

110-112 學年度三峽區龍埔國民小學雙語成果專輯(生活-1 上)

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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



龍埔願景：
行動、低碳
人文、社群

善用科技工具
拓展國際視野

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)

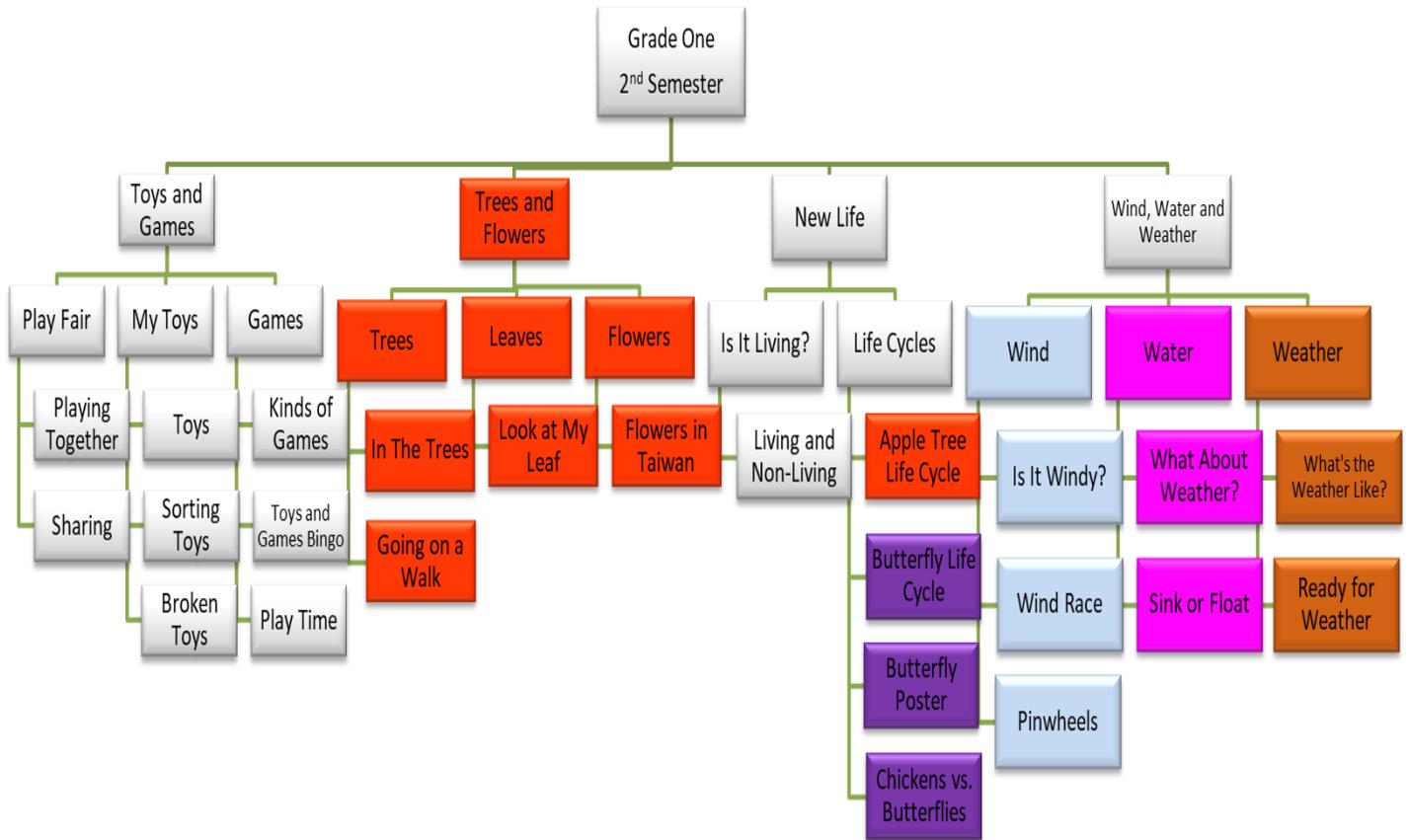
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G1 Semester 1
 一年級上學期



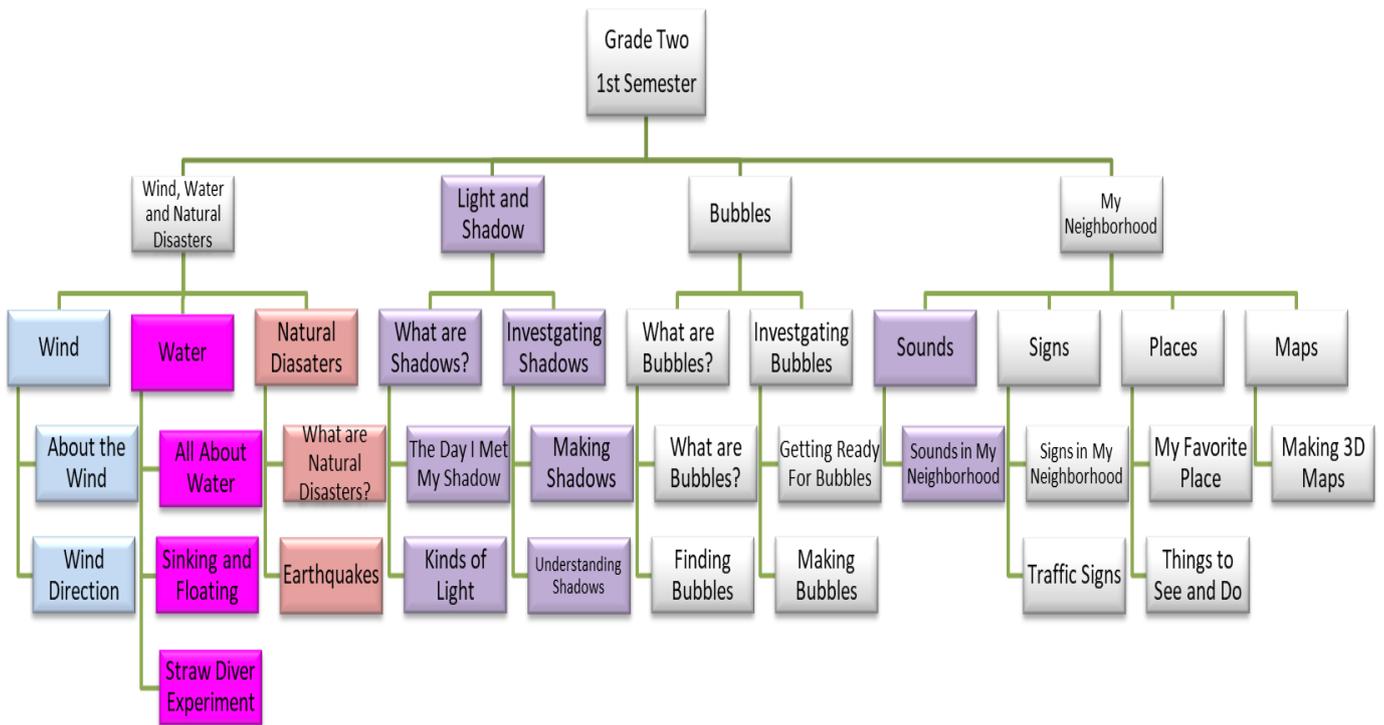
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

G1 Semester 2
一年級下學期



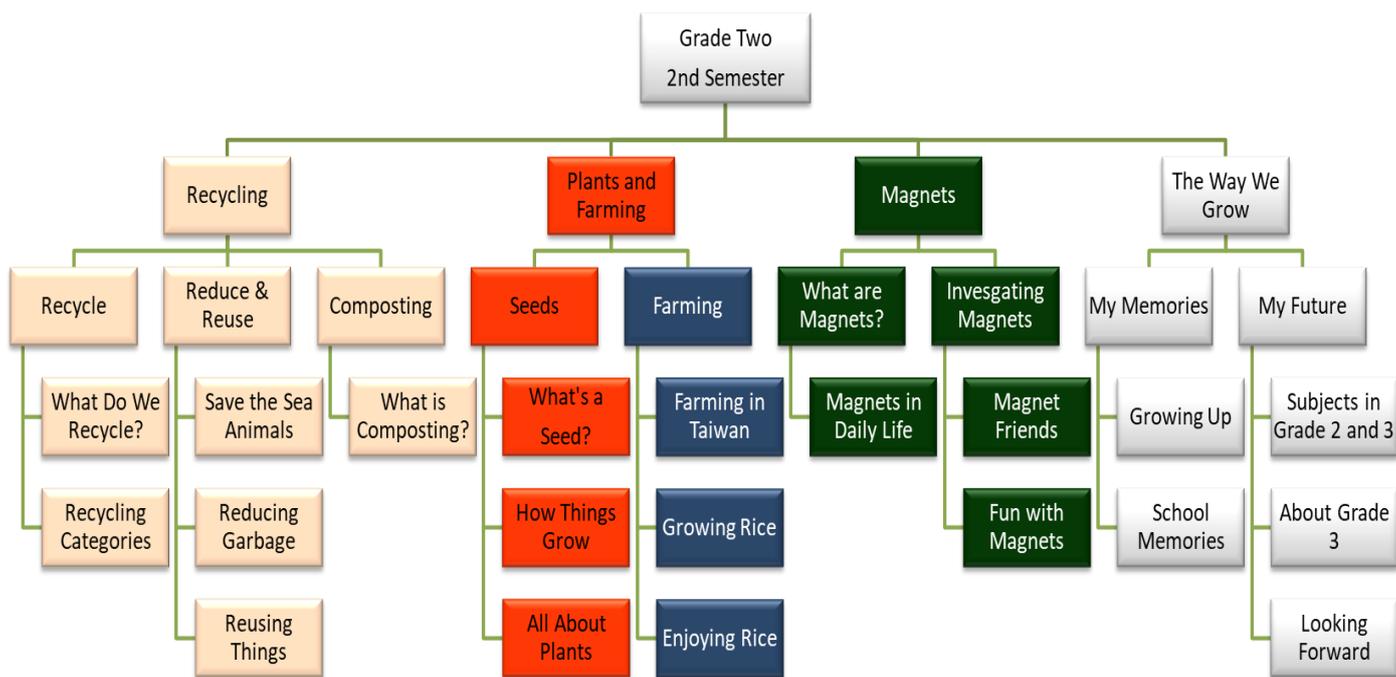
- ✓ 不同顏色標示該課程前後互相銜接之鷹架。
- ✓ 三年級自然科相關課程將以相同顏色標示。

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 Favorite 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、一年級上學期課程計劃：課程目標

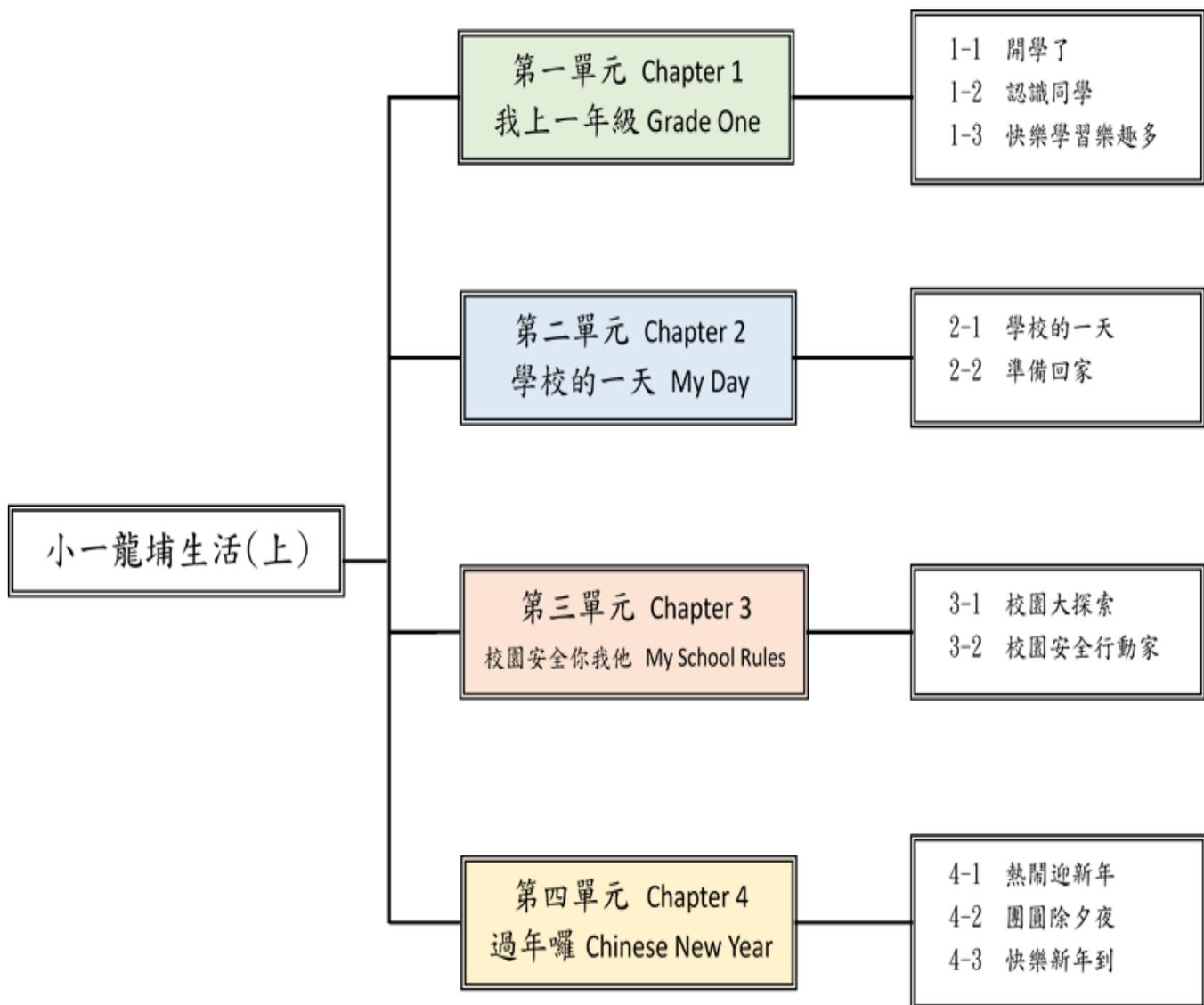
課程目標	
生活課程	<ul style="list-style-type: none">✓ By collecting records and documents and other information, we learn new things. We understand the process of self-growth and personal development.✓ observing the changes in your life and learn how to talk about them.✓ Understanding life and all its changes.✓ Be aware of any hazardous situations in life, including surroundings at home, in school or in society, whether it is natural or man-made disasters or damages to prevent dangers from happening and take proper measures to protect oneself.✓ Tell what can and cannot be done in everyday life and understand the reasons why living regulations and activity rules are made.✓ Understand daily routines and regulations.✓ By exploring and observing the beauty of the natural environment around us, and the creatures that live in it, we learn to appreciate nature and respect the environment and others.✓ Sense and recognize the characteristics of different materials through handling and exploring various ones.✓ Compare the characteristics of materials by observing and manipulating them.✓ Be able to observe and share about family members' jobs, interests, and reactions.✓ Be able to be aware of the connectedness to others and the environment through learning activities.

美勞課程	<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，本學期的課程目標羅列如下：</p> <ul style="list-style-type: none"> ✓充份探索環境與自己的關係，發展出自己的繪畫語言。 ✓藉由工具媒材的介紹以及相應的造形遊戲，讓孩童熟悉繪畫媒材 ✓透過引導練習正確剪刀、膠水的使用方式，建立多元的表現途徑。
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，一般稱為學習的「關鍵期」。設計概念為培養以下的能力：</p> <ol style="list-style-type: none"> (1) 音感教學強調聽覺感應能力的培養。 (2) 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。 (3) 演唱教學訓練人聲的開發。 (4) 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。

二、一年級上學期課程內涵：

總綱核心素養	學習領域核心素養
<ul style="list-style-type: none"> ■ A1 身心素質與自我精進 ■ B1 符號運用與溝通表達 ■ B3 藝術涵養與美感素養 ■ C2 人際關係與團隊合作 	<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-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-B3：感受與體會生……活中 人、事、物的真、善與美，欣賞生活中美的多元形式與表現，在創作中覺察美的元素，逐漸發展美的敏覺。</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、一年級上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 我上一年級 Grade One	1-I-3 2-I-1 2-I-4 1-I-1 3-I-1 4-I-2	A-I-3 C-I-3 D-I-3 E-I-1 F-I-4 D-I-1 E-I-3	1-6 週	【品德教育】 品 E1 良好生活習慣與德行。 品 E3 溝通合作與和諧人際關係。
第二單元 Chapter 2 學校的一天 My Day	1-I-1 1-I-4 2-I-1 2-I-5 3-I-1 7-I-4	C-I-1 C-I-2 C-I-3 C-I-5 E-I-1 E-I-2 E-I-3 F-I-1 F-I-2	7-12 週 第 10 週為 評量週	【安全教育】 安 E1 了解安全教育。 安 E3 知道常見事故傷害。 安 E8 了解校園安全的意義。 【人權教育】 人 E3 了解每個人需求的不同，並討論與遵守團體的規則。
第三單元 Chapter 3 校園安全你我他 My School Rules	1-I-1 1-I-4 2-I-1 2-I-5 3-I-1 7-I-4	C-I-1 C-I-2 C-I-3 C-I-5 E-I-1 E-I-2 E-I-3 F-I-1 F-I-2	13-17 週	【安全教育】 安 E1 了解安全教育。 安 E3 知道常見事故傷害。 安 E8 了解校園安全的意義。 【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。
第四單元 Chapter 6 過年囉 Chinese New Year	1-I-1 2-I-1 2-I-3 4-I-2 4-I-3 5-I-3 7-I-1 7-I-3 7-I-4	A-I-2 C-I-1 C-I-2 D-I-4 F-I-3 F-I-4	18-21 週 第 20 週為 評量週	【多元文化教育】 多 E1 了解自己的文化特質。 【國際教育】 國 E1 了解我國與世界其他國家的文化特質。

五、一年級上學期各單元教學規畫：

第一單元：我上一年級 Chapter 1:Grade One				
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：開學了</p> <ol style="list-style-type: none"> 1. 認識校門口到教室的路線。 2. 練習排班級隊形與教室周邊環境。教師整隊，讓學童跟著教師到教室外再觀察一次。 3. 確認個人學用品、生活用品，並且能依照老師的引導適切擺放。 <p>活動二：認識新同學</p> <ol style="list-style-type: none"> 1. 上台自我介紹 2. 製作自己的名片卡 3. 繪製一張自己的喜好圖。 <p>活動二：認識新同學</p> <ol style="list-style-type: none"> 1. 知道自我介紹時應該要注意的禮節。能眼神看著對方、大聲清楚表達、能夠回應別人並且說【謝謝】。 2. 練習活動：找三個朋友進行自我介紹，達成任務請對方簽名認證。 <p>活動三：快樂學習樂趣多</p> <ol style="list-style-type: none"> 1. 和學生討論到學校學習的甘苦。那些開心與那些不開心的事？ 2. 不開心的事情，有那些可以解決的好辦法。 3. 小組討論，進行結果發表。 4. 複習&評量 <p>活動四：長大了</p> <ol style="list-style-type: none"> 1. 討論幼稚園和國小不同的部分。(從環境、時間、衣物、等具體事物，到心情、心境的轉變) 2. 找出自己長大的部分。 <p>分享給同學聽。</p>	18	<p><教學資源></p> <p>PPT</p> <p>學用品</p> <p>圖畫紙</p> <p>彩繪用具</p> <p>桌牌</p> <p>自我介紹卡</p> <p><學習策略></p> <p>重述重點</p> <p>觀察</p> <p>推論</p> <p>資料蒐集</p> <p>發表</p> <p>創作</p>	<p>觀察記錄</p> <p>學習單</p> <p>參與態度</p> <p>合作能力</p>
美勞	<p>活動一：我的彩色筆</p> <ol style="list-style-type: none"> 1. 認識彩色筆-彩色筆的種類、筆尖的形狀、墨水的補充方式 2. 媒材技法練習(1)-如何執筆、編排以及著色 	12	<p><教學資源></p> <p>PPT</p> <p>學習單</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>3. 造形遊戲(1)-彩色筆應用練習 I *以不同的方式來著色-顏色的點、線、面。</p> <p>活動二：個人檔案-嘿!這是誰?</p> <ol style="list-style-type: none"> 1. 創作前的事前準備 2. 欣賞、發表&回饋初體驗： <ol style="list-style-type: none"> (A)如何欣賞別人的作品 (B)發表作品注意事項 (C)如何回饋 <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：彩色筆好好玩 造形遊戲(2)-彩色筆應用練習 II *鼓勵學生發現不一樣的著色方式。 【校本課程】創意閱讀書插</p> <p>活動四：我的神奇膠水</p> <ol style="list-style-type: none"> 1. 媒材技法練習(2)-膠水如何使用 <ol style="list-style-type: none"> (A)教師利用 PPT 介紹使用膠水的注意事項。 (B)教師帶領學生實際拿出膠水練習塗抹。 <p>*視學生狀況調整練習的次數*</p> <ol style="list-style-type: none"> 2. 【校本課程】造形遊戲(3)-磁磚壁貼小達人 <p>活動五：動物帽創作</p> <ol style="list-style-type: none"> 1. 材料介紹 2. 組裝重點說明與操作 3. 欣賞、發表&回饋-動物帽 <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>		<p>自我介紹卡紙 紙製動物帽</p> <p><教學策略> 重述重點 觀察 討論 創作 發表&回饋</p>	<p>回饋單</p>
<p>音樂</p>	<p>第一節 節奏練習：</p> <ol style="list-style-type: none"> 1. 說明課堂的規則和建立默契兩項。 2. 介紹音符名稱及拍子。 3. 學童的名字有兩個字、三個字、四個字，節奏型分別為 (我是王華 ♪♪♪) (我是林柏均 ♪♪♪) (我是歐陽姍姍 ♪♪♪) 4. 介紹我的朋友在哪裡的拍號為四四拍曲子，節奏型為  <p>第二節</p>	<p>6</p>	<ol style="list-style-type: none"> 1. 四拍子的背景音樂。 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 6. 自製閃示卡。 <p>雙語單字： * Head and</p>	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

<p>第五節</p> <ol style="list-style-type: none"> 1. 複習:sing~我的朋友在哪裡 2. 複習:Beat rhythm ~我的朋友在哪裡 3. 複習:sing~小鬧鐘 4. 複習:Beat rhythm ~小鬧鐘 5. 複習:Chants:Head and eyes baby1, 2, 3 6. 複習:Number One, touch your head. 7. 複習: Good Morning Song 8. 複習: sing~One Two I Like You 9. 評量 			
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第二單元：學校的一天 Chapter 2:My Day				
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 快來玩吧</p> <p>討論平常玩什麼，由教師彙整學生的說法。 進行這些活動時，常遇到那些不開心的事。 將上述情境表演出來。 一起想想解決之道。</p> <p>活動二 有趣的新玩法</p> <p>請學生發表新的玩法。 自製藏寶圖活動。 (1)如何設計藏寶圖。 (2)小組共同創作藏寶圖。 (3)交換小組藏寶圖並且實際體驗。</p> <p>3. 延伸活動</p> <p>(1)猜拳：可以改用腳猜拳。 (2)象棋：可以看誰先翻出相同的棋子，或翻出相同棋子最多次。 (3)呼拉圈：可以把幾個呼拉圈放在地上跳過去。</p> <p>活動三 做時間的主人</p> <p>(1)猜猜時間花多久。(猜 5 秒、10 秒、30 秒) (2)練習在時間內玩遊戲。 (3)練習玩遊戲的時間分配。(講規則的時間、玩的時間、分享心情的時間、收拾的時間)</p>	18	<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>

美 勞	<p>活動一：我的剪刀好朋友</p> <p>1. 媒材技法練習(3)-剪刀</p> <p>(A)教師利用 PPT 介紹剪刀的握法及注意事項。</p> <p>(B)教師帶領學生實際拿出剪刀練習握刀及開合。</p> <p>(C)教師發下回收紙，帶領學生利用剪刀剪出直線、曲線。</p> <p><i>*視學生狀況調整練習的次數*</i></p> <p>2. 造形遊戲(3)-我剪、我剪、我剪剪剪!</p> <p>(A)教師再次提醒使用剪刀的注意事項。</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使用剪刀將指定的形狀剪下來。</p> <p><i>*先沿虛線將學習單剪成三部份，再帶領學生做每一部份的練習。*</i></p> <p>(C)教師於行間巡視學生使用剪刀狀況，並適時幫助有困難的學童。</p> <p>3. 創作(2)團體-形狀的遊戲區</p> <p>(A)於投影機放映遊樂器材區的圖片，引導學生發想各種形狀可以在這進行何種遊戲，如：圓形可以在溜滑梯上滾、三角形可以玩盪秋千…等，並告知學生將設計一個給形狀玩的遊樂場。</p> <p>(B)將學生分成六人一組(就近併桌分組)，並將自己的形狀帶至組別討論。</p> <p>(C)發下空白紙張(每生一張)，讓學生記錄討論/發想。</p> <p>(D)各組發想完後領取四開圖畫紙，開始創作屬於他們組別的遊樂場。</p> <p>5. 欣賞、發表&回饋</p> <p>各組分享他的遊樂場，教師適時給予正向回饋。</p> <p>活動二：創作達人大挑戰</p> <p>1. 媒材技法練習(4)-彩色筆、剪刀、膠水綜合練習 I</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(4)-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>	12	<p><教學資源></p> <p>PPT</p> <p>學習單</p> <p>回收紙</p> <p>8K 圖畫紙</p> <p>4K 圖畫紙</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&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>
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	(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。			
音樂	<p>第一節</p> <p>節奏練習：</p> <ol style="list-style-type: none"> 1. 增加課堂的默契兩項。 2. 介紹遊戲歌拍號~四四拍曲子。 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。 <p>第二節</p> <ol style="list-style-type: none"> 1. 介紹手搖鈴和響板樂器的使用方式及英文稱呼。 2. 使用樂器演奏遊戲歌的拍子。 3. 變換樂器使用的小節位置。 <p>第三節</p> <ol style="list-style-type: none"> 1. Chants:Hide and Seek Song (躲貓貓之歌): 利用PPT和閃示卡練習單字。 2. 配上自製節奏練習至熟練。 <p>第四節</p> <ol style="list-style-type: none"> 1. 介紹用餐好行為的拍號~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。 <p>第五節</p> <ol style="list-style-type: none"> 1. Chants:Are You Hungry?(你餓了嗎?)：利用PPT和閃示卡練習單字。 2. 配上自製節奏練習至熟練。 <p>第六節</p> <ol style="list-style-type: none"> 1. 複習:sing~遊戲歌 2. 複習:sing~用餐好行為 3. 複習: :Hide and Seek Song 4. 複習: Are You Hungry? <p>評量</p>	6	<ol style="list-style-type: none"> 1. 四拍子的背景音樂。 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。 <p>雙語單字： * Hide and Seek Song: * Are You Hungry?</p>	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

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 校園大探索</p> <ol style="list-style-type: none"> 1. 認識教室之外的學校環境。 2. 探索校園時要注意得事情：用心觀察、不亂碰、專心聽講、準備想問的問題 3. 以班級為單位，探索校園各場所。在每個參觀的場所進行講解、介紹與問答。 <p>活動二 校園安全行動家</p> <ol style="list-style-type: none"> 1. 請學生發表校園有哪些危險的地方。 2. 探究這些地點危險之處，並且在黑板列出。 3. 如何避免發生上述的危險。 4. 分組創作危險提醒標語，進行發表。 5. 複習。 <p>活動三 訂定校園規則</p> <ol style="list-style-type: none"> 1. 分享下課時間應遵守的規則 2. 分享課堂上應遵守的規則 3. 分享午餐時時間應遵守的規則 <p>統整各個時段的共同規則</p>	15	<p><教學資源></p> <p>ppt 校園照片 校園探索前的行政聯繫。 海報、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 實地踏查</p>	觀察記錄 學習單 參與態度 合作能力
美勞	<p>活動一：校園魔法探險隊</p> <ol style="list-style-type: none"> 1. 校園探索(I)-行前說明 2. 工作單-探索準備與規畫 3. 校園探索(I)-綠意森林大探險 <i>*帶領孩子到綠意森林區裡探查，利用豐富的自然生態，刺激孩子們的感官。</i> 4. 造形遊戲(6)-不一樣的視界 <i>*引導孩子用不同的角度仔細觀察，去發現自己所平時沒看見的小地方。</i> 5. 校園探索(II)-森林裡的神祕痕跡 6. 造形遊戲(5)-森林裡的小精靈 <i>*利用自然、現成物就地進行創作</i> <p>活動二：線線家族的密祕聚會</p> <ol style="list-style-type: none"> 1. 媒材技法練習(5)-線畫 (A)教師利用 PPT 介紹線條畫法及特性。 (B)教師帶領學生實際拿出各式不同的筆體驗不同媒 	10	<p><教學資源></p> <p>PPT 學習單 紙製動物帽 回收紙 遊戲區照片 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>	觀察記錄 學習單 參與態度 創作歷程 回饋單

	<p>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。 *視學生狀況調整練習的次數*</p> <p>2. 造形遊戲(6)-線線家族</p> <p>(A)教師再次提醒使用媒材的注意事項。 *依照學生特性，發下不同程度的學習單*</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，並適時幫助有困難的學童。</p> <p>活動三：我變我變我變變變！</p> <p>1. 創作練習-變形畫</p> <p>(A)教師利用 PPT 及範例作品介紹變形畫的原理。</p> <p>(B)發下回收紙帶學生實作操作練習。 *視情況調整練習次數、給予學生適當的協助*</p> <p>2. 欣賞、發表與回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</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> <p>1. 天才音樂家莫札特故事。</p> <p>2. 欣賞莫札特五歲創作的歌曲。</p> <p>3. 完成認識莫札特學習單。</p> <p>第二節</p> <p>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。</p> <p>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。</p> <p>3. 讓學生配合音樂排隊玩跳房子。</p> <p>第三節</p> <p>1. 再次欣賞小星星變奏曲。</p> <p>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。</p> <p>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> <p>第四節</p> <p>1. 歌劇介紹</p> <p>2. 魔笛歌劇劇介紹</p> <p>第五節 魔笛歌劇劇情延伸</p> <p>1. 三個考驗遊戲:</p>	5	<p>1. 教學 PPT</p> <p>2. 播放器。</p> <p>3. 電子琴。</p> <p>4. 自製節奏。</p> <p>5. 莫札特故事</p> <p>6. 莫札特五歲創作的歌曲</p> <p>7. 欣賞莫札特有名歌曲~小星星變奏曲</p> <p>8. 魔笛歌劇雙語歌曲: * Twinkle, twinkle, little star</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>*沉默考驗:音階唱歌練習，老師將音階中其中一個音圈起來，學生拍子越蜀，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。</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> 			
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第四單元：過年囉 Chapter 4:Chinese New Year				
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>單元四 過年囉</p> <p>活動一 熱鬧迎新年</p> <ol style="list-style-type: none"> 1. 請學生發表自身的過年經驗 2. 過年的準備工作 3. 製作春聯 <p>活動二 團圓除夕夜</p> <ol style="list-style-type: none"> 1. 各地除夕夜的不同 2. 年夜飯，餐桌上有那些佳餚。 3. 不同國家的年夜飯 <ol style="list-style-type: none"> (1)越南：過年時會吃粽子，南、北越分別以方形與長筒型兩種不同形狀出現，代表「飲水思源」。 (2)日本：除夕夜會吃蕎麥麵，是因為蕎麥麵比其他的麵類要容易切斷，所以意味著把今年的厄運都切斷！ 4. 年菜的意義：全「雞」代表全家福、魚代表年年有餘、長年菜代表長命百歲、橘子(桔子)代表大吉大利、蘋果代表平平安安。 5. 拿壓歲錢、領紅包 <ol style="list-style-type: none"> (1)壓歲錢的意義 (2)怎麼運用自己的壓歲錢 	12	<p><教學資源></p> <p>PPT</p> <p>年菜預購宣傳單</p> <p>色紙</p> <p>彩繪用具</p> <p>剪刀</p> <p>膠水</p> <p>亮片</p> <p>創意春聯</p> <p><學習策略></p> <p>重述重點</p> <p>觀察</p> <p>推論</p> <p>資料蒐集</p> <p>發表</p> <p>創作</p>	<p>觀察記錄</p> <p>參與態度</p> <p>合作能力</p> <p>學習單</p>

	<p>(3)創意紅包袋製作</p> <p>活動三 新年新希望</p> <ol style="list-style-type: none"> 1. 分享家中過年的習俗 2. 分享過年的吉祥話 3. 為自己立下未來期許 			
美勞	<p>活動一：創作達人大挑戰II</p> <p>媒材技法練習(6)-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>活動二：五彩獅頭</p> <ol style="list-style-type: none"> 1. 創作(5)-獅頭 I -著色 <ul style="list-style-type: none"> (A)教師利用範例介紹獅頭著色注意事項。 (B)教師發下回獅頭，帶領學生將有孔洞的地方拆御並放置於回收箱。 (C)教師帶領學生於空白處練習著色，體驗不同紙材給予的回饋。 2. 創作(6)-獅頭 II -組裝 <ul style="list-style-type: none"> (A)教師利用範例介紹組裝獅頭的要點。 (B)教師帶領學生實際拿出獅頭模擬組裝。 3. 欣賞、發表&回饋-獅頭 <ul style="list-style-type: none"> 學生作品欣賞及發表，教師適時給予正向回饋。 	8	<p><教學資源></p> <p>PPT</p> <p>學習單</p> <p>軋模紙獅頭</p> <p>回收紙</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&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>
音樂	<p>節奏練習：</p> <p>第一節</p> <ol style="list-style-type: none"> 1. 介紹恭喜歌曲的拍號~二四拍曲子。 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。 <p>第二節</p> <ol style="list-style-type: none"> 1. Chants: Happy new year. (新年快樂): 利用 PPT 和閃示卡練習單字。 	4	<ol style="list-style-type: none"> 1. 網路資源: Happy new year(新年快樂) 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 雙語句條及單字卡。 	<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>2. 配上 youtube 影片練習至熟練。</p> <p>3. 評量: 恭喜</p> <p>第三節評量: Chants: Happy new year. (新年快樂)</p> <p>第四節總評量: 英文韻文</p>			
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陸、雙語生活課程



一、雙語生活課程內容

Grade One "The Domain of Life": Learning Performances and Content

Chapter 1: Grade 1 page 5

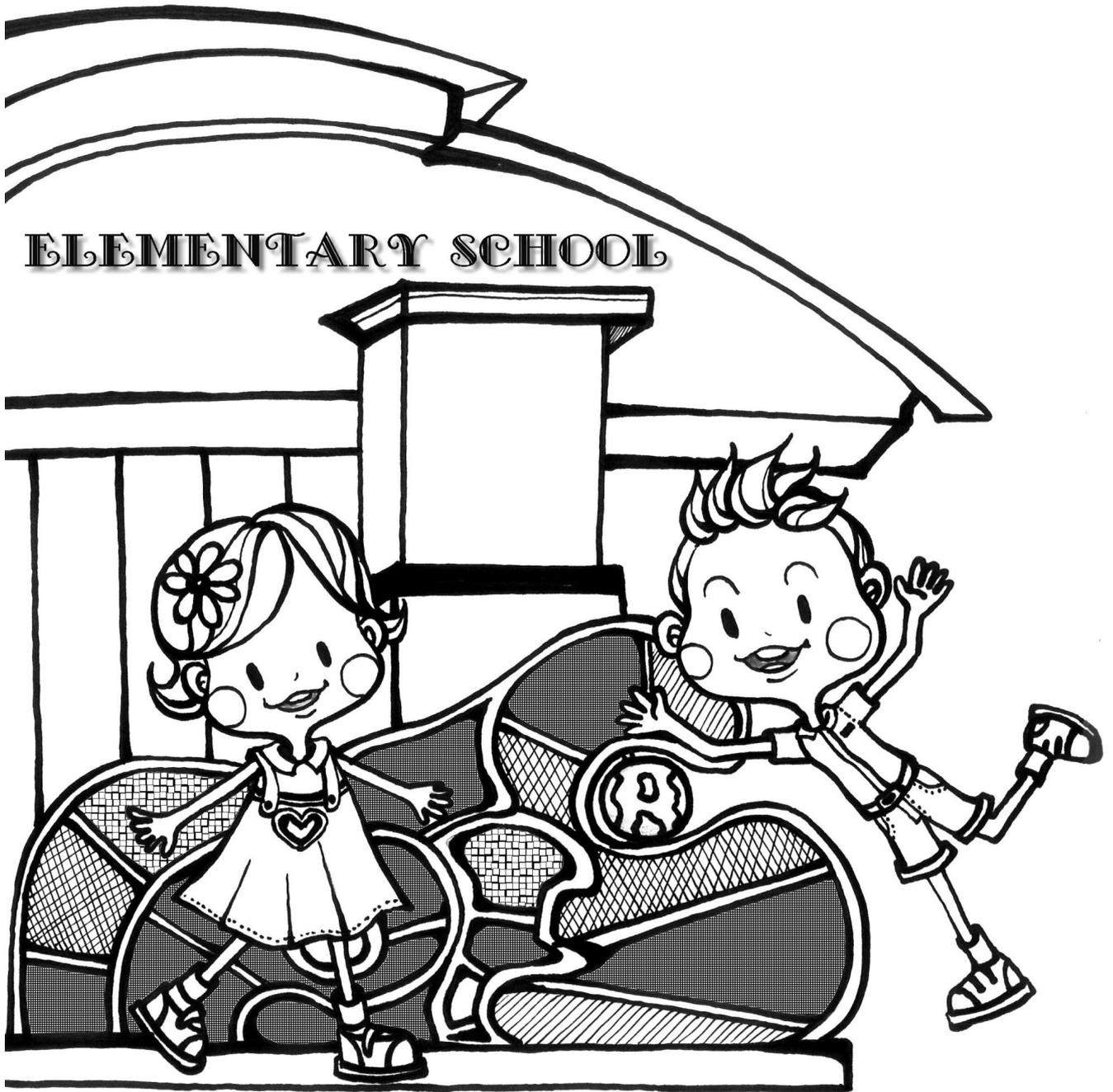
	<i>Learning Performances</i>	<i>Learning Content</i>
<i>New School</i>	<p>1-I-1 Explore and share feelings and thoughts about oneself and related people, things and environments. 探索並分享自己及相關人、事、物的感受及想法。</p> <p>1-I-3 Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress 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。</p>	<p>A-I-2 Observing the changes of things 事物變化現象的觀察。</p>
<i>New Friends</i>	<p>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。</p>	<p>D-I-1 Recognizing the relationship between self and others 自我與他人關係的認識。</p> <p>D-I-2 Learning how to adjust emotions 情緒調整的學習。</p>

	Learning Performances	Learning Content
Getting Ready	<p>1-I-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely.</p> <p>珍視自己並學會照顧自己的方法，且能適切、安全的行動。</p> <p>6-I-2 Realize what one should do and play one's role well, and do it in person.</p> <p>體會自己分內該做的事，扮演好自己的角色，並身體力行。</p>	<p>F-I-3 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>
Where does it belong?	<p>6-I-3 Perceive the norms and etiquette in life, explore the significance, and be willing to abide by them.</p> <p>覺察生活中的規範與禮儀，探究其意義，並願意遵守。</p>	<p>E-I-1 Developing life habits</p> <p>生活習慣的養成。</p> <p>A-I-3 Self-reflection</p> <p>自我省思。</p>

	Learning Performances	Learning Content
Play Time	<p>1-I-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely.</p> <p>珍視自己並學會照顧自己的方法，且能適切、安全的行動。</p> <p>3-I-1 Be willing to participate in various kinds of learning activities and show curiosity and eagerness for knowledge and exploration.</p> <p>願意參與各種學習活動，表現好奇與求知探究之心。</p>	<p>D-I-2 Learning how to adjust emotions.</p> <p>情緒調整的學習。</p> <p>D-I-4 Working together and assisting each other.</p> <p>共同工作並相互協助。</p>
Our Rules	<p>6-I-3 Perceive the norms and etiquette in life, explore the significance, and be willing to abide by them.</p> <p>覺察生活中的規範與禮儀，探究其意義，並願意遵守。</p>	<p>E-I-2 Put the norms of life into practice.</p> <p>生活規範的實踐</p>

	Learning Performances	Learning Content
Learning About Holidays	<p>2-I-1 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>B-I-2 Recognizing the beauty or benefits of the social environment.</p> <p>社會環境之美的體認。</p>
Celebrating Chinese New Year	<p>2-I-6 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 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 Performance in listening and responding</p> <p>聆聽與回應的表現。</p>

Chapter 1: Grade One



Hello Grade 1

Chapter One: Grade One

New School

1. Welcome to Grade 1

*Teacher will provide their own PPT to introduce themselves and their classroom rules

2. What's My Name?

1A New School: What's Your Name?

1.1 New School: What's Your Name?

3. Saying Hello

 PPT 1.2 New School: Saying Hello

1.2 New School: Saying Hello

 Video New School: Good Morning Song

 1.3 New School: Good Morning Song

4. Kindergarten vs Grade 1

1B New School: Kindergarten vs Grade 1

 PPT 1.4 New School: Kindergarten vs Grade 1

1C New School: Kindergarten vs Grade 1 Poster

1.4 New School: Kindergarten vs Grade 1

New Friends

5. Me and My Friend

-  PPT 1.5 New Friends: Me and My Friend
- 1D New Friends: Sharing About My Friend
- 1.5 New Friends: Me and My Friend

6. How Are You?

-  PPT 1.6 New Friends: How Are You?
- 1E New Friends: My Emotions
- 1.6 New Friends: How Are You?

7. Being Kind

-  PPT 1.7 New Friends: Being Kind
- 1.7 New Friends: Being Kind

Chapter One: Grade One Word List

1A New School: What's Your Name?

Practical Activity

1. Get the English name list from the grade one teachers and create a name card for each student. Go through the class name list with the students and make sure they know their English names.
2. After the name cards are completed, play the name game with the students.
3. Teach students the question and answer: "What's your name?" "My name is _____."
4. Have all the students stand up. The teacher shows them a ball and tells the students they will be throwing and catching the ball. Go over safety rules for throwing the ball, i.e. don't throw the ball at someone's face, don't throw the ball too hard, don't hit the ceiling, don't hit the teacher's desk / computer.
5. The teacher will ask the question, and then throw the ball to a student. The student will answer the question, and then choose a classmate to throw the ball to. The student will then ask the question and throw the ball. "What's your name?" "My name is ..."
6. When students have said their name and thrown the ball, they can sit down. This way everyone will get a turn. The last student will throw the ball to the teacher.

1. 向一年級導師取得學生的英文名字，並為每位學生製作一張名牌。和學生一同裝飾名牌，並確認每位學生皆知道自己的英文名字。

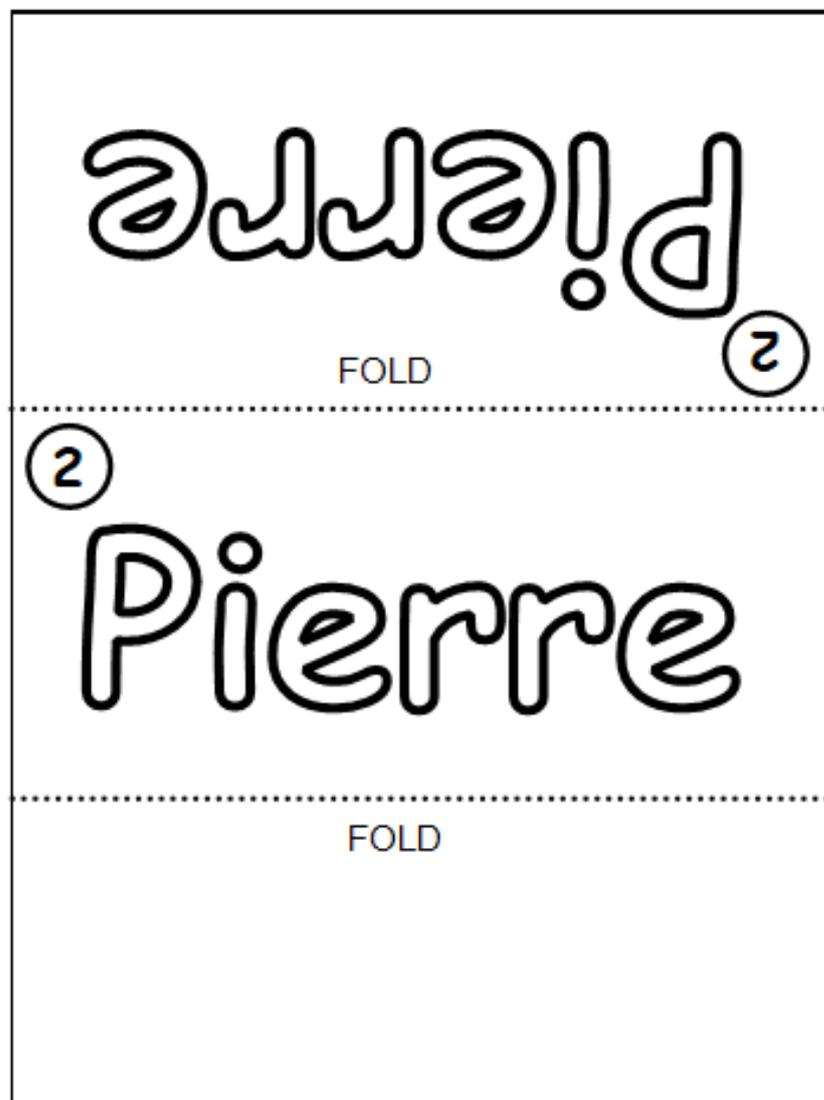
Teacher Talk: Hello, everyone. My name is What is your name? Let's make our name cards together. Color your name. Let's fold our nametags together.

2. 待名牌完成後，帶領學生進行名字遊戲。
3. 教授學生關鍵問句與答句：「你的名字是什麼？」、「我的名字是 _____。」
4. 請所有學生起立。遊戲開始時，教師會先展示遊戲用球，並且說明學生將需要投擲或接住球。同時，下達遊戲安全指令，如勿朝臉部投擲、勿用力投球、勿朝天花板投擲、小心不要打到教師辦公桌或用品等。

Teacher Talk: Do you want to play a Ball Game? How can we play safely?

