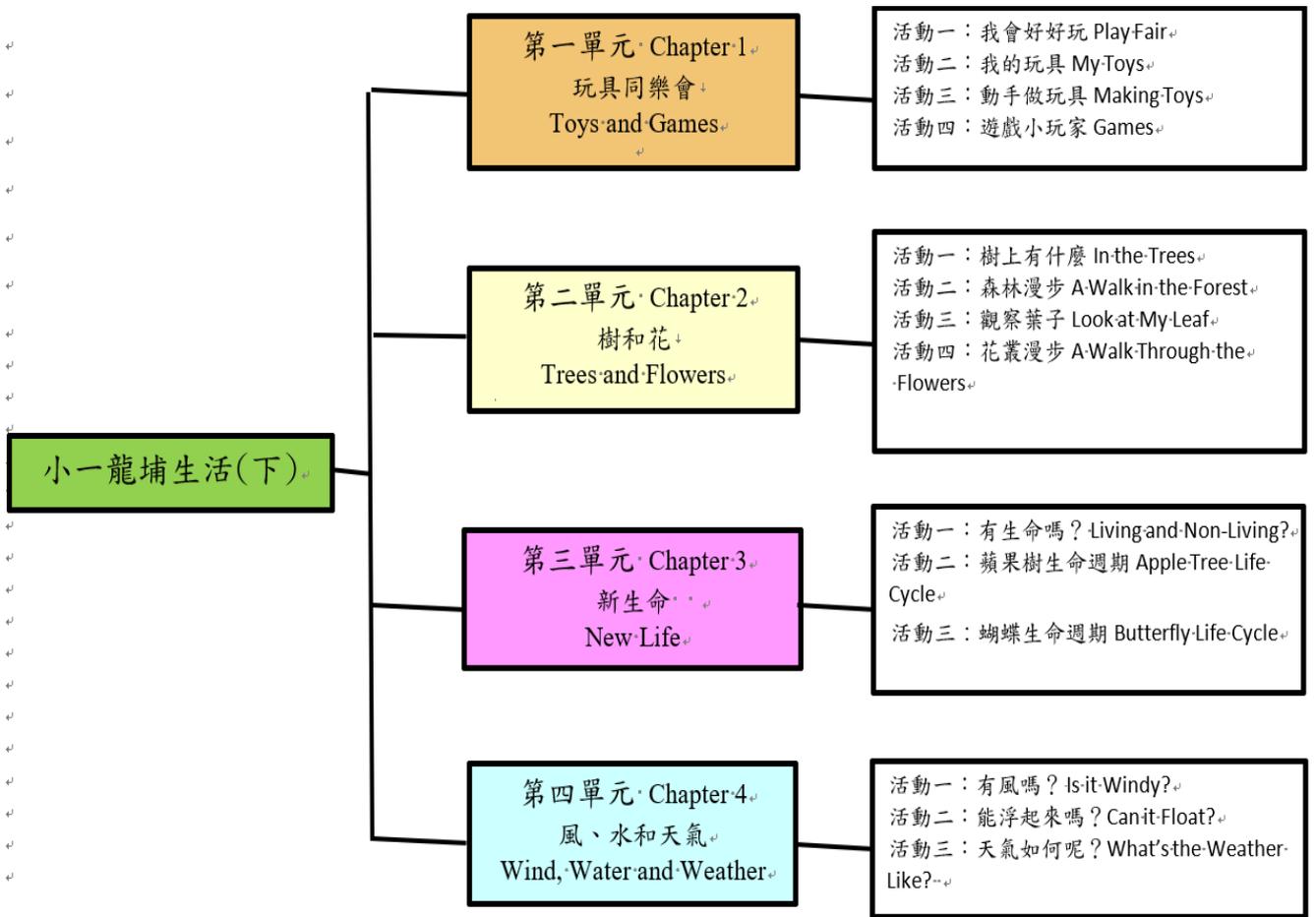
課 程 目 標	
生活課程	<ul style="list-style-type: none"> √Listen to rules and understand the importance of rules of social interaction. √Learn vocabulary for this semester. √Students learn to categorize toys by certain criteria. √ To have students engaged interactively, as teacher shares insects with students. √ To have students create and share their works. √Observing the beauty of the natural environment around us. √Be familiar with for leaves and flowers. √Students can say what do they eat or wear in winter and summer. √Students can say what they like to do in summer. √Be able to say and label the body parts of Apple Tree Life Cycle and Butterfly Life Cycle. √Be able to know the kind of weather.
美勞課程	<p>小一的孩子正處於前圖示期，這階段的兒童繪畫可以提供了我們一些具體的紀錄，讓我們得以清楚兒童的思考歷程，而繪畫也同時幫助他們思考；此外，這時期的兒童對於外界事物的認知，也體現在個人化的繪畫樣式上。因此，本學期的課程安排希望透過教師的引導，讓兒童在經過上學期的基本操作練習之後，能夠將所習得的基本技能應用於創作中。另外，也期許在本學期的創意發想/創作課程當中，持續激發孩子的想像力以及創造力，讓他們找到屬於自己的視覺藝術創作語言。</p>

音樂課程	<p>低年級兒童在感官神經的發展最為迅速的階段，對建立音樂基本能力而言是最佳時機，因此設計概念為培養以下的能力：音感教學為培養聽覺感應的能力；基礎認譜教學如同識字能力由淺入深，按部就班認識音樂的符號；演唱教學訓練人聲的開發；演奏教學培養打擊樂器技能和節奏的配合，並利用英文韻文培養律動感；下學期校本課程~音樂家(莫札特)故事欣賞教學培養鑑賞的能力。在各方面的相互結合進行生活音樂教育。</p>
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二、一年級下學期課程內涵：

總綱核心素養	學習領域核心素養
<p>■A1 身心素質與自我精進</p> <p>■A2 系統思考與解決問題</p> <p>■B1 符號運用與溝通表達</p> <p>■C1 道德實踐與公民意識</p> <p>■C2 人際關係與團隊合作</p>	<p>生活-E-A1：透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2：學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1：使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C1：覺察自己、他人和環境的關係，體會生活禮儀與團體規範的意義，學習尊重他人、愛護生活環境及關懷生命，並於生活中實踐，同時能省思自己在團體中所應扮演的角色，在能力所及或與他人合作的情況下，為改善事情而努力或採取改進行動。</p> <p>生活-E-C2：覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>

三、一年級上學期課程架構圖：



四、一年級下學期各單元教學期程、學習重點及融入議題規畫：

教學單元	學習重點		教學期程	融入議題
	學習表現	學習內容		
第一單元 Chapter 1 玩具同樂會 Toys and Games	1-I-2 2-I-1 2-I-5 3-I-1 3-I-2 3-I-3 4-I-2 6-I-3 7-I-5	A-I-3 C-I-1 C-I-4 C-I-5 D-I-4 F-I-2	1-6 週	【品德教育】 品 E3 溝通合作與和諧人際關係。
第二單元 Chapter 2 樹和花 Trees and Flowers	1-I-3 2-I-6 3-I-2 5-I-2	A-I-1 A-I-3 B-I-1 D-I-3 D-I-4	7-10 週 *第十週為 期中評量週	【環境教育】 環 E1 參與戶外學習與自然體驗，覺知自然環境的美、平衡、與完整性。 【戶外教育】 戶 E1 善用教室外、戶外及校外教學，認識生活環境（自然或人為）。 戶 E3 善用五官的感知，培養眼、耳、鼻、舌、觸覺及心靈對環境感受的能力。
第三單元 Chapter 3 新生命 New Life	1-I-3 2-I-2 2-I-3 2-I-6 7-I-4	A-I-2 A-I-3 D-I-3 D-I-4	11-15 週	【環境教育】 環 E1 參與戶外學習與自然體驗，覺知自然環境的美、平衡、與完整性。 【戶外教育】 戶 E1 善用教室外、戶外及校外教學，認識生活環境（自然或人為）。 戶 E3 善用五官的感知，培養眼、耳、鼻、舌、觸覺及心靈對環境感受的能力。
第四單元 Chapter 4 風、水和天氣 Wind, Water and Weather	1-I-3 2-I-5 2-I-6 3-I-3	A-I-3 C-I-1 C-I-3 D-I-3 D-I-4	16-20 週 *第十九為 期末評量週	【環境教育】 環 E1 參與戶外學習與自然體驗，覺知自然環境的美、平衡、與完整性。 【多元文化教育】 多 E1 了解自己的文化特質。

五、一年級下學期各單元教學規畫：

第一單元：玩具同樂會 Chapter 1: Toys and Games				
科目	教學活動設計	節數	教學資源 / 學習策略	評量方式
生活	<p>單元一：玩具同樂會 Toys and Games</p> <p>活動一、我會好好玩 Play Fair</p> <ol style="list-style-type: none"> 1. 老師介紹數種玩具以及名稱。練習句型 We have 5(數量) teddy bears(玩具名稱)。 2. 在教室中分組找尋被藏起來的玩具，找出最多的小組獲勝。 3. [誰不見了]老師引導小朋友認識玩具名稱，將玩具排列，請小朋友閉上眼睛，隨機藏起幾項。睜開眼後，學生可以說出哪個玩具不在。 <p>活動二、我的玩具 My Toys</p> <ol style="list-style-type: none"> 1. 介紹不同種類的玩具。 交通工具、娃娃類、益智遊戲、運動體能類、積木拼圖。 2. 學生可以將玩具放置正確的分類名稱。 <p>活動三、動手做玩具 Making Toys</p> <ol style="list-style-type: none"> 1. 玩具除了用買的，還可以怎樣得到呢?讓學生了解可以透過自己動手做製作玩具。 2. 教師介紹幾個自己做的玩具。 3. 學生分享可能有哪些身邊的物品可以拿來製作玩具。 4. 指導學生配合學習單製作玩具:蛇棋、紙偶、手指娃娃、紙陀螺等。 <p>活動四、遊戲小玩家 Games</p> <ol style="list-style-type: none"> 1. 引討學生思考透過交換玩具，可以玩到更多的玩具。學生向小組同學介紹自己手做的玩具，說明玩法。 2. 小組成員之間互相分享玩具。 	18	<p><教學資源> 教學資源 PPT 黏貼工具 彩繪用具 剪刀 學習單</p> <p><學習策略> 重述重點 觀察 推論 資料蒐集 發表 創作</p>	<p>觀察記錄 學習單 參與態度 合作能力</p>
美勞	<p>活動一：水中的色彩</p> <ol style="list-style-type: none"> 1. 媒材技法練習(1)-水彩 	12	<教學資源>	觀察記錄

	<p>*教師利用 PPT 簡單介紹水彩工具的使用方法及注意事項*</p> <p>2. 造形遊戲(1)-水彩體驗</p> <p>(A)教師利用 PPT 介染色的技巧及注意事項。</p> <p>(B)教師利用棉紙介紹其特性。</p> <p>(C)教師發下練習用小段棉紙帶領學生實際練習不同摺法所產生的效果。</p> <p>(D)教師發下正式創作用棉紙，學生自行決定摺法及染色方式。</p> <p>*教師於行間巡視學生創作情形，並適時幫助有困難的學童*</p> <p>活動二：粉粉的蠟筆</p> <p>1. 認識粉蠟筆-粉蠟筆的特性、外觀</p> <p>2. 媒材技法練習(2)-如何執筆、編排以及著色</p> <p>(A)教師利用 PPT 介紹使用粉蠟筆的注意事項。</p> <p>(B)教師帶領學生實際拿出粉蠟筆練習執筆及著色。</p> <p>(C)教師帶領學生製利用紙膠帶作色卡。</p> <p>3. 造形遊戲(3)-粉蠟筆應用練習 I</p> <p>*著色方式練習：點、線、面*</p> <p>4. 造形遊戲(4)-粉蠟筆應用練習 II</p> <p>*混色練習*</p> <p>5. 創作(1)-蠟筆、彩色筆混合運用</p> <p>(A)教師再次提醒使用蠟筆及彩色筆的注意事項。</p> <p>(B)教師於行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>6. 欣賞、發表&回饋-泡泡畫創作</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p> <p>活動三：神奇迴力車</p> <p>1. 認識黏土-輕質土的特性、顏色、塑形</p> <p>2. 媒材技法練習(3)-如何利用簡單的工具塑形</p> <p>(A)教師利用 PPT 介紹使用輕質土的注意事項。</p> <p>(B)教師帶領學生實際使用輕質土做簡單的塑形。</p> <p>3. 創作(2)-我的神奇小車子</p> <p>(A)教師再次提醒注意事項。</p> <p>(B)教師於行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>4. 欣賞、發表&回饋-我的車跑得快</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>PPT</p> <p>學習單</p> <p>水彩工具</p> <p>泡水水</p> <p><教學策略></p> <p>重述重點</p> <p>觀察</p> <p>討論</p> <p>創作</p> <p>發表與回饋</p>	<p>學習單</p> <p>參與態度</p> <p>創作歷程</p> <p>回饋單</p>
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音樂	<p>第一、二節</p> <ol style="list-style-type: none"> 1. 複習校歌、國歌 2. 節奏練習 <ol style="list-style-type: none"> (1) 介紹小陀螺的拍號為四四拍曲子和節奏 (2) 「請你跟我這樣拍」，教師手拍小陀螺節奏型，學生跟拍；練習節奏型至熟練為止。 (3) 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 3. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。配合教師彈奏，練唱整曲至熟練。 4. 介紹鈴鼓的使用方式及英文稱呼： <ol style="list-style-type: none"> (1) 教師介紹鈴鼓的名稱、材質與外型。 (2) 敲奏鈴鼓各部位，全班一起聆聽，找出好聽聲音的敲奏部位。 (3) 介紹鈴鼓正確的敲奏方法。 (4) 學童練習鈴鼓持握與敲奏方法。 (5) 教師以念謠方式，口念小陀螺歌詞手拍節奏，一次一句，學生跟著仿做。 <p>第三節</p> <ol style="list-style-type: none"> 1. 音階故事： <ul style="list-style-type: none"> *畢達哥拉斯發現音階規律 *吉多阿雷左(Guido d'Arezzo)用一首讚美詩發明 Do Re Mi La Sol Si Do 2. 聲音遊戲： <ol style="list-style-type: none"> (1) 口訣： <ul style="list-style-type: none"> *Do 是快樂多的 Do 啊，住在下一線 *Mi 是笑咪咪的 Mi 啊，住在第一線 *Sol 是聽我說的 Sol 啊，住在第二線 *Si 是笑嘻嘻的 Si 啊，住在第三線 (2) 用歌曲~小陀螺聽音 Do、Mi、Sol、Si (3) 用歌曲~小陀螺找找 Do、Mi、Sol、Si 住在哪裡。 3. 學習單：找出 Do、Mi、Sol、Si，用顏色畫出。 <p>第四節</p> <ol style="list-style-type: none"> 1. 聲音遊戲： <ol style="list-style-type: none"> (1) 口訣： 	<p>6</p> <ol style="list-style-type: none"> 1. 小陀螺樂譜。 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 6. 自製閃示卡。 7. 兩種節奏樂器。 8. 吉多阿雷左(Guido d'Arezzo)發明 Do Re Mi La Sol Si Do <p>https://www.youtube.com/watch?v=v3bFmPdnLN4&list=RDXBPVpJOF0-s&index=7</p> <p>https://www.youtube.com/watch?v=Q_h_DZHOgSY</p>	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

	<p>*Re 是花蕊的 Re 啊，住在下一間 *Fa 是發現的 Fa 啊，住在第一間 *La 是啦啦隊的 La 啊，住在第二間 *Do 是高音的 Do 啊，住在第三間</p> <p>(2)用歌曲~小陀螺聽音 Re、Fa、La、Do (3)用歌曲~小陀螺找找 Re、Fa、La、Do</p> <p>2. 學習單:找出 Re、Fa、La、Do，用顏色畫出。</p> <p>第五節</p> <p>1. Chants:Hide and Seek Song (躲貓貓之歌)。 2. 配上節奏練習至熟練。</p> <p>第六節</p> <p>1. 複習校歌、國歌 2. 複習: 小陀螺 3. 複習: Hide and Seek Song (躲貓貓之歌) 4. 評量</p>	<p>&t=2s</p> <p>雙語單 字: * Hide and Seek Song</p>	
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第二單元：樹和花 Chapter 2: Trees and Flowers				
科目	教學活動設計	節數	教學資源 / 學習策略	評量方式
生活	<p>活動一、樹上有什麼 In the Trees</p> <p>1. 利用簡報引導學生觀察在樹中看到了什麼昆蟲？老師鼓勵學生觀察和發表。 老師介紹 4 種昆蟲的種類，包括蜜蜂、螞蟻、瓢蟲和蝴蝶。 3. 老師指導孩子唱蝴蝶、瓢蟲和蜜蜂 Butterfly, Ladybug, Bumblebee 學生熟悉歌曲後，讓學生分部唱或調整歌曲速度來練習，可以增加學生學習動機和趣味性。</p> <p>活動二、森林漫步 A Walk in the Forest</p> <p>1. 老師帶學生走訪附近的榕樹區和後花園，並沿路停留請學生觀察並記錄在筆記本上。 2. 回到教室後讓學生分享自己觀察到的景物。如：樹木、花朵、小草、沙坑、螞蟻、蝴蝶、小鳥。 3. 老師利用簡報引導學生學習這些景物的英文並用遊戲的方式讓學生記得。</p>	12	<p><教學資源> 教學資源 PPT 電腦投影機 彩繪用具 黏貼工具 學習單</p> <p><學習策略> 重述重點 觀察 推論 資料蒐集 發表</p>	<p>觀察記錄 學習單 參與態度 合作能力</p>

	<p>活動三、觀察葉子 Look at My Leaf</p> <ol style="list-style-type: none"> 1. 老師利用簡報教導學生圖形(圓形、三角形、橢圓形、矩形、正方形、心形),讓學生指出這些形狀哪個是長哪個是圓。老師再放一張簡報來教胖瘦。老師問學生觀察到的葉子是什麼形狀?讓學生分享發表。 3. 老師利用簡報教粗糙和光滑,舉幾個例子讓學生說是粗糙還是光滑,讓他們在課堂上找到粗糙和光滑的東西。 4. 老師請學生發表看過葉子的顏色,也利用簡報的圖片顯示雜色的葉子,有些是紫色、粉紅色、白色、深綠色、淺綠色等。學生可以集思廣益更多葉子的顏色。 5. 老師帶學生去附近摸摸葉子,觀察葉子的形狀和顏色,也讓學生在當場可以分享,其他學生也可以看到和摸摸葉子。 <p>活動四、花叢漫步 A Walk Through the Flowers</p> <ol style="list-style-type: none"> 1. 老師請學生觀察簡報中的花,並說出花的種類和顏色。這些花為常見的種類,如:向日葵、雛菊、櫻花、玫瑰和百合花。 2. 老師介紹花的各部位名稱,如:種子、花瓣、莖。 3. 老師帶學生走訪校園,觀察花朵,提醒學生可以撿拾落花但不能摘下花朵。 4. 學生將這些花帶回教室當素材,若素材不夠,可利用撕碎的彩色紙為學習單上的花朵著色。 	創作	
美勞	<p>活動一：祕境探索</p> <ol style="list-style-type: none"> 1. 線條故事畫。 2. 創作(3)-尋寶記 <ol style="list-style-type: none"> (A)教師利用 PPT 介紹故事。 (B)教師帶領學生認識材料工具。 (C)教師於行間巡視學生創作情形,並適時幫助有困難的學童。 3. 欣賞、發表&回饋-尋寶高手 <ol style="list-style-type: none"> (A)學生互相分享作品及遊玩。 (B)學生作品欣賞及發表,教師適時給予正向回饋。 <p>活動二：創意翻畫</p> <ol style="list-style-type: none"> 1. 造形遊戲(5)-粉蠟筆應用練習 II *混色練習* 2. 粉蠟筆創作練習-故事接龍 <ol style="list-style-type: none"> (A)教師利用 PPT 及範例作品介紹故事的開頭。 (B)發下回收紙帶學生實作操作練習。 	<p>8</p> <p><教學資源> PPT 學習單 板畫工具</p> <p><教學策略> 重述重點 討論 創作 發表&回饋</p>	<p>觀察記錄 學習單 參與態度 創作歷程 回饋單</p>

	<p>*視情況調整練習次數、給予學生適當的協助*</p> <p>3. 欣賞、發表與回饋 學生作品欣賞及發表，教師適時給予正向回饋。</p> <p>活動三：創作達人大挑戰 I 媒材技法練習(4)-彩色筆、粉蠟筆、剪刀、膠水綜合練習 (A)教師利用 PPT 復習媒材工具的使用方式及注意事項。 (B)教師發下回收紙，帶領學生利用媒材工具進行小小闖關活動。 *視學生狀況調整關卡的難易度*</p>			
音樂	<p>校本課程~音樂家介紹—莫札特</p> <p>第一節 音樂家故事</p> <ol style="list-style-type: none"> 1. 天才音樂家莫札特故事。 2. 欣賞莫札特五歲創作的歌曲。 3. 完成認識莫札特學習單。 <p>第二節</p> <ol style="list-style-type: none"> 1. 小星星歌曲歌唱(中文版和英文版):教師師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 2. 欣賞(enjoy)~莫札特有名歌曲~小星星變奏曲，老師說明小星星變奏曲的創作由來，以及講解主題一像跳房子的遊戲一樣。 3. 讓學生配合音樂排隊玩跳房子。 <p>第三節</p> <ol style="list-style-type: none"> 1. 再次欣賞小星星變奏曲。 2. 將變奏一至十二的樂曲作曲手法說明，並完成小星星變奏曲感受拼拼樂活動。 3. 介紹莫札特生平的歌劇的作品，預告莫札特創作魔笛的背景和故事內容。 <p>第四節 魔笛歌劇劇情延伸</p> <ol style="list-style-type: none"> 1. 三個考驗遊戲: *沉默考驗:音階唱歌練習，老師將音階中其中一個音圈起來，學生拍子趙蜀，但是不能唱出聲音；相反，老師將音階其中幾個音圈起來，學生只能唱這幾個音，其他的拍子照樣數，但是不能發出聲音。 	4	<ol style="list-style-type: none"> 1. 教學 PPT 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 莫札特故事 https://www.youtube.com/watch?v=a7-uWYH5vIU 6. 莫札特五歲創作的歌曲 https://www.youtube.com/watch?v=XMaV_oJLtcU&list=PL463CrNpsQur1EkQj0msWvCYKoEwfbuXs&index=13&t=53s 7. 欣賞(enjoy)~莫札特有名歌曲~小星星變奏曲 https://www.youtube.com/watch?v=lgkftlrfoeg https://www.youtube.com/watch?v=c3i2kZwufYc https://www.youtube.com/watch?v=0vgeEmqQQXk 8. 魔笛歌劇 https://www.youtube.com/watch?v=1jsf43fNcm4 https://www.youtube.com/watch?v=dPxBg-_2pmE 	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

	<p>*火焰考驗~漸強漸弱符號練習。引入漸強漸弱符號，利用唱音階，練習越來越大聲和越來越小聲的差別。</p> <p>*瀑布考驗~音樂欣賞。老師放魔笛王子在通過考驗的音樂，S一邊聆聽欣賞，一邊利用想像力畫出王子吹奏魔笛產生的變化，如何幫助王子和公主通過第三個瀑布關。</p> <p>2. 音樂繪圖:第三關音樂欣賞學習單</p>	<p>雙語歌曲: * Twinkle, twinkle, little star https://www.youtube.com/watch?v=4ZDoDfHsFp4g</p>	
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第三單元：新生命 Chapter 3: New Life				
科目	教學活動設計	節數	教學資源 / 學習策略	評量方式
生活	<p>活動一、有生命嗎？ Living and Non-Living?</p> <ol style="list-style-type: none"> 1. 老師與學生集思廣益，討論有生命和無生命的東西，在一張大紙上製作 T 形圖掛在教室裡。 2. 老師引導學生生物會生長、繁殖並且需要食物和水。 3. 老師利用歌曲 Living or Non-Living Song 讓學生學習一些有生命和無生命的分類。 4. 老師引導學生完成學習單，在學習單上做分類，如果它是活的就打勾，如果它不是活的就打叉。(花、昆蟲、人、魚、鉛筆、岩石、機器人、櫥櫃) <p>活動二、蘋果樹生命週期 Apple Tree Life Cycle</p> <ol style="list-style-type: none"> 1. 老師出示圖卡展示蘋果樹生命週期的所有階段，問學生是否知道每個階段是什麼(樹、花、果實、種子)。讓學生思考他們應該按什麼順序排列。 2. 學生分組，得到一個排序板和 8 張卡片、4 個箭頭和一棵蘋果樹生命週期的 4 個部分，學生在排序板的每個部分放置一個階段，然後添加箭頭以顯示階段如何變化。 3. 學生將在生命週期的學習單中畫出蘋果樹生命週期的 4 個階段，他們必須在每個階段(樹、花、種子、果實)的名稱進行標註。 <p>活動三、蝴蝶生命週期 Butterfly Life Cycle</p> <ol style="list-style-type: none"> 1. 老師讓學生觀看蝴蝶的一生影片。 2. 老師向學生提問關於影片的問題，問他們蝴蝶生命週期的不同階段，教他們英語單詞。 3. 老師將學生分組，每組將獲得半張大彩紙。紙上應該有標 	15	<p><教學資源></p> <p>PPT 學習單 圖畫紙 黏貼工具 彩繪用具</p> <p><學習策略></p> <p>重述重點 觀察 推論 資料蒐集 發表 創作</p>	<p>觀察記錄 學習單 參與態度 合作能力</p>

	<p>題，可以著色，還有 4 個箭頭表示生命週期的方向。學生將獲得 4 個階段的圖片並給它們上色，他們還必須標示每個階段的標籤（卵：葉子上的蝴蝶卵，毛毛蟲：毛毛蟲從卵中出來，繭：毛毛蟲結繭，蝴蝶：蝴蝶破繭）學生將每張圖片黏貼到生命週期的正確部分並為圖片著色。</p> <p>4. 老師問學生他們是否能猜出雞生命週期的 4 個階段？老師將學生的討論寫在黑板上。向學生展示雞生命週期的影片。讓學生將雞的生命週期與蝴蝶的生命週期進行比較。什麼是相同的，什麼是不同的？如都有蛋/卵：大小、形狀、硬或軟不同，毛毛蟲在繭裡，小雞沒有，體型一大一小。</p>			
美勞	<p>活動一：小手也好好玩</p> <ol style="list-style-type: none"> 1. 教師利用範本簡單介紹手指蓋印也能創作作品 2. 創作(3)-手掌與指頭玩遊戲 <ol style="list-style-type: none"> (A)教師帶領學生運用印台蓋掌印或指印 (B)教師於行間巡視學生創作情形，並適時幫助有困難的學童 3. 創作(4)-延伸與發想 <ol style="list-style-type: none"> (A)教師帶領學生運用筆結合不同大小的掌印與指印，運用頭腦發想繪圖完成整幅作品創作 (B)教師於行間巡視學生創作情形，並適時幫助有困難的學童 4. 欣賞、發表與回饋-故事解析 <p>學生作品欣賞及發表，教師適時給予正向回饋。</p> <p>活動二：創意進場-帽子設計</p> <ol style="list-style-type: none"> 1. 創作(5)-Surprise 超人 <ol style="list-style-type: none"> (A)教師利用 PPT 介紹材料工具。 (B)教師帶領學生使用素材做創意發想。 (C)教師於行間巡視學生創作情形，並適時幫助有困難的學童。 2. 欣賞、發表&回饋 <p>學生作品欣賞及發表，教師適時給予正向回饋。</p> 	10	<p><教學資源></p> <p>PPT 學習單 大紙袋 色紙 回收紙 4K 圖畫紙</p> <p><教學策略></p> <p>重述重點 觀察 討論 創作 發表&回饋</p>	<p>觀察記錄 學習單 參與態度 創作歷程 回饋單</p>
音樂	<p>第一節</p> <p>節奏練習：</p> <ol style="list-style-type: none"> 1. 介紹樹歌曲的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。 	5	<ol style="list-style-type: none"> 1. 網路資源： 2. 播放器。 3. 電子 	<p>觀察評量 口頭評量 行為檢</p>

<p>3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。</p> <p>4. 複習手搖鈴和響板樂器的使用方式及英文稱呼。</p> <p>5. 使用樂器演奏樹的拍子。</p> <p>6. 變換樂器使用的小節位置。</p> <p>第二節</p> <p>1. 介紹蝴蝶歌曲的拍號為四四拍曲子。</p> <p>2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。</p> <p>3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。</p> <p>4. 練習找出蝴蝶歌曲中 Do 的位置</p> <p>第三節</p> <p>1. 介紹春姑娘歌曲的拍號為四四拍曲子。</p> <p>2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。</p> <p>3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。</p> <p>4. 練習找出春姑娘歌曲中 Mi 的位置</p> <p>第四節</p> <p>1. 介紹春神來了歌曲的拍號為四四拍曲子。</p> <p>2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。</p> <p>3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。</p> <p>4. 練習找出春神來了歌曲中 Sol 的位置</p> <p>第五節</p> <p>1. 複習：樹</p> <p>2. 複習：蝴蝶</p> <p>3. 複習：春姑娘</p> <p>4. 複習：春神來了</p> <p>5. 評量</p>	<p>琴。</p> <p>4. 自製節奏。</p> <p>5. 教學 PPT</p> <p>6. 自製閃示卡。</p> <p>7. 二種節奏樂器。</p>	<p>核 態 度 評 量 演 唱 評 量</p>
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科目	教學活動設計	節數	教學資源 / 學習策略	評量方式
生活	<p>活動一、有風嗎？ Is it Windy?</p> <ol style="list-style-type: none"> 1. 老師引導學生討論怎麼知道有風？（如：樹葉搖、風箏飛、旗幟飛、風車轉） 2. 老師引導學生討論風能做什麼？（如：晾乾衣服、讓身體涼快） 3. 老師引導學生討論如何造風？（如：用嘴巴吹、關門、用風扇、用吹風機、用乾手器、用扇子搨） 4. 老師讓學生分組，每組做 2 個紙球，每組可以選擇 2 種造風方式(如：用嘴巴吹、用課本山風)，在固定時間內將紙球吹最遠的組別獲勝。 <p>老師使用簡報引導學生做風車的方式，引導學生依照步驟完成風車製作。</p> <p>活動二、能浮起來嗎？ Can it Float?</p> <ol style="list-style-type: none"> 1. 老師引導學生討論跟水有關的活動，如游泳、划船、玩水、釣魚。 <p>老師引導學生討論生活中會用到水的活動，如刷牙、洗澡、洗手、洗碗、澆花。</p> <ol style="list-style-type: none"> 3. 老師使用簡報讓學生討論簡報中的物品在水中是否可以浮起來？學生討論完後在班上實際操作，應證學生的猜測。 4. 老師播放歌曲 Can it Float?讓學生了解更多物品在水中是浮起來還是沉下去。 <p>活動三、天氣如何呢？ What's the Weather Like?</p> <ol style="list-style-type: none"> 1. 學生集思廣益各種天氣狀況，如下雨、刮風、晴天、多雲、暴風雨、下雪、炎熱、溫暖、涼爽、寒冷。 2. 老師詢問學生他們喜歡哪種天氣和原因。老師利用簡報介紹各種天氣。 	15	<p><教學資源></p> <p>PPT 色筆 圖畫紙 學習單 圖卡 紙球 水桶 湯匙 水果 鉛筆 粉筆</p> <p><學習策略></p> <p>重述重點 觀察 推論 資料蒐集 發表 創作</p>	<p>觀察記錄 學習單 參與態度 合作能力</p>

	<p>3. 老師和學生討論，不同的天氣需要穿的服裝或攜帶物品也會不同。</p> <p>陽光和炎熱：太陽帽、太陽鏡、防曬霜、水、T 卹、短褲</p> <p>下雨天：雨傘、雨衣、雨靴</p> <p>下雪天和寒冷：外套、靴子、帽子、連指手套/手套、圍巾</p> <p>4. 老師運用圖卡讓學生完成排序棋盤遊戲，類別為“晴天和炎熱”、“雨天”、“雪天和寒冷”。圖片卡：太陽帽、太陽鏡、防曬霜、水、T 卹、短褲、雨傘、雨衣、雨靴、外套、靴子、帽子、連指手套/手套、圍巾。</p> <p>老師指導學生完成學習單。有 12 張畫在圓圈裡，晴天時把需要的東西塗成橙色，雨天把需要的東西塗上綠色，下雪和寒冷時把需要的東西塗上顏色藍色。</p>			
美勞	<p>活動一：創作達人大挑戰 II</p> <p>1. 媒材技法練習(5)-彩色筆、粉蠟筆、剪刀、膠水綜合練習 II</p> <p>(A)教師利用 PPT 復習媒材工具的使用方式及注意事項。</p> <p>(B)教師發下回收紙，帶領學生利用媒材工具進行小小闖關活動。</p> <p><i>*視學生狀況調整關卡的難易度*</i></p> <p>2. 造形遊戲(7)-色彩王國大冒險</p> <p>(A)教師再次提醒使用媒材工具的注意事項。</p> <p><i>*依照學生特性，發下不同程度的學習單*</i></p> <p>(B)學生依照學習單上面的指示練習。</p> <p>(C)教師於行間巡視學生練習狀況，並適時幫助有困難的學童。</p> <p>活動二：線線家族的密祕聚會</p> <p>1. 媒材技法練習(6)-線畫</p> <p>(A)教師利用 PPT 介紹線條畫法及特性。</p> <p>(B)教師帶領學生實際拿出各式不同的筆體驗不同媒材所繪出的線條感。</p> <p>(C)教師發下回收紙，帶領學生作線條練習。</p> <p><i>*視學生狀況調整練習的次數*</i></p> <p>2. 造形遊戲(8)-線線家族</p> <p>(A)教師再次提醒使用媒材的注意事項。</p> <p><i>*依照學生特性，發下不同程度的學習單*</i></p>	10	<p><教學資源></p> <p>PPT</p> <p>學習單</p> <p>4K 圖畫紙</p> <p>奇異筆</p> <p><教學策略></p> <p>重述重點</p> <p>觀察</p> <p>討論</p> <p>創作</p> <p>發表與回饋</p>	<p>觀察記錄</p> <p>學習單</p> <p>參與態度</p> <p>創作歷程</p> <p>回饋單</p>

	<p>(B)學生依照學習單上面的指示練習。 (C)教師於行間巡視，並適時幫助有困難的學童。</p> <p>活動三：板畫初探</p> <p>1. 媒材技法練習(7)-板畫 (A)教師利用 PPT 介紹板畫基本工具及知識。 (B)教師帶領學生實際使用板畫工具模擬練習。 <i>*視學生狀況調整練習的次數*</i></p> <p>2. 創作(6)-板畫 (A)教師利用 PPT 復習注意事項。 (B)教師於行間巡視學生創作情形，並適時幫助有困難的學童。</p>			
音樂	<p>第一節 節奏練習：</p> <p>1. 介紹下雨了歌曲的拍號為二四拍曲子。 2. 複習手搖鈴和響板樂器的使用方式及英文稱呼。 3. 使用樂器演奏下雨了的拍子。 4. 變換樂器使用的小節位置。</p> <p>第二節</p> <p>1. 介紹潑水歌的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習兩種節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 4. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。 5. 配合教師彈奏，練唱整曲至熟練。 6. 分兩組，一組唱歌，一組使用頑固伴奏</p> <p>第三節</p> <p>1. Chants~Rain Rain Go Away(1)。 2. 配上 youtube 影片練習至熟練。</p> <p>第四節</p> <p>1. How's the weather? (今天天氣如何?)。 2. 配上 youtube 影片練習至熟練。</p> <p>第五節</p> <p>1. 介紹青蛙歌曲的拍號為四四拍曲子。 2. 介紹附點二分音符的拍數、四分休止符和八分休止符的</p>	5	<p>1. 播放器。 2. 電子琴。 3. 自製節奏。 4. 教學 PPT 5. 自製閃示卡。 6. 四種節奏樂器。 雙語句子及單字： * colors: 句子： 1.Touch your head/ground /back. 2.Tie your shoes. 3.Shout hurray! 單字 red, , blue, brown, black, gray 1. 網路資源： 10 BUBBLES GO POP(10個泡泡搓搓) How's the weather?</p>	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

<p>意義。</p> <p>3. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習兩種節奏型至熟練為止。</p> <p>4. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。</p> <p>5. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。</p> <p>6. 配合教師彈奏，練唱整曲至熟練。</p> <p>7. Chants: Nine Frogs.(九隻青蛙)：利用 PPT 和閃示卡練習單字。</p> <p>8. 配上自製節奏練習至熟練。</p> <p>9. 複習與評量</p>	<p><u>(今天天氣如何?)</u></p> <p>2. 播放器。</p> <p>3. 電子琴。</p> <p>4. 自製節奏。</p> <p>5. 教學 PPT</p> <p>6. 自製閃示卡。</p> <p>7. 四種節奏樂器。</p>	
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陸、雙語生活課程



一、雙語生活課程內容

Grade One Life Skills: Learning Performances and Content

Chapter 1: Toys and Games

	Learning Performances	Learning Content
Play Fair	<p>6-I-1 Recognize that you may have an impact on people, events and the world around you, and learn to adjust your emotions and behaviors.</p> <p>覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。</p>	<p>D-I-1 To acquaint the relationship of him/herself with other people.</p> <p>自我與他人關係的認識。</p>
My Toys	<p>6-I-4 Care for people, events and the world arounds you, be willing to provide service and assistance.</p> <p>關懷生活中的人、事、物，願意提供協助與服務。</p>	<p>D-I-2 Learn about emotional adjustment.</p> <p>情緒調整的學習。</p>
Games	<p>7-I-3 Understand the feelings of others, appreciate the positions of others and learn to be considerate of them. Respect opinions that differ from your own.</p> <p>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。</p>	

Chapter 2: Trees and Flowers

	Learning Performances	Learning Content
Trees Leaves	3-I-2 Understand that there are various methods for investigating things and apply them. 體認探究事理有各種方法，並且樂於應用。	A-I-1 Understanding what is needed for growth. 生命成長現象的認識。
Flowers	5-I-2 Recognize the existence of beauty in the world around you. 在生活環境中，覺察美的存在。	B-I-1 Appreciating nature and the environment. 自然環境之美的感受。

Chapter 3: New Life

	Learning Performances	Learning Content
Living and Non-Living Life Cycle	2-I-2 Observe changes in people, events and the world around us, and explore the causes of that change. 觀察生活中人、事、物的變化，覺知變化的可能因素。	A-I-2 Observe the changes in your life and the world around you. 事物變化現象的觀察。
	2-I-3 Explore the people, events and the world around us, and understand the ways they influence each other. 探索生活中的人、事、物，並體會彼此之間會相互影響。	
	7-I-4 Be able to set rules or find methods for common goals, work together to achieve those goals. 能為共同的目標訂定規則或方法，一起工作並完成任務。	

Chapter 4: Wind, Water and Weather

	Learning Performances	Learning Content
Wind Water	2-I-5 Use the methods and skill you have learned to process information in a suitable manner. Develop the habit of using these processes to explore the world around you. 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習。	C-I-1 Explore the characteristics and phenomenon of things. 事物特性與現象的探究。
Weather	3-I-3 Experience the joy of learning and a sense of accomplishment. Take the initiative to learn new things. 體會學習的樂趣和成就感，主動學習新的事物。	C-I-3 Methods and skills for exploring things in life. 探究生活事物的方法與技能

All Chapters

Learning Performances	Learning Content
1-I-3 Reflect on the way I grow, and realize what the growth means. Understand the steps needed for growth and the effort required for my progress. 省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。	A-I-3 Understanding your strengths and weaknesses. 自我省思。
2-I-6 Understand people, events and the world around us by exploring and studying them. 透過探索與探究人、事、物的歷程，了解其中的道理。	D-I-3 Be able to listen and take feedback. 聆聽與回應的表現
	D-I-4 Be able to work together and assist others. 共同工作並相互協助

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 1: Toys and Games



Chapter One: Toys and Games

Play Fair

1. Playing Together

 Video Playing Together: Mila and Morphle FIGHT

 PPT 1.1 Play Fair: Playing Together

1.1 Play Fair: Playing Together

1A Play Fair: The Listening Game

2. Sharing

1B Play Fair: Sharing Discussion

 Video Play Fair: Cocomelon Sharing Song

 1.2 Play Fair: Sharing Song

1C Play Fair: Sharing Colors

1.3 Play Fair: Sharing Colors

My Toys

3. Toys

1D My Toys: What Toy Is It?

 PPT 1.4 My Toys: Find the Toys

1.4 My Toys: All My Toys

4. Sorting Toys

 PPT 1.5 My Toys: Sorting My Toys

1E My Toys: Sorting Game

1.5 My Toys: Sorting

5. Broken Toys

1F My Toys: Broken Toys Discussion

 PPT 1.6 My Toys: Broken Toys

1.6 My Toys: Fix It

Games

6. Kinds of Games

 PPT 1.7 Games: Kinds of Games

1G Games: Tic Tac Toe

1.7 Games: Tic Tac Toe

7. Toys and Games Bingo

1H Games: Toys and Games Bingo (Flashcards)

 PPT 1.8 Games: Toys and Games Bingo

1.8 Games: Toys and Games Bingo

8. Play Time

1I Games: Play Time (optional)

Chapter One: Toys and Games Word List

PPT 1.1 Play Fair: Playing Together

Play Fair: Playing Together

I want to play!

How can we be good friends?



1

3 Ways To Be A Good Friend

1. Follow the Rules
2. Listen
3. Take Turns

2

1. Follow the Rules



3

Rules for the Classroom



No shouting

4

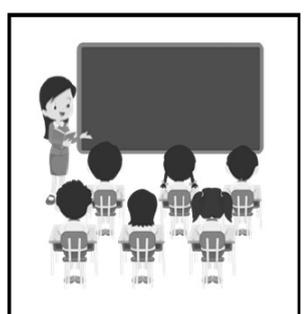
Rules for the Classroom



Raise your hand

5

Rules for the Classroom



Listen

6

Rules for Break Time



No
pushing

7

Rules for Break Time



No
fighting

8

Rules for Break Time



No
breaking
things

9

Rules for Break Time



No
throwing
things

10

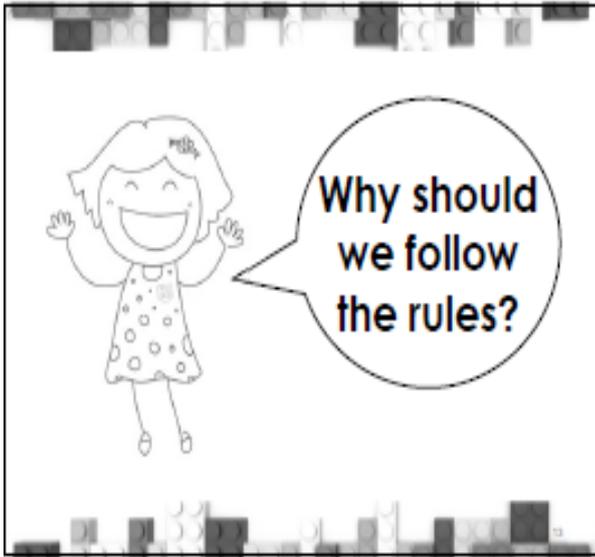
Playing Together



Do you
remember
the **THREE**
rules for
playing
together?

1. Follow the Rules

Rules
of the
game.



13



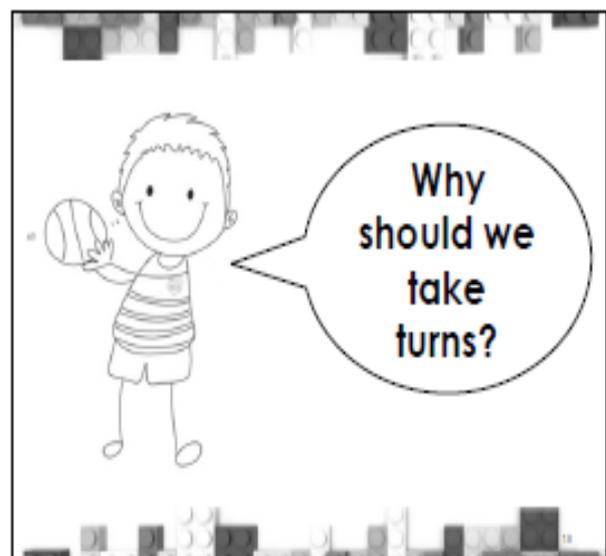
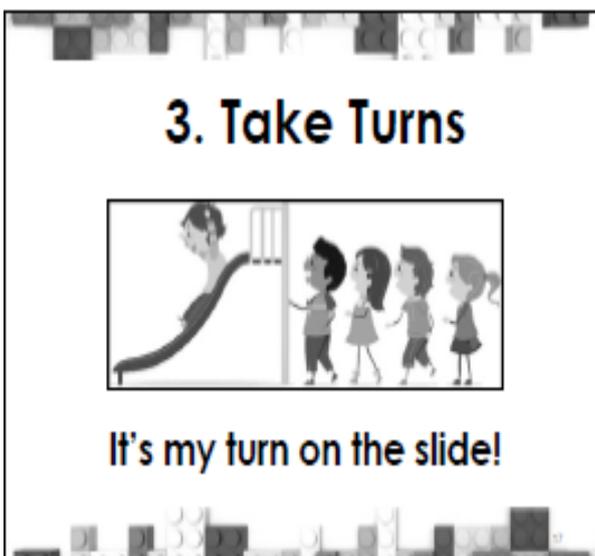
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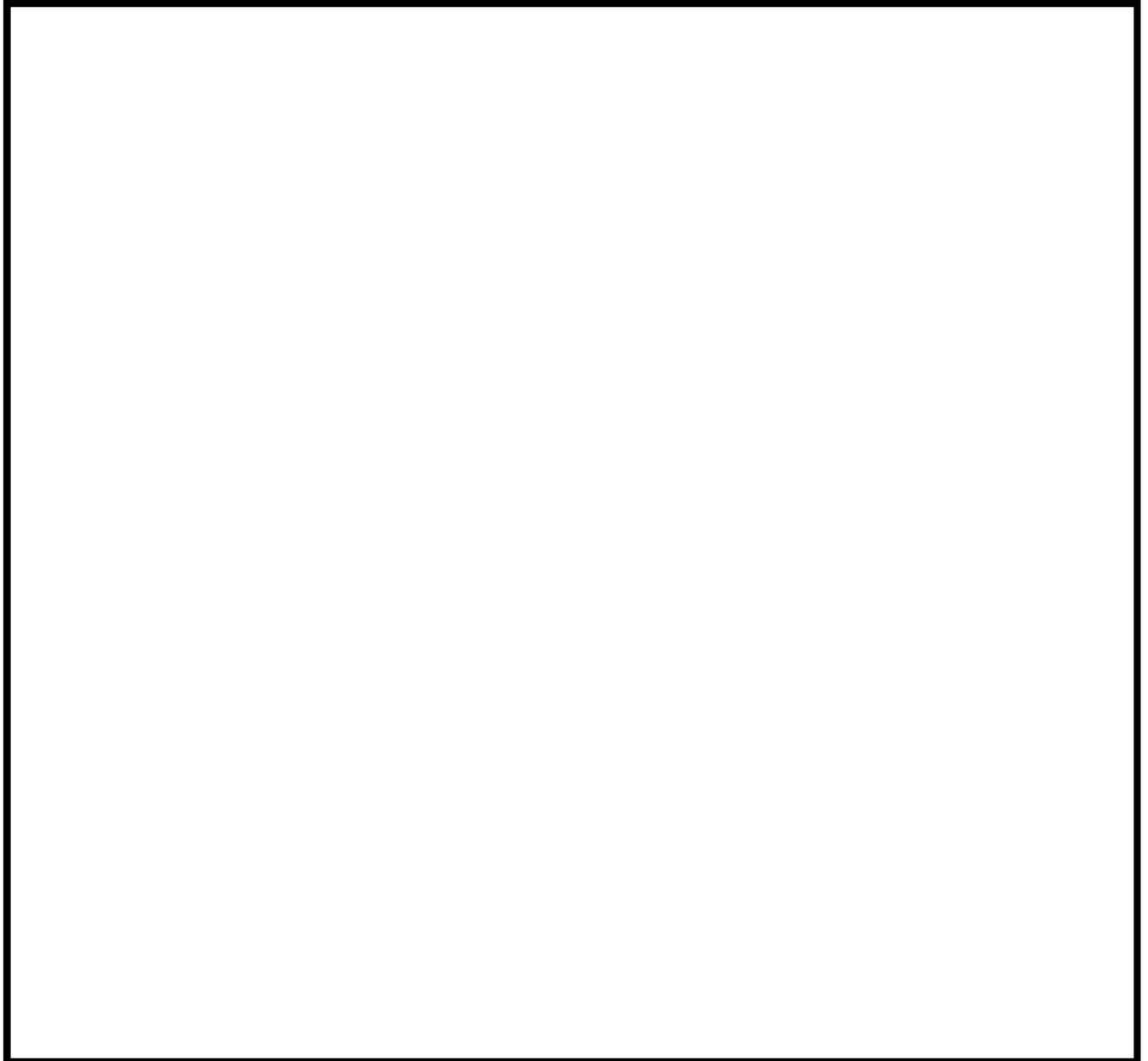


1.1 Play Fair: Playing Together

Playing Together:

1. follow the rules 遵守規則
2. listen 聽
3. take turns 輪流

 Draw a picture of you and your friends playing.



Word Bank: rules, follow, take turns, listen

1A Play Fair: The Listening Game

Practical Activity

1. The students will be in teams. All the tables in the classroom are numbered, and these will be the teams. To start, the teacher will say which table's turn it is.
2. Teacher will then ask students to collect a certain number of objects. "Show me (a certain number of) pencils, water bottles, books, erasers, name cards, colored pencils/ crayons/ markers, etc."
3. The students will have limited time to complete the task and they will earn points for doing it correctly.
4. If the students don't take turns properly or listen to what the teacher asks, they get no points.
5. The teacher will then choose another table and give another task.

1. 將學生分組。教室內的桌子都編上號碼，做為各組的「基地」。活動開始前由老師宣佈由哪一組開始進行活動。
2. 活動開始：老師要求學生收集不同數量的各種物品，例如：「我要 3 個橡皮擦」或「我要 4 枝鉛筆」。可以問的物品如：鉛筆/水壺/書/橡皮擦/名牌/色鉛筆/蠟筆/彩色筆等等。
3. 學生能在時限內正確完成指定任務則可得分。
4. 若學生未依指令輪流或不仔細聽清楚老師的要求，將無法得分。
5. 老師則可選擇另一組並給予另一項任務。

1B Play Fair: Sharing Discussion

Practical Activity

1. Teach students the song 1.2 Play Fair: Sharing Song <https://youtu.be/96fq4YmYjzQ>.
2. The teacher will have a discussion about sharing. Students can answer questions in both English and Chinese.

Questions:

- a. Why do we share? Why is it important to share? Who do we share with? (family, friends, classmates)
 - b. What can you share? (From the video: food, toys, playground equipment i.e. swings, crayons) Students can also come up with their own ideas.
 - c. What do you want people to share with you?
 - d. Why do you want people to share with you?
1. 教唱歌曲 1.2 Play Fair: Sharing Song <https://youtu.be/96fq4YmYjzQ>。
 2. 我們要進行關於「分享」的討論，學生得以英語或國語發表意見。

討論問題如下：

- a. 為何要分享？為什麼分享很重要？我們會和誰分享呢？(家人、朋友、同學…)
- b. 你可以和別人分享什麼呢？(參考影片內容：有食物、玩具、遊樂設施-盪鞦韆等、蠟筆…)，學生自由發表意見和想法。
- c. 你希望別人能夠跟你分享什麼東西呢？
- d. 為什麼想要別人分享給你呢？

1.2 Play Fair: Sharing Song

Can you share? Hmmm...

Can you share? Hmmm...

Can you share? Hmmm...

Please? Okay!

We can share,
Sharing makes us all happy!

We can share,
Sharing makes us all happy!

Sharing is caring,
Oh sharing is fun!
We can all share together,
Be kind to everyone!

Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!



1C Play Fair: Sharing Colors

Practical Activity

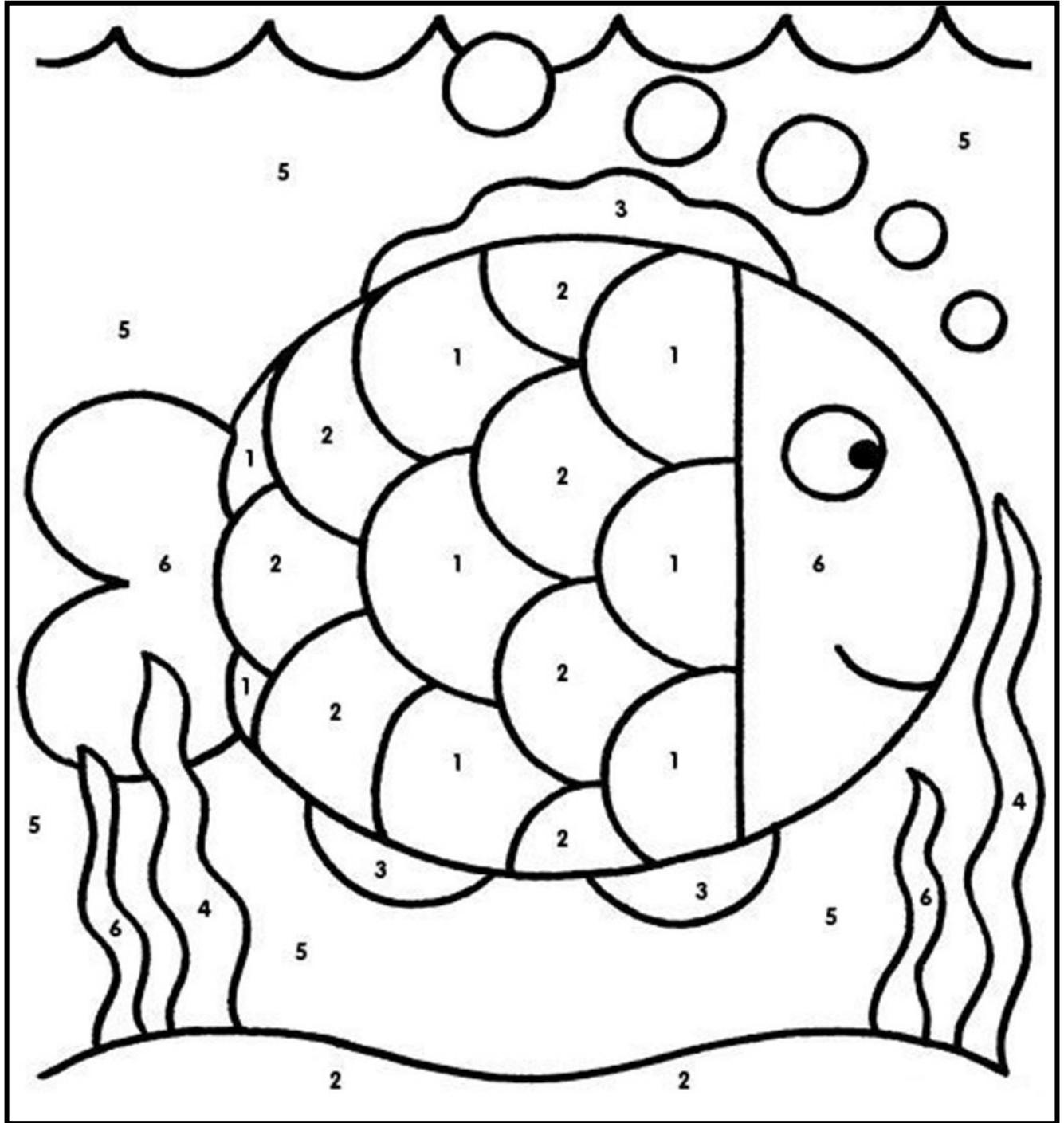
1. Review rules for playing together – follow the rules, listen, take turns.
2. Each student will open their Life Skills book to 1.3 Play Fair: Sharing Colors, a color by numbers picture. The picture requires 5 – 6 colors to complete it.
3. Each student will be given one colored pencil, each one is a different color.
4. Teach students the question and answer, “Can I have your (color) pencil?” “Yes, you can.”
5. Revise the 6 colors with the students (yellow, orange, green, purple, blue, pink).
6. Ask students to put matching colored dots next to each color word on their worksheet.
7. The students will only be allowed to have one colored pencil at a time. They must share the colored pencils if they are going to finish their picture.
8. Both teachers should go around the room and make sure that students are following the rules. If students don’t follow the rules, take away one of the pencils for a couple of minutes, then return them.
9. This could be done as a competition, the first table to correctly and neatly finish the picture wins.

1. 先複習遊戲的規則：遵守規則、聽老師的指令、輪流進行。
2. 學生翻開課本至 1.3 Play Fair: Sharing Colors，該篇內容為依數字編碼著色；該圖片需用 5-6 種顏色才能完成。
3. 發給每位學生單一顏色的色鉛筆，同組每個人拿到鉛筆顏色不同。
4. 指導學生如何問答「我可以借用你的色鉛筆嗎？」、「好的，沒問題」。

5. 跟學生複習六種顏色 (黃、橘、綠、紫、藍及粉紅)。
6. 要求學生在學習單上的顏色單字旁邊塗上該顏色。
7. 每位學生每次只能拿到一枝色鉛筆。若學生要完成該單元圖片，則必需與同組同學分享及借用色鉛筆。
8. 中外師在教室內巡視以確認學生遵守以上規則。若學生不遵守規則，收回該組其中一枝色鉛筆，若干分鐘後再歸還。
9. 此活動可以競賽方式進行；第一個完全並整潔地完成著色的組別獲勝。

1.3 Play Fair: Sharing Colors

Read the “**color words**” then color the boxes. Use your friend’s colored pencils to finish the picture. Match the colors to the numbers.



1 - red 2 - orange 3 - yellow

4 - green 5 - blue 6 - purple

Word Bank: share

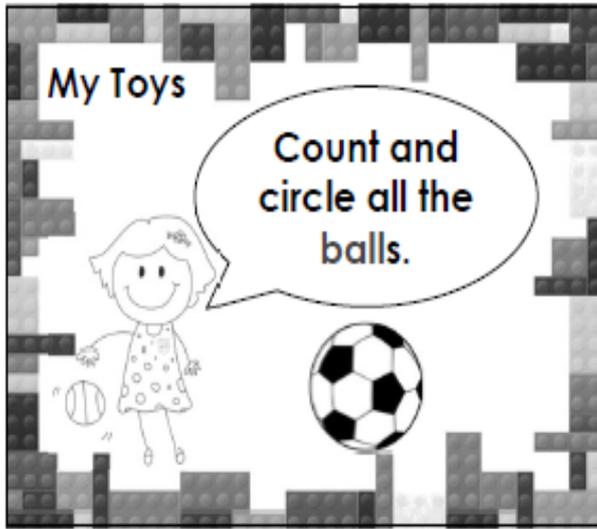
1D My Toys: What Toy Is It?

Practical Activity

1. Write the different sorting categories the students have learned for toys on the board (hard, soft, big, small, can move, can't move, colors).
2. Teacher will get a box or a bag. Collect a number of toys (doll, car, ball, bike, drum, teddy bear, but you can include more).
3. Place the box/bag at the front and put a toy inside. Don't let the students see which toy it is.
4. First, students will come to the front reach into the box or bag without looking at what is inside. They can only use their sense of touch to guess what it is. This can be done as a race: have two students from different teams come to the front, you can use two of each toy and they try to guess the same toy, or they could each have a different toy.
5. Secondly, Students will pick any toy out of the box / bag and they must call out the name of the toy. The student must also decide which category the toy belongs in (hard, soft, big, small, can move, can't move, colors), if they can't remember the English, they can use Chinese. NOTE: to help students understand if something is big or small, compare it to other toys / objects.
6. Next, the teacher can choose two toys and hold them up. Ask the students to compare the toys. Which one is big/small? Which one is red? Which one is hard/soft? Which one can move? Point out to students that a big toy becomes small when it is next to a bigger toy, and a small toy becomes big when it is next to a smaller toy.

