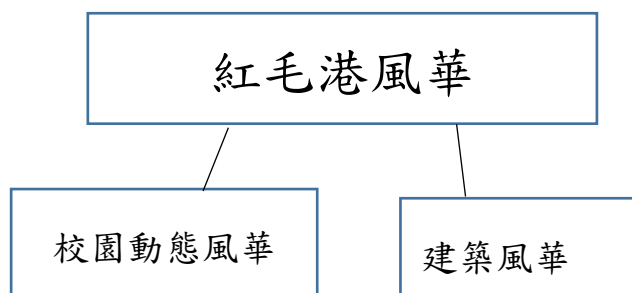


《Ancient-紅毛港風華》

一、設計理念

十二年國教核心素養提倡—自發、互動、共好，跟隨著紅毛港國小課程架構 Ancient 這個軸線，引導學生從關注時間出發，了解時間、生活動態、校內裝置和設施等面向，讓課程生活化，從學生本身出發，覺察到學校的時間作息、了解生活中的動態，了解到家庭住屋型態和紅毛港國小校園的建築元素。



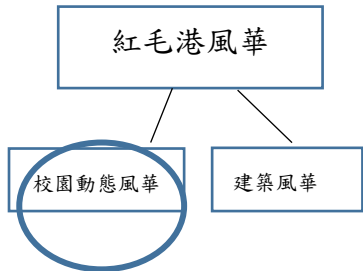
【單元一校園動態風華】

時間與我們的生活息息相關，透過查看鐘錶，我們得以知悉時光的推進，在學校的每一天，學生們都根據學校的時間表學習、活動或工作，鐘錶在生活當中扮演著不可或缺的角色，藉由認識鐘錶的構造，帶領學生了解如何陳述紅毛港國小晨光活動的安排，討論 30 分鐘下課時間從事什麼活動，讓學生更能體會在紅毛港校園中不同時間在做什麼，感受校園生活的點滴。

二、教學設計

實施年級	四年級(下學期)	設計者	Great 校訂課程設計團隊
跨領域/科目	綜合/英語	總節數	10
核心素養： A1 身心素質與自我精進 綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 B1 符號運用與溝通表達 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。			
學習重點	學習表現	綜合活動 1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。	

	學習內容	英語文領域 5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。
		綜合活動 Aa-II-1 自己能做的事。 英語文領域 ◎B-III-2 國小階段所學字詞及句型的生活溝通。

概念架構	導引問題
 <pre> graph TD A[紅毛港風華] --- B(校園動態風華) A --- C[建築風華] </pre>	1.如何詢問並說出時間? 2.紅毛港國小重要的時段在做什麼? 3.紅毛港國小有晨光時間有什麼活動安排? 4.紅毛港國小特色~30分鐘下課,學生們在做什麼? 5.紅毛港國小有哪些特色活動?

學習目標

- 1.能詢問且說出時間 What time is it? It's ____.
- 2.能辨識並說出模擬時鐘(analog clock) 主要由鐘面(clock face)、時針(hour hand)、分針(minute hand)、鐘面數字(numbers)組成
- 3.能說出紅毛港國小不同天的晨光時間 (homeroom) 能從事什麼活動
- 4.能說出紅毛港國小 30 分鐘下課自己喜歡從事什麼活動?正在做什麼?
It's time for the 30-minute break. What are you doing? I'm ____.
- 5.能說出紅毛港國小不同時間點正在做什麼~ What time is it? It's twelve o'clock. We are having lunch. It's three o'clock. We are cleaning. It's four o'clock. We are going home.

融入之議題 (學生確實有所探討的議題才列入)	實質內涵	
	所融入之單元	

學習資源	1.影片: Enya - Only Time (Official 4K Music Video) (3' 35")(無字幕) https://www.youtube.com/watch?v=7wfYIMyS_dl 恩雅天籟之音【唯有時間明瞭】英文歌詞中文翻譯字幕 Enya - Only Time (3' 35")(有字幕) https://www.youtube.com/watch?v=ConYV5pXslw Clock And Reading Time Mathematics Grade 1 Periwinkle (2' 43") https://www.youtube.com/watch?v=Kj_tZ5sRf3M Tell the Time Song Learn to Tell Time for Kids Fun Kids English (2' 28") https://www.youtube.com/watch?v=K5q65e_E-os Days of the Week Song The Singing Walrus (2' 28")
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<https://www.youtube.com/watch?v=mXMofxtDPUQ>

Rock and Tell the Time on the Clock | Analog & Digital Clock Song for Kids | Jack Hartmann (1' 57")

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

Math Antics - Telling Time (14' 30")

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

Learn to Tell Time #1 | Telling the Time Practice for Children | What's the Time? | Fun Kids English (4' 13")

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

Let's Learn About the Clock | Fun Clock Song for Kids | Jack Hartmann (2' 16")

<https://www.youtube.com/watch?v=tEmg914-9xY>

Analog and Digital Clocks (5 ')

<https://www.youtube.com/watch?v=Yyza1INEyZo&t=80s>

Learn to Tell Time #2 | Telling the Time Practice for Children | What's the Time? | Fun Kids English (4' 13")

<https://www.youtube.com/watch?v=NRmARl7Gm4k>

Learn to Tell Time #1 | Telling the Time Practice for Children | What's the Time? | Fun Kids English (4' 13")

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

[What] What are you doing? - Exciting song - Sing along (3' 28")

<https://www.youtube.com/watch?v=dcfxyH7CNQQ>

What are they doing? | Action words | Present Continuous Tense English for Kids (1' 35")

