

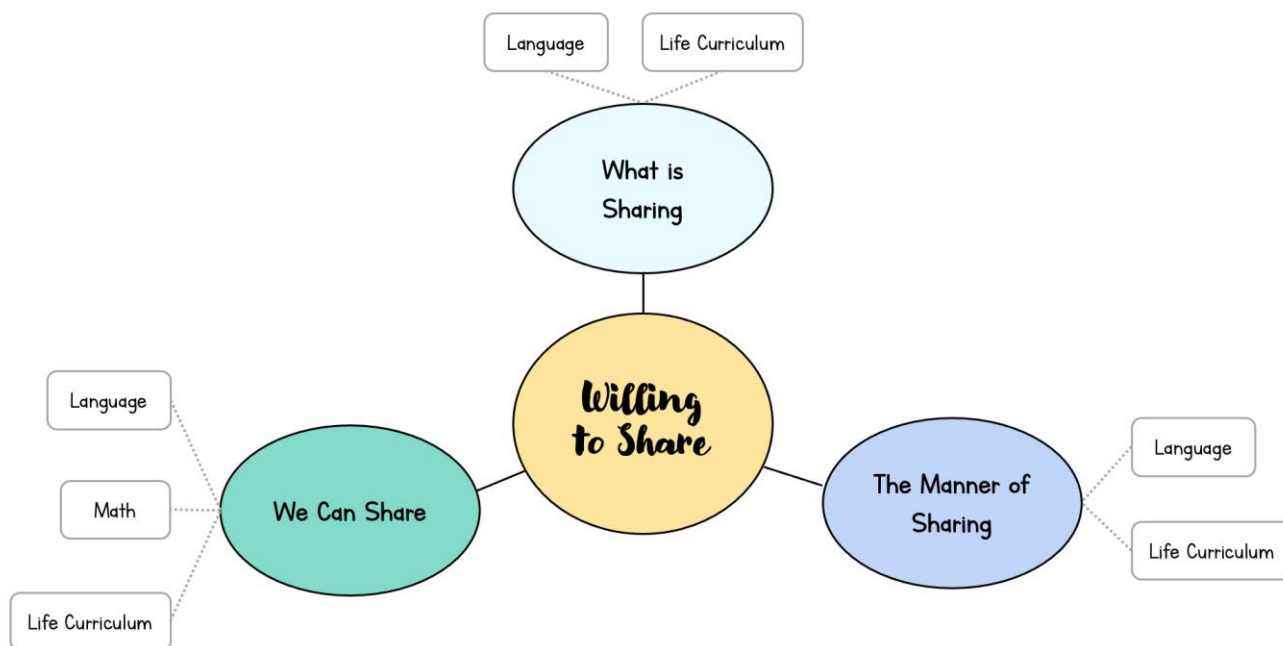
新北市新市國小一年級校訂彈性學習課程模組教案設計

主題名稱	We Love Toys	設計者	王姘嫻(新市國小) 陳嫘穎(鷺江國小) 許家菁(新市國小) 尤曉雯(新市國小)
實施年級	一年級	總節數	6

教學設計理念說明：

低年級孩子進入學校環境中，學習如何與同儕共處是十分重要的，於此單元教案設計中，教學者以「分享」為主題，運用 Llama Llama Time to Share 繪本作為引導，運用繪本中的情境與學生討論分享的感受與方式，於課堂中模擬與生活中實際嘗試、於生活中記錄省思，讓學生們能夠進行分享的實踐，最後將分享的範圍擴大，引導學生理解分享的對象不局限於身邊的人，可以與有需求的人進行分享。

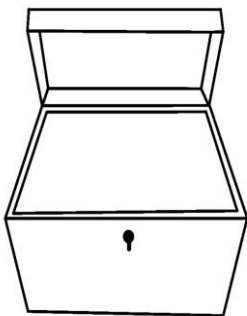
跨領域主題統整架構圖：




核心素養、學習重點 (含學習表現與學習內容)、學習目標對應情形

核心素養	總綱	A3 規劃執行與創新應變 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
	領綱 (不含英語)	【國語文】 國-E-C2: 與他人互動時，能適切運用語文能力表達個人想法，理解與包容不同意見，樂於參與學校即社團活動，體會團隊合作的重要性。 【生活課程】 生活-E-A3：藉由各種媒介，探索人、事、物的特性與關係，同時學習各種探究