1. 將學生學過的玩具種類寫在黑板上 (軟/硬的、大/小的、會動/不會動、顏色…)
2. 老師需準備一個袋子或箱子，並準備以下種類的玩具：洋娃娃、車子、球、腳踏車、鼓及泰迪熊。
3. 將箱子/袋子放在教室講台前方，並在裡面放入一個玩具。注意不要讓學生看到裡面的玩具。
4. 選一位學生把手伸進箱子/袋子中摸摸看，且不得看箱子裡面的東西，憑觸摸的感覺猜玩具的名稱。如果以競賽方式進行課程，則可以找不同組的二位學生到前面，準備兩個相同或不同的玩具，讓他們猜猜看。說出正確玩具名稱的學生為該組得分。
5. 其次，學生要從袋子/箱子中拿出一樣玩具，並說出玩具的名稱。學生要能正確說出玩具的種類 (軟/硬的、大/小的、會動/不會動、顏色…)；如果學生無法以英文回答，可以用中文說出類別。說明：讓學生理解，在比較大小時，要和其他玩具/物體互相比較。
6. 接著教師拿起二種玩具讓學生比較。哪一個大，哪一個小？哪個是紅色的？哪一個軟，哪一個硬？哪一個會移動？並告訴學生：當一個大玩具放在更大的玩具旁邊，也會變小；一個小玩具放在更小的玩具旁邊，會變成大玩具。

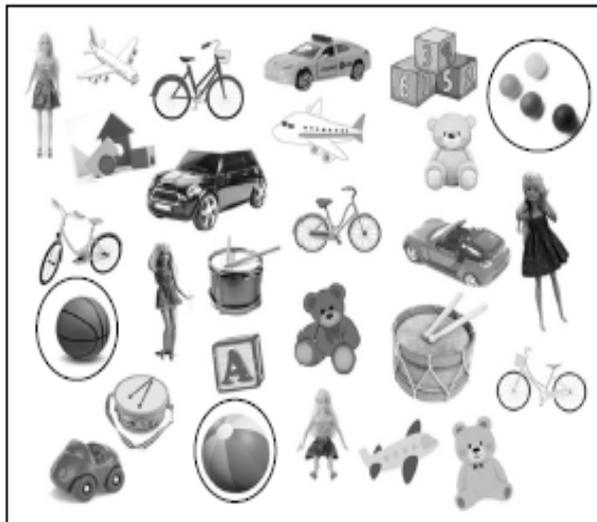
PPT 1.4 My Toys: Find the Toys



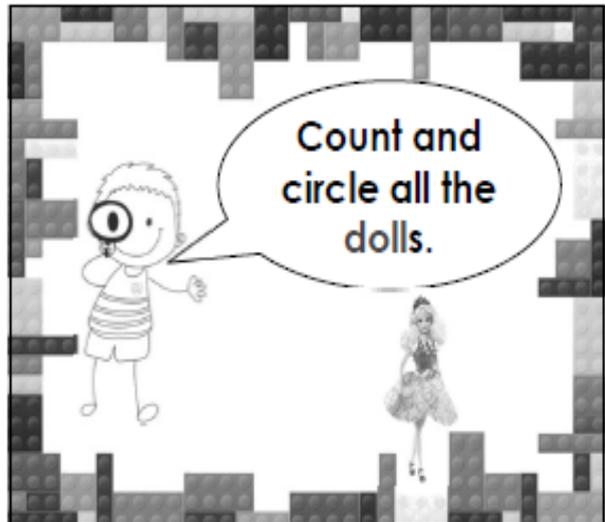
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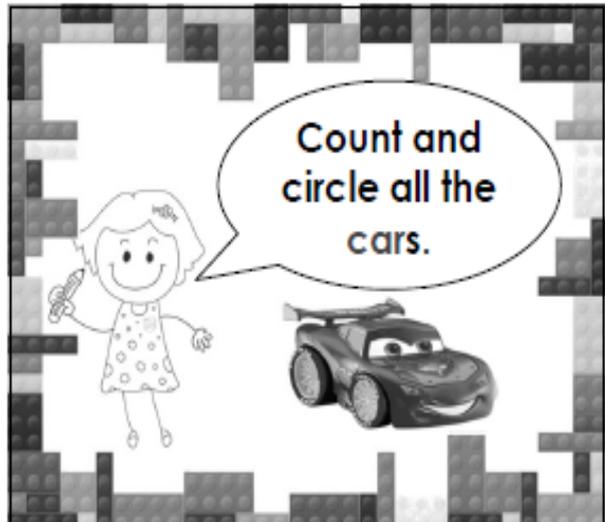
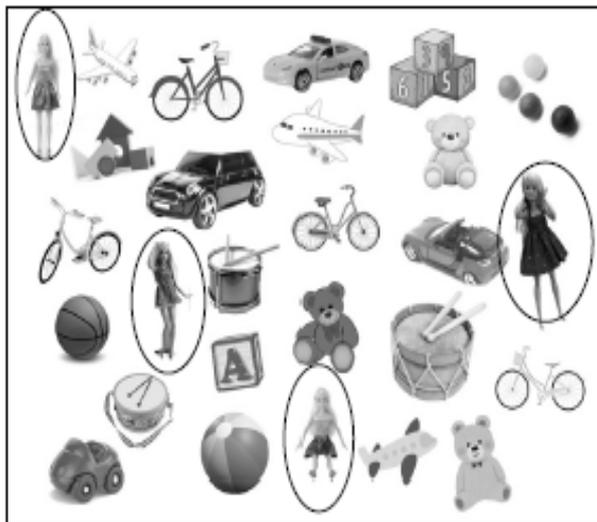
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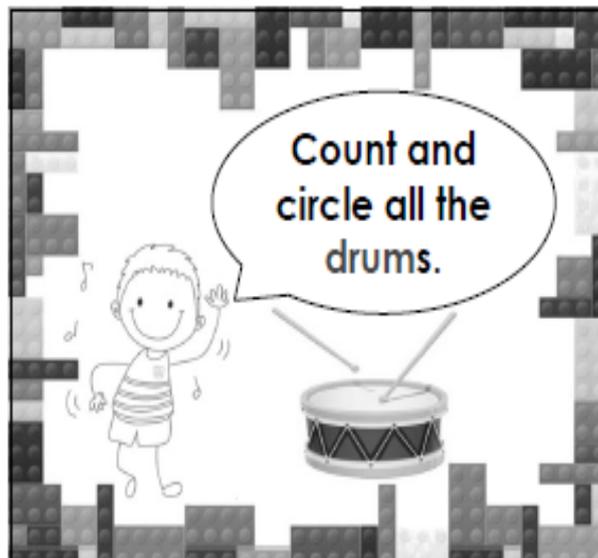


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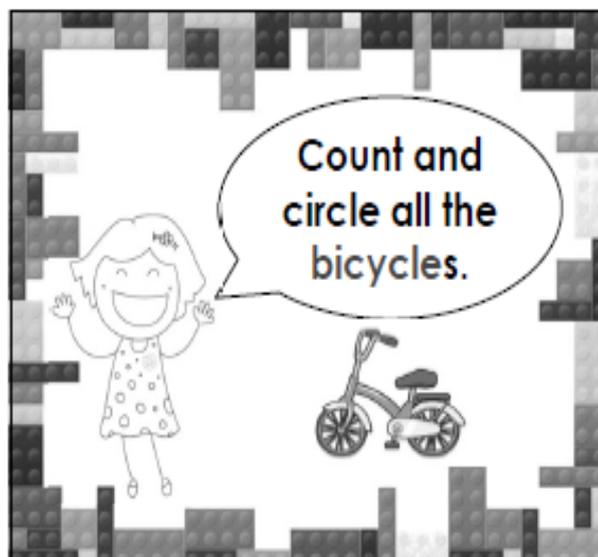
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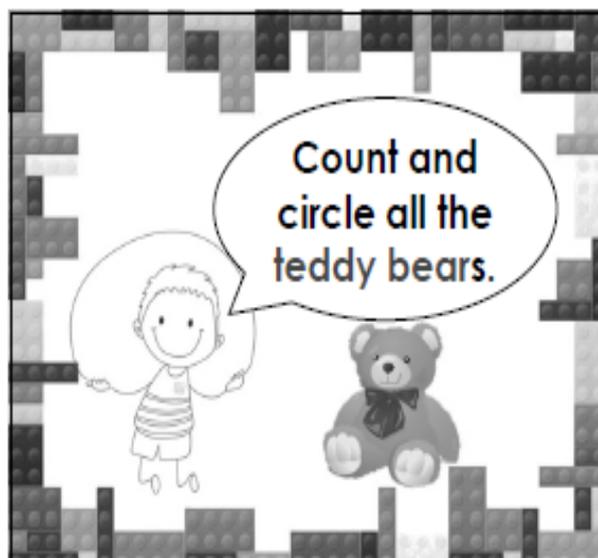
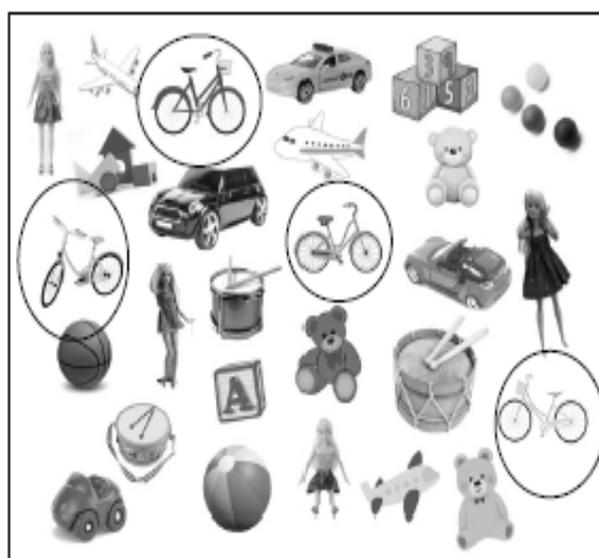
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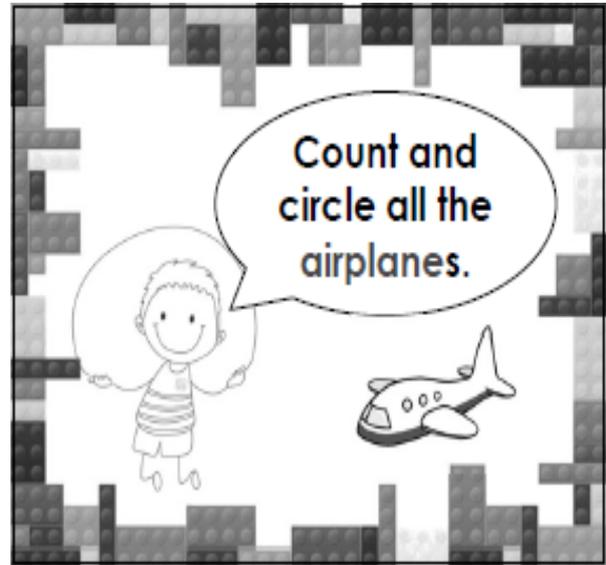


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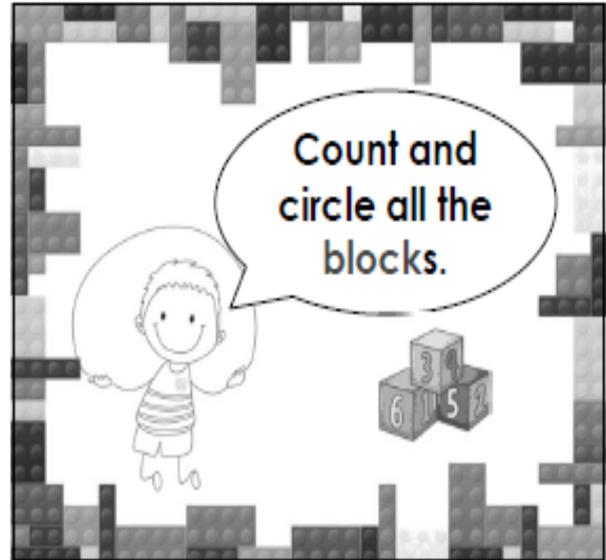
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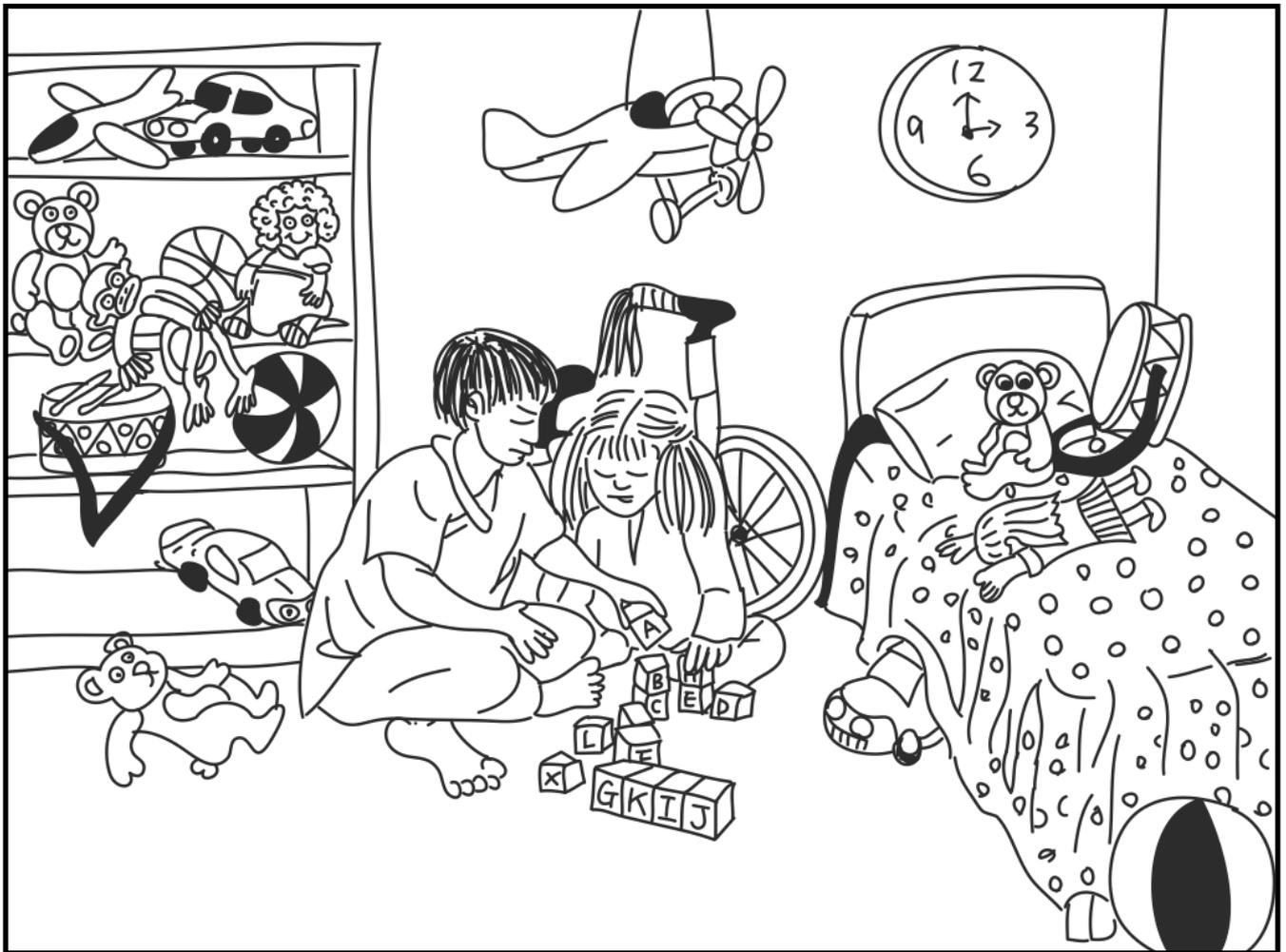


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1.4 My Toys: All My Toys

Circle, count and color each kind of toy.



teddy bears 3

dolls 2

toy cars 3

balls 3

drums 2

bikes 1

airplanes 2

blocks 14

Word Bank: teddy bear, car, drum, doll, bike, ball

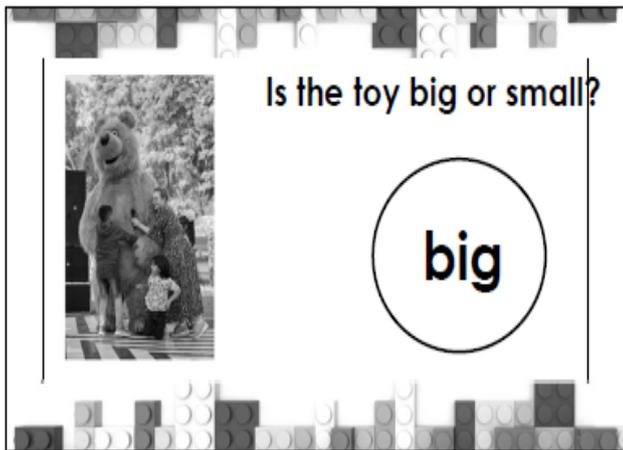
PPT 1.5 My Toys: Sorting My Toys



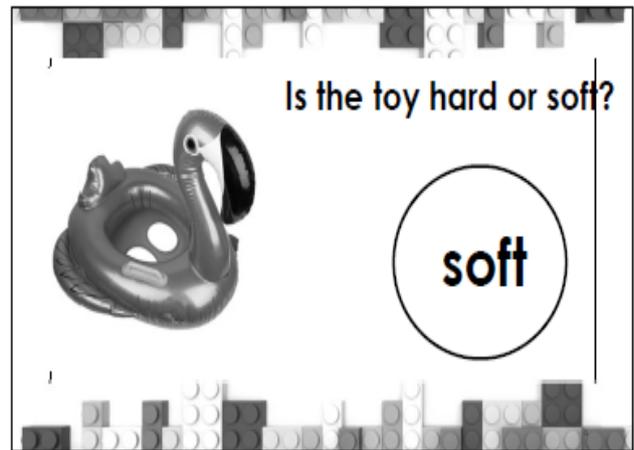
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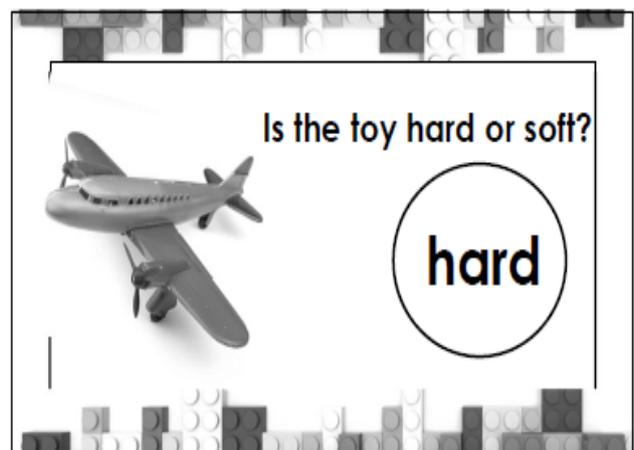
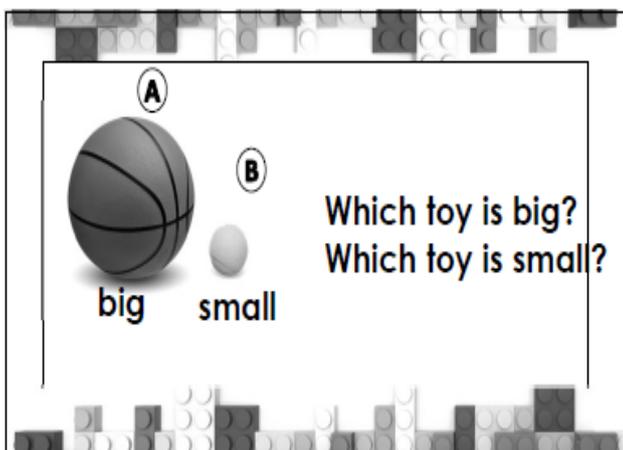
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4



A **B**

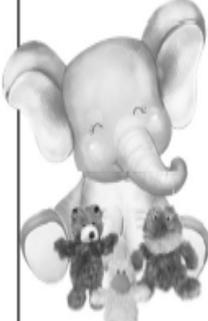


Which toy is hard?
Which toy is soft?

soft hard

7

Are the toys big or small?



small

8

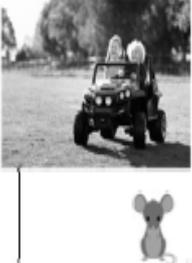
Are the toys hard or soft?



soft

9

Is the toy big or small?
Is the toy hard or soft?



hard big

10

Is the toy hard or soft?



hard

Is the toy big or small?



big

A

soft

B

hard

**Which toys
are soft
and which
toys are
hard?**

Let's review

1. big toys 大玩具
2. small toys 小玩具
3. soft toys 软玩具
4. hard toys 硬玩具

1E My Toys: Sorting Game

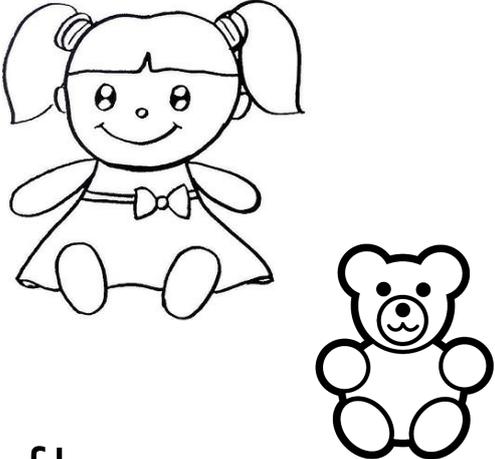
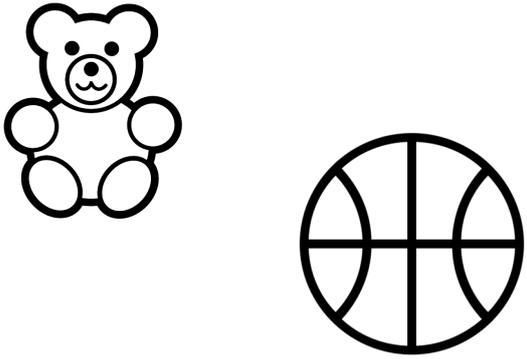
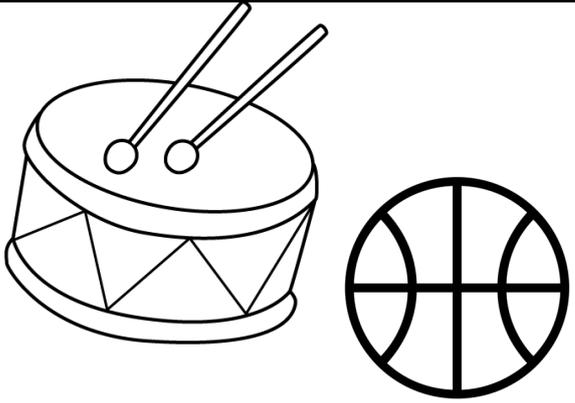
Practical Activity

1. Students will use the sorting boards to separate toys into different categories.
2. Teacher will ask students to find toys to match different categories.
 - a. Find all the soft toys.
 - b. Find all the hard toys.
 - c. Find the big toys.
 - d. Find all the small toys.
 - e. Find all the (color) toys.
3. Each group / table will have their own sorting board and set of flashcards.
 - a. Toy cards: bunny rabbit, skipping rope, rubber duck, Play-Doh, bike, drums, Lego, baby doll, teddy bear, Barbie doll, car, ball
 - b. Category cards: hard / soft, big / small, colors (red, blue, pink, rainbow)
4. Students will focus on sorting one category at a time. Two sorting boards will have the sizes, two will have colors, and two will have hard / soft. After each table has sorted their toys into the categories, the teacher will check their answers. When all the answers are correct, students can rotate the boards and try a different category. Continue until the students have sorted each set of categories.
5. After students have finished sorting, the teacher can have a sorting race between two groups with the same categories.

1. 學生要使用分類板將玩具分成不同種類。
2. 教師要求學生依種類，找出符合條件的玩具。
 - a. 找出柔軟的玩具
 - b. 找出硬的玩具
 - c. 找出體積大的玩具
 - d. 找出體積小的玩具
 - e. 找出 X 色的玩具
3. 發給每組一塊分類板及一組圖卡。
 - a. 玩具圖卡：小兔子、跳繩、橡皮鴨、黏土、玩具自行車、鼓、樂高積木、洋娃娃、泰迪熊、芭比娃娃、玩具汽車、球。
 - b. 類別卡：硬/軟、大/小、顏色 (紅色、藍色、粉紅色、彩色)。
4. 學生每次分類時只針對其中一個類別。二組做尺寸的分類，二組做顏色的分類，最後二組做軟硬的分類。每組完成該次的分類後，由教師檢視是否正確。待學生能完全正確的分類後，才能交換不同的類別卡片，並嘗試依據新的類別來分類。重覆操作此步驟直到每組學生都分類過所有的類別。
5. 全班都完成所有種類的分類後，教師可就任一種類別讓其中二組進行分類比賽。

1.5 My Toys: Sorting

 Draw a picture or write the name of each toy in the correct place. Each square should have 2 toys.

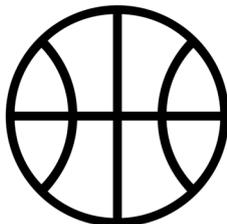
 <p>soft 軟的</p>	 <p>big 大的</p>
 <p>small 小的</p>	 <p>hard 硬的</p>

doll

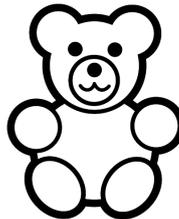


teddy

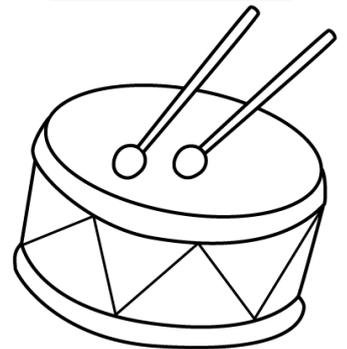
ball



bear



drum



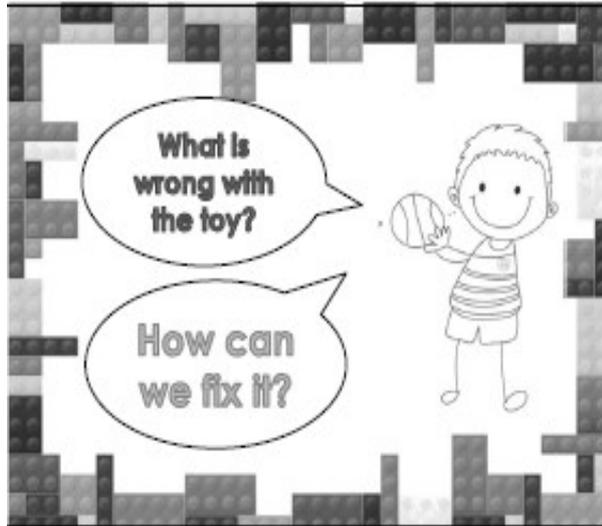
Word Bank: soft, big, small, hard

1F My Toys: Broken Toys Discussion

Practical Activity

1. The teacher will ask students to define “broken” and “fix it”. The teacher will then show students PPT 1.6 My Toys: Broken Toys and ask them the following questions:
 - a. Is the toy broken?
 - b. What is broken?
 - c. Can we fix it?
 - d. Do you like to play with broken toys? Why or why not?
 - e. How can we keep our toys safe?
 2. In the PPT all the toys will be broken in some way and students should be able to recognize that and come up with different ways they think these toys can be fixed (reassemble, glue, tape, sew etc.). Most toys won't be the same after being fixed. Ways to keep toys safe can include being careful when playing the toys, put them away in a safe place when done playing, monitor younger siblings when they use the toys etc.
-
1. 教師跟學生確認「壞掉」及「修復」的意義。教師利用 PPT 1.6 My Toys: Broken Toys 並詢問學生下列問題:
 - a. 這個玩具壞了嗎？
 - b. 什麼東西壞掉了？
 - c. 我們可以修理它嗎？
 - d. 你喜歡玩壞掉的玩具嗎？為什麼呢？
 - e. 要怎麼保護我們的玩具呢？
 2. 學生要能理解各種玩具可能在不同情況下損壞，要能夠試著想想看如何修復壞掉的玩具 (拆開重組、黏回去、用膠帶固定或是縫起來等)。大部份的玩具雖然修好了，但也無法恢復原來的樣子。保護玩具的方法有：玩的時候要小心、玩具玩完要收好、年紀小的弟弟妹妹玩玩具時要多注意等。

PPT 1.6 My Toys: Broken Toys



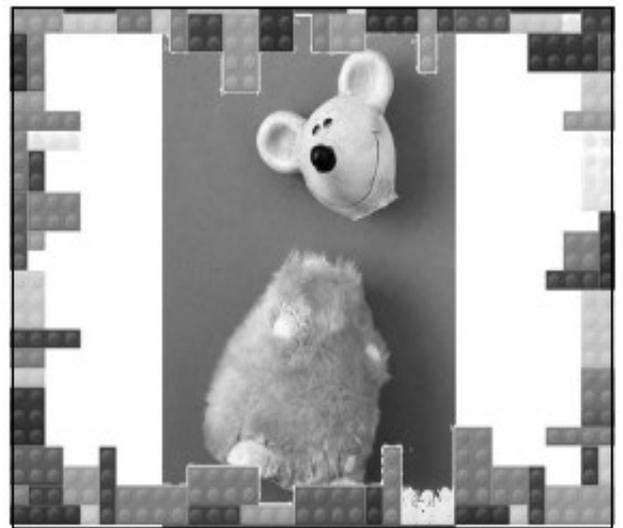
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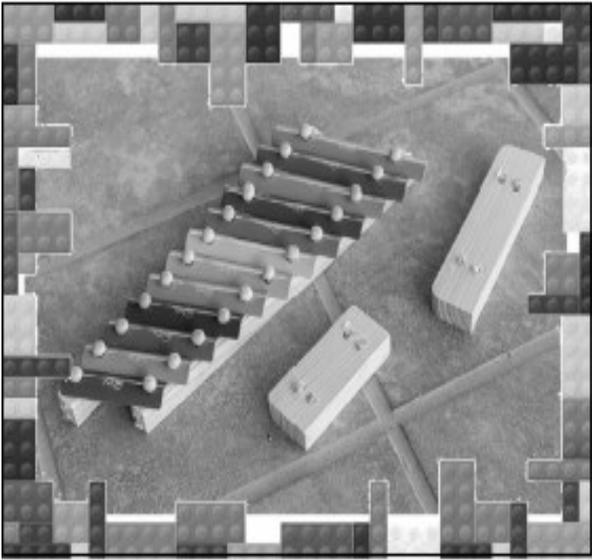




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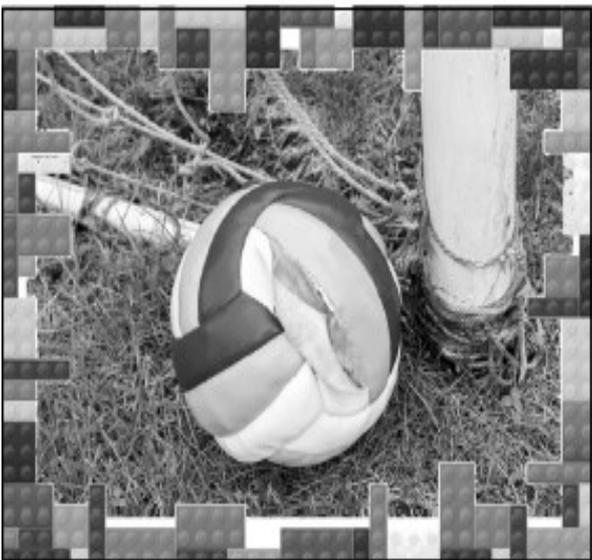
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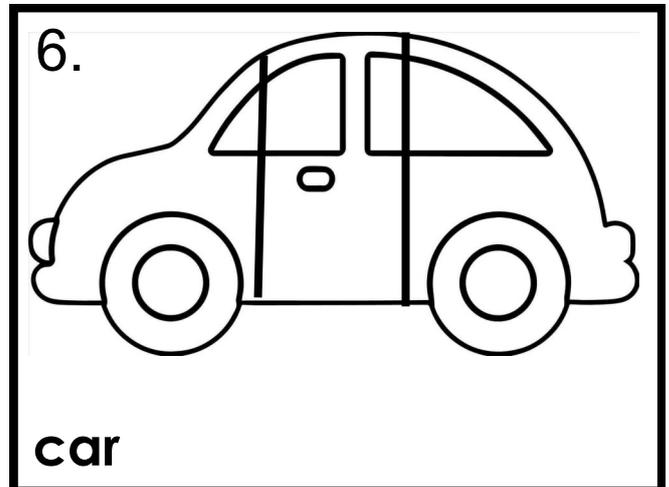
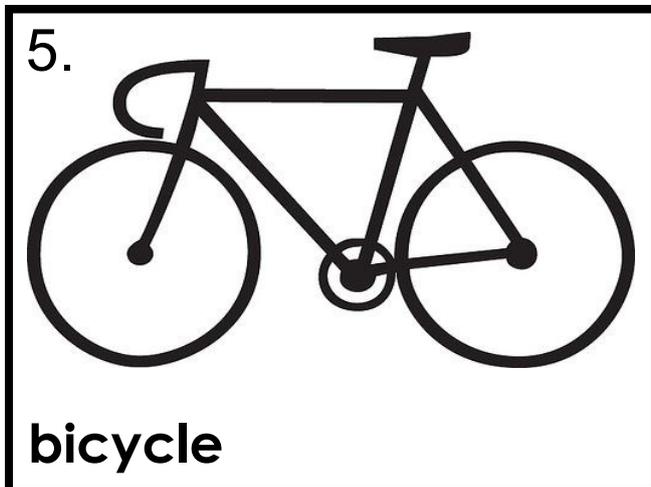
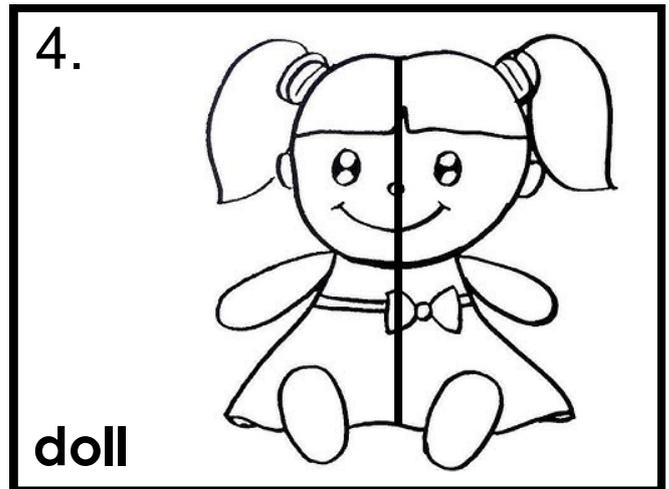
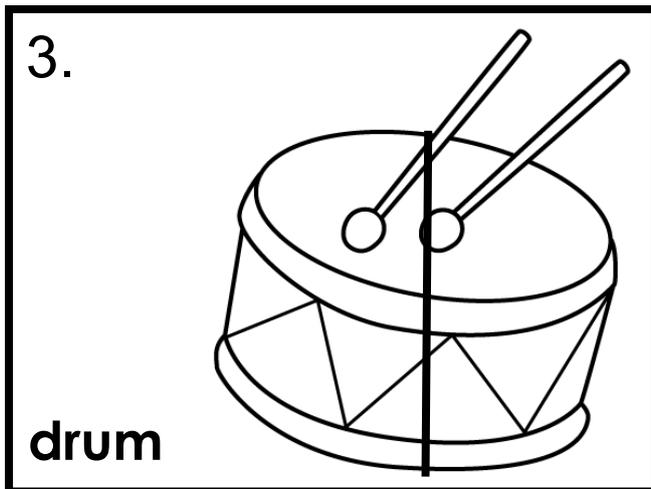
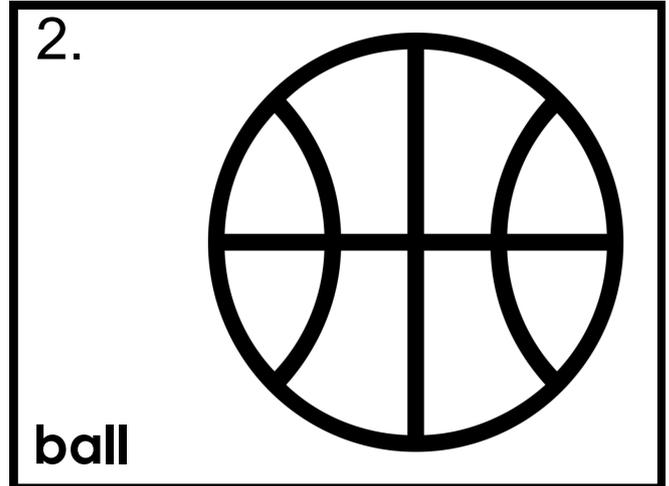
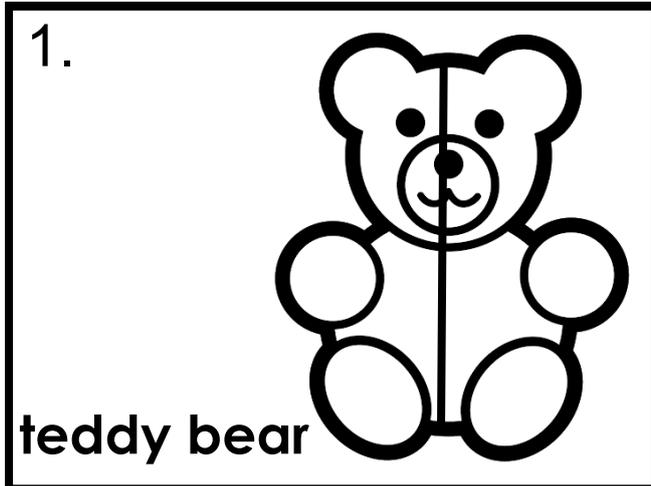


1.6 My Toys: Fix It

The toys are broken. ✎ Trace the words and fix the toys by drawing the missing parts.

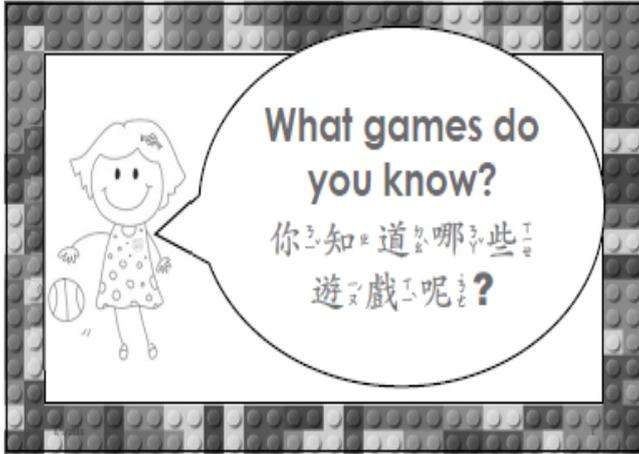
broken 壊クサ掉カク

fix it 修ツ理リ

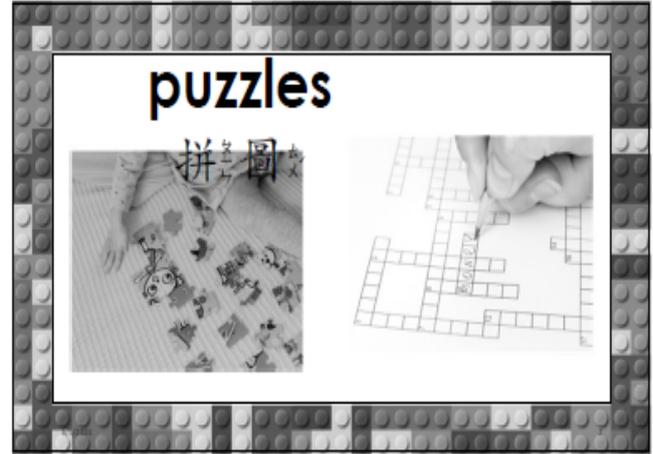


Word Bank: broken, fix it

PPT 1.7 Games: Kinds of Games



1



2



3

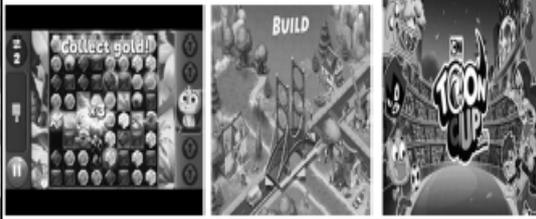


4



APP games

手_マ機_キ遊_ユ戲_キ



Let's review

puzzles	拼 _ヒ 圖 _ト
video games	電 _デ 腦 _ノ 遊 _ユ 戲 _キ
board games	桌 _ツ 遊 _ユ
group games	團 _{ダン} 體 _{テイ} 遊 _ユ 戲 _キ
card games	卡 _カ 牌 _{パイ} 遊 _ユ 戲 _キ
APP games	手 _マ 機 _キ 遊 _ユ 戲 _キ

1G Games: Tic Tac Toe

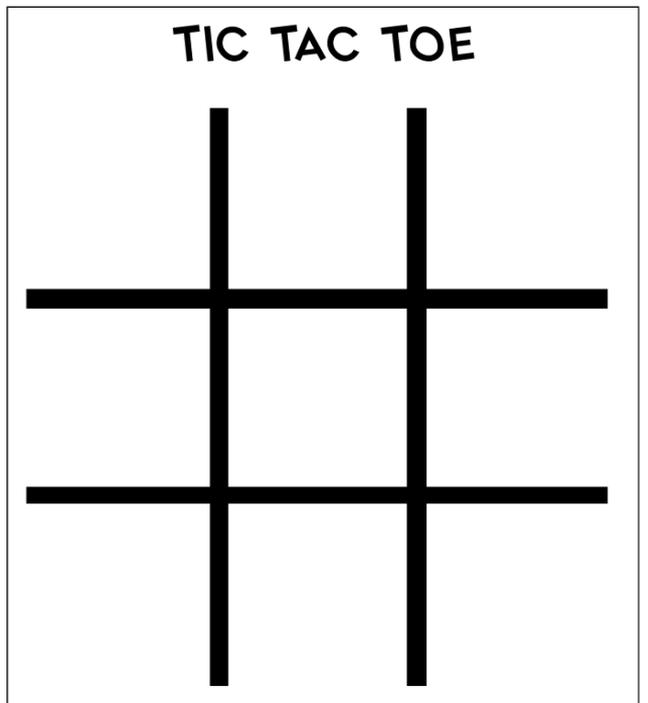
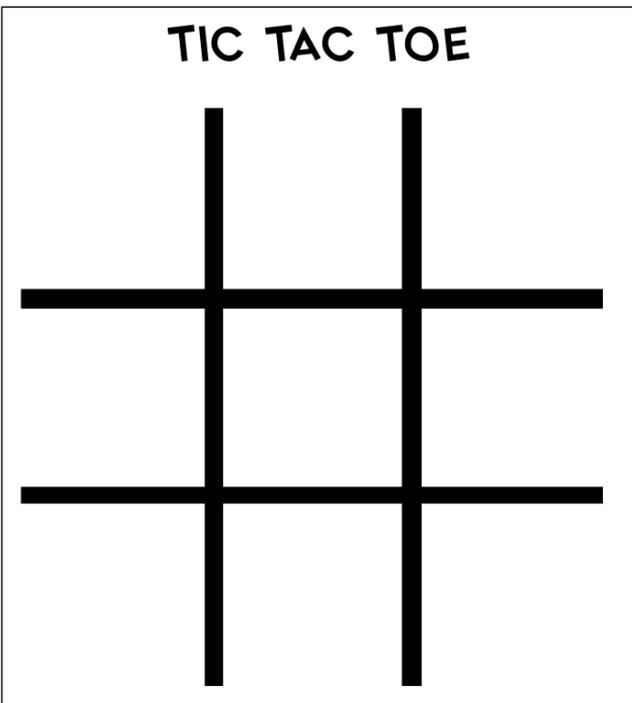
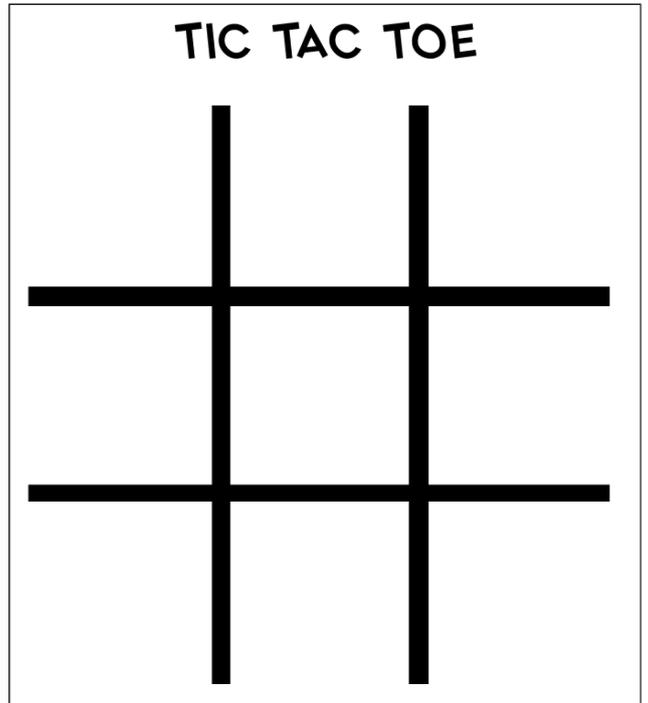
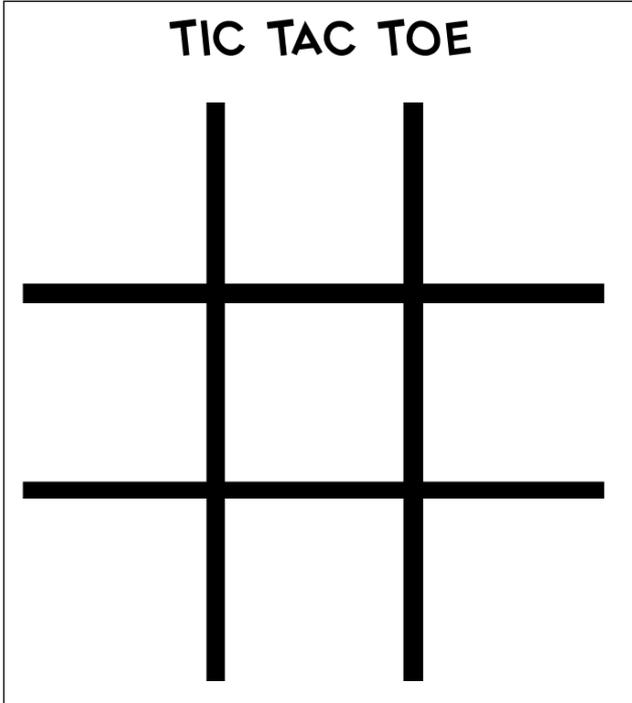
Practical Activity

1. Advise students we will be playing Tic Tac Toe, draw a grid on the board. Show students how to use the X's and O's to play the game on the board. The foreign teacher and Chinese teacher can play against each other.
2. Remind students of the three rules of playing together: follow the rules, take turns and listen.
3. Teach students the basic rules and how to take turns: the first student draws an X in one of the boxes on the grid. The second student will draw an O in another box. Students will continue to take turns. The first student to get three boxes in a row, (vertical, horizontal or diagonal) wins.
4. Students can play together for a few minutes using the tic tac toe boards in their work book (1.7 Games: Tic Tac Toe).

1. 告知學生要玩 XO 遊戲，並在黑板上畫出格子。說明遊戲規則：何時要使用 X 或 O 來阻擋對方。外師和教師可先進行示範賽。
2. 提醒學生一起玩遊戲時的規則：遵守遊戲規則、輪流，並且隨時注意老師的指令。
3. 教導學生遊戲基本規則及如何進行遊戲：第一位在黑板上任一格中畫 X，第二位在其他任一格子畫 O，學生繼續輪流進行。能夠先將三個格子連成一條線的學生獲勝(橫線、直線或斜線皆可)
4. 學生可利用數分鐘的時間，在課本 1.7 Games: Tic Tac Toe 的 XO 遊戲板進行遊戲。

1.7 Games: Tic Tac Toe

 Play Tic Tac Toe with your friends. One student will use X, the other will use O.



Word Bank: Tic Tac Toe

1H Games: Toys and Games Bingo

Practical Activity

1. This activity can be done if there is time remaining at the end of the chapter
2. Teacher gives every student a worksheet with 16 different small pictures on it (4x4 grid).
3. Teacher shows students how to play bingo. Using the flashcards or PPT 1.8 Games: Toys and Games Bingo, go over all the vocabulary for the game.
4. Ask students to find any color words on their bingo card, then color them in using colored pencils or markers to match the color.
5. Teacher will then use flash cards to play bingo.
6. The teacher will choose one flashcard at a time, and show it to the students. They need to look at the flashcard carefully and check their worksheet. If there is the same picture on the worksheet students need to circle it.
7. When there are four circles that can make a line, students need to raise their hand to tell the teacher. They can get a sticker. Students can play the game again by using a different color to circle the pictures.

1. 若在此章節結束後還有時間的話，可以進行此活動。
2. 老師發學習單給學生，學習單上有 4x4 的表格，表格裡有 16 張不同的圖片。
3. 老師教學生如何玩 bingo。使用圖卡或 PPT 1.8 Games: Toys and Games Bingo，帶學生複習遊戲中會用到的字彙。
4. 要求學生找到 bingo 卡上代表顏色的單字，用相同顏色的色鉛筆或彩色筆將該字塗上顏色。
5. 教師使用圖卡進行 bingo 遊戲。
6. 老師拿出圖卡的時候，學生要注意看圖卡，並檢查自己的學習單是否有一樣的圖片。如果有一樣的圖片，把它圈起來。
7. 當表格上有 4 個圈圈連成一條線時，學生要舉手告訴老師，並可以得到一張貼紙。學生可以用另一種顏色的筆圈選再玩一次 bingo。

PPT 1.8 Games: Toys and Games Bingo



1



2



3



4





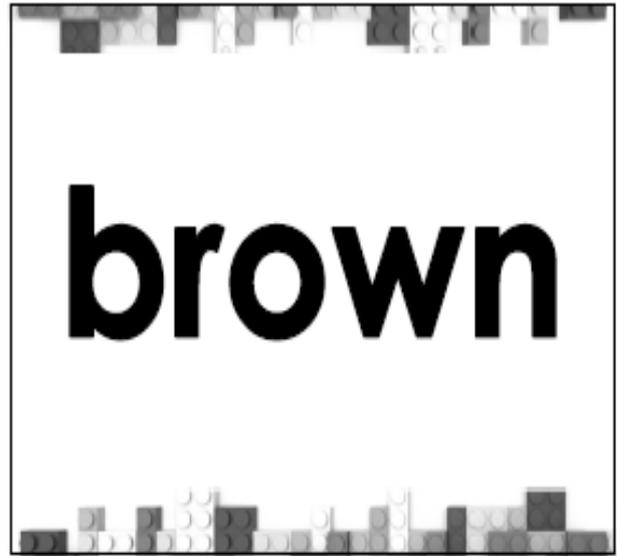
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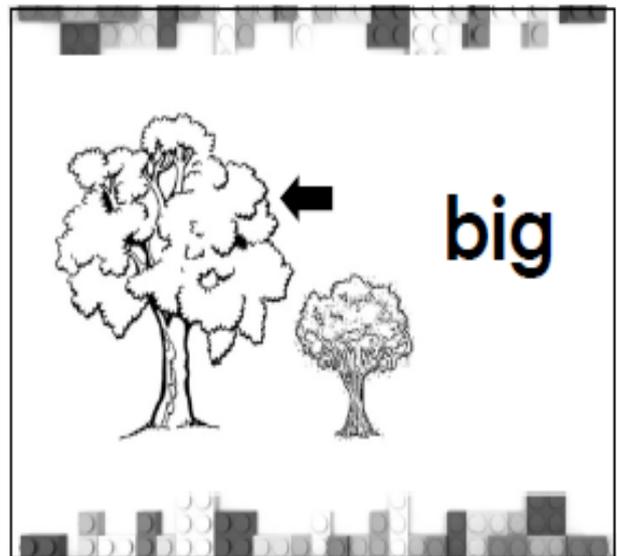
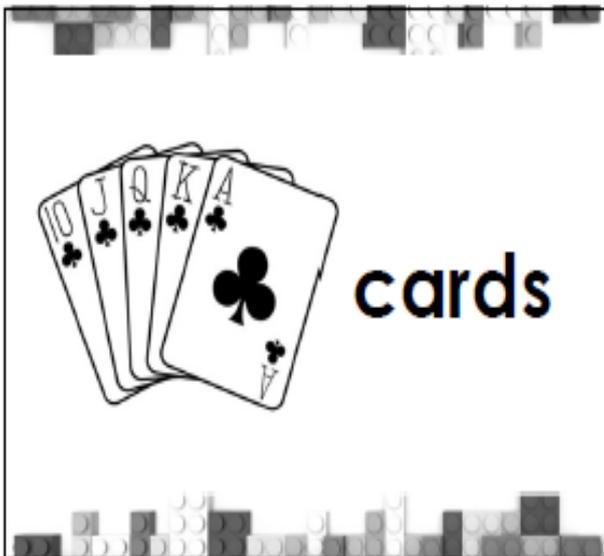
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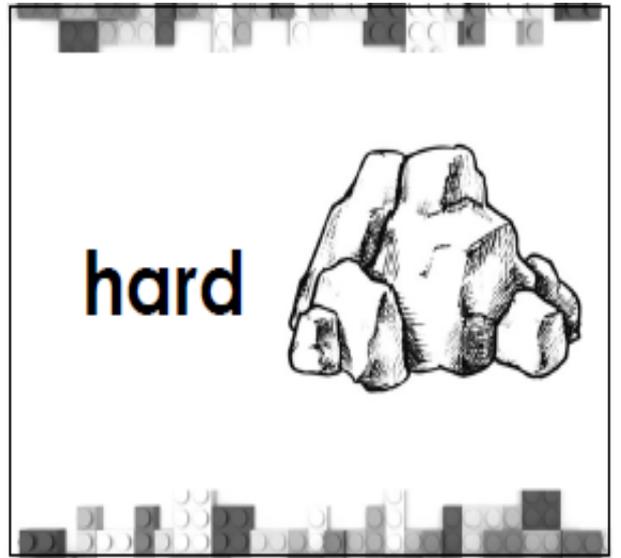


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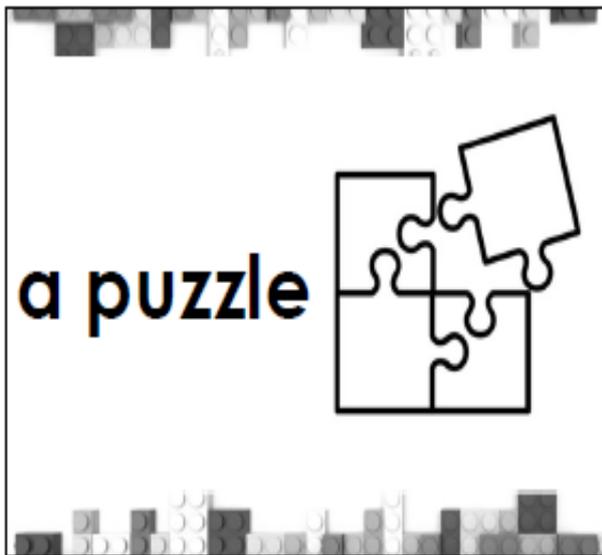




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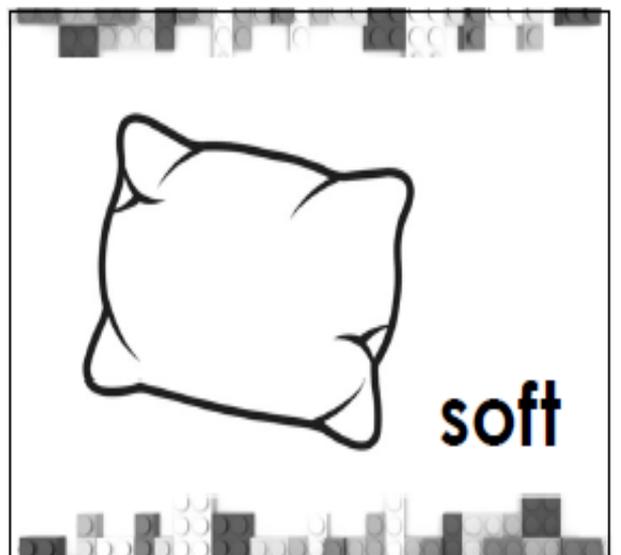
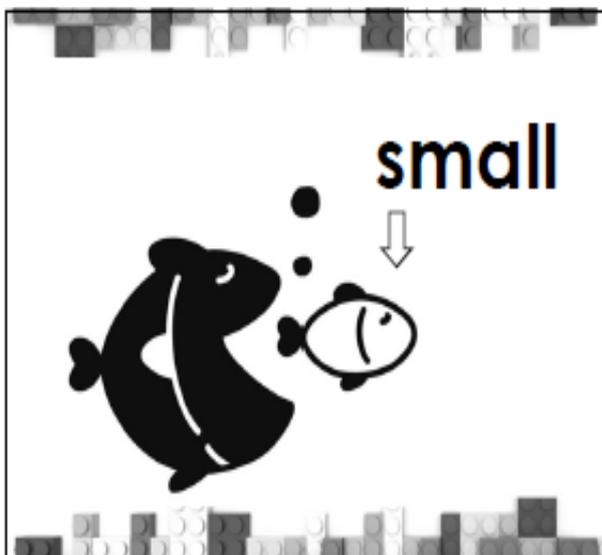
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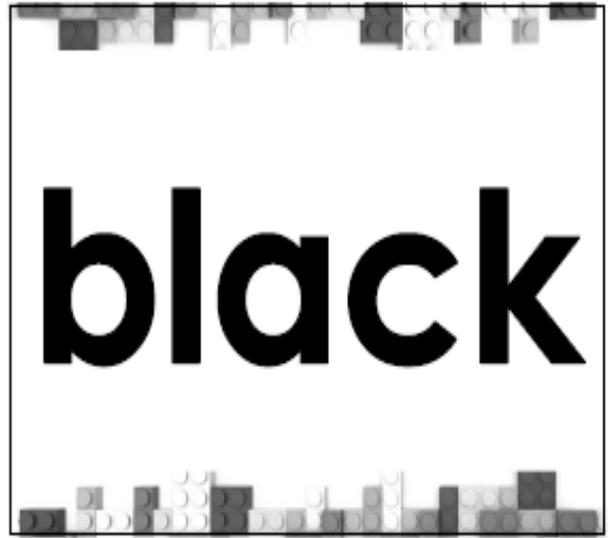


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1.8 Games: Toys and Games Bingo

The Bingo cards will not be in the student book. They must be printed prior to the lesson.

There are 34 individual Bingo Cards, each one is different. If there are more than 34 students in the class, some students will have duplicate Bingo Cards.

There are soft copies of the Bingo Cards available.

11 Games: Play Time

Practical Activity

1. This activity can be done if there is time remaining at the end of the chapter.
2. Students will be playing 2 or 3 different games to practice the rules for playing together.
3. Before taking students to play, remind them of the rules for playing together (follow the rules, listen, take turns)
4. Take students to an open area to play the games. (can play outside or in the 5th floor hall)
5. The students will play the games. Before each game ask students if they know how to play the game, then go over the rules as a group.

Simon Says/ Teacher Says

1. One student is designated Simon/teacher, the others are the players.
2. Standing in front of the group, Simon/teacher tells players what they must do. However, the players must only obey commands that begin with the words "Simon/teacher Says."
3. If Simon/teacher says, "Simon/teacher says touch your nose," then players must touch their nose. But, if Simon/teacher simply says, "jump," *without* first saying "Simon/teacher says," players must not jump. Those that do jump are out/eliminated from the game.

Tag

1. Teacher decides who is 'it' (student) and everyone else runs away.
2. The "it" person must chase the other students. If the 'it' person tags or touches you, you are 'it'. The initial 'it' person is no longer it, and must run away as well.
3. The newly tagged student must try to tag someone else to make them the next 'it' person.
4. Play the game as much as you wish/ have time for.

The Wooden Man

1. Teacher chooses one student to be a ghost, who must stand at the front of the group with their backs to the other students.
2. While facing the board, the ghost says "1, 2, 3, wooden man". They cannot look at the other students. The other students need to walk towards the ghost.
3. After saying "1, 2, 3, wooden man" the ghost turns around and all the other students must stand still. The ghost will try to catch anyone still moving. Anyone the ghost catches becomes their helper and stands next to the ghost.
4. When the ghost says "1, 2, 3, wooden man" the other students can try to save the helper by getting close enough to touch them. If they get saved, they can go back with the other students.
5. Once the helper is saved, all the students run to the back. The ghost must turn around and say "stop" right away.
6. All the students stop. The ghost needs to choose one student. The ghost must guess how many steps they will take to reach the student.
7. If the ghost guessed the right number of steps when they walk up to the student, they have caught them. That student will be the next ghost. If they guess wrong they will still be the ghost for the next game.

1. 此章節課程結束後，若還有時間可以進行此活動。
2. 學生可以玩二到三種不同的團體遊戲，練習不同規則的遊戲。
3. 帶學生玩遊戲前再次提醒學生務必遵守遊戲規則、輪流玩，並且要聽老師的指令。
4. 在開放的大空間進行遊戲 (戶外場地或英速 5 樓)。
5. 進行每一種遊戲前問一問學生是否知道遊戲方法，全班一起重複遊戲步驟。

Simon Says/Teacher Says 老師說

1. 選一位學生當 Simon/Teacher(下指令的人)，其他學生仔細聽指令。
2. 下指令者站在教室前方，其他學生仔細聽指令。學生們只能執行以 Simon/Teacher 開頭的指令。
3. 若下指令者說：「Simon/Teacher 說一摸鼻子」，參加遊戲者要摸自己的鼻子；若指令為「跳一跳」，則參加遊戲者不得跳躍，否則即為出局。

Tag 鬼抓人

1. 老師決定一位學生當「鬼」，其他人盡快跑開。
2. 當鬼的學生追其他學生，被迫到或碰到的是下一個鬼；抓到新的鬼之後，本來當鬼的學生要跟其他學生一起跑給鬼追。
3. 當鬼的學生試著抓其他學生，直到找到下一個鬼為止。
4. 教師自行調整遊戲進行的時間。

The Wooden Man 123 木頭人

1. 教師找一位學生當鬼，當鬼的學生站在教室前面背對大家。
2. 當鬼的學生背對大家面向黑板，大聲喊「123 木頭人」，喊的時候不能抬頭看大家；其他學生朝當鬼的學生走過去。
3. 喊完「123 木頭人」後，當鬼的學生回頭觀察，其他學生必須靜止不動。鬼要試著找出還在動的學生。被鬼抓到的學生成為鬼的幫手並且站鬼的位置旁邊。
4. 每次鬼喊出「123 木頭人」的時候，其他學生可以嘗試救出被鬼抓到的幫手，救援的方式為靠近並碰觸幫手們。被救援成功的幫手可以回到隊伍與其他同學一起繼續遊戲。
5. 一旦有幫手被救走，所有在移動的學生必須往回(反方向)跑，鬼則立刻回頭並大聲喊出「停」。
6. 學生停下來之後，鬼要選出一名學生，然後估計自己(鬼)要走幾步才能到選中的學生位置。
7. 若鬼猜對自己走到選中學生位置的步數，選中的學生會被鬼抓住成為下一個鬼；若鬼猜錯步數就繼續當鬼，直至找到下一個當鬼的人為止。

Chapter One: Toys and Games Word List

Trace and copy each of the words from the word list.

1. rules

規則 (キョウノル)

2. follow

跟著 (ウケツク)

3. take turns

輪流 (リンリウ)

4. listen

聽 (キク)

5. share

分亨 (ウケナウ)

6. toys

玩具 (ウケモノ)

7. doll

洋娃娃 (ウケモノ)

8. car

車子 (ウケモノ)

9. ball

球 (ウケモノ)

Chapter One: Toys and Games Word List

10. bike

腳_レ踏_ハ車_ノ

11. drum

鼓_ノ

12. teddy bear

泰_ノ迪_ノ熊_ノ

13. hard

硬_ク的_ク

14. soft

軟_ク的_ク

15. big

大_ク的_ク

16. small

小_ク的_ク

17. fix it

修_ス理_ス

18. broken

壞_ク掉_ク

Chapter One: Toys and Games Word List

19. puzzles

拼圖 (タガノト)

20. video games

電玩 (カノト)

21. board games

桌遊 (タガノト)

22. cards

卡牌 (カノト)

23. Tic Tac Toe

OX 遊戲 (タガノト)

Student Self-Assessment

1. Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not effect the students grades.
2. Teachers can assess student's vocabulary throughout the chapter by asking students to open their books to the words list. Students must choose 2-3 words to read to the teacher. Each word can be chosen twice. Teachers can give check marks or stamps to show students know the word.

學生自我評估

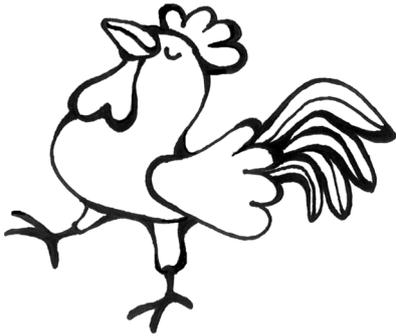
1. 每章結束時，學生需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

How Am I Doing?

Choose the best one to describe you.

小朋友，這個單元的學習告一段落了，請你想想看，自己在這個單元裡的學習狀況和下面哪一個敘述類似吧！

4



I've Got It! I understand and I can help my classmates.

我都能理解上課的內容，而且我還可以幫助同學。

3



Almost There! I've got it, and I only make small mistakes.

我大部份都能了解，但有時會不小心出錯。

2



Working on It. Sometimes I need help, I'm starting to understand.

我覺得我有愈來愈進步，只是有時需要別人的幫助。

1



Beginner. I don't understand yet and I need a lot of help.

我還要努力，因為常常需要老師和同學的幫助，但我會加油的！

Choose 1 face for each sentence.

☺ Yes, I do it all the time. 是^的的^的， 我^一一^直直^這這^樣樣^做做[。]。

☹ Sometimes I do this. 有^時時^我我^會會^這這^樣樣^做做[。]。

☹ I don't do this, I need to improve.

我^不不^會會^這這^樣樣^做做[，] 我^需需^要要^改改^進進[。]。

I follow the teacher's directions.



我^聽聽^從從^老老^師師^的的^指指^示示[。]。

I listen when others are talking.



別^人人^說說^話話^的的^時時^候候^我我^會會^注注^意意^聽聽[。]。

I work nicely with others.



我^和和^別別^人人^相相^處處^得得^很很^好好[。]。

I can do my work by myself.



我^可可^以以^自自^己己^做做^我我^的的^工工^作作[。]。

I like to share ideas with the class.



我^喜喜^歡歡^與與^全全^班班^分分^享享^想想^法法[。]。

I try my best on all my work.



我^盡盡^力力^做做^好好^我我^所所^有有^的的^工工^作作[。]。

I ask for help if I don't understand.



如^果果^我我^不不^明明^白白[，] 我^會會^尋尋^求求^幫幫^助助[。]。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 2: Trees and Flowers



Chapter Two: Flowers and Trees

Trees

1. In The Trees

 PPT 2.1 Trees: In the Trees

2.1 Trees: In the Trees

 Video Trees: Butterfly, Ladybug, Bumblebee

 2.2 Trees: Butterfly, Ladybug, Bumblebee

2. Going on a Walk

 PPT 2.3 Trees: Going on a Walk

2.3 Trees: Going on a Walk

2A Trees: Going on a Walk

2.4 Trees: Walk Checklist

Leaves

3. Look at My Leaf

 PPT 2.5 Leaves: Look at My Leaf

2B Leaves: Look and Touch!

