

一、課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1. ☒統整性主題/專題/議題探究課程：新市『語』生活 2. ☐社團活動與技藝課程：_____

3. ☐特殊需求領域課程：_____ 4. ☐其他類課程：_____

二、學習節數：每週(2)節，實施(21)週，共(42)節。

三、本課程是否實施混齡教學：☐是 ☒否

四、本課程是否曾經局端審定為優良校訂課程：☐是(學年度 第 學期) ☒否
(若曾多次列為優良課程計畫，請填列最近3年內獲得優良之學期即可)

五、課程內涵：

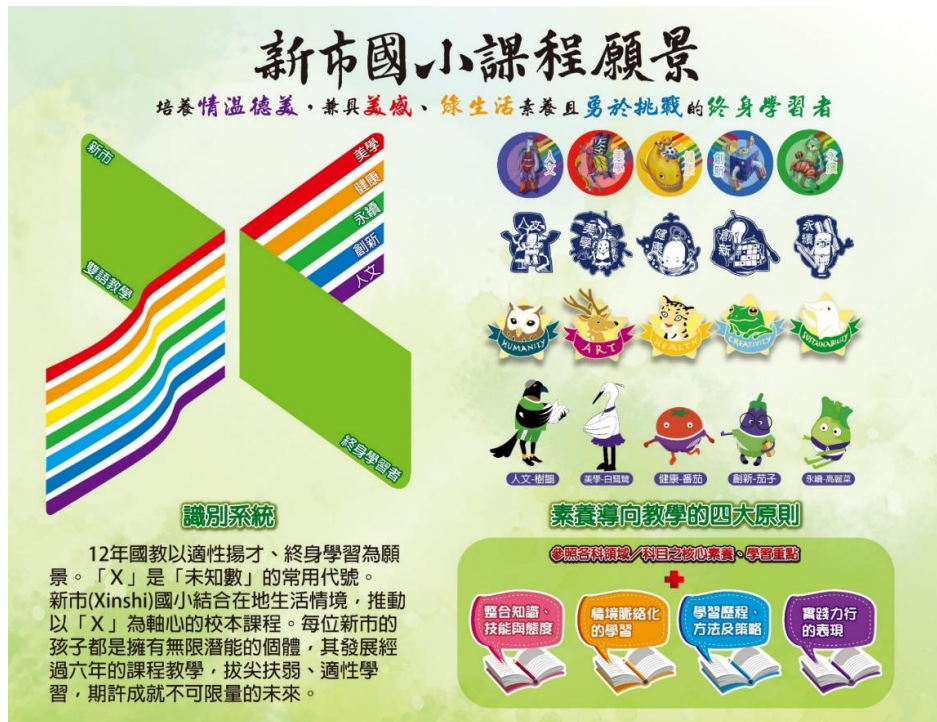
總綱核心素養	學習目標
<p>依總綱核心素養項目及具體內涵勾選。</p> <p><input checked="" type="checkbox"/> A1身心素質與自我精進</p> <p><input type="checkbox"/> A2系統思考與解決問題</p> <p><input type="checkbox"/> A3規劃執行與創新應變</p> <p><input checked="" type="checkbox"/> B1符號運用與溝通表達</p> <p><input type="checkbox"/> B2科技資訊與媒體素養</p> <p><input type="checkbox"/> B3藝術涵養與美感素養</p> <p><input type="checkbox"/> C1道德實踐與公民意識</p> <p><input checked="" type="checkbox"/> C2人際關係與團隊合作</p> <p><input type="checkbox"/> C3多元文化與國際理解</p>	<p>1. 英語領域學習目標</p> <p>(1) 能嘗試運用基本的學習策略，強化個人英語文能力，並培養認真專注的學習態度。</p> <p>(2) 能運用課堂中學習到的字詞。</p> <p>(3) 能在生活中運用低年級所學習到的生活用語與句型。</p> <p>(4) 能吟唱英語歌謠。</p> <p>(5) 能學習與同學合作與分享，參與課堂活動。</p> <p>(6) 能認識母親節 <Mother's Day>.</p> <p>2. 生活課程學習目標</p> <p>(1) 能透過繪本 The day crayons come home，省思自己是否有愛惜學用品，並學習保護學用品不遺失的方式。</p> <p>(2) 能透過繪本 Me and my family tree，畫出自己家庭的家庭樹，並透過分享過程了解有不同家庭組成的方式，進而尊重各式各樣的家庭。</p>