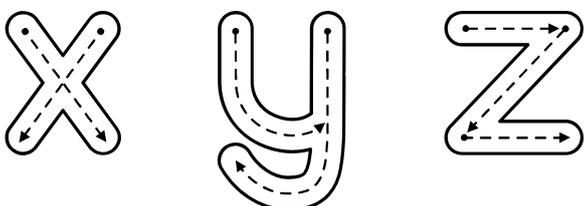
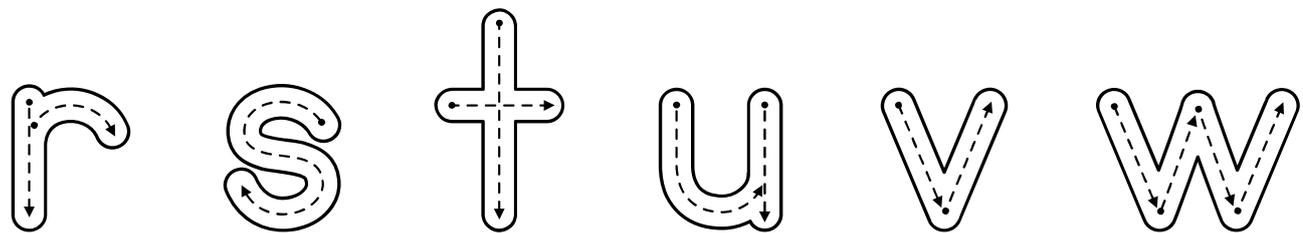
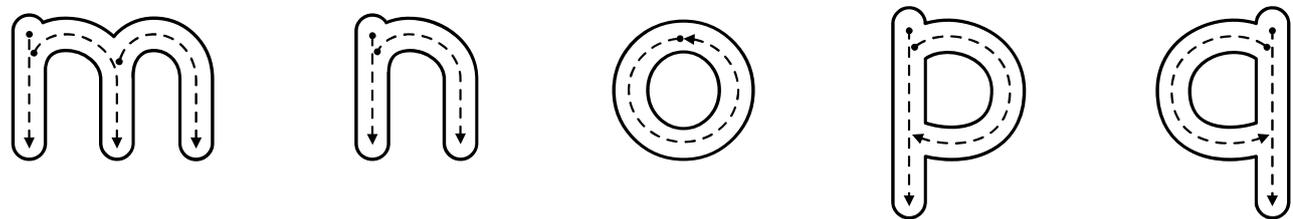
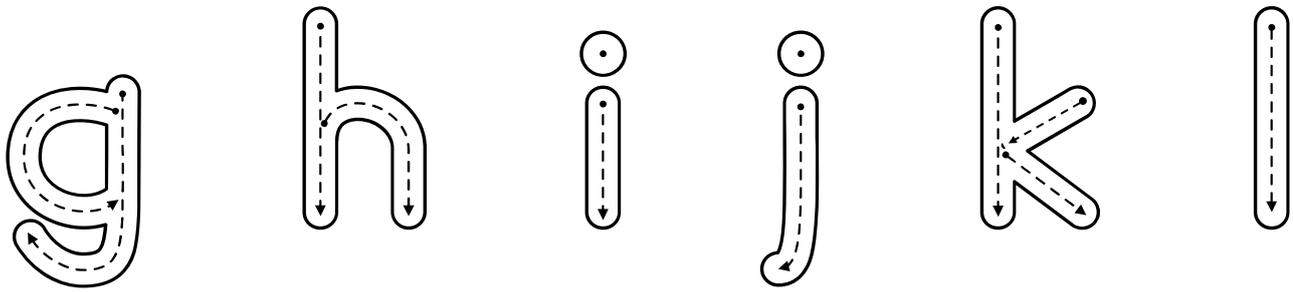
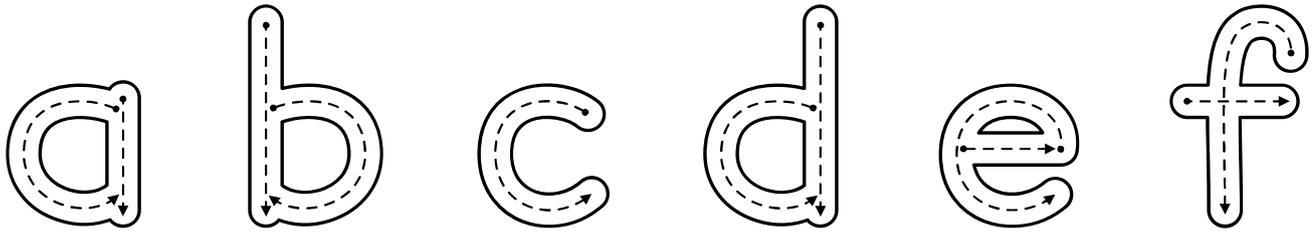
- a. Can I throw the ball at ... (students name) face?
 - b. Can I throw the ball at the desks?
 - c. Can I run in the classroom?
 - d. Don't throw the ball too hard.
 - e. Throw the ball and ask "What's your name?"
 - f. If you catch the ball, answer the question. (My name is ..)
5. 遊戲開始，教師提出問句，並將球丟向某名學生。該名學生接球後，需回答出答句，在將球丟向下一位學生。
6. 遊戲持續至最後一名學生坐下後，將球丟回教師，則遊戲結束。

NOTE: Get the name card soft copy and add each students name and number to the name cards. Print each name card on card stock. Give to students to color and fold. Students can have a new name card for each semester.

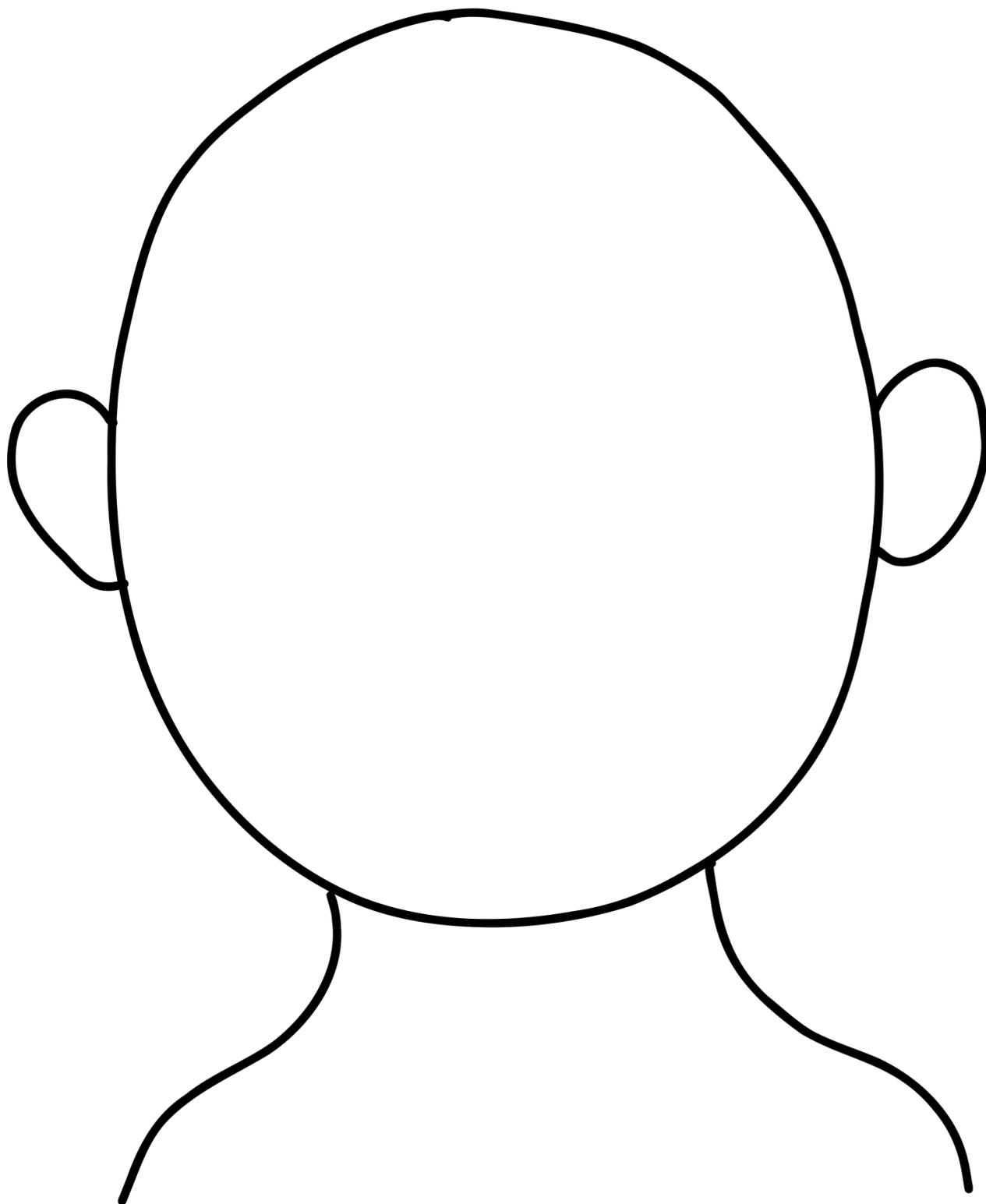


1.1 New School: What's Your Name?

Trace the alphabet (A,B,C).



 Draw a picture of yourself. Write your name.



My name is _____.

PPT 1.2 New School: Saying Hello

New School: Saying Hello



Do you know all the ways to say hello?
如何打招呼



good morning 早上好



good afternoon 午安



good evening 晚上好



good night 晚安



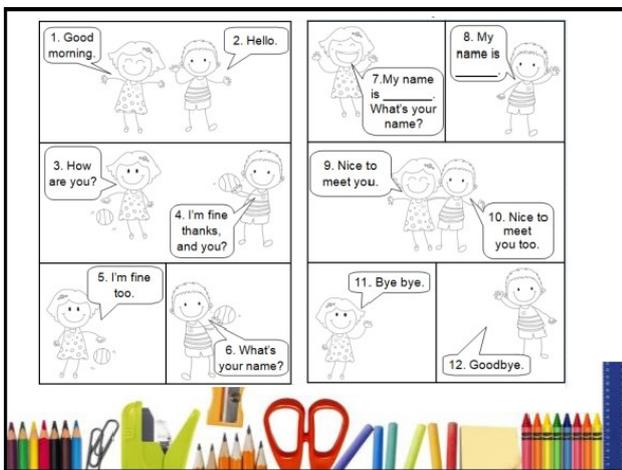
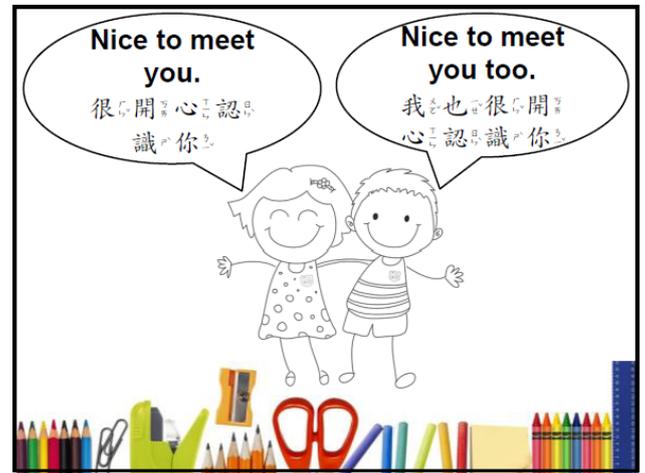
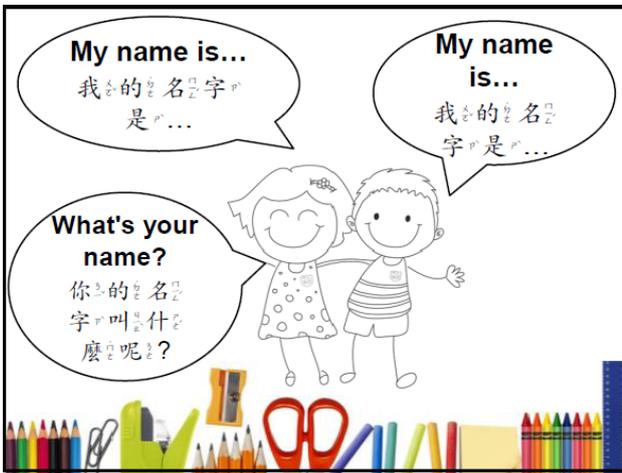
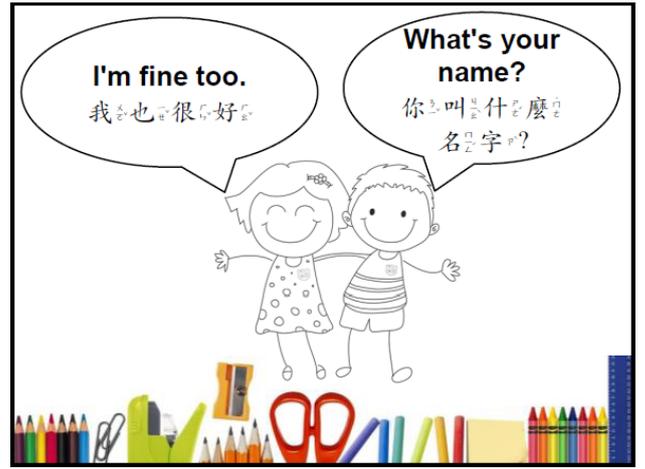
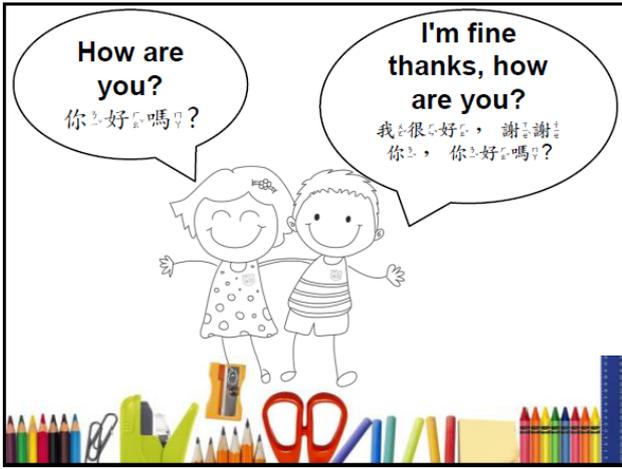
How To Meet New Friends



Good Morning.
早上好

Hello.
哈囉





How do we say hello?



good morning
早上好

good afternoon
午安

good evening
晚上好

good night
晚安



1.2 New School: Saying Hello

Trace the words. Match the words to the correct picture. 每個字描寫

寫一遍，並將單字號碼填在相符的圖片旁邊。

1. good morning

早安

2. good afternoon

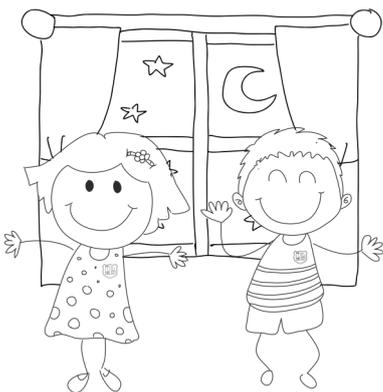
午安

3. good evening

晚安

4. good night (sleep)

晚安 (睡覺)

	3	4	
	2	1	

Read the comic. Find a friend and practice saying hello. Fill in the blanks with your name and your friend's name.

1. Good morning.



2. Hello.



3. How are you?



4. I'm fine thanks, and you?



5. I'm fine too.



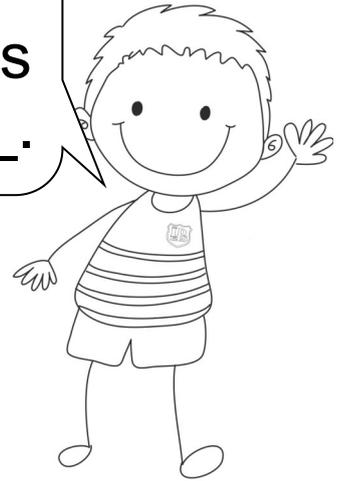
6. What's your name?





7. My name is _____.
What's your name?

8. My name is _____.



9. Nice to meet you.



10. Nice to meet you too.

11. Bye bye.



12. Goodbye.



Word Bank: name, good morning, good night, good afternoon, good evening, goodbye, hello

1.3 New School: Good Morning Song



Good morning. Good morning.

Good morning. How are you?

I'm fine. I'm fine. I'm fine.

Thank you.

Good afternoon. Good afternoon.

Good afternoon. How are you?

I'm not good. I'm not good.

I'm not good,

Oh, no!

Good evening. Good evening.

Good evening. How are you?

I'm great. I'm great. I'm great,

Thank you.



1B New School: Kindergarten vs Grade 1

Practical Activity

1. Teachers will talk to students about the difference between kindergarten and grade one. Explain the meaning of “same” and “different” to students.
2. Questions:
 - a. What did you do in kindergarten?
 - b. What do you do in grade one?
 - c. How is grade one different than kindergarten? Students may talk about the differences in how the classrooms look, school uniform, how they used to take a nap in kindergarten and how they take nap in grade one, where they used to sit and where they sit now, etc.

1. 教師將與學生討論幼兒園和一年級有什麼區別。跟學生說明 "same" 和 "different" 的意思。

Teacher Talk: I am going to ask you some questions. Please answer in English or in Chinese.

What does “different” mean? What does “same” mean?

Are you too old for Kindergarten?

Let’s look around, what looks different in your new classroom? What is the same?

2. 討論問題如下:
 - a. 你在幼兒園做些什麼？
 - b. 你在小學一年級都做些什麼？
 - c. 一年級與幼兒園有什麼不同？學生可能會談論教室的外觀、制服、他們以前在幼兒園及一年級午睡方式有何不同、他們在幼兒園坐在哪裡和現在坐在哪裡…等方面的差異。

Teacher Talk:

Do we wear uniforms in Grade 1? Do we have snack time? Do we take naps on the floor?

PPT 1.4 New School: Kindergarten vs Grade 1

**New School:
Kindergarten vs Grade 1**



What did you do in Kindergarten?
小朋友在幼兒園做些什麼呢?

What do you do in Grade 1?
你們在一年級做些什麼呢?



Kindergarten or Grade 1?
幼兒園或是一年級呢?



Kindergarten
在幼兒園



Kindergarten or Grade 1?
幼兒園或是一年級呢?

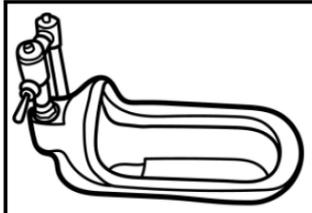


Grade 1
一年級

we sleep at our desk
趴在桌子上午睡



Kindergarten or Grade 1?
幼兒園或是一年級呢?



Grade 1
一年級

we use a squat toilet
使用蹲式馬桶



Kindergarten or Grade 1?
幼兒園或是一年級呢?



Kindergarten
在幼兒園

we use a sitting toilet
使用坐式馬桶



Kindergarten or Grade 1?
幼兒園或是一年級呢?



Kindergarten
在幼兒園

we sit in groups
分組坐一起



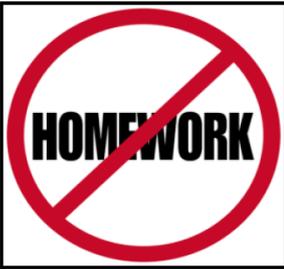
Kindergarten or Grade 1?
幼·兒·園·或·是·一·年·級·呢??



Grade 1
一·年·級

we sit at a desk
使·用·課·桌·椅

Kindergarten or Grade 1?
幼·兒·園·或·是·一·年·級·呢??



Kindergarten
在·幼·兒·園

no homework
沒·有·回·家·作·業

Kindergarten or Grade 1?
幼·兒·園·或·是·一·年·級·呢??



Grade 1
一·年·級

we have homework
要·寫·回·家·功·課

Kindergarten or Grade 1?
幼·兒·園·或·是·一·年·級·呢??



Kindergarten
在·幼·兒·園

we have snack time
可·以·吃·點·心



In Kindergarten...




we sit in groups



we have snack time



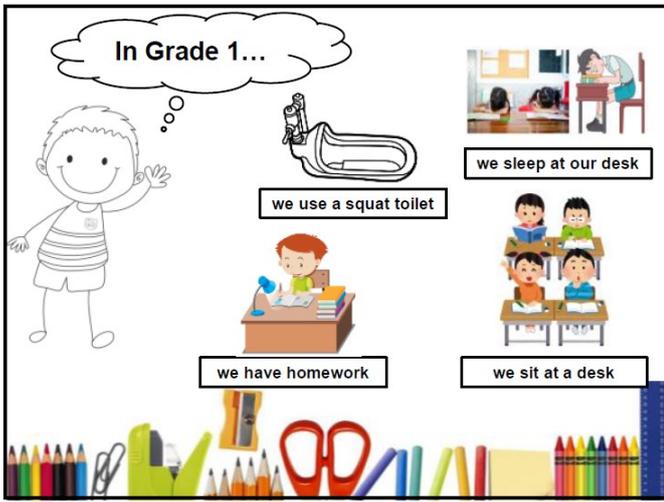
we use a sitting toilet



we sleep on the floor



no homework



Note Page:



LONG PU BILINGUAL LIFE SKILLS

1C New School: Kindergarten vs Grade 1 Poster

Practical Activity

1. Students will create a poster as a class to compare grade 1 and kindergarten.
2. On a large piece of paper the teacher will draw a large T-chart. On one side of the T-Chart will be written 'kindergarten' and the other side 'grade 1'.
3. Each student will get two small pieces of blank paper, they will draw a picture of something they did in kindergarten and something they do in grade 1. Encourage students to pick things for one grade that they wouldn't do in the other. Ask students to write a "K" on the kindergarten picture and "G1" on the grade 1 picture.
4. Help students glue it on the correct side of the T-chart poster.
5. Review the poster with the class. The chart can be displayed in the classroom.

1. 學生製作一張海報來比較一年級和幼兒園有何不同。
2. 教師在大海報紙上繪出一個 T 型表格。T 型表格的一邊寫上“幼兒園”，另一邊寫上“一年級”。
3. 發給每位學生二張空白小紙張，請學生在其中一張畫上他們在幼兒園做的事，另一張畫出在一年級會做的事。鼓勵學生畫一年級會做的事情時，盡量畫出在幼兒園不會做的事。請學生在幼兒園的圖片寫上 K，一年級的圖片寫上 G1。

Teacher Talk: Look at our big poster. I have Kindergarten on the one side and Grade 1 on the other side.

I am going to give you 2 small pieces of paper. Draw something you did in kindergarten on the first paper.

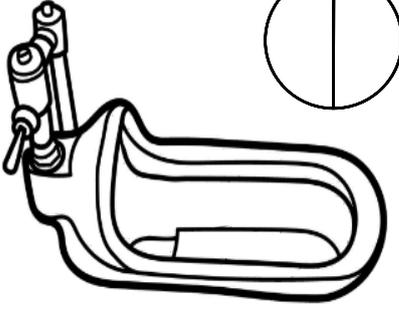
Draw something we do in grade 1 on the second piece of paper.

4. 並協助學生將圖畫貼在 T 型表格的正確位置。
5. 全班一起看看完成的表格。這張表格也可以留在教室中展示。

使用單字: Kindergarten 幼兒園，grade 1 一年級，squat toilet 蹲式馬桶
desk 書桌，homework 回家作業，half days 半天，snack time 點心時間

1.4 New School: Kindergarten vs. Grade 1

What did you do at your kindergarten? Compare kindergarten and grade 1. Write **K** for kindergarten, write a **1** for grade one. Write **K** and **1** if you do it in kindergarten and grade 1.

 <p>sitting toilet</p>	 <p>sleep at my desk</p>	<p>7:40 am 4:00 pm</p>  <p>full days</p>
 <p>no homework</p>	 <p>squat toilet</p>	 <p>sit in groups</p>
<p>7:40 am 12:40 pm</p>  <p>half days</p>	 <p>snack time</p>	 <p>do homework</p>
 <p>sleep on the floor</p>	 <p>sit at my desk</p>	 <p>no snack time</p>

Word Bank: desk, floor, sleep, toilet, homework, snack time

PPT 1.5 New Friends: Me and My Friend

New Friends: Me and My Friend

My name is Elsa. I am a girl.
I like to eat:
我最喜歡吃。

ice cream
冰淇淋

My favorite toy is a:
我最喜歡的玩具是。

my family
我的家人。

teddy bear
泰迪熊

This is my family:
這是我家。

My friend's name is Bob. Bob is a boy.
我的朋友叫Bob。

Hello Bob
嗨Bob

I'm fine thanks
我很謝謝。

Hi Elsa

How are you?
你好嗎?

What do you like to eat Bob?
你喜歡吃什麼?

I like to eat pizza
我喜歡吃披薩。

pizza
披薩

What is your favorite toy?
你最喜欢的玩具是什麼?

My favorite toy is an:
我最喜欢的玩具是。

airplane
飛機

How many people are in your family?
你家有幾個人?

There are five people in my family
我家有五個人。

my family
我的家人

My name is Elsa.
我叫做Elsa

I like to eat :
我最喜欢吃:



My favorite toy is :
我最喜欢的玩具:



This is my family.
这是我的家庭:



My friend's name is Bob
我朋友叫做Bob

He likes to eat :
他喜欢吃:



His favorite toy is :
他最喜欢的玩具:

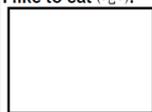


This is his family :
这是他的家人:



I am a boy / girl.

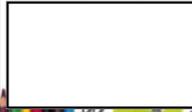
I like to eat (吃):



My favorite toy (玩具) is:

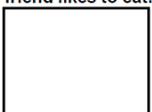


This is my family (家庭):



My friend is a boy / girl.

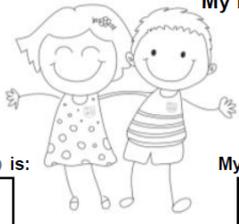
My friend likes to eat:



My friend's favorite toy is:



This is my friend's family:

Note Page:



LONG PU BILINGUAL LIFE SKILLS

1D New Friends: Sharing About My Friend

Practical Activity

1. Students will complete the first half of 1.6 New Friends: Me and My Friend. They must include their name, family members, favorite food, gender and their friend's name.
2. When students have completed the worksheet, they have to find a friend to help them finish the second half of the worksheet.
3. When both students have finished their worksheets, the pairs can come to the front of the class and share information about each other. The teacher(s) can demonstrate what they have to do.

1. 學生首先要先完成 1.6 New Friends: Me and My Friend 的前半部，包括學生的姓名、家中成員、喜愛的食物、性別和他們朋友的名字。

Teacher Talk: What's your name?

Are you a boy or a girl?

What do you like to eat?

What's your favourite toy?

Open your book to 1.6 New Friends: Me and My Friend and answer the questions about you.

2. 學生完成學習單的前半部後，必需去找一位朋友來互相幫助完成學習單的後半部。

Teacher Talk: What is a friend? Raise your hand if you have a friend.

Go sit with your friend and ask him / her the questions:

What's your name? Are you a boy or a girl?

Write down your friends' answers in your book.

3. 二位學生都完成學習單後，可以一起到教室前面互相介紹對方。二位教師可以先示範如何介紹彼此。

Teacher Talk: This is my friend. My friend's name is... She likes to eat ...

1.5 New Friends: Me and My Friend

Write your name and your friend's name. ✎ Draw pictures in each box to answer the questions.

I am a boy / girl.

My friend is a boy / girl.

My name (名字) is

My friend's name is

I like to eat (吃):

My friend likes to eat:



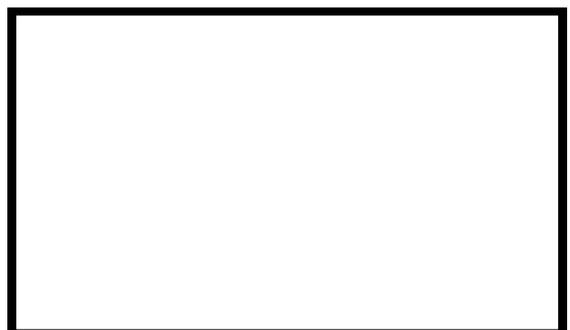
My favorite toy (玩具) is:

My friend's favorite toy is:



This is my family (家庭):

This is my friend's family:



Word Bank: boy, girl, friend, eat, toy, family, favorite

PPT 1.6 New Friends: How Are You?

New Friends: How Are You?

How are you?
你好嗎?

I'm happy, thanks. How are you?
我很好，謝謝。

I'm tired. Zzzz
我累了。

How Are You? I'm _____

What makes you feel happy?
什麼事讓你覺得開心?

happy
高興

How Are You? I'm _____

What makes you feel sad?
什麼事讓你覺得傷心?

sad
傷心

How Are You? I'm _____

What makes you feel sick?
什麼會讓你生病?

sick
生病

How Are You? I'm _____

What makes you feel tired?
什麼事讓你覺得疲倦?

tired
累

How Are You? I'm _____

What makes you feel angry?
什麼事讓你覺得生氣?

angry
生氣

How Are You? I'm _____

What makes
you feel
surprised?



什麼事讓你
覺得驚訝?

surprised

驚訝

New Words

happy - 高興

sad - 傷心

sick - 生病

tired - 累

angry - 生氣

surprised - 驚訝

1E New Friends: My Emotions

Practical Activity

1. The teacher will talk to students about emotions. Students will be asked some questions which they may answer in English and Chinese.
2. Questions:
 - a. What makes you feel happy / sad / angry / sick / tired / surprised?
 - b. What do you do when you feel happy / sad / angry / sick / tired / surprised?
 - c. How do you feel when a friend shares something with you / someone says something bad to you / someone helps you?
Teachers may ask about different situations.
 - d. How do we make someone feel happy / sad / angry / sick / tired / surprised?
 - e. How do people hurt your feelings?
 - f. What should we do if we hurt someone's feelings?

1. 教師與學生聊聊個人的情緒。學生將會被問到下列問題，可以以中文或英文回答。

Teacher Talk: (Draw pictures of different faces on the board) Look, do you see the faces? Do they look the same?

How do they feel? (point to the different faces)

They are happy / sad/ angry / sick / tired / surprised.

2. 問題如下:
 - a. 什麼情形時，你會感到快樂/難過/生氣/不舒服/疲倦/驚喜?
 - b. 你感到快樂/難過/生氣/不舒服/疲倦/驚喜的時候，會想做什麼呢?
 - c. 朋友和你分享的時候，你的感覺如何? 有人說你的壞話的時候感覺如何? 有人幫忙你的時候感覺如何? 以上教師可以不同的情境提問。

- d. 我們做什麼事會讓別人覺得快樂/難過/生氣/不舒服/疲倦/驚喜?
- e. 別人做什麼事時，你會覺得委屈?
- f. 我們如果做了讓別人不快樂的事，該怎麼辦呢?

Teacher Talk:

Your friend has lots of toys and doesn't want to share with you. Are you happy or angry?

Your friend brings lots of toys and shares his toys with you. Are you happy or sad?

Can I grab my friends toys?

Is my friend sad or happy?

When we make a friend sad, we say "I'm sorry".

Note Page:



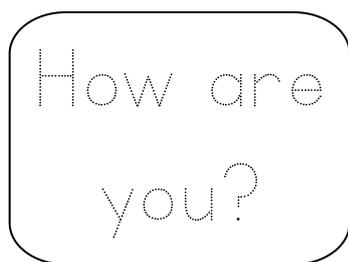
LONG PU BILINGUAL LIFE SKILLS

1.6 New Friends: How Are You?

Trace the sentences.



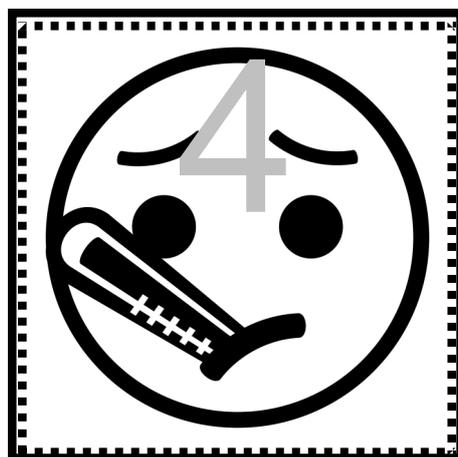
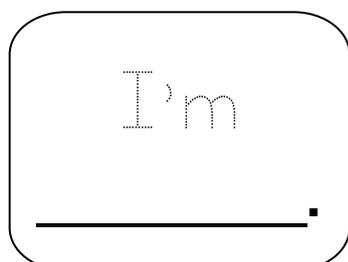
happy 快^ク樂^カ



sad 傷^イ心^シ



angry 生^イ氣^ク



sick 生^イ病^ク



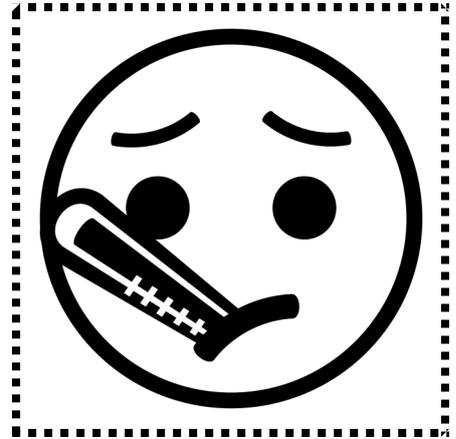
tired 疲^タ憊^ク



surprised 驚^オ訝^シ

Word Bank: happy, sad, sick, tired, angry, surprised

✂ Cut out the faces and match them with the correct feeling.



PPT 1.7 New Friends: Being Kind

New Friends: Being a Good Classmate

Hi Elsa. Do you know how to be a good classmate?
好同學?

Hi Bob I don't know.

That's okay. I will help you.
我來幫你。

That would be helpful.
Thank you Bob.

Thank you

When do you say "thank you"?
謝謝

When someone helps you or gives you something.
當別人幫助或給你東西的時候

You're welcome

When do you say "you're welcome"?
不客氣

When someone says thank you.
當別人跟你道謝的時候

Sorry

When do you say "sorry"?
對不起

When you do something wrong.
做錯事的時候

Please

When do you say "please"?
請

When you want something.
當想要某樣東西或完成一件事的時候

Excuse me

When do you say "excuse me"?
打擾一下

When you want to talk to someone.
想要跟別人說話的時候

Excuse me



When do you say
"excuse me"?

抱 歉

When you burp.
不 小 心 打 嗝 的 時 候



Excuse me



When do you say
"excuse me"?

不 好 意 思

When you want to pass.
想 借 過 的 時 候



What should
the boy say?



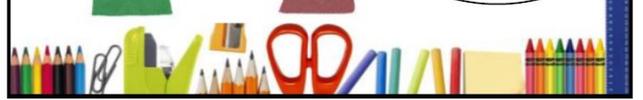
Excuse
me.



What should
the girl say?



Thank
you.



What should
the girl say?



Please.

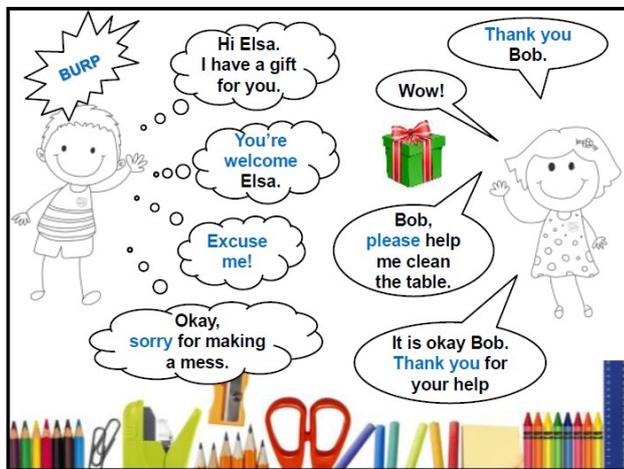
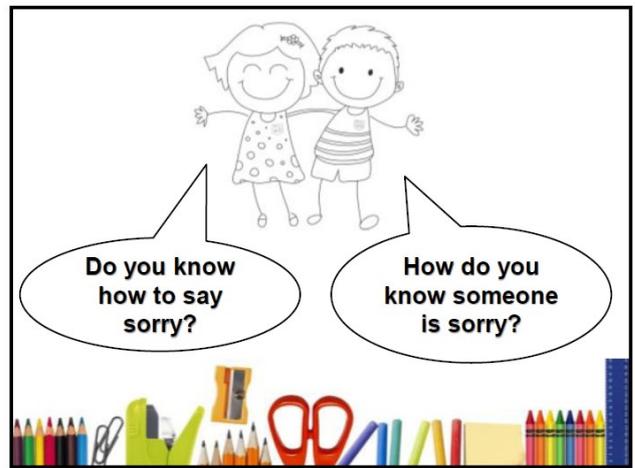


What should
the boy say?



Excuse
me.





Note Page:



LONG PU BILINGUAL LIFE SKILLS

1.7 New Friends: Being Kind

Trace the words, match the words to the pictures. 每個字描寫一遍，

並將單字號碼填在相符的圖片旁邊。

1. please

請

2. sorry

對不起

3. you're welcome

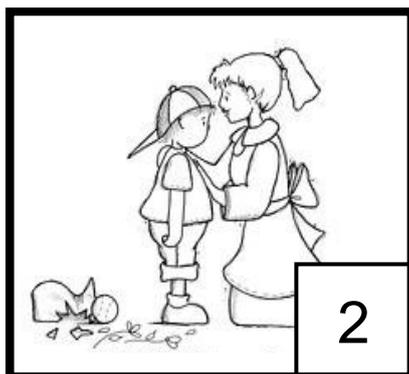
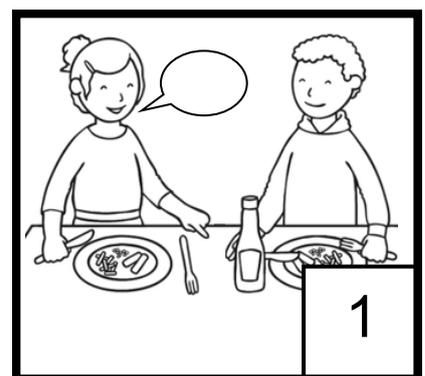
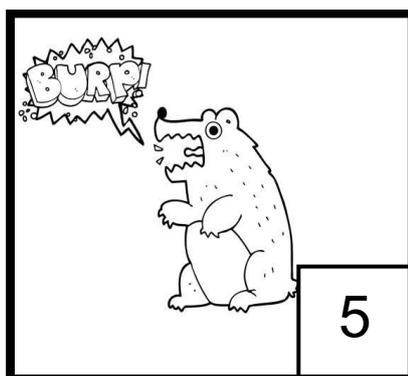
不客氣

4. thank you

謝謝

5. excuse me

不好意思



Word Bank: please, thank you, you're welcome, sorry, excuse me

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter One: Grade One Word List

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

1. name

名_ナ字_ジ

2. good morning

早_{ハヤ}安_{ヤス}

3. good afternoon

午_ヌ安_{ヤス}

4. good evening

晚_{オソ}安_{ヤス}

5. good night

晚_{オソ}安_{ヤス} (睡_ス覺_{カケ})

6. goodbye

再_{マタ}見_ミ

7. hello

哈_ハ囉_{ロー}

Chapter One: Grade One Word List

8. desk

書^ア桌^オ

9. floor

地^カ板^ク

10. sleep

睡^ア覺^カ

11. toilet

廁^チ所^ス

12. homework

回^カ家^カ作^ア業^セ

13. snack time

點^カ心^シ時^ア間^カ

14. boy

男^カ孩^カ

15. girl

女^メ孩^カ

Chapter One: Grade One Word List

16. friend

朋友 (トモトモ)

17. eat

吃 (ク)

18. toy

玩具 (トウイ)

19. family

家庭 (カウ)

20. favorite

最喜欢的 (トウイ)

21. happy

快樂 (カク)

22. sad

傷心 (ウレシ)

23. sick

生病 (シヤク)

24. tired

疲倦 (ウツ)

25. angry

生氣 (イカ)

Chapter One: Grade One Word List

26. surprised

驚_ウ訝_イ

27. please

請_ク

28. thank you

謝_ト謝_セ

29. you're welcome

不_ク客_ウ氣_ク

30. sorry

對_ウ不_ク起_ク

31. excuse me

不_ク好_ク意_ク思_ク

Note Page:



LONG PU BILINGUAL LIFE SKILLS

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

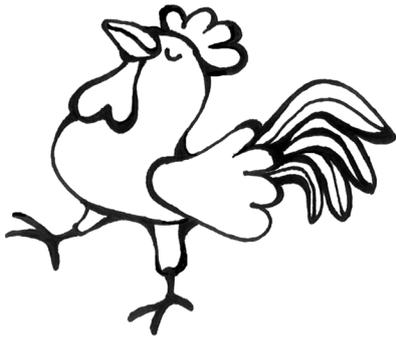
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

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^會一^直這^樣做[。]

☹ Sometimes I do this. 有^時時^候我^會這^樣做[。]

☹ I don't do this, I need to improve.

我^不會^這樣^做， 我^需要^改進[。]

I follow the teacher's directions.



我^聽從^老師^的指^示。

I listen when others are talking.



別^人說^話的^時候^我會^注意^聽。

I work nicely with others.



我^和別^人相^處得^很好[。]

I can do my work by myself.



我^可以^自己^做我^的工^作。

I like to share ideas with the class.



我^喜歡^與全^班分^享想^法。

I try my best on all my work.



我^盡力^做好^我所^有的^工作[。]

I ask for help if I don't understand.



如^果我^不明^白， 我^會尋^求幫^助。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 2:

My Day



Chapter Two: My Day

1. Getting Ready

2A My Day: Getting Ready

 PPT 2.1 My Day: Getting Ready

2.1 My Day: Getting Ready for Lunch

2. My School Bag

2B My Day: My School Bag Discussion

 PPT 2.2 My Day: My School Bag

2.2 My Day: My School Bag

 2.3 My Day: What's in Your School Bag?

 Video My Day: What's in Your School Bag?

3. Where Does It Belong?

 PPT 2.4 My Day: Where Does It Belong?

2C My Day: In / On / Under

2.4 My Day: In / On / Under

4. Recycling

2D My Day: Recycling Discussion

 PPT 2.5 My Day: Recycling

2E My Day: I Can Recycle

2.5 My Day: Recycling

Chapter Two: My Day Word List

2A My Day: Getting Ready

Practical Activity

1. The teacher will use the PPT 2.1 My Day: Getting Ready to explain what getting ready means. For example, “how do you get ready to go outside when it’s raining?”
 - a. Get your umbrella
 - b. Put on your rain coat and rain boots
2. Ask students what other things they get ready for.
Expected answers: getting ready for school, getting ready to go home, getting ready for bed etc.
3. The teacher will also ask students when (time of the day) they get ready for the above-mentioned things (morning, afternoon, evening and night).
4. Brainstorm with the students about how they get ready for the above-mentioned things. Expected answers:
 - a. For school: wake up, brush your teeth, wash your face, eat breakfast, pack your school bag, do your homework, take a bus / car / bicycle to school.
 - b. For lunch: line up, wash your hands, get dishes, get food, eat food
 - c. To go home: pack your school bag, clean the classroom, put your chair on your desk, get your coat / jacket or jersey
 - d. For bed: eat dinner, take a bath, brush your teeth, put on PJ’s, get in bed, read a story.

1. 教師利用 PPT 2.1 My Day: Getting Ready 投影片說明”準備”是什麼意思。舉例來說，如果外面在下雨，我們外出要準備什麼呢？
 - a. 拿好雨傘
 - b. 穿上雨衣和雨鞋

Teacher Talk: What do you need if it is raining? What happens if you don’t have an umbrella or rain coat?

2. 問問學生，他們生活中有哪些要準備的事項呢? 希望獲得的答案: 準備上學、準備放學、準備上床睡覺…等

3. 教師也問學生哪些時間(一天裡什麼時候)他們要準備做上面提到的事情(早上、下午、傍晚或晚上)
4. 大家一起動腦想想看，討論一下怎麼才能準備好做上面提到的事情。希望獲得的答案:
 - a. 準備上學: 起床、刷牙、洗臉、吃早餐、整理書包、做好功課、走路/搭車上學
 - b. 準備吃午餐: 排隊、洗手、拿餐具、領食物、用餐
 - c. 準備回家: 收拾書包、打掃教室、椅子放好、衣物拿好
 - d. 準備上床睡覺: 吃晚餐、洗澡、刷牙、換睡衣、上床躺好、唸睡前故事

PPT 2.1 My Day: Getting Ready



Getting Ready for Bed



1. brush your teeth

刷(牙)

2. put on your

pajamas 換(睡衣)



3. turn off the light

關(燈)

4. go to sleep

上(床)睡(覺)

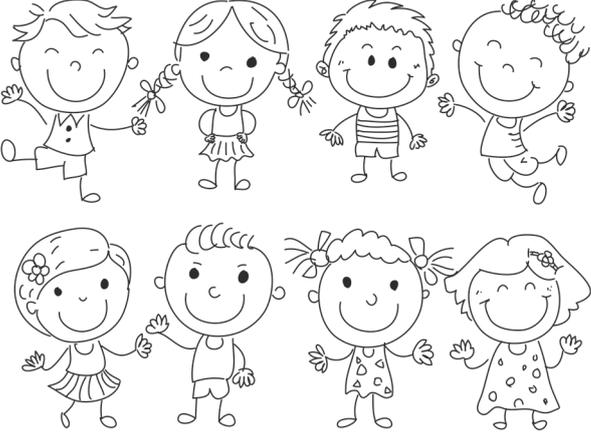
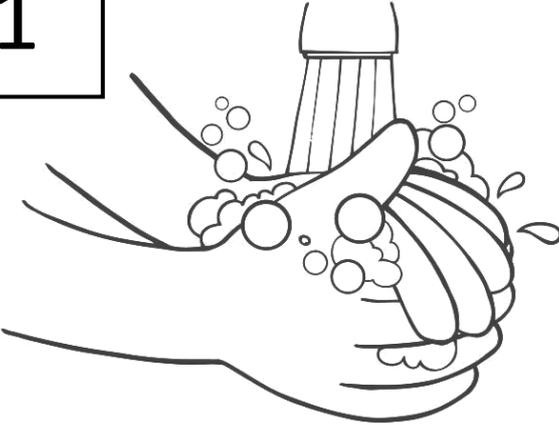


2.1 My Day: Getting Ready for Lunch

Put the pictures in order by writing numbers in the boxes. Trace the

words. 在格子裡填入正確的順序，並將單字描寫一遍。

遍。

<div data-bbox="671 405 842 568" style="text-align: center; border: 1px solid black; width: 100px; height: 70px; margin-bottom: 10px;">2</div>  <div data-bbox="300 922 735 1142" style="text-align: center;"> <p>Get your dishes.</p> </div>	<div data-bbox="847 405 1002 568" style="text-align: center; border: 1px solid black; width: 100px; height: 70px; margin-bottom: 10px;">3</div>  <div data-bbox="981 1052 1404 1153" style="text-align: center;"> <p>Line up.</p> </div>
 <div data-bbox="300 1691 735 1915" style="text-align: center;"> <p>Eat your food.</p> </div>	<div data-bbox="671 1176 842 1339" style="text-align: center; border: 1px solid black; width: 100px; height: 70px; margin-bottom: 10px;">4</div> <div data-bbox="847 1176 1002 1339" style="text-align: center; border: 1px solid black; width: 100px; height: 70px; margin-bottom: 10px;">1</div>  <div data-bbox="909 1691 1428 1915" style="text-align: center;"> <p>Wash your hands.</p> </div>

Word Bank: getting ready, hands, food, dishes, line up, morning, afternoon, evening, home, bed

2B My Day: My School Bag Discussion

Practical Activity

1. Teacher will talk to students about their school bag and what's inside.
2. The teacher will show students a schoolbag and make sure everyone knows what it is then ask questions such as:
 - a. When do you pack your school bag?
 - b. What do you pack in your school bag?
3. Expected answers:
 - a. At night / in the morning
 - b. Eraser, water bottle, pencil case, scissors, ruler, lunchbox / lunch bag, books, etc.
4. Teacher can show students what is in their school bag (the teacher's school bag), have some good things and some silly things. Ask students which ones are good and which are bad.

1. 教師和學生討論書包，問問學生裡面裝些什麼。

Teacher Talk: (Show students a school bag.) What is it?

When do you pack your school bag?

What do you put in your bag?

2. 教師向學生展示一個書包，確認學生知道那是個書包並問以下的問題:

- a. 什麼時候整理書包?
- b. 書包裡可以放什麼東西?

3. 期望的答案:

- a. 晚上睡覺前/早上出門前
- b. 橡皮擦、水壺、鉛筆盒、剪刀、尺、午餐袋、課本...等

4. 教師可向學生展示書包裡的物品 (教師帶的書包)，裡面放一些正常上學帶的物品，另外放一些上學不能帶的東西。問問學生哪些可以帶到學校，哪些不能帶到學校。

PPT 2.2 My Day: My School Bag

My Day: My School Bag

Good morning Bob.

Good morning Elsa.

Are you getting ready for school?

Yes, I am packing my school bag.