2.5 Leaves: Look At My Leaf

Flowers

4. Flowers in Taiwan

 Video Flowers: Flowers Blooming

 PPT 2.6 Flowers: Flowers in Taiwan

2C Flowers: Walk Through the Flowers

2.6 Flowers: Walk Through the Flowers

Chapter Two: Flowers and Trees Word List

PPT 2.1 Trees: In The Trees

**Trees:
Among
the Trees**

What do
you see in
the trees?



1



birds
小鸟

2



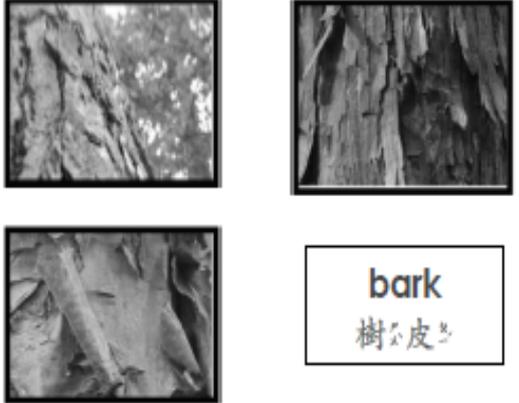
leaves
叶子

3



flowers
花朵

4



bark
树皮



insects
昆虫



Kinds of Insects

ant 螞蟻

ladybug 瓢蟲

butterfly 蝴蝶

bee 蜜蜂

New words

birds 小鳥

leaves 葉子

bark 樹皮

flowers 花朵

insects 昆蟲

Note Page:

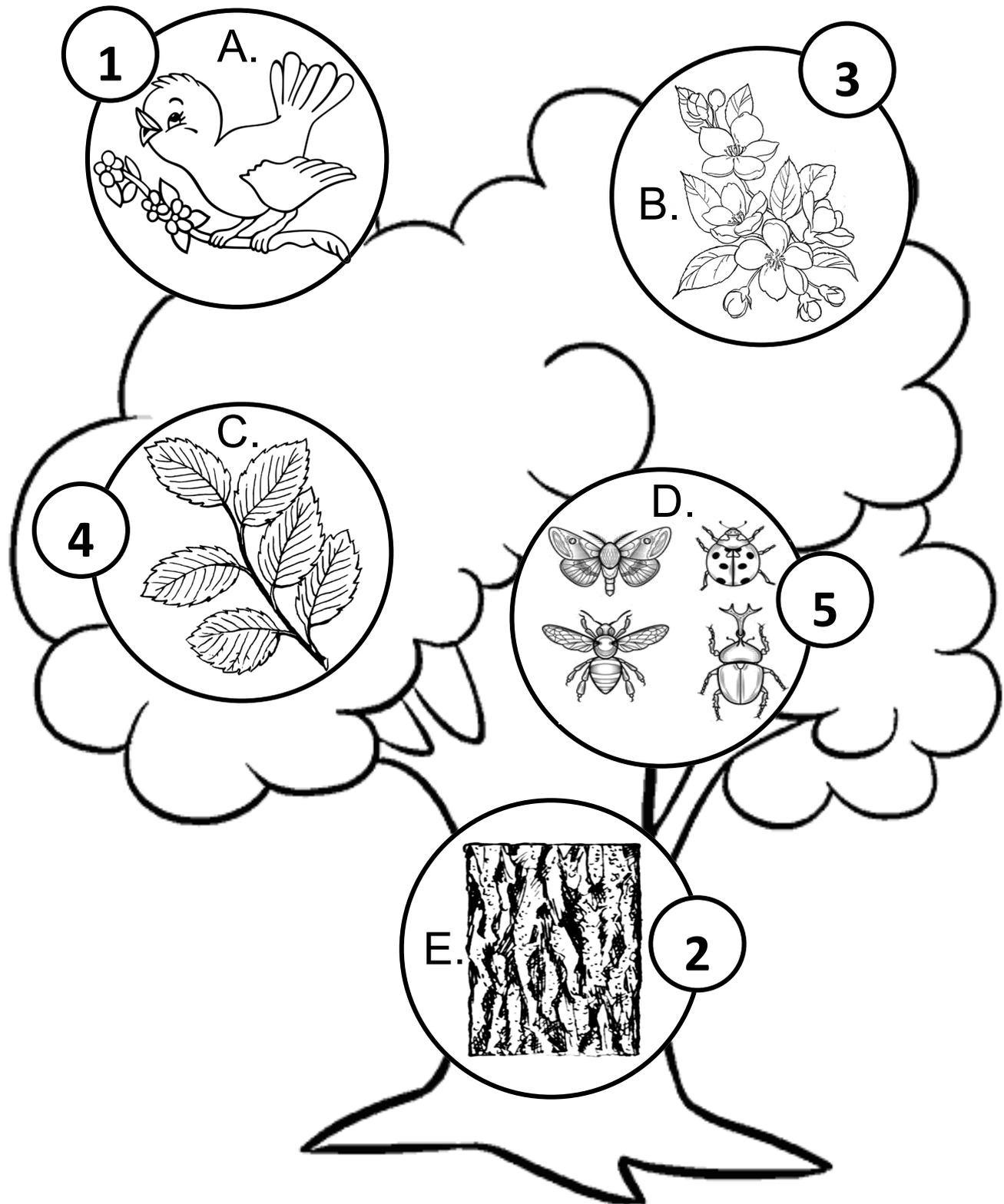


LONG PU BILINGUAL LIFE SKILLS

2.1 Trees: In the Trees

Write the number for each word next to the matching picture.

 Fill in the boxes with the correct colors.



1. bird

鳥 トリ

2. bark

樹皮 ツクバク

3. flowers

花 ハナ

4. leaves

葉子 ハシ

5. insects

昆蟲 クワムシ

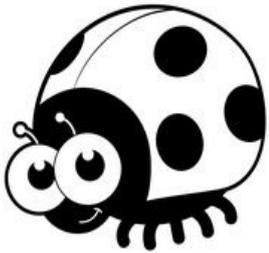
What color is the **bark**?

What color are the **leaves**?

Word Bank: bird, leaves, flowers, bark, insects, butterfly, bee, ladybug, ant

2.2 Trees: Butterfly, Ladybug, Bumblebee

Butterfly, butterfly, butterfly
Butterfly, butterfly, butterfly
Butterfly, butterfly, butterfly
Butter-, butter-, butter-, butter-, butterfly



Ladybug, ladybug, ladybug
Ladybug, ladybug, ladybug
Ladybug, ladybug, ladybug
Lady-, lady-, lady-, lady-, ladybug

Bumblebee, bumblebee, bumblebee
Bumblebee, bumblebee, bumblebee
Bumblebee, bumblebee, bumblebee
Bumble-, bumble-, bumble-, bumble-, bumblebee

Butterfly, ladybug, and bumblebee,
Flying all around the trees,
Ladybug, bumblebee, and butterfly.
Flying high into the sky.



REPEAT



PPT 2.3 Trees: Going on a Walk

Trees: Going On A Walk

1. Get all your things ready.

1

2. Observe quietly. 安・静に観・察

2

3. Don't touch dangerous things.

不・触・危・険・物
品

3

4. Don't bother the animals.

不・打・擾・小・動・物

4

My checklist

	<input type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	<input type="checkbox"/>		<input checked="" type="checkbox"/>

Remember !

1. Get all your things ready.

2. Observe quietly.

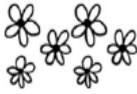
3. Don't touch dangerous things.

4. Don't bother the animals.

What will you see on your walk ?



insects



flowers



birds



butterflies



grass



leaves



2.3 Trees: Going on a Walk

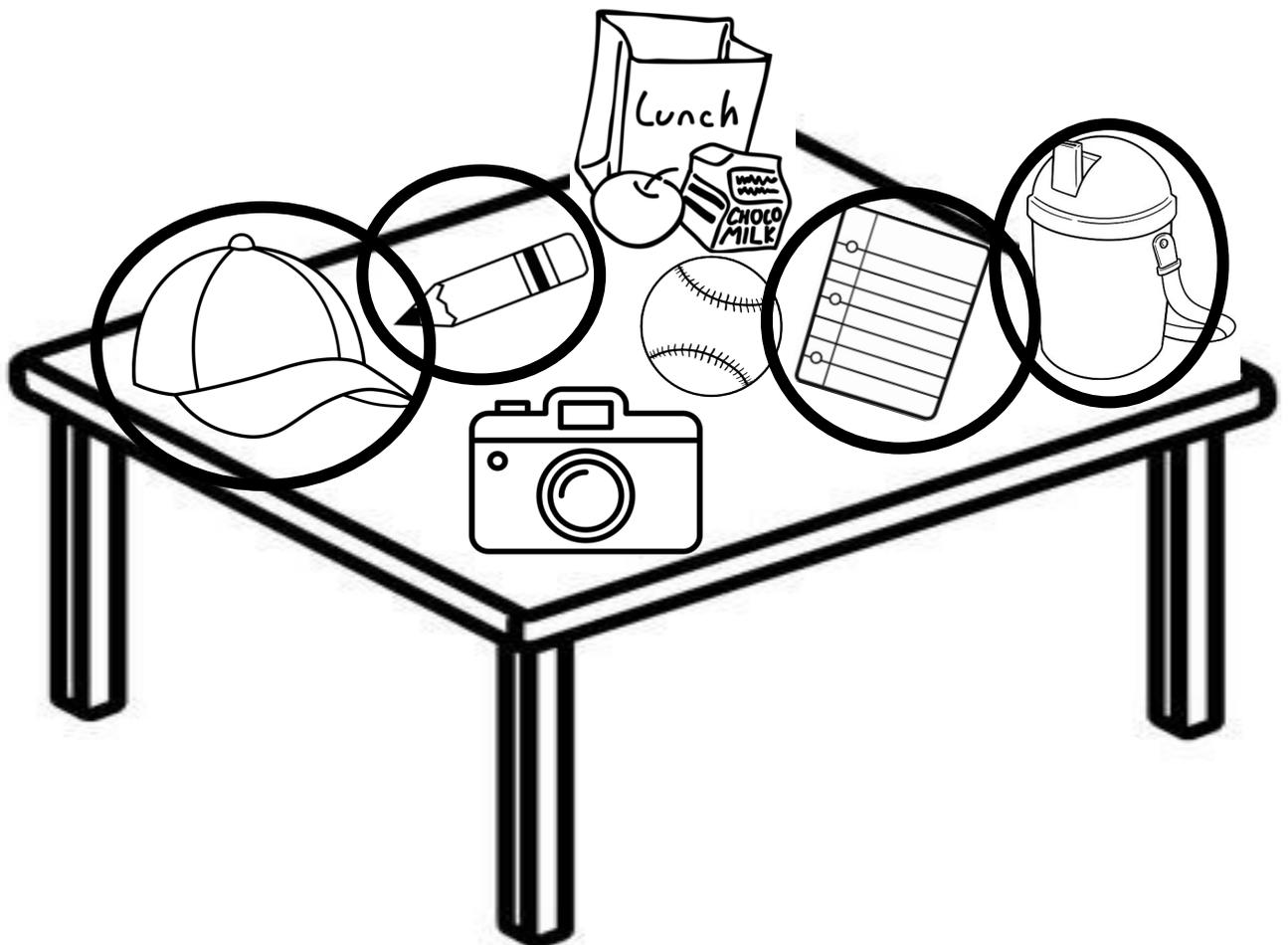
Color or circle the things on the table you need for your walk.

Find a hat. (帽子 ぼうし)

Find a pencil. (鉛筆 えんぴつ)

Find paper. (紙張 かみ)

Find a water bottle. (水壺 みずかめ)



Word Bank: paper, pencil, water bottle, hat

2A Trees: Going on a Walk

Practical Activity

1. Students will bring their Life Skills book and a pencil; the teacher should go over the 6 pictures on 2.4 Trees: Walk Checklist. Explain to the students that while they are on the walk they must look for these things and make a tick in a box next to the picture each time they see one. Student can make up to 4 ticks, then no more.
2. The teacher reminds students of the 4 important rules and the things they need to bring.
3. The teacher gives students checklists for the things they need on their walk. Students need to bring their Life Skills workbook.
4. Students make lines, sing the "Line Up" song and start to go.
5. On the walk, teachers may ask questions such as:
 - a. What do you see?
 - b. Is it safe to climb trees? Why/ Why not?
6. After the walk, in the classroom, the teacher will have students share what they found around the skywalk. Students can share what they did see, and what they didn't see

Rules:

Get all of your things ready

Observe quietly

Don't touch dangerous things

Don't bother the animals

Checklist for the things in the walk:

Hat

Life Skills book

Pencil

Water Bottle

1. 學生要帶著課本和筆外出。老師先介紹 2.4 Trees: Walk Checklist 上的 6 張動植物圖片，並告訴學生之後外出路程當中，有觀察到的動植物，就在圖片旁的框框裡打勾，看到一次就打一個勾，每張圖最多打 4 個勾。
2. 提醒學生 4 個重要的外出規則，以及他們需要帶的東西。
3. 老師發給每位學生一張清單，請學生一邊勾選一邊檢查外出活動要帶的物品。學生要帶著生活課本。
4. 整隊出發，學生邊走邊唱 “Line Up Song”。
5. 行進間教師可以詢問學生下列問題:
 - a. 你發現什麼？
 - b. 爬到樹上安全嗎？為什麼？
7. 活動結束，回到教室後，老師和學生一起分享剛剛的觀察。學生可以分享剛剛看到什麼，沒看到什麼。

外出規則：

準備好要用的東西

安靜地觀察

不要碰危險的東西

不要打擾小動物

外出清單：

帽子

生活課本

鉛筆

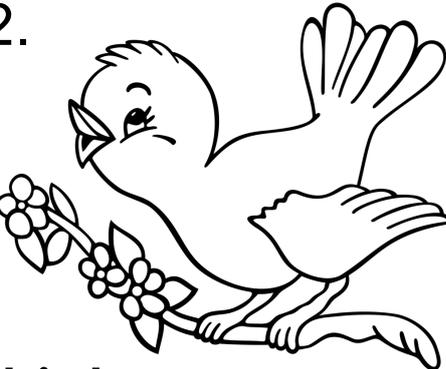
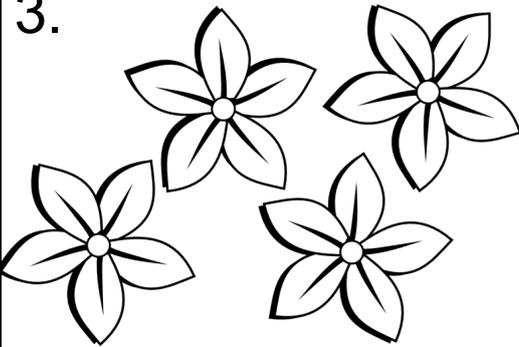
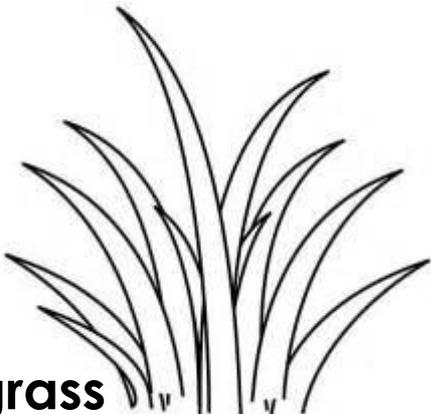
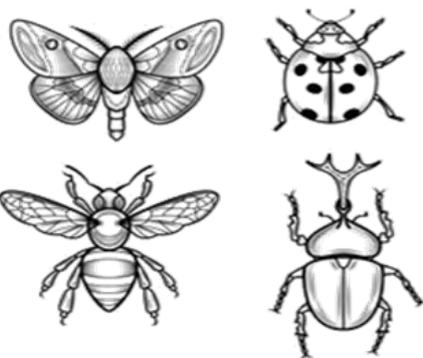
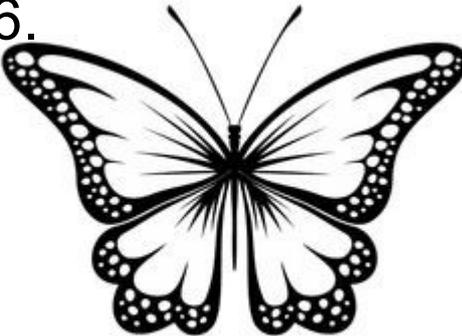
水壺

2.4 Trees: Walk Checklist

Read the walk rules with your teacher.

1. Get your things ready.
2. Walk quietly.
3. Don't bother the animals.
4. Don't touch dangerous things.

Put a tick next to the things you see, up to 4 times each.

1.  leaves	2.  birds
3.  flowers	4.  grass
5.  insects	6.  butterflies

Word Bank: grass, butterflies, leaves, birds, flowers, insects

PPT 2.5 Leaves: Look at My Leaf

Leaves: Look at My Leaf



What kind of leaves have you seen around you?
 在日常生活里，你看到過哪些種類不同的葉子？

Leaves: Look at My Leaf

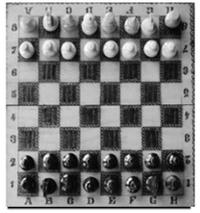


Leaves have different shapes.
 葉子有不同的形狀。

Let's look at different shapes and examples.




circle/round oval

rectangle square

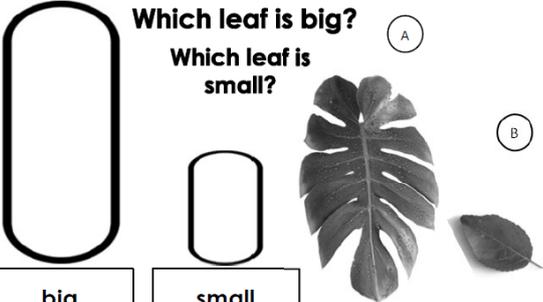



egg heart

Leaves can be...

Which leaf is big? (A)

Which leaf is small? (B)



big small

Leaves can be.... Which leaf is fat?
Which leaf is thin?

fat thin

A B

What shapes are the leaves?

heart 心形
egg 卵形
oval 橢圓形

Leaves: Look at My Leaf

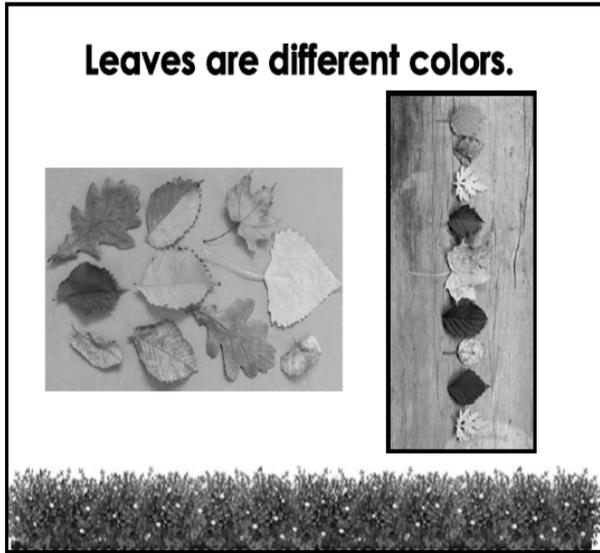
Leaves also have different edges and colors.
葉子有不同的邊緣和顏色。

jagged edges (鋸齒狀)

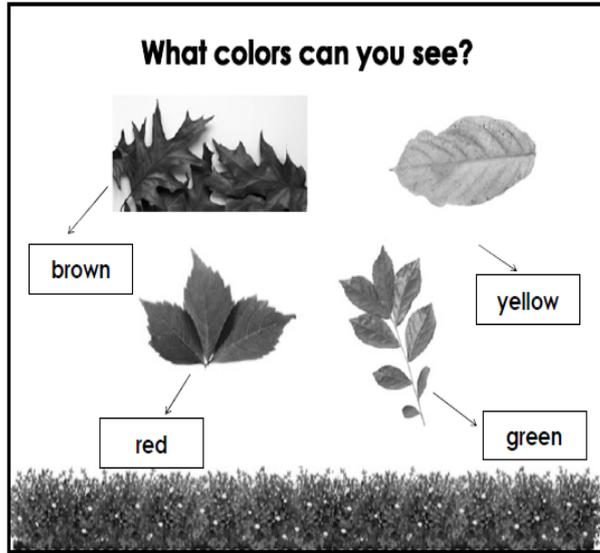
smooth edges (平滑狀)

What kind of edges do you see?

jagged (鋸齒)
smooth (平滑)



13



14



Note Page:



LONG PU BILINGUAL LIFE SKILLS

2B Leaves: Look and Touch!

Practical Activity

1. Teacher asks students to bring 1-2 leaves to class.
2. Teacher shows students how to observe the shape, the color, and the edges of leaves.
3. Teacher puts students in different groups. Students share and observe their leaves with their classmates.
4. After the group discussion the teacher asks one student from each group to tell the whole class about their group's observations.

Shape:	Edges:	Color:
fat	smooth	green
thin	jagged	brown
heart		red
oval		yellow
egg		

1. 老師請學生自己帶 1 或 2 片樹葉來。
2. 老師示範如何觀察樹葉的形狀、顏色和葉子的邊緣。
3. 老師將學生分組，學生和同學一起觀察樹葉。
4. 老師請每組一位同學，和全班分享觀察的結果。

形狀：	葉緣：	顏色：
寬的	平滑的	綠色
細長的	鋸齒狀	棕色
心形		紅色
橢圓形		黃色
蛋形		

2.5 Leaves: Look at My Leaf

 Draw a picture of your leaf and answer the questions.



1. What shape is your leaf?

oval 橢圓形 / **heart** 心形

2. My leaf is **fat** 寬的 / **thin** 細長的 ?

3. The edges are:

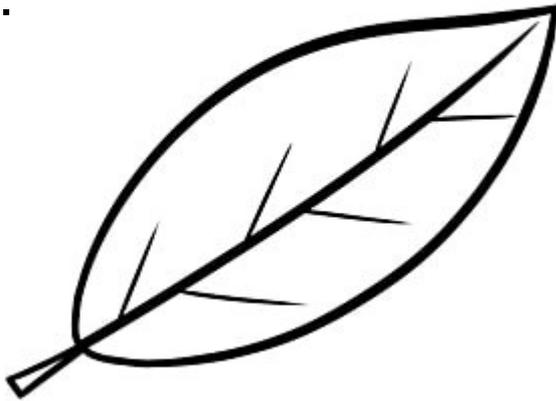
jagged 鋸齒狀 / **smooth** 平滑狀

4. What color is it?



Circle the correct word to describe the leaf.

1.



2.



jagged / smooth

jagged / smooth

3.



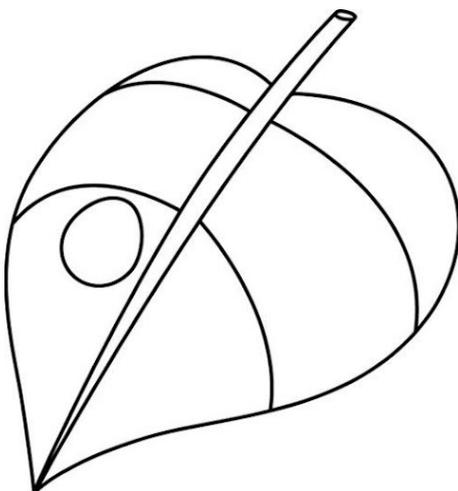
4.



fat / thin

fat / thin

5.



6.

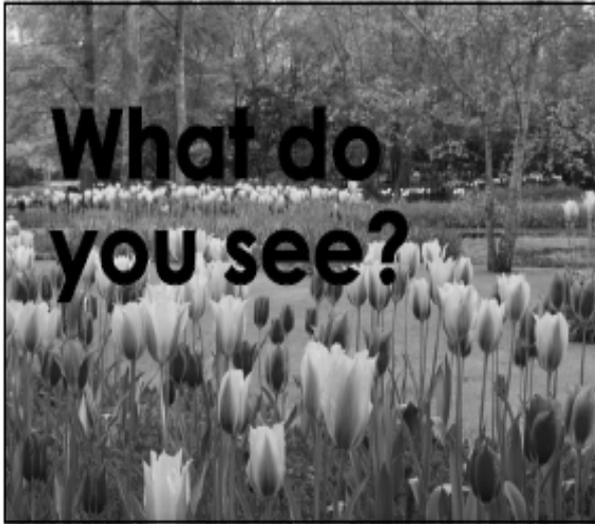


oval / heart

oval / heart

Word Bank: shape, oval, heart, egg, edges, jagged, smooth

PPT 2.6 Flowers: Flowers in Taiwan



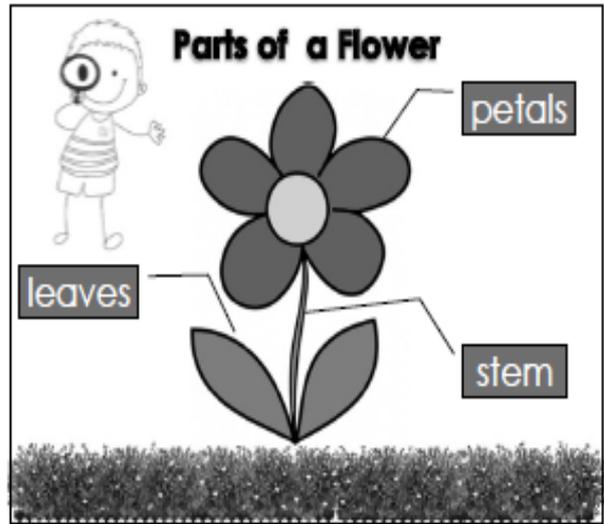
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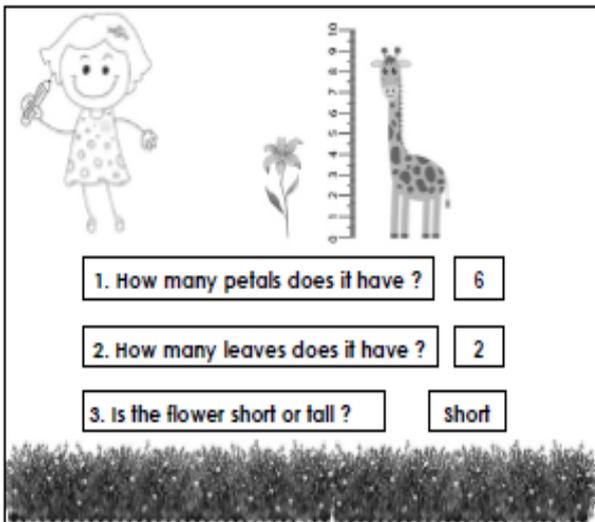
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3



4



2C Flowers: A Walk Through the Flowers

Practical Activity

1. Students will use 2.6 Flowers: Walk Through the Flowers in their workbooks.
2. Teacher takes students to a part of the campus where there are flowers.
3. During the walk teacher shows students different flowers and points out the different parts of a flower (petals, stems, leaves).
4. Remind students not to pick flowers. Ask students why we shouldn't pick flowers
5. Teacher chooses one flower to look at with the students. The students will answer 4 questions in their book.
6. Teacher asks students to collect leaves, stems, and petals from the ground and bring them back to classroom.
7. Students will use the things they collect to glue onto the flower in their workbook and make their own flower.
8. If there isn't enough time to go on the walk, the teacher can bring a few examples of flowers to complete this activity. Students can use torn pieces of scrap colored paper, colorful circle stickers or any other materials to "color" the flower on the worksheet, if they can't collect materials from outside.

4 Questions on the Worksheet:

1. How many petals does it have? Write the number.
2. How many leaves does it have? Write the number.
3. Is the flower fat or thin? Circle fat/thin.
4. What color are the petals? Circle the right color purple/red/pink/yellow/orange and student can color in the box.

Parts of a Flower: petals, stems, leaves

1. 學生們將利用課本 2.6 Flowers: Walk Through the Flowers 。
2. 整隊出發，前往校園有花的地方。
3. 老師沿途帶領學生觀賞不同的花，以及花的各個部位(花瓣、莖、葉子)。
4. 提醒學生不可摘花。詢問學生為何不能摘花。
5. 老師選擇一種花，和學生一起觀察，並引導學生回答習作上的問題。
6. 老師請學生撿拾收集地上的樹葉、花瓣、花莖帶回教室。
7. 學生將用帶回來的樹葉、花瓣和花莖貼在習作上，拼貼出自己的花。
8. 若時間不足以走完全程，教師可以先行準備一些花來完成此活動。如果學生無法從外面收集材料，可以使用撕碎的彩色廢紙、彩色圓形貼紙或其他任何材料來為課本上的花朵著色。

學習單上的 4 個問題：

1. 有幾朵花瓣？寫數字
2. 有幾片葉子？寫數字
3. 花瓣是什麼顏色？圈選出正確的顏色 紫/紅/粉紅/黃/橘 或是學生自己塗在空格裡。
4. 花有多大？圈選 矮/高 。

花的部位：花瓣，莖，葉子。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

2.6 Flowers: Walk Through the Flowers

Look at the teacher's flower and answer the questions.

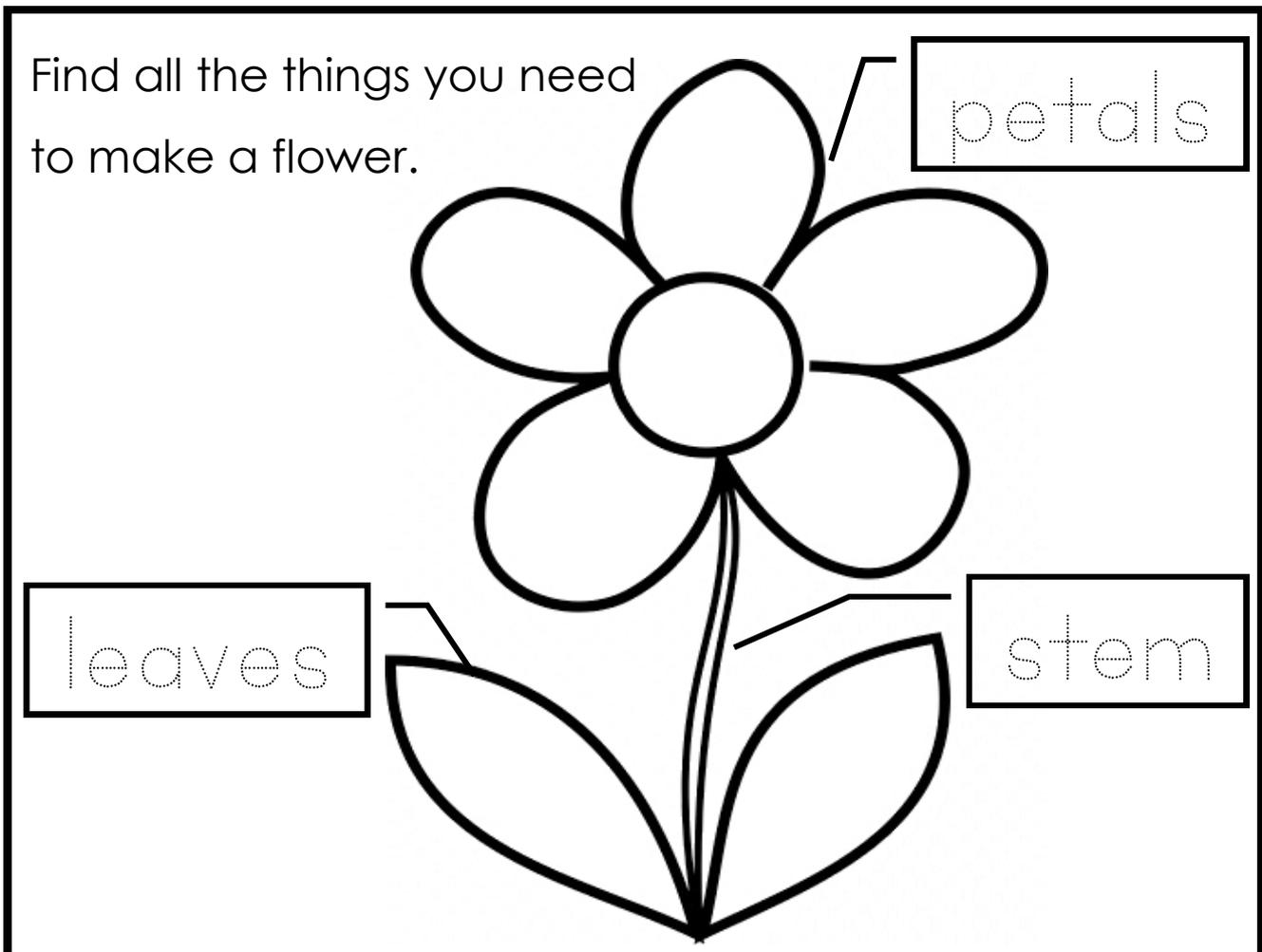
1. How many **petals** does it have?

2. How many **leaves** does it have?

3. Is the flower **fat** or **thin**? fat/thin

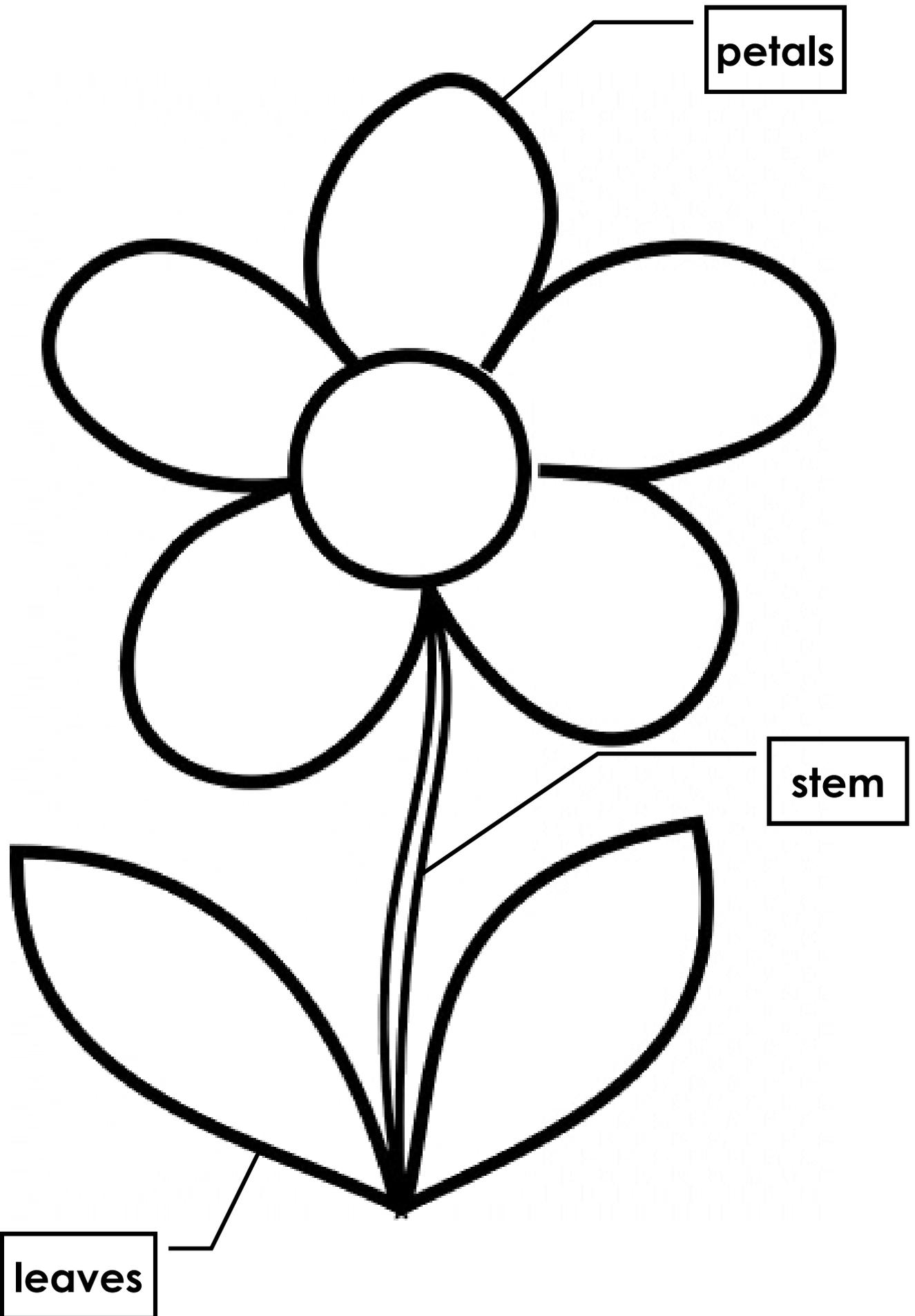
4. What **color** are the petals?

purple / red / pink / yellow / orange



Word Bank: petals, stem, leaves

Use things you found or circle stickers to decorate the flower.



Chapter Two: Trees and Flowers Word List

Trace and copy each of the words from the word list.

1. bird

鳥トリ

2. leaf

葉ハ子コ(一イチ片カタ)

3. leaves

葉ハ子コ(兩ニ片カタ以リ上ノ)

4. flowers

花ハナ

5. bark

樹キ皮バ

6. insects

昆ムシ蟲ムシ

7. butterfly

蝴チョウ蝶チョウ

8. bee

蜜ミツ蜂ハチ

9. ladybug

瓢カブト蟲ムシ

10. ant

螞アリ蟻アリ

Chapter Two: Trees and Flowers Word List

1. paper

紙張 (カミ)

2. pencil

鉛筆 (カクキ)

3. water bottle

水壺 (カゼ)

4. hat

帽子 (カ)

5. grass

草 (カ)

6. shape

形狀 (カク)

7. oval

橢圓形 (カク)

8. heart

心形 (カク)

9. egg

蛋形 (カク)

Chapter Two: Trees and Flowers Word List

20. jagged

鋸_ハ齒_ノ狀_ノ

21. smooth

平_タ滑_カ

22. edges

葉_ハ緣_ノ

23. petals

花_ハ瓣_ノ

24. stems

莖_ハ

25. lily

百_{ハク}合_ノ

26. rose

玫_ヒ瑰_ノ

27. daisy

雛_{ヒナ}菊_ノ

28. sunflower

向_{ムク}日_ノ葵_ノ

Chapter Two: Trees and Flowers Word List

29. lotus

蓮花

30. cherry blossom

櫻花

31. azalea

杜鵑花

32. orchid

蘭花



Student Self-Assessment

1. Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not effect the students grades.
2. Teachers can assess student's vocabulary throughout the chapter by asking students to open their books to the words list. Students must choose 2-3 words to read to the teacher. Each word can be chosen twice. Teachers can give check marks or stamps to show students know the word.

學生自我評估

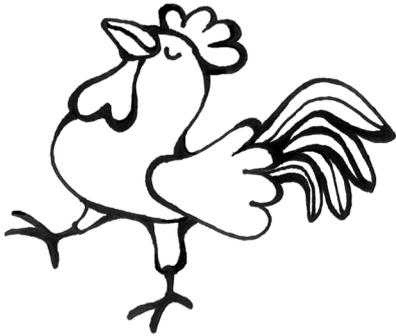
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

How Am I Doing?

Choose the best one to describe you.

小朋友，這個單元的學習告一段落了，請你想想看，自己在這個單元裡的學習狀況和下面哪一個敘述類似吧！

4



I've Got It! I understand and I can help my classmates.

我都能理解上課的內容，而且我還可以幫助同學。

3



Almost There! I've got it, and I only make small mistakes.

我大部份都能了解，但有時會不小心出錯。

2



Working on It. Sometimes I need help, I'm starting to understand.

我覺得我有愈來愈進步，只是有時需要別人的幫助。

1



Beginner. I don't understand yet and I need a lot of help.

我還需要努力，因為常常需要老師和同學的幫助，但我會加油的！

Choose 1 face for each sentence.

☺ Yes, I do it all the time. 是_レ的_カ， 我_セ一_レ直_ニ這_ニ樣_一做_ル。

☹ Sometimes I do this. 有_レ時_ク我_セ會_ル這_ニ樣_一做_ル。

☹ I don't do this, I need to improve.

我_セ不_レ會_ル這_ニ樣_一做_ル， 我_セ需_ト要_一改_メ進_ム。

I follow the teacher's directions.



我_セ聽_ク從_テ老_シ師_ノ的_カ指_シ示_ス。

I listen when others are talking.



別_ノ人_ノ說_ク話_ス的_カ時_ク候_ク我_セ會_ル注_シ意_一聽_ク。

I work nicely with others.



我_セ和_テ別_ノ人_ノ相_イ處_キ得_ル很_ク好_ク。

I can do my work by myself.



我_セ可_レ以_テ自_ラ己_ニ做_ル我_セ的_カ工_ク作_ル。

I like to share ideas with the class.



我_セ喜_ム歡_ム與_テ全_ク班_ノ分_ク享_ス想_フ法_ヲ。

I try my best on all my work.



我_セ盡_ス力_ヲ做_ル好_ク我_セ所_ク有_レ的_カ工_ク作_ル。

I ask for help if I don't understand.



如_ク果_ク我_セ不_レ明_ク白_ク， 我_セ會_ル尋_ク求_ク幫_ク助_ク。

Note Page:



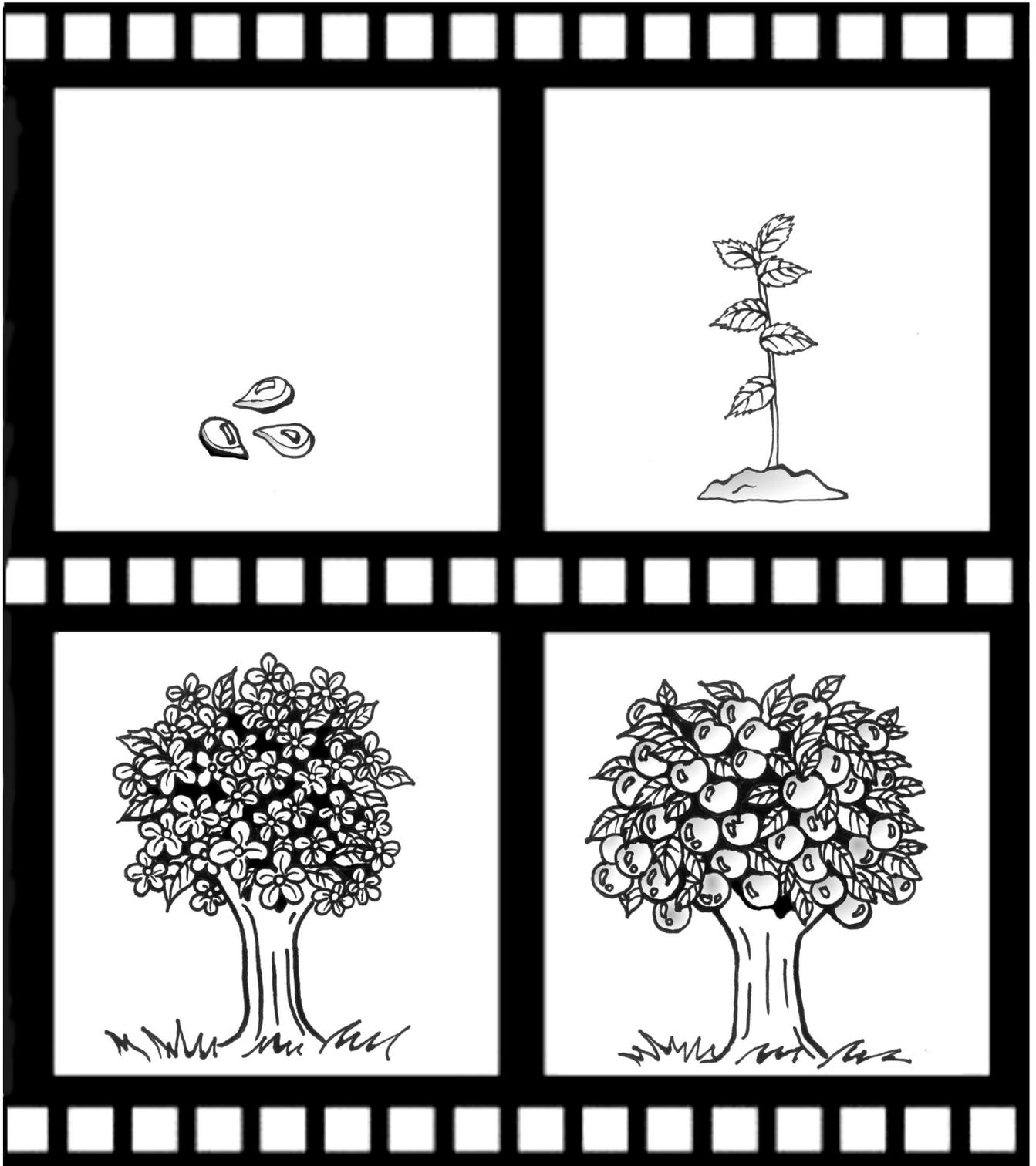
LONG PU BILINGUAL LIFE SKILLS

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 3: New Life



Chapter Three: New Life

1. Living and Non-Living

3A New Life: Living or Non-Living

🎵 3.1 New Life: Living or Non-Living Song

💻 PPT 3.2 New Life: Living or Non-Living

3.2 New Life: Is it Living?

2. Apple Tree Life Cycle

💻 PPT 3.3 New Life: Apple Tree Life Cycle

3B New Life: Life Cycle Sorting Game (Cards)

3.3 New Life: Apple Tree Life Cycle

3. Butterfly Life Cycle

📺 Video New Life: Butterfly Life Cycle

🎵 3.4 New Life: Life Cycle of a Butterfly Song

3C New Life: Butterfly Life Cycle

💻 PPT 3.5 New Life: Butterfly Life Cycle

4. Butterfly Poster

3D New Life: Butterfly Life Cycle Poster

3.5 New Life: Butterfly Life Cycle

5. Chicken Life Cycle

3E New Life: Chicken Life Cycle

 Video New Life: Egg to Chicken Time Lapse

 PPT 3.6 New Life: Chicken Life Cycle

3.6 New Life: Chicken Life Cycle

3.7 New Life: Sorting Life Cycles

Chapter Three: New Life Word List

3A New Life: Living or Non-Living

Practical Activity

1. Teachers will have a discussion with students about living and non-living things.
2. Teachers to explain what living and non-living mean.
Living things grow, need food, water and air.
Non-living things don't grow and don't need water and food.
3. Use an object like a rock or a doll to show students the difference between living and non-living. Ask students if we need to feed the object or give it water. Does it need to breathe? Ask students if it is living or non-living.
4. Teach students the Living and Non-living song, 3.1 New Life: Living or Non-Living Song.
5. Brainstorm things that are living and things that are non-living with students, create a T-chart on a large piece of paper with the answers and then hang it in the classroom.

1. 教師和學生討論生物及非生物。
2. 教師解釋生物和非生物的意義。
生物會成長，需要食物、水和空氣。
非生物不會成長，也不需要水和食物。
3. 用石頭或娃娃等物品來解釋生物和非生物之間的差別。詢問學生我們需要用食物還是水來使其生長。詢問其是否需要呼吸？詢問其是生物還是非生物。
4. 教唱歌曲，詳見 3.1 New Life: Living or Non-Living Song。
5. 跟學生一起動腦想想看有哪些生物及哪些非生物，把討論結果寫在一張大的 T 型圖表上並將該圖表張貼在教室裡。

3.1 New Life: Living or Non-Living

Living things grow and change.

They do this very well!

Living things reproduce!

They make more of themselves!

Living things move on their own.

They go from here to there.

Living things ... they have needs!

Like food, water and air.

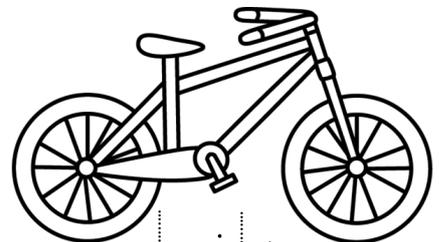
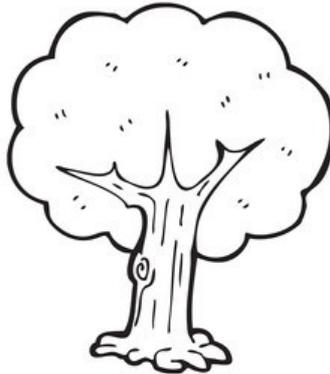
Are these things living or non-living?

REPEAT x 4



cup

tree

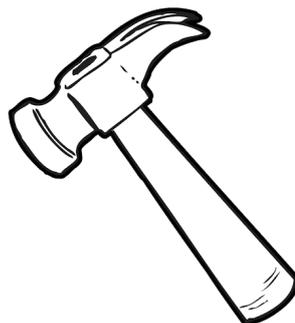


bike



lizard

hammer



flowers

Color the living things green. Color the non-living things red.

PPT 3.2 New Life: Is it Living?

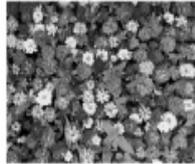
Is it Living? It is living if it:

1. needs air
需_レ要_ル空_ク氣_キ

2. grows
長_ク大_ク

3. needs food and water
需_レ要_ル食_シ物_{モノ}和_ハ水_{スイ}

Living or Non-Living?



flowers

living

Living or Non-Living?



insects

living

Living or Non-Living?



pencil

non-Living

Living or Non-Living?



people

living

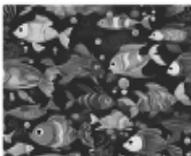
Living or Non-Living?



robot

non-Living

Living or Non-Living?



fish

living

Living or Non-Living?



rock

non-Living

Living or Non-Living?



cupboard

non-Living

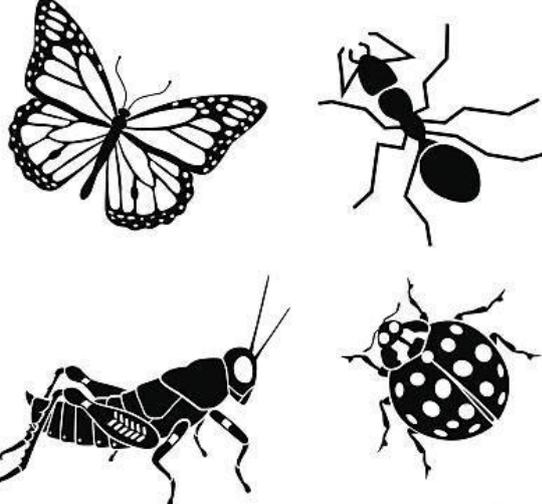
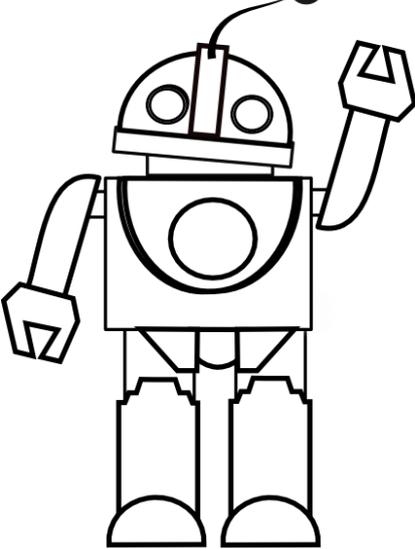
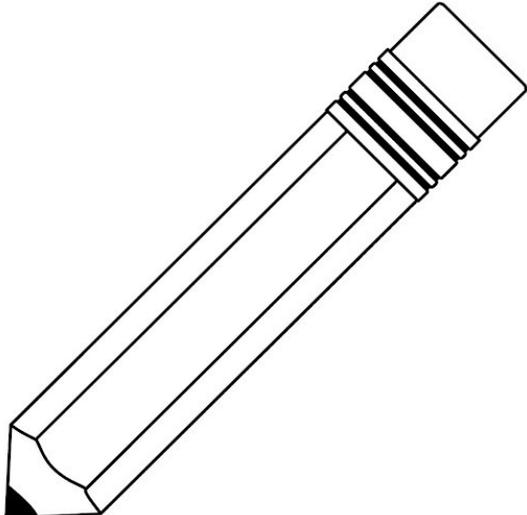
Is it Living?

<u>Living</u>	<u>Non-Living</u>
flowers	pencil
insects	rock
people	robot
fish	cupboard

3.2 New Life: Is it Living?

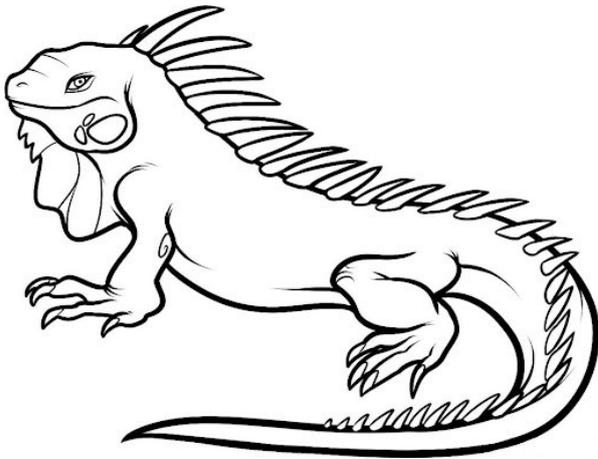
Circle what each picture needs. Is it living or non-living?

Tick the correct answer.

<p>1. flowers</p> <p>food water air</p>  <p><input checked="" type="checkbox"/> living <input type="checkbox"/> non-living</p>	<p>2. insects</p> <p>food water air</p>  <p><input checked="" type="checkbox"/> living <input type="checkbox"/> non-living</p>
<p>3. robot</p> <p>food water air</p>  <p><input type="checkbox"/> living <input checked="" type="checkbox"/> non-living</p>	<p>4. pencil</p> <p>food water air</p>  <p><input type="checkbox"/> living <input checked="" type="checkbox"/> non-living</p>

5. lizard

food **water** **air**



living non-living

6. rock

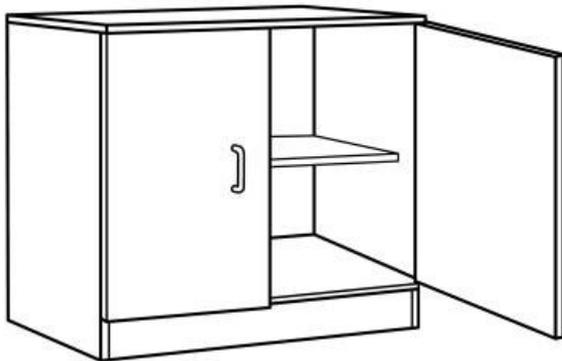
food **water** **air**



living non-living

7. cupboard

food **water** **air**



living non-living

8. people

food **water** **air**



living non-living

Word Bank: life, living, non-living, air, people, insects, cupboard, rock, people, lizard, robot

PPT 3.3 New Life: Apple Tree Life Cycle

Apple Tree Life Cycle

Hey Bob, what is a life cycle?

Hey Bob, 什麼是「生命週期」?

Elsa, all living things have a life cycle. It is the stages they go through as they grow.

Elsa, 所有「生物」都有它的「生命週期」。那「是指」生物「成長的」每個「階段」。

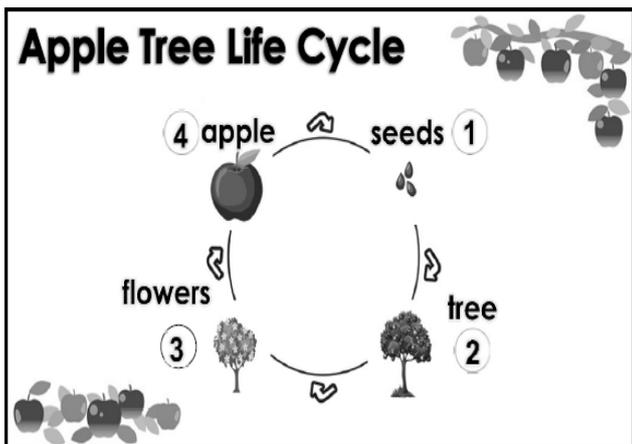
Apple Tree Life Cycle

What are they?

Let's look at 4 stages of the apple tree life cycle.

我們來看看「蘋果樹」的「生命週期」的「四個階段」。

apple trees



What Are They?

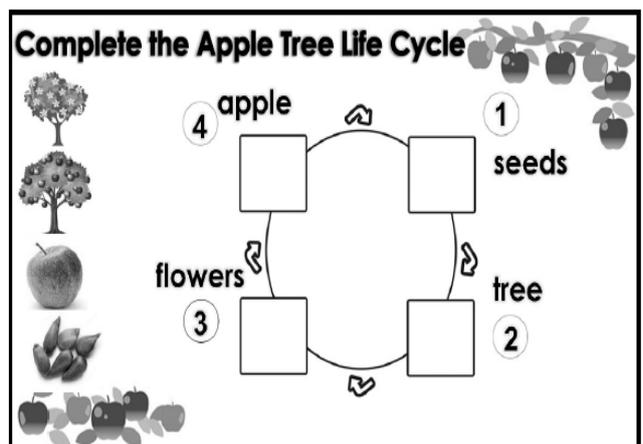
seeds 種子

trees 樹

What Are They?

flowers 花朵

apple 蘋果



3B New Life: Life Cycle Sorting Game

Practical Activity

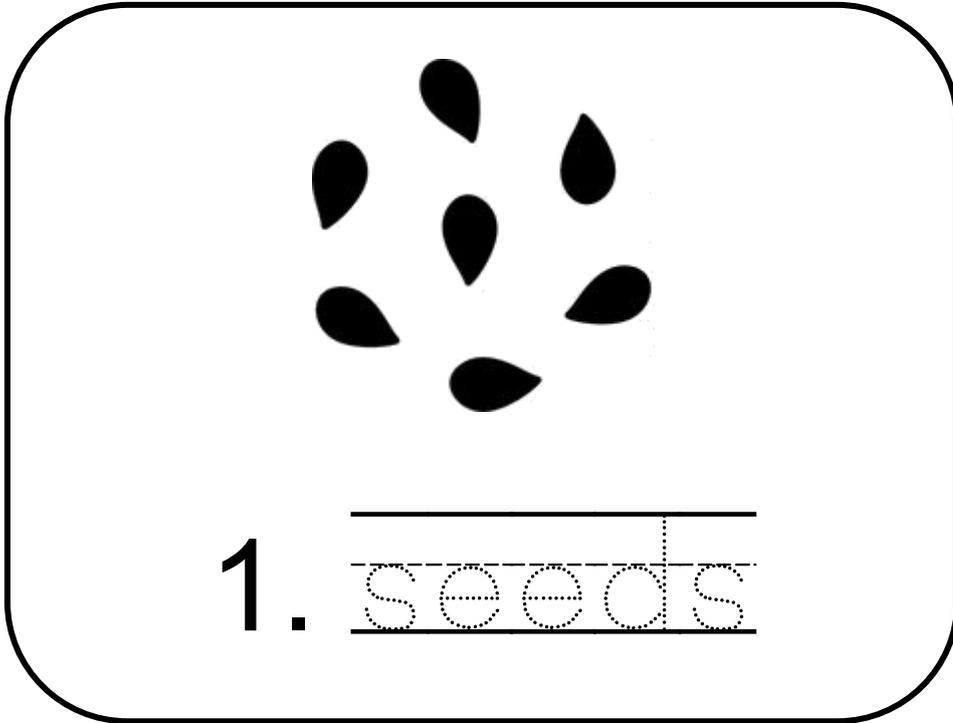
1. Students will sit in groups of five or six.
2. Each group will get a sorting board and eight cards. These will consist of four arrows and four parts of the life cycle of an apple tree.
3. Students have to put one stage in each section of the sorting board at a time, then add the arrows to show how the stages change. They will repeat this process until the life cycle is completed correctly on the board.
4. Teachers may choose to give students all the cards at once and have them do the activity individually in their groups or one at a time so that the sorting is done collectively by everyone in the class.
5. Once students have completed the life cycle the first time, the students can remove all the cards and shuffle them. Then have a race to see which group can put the life cycle together the fastest. This can be repeated a few times and will help students to remember the information.

1. 將每 5-6 位學生分成一組。
2. 發給每組一塊分類板及八張卡片。卡片內容包括 4 個箭頭及蘋果樹生命週期的 4 個階段。
3. 學生需將生長階段放在分類板上，然後用箭頭表示每個階段的變化。學生反覆操作直到板子上的生命週期完全正確為止。
4. 教師可評估要將卡片一次全部交給學生，讓學生在小組中自行討論並完成活動，或是一次給學生一張卡片，讓小組中的每位學生都可以參與並集體完成活動。
5. 首次完成生命週期卡片後，學生可以把卡片拿下並重新洗牌。隨後進行比賽，看看哪一組能合作把卡片最快地正確排列出來。這項比賽反覆進行數次，可以幫助學生記得生命週期。

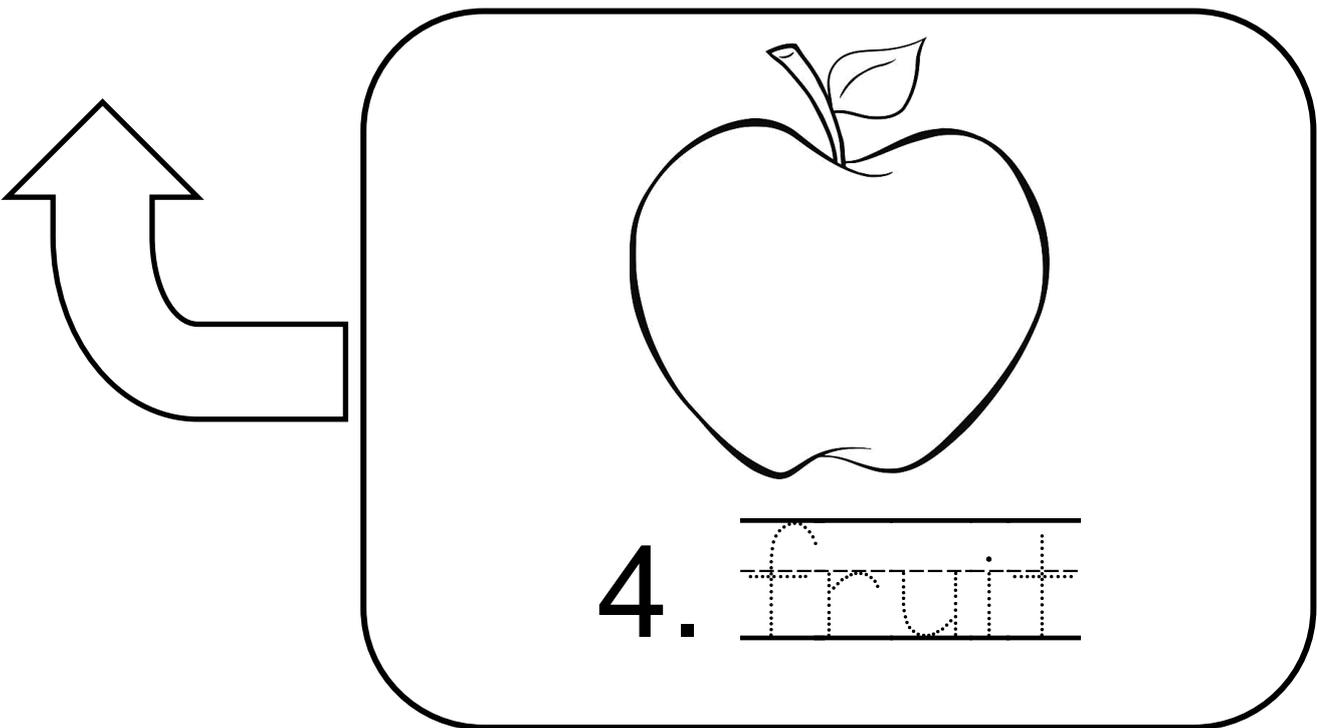
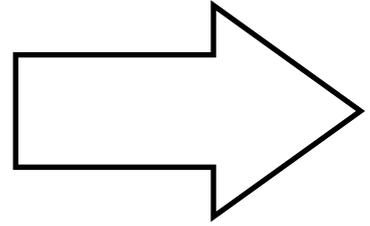
3.3 New Life: Apple Tree Life Cycle

 Draw the 4 stages of the apple tree life cycle.