(3) 能透過繪本 We are all alike, we are all different，了解自己與同學有哪些異同，並能夠在互相了解後成為更好的朋友。

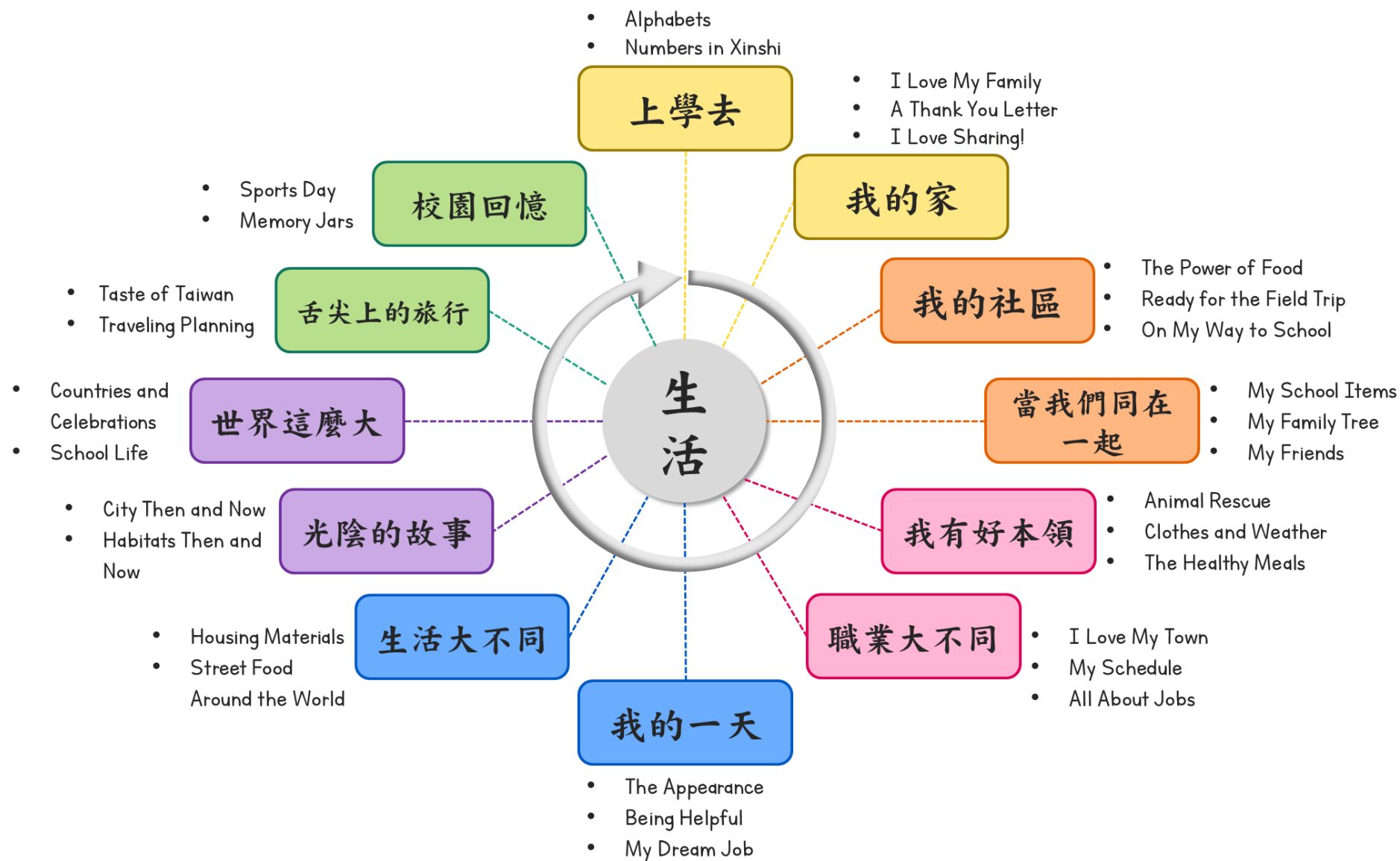
3. 閱讀素養學習目標

- (1) 能認識繪本所學習到的字詞。
- (2) 能喜愛閱讀英語繪本，並與同儕分享。

六、全校整體課程架構(或課程藍圖)：(請先放上架構圖後，再以100字以內說明本課程在全校整體課程的地位)