		<p>人、事、物的方法、理解道理，並能進行創作、分享及實踐。</p> <p>生活-E-B1: 運用生活中隨手可得的媒材與工具，透過各種探究事物的方法及技能，對訊息做適切的處理。</p> <p>生活-E-C1: 覺察自己、他人和環境的關係，體會生活禮儀與團體規範的意義，學習尊重他人、愛護生活環境及關懷生命，並於生活中實踐，同時能省思自己在團體中所應扮演的角色，在能力所及或與他人合作的情況下，為改善事情而努力或採取改進行動。</p> <p>生活-E-C2: 覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p>
學習重點	學習表現	<p>【國語文】</p> <p>1-I-1 養成專心聆聽的習慣，尊重對方的發言。</p> <p>2-I-3 與他人交談時，能適當的提問、合宜的回答，並分享想法。</p> <p>【生活課程】</p> <p>2-I-6 透過探索與探究人、事、物的歷程，了解其中的道理。</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>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>6-I-1 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>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>
	學習內容	<p>【國語文】</p> <p>Ac-I-2 簡單的基本句型。</p> <p>【生活課程】</p> <p>A-I-3 自我省思</p> <p>D-I-3 聆聽與回應的表現</p> <p>E-I-3 自我行為的檢視與調整</p>
學習目標		<p>Students will be able to express their ideas.</p> <p>Students will be able to describe their feelings.</p> <p>Students will be able to understand the idea of sharing.</p> <p>Students will be able to understand the manner of sharing.</p>
議題融入 (實質內涵)		<p>【閱讀歷程】閱 E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <p>【閱讀態度】閱 E12 培養喜愛閱讀的態度。</p>
教材來源		<p>Video: clip: https://www.youtube.com/watch?v=JcpWXaA2qeg</p> <p>Storybook: Llama Llama time to share by Anna Dewdney</p>
教學資源/ 設備需求		1. PPT 2. activity boards 3. markers 4. worksheet 5. toys

教學活動內容	Teacher's words	Students' words
<p>【第 1 節/單元名稱：Llama Llama time to share】</p> <p>Pre-task</p> <p>I. What's your favorite toy?</p> <p>a. 教師請學生畫下他們最喜歡的玩具，並請學生以此分享喜歡此玩具的原因。</p> <div data-bbox="322 638 536 692" data-label="Image"> <p>• Draw and color your favorite toy!</p> </div>  <p>b. 教師藉由提問引導學生並歸納喜歡玩具的原因。</p> <p>c. 教師問學生是否樂於與其他人分享最喜歡的玩具。</p> <p>Main task</p> <p>I. Story time: Llama Llama time to share</p> <p>a. 教師運用提問法帶領學生預測故事。</p> <ul style="list-style-type: none"> -What do you see on the cover? -What will happen in the story? <p>b. 教師說故事並運用提問吸引學生注意並且促進學生思考，教師提問如下：</p> <ul style="list-style-type: none"> -What happened? -How does the character feel? -What would you do if you were the character? <p>Post task</p> <p>I. A review of the story</p> <p>a. 教師運用故事元素(story elements)帶領學生回顧故事內容。</p> <p>II. Sharing time</p>	<ul style="list-style-type: none"> ♦ What's your favorite toy? ♦ Why? (Why you like it/them so much?) ♦ Do you want to share your favorite toy? <p>It's story time!</p> <p>Before reading...</p> <ul style="list-style-type: none"> ▪ What do you see? ▪ How many animals are there? ▪ What do you think will happen in the story? <p>During reading...</p> <ul style="list-style-type: none"> ▪ What happened? ▪ How does the character feel? ▪ What would you do if you were the character? <p>After reading....</p> <ul style="list-style-type: none"> ▪ Who are in the story? ▪ Where did the story happen? ▪ What was the problem? ▪ How did they fix the problem? <p>Let's talk about the story:</p> <ul style="list-style-type: none"> ▪ What would you do if 	<p>*Ss may respond in Mandarin.</p> <p>*Ss may respond in Mandarin.</p> <p>*Ss may respond in Mandarin.</p>

<p>a. 教師請學生於學習單上畫下他對故事的喜愛程度。</p> <p>b. 教師請學生與夥伴分享喜歡或不喜歡故事的原因。</p> <p>I. Do you like the story? Color the stars to show it!</p> <p>你喜不喜這個故事嗎? 有多喜不喜呢? 把星星塗上顏色告訴我們吧!!</p> <p>I don't like it! It's a good story. I love it!</p> 	<p>you and your friends fight over toys?</p> <ul style="list-style-type: none"> Can you think of different ways to share? Please share your ideas with your friends. Remember, there is no right or wrong answers! 	<p>*Ss may respond in Mandarin.</p>
<p>評量方式 (評量內容與策略)</p>	<p>★Cooperative ability: Students can work with peers and finish the learning activity.</p> <p>★Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p>★Writing practice: Students can finish the writing practice on the worksheet.</p>	