I want to put lots of things in my school bag.
我：想：要：放：好：多：東：西：在：書：包：裡。

water bottle 水：壺

books 書

eraser 橡：皮：擦

hammer 鐵：錘

phone 手：機

ruler 尺

pencil case 鉛：筆：盒

T.V. 電：視

Bob, you can't bring everything to school!
Bob, 不：能：全：部：都：帶：去：學：校：喔！

What should I bring?
我：應：該：帶：什：麼：呢？

Can I bring a pencil case?
可：以：帶：鉛：筆：盒：嗎？

Can I bring a ruler?
可：以：帶：尺：嗎？

pencil case 鉛：筆：盒

ruler 尺

Can I bring books?
可：以：帶：書：本：嗎？

Can I bring a hammer?
可：以：帶：鐵：錘：嗎？

books 書

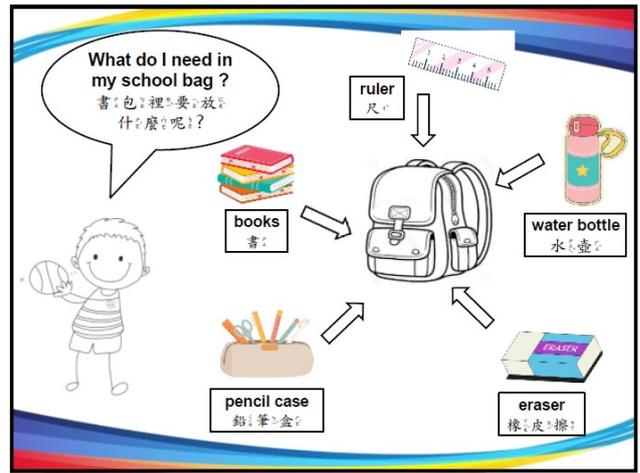
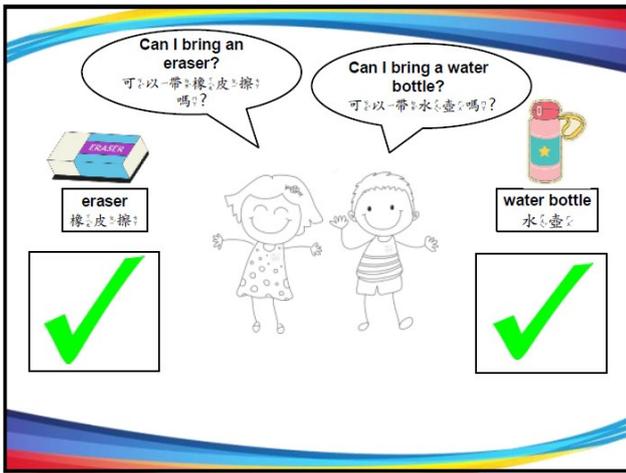
hammer 鐵：錘

Can I bring my T.V.?
我：可：以：帶：電：視：嗎？

Can I bring a phone?
可：以：帶：手：機：電：話：嗎？

T.V. 電：視

phone 手：機

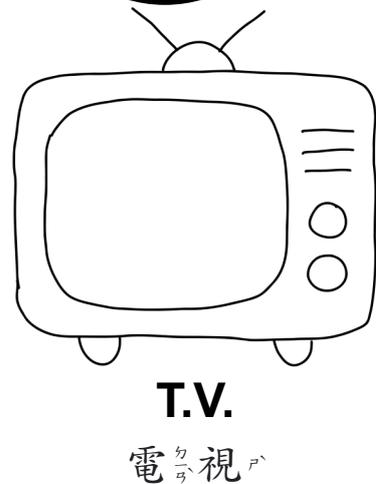
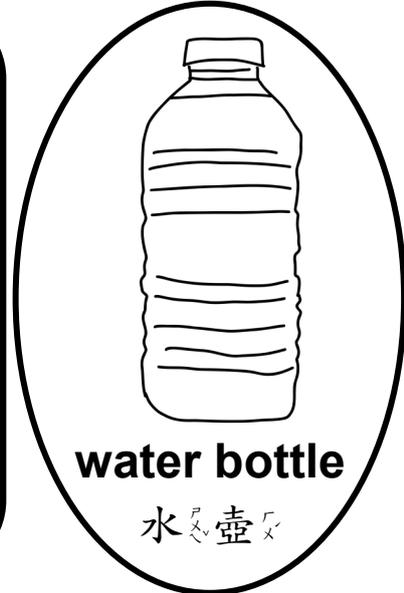
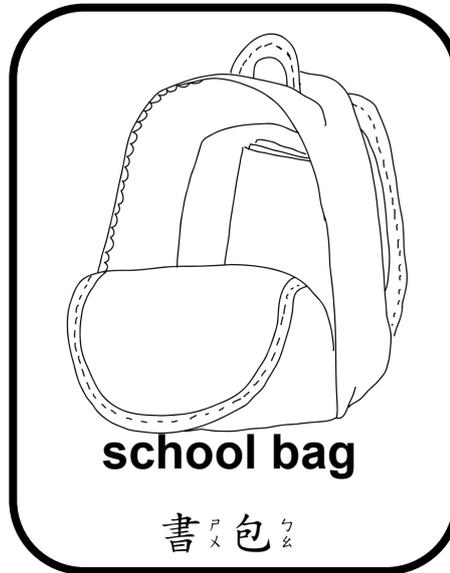
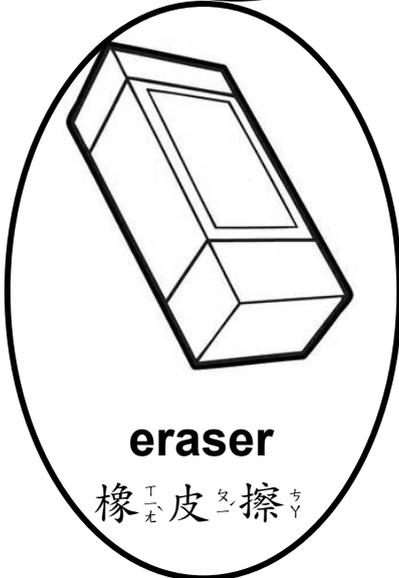
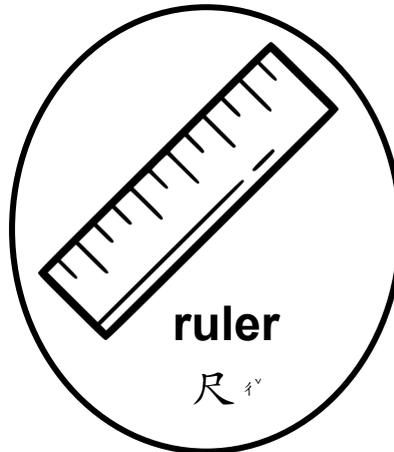


New Words

- school bag - 書包
- books - 書
- water bottle - 水壺
- ruler - 尺
- pencil case - 鉛筆盒
- eraser - 橡皮擦

2.2 My Day: My School Bag

Color in all the important things you need to put in your school bag for school.



Word Bank: school bag, books, eraser, ruler, pencil case, water bottle

2.3 My Day: What's In Your School Bag?

What's in your school bag?

Let's take a look.

What's in your school bag?

Let's take a look.

What's in your school bag?

Let's take a look.

A pencil, a pen, a rubber, a book!

What's in your school bag?

Let's take a look.

What's in your school bag?

Let's take a look.

What's in your school bag?

Let's take a look.

A pencil, a pen, a rubber, a book!



PPT 2.4 My Day: Where Does It Belong?

My Day: Where Does it Belong ?

What is in our classroom?

Where does it belong?

教室裡有什麼東西呢?

這些東西放在哪裡呢?

Things in My Classroom

books

書

school bag

書包

water bottle

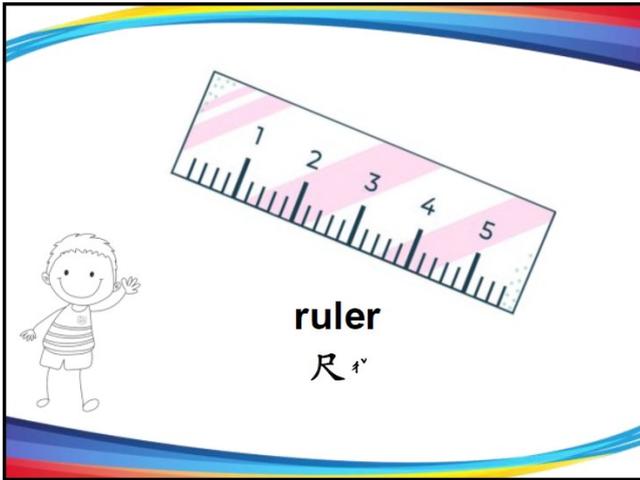
水壺

lunch bag

餐袋

pencil case

鉛筆盒



ruler
尺



Where Does it Belong ?

cupboard
櫃子



desk
書桌



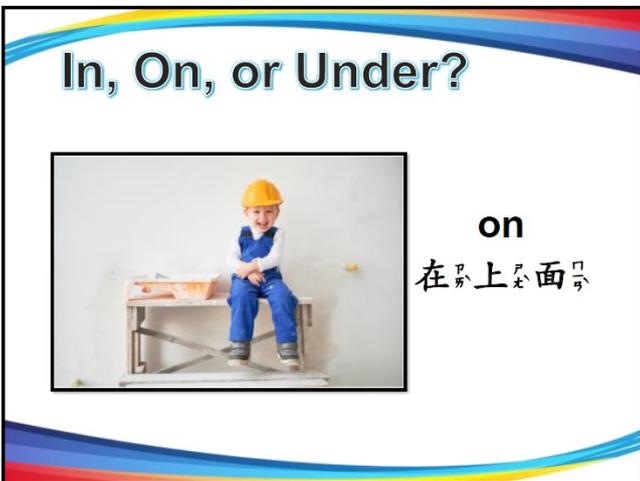
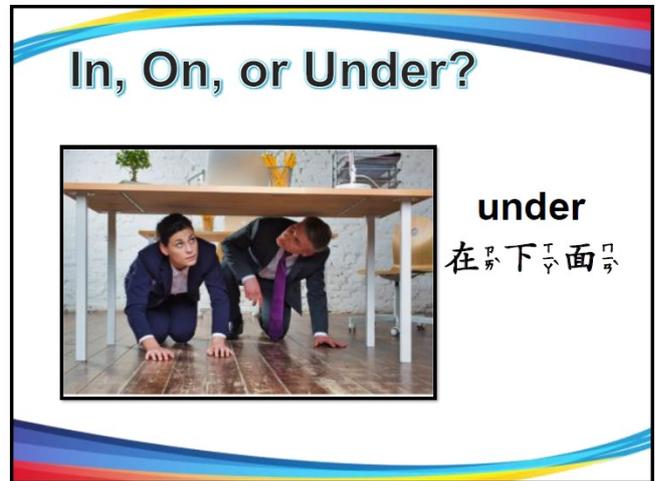
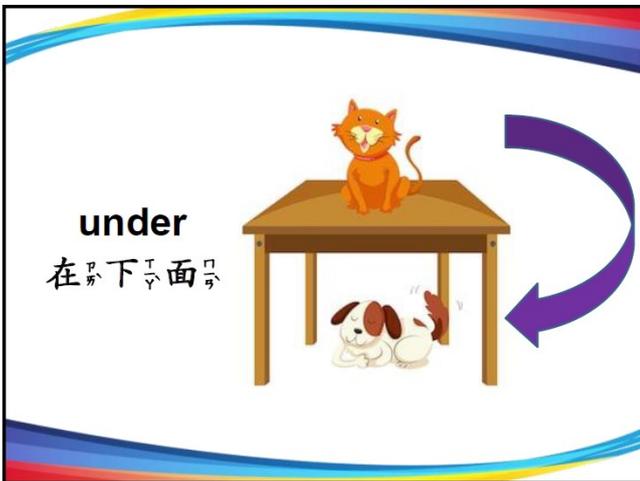
chair
椅子



shelf
書架



scissors
剪刀



In, On, or Under?



in
在...裡...面

In, On, or Under?



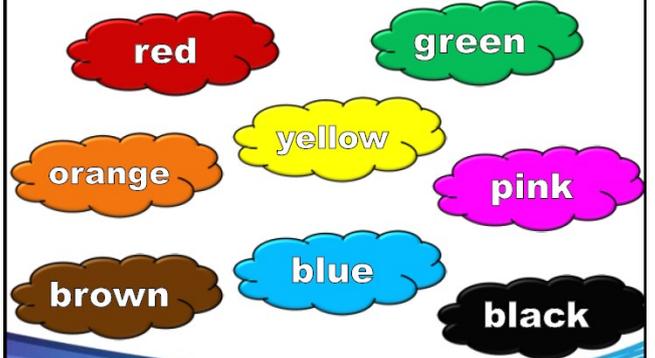
on
在...上...面

In, On, or Under?

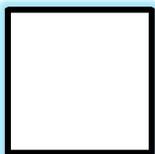


in
在...裡...面

What color is it?



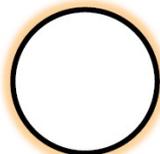
What shape is it?



square



triangle



circle

2C My Day: In / On / Under

Practical Activity

1. So students can fully understand the concepts of in / on / under during the game, the teacher will let them do things we normally wouldn't allow them to do in class.
2. Teacher will give instructions to students and encourage participation. Emphasize that all actions must be done as carefully and safely as possible. If students act in unsafe ways they will not be allowed to participate.
3. Teacher will ask students to safely do the following:
 - a. Sit **on** their chairs / put their bums **on** the chairs.
 - b. Stand **on** the floor.
 - c. Stand **on** their chairs / put their feet **on** their chairs.
 - d. Sit **on** their desks while their feet are **on** their chairs.
 - e. Sit **under** their desks (on the floor).
 - f. Put their hands **in** their desks (shelf) while sitting **on** their chairs.
 - g. Put their hands **in** the chairs.
 - h. Put their books **under** the chairs.
4. Activity to be repeated until most of / all the students understand the concepts.

1. 教師們可以讓學生嘗試一些平常教室裡不允許學生做的事，讓學生可以明白 in / on / under 的概念。
2. 教師下指令並鼓勵學生參與活動，要特別強調要小心安全地完成指令。若有學生做出危險動作，會被禁止繼續參與活動。

Teacher Talk: What is this? It's a desk / chair / book.

Today we are going to play a game with our chairs, desks and books.

Can you run or push your friends when we play a game?

3. 教師要求學生安全的完成下列動作:
 - a. 坐在椅子上/屁股放在椅子上
 - b. 站在地板上
 - c. 站在椅子上/雙腳站在椅子上
 - d. 腳站在椅子上的時候坐到桌子上
 - e. 坐在桌子下(在地板上)
 - f. 坐在椅子上的時候，把手放在桌子(抽屜)裡面
 - g. 把手放在椅子裡面
 - h. 把書本放在椅子下面
4. 活動可以重複進行，直到所有/大部份學生瞭解 in / on / under 的概念。

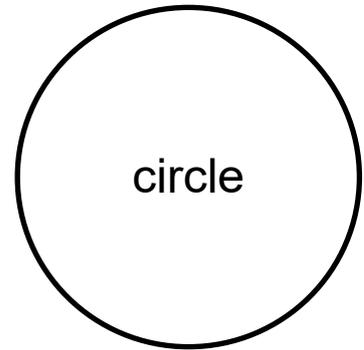
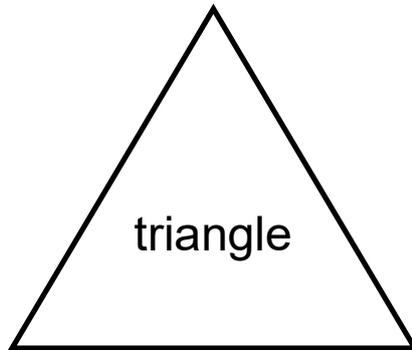
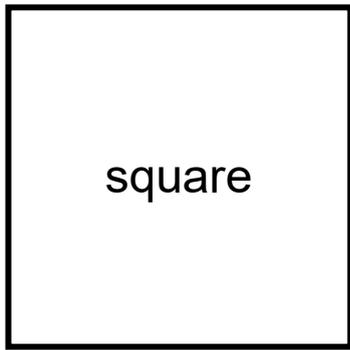
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LONG PU BILINGUAL LIFE SKILLS

2.4 My Day: In / On / Under

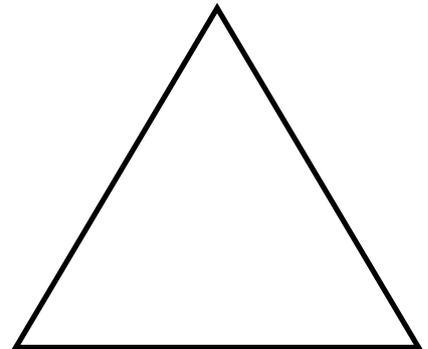
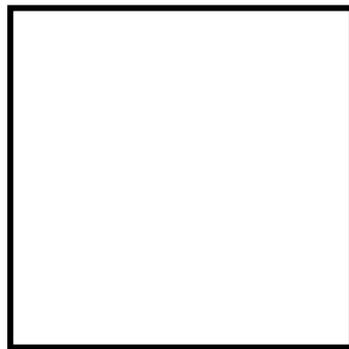
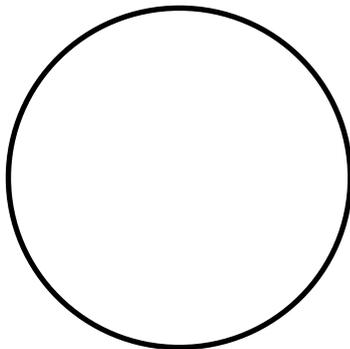
Color each shape to match the words. Trace the words.



1. red

2. green

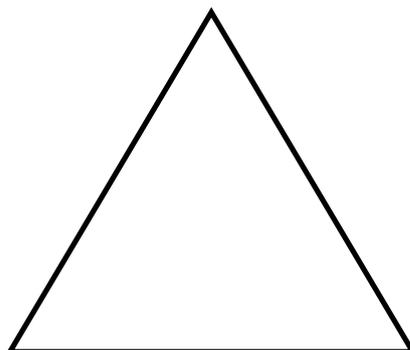
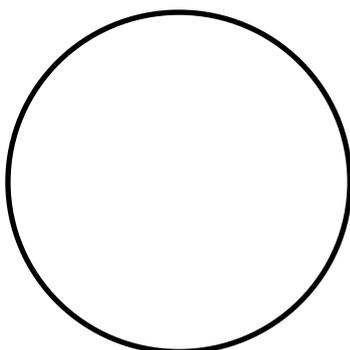
3. brown



4. blue

5. pink

6. black

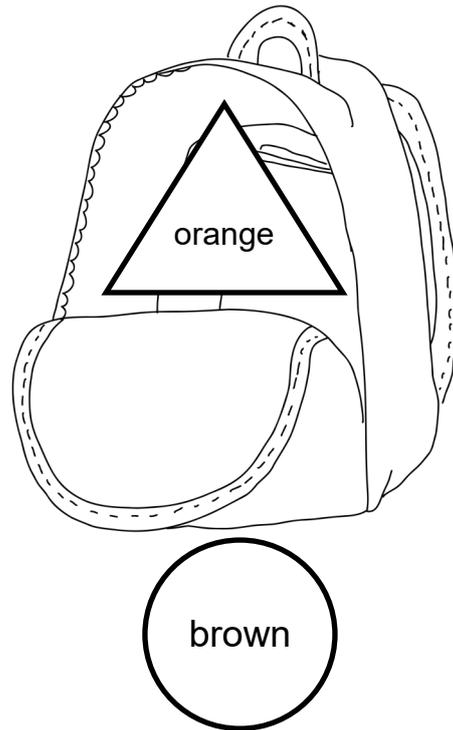
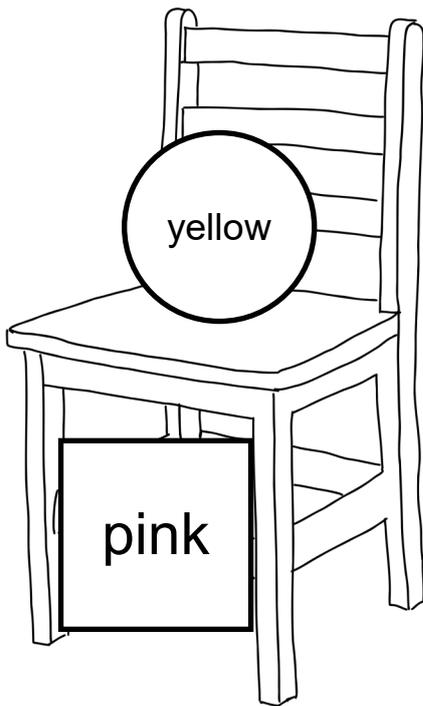
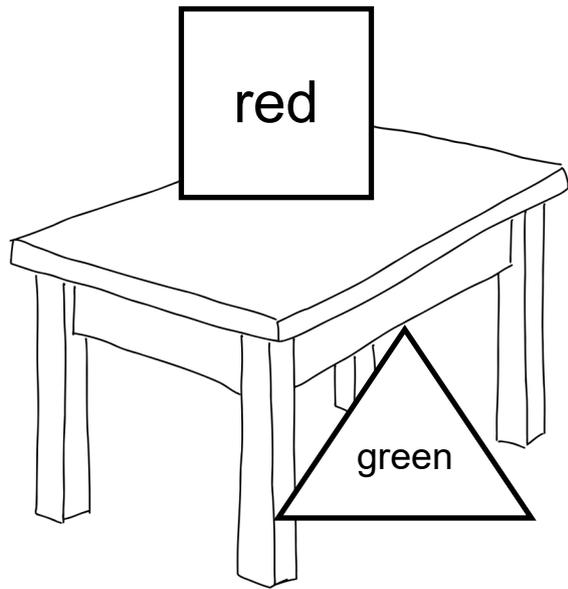
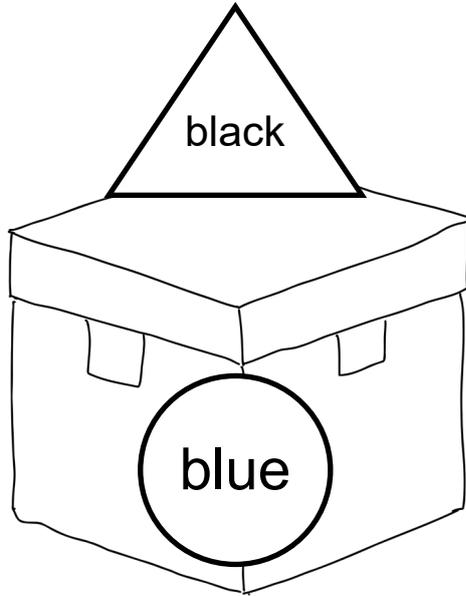


7. yellow

8. orange



Listen to your teacher. Draw the shapes in the correct places then color the shapes. Trace the words, in / on / under.



in on under

在...裡...面

在...上...面

在...下...面

Word Bank: in, on, under, cupboard, desk, chair, shelf, lunch bag, scissors

2.4 My Day: Teacher Instructions

1. Draw a red square *on* the desk.
在桌子上畫一個紅色正方形
2. Draw an orange triangle *in* the school bag.
在書包裡畫一個橘色三角形
3. Draw a blue circle *in* the box.
在箱子裡畫一個藍色圓形
4. Draw a green triangle *under* the desk.
在桌子下畫一個綠色三角形
5. Draw a yellow circle *on* the chair.
在椅子上畫一個黃色圓形
6. Draw a pink square *under* the chair.
在椅子下畫一個粉紅色正方形
7. Draw a black triangle *on* the box.
在箱子上畫一個黑色三角形
8. Draw a brown circle *under* the school bag.
在書包下畫一個咖啡色圓形

2D My Day: Recycling Discussion

Practical Activity

1. Students will have a discussion to answer the following questions:
 - a. What is recycling? Recycling is taking garbage and turning it into new things. We can recycle plastic bottles to make new bottles. We can recycle paper to make tissue, writing paper, note books and other things made of paper.
 - b. Why do we recycle? So that we don't use up all our resources. So that we can have less garbage. To make less pollution.
 - c. What can we recycle? paper, plastic, metal, glass, computers and batteries
2. The teacher will introduce the following words: paper, plastic and metal. Students will be asked to identify things around the room that are plastic, paper or metal.
3. The discussion should also include things that cannot be recycled. (some plastic bags, plastic straws, dirty paper food boxes and cups, chip bags, candy wrappers, pots and pans, etc.)
4. It would be an advantage to have some real items as examples for this discussion.

1. 學生討論以下問題的答案:
 - a. 資源回收是什麼? 資源回收就是把用不到的東西變成可用的物品。我們把用過的塑膠瓶回收製造成新的塑膠瓶。我們也回收紙類來製造衛生紙、影印紙、筆記本和其他紙製品。
 - b. 為什麼要做資源回收呢? 這樣我們才不會浪費資源，可以減少垃圾，降低污染。
 - c. 什麼東西可以資源回收呢? 紙類、塑膠、金屬、玻璃、電腦及電池
2. 教師介紹下述新字: **paper** 紙、**plastic** 塑膠、**metal** 金屬。請學生指出教室周圍屬於塑膠類、紙類或金屬類的東西。

Teacher Talk:

There are so many things in the room. Can you show me something plastic?

Can you show me something paper?

Can you show me something metal?

3. 討論中要說明哪些東西不可回收。(部份塑膠袋、塑膠吸管、使用的食物紙盒或紙杯、洋芋片袋子、糖果紙或鍋子…等)

Teacher Talk:

Sometimes we cannot recycle things. Tell me some thing we cannot recycle.

4. 討論時若可以用實物舉例更佳。

Teacher Talk:

Show students a plastic bottle. What is this?

It's empty. Where can I put it?

Can I throw this bottle and a metal can in the same bin?

What can we recycle?

PPT 2.5 My Day: Recycling

Recycling 

We can recycle!
我會做資源回收!

glass 

metal 

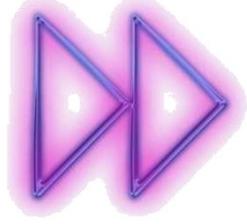
plastic 

paper 



Are these glass, paper or plastic?

這些是玻璃、紙類或是塑膠類呢?



glass 

metal 

plastic 

paper 

plastic 

metal 

plastic 

paper 

paper 

2E My Day: I Can Recycle

Practical Activity

1. Students will sit in groups of five or six.
2. Each group will get a sorting board, 4 category cards (paper, plastic, metal, glass) and 16 object cards. (pizza box, newspapers, old book, milk carton, plastic bag, plastic cups, Lego, shampoo bottle, glass bottle, glass bowl, cup, window, cans, tin, cookie jar, lunch box)
3. Students need put one category card in each section of the sorting board. Students will put each object card in the correct section of the sorting board. Check the students' answer when they have completed the task.
4. The teacher can make this game a competition. Once students have completed sorting 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.

1. 將學生每 5-6 位坐成一組。
2. 發組給每一組分類板一塊、4 張類別卡 (紙類、塑膠類、金屬類、玻璃類) 和 16 張物品圖卡 (披薩盒、報紙、舊書、牛奶盒、塑膠袋、塑膠杯、樂高積木、洗髮精空瓶、玻璃瓶、玻璃碗、杯子、窗戶、罐子、鐵罐、餅乾罐、午餐盒)

Teacher Talk:

Please put the sorting board in the middle of your table.

Take these cards (show 4 category cards) and put them in the small pockets on your board.

Mix up the other cards and put them in the middle of the board.
(Demonstrate for students)

Continues on Next Page

3. 學生先將類別卡放在分類板上各種不同的類別的位置。然後將物品卡片放在正確的類別區域。學生完成任務後，教師檢視其分類正確與否。

Teacher Talk:

I will count to 3, when I say three try to put each object in the correct part of the sorting board. (Demonstrate for students)

Put your hands up when you are finished and I will check your answers.

4. 教師可將此活動以競賽方式進行。學生第一次完成分類之後，將所有的卡片抽出來並重新洗牌。隨後進行比賽，看看哪一組能夠最快最正確的重新完成分類。此競賽活動可進行數次，期使學生熟悉各種物品回收時的分類。

Teacher Talk:

Please take out all the object cards, mix them up and put them in the middle of the board. We are going to have a race.

I will count to 3, when I say 3 try to put each object in the correct part of the sorting board as fast as you can.

Put your hands up when you are done.

The first table to get all the right answers, wins.

Note Page:

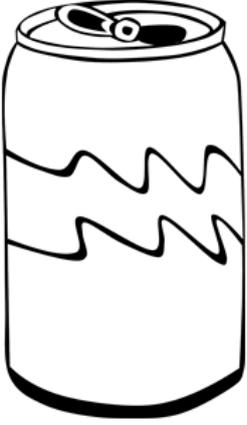
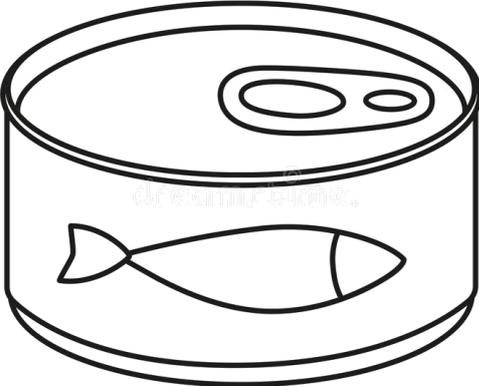


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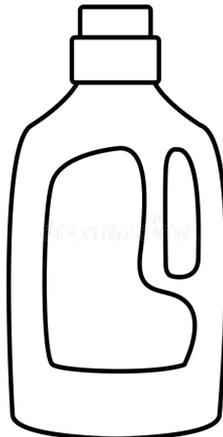
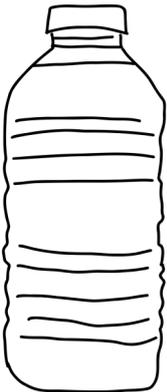
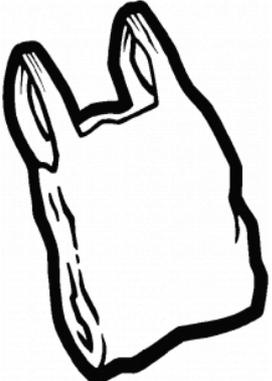
2.5 My Day: Recycling

✂ Cut out the pictures and glue them in the correct recycling box.

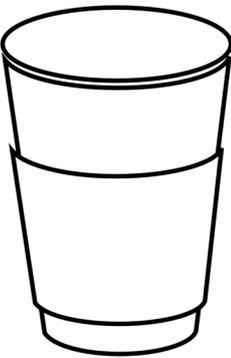
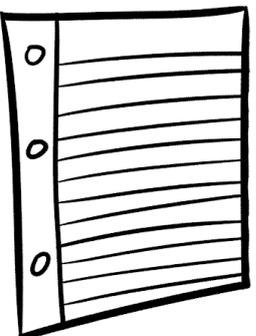
METAL
金^ハ屬^{リョク}



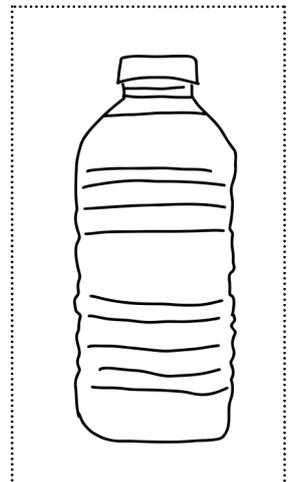
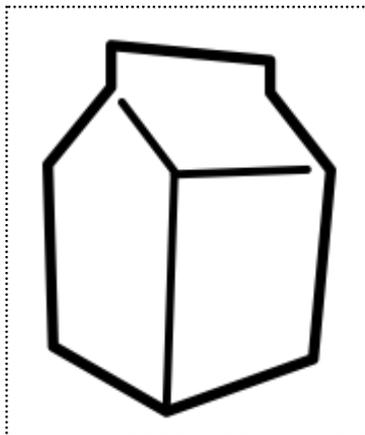
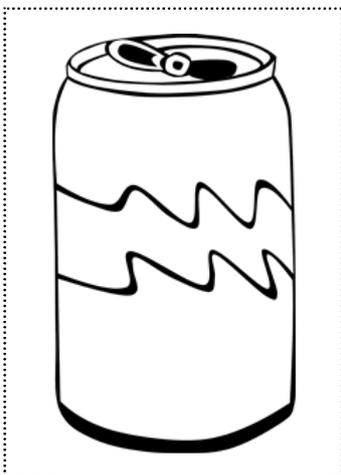
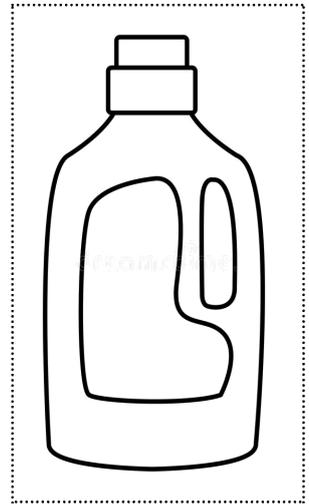
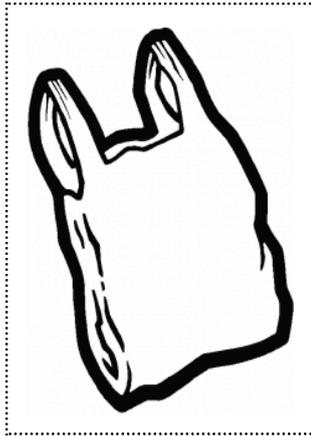
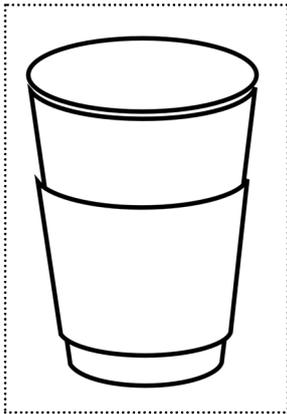
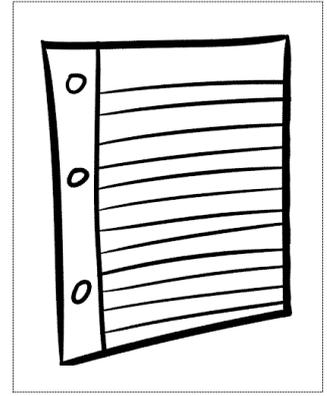
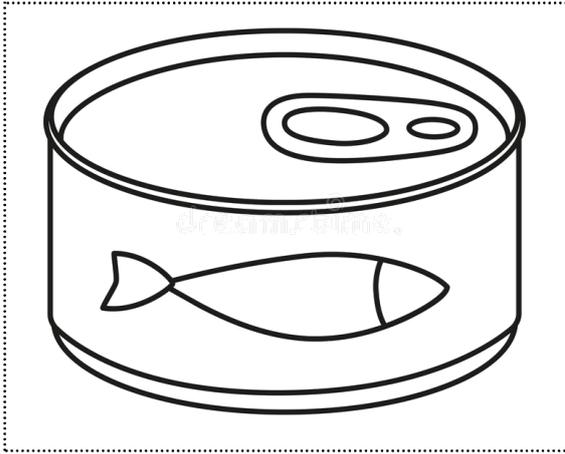
PLASTIC
塑^ス膠^コ



PAPER
紙^シ張^{シヤウ}



Word Bank: recycle, paper, plastic, metal



Chapter Two: My Day Word List

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

1. getting ready

準備好

2. morning

早上

3. afternoon

下午

4. evening

晚上

5. home

家裡

6. bed

床

7. hands

手

8. food

食物

9. dishes

碗盤

Chapter Two: My Day Word List

10. line up

排^タ隊^タ

11. books

書^カ

12. ruler

尺^セ

13. eraser

橡^ク皮^ク擦^ウ

14. scissors

剪^カ刀^カ

15. pencil case

鉛^ク筆^カ盒^バ

16. school bag

書^カ包^カ

17. cupboard

櫥^ク櫃^ク

Chapter Two: My Day Word List

18. desk

書_ア桌_ウ

19. chair

椅_イ子_シ

20. shelf

書_ア架_カ

21. water bottle

水_{スイ}壺_フ

22. lunch bag

餐_{カン}袋_カ

23. in

在_ア...裡_ウ面_カ

24. on

在_ア...上_ウ面_カ

25. under

在_ア...下_ウ面_カ

Chapter Two: My Day Word List

26. paper

紙^出張^出

27. plastic

塑^出膠^出

28. metal

金^出屬^出

29. recycle

回^出收^出



Note Page:



LONG PU BILINGUAL LIFE SKILLS

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

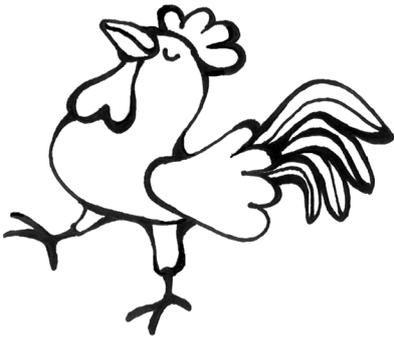
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

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^會一^直這^樣做[。]

☹ Sometimes I do this. 有^時時^候我^會這^樣做[。]

☹ I don't do this, I need to improve.

我^不會^這樣^做， 我^需要^改進[。]

I follow the teacher's directions.



我^聽從^老師^的指^示。

I listen when others are talking.



別^人說^話的^時候^我會^注意^聽。

I work nicely with others.



我^和別^人相^處得^很好[。]

I can do my work by myself.



我^可以^自己^做我^的工^作。

I like to share ideas with the class.



我^喜歡^與全^班分^享想^法。

I try my best on all my work.



我^盡力^做好^我所^有的^工作[。]

I ask for help if I don't understand.



如^果我^不明^白， 我^會尋^求幫^助。

Chapter 3:

My School



Chapter Three: My School

Playtime

1. Around School

3A Playtime: Break Time

 PPT 3.1 Playtime: Around School

3.1 Playtime: Around School

2. Playing Outside

3B Playtime: Hide and Seek

 3.2 Playtime: Hide and Seek Song

 Video Playtime: Hide and Seek Song

3.3 Playtime: Playing Outside

3. Danger

3C Playtime: Danger Discussion

 PPT 3.4 Playtime: Danger!

3.4 Playtime: Danger!

Our Rules

4. Break Time Rules

 PPT 3.5 Our Rules: Break Time Rules

3D Our Rules: Word Race

3.5 Our Rules: Break Time Rules

5. Classroom Rules

 PPT 3.7 Our Rules: Classroom Rules

♪ 3.6 Our Rules: Line Up!

 Video Our Rules: Line Up!

3E Our Rules: Do or Don't

3.7 Our Rules: Classroom Rules

6. Lunch Time Rules

 PPT 3.8 Our Rules: Lunch Time Rules

3.8 Our Rules: Eating Lunch

♪ 3.9 Our Rules: Are You Hungry?

 Video Our Rules: Are You Hungry?

Chapter Three: My School Word List

3A Playtime: Break Time

Practical Activity

1. Ask students where we are (school). Ask them if they know the name of the school (Long Pu, Long Pu Elementary School). Tell students that Long Pu is very big and there are a lot of different places around the school. Have students brainstorm all the places they know in the school. Possible Answers: pond, playground, garden, sandbox, big tree, bathroom, track, library, health center, school hall, classroom, school shop
2. Ask students, “What is break time? Talk to students about break time. Where do you go at break time? Expected answers: playground, sandbox, pond, big tree, garden etc.
3. More questions the teacher may ask include: Where should you not go at break time? What do you like to do at break time? What shouldn't you do at break time?

1. 問學生: 現在在什麼地方 (學校裡)。詢問學生是否知道學校的名字 (龍埔/龍埔國小)。告訴學生龍埔國小很大, 校園裡有很多不同的地方。讓學生動動腦想一想: 他們知道龍埔國小哪些地點了? 可能的答案: 池塘、遊樂場、花園、沙坑、大榕樹、廁所、跑道、圖書館、健康中心、展演廳、教室、合作社

Teacher Talk: Where are we?

What is the name of our school?

Can you name some places in our school?

2. 問學生: “什麼是下課時間”? 跟學生聊聊下課時間。提問的問題: 下課時間會去什麼地方呢? 期望來自學生的答案: 操場、沙坑、池塘、大榕樹、花園...等

Teacher Talk: Can we take a rest and play in our lessons?

When can we take a rest and play?

Where do you like to go at break time?

3. 教師可以問的其他問題: 下課時候哪些地方不能去? 下課時間喜歡做什麼呢? 下課時間不能做的事有哪些?

PPT 3.1 Playtime: Around School

Where should we go?

track

操場跑道



Where should we go?

big tree

大樹



Where should we go?

water dispensers

飲水機



Where should we go?

school library

學校圖書館



Where should we go?

playground

遊樂場



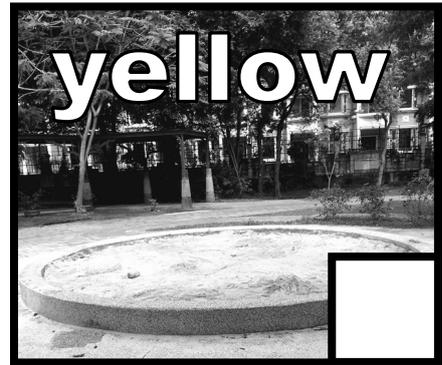
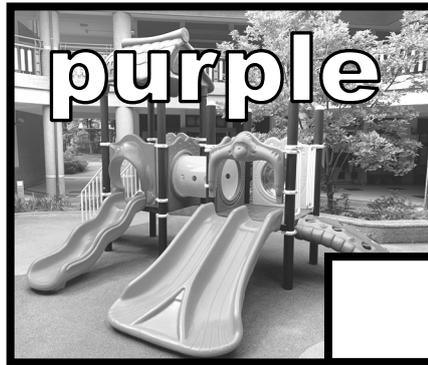
Note Page:



LONG PU BILINGUAL LIFE SKILLS

3.1 Playtime: Around School

Listen to your teacher and fill in each square with the correct color.



1. Color the sandbox yellow. 沙^ス坑^コ/黄^{ワウ}色^{シキ}

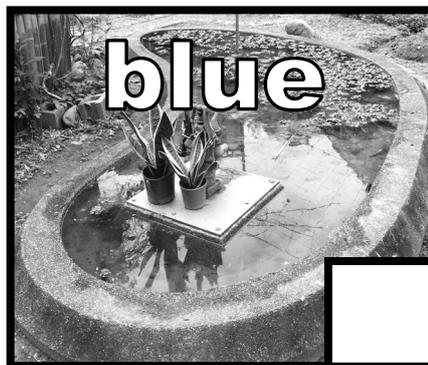
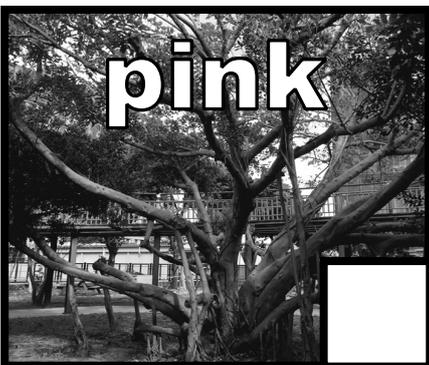
2. Color the playground purple. 遊^ユ樂^{ラク}場^{バウ}/紫^{ムラカシ}色^{シキ}

3. Color the pond blue. 池^{イケ}塘^{ドウ}/藍^{アイ}色^{シキ}

4. Color the garden green. 花^{ハナ}園^{エン}/綠^{キナオ}色^{シキ}

5. Color the big tree pink. 大^{オホ}樹^{ジュ}/粉^コ紅^{ベニ}色^{シキ}

6. Color the water dispensers red. 飲^{イン}水^{スイ}機^キ/紅^{ベニ}色^{シキ}



Word Bank: sandbox, playground, pond, garden, big tree, water dispenser

3B Playtime: Hide and Seek

Practical Activity

1. Before playing the game with the students, teach them 3.2 Playtime: Hide and Seek Song. Ask students if they have played the game before. Ask some students to explain how to play the game in Chinese to their classmates.
2. Ask students to talk about the best way to play the game and what they should and shouldn't do.
3. Teach students the English name of the game "Hide and Seek"
4. Teacher helps students to practice counting 1-10.
5. Teacher asks 6 students to be ghosts. The ghosts need to close their eyes and count loudly from 1-10. The other students need to find somewhere to hide. (If you can go to a bigger room, or somewhere outside, this activity will work better)
6. The ghosts open their eyes when they are finished counting and look for the other students. If one of the ghosts cheats by opening their eyes, they have to be the ghost again.
7. The last student to be found is the winner.
8. The teacher will then choose 6 more ghosts and play again.

1. 在玩遊戲之前，老師先教學生唱 3.2 Playtime: Hide and Seek Song 歌曲。問學生是否玩過這個遊戲，請幾位學生用中文解釋遊戲規則。

Teacher Talk: Who has played hide and seek before?

Who can tell your classmates how to play hide and seek in Chinese?

What shouldn't we do when we play hide and seek?

2. 老師和學生討論遊戲的規則，以及要注意的事項。
3. 老師教學生躲貓貓的英文名稱 Hide and Seek。
4. 教學生數 1-10。

5. 老師找 6 位學生出來當鬼。當鬼的學生閉上眼睛，大聲數到 10。其他學生趁當鬼的學生數到 10 的時間，找地方躲好，等鬼來找。(如果可以去戶外或是較大的空間玩此遊戲，效果更佳)
6. 數完 1-10 之後，鬼睜開眼睛，去尋找其他的學生。如果鬼在數完 10 之前就睜開眼睛，那是作弊，必須再當一次鬼。
7. 最後被找到的學生勝利。
8. 老師再選 6 個學生當鬼，繼續下一輪。

3.2 Playtime: Hide and Seek Song

Hide and seek, hide and seek,

Let's play hide and seek.

Hide and seek, hide and seek,

Let's play hide and seek.

Are you ready! Yeah!

Are you ready! Yeah!

Everybody ... hide!

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Ready or not, here I come!

Let's play hide and seek.

REPEAT



3.3 Playtime: Playing Outside

Where do you like to go at break time? Complete the sentence.

 Draw a picture of yourself at break time.



I like to go to the _____
at break time.

Word Bank:

sandbox (沙坑), playground (遊樂場), pond (池塘),

garden (花園), big tree (大樹), track (跑道),

library (圖書館), water dispenser (飲水機)

3C Playtime: Danger Discussion

Practical Activity

1. Students will have a discussion identifying things that are dangerous in their lives.
2. Teacher will ask students these questions:

What is something that is dangerous?

- a. What does danger mean?
 - b. **What is dangerous at home?** (Touching the stove, playing with fire, jumping on the bed, running on the stairs, climbing on the balcony, playing with knives).
 - c. **What is dangerous at school?** (Playing with scissors, running on the stairs, running in the hallway, climbing trees, playing on broken playground toys, throwing rocks, fighting, climbing the slide, standing on the climbing frame, fighting with brooms).
 - d. **What is dangerous outside?** (Running across the street, playing on the sidewalk, talking to strangers, climbing on fences, playing around cars).
3. Teacher will ask students why all the above mentioned answers are dangerous. Students may answer in English or Chinese.

1. 跟學生討論他們生活中有哪些危險的事物。

Teacher Talk:

How do you say “safe” in Chinese?

When do you feel safe?

Is it safe to run with scissors?

If something is not safe, it is dangerous. (Teachers can do a pretend demonstration of playing safely with scissors and running with scissors.)

Together lets talk about things that are dangerous to do at home and at school. You can answer in Chinese and in English.

Continues on Next Page

2. 教師問學生下列問題:

- a. 哪些事物是危險的?
- b. 危險是什麼意思?
- c. 家裡有哪些危險呢? (觸摸瓦斯爐、玩火、在床上跳、在樓梯上跑跳、爬上陽台、玩刀子…)
- d. 學校有哪些危險呢? (玩剪刀、在樓梯上跑跳、走廊奔跑、爬樹、玩壞掉的遊樂設施、丟石頭、和同學打架、攀爬溜滑梯、在攀爬架上站立、拿掃把打架…)
- e. 戶外的危險有哪些? (闖越馬路、在人行道上玩、跟陌生人講話、爬欄杆、在車子旁邊玩耍…)

3. 教師問學生是否知道上述事物危險的原因。學生可以中文或英語回答。

PPT 3.4 Playtime: Danger!

Danger!

Some things are safe.
有些事情是安全的。

Some things are dangerous.
有些事情很危險。

Dangerous or Safe?

Safe 安^ア全^ケ

Dangerous or Safe?

Dangerous 危^ア險^ケ

Dangerous or Safe?

Dangerous 危^ア險^ケ

Dangerous or Safe?

Safe 安^ア全^ケ

Dangerous or Safe?

fight

Dangerous 危^ア險^ケ

Dangerous or Safe?