課程願景	培養情溫德美，兼具美感、綠生活素養且勇於挑戰的終身學習者					
對應之學校願景	人文 (情溫德美)	美學 (美感)	健康 (綠生活)	創新 (勇於挑戰)	永續 (終身學習)	
校本主軸	嚮往開來 愛淡水	美感生活 心實踐	健康安全 樂生活	創客生活 新世代	視野「新」 境界、學士港 宜綠校園	新市 愛開家族
課程目標	1. 透過課程學習，能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。	1. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。	1. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。	1. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。	1. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。	1. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 2. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。 3. 能理解、尊重、欣賞多元文化，並能與不同文化背景的人溝通、合作。
彈性及跨領域別	生活、綜合 社會	國語、數學 生活、社會 藝術、藝術	生活、綜合 健康、社會	生活、綜合 國語、數學 藝術	生活、綜合 自然、健康	自訂
總綱核心素養	E-A1、E-A2 E-B1、E-C1 E-C2、E-C3	E-A1、E-A2 E-A3、E-B1 E-B3、E-C1 E-C2、E-C3	E-A1、E-A2 E-A3、E-B1 E-B3、E-C1 E-C2、E-C3	E-A2、E-A3 E-B1、E-B2 E-C2、E-C3	三選九項全	詳12年國教 編綱內函
一年級 校本課程名稱()	新市與我	美感生活 聆聽主	探索生活	新市雅意令	新市尚青 走踏新市	新市任我行
二年級 校本課程名稱()	淡水與我	美感生活 觀察家	健康生活	生活小達人	樂活新市 奇妙的水	新市圖書俠
三年級 校本課程名稱()	淡水 新視野	美感生活 同理心	安全生活	新市E學院	新市食當令 當風吹來時	新市愛禮人
四年級 校本課程名稱()	公司田溪 畔輕旅	美感生活 理解王	簡單生活	新市特派員	新市食當令 新市小漫遊	新市搜尋家
五年級 校本課程名稱()	嚮往知來 愛淡水	美感生活 溝通師	自然生活	程式新獵人	新市田野運 理驚人的秘密	新市智慧王
六年級 校本課程名稱()	立足淡水 看世界	美感生活 鑑賞家	環保生活	新市藝術家	感恩的季節 新市綠世界	超開新市



從一年級為始到六年級，向上發展以英語為主的統整性主題/專題/議題探究課程。課程內容涵蓋生活、綜合、社會領域，與孩子真實的生

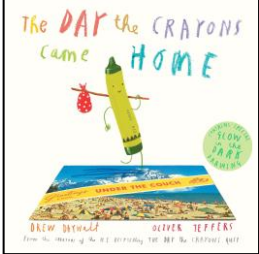
活情境結合，讓語言在有意義、有架構的條件下自然發展。

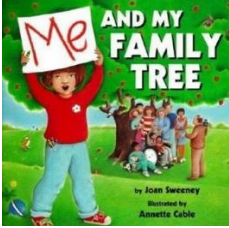
七、本課程課程架構：(自行視需要決定是否呈現)

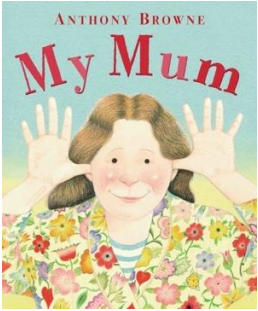
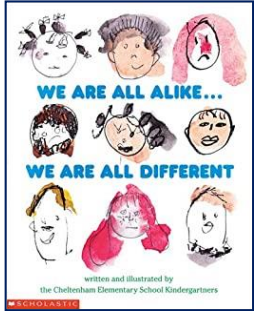
	總綱核心素養		學習領域核心素養	學習重點		結合重要教育工作
				預期學習表現	主要學習內容	
I Love My School Supplies!	生活	AI 身心素質與自我精進	生活-E-AI 悅納自己：透過自己與外界的連結，產生自我感知並能對自己有正向的看法，學習照顧與保護自己的方法。	I-I-3 省思自我成長的歷程，體會其意義並知道自己進步的情形與努力的方向。 I-I-4 珍視自己並學習照顧自己的方法，且能適切、安全的行動。	A-I-3 自我省思 E-I-1 生活習慣的養成 E-I-3 自我行為的檢視與調整	
	英語	AI 身心素質與自我精進 BI 符號運用與溝通表達 C2 人際關係與團隊合作	英-E-AI 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-BI 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。	◎I-I-3 能聽懂課堂中所學的字詞。 ◎I-I-6 能聽懂簡易歌謠和韻文的主要內容。 ◎2-I-3 能說出課堂中所學的字詞。 ◎2-I-5 能使用簡易的日常生活用語。 ◎3-I-2 能辨識課堂中所學的字詞。 ◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎6-I-2 積極參與各種課堂練習活動。 ◎6-I-3	Ac-I-2 第一學習階段所學字詞。 *Ae-I-2 簡易繪本故事。 B-I-1 第一學習階段所學字詞及用語的生活溝通。	