<https://www.youtube.com/watch?v=cB5f5yPHEZc>

2. 網站

Clock Parts Interactive Worksheet from LIVEWORKSHEETS

<https://www.liveworksheets.com/ke1326418lf>

Parts of the Clock Interactive Worksheet

<https://www.liveworksheets.com/du2245399ae>

線上互動學習單

LIVEWORKSHEETS: Present Continuous Tense

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_continuous/Present_Continuous_Tense_lk516982mo](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_Tense_lk516982mo)

學習單元活動設計		
學習活動流程	時間	備註
第一節時間(一)Time 1 1. 引起動機: 藉由歌曲引導學生關注「時間」這個主題 (1)播放 Only Time 這段沒有歌詞的歌曲影片請學生聽 time 這個字出現幾次? Enya - Only Time (Official 4K Music Video) (3'35") https://www.youtube.com/watch?v=7wfYIMyS_dl (2)播放 Only Time 有歌詞的片讓學生確認歌詞中共出現幾次 恩雅天籟之音【唯有時間明瞭】英文歌詞中文翻譯字幕 Enya - Only Time (3'35") https://www.youtube.com/watch?v=ConYV5pXslw 2. 發展活動: (1)呈現線上互動學習單, 問學生鐘的部位名稱拖曳至正確的方格中 Clock Parts Interactive Worksheet from LIVEWORKSHEETS https://www.liveworksheets.com/ke1326418lf hour hand, minute hand, second hand, clock number How do you say “時針” in English? Hour hand. How do you say “分針” in English? Minute hand. How do you say “秒針” in English? Second hand. How do you say “鐘面上的數字” in English? Clock number. (2)呈現線上互動學習單, 問學生鐘的部位名稱, 並請其拼出來—clock face, hour hand, minute hand, clock numbers Parts of the Clock Interactive Worksheet https://www.liveworksheets.com/du2245399ae What is it? It's a clock. How do you say “鐘面” in English? Clock Face. How do you spell ____? What is it? It is the <u>hour hand. (minute hand/ clock face)</u> What are these? They are numbers. 3 綜合活動: 抽問學生鐘的部位名稱 第二節時間 時間(二)Time 2 1. 引起動機:		
	8'	
	30'	
	2'	

(1)拿出一個時鐘教具或在白板上畫出一個時鐘，問學生鐘錶部位名稱 (clock parts)—clock face, hour hand, minute hand, second hand, clock numbers (2)複習問與答整點的說法:問學生: The hour hand is on 6 and mintue hand is on 12. What time is it? It's ____ o'clock.	7'	
2. 發展活動: (1)播放影片並詢問學生問題且帶出問與答時間的說法: Clock And Reading Time Mathematics Grade 1 Periwinkle (2'43") https://www.youtube.com/watch?v=Kj_tZ5sRf3M clock face (the face of the clock), 2 hands, hour hand (short hand), minute hand (long hand) (2)發下學習單，請學生寫下鐘的部位名稱及畫出時針與分針	30'	
3. 綜合活動: 抽問學生回答問題	3'	
第三節時間(三)Time 3		
1. 引起動機: (1)呈現時鐘問問題 How many hands does this clock have? It has two hands. The hour hand is on ____ and the minute hand is on _____. What time is it? It's _____. When the hour hand is on 5 and the minute hand is on 12, it's five clock. (2) The hour hand is on 2 and minute hand is on 12. What time is it? It's two o'clock.	5'	
2. 發展活動: (1)教 tell the time 報讀時間 Tell the Time Song Learn to Tell Time for Kids Fun Kids English (2'28") https://www.youtube.com/watch?v=K5q65e_E-os Can you help me tell the time? Tick tock. (2)複習 hour/ minute How many hours does a day have? A day has 24 hours. How many minutes does an hour have?	30'	

An hour has 60 minutes.		
3 綜合活動: 抽問學生答題		5'
第四節晨光時間(一)Homeroom Time 1		
1. 引起動機:		5'
(1) 詢問學生紅毛港國小的晨光時間(homeroom time)星期一到五有什麼活動規劃?		
(2) 藉由歌曲教星期一~日的英文 Days of the Week Song The Singing Walrus (2'28") https://www.youtube.com/watch?v=mXMofxtDPUQ		
(3) 帶學生練習 What day is it? It's _____. (Monday/Tuesday/Wednesday/Thursday/ Friday)		20'
2. 發展活動:		
(1) 教學生晨光動態 What time is it? It's eight o'clock. It's time for homeroom. 現在是晨光時間。 It's Monday. We're <u>cleaning</u> . It's Wednesday. We're <u>having morning assembly</u> . It's Thursday. We're <u>reading</u> . It's Friday. We're <u>doing exercise/ dancing</u> .		15'
(2)將星期幾與進行的活動配對		
3. 綜合活動: 發下學習單讓學生配對照片與紅毛港國小的晨光活動		
第五節晨光時間(二)Homeroom Time 2		
1. 引起動機:		5'
(1)複習晨光時間從事什麼活動 What time is it? It's eight o'clock. It's time for homeroom. 現在是晨光時間。 It's Monday. We're cleaning. It's Wednesday. We're having morning assembly. It's Thursday. We're reading. It's Friday. We're doing exercise/ dancing.		
2. 發展活動:		32'