Trace the words.

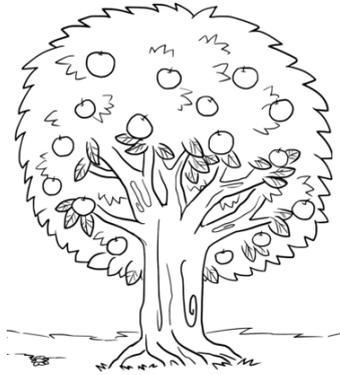


1. seeds

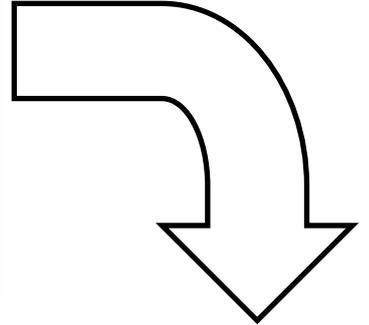


4. fruit

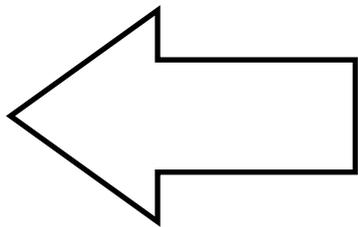
I love apples!



2. tree



3. flower



Word Bank: life cycle, grow, change, apple tree, fruit, seeds

3.4 New Life: Life Cycle of a Butterfly

Butterfly, Egg, Caterpillar, Chrysalis

Butterfly, Egg, Caterpillar, Chrysalis

Flutter and fly in the sky

That's the Life Cycle of a Butterfly

Changes, changes, round like this

It's called metamorphosis

The butterfly lays her tiny eggs on a leaf

They're so, so tiny and hard to see

The eggs hatch into a small caterpillar

It munches lots of leaves and gets bigger

and bigger

The caterpillar hangs in the shape of a J

A chrysalis is formed the caterpillar is

changed

When the caterpillar's changes are all done
A beautiful butterfly it has become

It's amazing!

The butterfly's metamorphosis happens in
four stages

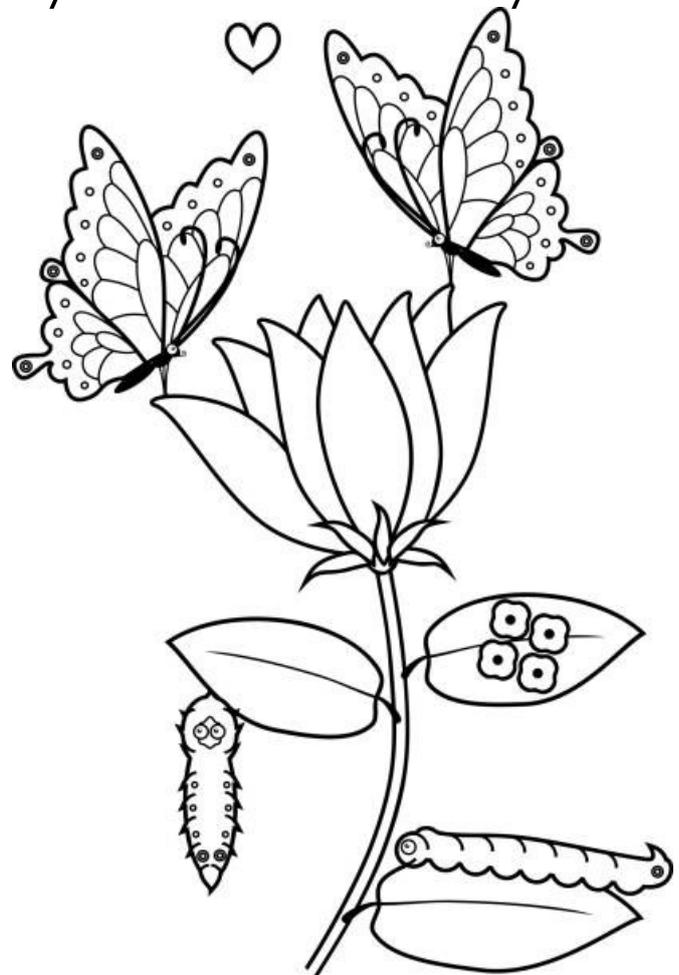
Butterfly, Egg, Caterpillar, Chrysalis

Butterfly, Egg, Caterpillar, Chrysalis

Flutter and fly in the sky

That's the Life Cycle of a Butterfly

Changes, changes,
round like this
It's called
metamorphosis.



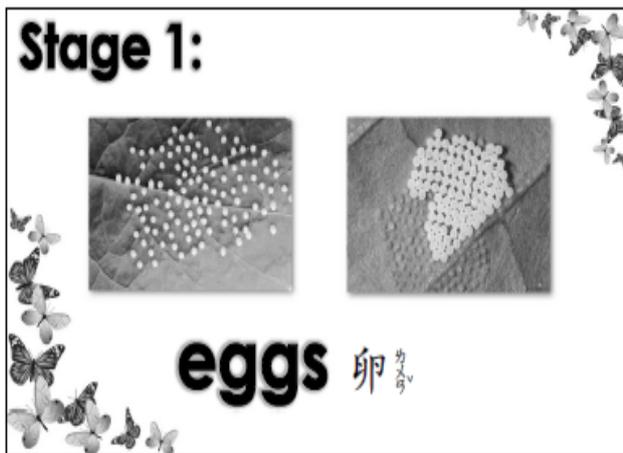
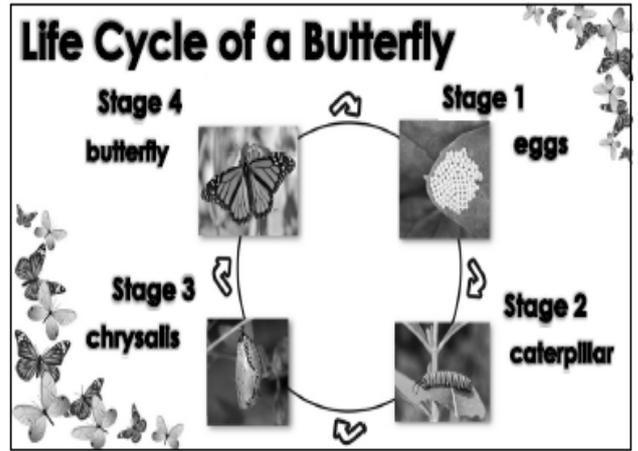
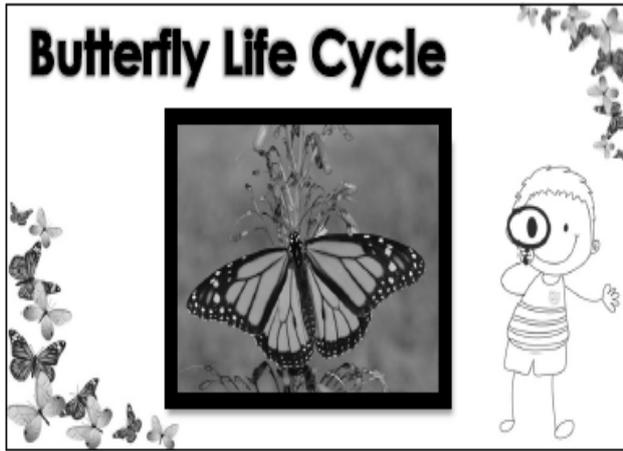
3C New Life: Butterfly Life Cycle

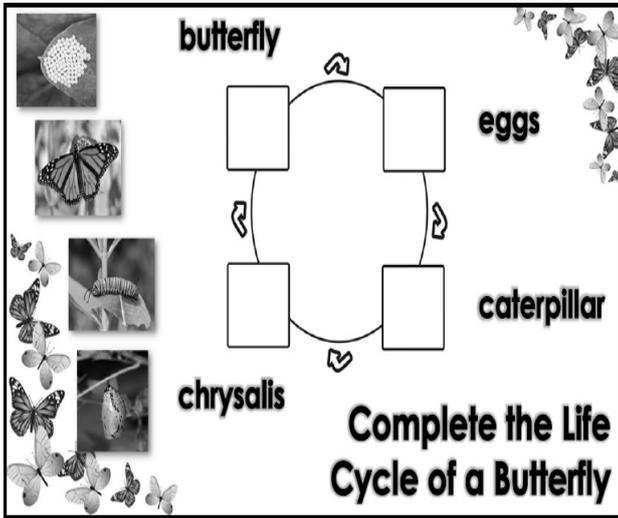
Practical Activity

1. Students will watch the video: Life Cycle of a Butterfly by Jack Hartman <https://youtu.be/k4PglijcarTA> The words are in the book, 3.4 New Life: Life Cycle of a Butterfly Song
2. To encourage discussion, students will be asked these questions for verbal answers:
 - a. Where does the butterfly lay her eggs? on leaves
 - b. When the eggs hatch, what do they become? a caterpillar
 - c. What does the caterpillar eat? leaves
3. Teach students any words that might be difficult from the video. For Example: caterpillar, chrysalis, tiny, hatch, hangs, formed, 4 stages

1. 學生觀賞蝴蝶的生命週期影片 <https://youtu.be/k4PglijcarTA>。課本上有相關單字 3.4 New Life: Life Cycle of a Butterfly Song
2. 鼓勵學生參與討論，學生可以口頭回答下列題:
 - a. 蝴蝶在哪裡產卵？在葉片上。
 - b. 卵孵化後會變成什麼？毛毛蟲。
 - c. 毛毛蟲的主要食物是什麼？葉子。
 - d. 什麼是「變態」？事物從原本的型態轉變成另一種完全不同的型態。
3. 教導學生影片中較難的字。例如: 毛毛蟲、蛹、變態、微小的、孵化、懸掛、形成、4 個階段。

PPT 3.5 New Life: Butterfly Life Cycle





Making a Poster Instructions

- Your group will get a big piece of paper.
每組會拿到一大張紙。
- Color the title and the 4 arrows. ➡
將標題和4個箭頭塗上顏色。

Making a Poster Instructions

- You will get 4 pictures. Color the pictures and trace the words.
你會拿到4張圖片。
將圖片塗上顏色並描寫卡片上的字。
- The 4 STAGES: egg, caterpillar, chrysalis, butterfly
4個階段為：卵、毛毛蟲、蛹、蝴蝶。
- Glue each picture in the correct spot in the Life Cycle of a Butterfly. 把圖片貼在蝴蝶生命週期的正確位置。

3D New Life: Butterfly Life Cycle Poster

Practical Activity

1. Students will be put in six groups; each group will get half a poster sized colored sheet of paper.
2. On the paper there should be the title, that can be colored, and the four arrows showing the direction of the life cycle.
3. Students will be given pictures of the four stages and they will color them. They must also trace the label for each stage (eggs: butterfly eggs on a leaf, caterpillar: a caterpillar comes out of the egg, chrysalis: the caterpillar makes a chrysalis, butterfly: the butterfly comes out of the cocoon).
4. Students will glue each picture into the correct part of the life cycle.
5. They can use [3.5 New Life: Butterfly Life Cycle](#) to help them.

1. 將學生分成 6 組，每組發給半張海報紙大小的彩色紙一張。
2. 應該在紙上標示標題，然後著色，4 個箭頭標示生命週期的方向。
3. 發給學生代表 4 個階段的圖片，讓他們著色，同時描寫每個生命週期的名稱。(卵：蝴蝶產卵在葉子上，毛毛蟲：毛毛蟲從卵中孵化，蛹：毛毛蟲結蛹，蝴蝶：蝴蝶破蛹而出。)
4. 學生將正確的生命週期組成後黏貼起來。
5. 可參考 [3.5 New Life: Butterfly Life Cycle](#) 幫助活動進行。

3.5 New Life: Butterfly Life Cycle

Read about the 4 stages of the butterfly life cycle.

Trace the words.

1.



eggs

A butterfly lays
her eggs on a leaf.

蝴^フ蝶^マ 在^ク 樹^キ 葉^ハ

上^ウ 產^マ 卵^{タマゴ}



2.



caterpillar

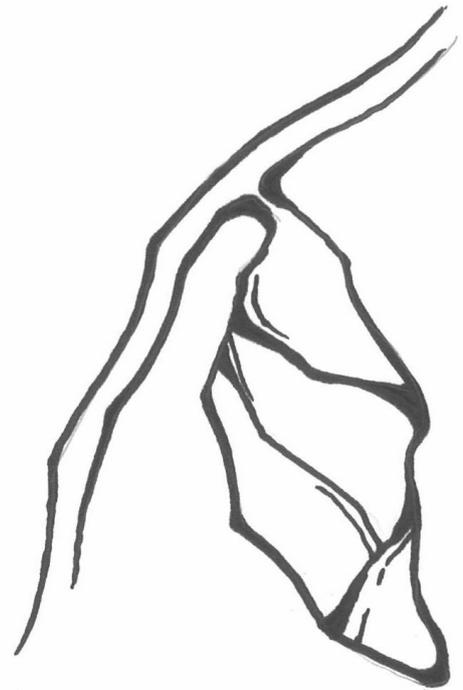
A caterpillar eats
lots of leaves.

毛^モ毛^モ蟲^{ムシ} 吃^ク 很^タ

多^タ 樹^キ 葉^ハ

A caterpillar
makes a chrysalis.

毛^ウ毛^モ蟲^{ムシ}結^ヒ蛹^コ



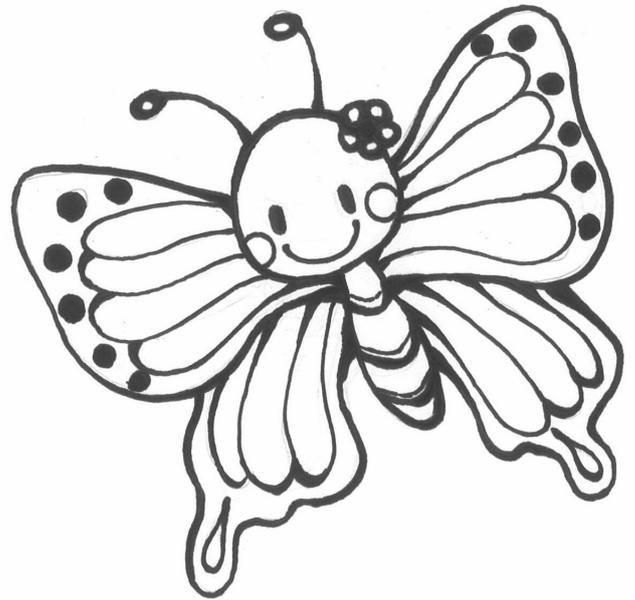
3.

chrysalis

A caterpillar
changes into a
butterfly.

毛^ウ毛^モ蟲^{ムシ}變^カ成^ケ

蝴^フ蝶^{テフ}



4.

butterfly

Word Bank: life cycle, eggs, caterpillar, chrysalis, butterfly

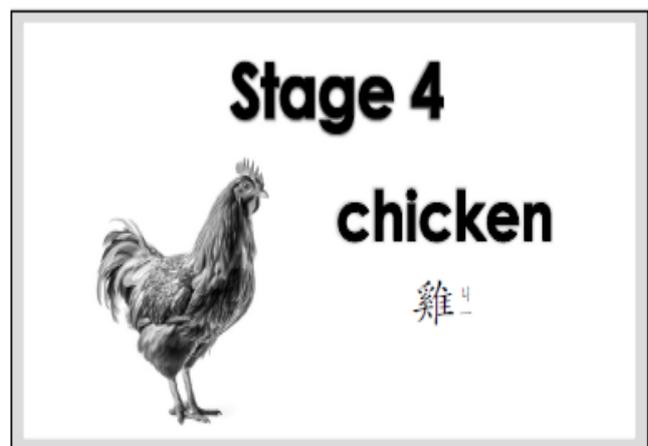
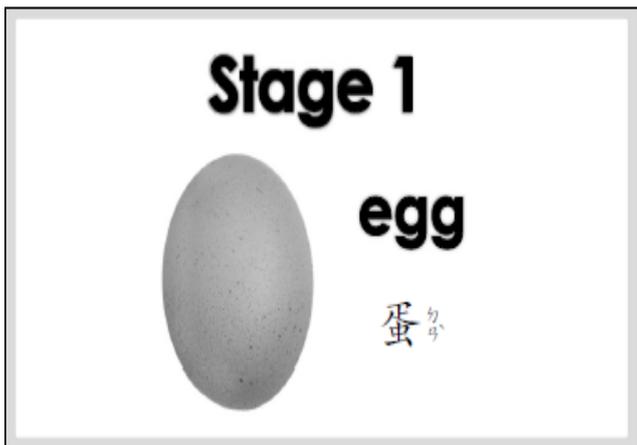
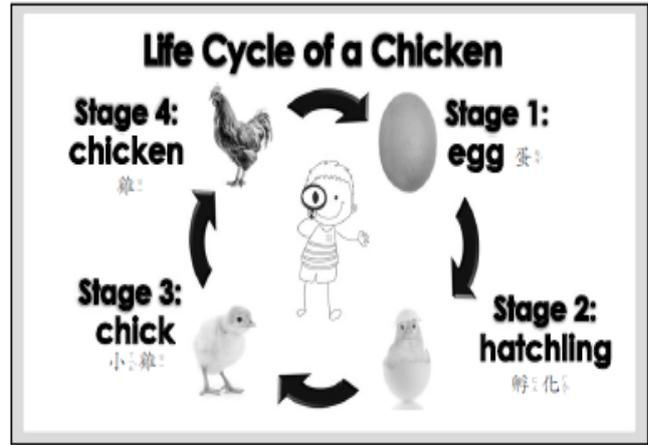
3E New Life: Chicken Life Cycle

Practical Activity

1. To begin this discussion, students will be asked to guess the four stages of a chicken's life cycle. Their answers should be written on the board.
2. Teachers will show a video of a chicken's life cycle (Egg to Chicken Time Lapse: https://youtu.be/IBUfNre_wy4) to confirm or correct their guesses.
3. Use PPT 3.6 New Life: Chicken Life Cycle to help the discussion.
4. Teachers will ask the students to compare the **chicken 's life cycle** to the **butterfly life cycle**. Talk about what is the same and what is different. Review the meaning "the same" and "different" if necessary.
5. Each student will receive a hat representing a life cycle stage of the chicken to color and wear.
6. Students will engage in a game where they listen to the teacher. When the teacher calls out a stage number (*stage 1 to stage 4*) of the chicken's life cycle, students with the corresponding hats will stand. Similarly, if the teacher calls out each stages of the chicken's life cycle (*eggs, hatchling, chick, and chicken*), and students wearing the said hat will stand.
7. After the game, students will form groups of four to represent the chicken's life cycle and present it to the class.

1. 學生先試著猜測雞的四個生命週期，老師把猜測的答案寫在黑板上。
2. 老師播放雞的四個生命週期的影片(https://youtu.be/IBUfNre_wy4)，讓學生確認自己的猜測是否正確。
3. 搭配 PPT 3.6 New Life: Chicken Life Cycle 討論。
4. 讓學生比較雞與蝴蝶的生命週期的相同與相異處，可先複習 the same 和 different 的意思。
5. 學生會拿到一頂紙帽子，著色並戴到頭上。紙帽子共有四款，分別代表雞的四個生命週期。
6. 遊戲時間：老師會喊出生命週期階段的數字 1~4，或階段的字(蛋、孵化、小雞、雞)，學生戴著相同階段紙帽子的就要站起來。
7. 遊戲後，學生 4 人一組，分別代表生命週期的四個階段，並上台演示。

PPT 3.6 Chicken Life Cycle



Comparing Chickens and Butterflies



A rooster is shown on the left and a butterfly on the right. In the center, there is a square box containing the letters 'VS' in a stylized font. Below the main illustration is a horizontal row of 12 small, identical chick icons.

How are they "the same"?



A rooster is shown on the left and a butterfly on the right. In the center, there is a square box containing the letters 'VS' in a stylized font. Below the main illustration, the text "Chicken Life Cycle" is positioned under the rooster and "Butterfly Life Cycle" is positioned under the butterfly. Below this is a horizontal row of 12 small, identical chick icons.

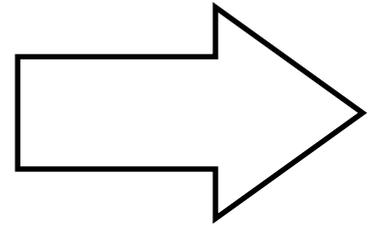
How are they "different"?



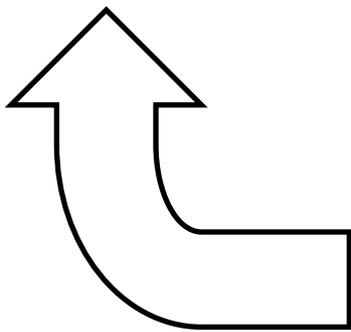
A rooster is shown on the left and a butterfly on the right. In the center, there is a square box containing the letters 'VS' in a stylized font. Below the main illustration, the text "Chicken Life Cycle" is positioned under the rooster and "Butterfly Life Cycle" is positioned under the butterfly. Below this is a horizontal row of 12 small, identical chick icons.

3.6 New Life: Chicken Life Cycle

✂ Cut out the pictures and glue them in the correct stages of the chicken life cycle. Color the pictures.

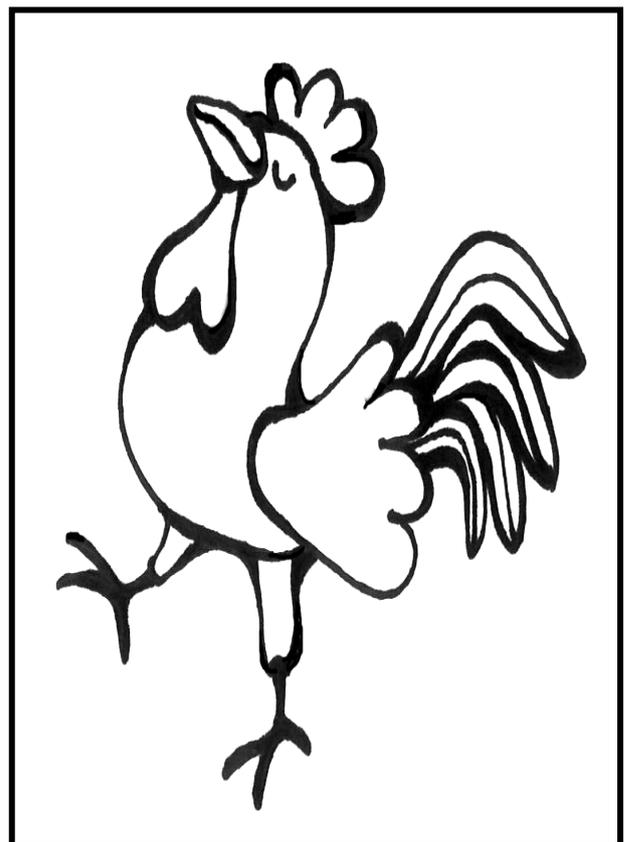


1. eggs 蛋 タマゴ



4. chicken

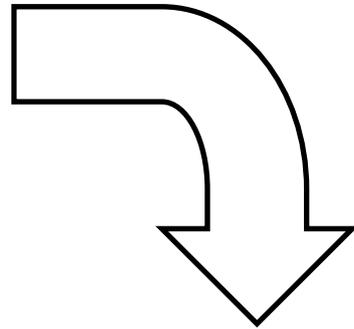
雞 トリ





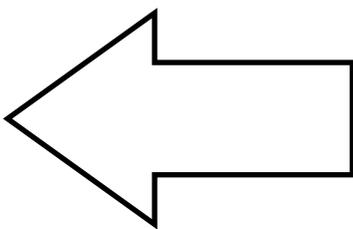
2. hatchling

孵フ化カ



3. chick

小コ雞ニ

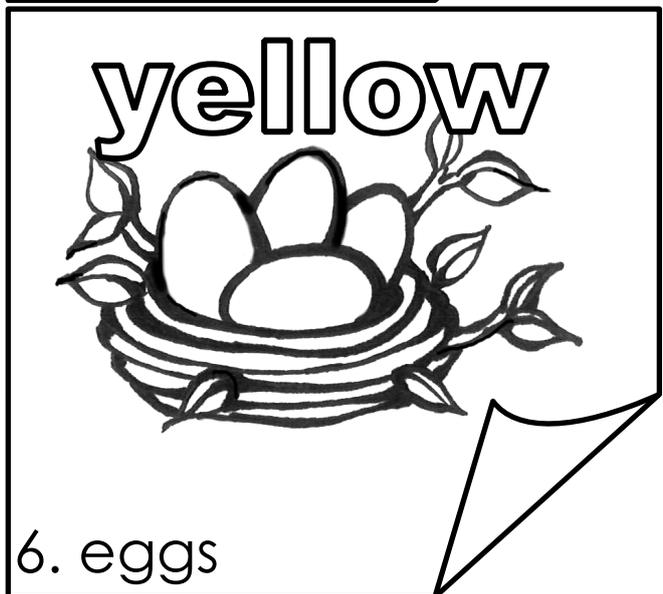
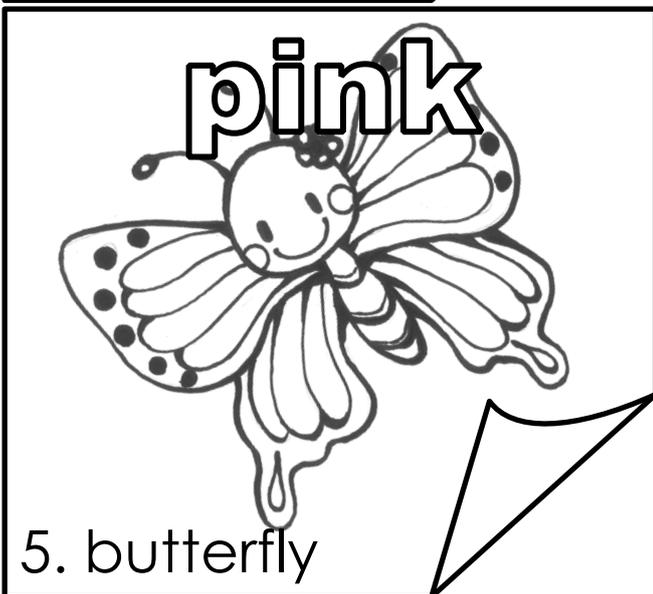
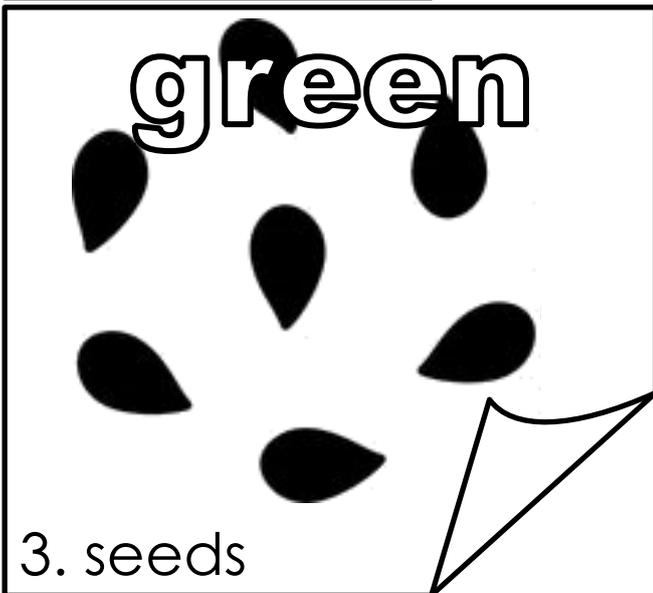
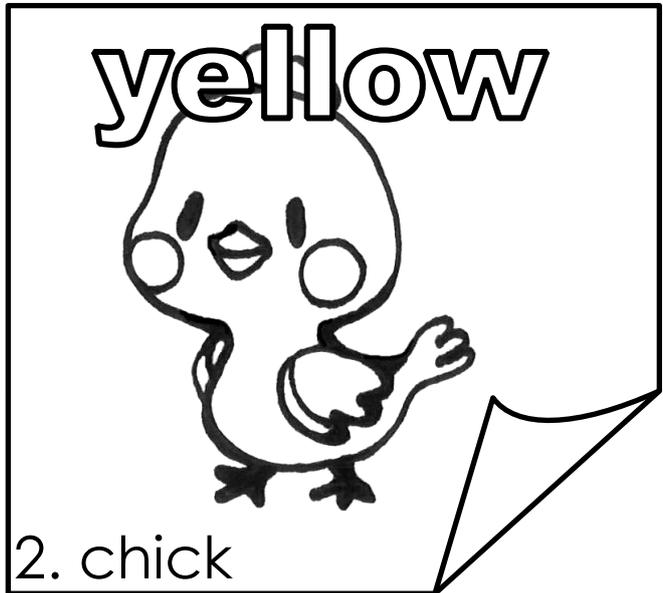
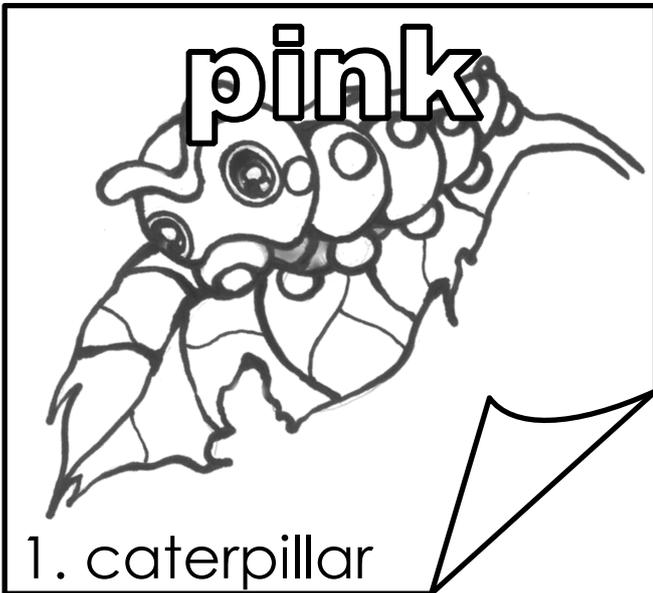


Word Bank: chicken, hatchling, chick, egg

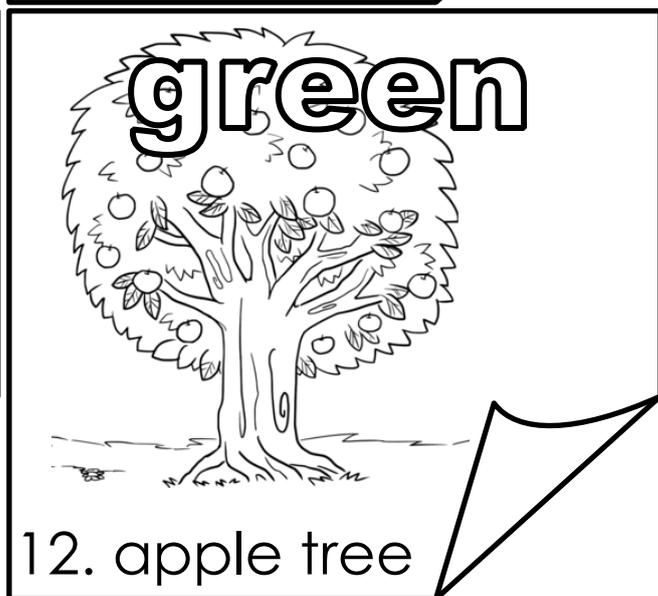
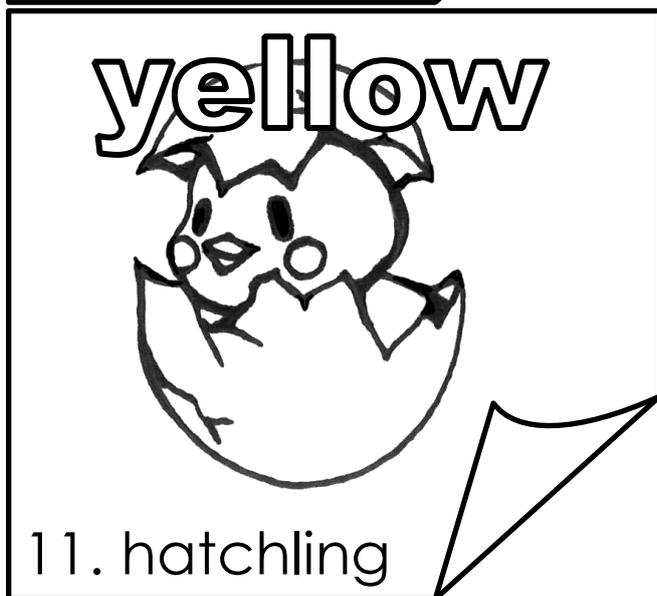
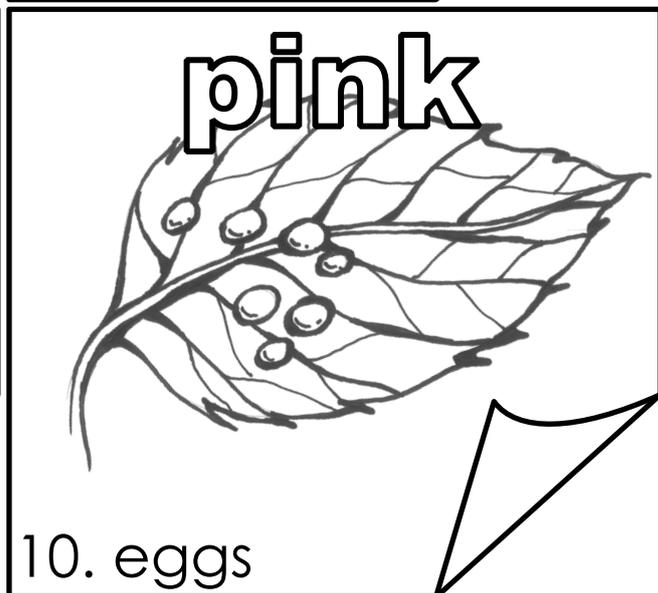
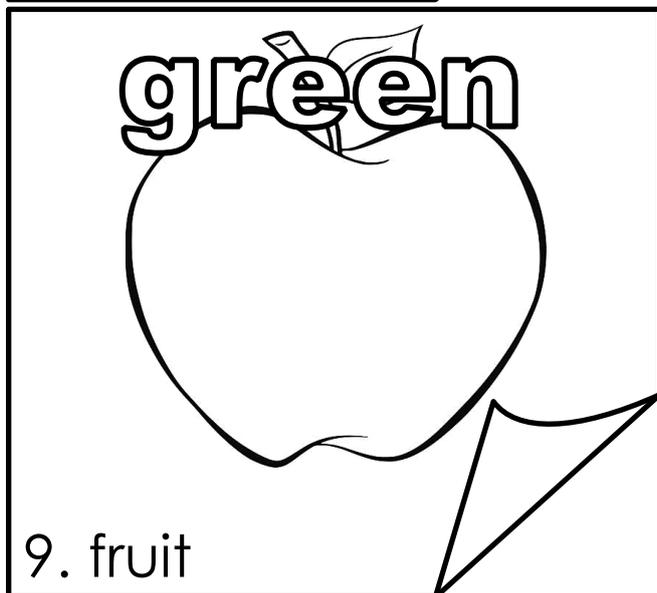
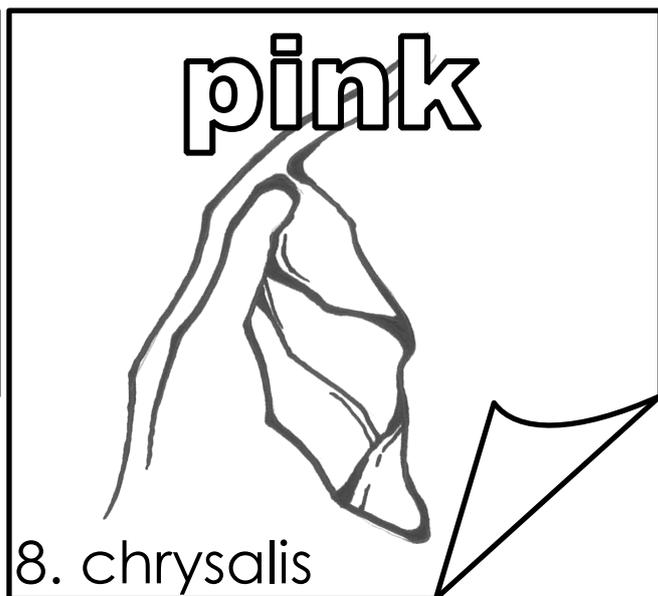
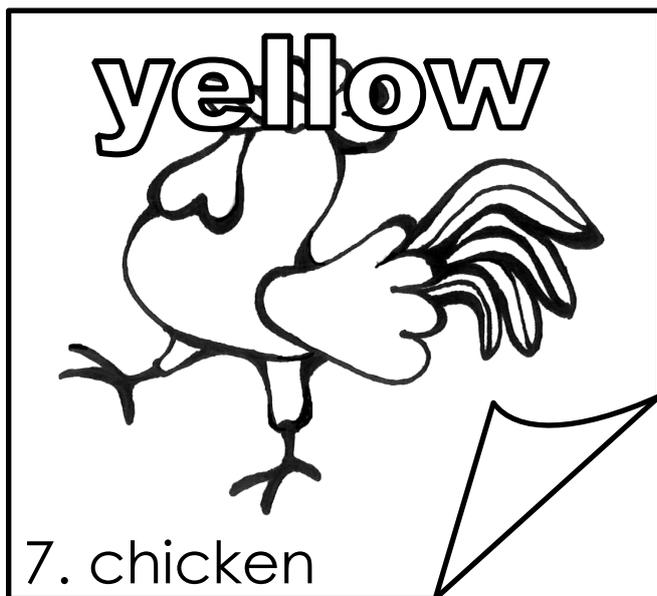
3.7 New Life: Sorting Life Cycles

Color the 4 stages of the **apple tree** life cycle **green**.

Color the 4 stages of the **butterfly** life cycle **pink**.



Color the 4 stages of the **chicken** life cycle **yellow**.



Word Bank: chicken, hatchling, chick, same, different

Chapter Three: New Life Word List

Trace and copy each of the words from the word list.

1. life

生^レ活^カ / 生^レ命^メ

2. living

有^リ生^レ命^メ的^カ

3. non-living

没^ク有^リ生^レ命^メ的^カ

4. people

人^{ヒト}

5. insects

昆^ワ蟲^{ムシ}

6. cupboard

櫥^{ツツ}櫃^{ツツ}

7. rock

岩^{イワ}石^{イシ}

8. lizard

蜥^リ蜴^{トカ}

9. robot

機^キ器^キ人^{ヒト}

Chapter Three: New Life Word List

10. life cycle

生_ム命_ム週_ス期_ク

11. grow

成_ル長_ユ

12. change

變_ハ化_ク

13. apple tree

蘋_ク果_ク樹_ク

14. fruit

果_ク實_ク

15. seeds

種_ク子_ク

16. butterfly

蝴_ク蝶_ク

Chapter Three: New Life Word List

17. eggs

蛋^{ㄉㄢˋ}/卵^{ㄌㄢˇ}

18. caterpillar

毛^{ㄇㄠ}毛^{ㄇㄠ}蟲^{ㄇㄨㄥ}

19. chrysalis

蛹^{ㄩㄥˇ}

20. chicken

雞^ㄐ

21. hatchling

孵^{ㄏㄨ}化^{ㄏㄨㄚˋ}

22. chick

小^ㄒ雞^ㄐ

23. same

相^ㄒ同^ㄊ的^ㄉ

24. different

不^ㄅ同^ㄊ的^ㄉ

Student Self-Assessment

1. Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not effect the students grades.
2. Teachers can assess student's vocabulary throughout the chapter by asking students to open their books to the words list. Students must choose 2-3 words to read to the teacher. Each word can be chosen twice. Teachers can give check marks or stamps to show students know the word.

學生自我評估

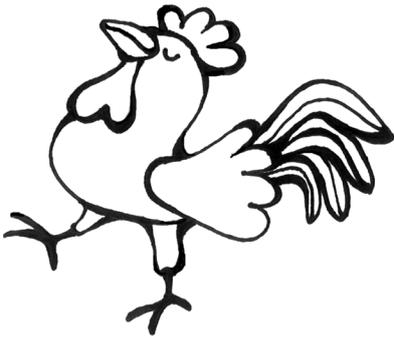
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

How Am I Doing?

Choose the best one to describe you.

小朋友，這個單元的學習告一段落了，請你想想看，自己在這個單元裡的學習狀況和下面哪一個敘述類似吧！

4



I've Got It! I understand and I can help my classmates.

我都能理解上課的內容，而且我還可以幫助同學。

3



Almost There! I've got it, and I only make small mistakes.

我大部份都能了解，但有時會不小心出錯。

2



Working on It. Sometimes I need help, I'm starting to understand.

我覺得我有愈來愈進步，只是有時需要別人的幫助。

1



Beginner. I don't understand yet and I need a lot of help.

我還需要努力，因為常常需要老師和同學的幫助，但我會加油的！

Choose 1 face for each sentence.

☺ Yes, I do it all the time. 是^的的^分， 我^一一^直直^這這^樣樣^做做[。]。

☹ Sometimes I do this. 有^時時^我我^會會^這這^樣樣^做做[。]。

☹ I don't do this, I need to improve.

我^不不^會會^這這^樣樣^做做[，] 我^需需^要要^改改^進進[。]。

I follow the teacher's directions.



我^聽聽^從從^老老^師師^的的^指指^示示[。]。

I listen when others are talking.



別^人人^說說^話話^的的^時時^候候^我我^會會^注注^意意^聽聽[。]。

I work nicely with others.



我^和和^別別^人人^相相^處處^得得^很很^好好[。]。

I can do my work by myself.



我^可可^以以^自自^己己^做做^我我^的的^工工^作作[。]。

I like to share ideas with the class.



我^喜喜^歡歡^與與^全全^班班^分分^享享^想想^法法[。]。

I try my best on all my work.



我^盡盡^力力^做做^好好^我我^所所^有有^的的^工工^作作[。]。

I ask for help if I don't understand.



如^果果^我我^不不^明明^白白[，] 我^會會^尋尋^求求^幫幫^助助[。]。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 4: Wind, Water and Weather



Chapter Four: Wind, Water and Weather

Wind

1. Is it Windy?

4A Wind: Is it Windy?

 PPT 4.1 Wind: Is it Windy?

4.1 Wind: Is it Windy?

4.2 Wind: Making Wind

2. Wind Race

4B Wind: The Wind Race

4.3 Wind: The Wind Race

3. Pinwheels

4C Wind: Make a Pinwheel

 PPT 4.4 Wind: Making a Pinwheel

4.4 Wind: Make a Pinwheel

Water

4. What About Water?

4D Water: What About Water?

 Video Water: Fun Water Activities

 PPT 4.5 Water: What About Water

4.5 Water: What About Water?

5. Sink or Float

4E Water: Sink or Float

4.6 Water: Sink or Float

 Water: Row, Row, Row Your Boat

 4.7 Water: Row, Row, Row Your Boat

Weather

6. What's the Weather Like?

 Video Weather: How's The Weather?

4F Weather: What's the Weather Like?

 PPT 4.8 Weather: What's the Weather Like?

4.8 Weather: What's the Weather Like?

7. Ready for Weather

 PPT 4.9 Weather: Ready for Weather

4G Weather: Sorting Weather (Cards)

4.9 Weather: Ready for Weather

Chapter 4: Wind, Water and Weather Word List

4A Wind: Is it Windy?

Practical Activity

1. The teacher will have a discussion with students about the wind.
2. Teacher may ask students questions such as:
 - a. How do you know it's windy? Trees move, kites fly, flags fly, etc.
 - b. What can wind do? Damage trees, blow seeds, dry clothes, etc.
 - c. Can you make wind? How? Yes. Blow, use a balloon, use a fan, use a hairdryer, use a hand dryer, wave a towel, etc.
 - d. Any other suitable answers.
3. Teacher will then show students PPT 4.1 Wind: Making Wind and go over all the words again.

1. 教師和學生討論風。
2. 教師可詢問學生下列問題：
 - a. 怎麼知道有風？樹在搖動、風箏飛上天、旗子在飄…等。
 - b. 風的作用？破壞樹木、把種子帶到遠處、吹乾衣服…等。
 - c. 你會製造風嗎？要怎麼做呢？我會製造風。用嘴巴吹出來、氣球、電扇、吹風機、乾手機、揮動毛巾…等。
 - d. 其他適合的答案。
3. 教師利用 PPT 4.1 Wind: Making Wind 帶學生複習本活動使用的單字。

PPT 4.1 Wind: Is it Windy?

Is it Windy? 

How do you know it's windy?

什麼時候感覺到風呢?



trees move



樹搖動



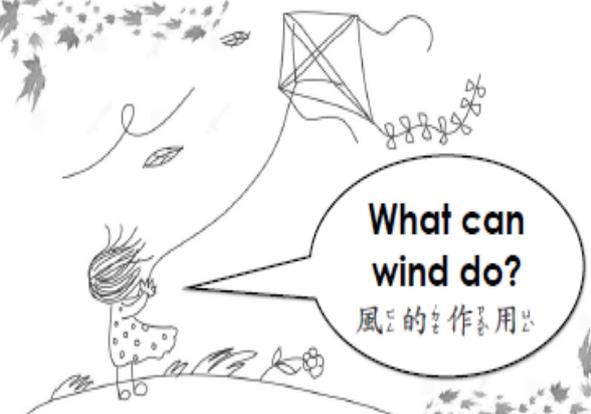
kites fly

風箏飛上天



flags fly

旗子飄動



What can wind do?

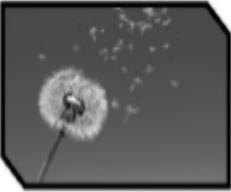
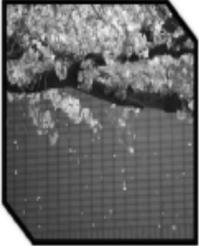
風的作用

Damage a tree.



破壞樹木

Blow seeds, petals and leaves.

吹走種子、
花瓣和葉子。

Dry your clothes.



吹乾衣服。

How do you make your own wind?
你會製造風嗎?



blow



用嘴巴吹。

air leaving a balloon




洩掉氣球裡的空氣。

fans



風扇。



**Use a
hairdryer.**
吹風機




**hand
dryer**
烘手機

4.1 Wind: Is It Windy?

What can the wind do? True or False: make a ✓ for **true** and a ✗ for **false**.

1.



blow seeds



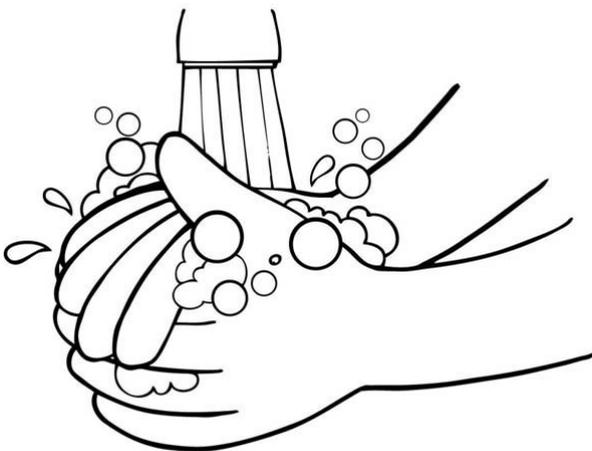
2.



take pictures



3.



wash hands



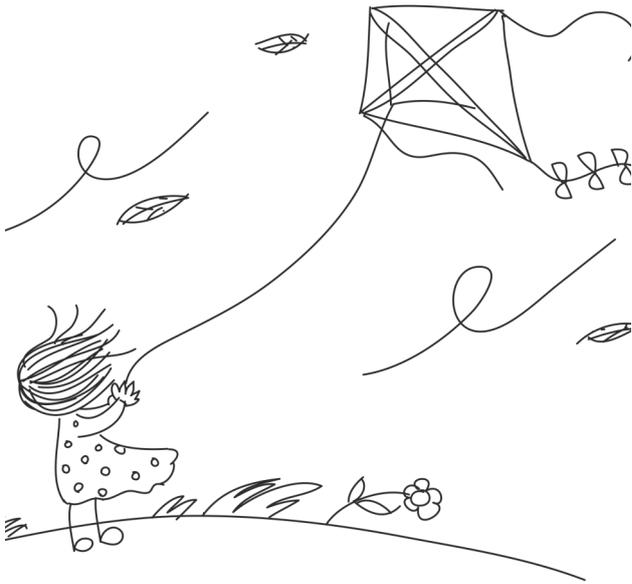
4.



dry clothes



5.



kites fly



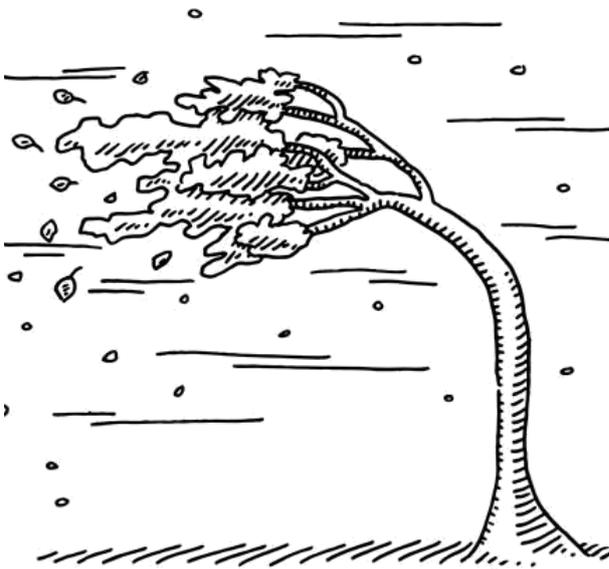
6.



eat leaves



7.



trees move



8.



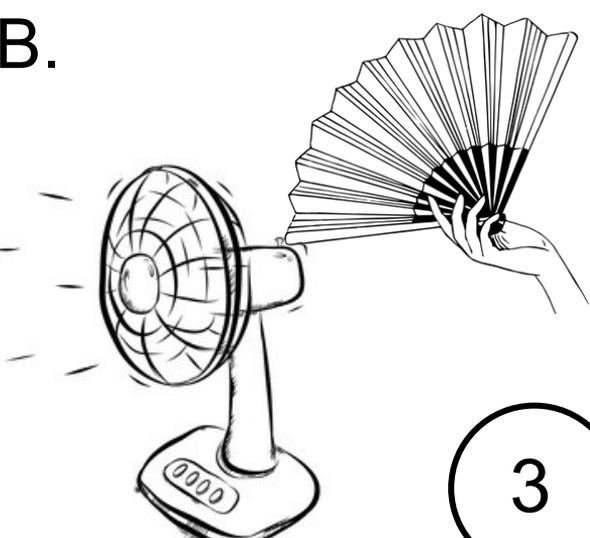
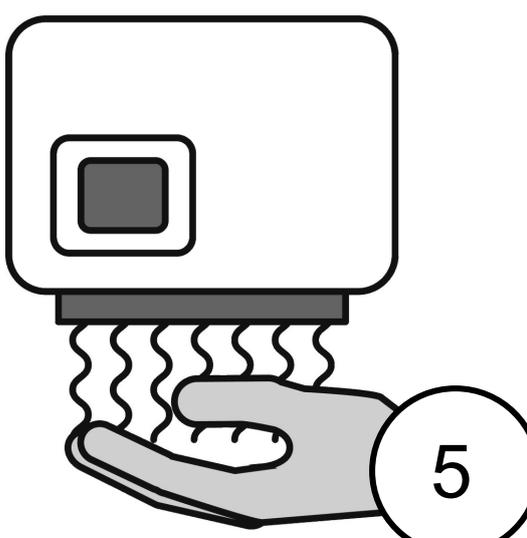
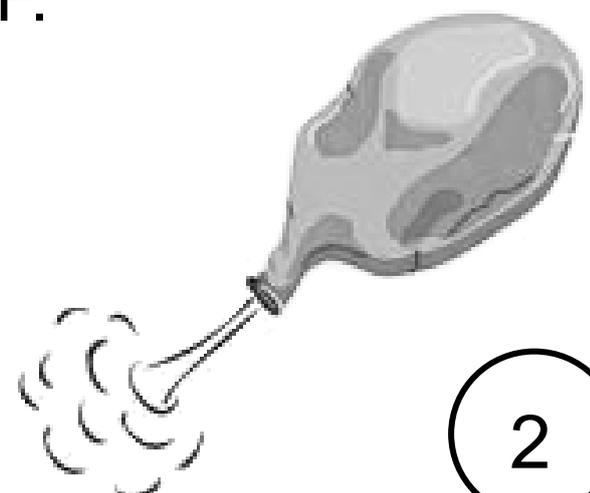
ride a bike



Word Bank: wind, dry, blow

4.2 Wind: Making Wind

How can we make wind? Match the words to the correct pictures. Trace the words.

<p>A.</p>  <p>4</p>	<p>B.</p>  <p>3</p>
<p>C.</p>  <p>1</p>	<p>D.</p>  <p>5</p>
<p>E.</p>  <p>6</p>	<p>F.</p>  <p>2</p>

1. blow

吹 フク

2. a balloon

氣 ク 球 クマ

3. a fan

電 デン 風 フウ 扇 アヒ / 扇 アヒ 子 コ

4. a hairdryer

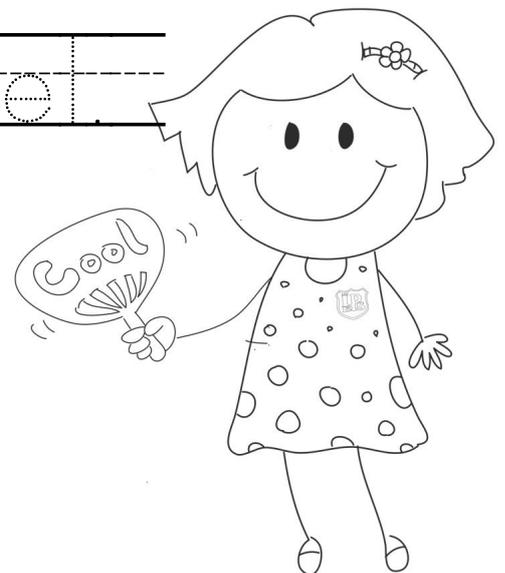
吹 フク 風 フウ 機 キ

5. a hand dryer

烘 ホム 手 テ 機 キ

6. Wave a towel.

揮 ヒ 毛 モウ 巾 キン



Word Bank: balloon, fan, hairdryer, towel

4B Wind: The Wind Race

Practical Activity

1. Teacher prepares 6 balls of paper and puts students in 6 groups.
2. Teacher shows students the 4 ways to create wind. After the teacher's introduction, students try the 4 ways to make wind, each group only has to use 2 ways.

4 ways:

- a. A piece of paper
- b. Your hand
- c. A piece of clothing or a towel
- d. A piece of cardboard

3. Every group will choose 1 of the 4 ways to create wind to push a ball of paper across the table. The 6 groups will race. The group that pushes their ball across the table the fastest wins. Groups can compete tournament style. Groups 1 and 2 will race, then 3 and 4, and finally 5 and 6. The 3 winners will race for 1st, 2nd and 3rd place.

1. 老師準備 6 個小紙球，並且將學生分成 6 組。
2. 老師示範 4 種製造風的方法。老師示範完後，請學生試著每組用其中二種方法來試試看。

4 種方法分別是：

- a. 使用紙
- b. 使用手
- c. 使用衣物或毛巾
- d. 使用紙板

3. 每一組選一種方法，製造風把小紙球吹過桌子。6 組比賽最快的那組勝利，比賽以團體賽方式進行，第一、二組比，第三、四組比，第五、六組比，三場比賽的勝利組可以競爭班上的第一、二及第三名。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

4.3 Wind: The Wind Race

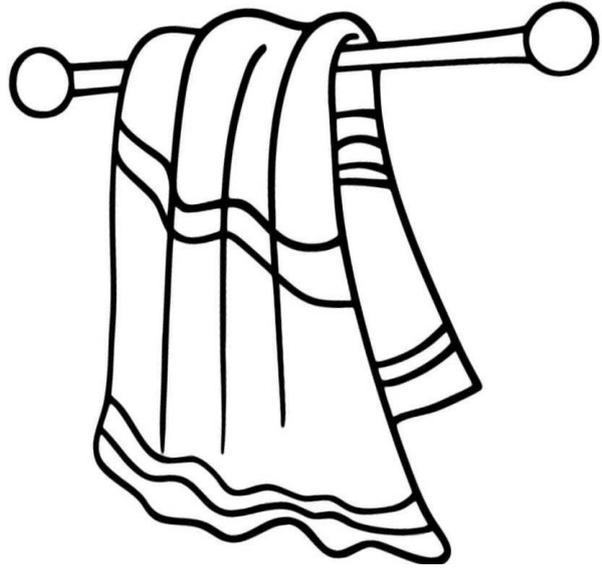
Trace the words and color the pictures.

A.



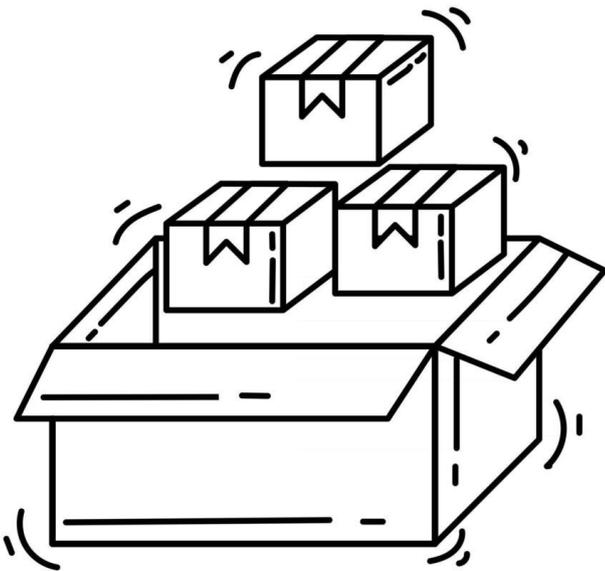
hand

B.



towel

C.



cardboard

D.



paper

E.



wind

hand 手 テ

towel 毛巾 テウエル

cardboard

紙板 カク

F.



race

paper 紙 カミ

wind 風 カゼ

race 比賽 カク

Word Bank: towel, cardboard, wind, race

4C Wind: Make a Pinwheel

Practical Activity

1. Show students the video [How to Make a Pinless Pinwheel](https://youtu.be/sbKjU8o_yQ4) https://youtu.be/sbKjU8o_yQ4
2. Next, use [PPT 4.4 Wind: How to Make a Pinwheel](#) to go over the materials students will need to make their pinwheel.
3. Students will open their book to [4.4 Wind: Make a Pinwheel](#)
4. Using the PPT, show students all the steps to make a pinwheel.
5. First students will cut the page out of their workbooks.
6. Then they will color the pinwheel pattern. They can draw a picture or make designs
7. Teacher demonstrates how to cut the pinwheel pattern and asks students to do it.
8. Fold the corner points with the dots to the center and glue them to the middle circle. You might need to hold and press them for a little while, so they stick together.
9. Students should cut out the small circle and glue it to the middle of the pinwheel.
10. Using a pencil, pen, or a sharp object, punch a hole in the middle.
11. Roll one end of the pipe cleaner into a ball or knot and then pull the pipe cleaner through the pinwheel hole until the knot is in the middle.
12. Pull the pipe cleaner through the straw, the bendy part of the straw should be at the top. Make sure the straw is not touching the pinwheel, so it has room to move. Wrap the loose end of the pipe cleaner around the end of the straw. If the straw is too long, the students can cut off the end of the straw until it is short enough.
13. Bend the straw and blow on the pinwheel to make it spin.