Safe 安^ア全^{ケン}

Dangerous or Safe?

throw



Dangerous 危^イ険^{ケン}

Dangerous or Safe?



climb

Dangerous 危^イ険^{ケン}

Dangerous or Safe?



Dangerous 危^イ険^{ケン}

Dangerous or Safe?



Safe 安^ア全^{ケン}

Dangerous or Safe?



Dangerous 危^イ険^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Dangerous 危^イ險^{ケン}

Dangerous or Safe?



Safe 安^ク全^ク

Dangerous or Safe?



Dangerous 危^ク險^ク

Dangerous or Safe?



Safe 安^ク全^ク

Dangerous or Safe?



Safe 安^ク全^ク

Dangerous or Safe?



Safe 安^ク全^ク

Dangerous or Safe?



Dangerous 危^ク險^ク

3.4 Playtime: Danger!

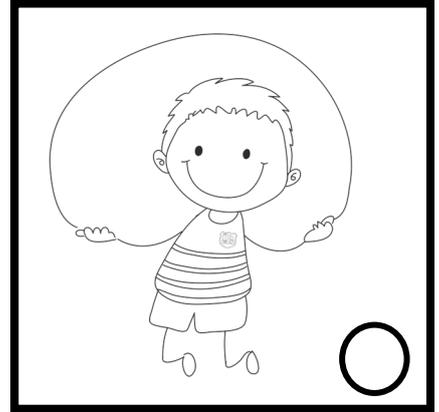
Look at the pictures. Put a tick next to the dangerous pictures.



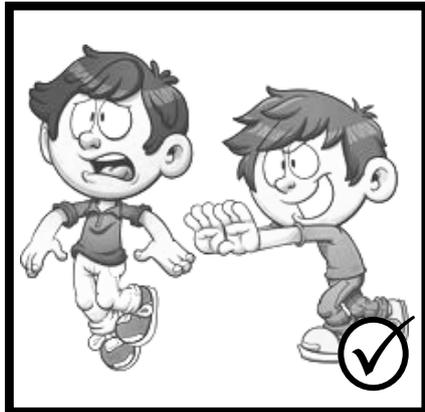
climb



throw



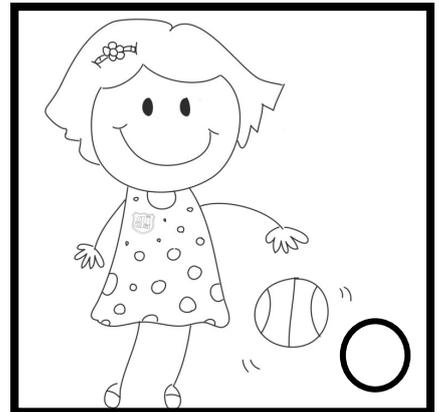
skip



push



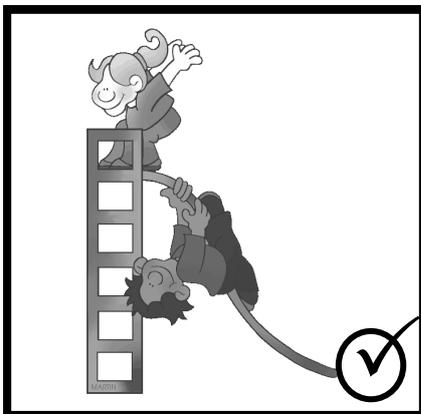
swing



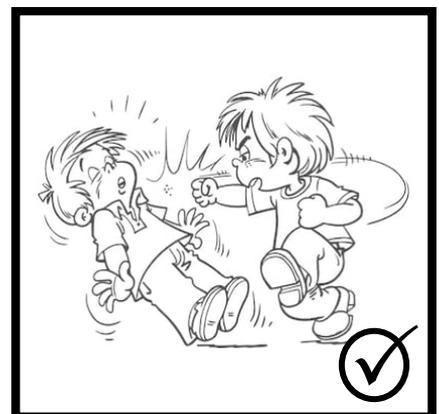
bounce



dig



slide



fight

Word Bank: climb, throw, skip, push, dig, fight

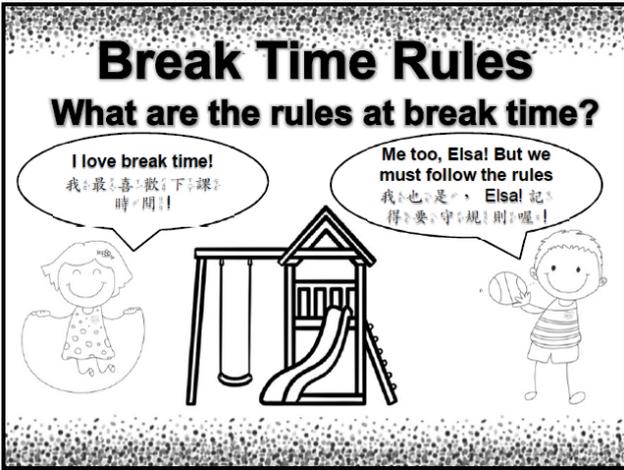
PPT 3.5 Our Rules: Break Time Rules

Break Time Rules

What are the rules at break time?

I love break time!
我最喜歡下課時間!

Me too, Elsa! But we must follow the rules
我也是，Elsa! 記得要守規則囉!



No running in the hallways

走廊不可以奔跑



No climbing trees

不可以爬樹



No littering

不可以亂丟垃圾



No pushing

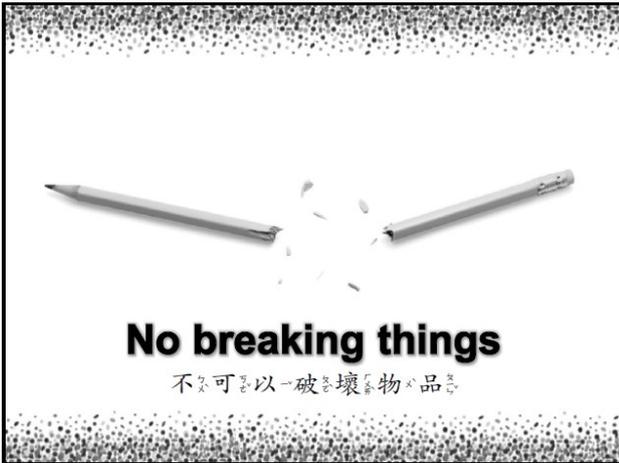
不要推擠



No fighting

不可以打架





3D Our Rules: Word Race

Practical Activity

1. Teacher puts the students into 2-6 teams or if the students are sitting in groups, they can use those groups for the teams.
2. Set up a table at the front of the class, the teacher should have a set of flashcards of the break time rules that include a picture and the rule in English and Chinese.
3. One student from each group will stand around the table.
4. Teacher will call out one of the rules and the students must find the rule on the table then put their hand on the flashcard. The first student to find the correct rule wins the round. Their team will get one point for finding the rule and if the student can read the word as well, their team will get one more point.
5. Repeat the process so every student gets the chance to come to the front to play the game. The game can continue as long as the teacher feels is necessary.
6. The team with the most points wins.

Vocabulary:

- | | |
|----------------------------|--------------------|
| No pushing | No fighting |
| No running and eating | No climbing trees |
| No littering | No throwing things |
| No running in the hallways | No breaking things |

1. 教師把學生分成 2-6 組，若學生在教室中已經按照組別分開坐，亦可依該組別進行遊戲。
2. 教師準備一套包含下課規則中英文的字/圖卡放在教室前方的桌子上。
3. 各組派一個學生圍著桌子。

4. 教師喊出一個規則，學生則從桌子上找出該字/圖卡，儘快把手放在卡片上面。最快拍到卡片的學生贏得這回合比賽，該組會因為這次勝利得到一分，若該學生可以唸出規則，可再加一分。
5. 重覆幾次，讓每位學生都有到桌前參與活動的機會。遊戲持續時間依教師觀察學生參與程度而定。
6. 得分最多的小組為優勝。

Teacher Talk:

Do you remember what break time means?

Tell me something that is dangerous to do at school.

What are our break time rules?

Let's play a game.

I put our rules on the desk.

One student from each team will stand and listen.

I will say a class rule and you need to touch the card.

The first person to touch the correct card gets a point.

單字:

不要推擠

不要打架

不要邊跑邊吃

不要爬樹

不要亂丟垃圾

不要亂丟東西

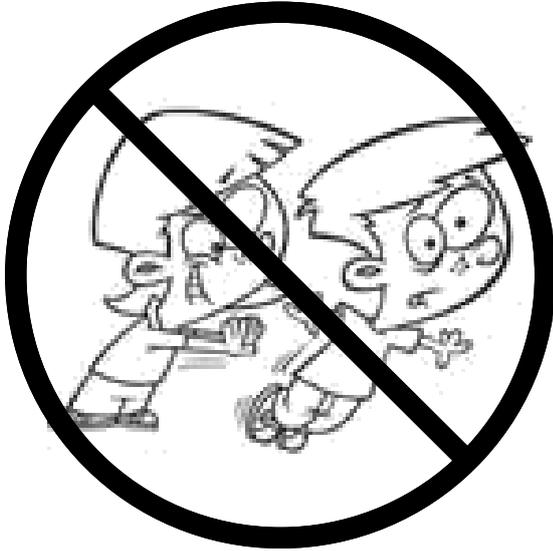
不要在走廊奔跑

不要破壞公物

3.5 Our Rules: Break Time Rules

Trace each word. Match the rules to the pictures. Write the number next to the rule.

1.



2.



3.



4.



5.



6.



5

A. no fighting

不_ク可_ク打_ク鬧_ク

4

B. no running

不_ク可_ク奔_ク跑_ク

2

C. no climbing trees

不_ク可_ク爬_ク樹_ク

6

D. no littering

不_ク可_ク亂_ク丟_ク垃_ク圾_ク

3

E. no throwing things

不_ク可_ク丟_ク東_ク西_ク

1

F. no pushing

不_ク可_ク推_ク擠_ク同_ク學_ク

Word Bank: pushing, running, climbing, littering, fighting, throwing

PPT 3.7 Our Rules: Classroom Rules

Classroom Rules

Why do we follow rules?

What happens when we don't follow rules?

為什麼要遵守規定呢？

不守規定會怎麼樣呢？

Classroom Rules

What are the classroom rules?

教室裡的規定有哪些呢？

What does this mean Bob?

It means, you can skip.

What does this mean Elsa?

It means, no running.

When you see a circle, it means "you can do this."

當你看到圓圈，代表「你可以做...」

When you see a circle with a line, it means "No ..."

當你看到圓圈中有一條線，代表「不行...」

No eating.

不可以-在教室吃東西



Clean your desk.
保_{ㄅㄞˊ}持_{ㄊㄞˊ}桌_{ㄓㄨㄛˊ}子_{ㄉㄨㄥˊ}整_{ㄓㄥˊ}潔_{ㄉㄨㄥˊ}



No shouting.
不_{ㄉㄞˊ}可_{ㄎㄞˊ}以_{ㄧˊ}在_{ㄗㄞˊ}教_{ㄩㄥˊ}室_{ㄕㄨㄞˊ}裡_{ㄌㄞˊ}
大_{ㄉㄞˊ}叫_{ㄐㄞˊ}



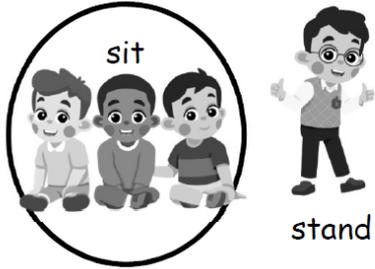
Raise your hand.
先_{ㄒㄩㄢˊ}舉_{ㄐㄩˊ}手_{ㄕㄨㄛˊ}再_{ㄗㄞˊ}發_{ㄈㄞˊ}言_{ㄩㄢˊ}



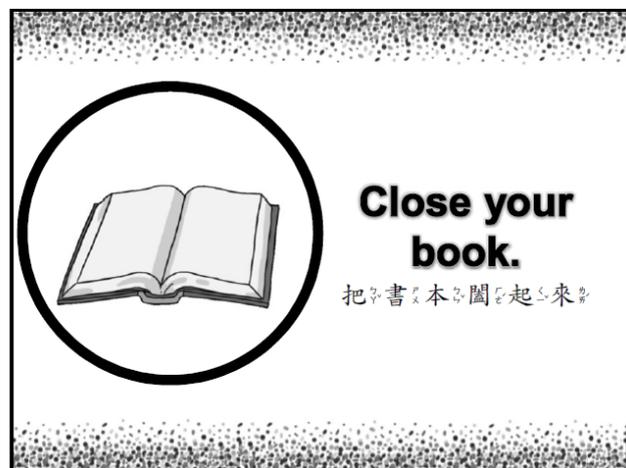
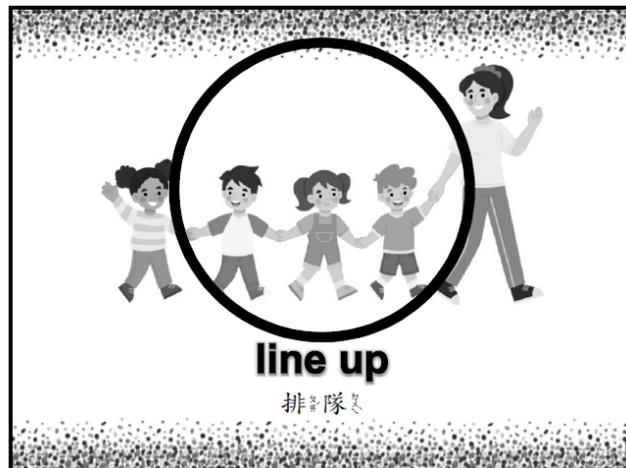
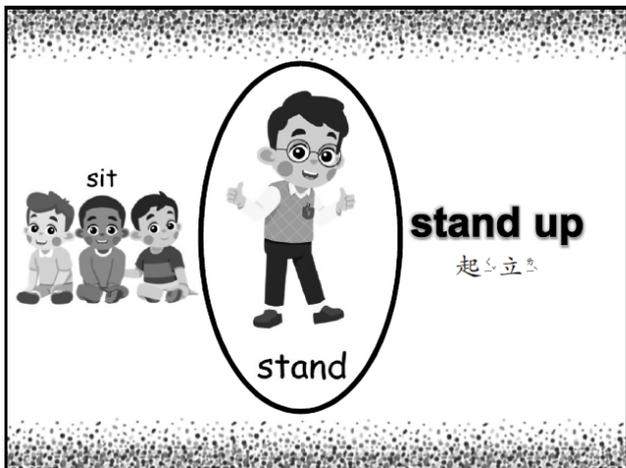
Respect your classmates' things
愛_{ㄞˊ}惜_{ㄒㄩˊ}同_{ㄊㄨㄥˊ}學_{ㄩㄥˊ}的_{ㄉㄞˊ}東_{ㄉㄨㄥˊ}西_{ㄩㄥˊ}



listen
聽_{ㄊㄩㄥˊ}老_{ㄌㄞˊ}師_{ㄕㄨㄞˊ}說_{ㄕㄨㄞˊ}話_{ㄎㄨㄚˊ}



sit
stand
sit down
坐_{ㄗㄞˊ}下_{ㄒㄨㄚˊ}



Note Page:



LONG PU BILINGUAL LIFE SKILLS

3.6 Our Rules: Line Up!

Line up, line up, everybody line up.

Line up, line up, let's make a line.

Line up, line up, everybody line up.

Line up, line up, let's make a line.



Move slowly

Hands by your side

Quiet, please... "Shh"

Follow the leader!

Here we go!

REPEAT

Line up, line up, everybody line up.

Line up, line up, let's make a line.

Line up, line up, everybody line up.

Line up, line up, let's make a line.



3E Our Rules: Do or Don't

Practical Activity

1. Teachers will prepare two sets of flashcards, one set has pictures and the rules in English and Chinese. The other set has one card with a green tick ✓ and one with a red cross X. The green tick represents what is “right” and the red cross represents what is “wrong”.
2. In groups, students will line up one / two groups at a time. The cards with the tick and cross will be on the board and students will have the ones with the rules. Students have to put the cards under the tick if it is something they should do or under the cross if it is something they shouldn't do.
3. To make sure both the tick and cross are used, teachers will have to include some silly rules.

Example: “No eating in class” goes to the green tick, “Shouting” goes to the red-cross because the actual rule is “No shouting”.

4. Make this a competition.
5. Parallel teaching would be a good idea to make sure that the activity goes by faster and no one is left waiting for too long.
6. These rules should be included in some way, they can be changed from do's and don'ts as needed.

- eating
- clean your desk
- shouting
- hands up
- stand on your head
- listen
- look at me
- sit down
- stand up
- close your book
- line up
- fighting
- stand on your desk
- play basketball
- play with water
- throw snowballs
- ride an elephant
- close the door
- wear your mask
- dance on your chair
- cook food
- wash your hands
- go swimming
- trace and write

1. 教師準備二套圖卡，其中一套上面有各種規則中英文的文字及圖片。另一套是一個綠色的勾 **V** 及紅色的叉 **X**。綠色的勾 **V** 代表正確，紅色的叉代表錯誤 **X**。
2. 讓學生同時間分組排隊。把打勾和叉叉的卡片放在黑板前面，學生拿著標示規則的卡片。學生要把規則卡片依照正確與否放在勾勾或叉叉的下方。

Teacher Talk:

Group __ and __ make two lines looking at the board.

I will give you a picture, look at it. If it is something we do in class, put it on the board under the tick ✓.

If it is something we don't do, put it on the board under the cross X.

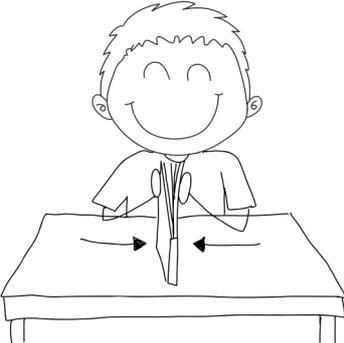
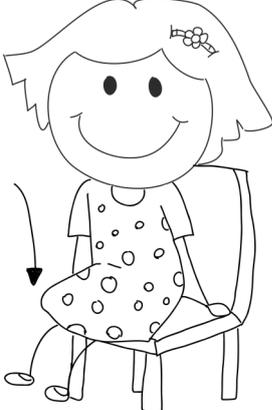
Your team will get a point if you are right.

3. 確認提出的規則包含正確 **V** 及錯誤 **X** 的答案，教師可使用誇張的例子：舉例來說：“No eating in the classroom 教室內不可吃東西”是正確的，“Shouting 大叫”則是錯誤的，真正的規則是 “No shouting 不能大叫”。
4. 各組進行競賽。
5. 這個活動可以利用 **Parallel Teaching** 平行教學來幫助順利進行，並確保不會有學生因為等太久而被忽略。
6. 這些規則可以用不同形式表達，有需要的話使用 **do's** 和 **don'ts** 形式也可以。

- eating 吃東西
- clean your desk 清理桌面
- shouting 喊叫
- hands up 舉手
- stand on your head 倒立
- listen 聽老師的話
- look at me 眼睛看老師
- sit down 坐下
- stand up 站起來
- close your book 把書本闔上
- line up 排隊
- fighting 打架
- stand on your desk 站在桌子上
- play basketball 打籃球
- play with water 玩水
- throw snowballs 打雪仗
- ride an elephant 騎大象
- close the door 關門
- wear your mask 戴口罩
- dance on your chair 在椅子上跳舞
- cook food 煮東西
- wash your hands 清潔雙手
- go swimming 游泳
- trace and write 描寫

3.7 Our Rules: Classroom Rules

Look at the pictures. Color the for yes. Color the for no.

<p>A <input checked="" type="radio"/> <input type="radio"/></p> 	<p>B <input checked="" type="radio"/> <input type="radio"/></p> 	<p>C <input checked="" type="radio"/> <input type="radio"/></p> 
<p>D <input checked="" type="radio"/> <input type="radio"/></p> 	<p>E <input checked="" type="radio"/> <input type="radio"/></p> 	<p>F <input checked="" type="radio"/> <input type="radio"/></p> 
<p>G <input checked="" type="radio"/> <input type="radio"/></p> 	<p>H <input checked="" type="radio"/> <input type="radio"/></p> 	<p>I <input checked="" type="radio"/> <input type="radio"/></p> 

Word Bank: listen, clean, shouting, sit, stand

Trace the words. Write the letter for the correct picture next to the matching rule.

1. Sit down. **G**

2. Line up. **B**

3. No shouting. **C**

4. Close your book. **F**

5. No running. **H**

6. Listen. **A**

7. No eating. **D**

8. Hands up. **E**

9. Stand up. **I**



PPT 3.8 Our Rules: Lunch Time Rules

Lunch Time Rules



What are the lunch time rules?
什：麼：是：午：餐：規：則：呢：？



Eat all the food you take.

餐：碗：裡：的：食：物：吃：光：光



Eat all kinds of food.

不：可：以：挑：食



Close your mouth when you eat.

要：閉：上：嘴：巴：安：靜：用：餐



Eat lunch quietly.

不：可：以：大：聲：吵：鬧



Clean your table.

用：餐：後：把：桌：子：擦：乾：淨

What happens if we don't follow the rules?

- Make the teacher angry
- You might be sick
- Crying
- Insects in the classroom



3.8 Our Rules: Eating Lunch

What should you do when you eat lunch? Put a tick next to the correct picture.

 <p>Munch Munch Chomp chomp</p>	<p>Talk with your mouth full. <input type="radio"/></p> <p>邊吃邊說話 <input type="radio"/></p>	<p>不邊吃 <input type="radio"/></p> <p>邊說話 <input type="radio"/></p> <p>Eat with your mouth closed. <input type="radio"/></p> 
---	--	---

	<p>Eat all the food you take. <input type="radio"/></p> <p>食物吃光 <input type="radio"/></p>	<p>浪費食物 <input type="radio"/></p> <p>Don't eat all your food. <input type="radio"/></p> 
---	---	---

	<p>Eat lunch quietly. <input type="radio"/></p> <p>安靜用餐 <input type="radio"/></p>	<p>邊吃邊玩 <input type="radio"/></p> <p>Play and eat. <input type="radio"/></p> 
--	---	---

	<p>Leave food on the table. <input type="radio"/></p> <p>桌子髒亂 <input type="radio"/></p>	<p>桌子 <input type="radio"/></p> <p>擦乾淨 <input type="radio"/></p> <p>Clean your table. <input type="radio"/></p> 
--	---	--

Eat all kinds of food.



飲_レ食_ル

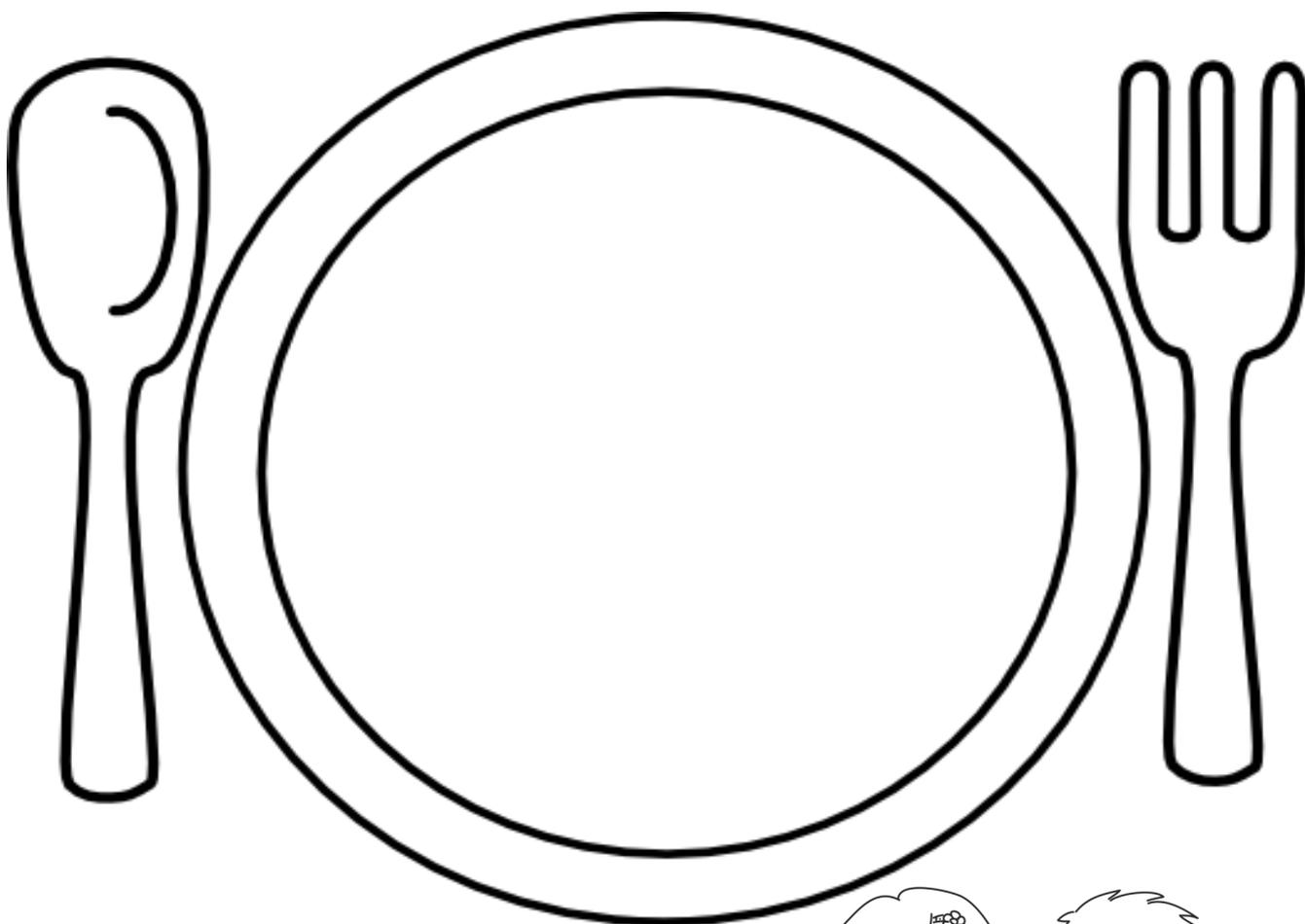
均_レ衡_ス

挑_レ食_ム

Only eat the food you like.



 Draw what you like to eat for lunch. Draw food you eat at school.



Word Bank: eating, food, mouth

3.9 Our Rules: Are You Hungry?

Sing the song, make your own verse with your favorite food.

Are you hungry? Yes I am.

Are you hungry? Yes I am.

Mmmm, a banana.

Yum, yum, yum, yum, yum,

Yum, yum, yum, yum

Are you hungry? Yes I am.

Are you hungry? Yes I am.

Mmmm, an apple.

Yum, yum, yum, yum, yum,

Yum, yum, yum, yum

Are you hungry? Yes I am.

Are you hungry? Yes I am.

Mmmm, grapes.

Yum, yum, yum, yum, yum,

Yum, yum, yum, yum



Are you hungry? Yes I am.

Are you hungry? Yes I am.

Mmmm, watermelon.

Yum, yum, yum, yum, yum,

Yum, yum, yum, yum

I'm full!

**Write your own verse using your
favorite food.**

Are you hungry? Yes I am.

Are you hungry? Yes I am.

Mmmm, _____.

Yum, yum, yum, yum, yum,

Yum, yum, yum, yum

Draw your favorite food.

Chapter Three: My School Word List

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

1. track

跑道 (タビミチ)

2. playground

遊樂場 (アソビバヤ)

3. pond

池塘 (イヅナ)

4. garden

花園 (ハナヅミ)

5. water dispenser

飲水機 (インスイキ)

6. bathroom

廁所 (トイロ)

7. sandbox

沙坑 (スナ)

8. library

圖書館 (トク)

Chapter Three: My School Word List

9. health center

健康中心

10. climb

爬

11. throw

丟擲

12. skip

跳過

13. push

推

14. dig

挖掘

15. fight

打架

16. danger

危險

17. safe

安全

Chapter Three: My School Word List

18. pushing

推 オシ

19. fighting

打 ウチ 架 ウケ

20. climbing

爬 ウグ

21. throwing

丢 ウツ 擲 ウツ

22. littering

丢 ウツ 垃 カキ 圾 クミ

23. running

奔 ウシ 跑 ウシ

24. listen

聽 ウキ

25. clean

打 ウチ 掃 ウチ

26. shouting

大 ウチ 叫 ウチ

27. sit

坐 ウマ

Chapter Three: My School Word List

28. stand

站 チル

29. eating

吃 ク 東 トウ 西 セイ

30. food

食 シキ 物 モノ

31. mouth

嘴 クチ



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

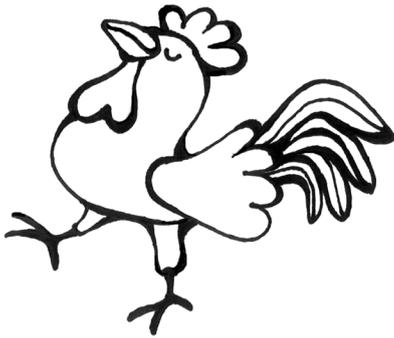
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

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，請你看看，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_レ， 我_レ一_レ直_レ這_レ樣_レ做_レ。

😐 Sometimes I do this. 有_レ時_レ我_レ會_レ這_レ樣_レ做_レ。

😞 I don't do this, I need to improve.

我_レ不_レ會_レ這_レ樣_レ做_レ， 我_レ需_レ要_レ改_レ進_レ。

I follow the teacher's directions.



我_レ聽_レ從_レ老_レ師_レ的_レ指_レ示_レ。

I listen when others are talking.



別_レ人_レ說_レ話_レ的_レ時_レ候_レ我_レ會_レ注_レ意_レ聽_レ。

I work nicely with others.



我_レ和_レ別_レ人_レ相_レ處_レ得_レ很_レ好_レ。

I can do my work by myself.



我_レ可_レ以_レ自_レ己_レ做_レ我_レ的_レ工_レ作_レ。

I like to share ideas with the class.



我_レ喜_レ歡_レ與_レ全_レ班_レ分_レ享_レ想_レ法_レ。

I try my best on all my work.



我_レ盡_レ力_レ做_レ好_レ我_レ所_レ有_レ的_レ工_レ作_レ。

I ask for help if I don't understand.



如_レ果_レ我_レ不_レ明_レ白_レ， 我_レ會_レ尋_レ求_レ幫_レ助_レ。

Note Page:



LONG PU BILINGUAL LIFE SKILLS

Chapter 4:

Chinese

New Year



Chapter Four: Chinese New Year

1. My Neighborhood

4A Chinese New Year: It's CNY

 PPT 4.1 Chinese New Year: My Neighborhood

4.1 Chinese New Year: My Neighborhood

2. Favorite Holidays

4B Chinese New Year: Favorite Holiday

 PPT 4.2 Chinese New Year: CNY vs. Christmas

4C Chinese New Year: Big Wind Blows

4.2 Chinese New Year: CNY and Christmas

3. The Story of Nian

4D Chinese New Year: The Story of Nian

 Video Chinese New Year: The Story of Nian

4.3 Chinese New Year: The Story of Nian

4. Lucky Fish

4E Chinese New Year: Lucky Fish

4.4 Chinese New Year: Lucky Fish

 4.5 Chinese New Year: I Like Chinese New Year

 Video Chinese New Year: I Like CNY Song

Chapter Four: Chinese New Year Word List

4A Chinese New Year: It's CNY

Practical Activity

1. Students will discuss ways that you can tell it's Chinese New Year.
2. Teachers may guide the discussion by asking questions such as:
 - a. How do you know it's Chinese New Year?
 - b. What do you see and do at Chinese New Year?
3. Expected answers:
 - a. I see decorations (lots of flowers, firecracker decorations, red paper, spring poems, lanterns, gold pieces, zodiac animals, God of Wealth).
 - b. I see fireworks, firecrackers, red envelopes and lion dances.
 - c. I hear music, visit the temple, buy snacks, clean my house, visit my family, get lucky money, eat New Year's dinner with family, etc.

1. 學生討論有哪些現象表示中國新年要到了。

Teacher Talk: Which festival is in January or February / coming soon? Do you like Chinese New Year?

2. 教師可以透過幾個問題來帶領學生討論，例如：
 - a. 怎麼知道過年快到了?
 - b. 過年期間你會看到什麼? 會做哪些事呢?
3. 期望的答案:
 - a. 我看到過年裝飾 (花、鞭炮裝飾、紅紙、春聯、燈籠、金元寶、生肖動物和財神爺)。
 - b. 我看到煙火、鞭炮、紅包和舞獅。
 - c. 我聽到過年的音樂、去廟裡拜拜、買餅乾零食、大掃除、去親友家拜年、拿紅包、圍爐吃團圓飯...等。

Teacher Talk: I like Chinese New Year, my favorite thing to do / see / eat is ...
What is your favorite thing at Chinese New Year?

PPT 4.1 Chinese New Year: My Neighborhood

Places In My Neighborhood



1. park
公 園
2. snack shop
糖 果 零 食 店
3. stationery shop
文 具 店
4. supermarket
超 市

Places In My Neighborhood



1. church
教 堂
2. clothing store
服 飾 店
3. convenience store
便 利 商 店 / 超 商
4. market
市 場

Places In My Neighborhood

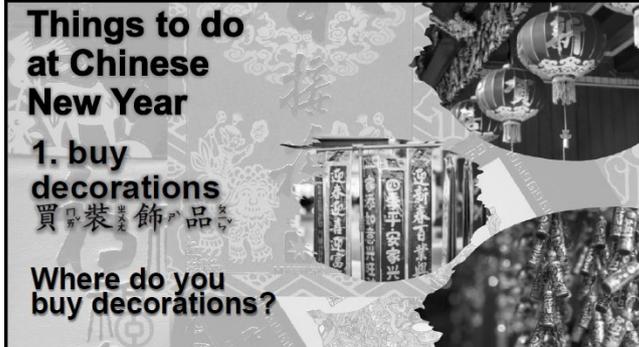


1. bank
銀 行
2. restaurant
餐 廳
3. road
道 路
4. school
學 校

Things to do at Chinese New Year

1. buy decorations
買 裝 飾 品

Where do you buy decorations?



2. buy food
買 食 物

Where do you buy food?



3. get lucky money and red envelopes
紅 包

Where do your mom and dad get money?



4. eat Chinese New Year's dinner
 除夕團圓飯

Where do you eat dinner?



5. buy new clothes and shoes
 買新衣-新鞋

Where do you buy new clothes and shoes?



6. pray and light incense
 拜拜祈福

Where do you pray?



7. buy candy and snacks
 買糖果零食

Where do you buy candy and snacks?



8. visit family
 拜訪親友

How do you get to family that is far away?



9. take a walk
 外出散步/走春

Where do you take a walk?





10. light fireworks and firecrackers
 放煙火/爆竹

Where do you light fireworks and firecrackers?



11. learn about Chinese New Year
 學習過年的知識

Where do you learn about Chinese New Year?



Things to do at Chinese New Year

12. Teach the foreign teachers about Chinese New Year.

4.1 Chinese New Year: My Neighborhood

Trace the words. Match the activities to the places. Write the number to match the picture to the words. You can have more than 1 answer.

1.



clothing
store

2.



stationery
shop

3.



temple

4.



restaurant

5.



snack shop

6.



supermarket

每個單字描寫一遍，並將圖片代號填入適當的空格中。

2/6

A. buy decorations

買裝飾品

4

B. eat CNY's dinner

除夕團圓飯

1/6

C. buy new clothes

買新衣服

5/6

D. buy food

買食物

3

E. pray

拜拜祈福

2/5/6

F. buy candy and snacks

買糖果零食

Word Bank: Chinese New Year, supermarket, stationery shop, temple, restaurant, snack shop, clothing store, bank

4B Chinese New Year: Favorite Holiday

Practical Activity

1. Ask students to name two holidays in winter (Christmas and Chinese New Year).
2. The local teacher will explain how CNY is celebrated and the foreign teacher will explain how they celebrate Christmas. The students will be asked to discuss similarities and differences between CNY and Christmas. Students and teachers can use both English and Chinese for this discussion.
3. Ask students how are CNY and Christmas the same? Expected answers:
 - a. We spend time with family.
 - b. We eat special food.
 - c. We have special decorations.
 - d. We exchange gifts.
 - e. We have special songs.
4. Ask students how the two holidays are different. What do you see and do at Christmas? What do you see and do at Chinese New Year?

1. 請學生講出兩個在冬天的節日(聖誕節和過年)

Teacher Talk:

What is Chinese New Year?

Do you like Chinese New Year?

What is Christmas? Do you like Christmas?

Which holiday is your favorite? Why?

2. 協同教師跟學生解釋人們怎麼過中國新年，外師說明國外如何慶祝聖誕節。讓學生討論中國新年和聖誕節的相似和相異處。教師和學生可以用英語和中文進行討論。

Teacher Talk:

(Local teacher) I like Chinese New Year. I like to ____ during Chinese New Year. I like to eat _____. I like to go to _____.

(The foreign teacher will talk about what they see and do at Christmas.)

3. 詢問學生中國新年和聖誕節有什麼相同的地方? 預期的答案有:
- a. 都會和家人團圓
 - b. 都會吃特別的節慶食物
 - c. 都有特殊的節慶裝飾
 - d. 都會交換禮物
 - e. 都會有節慶音樂/歌曲
4. 詢問學生中國新年和聖誕節有什麼不同。聖誕節的時候你會看到什麼? 都做些什麼? 中國新年的時候你會看到什麼? 都做些什麼?

Teacher Talk:

What does “different” mean? What does “same” mean?

How are CNY and Christmas the same?

How are they different?

PPT 4.2 Chinese New Year: CNY vs. Christmas

What's Your Favorite Holiday?

I love Christmas Bob!

I love Chinese New Year Elsa.

When is ...

Christmas **Chinese New Year**

We use the Chinese Lunar Calendar. The dates change every year.

中國過年的日子是根據農曆來的，所以每年都不一样。

What do you see?

Christmas **Chinese New Year**

Christmas tree
聖誕樹

lanterns
燈籠

What do you see?

Christmas **Chinese New Year**

stockings
聖誕襪

red envelopes
紅包

What do you see?

Christmas **Chinese New Year**

Christmas lights
聖誕燈飾

firecrackers
鞭炮

What do you hear?

Christmas **Chinese New Year**

MERRY CHRISTMAS
聖誕快樂

恭賀發財
Gong Xi Fa Cai
Have good wealth
恭喜發財

What do you hear?

Christmas	Chinese New Year
	
Christmas songs 聖誕歌曲	New Year songs 過年歌曲

What do you hear?

Christmas	Chinese New Year
	
bells 鈴噹	fireworks 煙火

What do you eat?

Chinese New Year

	whole chicken 全雞
--	----------------------------

What do you eat?

Christmas

	roast chicken in South Africa 烤雞 - 南非
---	---

What do you eat?

Christmas

	turkey in Canada 火雞 - 加拿大
---	-------------------------------------

What do you eat?

Christmas

	roasted whole pig (lechon) in the Philippines 烤乳豬 - 菲律賓
--	---

What do you eat?
Chinese New Year



fish
魚

What do you eat?

Christmas



lamb in South
Africa
烤羊排 - 南非

What do you eat?

Christmas



ham in Canada
火腿 - 加拿大

What do you eat?

Christmas



beef roll (morcon)
in the Philippines
牛肉捲 - 菲律賓
賓

What do you eat?
Chinese New Year



pineapples
鳳梨

What do you eat?

Christmas



biscuits in South
Africa
小餅乾 - 南非

What do you eat?

Christmas



gingerbread in Canada
薑餅 - 加拿大

What do you eat?

Christmas



purple rice cakes (puto bumbong) in the Philippines
紫米糕 - 菲律賓

Who can you see?

Christmas **Chinese New Year**




Santa Claus **God of Wealth**
聖誕老人 財神爺

Who can you see?

Christmas **Chinese New Year**




elves **the 12 Zodiac animals**
小精靈 十二生肖

Who can you see?

Christmas **Chinese New Year**




Rudolph the Red Nosed Reindeer **Nian**
紅鼻子馴鹿 Rudolph 年獸

4C Chinese New Year: Big Wind Blows

Practical Activity

1. Each student will get a flashcard. The flashcards have vocabulary words in English and pictures. There will be 2 of each flashcard, so two students will have the same word.
 - a. Christmas: Christmas tree, stocking, candy cane, gifts, Santa Claus, Rudolph, bells, star
 - b. CNY: firecrackers, fireworks, treats and candy, red envelopes / lucky money, Nian, 12 zodiac animals, lanterns, flowers
2. Explain the rules of the game to the students.
3. Teacher chooses one student to stand in front of the whole class and takes away their seat.
4. Teacher says “big wind blows” and the students will respond, “Blows what?” Then the teacher will say something that describes some of the flash cards. For example, Teacher says “something red”.
5. Then the students with something red need to stand up and find another seat. The student at the front of the class must also find a seat.
6. Whichever student is left standing, will have to stand at the front of the class and wait for the next round. The teacher will choose another thing that the Big Wind Blows.
7. Possible things the teacher can say:
 - a. something I see at Christmas
 - b. something I see at CNY
 - c. something green
 - d. something in the sky
 - e. something you eat
 - f. animals
 - g. people
 - h. decorations
 - i. something noisy
 - j. a gift
 - k. a plant
 - l. something that is bright/shiny/lights up
 - m. something you buy

Teachers can use any categories they can think of.

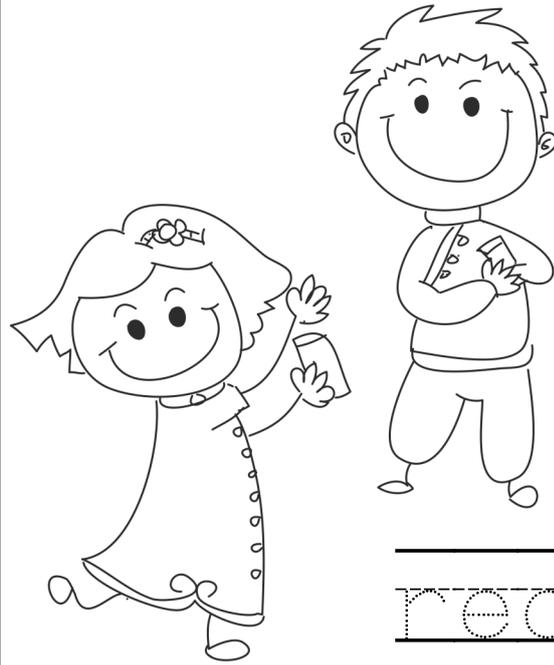
1. 每位學生拿到一張卡片。卡片上有英文單字及圖片。每張卡片都有二張，所以會有各二位學生拿到一樣的卡片。
 - a. 聖誕節: 聖誕樹、聖誕襪、拐杖糖、禮物、聖誕老人、紅鼻子馴鹿、鈴噹、星星
 - b. 中國新年: 鞭炮、煙火、糖果點心、紅包/壓歲錢、年獸、12 生肖、燈籠、花朵
2. 跟學生解釋遊戲規則
3. 教師選一位學生站在教室前方，並拿走該學生的座椅
4. 教師喊”大風吹”，學生回應”吹什麼”，隨後教師描述卡片其中一張的內容。例如: 教師喊 “紅色的東西”。
5. 拿到紅色東西卡片的學生就要起立去找其他的座位。站在教室前面的學生也要去找座位。
6. 最後剩下一位沒有座位的學生就要站到教室前面，等到下一回合進行同樣的遊戲。教師可以變換不同的物品來玩大風吹。
7. 教師可以用的指令有:
 - a. 在聖誕節看得到的東西
 - b. 在過年看得到的東西
 - c. 綠色的東西
 - d. 在空中的東西
 - e. 可以吃的東西
 - f. 動物
 - g. 人
 - h. 裝飾品
 - i. 發出吵雜聲音的東西
 - j. 禮物
 - k. 一種植物
 - l. 一個很亮的/瘦瘦的/會發光的東西
 - m. 要花錢買的東西

教師想得到的種類都可以用在遊戲中。

4.2 Chinese New Year: CNY and Christmas

Trace the words for each picture. Color the pictures.

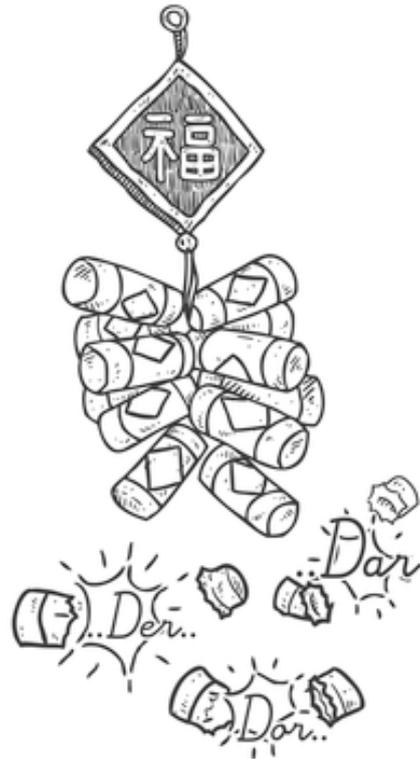
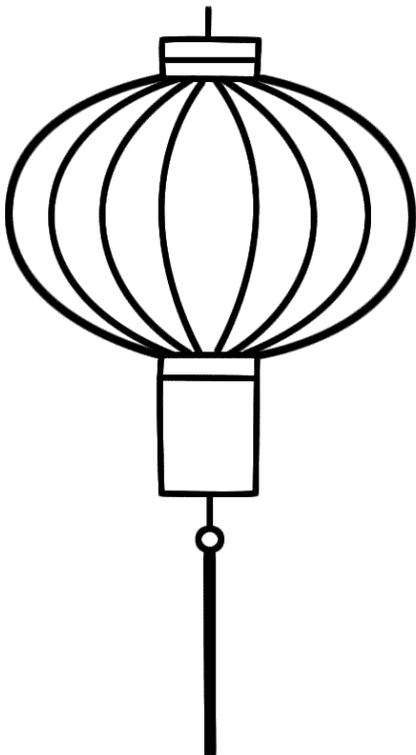
God of
Wealth



red

envelopes

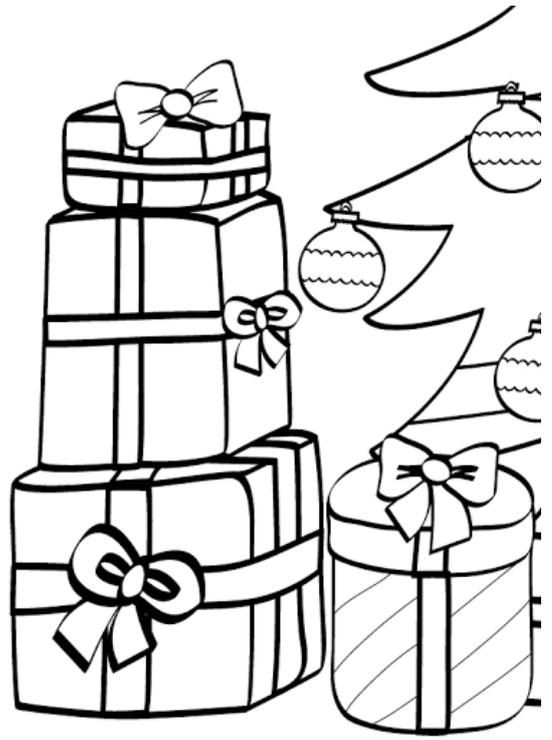
lantern



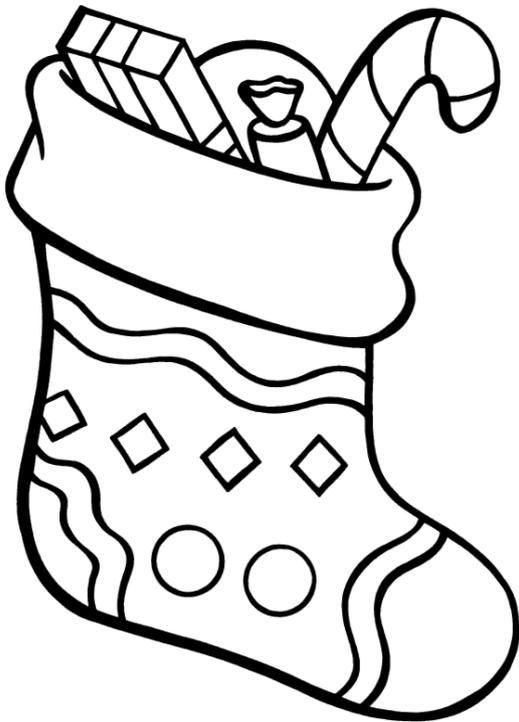
firecrackers

Christmas

tree



gifts



stocking



Santa
Claus

Word Bank: God of Wealth, red envelopes, lantern, firecrackers, Christmas tree, gifts, stocking, Santa Claus

4D Chinese New Year: The Story of Nian

Practical Activity

1. Teach the story of Nian. Teacher will show a video of the story of Nian to students and ask them the following questions:
 - a. Who is in the story?
 - b. Who is Nian and what did Nian do? (Nian was a monster that was eating people and animals in the village.)
 - c. What can stop Nian? (fire, noise, the color red)
2. Teacher can also ask students to describe Nian. (big claws, big teeth, scary etc.)
3. Teacher ask students to open their workbooks to 4.3 Chinese New Year: The Story of Nian and asks students to trace the words and draw what they think the monster looks like. Students must include the 3 things that will stop Nian in their picture (fire, noise, the color red). Tell students they must also include the monsters big claws and big teeth.
4. Teacher can show students an English version of the story or an English and Chinese version.