(1) 播放影片並複習整點 o'clock 的說法 Let's Learn About the Clock Fun Clock Song for Kids Jack Hartmann (2'16'') https://www.youtube.com/watch?v=tEmg914-9xY What's the sound of the clock? 時鐘的聲音? Tick tock. What numbers are on the clock? 1,2,3...12 (2)一組發下 2 張學習單，再次播放影片讓各組學生合作完成聽力填空 wrist 手腕 on the wall 在牆上 in the classroom 在教室裡 at the hall 在走廊上 歌詞如下: Tick Tock Let's learn about the <u>clock</u>. Tick Tock the analog clock You see it on the wall in the classrom at the hall. A lot of people on their wrists. It's the analog clock. Sing after me and let's learn about the analog clock. It's the analog clock. The numbers on the clock go from 1 to 12. The <u>short</u> hand and the <u>long</u> hand go round and round. Both hands go round all <u>day</u> and <u>night</u>. And we always say <u>o'clock</u> on the hour. A short hand tells the hour on the clock. A short hand moves one number each hour. A long hand tells the minutes on the clock. A long hands goes around each hour. And we always say o'clock on the hour. Tick Tock Tick Tock Let's learn about the clock. Tick Tock the analog clock (3)詢問學生時鐘在哪裡? Where is the clock? It's on the wall in the classroom.	3'	
3. 綜合活動:抽點學生答題 What numbers are on the clock? What time is it? It's _____ o'clock.	5'	
第六節 學校作息 Time at school 1. 引起動機: 複習整點的說法: What time is it? It's _____ o'clock.	30'	
2. 發展活動: (1)問學生不同的整點，在做什麼? What time is it? It's <u>eight</u> o'clock. It's time for homeroom. What are you doing? We are _____. What time is it? It's <u>nine</u> o'clock. What are you doing? We are <u>studying</u>. What time is it? It's <u>ten</u> o'clock. What are you doing? We are _____. What time is it? It's twelve o'clock.		

What are you doing? We are having lunch. What time is it? It's <u>three</u> o'clock. What are you doing? We are <u>cleaning</u>. What time is it? It's <u>four</u> o'clock. What are you doing? We are <u>going home</u>.	5'	
3 綜合活動: 抽問學生回答問題		
第七節 我在紅毛港國小 At Hongmaogang	5'	
1. 引起動機: 呈現學校不同場域的圖片詢問學生問題引導思考~你在學校的哪個地方? 你會做什麼? 呈現圖片問學生是什麼地方		
2. 發展活動: (1)介紹學校不同地方的英文 Where are you? I'm _____. swimming 游泳池 pond 池塘 gym 體育館 rock climbing wall 攀岩牆 office 辦公室 classroom 教室 track field 操場 by the pond/ by the Hongmaogang Image Wall / by the swimming pool by the rock climbing wall in the classroom / in the office / in the swimming pool/in the gym on the track field 在操場上 (2)What are you doing? I'm _____. 動態動作 V+ing (reading/ dancing/ having lunch/sleeping/cleaning/studying/ playing soccer, running/ swimming/ playing the drum/ playing with my friend/ climbing the rock wall 攀岩)	29'	
3. 綜合活動: 發下學習單讓學生配對圖片和英文		
第八節 你的動態 What are you doing?		
1. 引起動機: 播放影片帶動跳，複習____點整(____o' clock)怎麼說 Rock and Tell the Time on the Clock Analog & Digital Clock Song for Kids Jack Hartmann (1'57'') https://www.youtube.com/watch?v=UvcqVGEMGbY	5'	
2. 發展活動:	30'	

(1)播放影片，請學生練習說 It's ____ o'clock. “____點整” Learn to Tell Time #1 Telling the Time Practice for Children What's the Time? Fun Kids English(4'13'') https://www.youtube.com/watch?v=Elxaxnageto (2)播放歌曲影片介紹動態動作 [What] What are you doing? - Exciting song - Sing along https://www.youtube.com/watch?v=dcfxyH7CNQQ What are you doing? I'm washing, washing. What are you doing? I'm eating, eating. What are you doing? I'm dancing, dancing. I'm dancing. I'm dancing now. What is he doing? He's running, running. What is he doing? He's drawing, drawing. What is she doing? She's sleeping, sleeping. She's sleeping. She's sleeping now. (3)呈現時間，詢問問題: What time is it? It's _____. What are you doing? I'm _____. 如: What time is it? It's 12:10. What are you doing? I'm having lunch. What time is it? It's 12:50. What are you doing? I'm sleeping. What time is it? It's 9 o'clock. What are you doing? I'm studying. What time is it? It's 3:10. What are you doing? I'm cleaning. 3 綜合活動: 呈現圖片，詢問問題: What time is it? It's _____. Where are you? I'm _____. What are you doing? I'm _____. (swimming/playing football(soccer)/ playing the drum/ playing the recorder/reading/) 3. 綜合活動: 抽點學生回答問題。 第九節 我們在紅毛港(一) We are at Hongmaogang1 1. 引起動機: (1)開啟線上互動學習單，複習描述動態的句法: LIVEWORKSHEETS: Present Continuous Tense https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_Tense_1k516982mo (2)討論 30 分鐘下課(30-minute break)在做什麼? 2. 發展活動:	5' 5' 30'	
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(1)引導學生討論放學後或假日的日常生活動態 What are you doing? I'm _____. (running/swimming/playing football/ playing the piano/ playing video games/ watching TV/ doing homework/ eating dinner/ eating snacks) What time is it? It's <u>ten o'clock</u> now. It's time for the 30-minute break. (2)教非整點的時間說法: ten o five 10:05 ten ten 10:10 ten fifteen 10:15 ten twenty 10:20 ten twenty-five 10:25 (3)發學習單給學生練習 This is our day in Hongmaogang. It's _____ now. We are _____ (place). We are _____ (Ving) It's _____ now. We are _____. We are _____. It's _____ now. We are _____. We are _____. It's _____ now. We are _____. We are _____. It's _____ now. We are _____. We are _____. What a wonderful school day!		
3. 綜合活動: 抽點自願學生答學習單的問題 第十節 我們在紅毛港(二) We are at Hongmagang	5'	
1. 引起動機: 播放沒有對白的影片複習動態描述，請學生念出句子: What are they doing? Action words Present Continuous Tense English for Kids (1'35") https://www.youtube.com/watch?v=cB5f5yPHEZc What is she doing? She is swimming. What is he doing? He is running. What are they doing? They are skipping. (跳繩) What is he doing? He is riding a bicycle. What is she doing? She is dancing. What is she doing? She is ice-skating. What are they doing? They are hiking. What is he doing? He is making a model.	30'	
2. 發展活動: (1)請學生完成上一節的圖文創作 (2)請學生發表學習單上的句子	5'	
3. 綜合活動: 請學生聽並記下同學的發表並給予回饋說出自己的想法和感受		