				樂於回答老師或同學所提的問題。		
My Wonderful Family Tree	生活	BI 符號運用與溝通表達	生活-E-BI 表達想法與創新實踐：使用不同的表徵符號表達自己的想法，並進行創作、分享及實踐。	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。	A-I-2 事物變化現象的觀察 C-I-2 媒材特性與符號表徵的使用	家E2 了解家庭組成與型態的多樣性。 家E3 表達對家庭成員的關心與情感。
	英語	AI 身心素質與自我精進 BI 符號運用與溝通表達 C2 人際關係與團隊合作	英-E-AI 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-BI 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。	◎I-I-3 能聽懂課堂中所學的字詞。 ◎I-I-6 能聽懂簡易歌謠和韻文的主要內容。 ◎2-I-3 能說出課堂中所學的字詞。 ◎2-I-5 能使用簡易的日常生活用語。 ◎3-I-2 能辨識課堂中所學的字詞。 ◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎6-I-2 積極參與各種課堂練習活動。 ◎6-I-3 樂於回答老師或同學所提的問題。	Ac-I-2 第一學習階段所學字詞。 *Ae-I-2 簡易繪本故事。 B-I-1 第一學習階段所學字詞及用語的生活溝通。	

My Closest Friends	生活	A2 系統思考與解決問題	生活-E-A2 探究事理：藉由各種媒介，探索人、事、物的特性與關係；學習各種探究人、事、物的方法並理解探究後所獲得的道理。	2-I-1 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 透過探索與探究人、事、物的歷程，了解其中的道理。	C-I-1 事物特性與現象的探究 D-I-1 自我與他人關係的認識	人 E5 欣賞、包容、尊重自己與他人的權利。
	英語	A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。	◎I-I-3 能聽懂課堂中所學的字詞。 ◎I-I-6 能聽懂簡易歌謠和韻文的主要內容。 ◎2-I-3 能說出課堂中所學的字詞。 ◎2-I-5 能使用簡易的日常生活用語。 ◎3-I-2 能辨識課堂中所學的字詞。 ◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎6-I-2 積極參與各種課堂練習活動。 ◎6-I-3 樂於回答老師或同學所提的問題。	Ac-I-2 第一學習階段所學字詞。 *Ae-I-2 簡易繪本故事。 B-I-1 第一學習階段所學字詞及用語的生活溝通。	

單元	運用繪本	整合知識、技能與態度	目標單字	目標句型	實踐力行的表現
I Love My School Supplies!		<p>Students will be able to...</p> <ul style="list-style-type: none"> accurately identify various school supplies and articulate their functions and characteristics. learn to express details about the school supplies they personally possess, discussing their uses and importance. 	<p>School supplies: bag, book, pen, pencil, ruler, eraser, computer, desk, board, pencil case, chair</p> <p>Colors:</p>	<p>What's this? It's a (bag). What's that? It's an (eraser). What are these? They're (books). What color is the crayon?</p>	<p>學生將能透過繪本內容豐富且引人入勝的故事情節，深入學習同理心的培養與體會</p>