English Video:

Fortune Tales_The Story of Lunar New Year <https://youtu.be/GVPHdFX9iHY>: an easier English story that includes a simplified story of Nian. The video also talks about Chinese New Year customs and the animals of the Chinese Zodiac.

1. What does the word Nian mean? year
 2. What is Nian afraid of? loud noises, fire and the color red
 3. How do we scare Nian? light firecrackers, play drums and wear red clothes
-
1. 教師講述年獸的故事。首先播放一段年獸的故事影片，看完後問學生下列問題:
 - a. 故事裡有誰?
 - b. 年獸是什麼和牠做了什麼事? (年是個怪獸，它吃了小村莊裡的人和動物)

c. 年獸怕什麼? (火、很大的聲音、紅色的東西)

Teacher Talk:

We are going to watch a cartoon about Nian. Who is Nian?

Look and listen carefully, I will ask you some questions about the story after the cartoon.

2. 教師也可以讓學生描述年的樣子 (大爪子、又大又尖的牙齒、看起來很可怕…等)

Teacher Talk:

What does Nian look like?

What does Nian do?

What are big claws / big teeth?

3. 學生打開學習單第 4.3 Chinese New Year: The Story of Nian 要求學生描寫上面的單字並畫出他們心目中年獸的樣子。學生也要將可以嚇跑年獸的三種東西畫在圖畫中 (火、很大的聲音、紅色的東西)。提醒學生年獸一定會有大的爪子和尖尖的牙齒。

Teacher Talk:

You are going to draw a picture of Nian. Make sure he has big claws and big teeth.

What can stop Nian? Draw the 3 things that can stop Nian in your picture (fire, noise, the color red).

4. 教師可以播放英文版的年獸故事，或是二種語言版本都播放給學生觀賞。

英語版影本:

Fortune Tales_The Story of Lunar New Year <https://youtu.be/GVPHdFX9iHY>

GVPHdFX9iHY: 一個簡單的英語故事，其中包括年獸的故事。這部影本也提到農曆新年的風俗和 12 生肖的動物。

1. “Nian”代表什麼意思? 年
2. 年獸害怕什麼? 很大的聲音、火和紅色的東西
3. 怎麼做可以嚇跑年獸? 放鞭炮、打鼓和穿紅色的衣服

4.3 Chinese New Year: The Story of Nian

What does the monster Nian look like?

Trace the words. ✎ Draw a picture of Nian. Include the 3 things that can stop Nian in your picture.



What can stop Nian?

什_ㄕ麼_ㄇ可_ㄔ以_ㄩ一_ㄩ嚇_ㄒ走_ㄗ年_ㄋ獸_ㄨ呢_ㄋ？

1. noise

很_ㄏ吵_ㄇ的_ㄉ聲_ㄕ音_ㄩ

2. red things

紅_ㄏ色_ㄕ的_ㄉ東_ㄉ西_ㄩ

3. fire

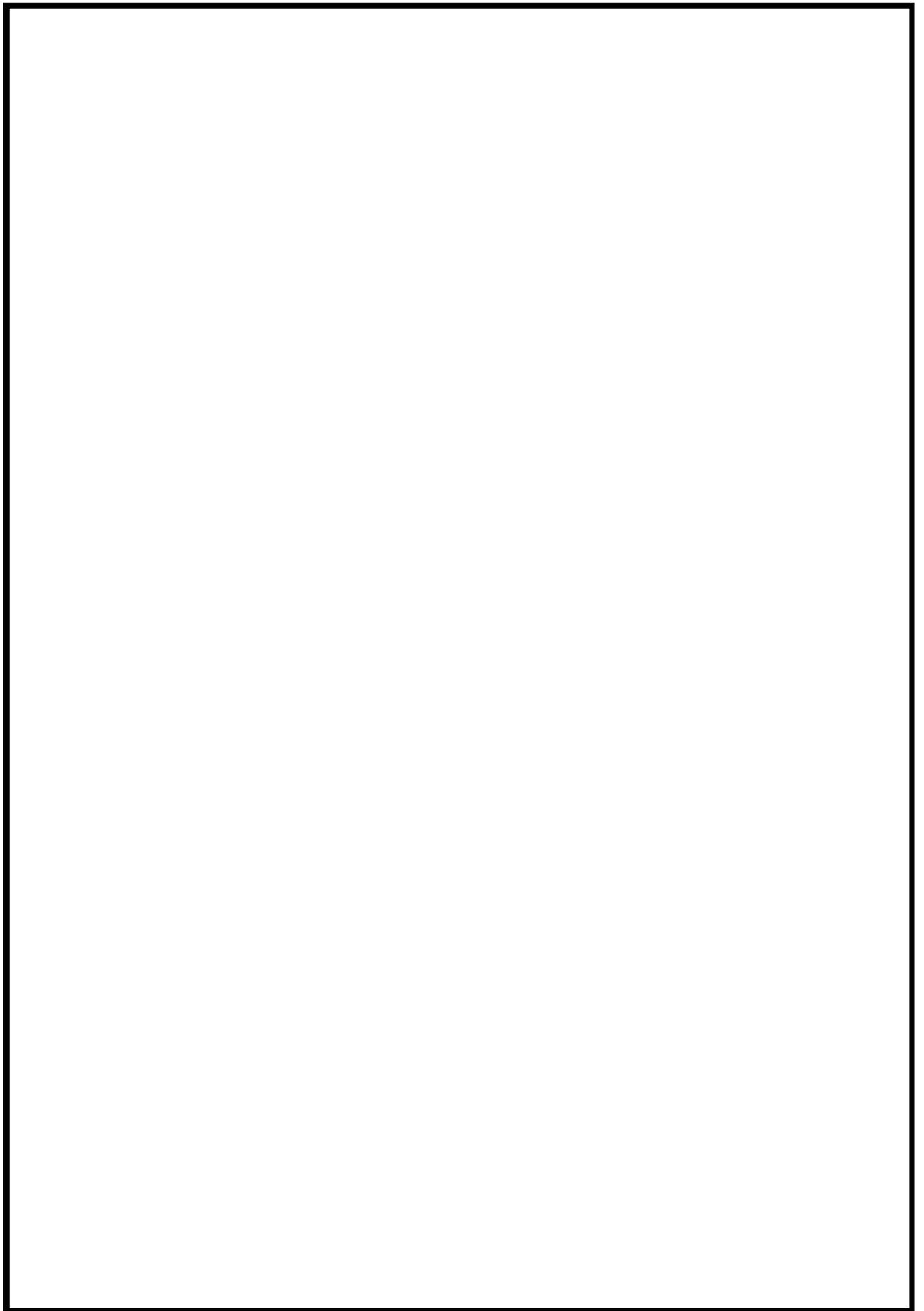
火_ㄏ



big claws



big teeth



Word Bank: monster, Nian

4E Chinese New Year: Lucky Fish

Practical Activity

1. Students will make a lucky fish to bring home as a decoration.
2. These steps will be followed:
 - a. Students will color the “luck” square in their books, 4.4 Chinese New Year: Lucky Fish. Color the square red and the Chinese character yellow or black.
 - b. Color the fins in the student book.
 - c. Cut out the red square and glue it on piece of white art paper.
 - d. Cut out all the fins, line them up with the red square and glue them on the paper.
 - e. Add 1 googly eye
 - f. Add details (mouth, bubbles, seaweed, etc.)
 - g. Color the background (optional)
3. Materials needed:
 - a. 4.4 Chinese New Year: Lucky Fish in the student book
 - b. white art paper (A3 size)
 - c. color pencils / crayons (students may use markers for this activity, even though they cannot usually use markers in the student book)
 - d. scissors
 - e. glue
 - f. googly eyes

1. 學生製作福氣魚後帶回家做過年裝飾。

Teacher Talk:

What do we do during Chinese New Year?

Today we are going to make our own decorations. We are going to make a lucky fish.

What is a fish? What is “lucky” in Chinese?

2. 製作步驟如下:

- a. 學生將學習單上的“luck 福”春聯著色 4.4 Chinese New Year: Lucky Fish，方塊塗紅色，福字著黃色或黑色。
- b. 另一頁的魚鰭也著上色。
- c. 剪下紅色方塊黏貼在白色卡紙上。
- d. 剪下魚鰭後排列在紅色方塊為主的相對位置，然後也貼在卡紙上。
- e. 貼上咕嚕眼。
- f. 畫上其他細節 (mouth 嘴巴, bubbles 氣泡, seaweed 海草…等)
- g. 將背景著色 (自由創作)

3. 需要的材料:

- a. 學習單 4.4 Chinese New Year: Lucky Fish
- b. 白色卡紙 (A3 大小)
- c. 彩色筆/蠟筆 (本次允許學生可以用奇異筆，通常書寫學習單不能使用奇異筆之類會透到背面的筆)。
- d. 剪刀
- e. 膠水
- f. 咕嚕眼一枚

Teacher Talk:

When you finish making your fish, you can add things to your picture.

Where does a fish live?

What can you see in the ocean / water?

Draw things you can see in the ocean around your fish.

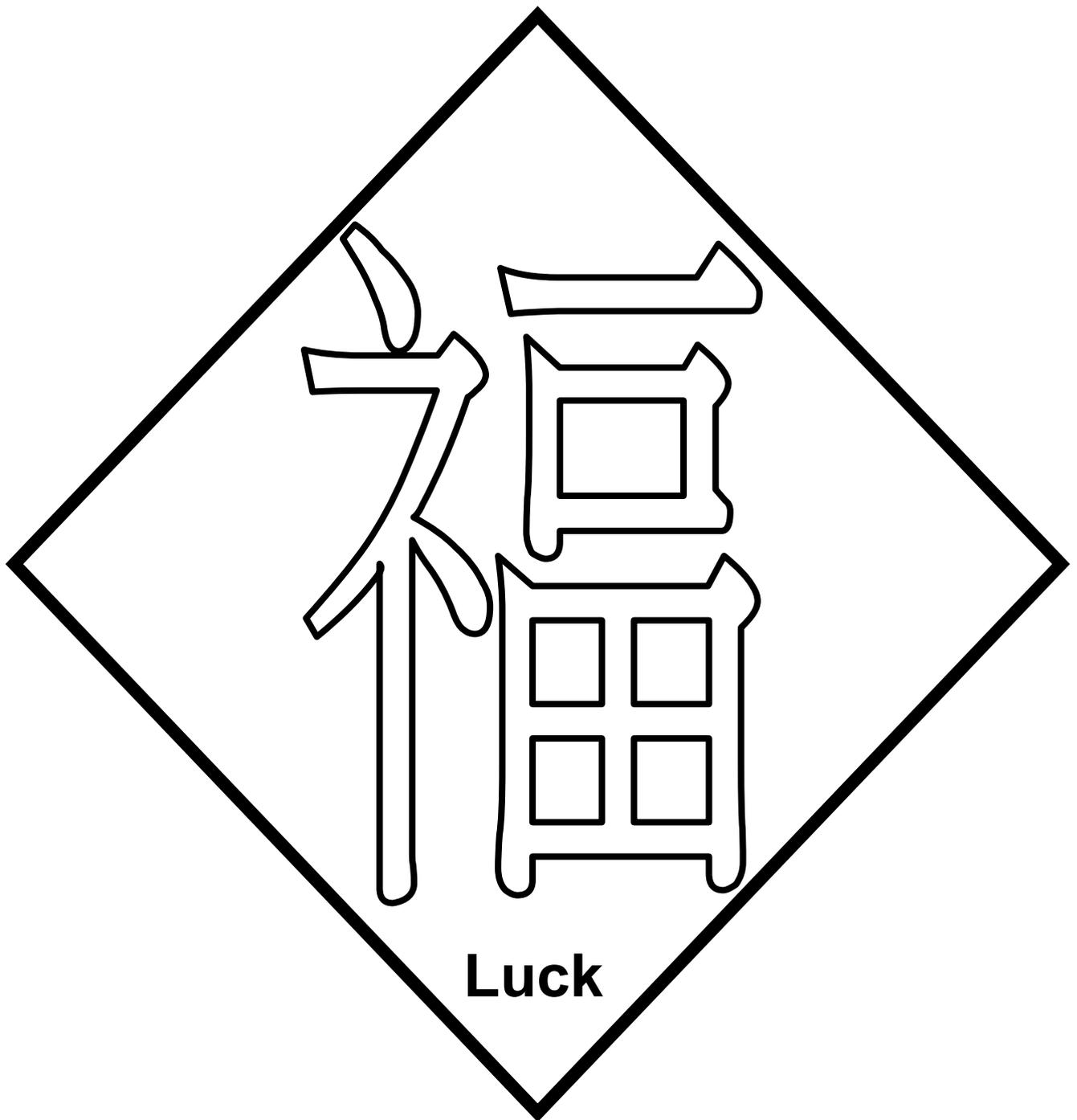
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LONG PU BILINGUAL LIFE SKILLS

4.4 Chinese New Year: Lucky Fish

 Color the Chinese character yellow and color the background red. Cut out the square and glue it on your A3 sized paper.

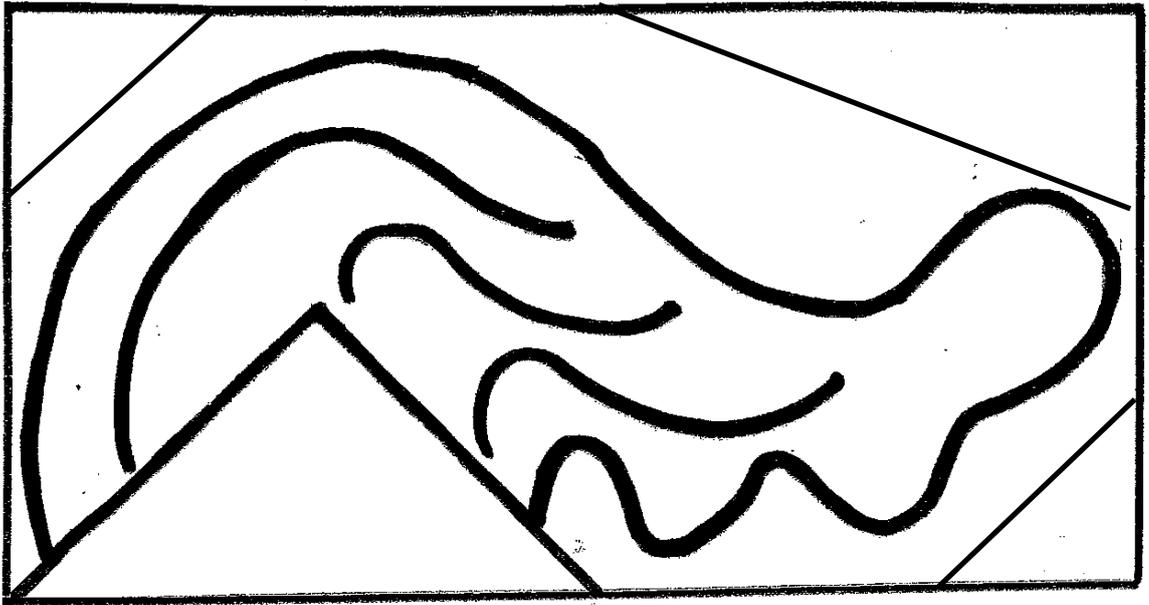


 Color the fish fins.

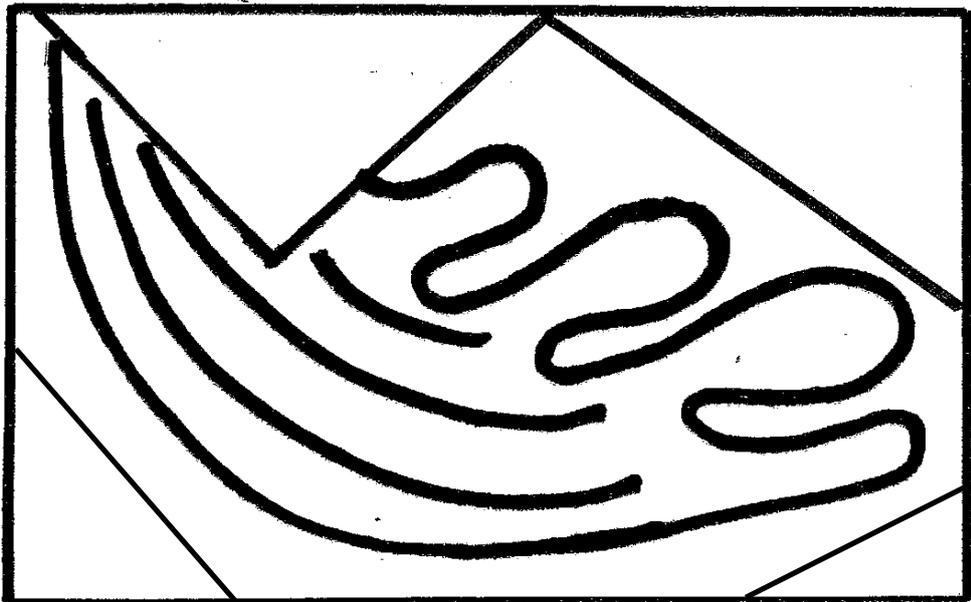
 Cut out the pieces and glue them to your “Luck” square on your A3 sized paper to make a fish.



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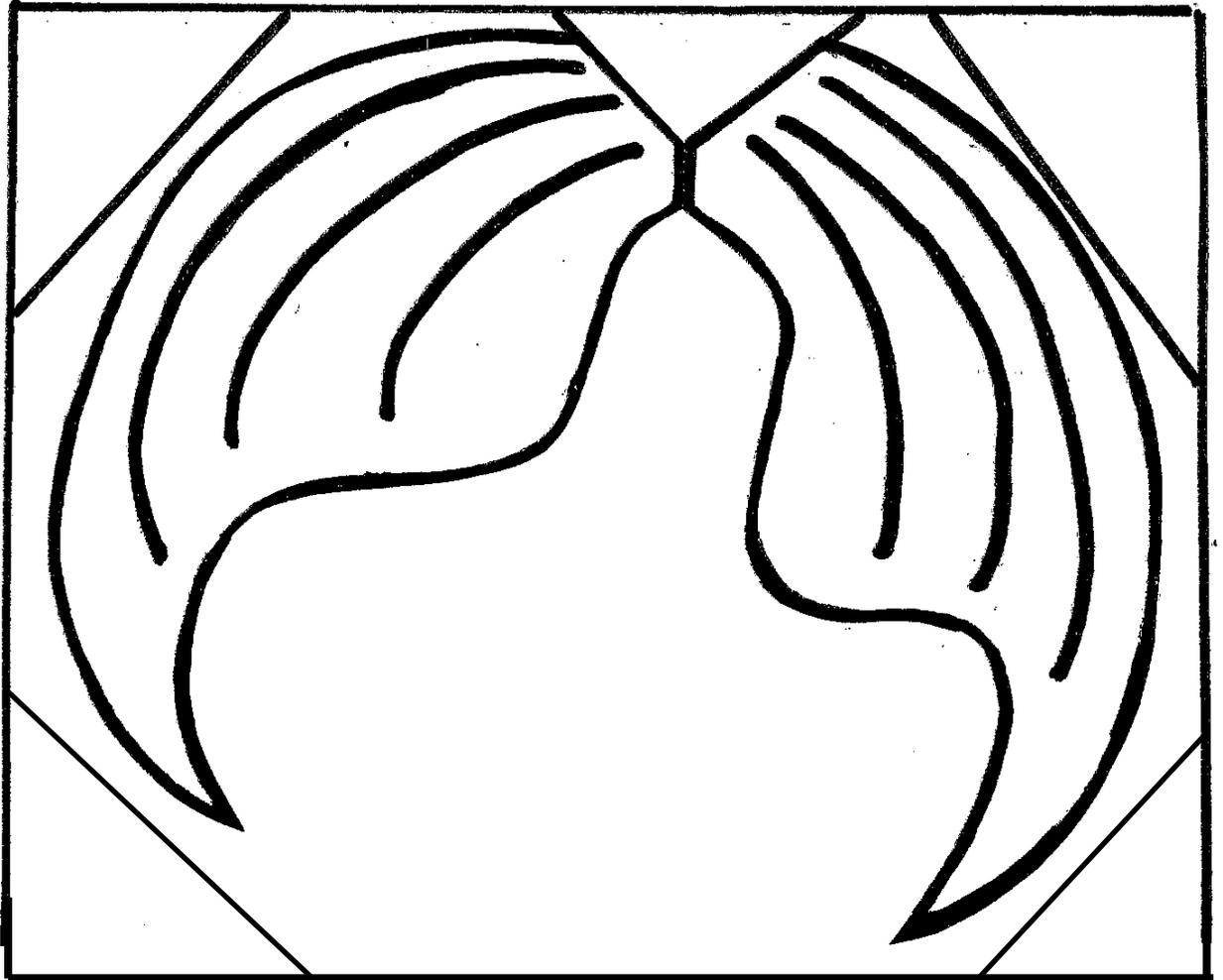


2

Note Page:



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3

Note Page:



LONG PU BILINGUAL LIFE SKILLS

4.5 Chinese New Year: I Like Chinese New Year

I like Chinese New Year!
I like Chinese New Year!
Firecrackers sound so loud.
Lions and dragons dance around.
Family gatherings are super.
Congratulations everyone!
Happy Chinese New Year!
Happy Chinese New Year!

I like Chinese New Year!
I like Chinese New Year!
New clothes and new shoes.
Candy, rice cake and yummy food.
Lucky money makes me happy.
Stay up late and have fun!
Congratulations to everyone!
Happy Chinese New Year!
Happy Chinese New Year!



Chapter Four: Chinese New Year Word List

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

1. Chinese New Year

中 國 新 年
ちゆう くに しん ねん

2. supermarket

超 市
ちゆう し

3. temple

寺 廟
てい ぼう

4. bank

銀 行
ぎん ぎやう

5. market

市 場
し ばう

6. school

學 校
がく せう

7. snack shop

糖 果 餅 乾 店
たう ぐわう びん けん たいん

Chapter Four: Chinese New Year Word List

8. restaurant

餐廳 チヨウテイ

9. clothing store

服裝店 フウゾウテン

10. stationery shop

文具店 ブンクウテン

11. convenience store

便利店 ベンリカン

12. park

公園 コウエン

13. Christmas

聖誕節 セントウセツ

Chapter Four: Chinese New Year Word List

14. decorations

裝飾品

15. Christmas tree

聖誕樹

16. stocking

聖誕襪

17. candy canes

拐杖糖

18. gifts

禮物

19. bells

鈴鐺

20. Rudolph

紅鼻子馴鹿

Chapter Four: Chinese New Year Word List

21. Santa Claus

聖誕老人
聖 フム 誕 カク 老 カク 人 ロ

22. star

星星
星 フム 星 フム

23. flowers

花朵
花 ハナ 朵 カク

24. firecrackers

鞭炮
鞭 ウチ 炮 カク

25. treats

點心
點 カク 心 フム

26. red envelopes

紅包
紅 ベニ 包 カク

27. lantern

燈籠
燈 カク 籠 カク

Chapter Four: Chinese New Year Word List

28. lucky money

壓_{ㄚˋ}歲_{ㄙㄨㄟˋ}錢_{ㄑㄧㄢˊ}

29. zodiac animals

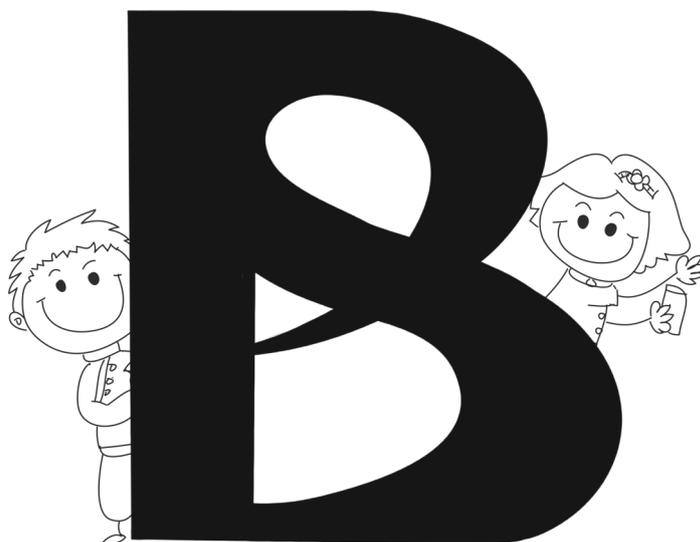
生_{ㄕㄨㄥ}肖_{ㄒㄧㄠˋ}

30. Nian

年_{ㄋㄢˊ}獸_{ㄖㄨㄟˋ}

31. fireworks

煙_{ㄧㄢ}火_{ㄏㄨㄛˋ}



LONG PU BILINGUAL LIFE SKILLS

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

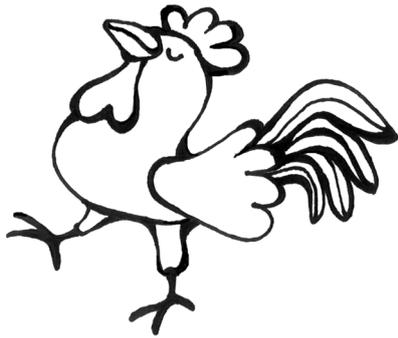
1. 每章結束時，學生將需在章節最後面填寫自我評估表。老師可以帶學生一起看過，幫助他們理解。鼓勵學生謹慎思考，並且要誠實作答。向學生解釋自我評估是幫助他們學習，並不會影響到成績。
2. 老師可藉由要求學生翻到單字表，評估學生整章的字彙量。學生必須選 2 至 3 個單字唸給老師聽。每個單字可以被選到兩次。若學生認得某個單字，老師可以打勾或蓋章。

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^會一^直這^樣做[。]

☹ Sometimes I do this. 有^時時^候我^會這^樣做[。]

☹ I don't do this, I need to improve.

我^不會^這樣^做， 我^需要^改進[。]

I follow the teacher's directions.



我^聽從^老師^的指^示。

I listen when others are talking.



別^人說^話的^時候^我會^注意^聽。

I work nicely with others.



我^和別^人相^處得^很好[。]

I can do my work by myself.



我^可以^自己^做我^的工^作。

I like to share ideas with the class.



我^喜歡^與全^班分^享想^法。

I try my best on all my work.



我^盡力^做好^我所^有的^工作[。]

I ask for help if I don't understand.



如^果我^不明^白， 我^會尋^求幫^助。

二、雙語生活單元教案

第一單元

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): Grade One

總節數 (Length of the Unit): 560 minutes (14 periods)

設計者 (Lesson Designers): Angela and Hanna

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

General introduction of the unit (objective and rationale):

A child's transition from Kindergarten to Grade 1 is a significant and crucial stage. This unit aims as a threshold to the new world of Grade 1. It focuses on introducing oneself to a new environment, meeting new teachers and new classmates and making new friends. It covers the differences of Kindergarten and Grade 1. It also touches on the students' emotions, actions, and manners. With the proper lessons and guidance, navigating Grade 1 for the kids does not have to be intimidating but a start of something fun and engaging world.

孩子從幼兒園到一年級的過渡是一個重要而關鍵的階段。本單元旨在作為進入一年級新世界的起點，著重於介紹新環境、遇見新老師和新同學，以及交新朋友；涵蓋了幼兒園和一年級的不同之處；也觸及了學生的情感、行為和禮貌。藉由適當的課程和指導，讓孩子瞭解，進入一年級並不令人畏懼，而是開始一段有趣和引人入勝的旅程。

Objectives of this unit/theme:

The objectives of this unit/theme are:

1. Students know how to introduce themselves to others.
學生知道如何向他人介紹自己。
2. Students learn common greeting expressions.
學生學習常用的問候表達。
3. Students differentiate Kindergarten and Grade 1.
學生分辨幼兒園和一年級的不同之處。
4. Students get to know their friends.
學生認識他們的朋友。
5. Students recognize different emotions.
學生認識不同的情緒。
6. Students understand polite expressions.
學生瞭解禮貌的表達方式。

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

<p>學習重點</p> <p>Essential Learning Focuses</p>	<p>學習表現 (Learning Performance):</p> <p>1-I-1 Explore and share feelings and thoughts about oneself and related people, things and environments. 探索並分享對自己及相關人、事、物的感受與想法。</p> <p>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。</p> <p>2-I-2 Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes. 觀察生活中人、事、物的變化，覺知變化的可能因素。</p>
	<p>學習內容 (Learning Content):</p> <p>A-I-2 Observing the changes of things. 事物變化現象的觀察。</p> <p>D-I-1 Recognizing the relationship between self and others. 自我與他人關係的認識。</p> <p>D-I-2 Learning how to adjust emotions. 情緒調整的學習。</p>
<p style="text-align: center;">內容 Content (New knowledge, skills and understanding)</p>	
<p>Students get to know their foreign teacher.</p> <p>Students know the basic expressions when doing self-introduction.</p> <p>Students accomplish a worksheet about themselves accurately.</p> <p>Students learn different greeting expressions based on the time of the day.</p> <p>Students accomplish a worksheet on greeting expressions accurately.</p> <p>Students compare Kindergarten and Grade 1.</p> <p>Students accomplish a worksheet on differences between Kindergarten</p>	<p><u>預計進行的節數</u></p> <p>Corresponding Lesson</p> <p>Lesson 1</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p>

and Grade 1 accurately.	
Students can ask basic information of their friend to get to know them more.	Lesson 7
Students learn different emotions.	Lesson 8
Students accomplish a worksheet on emotions accurately.	Lesson 9
Students learn ways to be polite and show good manners to other people.	Lesson 10
Students accomplish a worksheet on polite expressions accurately.	Lesson 11
Students trace and copy key vocabularies of the whole chapter and complete self-assessment.	Lesson 12
Students review all the topics in Chapter 1.	Lesson 13
Students demonstrate understanding of the lessons in Chapter 1 through oral test.	Lesson 14

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

Students will familiarize with other cultures through knowing their foreign teacher.
 Students understand the importance of knowing how to introduce oneself to others.
 Students understand the meaning behind greeting expressions depending on the time of the day.
 Students learn to conduct oneself as Grade 1 students.
 Students practice asking questions as a way of making friends.
 Students understand that emotions are normal and valid.
 Students apply ways on how to be polite and show good manners when interacting with others.
 Students can produce accurate outputs by listening to and following teachers' instructions.
 Students familiarize writing key vocabularies by tracing and writing.
 Students assess their learning performance through self-assessment and oral test.

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

Name Name cards Kindergarten n Grade 1 Floor Desk Squat toilet Sitting toilet Homework Friends	Tired Angry Girl Boy Toy Food Family Happy Sad Sick	Tired Angry Surprised Thank you You're welcome Sorry Please Excuse Me Burp Word list Self-assessment Oral test
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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 your name?
Lesson 2	<ul style="list-style-type: none"> • Can you trace the alphabet and draw a picture of yourself?

Lesson 3	<ul style="list-style-type: none"> • Do you know all the ways to say hello? • What time of the day is it? What greeting do we say in the morning? In the afternoon? In the evening? At night time? • How are you? • What's your name?
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Lesson 4	<ul style="list-style-type: none"> • Can you trace the words and match the words to the correct picture?
Lesson 5	<ul style="list-style-type: none"> • What did you do in Kindergarten? • What do you do in Grade 1? • How is Grade 1 different from Kindergarten? • How is Grade 1 the same from Kindergarten? • Which one is for Grade 1? • Which one is for Kindergarten?
Lesson 6	<ul style="list-style-type: none"> • Can you K for kindergarten and 1 for grade one?
Lesson 7	<ul style="list-style-type: none"> • What is a friend to you? • What is your name? • Are you a girl or a boy? • What is your favorite toy? • What food do you like to eat? • How many people are in your family? • Why is it important that we get to know our friend?
Lesson 8	<ul style="list-style-type: none"> • What emotions are shown in the video? • What emotions would you feel in this situation? • How are you? • What makes you feel happy? • What makes you feel sad? • What makes you feel sick? • What makes you feel tired? • What makes you feel angry? • What makes you feel surprised? • Why is it important that we know our emotions?
Lesson 9	<ul style="list-style-type: none"> • Can you cut out the faces and match them with the correct feeling?
Lesson 10	<ul style="list-style-type: none"> • Do you know how to be a good classmate? • What did teacher say? • Why did teacher say that? • When do we say (expression)? • Why is it important to say (expression)?
Lesson 11	<ul style="list-style-type: none"> • Can you trace the words and match the words to the pictures?
Lesson 12	<ul style="list-style-type: none"> • Can you trace and copy all the word list for chapter 1? • Can you answer self-assessment carefully and truthfully?

Lesson 13	<ul style="list-style-type: none"> • Can you recall our topics in chapter 1? • Do you remember this lesson?
Lesson 14	<ul style="list-style-type: none"> • Can you tell me _____? • Can you pick/point _____?

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 adapting to a new environment, self-development, and proper social interaction.

- Students learn that school system has grade levels they have to go through.
- Students develop ways to become more self-aware.
- Students learn different expressions and greetings when interacting with others.
- Students develop manners of being polite and kind.
- Students learn the value of doing one's tasks

教學活動設計：第一節課 (Lesson 1)

Lesson 1: What's Your Name?

Objectives:

At the end of the lesson, the students will:

1. Get to know their foreign teacher through a presentation including their personal and cultural background.

藉由外籍教師介紹自己的個人和文化背景認識他們。

2. Introduce themselves in class in English using their English names through a name game.

藉由姓名遊戲用英語向全班介紹自己的英文名字。

3. Exhibit their creativity through coloring and designing their English name cards.

設計自己的英文名字名牌展現自己的創意。

Evaluation:

1. Students can follow teachers' instructions.
2. Students can participate in a name game.
3. Students can color and design their name cards during the allotted time.

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	1. Greet/welcome/guide students in the classroom.	
主要內容 Core Part			
Presentation	10 mins	1. Introduce self to the students as their Life Skills foreign teacher through a presentation. 2. Set classroom rules and guidelines.	PPT
Practice	12 mins	1. Teach students the question and answer: "What's your name?" "My name is _____." " 2. Have all the students stand up. The teacher shows them a ball and tells the students they will be throwing and catching the ball. Go over safety rules for throwing the ball, i.e. don't throw the ball at someone's face, don't throw the ball too hard, don't hit the ceiling, don't hit the teacher's desk / computer. 3. The teacher will ask the question, and then throw the ball to a student. The student will answer the question, and then choose a classmate to throw the ball to.	Ball

		<p>The student will then ask the question and throw the ball. "What's your name?" "My name is ..."</p> <p>4. When students have said their name and thrown the ball, they can sit down. This way everyone will get a turn. The last student will throw the ball to the teacher.</p>	
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Production	10 mins	<ol style="list-style-type: none"> 1. Give out each students' name cards and have them color/design it. 2. Teach them how to fold it to make it stand. 	Name cards Coloring materials
總結 Closure			
Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Collect the name cards by team. 2. Clean up. 	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: What's Your Name?

Objectives:

At the end of the lesson, the students will:

1. Familiarize writing the letters of the English alphabet through tracing.
藉由描寫熟悉英文字母的書寫。
2. Portray how they perceive themselves by drawing a picture of themselves and writing their English names.
畫自畫像及寫下自己的英文名字表現對自己的認知。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 1.1 What's Your Name? in the students' workbook on pages 2&3. a. Trace the alphabet. b. Draw and color picture of yourself. c. Write your name.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

Lesson 3: Saying Hello

Objectives:

At the end of the lesson, the students will:

1. Sing the 'Good Morning Song' for them to be exposed of the English greetings in a catchier way.
藉由唱「早安歌」以更有趣的方式接觸英語問候語。
2. Say English greetings and identify when to use them through discussion and Wordwall exercise.
藉由討論與 Wordwall 說出英語問候語，並辨別使用的時間點。
3. Use English greetings/dialogue when making friends by completing a comic with a classmate/friend.
藉由與同學/朋友一起完成漫畫，以使用英語問候語/對話交朋友。
4. Appreciate the importance of greetings by sharing why it's necessary to use them when communicating with someone.
分享為什麼在與他人交流時使用問候語是必要的，以體會問候語的重要性。

Evaluation:

1. Students can sing 'Good Morning Song' well.
2. Students can actively engage in class discussion and answer teachers' questions.
3. Students can actively participate in a Wordwall exercise.
4. Students can successfully carry out a pair activity.
5. Students can complete worksheet to be checked by 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	1. Teach 'Good Morning Song' to the class. Good morning. Good morning. Good morning. How are you? I'm fine. I'm fine. I'm fine, Thank you. Good afternoon. Good afternoon. Good afternoon. Good afternoon. How are you? I'm not good. I'm not good. I'm not good. I'm not good, Oh, no! Good evening. Good evening. Good evening. How are you? I'm great. I'm great. I'm great, Thank you.	https://youtu.be/03XgDWozJOw

主要內容 Core Part			
Presentation	10 mins	1. Show different times of the day (morning, afternoon, evening, and night) and ask students if they know what greetings we say for each time. 2. Show PPT and discuss the four greetings: a. Good morning b. Good afternoon c. Good evening d. Good night 3. Discuss ways on how to meet/make new friends.	PPT
Practice	10 mins	1. Have students participate in a Wordwall exercise where they identify English greetings.	https://wordwall.net/resource/59872955/saying-hello
Production	10 mins	1. Ask students to find a classmate or a friend.	Students' workbook

		2. Have each pair complete the comic in their workbook on page 6. 3. Ask them to practice saying the dialogues. 4. Ask for volunteers to read in front of the class.	
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總結 Closure			
Wrap-up	5 mins	1. Review and ask students the importance of greetings when meeting/making friends.	

References: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Good Morning song. Retrieved from https://youtu.be/03XgDWozJOw Wordwall: https://wordwall.net/resource/59872955/saying-hello			
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教學活動設計：第四節課 (Lesson 4)

Lesson 4: Saying Hello

Objectives:

At the end of the lesson, the students will:

1. Familiarize writing the four greeting expressions by tracing them properly.
藉由正確描寫以熟悉四種問候語表達的書寫。
2. Identify the four greeting expressions by matching them to the correct picture of the time of the day.
配對一天中正確的時間的圖片以識別四種問候語表達。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	
Production	23 mins	1. Answer Activity 1.2 Saying Hello in the students' workbook on page 5. a. Trace the words. b. Match the words to the correct picture.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Kindergarten vs Grade 1

Objectives:

At the end of the lesson, the students will:

1. Recall what they did and their experiences in Kindergarten and share them in class.
回憶他們在幼兒園的經歷並在課堂上分享。
2. Tell in class the activities they do in Grade 1.
在課堂上分享一年級做的活動。
3. Compare Kindergarten and Grade 1 by stating their differences and similarities.
說出幼兒園和一年級的異同進行比較。
4. Distinguish Kindergarten from Grade 1 by identifying series of pictures depicting things/activities from both grades.
識別一系列描繪兩個年級的事物/活動的圖片區分幼兒園和一年級。
5. Draw a picture of something they did in Kindergarten and something they do in Grade 1 on a small piece of paper.
在一張小紙上畫出在幼兒園做過的事情和一年級正在做的事情。
6. Create a poster as a class using their drawings to show comparison between Kindergarten and Grade 1.
全班使用自己的小紙圖畫一起創作一張海報，展現幼兒園和一年級的對比。
7. Reflect on their early experience of being in Grade 1 by sharing what they like about being in Grade 1.
分享喜歡一年級的原因以省思剛上一年級時的經歷。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can accomplish the drawing task.
4. Students can create a poster as a class.

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	1. Sing the 'Good Morning Song' and review previous lesson. 2. Show a picture that shows Kindergarten and Grade 1 and ask students to identify which is which.	Pictures
主要內容 Core Part			

Presentation	10 mins	<ol style="list-style-type: none"> 1. Ask students what they did in Kindergarten. 2. Ask students what they do now in Grade 1. 3. Ask students what are the same and different things about Kindergarten and Grade 1. 4. Show series of pictures and have the students identify if it's Kindergarten or Grade 1. 	PPT
Practice	10 mins.	<ol style="list-style-type: none"> 1. Have students participate in a Wordwall exercise where they identify activities that are for Kindergarten and Grade 1. 	https://wordwall.net/resource/60306942/kindergarten-vs-grade-1
Production	10 mins	<ol style="list-style-type: none"> 1. Give each student two small pieces of paper. 2. Have the students draw a picture of something they did in Kindergarten and something they do in Grade 1 on each paper. 3. On a large paper, divided into 2 sections, one side for Kindergarten and Grade 1 on the other side, students will paste their work under the correct heading. 	Big paper 2 packs of differently colored Post-Its Pencil Coloring materials

總結 Closure

Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Review the poster. 2. Ask students what they like about being in Grade 1. 	
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References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

Wordwall: <https://wordwall.net/resource/60306942/kindergarten-vs-grade-1>

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Kindergarten vs. Grade 1

Objectives:

At the end of the lesson, the students will:

1. Distinguish activities for Kindergarten and for Grade 1 by completing a worksheet.
完成區分幼兒園和一年級活動的學習單。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 1.4 Kindergarten vs. Grade 1 in students' workbook on page 9. a. Write K for Kindergarten b. Write 1 for Grade 1	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第七節課 (Lesson 7)

Lesson 7: Me and My Friends

Objectives:

At the end of the lesson, the students will:

1. Express what their notion of a friend is through a semantic web.
藉由語意網表達他們對朋友的概念。
2. Describe themselves by sharing information such as their name, gender, favorite toy and food, and their family.
分享姓名、性別、喜歡的玩具和食物及家庭描述自己。
3. Gather their friends' information and draw/write them down in their workbook.
搜集朋友的資訊並在習作上畫出/寫下來。
4. Describe their friend by sharing information about them in front of the class.
與全班分享朋友的資訊。
5. Realize the importance of knowing one's friend by stating reasons why.
說出為什麼瞭解朋友很重要的原因。

Evaluation:

1. Students can actively participate in class discussion and answer teachers' questions.
2. Students can successfully carry out a pair activity.
3. Students can complete worksheet to be checked by teacher.
4. Students can present in front of the class.

活動順序	時間	活動內容	教材資源
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Order of Activity	Time	Content of Activity	Materials
課程導入 Lead-in			
Warm-up	5 mins	1. Using a semantic web, ask students what they think a friend is. 2. Ask them who their friend is and how much do they know their friend.	
主要內容 Core Part			
Presentation	5 mins	1. Teach students some of the personal things about them and their friend/s such as: <ol style="list-style-type: none"> a. Name b. Gender: boy/girl c. Favorite toy d. Favorite food e. Family 	PPT

Practice	10 mins	1. Teach and ask students the following questions and answers: Q: What is your name? A: My name is _____. Q: Are you a girl or a boy? A: I am a _____. Q: What is your favorite toy? A: My favorite toy is _____. Q: What food do you like to eat? A: I like to eat _____. Q: How many people are in your family? A: We are _____ in my family.	PPT
Production	15 mins	1. Have the students answer Activity 1.5 Me and My Friend in their workbook on page 10. 2. First, students must answer their part then they must find their friend in the class to fill in their friend's details. 3. Students must ask the questions, ideally in English, but using Chinese is fine too. 4. Ask for pairs that can come to the front to share information about each other.	Students' book
總結 Closure			
Wrap-up	5 mins	1. Ask students why it's important to know things about our friend.	
References: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Grade 1 Life Skills Bilingual Student Book 1, August 2023			

教學活動設計：第八節課 (Lesson 8)

Lesson 8: How Are You?

Objectives:

At the end of the lesson, the students will:

1. Identify common emotions from a song/video.
藉由歌曲/影片認識常見的情緒。
2. Interpret scenarios and name the emotions that they invoke.
理解情境並說出其中的情緒。
3. Reflect on their feelings and experiences as they share what makes them feel a certain emotion.
省思自己的感受和經歷，並分享什麼讓自己產生某種情緒。
4. Distinguish the different emotions through a Wordwall practice.
藉由 Wordwall 區分不同情緒。
5. Act out the different emotions and name them.
表演不同的情緒並說出它們的名稱。
6. Explain why it's important to know one's emotions.
說明瞭解他人情緒的重要性。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can carry out the performing task assigned.

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	1. Show the video about emotions. 2. Ask students what are the emotions shown.	https://www.youtube.com/watch?v=a1NIWCr0R-k
主要內容 Core Part			
Presentation	10 mins	1. Show series of scenario that evoke the following emotions such as: happy, sad, sick, tired, angry and surprised. 2. Ask students as to what emotion they would feel to each scenario. 3. Simultaneously ask the question: 'What makes you feel (emotion)?'	PPT
Practice	10 mins	1. Have students participate in a Wordwall exercise where they	https://wordwall.net/resource/60719971/emotions

		identify the different emotions.	
Production	10 mins	1. Prepare cards of each emotion. 2. Ask volunteers to come to the front to pick one and act it out. 3. Let the rest of the class guess what emotion is being acted out.	Flashcards
總結 Closure			
Wrap-up	5 mins	1. Ask students why it's important to know our emotions.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Feelings. Retrieved from https://www.youtube.com/watch?v=a1NIWCr0R-k Wordwall: https://wordwall.net/resource/60719971/emotions			

教學活動設計：第九節課 (Lesson 9)

Lesson 9: How Are You?

Objectives:

At the end of the lesson, the students will:

1. Distinguish different emotions by matching the correct pictures of each emotion to its name.

配對正確的名稱與圖片區分不同的情緒。

Evaluation:

1. Students can cut out and paste pictures correctly in their workbook.
2. Students can complete worksheet to be checked by teacher.

活動順序	時間	活動內容	教材資源
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Order of Activity	Time	Content of Activity	Materials
課程導入 Lead-in			
Warm-up	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 1.6 How Are You? in students' workbook on page 12. <ol style="list-style-type: none"> a. Trace the sentences. b. Cut out the faces and match them with the correct feeling. 	Students' workbook

總結 Closure

Wrap-up

5 mins

1. Check and ensure students have completed their work.

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

Lesson 10: Being Kind

Objectives:

At the end of the lesson, the students will:

1. Cite examples on how to be a good friend.
舉例說明如何成為一個好朋友。
2. Interpret scenario and pick out the polite expression spoken.
理解情境並選出其中禮貌的表達方式。
3. Explain the significance of polite expressions and knowing when to appropriately say them.
說明禮貌表達的重要性，及何時適當地使用。
4. Distinguish the different polite expressions through visual cues and Wordwall exercise.
藉由視覺提示和 Wordwall 區分不同的禮貌表達方式。
5. Show understanding of each polite expression through performing a role play.
藉由角色扮演體現對每種禮貌表達方式的理解。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a classroom activity and Wordwall exercise.
3. Students can role play in front of the class.