Materials:

1. 4.3 Wind: Make a Pinwheel
2. color pencils/color pens
3. scissors
4. solid glue stick
5. 1 pipe cleaner
6. 1 bendy straw
7. something to punch a hole

1. 播放影片 How to Make a Pinless Pinwheel https://youtu.be/sbKjU8o_yQ4
2. 接著播放簡報 PPT 4.4 Wind: How to Make a Pinwheel，和學生檢視他們製作風車需要的材料。
3. 學生打開課本到 4.4 Wind: Make a Pinwheel。
4. 使用 PPT 指導學生製作風車的步驟。
5. 首先學生需將頁面剪下。
6. 再將風車扇面著色，學生可以在上面自由創作或自行設計其他樣式。
7. 老師示範如何剪開風車扇面並請學生照做。
8. 將四個角落的點彎折到紙張中央，並用膠水黏貼在中央的圓圈上。黏貼完成可能需要按壓一小段時間，使四個角能黏在一起。
9. 學生要剪下小圓圈並把它黏到風車的中間。
10. 使用鉛筆、原子筆或任何尖銳的物品在風車中央打一個洞。
11. 將毛根一端折成球狀或打結，透過打好的洞拉動毛根，直到將剛剛打的結拉到風車中央。

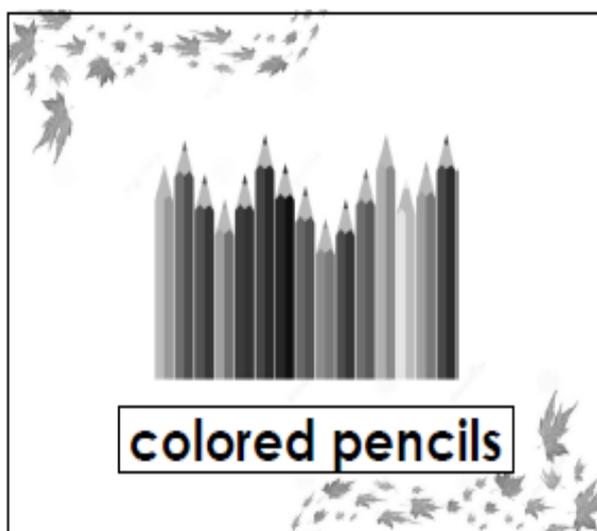
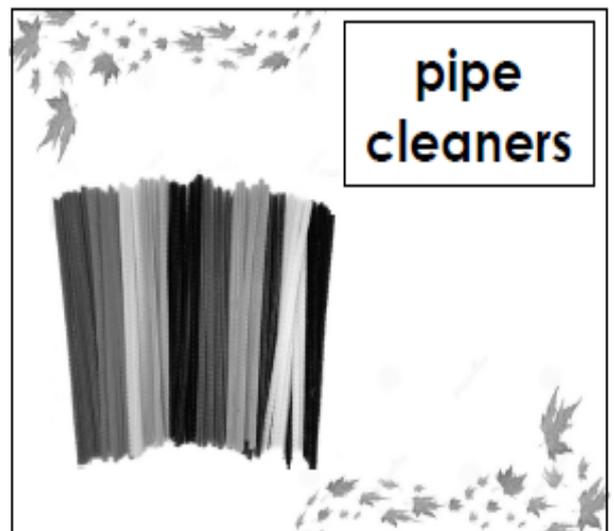
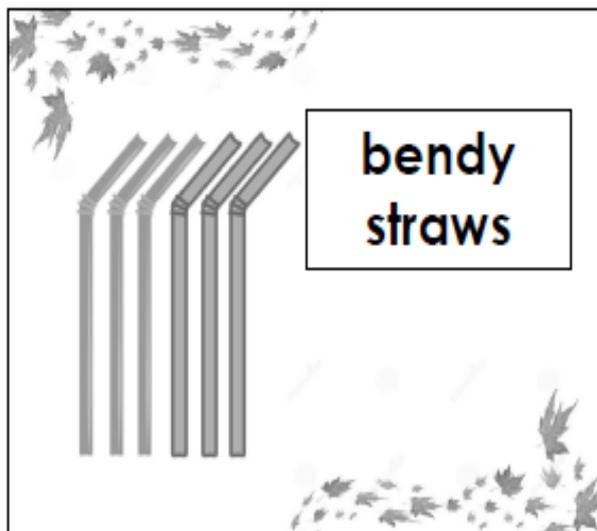
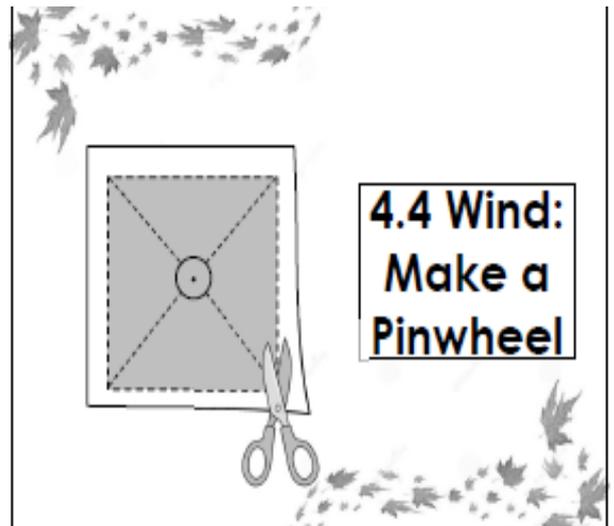
12. 將毛根穿過吸管，吸管可彎折那一端朝頂部。確保吸管不會碰觸到風車，如此風車才有轉動的空間。將毛根沒有打結那端在吸管底端。若吸管太長，學生可以自底部剪掉一段到適合的長度。

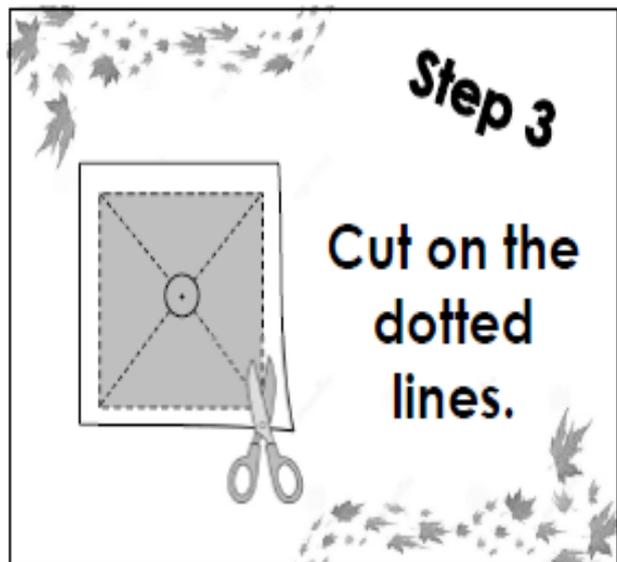
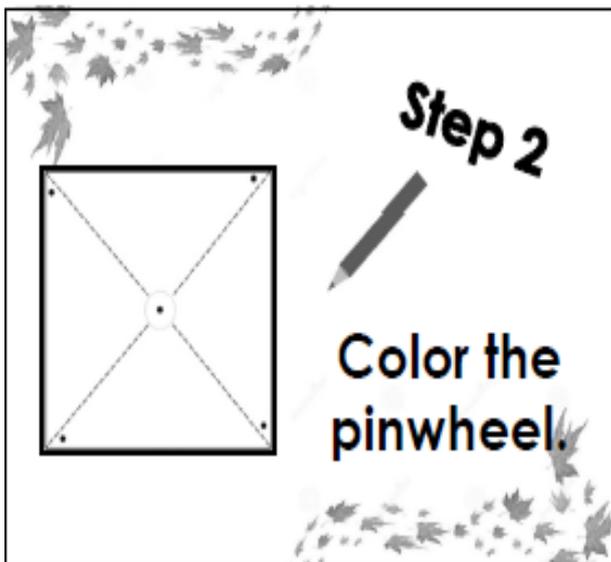
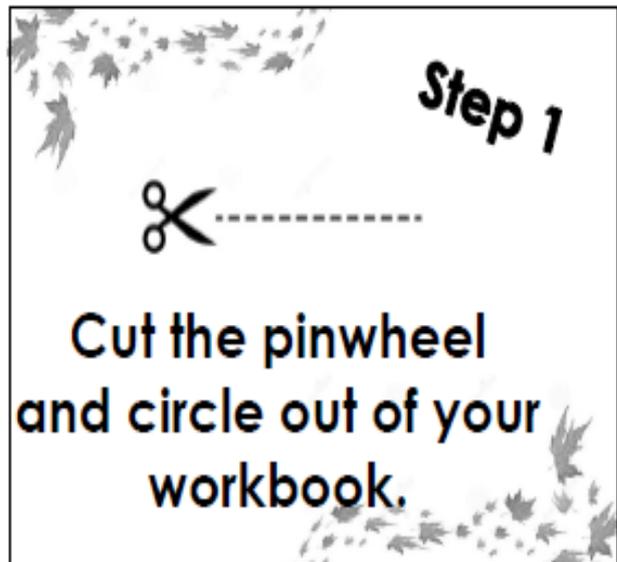
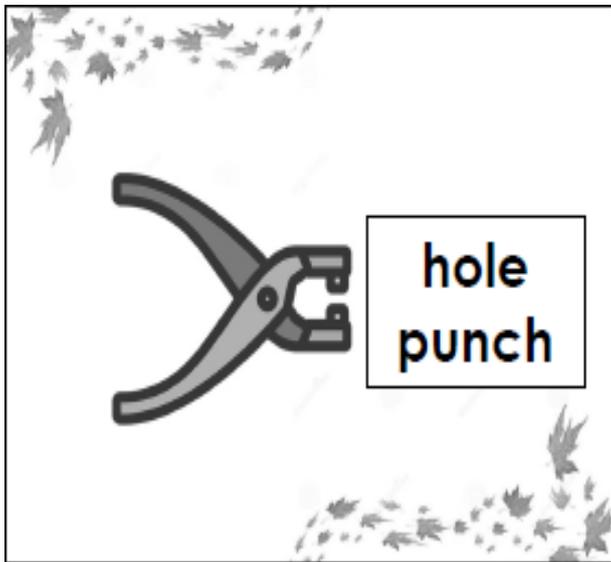
13. 將吸管折彎並吹氣讓風車轉動。

材料:

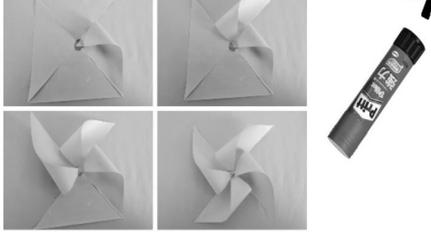
1. 4.3 Wind: Make a Pinwheel
2. color pencils/color pens 色鉛筆或彩色筆
3. scissors 剪刀
4. solid glue stick 口紅膠
5. 1 pipe cleaner 1 根毛根
6. 1 bendy straw 可彎吸管 1 枝
7. something to punch a hole 可以打洞的工具

PPT 4.4 Wind: Making a Pinwheel





Step 4



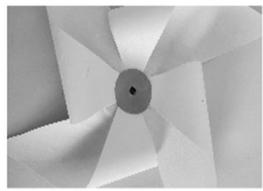
Glue each dot to the circle in the middle.

Step 5



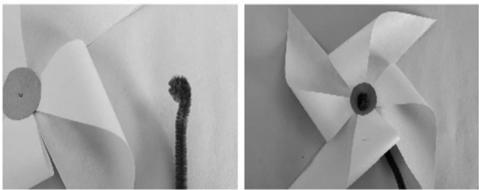
Glue the circle in the middle of the pinwheel

Step 6



Make a hole in the middle of the pinwheel

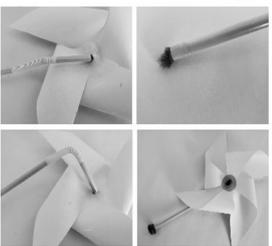
Step 7



Make a ball on the end of the pipe cleaner. Put it in the hole.

Step 8

Put the pipe cleaner in the straw. Fold the end.



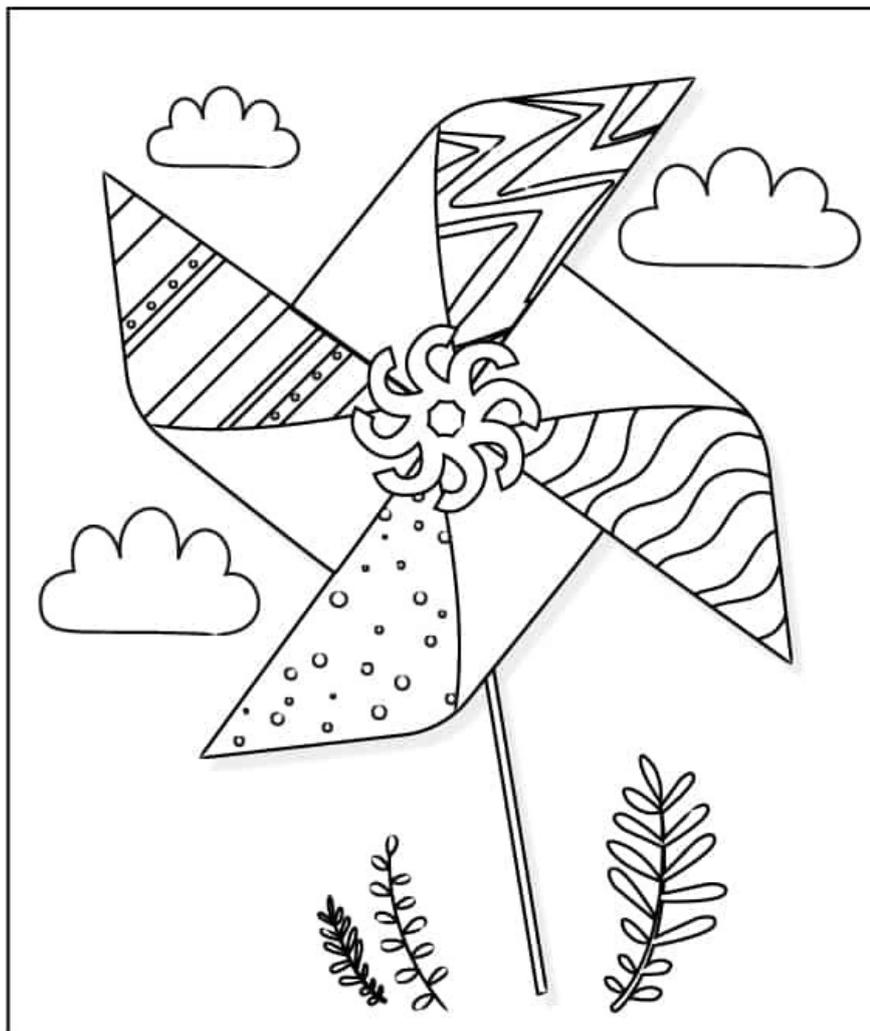
How to Make a Pin-less Pinwheel



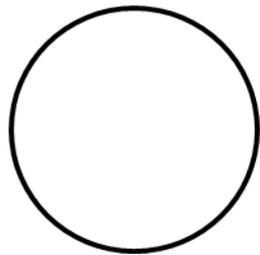
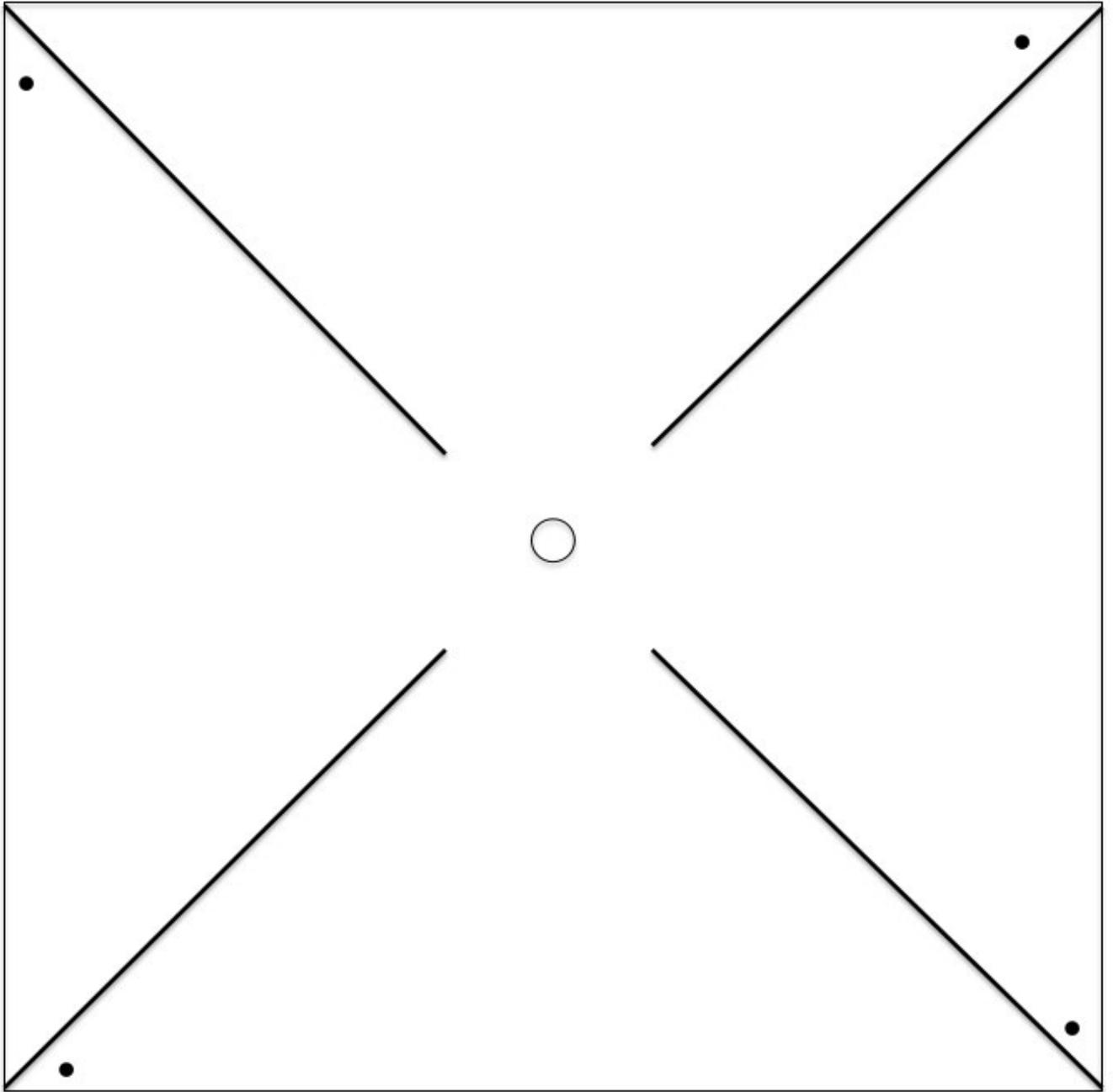
https://youtu.be/sbKiU8o_yQ4

4.4 Wind: Make a Pinwheel

1. Color the pinwheel, cut out the square and the circle.
2. Cut the 4 lines, fold the corners and glue the dots to the middle.
3. Glue the circle to the middle and punch a hole in the middle.
4. Push the pipe cleaner through the hole and make a knot.
5. Push the pipe cleaner through the straw and make a knot on the end.



Word Bank: pinwheel, straw, pipe cleaner



4D Water: What About Water

Practical Activity

1. Tell the students we are going to talk about water. Students will discuss how we use water and the activities we can do in water.
2. The teacher will ask students the following questions (accept any suitable answer):
 - a. How do we use water? brushing teeth, taking a bath/shower, washing hands, washing dishes, laundry, drinking, cleaning etc.
 - b. What activities can you do in water? swimming, boating, using a water slide, playing in water, fishing, surfing, water skiing, snorkeling
 - c. Do you know any water sports? water polo, swimming, diving, surfing etc.
3. Show students the video about how we use water, and different water activities / sports, Video Water: Fun Water Activities https://youtu.be/vp91E_cZvew. Ask students to share what they saw. They can use English and Chinese to answer.
4. Show students PPT 4.4 Water: What About Water

1. 告知學生我們要討論水。討論我們什麼時候會用水以及我們在水中進行的活動。
2. 教師問學生下列問題 (答案不設限)：
 - a. 我們什麼時候會用到水？刷牙、洗澡/淋浴、洗手、洗碗盤、洗衣服、喝水、打掃…等。
 - b. 有哪些水上活動？游泳、划船、水上划梯、水中遊戲、釣魚、衝浪、划水、浮潛。
 - c. 有哪些水中運動呢？水球、游泳、潛水、衝浪。
3. 播放我們何時用水及不同的水上活動/運動的影片 Video Water: Fun Water Activities (https://youtu.be/vp91E_cZvew)。請學生分享在影片中看到什麼，中英語文不限。
4. 播放 PPT 4.4 Water: What About Water 簡報。

PPT 4.5 Water: What About Water?

What About Water

What do we use water for? 水可以用來做什麼?



A black and white illustration of a girl and a boy standing side-by-side, smiling. The girl is on the left, wearing a patterned dress, and the boy is on the right, wearing a striped shirt and shorts. They are positioned to the right of a speech bubble.

Brush your teeth.

刷牙



A black and white illustration of a boy with curly hair brushing his teeth. He is holding a toothbrush to his mouth. The illustration is set against a background of bubbles.

Take a bath / shower.

洗澡



A black and white illustration showing two children. On the left, a girl is sitting in a bathtub filled with water and bubbles. On the right, a boy is standing under a showerhead, with water spraying over him and bubbles around him.

Wash your hands.

洗手



A black and white illustration of two hands being washed with soap. The hands are shown in a circular frame, with bubbles and water around them.

wash dishes

洗碗盤



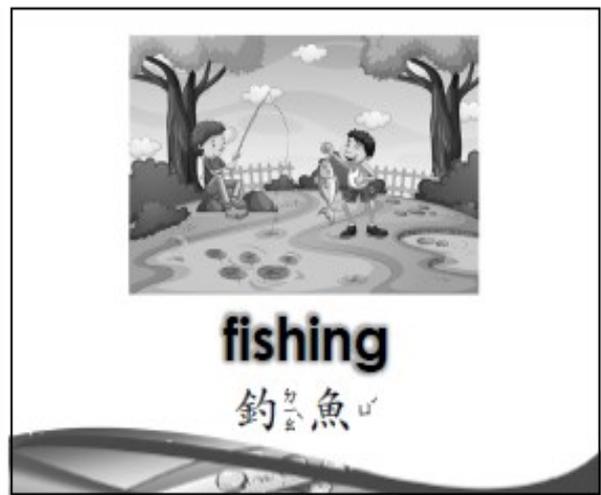
A black and white illustration of a boy standing at a kitchen sink, washing dishes. There are bubbles and water splashing around the dishes.

What do we do in water?

有那些水中活動呢?



A black and white illustration of a boy and a girl in a small boat on water. The boy is rowing with an oar, and the girl is sitting in the boat. The water is represented by simple wavy lines.



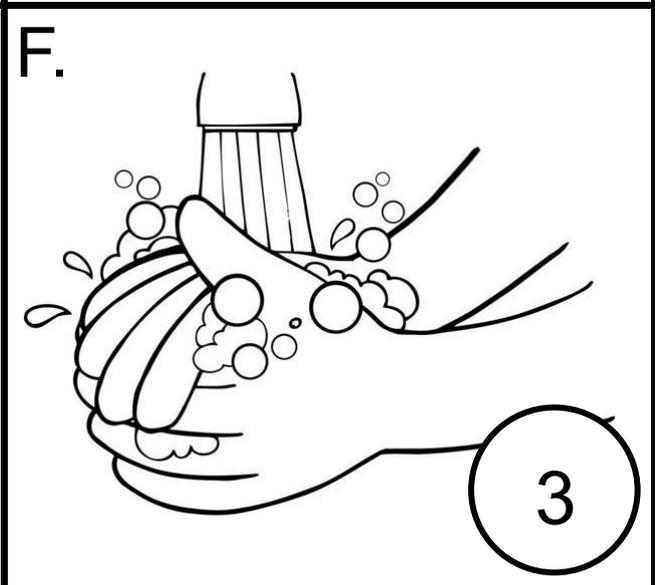
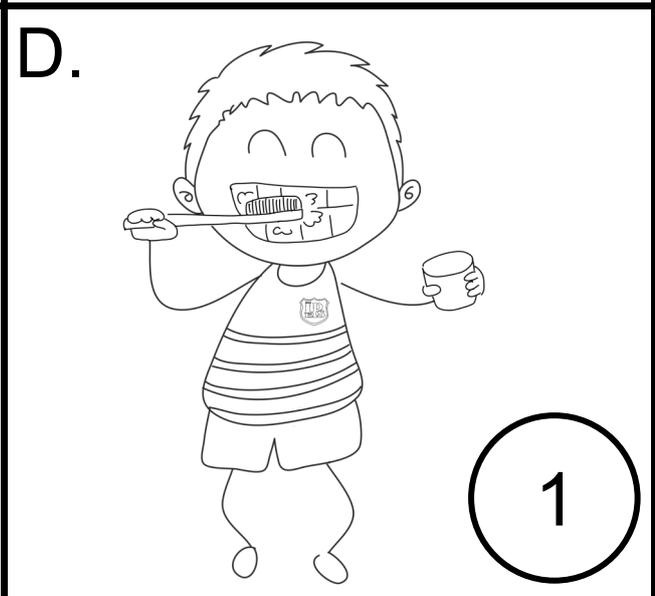
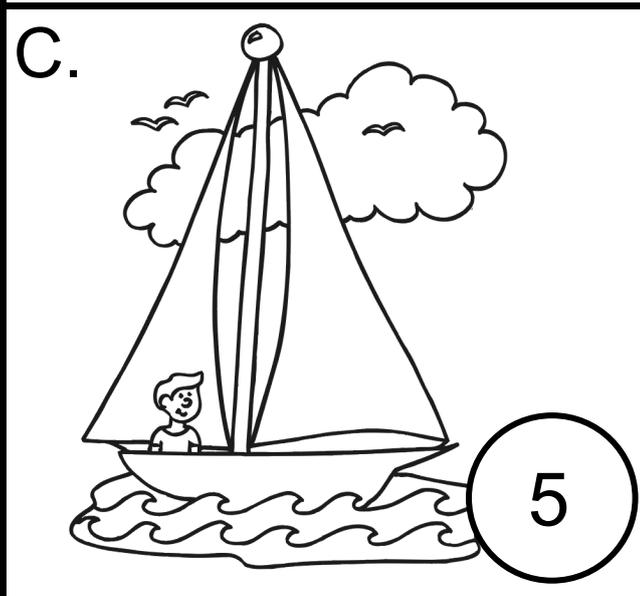
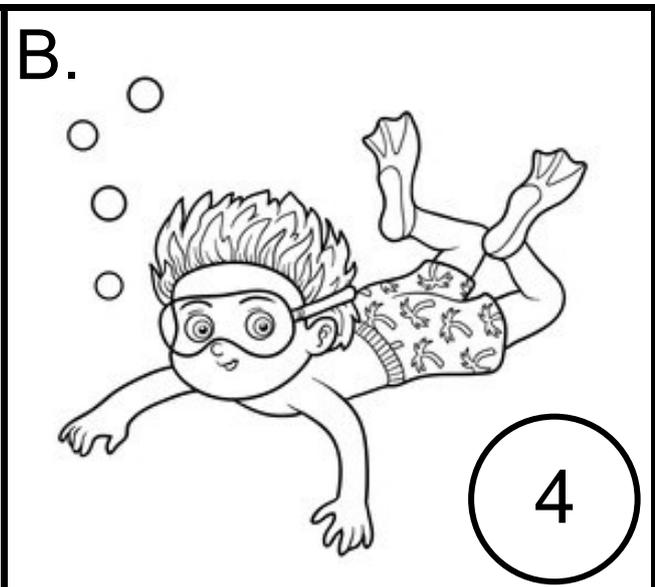
Note Page:



LONG PU BILINGUAL LIFE SKILLS

4.5 Water: What About Water?

How do we use water? Trace the words. Match the words to the correct pictures.



1. Brush my teeth.

刷牙

2. Take a bath.

洗澡

3. Wash my hands.

洗手

4. swim

游泳

5. boating

划船

6. fishing

钓鱼



Word Bank: swim, fishing, boating, wash, brush, bath

4E Water: Sink or Float

Practical Activity

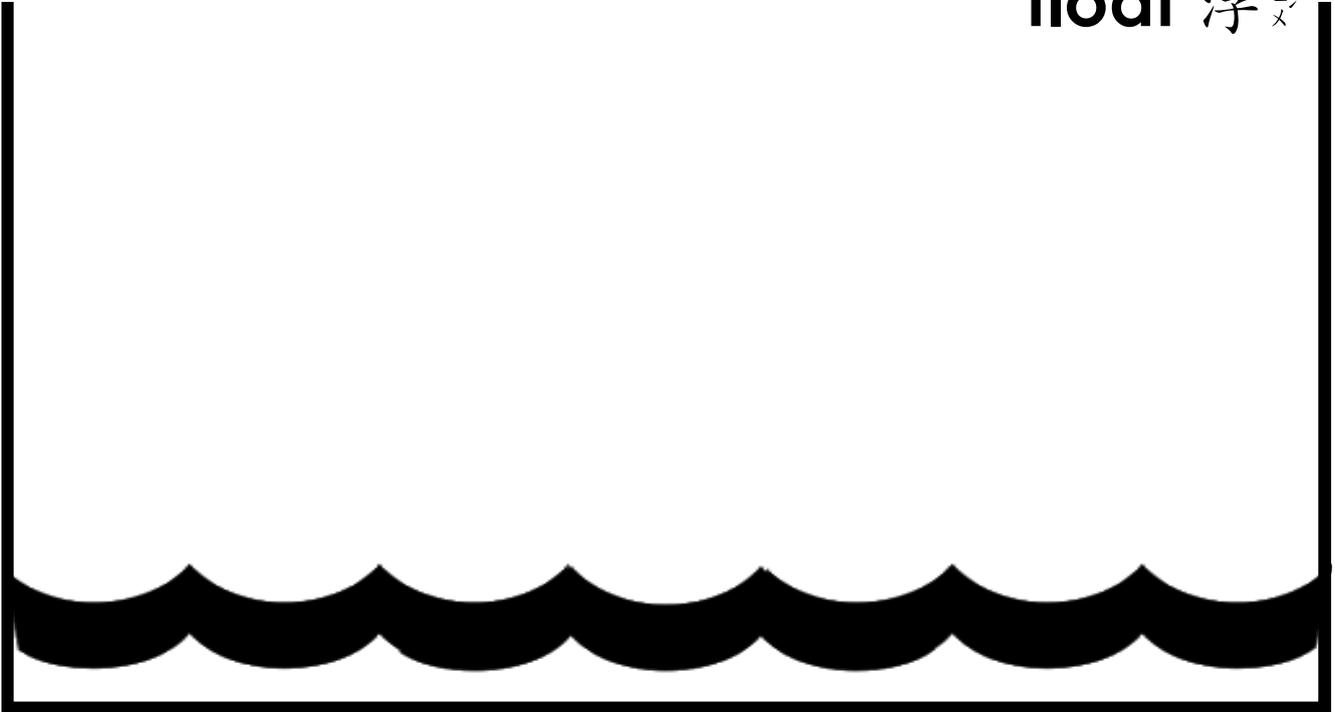
1. Teacher asks students to bring 2 things to school. One they think will float and one they think will sink. Students cannot test them at home and the items need to be suitable to go in the water.
2. Before the class, teacher prepares some items that sink or float and one basin of water.
3. Teach the concepts of sinking and floating with the students. Make sure students know the meaning of the words "sink" and "float". Ask students if they know things that float and sink i.e. boats and submarines.
4. Teacher will do an experiment with the students. Before the experiment, the teacher should write the name each of their items on the board.
5. Teach the students the term "guess". Demonstrate by asking students how many fingers you are holding behind your back. Ask students to guess if they think the teacher's items will sink or float.
6. Teacher puts each of their items in the basin, one at a time, to see if they sink or float. Then check if the students' guess was correct.
7. Ask students to take turns to put their 2 things into the basin to see if they sink or float. Have the class guess if the item will sink or float before it is put in the water.
8. Teacher makes a chart on the board showing results of what sinks and what floats.
9. Have students complete 4.5 Water: Sink or Float.

1. 老師請學生帶 2 樣小東西來學校，一樣是學生認為會沉入水中的，一樣是會浮在水面的。不可以在家先做實驗且該物體要適合放入水中。
2. 老師課前準備一些要放入水中的小東西，以及一盆水。
3. 教導學生沉下和浮起的概念，確認學生了解 “sink” 和 “float” 二個字的意思。用船和潛水艇舉例，看看學生是否確實了解沉和浮的意思。
4. 和學生一起進行課堂實驗。在實驗前，教師應該將欲實驗物體的名稱寫在黑/白板上。
5. 教學生認識 “guess” 的意思。問學生老師在背後伸出幾支手指。再讓學生猜猜看老師準備的東西會沉下去還是浮起來。
6. 教師在盆子裡一次放入一個物品，看看它會下沉還是浮起。之後看看學生的猜測是否正確。
7. 學生輪流在盆子裡放入 2 樣自己帶來的東西，看看它們會沉下去還是浮起來。在學生把物品放入水中之前，全班先猜猜看該物品會沉還是浮。
8. 老師在黑板上做表格，記錄結果。
9. 讓學生完成學習單 4.6 Water: Sink or Float。

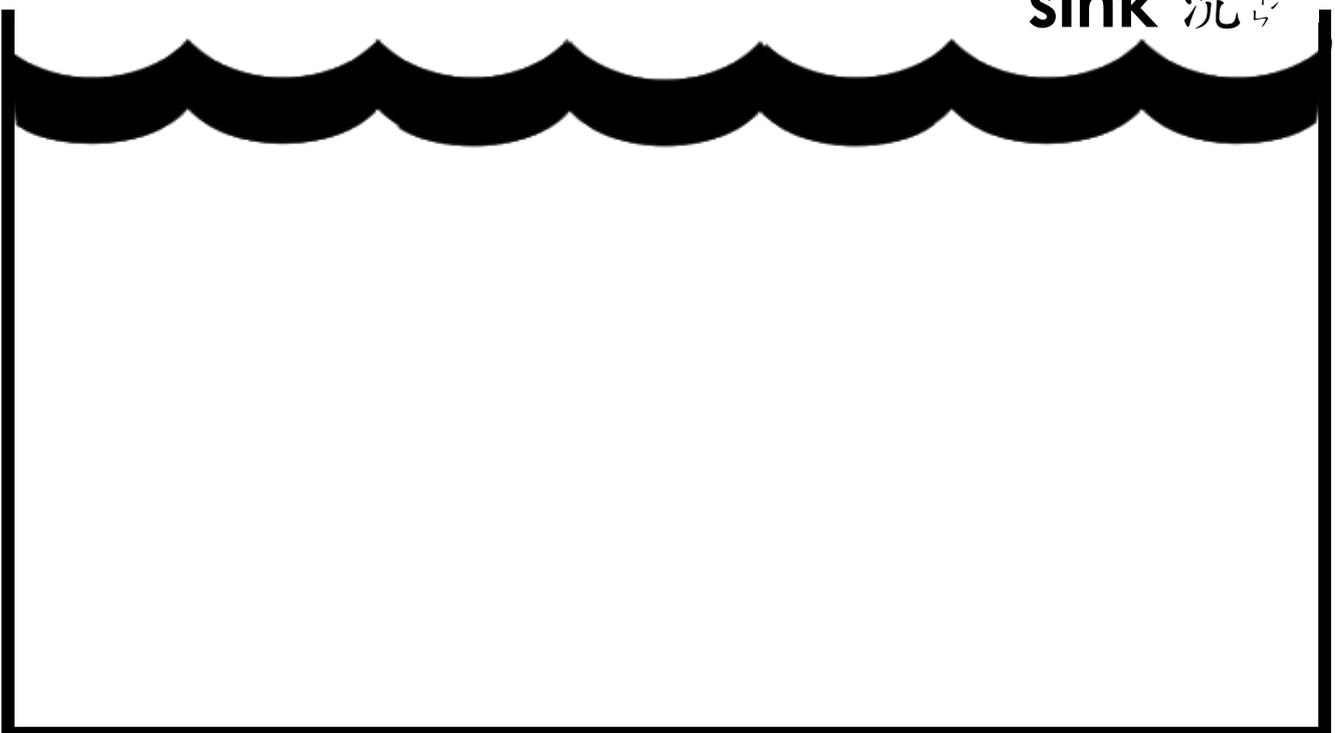
4.6 Water: Sink or Float

What will float? What will sink? ✎ Draw 2 things that sink and 2 things that float.

float 浮ウキ



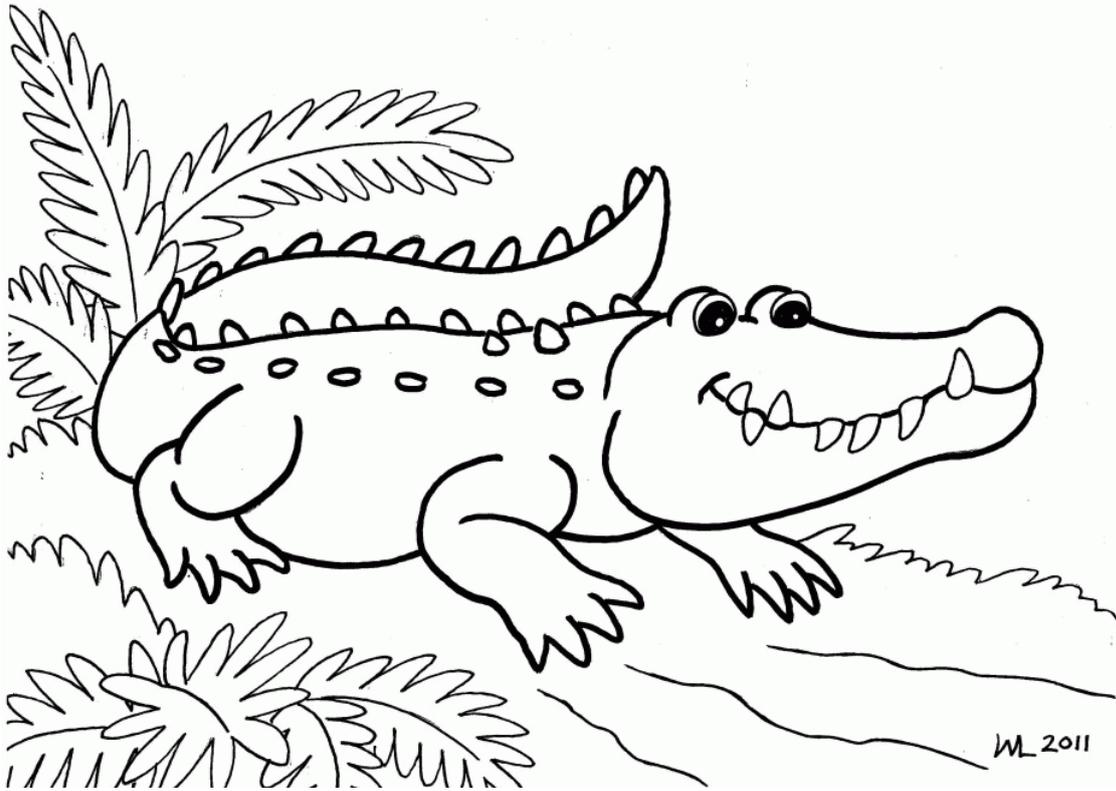
sink 沉ウチ



Word Bank: float, sink, water

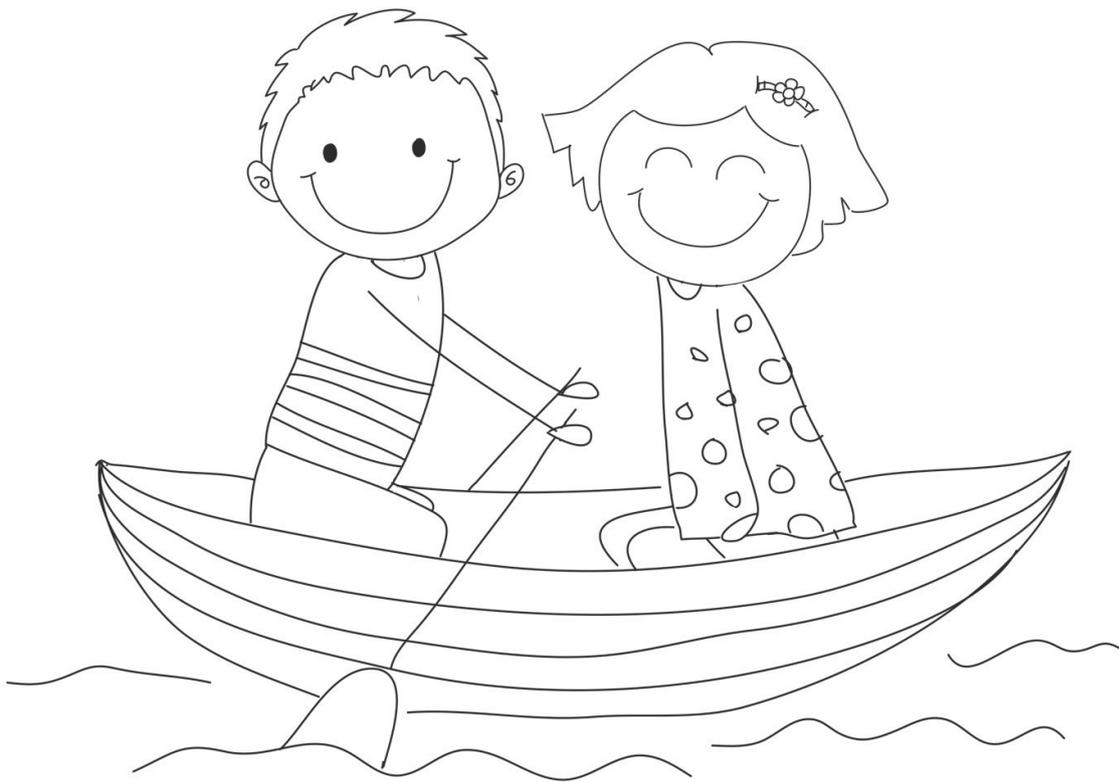
4.7 Water: Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream



Row, row, row your boat
Gently down the stream
If you see a crocodile
Don't forget to scream

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream



Row, row, row your boat
Gently to the shore
If you see a lion there
Listen to it roar

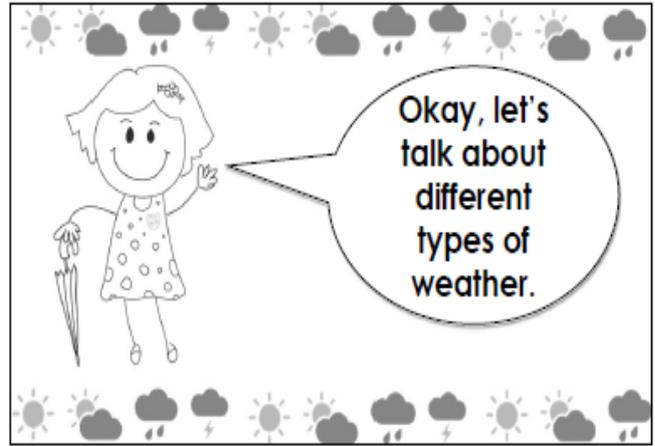
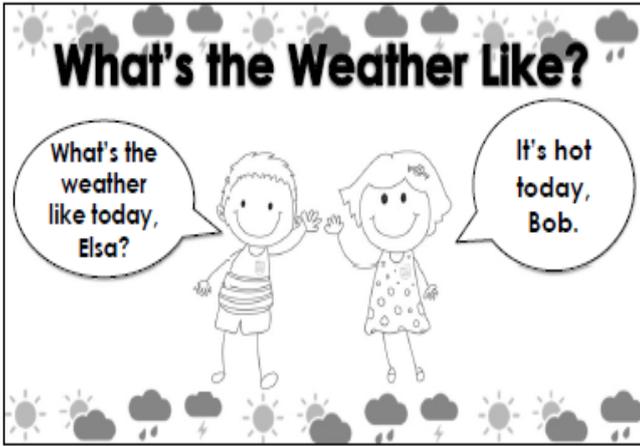
REPEAT

4F Weather: What's The Weather Like?

Practical Activity

1. Teacher and students will have a discussion about the weather.
 2. The teacher will first show student a video about the weather, Weather: How's the Weather? <https://youtu.be/rD6FRDd9Hew>. Ask students to tell you what kinds of weather they saw in the video.
 3. Teacher will lead the students in brainstorming different kinds of weather such as: rainy, windy, sunny, cloudy, stormy, snowy, hot, warm, cool, cold, etc.
 4. Students will be asked which weather they like and why.
 5. Include questions about specific weather activities – What do you do when it's rainy, windy, sunny, cloudy, stormy, snowy, hot, warm, cool / cold?
-
1. 和學生討論天氣。
 2. 播放一段天氣的影片，Weather: How's the Weather? <https://youtu.be/rD6FRDd9Hew> 詢問學生在影片中看到哪些天氣。
 3. 教師帶領學生一起動腦想想不同的天氣種類，例如: 雨天、刮風天、大晴天、陰天、暴風雨天、下雪天、大熱天、溫暖的天氣、涼爽的天氣、寒冷的天氣…等。
 4. 問問學生他們喜歡哪一種天氣，為什麼呢？
 5. 可以問問學生不同的天氣形態有什麼特殊活動：“What do you do when it's rainy/ windy/ sunny/ cloudy/ stormy/ snowy/ hot/ warm cool/ cold?”

PPT 4.8 Weather: What's the Weather Like?





rainy
下_レ雨_ノ的_カ



stormy
有_リ暴_ノ風_ノ
雨_ノ的_カ



windy
風_ノ大_ク的_カ



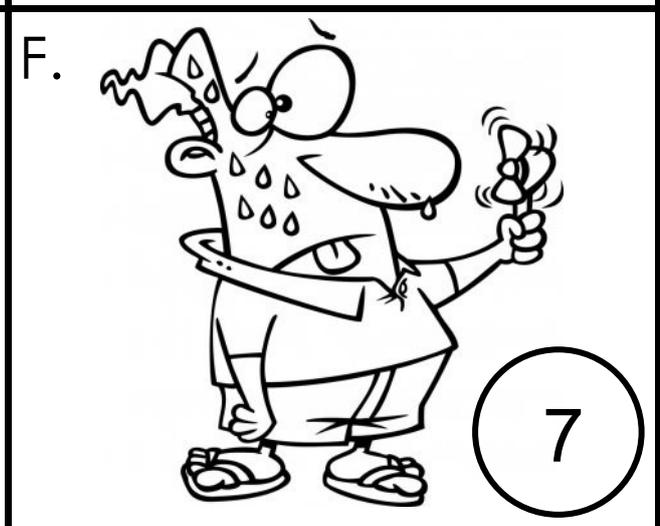
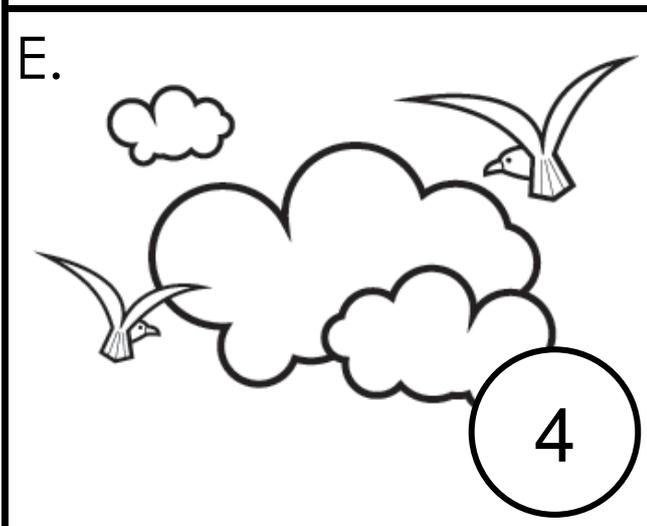
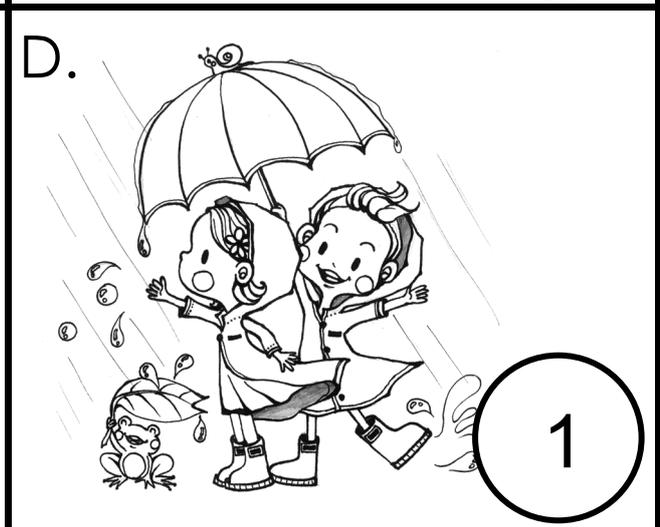
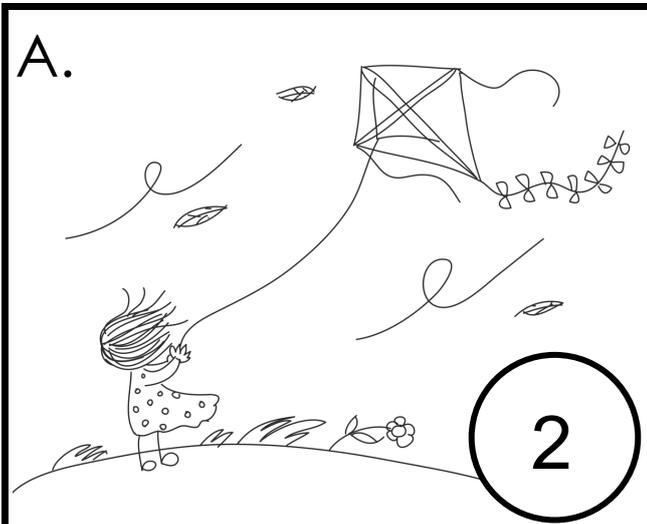
cloudy
陰_リ天_ノ的_カ



cool
涼_シ爽_シ的_カ

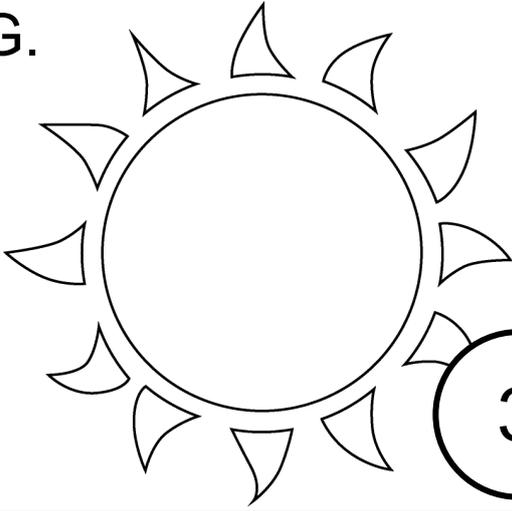
4.8 Weather: What's the Weather Like?

Trace the words. Write the number for the correct word next to the matching picture.



Word Bank: rainy, windy, sunny, cloudy, snowy, stormy

G.



3

H.



8

1. rainy

下雨的

2. windy

有风的

3. sunny

晴天的

4. cloudy

阴天的

5. snowy

下雪的

6. stormy

暴风雨的

7. hot

热的

8. cold

冷的

PPT 4.9 Weather: Ready for Weather

Ready for Weather

What do we need for different types of weather?



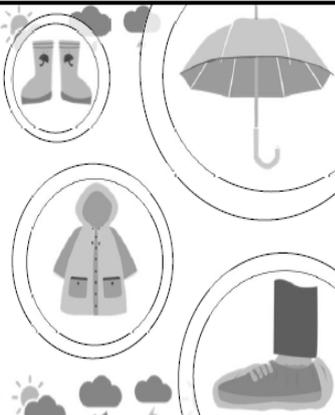
It's Sunny!

- sunscreen 防曬乳
- sunglasses 太陽眼鏡
- shorts 短褲
- sun hat 遮陽帽
- water 水



It's Rainy!

- Umbrella 雨傘
- Raincoat 雨衣
- rain boots 雨鞋



It's Snowy and Cold!

- boots 靴子
- coat 外套
- gloves / mittens 手套 / 連指手套
- hat 帽子



4G Weather: Sorting Weather

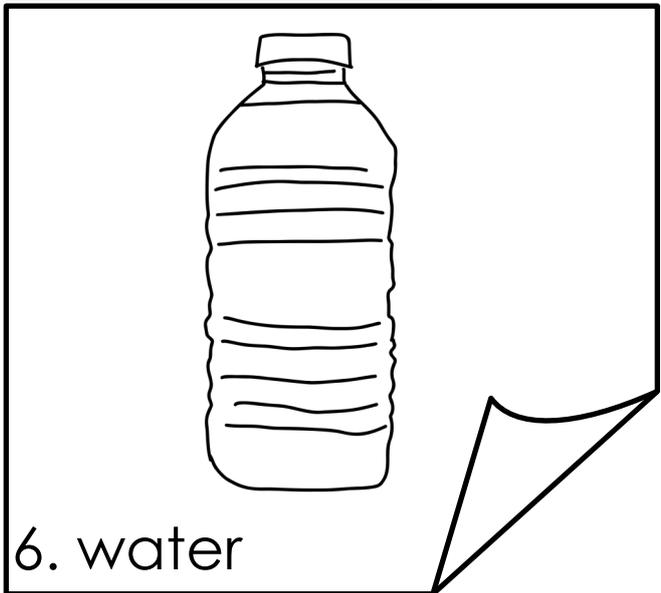
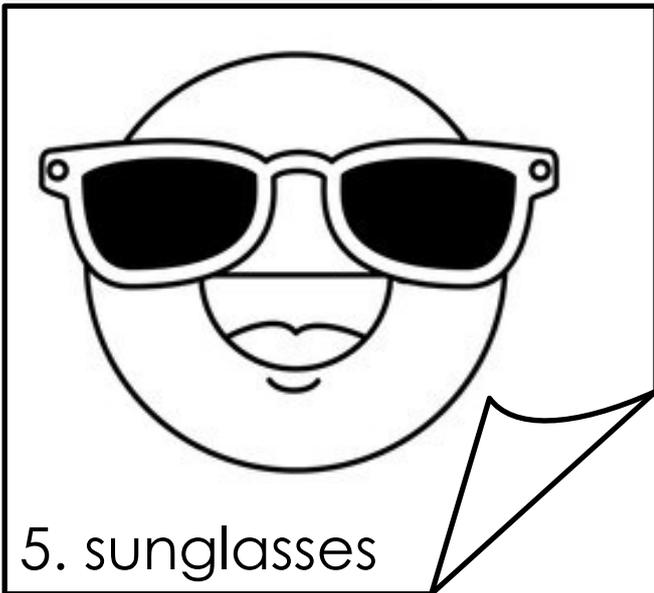
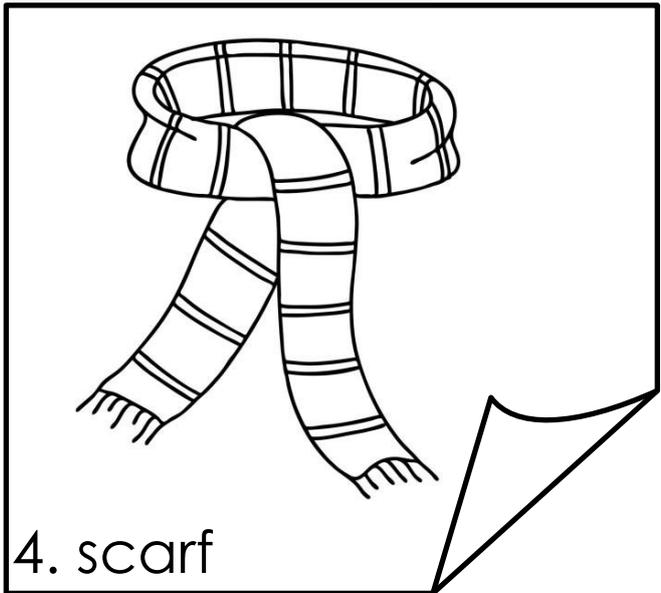
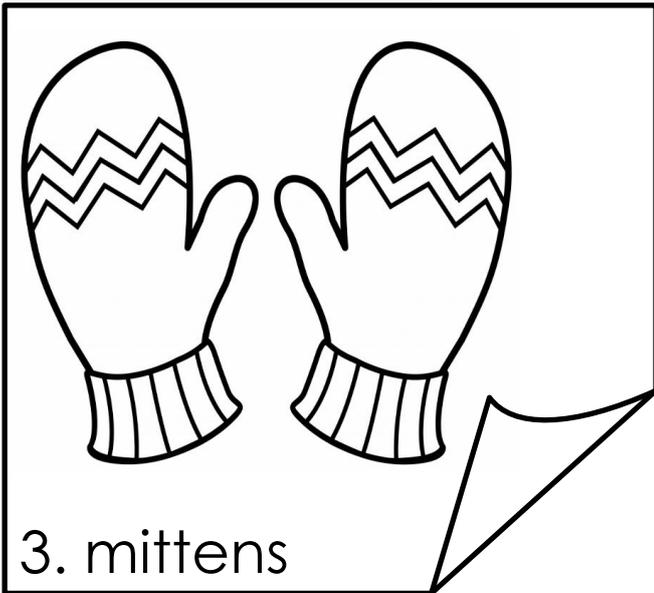
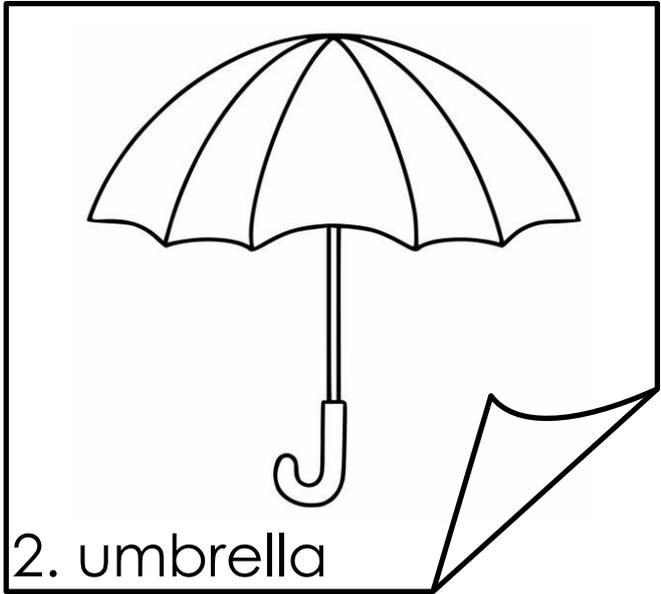
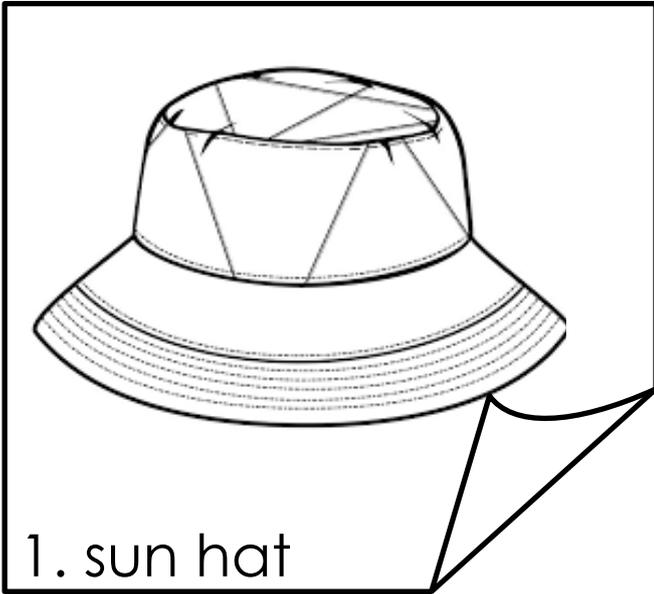
Practical Activity

1. Teacher divides students into 5-6 groups and each group gets their own sorting board and set of cards.
2. Students will take the cards and sort them into the correct categories on the board. The teacher will check to make sure they are correct.
3. Once students have completed sorting for the first time, the students can remove all the cards and shuffle them. Then have a race to see which group can sort the cards the fastest. This can be repeated a few times and will help students to remember the information.
4. The categories for this game:
 - a.sunny and hot: sun hat, sunglasses, sunscreen, water, T-shirt, shorts
 - b.rainy: umbrella, raincoat, rain boots
 - c.snowy and cold: coat, boots, hat, mittens / gloves, scarf

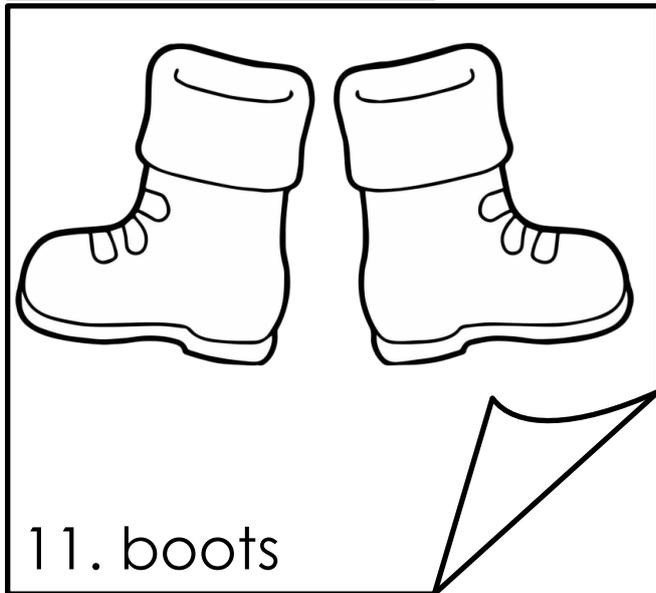
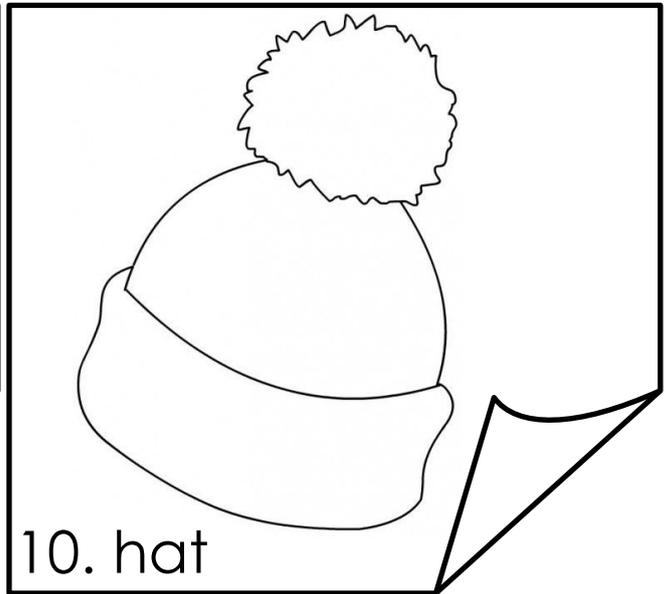
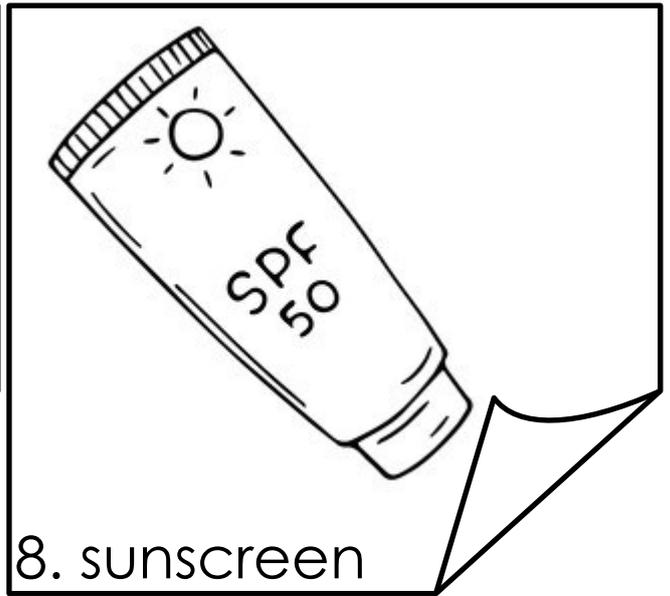
1. 教師將學生分成 5-6 組，每組發給一塊分類板及一組卡片。
2. 學生將卡片分類並置放在板子上正確的位置。教師要確認學生的分類是正確的。
3. 首次完成分類後，學生可以拿下卡片並重新洗牌。之後進行比賽，看看哪一組可以最快將卡片正確分類。這個活動可以反覆進行數次，可以幫助學生記得相關的內容。
4. 此遊戲的分類有：
 - a.晴天和大熱天：遮陽帽、太陽眼鏡、防曬乳、水、短袖、短褲
 - b.雨天：雨傘、雨衣、雨鞋
 - c.下雪天和寒冷的天氣：外套、靴子、帽子、手套、圍巾

4.9 Weather: Ready for Weather

Color what you need when it's **sunny** and **hot, orange**.



Color what you need when it is **snowy** and **cold, blue**.



Word Bank: sun hat, sunglasses, umbrella, raincoat, mittens, scarf

Chapter Four: Wind, Water and Weather Word List

Trace and copy each of the words from the word list.

1. wind

風 カゼ

2. dry

乾 カマ

3. blow

吹 フク

4. balloon

氣球 キウキウ

5. fan

電風扇 / 扇子 デンファン / センシ

6. hairdryer

吹風機 フクキ

7. towel

毛巾 テウシ

8. cardboard

紙板 シイタン

9. race

比賽 ヒサバシ

10. pinwheel

風車 カゼクルマ

Chapter Four: Wind, Water and Weather Word List

1. straw

吸^ㄟ管^{ㄍㄨㄢˋ}

2. pipe cleaner

毛^{ㄇㄠˊ}根^{ㄍㄨㄣˋ}

3. swim

游^{ㄩˊ}泳^{ㄩㄥˋ}

4. fishing

釣^{ㄉㄧㄠˋ}魚^{ㄩˊ}

5. boating

划^{ㄏㄨㄚˊ}船^{ㄔㄨㄢˊ}

6. wash

洗^{ㄒㄩㄥˋ}

7. brush

刷^{ㄕㄨㄚˊ}洗^{ㄒㄩㄥˋ}

8. bath

洗^{ㄒㄩㄥˋ}澡^{ㄓㄠˋ}

9. sink

沉^{ㄔㄣˊ}

20. float

浮^{ㄈㄨˊ}

Chapter Four: Wind, Water and Weather Word List

21. water

水 スイ

22. rainy

下雨的 アメノ

23. windy

有风的 カゼノ

24. sunny

晴天 アツク

25. cloudy

阴天 クモリ

26. snowy

下雪的 ユキ

27. stormy

暴风雨的 アメノ

28. sun hat

遮阳帽 カサ

29. sunglasses

太阳眼镜 サングラス

30. umbrella

雨伞 カサ

Chapter Four: Wind, Water and Weather Word List

31. raincoat

雨衣

32. mittens

連指手套

33. scarf

圍巾



Student Self-Assessment

1. Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not effect the students grades.
2. Teachers can assess student's vocabulary throughout the chapter by asking students to open their books to the words list. Students must choose 2-3 words to read to the teacher. Each word can be chosen twice. Teachers can give check marks or stamps to show students know the word.