		<ul style="list-style-type: none"> develop an appreciation for their school supplies, understanding their value and expressing gratitude for them. gain knowledge on how to properly maintain and safeguard their school supplies, ensuring their longevity and usefulness. 	red, blue, yellow, green, pink, orange, brown, white, black	It's (red).	珍惜物品的重要性。此外，他們將學會應用相關策略，將珍愛物品的理念融入日常生活實踐中。
My Wonderful Family Tree!		<p>Students will be able to...</p> <ul style="list-style-type: none"> identify various family members and articulate details about them. learn to express information about their own family members and their roles within the family. gain awareness of the different types of families and understand that family structures can vary. comprehend the concept of a family tree, learning how it represents family relationships. apply their understanding by drawing their own family trees, illustrating their unique family dynamics. practice sharing their work with others and developing an appreciation for their classmates' family representations. 	<p>Family and friends: father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend</p> <p>Pets: cat, dog, lizard, snake, rabbit,</p>	<p>Who's that? It's my (sister). Is that your (mother)? Yes, it is. No, it isn't.</p>	學生將能通過閱讀及討論繪本的過程，深入了解多樣化的家庭類型，從而更好地認識並理解自己的家庭結構。此外，他們將學會如何以家庭樹的形式來表達家庭成員關係，並與同學分享自己的作品，促進相互理解與交流。

Mother's Day		<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify and remember the specific date on which Mother's Day is celebrated annually. • Recognize the Contributions of Mothers: • develop an understanding of the various roles and tasks mothers often undertake for their families. • express Gratitude to Mothers: • learn effective and thoughtful ways to show appreciation and gratitude towards their mothers. 	<p>Mother's day. card flower</p>	<p>Happy Mother's Day! Thank you, mom.</p>	<p>學生將能透過繪本的閱讀與深入討論，深刻理解媽媽多元的角色及她們的辛勤付出。他們將學會如何將對媽媽的感激之情轉化為溫馨的言語及手工製作的卡片，並親手將這份心意傳達給媽媽，以表達對她們的感謝與愛。</p>
My Closest Friends!		<p>Students will be able to...</p> <ul style="list-style-type: none"> • recognize and articulate the physical characteristics of different people. • gain an understanding of the concepts of 'same' and 'different' in the context of human appearance. • compare and contrast their own physical attributes with those of their friends, fostering observational and analytical skills. 	<p>Appearance: curly hair, straight hair, long hair, short hair Facial characteristics: eyes, mouth, nose, tooth/ teeth, big ears, small ears</p>	<p>(He / She) has (curly hair). Does (he / she) have (brown eyes)? Yes, he /she does. No, he / she doesn't.</p>	<p>學生將能透過繪本故事的引導，深入理解每個人都有其獨特性，並且存在差異。接著，他們將運用比較與對比的方法，積極探索自己與朋友間的相似與不同之處。最終，學生將學</p>




					會如何分享這些發現，促進與他人之間的交流和理解。
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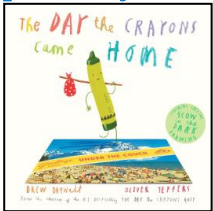
八、本課程融入議題情形(若有融入議題，教學規劃的學習重點一定要摘錄實質內涵)

1. 是否融入安全教育(交通安全)：☐是(第____週) ☒否
2. 是否融入戶外教育：☐是(第____週) ☒否
3. 是否融入生命教育議題：☐是(第____週) ☒否
4. 其他議題融入情形(有的請打勾)：☐性別平等、☒人權、☐環境、☐海洋、☐品德、☐法治、☐科技、☐資訊、☐能源、☐防災、☒家庭教育、☐生涯規劃、☐多元文化、☒閱讀素養、☐國際教育、☐原住民族教育
☐STEAM

九、素養導向教學規劃：自編教材(黑)、議題融入(藍)

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
Week 1 2/10-2/14	<u>生活</u> 3-I-1 <u>英語</u> ◎1- I-4 ◎1- I-5	<u>生活</u> D-I-1 D-I-4 <u>英語</u> ◎2- I-3 ◎2- I-4 ◎2- I-5	[Back to School] A. My Winter Vacation Discovery I. My Special Winter Memory: 1. Students select one special event from their winter vacation to share. Provide a simple, illustrated worksheet to help them jot down key points about their chosen event. 2. Encourage students to bring a small item or a photo related to their story to make their sharing	2	PPT Worksheet Video Markers Whiteboard	口語評量 實作評量 作業評量 課堂參與		<input type="checkbox"/> 實施跨領域或跨科目協同教學(需另申請)