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	1. Ask students if they know how to be a good friend.	
主要內容 Core Part			
Presentation	10 mins	1. Teacher and homeroom teacher are going to act scenarios where they would say the following: <ol style="list-style-type: none"> a. Thank you b. You're welcome c. Sorry d. Please e. Excuse me 2. Process each act and ask students questions such as: <ol style="list-style-type: none"> a. <i>What did teacher say?</i> b. <i>Why did teacher say that?</i> c. <i>When do we say (expression)?</i> d. <i>Why is it important to say</i> 	PPT

		(expression)?	
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Practice	10 mins	<p>1. Show series of pictures like a comic where there are missing dialogues and ask students what each character should say.</p> <p>2. Have the students play a Wordwall exercise where they identify the correct polite expressions for each situational picture.</p>	<p>PPT</p> <p>https://wordwall.net/tc/resource/60885548/being-kind</p>
Production	12 mins	<p>1. Prepare cards that indicate each polite expression.</p> <p>2. Ask a pair of students to come to the front, pick a card and have them do a role play based on what they picked. Give them time to think of their scenario. They must be able to say the polite expressions.</p> <p>3. Process each role play with the rest of the class.</p>	Flashcards
總結 Closure			
Wrap-up	3 mins	1. Clean up.	
<p>Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Wordwall: https://wordwall.net/tc/resource/60885548/being-kind</p>			

教學活動設計：第十一節課 (Lesson 11)

Lesson 11: Being Kind

Objectives:

At the end of the lesson, the students will:

1. Identify different polite expressions by matching them to the correct picture that signify them.

配對正確的圖片辨別不同的禮貌表達方式。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 1.7 Being Kind in	Students'

		students' workbook on p. 15. a. Trace the words. b. Match each expression to its correct picture.	workbook
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總結 Closure

Wrap-up	5 mins	1. Check and ensure students have completed their work.	
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Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Chapter One: Grade One Word List and Student Self-Assessment

Objectives:

At the end of the lesson, the students will:

1. Recall all the keywords and terminologies of the chapter by tracing and/or copying the word list.

藉由描寫和/或抄寫回顧所有關鍵字與術語。

2. Assess their own learning performance by completing the student self-assessment sheet.

完成自我評估表以評定自己的學習表現。

Evaluation:

1. Students can complete chapter 1 word list and student self-assessment.

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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Trace and/or copy Chapter 1 Word List in students' workbook on pages 16-19. 2. Complete student self-assessment in students' workbook on page 21.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第十三節課 (Lesson 13)

Lesson 13: Chapter 1 Review

Objectives:

At the end of the lesson, the students will:

1. Review all the topics discussed in Chapter 1 through activities and Wordwall exercises.

藉由活動與 Wordwall 複習第一單元所有討論過的主題。

Evaluation:

1. Students can actively participate in the review through activities and Wordwall exercises.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
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課程導入 Lead-in

Warm-up	5 mins	1. Greetings. 2. Inform students they are going to have a review of all the topics in Chapter 1.	
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主要內容 Core Part

Presentation and Practice	30 mins	1. Check understanding by having the students answer activities and Wordwall exercises that comprise of all the topics in Chapter 1.	PPT Wordwall
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總結 Closure

Wrap-up	5 mins	1. Check for clarifications.	
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Reference:

Presentation for review:

https://www.canva.com/design/DAFvcH9GJjU/FsdgGwKN5qMSpYYti-K_RQ/edit

教學活動設計：第十四節課 (Lesson 14)

Lesson 14: Chapter 1 Oral Test

Objectives:

At the end of the lesson, the students will:

1. Demonstrate understanding of Chapter 1 lessons through undergoing an oral test.
進行口頭測驗以展現對第一單元課程的理解。

Evaluation:

1. Students can complete their oral test.

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	2 mins	<ol style="list-style-type: none"> 1. Explain to students that they are going to have an oral test. 2. Inform them that their names will be called and teacher would ask them questions that they have to answer. 	
主要內容 Core Part			
Production	35 mins	<ol style="list-style-type: none"> 1. Prepare rubrics for each student. 2. Call students by pair but ask them questions individually. This is for the next student to know what to expect. 3. Ask questions that they have to respond to. Visual clues are required for some questions. Ideally, students must say their answers but students answering through pointing pictures may be considered. 	Pictures Rubric
總結 Closure			
Wrap-up	3 mins	1. Ask students how they find the test.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

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): My Day

總節數 (Length of the Unit): 520 minutes (13 periods)

設計者 (Lesson Designers): Angela and Hanna

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

General introduction of the unit (objective and rationale):

My Day, covers few of the routines of a student's daily life, packing their things for school, naming items in the classroom, locating objects, and recycling. Students knowing their routine and how to get ready would make them become more aware of and responsible for their daily activities.

Teaching kids what to pack in their school bag teaches them to become organized individuals. When students are familiar of the objects in their surroundings especially in the classroom and when they know how to describe the location of objects, they can become more aware and appreciative of the furniture and spaces around them.

Product consumption is a part of everyday life that leads to waste accumulation. Recycling is reducing the amount of garbage by turning recyclable materials into new products. Teaching recycling to young students is very fitting as it can inculcate them the value of sustainability, inspire them to look after the environment, and become responsible adults.

我的一天，涵蓋了學生日常生活中的幾個常規：打包上學的物品、說得出教室裡物品的名稱、定位物品和資源回收。了解自己的日常生活及如何做好準備，可以幫助學生對自己的日常活動變得更加明白、負責。

教孩子們整理書包可以讓他們更有組織力。當學生熟悉周圍的物品，尤其是教室裡的物品，並知道如何描述物品的位置時，他們可以更加意識到並感激周圍的家具和空間。

產品消費是日常生活的一部分，且會導致垃圾累積。藉由回收將可再利用材料變成新產品以減少垃圾量。向幼小的學生教授資源回收非常適合，因為可以教誨永續發展的價值、激勵他們照顧環境，並成為負責任的成年人。

Objectives of this unit/theme:

The objectives of this unit/theme are:

1. Students learn the concept of getting ready.

學生學習準備的概念。

2. Students know what to pack for school.

學生知道該準備哪些物品上學。

3. Students describe locations on objects.

學生描述物品的位置。

4. Students value the importance of recycling.

學生重視回收的重要性。

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-4 Cherish oneself and learn ways to take care of oneself and can act appropriately and safely.

珍視自己並學習照顧自己的方法，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.

體會自己分內該做的事，扮演好自己的角色，並身體力行。

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。

學習內容 (Learning Content):

A-I-3 Self-reflection.

自我省思。

E-I-1 Developing life habits

生活習慣的養成。

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。

內容 Content (New knowledge, skills and understanding)	預計進行的節數 Corresponding Lesson
Students learn how to prepare for 'school', 'bedtime', 'lunch', and 'going home'. Students accomplish a worksheet on getting ready for lunch accurately. Students identify the things they need at school to pack in their school bag.	Lesson 1 Lesson 2 Lesson 3

Students accomplish a worksheet on what to pack for school bag accurately.	Lesson 4
Students point out the items and places inside the classroom.	Lesson 5 and 6
Students describe the location of objects through on, in, under.	
Students accomplish a worksheet on colors and shapes accurately.	Lesson 7
Students define recycling.	Lesson 8
Students differentiate plastic, paper, glass, and metal.	Lesson 8
Students sort pictures of recyclable materials according to categories.	Lesson 9
Students accomplish a worksheet on recycling accurately.	Lesson 10
Students trace and copy key vocabularies of the whole chapter and complete self-assessment.	Lesson 11
Students review all the topics in Chapter 1.	Lesson 12
Students demonstrate understanding of the lessons in Chapter 2 through oral test.	Lesson 13

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

Students foster their sense of responsibility and routine as they learn how to prepare for 'school', 'bedtime', 'lunch', and 'going home'.

Students understand the concept of prioritizing what to pack and being organized.

Students demonstrate spatial understanding using (in/on/under) to identify the proper location of objects.

Students will develop environmental awareness as they learn how to recycle.

Students can produce accurate outputs by listening to and following teachers' instructions.

Students familiarize writing key vocabularies by tracing and writing.

Students assess their learning performance through self-assessment and oral test.

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

Getting ready	School bag	Books	Recycle
Morning	Water bottle	School bag	Metal
Afternoon	Books	Water bottle	Plastic
Evening	Ruler	Lunch bag	Paper
Home	Eraser/rubber	Pencil case	Glass

School Lunch Bed Hands Food Dishes Line up Bag Chair Light Teeth Pajamas Books Face	Hammer Phone TV Scissors Pencil case Shoes Pen Doll Toy car Ball Pencil	Ruler Cupboard Desk Chair Shelf Scissors In On Under Red Green Orange Yellow Pink Brown Blue Black Square Circle Triangle Box	Pizza box Newspapers Old book Milk cartoon Plastic bag Plastic cups Lego Shampoo bottle Glass bottle Glass bowl Cup Window Cans Tins Cookie jar Lunch box Bin Word list Self-assessment Oral test
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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 do you need if it is raining? • What happens if you don't have an umbrella or a rain coat? • What do you get ready for? • When do you get ready for school/bed/lunch/home?
Lesson 2	<ul style="list-style-type: none"> • Can you trace the words and put the pictures in order by writing numbers in the boxes?
Lesson 3	<ul style="list-style-type: none"> • What is it? • When do you pack your school bag? • What do you put in your school bag? • Can you bring (school things and silly things)? • Why do you need to bring (school things and silly things)? • What is your favorite item inside your school bag?
Lesson 4	<ul style="list-style-type: none"> • Can you color all the important things you need to put in your school bag?
Lesson 5 and 6	<ul style="list-style-type: none"> • What is in our classroom? • What is this? • Where is the _____? • What color is it? • What shape is it? • Can you draw a (color, shape, in/on/under, school things)? • Why is it important to know where things belong in the

	classroom?
Lesson 7	<ul style="list-style-type: none"> • Can you color each shape to match the words?
Lesson 8	<ul style="list-style-type: none"> • What can we do to help reduce waste? • What is recycling? Do you recycle at home? At school? • How do you help in recycling? • Why do we need to recycle? • What happens if we do not recycle? • What trash can we recycle? • Can you sort all these trash into the correct recycling bin? • What other ways can you think of to reduce waste and to protect the environment?
Lesson 9	<ul style="list-style-type: none"> • Can you sort all the pictures of recyclable materials according to their categories correctly?
Lesson 10	<ul style="list-style-type: none"> • Can you cut out the pictures and paste them in the correct box?
Lesson 11	<ul style="list-style-type: none"> • Can you trace and copy all the world list for chapter 1? • Can you answer self-assessment carefully and truthfully?
Lesson 12	<ul style="list-style-type: none"> • Can you recall our topics in chapter 1? • Do you remember this lesson?

Lesson 13	<ul style="list-style-type: none"> • Can you tell me _____? • Can you pick/point _____? • Which is _____?
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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 will learn daily routines for 'school,' 'bedtime,' 'lunch,' and 'going home,' fostering a sense of shared schedule and time management.
- Students will identify important items for school, helping them to develop their organizational skills.
- Students will foster a sense of locating by learning where objects belong ('in,' 'on,' 'under'), promoting order and organization.
- Students will become aware of global citizenship and environmental responsibility by recognizing materials like 'metal,' 'plastic,' 'glass,' and 'paper,' contributing to multicultural understanding of sustainability.
- Students will develop empathy for the environment, for the animals, and for the next generation.
- Students will can become responsible adults.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Getting Ready

Objectives:

At the end of the lesson, the students will:

1. Identify and describe the preparation activities for 'school', 'bedtime', 'lunch', and 'going home' by sharing them in class.

在課堂上描述並分享為「上學」、「睡覺」、「午餐」及「放學回家」做的準備。

2. Demonstrate their understanding by categorizing related images into the appropriate groups on the board using flashcards.

在黑板上將相關圖片分類至適當的組別，以顯示學生的理解。

3. Develop vocabulary and organizational skills through a Word Wall exercise by grouping pictures according to their respective preparation activities.

藉由 Wordwall 分類相應的準備圖片，以發展詞彙與組織能力。

4. Work collaboratively in teams using flashcards to properly sequence steps involved in preparing for 'school', 'lunch', 'going home', and 'bedtime'.

各組利用圖卡正確排序「上學」、「午餐」、「放學回家」、「睡覺」的準備步驟。

5. Realize the importance of time management by responding to the question, "Why is it important to know the things we need to do when getting ready for school, lunch, to go home, and for bed?"

回答：「為什麼知道準備上學、吃午餐、放學回家和睡覺時需要做的事情很重要？」，以認識到時間管理的重要性。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can work cooperatively in teams to accomplish task.

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	1. Ask students to answer the following questions: <ol style="list-style-type: none"> a. How do you get ready to go outside when it's raining? b. What do you get ready for? c. When do you get ready? 	PPT

主要內容 Core Part			
Presentation	10 mins	1. Discuss the things to do when getting ready for school, for lunch, to go home, and for bed.	PPT
Practice	10 mins	1. Conduct a Wordwall exercise, and have the students organize or group the pictures accordingly.	https://wordwall.net/tc/resource/61862341/my-day-getting-ready
Production	10 mins	1. Give each team a set of flashcards. 2. Ask them to show how do they get ready for: <ul style="list-style-type: none"> ● school ● lunch ● go home ● bed 	Flashcards
總結 Closure			
Wrap-up	5 mins	1. Why is it important to know the things we need to do when getting ready for school, lunch, to go home, and for bed?	
References: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Wordwall: https://wordwall.net/tc/resource/61862341/my-day-getting-ready			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Getting Ready for Lunch

Objectives:

At the end of the lesson, the students will:

1. Familiarize writing the words in getting ready for lunch by tracing.
藉由描寫熟悉準備吃午餐的語詞。
2. Sequence the steps of getting ready for lunch by writing numbers 1-4 in the boxes.
在方格中寫入 1-4 的數字以排序吃午餐的準備步驟。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			

Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 2.1 Getting Ready for Lunch in the students' workbook on page 25. a. Trace the words. b. Write numbers 1-4 in the boxes.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

Lesson 3: My School Bag

Objectives:

At the end of the lesson, the students will:

1. Actively engage in learning and singing the song "What's in your school bag?" to enhance their understanding of essential school items.

積極參與學習演唱「你的書包裡有什麼？」，以增強對基本學校用品的理解。

2. Recognize the concept of a 'school bag' and answer questions regarding its purpose, such as when and what to pack in it.

理解「書包」的概念，並能回答關於其用途的問題，例如什麼時候使用及應該裝什麼東西。

3. Demonstrate their ability to distinguish between school-related items and non-essential or frivolous items by progressively showing objects and discussing the significance of each item.

藉由逐步展示物品，並討論其重要性，以顯示他們區分學校相關物品與非必要或無關聯物品的能力。

4. Actively participate in a collaborative exercise to pack a school bag, reinforcing their understanding of necessary school items.

積極參與收拾書包的小組活動，加強他們對學校必需品的認識。

5. Strengthen their comprehension by participating in a Word Wall activity, organizing individual pictures of essential school items inside a visual representation of a school bag.

Wordwall 活動-將代表學校必需品的圖片放入書包示意圖內，加強學生的理解。

6. Share their created outputs with the class, fostering peer interaction and communication.

向全班分享創作成果，促進同儕互動和交流。

7. Realize the importance of prioritizing and organizing essential items when packing their school bags by answering the question: 'Why is it important to know what to pack for school and what will happen if we do not pack all the things we need?'

回答：「為什麼知道該為上學整理什麼物品很重要？如果我們沒有整理到所有必需品會發生什麼事？」以認識優先次序和整理必需品的重要性。

Evaluation:

1. Students can sing 'What's In Your School Bag?' song well.

2. Students can actively engage in class discussion and answer teachers' questions.

3. Students can actively participate in a Wordwall exercise.

4. Students can work as a team to accomplish their task.

5. Students can present their team's output.

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>1. Students will learn and sing the song "What's in your school bag?".</p> <p style="text-align: center;"><i>What's in your school bag? Let's take a look. (3x) A pencil, a pen, a rubber, a book!</i></p>	https://youtu.be/ZkYbzO83pRg

主要內容 Core Part			
Presentation	10 mins	<p>1. Assume the role of packing my school bag.</p> <p>2. Show students several items including school things that students bring to school and other non-school items like hammer, screw driver, whisk, etc.</p> <p>3. Show each item and ask what it is and ask students if I can put it in my school bag. They may answer Yes or No. They will put their arms, in semicircle form, above their heads for Yes, and cross their arms for No.</p> <p>4. While putting things in the school bag emphasize on organizing their things properly inside their school bag.</p>	PPT
Practice	10 mins	<p>1. Have students participate in a Wordwall exercise where they identify essential things to pack in their school bag.</p>	https://wordwall.net/resource/62112936/whats-in-your-school-bag
Production	10 mins	<p>1. Prepare individual pictures of the school things and a big picture of a school bag.</p> <p>2. Ask students to paste all the important things they need to put in their school bag.</p>	Picture of a Bag Pictures of School things and silly things
總結 Closure			

Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Ask the students to show their outputs. 2. Ask students why it's important to pack the things we need for school and what will happen if we do not pack all the things we need. 	
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References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

What's in your school bag? song Retrieved from <https://youtu.be/ZkYbzO83pRg>

Wordwall: <https://wordwall.net/resource/62112936/whats-in-your-school-bag>

教學活動設計：第四節課 (Lesson 4)

Lesson 4: My School Bag

Objectives:

At the end of the lesson, the students will:

1. Distinguish all the important things they need to pack in their school bag by coloring them.

用著色的方式分辨需要收進書包的所有重要物品。

Evaluation:

1. Students can complete worksheets to be checked by 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	1. Greetings. 2. Review previous lesson.	
主要內容 Core Part			
Production	30 mins	1. Answer Activity 2.2 My School Bag in the students' workbook on page 26. a. Color all the school items to pack in the school bag.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

Lesson 5 and 6: Where Does It Belong?

Objectives:

At the end of the lesson, the students will:

1. Review and identify items located within the classroom to enhance their awareness of the classroom environment.

回顧並辨認教室內的物品，以增強學生對教室環境的認識。

2. Name the objects/furniture found in the classroom through a Powerpoint presentation.

說出投影片上教室裡的物品/家具的名稱。

3. Familiarize with the concepts of 'in,' 'on,' and 'under' through a short video song.

藉由歌曲熟悉「裡面」、「上面」和「下面」的概念。

4. Describe the location of objects using on, in, under.

用上面、裡面、下面描述物品的位置。

5. Reinforce their understanding through a Total Physical Response (TPR) activity, where they follow instructions to physically enact the concepts of "in," "on," and "under."

藉由全肢體反應教學法 (TPR) 加強學生的理解，學生根據指示用身體表演「裡面」、「上面」和「下面」的概念。

6. Recall and strengthen their knowledge of shapes and colors in preparation for Activity 2.4.

回顧並加強學生對形狀和顏色的認識，以準備進行活動 2.4。

7. Participate in Activity 2.4, paying close attention to the teacher's instructions as they apply their knowledge of 'in,' 'on,' and 'under.'

活動 2.4：仔細注意教師的指示，並運用對「裡面」、「上面」和「下面」的理解。

8. Reflect on the importance of understanding the placement of objects in the classroom by responding to the question, "Why is it important to know where things

belong in the classroom?" to encourage critical thinking and discussion.

回答問題：「為什麼知道物品在教室中的擺放位置很重要？」，省思理解物品擺放位置的重要性，以鼓勵批判性思考和討論。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can sing "In, On, Under" song and do the actions.
3. Students can actively and safely participate in a classroom activity.
4. Students can accomplish worksheet by listening and following teachers' instructions.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
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課程導入 Lead-in			
Warm-up	5 mins	1. Greetings. 2. Review previous lesson. 3. Ask students about the things they see inside the classroom and what they are for.	
主要內容 Core Part			
Presentation	20 mins	1. Show PPT of the objects inside the classroom. 2. Before discussing on, in under, show them a video about on, in, under song. 3. Show PPT of pictures indicating location and let students tell the location using on, in, under.	PPT https://www.youtube.com/watch?v=DHb4-CCif7U

Practice	20 mins.	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. Secure a box and an object. 2. Place the object inside, on, and under the box and have the students tell the location using on, in, under. 3. Call a student to demonstrate and have the rest of the class answer. <p>Activity 2:</p> <ol style="list-style-type: none"> 1. Have the students play an activity. <p>To fully understand the concept of on, in, under, ask students to do the following:</p> <ol style="list-style-type: none"> a. Sit on their chairs. b. Stand on the floor. c. Stand on their chairs. d. Sit on their desks while their feet are on their chairs. e. Sit under their desk. f. Put their hands on their desk while sitting on their chairs. g. Put their hands on the chairs. h. Put their books under the chairs. i. Put their name cards in the cupboards 	<p>PPT Box Object</p> <p>Chairs Desk Books Name cards</p>
Production	30 mins	<ol style="list-style-type: none"> 1. Discuss colors and shapes (square, triangle, circle) 2. Tell students that they need to listen to teacher's instructions. 3. On their white book worksheet, instruct students the following: <ol style="list-style-type: none"> a. Draw a red square on the desk. b. Draw an orange triangle in the school bag. c. Draw a blue circle in the box. d. Draw a green triangle under the desk. e. Draw a yellow circle on the chair. 	<p>PPT Student's workbook</p>

總結 Closure

Wrap-up	5 mins	1. Ask the students the question: "Why is it important to know where things belong in the classroom?"	
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References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

Grade 1 Life Skills Bilingual Student Book 1, August 2023

In On Under By song. Retrieved from <https://www.youtube.com/watch?v=DHb4-CCif7U>

教學活動設計：第七節課 (Lesson 7)

Lesson 7: In/ On/ Under

Objectives:

At the end of the lesson, the students will:

1. Identify shapes and colors by coloring shapes according to its corresponding color.

依據相應的顏色為形狀著色以識別形狀和顏色。

2. Familiarize writing color names by tracing the words.

藉由描寫單詞熟悉顏色名稱的書寫。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 2.4 In/ On/ Under in students' workbook on page 28. a. Color each shape. b. Trace the words.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第八節課 (Lesson 8)

Lesson 8: Recycling

Objectives:

At the end of the lesson, the students will:

1. Reflect on the importance of recycling by watching a short video.
觀看短片省思回收的重要。
2. Define recycling by looking at some examples.
查看若干例子定義回收。
3. Distinguish recyclable materials from non-recyclable ones through a Wordwall activity.
藉由 Wordwall 區分可回收材料和不可回收。
4. Identify plastic, paper, glass, and metal objects by looking at several realia.
藉由觀察若干實物以分辨塑膠、紙張、玻璃和金屬。
5. Participate in a practical exercise of sorting and disposing of garbage into appropriate bins, promoting a practical understanding of recycling.
實做練習：將垃圾分類，並丟入相應垃圾桶。提升對回收的實際理解。
6. Enumerate reasons on the importance of recycling by responding to the question, "Why recycling is important?" to encourage critical thinking and discussion regarding the importance of recycling in protecting the environment.
回答問題：「為什麼回收很重要？」，列舉回收重要的原因；以鼓勵關於回收在保護環境的重要性的批判性思考和討論。

Evaluation:

1. Students can actively participate in class discussion and answer teachers' questions.
2. Students can engage in a Wordwall exercise.
3. Students can successfully carry out practical recycling 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	1. Show the class a video about garbage being harmful to sea animals. 2. Ask students what they've seen from the video. 3. Ask the following questions: a. Is it ok for garbage to be in the ocean? Why? b. How can we prevent it from happening?	https://www.youtube.com/watch?v=iVMe8baPGDA

主要內容 Core Part			
Presentation	5 mins	<ol style="list-style-type: none"> 1. Introduce the concept of recycling to students by showing them an example of a recycled item. 2. Ask them what is recycling based on the example. 3. Have the students play a Wordwall activity. Pictures of recyclable materials and non-recyclable materials will be shown and they need to sort which are recyclable and non-recyclable. 4. Follow through with the following questions: <ol style="list-style-type: none"> a. What are the things that we can recycle? b. What are the things that we cannot recycle? c. Introduce paper, plastic, glass, metal. 	<p>Recycled object</p> <p>https://wordwall.net/resource/62833968/recycling-2</p> <p>PPT</p>
Practice	10 mins	<ol style="list-style-type: none"> 1. Tell students that they are going to play an activity. 2. Call a student and ask him/her to face the board. In a box with punched holes on both sides, put an object inside then let the student put his hands in the box and guess the material of the object. 	Box with punched holes

Production	15 mins	<ol style="list-style-type: none"> 1. Prepare 5 bins. Label each bin with Paper, Plastic, Glass, Metal, General waste. 2. Collect trash beforehand. Give each team a bag of trash and let each student get one. 3. Call each team and let the students put the item they've got in the proper bin. 	<p>Bins</p> <p>Plastic bottles</p> <p>Papers</p> <p>Glass bottles</p> <p>Tin cans</p> <p>Metals</p>
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總結 Closure

Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Assess how the students put the garbage in the bins. Explain to them that we need to throw in the trash properly to look tidy and maximize space. 2. Ask students why recycling is important. 	
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References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

A Whale's Tale. Retrieved from <https://www.youtube.com/watch?v=tVMe8baPGDA>

Wordwall: <https://wordwall.net/resource/62833968/recycling-2>

教學活動設計：第九節課 (Lesson 9)

Lesson 9: I Can Recycle

Objectives:

At the end of the lesson, the students will:

- Engage in a group activity of sorting flashcards of different items into their correct category to reinforce their knowledge of materials and recycling categories.
各組將代表不同物品的圖卡分類到正確類別，加強對材料和回收類別的認識。

Evaluation:

- Students can successfully accomplish sorting group 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the sorting activity. Show an example if necessary.	
Production	23 mins	1. Each group will get a sorting board, 4 category cards and 16 object cards. 2. Students need to put one category card in each small pocket of the sorting board. 3. Students will put each object card under the correct category. 4. This can be turn into a competition among teams and can be repeated a few times.	Sorting boards Category cards Object cards
總結 Closure			
Wrap-up	5 mins	1. Check students' answers.	

Reference:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

教學活動設計：第十節課 (Lesson 10)

Lesson 10: Recycling

Objectives:

At the end of the lesson, the students will:

1. Cut and sort pictures of recyclable items and put them into their correct category.
剪下並分類可回收物品的圖片，將它們放到正確的類別。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 2.5 Recycling in students' workbook on page 30. a. Cut out pictures and glue them in the correct recycling box.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第十一節課 (Lesson 11)

Lesson 10: Chapter Two: Grade One Word List and Student Self-Assessment

Objectives:

At the end of the lesson, the students will:

1. Recall all the keywords and terminologies of the chapter by tracing and/or copying the word list.

藉由描寫和/或抄寫回顧所有關鍵字與術語。

2. Assess their own learning performance by completing the student self-assessment sheet.

完成自我評估表以評定自己的學習表現。

Evaluation:

1. Students can complete chapter 2 word list and student self-assessment.

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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Trace and/or copy Chapter 2 Word List in students' workbook on pages 33-36.	Students' workbook

		2. Complete student self-assessment in students' workbook on page 37.	
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第十二節課 (Lesson 12)

Lesson 13: Chapter 1 Review

Objectives:

At the end of the lesson, the students will:

1. Review all the topics discussed in Chapter 2 through activities and Wordwall exercises.

藉由活動與 Wordwall 複習第二單元所有討論過的主題。

Evaluation:

1. Students can actively participate in the review through activities and Wordwall exercises.

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	1. Greetings. 2. Inform students they are going to have a review of all the topics in Chapter 2.	
主要內容 Core Part			
Presentation and Practice	30 mins	1. Check understanding by having the students answer activities and Wordwall exercises that comprise of all the topics in Chapter 2.	PPT Wordwall
總結 Closure			
Wrap-up	5 mins	1. Check for clarifications.	
References:			
Wordwall exercises:			
https://wordwall.net/tc/resource/61862341/my-day-getting-ready https://wordwall.net/resource/62112936/whats-in-your-school-bag https://wordwall.net/resource/62833968/recycling-2			

教學活動設計：第十三節課 (Lesson 13)

Lesson 13: Chapter 2 Oral Test

Objectives:

At the end of the lesson, the students will:

1. Demonstrate understanding of Chapter 2 lessons through undergoing an oral test.
進行口頭測驗以展現對第二單元課程的理解。

Evaluation:

1. Students can complete their oral test.

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	2 mins	<ol style="list-style-type: none"> 1. Greetings. 2. Explain to students that they are going to have an oral test. 3. Inform them that their names will be called and teacher would ask them questions that they have to answer. 	

主要內容 Core Part

Production	35 mins	<ol style="list-style-type: none"> 1. Prepare rubrics for each student. 2. Call students by pair but ask them questions individually. This is for the next student to know what to expect. 3. Ask questions that they have to respond to. Visual clues are required for some questions. Ideally, students must say their answers but students answering through pointing pictures may be considered. 	Pictures Realia Rubric
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總結 Closure

Wrap-up	3 mins	1. Ask students how they find the test.	
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Reference:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

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): My School

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

設計者 (Lesson Designers): Angela and Hanna

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

General introduction of the unit (objective and rationale):

School is a primary learning and playing environment for a child. This unit aims to help students get acquainted with the places around the school and the activities they could do in each of them. More importantly, this unit teaches them how to behave and be safe by following various rules. Teaching young learners about rules would make them more dutiful individuals.

學校是孩子主要學習和玩耍的環境。本單元旨在幫助學生熟悉學校周圍的場所，及他們可以在每個場所進行的活動。更重要的是，本單元教導他們如何藉由遵守各種規則以行為端正並保持安全。教導年幼的學習者相關規則，幫助他們成為更盡責的個體。

Objectives of this unit/theme:

The objectives of this unit/theme are:

1. Students identify the different places around school.
學生識別學校周圍各種場所。
2. Students learn how to play fair and safe.
學生學習如何公平安全地玩耍。
3. Students perceive safe and dangerous situations.
學生辨別安全和危險的情況。
4. Students learn and follow break time rules.
學生學習並遵守休息時間的規則。
5. Students learn and follow classroom rules.
學生學習並遵守教室規則。
6. Students learn and follow lunch time rules.
學生學習並遵守午餐時間的規則。

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-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely.

珍視自己並學習照顧自己的方法，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。

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。

學習內容 (Learning Content):

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。

E-I-2 Put the norms of life into practice.

生活規範的實踐。

內容 Content (New knowledge, skills and understanding)**預計進行的節數
Corresponding
Lesson**

Students name the places around the school.

Lesson 1

Students accomplish a worksheet on the places around the school accurately.

Lesson 2

Students sing the “Hide and Seek” song.

Lesson 3

Students learn how to play “Hide and Seek” safe and fair.

Lesson 3

Students define safe and dangerous.

Lesson 4

Students identify if a particular activity or action is safe or dangerous.

Students accomplish a worksheet on danger accurately.

Lesson 5

Students identify all breaktime rules.

Lesson 6

Students identify all classroom rules.

Lesson 7

Students accomplish a worksheet on classroom rules accurately.

Lesson 8

Students identify all lunch time rules.

Lesson 9

Students trace and copy key vocabularies of the whole chapter and complete self-assessment.

Lesson 10

Students review all the topics in Chapter 3.

Lesson 11

Students demonstrate understanding of the lessons in Chapter 3 through oral test.

Lesson 12

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

Students explore places around the school and develop a sense of discovery.

Students foster friendship, socialization and motor skills through playing outside with their classmates.

Students explain why a particular activity is safe or dangerous.

Students realize why they need to prevent dangerous situations.

Students understand the value of obeying rules.

Students familiarize writing key vocabularies by tracing and writing.

Students assess their learning performance through self-assessment and oral test.

溝通 Communication (What and how)**Language of Learning (Key vocabulary—content-obligatory)**

School Playground Bathroom Big tree Library Track Pond Water Dispenser Health center Sandbox Hide and Seek Safe Dangerous Bubbles Swing	Knife Plug Staircase Seesaw Slide Stranger Rules Break time rules Hallways Littering Breaking Throwing Classroom rules Desk Line up	Do Don't Lunch time Food Mouth Banana Apple Grapes Watermelon Word list Self-assessment Oral test
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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 the name of our school? • Do you know all the places around school? • What do we do in _____? • Do you like going in _____? • What is your favorite place?
Lesson 2	<ul style="list-style-type: none"> • Can you color the box according to the color of each place?
Lesson 3	<ul style="list-style-type: none"> • Do you know the game Hide and Seek? • Have you played it before? • Do you know the rules? • Did you enjoy playing Hide and Seek with your classmates?
Lesson 4	<ul style="list-style-type: none"> • What is safe? • What is dangerous? • Is it safe or dangerous? • Why is it safe or dangerous? • Why is this safe and this dangerous? • It is safe if _____ but dangerous if _____. • What happens if you do this?
Lesson 5	<ul style="list-style-type: none"> • Can you put a tick next to the dangerous pictures?
Lesson 6	<ul style="list-style-type: none"> • Do you know break time? • Do you know rules? • What are the things you are allowed to do during break time? • What are the things you are not allowed to do during break time? • Why should we not _____? • Why is it important to follow break time rules? • What will happen if we don't follow break time rules?

Lesson 7	<ul style="list-style-type: none"> • What are the things you are allowed to do inside the classroom? • What are the things you are not allowed to do inside the classroom? • Why should we not _____? • Why is it important to follow classroom rules? • What will happen if we don't follow classroom rules?
Lesson 8	<ul style="list-style-type: none"> • Can you color the correct sign for "yes" and "no"?
Lesson 9	<ul style="list-style-type: none"> • What is lunch time? • What are the things you need to do during lunch time? • What are the things you cannot do during lunch time? • Why should we not _____? • Why should we _____? • Why is it important to follow lunch time rules? • What will happen if we don't follow lunch time rules?
Lesson 10	<ul style="list-style-type: none"> • Can you trace and copy all the world list for chapter 3? • Can you answer self-assessment carefully and truthfully?
Lesson 11	<ul style="list-style-type: none"> • Can you recall our topics in chapter 3? • Do you remember this lesson?
Lesson 12	<ul style="list-style-type: none"> • Can you tell me _____? • Can you pick/point _____? • Which one is ____?

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 see school as an educational and enjoyable institution where they learn life-long skills.
- Students socialize with their peers through play.
- Students will develop sense of responsibility to stay safe for themselves and other people, obedience to rules, and awareness of their surroundings.
- Students act as dutiful citizens inside the school by adhering to different rules, a habit they apply in real life everywhere they go.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Playtime: Around School

Objectives:

At the end of the lesson, the students will:

1. Familiarize with several places around the school through PowerPoint presentation.
藉由投影片熟悉學校周圍的幾個場所。
2. Share the things they do in places around school.
分享在學校周圍場所做的事。
3. Identify functions of several places around school through an activity.
藉由活動認識學校周圍場所的功能。
4. Choose their favorite place at school and explain why.
選出在學校最喜歡的地方，並分享原因。
5. Illustrate their favorite place and activity using a worksheet.
在學習單上描繪最喜歡的地方和活動。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a game.
3. Students can complete a worksheet to be checked by 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	<ol style="list-style-type: none"> 1. Ask students if they know the name of the school. Tell students that Long Pu is very big and there are a lot of places around the school. 2. Have the students brainstorm all the places they know in the school. 	
主要內容 Core Part			
Presentation	8 mins	1. Discuss all the places around school.	PPT
Practice	8 mins	<ol style="list-style-type: none"> 1. Place pictures of the different places around the classroom. 2. Call one member of each team to stand at a specific area in the room. 3. Show situational scenarios and ask where they must go for each situation. 4. The players would have to find and go to the picture of the correct place posted around the room. 5. Repeat until finished. 	PPT Flashcards
Production	14 mins	1. Answer Activity 3.3 Around School in the students' workbook on page 42.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Ask students to share what their favorite place is and why.	

Reference:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Around School

Objectives:

At the end of the lesson, the students will:

1. Recognize the places around school by coloring them with their corresponding color.

認識學校周圍的場所，並著上相應顏色。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 3.1 Around School in the students' workbook on page 40.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第三節課 (Lesson 3)

Lesson 3: Playtime: Hide and Seek

Objectives:

At the end of the lesson, the students will:

1. Learn and sing the "Hide and Seek Song".
學習並演唱「捉迷藏」歌曲。
2. Apply the safety and friendly rules when playing games with classmates.
與同學玩遊戲時遵守安全且友好的規則。
3. Actively and fairly participate in a game of Hide and Seek.
積極並公平地參與捉迷藏。

Evaluation:

1. Students can sing the "Hide and Seek Song" accurately.
2. Students can play Hide and Seek game with classmates safely and fairly.
3. Students can follow the rules when playing.
4. Students can listen and follow teachers' instructions.

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	<ol style="list-style-type: none"> 1. Ask students if they know and played the game Hide and Seek. 2. If yes, ask students to explain how it's played. 	
主要內容 Core Part			
Presentation	10 mins	<ol style="list-style-type: none"> 1. Teach the lyrics of the song Hide and Seek: <div style="text-align: center;"> Hide and seek. Hide and seek. Let's play hide and seek. Hide and seek. Hide and seek. Let's play hide and seek. Are you ready? Yeah! Are you ready? Yeah! Everybody...HIDE! 1-2-3-4-5-6-7-8-9-10... Ready or not, here I come! Hide and seek. Hide and seek. Let's play hide and seek. Hide and seek. Hide and seek. Let's play hide and seek. Let's play hide and seek. </div> 	https://www.youtube.com/watch?v=Tt_S9qoupAk
Practice	8 mins	<ol style="list-style-type: none"> 1. Tell students that they are going out to play Hide and Seek. 2. Explain the rules. Each team will take turns in playing as a "ghost" 3. Explain the safety rules. 	

Production	12 mins	1. Lead students out to play Hide and Seek.	
總結 Closure			
Wrap-up	5 mins	1. Go back to classroom. 2. Closure	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Playtime: Danger

Objectives:

At the end of the lesson, the students will:

1. Recall actions and activities considered dangerous at their home, at school, and outside.
回想在家裡、學校和外面被認為是危險的行為和活動。
2. Define safe and dangerous by showing them some scenarios.
觀看情境，並定義安全和危險。
3. Identify and analyze safe and dangerous situations in a series of pictures shown through PowerPoint presentation.
觀看投影片上一系列的圖片，辨識並分析安全和危險的情況。
4. Strengthen their assessment of what's safe and dangerous through a sorting activity.
藉由分類活動加強對安全和危險的評估。
5. Explain the importance of knowing whether a situation is safe or dangerous.
說明瞭解情況是否安全或危險的重要性。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a classroom activity.
3. Students can actively participate in a sorting 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	1. Act some 'dangerous actions' like playing with scissors, rocking the chair while seated, running, in front of the class and ask them if it's safe or dangerous.	
主要內容 Core Part			
Presentation	10 mins	1. Ask students what they think is safe and what is dangerous. 2. Once safe and dangerous are defined and differentiated asked the learners what are the actions that are considered dangerous at their home, school, and outside.	
Practice	10 mins	1. Show PPT presentation showing series of pictures of safe and dangerous situations. They would tell if the picture is safe or dangerous, they would answer as a class. They would do the "dingdong, dingdong" action (both hands on top of their head forming a circle) for safe, and "X" action (hands crossed) for dangerous. 2. Process each picture by asking: a. Why is it safe or dangerous?	PPT

Production	10 mins	1. Make a chart of safe and dangerous on the board. Hand out flashcards of safe and dangerous situations to each student. Let them examine the flashcard and identify if it's safe or dangerous.	Flashcards
		2. Call the class by team and let the students post their flashcards on the board under safe or dangerous sign. 3. Follow up for question or understanding.	
總結 Closure			
Wrap-up	5 mins	1. Ask students why it's important to know whether a situation is safe or dangerous.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Playtime: Danger

Objectives:

At the end of the lesson, the students will:

1. Distinguish what are safe and dangerous situations by ticking dangerous situations in their worksheet.

在學習單上勾出危險的情況，以分辨安全和危險的情況。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 3.4 Danger in the students' workbook on page 43.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Our Rules: Break Time Rules

Objectives:

At the end of the lesson, the students will:

1. Define break time and rules.
定義休息時間和規則。
2. Identify break time rules through a PowerPoint presentation.
藉由投影片認識休息時間的規則。
3. Explain why it's important to follow break time rules.
說明為什麼遵守休息時間規則很重要。
4. Strengthen knowledge of break time rules through completing a worksheet.
完成學習單加強對休息時間規則的理解。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a classroom activity.
3. Students can complete worksheets to be checked by 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	<ol style="list-style-type: none"> 1. Greetings. 2. Review previous lesson. 3. Ask students what break time is. 4. Ask students the things they do during break time and then the things they are not allowed to do. 	
主要內容 Core Part			
Presentation	10 mins	<ol style="list-style-type: none"> 1. Show and discuss PPT of Break Time Rules. 2. Process each rule by asking the following: <ol style="list-style-type: none"> a. Why should we not _____? 3. Ask students why it's important to follow the break time rules and what will happen if we don't follow them. 	PPT
Practice	10 mins.	<ol style="list-style-type: none"> 1. Give each team a set of flashcards of break time rules. 2. Call out one of the rules and each team must raise the corresponding flashcard. 	Flashcards
Production	12 mins	<ol style="list-style-type: none"> 1. Answer Activity 3.5 Break Time Rules in the students' workbook on page 44. 	Student's workbook
總結 Closure			
Wrap-up	3 mins	<ol style="list-style-type: none"> 1. Check and ensure students have completed their work. 	

References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023
Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第七節課 (Lesson 7)

Lesson 7: Our Rules: Classroom Rules

Objectives:

At the end of the lesson, the students will:

1. Sing "Line Up" song accurately.
精確地唱「排隊」歌曲。
2. Define classroom rules.
定義教室規則。
3. Identify classroom rules through a PowerPoint presentation.
藉由投影片認識教室規則。
4. Explain why it's important to follow classroom rules.
說明為什麼遵守教室規則很重要。
5. Distinguish the "Do's" and "Dont's" in the classroom through a sorting group activity.
各組區分教室裡「應該做」和「不應該做」的事。

Evaluation:

1. Students can sing "Line Up" song.
2. Students can actively participate in class discussion and answer teachers' questions.
3. Students can engage in a group 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	8 mins	1. Review previous lesson. 2. Play the video and teach the "Line Up" song: Line up, line up, everybody line up. Line up, line up, let's make a line. Line up, line up, everybody line up. Line up, line up, let's make a line. Move slowly Hands by your side Quiet, please... "Shh" Follow the leader! Here we go! REPEAT Line up, line up, everybody line up. Line up, line up, let's make a line. Line up, line up, everybody line up. Line up, line up, let's make a line.	https://www.youtube.com/watch?v=yFrMF0ScN3Q
主要內容 Core Part			
Presentation	10 mins	1. Present PPT and discuss the classroom rules. 2. Process each rule by asking the following: a. Why should we not _____? b. Why should we _____? 3. Ask students why it's important to follow the classroom rules and what will happen if we don't follow them.	PPT
Practice	5 mins	1. Show flashcards of classroom rules and ask them what they are.	Flashcards

Production	15 mins	1. Teachers will prepare two sets of flashcards. One set are the correct rules and the other set are improper ones. 2. Post 2 headings on the board ✓ (Do's) and X (Don'ts's). Call two groups at a time to sort the flashcards under the correct categories on the board.	Flashcards
總結 Closure			
Wrap-up	2 mins	1. Clean up.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第八節課 (Lesson 8)

Lesson 8: Our Rules: Classroom Rules

Objectives:

At the end of the lesson, the students will:

1. Identify the classroom rules by coloring the “Yes” and “No” sign and matching each rule to its correct picture.

將「是」和「不是」的標誌著色，並配對每條規則與正確的圖片以識別教室規則。

Evaluation:

1. Students can complete worksheets to be checked by 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	2 mins	1. Greetings	
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins.	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 3.7 Classroom Rules in the students' workbook on page 46.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第九節課 (Lesson 9)

Lesson 9: Our Rules: Lunch Time Rules

Objectives:

At the end of the lesson, the students will:

1. Define lunch time rules.
定義午餐時間規則。
2. Identify lunch time rules through a Powerpoint presentation.
藉由投影片認識午餐時間規則。
3. Explain why it's important to follow lunch time rules.
說明為什麼遵守午餐時間規則很重要。
4. Recognize lunch time rules by engaging in a Wordwall exercise.
藉由Wordwall認識午餐時間規則。
5. Strengthen knowledge of lunch time rules through completing a worksheet.
完成學習單加強對午餐時間規則的理解。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can complete worksheets to be checked by 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	1. Greetings. 2. Review previous lesson. 3. Play the video and teach the "Are You Hungry" song: <div style="text-align: center;"> Are you hungry? Yes I am. Are you hungry? Yes I am. Mmmm, a banana. Yum, yum, yum, yum, yum, Yum, yum, yum, yum Are you hungry? Yes I am. Are you hungry? Yes I am. Mmmm, an apple. Yum, yum, yum, yum, yum, Yum, yum, yum, yum Are you hungry? Yes I am. Are you hungry? Yes I am. Mmmm, grapes. Yum, yum, yum, yum, yum, Yum, yum, yum, yum Are you hungry? Yes I am. Are you hungry? Yes I am. Mmmm, watermelon. Yum, yum, yum, yum, yum, Yum, yum, yum, yum I'm full! </div>	https://youtu.be/ykTR0uFGwE0
主要內容 Core Part			

Presentation	10 mins	1. Show and discuss PPT of Lunch Time Rules. 2. Process each rule by asking the following: a. Why should we not _____? b. Why should we _____? 3. Ask students why it's important to follow the lunch time rules and what will happen if we don't follow them.	PPT
Practice	5 mins.	1. Tell students that they are going to play a Wordwall exercise where they are going to identify the lunch time rules.	https://wordwall.net/resource/64666125
Production	17 mins	1. Answer Activity 3.8 Eating Lunch in the students' workbook on page 48 and Activity 3.9 Are You Hungry? on page 51.	Student's workbook
總結 Closure			
Wrap-up	3 mins	1. Check and ensure students have completed their work.	
References: Wordwall: https://wordwall.net/resource/64666125 Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第十節課 (Lesson 10)

Lesson 10: Chapter Three: Grade One Word List and Student Self-Assessment

Objectives:

At the end of the lesson, the students will:

1. Recall all the keywords and terminologies of the chapter by tracing and/or copying the word list.

藉由描寫和/或抄寫回顧所有關鍵字與術語。

2. Assess their own learning performance by completing the student self-assessment sheet.

完成自我評估表以評定自己的學習表現。

Evaluation:

1. Students can complete chapter 3 word list and student self-assessment.

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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review all Chapter 3 topics.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	
Production	23 mins	1. Trace and/or copy Chapter 3 Word List in students' workbook on pages 52-55. 2. Complete student self-assessment in students' workbook on page 37.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

References:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第十一節課 (Lesson 11)

Lesson 11: Chapter 3 Review

Objectives:

At the end of the lesson, the students will:

1. Review all the topics discussed in Chapter 3 through activities and Wordwall exercises.

藉由活動與Wordwall複習第三單元所有討論過的主題

Evaluation:

1. Students can actively participate in the review through activities and Wordwall exercises.

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	1. Greetings. 2. Inform students they are going to have a review of all the topics in Chapter 3.	
主要內容 Core Part			
Practice and Presentation	30 mins	1. Check understanding by having the students answer activities and Wordwall exercises that comprise of all the topics in Chapter 3.	PPT Wordwall
總結 Closure			
Wrap-up	5 mins	1. Check for clarifications.	
<p>Reference:</p> <p>Wordwall:</p> <p>https://wordwall.net/resource/63764178/around-school https://wordwall.net/resource/63907799/safe-or-dangerous https://wordwall.net/resource/65063041/rules https://wordwall.net/resource/64666125</p>			

教學活動設計：第十二節課 (Lesson 12)

Lesson 12: Chapter 3 Oral Test

Objectives:

At the end of the lesson, the students will:

1. Demonstrate understanding of Chapter 3 lessons through undergoing an oral test.
進行口頭測驗以展現對第三單元課程的理解。

Evaluation:

1. Students can complete their oral test.

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	<ol style="list-style-type: none"> 1. Greetings. 2. Explain to students that they are going to have an oral test. 3. Inform them that their names will be called and teacher would ask them questions that they have to answer. 	
主要內容 Core Part			
Production	32 mins	<ol style="list-style-type: none"> 1. Prepare rubrics for each student. 2. Call students by pair but ask them questions individually. This is for the next student to know what to expect. 2. Ask questions that they have to respond to. Visual clues are required for some questions. Ideally, students must say their answers but students answering through pointing pictures may be considered. 	Pictures Rubric
總結 Closure			
Wrap-up	3 mins	1. Ask students how they find the test.	
<p>Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023</p>			

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): Chinese New Year

總節數 (Length of the Unit): 400 minutes (10 periods)

設計者 (Lesson Designers): Angela and Hanna

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

General introduction of the unit (objective and rationale):

Chinese New Year and Christmas are special and happy occasion. This unit aims to teach students things associated with these holidays, places we visit, activities done with family and friends and the meaning behind the celebration. Students will also make their own Chinese New Year celebration. A timely topic that will excite them for upcoming the festivities.