教學活動內容	Teacher's words	Students' words
<p>【第2節/單元名稱：What is Sharing?】</p> <p>Pre-task</p> <p>I. Story Review</p> <p>a. 教師發下上一節課的學習單。</p> <p>b. 教師播放影片讓學生回顧 Llama</p> <p>Llama time to share.</p> <p>c. 教師於播放影片前請學生閱讀其撰寫之學習單，並且提醒學生可以隨時修改他們的想法。</p> <p>Main task</p> <p>I. Why doesn't Llama want to share?</p> <p>a. 教師請學生兩人一組。</p> <p>b. 教師運用故事中，Llama 不願意與 Gnu 分享玩偶的情境，請學生討論以下問題：</p> <p>-Llama 為什麼不願意分享？</p> <p>-Llama 不願意分享時，Llama 與 Gnu 的感受為何？</p>	<ul style="list-style-type: none"> Remember the story we talked about last time? Let's review the story with the video. Please look at your worksheet. You can change your ideas anytime. Let's work in pairs and talk about the story: <ul style="list-style-type: none"> -Why doesn't Llama want to share? -How do Llama and Gnu feel when they don't want to share? -How do Llama and Gnu feel when they share the toys? 	<p>*Ss may respond in Mandarin.</p> <p>· Because _____.</p> <p>· They feel _____ because _____.</p> <p>*Ss may respond in Mandarin.</p>

2. If you were **Llama**, how would you feel when Gnu took your dolly away? Why?

如果你是一隻駱馬，當Gnu拿走你的玩偶的時候，你的感受是什麼呢？為什麼？

I feel _____ because _____

3. If you were **Gnu**, how would you feel when Llama didn't want to share his dolly? Why?

如果你是一隻驢，當Gnu拿走你的玩偶的時候，你的感受是什麼呢？為什麼？

I feel _____ because _____



II. How does sharing make Llama and Gnu feel?

- 教師請學生兩人組。
- 教師運用故事中，Llama 與 Gnu 分享玩偶與玩具的情境，請學生討論以下問題：

-Llama 與 Gnu 分享玩偶於玩具時，
Llama 與 Gnu 的感受為何？

How does sharing make you feel?

從故事“Llama Llama time to share”中，你感受到什麼呢？從一開始的不願意到最後大家共同分享，你覺得他們的心情是什麼呢？想想看並畫起來吧！

- Before sharing, they feel...



- After sharing, they feel...



Post task

I. How does sharing make you feel?

- 教師用延伸故事到學生真實生活中，討論帶領學生與朋友分享玩具的感受為何？

My sharing experience

你有跟別人分享過嗎？是什麼東西？跟誰分享？你的感受是什麼呢？把它記錄下來吧！

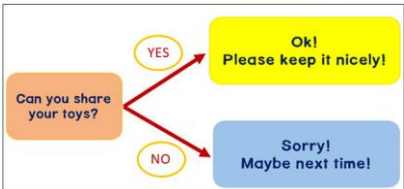

I shared...	with...	I felt...
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b.

- Will you share with your friends?
- What will you share?
- How does sharing make you feel?


- Yes. /No.
- I can share _____.
- I feel _____.

評量方式 (評量內容 與策略)	<p>☛<u>Oral sharing:</u> Students can understand the teacher's questions and share their ideas.</p> <p>☛<u>Writing practice:</u> Students can finish the writing practice on the worksheet.</p> <p>☛<u>Listening attitude:</u> Students can listen to the speakers.</p> <p>☛<u>Cooperative ability:</u> Students can work with peers and finish the learning activity.</p>
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教學活動內容	Teacher's words	Students' words
<p>【第3節/單元名稱：The Manner of Sharing】</p> <p><u>Pre-task</u> I. Sharing time a. 教師帶領學生討論與思考下列問題： -What is sharing? -Do you like to do the sharing? -Why don't you want to share? -If you really don't want to share, what can you do?</p> <p><u>Main task</u> I. The manner of sharing a. 教師引導學生思考分享時，如何有禮貌地提問與回應。 b. 請學生運用下列句型進行口語練習。</p>  <p>II. Time to do the sharing a. 教師請學生找到夥伴進行提問。</p>  <p>b. 提問後能與夥伴分享玩具。</p> <p><u>Post task</u> I. Reflection cards a. 教師發下省思學習單。</p>	<p>◆ Please share your ideas with me.</p> <ul style="list-style-type: none"> What is sharing? Do you like to do the sharing? Why don't you want to share? If you really don't want to share, what can you do <p>◆ Now, please take your toys. Share and play with your friends. (ask them try to use the sentence patterns)</p>	<p>*Ss may respond in Mandarin.</p> <p>· I have a _____. but I don't have a _____. Can we share?</p> <p>· Ok, please be nice to my toys.</p> <p>· Sorry, maybe</p>