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>more engaging.</p> <p>3. After each share, classmates can ask questions or give a compliment, practicing communication skills.</p>  <p>B. Revisiting Classroom Rules</p> <p>I. Charades:</p> <p>1. Students act out a rule without speaking, and classmates guess the rule being acted out.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="748 866 1077 1101"> <p>•1. Bring your stationery and books.</p>  </div> <div data-bbox="1122 866 1429 1101"> <p>•2. Be on time.</p>  </div> </div> <p>C. Setting Learning Adventures:</p> <p>1. Teacher help students outline clear, achievable learning goals for the semester, with a focus on both academic and personal development skills.</p>					<p>授課鐘點費)</p> <p>1.協同科目：——</p> <p>2.協同節數：——</p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
								
Week 2 ~ Week 5 2/17-3/14	<u>生活</u> 1-I-3 1-I-4 <u>英語</u> ◎1-I-3 ◎1-I-6 ◎2-I-3 ◎2-I-5 ◎3-I-2 ◎5-I-2 ◎6-I-2 ◎6-I-3	<u>生活</u> A-I-3 E-I-1 E-I-3 <u>英語</u> Ac-I-2 Ae-I-2 B-I-1	<p>[I love my school supplies]</p>  <p>A. The Day the Crayons Came Home</p> <p>1. What's our topic?</p> <p>1. Teacher reveals a picture, prompting students to guess the theme of the unit. "Look at the picture! What is our topic?" Teacher explains the theme as "My School Bag."</p> <p>2. Teacher asks students to express their ideas and lists responses on the board. "What is in your school bag?" Teacher uses their bags as an example, explaining how to complete the mission.</p> <p>3. Teacher distributes mission cards, asking students to inspect their bags and check supplies on the list. "Look at your bag and check the supplies that you have."</p>	8	PPT Worksheet Video Markers Whiteboard	口語評量 實作評量 作業評量 課堂參與	<u>閱讀素養</u> 閱 I-E12 培養喜愛閱讀的態度。 閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。	

B. All about school supplies

I. School supplies vocabulary:

Teacher introduces the vocabulary with PPT

II. Back to the board

Students listen to the word and touch the picture on ppt.



III. What's in your bag?

Teacher presents the new sentence patterns:

What's this? It's a / an _____.

What's that? It's a / an _____.

IV. Look and write

Teacher shows pictures on ppt and students work in pairs to write down the sentence on mini-whiteboard.

V. New sentence patterns

Teacher presents the new sentence patterns:

What are these? They're _____.

What are those? They're _____.

VI. Spinner activity

Students work in pairs and do the speaking practice by spinning the board.



C. What supplies do you always lose?

Students re-examine their mission cards, recalling experiences and describing feelings about lost supplies.

D. Story time: The day the crayons came home

I. Teacher shows the book cover and raises the following questions: What do you see? What will happen to Crayon?

II. During the reading, teacher asks the following questions:


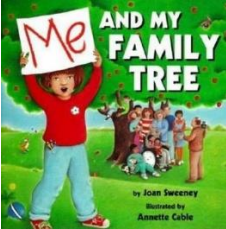
1. What color is the crayon?
2. How did (Red Crayon) feel?
3. Look at the picture, what happened to (Red Crayon)?
4. Why did (Red Crayon) need help?

III. After reading, teacher asks the questions:

1. If you were the crayons, how would you feel?
2. If you were Duncan, how would you feel after you read the postcards from the crayons?
 1. How do you feel?
2. Students re-examine their mission cards, recalling experiences and describing feelings about lost items.

