學校名稱 School	Tai-Ping Elementary School	課程名稱 Course	家庭休閒樂 yo-yo
單元名稱 Unit	Unit3 Go! Let's go with my family!	學科領域 Domain/ Subject	Integrative Activity
教材來源 Teaching Material	◆ Textbook	教案設計者 Designer	Chun-Yen Chen / 陳俊諺
實施年級 Grade	Grade 4		本單元共 __13__ 節 The Total Number of Sessions in this Unit

教學設計理念 Rationale for Instructional Design	Trees are one of the indispensable creatures on the earth. With the evolution of technology and the continuous development of human beings, a large number of forests have been cut down. The design concept of this course is mainly to 1) know the purpose, function, and importance of trees. 2) through the role-playing activities, students can understand the importance of trees to the environment, and how to respect all kinds of life, and cultivate a correct value of life.

學科核心素養對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	◆ A2 系統思考與解決問題 ◆ B3 藝術涵養與美感素養 ◆ C1 道德實踐與公民意識
	領綱 Domain/Subject Guidelines	◆ 綜-E-A2 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。 ◆ 綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。
	校本素養指標 School-based Competences	※若無則免填。Please skip if there is no school-based curricula.

學科學習重點 Learning Focus	學習表現 Learning Performance	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。 3d-II-1 覺察生活中環境的問題，探討並執行對環境友善的行動。
	學習內容 Learning Contents	Bd-II-2 生活美感的體察與感知 Cd-II-1 生活中環境問題的覺察 Cd-II-2 環境友善的行動與分享

學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject ◆ Ss know common animal and bugs. ◆ Ss know how to draw common animals and bugs. ◆ Ss are able to discriminate different sounds of animals and bugs ◆ Ss know where animals or bugs should be in/on the trees ◆ Ss know ways to protect trees ◆ Ss know influence on cutting trees or damaging nature
	英語準備度 Readiness of English ◆ Ss know how to use simple phases for greeting. ◆ Ss understand the teacher's specific instruction. ◆ Ss are able to use simple sentences to respond the teacher's specific question.
單元學習目標 Learning Objectives	◆ 學生能透過實地觀察，覺察大自然的生命現象 ◆ 學生能夠理解樹木與人類、環境之間的連結性與重要性，並培養正確的生命觀 ◆ 學生能透過生命樹遊戲的活動，體驗到大自然的重要性，並關懷大自然生命相關的人事物 ◆ 學生能透過省思，寫下並分享大自然與人類、環境之間所產生的功能與共處的方法，增進自我對大自然的情感連結

中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	When： ◆ T greets Ss ◆ T questions Ss ◆ T explains rules of game ◆ T operates specific tasks Where： ◆ power point ◆ worksheet ◆ on the stage	When： ◆ Ss talk about their pictures ◆ Ss write words on the blackboard ◆ Ss play games Where： ◆ Power Point ◆ Worksheet ◆ On the stage

教學方法 Teaching Methods	◆ 講述教學 ◆ 合作學習 ◆ 影片引導
教學策略 Teaching Strategies	◆ 搭配獎勵機制 ◆ 設計提問 ◆ 凸顯教材內容特性 ◆ 提供建設性回饋 ◆ 連結生活經驗
教學資源及輔助器材 Teaching Resources and Aids	Textbook, ppt , worksheet, fortune cards, blackboard, posters

評量方法 Assessment Methods	1. Oral assessment 2. Performance assessment
評量規準 Rubrics	1. Worksheet 2. Performance on stage
議題融入 Issues Integrated	1. 生命教育議題 2. 環境教育議題

<table>
<tr><td colspan="3" align="center">教學流程 Teaching Procedures</td></tr>
<tr>
<td>第一節</td>
<td>
<p align="center">準備階段 Preparation stage</p>
1. Greeting Ss
2. T asks Ss to focus on PPT
  (1) T Shows a film
  (2) T asks Ss feeling
  (3) T asks Ss what they saw in the film.
<p align="center">發展階段 Development stage</p>
1. introduction
  (1)T introduces different kind of bugs
  (Meanwhile, Ss can share their own experiences with these bugs.)
  (2)T introduces different kind of animals
  (Meanwhile, Ss can share their own experiences with these animals.)
2. Practice
 (1) T shows the specific sentences on PPT

What is your favorite bug in this picture?
My favorite bug is the _____.
What is your hated bug in this picture?
My hated bug is the _____.
What is your favorite animal in this picture?
My favorite animal is the _____.
What is your hated animal in this picture?
My hated animal the _____.