農曆新年和聖誕節是特別而快樂的時刻。本單元旨在教導學生這些節日的相關事物、我們參觀拜訪的場所、與家人朋友一起做的活動，以及慶祝活動背後的含義。學生將製作自己的農曆新年祝賀。這是一個符合時節的主題，將讓他們為即將到來的節慶感到興奮。

Objectives of this unit/theme:

The objectives of this unit/theme are:

1. Students recognize holidays like Christmas and Chinese New Year.
學生認識聖誕節和農曆新年等節日
2. Students identify different places around the neighborhood.
學生辨識鄰里周圍的不同場所。
3. Students compare Chinese New Year and Christmas.
學生比較農曆新年和聖誕節。
4. Students learn tales and stories relevant to a certain event.
學生學習與特定事件相關的傳說和故事。
5. Students make a craft for Chinese New Year.
學生製作農曆新年手工藝品。

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):

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。

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。

5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.

覺知生活中人、事、物的豐富面貌，建立初步的美感經驗。

學習內容 (Learning Content):

B-I-2 Recognizing the beauty or benefits of the social environment.

社會環境之美的體認。

D-I-3 Performance in listening and responding.

聆聽與回應的表現。

內容 Content (New knowledge, skills and understanding)**預計進行的節數
Corresponding
Lesson**

Students identify Chinese New Year.

Students name places around the neighborhood the things to do in these places.

Students accomplish a worksheet on places around neighborhood accurately.

Students compare Chinese New Year and Christmas.

Students identify items and decorations related to Christmas and Chinese New Year.

Students learn about other foreign countries way of celebrating Christmas.

Students categorize pictures of items and decorations depending on the categories.

Students accomplish a worksheet on Christmas and Chinese New Year accurately.

Students understand the story of Nian.

Students illustrate the story of Nian.

Students learn the “I Like Chinese New Year” song.

Students design their own Lucky Fish decoration.

Students trace and copy key vocabularies of the whole chapter and complete self-assessment.

Lesson 1

Lesson 2

Lesson 3 and 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8 and 9

Lesson 10

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

Students understand the significance of holidays like Christmas and Chinese New Year.
Students analyze their own preferences when it comes to celebrations, activities, and places.

Students are aware that other countries celebrate holidays differently.

Students make connections between tales and events.

Students create their own Chinese New Year decoration.

Students familiarize writing key vocabularies by tracing and writing.

Students assess their learning performance through self-assessment and oral test.

溝通 Communication (What and how)**Language of Learning (Key vocabulary—content-obligatory)**

Places Neighborhood Chinese New Year Supermarket Temple Bank Market School Snack shop Restaurant Clothing store Stationery shop	Convenience Store Park Christmas Decorations Christmas tree Stocking Candy canes Gifts Bells Rudolph Santa Claus Star	Flowers Firecrackers Treats Red envelopes Lantern Lucky money Zodiac animals Nian Fireworks Word list Self-assessment Oral test
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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"> • Do you know what holiday is coming? • How do you know it's Chinese New Year? • What do you see and do at Chinese New Year? • Do you like _____? Why • What's your favorite activity during Chinese New Year?
Lesson 2	<ul style="list-style-type: none"> • Can you match the activities to the places?
Lesson 3 and 4	<ul style="list-style-type: none"> • What is your favorite holiday? Why? • How are Christmas and Chinese New Year different?
	<ul style="list-style-type: none"> • How are they the same? • Do you know _____? • Do you like _____? • Which do you like more, Christmas or Chinese New Year? Why?
Lesson 5	<ul style="list-style-type: none"> • Can you play Big Wind Blows?
Lesson 6	<ul style="list-style-type: none"> • Can you trace and color the pictures?
Lesson 7	<ul style="list-style-type: none"> • Do you know Nian? • Do you know the story of Nian? • Who is in the story? • Who is Nian and what did Nian do? • What can stop Nian? • Can you draw Nian and the 3 things that can stop it?
Lesson 8 and 9	<ul style="list-style-type: none"> • Can you sing "I Like Chinese New Year" song? • Do you know "lucky"? • How about "fish"? • Can you color the square red and the Chinese character yellow? • Can you design your own lucky fish?
Lesson 10	<ul style="list-style-type: none"> • Can you trace and copy all the word list for chapter 4? • Can you answer self-assessment carefully and truthfully?

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 understand that holidays are cultural and that celebrations vary depending on the country.
- Students appreciate different holidays and various ways of celebrating.
- Students become aware of the changes in their surroundings indicating the arrival of Christmas and Chinese New Year.
- Students find beauty and joy in the festivities, decorations, and music of the holidays.
- Students learn about their own culture and value them.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Chinese New Year: It's CNY

Objectives:

At the end of the lesson, the students will:

1. Describe Chinese New Year.
描述農曆新年。
2. Share places they visit and things they do during Chinese New Year.
分享在農曆新年期間參觀拜訪的場所與做的事情。
3. Recognize places around the neighborhood and the things to do in these places during Chinese New Year through a PowerPoint presentation.
藉由投影片認識鄰里周圍的場所，及農曆新年期間在這些場所做的事。
4. Identify places to visit during Chinese New Year through a Wordwall exercise.
藉由Wordwall認識農曆新年期間參觀拜訪的場所。
5. Reflect and share how they feel during Chinese New Year.
省思並分享在農曆新年期間的感受。
6. Draw and share their favorite thing to do during Chinese New Year.
畫出並分享在農曆新年期間最喜歡做的事。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can complete drawing 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	1. Ask students if they know the ways that you can tell it's Chinese New Year. 2. Following questions may be asked: a. How do you know it's Chinese New Year? b. What do you see and do at Chinese New Year?	
主要內容 Core Part			
Presentation	10 mins	1. Show PPT and discuss places around the neighborhood and the things we do in these places during Chinese New Year. Process by asking the following questions: a. Do you like _____? Why or why not? b. What's your favorite Chinese New Year activity?	PPT
Practice	8 mins	1. Have the students play a Wordwall exercise where they identify names of places around the neighborhood.	https://wordwall.net/resource/65891738/cny-my-neighborhood

Production	15 mins	1. Ask students what their favorite activity during Chinese New Year is and have them draw it. They may use Note Page in their workbook. 2. Once done, ask a volunteer to share his/her work.	Students' workbook
總結 Closure			
Wrap-up	2 mins	1. Clean up.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Wordwall: https://wordwall.net/resource/65891738/cny-my-neighborhood			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Chinese New Year: My Neighborhood

Objectives:

At the end of the lesson, the students will:

1. Identify activities in the neighborhood by matching sentences into the correct pictures of places to do them.

配對句子與正確的場所圖片，以認識鄰里活動。

Evaluation:

1. Students can complete worksheet to be checked by 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 4.1 Around School in the students' workbook on page 62.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第三、四節課 (Lesson 3 and 4)

Lesson 3 and 4: Chinese New Year Favorite Holiday

Objectives:

At the end of the lesson, the students will:

1. Define holidays like Christmas and Chinese New Year.
定義聖誕節和農曆新年等節日。
2. Differentiate Christmas and Chinese New Year through a comparison discussion.
藉由比較討論來區分聖誕節和農曆新年。
3. Describe the things or activities done during Christmas and Chinese New Year.
描述在聖誕節和農曆新年期間做的事或活動。
4. Familiarize with how Christmas is celebrated in 3 foreign countries.
熟悉三個國家慶祝聖誕節的方式。
5. Reflect and share which holiday they like more, Christmas or Chinese New Year.
省思並分享更喜歡哪個節日，聖誕節或農曆新年。

Evaluation:

1. Students actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a Wordwall exercise.
3. Students can actively participate in a picture 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	10 mins	1. Review previous lesson. 2. Ask students what their favorite holiday is and why.	
主要內容 Core Part			
Presentation	25 mins	1. Emphasize Christmas and Chinese New Year from their answers. And ask students how Christmas and Chinese New Year are the same and how they are different. 2. Show PPT and discuss until slide 9. 3. Introduce the 3 countries where the foreign teachers at school are from - South Africa, Canada, and Philippines. Explain to students that countries have different ways in celebrating Christmas and one of these is the food served. 4. Continue discussion until the end of the slide.	PPT
Practice	15 mins	1. Have students play a Wordwall exercise where they identify things related to Christmas and Chinese New Year.	https://wordwall.net/resource/65710322/cny-christmas

Production	20 mins	1. Prepare a set of cards about Christmas and Chinese New Year and have students play the game Pictionary. 2. Call 1 student each team to pick 1 card and he/she will draw it on the board and his/her team must guess it correctly. Each team can only guess twice if they fail to answer correctly, other teams may answer and gets the point.	Cards
總結 Closure			
Wrap-up	10 mins	1. Ask students which they like more, Christmas or Chinese New Year and why. 2. Closure.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 Wordwall: https://wordwall.net/resource/65710322/cny-christmas			

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Chinese New Year: Big Wind Blows

Objectives:

At the end of the lesson, the students will:

1. Distinguish objects that are connected to Christmas and Chinese New Year.
區分與聖誕節和農曆新年相關的物品。
2. Categorize different objects.
分類不同物品。
2. Execute the goal of the game by listening to their teacher's instruction.
聆聽老師的指示以完成遊戲目標。
3. Play fair and safe as a whole class.
全班公平友好地玩。

Evaluation:

1. Students can actively participate in a game.
2. Students can listen and follow teachers' instructions.

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	1. Review previous lesson about Christmas and Chinese New Year.	
主要內容 Core Part			
Presentation	10 mins	1. Tell students that they are going to play a game called "Big Wind Blows". 2. Each student will get a flashcard. The flashcards have vocabulary words in English and pictures. There will be 2 of each flashcard, so two students will have the same word. a. Christmas: Christmas tree, stocking, candy cane, gifts, Santa Claus, Rudolph, bells, star b. CNY: firecrackers, fireworks, treats and candy, red envelopes / lucky money, Nian, 12 zodiac animals, lanterns, flowers	Flashcards

Practice	10 mins	<p>1. Teacher chooses one student to stand in front of the whole class and takes away their seat.</p> <p>2. Teacher says “big wind blows” and the students will respond, “Blows what?” Then the teacher will say something that describes some of the flash cards. For example, Teacher says “something red”.</p> <p>5. Then the students with something red need to stand up and find another seat. The student at the front of the class must also find a seat.</p> <p>6. Whichever student is left standing, will have to stand at the front of the class and wait for the next round. The teacher will choose another thing that the Big Wind Blows.</p>	Flashcards Chairs
Production	10 mins	1. Show different categories and ask students to group themselves according to the category shown.	PPT
總結 Closure			
Wrap-up	5 mins	1. Clean up.	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023			

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Chinese New Year: CNY and Christmas

Objectives:

At the end of the lesson, the students will:

1. Get more familiar with things and objects relevant to Christmas and Chinese New Year by completing a worksheet.

完成學習單以更加熟悉與聖誕節和農曆新年相關的事物。

Evaluation:

1. Students can complete worksheets to be checked 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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review the previous lesson.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	Students' workbook
Production	23 mins	1. Answer Activity 4.2 CNY and Christmas in the students' workbook on page 64.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

教學活動設計：第七節課 (Lesson 7)

Lesson 7: Chinese New Year: The Story of Nian

Objectives:

At the end of the lesson, the students will:

1. Understand the story of Nian presented through a video.
藉由影片瞭解年獸的故事。
2. Describe Nian through a Wordwall exercise.
藉由Wordwall描述年獸。
3. Illustrate Nian and 3 things can stop it.
描繪年獸和可以阻止牠的三樣東西。

Evaluation:

1. Students can actively engage in class discussion and answer teachers' questions.
2. Students can actively participate in a classroom activity.
3. Students can complete worksheets to be checked by 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	1. Greetings. 2. Ask students if they know Nian.	
主要內容 Core Part			
Presentation	10 mins	1. Show students a video of the story of Nian. Ask them the following questions: a. Who is in the story? b. Who is Nian and what did Nian do? (Nian was a monster that was eating people and animals in the village.) c. What can stop Nian? (fire, noise, the color red) 2. Teacher can also ask students to describe Nian. (big claws, big teeth, scary etc.)	https://youtu.be/GVPHdFX9iHY
Practice	9 mins.	1. Have the students play a Wordwall exercise where they identify descriptions of Nian and the things that can stop it.	https://wordwall.net/resource/66062908/nian
Production	15 mins	1. Answer Activity 4.3 The Story of Nian in the students' workbook on page 66.	Student's workbook
總結 Closure			
Wrap-up	3 mins	1. Check and ensure students have completed their work.	

References:

Grade 1 Life Skills Bilingual Teacher Book 1, August 2023

Grade 1 Life Skills Bilingual Student Book 1, August 2023

Story of Nian. Retrieved from <https://youtu.be/GVPHdFX9iHY>

Wordwall: <https://wordwall.net/resource/66062908/nian>

教學活動設計：第八、九節課 (Lesson 8 and 9)

Lesson 8 and 9: Chinese New Year: Lucky Fish

Objectives:

At the end of the lesson, the students will:

1. Sing the song "I Like Chinese New Year" accurately.
精確地唱「我喜歡農曆新年」。
2. Create a decoration called Lucky Fish and understand its meaning.
創作一個名為「幸運魚」的裝飾品，並瞭解其含義。
3. Showcase their artistry and creativity by designing their Lucky Fish.
藉由設計幸運魚展示藝術才能和創造力。

Evaluation:

1. Students can sing "I Like Chinese New Year" song
2. Students can finish making their Lucky Fish within the allotted time.

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	15 mins	1. Review previous lesson. 2. Play the video and teach the "I Like Chinese New Year" song: I like Chinese New Year! I like Chinese New Year! Firecrackers sound so loud. Lions and dragons dance around. Family gatherings are super. Congratulations everyone! Happy Chinese New Year! Happy Chinese New Year! I like Chinese New Year! I like Chinese New Year! New clothes and new shoes. Candy, rice cake and yummy food. Lucky money makes me happy. Stay up late and have fun! Congratulations to everyone! Happy Chinese New Year! Happy Chinese New Year!	https://youtu.be/7nbVklKC3PA
主要內容 Core Part			
Presentation	10 mins	1. Tell students they will make a lucky fish to bring home as a decoration. 2. Give each student a printed copy of the Lucky Fish. 3. Explain to them what the Chinese character means.	Lucky Fish

Practice	10 mins	<ol style="list-style-type: none"> 1. Teach students the parts of the fish. 2. Instruct them to design their Lucky Fish. They must color the square red and the Chinese character yellow. They can color the rest any way they want. 3. Show an example. 	Lucky Fish example
Production	35 mins	<ol style="list-style-type: none"> 1. Have the students color and draw their Lucky Fish. 2. Once they are done, give them 1 googly eye and glue it on their fish. 3. Punch holes on top of the paper and tie a string so they can hang it as a decoration at home. 	Lucky Fish Coloring materials Googly eye String
總結 Closure			
Wrap-up	10 mins	<ol style="list-style-type: none"> 1. Ask students to share their artwork and talk about their design. 2. Take pictures (optional). 3. Clean up. 	
Reference: Grade 1 Life Skills Bilingual Teacher Book 1, August 2023 I Like Chinese New Year song. Retrieved from https://youtu.be/7nbVklKC3PA			

教學活動設計：第十節課 (Lesson 10)

Lesson 10: Chapter Four: Grade One Word List and Student Self-Assessment

Objectives:

At the end of the lesson, the students will:

1. Recall all the keywords and terminologies of the chapter by tracing and/or copying the word list.

藉由描寫和/或抄寫回顧所有關鍵字與術語。

2. Assess their own learning performance by completing the student self-assessment sheet.

完成自我評估表以評定自己的學習表現。

Evaluation:

1. Students can complete chapter 4 word list and student self-assessment.

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	2 mins	1. Greetings.	
主要內容 Core Part			
Presentation	5 mins	1. Review all Chapter 3 topics.	
Practice	5 mins	1. Explain the instruction/s of the activity in their workbook. Show an example if necessary.	
Production	23 mins	1. Trace and/or copy Chapter 4 Word List in students' workbook on pages 76-80. 2. Complete student self-assessment in students' workbook on page 81.	Students' workbook
總結 Closure			
Wrap-up	5 mins	1. Check and ensure students have completed their work.	

Reference:

Grade 1 Life Skills Bilingual Student Book 1, August 2023

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

龍埔國小一年級上學期生活(美勞)單元設計

<p>單元名稱 Unit</p>	<p>我上一年級 Grade One</p>	<p>教案設計者 Designer</p>	<p>一年級美勞團隊</p>
<p>教材來源 Teaching Material</p>	<p>自編</p>	<p>本單元共 <u>12</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，本學期的課程主要在協助孩童發展以下能力：</p> <ul style="list-style-type: none"> ✓ 充份探索環境與自己的關係，發展出自己的繪畫語言。 ✓ 藉由工具媒材的介紹以及相應的造形遊戲，讓孩童熟悉繪畫媒材 ✓ 透過引導練習正確彩色筆、膠水的使用方式，建立多元的表現途徑。 		
<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 style="text-align: center;">學科學習重點 Learning Focus</p>	<p style="text-align: center;">學習表現 Learning Performance</p>	<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>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>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-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-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 style="text-align: center;">學習內容 Learning Contents</p>	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-1 事物特性與現象的探究。</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>D-I-1 自我與他人關係的認識。</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 style="text-align: center;">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. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的彩色筆及膠水使用方式 	

<p style="text-align: center;">評量方法 Assessment Methods</p>	<p>1.創作作品 2.課堂表現 3.學習單</p>		
教學流程 Teaching Procedures			
主題或單元活動內容		教材資源	節數
<p>活動一：個人檔案-嘿!這是誰?</p> <p>1. 創作前的事前準備</p> <p>2. 欣賞、發表&回饋初體驗：</p> <p> (A)如何欣賞別人的作品</p> <p> (B)發表作品注意事項</p> <p> (C)如何回饋</p> <p>3. 學生作品欣賞及發表，教師適時給予正向回饋。</p>		彩色筆	3
<p>活動二：有趣的彩色筆</p> <p>1. 認識彩色筆-彩色筆的特性、外觀</p> <p>2. 媒材技法練習-如何執筆、著色以及混色</p> <p> (A)教師介紹使用彩色筆的注意事項。</p> <p> (B)教師帶領學生實際拿出彩色筆練習執筆及著色。</p> <p> (C)教師帶領學生運用學習單練習不同著色方式。</p> <p>3. 造形遊戲(1)-彩色筆應用練習 I</p> <p> *著色方式練習：點、線、面*</p> <p>4. 造形遊戲(2)-彩色筆應用練習 II</p> <p> *混色練習*</p> <p>5. 創作- 彩色筆運用</p> <p> (A)教師再次提醒使用彩色筆的注意事項。</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>6. 欣賞、發表&回饋-彩色筆創作</p> <p> 學生作品欣賞及發表，教師適時給予正向回饋。</p>		彩色筆 學習單 圖畫紙	6
<p>活動三：我的神奇膠水</p> <p>1. 媒材技法練習(2)-膠水如何使用</p> <p> (A)教師利用實物投影機介紹的外觀。</p> <p> (B)講解使用膠水的注意事項。</p> <p> (C)教師帶領學生實際拿出膠水練習塗抹。</p> <p> *視學生狀況調整練習的次數*</p> <p>2. 【校本課程】造形遊戲(3)-磁磚壁貼小達人</p> <p> (A)教師再次提醒使用膠水的注意事項。</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-色紙撕貼畫創作</p> <p> 學生作品欣賞及發表，教師適時給予正向回饋。</p>		膠 水 色 紙 圖畫紙	3
<p style="text-align: center;">參考資料 References</p>	<p>《美勞教育概論》2019 吳政雄 著；</p>		

教學記錄及作品範例參考

【1st Grade Visual Art】

Session 1:

1. Teacher's Self Introduction-PPT

Name

Activity I Like

The Color I Like

My Favorite Food

The Animal I Love

2. Worksheet- All About Me

Guide students to write/draw their personal information using the five topics of teacher's self-intro.

3. Class Rules

Hand Gestures: Ask Question/ Answer a Question / Go to the Bathroom

Session 2:

1. Dispatch Markers to the Students

Choose between purple/yellow/white (case color).

a) Ask students to think one color they really want to get, and a second favor color they can accept in case their first choice isn't available.

b) Dispatch Markers to the students.

c) Ask the students to think again and see if they have second thoughts.

d) A chance to change with others-two minutes

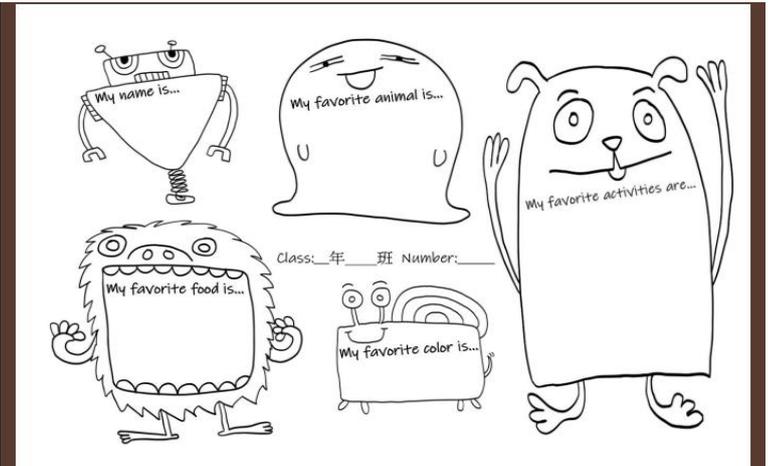
*rule: You can only change with the person who agrees to swap.

2. Color Code on the Marker Case

a) Guide students to make color code on their newly received marker.

b) Students try and mess up their markers then try to put them back in place.

c) Ask students to paste their name stickers on each marker and the case.



【1st Grade Visual Art】 Week 2

1. Picture Shopping:

Students go around the classroom and draw pictures they like on their "shopping list" sheet.

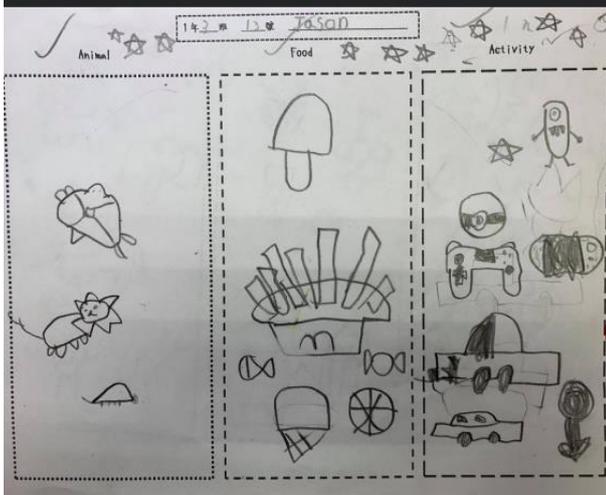
2. Creative Drawing Challenge:

The teacher uses the document camera to show the picture.

Brainstorm ideas with the students before they dive into their own creative process.

Encourage students to come up with their creative ideas.

Ask students to emerge items on their shopping list into their drawing. Remind students not to color with oil pastels.



【1st Grade Visual Art】 Week 3

Creative Word-Picture Design

- a. Students choose their favorite style of template cards.
- b. Copy their English name onto the Head part of the card.
- c. Students utilize their imagination as well as creativity to create their own special design.
- d. Draw their personal information (the animal I like; the food I love to eat) on the other two parts of the card.
- c. Use marker or color pencil for coloring.



【1st Grade Visual Art】 Week 4

◆Session one◆

Paper Puppet Design

- a. Students utilize their imagination as well as creativity to create their special character.
- b. Remind students to draw with a pencil first.
- c. Trace the pencil lines with a permanent marker before coloring.
- d. Use markers for coloring.

◆Session two◆

- a. Assemble the parts using plastic rings.
- b. Gallery walk:
Students share their work with each other.
- c. Group photo.



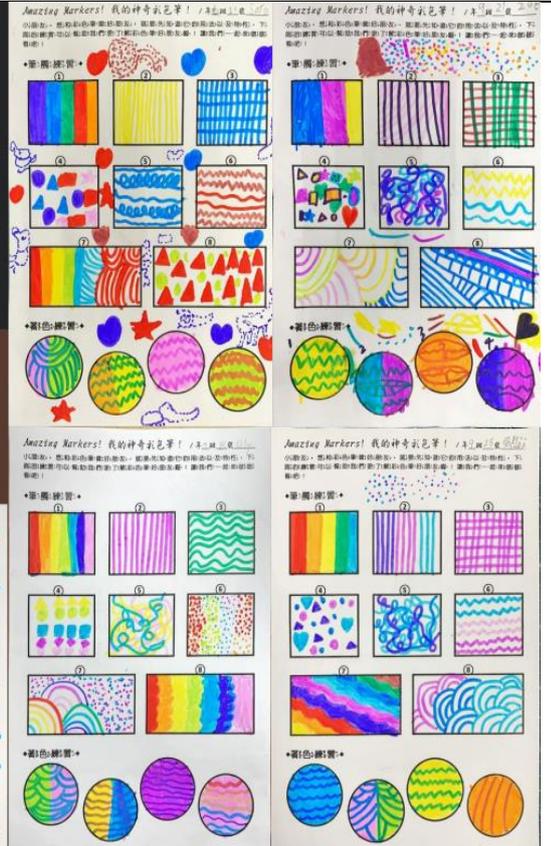
【1st Grade Visual Art】Week 6

Markers Practice

a. Guide students to practice some simple drawing techniques with the worksheet.

b. Creative Drawing challenge 3

Students try to incorporate the triangle and the dot printed on the paper into their drawing.



第二單元

龍埔國小一年級上學期生活(美勞)單元設計

<p>單元名稱 Unit</p>	<p>學校的一天 My Day</p>	<p>教案設計者 Designer</p>	<p>一年級美勞團隊</p>
<p>教材來源 Teaching Material</p>	<p>自編</p>	<p>本單元共 <u>12</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，本學期的課程主要在協助孩童發展以下能力：</p> <ul style="list-style-type: none"> ✓ 充份探索環境與自己的關係，發展出自己的繪畫語言。 ✓ 藉由工具媒材的介紹以及相應的造形遊戲，讓孩童熟悉繪畫媒材 ✓ 透過引導練習剪刀的正確使用方式，建立多元的表現途徑。 		
<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>	

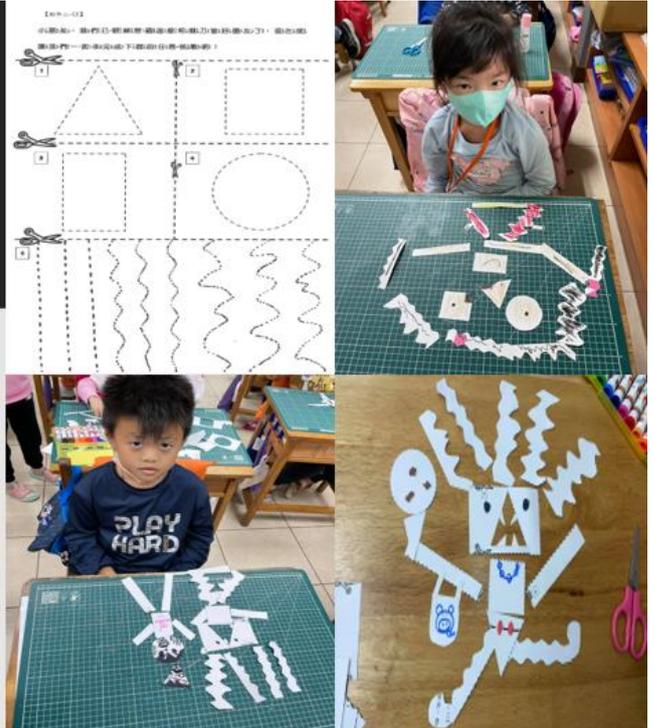
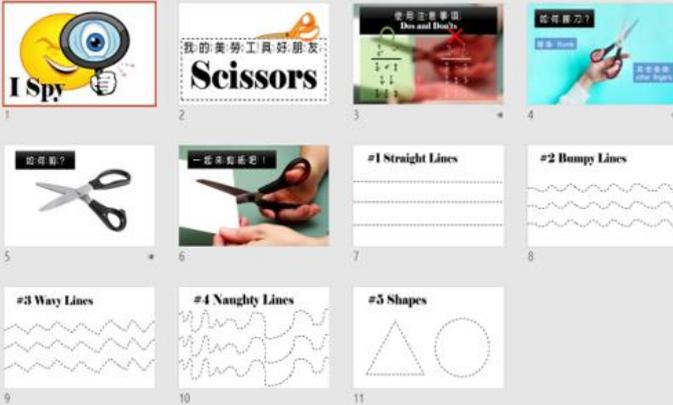
<p style="text-align: center;">學科學習重點 Learning Focus</p>	<p style="text-align: center;">學習表現 Learning Performance</p>	<p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法。</p> <p>2-I-1 以感官和知覺探索生活，覺察事物及環境的特性。</p> <p>2-I-4 在發現及解決問題的歷程中，學習探索與探究人、事、物的方法。</p> <p>2-I-5 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p> <p>3-I-1 願意參與各種學習活動，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-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-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 style="text-align: center;">學習內容 Learning Contents</p>	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-1 事物特性與現象的探究。</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>D-I-1 自我與他人關係的認識。</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 style="text-align: center;">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. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的剪刀使用方式 	
<p style="text-align: center;">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 	

教學流程 Teaching Procedures		
主題或單元活動內容	教材資源	節數
<p>活動一：我的剪刀好朋友</p> <p>1. 媒材技法練習-剪刀</p> <p>(A)教師利用 PPT 介紹剪刀的握法及注意事項。</p> <p>(B)教師帶領學生實際拿出剪刀練習握刀及開合。</p> <p>(C)教師發下回收紙，帶領學生利用剪刀剪出直線、曲線。 *視學生狀況調整練習的次數*</p> <p>2. 造形遊戲-我剪、我剪、我剪剪剪!</p> <p>(A)教師再次提醒使用剪刀的注意事項。 *依照學生特性，發下不同程度的學習單。</p> <p>(B)學生依照學習單上面的指示練習使用剪刀將指定的形狀剪下來。 *先沿虛線將學習單剪成三部份，再帶領學生做每一部份的練習。</p> <p>(C)教師於行間巡視學生使用剪刀狀況，並適時幫助有困難的學童。</p> <p>3. 造形遊戲(2)-剪刀應用練習 II *將剪出來的形狀排出一件作品*</p> <p>4. 創作-剪刀運用</p> <p>(A)教師再次提醒使用剪刀的注意事項。</p> <p>(B)教師發下色紙，讓學生運用色紙做剪紙創作。</p> <p>5. 欣賞、發表&回饋-剪刀創作 學生作品欣賞及發表，教師適時給予正向回饋。</p> <p>6. 各組分享 Gallery walk</p>	<p>PPT 學習單 回收紙 8K 圖畫紙 4K 圖畫紙</p>	6
<p>活動二：創作達人大挑戰</p> <p>1. 媒材技法練習-彩色筆、剪刀、膠水綜合練習 I</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。 *視學生狀況調整關卡的難易度*</p> <p>2. 造形遊戲-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。 *依照學生特性，發下不同程度的學習單*</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>彩色筆 剪刀 膠常 回收紙 圖畫紙</p>	6
<p>參考資料 References</p>	<p>《美勞教育概論》2019 吳政雄 著；</p>	
<p>教學記錄及作品範例參考</p>		

【1st Grade Visual Art】 Week 13

In the English class, students have learned four different shapes through this one book called "Circle Rolls". Therefore, in this lesson I harness the ideas of shapes and guide students to use scissors properly and safely.

- Review all four shapes(triangle, circle, rectangle, square) and play "I spy".
- Dos and Don'ts of using a pair of scissors.
- Students practice using scissors to cut out lines and shapes.
- Students utilize their creativity to form a picture with the cut out pieces.



【1st Grade Visual Art】 Week 14

In this lesson, students have to follow instructions with attention to get a better result on their creations.

- Students use construction paper to print out the pictures in their brain onto the paper.
- Think of one word or phrase or sound that their creation would say/make.



第三單元

龍埔國小一年級上學期生活(美勞)單元設計

<p>單元名稱 Unit</p>	<p>校園安全你我他 My School Rules</p>	<p>教案設計者 Designer</p>	<p>一年級美勞團隊</p>
<p>教材來源 Teaching Material</p>	<p>自編</p>	<p>本單元共 <u>10</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，本學期的課程主要在協助孩童發展以下能力：</p> <ul style="list-style-type: none"> ✓ 充份探索環境與自己的關係，發展出自己的繪畫語言。 ✓ 藉由工具媒材的介紹以及相應的造形遊戲，讓孩童熟悉繪畫媒材 ✓ 透過引導練習正確繪畫工具的使用方式，建立多元的表現途徑。 		
<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 ■C1 道德實踐與公民意識 ■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 style="text-align: center;">學科學習重點 Learning Focus</p>	<p style="text-align: center;">學習表現 Learning Performance</p>	<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>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>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-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-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 style="text-align: center;">學習內容 Learning Contents</p>	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-1 事物特性與現象的探究。</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>D-I-1 自我與他人關係的認識。</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-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 style="text-align: center;">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. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的繪畫工具使用方式 	

<p>評量方法 Assessment Methods</p>	<p>1.創作作品 2.課堂表現 3.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：校園裡的小昆蟲</p> <p>1. 創作-製作昆蟲頭套 (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 學生作品欣賞及發表，教師適時給予正向回饋。</p>		<p>昆蟲頭套材料 彩色筆</p>	<p>2</p>
<p>活動二：校園魔法探險隊</p> <p>1. 校園探索(I)-行前說明 2. 工作單-探索準備與規畫 3. 校園探索(I)-綠意森林大探險 <i>*帶領孩子到綠意森林區裡探查，利用豐富的自然生態，刺激孩子們的感官。*</i></p> <p>4. 造形遊戲(6)-不一樣的視界 <i>*引導孩子用不同的角度仔細觀察，去發現自己所平時沒看見的小地方。*</i></p> <p>5. 校園探索(II)-森林裡的神祕痕跡 6. 造形遊戲(5)-森林裡的小精靈 <i>*利用自然、現成物就地進行創作*</i></p>		<p>PPT 學習單 紙製動物帽 回收紙 遊戲區照片 4K 圖畫紙</p>	<p>4</p>
<p>活動三：線線家族的密祕聚會</p> <p>1. 媒材技法練習(5)-線畫 (A)教師利用 PPT 介紹線條畫法及特性。 (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。 (C)教師發下回收紙，帶領學生作線條練習。 <i>*視學生狀況調整練習的次數*</i></p> <p>2. 造形遊戲(6)-線線家族 (A)教師再次提醒使用媒材的注意事項。 <i>*依照學生特性，發下不同程度的學習單*</i> (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>學習單 回收紙</p>	<p>2</p>
<p>活動四：我變我變我變變變！</p> <p>1. 創作練習-變形畫</p>		<p>剪刀 膠水 色紙</p>	<p>2</p>

<p>(A)教師利用 PPT 及範例作品介紹變形畫的原理。</p> <p>(B)發下回收紙帶學生實作操作練習。</p> <p>*視情況調整練習次數、給予學生適當的協助*</p> <p>2. 欣賞、發表與回饋</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p> <p>3. 欣賞、發表&回饋-色紙剪貼畫創作</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	圖畫紙	
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參考資料
References

《美勞教育概論》2019 吳政雄 著；

教學記錄及作品範例參考

【1st Grade Visual Art】Week 7-9
Week 7 & 8: Paper Hat Design
 a. Students use the learned coloring techniques to design their hat.
 b. Teachers help students assemble the parts together.

Week 9: Exploring the Forest Area
 a. Guide students to learn the "magical rules" via PPT slides and worksheet.
 b. Explain the tasks students have to do during the expedition.
 c. Take students out to explore the forest area next to the lower grade classrooms.



魔法探險隊：隊名：_____ 小隊 隊員：_____ 號：_____

小朋友，我們即將出發到「綠意森林」展開探險，在出發前我們一起來看看有關探險隊事項吧！

1. 探險守則：
 1. Always stick together with your teammates.
 2. Be careful when you explore the areas.
 3. Pay attention to the whistles.

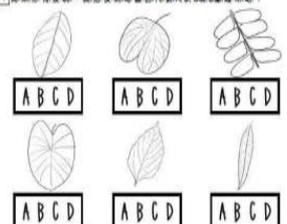
2. 探險：除了上面這三項規則之外，還有什麼是探險隊守則這項的專項嗎？

3. 探險前準備事項：除了遵守規則之外，帶齊地圖的探險隊員也是非常重要的事情呢！仔細地看看，下面的地圖中有哪些是探險隊員的必備品呢？請你將這些必備品剪下來吧！

4. 探險：除了上面的東西之外，我們可能還需要帶些什麼呢？把它們剪下來黏畫出來吧！

森林裡的好朋友：
 在綠意森林區域有許多不同的動物、植物以及景觀，你都有看過嗎？知道他們在哪裡嗎？讓我們大家一起來探險這些動物吧！

1. 找動物：下面這些形狀的果子能在前面區域裡發現呢？
 1. 如果沒有發現，請把後面給定的代號A、B、C或D填起來吧！



2. 你發現其他形狀的果子了嗎？它是什麼果子呢？試著畫畫看吧！

3. 觀察圖：你觀察出來綠意森林區域的果子有幾種不同的顏色呢？
 一共有_____種顏色：

4. 找動物：在A、B、C、D區域裡能發現哪些動物呢？是什麼顏色的呢？
 D 區：_____ C 區：_____
 B 區：_____ A 區：_____

5. 繪地圖：除了果子形狀以外，你還看到了什麼生物或景觀呢？

探險地圖：



【1st Grade Visual Art】Week 12

Sunny and hot this week. We finally got the chance to appreciate all the students' creativity and imagination in they art works. 😊

Little Elf in the Forest Area:

- a. Guide students to find the special marks made by the little elves living in the forest.
- b. Dos and Donts of using natural materials.
- b. Students use their own imagination to create the image of the little elf.



校園魔法探險隊 Part 2



【1st Grade Visual Art】Week 18

Lines!!

- a. Introduce the selected lines to the students and guide them to find these lines in a classroom setting.
- b. Students practice drawing the lines on the worksheet.
- c. Hide and seek: students use their imagination to hide the lines.
- d. Magical drop: students create a special hair style for their character using the practiced lines.

Lines! 線:條:毛:蟲:家:族:!
 小朋友，在我們的生活中可以發現各式各樣的線條，你能舉出若干個具體化的例子，讓我們的畫面看起來更豐富、更具創意、更有趣嗎？讓我們一起來探索線條家族的成員吧！

SEE Wen

straight	
hills	
dots	
zig-zags	
clouds	
castle	
loops	
free	

◆ 觀察線家族 ◆ 想想把下面的線條藏在圖形裡吧！

Lines! 線:條:毛:蟲:家:族:!
 小朋友，在我們的生活中可以發現各式各樣的線條，你能舉出若干個具體化的例子，讓我們的畫面看起來更豐富、更具創意、更有趣嗎？讓我們一起來探索線條家族的成員吧！

SEE Wen

straight	
hills	
dots	
zig-zags	
clouds	
castle	
loops	
free	

◆ 觀察線家族 ◆ 想想把下面的線條藏在圖形裡吧！



【1st Grade Visual Art】 Week 11

Sadly, the weather still wasn't adorable this week so I have to run two different lessons. The students were so excited to explore the forest area again on Wednesday.

Plan A

- a. Students finish their own design of Fold Surprise drawing on drawing/construction paper.
- b. Students share their story in their art work with one another.
- c. Gallery Walk

Guide student to appreciate other's drawings as well as reflecting their own work with the worksheet.

Plan B

- a. Guide students to find the special marks made by the little elves living in the forest.
- b. Dos and Donts of using natural materials.
- b. Students use their own imagination to create the image of the little elf.



第四單元

龍埔國小一年級上學期生活(美勞)單元設計

<p>單元名稱 Unit</p>	<p>過年囉 Chinese New Year</p>	<p>教案設計者 Designer</p>	<p>一年級美勞團隊</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，本學期的課程主要在協助孩童發展以下能力：</p> <ul style="list-style-type: none"> ✓ 充份探索環境與自己的關係，發展出自己的繪畫語言。 ✓ 藉由工具媒材的介紹以及相應的造形遊戲，讓孩童熟悉繪畫媒材 ✓ 透過引導練習正確繪畫工具的使用方式，建立多元的表現途徑。 		
<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>	

學科學習重點 Learning Focus	學習表現 Learning Performance	1-I-1 探索並分享對自己及相關人、事、物的感受與想法。 2-I-1 以感官和知覺探索生活，覺察事物及環境的特性。 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。 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。 3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。 3-I-3 體會學習的樂趣和成就感，主動學習新的事物。 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。 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。 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。 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。 5-I-3 理解與欣賞美的多元形式與異同。	
	學習內容 Learning Contents	C-I-1 事物特性與現象的探究。 C-I-2 媒材特性與符號表徵的使用。 C-I-3 探究生活事物的方法與技能。 D-I-3 聆聽與回應的表現。 E-I-1 生活習慣的養成。	
單元學習目標 Learning Objectives	<ul style="list-style-type: none"> ● Listen to rules and understand the importance of rules of social interaction. ● Learn vocabulary for this semester. ● 發展出學生自己的繪畫語言。 ● 熟悉不同繪畫媒材。 ● 學會正確的繪畫工具使用方式 		
評量方法 Assessment Methods	1.創作作品 2.課堂表現 3.學習單		
教學流程 Teaching Procedures			
主題或單元活動內容		教材資源	節數

<p>活動一：創作達人大挑戰 II</p> <p>媒材技法練習-彩色筆、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>彩色筆</p>	<p>2</p>
<p>活動三：是誰帶走了聖誕老公公?</p> <p>1. 故事引導-聖誕老公公不見了</p> <p>(A)教師利用 PPT 講故事，營造聖誕節神秘氣氛，並介紹本週任務。</p> <p>(B)教師帶領學生做創意發想，讓學生自由選擇媒材。</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>PPT 圖畫紙</p>	<p>4</p>
<p>活動二：五彩獅頭</p> <p>1. 創作(5)-獅頭 I -著色</p> <p>(A)教師利用範例介紹獅頭著色注意事項。</p> <p>(B)教師發下回獅頭，帶領學生將有孔洞的地方拆御並放置於回收箱。</p> <p>(C)教師帶領學生於空白處練習著色，體驗不同紙材給予的回饋。</p> <p><i>*視學生狀況調整練習的次數*</i></p> <p>2. 欣賞、發表&回饋-獅頭</p> <p>學生作品欣賞及發表，教師適時給予正向回饋。</p>	<p>獅頭造型紙板 PPT 彩色筆</p>	<p>2</p>
<p>參考資料 References</p>	<p>《美勞教育概論》2019 吳政雄 著；</p>	
<p style="text-align: center;">教學記錄及作品範例參考</p>		

【1st Grade Visual Art】 Week 16

Story-based Drawing Part I:

a. Story telling- Who kidnapped Santa?
via PPT slides and the clues.

b. Students utilize their imagination and creativity to complete "the thing" that took Santa away.

*Remind students that the three known parts are necessary body parts of "the thing."



2



3



4



10



11



12



【1st Grade Visual Art】 Week 17

Story-based Drawing Part II:

a. Story telling- Who kidnapped Santa? via PPT slides.

b. Review the previous section of the story and appreciate all the monsters done by the students.

c. After hearing the second part of the story, students will utilize their imagination and creativity to create the challenge tasks their monsters give to the Santa rescue team.

d. Remind students the taught procedures of creating a piece of drawing.



