



**111學年度112年4月份K3英文教案**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Culture | | | | | |
| Season / Festival | | | | | |
| Content內容 | Objective 目標 | | | | |
| Spring / Easter   1. Chants   -Spring Is Here (Tune of Where is Thumbkin)  Spring is here.  Spring is here.  Goodbye, snow.  Flowers grow.  Birds and bees, leaves on trees.  Hello, spring, hello, spring.  -Five Little Flowers (Tune of The Eensy Weensy)  Five little flowers standing in the sun.  They nod their heads one by one.  Down, down, down falls the gentle rain.  And the five little flowers lift up their heads again!  1-2-3-4-5  2. 2. Songs:  -The Way the Bunny Hops (The Kimboomers)  - Butterfly, Ladybug, Bumblebee  (From: Super Simple Song)  - Sing a song of flowers (From: The Kiboomers)   1. Story:   - Spot’s First Easter  - Rabbits Don’t Lay Eggs   1. Activity－Fun to know about culture and learn English through events, Let’s get ready to move around!   Easter Activities(various) | **春天/ 復活節**  為了讓孩子們的第二語言學習更貼近生活，我們將與生活有密切關係的季節變化及節慶，融入英語文化教學中，希望透過熟悉的文化生活互動，幫助孩子們更能輕鬆開口說英語，建立語用的能力。  透過依季節特性設計的童詩，讓孩子體驗其他國家不同於台灣的季節變化，並藉此豐富自然變化方面的生活字彙。  利用孩子喜愛的歌謠和音樂律動，讓他們自然而然地熟悉英語的韻律、節奏與押韻，強化音韻覺識的辨識度，也讓孩子對於節慶名稱可以朗朗上口。  透過節慶故事書的講述，讓孩子認識更多節慶詞彙。  動動手做一做、開心玩一玩，讓孩子藉由各式各樣的方式來體驗世界各地的節慶活動!  (由各班級的英文老師自行決定活動內容) | | | | |
| Little Hands Book 3 | | | | | |
| Unit 5 Fun Actions | | | | | |
| Key Language單元句型、單字 | | | | | |
| Content內容 | Objective 目標 | | | | |
| 1. Sentence pattern   Q: What are you doing?  A: I’m (singing).   1. Vocabulary – Fun Actions    * dancing, jumping, running, singing, walking 2. Review    * Review unit 5 | * To identify actions * To sing and act along. * To know some movements * To show the action and say it.   搭配圖卡練習與生活相關的主題單字和句型。 | | | | |
| Conversational Language會話 | |  | | | |
| Content內容 | | Objective 目標 | | | |
| Let’s play together.  OK. | | * To identify and repeat words * To ask and answer about what others are doing. * To practice a dialog * To understand playing together * To use an expression to agree with others.   經由教本的情境會話, 引導孩子運用  到日常生活中表達與溝通。 | | | |
| CLIL (Content and Language Integrated Learning) 內容和語言整合學習 | | | | |
| Content內容 | | | Objective 目標 | |
| Physical Education  stand/walk/ sit/ stand/ jump | | | * To identify actions. * To practice motor skills: doing actions.   孩童能探索數學、美術、社會、自然、體能等各種領域。 | |
| Art藝術 | | | | |
| Content內容 | | | | Objective 目標 |
| Making a dancing chain.  (They are dancing.) | | | | * To make artwork * To show and share artwork   因應單元主題應用在美勞創作中，孩子的作品將展示在教室或是帶回家分享。 |
| Phonics自然發音 | | | | |
| Content內容 | | | Objective 目標 | |
| Short Vowel o: -ot. -ox  hot, pot, box, fox | | | * To review short o: words * To develop phonics skills for short vowels. * To build and identify C-V-C words * To read and write the C-V-C words * To identify the target words by sound, picture, and spelling   依發音規則拼讀單字，有系統的增加孩子的拼字能力，及增加孩子的字彙、閱讀的能力。 | |
| Supplements補充教材 | | | | |
| Songs歌謠 | | Picture Books繪本 | | |
| 1. You Raise Me Up   (From: Music Moment)   1. Yes, I can   (From: Super Simple Song) | | 1. From Head to Toe   (By Harper Collins Publishers)   1. Move!   (By Steve Jenkins & Robin Page ) | | |