 (2) T distributes worksheet to Ss
 (3) T asks Ss to fill out the blank space
<p align="center">總結階段 Summary stage</p>
1. Ss share their ideas.
<p align="center">第一節結束 End of the first session</p>
</td>
<td>
時間
Time

7'

18'

5'
</td>
</tr>
<tr>
<td>第二節</td>
<td>
<p align="center">準備階段 Preparation stage.</p>
1. T reviews the content Ss learnt last week.
<p align="center">發展階段 Development stage</p>
1. T explains " how does it sound" with gesture, and then play the following sound.
  (1) Bird sound
  (2) Lion sound
  (3) Mosquito sound
  (4) Elephant sound
  (5) Rooster sound
</td>
<td>
5'

33'
</td>
</tr>
</table>

	(6) Owl sound 2. T asks Ss to talk about their feelings respectively 　(1) It sounds beautiful. 　(2) It sounds horrible. 　(3) It sounds relaxing. 　(4) I have no feeling. 3. T shows life pictures 　(1) T asks Ss what it is / they are	
	總結階段 Summary stage 1.　T tells which will be taken next week. **End of the second session**	2'
第三節	**準備階段 Preparation stage** 1.　Review：Let one of the groups to pick a picture. 2.　T asks the students to turn the cards around and start a discussion	5'
	發展階段 Development stage 1. Ss discuss questions about the picture they get 　including, 　(1) What is it / What are they? 　(2) What is it doing? / What are they doing? 　(3) Where is it? / Where are they? 　(4) How do you feel ? （T checks and encourages Ss to use English to talk their feelings)	30'
	總結階段 Summary stage 1. T demonstrates how to talk about the picture and tells Ss that each of groups goes on the stage next time. **第三節結束 End of the third session**	5'
第四節	**準備階段 Preparation stage** 1.　T shows what and how to talk on the stage again.	3'
	發展階段 Development stage 1.　T lets Ss go on the stage (1)　S shows the picture they get (2)　S responses four questions (Ss can use Chinese or English) (3)　T gives feedback (4)　T asks other Ss what the S talks about	35'
	總結階段 Summary stage 1. T concludes. **第四節結束 End of the fourth session**	2'
第五節	**準備階段 Preparation stage** 1.　T asks Ss to turn to page 42. 2.　T asks Ss questions. (1) What is it? (2) Where is it? (3) Why does it do like this?	8'
	發展階段 Development stage 1. T writes words on the blackboard (1) rest in a tree	27'

	(2) live in a tree (3) grow under a tree (4) hide in a tree 2. T introduces the following words 3. T writes down write other words at the end of them e.g. (1) rest in a tree: bird (2) live in a tree: koala (3) grow under a tree: plant (4) hide in a tree: tiger 4. Game time: T says "I say bird , you say _____" (1)Ss will play for many times from slow speed to fast speed. (2) T asks volunteers to take part in the game on the stage. **總結階段 Summary stage** 1. T repeats the following words: (1) rest in a tree (2) live in a tree (3) grow under a tree (4) hide in a tree 2. T emphasizes on the importance of trees **第五節結束 End of the fifth session**	 5'
第六節	**準備階段 Preparation stage** 1. T asks Ss what they saw on / in / above the tree. 2. T writes a sentence on the blackboard: What do you want to be? **發展階段 Development stage** 1. T explains "what do you want to be" with easier words and gesture (Ss response) 2. T draws bugs and animals Ss mention on the board 3. T gives worksheet to Ss (1) T demonstrates how to finish the task (2) Ss start to operate the task **總結階段 Summary stage** **1.** T asks volunteers to talk about what they draw on worksheet **第六節結束 End of the sixth session**	8' 25' - 7'
第七節	**準備階段 Preparation stage** 1. T draws a tree on the blackboard and writes (1) above the tree (2) on the tree (3) in the tree 2. T explains the differences of the three and gives worksheet to Ss. **發展階段 Development stage** 1. T leads Ss to the specific places to observe bugs /	5' 30'