學生自我評估

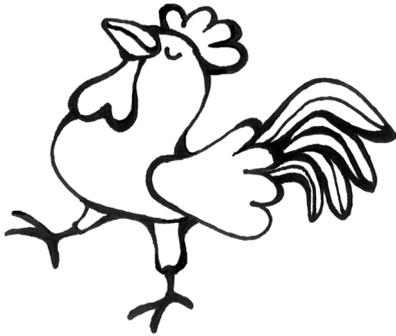
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

How Am I Doing?

Choose the best one to describe you.

小朋友，這個單元的學習告一段落了，請你想想看，自己在這個單元裡的學習狀況和下面哪一個敘述類似吧！

4



I've Got It! I understand and I can help my classmates.

我都能理解上課的內容，而且我還可以幫助同學。

3



Almost There! I've got it, and I only make small mistakes.

我大部份都能了解，但有時會不小心出錯。

2



Working on It. Sometimes I need help, I'm starting to understand.

我覺得我有愈來愈進步，只是有時需要別人的幫助。

1



Beginner. I don't understand yet and I need a lot of help.

我還需要努力，因為常常需要老師和同學的幫助，但我會加油的！

Choose 1 face for each sentence.

☺ Yes, I do it all the time. 是^的的^時，我^一一直^這這^樣做[。]。

☹ Sometimes I do this. 有^時時^我我^會會^這這^樣做[。]。

☹ I don't do this, I need to improve.
我^不不^會會^這這^樣做[，]我^需需^要要^改改^進進[。]。

I follow the teacher's directions. ☺ ☹ ☹

我^聽聽^從從^老老^師師^的的^指指^示示[。]。

I listen when others are talking. ☺ ☹ ☹

別^人人^說說^話話^的的^時時^候候^我我^會會^注注^意意^聽聽[。]。

I work nicely with others. ☺ ☹ ☹

我^和和^別別^人人^相相^處處^得得^很很^好好[。]。

I can do my work by myself. ☺ ☹ ☹

我^可可^以以^自自^己己^做做^我我^的的^工工^作作[。]。

I like to share ideas with the class. ☺ ☹ ☹

我^喜喜^歡歡^與與^全全^班班^分分^享享^想想^法法[。]。

I try my best on all my work. ☺ ☹ ☹

我^盡盡^力力^做做^好好^我我^所所^有有^的的^工工^作作[。]。

I ask for help if I don't understand. ☺ ☹ ☹

Note Page:



LONG PU BILINGUAL LIFE SKILLS

二、雙語生活單元教案

新北市龍埔國小雙語實驗課程教學活動設計

第一單元

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 1

課程名稱 (Name of the Curriculum): The Domain of Life

單元名稱 (Name of the Unit): Toys and Games

總節數 (Length of the Unit): 720 minutes (18 periods)

設計者 (Lesson Designers): Hanna

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- Understanding toys and games is important for learning how to take care of personal things and get along with others. In this unit, students will look at different toys and games, learning about sharing, taking turns, and working together with friends while playing. Through fun activities, students will see why play is important for growing and getting along with others. 瞭解玩具和遊戲在學習如何照顧個人物品和與人相處時很重要。在本單元，學生藉由不同玩具和遊戲，學習在玩耍時如何分享、輪流及分工合作。透過有趣的活動，學生將明白玩耍在成長及與人相處中的重要性。

Objectives of this unit/theme:

The objectives of this unit/theme are:

- Students identify different toys. 學生識別不同玩具。
- Students learn the characteristics of toys. 學生學習玩具的特性。
- Students differentiate the different kinds of games. 學生區分不同類型的遊戲。
- Students explore different group games. 學生探索不同的團體遊戲。
- Students learn the importance of cooperation and playing nicely with others. 學生學會分工合作及友善地和人玩耍是重要的。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses

學習表現 (Learning Performance):

1-I-3 Reflect on the way I grow and realize what the growth means. Understand the steps needed for growth and the effort required for my progress.
省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。

2-I-6 Understand people, events and the world around us by exploring and studying them.
透過探索與探究人、事、物的歷程，了解其中的道理。

6-I-1 Recognize that you may have an impact on people, events and the world around you, and learn to adjust your emotions and behaviors.
覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。

6-I-4 Care for people, events and the world arounds you, be willing to provide service and assistance.
關懷生活中的人、事、物，願意提供協助與服務。

7-I-3 Understand the feelings of others, appreciate the positions of others and learn to be considerate of them. Respect opinions that differ from your own.
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。

學習內容 (Learning Content):

A-I-3 Understand your strengths and weaknesses.
自我省思。

D-I-1 To acquaint the relationship of him/herself with other people.
自我與他人關係的認識。

D-I-2 Learn about emotional adjustment.
情緒調整的學習。

D-I-3 Be able to listen and take feedback.
聆聽與回應的表現。

D-I-4 Be able to work together and assist others.
共同工作並相互協助。

內容 <u>Content</u> (New knowledge, skills and understanding)	預計進行的節數 <u>Corresponding Lesson</u>
<ul style="list-style-type: none"> ● Students learn how to be a good friend. ● Students learn the rules for playing together. ● Students learn what is sharing. ● Students learn how to share. ● Students identify different toys. ● Students differentiate different characteristics of toys. ● Students learn how to fix broken toys. ● Students differentiate different kinds of games. ● Students learn how to play Tic Tac Toe. ● Students learn how to play Human Tic Tac Toe. ● Students learn how to play Bingo. ● Students learn how to play Simon Says. ● Students learn how to play Tag. ● Students learn how to play Wooden Man. ● Students recall the words they learn in Chapter 1. ● Students learn to assess themselves based on their performance. ● Students review all the lessons in Chapter 1. ● Students apply their knowledge through test. 	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 16 Lesson 17 Lesson 18</p>
認知 <u>Cognition</u> (High-order thinking skills, problem-solving, challenges and reflection)	
<ul style="list-style-type: none"> ● Students understand the concept of being a good friend. ● Students understand the importance of following the rules. ● Students demonstrate sharing through role play. ● Students demonstrate sharing through sharing colored pencils. ● Students understand that there are different toys around. ● Students understand that toys have different characteristics. ● Students explain the importance of taking good care of their toys. ● Students recognize that games have similarities and differences of rules to follow when playing. ● Students think of techniques to play tic tac toe. ● Students create strategies to play human tic tac toe. ● Students understand the concept of the bingo game. ● Students understand the concept of Simon says game. ● Students understand the concept of playing tag. ● Students understand the concept of playing wooden man. ● Students reflect on what they learn in the chapter. 	
溝通 <u>Communication</u> (What and how)	
Language <u>of Learning</u> (Key vocabulary – content-obligatory)	
<p>friend play together listen follow the rules take turns game share toys snacks book colored pencil space ball borrow broken fix it tic tac toe human tic tac toe bingo Simon says Tag wooden man</p>	<p>ball doll car drum bicycle teddy bear airplane blocks soft hard small big games puzzles video game board game card game group game APP game self-assessment review test</p>

Language for learning (Functional language e.g., language while learners participate in the lesson – thinking skills)

Lesson 1	<ul style="list-style-type: none"> • How can you be a good friend? • What are the things that you should and shouldn't do when playing together? • Why should we follow the rules? • Why should we listen? • Why should we take turns?
Lesson 2	<ul style="list-style-type: none"> • What are the rules for playing together? • What can you say about the video? • What did you observe? • What did you learn? • Did they follow the rules for playing together? • What did you learn when you were playing the game?
Lesson 3	<ul style="list-style-type: none"> • What is sharing? • Why do we share? • Why is it important to share? • Who do we share with? • What do you want people to share with you? Why?
Lesson 4	<ul style="list-style-type: none"> • Can I borrow your colored pencil?
Lesson 5	<ul style="list-style-type: none"> • What are these? • Do you have toys? • What toys do you have? • What is your favorite toy? Why?
Lesson 6	<ul style="list-style-type: none"> • Which one is soft/hard/small/big? • Is it soft/hard/small/big?
Lesson 7	<ul style="list-style-type: none"> • What did you learn about the video? • Is it okay to break your friends' toys? Why? • What will happen if you break their toys? • What is wrong with the toy? • How can we fix it? • Do you like to play with broken toys? Why? • How can you keep your toys safe?
Lesson 8	<ul style="list-style-type: none"> • What game do you know? • How do you play it?
Lesson 9	<ul style="list-style-type: none"> • What game is this? • Do you know the game Tic Tac Toe? • How do you play it?
Lesson 10	<ul style="list-style-type: none"> • What did you observe in the video? • How to play human tic tac toe? • What did you learn when you were playing the game?
Lesson 11	<ul style="list-style-type: none"> • What game is it? • Do you know this game? • How to play this game? • What did you learn when you were playing the game?
Lesson 12	<ul style="list-style-type: none"> • Do you know this game? • How to play this game? • What did you learn when you were playing the game?
Lesson 13	<ul style="list-style-type: none"> • Do you know this game? • How to play this game? • What did you learn when you were playing the game?
Lesson 14	<ul style="list-style-type: none"> • Do you know this game? • How to play this game? • What did you learn when you were playing the game?
Lesson 15	<ul style="list-style-type: none"> • What words can you remember in our lesson?
Lesson 16	<ul style="list-style-type: none"> • What are the lessons we discussed before?
Lesson 17	<ul style="list-style-type: none"> • What is your favorite lesson in Chapter 1? Why?
Lesson 18	<ul style="list-style-type: none"> • How well did you do in the test?

Language through learning (Language progression, practice and extension – emerging language)

- Students are expected to use the language in their own way.
- Students can produce spontaneous sentences based on their language exposure in and outside of the classroom.

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting cultural appreciation, awareness and understanding:

- Students become aware with their surroundings.
- Students appreciate the characteristics of different toys.
- Students learn to value the importance of things.
- Students understand the concept of playing together.
- Students become aware that games have rules to follow.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Playing Together pt. 1

Objectives:

At the end of the lesson, the students can:

- talk about what makes a good friend;
討論什麼使一個人成為好朋友
- learn what to do and not do when playing with others;
學習在與他人玩耍時應該做什麼和不應該做什麼
- understand why we need to follow rules, listen, and take turns;
瞭解為什麼我們需要遵守規則、傾聽和輪流
- practice these ideas through Wordwall exercise; and
藉由Wordwall練習這些概念
- draw a picture showing how to play nicely with friends
畫一幅圖展示如何與朋友友好地玩

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students must discuss with their teams the question "How can you be a good friend?". Each team will choose one student to share their team's answer in front of the class.	
主要內容 Core Part			
Presentation	10 mins	The teacher asks the students the following questions: <ul style="list-style-type: none"> • What are the things that you should and shouldn't do when playing together? • Why should we follow the rules? • Why should we listen? • Why should we take turns? 	PPT 1.1
Practice	5 mins	Each team scans the QR code of the Word Wall exercise and choose the correct answer base on the given situation.	iPads Word Wall
Production	15 mins	Students answer Activity 1.1. They must trace and draw a picture of themselves and their friends playing.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Word Wall Exercise: <https://wordwall.net/resource/73624677>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Playing Together pt. 2

Objectives:

At the end of the lesson, the students can:

- understand and apply the rules for playing together through the listening game; and
藉由聆聽遊戲瞭解並應用一起玩的規則
- reflect the importance of following the rules for playing together
省思遵守一起玩的規則的重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Review the past lesson by asking the question "What are the rules for playing together?". <ul style="list-style-type: none"> • listen • follow the rules • take turns 	
主要內容 Core Part			
Presentation	10 mins	Students watch a video but before watching the video, the teacher informs the students the following question for them to answer. <ul style="list-style-type: none"> • What can you say about the video? • What did you observe? • What did you learn? • Did they follow the rules for playing together? 	YouTube Video
Practice	15 mins	Students play the "Listening Game". <u>Mechanics:</u> <ul style="list-style-type: none"> • The teacher asks the students to collect a certain number of objects. (<i>"Show me (a certain number of) pencils, water bottles, books, erasers, name cards, colored pencil, etc."</i>) • Students have a limited time to complete the task and they earn points for doing it correctly. • If students don't take turns properly or listen to what the teacher asks, they get no points. 	Workbook Student's Things
Production	8 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Mila and Morphle. Retrieved from: https://youtu.be/BZJfmF-AotY?si=8_ho0Hed_JRTMhe Grade 1 Life Skills Workbook, 2024			

教學活動設計：第三節課 (Lesson 3)

Lesson 3: Sharing pt. 1

Objectives:

At the end of the lesson, the students can:

- understand the concept of sharing; and
理解分享的概念
- act out sharing scenarios
演出分享的情境

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can demonstrate 'sharing' through role play.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Students sing and learn the "Sharing Song". <i>Can you share? Hmmm... (3x)</i> <i>Please? Okay!</i> <i>We can share,</i> <i>Sharing makes us all happy! (2x)</i> <i>Sharing is caring,</i> <i>Oh sharing is fun!</i> <i>We can all share together,</i> <i>Be kind to everyone!</i> <i>Let's all share! Yay! (4x)</i>	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Students answer the following questions: <ul style="list-style-type: none"> • What is sharing? • Why do we share? • Why is it important to share? • Who do we share with? • What do you want people to share with you? Why? 	
Practice	10 mins	Each team will be given a situation about sharing, they will act out the situation. They will be given time to discuss and practice, after that they will present in front. <ul style="list-style-type: none"> • Team 1: sharing toys • Team 2: sharing snacks • Team 3: sharing a book • Team 4: sharing colored pencils • Team 5: sharing space • Team 6: sharing a ball 	toys snacks book colored pencils ball
Production	13 mins	Presentation Time.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Sharing Song. Retrieved from: <https://youtu.be/96fq4YmYzQ?si=3j7OShvODQtHHOUk>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Sharing pt. 2

Objectives:

At the end of the lesson, the students can:

- understand the importance of sharing; and
瞭解分享的重要
- apply their knowledge about sharing through sharing colored pencils
藉由分享色鉛筆應用對分享的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Students sing the "Sharing Song". <i>Can you share? Hmmm... (3x)</i> <i>Please? Okay!</i> <i>We can share,</i> <i>Sharing makes us all happy! (2x)</i> <i>Sharing is caring,</i> <i>Oh sharing is fun!</i> <i>We can all share together,</i> <i>Be kind to everyone!</i> <i>Let's all share! Yay! (4x)</i> Students answer the question: Do you think sharing is important? Why?	YouTube Video
主要內容 Core Part			
Presentation	8 mins	Students learn the question and answer, "Can I borrow your colored pencil?" "Yes, you can." The teacher asks one student to bring one colored pencil and do a demonstration in front of the class and vice versa. Teacher: "Can I borrow your colored pencil?" Student: "Yes, you can." The teacher then asks two students in each team to do the demonstration.	colored pencils
Practice	5 mins	Every student must have one item on their hand and ask their seatmate the question "Can I borrow your (object name)?" "Yes, you can." (vice versa) Student 1: "Can I borrow your (name of the object)?" Student 2: "Yes, you can." then, Student 2: "Can I borrow your (name of the object)?" Student 1: "Yes, you can."	Student's things
Production	20 mins	Students answer Activity 1.3. Each student has one specific colored pencil. <i>(red, orange, yellow, green, blue, purple)</i> They must read the "color words" then color the boxes. They must use their friend's colored pencils to finish the picture and match the colors to the numbers.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Sharing Song. Retrieved from: <https://youtu.be/96fq4YmYzQ?si=3j7OShvODQtHHOUk>

Grade 1 Life Skills Workbook, 2024

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Toys

Objectives:

At the end of the lesson, the students can:

- identify different toys;
辨別不同的玩具
- guess the toy through a game; and
藉由遊戲猜出玩具
- apply their knowledge in an interactive game called Quizizz
藉由互動遊戲Quizizz應用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through a Quizizz app activity.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Teacher shows a box of toys and asks: <ul style="list-style-type: none"> ● What are these? ● Do you have toys? ● What toys do you have? ● What is your favorite toy? Why? 	box of toys
主要內容 Core Part			
Presentation	10 mins	Teacher asks some students to do the activity, and they must guess the toys inside the box without looking what is inside. Then, using the PPT students count the said toys and ask a volunteer to circle the pictures on the screen.	box toys PPT 1.4
Practice	8 mins	Students play an app game called Quizizz which they must guess the name of the toys, count, and type the correct answer.	iPads
Production	12 mins	Students answer Activity 1.4 which they must circle, count and color each kind of toy.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Quizizz: https://quizizz.com/admin/quiz/665429db4944db12ed46657e?source=quiz_share			
Grade 1 Life Skills Workbook, 2024			

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Sorting Toys

Objectives:

At the end of the lesson, the students can:

- observe and compare toys; and
觀察並比較玩具
- identify toy attributes through sorting activity
藉由分類活動辨別玩具的特性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can sort toys in the sorting activity.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Show students different sets of toys and ask their observation. <ul style="list-style-type: none"> • Set A: a teddy bear and a barbie doll • Set B: a big ball and a small ball 	teddy bear barbie doll big ball small ball
主要內容 Core Part			
Presentation	10 mins	Students guess the correct answer and give reasons. <ul style="list-style-type: none"> • Which one is soft/hard/small/big? • Is it soft/hard/small/big? 	PPT 1.5
Practice	10 mins	Students play the "Sorting Game". <u>Mechanics:</u> Students use the sorting boards to separate toys into different categories. Teacher asks the students to find toys to match different categories. <ul style="list-style-type: none"> • soft toys • hard toys • big toys • small toys • (color) toys 	sorting boards flashcards
Production	13 mins	Students answer Activity 1.5 which they must write the name of each toy in the correct place. Each square should have two toys.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第七節課 (Lesson 7)

Lesson 7: Broken Toys

Objectives:

At the end of the lesson, the students can:

- identify and solve problems with toys;
辨別並解決玩具的問題
- reflect the importance of taking good care of toys;
省思照顧玩具的重要性
- complete the Wordwall exercise; and
完成Wordwall的練習
- trace and draw to fix broken toys
藉由描繪和畫圖修理壞掉的玩具

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students watch a video and ask the following questions after; <ul style="list-style-type: none"> ● What did you learn about the video? ● Is it okay to break your friends' toys? Why? ● What will happen if you break their toys? 	YouTube Video
主要內容 Core Part			
Presentation	15 mins	Students answer the following questions each slide presented: <ul style="list-style-type: none"> ● What is wrong with the toy? ● How can we fix it? After the PPT, ask students the following questions: <ul style="list-style-type: none"> ● Do you like to play with broken toys? Why? ● How can you keep your toys safe? and watch a video after.	PPT 1.6 YouTube Video
Practice	5 mins	Students do a Word Wall exercise which they should choose the correct answer.	Word Wall
Production	10 mins	Students answer Activity 1.6 which they should trace the words and fix the toys by drawing the missing parts.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Breaking Toys. Retrieved from: https://youtu.be/Ssr7qkAjAN0?si=2bXtn1AzqPvIrESY			
Put Away Your Toys. Retrieved from: https://youtu.be/U8FrkTzsGZk?si=K9hR5qL3JvKzE8xe			
Word Wall Exercise: https://wordwall.net/resource/69768462			
Grade 1 Life Skills Workbook, 2024			

教學活動設計：第八節課 (Lesson 8)

Lesson 8: Kinds of Games

Objectives:

At the end of the lesson, the students can:

- identify different kinds of games;
辨別不同類型的遊戲
- guess and describe games;
猜測並描述遊戲
- choose the correct answer through Wordwall exercise; and
藉由Wordwall練習題選出正確答案
- play different kinds of games
玩不同類型的遊戲

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Students answer the following questions: <ul style="list-style-type: none"> ● What game do you know? ● How do you play it? 	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Students guess what game the picture shown and ask some students how to play the game.	PPT 1.7
Practice	8 mins	Students do a Word Wall exercise which they should choose the correct answer.	Word Wall
Production	15 mins	Students play different games: First half, Team 1: puzzles Team 2: board game Team 3: card game Team 4-6: app game Second half, Team 1-3: app game Team 4: puzzles Team 5: board game Team 6: card game	iPads puzzles cards board games
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Word Wall Exercise: <https://wordwall.net/resource/69941955>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第九節課 (Lesson 9)

Lesson 9: Kinds of Games: Tic Tac Toe pt. 1

Objectives:

At the end of the lesson, the students can:

- learn how to play tic tac toe; and
學習如何玩井字遊戲 (OOXX)
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play tic tac toe.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Show students a picture of a tic tac toe board and ask the question "What game is this?". Teacher asks the question: <ul style="list-style-type: none"> • Do you know the game Tic Tac Toe? • How do you play it? 	
主要內容 Core Part			
Presentation	8 mins	The foreign teacher and the Chinese teacher demonstrate how to play the game.	PPT 1.6
Practice	10 mins	Each team chooses one student to play tic tac toe. <ul style="list-style-type: none"> • Team 1 vs Team 2 • Team 3 vs Team 4 • Team 5 vs Team 6 	board markers
Production	15 mins	Students play Tic Tac Toe with their friends using Activity 1.7. One student uses X, the other uses O.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十節課 (Lesson 10)

Lesson 10: Kinds of Games: Tic Tac Toe pt. 2

Objectives:

At the end of the lesson, the students can:

- learn how to play human tic tac toe; and
學習如何玩真人井字遊戲 (O O X X)
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play human tic tac toe.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Watch a video about how to play a human tic tac toe. Students answer the following questions: <ul style="list-style-type: none"> • What did you observe in the video? • How to play human tic tac toe? 	YouTube Video
主要內容 Core Part			
Presentation	5 mins	The foreign teacher and the Chinese teacher demonstrate how to play the game.	hula-hoops cones
Practice	20 mins	Play the game.	
Production	8 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Human Tic Tac Toe. Retrieved from: https://youtu.be/IRDp5HcZyVA?si=_Hl0ptNP6cvQuFQs
Grade 1 Life Skills Workbook, 2024

教學活動設計：第十一節課 (Lesson 11)

Lesson 11: Kinds of Games: Toys and Games Bingo

Objectives:

At the end of the lesson, the students can:

- learn how to play bingo; and
學習如何玩賓果
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play 'bingo'.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Show students a picture of a Bingo card. Teacher asks the following questions: <ul style="list-style-type: none"> • What game is it? • Do you know this game? • How to play this game? 	picture
主要內容 Core Part			
Presentation	5 mins	Using PPT 1.8 the teacher reviews all the vocabulary for the game.	PPT 1.8
Practice	15 mins	Each student has a bingo worksheet. Teacher uses flashcards to play bingo. <u>Mechanics:</u> <ul style="list-style-type: none"> • The teacher chooses one flashcard at a time and show it to the students. They need to look at the flashcard carefully and check their worksheet. If there is the same picture on their worksheet students need to circle it. • When there are four circles that can make a line, students need to raise their hand to tell the teacher. They can get a sticker. • Students can play the game again by using a different color to circle the pictures. 	Bingo Worksheet
Production	10 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Kinds of Games: Simon Says/Teacher Says

Objectives:

At the end of the lesson, the students can:

- learn how to play 'Simon Says/Teacher Says'; and
學習如何玩「老師說」
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play 'Simon Says'.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Watch a video of the Simon Says Game. After watching the video, teacher asks the questions: <ul style="list-style-type: none"> • Do you know this game? • How to play this game? 	YouTube Video
主要內容 Core Part			
Presentation	5 mins	The foreign teacher and the Chinese teacher demonstrate how to play the game.	
Practice	15 mins	<u>Mechanics:</u> <ul style="list-style-type: none"> • One student is designated Simon/teacher, the others are the players. • Standing in front of the group, Simon/teacher tells players what they must do. However, the players must only obey commands that begin with the words "Simon/teacher Says." • If Simon/teacher says, "Simon/teacher says touch your nose," then players must touch their nose. But, if Simon/teacher simply says, "jump," without first saying "Simon/teacher says," players must not jump. Those that do jump are out/eliminated from the game. 	
Production	10 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Simon Says Game. Retrieved from: <https://youtu.be/lob3Q7TKmQQ?si=78cDWnVg6EBG-eJJ>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第十三節課 (Lesson 13)

Lesson 13: Kinds of Games: Tag

Objectives:

At the end of the lesson, the students can:

- learn how to play tag; and
學習如何玩鬼抓人
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play 'tag'.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Watch a video of the Tag Game. After watching the video, teacher asks the questions: <ul style="list-style-type: none"> • Do you know this game? • How to play this game? 	YouTube Video
主要內容 Core Part			
Presentation	5 mins	The foreign teacher and the Chinese teacher demonstrate how to play the game.	
Practice	15 mins	<u>Mechanics:</u> <ul style="list-style-type: none"> • Teacher decides who is "it" (student) and everyone else run away. • The "it" person must chase the other students. If the "it" person tags or touches you, you are "it". The initial 'it' person is no longer 'it' and must run away as well. • The newly tagged student must try to tag someone else to make them the next 'it' person. • Play the game as much as you wish/have time for. 	
Production	10 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Tag Game. Retrieved from: https://youtu.be/pNoV5vZINII?si=jC4TEFhWcp56tO_Z
Grade 1 Life Skills Workbook, 2024

教學活動設計：第十四節課 (Lesson 14)

Lesson 14: Kinds of Games: Wooden Man

Objectives:

At the end of the lesson, the students can:

- learn how to play wooden man; and
學習如何玩123木頭人
- understand the game rules
理解遊戲規則

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play 'wooden man'.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Watch a video of the Wooden Man Game. After watching the video, teacher asks the questions: <ul style="list-style-type: none"> • Do you know this game? • How to play this game? 	YouTube Video
主要內容 Core Part			
Presentation	5 mins	The foreign teacher and the Chinese teacher demonstrate how to play the game.	
Practice	15 mins	<u>Mechanics:</u> <ul style="list-style-type: none"> • Teacher chooses one student to be a ghost, who must stand at the front of the group with their backs to the other students. • While facing the board, the ghost says "1, 2, 3, wooden man". They cannot look at the other students. The other students need to walk towards the ghost. • After saying "1, 2, 3, wooden man" the ghost turns around and all the other students must stand still. The ghost will try to catch anyone still moving. Anyone the ghost catches become their helper and stands next to the ghost. • When the ghost says "1, 2, 3, wooden man" the other students can try to save the helper by getting close enough to touch them. If they get saved, they can go back with the other students. • Once the helper is saved, all the students run to the back. The ghost must turn around and say "stop" right away. • All the students stop. The ghost needs to choose one student. The ghost must guess how many steps they will take to reach the student. • If the ghost guessed the right number of steps when they walk up to the student, they have caught them. That student will be the next ghost. If they guess wrong, they will still be the ghost for the next game. 	

Production	10 mins	Each team have a discussion and chooses one representative to share their team's answer. Question to discuss: <ul style="list-style-type: none"> • What did you learn when you were playing the game? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References: Wooden Man Game. Retrieved from: https://youtu.be/2SqDAIIPKw?si=Lq8b6CSCjnrVB5OD Grade 1 Life Skills Workbook, 2024			

教學活動設計：第十五節課 (Lesson 15)

Lesson 15: Chapter One: Toys and Games Word List

Objectives:

At the end of the lesson, the students can:

- recall vocabulary in Chapter 1;
回顧第一單元的詞彙
- read aloud the vocabulary in English and Chinese; and
大聲朗讀英語和中文詞彙
- trace and copy the vocabulary words in the workbook
描寫及抄寫習作中的詞彙

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Teacher asks the students what vocabulary they can remember from the lessons we discussed. <ul style="list-style-type: none"> ● What word you can remember in our lesson? 	
主要內容 Core Part			
Presentation	5 mins	Students read all the vocabulary altogether in English and Chinese.	Workbook
Practice	10 mins	Teacher ask a student in each team to go in front and trace the words on the screen.	Workbook Screen
Production	20 mins	Students trace and copy each of the words from the word list.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

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教學活動設計：第十六節課 (Lesson 16)

Lesson 16: Chapter One: Toys and Games Self-Assessment

Objectives:

At the end of the lesson, the students can:

- recall the previous lesson; and
回顧上一節課
- complete the self-assessment activity
完成自我評估表

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students what the lessons we discussed before. <ul style="list-style-type: none"> • What lessons we discussed before? 	
主要內容 Core Part			
Presentation	8 mins	Each team has a topic assignment where they must discuss together what they learned about it. After the discussion, they must choose one representative to share their answer.	
Practice	10 mins	Teacher writes the words on the board and call some students to pick a flashcard and act it out in front of the class. The rest of the students guess the word.	flashcards
Production	15 mins	Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not affect the student's grades.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十七節課 (Lesson 17)

Lesson 17: Chapter One: Toys and Games Review

Objectives:

At the end of the lesson, the students can:

- recall and remember the lessons in Chapter 1; and
回顧並記住第一單元的課程內容
- share their favorite lesson in Chapter 1
分享第一單元中最喜歡的課程

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through a Quizizz app activity.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Greet and sing the sharing song.	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Review all the lessons in Chapter 1 using the PPT's.	All PPT's
Practice	15 mins	Students play a game using an app game named Quizizz which they must choose the correct answer.	iPads
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> ● What is your favorite lesson in Chapter 1? Why? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Sharing Song. Retrieved from: <https://youtu.be/96fq4YmYjzQ?si=3j7OShvODQtHHOUk>
 Quizizz: https://quizizz.com/admin/quiz/65ef995985c9c60652a27186?source=quiz_share
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教學活動設計：第十八節課 (Lesson 18)

Lesson 1: Chapter One: Toys and Games Exam

Objectives:

At the end of the lesson, the students can:

- understand test instructions;
理解測驗的指示
- complete the test in a given time; and
在規定時間內完成測驗
- reflect on their test performance
省思測驗的表現

Evaluation:

- Students can answer their test independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Greet and sing the sharing song. Students play a game which they must sing the song and when the music stops they must stand and find another chair to sit.	YouTube Video
主要內容 Core Part			
Presentation	5 mins	Teacher explains how to answer the test.	
Practice	15 mins	Students answer the test papers. If they are finished, they must wait for the others to finish. When everyone's finished, they must give their test papers to the teacher.	test paper
Production	10 mins	After the test, they answer the questions on the test paper together using a big screen so that they assess their performance. Ask the question: <ul style="list-style-type: none"> • How well did you do on your test? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Sharing Song. Retrieved from: <https://youtu.be/96fq4YmYjzQ?si=3j7OShvODQtHHOUk>
Grade 1 Life Skills Workbook, 2024

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 1

課程名稱 (Name of the Curriculum): The Domain of Life

單元名稱 (Name of the Unit): Trees and Flowers

總節數 (Length of the Unit): 600 minutes (15 periods)

設計者 (Lesson Designers): Hanna

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- Learning about the environment is important to better understand and appreciate nature. In this unit, students will explore trees, leaves, flowers, and insects, helping them value their surroundings more.

瞭解環境對更好地理解 and 欣賞自然很重要。在本單元，學生將探索樹木、葉子、花朵和昆蟲，幫助他們更珍惜自己的周圍環境。

Objectives of this unit/theme:

The objectives of this unit/theme are:

- Students learn about what they can see in the trees.
學生學習樹上可以看到的東西。
- Students understand that leaves have different shapes, sizes, colors, and edges.
學生瞭解樹葉有不同的形狀、大小、顏色和邊緣。
- Students explore different kinds of flowers in Taiwan.
學生探索臺灣不同種類的花朵。
- Students learn the different parts of a flower.
學生學習花朵的不同部位。
- Students appreciate more their environment.
學生更加珍惜/欣賞他們的環境。

本單元整體目標 (Learning Objectives for This Unit)

學習重點
Essential
Learning Focuses

學習表現 (Learning Performance):

1-I-3 Reflect on the way I grow and realize what the growth means. Understand the steps needed for growth and the effort required for my progress.

省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。

2-I-6 Understand people, events and the world around us by exploring and studying them.

透過探索與探究人、事、物的歷程，了解其中的道理。

3-I-2 Understand that there are various methods for investigating things and apply them.

體認探究事理有各種方法，並且樂於應用。

5-I-2 Recognize the existence of beauty in the world around you.

在生活環境中，覺察美的存在。

學習內容 (Learning Content):

A-I-1 Understanding what is needed for growth.

生命成長現象的認識。

A-I-3 Understand your strengths and weaknesses.

自我省思。

B-I-1 Appreciating nature and the environment.

自然環境之美的感受。

D-I-3 Be able to listen and take feedback.

	<p>聆聽與回應的表現。</p> <p>D-I-4 Be able to work together and assist others.</p> <p>共同工作並相互協助。</p>
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內容 Content (New knowledge, skills and understanding)	預計進行的節數 Corresponding Lesson
<ul style="list-style-type: none"> ● Students identify the things they can find in the trees. ● Students learn different kinds of insects. ● Students learn about the rules and things they need to bring when going for a walk. ● Students able to find out the things they can see in the trees. ● Students identify the different characteristics of leaves. ● Students explore the different kinds of leaves during the walk. ● Students learn that leaves have different shape, color, and edges. ● Students learn and identify the different flowers in Taiwan. ● Students discover and explore the different flowers in Taiwan while going outside. ● Students identify the different parts of a flower. ● Students discover and explore the different parts of a flower while going outside. ● Students recall the words they learn in Chapter 2. ● Students learn to assess themselves based on their performance. ● Students review all the lessons in Chapter 2. ● Students apply their knowledge through test. 	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p> <p>Lesson 7</p> <p>Lesson 8</p> <p>Lesson 9</p> <p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12</p> <p>Lesson 13</p> <p>Lesson 14</p> <p>Lesson 15</p>

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)
<ul style="list-style-type: none"> ● Students give reasons about the things they can see in the trees. ● Students able to describe the characteristics of the insects. ● Students understand the importance of following rules. ● Students able to explore and appreciate nature. ● Students understand that leaves have different characteristics and appearance. ● Students able to share their observation of their leaves. ● Students appreciate the importance and beauty of flowers. ● Students appreciate the importance of the parts of a flower. ● Students reflect on what they learn in the chapter.

溝通 Communication (What and how)

Language of Learning (Key vocabulary – content-obligatory)	
bird leaf leaves flowers bark insects butterfly bee ladybug ant paper pencil water bottle hat grass shape	oval heart egg jagged smooth edges petals stems lily rose daisy sunflower lotus cherry blossom azalea orchid

Language for learning (Functional language e.g. language while learners participate in the lesson – thinking skills)

Lesson 1	<ul style="list-style-type: none"> • What is it? • What tree do you know?
Lesson 2	<ul style="list-style-type: none"> • What insects do you know? • Where can you find them? • Which one do you like? Why?
Lesson 3	<ul style="list-style-type: none"> • What can/do you see outside? • What you should and shouldn't do when going outside?
Lesson 4	<ul style="list-style-type: none"> • What can you see in the trees? • What did you see during the walk?
Lesson 5	<ul style="list-style-type: none"> • What is this? • Where can we find leaves? • What kind of leaves have you seen around you? • Do leaves have different shapes? • What shapes of leaves have you seen? • Do leaves have different sizes? • Have you seen a big/small leaf? • Do leaves have different edges and colors? • What kind of edges of leaves have you seen? • What colors of leaves have you seen?
Lesson 6	<ul style="list-style-type: none"> • Can you describe your leaf? • Can you share something interesting you learned about leaves during our walk?
Lesson 7	<ul style="list-style-type: none"> • Can you show me your leaves?
Lesson 8	<ul style="list-style-type: none"> • What is it? • Do you like flowers? • What flower do you know?

Lesson 9	<ul style="list-style-type: none"> • What can you say about this flower? • Can you share something interesting you learned during our walk?
Lesson 10	<ul style="list-style-type: none"> • Do you know the parts of a flower? • What are the parts of a flower?
Lesson 11	<ul style="list-style-type: none"> • What part of a flower is it? • How many petals does it have? • How many leaves does it have? • Is the flower thin or fat? • What color are the petals?
Lesson 12	<ul style="list-style-type: none"> • What words can you remember in our lesson?
Lesson 13	<ul style="list-style-type: none"> • What are the lessons we discussed before?
Lesson 14	<ul style="list-style-type: none"> • What is your favorite lesson in Chapter 1? Why?
Lesson 15	<ul style="list-style-type: none"> • How well did you do in the test?

Language through learning (Language progression, practice and extension – emerging language)

- Students are expected to use the language in their own way.
- Students can produce spontaneous sentences based on their language exposure in and outside of the classroom.

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting cultural appreciation, awareness and understanding:

- Students become aware with their surroundings.
- Students appreciate the beauty of the environment.
- Students learn to value the importance flowers and trees.
- Students learn about different places where trees and flowers grow.
- Students discuss ways to help nature and why it's important.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: In the Trees

Objectives:

At the end of the lesson, the students can:

- identify the things they can see in the trees;
辨識在樹上能看到的東西
- appreciate the importance of trees; and
意識到樹木的重要性
- apply their knowledge through a Wordwall exercise
藉由 Wordwall 應用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	4 mins	Show a picture of a tree and ask the question: <ul style="list-style-type: none"> ● What is it? ● What tree do you know? 	
主要內容 Core Part			
Presentation	12 mins	Each team brainstorms what they see in the trees. After the brainstorming, each team must share one thing they see in the trees in the class. Make sure that answers are not repeated. Use PPT 2.1 slides 1-6 only to reinforce discussion.	PPT 2.1
Practice	10	Students must scan the QR code of the word wall exercise which they have to choose the correct answer.	Word Wall iPads
Production	12 mins	Students answer Activity 2.1 which they must write the number for each word next to the matching picture, fill in the boxes with the correct colors, and trace the words.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Word Wall: <https://wordwall.net/resource/70982076>
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教學活動設計：第二節課 (Lesson 2)

Lesson 2: In the Trees: Insects

Objectives:

At the end of the lesson, the students can:

- identify and describe the different insects;
辨別並描述不同的昆蟲
- follow and play the game about insects; and
遵循並玩有關昆蟲的遊戲
- share what insect they like and don't like
分享喜歡與不喜歡的昆蟲

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can follow and play the game.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students learn and sing the "Butterfly Song." <i>Butterfly, butterfly, butterfly (3x)</i> <i>Butter-, butter-, butter-, butterfly</i> <i>Ladybug, ladybug, ladybug (3x)</i> <i>Lady-, lady-, lady-, ladybug</i> <i>Bumblebee, bumblebee, bumblebee (3x)</i> <i>Bumble-, bumble-, bumble-, bumblebee</i> <i>Butterfly, ladybug, and bumblebee,</i> <i>Flying all around the trees,</i> <i>Ladybug, bumblebee, and butterfly.</i> <i>Flying high into the sky.</i>	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Teacher asks students the question: <ul style="list-style-type: none"> ● What insects do you know? ● Where can you find them? ● Which one do you like? Why? Use PPT 2.1 slides 6-7 only to reinforce discussion.	PPT 2.1
Practice	10 mins	Each team is assigned a certain insect. They play a game which they must do the action when the teacher mentioned the name of the insect. Team 1: butterfly (clap once) Team 2: ladybug (stomp once) Team 3: bumblebee (say "hooray!") Team 4: ant (clap twice) Team 5: spider (stomp twice) team 6: caterpillar (say "shhhhhhh!")	
Production	10 mins	Students share the insect they like and don't like with their teams and give reasons.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Butterfly Ladybug Bumblebee. Retrieved from: https://youtu.be/EgiQ6GliTrI?si=17F_B3ydGs4x7dxq
Grade 1 Life Skills Workbook, 2024

教學活動設計：第三節課 (Lesson 3)

Lesson 3: In the Trees: Going on a Walk pt. 1

Objectives:

At the end of the lesson, the students can:

- observe proper rules when going outside;
外出時遵守正確的規則
- understand how to answer the checklist; and
理解如何回答清單表
- learn the things they need to bring during the walk
學習散步時需要攜帶的物品

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students to look outside, and asks the question: <ul style="list-style-type: none"> ● What can/do you see outside? Teacher explains that they are going outside for a walk to observe. Teacher then asks students the question: <ul style="list-style-type: none"> ● What you should and shouldn't do when going outside? 	
主要內容 Core Part			
Presentation	10 mins	Use PPT 2.3 to reinforce discussion. For slide 5, the teacher explains the Walk Checklist that while they are on the walk they must look for these things and make a tick in a box next to the picture each time they see one. Student can make up to 4 ticks, then no more.	PPT 2.3
Practice	13 mins	Using the Walk Checklist, teacher gives situations and asks students the answers.	Workbook
Production	10 mins	Students answer Activity 2.3 together which they must trace the words and circle the things on the table they need for the walk.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第四節課 (Lesson 4)

Lesson 4: In the Trees: Going on a Walk pt. 2

Objectives:

At the end of the lesson, the students can:

- observe proper rules when going outside;
外出時遵守正確的規則
- answer the checklist during the walk; and
散步時回答清單上的問題
- share their observation during the walk
散步時分享他們的觀察

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Prepare to go out for a walk. Students bring their Life Skills book and a pencil.	
主要內容 Core Part			
Presentation	5 mins	Review the things they can see in the trees.	
Practice	18 mins	Answer the Walk Checklist while they are on the walk.	Workbook
Production	10 mins	After the walk, in the classroom, the teacher will have students share what they found around the skywalk. Students can share what they did see, and what they didn't see	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第五節課 (Lesson 5)

Lesson 5: In the Trees: Leaves pt. 1

Objectives:

At the end of the lesson, the students can:

- identify where we can find leaves;
辨識可以找到葉子的地方
- learn that leaves have different shapes, colors, edges, and sizes; and
學習葉子有不同的形狀、顏色、邊緣和大小
- apply their knowledge through a word wall exercise
藉由 Wordwall 運用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher shows a leaf, and asks: <ul style="list-style-type: none"> ● What is this? ● Where can we find leaves? 	
主要內容 Core Part			
Presentation	13 mins	Use PPT 2.5 to reinforce discussion. Teacher asks the following questions: What kind of leaves have you seen around you? Do leaves have different shapes? What shapes of leaves have you seen? Do leaves have different sizes? Have you seen a big/small leaf? Do leaves have different edges and colors? What kind of edges of leaves have you seen? What colors of leaves have you seen?	PPT 2.5
Practice	10 mins	Students do a Word Wall exercise.	Word Wall
Production	10 mins	Students answer Activity 2.5 (page 23) which they must circle the correct word to describe the leaf.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Word Wall Exercise: <https://wordwall.net/resource/71856984>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第六節課 (Lesson 6)

Lesson 6: In the Trees: Leaves pt. 2

Objectives:

At the end of the lesson, the students can:

- identify different kinds of leaves;
辨別不同種的葉子
- share their observation during the walk;
分享散步時的觀察
- describe the leaves they bring that they picked during the walk;
描述散步時撿到的葉子
- appreciate the importance of leaves
領會葉子的重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Show students different kinds of leaves. Tell them that we are going out for a walk and look at the different leaves around the school.	
主要內容 Core Part			
Presentation	13 mins	Students go out for a walk and observe. Each team picks one leaf before going back to the classroom.	
Practice	10 mins	Using the leaf, they picked outside during the walk they must describe the leaf and must choose one student to go in front and share their answer bringing the leaf they have.	leaves they picked
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> ● Can you share something interesting you learned about leaves during our walk? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第七節課 (Lesson 7)

Lesson 7: In the Trees: Leaves pt. 3

Objectives:

At the end of the lesson, the students can:

- share their observation about the leaves they bring; and
分享他們帶來的樹葉的觀察
- apply their knowledge through an activity
藉由活動應用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Ask students to show the leaf they bring.	leaves they bring
主要內容 Core Part			
Presentation	10 mins	Students share and observe their leaves with their classmates.	
Practice	13 mins	After the discussion the teacher asks one student from each group to tell the whole class about their group's observations.	
Production	10 mins	Students answer Activity 2.5 which they must draw a picture of their leaf and answer the questions.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第八節課 (Lesson 8)

Lesson 8: In the Trees: Flowers in Taiwan pt.1

Objectives:

At the end of the lesson, the students can:

- identify the different flowers in Taiwan;
辨識臺灣不同的花朵
- discover the different flowers in Taiwan through AR activity; and
藉由擴增實境 (AR) 活動發現臺灣不同的花朵
- appl their knowledge through a word wall exercise
藉由 Wordwall 運用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise and AR activity.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Show students a real flower, and ask: <ul style="list-style-type: none"> ● What is it? ● Do you like flowers? ● What flower do you know? 	real flower
主要內容 Core Part			
Presentation	10 mins	Use PPT 2.6 (slides 1-3) to reinforce discussion.	PPT 2.6
Practice	13 mins	Each team is given a n iPad to discover more about the flowers in Taiwan through AR activity.	iPads
Production	10 mins	Students scan the word wall QR code and choose the correct answer.	iPads Word Wall
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Word Wall Exercise: <https://wordwall.net/resource/70979554>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第九節課 (Lesson 9)

Lesson 9: In the Trees: Flowers in Taiwan pt.2

Objectives:

At the end of the lesson, the students can:

- share their observation about the different flowers in Taiwan; and
分享對臺灣不同花朵的觀察
- differentiate the different flowers in Taiwan;
辨別臺灣不同的花朵

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Tell them that we are going out for a walk and look at the different flowers in Taiwan around the school.	
主要內容 Core Part			
Presentation	13 mins	Students go out for a walk and observe, and asks the question: <ul style="list-style-type: none"> ● What can you say about this flower? 	
Practice	10 mins	Each team is given time to share what flower in Taiwan do they like the most. Teacher asks some students to share their answer in class.	
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> ● Can you share something interesting you learned during our walk? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References: Grade 1 Life Skills Workbook, 2024			

教學活動設計：第十節課 (Lesson 10)

Lesson 10: In the Trees: Parts of a Flower pt. 1

Objectives:

At the end of the lesson, the students can:

- identify the parts of a flower;
辨別花朵的每個部位
- explain the reasons why each part of a flower is important; and
說明為什麼花朵的每個部位都很重要的原因
- apply their knowledge through a word wall exercise
藉由 Wordwall 運用他們的知識

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the Word Wall exercise.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the question: <ul style="list-style-type: none"> ● Do you know the parts of a flower? ● What are the parts of a flower? 	
主要內容 Core Part			
Presentation	10 mins	Use PPT 2.6 (slide 4) to reinforce discussion. After, asks students to draw the parts of the flower on the board.	PPT 2.6
Practice	10 mins	Each team is given one iPad and scan the Word Wall QR Code to answer.	iPads Word Wall
Production	13 mins	Students answer Activity 2.6 (page 25) which they must put circle stickers to decorate the flower.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Word Wall Exercise: https://wordwall.net/resource/70979627			
Grade 1 Life Skills Workbook, 2024			

教學活動設計：第十一節課 (Lesson 11)

Lesson 11: In the Trees: Parts of a Flower pt. 2

Objectives:

At the end of the lesson, the students can:

- draw the parts of a flower; and
畫出花朵的每個部位
- share their observation during the walk
分享散步時的觀察

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Teacher asks students if they can remember the parts of a flower and what are they.	
主要內容 Core Part			
Presentation	10 mins	Use PPT 2.6 (slide 5) to reinforce discussion. Teacher asks some students to draw the parts of the flower that teacher said. <ul style="list-style-type: none"> ● petals ● stem ● leaves 	PPT 2.6
Practice	15 mins	Go to a specific place where the certain flower to observe the parts of a flower is. Teacher asks the following questions: <ul style="list-style-type: none"> ● What part of a flower is it? ● How many petals does it have? ● How many leaves does it have? ● Is the flower thin or fat? ● What color are the petals? 	real flower
Production	10 mins	Students answer Activity 2.6 (page 24) based on the flower they observed together during the walk.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Chapter Two: Trees and Flowers Word List

Objectives:

At the end of the lesson, the students can:

- recall vocabulary in Chapter 2;
回顧第二單元的詞彙
- read aloud the vocabulary in English and Chinese; and
大聲朗朗讀英語和中文詞彙
- trace and copy the vocabulary words in the workbook
描寫及抄寫習作中的詞彙

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Teacher asks the students what vocabulary they can remember from the lessons we discussed.	
主要內容 Core Part			
Presentation	5 mins	Students read all the vocabulary altogether in English and Chinese.	Workbook
Practice	10 mins	Teacher ask a student in each team to go in front and trace the words on the screen.	Workbook Screen
Production	20 mins	Students trace and copy each of the words from the word list.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十二節課 (Lesson 13)

Lesson 13: Chapter Two: Trees and Flowers Self-Assessment

Objectives:

At the end of the lesson, the students can:

- recall the previous lesson; and
回顧上一節課
- complete the self-assessment activity
完成自我評估表

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students what the lessons we discussed before.	
主要內容 Core Part			
Presentation	8 mins	Each team has a topic assignment where they must discuss together what they learned about it. After the discussion, they must choose one representative to share their answer.	
Practice	10 mins	Teacher writes the words on the board and call some students to pick a flashcard and act it out in front of the class. The rest of the students guess the word.	flashcards
Production	15 mins	Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not affect the student's grades.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十四節課 (Lesson 14)

Lesson 14: Chapter Two: Trees and Flowers Review

Objectives:

At the end of the lesson, the students can:

- recall and remember the lessons in Chapter 2; and
回顧並記住第二單元的課程內容
- share their favorite lesson in Chapter 2
分享第二單元中最喜歡的課程

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through a Quizizz app activity.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Greet and sing all the songs in Chapter 2.	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Review all the lessons in Chapter 2 using the PPT's.	All PPT's
Practice	15 mins	Students play a game using an app game named Quizizz which they must choose the correct answer.	iPads
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> ● What is your favorite lesson in Chapter 2? Why? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Butterfly Ladybug Bumblebee. Retrieved from: https://youtu.be/EgiQ6GltIrl?si=17F_B3ydGs4x7dxq
 Quizizz: https://quizizz.com/admin/quiz/665438d14909fcf02f71f1a5?source=quiz_share
 Grade 1 Life Skills Workbook, 2024

教學活動設計：第十五節課 (Lesson 15)

Lesson 15: Chapter Two: Trees and Flowers Exam

Objectives:

At the end of the lesson, the students can:

- understand test instructions;
理解測驗的指示
- complete the test in a given time; and
在規定時間內完成測驗
- reflect on their test performance
省思測驗的表現

Evaluation:

- Students can answer their test independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Greet and sing the songs in Chapter 2. Students play a game which they must sing the song and when the music stops they must stand and find another chair to sit.	YouTube Video
主要內容 Core Part			
Presentation	5 mins	Teacher explains how to answer the test.	test paper
Practice	15 mins	Students answer the test papers. If they are finished, they must wait for the others to finish. When everyone's finished, they must give their test papers to the teacher.	
Production	10 mins	After the test, they answer the questions on the test paper together using a big screen so that they assess their performance.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Butterfly Ladybug Bumblebee. Retrieved from: https://youtu.be/EgiQ6GliTrI?si=17F_B3ydGs4x7dxq
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實施年級 (Grade Level): Grade 1

課程名稱 (Name of the Curriculum): The Domain of Life

單元名稱 (Name of the Unit): New Life

總節數 (Length of the Unit): 480 minutes (12 periods)

設計者 (Lesson Designers): Hanna

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- Learning about living and nonliving things is important to understand nature better. In this unit, students will study how apple trees, butterflies, and chickens grow and develop, learning about the processes that keep them alive.

學習生物和非生物對於更好地了解自然很重要。在本單元，學生將學習蘋果樹、蝴蝶和雞是如何生長和發展的，瞭解它們生命的變化過程。

Objectives of this unit/theme:

The objectives of this unit/theme are:

- Students learn the differences between living and nonliving things.
學生學習生物和非生物間的不同。
- Students understand the concept of life cycle.
學生理解生命週期的概念。
- Students explore life cycles, like those of apple trees, butterflies, and chickens.
學生探討蘋果樹、蝴蝶和雞的生命週期。

本單元整體目標 (Learning Objectives for This Unit)

<p>學習重點 Essential Learning Focuses</p>	<p>學習表現 (Learning Performance):</p> <p>1-I-3 Reflect on the way I grow and realize what the growth means. Understand the steps needed for growth and the effort required for my progress. 省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。</p> <p>2-I-2 Observe changes in people, events and the world around us, and explore the causes of that change. 觀察生活中人、事、物的變化，覺知變化的可能因素。</p> <p>2-I-3 Explore the people, events and the world around us, and understand the ways they influence each other. 探索生活中的人、事、物，並體會彼此之間會相互影響。</p> <p>2-I-6 Understand people, events and the world around us by exploring and studying them. 透過探索與探究人、事、物的歷程，了解其中的道理。</p> <p>7-I-4 Be able to set rules or find methods for common goals and work together to achieve those goals. 能為共同的目標訂定規則或方法，一起工作並完成任務。</p>
	<p>學習內容 (Learning Content):</p> <p>A-I-2 Observe the changes in your life and the world around you. 生命成長現象的認識。</p> <p>A-I-3 Understand your strengths and weaknesses. 自我省思。</p> <p>D-I-3 Be able to listen and take feedback. 聆聽與回應的表現。</p>

	D-I-4 Be able to work together and assist others. 共同工作並相互協助。
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內容 Content (New knowledge, skills and understanding)	預計進行的節數 Corresponding Lesson
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<ul style="list-style-type: none"> ● Students learn the differences of living and non-living things. ● Students identify living things and non-living things. ● Students learn about how apple trees grow. ● Students learn how butterflies grow and change. ● Students identify the stages of the butterfly life cycle. ● Students understand how chickens grow from eggs to adults. ● Students identify the stages of the chicken life cycle. ● Students differentiate the apple tree, butterfly, and chicken life cycles. ● Students recall the words they learn in Chapter 3. ● Students learn to assess themselves based on their performance. ● Students review all the lessons in Chapter 3. ● Students apply their knowledge through test. 	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12
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認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

<ul style="list-style-type: none"> ● Students understand the concept of living and non-living things. ● Students give reasons why things are living and non-living. ● Students comprehend and value the concept of a "life cycle." ● Students recognize the essential requirements for living organisms, including food, water, and air. ● Students become familiar with the stages of the life cycles of a butterfly, apple tree, and chicken. ● Students explain the changes that occur as living things progress through their life stages. ● Students reflect on what they learn in the chapter.

溝通 Communication (What and how)

Language of Learning (Key vocabulary – content-obligatory)
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living thing non-living thing robot person people school park playground zoo home supermarket food water air grow	life cycle chrysalis caterpillar eggs butterfly repetition changes apple tree fruit seeds flowers chicken hatchling chick egg
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Language for learning (Functional language e.g., language while learners participate in the lesson – thinking skills)

Lesson 1	<ul style="list-style-type: none"> ● What is it? ● Why is it a living thing? ● Why is it a nonliving thing? ● How are they (a living thing and a nonliving) different? ● Does "Kebbi" need (food/water/air)? ● Does a person need (food/water/air)? ● Does "Kebbi" grow? ● Does a person grow?
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Lesson 2	<ul style="list-style-type: none"> • What did you observe in the video? • Is it living or non-living?
Lesson 3	<ul style="list-style-type: none"> • What tree is it? • Is an apple tree a living or non-living thing? Why/why not? • Why does it seem like apples never run-out even though we eat them? • What is the first thing that happens in the apple tree? • What happened to the seeds? • What happened after the tree grew? • What happened to the flowers? • What do people do with the fruit (apple)? • After people eat the fruit, what's left? • What did you observe?
Lesson 4	<ul style="list-style-type: none"> • What is it? • Is a butterfly a living or non-living thing? Why? • What did you observe in the video? • Where does the butterfly lay her eggs? • When the eggs hatch, what do they become? • What does the caterpillar eat?
Lesson 5	<ul style="list-style-type: none"> • What are the four stages of the butterfly life cycle?
Lesson 6	<ul style="list-style-type: none"> • What is it? • Is a chicken a living or non-living thing? Why? • When the egg hatches, what does it become? • When the hatchling grows, what does it become? • When a chick grows, what does it become?
Lesson 7	<ul style="list-style-type: none"> • What are the four stages of the chicken life cycle? • What is the (first/second/third/fourth) stage in the chicken life cycle?

Lesson 8	<ul style="list-style-type: none"> • What are the stages of the Apple Tree Life Cycle? • What are the stages of the Butterfly Life Cycle? • What are the stages of the Chicken Life Cycle?
Lesson 9	<ul style="list-style-type: none"> • What words can you remember in our lesson?
Lesson 10	<ul style="list-style-type: none"> • What are the lessons we discussed before?
Lesson 11	<ul style="list-style-type: none"> • What is your favorite lesson in Chapter 1? Why?
Lesson 12	<ul style="list-style-type: none"> • How well did you do in the test?

Language through learning (Language progression, practice and extension – emerging language)

- Students are expected to use the language in their own way.
- Students can produce spontaneous sentences based on their language exposure in and outside of the classroom.

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting cultural appreciation, awareness and understanding:

- Students find and become aware of the living and nonliving things around them.
- Students talk about how plants and animals grow, and change based on their own experiences.
- Students learn about different places where living and nonliving things exist.
- Students discuss ways to help nature and why it's important.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Living and Nonliving pt. 1

Objectives:

At the end of the lesson, the students can:

- identify and differentiate between living and nonliving things;
分辨並區別生物和非生物
- come up with examples of living and nonliving things in various settings;
在不同情景中舉出生物和非生物的例子
- share their answers with the class, explaining why they categorized certain things as living or nonliving;
在課堂上分享他們的答案，說明為什麼將某些事物歸類為生物或非生物
- apply their knowledge through an interactive game (Quizizz) to reinforce their understanding of living and nonliving things; and
藉由互動遊戲 (Quizizz) 運用他們的知識，以加強對生物和非生物的理解
- analyze a mix of pictures to categorize them correctly as living or nonliving things
分析一組圖片，將它們正確歸類為生物或非生物

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through a Quizizz app activity.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can differentiate living and nonliving things correctly.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>Show students "Kebbi" the robot and ask the question "What is it?".</p> <p>Afterwards, the teacher asks one volunteer to go in front of the class.</p> <p><i>Kebbi speaks "Good morning, everyone. My name is Kebbi. Nice to meet you." After the robot, the volunteer says "Good morning, everyone. My name is _____. Nice to meet you."</i></p> <p>Then, the teacher introduces that a "robot" is a nonliving thing and a "person" is a living thing.</p>	Kebbi the Robot
主要內容 Core Part			

Presentation	15 mins	<p>The teacher explains that there are many living and nonliving things around.</p> <p>Each team must think of one example of a living thing and a nonliving thing they can see or find based on the picture of the place they picked through group brainstorming activity.</p> <p><u>List of places:</u></p> <ol style="list-style-type: none"> 1. school 2. park 3. playground 4. zoo 5. home 6. supermarket <p>After the brainstorming, each team must share their answers in class, and the teacher writes their answers on the board. (Note: It is okay if the student's answers are wrong.)</p> <table border="1" data-bbox="560 815 1214 1088"> <thead> <tr> <th>Team</th> <th>Place</th> <th>Living Thing</th> <th>Non-living Thing</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>School</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Park</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Playground</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Zoo</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Home</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>supermarket</td> <td></td> <td></td> </tr> </tbody> </table> <p>The teacher checks the answers and asks the whole class the following questions:</p> <ul style="list-style-type: none"> • Why is it a living thing? • Why is it a nonliving thing? • Now, how are they (a living thing and a nonliving thing) different? <p>Afterwards, the teacher reinforces the student's answers by showing the pictures of the following:</p> <ul style="list-style-type: none"> • food • water • air • grow and ask: • Does "Kebbi" need (food/water/air)? • Does a person need (food/water/air)? • Does "Kebbi" grow? <p>Does a person grow?</p>	Team	Place	Living Thing	Non-living Thing	1	School			2	Park			3	Playground			4	Zoo			5	Home			6	supermarket			Flashcards
Team	Place	Living Thing	Non-living Thing																												
1	School																														
2	Park																														
3	Playground																														
4	Zoo																														
5	Home																														
6	supermarket																														
Practice	10 mins	Each team is given an iPad and plays an App game named Kahoot. They must choose the correct answer.	iPads Big Screen																												
Production	8 mins	<p>Each team is given a set of pictures of a mix of living and nonliving things and a board. They must choose the correct pictures of the category assigned to them.</p> <p><u>Group Category Assignment:</u></p> <p>Teams 1-3: Living Things Teams 4-6: Non-Living Things</p>	Pictures Board																												

總結 Closure

Wrap-up	2 mins	Review. Clean-up.	
Reference: Kahoot: https://create.kahoot.it/share/living-and-non-living-thing/cf6906db-59fb-4310-a5b4-1686e3fce41a Grade 1 Life Skills Workbook, 2024			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Living and Nonliving pt. 2

Objectives:

At the end of the lesson, the students can:

- identify living and non-living things;
辨別生物和非生物
- share their observation about living and non-living things; and
分享對生物和非生物的觀察
- explain what is living and non-living things;
說明什麼是生物和非生物

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can differentiate living and nonliving things correctly.
- Students can complete the activity independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students watch the video about "Living and Non-Living" and asks for their observation.	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Use PPT 3.2 to reinforce discussion. Each slide, asks students if it is living or non-living thing and give reasons.	PPT 3.2
Practice	10 mins	Answer Activity 3.1 which they must trace the words, and color the living things green and red for non-living things.	Workbook
Production	10 mins	Students answer Activity 3.2 which they must circle what each picture needs, and tick if the picture is living or non-living.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean-up.	

References:

Living and Non-Living. Retrieved from: https://youtu.be/LScD4x-kEbQ?si=74DEZy3IIJ_4ggtb
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教學活動設計：第三節課 (Lesson 3)

Lesson 3: Apple Tree Life Cycle

Objectives:

At the end of the lesson, the students can:

- identify the stages of the life cycle of an apple tree;
分辨蘋果樹生命週期的每個階段
- understand the concept of a life cycle;
瞭解生命週期的概念
- answer questions about the specific events and changes that occur during the life cycle of an apple tree; and
回答有關蘋果樹生命週期特有的變化的問題
- demonstrate their understanding of the apple tree life cycle by accurately drawing and labeling the four main stages (seed, seedling, tree with flowers, tree with fruits)
藉由準確地畫出和標註四個主要階段 (種子、幼苗、開花、結果) , 以顯示對蘋果樹生命週期的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through the word wall activity.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can identify the stages of the apple tree life cycle.
- Students can answer a worksheet on their books to be marked by a teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Show students a picture of an apple tree and ask the following questions: <ul style="list-style-type: none"> • What tree is it? • Is an apple tree a living or non-living thing? Why/Why not? • Why does it seem like apples never run-out even though we eat them? 	PPT
主要內容 Core Part			
Presentation	10 mins	The teacher explains that living things undergo a life cycle, and one of the examples is the "Apple Tree". Students watch a video about the life cycle of an apple tree, then ask the following questions: <ul style="list-style-type: none"> • What is the first thing that happens in the apple tree? • What happened to the seeds? • What happened after the tree grew? • What happened to the flowers? • What do people do with the fruit (apple)? • After people eat the fruit, what's left? Ask the same questions again, then ask the question below after: <ul style="list-style-type: none"> • What did you observe? 	YouTube Video
Practice	10 mins	Students scan the Word Wall QR code and choose the correct answer.	iPads Word Wall
Production	10 mins	Students will draw the 4 stages of the apple tree life cycle.	Workbook
總結 Closure			
Wrap-up	5 mins	Review. Clean-up.	

References:

Apple Tree Life Cycle. Retrieved from: <https://youtu.be/eBzTCbGnlWo?si=3LLBLexCwUBWctup>

Word Wall Exercise: <https://wordwall.net/resource/70982076>

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教學活動設計：第四節課 (Lesson 4)

Lesson 4: Butterfly Life Cycle pt. 1

Objectives:

At the end of the lesson, the students can:

- identify and name the stages of a butterfly's life cycle;
辨別並說出蝴蝶生命週期的每個階段
- understand that living things go through changes in their life cycles;
瞭解生物在其生命週期中會經歷變化
- answer questions about the butterfly life cycle, including where eggs are laid, what hatches from the eggs, and what caterpillars eat; and
回答關於蝴蝶生命週期的問題，包括卵是在哪裡產下的、卵孵化出什麼、毛毛蟲吃什麼
- participate in an app game named Quizizz to reinforce their understanding of the butterfly life cycle stages
藉由名為 Quizizz 的遊戲，以加強對蝴蝶生命週期每個階段的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through the word wall activity.
- Students can speak of the terminologies correctly both in English and Chinese.