附錄(一)教學重點、學習紀錄與評量方式對照表

單元名稱	學習目標	表現任務	評量方式	學習紀錄/ 評量工具
校園動態風華	1.能詢問且說出時間 What time is it? It's _____. 2.能辨識並說出模擬時鐘(analog clock) 主要由鐘面(clock face)、時針(hour hand)、分針(minute hand)、鐘面數字(numbers)組成 3.能說出紅毛港國小不同天的晨光時間 (homeroom) 能從事什麼活動 4.能說出紅毛港國小 30 分鐘下課自己喜歡從事什麼活動?正在做什麼? It's time for the 30-minute break. What are you doing? I'm _____. 5. 能說出紅毛港國小不同時間點正在做什麼~ What time is it? It's twelve o'clock. We are having lunch. It's three o'clock. We are cleaning. It's four o'clock. We are going home.	1. 報讀時間 2. 說出鐘錶構造 3. 說並將紅毛港國小晨光活動安排的英文句子和圖片配對 4. 說出 30 分鐘下課自己的動態 5. 說出紅毛港國小不同時間點正在做什麼	問與答 寫學習單	學習單

國民小學及國民中學學生成績評量準則

第五條

國民中小學學生成績評量，應依第三條規定，並視學生身心發展、個別差異、文化差異及核心素養內涵，採取下列適當之多元評量方式：

- 一、**紙筆測驗及表單**：依重要知識與概念性目標，及學習興趣、動機與態度等情意目標，採用學習單、習作作業、紙筆測驗、問卷、檢核表、評定量表或其他方式。
- 二、**實作評量**：依問題解決、技能、參與實踐及言行表現目標，採書面報告、口頭報告、聽力與口語溝通、實際操作、作品製作、展演、鑑賞、行為觀察或其他方式。
- 三、**檔案評量**：依學習目標，指導學生本於目的導向系統性彙整之表單、測驗、表現評量與其他資料及相關紀錄，製成檔案，展現其學習歷程及成果。

特殊教育學生之成績評量方式，由學校依特殊教育法及其相關規定，衡酌學生學習需求及優勢管道，彈性調整之。

附錄(二) 評量標準與評分指引

學習目標		1.能詢問且說出時間 What time is it? It' s_____. 2.能辨識並說出模擬時鐘(analog clock) 主要由鐘面(clock face)、時針(hour hand)、分針(minute hand)、鐘面數字(numbers)組成 3.能說出紅毛港國小不同天的晨光時間 (homeroom) 能從事什麼活動。 4.能說出紅毛港國小 30 分鐘下課自己喜歡從事什麼活動?正在做什麼? It's time for the 30-minute break. What are you doing? I'm _____. 5.能說出 What time is it? It's twelve o'clock. We are having lunch. It's three o'clock. We are cleaning. It's four o'clock. We are going home.				
學習表現		1. 能辨別時鐘組成與確實說出現在時間是幾時幾分、在這個時間點通常在做什麼事情。 2. 說出在下課時間自己喜歡的活動有哪些並正確表達。				
評量標準						
主題		A 優秀	B 良好	C 基礎	D 不足	E 落後
校園動態風華	表現描述	(聆聽)能對聽到的語句做出適當的回應。 (口說)能運用所學句型做表達。	(聆聽)能對聽到的簡易語句做出適當的回應。 (口說)能運用所學句型做表達，偶有錯誤。	(聆聽)能對大部分聽到的簡易語句做出適當的回應。 (口說)能嘗試運用所學句型做表達，時有錯誤。	(聆聽)僅能有限地對聽到的簡易語句做出適當的回應。 (口說)僅能有限地說出字詞語句。	未達D級
評分指引		聽得懂句型並能正確問答4句	聽得懂句型並能正確問答3句	聽得懂句型並能正確問答2句	聽得懂句型並能正確問答1句	未達D級
評量工具		學習單				
分數轉換		95-100	90-94	85-89	80-84	79 以下