<p>b. 學生完成省思學習單。</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: yellow; margin: 0;">Reflection Card</p> <p>1. Did your classmates share the toys with you? Yes No</p> <p>2. How did you feel? I felt _____.</p> <p>3. Did you share the toys with your classmates? Yes No</p> <p>4. How did you feel? I felt _____.</p> </div>	<ul style="list-style-type: none"> ◆ Did you enjoy your time playing with your friends? ◆ Please write down your reflections. (Please finish the worksheet.) ◆ Now, you can share your worksheets with your friend. 	<p>next time.</p> <p>· I felt _____.</p>
<p>評量方式 (評量內容與策略)</p>	<p>🌟Oral response: Students can say the target sentences.</p> <p>🌟Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p>🌟Oral response: Students can say the target sentences.</p> <p>🌟Writing practice: Students can finish the writing practice on the worksheet.</p> <p>🌟Oral sharing: Students can understand the teacher's questions and share their ideas.</p>	

教學活動內容	Teacher's words	Students' words
<p>【第4節/單元名稱：We can share!】</p> <p><u>Pre-task</u></p> <p>I. Sharing time</p> <p>a. 教師發下上節課完成的學習單。</p> <p>b. 請學生兩人一組，運用學習單分享。</p> <p>c. 進行班級分享。</p> <p><u>Main task</u></p> <p>I. What else can we share?</p> <p>a. 教師引導學生思考，學校生活中，學生能與他人分享什麼東西。</p> <p>b. 請學生四人一組，腦力激盪寫下越多物品越好。</p>	<ul style="list-style-type: none"> ◆ Work in pairs, share your worksheets with your friends. ◆ Anyone wants to share your or your friends' reflections? ◆ What can you share with your friends? ◆ Write down / Draw as many items as you can. ◆ We learned about sorting before, can you sort all the items into different categories? 	<p>*Ss may respond in Mandarin.</p> <p>· I can share _____.</p>

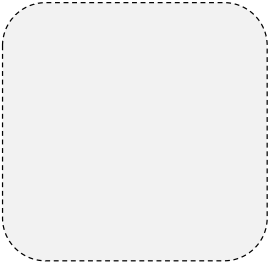




<p style="text-align: center;">What can be shared?</p> <p style="text-align: center;">• 什麼東西可以分享呢? 把他們寫下來或畫出來吧!</p>  <p>c. 請學生分享提出的物品，教師將能夠分享的物品寫在黑板上。</p> <p>d. 教師請學生四人一組，運用過去所學習的分類法，以「用途」嘗試將可以分享的物品進行分類。</p> <p style="padding-left: 20px;">○ 分類參考：toy, stationary, book.....</p> <p>e. 教師將學生發表討論出的分類寫在黑板上。</p> <p>II. What's can be share in a sharing station?</p> <p>a. 教師與學生分享「分享站/sharing station」的概念。</p> <p>b. 教師運用黑板上的分類，與學生討論分享站中，適合放哪種用途的物品進行分享。</p> <p>Post task</p> <p>I. What can I share?</p> <p>a. 教師請學生回家與家長討論，帶至少一種用途的物品到班上。</p>	<ul style="list-style-type: none"> ◆ We are going to create a sharing station in our class. ◆ You can bring things you want to share with your friends. ◆ Everyone can borrow what they need from the sharing station. ◆ Please at least one item from home. 	
<p>評量方式 (評量內容與策略)</p>	<p><input checked="" type="checkbox"/> Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> Performance assessment: Students can really do the sharing and take notes.</p> <p><input checked="" type="checkbox"/> Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> Writing practice: Students can finish the writing practice on the worksheet.</p>	