活動順序 Order of Activity	時間 Time	活動內容 Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Show a picture of a butterfly, and ask: <ul style="list-style-type: none"> ● What is it? ● Is a butterfly a living or non-living thing? Why? 	PPT
主要內容 Core Part			
Presentation	10 mins	Each team brainstorms about the butterfly life cycle and asks some students to share in class. Show a video of the "Life Cycle of a Butterfly Song" and ask students if their answers are correct. Afterwards, students answer the following questions: <ul style="list-style-type: none"> ● What did you observe in the video? ● Where does the butterfly lay her eggs? ● When the eggs hatch, what do they become? ● What does the caterpillar eat? 	YouTube Video
Practice	10 mins	Students play an app game named Quizizz and choose the correct answer.	iPads
Production	10 mins	Students answer Activity 3.5 which they must read the 4 stages of the butterfly life cycle, trace the words, and color the pictures.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean-up.	

References:

Life Cycle of a Butterfly. Retrieved from: <https://youtu.be/k4PgIcarTA>

Quizizz:

https://quizizz.com/admin/quiz/665446213b881c0751745537?source=quiz_share

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教學活動設計：第五節課 (Lesson 5)

Lesson 5: Butterfly Life Cycle pt. 2

Objectives:

At the end of the lesson, the students can:

- identify and name the stages of a butterfly's life cycle; and
辨別並說出蝴蝶生命週期的每個階段
- work in teams to create a poster showing the four stages of the butterfly life cycle, with labeled pictures and arrows indicating the direction of the cycle
分組製作海報，展示蝴蝶生命週期的四個階段，並在圖上標示階段名稱和指示週期順序的箭頭

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can identify the stages of the apple tree life cycle through the group poster making activity.

活動順序 Order of Activity	時間 Time	活動內容 Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Watch the video of the Butterfly Life Cycle Song.	PPT
主要內容 Core Part			
Presentation	10 mins	Learn the lyrics of the Butterfly Life Cycle Song.	Workbook
Practice	5 mins	Students sing the song. After, play a game which they must sing the song and when the music stops they must stand and find a new chair to sit.	
Production	20 mins	Each team gets half a poster sized colored sheet of paper with title on it, and the four arrows showing the direction of the life cycle. They are also given a set of pictures of the four stages of the butterfly life cycle and flashcards of the name of each stage to label. Students glue each picture into the correct part of the life cycle and label. Present their outputs in front of the class.	Poster Paper Pictures Glue Flashcards
總結 Closure			
Wrap-up	2 mins	Review. Clean-up.	

References:

Life Cycle of a Butterfly. Retrieved from: <https://youtu.be/k4PgljcarTA>
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教學活動設計：第六節課 (Lesson 6)

Lesson 6: Chicken Life Cycle pt. 1

Objectives:

At the end of the lesson, the students can:

- identify and name the stages of a chicken's life cycle;
辨別並說出雞生命週期的每個階段
- understand that living things go through changes in their life cycles;
瞭解生物在其生命週期中會經歷變化
- answer questions about the chicken's life cycle, including what it becomes at different stages of growth; and
回答關於雞生命週期的問題，包括在不同週期階段牠會變成什麼
- demonstrate their comprehension of the topic in the group activity
藉由小組活動展示對主題的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can identify the stages of the chicken life cycle through play and group presentation.

活動順序 Order of Activity	時間 Time	活動內容 Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Show a picture of a chicken, and ask: <ul style="list-style-type: none"> ● What is it? ● Is a chicken a living or non-living thing? Why? 	PPT
主要內容 Core Part			
Presentation	10 mins	Each team discusses the life cycle of the chicken and asks to share their answers. Show a video of a chicken's life cycle to help students confirm or correct their guesses. Afterwards, students answer the following questions: <ul style="list-style-type: none"> ● When the egg hatches, what does it become? ● When the hatchling grows, what does it become? ● When a chick grows, what does it become? 	YouTube Video
Practice	10 mins	Students play an app game named Quizizz.	iPads
Production	10 mins	Each team discusses the similarities and differences of the butterfly and chicken life cycle and share in class.	
總結 Closure			
Wrap-up	2 mins	Review. Clean-up.	

References:

Egg to Chicken Time Lapse. Retrieved from: https://youtu.be/IBUfNre_wy4

Quizizz: https://quizizz.com/admin/quiz/6654477b492696670f02155f?source=quiz_share

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教學活動設計：第七節課 (Lesson 7)

Lesson 7: Chicken Life Cycle pt. 2

Objectives:

At the end of the lesson, the students can:

- identify and name the stages of a chicken's life cycle; and
辨別並說出雞生命週期的每個階段
- demonstrate their comprehension of the topic through play
藉由玩遊戲展示他們對主題的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can identify the stages of the chicken life cycle through play.
- Students can complete the activity independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students the 4 stages of the chicken life cycle.	PPT
主要內容 Core Part			
Presentation	10 mins	Each student is given a hat representing the life cycle stage of the chicken to wear. Students form groups of four to represent the chicken's life cycle and present it to the class.	YouTube Video
Practice	13 mins	Using the hats given to them, students play a game where they listen to the teacher. When the teacher calls out a stage number (stage 1- stage 4) of the chicken's life cycle, students with corresponding hats will stand. Similarly, if the teacher calls out each stage of the chicken's life cycle (eggs, hatchling, chick, and chicken), and students wearing the said hat stand.	Chicken Life Cycle Stages Hats
Production	10 mins	Students answer Activity 3.6 which they must color the pictures, cut out the pictures, and glue them in the correct stages of the chicken life cycle.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean-up.	

References:

Egg to Chicken Time Lapse. Retrieved from: https://youtu.be/IBUfNre_wy4
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教學活動設計：第八節課 (Lesson 8)

Lesson 8: Living Life Cycles

Objectives:

At the end of the lesson, the students can:

- differentiate the life cycle of the apple tree, butterfly, and chicken; and
區分蘋果樹、蝴蝶和雞的生命週期
- identify the similarities and differences of each living life cycles
辨別每個生物生命週期的相似和相異之處

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can complete the activity to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Watch all the videos about: <ul style="list-style-type: none"> Apple Tree Life Cycle Butterfly Life Cycle Chicken Life Cycle 	YouTube Videos
主要內容 Core Part			
Presentation	5 mins	Teacher asks the following questions: <ul style="list-style-type: none"> What are the stages of the Apple Tree Life Cycle? What are the stages of the Butterfly Life Cycle? What are the stages of the Chicken Life Cycle? 	
Practice	10 mins	Students play an app game named Quizizz.	iPads
Production	18 mins	Students answer Activity 3.7 which they must color the apple tree life cycle green, pink for butterfly life cycle, and yellow for chicken life cycle.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Apple Tree Life Cycle. Retrieved from: <https://youtu.be/eBzTCbGnlWo?si=3LLBLEXCwUBWctup>
 Life Cycle of a Butterfly. Retrieved from: <https://youtu.be/k4PgIjcarTA>
 Egg to Chicken Time Lapse. Retrieved from: https://youtu.be/IBUfNre_wy4
 Quizizz: https://quizizz.com/admin/quiz/665448cfb9280a676fc866ce?source=quiz_share
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教學活動設計：第九節課 (Lesson 9)

Lesson 9: Chapter Three: New Life Word List

Objectives:

At the end of the lesson, the students can:

- recall vocabulary in Chapter 3;
回顧第三單元的詞彙
- read aloud the vocabulary in English and Chinese; and
大聲朗讀英語和中文詞彙
- trace and copy the vocabulary words in the workbook
描寫及抄寫習作中的詞彙

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Teacher asks the students what vocabulary they can remember from the lessons we discussed.	
主要內容 Core Part			
Presentation	5 mins	Students read all the vocabulary altogether in English and Chinese.	Workbook
Practice	10 mins	Teacher ask a student in each team to go in front and trace the words on the screen.	Workbook Screen
Production	20 mins	Students trace and copy each of the words from the word list.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Grade 1 Life Skills Workbook, 2024			

教學活動設計：第十節課 (Lesson 10)

Lesson 10: Chapter Three: New Life Self-Assessment

Objectives:

At the end of the lesson, the students can:

- recall the previous lesson; and
回顧上一節課
- complete the self-assessment activity
完成自我評估表

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students what the lessons we discussed before.	
主要內容 Core Part			
Presentation	8 mins	Each team has a topic assignment where they must discuss together what they learned about it. After the discussion, they must choose one representative to share their answer.	
Practice	10 mins	Teacher writes the words on the board and call some students to pick a flashcard and act it out in front of the class. The rest of the students guess the word.	flashcards
Production	15 mins	Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not affect the student's grades.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

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教學活動設計：第十一節課 (Lesson 11)

Lesson 11: Chapter Three: New Life Review

Objectives:

At the end of the lesson, the students can:

- recall and remember the lessons in Chapter 3; and
回顧並記住第三單元的課程內容
- share their favorite lesson in Chapter 3
分享第三單元中最喜歡的課程

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer through a Quizizz app activity.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Greet and sing all the songs in Chapter 3.	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Review all the lessons in Chapter 3 using the PPT's.	All PPT's
Practice	15 mins	Students play a game using an app game named Quizizz which they must choose the correct answer.	iPads
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> ● What is your favorite lesson in Chapter 2? Why? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Life Cycle of a Butterfly. Retrieved from: <https://youtu.be/k4PgljcarTA>

Quizizz: https://quizizz.com/admin/quiz/665449edaa90346f3d62b340?source=quiz_share

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教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Chapter Three: New Life Exam

Objectives:

At the end of the lesson, the students can:

- understand test instructions;
理解測驗的指示
- complete the test in a given time; and
在規定時間內完成測驗
- reflect on their test performance
省思測驗的表現

Evaluation:

- Students can answer their test independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Greet and sing all the songs in Chapter 2. Students play a game which they must sing the song and when the music stops they must stand and find another chair to sit.	YouTube Video
主要內容 Core Part			
Presentation	5 mins	Teacher explains how to answer the test.	
Practice	15 mins	Students answer the test papers. If they are finished, they must wait for the others to finish. When everyone's finished, they must give their test papers to the teacher.	test papers
Production	10 mins	After the test, they answer the questions on the test paper together using a big screen so that they assess their performance.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Life Cycle of a Butterfly. Retrieved from: <https://youtu.be/k4PgljcarTA>
Grade 1 Life Skills Workbook, 2024

第四單元

新北市龍埔國小雙語實驗課程教學活動設計 New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 1
課程名稱 (Name of the Curriculum): The Domain of Life
單元名稱 (Name of the Unit): Wind, Water and Weather
總節數 (Length of the Unit): 600 minutes (15 periods)
設計者 (Lesson Designers): Hanna

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- Understanding the environment helps us know and care for nature. In this unit, students will learn about water, wind, and weather. They will explore how these elements affect our daily lives and the world around us. This hands-on learning will help them appreciate and take better care of their surroundings.

瞭解環境有助於我們認識和關心大自然。在本單元，學生將學習水、風和天氣。他們將探索這些元素如何影響我們的日常生活和周圍的世界。這種親自實踐的學習將幫助他們更加欣賞和更好地照顧周圍環境。

Objectives of this unit/theme:

The objectives of this unit/theme are:

- Students learn about wind, water, and weather.
學生學習風、水和天氣。
- Students learn how wind, water, and weather help the environment.
學生學習風、水和天氣如何幫助環境。
- Students explore water through sink and float activity.
學生藉由沉與浮的活動探討水。
- Students understand how wind works through making a pinwheel.
學生藉由製作風車瞭解風是如何作用的。
- Students appreciate the importance of wind, water, and weather in life.
學生領會風、水和天氣在生活中的重要性。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses

學習表現 (Learning Performance):

1-I-3 Reflect on the way I grow and realize what the growth means. Understand the steps needed for growth and the effort required for my progress.

省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。

2-I-5 Use the methods and skill you have learned to process information in a suitable manner. Develop the habit of using these processes to explore the world around you.

運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。

2-I-6 Understand people, events and the world around us by exploring and studying them.

透過探索與探究人、事、物的歷程，了解其中的道理。

3-I-3 Experience the joy of learning and a sense of accomplishment. Take the initiative to learn new things.

體會學習的樂趣和成就感，主動學習新的事物。

學習內容 (Learning Content):

A-I-3 Understand your strengths and weaknesses.

自我省思。

C-I-1 Explore the characteristics and phenomenon of things.

事物特性與現象的探究。

C-I-3 Methods and skills for exploring things in life.

探究生活事物的方法與技能。

D-I-3 Be able to listen and take feedback.

聆聽與回應的表現。

D-I-4 Be able to work together and assist others.

共同工作並相互協助。

內容 Content (New knowledge, skills and understanding)

預計進行的節數
Corresponding Lesson

<ul style="list-style-type: none"> • Students learn what can wind do. • Students identify objects that can make wind. • Students understand that there are different ways to create wind. • Students learn the materials needed to make a pinwheel. • Students learn how to make a pinwheel. • Students identify the different uses of water. • Students learn the different water activities. • Students differentiate sink and float. • Students identify objects that sink and float. • Students identify the different weather. • Students identify the proper clothes to wear in every weather. • Students recall the words they learn in Chapter 4. • Students learn to assess themselves based on their performance. • Students review all the lessons in Chapter 4. • Students apply their knowledge through test. 	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p> <p>Lesson 7</p> <p>Lesson 8</p> <p>Lesson 9</p> <p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12</p> <p>Lesson 13</p> <p>Lesson 14</p> <p>Lesson 15</p>
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認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

<ul style="list-style-type: none"> • Students explain how wind can affect nature.
<ul style="list-style-type: none"> • Students explain the importance of the objects that can make wind. • Students discover some ways to create wind. • Students make a pinwheel independently. • Students discover how and why a pinwheel moves. • Students appreciate the importance of the uses of water. • Students understand the concept of sink and float. • Students discover the objects that sink and float and give reasons. • Students explain the characteristics of the different weather. • Students give reasons why wearing proper clothes is important. • Students reflect on what they learn in the chapter.

溝通 Communication (What and how)

Language of Learning (Key vocabulary – content-obligatory)

<p>wind</p> <p>dry</p> <p>blow</p> <p>balloon</p> <p>fan</p> <p>hairdryer</p> <p>towel</p> <p>cardboard</p> <p>race</p> <p>pinwheel</p> <p>straw</p> <p>pipe cleaner</p> <p>swim</p> <p>fishing</p> <p>boating</p> <p>wash</p>	<p>brush</p> <p>bath</p> <p>sink</p> <p>float</p> <p>water</p> <p>rainy</p> <p>windy</p> <p>sunny</p> <p>cloudy</p> <p>snowy</p> <p>stormy</p> <p>sun hat</p> <p>sunglasses</p> <p>umbrella</p> <p>raincoat</p> <p>mittens</p> <p>scarf</p>
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Language for learning (Functional language e.g., language while learners participate in the lesson – thinking skills)

Lesson 1	<ul style="list-style-type: none"> • What is our lesson about? • How do you know it's windy? • What can wind do?
Lesson 2	<ul style="list-style-type: none"> • Can you make wind? • How do you make your own wind?
Lesson 3	<ul style="list-style-type: none"> • How do you know it's windy? • What can win do? • How do you make your own wind?

Lesson 4	<ul style="list-style-type: none"> • What is this? • How does it work? • What do we need to make a pinwheel? • How to make a pinwheel?
Lesson 5	<ul style="list-style-type: none"> • What did you observe when you were playing outside with your pinwheels?
Lesson 6	<ul style="list-style-type: none"> • Where do we row our boats? • What is present in the (river, ocean, etc.)? • How do we use water for? • Is water important? Why?
Lesson 7	<ul style="list-style-type: none"> • What activities can you do in water? • Do you know any water sports?
Lesson 8	<ul style="list-style-type: none"> • What is sink? • What is float?
Lesson 9	<ul style="list-style-type: none"> • Can you show me your objects? • Do you think this will float/sink? Why?
Lesson 10	<ul style="list-style-type: none"> • What kinds of weather did you see in the video? • What's weather like today? • Do you like the weather today? • What weather do you like? Why?
Lesson 11	<ul style="list-style-type: none"> • What's weather like today? • Do you like the weather today? • What clothes should you wear in this weather?
Lesson 12	<ul style="list-style-type: none"> • What words can you remember in our lesson?
Lesson 13	<ul style="list-style-type: none"> • What are the lessons we discussed before?
Lesson 14	<ul style="list-style-type: none"> • What is your favorite lesson in Chapter 1? Why?
Lesson 15	<ul style="list-style-type: none"> • How well did you do in the test?

Language through learning (Language progression, practice and extension – emerging language)

- Students are expected to use the language in their own way.
- Students can produce spontaneous sentences based on their language exposure in and outside of the classroom.

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting cultural appreciation, awareness and understanding:

- Students find and become aware of their environment.
- Students become aware that the things around them can sink and float and can even create wind.
- Students talk about how and why pinwheel works.
- Students learn that the world has different weather and how weather helps the world.
- Students understand that people around the world wear a proper clothing depending on the weather.
- Students discuss ways to help nature and why it's important.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Wind: Is it Windy?

Objectives:

At the end of the lesson, the students can:

- learn about wind;
學習風
- learn what can wind do;
學習風可以做些什麼
- appreciate the wind and its importance
領會風及其重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Students watch and listen a story about the "Wind". After, asks the students the question "What is our lesson about?".	YouTube Video
主要內容 Core Part			
Presentation	18 mins	Use PPT 4.1 (slides 1-8) in the discussion. Teacher asks the students the question: <ul style="list-style-type: none"> • How do you know it's windy? Then each team brainstorms the question: <ul style="list-style-type: none"> • What can wind do? and they must choose one student to share in the class after their discussion.	PPT 4.1
Practice	5 mins	Students play a game which they must clap their hands twice if the object can make wind and stomp twice if not.	
Production	10 mins	Students answer Activity 4.1 which they must tick the box for true and cross for false.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Wind. Retrieved from: https://youtu.be/U0ItvvebDN8			
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教學活動設計：第二節課 (Lesson 2)

Lesson 2: Wind: Making Wind

Objectives:

At the end of the lesson, the students can:

- identify objects that make wind;
辨識能夠產生風的物體
- give reasons why objects can make wind; and
說出物體能夠產生風的理由
- understand the concept of wind
瞭解風的概念

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the question "Can you make wind?".	
主要內容 Core Part			
Presentation	10 mins	Each team brainstorms the question " How do you make your own wind? ". After brainstorming, students share their answers in class. Use PPT 4.1 (slides 9-14) to reinforce discussion.	PPT 4.1
Practice	13 mins	Students play a charade game which each team chooses one student to act out the picked picture and they answer. If they guessed correctly their team gets a sticker. <ul style="list-style-type: none"> • blow • a balloon • a fan • a hairdryer • hand dryer • wave a towel 	flashcards
Production	10 mins	Students answer Activity 4.2 which they must trace the words and watch the words to the correct pictures.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

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教學活動設計：第三節課 (Lesson 3)

Lesson 3: Wind: Wind Race

Objectives:

At the end of the lesson, the students can:

- identify ways to create wind; and
辨識創造風的方法
- appreciate the importance of wind through wind race
藉由風的競賽來領會風的重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the following question to review the past lessons. <ul style="list-style-type: none"> • How do you know it's windy? • What can wind do? • How do you make your own wind? 	
主要內容 Core Part			
Presentation	10 mins	Teacher explains that they are going to have a wind race. Teacher shows the four ways to create wind to push a ball of paper across the table. <ul style="list-style-type: none"> • a piece of paper • hand • a piece of clothing or a towel • a cardboard The foreign teacher and Chinese teacher demonstrate in front of the class.	paper towel cardboard paper ball
Practice	13 mins	Every group chooses 1 of the 4 ways to create wind to push a ball of paper across the table. The 6 groups race and the group that pushes their ball across the table the fastest wins. Groups can compete tournament style. Groups 1 and 2, then 3 and 4, and finally 5 and 6. The 3 winners' race for 1 st , 2 nd , and 3 rd place.	
Production	10 mins	Students answer Activity 4.3 which they must trace the words and color the pictures.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

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教學活動設計：第四節課 (Lesson 4)

Lesson 4: Wind: Make a Pinwheel pt.1

Objectives:

At the end of the lesson, the students can:

- identify the materials used to make a pinwheel;
認識製作風車所使用的材料
- learn how to make a pinwheel;
學習如何製作風車
- understand the concept of pinwheel; and
瞭解風車的概念
- learn that pinwheels move when there is wind
學習風車在有風時會轉動

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher shows a pinwheel, and asks students the question: <ul style="list-style-type: none"> ● What is this? ● How does it work? 	
主要內容 Core Part			
Presentation	10 mins	Students watch a video on how to make a pinwheel. After watching, the teacher asks the questions: <ul style="list-style-type: none"> ● What do we need to make a pinwheel? ● How to make a pinwheel? Use PPT 4.4 to reinforce discussion.	YouTube Video PPT 4.4
Practice	5 mins	Students do a Word Wall exercise on how to make a pinwheel.	Word Wall
Production	18 mins	Teacher asks some students to help her make a pinwheel in front of the class. Steps: <ul style="list-style-type: none"> ● Color the pinwheel, cut out the square and the circle. ● Cut the 4 lines, fold the corners and glue the dots to the middle. ● Glue the circle to the middle and punch a hole in the middle. ● Push the pipe cleaner through the hole and make a knot. Push the pipe cleaner through the straw and make a knot on the end.	paper bendy straw pipe cleaner glue scissors hole puncher
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

How to make a pin less Pinwheel. Retrieved from: https://youtu.be/sbKjU8o_yQ4

Word Wall Exercise: <https://wordwall.net/resource/73948666>

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教學活動設計：第五節課 (Lesson 5)

Lesson 5: Wind: Make a Pinwheel pt.2

Objectives:

At the end of the lesson, the students can:

- learn how to make a pinwheel;
學會如何製作風車
- make their pinwheels independently; and
獨立製作自己的風車
- appreciate wind through playing their pinwheels outside
戶外玩風車時感受到風

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can make their pinwheels move.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Watch the video again on how to make a pinwheel.	YouTube Video
主要內容 Core Part			
Presentation	20 mins	Students make their pinwheel by following the steps: <ul style="list-style-type: none"> • Color the pinwheel, cut out the square and the circle. • Cut the 4 lines, fold the corners and glue the dots to the middle. • Glue the circle to the middle and punch a hole in the middle. • Push the pipe cleaner through the hole and make a knot. • Push the pipe cleaner through the straw and make a knot on the end. 	paper bendy straw pipe cleaner glue scissors hole puncher
Practice	10 mins	Students go outside and play with their pinwheels.	
Production	5 mins	Students answer the question: <ul style="list-style-type: none"> • What did you observe when you were playing outside with your pinwheels? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
How to make a pin less Pinwheel. Retrieved from: https://youtu.be/sbKjU8o_yQ4 Grade 1 Life Skills Workbook, 2024			

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Water: What about Water? pt.1

Objectives:

At the end of the lesson, the students can:

- learn where they can find water;
學習哪裡可以找到水
- understand the importance of water; and
瞭解水的重要性
- learn different uses of water
學習水的不同用途

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can apply their knowledge through a game called charade.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students learn and sing the song "Row, Row, Row Your Boat." <i>Row, row, row your boat Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream Row, row, row your boat Gently down the stream If you see a crocodile Don't forget to scream</i> <i>Row, row, row your boat Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream Row, row, row your boat Gently to the shore If you see a lion there Listen to it roar</i>	YouTube Video
主要內容 Core Part			
Presentation	15 mins	Teacher asks the following questions: <ul style="list-style-type: none"> • Where do we row our boats? • What is present in the (river, ocean, etc.)? Probe questions or wait until students give "water" as answer. After, teacher ask the question: <ul style="list-style-type: none"> • How do we use water for? Use PPT 4.5 (slides 1-5) to reinforce discussion.	PPT 4.5
Practice	10 mins	Students play a charade game which each team chooses one student to act out the picked picture and they answer. If they guessed correctly their team gets a sticker. <ul style="list-style-type: none"> • brushing teeth • taking a bath/shower • washing hands • washing dishes • laundry • drinking • cleaning 	flashcards
Production	5 mins	Students answer the question: <ul style="list-style-type: none"> • Is water important? Why? 	
總結 Closure			

Wrap-up	2 mins	Review. Clean up.	
References: Row Row Row Your Boat. Retrieved from: https://youtu.be/wZAVDOZqLvw?si=1OW3Mq8jXVkBq9M Grade 1 Life Skills Workbook, 2024			

教學活動設計：第七節課 (Lesson 7)

Lesson 7: Water: What about Water? pt.2

Objectives:

At the end of the lesson, the students can:

- learn different water activities; and
學習有關水的活動
- appreciate the importance of water
領會水的重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students sing the song "Row, Row, Row Your Boat" and when the music stops they must stand and find another chair to sit, if they can't find one they stand in front and wait for the next round. <i>Row, row, row your boat Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream Row, row, row your boat Gently down the stream If you see a crocodile Don't forget to scream</i> <i>Row, row, row your boat Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream Row, row, row your boat Gently to the shore If you see a lion there Listen to it roar</i>	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Use PPT 4.5 (slides 1-5) to reinforce discussion. Teacher asks the following questions: <ul style="list-style-type: none"> • What activities can you do in water? • Do you know any water sports? Watch a video about "Fun Water Activities" and asks students to share what they saw.	PPT 4.5
Practice	10 mins	Students play a game called 'wooden man'. The first person who can get the object in front without being caught can choose one student to give one example of water activities, if the student cannot give an answer he will be the wooden man.	
Production	10 mins	Students answer Activity 4.5 which they must trace and match the words to the correct pictures.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	
References:			
Row Row Row Your Boat. Retrieved from: https://youtu.be/wZAVDOzqLvw?si=1OW3Mq8jXVkBq9M			
Fun Water Activities. Retrieved from: https://youtu.be/vp91E_cZvew?si=REYzjLqJhB0rVpyl			
Grade 1 Life Skills Workbook, 2024			

教學活動設計：第八節課 (Lesson 8)

Lesson 8: Water: Sink or Float pt. 1

Objectives:

At the end of the lesson, the students can:

- understand sink and float;
瞭解沉與浮
- identify objects that sink and float; and
辨別會沉下去和浮起來的物體
- explain why things float and sink
說明為什麼物體會浮起來或沉下去

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer the word wall exercise.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher demonstrates in front of the class what is sink and float using a bowl of water, a straw and a coin. <ul style="list-style-type: none"> • When a straw is put in a bowl of water it floats. • When a coin is put in a bowl of water it sinks. 	bowl of water straw coin
主要內容 Core Part			
Presentation	15 mins	Teacher shows objects that sink and float. (Use the video but don't play it yet.) Each team has a small whiteboard divided into two, one for sink and one for float. Each team must guess which objects float and sink by writing the letter under sink or float. <ol style="list-style-type: none"> plastic ball paperclip rubber band popsicle stick wooden clip straw bottle cap binder clip coin Students watch the video about sink and float. Students check their answers and share in class how many they guessed correctly.	YouTube Video small whiteboard marker plastic ball paperclip rubber band popsicle stick wooden clip straw bottle cap binder clip coin
Practice	10 mins	Students play a word wall exercise.	Word Wall
Production	8 mins	Each team brainstorms and shares their observation in class.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Float or Sink. Retrieved from: <https://youtu.be/jQGfQjhUguQ?si=vnJNOHSoWrJLwYc2>

Word Wall Exercise: <https://wordwall.net/resource/73949432>

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教學活動設計：第九節課 (Lesson 9)

Lesson 9: Water: Sink or Float pt. 2

Objectives:

At the end of the lesson, the students can:

- identify objects that sink and float;
辨別會沉下去和浮起來的物體
- differentiate sink and float;
區別沉與浮
- demonstrate sink and float through an activity;
藉由活動演示沉與浮
- apply their knowledge about sink and float in an activity
藉由活動應用他們對沉與浮的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks each team to show the things they bring to school that they think will sink and float.	student's objects
主要內容 Core Part			
Presentation	10 mins	Teacher shows her 2 objects in the class and asks students to guess which one floats and which one sinks and ask why. After, do the demonstration.	teacher's objects
Practice	13 mins	Each team must take turns and do what the teacher did.	student's objects
Production	10 mins	Students answer Activity 4.6 which they must draw 2 things that sink and 2 things that float based on the objects used in the demonstration.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

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教學活動設計：第十節課 (Lesson 10)

Lesson 10: Weather: What's the Weather like?

Objectives:

At the end of the lesson, the students can:

- identify the different weather; and
辨別不同的天氣
- appreciate the importance of every weather
領會每種天氣的重要性

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Students watch a video about weather. Ask the students the question: <ul style="list-style-type: none"> • What kinds of weather did you see in the video? 	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Teacher asks the students to look outside and asks: <ul style="list-style-type: none"> • What's weather like today? • Do you like the weather today? Use PPT 4.8 to reinforce discussion. Teacher asks students the following questions: <ul style="list-style-type: none"> • What weather do you like? Why? 	PPT 4.8
Practice	10 mins	Students play a charade game which each team chooses one student to act out the picked picture and they answer. If they guessed correctly their team gets a sticker. <ul style="list-style-type: none"> • sunny • snowy • rainy • stormy • windy • cloudy 	flashcards
Production	10 mins	Students answer Activity 4.8 which they must trace the words and write the number of the correct word next to the matching picture.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

How's the Weather. Retrieved from: <https://youtu.be/rD6FRDd9Hew>
Grade 1 Life Skills Workbook, 2024

教學活動設計：第十一節課 (Lesson 11)

Lesson 11: Weather: Ready for Weather

Objectives:

At the end of the lesson, the students can:

- identify the clothes to wear in every weather;
辨別每種天氣該穿的衣服
- learn proper clothes to wear in every weather; and
學習每種天氣適合穿的衣服
- apply their knowledge through a sorting activity
藉由分類活動應用他們的理解

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students to look outside and asks: <ul style="list-style-type: none"> • What's weather like today? • Do you like the weather today? 	
主要內容 Core Part			
Presentation	13 mins	Each team is assigned a certain weather which they must think of clothes that they must wear. <ul style="list-style-type: none"> • Team 1: sunny and hot • Team 2: rainy • Team 3: snowy and cold • Team 4: windy • Team 5: stormy • Team 6: cloudy 	
Practice	10 mins	Each team is given a sorting board and cards which they must sort them in the correct category.	sorting board flashcards
Production	10 mins	Students answer Activity 4.9 which they must color what they need. <ul style="list-style-type: none"> • sunny and hot: orange • snowy and cold: blue 	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Chapter Four: Wind, Water and Weather Word List

Objectives:

At the end of the lesson, the students can:

- recall vocabulary in Chapter 4;
回顧第四單元的詞彙
- read aloud the vocabulary in English and Chinese; and
大聲朗讀英語和中文詞彙
- trace and copy the vocabulary words in the workbook
描寫及抄寫習作中的詞彙

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can speak of the terminologies correctly both in English and Chinese.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Teacher asks the students what vocabulary they can remember from the lessons we discussed.	
主要內容 Core Part			
Presentation	5 mins	Students read all the vocabulary altogether in English and Chinese.	Workbook
Practice	10 mins	Teacher ask a student in each team to go in front and trace the words on the screen.	Workbook Screen
Production	20 mins	Students trace and copy each of the words from the word list.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十三節課 (Lesson 13)

Lesson 13: Chapter Four: Wind, Water and Weather Self-Assessment

Objectives:

At the end of the lesson, the students can:

- recall the previous lesson; and
回顧上一節課
- complete the self-assessment activity
完成自我評估表

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can answer their workbook independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	Teacher asks the students what the lessons we discussed before.	
主要內容 Core Part			
Presentation	8 mins	Each team has a topic assignment where they must discuss together what they learned about it. After the discussion, they must choose one representative to share their answer.	
Practice	10 mins	Teacher writes the words on the board and call some students to pick a flashcard and act it out in front of the class. The rest of the students guess the word.	flashcards
Production	15 mins	Students will fill out a self-assessment form found at the end of each chapter, when each chapter is complete. Teachers can go over it with the students to help them understand. Encourage students to think carefully and be truthful. Explain that these assessments are to help learning and will not affect the student's grades.	Workbook
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

Grade 1 Life Skills Workbook, 2024

教學活動設計：第十四節課 (Lesson 14)

Lesson 14: Chapter Four: Wind, Water and Weather Review

Objectives:

At the end of the lesson, the students can:

- recall and remember the lessons in Chapter 4; and
回顧並記住第四單元的課程內容
- share their favorite lesson in Chapter 4
分享第四單元中最喜歡的課程

Evaluation:

- Students can follow teachers' instructions.
- Students can participate and share their thoughts and opinions during discussions.
- Students can play and answer the questions in the Word Wall Exercise.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	3 mins	Greet and sing all the songs in Chapter 4.	YouTube Video
主要內容 Core Part			
Presentation	10 mins	Review all the lessons in Chapter 2 using the PPT's.	All PPT's
Practice	15 mins	Students do a word wall exercise.	Word Wall
Production	10 mins	Students answer the question: <ul style="list-style-type: none"> • What is your favorite lesson in Chapter 2? Why? 	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

How's the Weather. Retrieved from: <https://youtu.be/rD6FRDd9Hew>

Row Row Row Your Boat. Retrieved from: <https://youtu.be/wZAVDOZqLvw?si=1OW3Mq8jXVkBq9M>

Word Wall Exercise: <https://wordwall.net/resource/73949822>

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教學活動設計：第十五節課 (Lesson 15)

Lesson 1: Chapter Four: Wind, Water and Weather Exam

Objectives:

At the end of the lesson, the students can:

- understand test instructions;
理解測驗的指示
- complete the test in a given time; and
在規定時間內完成測驗
- reflect on their test performance
省思測驗的表現

Evaluation:

- Students can answer their test independently to be marked by the teacher.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Greet and sing all the songs in Chapter 2. Students play a game which they must sing the song and when the music stops they must stand and find another chair to sit.	YouTube Video
主要內容 Core Part			
Presentation	5 mins	Teacher explains how to answer the test.	
Practice	15 mins	Students answer the test papers. If they are finished, they must wait for the others to finish. When everyone's finished, they must give their test papers to the teacher.	test papers
Production	10 mins	After the test, they answer the questions on the test paper together using a big screen so that they assess their performance.	
總結 Closure			
Wrap-up	2 mins	Review. Clean up.	

References:

How's the Weather. Retrieved from: <https://youtu.be/rD6FRDd9Hew>

Row Row Row Your Boat. Retrieved from: <https://youtu.be/wZAVDOZqLvw?si=1OW3Mq8jXVkBq9M>

Grade 1 Life Skills Workbook, 2024

柒、雙語美勞課程



一、雙語美勞課程設計基本理念

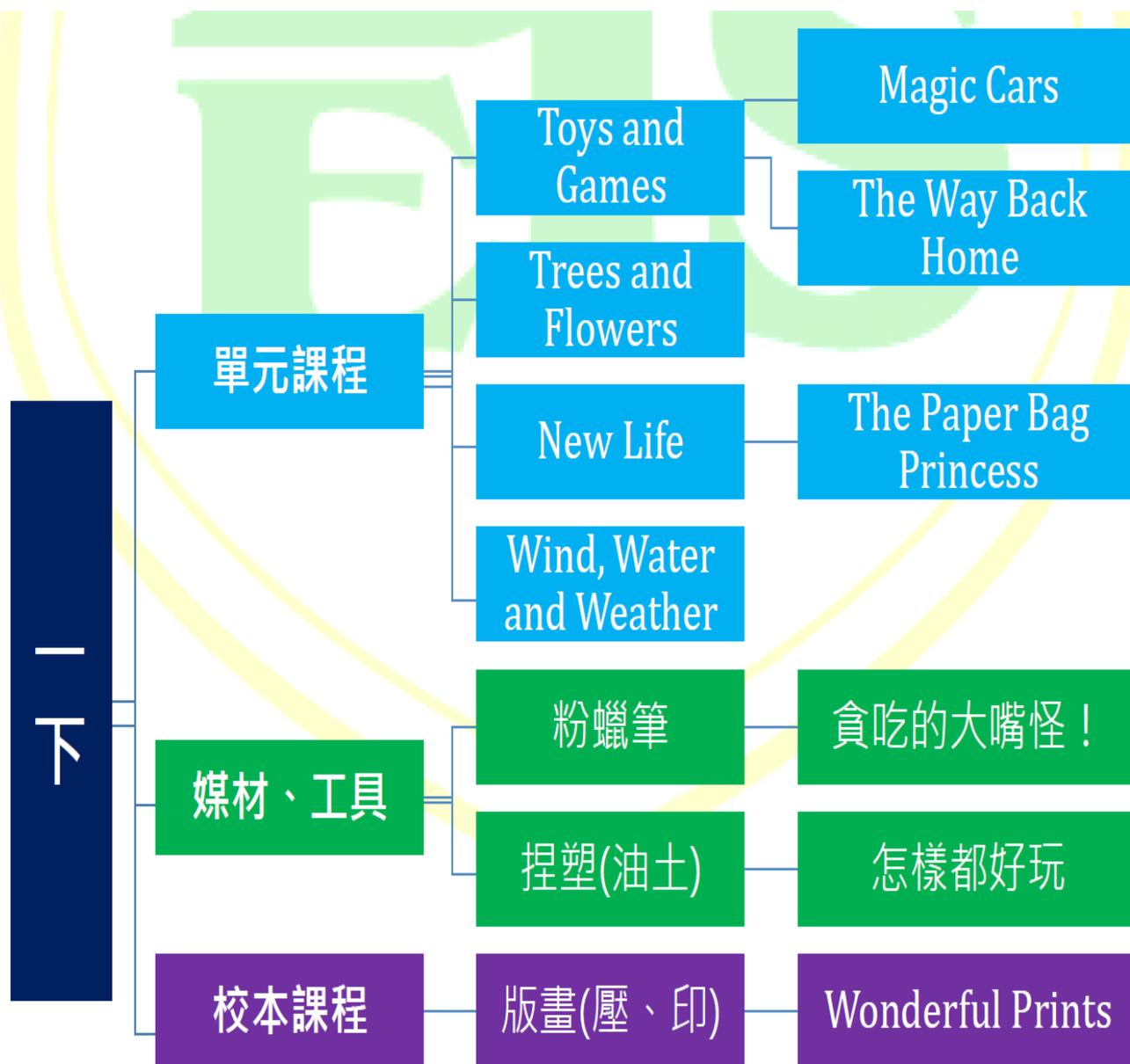
低年級的藝術課程域融入在領域之中，因此本校課程設計採用大單元主題融合的方式來發展，目的是讓學生保持學習的連貫性和銜接性而不被「學科」所切割。在課程設計及思考時也將學生整體的美勞學習的垂直銜接納入考量，所以在課程設計上除了符膺生活課程學習重點之外也採用向下延伸的方式，將中、高年級的藝術領綱和學校的整體校本課程納入課程內容建構考量，目的在建立學生共同的藝術學習經驗並以此作為日後加深加廣的基礎。

本校低年級的美勞課程主要的著眼點有三方面：

- (1)工具、繪畫媒材的練習
- (2)創意、創造力的培養與發展
- (3)工作態度的建立與培養。

透過工具、繪畫媒材的使用介紹與練習，讓學生從接觸、了解到實際操作，提升他們對於媒材工具使用的熟悉度，並運用探索、實驗和造形遊戲(Art Play)幫助學生提升掌握度，以此作為日後應用創作的準備。豐富且源源不絕的想像力是這一階段孩子們的繪畫特徵，兒童畫是孩子們在發展思考模式的重要媒介，繪畫除了幫助他們思考也是我們得以了解孩子思考歷程的重要記錄，透過課程的設計，將課堂轉變成讓孩子們自由發想而不受拘束的空間和時間，營造出適合創造的發展的學習氛圍，讓孩子在一個感到安全、舒適的創作空間裡盡情發揮他們創意，是我們的目標。我們也希望，在課程當中學生除了學會知識、練習技能、發揮創意之餘，也能夠逐步養成良好的習慣與態度，因此，對於媒材工具的使用和收納、工作環境的整潔、團隊合作以及溝通能力，也融入在我們的課堂教學裡，成為學習的目標。

二、雙語美勞課程架構



三、雙語美勞課程內容及教案

第一單元

龍埔國小一年級下學期生活(視覺藝術)單元設計

單元名稱 Unit	玩具同樂會 Toys and Games	教案設計者 Designer	視覺藝術教師群
教材來源 Teaching Material	自編	本單元共 12 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	<p>小一孩子正處於前圖示期，這階段的兒童繪畫可以提供了我們一些具體的紀錄，讓我們得以清楚兒童的思考歷程，而繪畫也同時幫助他們思考；此外，這時期的兒童對於外界事物的認知，也體現在個人化的繪畫樣式上。因此，本學期的課程安排希望透過教師的引導，讓兒童在經過上學期的基本操作練習之後，能夠將所習得的基本技能應用於創作中。另外，也期許在本學期的創意發想/創作課程當中，持續激發孩子的想像力以及創造力，讓他們找到屬於自己的視覺藝術創作語言。</p>		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<ul style="list-style-type: none"> ■A1 身心素質與自我精進 ■A2 系統思考與解決問題 ■B1 符號運用與溝通表達 ■C2 人際關係與團隊合作 	
	領綱 Domain/Subject Guidelines	<p>生活-E-A1：透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2：學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1：使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C2：覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>	
學科學習重點 Learning Focus	學習表現 Learning Performance	<p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>3-I-3 體會學習的樂趣和成就感，主動學習新的事物。</p>	

		<p>4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>4-I-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>5-I-1 覺知生活中人、事、物的豐富面貌，建立初步的美感經驗。</p> <p>5-I-3 理解與欣賞美的多元形式與異同。</p> <p>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。</p>	
	<p>學習內容 Learning Contents</p>	<p>C-I-2 媒材特性與符號表徵的使用。</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-3 聆聽與回應的表現。</p> <p>E-I-2 生活規範的實踐。</p> <p>E-I-3 自我行為的檢視與調整。</p> <p>F-I-1 工作任務理解與工作目標設定的練習。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p> <p>F-I-4 對自己做事方法或策略的省思與改善。</p>	
<p>單元學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ● Listen to rules and understand the importance of rules of social interaction. ● Learn vocabulary for this semester. ● Students learn to categorize toys by certain criteria. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確使用材料與工具。 		
<p>評量方法 Assessment Methods</p>	<ol style="list-style-type: none"> 1. 創作作品 2. 課堂表現 3. 學習單 		
<p>教學流程 Teaching Procedures</p>			
<p>主題或單元活動內容</p>		<p>教材資源</p>	<p>節數</p>
<p>活動一：摺紙遊戲</p> <ol style="list-style-type: none"> 1. 創作 <ul style="list-style-type: none"> (A)教師介紹本週材料與任務，並示範摺紙。 (B)教師帶領學生做創意發想，提醒注意事項。 (C)教師行間巡視學生創作情形，並適時幫助有困難的學童。 2. 欣賞、發表&回饋 <p>學生作品欣賞及發表，教師適時給予正向回饋。</p> 		<p>B4 影印紙 彩色筆</p>	<p>4</p>
<p>活動二：創意故事畫</p> <ol style="list-style-type: none"> 1. 故事引導-the Way Back Home <ul style="list-style-type: none"> (A)教師利用 PPT 講故事，並介紹本週任務。 		<p>PPT 圖畫紙 剪刀</p>	<p>4</p>

<p>(B)教師帶領學生做創意發想，提醒注意事項。</p> <p>(C)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>2. 欣賞、發表&回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>膠水 彩色筆 奇異筆</p>	
<p>活動三：創意進場-帽子設計</p> <p>1. 創作-Surprise 超人</p> <p>(A)教師利用 PPT 介紹材料工具。</p> <p>(B)教師示範 EVA 紙的使用方式。</p> <p>(C)教師示範帶領學生做創意發想。</p> <p>(D)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>2. 欣賞、發表&回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>PPT 各色 EVA 紙</p>	<p>4</p>

<p>參考資料 References</p>	<p>《視覺藝術教育概論》2019 吳政雄 著</p>
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教學紀錄及作品範例參考

It's been busy for me the past few weeks and finally I can catch my breathe...

【1st Grade Visual Art】Week 2

First period:

- Students finish their Elmer's Day parade design.
- Gallery Walk- Everyone puts their drawing on the desk and they walk around to appreciate others' creation.
- Sharing- Share one picture which they found it very interesting/good/beautiful...etc.

Second Period:

Entering the first topic of the Life Skills Curriculum-Toys and Games

- A flying Tube

Guide students to make the flying tube using construction paper.
(Please refer to this tutorial video: <https://pin.it/4c1hgX9>)

- Fly the tube.

【1st Grade Visual Art】Week 3

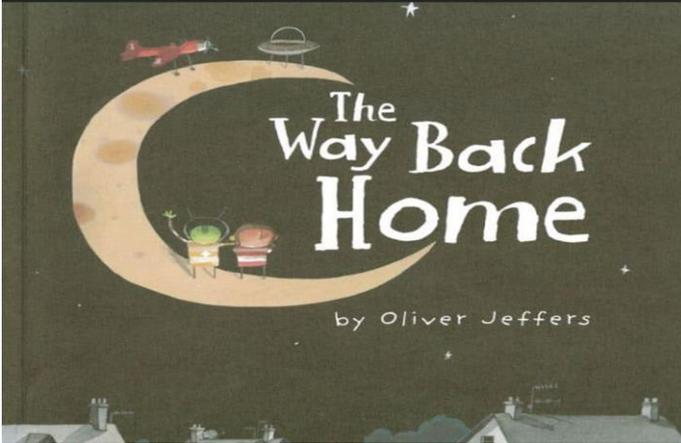
We tried one of the co-teaching models-Station Teaching to guide students to make two kinds of paper airplane in the first period. In the second class, students fly their planes and try to pass the obstacle course we set. The classes was very noisy with lots of fun.



【1st Grade Visual Art】 Week 4

Story Telling-The Way Back Home

1. We read the story book to the students and asked questions related to the plot to check their understanding. The story doesn't have a designate ending.
2. Students get the "little boy" and the "alien" printed on a piece of paper. Then guide them to think about what would happen next.
3. Students use their imagination and creativity to draw their ideas onto the paper.
4. Sharing their story with one another.



【1st Grade Visual Art】 Week 10

Making A Birthday Hat

1. Next Saturday is our school's 10th Sports day. Students will be marching in wearing the hat they made.
2. Guide students to review things they've learned : how to use scissors, glue and the names of the colors.
3. Students choose whichever color they want for the background color of their hat.
4. Remind students some Dos and Donts while making the hat.
5. Students use their creativity as well as imagination to design their hat.



第二單元

龍埔國小一年級下學期生活(視覺藝術)單元設計

單元名稱 Unit	樹和花 Trees and Flowers	教案設計者 Designer	視覺藝術教師群
教材來源 Teaching Material	自編	本單元共 12 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	小一孩子正處於前圖示期，這階段的兒童繪畫可以提供了我們一些具體的紀錄，讓我們得以清楚兒童的思考歷程，而繪畫也同時幫助他們思考；此外，這時期的兒童對於外界事物的認知，也體現在個人化的繪畫樣式上。因此，本學期的課程安排希望透過教師的引導，讓兒童在經過上學期的基本操作練習之後，能夠將所習得的基本技能應用於創作中。另外，也期許在本學期的創意發想/創作課程當中，持續激發孩子的想像力以及創造力，讓他們找到屬於自己的視覺藝術創作語言。		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<ul style="list-style-type: none"> ■A1 身心素質與自我精進 ■A2 系統思考與解決問題 ■B1 符號運用與溝通表達 ■C2 人際關係與團隊合作 	
	領綱 Domain/Subject Guidelines	<p>生活-E-A1：透過自己與外界的連結，產生自我感知並能對自己正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2：學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1：使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C2：覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>	
學科學習重點 Learning Focus	學習表現 Learning Performance	<p>2-I-4 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p> <p>2-I-5 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>3-I-3 體會學習的樂趣和成就感，主動學習新的事物。</p>	

		<p>4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</p> <p>4-I-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>5-I-1 覺知生活中人、事、物的豐富面貌，建立初步的美感經驗。</p> <p>5-I-3 理解與欣賞美的多元形式與異同。</p> <p>7-I-1 以對方能理解的語彙或合宜的方式，表達對人、事、物的觀察與意見。</p>
	<p>學習內容 Learning Contents</p>	<p>A-I-3 自我省思。</p> <p>C-I-2 媒材特性與符號表徵的使用。</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-3 聆聽與回應的表現。</p> <p>E-I-2 生活規範的實踐。</p> <p>E-I-3 自我行為的檢視與調整。</p> <p>F-I-1 工作任務理解與工作目標設定的練習。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p> <p>F-I-4 對自己做事方法或策略的省思與改善。</p> <p>F-I-4 對自己做事方法或策略的省思與改善。</p>
<p>單元學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ● Listen to rules and understand the importance of rules of social interaction. ● Learn vocabulary for this semester. ● Students learn to categorize toys by certain criteria. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的粉蠟筆及油土使用方式。 	
<p>評量方法 Assessment Methods</p>	<p>4. 創作作品</p> <p>5. 課堂表現</p> <p>6. 學習單</p>	
<p>教學流程 Teaching Procedures</p>		
<p>主題或單元活動內容</p> <p>活動二：粉粉的蠟筆</p> <p>1. 認識粉蠟筆-粉蠟筆的特性、外觀</p> <p>2. 媒材技法練習-如何執筆、編排以及著色</p> <p style="padding-left: 20px;">(A)教師介紹使用粉蠟筆的注意事項。</p> <p style="padding-left: 20px;">(B)教師帶領學生實際使用粉蠟筆練習執筆及著色。</p> <p style="padding-left: 20px;">(C)教師帶領學生製利用紙膠帶作色卡。</p> <p>3. 造形遊戲(1)-粉蠟筆應用練習 I</p> <p style="padding-left: 20px;">*著色方式練習：點、線、面*</p> <p>4. 造形遊戲(2)-粉蠟筆應用練習 II</p>	<p>教材資源</p> <p style="text-align: center;">粉蠟筆 學習單 圖畫紙</p>	<p>時間</p> <p style="text-align: center;">4</p>

<p><i>*混色練習*</i></p> <p>5. 創作-粉蠟筆運用 (A)教師再次提醒使用粉蠟筆的注意事項。 (B)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>6. 欣賞、發表&回饋-粉蠟筆創作 學生作品欣賞及發表，教師適時給予正向回饋。</p>		
<p>活動三：神奇油土</p> <p>1. 認識黏土-油土的特性、顏色、塑形</p> <p>2. 媒材技法練習-如何利用簡單的工具塑形 (A)教師利用 PPT 介紹使用油土的注意事項。 (B)教師帶領學生實際使用油土做簡單的塑形。 <i>*視學生狀況調整練習的次數*</i></p> <p>3. 創作-油土變變變!用油土發揮創意做出一件作品 (A)教師再次提醒注意事項。 (B)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>4. 欣賞、發表&回饋 學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>PPT 各色油土</p>	<p>4</p>
<p>活動一：紙袋怪獸</p> <p>1. 故事引導-繪本紙袋公主 (A)教師利用 PPT 講故事，並介紹本週材料與任務。 (B)教師帶領學生做創意發想，提醒注意事項。 (C)教師行間巡視學生創作情形，並適時幫助有困難的學童。 <i>*學生可自由選擇創作媒材*</i></p> <p>2. 欣賞、發表&回饋 學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>雙色卡紙 色紙 紙袋 剪刀 膠水 彩色筆 奇異筆</p>	<p>4</p>
<p>參考資料 References</p>	<p>《視覺藝術教育概論》2019 吳政雄 著</p>	
<p>教學紀錄及作品範例參考</p>		

【1st Grade Visual Art】 Week 8

1. Guide students to make color code on their oil pastels box.
2. Students practice basic drawing skills on the worksheet.
3. Students do color mixing experiments on their own.



【1st Grade Visual Art】 Week 9

1. Quickly guide students to appreciate some color mixing examples from last week.
2. Guide students to draw with the teachers.
3. Check if students are following the instructions.
4. Brainstorm with students for possibilities of the shape.
5. Reminds students the rules of color mixing technique.



【1st Grade Visual Art】Week 6 and 7

- We introduce oil clay to students and review the colors quickly.
- Students practice basic skills.
- Dos and Don'ts when using oil clay.
- Students do color mixing experiment and design their own work.



 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12
 13	 14	 15	 16

第三單元

龍埔國小一年級下學期生活(視覺藝術)單元設計

<p>單元名稱 Unit</p>	<p>新生命 New Life</p>	<p>教案設計者 Designer</p>	<p>視覺藝術教師群</p>
<p>教材來源 Teaching Material</p>	<p>自編</p>	<p>本單元共 <u>8</u> 節 The Total Number of Sessions in this Unit</p>	
<p>教學設計理念 Rationale for Instructional Design</p>	<p>小一孩子正處於前圖示期，這階段的兒童繪畫可以提供了我們一些具體的紀錄，讓我們得以清楚兒童的思考歷程，而繪畫也同時幫助他們思考；此外，這時期的兒童對於外界事物的認知，也體現在個人化的繪畫樣式上。因此，本學期的課程安排希望透過教師的引導，讓兒童在經過上學期的基本操作練習之後，能夠將所習得的基本技能應用於創作中。另外，也期許在本學期的創意發想/創作課程當中，持續激發孩子的想像力以及創造力，讓他們找到屬於自己的視覺藝術創作語言。</p>		
<p>學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences</p>	<p>總綱 General Guidelines</p>	<ul style="list-style-type: none"> ■A1 身心素質與自我精進 ■A2 系統思考與解決問題 ■B1 符號運用與溝通表達 ■C2 人際關係與團隊合作 	
	<p>領綱 Domain/Subject Guidelines</p>	<p>生活-E-A1：透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2：學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1：使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C2：覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>	
<p>學科學習重點 Learning Focus</p>	<p>學習表現 Learning Performance</p>	<p>2-I-1 以感官和知覺探索生活，覺察事物及環境的特性。</p> <p>2-I-4 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p>	

		<p>3-I-3 體會學習的樂趣和成就感，主動學習新的事物。</p> <p>4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>4-I-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>5-I-3 理解與欣賞美的多元形式與異同。</p> <p>7-I-1 以對方能理解的語彙或合宜的方式，表達對人、事、物的觀察與意見。</p> <p>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。</p>
	<p>學習內容 Learning Contents</p>	<p>C-I-2 媒材特性與符號表徵的使用。</p> <p>C-I-4 事理的應用與實踐。</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-4 共同工作並互相協助。</p> <p>E-I-1 生活習慣的養成。</p> <p>E-I-3 自我行為的檢視與調整。</p> <p>F-I-1 工作任務理解與工作目標設定的練習。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p> <p>F-I-4 對自己做事方法或策略的省思與改善。</p>
<p>單元學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ● Listen to rules and understand the importance of rules of social interaction. ● Learn vocabulary for this semester. ● Students learn to categorize toys by certain criteria. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的版畫創作流程。 	
<p>評量方法 Assessment Methods</p>	<p>7. 創作作品</p> <p>8. 課堂表現</p> <p>9. 學習單</p>	
<p>教學流程 Teaching Procedures</p>		
<p>主題或單元活動內容</p>	<p>教材資源</p>	<p>節數</p>
<p>活動一：小手也好好玩</p> <ol style="list-style-type: none"> 1. 教師利用 PPT 簡單介紹手指蓋印創作作品 2. 創作-手掌與指頭玩遊戲 <ol style="list-style-type: none"> (A) 教師帶領學生運用彩色筆蓋指印 (B) 教師行間巡視學生創作情形，並適時幫助有困難的學童 3. 創作-延伸與發想 <ol style="list-style-type: none"> (A) 教師帶領學生運用筆結合不同大小的指印，運用頭腦發想 	<p>PPT</p> <p>彩色筆</p> <p>圖畫紙</p> <p>奇異筆</p>	<p>4</p>

<p>繪圖完成整幅作品創作</p> <p>(B)教師行間巡視學生創作情形，並適時幫助有困難的學童</p> <p>4. 欣賞、發表與回饋-故事解析</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>		
<p>活動二：版畫初探</p> <p>1. 媒材技法練習-版畫</p> <p>(A)教師利用 PPT 介紹版畫基本工具及知識。</p> <p>(B)教師帶領學生實際使用各色印台印製不同形狀的 EVA 紙。</p> <p>*視學生狀況調整練習的次數*</p> <p>2. 創作-延伸與發想</p> <p>(A)教師帶領學生創意聯想繪圖完成整幅作品創作</p> <p>(B)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>3. 欣賞、發表&回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>PPT</p> <p>EVA 紙</p> <p>各色印台</p>	<p>4</p>
<p>參考資料</p> <p>References</p>	<p>《視覺藝術教育概論》2019 吳政雄 著</p>	

教學紀錄及作品範例參考

【1st Grade Visual Art】Week 15
Virtual Learning at Home

1. To explore and experience different usage of the material. We introduce the new topic "fingerprint drawing" to the students.
2. Students watch video and then gather the materials/tools they need to create their own works.
3. They can share their creative works to the share album on Google Photos.





【 1st Grade Visual Art 】

- We introduce printing to students and review the colors quickly.
- Students practice basic skills.
- Dos and Don'ts when using ink paste.
- Students do printing experiment and design their own work.



第四單元

龍埔國小一年級下學期生活(視覺藝術)單元設計

<p>單元名稱 Unit</p>	<p>風、水和天氣 Wind, Water and Weather</p>	<p>教案設計者 Designer</p>	<p>視覺藝術教師群</p>
<p>教材來源 Teaching Material</p>	<p>自編</p>	<p>本單元共 <u>8</u> 節 The Total Number of Sessions in this Unit</p>	
<p>教學設計理念 Rationale for Instructional Design</p>	<p>小一孩子正處於前圖示期，這階段的兒童繪畫可以提供了我們一些具體的紀錄，讓我們得以清楚兒童的思考歷程，而繪畫也同時幫助他們思考；此外，這時期的兒童對於外界事物的認知，也體現在個人化的繪畫樣式上。因此，本學期的課程安排希望透過教師的引導，讓兒童在經過上學期的基本操作練習之後，能夠將所習得的基本技能應用於創作中。另外，也期許在本學期的創意發想/創作課程當中，持續激發孩子的想像力以及創造力，讓他們找到屬於自己的視覺藝術創作語言。</p>		
<p>學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences</p>	<p>總綱 General Guidelines</p>	<ul style="list-style-type: none"> ■A1 身心素質與自我精進 ■A2 系統思考與解決問題 ■B1 符號運用與溝通表達 ■C2 人際關係與團隊合作 	
	<p>領綱 Domain/Subject Guidelines</p>	<p>生活-E-A1：透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-A2：學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。</p> <p>生活-E-B1：使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C2：覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>	
<p>學科學習重點 Learning Focus</p>	<p>學習表現 Learning Performance</p>	<p>2-I-1 以感官和知覺探索生活，覺察事物及環境的特性。</p> <p>2-I-4 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p>	

		<p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>3-I-3 體會學習的樂趣和成就感，主動學習新的事物。</p> <p>4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>4-I-3 運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>5-I-1 覺知生活中人、事、物的豐富面貌，建立初步的美感經驗。</p> <p>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。</p>	
	<p>學習內容 Learning Contents</p>	<p>C-I-2 媒材特性與符號表徵的使用。</p> <p>C-I-3 探究生活事物的方法與技能。</p> <p>C-I-5 知識與方法的運用、組合與創新。</p> <p>D-I-3 聆聽與回應的表現。</p> <p>E-I-1 生活習慣的養成。</p> <p>E-I-3 自我行為的檢視與調整。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p> <p>F-I-4 對自己做事方法或策略的省思與改善。</p>	
<p>單元學習目標 Learning Objectives</p>	<ul style="list-style-type: none"> ● Listen to rules and understand the importance of rules of social interaction. ● Learn vocabulary for this semester. ● Students learn to categorize toys by certain criteria. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 		
<p>評量方法 Assessment Methods</p>	<p>10. 創作作品</p> <p>11. 課堂表現</p> <p>12. 學習單</p>		
<p>教學流程 Teaching Procedures</p>			
	<p>主題或單元活動內容</p>	<p>教材資源</p>	<p>節數</p>
<p>活動一：創意翻畫</p> <p>1. 媒材介紹</p> <p>(A)教師利用 PPT 介紹材料工具。</p> <p>(B)教師帶領學生使用素材做創意發想，並讓學生自由選擇上色工具。</p> <p>(C)教師行間巡視學生創作情形，並適時幫助有困難的學童。</p> <p>2. 欣賞、發表&回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>圖畫紙</p> <p>剪刀</p>	<p>3</p>	

<p>活動二：骰子怪獸</p> <p>1. 媒材介紹</p> <p>(A)教師利用 PPT 介紹材料工具，並講解學習單。</p> <p>(B)教師帶領學生使用素材做創意發想，並讓學生自由選擇上色工具。</p> <p>2. 創作</p> <p>(A)教師再次提醒使用媒材工具的注意事項。</p> <p>(B)學生依照學習單上面的指示練習。</p> <p>(C)教師行間巡視學生練習狀況，並適時幫助有困難的學童。</p> <p>3. 欣賞、發表&回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>學習單 圖畫紙 骰子</p>	<p>3</p>
<p>活動三：數字創作達人大挑戰</p> <p>1. 媒材技法練習-彩色筆、粉蠟筆、剪刀、膠水綜合練習</p> <p>(A)教師利用 PPT 復習媒材工具的使用方式及注意事項。</p> <p>(B)教師帶領學生利用媒材工具進行小小闖關活動。 <i>*視學生狀況調整關卡的難易度*</i></p> <p>2. 造形遊戲(7)-色彩王國大冒險</p> <p>(A)教師再次提醒使用媒材工具的注意事項。</p> <p>(B)學生依照教師指示練習。</p> <p>(C)教師行間巡視學生練習狀況，並適時幫助有困難的學童。</p>	<p>彩色筆 粉蠟筆 剪刀 膠水圖畫紙</p>	<p>2</p>
<p>參考資料 References</p>	<p>《視覺藝術教育概論》2019 吳政雄 著</p>	

教學紀錄及作品範例參考

【1st Grade Visual Art】Week 13
Virtual Learning at Home

1. Students watch video and follow the steps to make their own flip book.

2. They can share their creative works to the shared album on Google Pictures.

Let's Make A Flip Book!

一起來做翻翻書!

【1st Grade Visual Art】 Week 17
Virtual Learning at Home

1. To enhance the creative power within the students. We introduce the new topic "Dice Monsters" to the students.
2. After watching the intro video, students play with their imagination as well as creative ideas.
3. They can share their creative works to the share album on Google Photos.

	☐	☐	☐	☐	☐	☐
HEAD	○	○	○	○	○	○
BODY	□	○	○	○	○	○
EYES	●	●	●	●	●	●
MOUTH	⌘	⌘	⌘	⌘	⌘	⌘
ARM	☞	☞	☞	☞	☞	☞
LEG	☞	☞	☞	☞	☞	☞

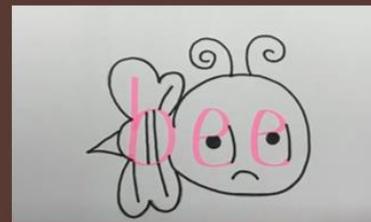


	●	●	●	●	●	●
HEAD	○	○	○	○	○	○
BODY	□	□	□	□	□	□
EYES	●	●	●	●	●	●
MOUTH	⌘	⌘	⌘	⌘	⌘	⌘
ARMS	☞	☞	☞	☞	☞	☞
LEGS	☞	☞	☞	☞	☞	☞



【1st Grade Visual Art】

- Students draw down numbers or alphabets.
- Students try to turn alphabets or numbers into interesting things.
- Dos and Don'ts when drawing.
- Students do experiment and design their own work.