	animals (1) 榕亭 (15') (2) trees along the playground (15') 2. Ss records what they see in the two places while T checks and helps	
	總結階段 Summary stage	5'
	1. T corrects Ss' worksheet and gives feedback	
	第七節結束 End of the seventh session	
第八節	**準備階段 Preparation stage**	5'
	1. T reviews 2. T asks volunteers to share what they write on worksheet	
	發展階段 Development stage	25'
	1. Ss draw what they saw on worksheet 2. T gives a piece of paper to Ss 3. T shows a question on the blackboard " What do you want to be?" *T asks the question with easier words and gesture* 4. T asks Ss to draw what they want to be on paper and write down the name of animals or bugs	
	總結階段 Summary stage	
	1. T gives feedback to each student	10'
	第八節結束 End of the eighth session	
第九節	**準備階段 Preparation stage**	5'
	1. T explains rules of the game in page 44	
	發展階段 Development stage	30'
	1. T leads Ss to the square 2. Each Student holds the picture they drew on their hands (1) Some Ss are trees (2) Some Ss are humans (3) The other Ss are animals or bugs. 3. Humans pick a "fortunate card" to decide fate of the tree	
	總結階段 Summary stage	
	1. T explains the purpose of the game	
	第九節結束 End of the ninth session	5'
第十節	**準備階段 Preparation stage**	
	1. warm-up: be a tree -- Instruction: Good morning everyone. Last week, we played life tree game, every one enjoyed the game very much. Now, it's English time! Let's be a tree and I will show you how to be a tree. (1) T demonstrates how to be a tree in English (2) T asks Ss to perform a specific action I. Please everyone stand up. II. Open your arms. III. Open your feet. IV. Raise your arms. V. Shake your arms. VI. Close your eyes. -- Instruction: Ok. Everyone did a good job. Let's put down your arms.	8'

Now, You are a tree. Listen carefully. What do you hear?
(3) T plays files of sound
I. birds sound
II. wind sound
III. people's sound
IV. tree-cutting sound
(4) T questions,
I. What did you hear?
II. It's a good sound for you? Or it's a bad sound for you?

發展階段 Development stage

It's good for trees or it's bad for trees.
-- Instruction: Let's switch to Chinese again.
(1) T shows Ss 5 behaviors about trees
I. 砍樹
II. 護樹
III. 隨意割樹皮
IV. 定時修剪樹木
V. 欺負樹上的小動物
VI. What else?
-- Instruction: Let's switch to English again. It's game time!
(2) T says " I say good , you say thumbs up" and " I say bad, you say thumbs down"
(3) T demonstrates how to play the game.
(T shows one of the pictures, and say " I say good/ you say thumbs up /down) for a few times
(4) T starts the game
I. Firstly, T will follow step (3). Then, T just shows the picture. Group1-3 need to say " I say_____," while group 4-6 need to say" you say thumbs _____"
(5) Take turns

總結階段 Summary stage

(1) T gives Ss worksheet
(2) T emphasizes the importance of protecting trees.

第十節結束 End of the tenth session

	準備階段 Preparation stage	3'
第十一節	1. T reviews lessons	
	發展階段 Development stage	35'