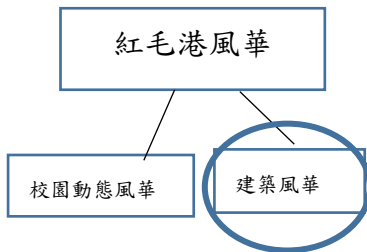
分數轉換：可由授課教師達成共識轉化自訂分數(級距可調整)。

【單元二建築風華】

一、設計理念

本單元從介紹住居的空間著手，進而談及紅毛港傳統三合院和四合院的空間，再探討校園中的空間及建築元素，紅毛港國小原本位居港區，後遷至現址，為保留原本的漁村風情，將村中的碗、盤、花瓶、漁網、甕…等裝飾於校園之內，保留歷史的軌跡，也增添了建築之美。

二、教學設計

實施年級	四年級(下學期)	設計者	Great 校訂課程設計團隊
跨領域/科目	綜合/英語	總節數	10
核心素養： A1 身心素質與自我精進 綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 B1 符號運用與溝通表達 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。			
學習重點	學習表現	綜合 2d-II-1 體察並感知生活中美感的普遍性與多樣性。 英語文 5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	
	學習內容	綜合 Bd-II-1 生活美感的普遍性與多樣性。 英語文 B-III-2 國小階段所學字詞及句型的生活溝通。	
概念架構		導引問題	
		1.住家中有哪些空間? 2.校園中有哪些空間? 3.校園中有哪些建築元素? 4.校園中的建築元素在哪?	
學習目標			
1.能知道並詢問別人在家中的哪個空間~Where are you? I’m in the _____. (bedroom, bathroom, living room, kitchen, dining room, yard) 2.能看平面圖或圖片辨認為三合院(three-section compound)或四合院(four-section compound)建築。			

3.能問並答出自己在校園中的哪裡~Where are you? I'm in the _____.(office/ classroom/gym/ auditorium 視聽教室/library /track field) computer lab/ health center) 4.能問並答出校園中建築元素為何~What's this? It's a _____. 5.能問並答出校園中建築元素在哪~ Where is the _____? (bowl /plate/ vase/ urn/fish net) It's _____. (on the wall/ by the pond/ on the ceiling)		
融入之議題 (學生確實有所探討的議題才列入)	實質內涵	
	所融入之單元	
學習資源	1.影片: Rooms of a House! Bit by bit (2' 58") https://www.youtube.com/watch?v=GaU0UL09_e8 ESL Game Rooms of the House Hidden Picture Game (5' 20") https://www.youtube.com/watch?v=klg_488rCs [Where] Where are you? - Exciting song - Sing along (2' 35") https://www.youtube.com/watch?v=EGvdAnN8m1U&t=44s Stylish Two Bedroom Terraced House (2' 01") https://www.youtube.com/watch?v=LAAIdrJextA House Types (1' 59") https://www.youtube.com/watch?v=TbfaacV1s6k Where is it? (1' 33")加深 in/on/under 的概念 https://www.youtube.com/watch?v=8F0NYBBKczM In On Under Song Prepositions Song For Kids English Vitamin Bubbles (2' 52") https://www.youtube.com/watch?v=dupaTS-c8Xc 2.網站: Games4esl https://games4esl.com/esl-worksheets/rooms-of-the-house-worksheets/ Liveworksheets : Parts of the House https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Rooms_in_the_house/Parts_of_the_house_tp18820nz	

學習單元活動設計		
學習活動流程	時間	備註

第一節 住宅內的空間(一)Rooms in the House1		
1. 引起動機: 播放影片讓學生猜測是屋子裡的哪個房間: Rooms of a House! Bit by bit (2'58") https://www.youtube.com/watch?v=GaU0ULO9_e8 kitchen, living room, swimming pool, bathroom, dining room, bedroom, garden, balcony, What's this room? It's a _____.	6'	
2. 發展活動: (1)開啟線上互動學習單，讓學生聽並填入正確的號碼: rooms of the house: dining room, bedroom, garden, kitchen, bathroom, living room (2)教學生 laundry room 洗衣房、garage 車庫、office 辦公室、 (3)發下學習單讓學生練習找出單字: Rooms of the House Word Search House,home, bedroom, bathroom, kitchen, dining room,living room, garden, basement, office, laundry room, garage	30'	
3. 綜合活動: 抽點學生說出房子中不同空間的名稱 How do you say " _____" in English?	4'	
第二節住宅內的空間(二)Rooms in the House 2		
1. 引起動機: 播放沒有旁白的影片讓學生猜是家中的哪個空間 ESL Game Rooms of the House Hidden Picture Game (5'20") https://www.youtube.com/watch?v=klg_488rCs #1kitchen #2bedroom #3living room #4bathroom #5 dining room #6 garden #6 garden #7bathroom #8 living room #9 bedroom #10kitchen	8'	
2. 發展活動: (1)播放影片並練習句型 [Where] Where are you? - Exciting song - Sing along (2'35") https://www.youtube.com/watch?v=EGvdAnN8m1U&t=44s Where are you, Suho? I'm in the kitchen. Where are you, Hana? I'm in the garden. Where are you, Klin? I'm in the living room. Where are you, Jenny? I'm in the bedroom. (2)發下學習單讓學生練習將單字重組 (3)抽問學生看圖回答 Where are you? I'm the _____.	28'	
3. 綜合活動:	4'	