教學活動內容	Teacher's words	Students' words
<p>【第 5 節/單元名稱：Let's build the sharing station.】</p> <p><u>Pre-task</u></p> <p>I. Sharing items</p> <p>a. 請學生兩人一組，分享帶來的物品與物品的用途分類。</p> <p><u>Main task</u></p> <p>I. Organize the sharing items</p> <p>a. 教師將分類標示貼於教室的角落，並請學生將分享物品分類放置。</p> <p>b. 教師運用 PPT 展示如何進行分享物品整理與編號。</p> <div data-bbox="319 909 711 1258"> <p>1. We count! Count the items you have.</p> <p>2. We write! Write down the numbers on each sticker.</p> <p>3. We stick! Put the stickers on the items.</p> <p>pencil eraser ruler</p> </div> <p>c. 將學生分四人一組，每一組負責一種分類，進行分享物品清點與編號。</p> <p>d. 學生上台分享分類物品。</p> <p>II. In our sharing station...</p> <p>a. 教師引導學生思考使用 sharing station 時，大家需要遵守的規則。</p> <p>b. 教師歸納使用規則，並將規則製成海報貼於 sharing station 旁。</p> <div data-bbox="199 1771 754 2134"> <ul style="list-style-type: none"> • We can share • We are kind • We take care of sharing items • We return items after use • We keep records </div>	<ul style="list-style-type: none"> ♦ Work in pairs, share your worksheets with your friends. ♦ Anyone wants to share your or your friends' reflections? ♦ Let's take out the items you want to share with your friends. ♦ Let's sort them into different categories. ♦ Count how many items you have in the category and number them. ♦ First, count the items. ♦ Then, write down the numbers on each sticker. ♦ Lastly, put the stickers on the items. ♦ We must follow the rules when using the sharing stations. ♦ Let's read the rules together. 	<ul style="list-style-type: none"> • I felt _____. • We count! • We write! • We stick.! • We can share. • We are kind. • We take care of sharing items. • We return items after

<p><u>Post task</u> I My record</p> <p>a. 教師請學生運用記錄表，紀錄一次使用 sharing station 的經驗。</p> <table border="1" data-bbox="215 380 758 678"> <thead> <tr> <th>Item</th><th>Date</th><th>Return</th></tr> </thead> <tbody> <tr> <td>pencil</td><td>10/14</td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>	Item	Date	Return	pencil	10/14																	<ul style="list-style-type: none"> ◆ We must keep records when we use items from the sharing station. 	<p>use.</p> <ul style="list-style-type: none"> · We keep records.
Item	Date	Return																					
pencil	10/14																						

<p>評量方式 (評量內容與策略)</p>	<p><input checked="" type="checkbox"/> <u>Oral sharing:</u> Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> <u>Performance assessment:</u> Students can really do the sharing and take notes.</p> <p><input checked="" type="checkbox"/> <u>Oral sharing:</u> Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> <u>Writing practice:</u> Students can finish the writing practice on the worksheet.</p>
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教學活動內容	Teacher's words	Students' words
<p>【第 6 節/單元名稱：My sharing journal.】</p> <p><u>Pre-task</u> I. Sharing time</p> <p>a. 請學生四人一組，請學生分享使用 sharing station 的感想。</p> <p><u>Main task</u> I. My Sharing Journal</p> <p>a. 教師使用 PPT 向學生展示 sharing journal 中使用的句型。</p>	<ul style="list-style-type: none"> ◆ Work in pairs, share your experience with your friends. ◆ Anyone wants to share your or your friends' experiences? ◆ What did you share? ◆ What did you use? ◆ Please draw on your 	<ul style="list-style-type: none"> · I felt ____.. · I shared ____

<p>b. 教師引導學生回想他們上一週的分享歷程並完成 My sharing Journal 。</p> <div data-bbox="322 212 617 627"> <p>My Sharing Journal</p> <ul style="list-style-type: none"> • Draw and write.  <p>I shared my _____.</p> <p>I feel      _____</p> </div> <p>Post task</p> <p>I. My journal of sharing</p> <p>a. 學生上台分享 。</p>	<p>worksheet.</p> <p>◆ Please take your journal and share with your friends.</p>	<p>· I used ____.</p> <p>· I shared ____.</p> <p>· I used ____.</p>
<p>評量方式 (評量內容與策略)</p>	<p><input checked="" type="checkbox"/> Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> Performance assessment: Students can really do the sharing and take notes.</p> <p><input checked="" type="checkbox"/> Oral sharing: Students can understand the teacher's questions and share their ideas.</p> <p><input checked="" type="checkbox"/> Writing practice: Students can finish the writing practice on the worksheet.</p>	