2. about trees
(1) T shows three questions on the blackboard (5')
I. Why are trees good for us?
II. If we cut all trees…what will happen?
III. What is good for trees?
(2) T explains questions with examples
-- Instruction: Ok. Got it? It's time to speak English. Now I will give every group poster paper.
(3) T distributes poster paper and pens to each group
(4) T demonstrates what and how to write on poster paper
-- Instruction: Ok. Any question? Now, I want Group 1 and 2 to discuss question 1. Group 3 and 4, please discuss question 2. Finally,group3, please discuss question 3.
(5) Ss discuss (15')
-- Instruction: Everyone did a good job. Ok. We just have 3 mins to go on. Hurry up. Later, I will show your poster on the blackboard.
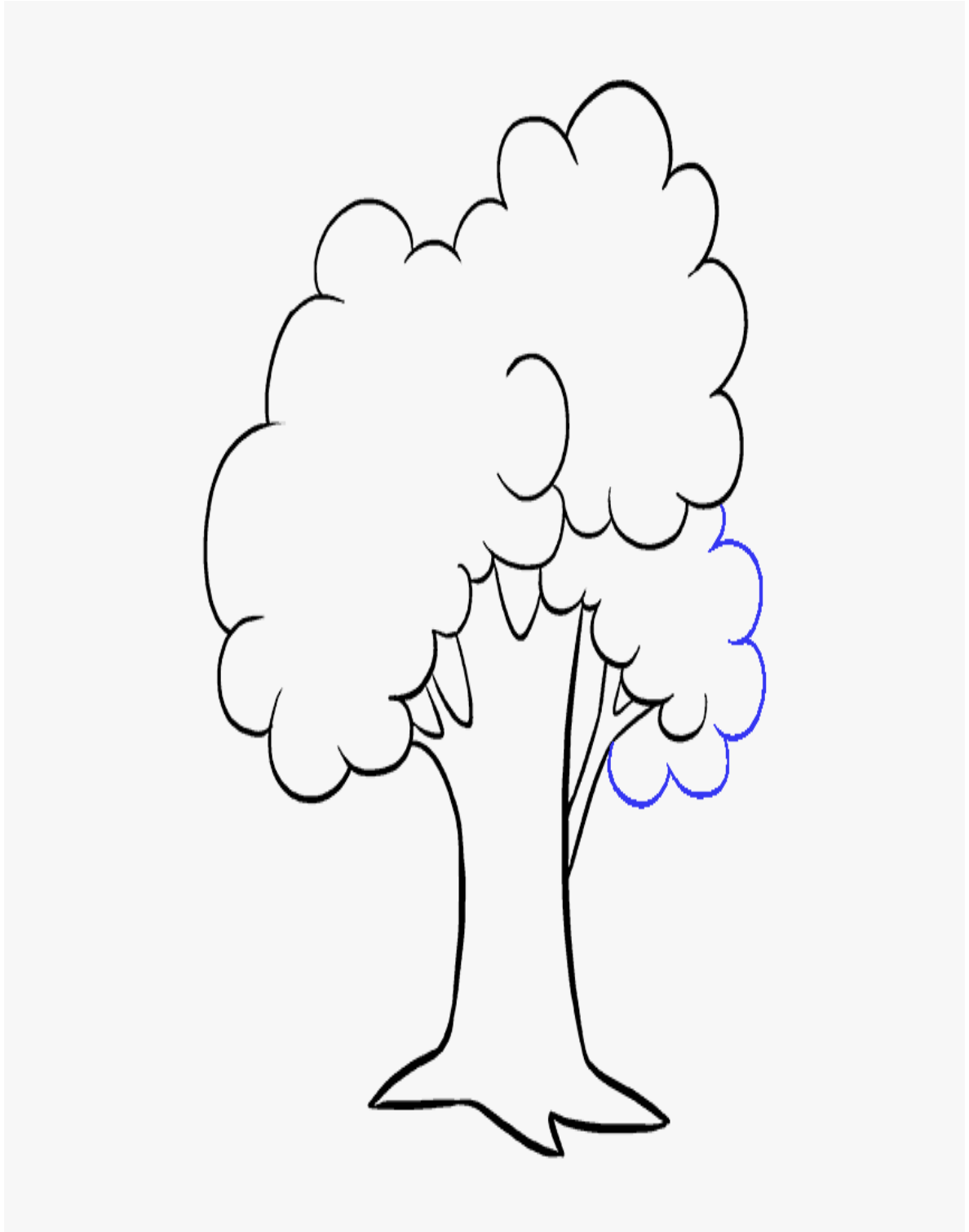
27

5'