19



20



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23



24

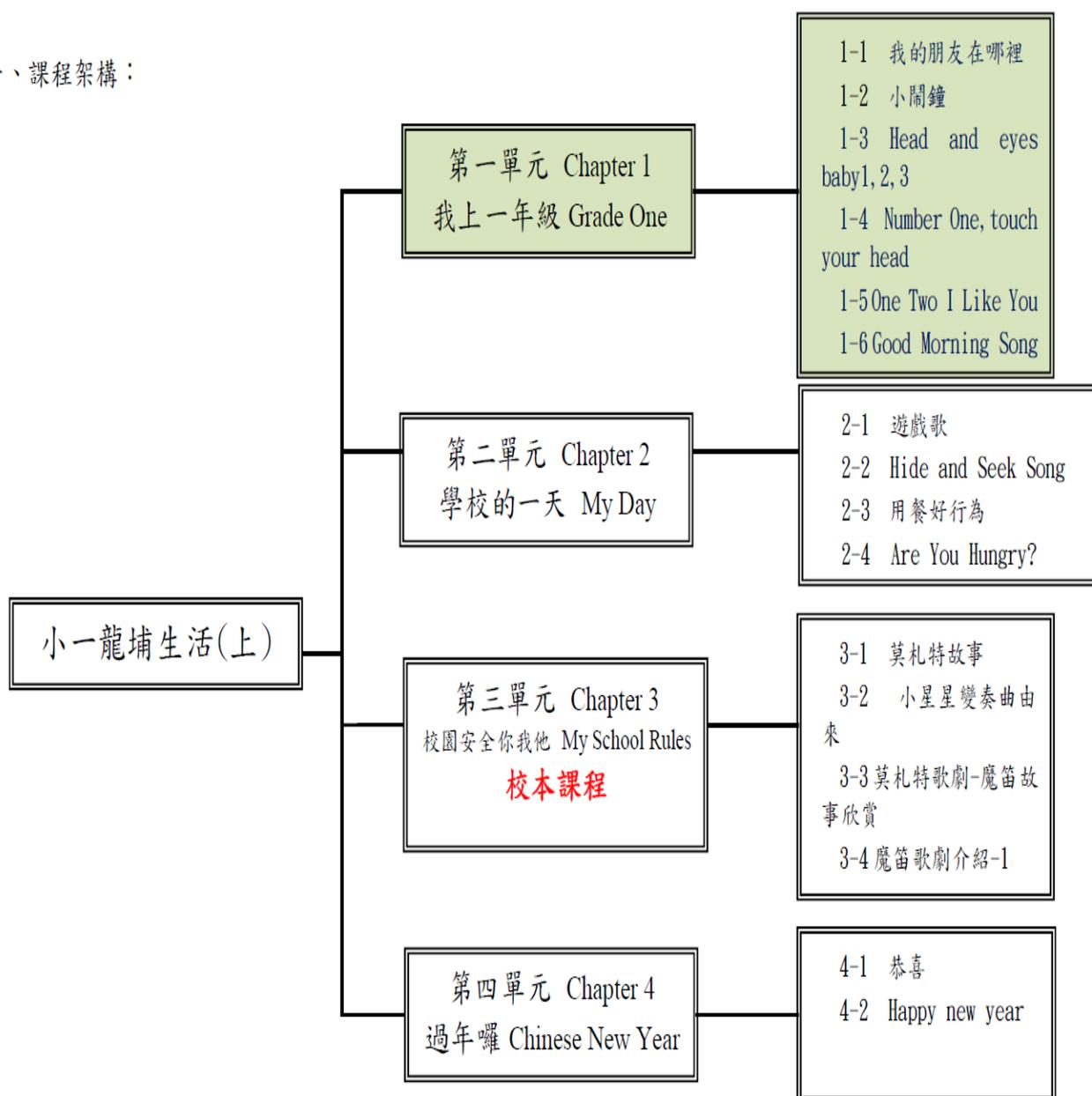


捌、雙語音樂課程



一、雙語音樂課程架構

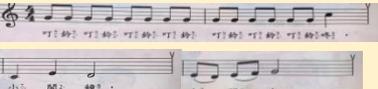
一、課程架構：



二、雙語音樂課程內容及教案

第一單元

龍埔國小一年級上學期生活(音樂)單元設計

第一單元：我上一年級 Chapter 1:Grade One				
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 節奏練習：</p> <ol style="list-style-type: none"> 1. 說明課堂的規則和建立默契兩項。 2. 介紹音符名稱及拍子。 3. 學童的名字有兩個字、三個字、四個字，節奏型分別為（我是王華♪♪♪♪）（我是林柏均♪♪♪♪）（我是歐陽姍姍♪♪♪♪） 4. 介紹我的朋友在哪裡的拍號為四四拍曲子，節奏型為  <p>第二節</p> <ol style="list-style-type: none"> 1. 「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。 2. 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。 4. 配合教師彈奏，練唱整曲至熟練。 5. 換唱第二段歌詞，□處置入好朋友的姓名。 <p>第三節</p> <ol style="list-style-type: none"> 1. Chants:Head and eyes baby1, 2, 3(身體和數字 body&number)：利用 PPT 和閃示卡練習單字。 2. 配上自製節奏練習至熟練。 <p>第四節 節奏練習</p> <ol style="list-style-type: none"> 1. 介紹小鬧鐘的拍號為四四拍曲子，節奏型為    <ol style="list-style-type: none"> 2. 「請你跟我這樣拍」，教師手拍一種節奏型，學生跟 	6	<ol style="list-style-type: none"> 1. 四拍子的背景音樂。 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 6. 自製閃示卡。 <p>雙語單字： * Head and eyes baby1, 2, 3: Head, eyes, Baby, one, two, three * Number One, touch your head: Number, one, two, three, four, five, six, touch, your, head, hair, book, shoes, clothes, try again</p> <p>*One Two I Like You:</p>	<p>觀察評量 口頭評量 行為檢核 態度評量 演唱評量</p>

<p>拍；練習兩種節奏型至熟練為止。</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. 教師清唱歌詞手拍節奏，一次一句，學生跟著模唱。</p> <p>5. 配合教師彈奏，練唱整曲至熟練。</p> <p>6. Chant: Number <u>One</u>, touch your <u>head</u>. (數數*，摸摸你的*): 利用 PPT 和閃示卡練習單字。</p> <p>7. 配上自製節奏練習至熟練。</p> <p>第四節 節奏練習</p> <p>1. 介紹四分休止符</p> <p>2. 介紹 One Two I Like You 的拍號為四四拍曲子</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: 歌曲 Good Morning Song(打招呼)：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>第五節</p> <p>1. 複習:sing~我的朋友在哪裡</p> <p>2. 複習:Beat rhythm ~我的朋友在哪裡</p> <p>3. 複習:sing~小鬧鐘</p> <p>4. 複習:Beat rhythm ~小鬧鐘</p> <p>5. 複習:Chants:Head and eyes baby1, 2, 3</p> <p>6. 複習:Number One, touch your head.</p> <p>7. 複習: Good Morning Song</p> <p>8. 複習: sing~One Two I Like You</p> <p>9. 評量</p>	<p>I , You , like , one , two , three , me</p>	
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112學年度上學期 一年級音樂課

第一單元 Chapter One

課堂規則 My class rules

1. 分4組 (4 groups)
2. 得到5分 獲得一個獎章
five points touchdown
3. 得到50個獎章 ~ 獲得獎勵
fifty points get the award
4. 參與 / 樂於學習 / 不開玩笑
join / joy / no joke

1-1

我^メ的^カ朋^ト友^ト在^ア哪^コ裡^カ

認^ル識^ブ節^セ奏^ヲ

TEMPO
RHYTHM

3-1

• 音符介紹

Semibreve /'sem.i.bri:v/

minim /'mɪn.ɪm/

quarter note/'kwɔ:tə ,neut/

全音符

二分音符

四分音符



3-1

• 音符介紹

全音符



四分音符



四分音符



四分音符



四分音符



二分音符



四分音符



四分音符



3-1

• 音符介紹

全音符



去

Yˇ Y˘ Y˘ Y˘

二分音符



去

Yˇ Y˘

四分音符



去

Yˇ

3-1

• 打_ㄉ節_ㄉ奏_ㄉ~我_ㄉ的_ㄉ朋_ㄉ友_ㄉ在_ㄉ哪_ㄉ裡_ㄉ

• 挑_ㄉ戰_ㄉ1

• 挑_ㄉ戰_ㄉ2

3-2

• 節奏~我的朋友在哪裡

• 挑戰3

• 挑戰4

3-2

• 唱(sing)~我的朋友在哪裡

美國民歌

林福裕詞

鄭加加填詞

稍快板

在這裡， 在這裡， 我的朋友在這裡。
笑嘻嘻， 多甜蜜， 柏均柏均就是你。

2-1



Chants

1-2

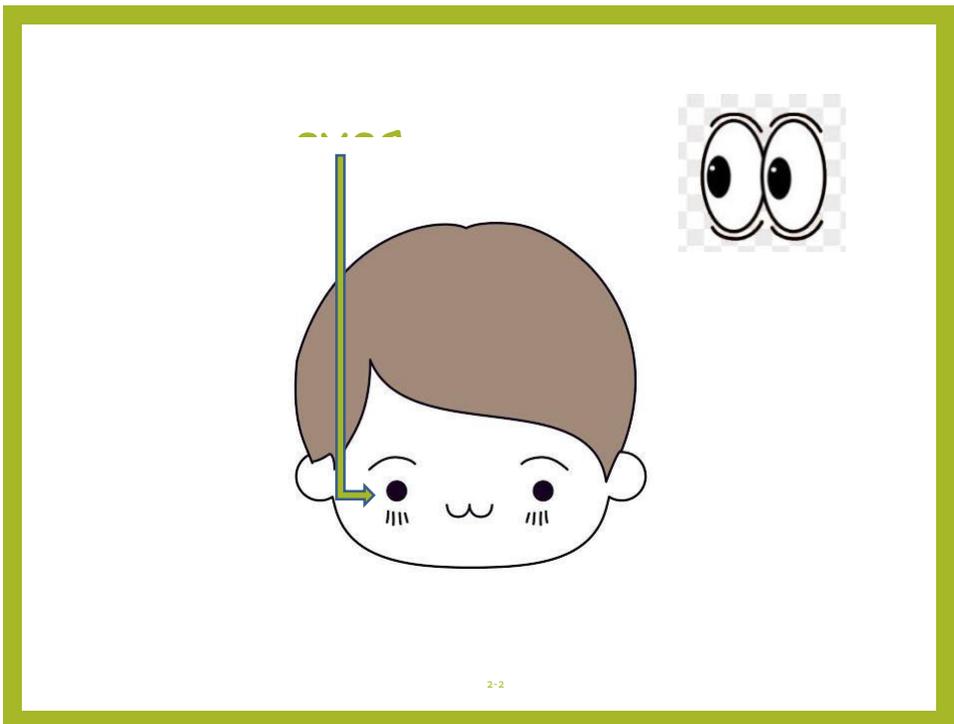
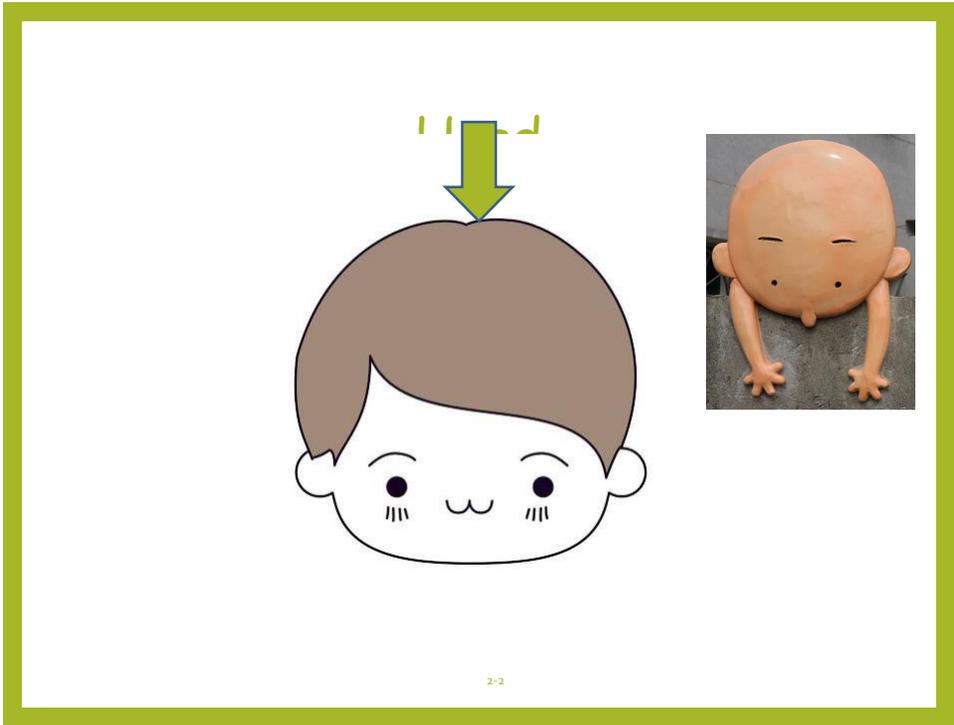
Head and eyes baby 1,2,3

2-2

Head and eyes baby 1,2,3

- Head and eyes, Baby, one two three
- Head and eyes, Baby, one two three
- Head and eyes, Head and eyes
- Head and eyes, Baby, one two three

2-2



One



1

two



2

three



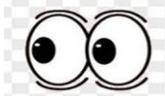
3

2-2

Head and eyes baby 1,2,3



&



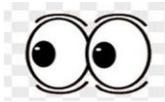
,



1,2,3



&



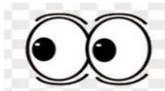
,



1,2,3



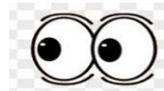
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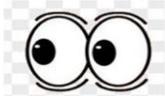
&



1,2,3



&



,



Head and eyes baby1,2,3

- Head and eyes,Baby,one two three
- Head and eyes,Baby,one two three
- Head and eyes, Head and eyes
- Head and eyes,Baby,one two three



2-3

1-3

小^ト鬧^ノ鐘^ネ

唱 (sing) ~ 小鬧鐘 (Alarm clock)

小鬧鐘

稍快板 上 官 亮 詞
范 宇 文 曲

叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴

我是一個 我是一個 小鬧鐘，
早晨 叫醒 小朋友，
快樂 快樂 上學校。

打節奏 (Beat rhythm) ~ 小鬧鐘 (Alarm clock)

小鬧鐘

稍快板 上 官 亮 詞
范 宇 文 曲

叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴 叮鈴叮鈴

我是一個 我是一個 小鬧鐘，
早晨 叫醒 小朋友，
快樂 快樂 上學校。



Chants

1-4

Number One,
touch your head

3-3

Number One, touch your head

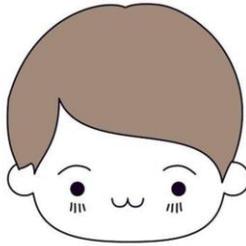
- Number One, touch your head.
- Number two, touch your hair.
- Number three, touch your book.
- Number four, touch your shoes.
- Number five, touch your clothes.
- Number six, try again.

3-3

1 one



touch 



head

3-3

2 two



touch 



hair

2-3

3 three



touch 



book

2-3

4 four



touch 



shoes

2-3

5 five



touch 



clothes

2-3

6 six



try 

- Number One, touch your head.
- Number two, touch your hair.
- Number three, touch your book.
- Number four, touch your shoes.
- Number five, touch your clothes.
- Number six, try again.

2-3

Number One, touch your head

- Number One, touch your head.
- Number two, touch your hair.
- Number three, touch your book.
- Number four, touch your shoes.
- Number five, touch your clothes.
- Number six, try again.



3-3

1-5

One, Two, I Like You

唱 (Sing) ~ One, Two, I Like You

One, Two, I Like You

One, two, I like you. One, two,
I like you. One, two, three, you like me and
I like you. One, two, I like you.
One, two, I like you. One, two, three,
you like me and I like you. (I do!)

1,2 我 喜 歡 你 One, Two, I Like You

One, two, I like you.
One, two, I like you.
One, two, three,
you like me and I like you.
One, two, I like you.
One, two, I like you.
One, two, three,
you like me and I like you.

打の節奏(Beat rhythm)~One,Two,I Like You

One, Two, I Like You

One, two, I like you. One, two,
 I like you. One, two, three, you like me and
 I like you. One, two, I like you.
 One, two, I like you. One, two, three,
 you like me and I like you. (I do!)



Chants

1-6

問の好の歌の曲 Good morning song

問好歌曲 Good morning song

- Good **moring**. Good **moring**.
- Good **moring**. How are you?
- I'm **fine**. I'm **fine**. I'm **fine**.
- Thank you.
- **moring** 早上 / **afternoon** 中午 / **evening** 傍晚
- **Fine** 很好 / **great** 很好

4-4

複習 • 唱(sing)~我的朋友在哪裡

美國民歌

林福裕 詞

鄭加加 填詞

稍快板



一 二 三 四 五 六 七， 我的朋友在哪裡？
 啦 啦 啦 啦 真歡喜， 同唱歌來同遊戲，



在這裡， 在這裡， 我的朋友在這裡。
 笑嘻嘻， 多甜蜜， 柏均 柏均 就是你。

唱 (sing) ~ 小鬧鐘 (Alarm clock)

小鬧鐘

上 官 亮 詞
范 宇 文 曲

稍快板

叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴，
我是一個我是一個小鬧鐘，
早晨叫醒小朋友，
快樂樂上學校。

打節奏 (Beat rhythm) ~ 小鬧鐘 (Alarm clock)

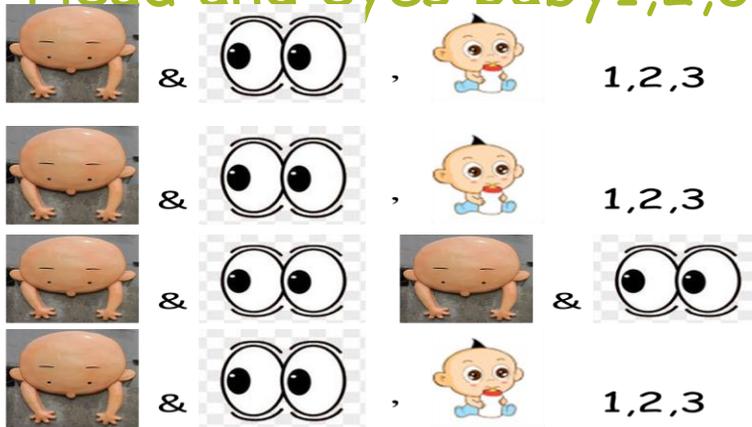
小鬧鐘

上 官 亮 詞
范 宇 文 曲

稍快板

叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴叮鈴，
我是一個我是一個小鬧鐘，
早晨叫醒小朋友，
快樂樂上學校。

Head and eyes baby 1,2,3



6-2



Number One, touch your head

- Number One, touch your head.
- Number two, touch your hair.
- Number three, touch your book.
- Number four, touch your shoes.
- Number five, touch your clothes.
- Number six, try again.



3-3

1,2 我^ㄉ喜^ㄟ歡^ㄟ你^ㄩ One, Two, I Like You

One, two, I like you.
One, two, I like you.
One, two, three,
you like me and I like you.
One, two, I like you.
One, two, I like you.
One, two, three,
you like me and I like you.

問^ㄉ好^ㄟ歌^ㄟ曲^ㄩ Good morning song

- Good **moring**. Good **moring**.
- Good **moring**. How are you?
- I'm **fine**. I'm **fine**. I'm **fine**.
- Thank you.

- **moring** 早^ㄉ上^ㄟ / **afternoon** 中^ㄟ午^ㄩ / **evening**
傍^ㄟ晚^ㄩ
- **Fine** 很^ㄟ好^ㄟ / **great** 很^ㄟ好^ㄟ

第一單元評量/Exam

第二單元

龍埔國小一年級上學期生活(音樂)單元設計

第二單元：學校的一天 Chapter 2: My Day				
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. 增加課堂的默契兩項。 2. 介紹遊戲歌拍號~四四拍曲子。 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。 <p>第二節</p> <ol style="list-style-type: none"> 1. 介紹手搖鈴和響板樂器的使用方式及英文稱呼。 2. 使用樂器演奏遊戲歌的拍子。 3. 變換樂器使用的小節位置。 <p>第三節</p> <ol style="list-style-type: none"> 1. Chants: Hide and Seek Song (躲貓貓之歌): 利用 PPT 和閃示卡練習單字。 2. 配上自製節奏練習至熟練。 <p>第四節</p> <ol style="list-style-type: none"> 1. 介紹用餐好行為的拍號~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。 <p>第五節</p> <ol style="list-style-type: none"> 1. Chants: Are You Hungry?(你餓了嗎?): 利用 PPT 和閃示卡練習單字。 2. 配上自製節奏練習至熟練。 <p>第六節</p> <ol style="list-style-type: none"> 1. 複習:sing~遊戲歌 	6	<ol style="list-style-type: none"> 1. 四拍子的背景音樂。 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。 <p>雙語單字:</p> <p>* Hide and Seek Song:</p> <p>* Are You Hungry?</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>

	2. 複習:sing~用餐好行為 3. 複習: :Hide and Seek Song 4. 複習: Are You Hungry? 評量			
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112學年度一年級音樂課

第二單元
Chapter Two

唱(sing)~遊戲歌(Game song)

稍快板

英國民歌
趙苑伶詞



下課時光真精彩，好朋友，一起來，
遊樂器材真有趣，翹翹板，溜滑梯，
校園又大又新奇，暗角落，不能去，



打球賽跑，盪秋千，都要守規矩。
大家排隊，守秩序，安全要注意。
樓梯走廊，不嬉戲，要到操場去。

拍 節 奏 (Beat rhythm)~遊 戲 歌 (Game song)

稍 快 板

英 國 民 歌
趙 苑 伶 詞



下 課 時 光 真 精 采， 好 朋 友， 一 起 來，
遊 樂 器 材 真 有 趣， 翹 翹 板， 溜 滑 梯，
校 園 又 大 又 新 奇， 暗 角 落， 不 能 去，



打 球 賽 跑， 盪 秋 千， 都 要 守 規 矩。
大 家 排 隊， 守 秩 序， 安 全 要 注 意。
樓 梯 走 廊， 不 嬉 戲， 要 到 操 場 去。

拍 節 奏 (Beat rhythm)~遊 戲 歌 (Game song)

組 別 1、2~手 搖 鈴
G1、G2~Hand Bell

組 別 3、4~響 板
G3、G4~castanets

稍 快 板

英 國 民 歌
趙 苑 伶 詞



下 課 時 光 真 精 采，
遊 樂 器 材 真 有 趣，
校 園 又 大 又 新 奇，



打 球 賽 跑， 盪 秋 千，
大 家 排 隊， 守 秩 序，
樓 梯 走 廊， 不 嬉 戲，



好 朋 友， 一 起 來，
翹 翹 板， 溜 滑 梯，
暗 角 落， 不 能 去，



都 要 守 規 矩。
安 全 要 注 意。
要 到 操 場 去。

拍節(Beat rhythm)~遊戲歌(Game song)

四組一起~G1-G4 together

稍快板 英國民歌 趙苑伶詞

下課時光真精彩，好朋友，一起來，
遊樂器材真有趣，翹翹板，溜滑梯，
校園又大又新奇，暗角落，不能去，
打球賽跑，盪秋千，都要守規矩。
大家排隊，守秩序，安全要注意。
樓梯走廊，不嬉戲，要到操場去。

拍節(Beat rhythm)~遊戲歌(Game song)

四組一起~G1-G4 together

稍快板 英國民歌 趙苑伶詞

下課時光真精彩，好朋友，一起來，
遊樂器材真有趣，翹翹板，溜滑梯，
校園又大又新奇，暗角落，不能去，
打球賽跑，盪秋千，都要守規矩。
大家排隊，守秩序，安全要注意。
樓梯走廊，不嬉戲，要到操場去。



Chants

躲カク貓ネコ貓ネコ之ノ歌ウタ

Hide and Seek Song

Hide and Seek Song

Hide and seek, hide and seek,
Let play hide and seek.
Hide and seek, hide and seek,
Let play hide and seek.
Are you ready!Yeah!
Are you ready!Yeah!
Everybody...hide!
1-2-3-4-5-6-7-8-9-10
Ready or not,here I come!
Let play hide and seek.

打節奏(beat rhythm)~用餐好行為(Good eating habits)

稍快板 鄭加加 詞

用餐好行為

一起用餐好愉快，魚肉蛋蔬都是寶，
樣樣都吃不挑菜，這樣才營養。

唱(sing)~用餐好行為(Good eating habits)

稍快板 鄭加加 詞

用餐好行為

一起用餐好愉快，魚肉蛋蔬都是寶，
樣樣都吃不挑菜，這樣才營養。

打節奏(beat rhythm)~用餐好行為(Good eating habits)



用餐好行為

稍快板 鄭加加 詞

一起用餐好愉快，魚肉蛋蔬都是寶，
 樣樣都吃不挑菜，這樣才營養。

打節奏(beat rhythm)~用餐好行為(Good eating habits)



稍快板 鄭加加 詞

一起用餐好愉快，魚肉蛋蔬都是寶，
 樣樣都吃不挑菜，這樣才營養。



Chants

你_ニ餓_ハ了_カ嗎_ヤ?
Are You Hungry?

Are You Hungry?

- Are you hungry? Yes I am.
Are you hungry? Yes I am.
Mummm, a banana.
Yum, yum, yum, yum, yum,
Yum, yum, yum, yum

Are You Hungry?

- Are you hungry? Yes I am.
Are you hungry? Yes I am.
Mummm, an apple.
Yum, yum, yum, yum, yum,
Yum, yum, yum, yum

Are You Hungry?

- Are you hungry? Yes I am.
Are you hungry? Yes I am.
Mummm, a grapes.
Yum, yum, yum, yum, yum,
Yum, yum, yum, yum

第二單元評量/Exam

第二單元評量/Exam

第三單元

龍埔國小一年級上學期生活(音樂)單元設計

第三單元：校園安全你我他 Chapter 3: My School Rules				
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 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</p> <ol style="list-style-type: none"> 1. 歌劇介紹 2. 魔笛歌劇劇介紹 <p>第五節 魔笛歌劇劇情延伸</p> <ol style="list-style-type: none"> 1. 三個考驗遊戲: <p>*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。</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</p>	5	<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 6. 莫札特五歲創作的歌曲 7. 欣賞莫札特有名歌曲~小星星變奏曲 8. 魔笛歌劇雙語歌曲: * Twinkle, twinkle, little star 	觀察評量 口頭評量 行為檢核 態度評量 演唱評量

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。

2. 音樂繪圖：第三關音樂欣賞學習單



112學年度上學期

第三單元3-1

Story
Time1

Wolfgang Amadeus Mozart
沃爾夫岡.阿馬德烏斯.莫札特



[克雷思克牡蠣課 莫札特生平小故事 - YouTube](#)

18th century 在_レ西_レ元_レ18世_レ紀_レ

In Austria, a boy was born.

在_レ奧_レ地_レ利_レ， 有_レ一_レ個_レ男_レ孩_レ誕_レ生_レ了_レ。



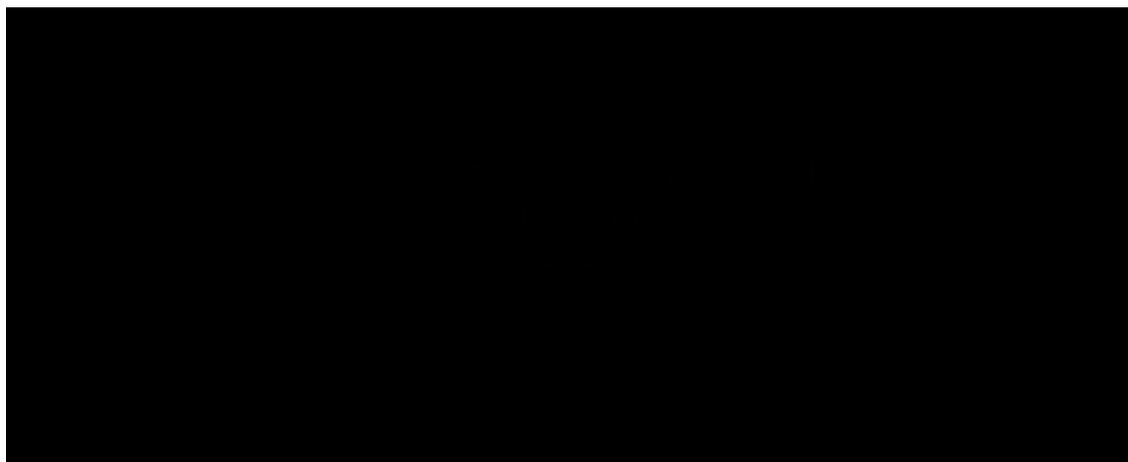
His name was Wolfgang Amadeus Mozart.

他_レ的_レ名_レ字_レ叫_レ做_レ沃_レ夫_レ岡_レ， 阿_レ瑪_レ迪_レ斯_レ， 莫_レ札_レ特_レ。



When he was five years old, he wrote his first piano concerto.

當他五歲時，編出一首鋼琴協奏曲。



When he was six years old, he was a famous performer.

當他六歲時，就已經是出名的演奏家。

He toured in many cities in Europe.

他在歐洲各地巡迴演出。



Young Mozart was good at composing music .

年輕的莫札特展現他的編曲才能。

Mozart wrote his first symphony at the age of eight.

莫札特在八歲時就寫出第一首交響曲。

He wrote more than fifty symphonies.

Among them, Symphony No. 40 in g minor is the most famous.

他一共創作了 50 多首交響曲，其中以第 40 號 g 小調交響曲最著名。



● 交響曲 (Symphony) 是古典音樂的樂曲型式。

● 包含多個樂章的大型管弦樂曲。

● 一般是為管弦樂團創作。

● 樂團包括弦樂器 (包括小提琴、中提琴、大提琴、低音提琴)、木管樂器、銅管樂器及打擊樂器。

● 編制在 30 至 100 人之間。

● 交響曲多半會有四個樂章。





He composed his first opera at the age of twelve.

莫扎特在十二歲時創作出第一部歌劇。

When he was fourteen years old, he had already conducted the opera for at least twenty times.

當他14歲時，親自指揮這部歌劇至少二十次。

https://www.bilibili.com/video/BV1rz4y1f7Sz/?spm_id_from=333.788.recommend_more_video.4

【唱片欣赏】莫扎特歌剧《巴斯蒂安与巴斯蒂安娜》（法语版）



When he was fifteen years old, the Archbishop of Salzburg appointed him the Concertmaster of the Salzburg Court Orchestra .

當他15歲時，受聘為薩爾斯堡大主教宮廷樂團首席。

Mozart produced more than six hundred and fifty pieces in his hole life.

莫札特一生共完成六百五十多件作品。



Mozart produced more than six hundred and fifty pieces in his hole life.

莫札特一生共完成六百五十多件作品。

Mozart passed away at the age of thirty-five .

莫札特在35歲時就過世了。



<https://slidesplayer.com/slide/16662515/>

莫札特音樂的神奇之處



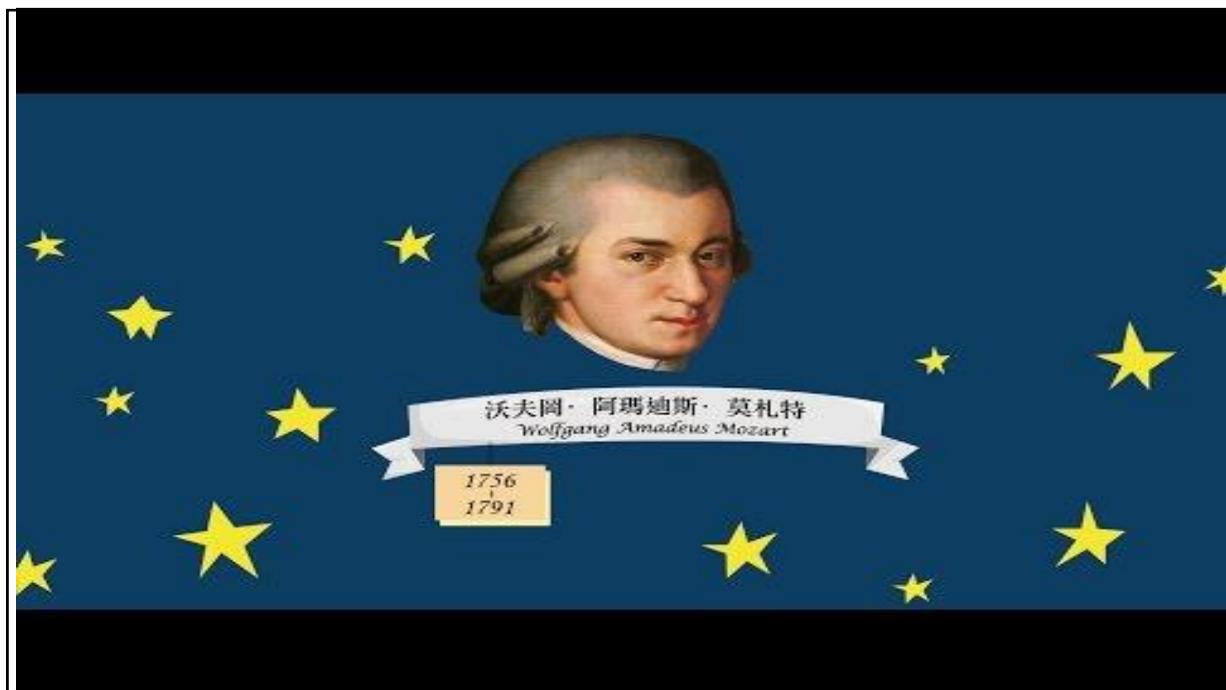
莫札特作品讓人變聰明

K448



動動腦時間

1. 莫札特是哪一國的音樂家？(1)奧地利(2)中國(3)南非(4)加拿大
2. 他在音樂史上有什麼尊稱？(1)音樂神童(2)音樂神偷(3)音樂頑童(4)音樂老頭
3. 在美國一個大學認為莫札特的K448樂曲第二樂章有什麼神奇的功效？
 - (1)變聰明
 - (2)智力測驗成績提高
 - (3)癲癇症病人腦波變緩和
 - (4)刺激腦波
4. 去世前完成的最後一個作品是什麼？
 - (1)魔笛
 - (2)費加洛婚禮
 - (3)唐喬望尼
 - (4)安魂曲



112學年度上學期

第三單元3-2

莫札特歌曲介紹~ 小星星變奏曲



小星星變奏曲創作取材

莫札特 《小星星變奏曲》~

曲：法國民謠 《媽媽請聽我說》 Ah!

vous dirai-je, Maman~

後來的小星星兒歌

詞：珍·泰勒的英文詩 《小星星》

(The Star) → 小星星

Twinkle, Twinkle, Little Star~



小星星變奏曲創作原因

◆ 1. 其實是悲傷故事。

- 源自於法國傳統名謠 《媽媽請聽我說》
- 內容原本是向母親講述初戀的歡喜心情
- 旋律簡單而廣為流傳
- 莫札特利用這首歌創作變奏曲
- 因為莫札特的母親在去世前四天無法聽到莫札特的聲音
- 利用《媽媽請聽我說》的旋律來與母親對話。
- 《小星星變奏曲》有三分之一是慢的，從緩慢的旋律中展現內心的寂寞與恐懼，甚至能聽到教堂的鐘聲。彷彿是在送別自己的母親。



小星星變奏曲創作原因

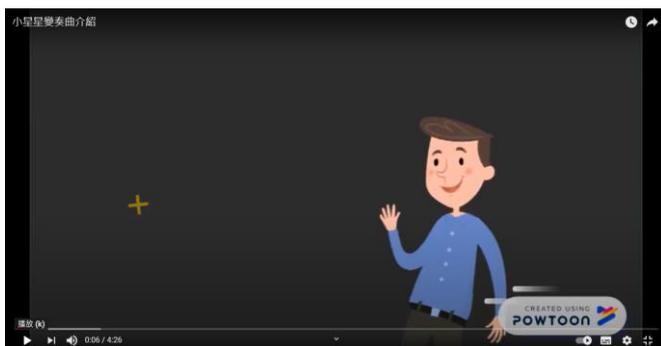
◆ 2. 是寫給學生的練習曲。

- 為了提升他某位女學生的鋼琴技巧才特別作的。
- 另一說法可能是莫札特於約26歲時於維也納為學生鍵盤練習所寫。



小星星變奏曲曲目介紹

◆ 《小星星變奏曲》本曲包含主題與十二段變奏。



<https://www.youtube.com/watch?v=c3i2kZwuFYc&t=1s>



不同節奏音符創作的《小星星》



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
去 Y˘Y˘Y˘Y˘	去 Y˘Y˘	去 Y˘	去 一	去 去 一 一	去 Y˘Y˘Y˘	ㄣ



節_レ奏_ハ音_ヲ符_ヲ遊_ビ戲_ス

Game1 : Teacher say , students point

Game2 : Teacher point , students beat time



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第三單元3-3

輪唱遊戲

小星星

4/4 法國民謠

1 1 5 5 6 6 5 4 4 3 3 2 2 1
一閃一閃亮晶晶 滿天都是小星星

5 5 4 4 3 3 2 5 5 4 4 3 3 2
掛在天上放光明 好像許多小眼睛

1 1 5 5 6 6 5 4 4 3 3 2 2 1
一閃一閃亮晶晶 滿天都是小星星



小星星變奏曲欣賞

<https://www.youtube.com/watch?v=7QyOmOI8HAo>



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第三單元3-4

<https://slidesplayer.com/slide/16662>
515/

莫_モ札_ヤ特_ト歌_カ劇_{キョク}作_{サク}品_{ヒン}欣_{シン}賞_{ショウ}
~魔_マ笛_{フエ}

- ◆ 歌劇 (義大利語: opera) 是一門西方舞臺表演藝術。
- ◆ 主要或完全以歌唱和音樂來交代和表達劇情之戲劇 (是唱出來而不是說出來的戲劇)。
- ◆ 歌劇在17世紀, 即1600年前後才出現在義大利的佛羅倫斯。
- ◆ 歌劇的演出和戲劇一樣, 要背景、戲服以及表演等。
- ◆ 歌劇演出看重歌唱和歌手的傳統聲樂技巧。
- ◆ 歌手和合唱團常有一隊樂器手負責伴奏。
- ◆ 有的歌劇只需一隊小樂團, 有的則需要一團完整的管弦樂團。
- ◆ 有些歌劇中會穿插有舞蹈表演, 不少法語歌劇都有一場芭蕾舞表演。



◆ 歌劇《魔笛》是莫札特最後一部，也是
最完整的一部作品。

◆ 1791年9月30日在維也納的維登劇院舉行。

◆ 由莫札特親自指揮，
獲得全場熱烈歡呼，
但是在首演後幾個月，
莫札特就與世長辭了。



莫札特創作《魔笛》之地——
「魔笛小屋」



劇中重要人物

帕帕基諾
(Papageno)
捕鳥人



塔米諾
(Tamino)
王子



夜之后的
(The Queen
of the Night)
潘米娜的
母親



大祭司
Sarastro
薩拉斯托

潘米娜
(Pamina)夜
之后的女兒



帕帕基娜
(Papagena)
帕帕基諾
的女友



捕鳥人發現公主了...

但是摩爾人
正在騷擾公主



捕鳥人使用銀鈴
帶著公主逃走

- 劇_リ情_ク由_ニ夜_セ后_ノ的_カ女_メ兒_ル帕_タ蜜_ナ娜_ヲ被_ケ惡_シ魔_ト拐_ク走_ス開_キ始_メ，王_ノ子_ノ塔_タ米_ミ諾_ノ答_コ應_ヘ夜_セ后_ノ，帶_カ著_テ夜_セ后_ノ送_ク給_フ他_ノ的_カ魔_ト笛_ヲ及_ビ捕_ク鳥_メ人_ヲ帕_タ帕_タ基_キ諾_ノ去_ク救_ク出_ス帕_タ蜜_ナ娜_ヲ。

• 塔米諾見到帕蜜娜
之後立刻陷入熱戀，
此時劇情卻急轉直下——
拐走帕蜜娜的不再是
惡魔，而是德高望重的
祭司，而夜后卻變成
壞女人。



• 這對戀人經過重重
考驗及夜后的阻撓
後，憑著愛與魔笛
的力量終於幸福的
在一起。



笛

- 劇情大綱：

【第一幕】曾經，世界陷入失衡的狀態。王子塔米諾，希望能找到讓世界恢復平衡的方法。流浪途中，認識了天真快樂的捕鳥人帕帕基諾。也從救了他一命的夜之女王的侍女那，得知夜之女王的女兒帕蜜娜公主，被妖人誘拐囚禁。



笛

- 劇情大綱：

【第一幕】王子看到帕蜜娜的畫像，頓生愛慕之心，立誓要救出公主。夜之女王承諾把帕蜜娜許配給塔米諾，並贈給王子一支魔笛，也贈予巴巴吉諾一具魔鈴（兩個可以逢凶化吉的法器）。同時要塔米諾奪回大日輪，恢復世界的秩序。



DIE ZAUBERFLÖTE 魔

笛

- 劇情大綱：

【第一幕】帕蜜娜公主逃走的途中遇見和王子失散的帕帕基諾。帕帕基諾告訴公主，夜之女王找到了一位英俊勇敢的王子前來救她。而王子塔米諾來到了日之界，遇見一位智者告訴他：擄走公主的並非惡魔，而是聖者，正在努力恢復世界的平衡。



DIE ZAUBERFLÖTE 魔

笛

- 劇情大綱：

【第一幕】相反的，夜之女王卻想要以迷信、仇恨和奴役來統治世界。且為了不讓帕蜜娜公主受到夜之女王復仇思想的影響，所以把她囚禁起來。而任何人想要進入日之界，就必須通過考驗。為了救出公主，塔米諾決定接受考驗。



DIE ZAUBERFLOTE 魔

笛

- 劇情大綱：

【第二幕】王子一心只想救出公主，接受考驗的意志非常堅定。帕帕基諾則是不情不願的，直到有「帕帕基娜」為誘餌，才勉強同意。此時，夜之女王的侍女從地底現身，要塔米諾和帕帕基諾跟她們離開。因為這個考驗不是凡人所能承受。



DIE ZAUBERFLOTE 魔

笛

- 劇情大綱：

【第二幕】但塔米諾不為所動。三個侍女則被祭司召來大雷，給轟回地底。此時兩位僧人進來恭喜塔米諾和帕帕基諾通過測驗了。夜之女王認為塔米諾已經背叛了她，便要帕蜜娜殺了大祭司，不然母女永遠不會團圓。



DIE ZAUBERFLÖTE 魔

笛

- 劇情大綱：

【第二幕】然而公主卻不認為這是背叛，使得夜之女王怒氣沖沖的離去。塔米諾和帕帕基諾的第二個測驗是「沉默」。因此不回應公主的話，而讓公主以為王子變了心，傷心而去。塔米諾通過了前兩個考驗。接下來就是危險的火和水的考驗。



DIE ZAUBERFLÖTE 魔

笛

- 劇情大綱：

【第二幕】傷心欲絕的帕蜜娜公主被告知—原來王子沒有變心。在面對火和水的測驗時，帕蜜娜及時趕到，願和王子死生與共。在帕蜜娜的陪伴下，塔米諾吹起魔笛，通過了火與水的考驗。



DIE ZAUBERKUNST 魔

笛

- 在神殿裡，大祭司把大日輪傳給了塔米諾。從此陰陽和諧，世界的秩序也恢復了。帕帕基諾也使用魔鈴，找到了帕帕基娜，兩個捕鳥人共結連理，作一對快活的人間夫妻。而夜之女王則因為密道被封住，而永遠留在地底下了。



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第三單元3-5

DIE ZAUBERFLÖTE 魔笛

• 劇中名曲：

1. Der Vogelfänger bin ich ja

【我是一個快樂捕鳥人】--第一幕，
詠嘆調，捕鳥人帕帕基諾（男中音）

2. Der holle rache 【仇恨的火焰】--第
二幕，詠嘆調，夜之女王（花腔女高音）



我
是
一
個
快
樂
捕
鳥
人



仇恨的火焰

復仇的怒火在我心中
焚燒，
死亡和絕望的火焰
在我四周迸放！

若是薩拉斯托沒有
嚐到死亡的痛苦，

薩拉斯托沒有痛苦
的死亡，

那我就不能再認你
這個女兒！
不能再認你這個女兒！

Aaaaah...

不能再認你這個女兒！

Aaaaah...

那我就不能再認你
這個女兒！

永遠斷絕，
永遠離開，
永遠摧毀，
我們母女的天生親
情，

丟掉、拋棄和碾碎，
我們母女的天生親
情，
Baaaa...
Aaaaah...

我們母女的天生親
情，
如果你不殺死薩拉
斯托，

聽啊！復仇之神，
聽啊！這是母親
的誓言！

The vengeance of Hell
burns in my heart,
Death and despair flame
at me!

If Sarastro does not feel
the pain of death,
Sarastro does not die in
pain,
Then you shall never
again be my daughter.
You shall never again be
my daughter.

Aaaaah...

Never again be my
daughter.

Aaaaah...

You shall never again be
my daughter.

Be disowned forever,
Be left away forever,
Be destroyed forever,
All the bonds of Nature,

Outcast, abandoned,
and smashed
All the bonds of Nature,
Baaaa...
Aaaaah...

All the bonds of Nature,
If not through you, shall
Sarastro be made death
pale!
Hear, Gods of Revenge!
Hear, the Mother's oath!



仇恨的火焰



仇恨的火焰



動動腦時間

1. 莫札特去世前的最後一部歌劇作品是什麼？
(1)魔笛 (2)費加洛婚禮 (3)唐喬望尼 (4)安魂曲
2. 歌劇的演出包含哪些內容？
(1)服裝 (2)背景 (3)音樂 (4)以上都要
3. 魔笛劇情中，王子要救的人是誰？
(1)公主 (2)夜后 (3)大祭司 (4)捕鳥人
4. 魔笛故事中，王子通過的第三關考驗是什麼？
(1)沉默考驗 (2)火山考驗 (3)瀑布考驗 (4)抓鳥考驗



關於

Wolfgang Amadeus Mozart

沃爾夫岡·阿馬德烏斯·莫札特

其他影片介紹和故事







第四單元

龍埔國小一年級上學期生活(音樂)單元設計

第四單元：過年囉 Chapter 4:Chinese New Year				
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>節奏練習：</p> <p>第一節</p> <ol style="list-style-type: none"> 1. 介紹恭喜歌曲的拍號~二四拍曲子。 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。 <p>第二節</p> <ol style="list-style-type: none"> 1. Chants: Happy new year. (新年快樂): 利用 PPT 和閃示卡練習單字。 2. 配上 youtube 影片練習至熟練。 3. 評量: 恭喜 <p>第三節評量: Chants: Happy new year. (新年快樂)</p> <p>第四節總評量: 英文韻文</p>	4	<ol style="list-style-type: none"> 1. 網路資源: Happy new year(新年快樂) 2. 播放器。 3. 電子琴。 4. 自製節奏。 5. 教學 PPT 雙語句條及單字卡。 	觀察評量 口頭評量 行為檢核 態度評量 演唱評量

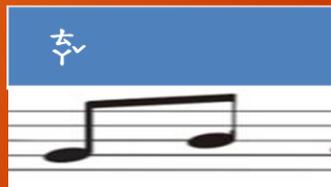
112學年度一年級音樂課

第四單元4-1 Chapter Four

• 音符介紹

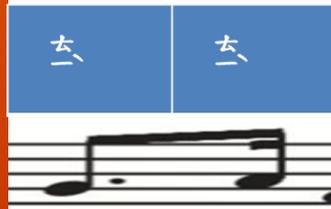


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四分音符
八分音符

唱(sing)

稍快板

陳歌辛 詞曲



每條大街小巷，每個人的嘴裡，



見面第一句話，就是恭喜恭喜，



恭喜恭喜 恭喜你呀，恭喜恭喜 恭喜你。

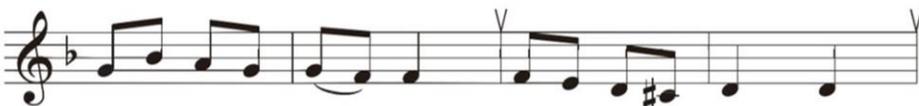
拍節奏

稍快板

陳歌辛 詞曲



每條大街小巷，每個人的嘴裡，



見面第一句話，就是恭喜恭喜，



恭喜恭喜 恭喜你呀，恭喜恭喜 恭喜你。

Wood block 木^ノ魚^ノ Castanets 響^ノ板^ノ



Hand bell 手^ノ搖^ノ鈴^ノ shaker 沙^ノ鈴^ノ



三角鐵

Triangle



wood block castanets hand bell shaker Triangle

稍快板 陳歌辛 詞曲

每條大街小巷，每個人的嘴裡，
見面第一句話，就是恭喜恭喜，
恭喜恭喜 恭喜你呀，恭喜恭喜 恭喜你。

The musical score is in 2/4 time and G major. It consists of three staves. The notes are grouped into boxes: red boxes around the first and third notes of each measure, purple boxes around the second and fourth notes, blue boxes around the first and second notes of the third measure, and yellow boxes around the last two notes of the third measure.

wood block castanets hand bell shaker Triangle

稍快板 陳歌辛詞曲

每條大街小巷，每個人的嘴裡，
見面第一句話，就是恭喜恭喜，
恭喜恭喜 恭喜你呀，恭喜恭喜 恭喜你。

Detailed description: This image shows a musical score for the song 'Congratulate You' (恭喜你). The score is written on three staves in 2/4 time with a key signature of one flat. The lyrics are in Chinese. Above the score, five colored boxes indicate the placement of percussion instruments: wood block (red), castanets (purple), hand bell (blue), shaker (orange), and Triangle (yellow). The boxes are placed over specific notes and rests on the staves to indicate when each instrument should be played.

wood block castanets hand bell shaker Triangle

稍快板 陳歌辛詞曲

每條大街小巷，每個人的嘴裡，
見面第一句話，就是恭喜恭喜，
恭喜恭喜 恭喜你呀，恭喜恭喜 恭喜你。

Detailed description: This image is identical to the one above, showing the same musical score for 'Congratulate You' with the same colored boxes for percussion instruments. The layout and content are the same, providing a second view of the score with instrument placement markers.

wood block castanets hand bell shaker Triangle

稍快板 陳歌辛詞曲

每條大街小巷，每個人的嘴裡，
見面第一句話，就是恭喜恭喜，
恭喜恭喜恭喜你呀，恭喜恭喜恭喜你。

Detailed description: The image shows a musical score for the song 'Thank You' (恭喜). It consists of three staves of music in 2/4 time. Above the staves are five colored boxes representing different percussion instruments: wood block (red), castanets (purple), hand bell (blue), shaker (brown), and Triangle (yellow). The lyrics are written below the notes. The first staff has lyrics '每條大街小巷，每個人的嘴裡，'. The second staff has '見面第一句話，就是恭喜恭喜，'. The third staff has '恭喜恭喜恭喜你呀，恭喜恭喜恭喜你。'. The colored boxes are placed over specific notes and rests to indicate when each instrument should be played.

112學年度一年級音樂課

第四單元4-2
Chapter Four



Chants

Happy New Year



<https://www.youtube.com/watch?v=-bBqBV0bcA4>

新年快樂Happy New Year

Happy New Year.
Happy New Year.
Happy New Year to you all.
We are singing.
We are dancing.
Happy New Year to you all.

<https://www.youtube.com/watch?v=KBhh40m5B24>

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：

楊明山 黃英華 景清海
高文謙 江明儀
李曼臻

中華民國 113 年 6 月 13 日

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