How do you spell “_____?” 第三節住宅內的空間(三)Rooms in the House3 1. 引起動機: (1)投放出線上互動學習單，請學生拼讀單字以完成學習單 Liveworksheets: Parts of the House (2)複習屋內空間的名稱 dining room, bedroom, garden, kitchen, bathroom, living room、laundry room 洗衣房、garage 車庫、office 辦公室、basement 2. 發展活動: (1)播放影片詢問學生是哪一個空間:What is it? It's a _____. Stylish Two Bedroom Terraced House (2'01") https://www.youtube.com/watch?v=LAAlDrJextA (2)呈現圖片詢問學生是哪一個空間:master bedroom 主臥室、guest room 客房、study room 書房 (3)呈現房屋平面圖，點選空間詢問是哪一個空間 : Which room is it? It's a _____. 3. 綜合活動: 抽點學生回答問題 第四節 住宅類型(一) Types of Housing 1 1. 引起動機: 播放影片介紹房屋類型並問學生喜歡哪種房子: (1)播放影片:House Types (1'59") https://www.youtube.com/watch?v=TbfaacV1s6k I live in _____.(an igloo/ an apartment a hut/ a boat house/a tree house/a caravan 露營拖車/a castle/ a bungalow/ a tent/ a tepee (美國印第安人的) 圓錐形帳篷 /	7' 30' 3' 5'	
--	--	--

a farmhouse /a summer house)

(2)呈現不同類型的房屋並問學生喜歡哪一種房子

What kind of house do you like?

2. 發展活動:

(1) Where are you? I'm in the _____.

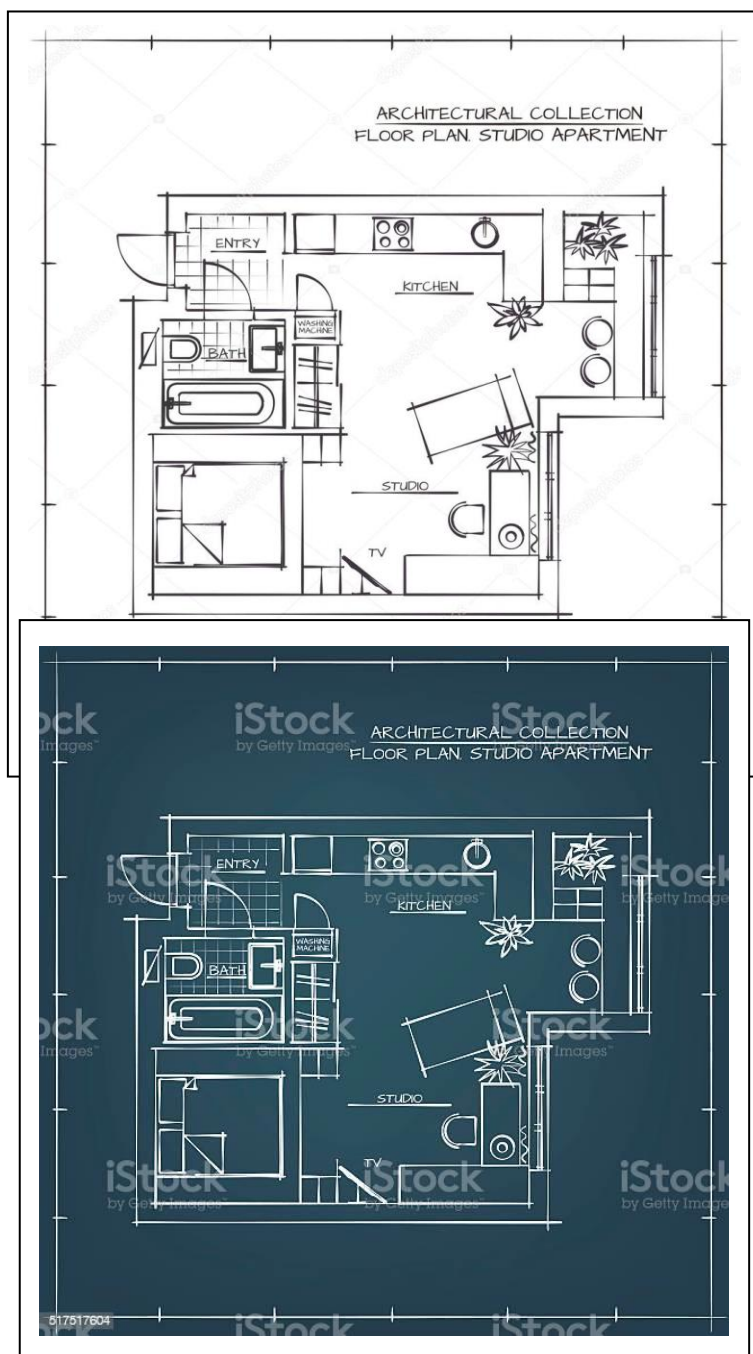
Where is _____? He/She is in the _____.

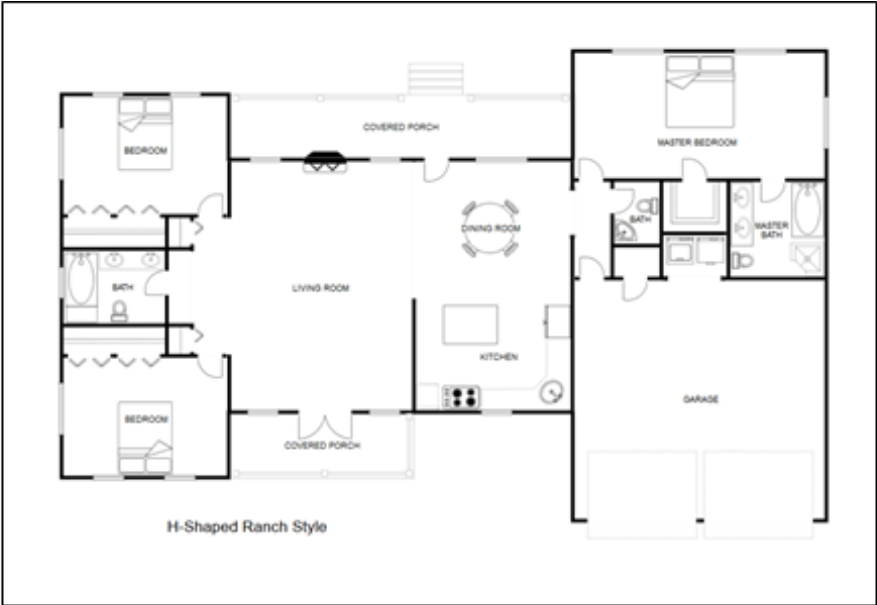
(2)引導學生看平面圖分辨以下房屋類型:

studio apartment 套房

one bedroom apartment 一房一廳

30'





3. 綜合活動:

抽點學生回答房屋類型 What is it ? It's a _____.

Where are you? I'm in the _____.

第五節 住宅類型(二) Types of Housing 2

1. 引起動機:

呈現圖片請學生辨認哪個是三合院(three-section compound)

四合院(four-section compound)

What is it? It's a three/four-section compound.



2. 發展

(1)呈現平面圖，詢問學生哪一個是三合院? 哪一個是四合院?
Which one is the three-section compound?

(2)指著平面圖的空間詢問學生:

What is it? It's a _____.(living room/bedroom /kitchen/ yard)

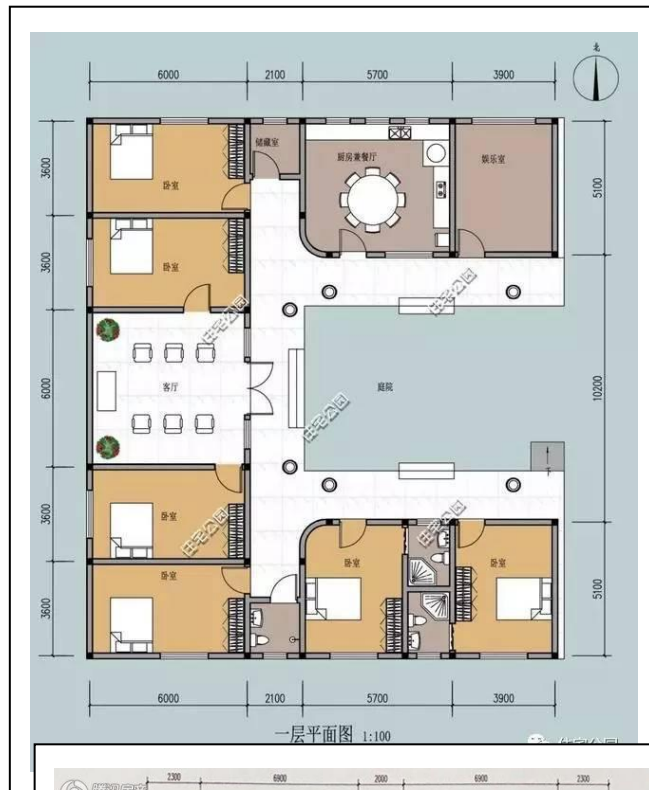
(3)詢問學生有多少空間:

How many bedrooms do you see? I see ____ bedrooms.

(4)點選人物出現在不同的空間並詢問學生:

Where is ____? He/She is in the ____.

(5)發下學習單給學生練習



3. 綜合活動: 復習室內空間及詢問和回答問題 What is it/? It's a _____. (What kind of house is it?) It's a _____. Where are you? I'm in the _____. Where is he/she? He/She is in the _____,	5'	
第六節 校園中的空間 Space in the School1		
1. 引起動機: 呈現校園各地方的圖片並詢問學生是什麼地方? What is this place? It's our _____. (classroom/ office/gym/ auditorium 視聽教室/library /track field computer lab/ health center)	5'	
1. 發展活動: (1)呈現圖片問學生是什麼空間 Where are you? I'm in the _____. (2)發下學習單讓學生將地方的圖片和單字配對 3. 綜合活動: 抽問學生問題	30'	
第七節 校園中的建築元素(一)Elements of the Architecture 1		
1. 引起動機: 呈現校園中建築元素的圖片並問學生在校園的哪裡	5'	
2. 發展動機: (1)呈現圖片詢問學生人物或東西在哪裡: bowl 碗 盤 plate 花瓶 vase 甕 urn 池塘 pond 漁網 fish net (2)教在哪裡: Where is _____? It's _____. Where is the bowl? It's on the wall. Where is the plate? It's on the wall. Where is the vase? It's on the wall. Where is the urn? It's by the pond. Where is the fish net? It's on the ceiling. (3)發下學習單給學生練習使用以下句型描述人物或動物/東西 3. 綜合活動: 抽點學生分享所寫的句子	30'	
第八節 校園中的建築元素(二) Elements of the Architecture2		
1. 引起動機: (1)播放影片 Where is it? (1' 33")加深 in/on/under 的概念 https://www.youtube.com/watch?v=8FONYBBKczM (2)複習描述方位關係的介係詞 in/on/by/under/at	5'	
2. 發展活動:	30'	