	(6) T asks volunteers/one of groups to share their idea on the stage. (12') -- Instruction: Any volunteer want to share? Ok, let's give him/ her a big hand. (7) T gives feedback(3') **2. Video-watching** 1. T plays the video: 哭泣的樹靈 (1) T leads Ss to discuss issues in the video including global warming, the damage of nature…… (2) T mentions about the content of p.76: 1.What is Arbor day? 2. What date is Arbor day? 2. What can we do in Arbor Day? 總結階段 **Summary stage** 1.T concludes 第十一節結束 **End of the eleventh session**	4'
第十二節	準備階段 **Preparation stage** 1. T reviews lessons 發展階段 **Development stage** **2. Video-watching** 1. T plays the video: 哭泣的樹靈 (1) T leads Ss to discuss issues in the video including global warming, the damage of nature…… (2) T mentions about content of p.76: 1.What is Arbor day? 2. What date is Arbor day? 2. What can we do in Arbor Day? (3) T gives Ss notes (4) T divides blackboard into three parts (5) Ss discuss and write their ideas on notes (6) T pastes Ss notes on blackboard and gives feedback 總結階段 **Summary stage** 1. T shows a slogan about Arbor Day 2. T gives worksheet to Ss— Slogan Time! 第十二節結束 **End of the twelfth session**	4' 30'
第十三節	準備階段 **Preparation stage** 1. T leads Ss to read p.54 and shows "queen head" picture on ppt and asks Ss what it is. 2. T asks Ss to turn p.50 發展階段 **Development stage** 1. T asks Ss to read the four letters 2. T asks Ss feeling 3. T shows the question in each letter. (1) What happened to _____? (2) Where does it live? (3) Is it happy? (4) How should you help it? **4. Ss discuss** **5. T asks volunteers to talk about their ideas** --	5' 32'

	1. T plays four videos about the issues 2. T asks " If you were it, how do you want to be treated?" 3. Ss write down their ideas on worksheet. **總結階段 Summary stage** 1. T emphasizes the importance of respect to life **第十三節結束 End of the last session**	3'
參考資料 **References**	翰林綜合活動課本	

Class: _____ Name:_____ Number:_____

1.Please make this tree be full of animals and bugs!
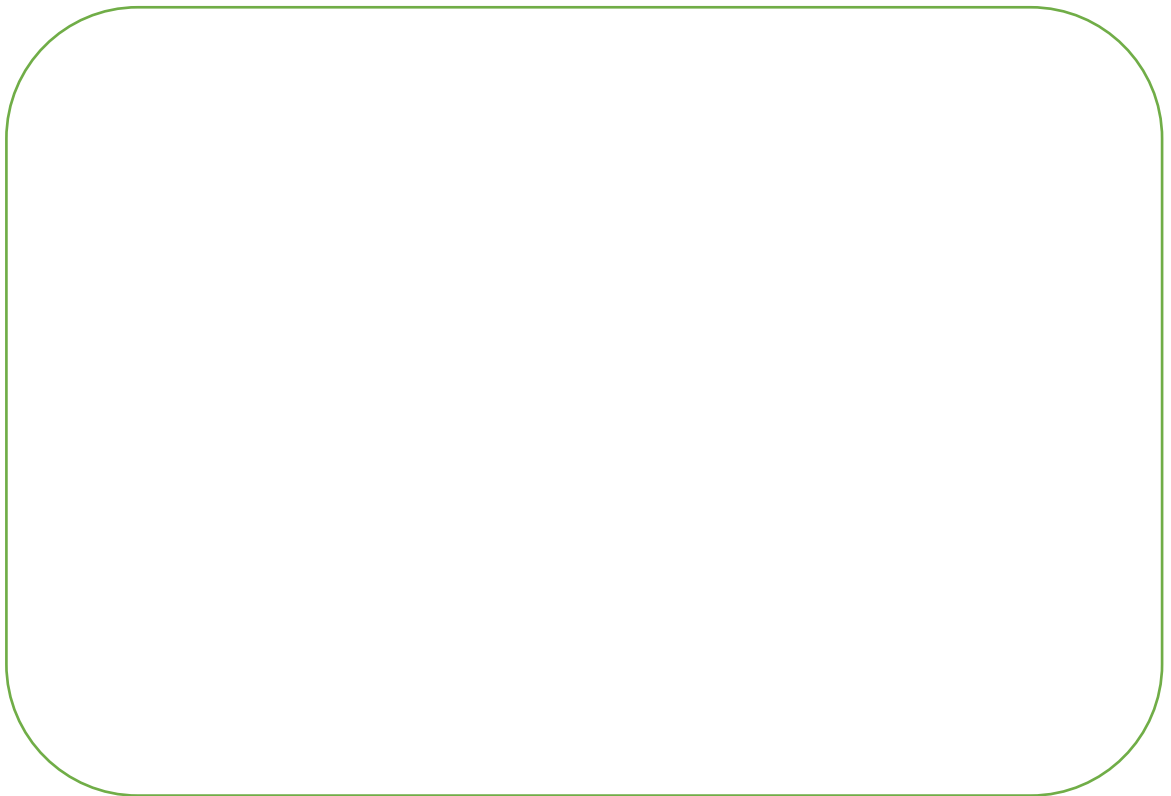
2. Write their names by animals and bugs you draw!