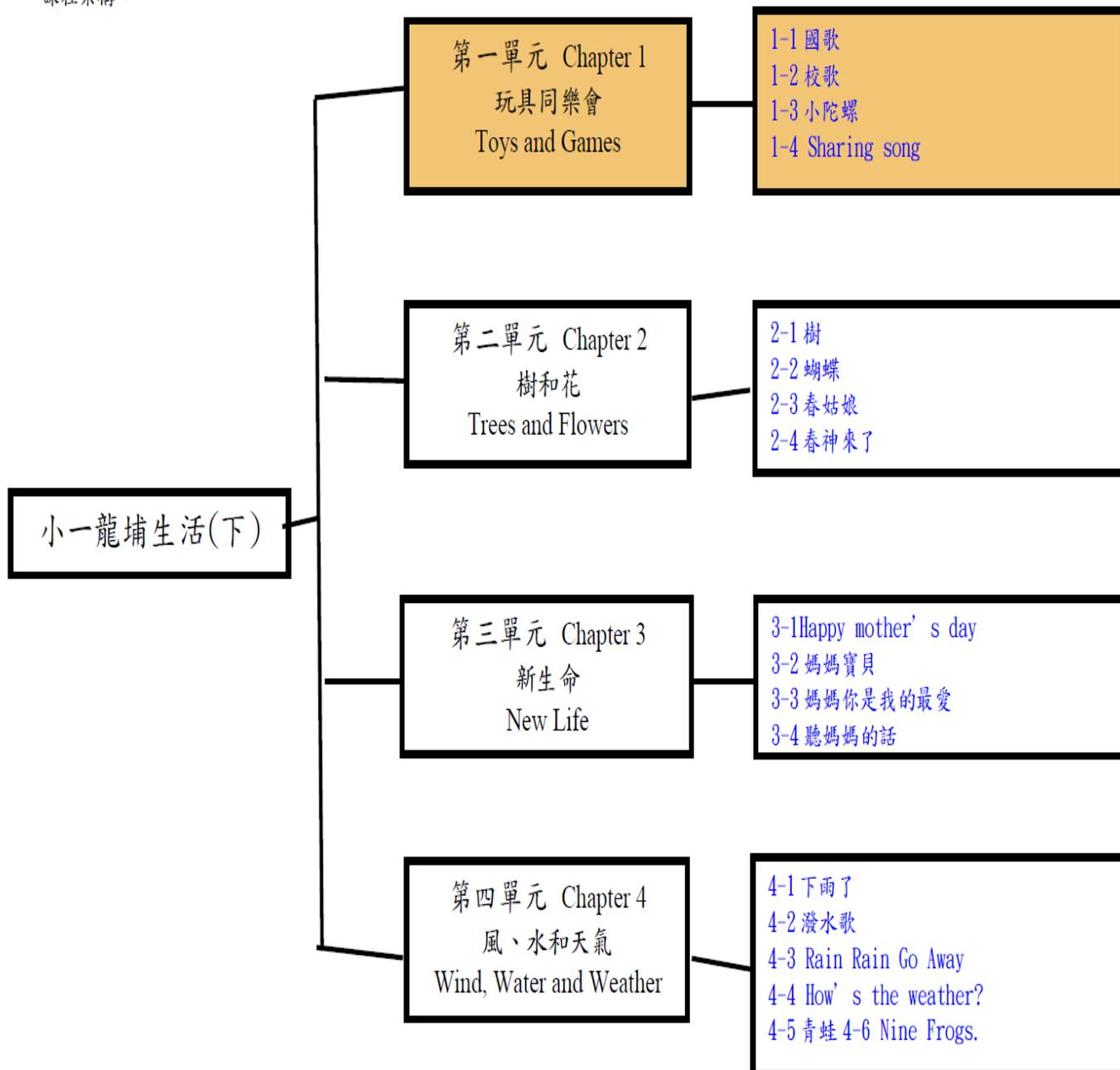


捌、雙語音樂課程



一、雙語音樂課程架構

一、課程架構：



二、雙語音樂課程內容及教案

第一單元

龍埔國小一年級下學期生活(音樂)單元設計

第一單元：玩具同樂會 Chapter 1: Toys and Games				
科目	教學活動設計	節數	教學資源/ 學習策略	評量方式
音樂	<p>第一、二節</p> <ol style="list-style-type: none"> 複習校歌、國歌 節奏練習 <ol style="list-style-type: none"> 介紹小陀螺的拍號為四四拍曲子和節奏 「請你跟我這樣拍」，教師手拍小陀螺節奏型，學生跟拍；練習節奏型至熟練為止。 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。配合教師彈奏，練唱整曲至熟練。 介紹鈴鼓的使用方式及英文稱呼： <ol style="list-style-type: none"> 教師介紹鈴鼓的名稱、材質與外型。 敲奏鈴鼓各部位，全班一起聆聽，找出好聽聲音的敲奏部位。 介紹鈴鼓正確的敲奏方法。 學童練習鈴鼓持握與敲奏方法。 教師以念謠方式，口念小陀螺歌詞手拍節奏，一次一句，學生跟著仿做。 <p>第三節</p> <ol style="list-style-type: none"> 音階故事： <ul style="list-style-type: none"> *畢達哥拉斯發現音階規律 *吉多阿雷左(Guido d'Arezzo)用一首讚美詩發明 Do Re Mi La Sol Si Do 聲音遊戲： <ol style="list-style-type: none"> 口訣： <ul style="list-style-type: none"> *Do 是快樂多的 Do 啊，住在下一線 *Mi 是笑咪咪的 Mi 啊，住在第一線 *Sol 是聽我說的 Sol 啊，住在第二線 	6	<ol style="list-style-type: none"> 小陀螺樂譜。 播放器。 電子琴。 自製節奏。 教學 PPT 自製閃示卡。 兩種節奏樂器。 吉多阿雷左 (Guido d'Arezzo)發明 Do Re Mi La Sol Si Do https://www.youtube.com/watch?v=v3bFmPdnLN4&list=RDxBPVpJOF0-s&index=7 https://www.yo 	觀察評量 口頭評量 行為檢核 態度評量 演唱評量

<p>*Si 是笑嘻嘻的 Si 啊，住在第三線</p> <p>(2)用歌曲~小陀螺聽音 Do、Mi、Sol、Si</p> <p>(3)用歌曲~小陀螺找找 Do、Mi、Sol、Si 住在哪裡。</p> <p>3. 學習單:找出 Do、Mi、Sol、Si，用顏色畫出。</p> <p>第四節</p> <p>1. 聲音遊戲:</p> <p>(1)口訣:</p> <p>*Re 是花蕊的 Re 啊，住在下一間</p> <p>*Fa 是發現的 Fa 啊，住在第一間</p> <p>*La 是啦啦隊的 La 啊，住在第二間</p> <p>*Do 是高音的 Do 啊，住在第三間</p> <p>(2)用歌曲~小陀螺聽音 Re、Fa、La、Do</p> <p>(3)用歌曲~小陀螺找找 Re、Fa、La、Do</p> <p>2. 學習單:找出 Re、Fa、La、Do，用顏色畫出。</p> <p>第五節</p> <p>1. Chants:Hide and Seek Song (躲貓貓之歌)。</p> <p>2. 配上節奏練習至熟練。</p> <p>第六節</p> <p>1. 複習校歌、國歌</p> <p>2. 複習: 小陀螺</p> <p>3. 複習: Hide and Seek Song (躲貓貓之歌)</p> <p>4. 評量</p>	<p>utube.com/ watch ?v=Q_h_DZ HOgSY &t=2s</p> <p>雙語單字: * Hide and Seek Song</p>	
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112學年度下學期

第一單元

課_カ堂_{ドウ}規_キ則_ズ **CLASS RULE~ 1**

參_カ與_カ / 樂_カ於_カ學_{ガク}習_{ガク} / 不_カ開_カ玩_カ笑_カ

join / joy / no joke

加分方式award
~classdojo

CLASS RULE~ 2

*Head on desk. 趴在桌上

*Be quiet. 保持安靜

*Make no sound. 保持安靜無聲

*Repeat after me. 跟著老師一起做

第一單元 1-1

中華民國國歌

我們的國歌



中華民國國歌
national anthem



中華民國國歌(National Anthem of the Republic of China)

莊嚴和平
國父訓詞
程懋筠曲

三 民 主 義 ， 吾 黨 所 宗 ， 以
建 民 國 ， 以 進 大 同 。 咨
爾 多 士 為 民 前 鋒 ， 夙 夜 匪 懈 ， 主 義 是 從 。 矢
勤 矢 勇 ， 必 信 必 忠 ， 一
心 一 德 ， 貫 徹 始 終 。

第一單元 I-2

龍 埔 國 小 校 歌

龍埔校歌



♩ 128

Music by 楊舒涵 *Suhan Yang*

Lyrics by 郭天霖 *Kuo*



從背起書包 快樂上學的那一年



龍埔就是我的 wonderland



一天天積極學習體驗 一點點成長發芽夢想



實現 微笑直到永遠



in LongPu 典 藏 探 索 與 實 踐



in LongPu 英 速 魔 法 學 院



師長和朋友對 我的愛 一點一滴 存在心田



龍 埔 是 最 棒 的 樂 園



ha 手牽手 青春開始 耀眼

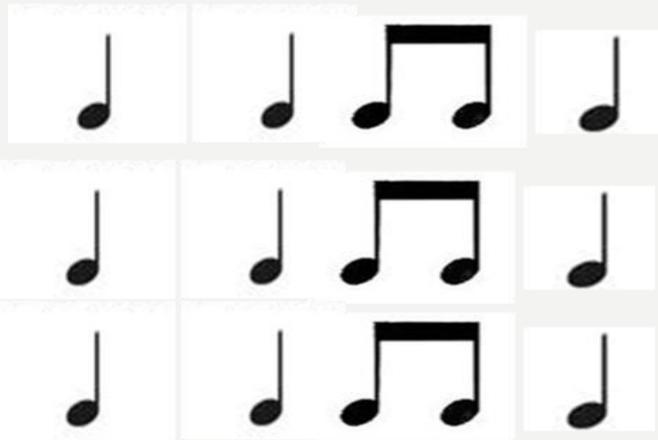


ha 好朋友 一起大步 向前 我會看



見 幸福的 彩虹 飛上 天 無限的 未來 in my hand

4-1





連結線：

將二個相同音高及音名的
音符連接在一起，表示這
二個音要彈奏成一個音



(愛 的 鼓 勵)

4-1

ha 手牽手 青春開始 耀 眼

ha 好朋友 一起大步 向前 我會看

見 幸福的 彩 虹 飛 上 天 無限的 未 來 in my

hand and my way 龍埔 wonder-

land 龍埔 wonderland

小陀螺

稍快板

梁田貞 曲
填詞者不詳

The image shows a musical score for the song '小陀螺' (Little Spinning Top). It consists of two staves of music in G major, 4/4 time. The tempo is marked '稍快板' (Moderato). The score includes a red circle with the character 'ム' (Mu) and a blue circle with 'セ' (Se) on the first staff, and various blue circles with characters like 'カ', 'ク', 'コ', 'ク', 'カ', 'ク' on the second staff. The background features a colorful illustration of a spinning top and other musical instruments.

記_リ憶_セ力_カ大_ク考_ク驗_セ

memory test

樂_セ器_ク名_ク稱_イ

Musical instrument



4-2

Castanets 響音^ト板^ウ



4-2



Hand bell 手^テ又^{マタ}搖^ユ鈴^{カネ}



new

Tambourine

鈴鼓 カニム クマ



Tambourine

鈴鼓 カニム クマ

Castanets 響板 カニム クマ



Hand bell 手鈴 カニム クマ

castanets

hand bell

小陀螺

Tambourine

梁田貞 曲
填詞者不詳

伏板

小 陀 螺 ㄅㄨㄣˊ ㄉㄨㄛˊ ㄉㄨㄛˊ ㄉㄨㄛˊ 真 好 玩 ,

不 小 心 掉 到 池 裡 怎 麼 辦 ?

小陀螺

梁田貞 曲
填詞者不詳

稍快板

小 鯉 魚 游 過 來 向 他 問 好 ,

他 要 小 陀 螺 借 他 玩 一 玩 。

castanets
hand bell
Tambourine

小陀螺 梁田貞 曲
填詞者不詳

中快板

小 陀 螺 真 好 玩
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好
他 要 小 陀 螺 借 他 玩 一 玩

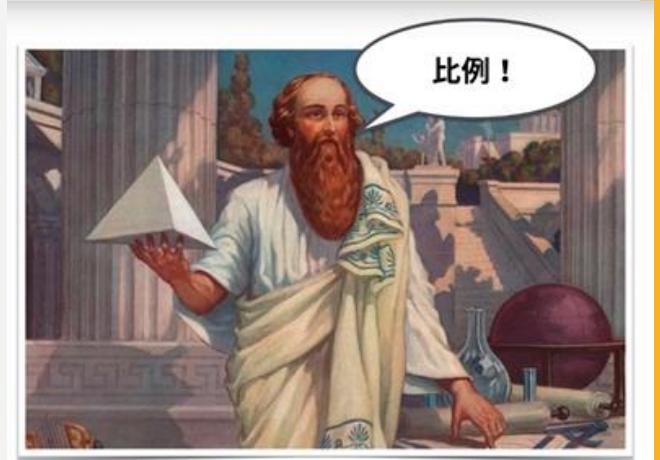
The image shows a musical score for the song 'Little Spinning Top' (小陀螺). It features four staves of music in 4/4 time, with lyrics in Chinese characters below each staff. The lyrics are: '小 陀 螺 真 好 玩, 不 小 心 掉 到 池 裡 怎 麼 辦 ？ 小 鯉 魚 游 過 來 向 他 問 好, 他 要 小 陀 螺 借 他 玩 一 玩。'. Above the score, there are labels for instruments: 'castanets', 'hand bell', and 'Tambourine'. The title '小陀螺' is written in large, stylized blue characters. The composer is '梁田貞' and the lyricist is '不詳'. The tempo is marked '中快板'.

第一單元 1-4

關於 Do Re Mi Fa Sol La Si

Story
Time1

畢達哥拉斯 (Pythagoras)
發現聲音 Do Re Mi La Sol Si Do



https://www.youtube.com/watch?v=p6f__AYhqUA

long long time ago 很久以前

In Greece, a very smart boy was born.

在希臘，有一個很聰明的男孩
誕生了。

His name was Pythagoras (希臘語).

他的名字叫畢達哥拉斯。

He found octave.

他發現八度音階。

Human can hear threshold of hearing from 20~20,000Hz.

人類可以聽到的聲音從20到2萬赫茲。

He use octave to find Do Re Mi La Sol Si Do from 20~20,000Hz.
從20到2萬赫茲中，他用八度音的方式發現Do Re Mi La Sol Si Do的聲音規律。

He called one sound "DO".

他把某一個頻率的聲音叫做“哆”。

He found bass Do and high pitch Do.

他發現有低音到高音的哆。



In the same way, he found Re.

他用同樣的方式發現 レ 。

In the same way, he found Mi Fa Sol La Si Do.

他用同樣的方式發現 ミ 、 フ 、 ソ 、 ラ 、 シ 、 ド 。

レ 、 ミ 、 フ 、 ソ 、 ラ 、 シ 、 ド 。

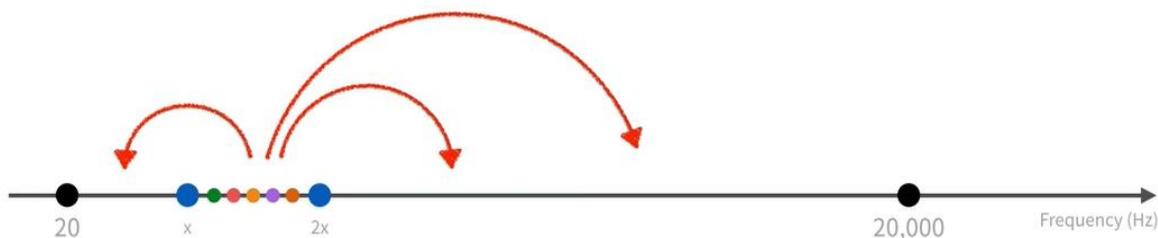
分割這一段頻率就好，把每個音取名字



In the same way, he found bass Re and high pitch Re.

他用同樣的方式發現低音 レ 到高音 レ 的 レ 。

然後把這些名字複製到別的八度去



Question

Who found octave? 誰發現八度音?

Pythagoras 畢達哥拉斯

Question

What did Pythagoras find from 20-20,000 Hz?

從20到2萬赫茲中，
畢達哥拉斯用八度音發現了什麼？

He use octave to find Do Re Mi La Sol Si Do from 20~20,000Hz.
從20到2萬赫茲中，他用八度音的方式發現Do
Re Mi La Sol Si Do的聲音規律。

Story
Time2

吉多阿雷左 (Guido d'Arezzo)
發明 Do Re Mi La Sol Si Do 記譜方法



<https://www.youtube.com/watch?v=v3bFmPdnLN4>

long long time ago 很久以前

In Italy, a boy was born.

在義大利，有一個男孩誕生了。

His name was Guido d'Arezzo.

他的名字叫吉多阿雷左。

He worked on how to write down these sounds.

他努力找出辦法把聲音紀錄下來。

The choir children were reading music.

唱^イ詩^ア班^ウ的^カ小^ト孩^シ們^ノ用^ユ吉^リ多^ク阿^ヤ雷^カ左^ヘ
的^カ方^フ法^ホ來^カ學^ブ唱^イ歌^ク曲^ク。

They were easy to learn the songs.

唱^イ詩^ア班^ウ的^カ小^ト孩^シ很^ク容^ク易^ニ學^ブ習^ス那^ノ些^ノ歌^ク曲^ク。

They were easy to memorize the songs.

唱^イ詩^ア班^ウ的^カ小^ト孩^シ很^ク容^ク易^ニ背^ク起^ク來^カ那^ノ些^ノ歌^ク曲^ク。

<https://www.youtube.com/watch?v=XBPVpJOFO-s>

Question

Who worked on how to write down
sound?

誰^ア努^ク力^カ找^シ出^ス辦^フ法^ホ
把^ク聲^ア音^ヲ記^ス下^シ來^カ?

Guido d'Arezzo 吉^リ多^ク阿^ヤ雷^カ左^ヘ

Question

What way did the choir children learn music?

唱詩班的小孩用什麼方法學音樂？

The choir children were reading music.

唱詩班的小孩們用吉多阿雷左的方法來學唱歌曲。

Question

Were the choir children easy to learn and memorize the songs?

唱詩班的小孩在學這些歌曲時輕鬆嗎？容易背起來嗎？

They were easy to learn the songs.

唱詩班的小孩很容易學習那些歌曲。

They were easy to memorize the songs.

唱詩班的小孩很容易背起來那些歌曲。

Question

Who found octave? 誰發現八度音?

Pythagoras 畢達哥拉斯

Question

What did Pythagoras find from 20-20,000 Hz?

從20到2萬赫茲中，
畢達哥拉斯用八度音發現了什麼？

He use octave to find Do Re Mi La Sol Si Do from 20~20,000Hz.
從20到2萬赫茲中，他用八度音的方式發現Do
Re Mi La Sol Si Do的聲音規律。

Question

Who worked on how to write down sound?

誰努力找出辦法
把聲音記下來？

Guido d'Arezzo 吉多阿雷左

Question

What way did the choir children learn music?

唱詩班的小孩用什麼方法
學音樂？

The choir children were reading music.

唱詩班的小孩們用吉多阿雷左
的方法來學唱歌曲。

認識樂譜

音階圖譜



小陀螺 K歌

稍快板

梁田貞曲
填詞者不詳

小 陀 螺 ㄉㄛ ㄛ ㄛ ㄛ 真 好 玩 ，
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好 ，
他 要 小 陀 螺 借 他 玩 一 玩 。

找出 Do 刀 乙

小陀螺

K歌

梁田貞 曲
填詞者不詳

稍快板

小 陀 螺 又 又 又 又 真 好 玩 ，
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好 ，
他 要 小 陀 螺 借 他 玩 一 玩 。

找出 Mi ㄇ 一

小陀螺

K歌

梁田貞 曲
填詞者不詳

小 陀 螺 又 又 又 又 真 好 玩 ，
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好 ，
他 要 小 陀 螺 借 他 玩 一 玩 。

找出 Sol

△
ソ
レ

小陀螺 (小歌)

梁田貞 曲
填詞者不詳

小 陀 螺 又 又 又 又 真 好 玩 ，
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好 ，
他 要 小 陀 螺 借 他 玩 一 玩 。

找出 Ti

↑
ティ

小陀螺 (小歌)

梁田貞 曲
填詞者不詳

小 陀 螺 又 又 又 又 真 好 玩 ，
不 小 心 掉 到 池 裡 怎 麼 辦 ？
小 鯉 魚 游 過 來 向 他 問 好 ，
他 要 小 陀 螺 借 他 玩 一 玩 。

第一單元 1-5

Sharing Song

Sharing Song | CoComelon Nursery Rhymes & Kids Songs

ABC

按下 Esc 即可結束全屏模式

0:01 / 3:47

向下捲動即可查看詳情

<https://www.youtube.com/watch?v=96fq4YmYjzQ>

Can you share? Hmmmm...
Can you share? Hmmmm...
Can you share? Hmmmm...
Please? Okay!

We can share
Sharing makes us all happy!
We can share
Sharing makes us all happy!

Sharing is caring,
Oh sharing is fun!
We can all share together,
Be kind to everyone!

Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!

Can you share? Hmm...
Can you share? Hmm...
Can you share? Hmm...
Please? Okay!

We can share
Sharing makes us all happy!
We can share
Sharing makes us all happy!

Sharing is caring,
Oh sharing is fun!
We can all share together,
Be kind to everyone!

Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!
Let's all share! Yay!

第二單元

龍埔國小一年級下學期生活(音樂)單元設計

第二單元：樹和花 Chapter 2: Trees and Flowers				
科目	教學活動設計	節數	教學資源/ 學習策略	評量方式
音樂	<p>校本課程~音樂家介紹—莫札特</p> <p>第一節</p> <p>音樂家故事</p> <ol style="list-style-type: none"> 1. 天才音樂家莫札特故事。 2. 欣賞莫札特五歲創作的歌曲。 3. 完成認識莫札特學習單。 <p>第二節</p> <ol style="list-style-type: none"> 1. 小星星歌曲歌唱(中文版和英文版):教師師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 2. 欣賞(enjoy)~莫札特有名歌曲~小星星變奏曲，老師說明小星星變奏曲的創作由來，以及講解主題一像跳房子的遊戲一樣。 3. 讓學生配合音樂排隊玩跳房子。 <p>第三節</p> <ol style="list-style-type: none"> 1. 再次欣賞小星星變奏曲。 2. 將變奏一至十二的樂曲作曲手法說明，並完成小星星變奏曲感受拼樂活動。 3. 介紹莫札特生平的歌劇的作品，預告莫札特創作魔笛的背景和故事內容。 <p>第四節</p> <p>魔笛歌劇劇情延伸</p> <ol style="list-style-type: none"> 1. 三個考驗遊戲: <ul style="list-style-type: none"> *沉默考驗:音階唱歌練習，老師將音階中其中一個音圈起來，學生拍子趙蜀，但是不能唱出聲音；相反，老師將音階其中幾個音圈起來，學生只能唱這幾個音，其他的拍子照樣數，但是不能發出聲音。 *火焰考驗~漸強漸弱符號練習。引入漸強漸弱符號，利用唱音階，練習越來越大聲和越來越小聲的差別。 *瀑布考驗~音樂欣賞。老師放魔笛王子在通過考驗的音 	4	<ol style="list-style-type: none"> 1. 教學 PPT 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 莫札特故事 https://www.youtube.com/watch?v=a7-uWYH5yIU 6. 莫札特五歲創作的歌曲 https://www.youtube.com/watch?v=XMaV_oJLtcU&list=PL463CrNpsQur1EkQjOmsWvCYKoEwfbuXs&index=13&t=53s 7. 欣賞(enjoy)~莫札特有名歌曲~小星星變奏曲 https://www.youtube.com/watch?v=lgkftIrfoeg https://www.youtube.com/watch?v=c3i2kZwuFYc https://www.youtube.com/watch?v=qvgeEmgQQXk 8. 魔笛歌劇 https://www.youtube.com/watch?v=1jsf43fNcm4 https://www.youtube.com/watch?v=dPxBg-_2pmE <p>雙語歌曲:</p> <p>* Twinkle, twinkle, little</p>	<p>觀察評量</p> <p>口頭評量</p> <p>行為檢核</p> <p>態度評量</p> <p>演唱評量</p>

	<p>樂，S 一邊聆聽欣賞，一邊利用想像力畫出王子吹奏魔 笛產生的變化，如何幫助王子和公主通過第三個瀑布 關。</p> <p>2. 音樂繪圖：第三關音樂欣賞學習單</p>	star https://www.you tube.com/watch? v=4ZDoDhsFp4g	
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112學年度一年級音樂課

第二單元2-1 Chapter Two 樹

Parts of Trees Song 樹各部位之歌



Parts of Trees Song 樹各部位之歌

Roots, trunks, branches, leaves, ×2
根、樹幹、樹枝、樹葉 ×2

Buds, and fruits, and flowers in the breeze,
樹芽、果實、花朵在微風中

Those are the parts of trees!
那是樹的各部位

Roots, 根
trunks, 樹
幹
branches,
樹枝
leaves, 樹
葉



Buds, 樹芽 fruits, 果實 flowers 花朵
in the breeze 在微風中



112學年度一年級音樂課

第二單元2-2 Chapter Two 蝴蝶

拍_旁節_世奏_又(Beat rhythm)-

唱_毛(sing)

找_出出_又Mi _口一

拍_旁節_世奏_又(Beat rhythm)-

蝴蝶

中國兒歌
佚名詞

稍快板

蝴蝶 蝴蝶，生得真美麗，
頭戴著金絲，身穿花花衣。

拍 節 奏 (Beat rhythm)

你 愛 花 兒 ， 花 也 愛 你 ，
你 會 跳 舞 ， 花 有 甜 蜜 。

蝴蝶

稍快板

中國兒歌
佚名詞

蝴 蝶 蝴 蝶 ， 生 得 真 美 麗 ，
頭 戴 著 金 絲 ， 身 穿 花 花 衣 ，
你 愛 花 兒 ， 花 也 愛 你 ，
你 會 跳 舞 ， 花 有 甜 蜜 。

找出 Mi

蝴蝶

中國兒歌
佚名詞

蝴蝶蝴蝶，生得真美麗，
頭戴著金絲，身穿花花衣。
你愛花兒，花也愛你，
你會跳舞，花有甜蜜。

找出 Mi

蝴蝶

中國兒歌
佚名詞

蝴蝶蝴蝶，生得真美麗，
頭戴著金絲，身穿花花衣。
你愛花兒，花也愛你，
你會跳舞，花有甜蜜。

每小節4拍
四分音符當作1拍

稍快板

蝴蝶

中國兒歌
佚名詞

蝴蝶 生得真美麗

練習每小節4拍的節奏，
請拿一個娃娃或紙杯，
照著口訣：拍-拿-給-放
(4個拍子：1拍-2拍-3拍-4拍)
用蝴蝶這首歌來玩一玩喔!



準備	拍	拿	給	放
隨便拿一個安全的物品	雙手拍一下	右手將物品拿起來	將物品交給左手拿著	左手將物品放下

練習每小節4拍的節奏，
請拿一個娃娃或紙杯，
照著口訣：拍-拿-給-放
(4個拍子：1拍-2拍-3拍-4拍)
用蝴蝶這首歌來玩一玩喔！



準備	拍	拿	給	放
隨便拿一個安全的物品	雙手拍一下	右手將物品拿起	將物品交給左手拿著	左手將物品放下

示範

第一次只需要跟著音樂和口訣做動作。
第二次要邊唱歌邊做動作。

蝴蝶

中國兒歌
佚名詞

稍快板

胡 蝶 胡 蝶 ， 生 得 真 美 麗 ，
頭 戴 著 金 絲 ， 身 穿 花 花 衣 。
你 愛 花 兒 ， 花 也 愛 你 ，
你 會 跳 舞 ， 花 有 甜 蜜 。

112學年度一年級音樂課

第二單元2-3 Chapter Two 春神來了

春神來了

中板

德國兒歌
沈秉廉 配詞

拍_ㄅ 節_ㄉ 奏_ㄗ (Beat rhythm)-

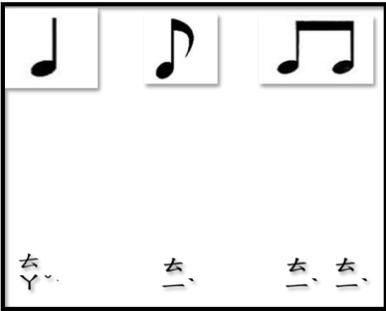
唱_ㄔ (sing)

找_ㄗ 出_ㄗ Do ㄉ ㄛ

找_ㄗ 出_ㄗ Mi ㄇ
一

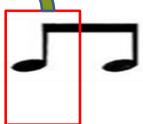
節^ヒ奏^マ音^シ符^ラ複^ヒ習^マ習^マ

						
Whole note	Minim (Half note)	Quarter note	Eighth note	Eighth notes	Dotted minim Dotted half note	Quarter rest
全音符	二分音符	四分音符	八分音符	兩個八分音符	付點二分音符	四分休止符
四拍(4)	二拍(2)	一拍(1)	半拍	一拍	三拍	一拍
去 Y [˘] Y [˘] Y [˘] Y [˘]	去 Y [˘] Y [˘]	去 Y [˘]	去 一 [˘]	去 去 一 [˘] 一 [˘]	去 Y [˘] Y [˘] Y [˘]	ㄣ ㄣ



去 去 去、去
Y[˘] Y[˘] 一[˘] 一[˘]

♪ + ♪ = 

♪ +  = 

春神來了

中板

德國兒歌
沈秉廉 配詞



春神來了怎知道？梅花黃鶯報告。

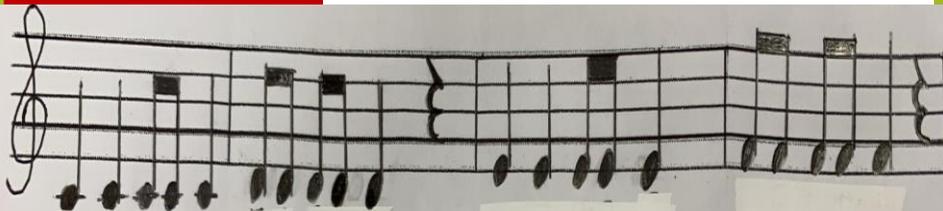


梅花開頭先含笑，黃鶯接著唱新調。



歡迎春神試身手，快把世界改造。

找出 Do 勿 ㄛ



勿 ㄛ 在下一線

□ 在下一間

□ 在第一線

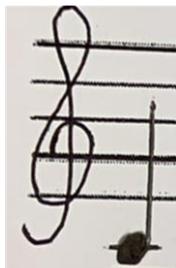
□ 在第一間

×

—

Y

せ

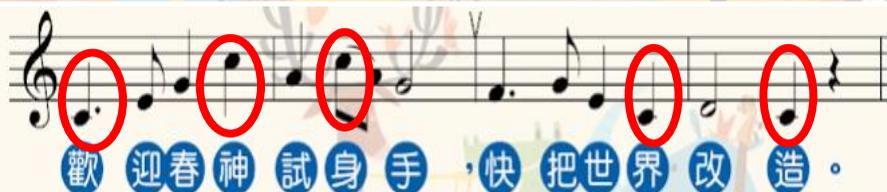


1-1

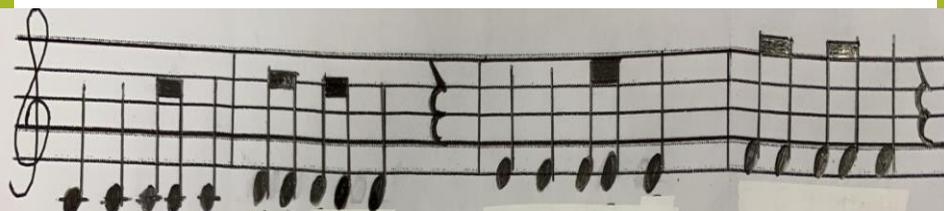
春神來了

中板

德國兒歌
沈秉廉 配詞



找出 Mi

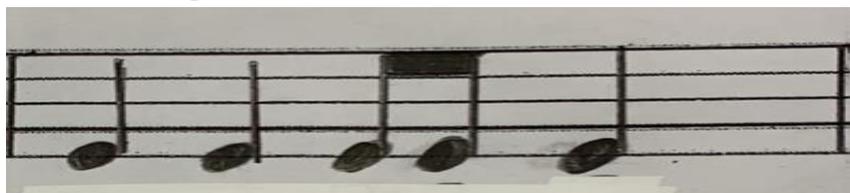


フ 在下一線
セ

日 在下一間
×
せ

□ 在第一線
—

□ 在第一間
Y



春神來了

中板

德國兒歌
沈秉廉 配詞



春神來了

中板

德國兒歌
沈秉廉 配詞



112學年度一年級音樂課

第二單元2-4
Chapter Two

番外篇

稍快板

蝴蝶

中國兒歌
佚名詞

胡 蝶 胡 蝶 ， 生 得 真 美 麗 ，
頭 戴 著 金 絲 ， 身 穿 花 花 衣 。
你 愛 花 兒 ， 花 也 愛 你 ，
你 會 跳 舞 ， 花 有 甜 蜜 。

我 們 來 看 看
 蝴 蝶 和 春 神 來 了
 這 兩 首 歌 詞 的 意 思

蝴蝶

中國兒歌
 佚名詞



圖片來源:

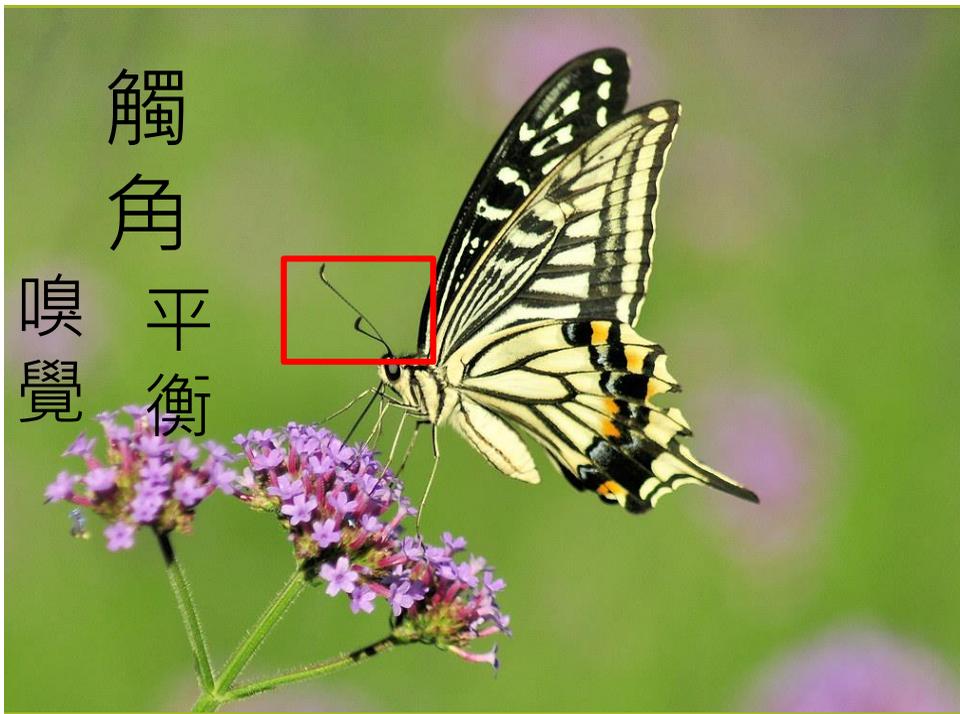
- <https://images.app.goo.gl/AXh1D2w17ahm7qSY9>
- <https://images.app.goo.gl/RwZPpvkvonhWFuMz5>
- <https://images.app.goo.gl/RwZPpvkvonhWFuMz5>
- <https://images.app.goo.gl/7Azq1FNjFxF2SaLEF9>

蝴蝶

稍快板

蝴蝶 蝴蝶 頭戴著金絲

圖片來源
<https://images.app.goo.gl/mmEqWizVxqxMtWKTA>



你愛花兒，花也愛你。

蝴蝶 ← 食物 → 花

幫忙傳播的中介者

The diagram illustrates the mutual relationship between butterflies and flowers. A musical score at the top shows the lyrics '你愛花兒，花也愛你' (You love flowers, flowers love you). Below the score, a diagram shows a butterfly on the left and a flower on the right. A red heart is placed between them. A yellow arrow points from the butterfly to the flower, labeled '食物' (food). A red arrow points from the flower to the butterfly, labeled '幫忙傳播的中介者' (mutualist). Two red hearts are also present, one above and one below the diagram.

圖片來源<https://images.app.goo.gl/2xE4M3Feu2RSQXY2A>

觸角
複眼
唇鬚
口器
前翅
翅尾
後翅
股節
脛節
跗節

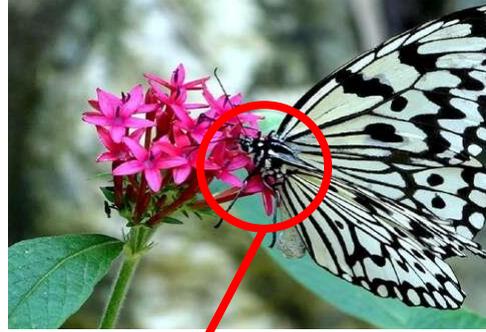
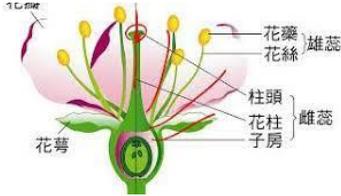
口器像彈簧一樣細細長長的，不吃東西的時候就捲起來，吸花蜜的時候就伸直。

但是蝴蝶不需要用力吸，蜜就會順著這細細的管道自動跑進蝴蝶的嘴裡。

The diagram shows a butterfly with various body parts labeled: 觸角 (antennae), 複眼 (compound eyes), 唇鬚 (proboscis), 口器 (mouthparts), 前翅 (forewing), 翅尾 (wing tip), 後翅 (hindwing), 股節 (femur), 脛節 (tibia), and 跗節 (tarsus). A red circle highlights the mouthparts, with a red arrow pointing to the text below. The text explains that the mouthparts are like a coiled spring that extends to drink nectar. It also notes that butterflies do not need to exert force to drink, as nectar flows through the proboscis into their mouth.

圖片來源

by:2Fnews%2Fdetails%2F17212&fbid=M4hO_HZLDWwHUM&vel=1&docid=r9AmJA0CGaKcVM&w=480&h=360&source=sh%2F%2Fim
原文網址：<https://knews.cc/nature/4jg96m3.html>



有些花的雄蕊跟雌蕊不在同一株上，所以無法自行授粉，這就需要外力的幫助。蝴蝶便是當之無愧的「授粉大使」。蝴蝶為了吸到蜜，口器會盡量探到底，這時頭部自然會沾到花粉，有時暫時停在花上，腹部也會沾到花粉，就有機會把花粉傳送到同種另一朵花的柱頭上而幫助花完成授粉。



大部分蝴蝶喜食花蜜，但不同種類的蝴蝶會喜歡不同的花蜜，蝴蝶一天到晚飛來飛去，也是很耗體力的，所以，會藉助花朵來歇腳，順便就吸食花蜜補充點維生素。蝴蝶吸食不同花朵的花蜜，並非「吃霸王餐」哦，而是在幫小花「傳宗接代」呢。

原文網址：<https://knews.cc/nature/4jg96m3.html>

春神來了

德國兒歌
沈秉廉 配詞

中板

春天 spring

春 神 來 了 怎 知 道 ？ 梅 花 黃 鶯 報 告 。

梅 花 開 頭 先 含 笑 ， 黃 鶯 接 著 唱 新 調 。

歡 迎 春 神 試 身 手 ， 快 把 世 界 改 造 。

春神來了

德國兒歌
沈秉廉 配詞

春天 春 天

三 月 月、 四 月 月、 五 月 月

春 神 來 了 怎 知 道 ？ 梅 花 黃 鶯 報 告 。

讓 大 家 知 道 春 天 的 到 來

圖片來源
https://www.google.com/imgres?imgurl=https%3A%2F%2Fcontent.shopback.com%2Ftw%2Fwp-content%2Fuploads%2F2020%2F01%2F07183211%2Fplum-4917370_1280-1-1200x675.jpg&imgrefurl=https%3A%2F%2Fwww.shopback.com.tw%2Fblog%2Fyangmingshan-plum-blossom-attractions&tried=VMVlu_X9PY1M&vet=1&docid=SpQYt-se_zFHDm&w=1200&h=675&source=sh%2F%2Fim

圖片來源https://images.app.goo.gl/DaDcipWPvNcx3F3IA

梅花開頭先含笑，黃鸝接著唱新調。

梅花開花月份從12月至次年4月，在梅花開花後沒多久，春天就悄悄來到。

黃鸝(黃鸝)是一種候鳥，夏天飛到中國東部地區繁殖，冬季往南遷印度、斯里蘭卡、馬來半島等地越冬。

圖片來源：
https://www.google.com/imgres?imgurl=https%3A%2F%2Fpgw.udn.com.tw%2Fgw%2Fphoto.php%3Fu%3Dhttps%3A%2F%2Fuc.udn.com.tw%2Fphoto%2F2021%2F01%2F18%2Frealtime%2F11237993.jpg%26x%3D0%26y%3D0%26sw%3D0%26sh%3D0%26t%3Dw%26f%3D800%26exp%3D3600&imgrefurl=https%3A%2F%2Fudn.com%2Fnews%2Fstory%2F7266%2F5182509&tbid=010BGtPjpfM&vet=1&docid=xBP1WuB21z_eM&w=800&h=600&source=sh%2F%2Fim

歡迎春神試身手，快把世界改造。

冬天winter

春天spring

圖片來源：
<https://images.app.goo.gl/9qaCn75juYYeiaZ>
<https://images.app.goo.gl/FpO4H3EDZUHFx2Fd6>

第三單元

龍埔國小一年級下學期生活(音樂)單元設計

第三單元：新生命 Chapter 3: New Life				
科目	教學活動設計	節數	教學資源/ 學習策略	評量方式
音樂	<p>第一節</p> <p>節奏練習：</p> <ol style="list-style-type: none"> 1. 介紹樹歌曲的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 4. 複習手搖鈴和響板樂器的使用方式及英文稱呼。 5. 使用樂器演奏樹的拍子。 6. 變換樂器使用的小節位置。 <p>第二節</p> <ol style="list-style-type: none"> 1. 介紹蝴蝶歌曲的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 4. 練習找出蝴蝶歌曲中 Do 的位置 <p>第三節</p> <ol style="list-style-type: none"> 1. 介紹春姑娘歌曲的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 4. 練習找出春姑娘歌曲中 Mi 的位置 <p>第四節</p> <ol style="list-style-type: none"> 1. 介紹春神來了歌曲的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生 	5	<ol style="list-style-type: none"> 1. 網路資源： 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 6. 自製閃示卡。 7. 二種節奏樂器。 	觀察評量 口頭評量 行為檢核 態度評量 演唱評量

跟著仿做。

4. 練習找出春神來了歌曲中 Sol 的位置

第五節

1. 複習：樹

2. 複習：蝴蝶

3. 複習：春姑娘

4. 複習：春神來了

5. 評量

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第三單元3-1 Chapter Three

[Happy Mother's Day - YouTube](#)

<https://www.youtube.com/watch?v=OYAkWCj6qnA>

Happy Mother's Day

[Happy Mother's Day - YouTube](#)

<https://www.youtube.com/watch?v=OYAkWCj6qnA>

Happy Mother's Day



Mommy, Mommy, you are super!

I'm your baby, baby!

Your hugs are warm.

Your smiles are sweet.

Your cooking is great.

I love you, Mommy!

Happy Mother's Day! I love you, Mommy!

Happy Mother's Day! I love you, Mommy!

Super man



hug



1



2

warm ?



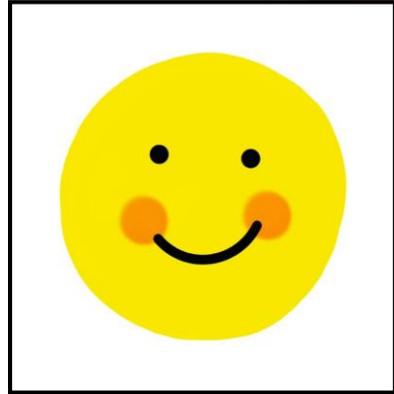
warm



smile



1



2

sweet



1



2

cooking



Mommy 媽^{ㄇㄞˊ} 媽^{ㄇㄞˊ}



Grandmother



Daddy 爸^{ㄆㄚˋ} 爸^{ㄆㄚˋ}



Grandfather



Mommy, Mommy, you are super!

I'm your baby, baby!

Your hugs are warm.

Your smiles are sweet.

Your cooking is great.

I love you, Mommy!

Happy Mother's Day! I love you, Mommy!

Happy Mother's Day! I love you, Mommy!

1. Sweet



2. Spicy / Hot



3. Sour



4. Bitter



5. Salty



甜
辣
苦
鹹
酸

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第三單元3-2 Chapter Three

媽媽寶貝

青青的草地藍藍天
多美麗的世界
大手拉小手帶我走
我是媽媽的寶貝
我一天天長大你一天天老
世界也變得更遼闊
從今往後讓我牽你帶你走
換你當我的寶貝



媽媽寶貝

青青的草地藍藍天
 多美麗的世界
 大手拉小手帶我走
 我是媽媽的寶貝
 我一天天長大你一天天老
 世界也變得更遼闊
 從今往後讓我牽你帶你走
 換你當我的寶貝

E网音乐教室

WWW.MUSIC888.NET
1 = E $\frac{4}{4}$

妈妈宝贝

演唱：陈莹恩(童) 李冰冰 作词：邢增华
 作曲：陈炳顺
 记谱：桃李醉春风

(5 · $\dot{1}$ $\dot{1}$ $\dot{3}$ $\dot{4}$ | 4 - - 0 $\dot{4}$ $\dot{3}$ | 2 · 5 5 2 | 3 · $\dot{2}$ $\dot{3}$ 2 7 | 1 · $\dot{7}$ 1 2 3 5 |
 7 i 7 6 | 5 - - 5 3 | 4 - - - | 5 - 0 0) :| 5 4 · 3 2 5 | 3 1 5 5 0 5 |
 6 1 2 3 3 | 3 - - 0 | 5 4 3 2 5 | 3 1 6 6 6 5 | 6 5 7 1 1 |
 美丽的世界， 大手拉小手 带我走， 我是 妈妈的宝贝。
 1 - - 1 · 7 | 6 6 · 7 1 1 2 | 3 1 5 1 · 7 | 6 6 · 7 1 5 | 3 - - 3 · 4 |
 我 一 天 天 长 大 你 一 天 天 老， 世 界 也 变 得 更 辽 阔， 从 今
 5 5 5 · 4 3 · 5 | 4 3 6 1 · 7 | 6 5 7 1 1 | 1 - 0 0 | 6 - 7 i 2 7 |
 往 后 让 我 牵 你 带 你 走， 换 你 当 我 的 宝 贝。
 5 - 6 7 i 6 | 4 i 7 6 7 | 5 - - - | 6 - 7 i 2 7 | 5 2 i · 3 |
 4 i 2 3 4 | 5 - - -) :| 1 - 0 0 | 5 0 5 0 | 5 - 0 0 | 6 6 7 i 2 7 |
 5 - 0 0 3 4 | 5 5 5 5 | 5 4 3 5 4 3 1 5 | 6 1 3 7 1 2 | 1 i · 7 6 5 5 |
 1 2 3 4)| 1 - 0 1 · 7 | 6 5 7 1 1 | 1 - 0 1 · 7 | 6 5 7 - | 0 0 0 1 |
 D.S 妈 妈 是 我 的 宝 贝， 妈 妈 是 我 的 宝 贝。
 1 - 0 0 |
 5 4 · 3 2 5 | 3 1 5 5 - | 4 3 2 1 7 1 | 1 - - - ||
 青 青 的 草 地 蓝 蓝 天， 啦 啦 啦 啦 啦 啦!

欢迎光临醉春风记谱空间：<http://user.qzone.qq.com/563264185>

112學年度一年級音樂課

第三單元3-3 Chapter Three

媽媽妳是我的最愛



媽媽妳是我的最愛

嬰仔的時代，佇妳腹肚內，
媽媽妳是我的世界。
自細漢以來，佇我心肝內，
媽媽妳是我的最愛！

	<p>嬰兒 嬰兒</p> <p>雙手一上一下在身前左右搖動。</p>	<p>佇妳腹肚內 (在腹部畫圈)</p>	
<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 </p> <p>手形 1 手形 2 </p>			
	<p>媽媽 媽媽</p> <p>一手食指與小指伸直，食指觸臉頰，向旁移動後後食指收起。</p>		<p>1 世界 世界 2 國際 國際</p> <p>雙手掌心相對，在身前往旁邊移動，同時手腕向前轉動。</p>
<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 </p> <p>手形 1 手形 2 </p>		<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 手形 1 手形 2 </p>	

	<p>1 小孩 小孩 2 孩子 兒童</p> <p>雙手手心向上，在肩左右搖動。</p>		<p>心A 心中</p> <p>雙手食指和拇指伸直，兩手指尖相接，放於胸前。</p>
<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 </p> <p>手形 1 手形 2 </p>		<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 手形 1 手形 2 </p>	
	<p>媽媽 媽媽</p> <p>一手食指與小指伸直，食指觸臉頰，向旁移動後後食指收起。</p>		<p>1 愛 愛 2 疼愛 疼愛</p> <p>一手掌心接觸另一手伸直的拇指指背上，並重複繞圈。</p>
<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 </p> <p>手形 1 手形 2 </p>		<p>目前撥放速率: 1</p> <p>正常撥放速率 1/2 慢速撥放 1/4 慢速撥放</p> <p>位置 手形 1 手形 2 </p>	

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第三單元3-4 Chapter Three

五月康乃馨



五月康乃馨（五月康乃馨）
送分媽媽你（送給媽媽你）
講一句ㄟ厝愛你（講一句我愛你）
媽媽心歡喜（媽媽心歡喜）



第四單元

龍埔國小一年級下學期生活(音樂)單元設計

第四單元：風、水和天氣 Chapter 4: Wind, Water and Weather				
科目	教學活動設計	節數	教學資源/ 學習策略	評量方式
音樂	<p>第一節</p> <p>節奏練習：</p> <ol style="list-style-type: none"> 1. 介紹下雨了歌曲的拍號為二四拍曲子。 2. 複習手搖鈴和響板樂器的使用方式及英文稱呼。 3. 使用樂器演奏下雨了的拍子。 4. 變換樂器使用的小節位置。 <p>第二節</p> <ol style="list-style-type: none"> 1. 介紹潑水歌的拍號為四四拍曲子。 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習兩種節奏型至熟練為止。 3. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生跟著仿做。 4. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。 5. 配合教師彈奏，練唱整曲至熟練。 6. 分兩組，一組唱歌，一組使用頑固伴奏 <p>第三節</p> <ol style="list-style-type: none"> 1. Chants~Rain Rain Go Away(1)。 2. 配上 youtube 影片練習至熟練。 <p>第四節</p> <ol style="list-style-type: none"> 1. How's the weather? (今天天氣如何?)。 2. 配上 youtube 影片練習至熟練。 <p>第五節</p> <ol style="list-style-type: none"> 1. 介紹青蛙歌曲的拍號為四四拍曲子。 2. 介紹附點二分音符的拍數、四分休止符和八分休止符的意義。 3. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟拍；練習兩種節奏型至熟練為止。 4. 教師以念謠方式，口念歌詞手拍節奏，一次一句，學生 	5	<ol style="list-style-type: none"> 1. 播放器。 2. 電子琴。 3. 自製節奏。 4. 教學 PPT 5. 自製閃示卡。 6. 四種節奏樂器。 <p>雙語句子及單字：</p> <p>* colors:</p> <p>句子：</p> <ol style="list-style-type: none"> 1.Touch your head/ ground / back. 2.Tie your shoes. 3.Shout hurray! <p>單字</p> <p>red, , blue, brown, black, gray</p> <p>1. 網路資源：</p> <p>10 BUBBLES GO POP(10個泡泡搓搓</p>	<p>觀察評量</p> <p>口頭評量</p> <p>行為檢核</p> <p>態度評量</p> <p>演唱評量</p>

	<p>跟著仿做。</p> <p>5. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。</p> <p>6. 配合教師彈奏，練唱整曲至熟練。</p> <p>7. Chants: Nine Frogs.(九隻青蛙)：利用 PPT 和閃示卡練習單字。</p> <p>8. 配上自製節奏練習至熟練。</p> <p>9. 複習與評量</p>	<p><u>搓)</u></p> <p><u>How' s the</u></p> <p><u>weather?</u></p> <p><u>(今天天氣</u></p> <p><u>如何?)</u></p> <p>2. 播放器。</p> <p>3. 電子琴。</p> <p>4. 自製節奏。</p> <p>5. 教學 PPT</p> <p>6. 自製閃示卡。</p> <p>7. 四種節奏樂器。</p>	
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112學年度一年級音樂課



第四單元4-1 Chapter Four 下雨

fppt.com

節奏音符複習

						
Whole note	Minim (Half note)	Quarter note	Eighth note	Eighth notes	Dotted minim Dotted half note	Quarter rest
全音符	二分音符	四分音符	八分音符	兩個八分音符	付點二分音符	四分休止符
四拍(4)	二拍(2)	一拍(1)	半拍	一拍	三拍	一拍
ㄊ Y`Y`Y`Y`	ㄊ Y`Y`	ㄊ Y`	ㄊ 一、	ㄊ ㄊ 一、 一、	ㄊ Y`Y`Y`	ㄌ

fppt.com

拍 節 奏 (Beat rhythm)

下 雨

稍 快 板

改 編 自 中 山 晉 平 曲

填 詞 者 不 詳

浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，
我 的 媽 媽 拿 著 雨 傘 來 接 我 ，
浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 啦 ！

1-2

fppt.com

唱 (sing) ~ 下雨了 (It's raining.)

下 雨

稍 快 板

改 編 自 中 山 晉 平 曲

填 詞 者 不 詳

浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，
我 的 媽 媽 拿 著 雨 傘 來 接 我 ，
浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 啦 ！

fppt.com



Wood block

高^カ低^カ音^ハ木^ノ魚^ノ



Hand bell

手^ノ搖^カ鈴^カ

fppt.com

拍^ハ節^ハ奏^ハ(Beat rhythm)-



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fppt.com

拍 節 奏 (Beat rhythm)



浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，

我 的 媽 媽 拿 著 雨 傘 來 接 我 ，

浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 ！

Find out Do

找 出 Do ㄉㄛ

下 雨

稍 快 板

改 編 自 中 山 晉 平 曲
填 詞 者 不 詳

浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，

我 的 媽 媽 拿 著 雨 傘 來 接 我 ，

浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 ！

Find out Mi

找出 Mi

下雨

稍快板

改編自中山晉平曲

填詞者不詳

浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，
 我 的 媽 媽 拿 著 雨 傘 來 接 我 ，
 浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 啦 ！

fppt.com

Find out sol

找出 Sol

下雨

改編自中山晉平曲

填詞者不詳

浙 瀝 浙 瀝 嘩 啦 嘩 啦 雨 下 來 了 ，
 我 的 媽 媽 拿 著 雨 傘 來 接 我 ，
 浙 瀝 浙 瀝 嘩 啦 嘩 啦 啦 啦 啦 啦 ！

fppt.com

動一動
Let's dance.

fppt.com

舞蹈



fppt.com



112學年度一年級音樂課



第四單元4-2 Chapter Four 潑水歌

fppt.com

潑水歌

稍快板

越南民謠
填詞者不詳

昨天我打從你門前過，你
正提著水桶往外潑

The image shows two staves of musical notation in 4/4 time. The first staff contains the lyrics '昨天我打從你門前過，你' and the second staff contains '正提著水桶往外潑'. The notes are simple, mostly quarter and eighth notes, with a 'V' mark above the final note of the first line.

fppt.com

潑在我的皮鞋上，
路上的行人笑得咯咯咯，你

The image shows two staves of musical notation in 4/4 time. The first staff contains the lyrics '潑在我的皮鞋上，' and the second staff contains '路上的行人笑得咯咯咯，你'. The notes continue with quarter and eighth notes, ending with a 'V' mark above the final note of the second line.

fppt.com

什麼話也沒有對我說，你
只是眯著眼睛望著我

fppt.com

潑水歌

昨天我打從你門前過，你正提著水桶往外潑，
潑在我的皮鞋上，路上的行人笑得咯咯咯，你
什麼話也沒有對我說，你只是眯著眼睛望著我。

112學年度一年級音樂課



第四單元4-3 Chapter Four Rain Rain Go Away

fppt.com



Chants

Rain Rain Go Away

<https://drive.google.com/file/d/1uj9IR-YdDwCu-Fokm9S8Q5NmOZvFLRdR/view?usp=sharing>

fppt.com



Rain Rain Go Away

Rain, rain, go away
Come again another day
Daddy wants to play
Rain, rain go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

Rain Rain Go Away

Rain, rain, go away
Come again another day
Mommy wants to play
Rain, rain, go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

Rain Rain Go Away

Rain, rain, go away
Come again another day
Brother wants to play
Rain, rain, go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

Rain Rain Go Away

Rain, rain, go away
Come again another day
Sister wants to play
Rain, rain, go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

Rain Rain Go Away

Rain, rain, go away
Come again another day
Baby wants to play
Rain, rain, go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

Rain Rain Go Away

Rain, rain, go away
Come again another day
All the family wants to play
Rain, rain, go away

<https://www.youtube.com/watch?v=c3v0rJqyCTM>

fppt.com

112學年度一年級音樂課



第四單元4-4 Chapter Four How's the weather?

fppt.com



Chants

今_レ天_ヲ天_ヲ氣_ノ如_ク何_ニ

How's The Weather?

<https://www.youtube.com/watch?v=6MGRkUIFZws>

fppt.com

今天天氣如何How's The Weather?

How's the weather?

How's the weather?

How's the weather today?

It is sunny.

It is rainy.

It is windy

It is cloudy.

It's a beautiful day.

It is sunny.



It is rainy.



It is windy.



It is cloudy.



It's a beautiful day!

fppt.com

今天天氣如何How's The Weather?

It is sunny.



It is rainy.



It is windy.



It is cloudy.



It's a beautiful day!

fppt.com

112學年度一年級音樂課



第四單元4-5 Chapter Four 青蛙

fppt.com

唱_{ㄔㄨㄥˋ} (sing)

青_{ㄑㄩㄥ} 蛙_{ㄨㄚ} 青_{ㄑㄩㄥ} 蛙_{ㄨㄚ} 大_{ㄉㄚˋ} 嘴_{ㄓㄨㄟ} 巴_{ㄅㄚ} ,
唱_{ㄔㄨㄥˋ} 起_{ㄑǐ} 歌_{ㄍㄜ} 來_{ㄌㄞ} 呱_{ㄍㄨㄚ} 呱_{ㄍㄨㄚ} 呱_{ㄍㄨㄚ} ,
一_ㄧ 隻_{ㄓㄟ} 青_{ㄑㄩㄥ} 蛙_{ㄨㄚ} 叫_{ㄐㄢ} 聲_{ㄕㄨㄥ} 呱_{ㄍㄨㄚ} ,
兩_{ㄌㄨㄤˊ} 隻_{ㄓㄟ} 青_{ㄑㄩㄥ} 蛙_{ㄨㄚ} 叫_{ㄐㄢ} 呱_{ㄍㄨㄚ} 呱_{ㄍㄨㄚ} ,
三_{ㄙㄨㄤ} 隻_{ㄓㄟ} 青_{ㄑㄩㄥ} 蛙_{ㄨㄚ} 呱_{ㄍㄨㄚ} 呱_{ㄍㄨㄚ} 呱_{ㄍㄨㄚ} 。

fppt.com

唱 (sing)

青 蛙

1拍休止符

半拍休止符

稍快 板

鄭啟宏 詞
陳德文 曲

青 蛙 青 蛙 大 嘴 巴 ,

唱 起 歌 來 呱 呱 呱 , 一 隻 青 蛙 叫 聲 呱 ,

兩 隻 青 蛙 叫 聲 呱 呱 , 三 隻 青 蛙 呱 呱 呱 。

打 節 奏 (beat rhythm)

青 蛙

2拍+●=3拍

稍快 板

鄭啟宏 詞
陳德文 曲

青 蛙 青 蛙 大 嘴 巴 ,

唱 起 歌 來 呱 呱 呱 , 一 隻 青 蛙 叫 聲 呱 ,

兩 隻 青 蛙 叫 聲 呱 呱 , 三 隻 青 蛙 呱 呱 呱 。



Chants

Nine Frogs

https://www.youtube.com/watch?v=042if1lg_Lo

fppt.com

Nine Frogs

There are one, two, three hopping frogs.

Ribbit-ribbit!

There are four, five, six hopping frogs.

Ribbit-ribbit!

There are seven hopping frogs.

There are eight hopping frogs.

There're nine, nine hopping frogs.

Ribbit-ribbit!

fppt.com

Nine Frogs

There are one, two, three swimming frogs.

Ribbit-ribbit!

There are four, five, six swimming frogs.

Ribbit-ribbit!

There are seven swimming frogs.

There are eight swimming frogs.

And me!

There're nine, nine swimming frogs.

Ribbit-ribbit!

fppt.com

第四單元 測驗



fppt.com

玖、執行省思

一、外師資源有限，無法隨著雙語課程向上年級實施讓各領域皆有外師入班教學

◎解決策略：

- (一)中外師合作自編雙語教材及教師手冊，大量提供課程中用到的英語句子、單字及學習單，讓學生沈浸在英語環境中，並使教師能在課前準備，增加使用英語教學的自信。
- (二)透過「新新鑲英教師專業學習社群」，提供教師練習口說英語的環境；鼓勵教師組成共讀自學團體參加英語檢定，互助提昇英語能力。
- (三)由中外師共同進行課程共備，由外師協助學科教師提升英語能力進行雙語教學。

二、本校從低年級開始實施生活課程雙語教學，低年級的導師師資至為重要

◎解決策略：

- (一)為鼓勵本校教師踴躍投入低年級雙語教學，自110學年度起調整教師職級務規則，設置一名雙語導師(該師須為英語本科技或相關科系資格，協助更多有心從事雙語教學的同仁加入雙語團隊，共同為營造良善的校園雙語環境努力。在111學年度一、二年級各有一位雙語導師，擔任和外師、行政夥伴的溝通橋樑，協助該學年協助推動雙語教學工作。
- (二)不定期邀請校內外雙語教師/專家學者蒞校分享。冀由分享教學的過程，讓老師感受到其他夥伴的支持鼓勵與獲得有用的教學策略與方式，提升自己的教學知能，與參與雙語教學的勇氣。

三、美勞及音樂教育在低年級為興趣培養，教學者要避免因為用英文教學而導致學生產生排斥，因此課室英語使用的時機與百分比就要慎重考量。

◎解決策略：

- (一)在新生剛入學時，利用遊戲與默契培養可以將雙語浸潤式語言學習模式融入，讓雙語美勞及音樂獲得學生的接受與喜愛。
- (二)生活美勞及音樂由中師教學為比較好的實施模式，因為中師本身的專業可以讓生活領域的專業施展，若由沒有專業背景的外師教學，容易變成英文課而非藝文課。
- (三)雙語美勞的教學建議：領域學習仍是核心，領域知識和技能是國家賦予的責任，應優先考慮作為學習的重點，教師的支援和激勵扮演著很重要角色，是協助孩子建立雙語學習體驗重要途徑。
- (四)雙語音樂的教學建議：在教室用語中輔助動作與音調，再加上許多打節奏或唱歌的動作在開學時先用遊戲做默契培養，是雙語音樂教學順暢的小技巧。

附件三：授權書

【授權書】

本校同意「新北市110-112學年度國民小學雙語實驗課程領航計畫雙語成果專輯」(包含其相關內容圖文與電子檔)，授權新北市教育局享有使用權；得以運用至各類宣傳、推廣、展覽及一切出版品(含印製、發行等)，提供各級學校教學參考使用不另付酬勞或任何費用。

校長及參與本成果專輯製作之成員簽章：

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中華民國 113 年 6 月 13 日

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