(1) In On Under Song Prepositions Song For Kids English Vitamin Bubbles (2'52") https://www.youtube.com/watch?v=dupaTS-c8Xc (2)呈現圖片問學生物品在哪裡 (3)複習使用於句子中: Where is the/my/your/our _____? It's/He's/She's in/on/by/under/at 3. 綜合活動: 抽點學生回答問題	5'	
第九節 校園中的建築元素(三) Elements of the Architecture 3 1. 引起動機: 呈現圖片問學生是什麼物品，在校園裡什麼地方? 2. 發展活動: (1)複習學校物品和所在之處的 This is a _____. (a fish net/a bowl/ a vase/ an urn) Where is the fish net? It's on the ceiling. What can we do with the fish net? We can use it to fish. Where is the bowl? It's on the wall. What can we do with the bowl? We can use it to eat. Where is the vase? It's on the wall. What can we do with the vase? We can use it to keep flowers. Where is the urn? It's by the pond. What can we do with the urn? We can use it to keep water/rice. (2)讓學生以肢體動作呈現物品的樣貌 3. 綜合活動: 發下學習單讓學生練習	5' 30'	
第十節 校園中的建築元素(四) Elements of the Architecture 4 1. 引起動機: 呈現圖片複習校園物件和問與答句型 2. 發展活動: (1)發下上次寫的學習單，讓學生彼此互相練習念出所寫， (2)以小組為單位上台發表並讓小組互評 3. 綜合活動: 對各組發表作講評	5' 30' 5'	

附錄(一)教學重點、學習紀錄與評量方式對照表

單元名稱	學習目標	表現任務	評量方式	學習紀錄/ 評量工具
建築風華	1.能知道並詢問別人在家中的哪個空間~Where are you? I' m in the _____. (bedroom, bathroom, living room, kitchen, dining room, yard) 2.能看平面圖或圖片辨認為三合院(three-section compound)或四合院(four-section compound)建築。 3.能問並答出自己在校園中的哪裡~Where are you? I'm in the _____.(office/ classroom/gym/ auditorium 視聽教室/library /track field) computer lab/ health center) 4.能問並答出校園中建築元素為何~What's this? It's a _____. 5.能問並答出校園中建築元素在哪~ Where is the ____? (bowl /plate/ vase/ urn/fish net) It's _____. (on the wall/ by the pond/ on the ceiling)	1. 問與答下列句型: Where are you? I'm in the _____. 2.看平面圖或圖片辨認為三合院(three-section compound)或四合院(four-section compound)建築。 3. 問並答出自己在校園中的哪裡~Where are you? I'm in the _____. 4. 問並答出校園中建築元素為何~What' s this? It's a _____. 5.問並答出校園中建築元素在哪~ Where is the ____? (bowl /plate/ vase/ urn/fish net) It's _____. (on the wall/ by the pond/ on the ceiling)	1.問與答 2.紙筆	學習單

國民小學及國民中學學生成績評量準則

第五條

國民中小學學生成績評量，應依第三條規定，並視學生身心發展、個別差異、文化差異及核心素養內涵，採取下列適當之多元評量方式：

一、紙筆測驗及表單：依重要知識與概念性目標，及學習興趣、動機與態度等情意目標，採用學習單、習作作業、紙筆測驗、問卷、檢核表、評定量表或其他方式。

二、實作評量：依問題解決、技能、參與實踐及言行表現目標，採書面報告、口頭報告、聽

力與口語溝通、實際操作、作品製作、展演、鑑賞、行為觀察或其他方式。

三、檔案評量：依學習目標，指導學生本於目的導向系統性彙整之表單、測驗、表現評量與其他資料及相關紀錄，製成檔案，展現其學習歷程及成果。

特殊教育學生之成績評量方式，由學校依特殊教育法及其相關規定，衡酌學生學習需求及優勢管道，彈性調整之。

附錄(二) 評量標準與評分指引

學習目標		1.能知道並詢問別人在家中的哪個空間~Where are you? I'm in the _____. (bedroom, bathroom, living room, kitchen, dining room, yard) 2.能看平面圖或圖片辨認為三合院(three-section compound)或四合院(four-section compound)建築。 3.能問並答出自己在校園中的哪裡~Where are you? I'm in the _____.(office/ classroom/gym/ auditorium 視聽教室/library /track field) computer lab/ health center) 4.能問並答出校園中建築元素為何~What's this? It's a _____. 5.能問並答出校園中建築元素在哪~ Where is the _____? (bowl /plate/ vase/ urn/fish net) It's _____. (on the wall/ by the pond/ on the ceiling)				
學習表現		1. 能正確找出校園中哪些地方具有傳統中國建築風格。 2. 順利表達中國建築風格的特色有哪些。				
評量標準						
主題	表現描述	A 優秀	B 良好	C 基礎	D 不足	E 落後
建築風華		(聆聽)能對聽到的語句做出適當的回應。 (口說)能運用所學句型做表達。	(聆聽)能對聽到的簡易語句做出適當的回應。 (口說)能運用所學句型做表達，偶有錯誤。	(聆聽)能對大部分聽到的簡易語句做出適當的回應。 (口說)能嘗試運用所學句型做表達，時有錯誤。	(聆聽)僅能有限地對聽到的簡易語句做出適當的回應。 (口說)僅能有限地說出字詞語句。	未達 D 級
評分指引		聽得懂句型並能正確問答 4 句	聽得懂句型並能正確問答 3 句	聽得懂句型並能正確問答 2 句	聽得懂句型並能正確問答 1 句	未達 D 級
評量工具		學習單				
分數轉換		95-100	90-94	85-89	80-84	79 以下

分數轉換：可由授課教師達成共識轉化自訂分數(級距可調整)。