Class: _____ Name:_____ Number:_____

1. What animals or bugs did you find in 榕亭？
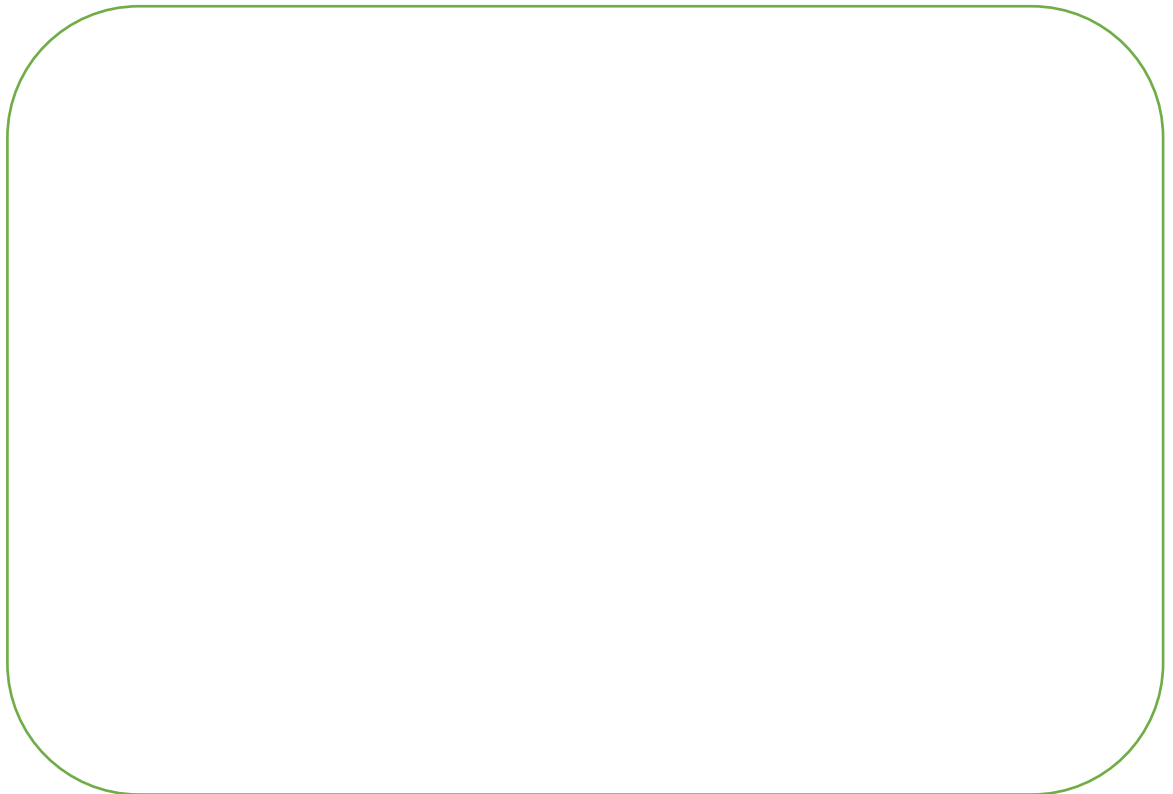
above the tree:

in the tree:

under the tree:

1. What animals or bugs did you find along the playground ?

above the trees:

in the trees:

under the trees:

Class: _____ Name:_____ Number:_____

1. Write "It's good for trees." or " It's bad for trees."

It's bad for trees.	

2. Why are trees so important for us?

為什麼樹對我們而言這麼重要呢?

(1)_____

(2)_____

(3)_____