E. How can we help the lost items?

			<p>I. Story review: Teacher plays a video PPT, reviewing the story content with questions.</p> <p>II. How do you feel when you lose your school items? “I felt _____ because _____.”</p> <p>I. Thinking Time: How can we help the lost items? Teacher guides students to think about solutions for lost items, encouraging group discussions and recording results on mini-whiteboards.</p> <p>I. Which solution do you want to try? Students understand various solutions and choose one to try and share with peers.</p> <p>F. A postcard to the lost supplies!</p> <p>I. What is a postcard? Teacher introduces the structure and content of postcards using images from the picture book.</p> <p>II. Which school supply do you want to write a postcard to? Teacher issues mission cards completed in the first session. Students choose a supply from their previously marked lost supplies as the main recipient of the postcard.</p> <p>III. Let’s make a postcard! Teacher demonstrates how to write a postcard, including feelings about the lost supplies, solutions, and messages to the lost items.</p> <p>IV. Gallery walk After students complete their postcards, the teacher</p>					
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			<p>displays them in the classroom for viewing and feedback with stickers.</p> 					
<p>Week 6 ~ Week 10 3/17-4/18</p>	<p><u>生活</u> 4-I-1 4-I-2 <u>英語</u> ◎1-I-3 ◎1-I-6 ◎2-I-3 ◎2-I-5 ◎3-I-2 ◎5-I-2 ◎6-I-2 ◎6-I-3</p>	<p><u>生活</u> A-I-2 C-I-2 <u>英語</u> Ac-I-2 Ae-I-2 B-I-1</p>	<p>[My Wonderful family tree]</p>  <p>A. My family</p> <p>I. Teacher shares photos of their family, introduces family members, and discusses with students. Asks if students have taken a family photo and how many people are in their families. After students share, the teacher reveals today's theme: My family.</p> <p>II. Story Time: Me and my family tree</p> <p>1. Before reading: Teacher shows the cover page, and invites students to talk about the following questions:</p>	10	<p>PPT Worksheet Video Cards Notebooks Workbooks Books</p>	<p>口語評量 實作評量 作業評量 課堂參與</p>	<p><u>閱讀素養</u> 閱 I-E12 培養喜愛閱讀的態度。 閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。</p>	

- What do you see?
- Who is it?

2. During reading: Teacher tells the story by using PPT. While telling the story, teacher can lead the students to think about the following questions:

- How many people are there in this family?
- Who are in this family?

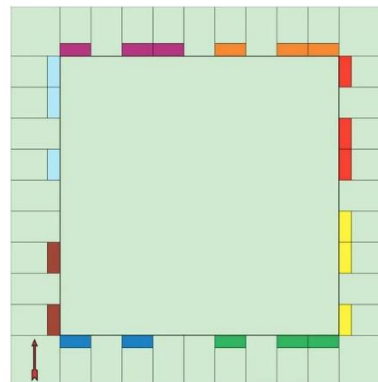
3. After reading: Students can work in small groups. Each group can get one reading material from the picture books. Students have to read again and try to draw the family tree of it.

4. After the story, students can ask elders at home about their family members. Some family members live together, some do not; some may only meet once in a while, but all are family members.

B. Family vocabulary

I. Teacher uses PPT to introduce family members.

II. Students work in groups and practice vocabulary with board game.



生活

3-I-1

英語

◎1- I-4

◎1- I-5

生活

D-I-1

D-I-4

英語

◎2- I-3

◎2- I-4

◎2- I-5

C. New sentence

I. Teacher uses PPT to teach the new sentence pattern.

Who's that? It's my ____.

II. Students work in pairs, look at the picture and write down the sentence.

[Mid-term review]

A. Midterm Review

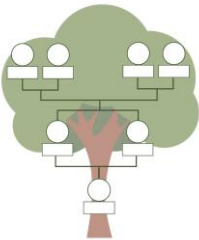
I. Review Center: Students complete different spelling, listening, reading and writing tasks in each center.

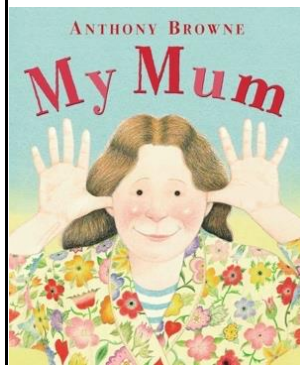
II. Workbook correction: Students correct their workbooks.

You need to finish **three** challenges.
In each center you have **ten** minutes.

A	B	C
Question and Answer	Sentence Making	Word Search
<p>A. Question and Answer: Class _____ Name _____ Number _____</p> <p>1. What are you doing?</p> <p>2. Do you have a pen?</p> <p>3. What does he look like?</p> <p>B. Spelling Challenge</p> <p>1. ()</p> <p>2. ()</p> <p>3. ()</p> <p>C. Word Search Challenge</p> <p>Find the following words in the grid.</p> <p>1. pen</p> <p>2. book</p> <p>3. pencil</p>	<p>A. Question and Answer: Class _____ Name _____ Number _____</p> <p>1. What are you doing?</p> <p>2. Do you have a pen?</p> <p>3. What does he look like?</p> <p>B. Sentence Making</p> <p>1. ()</p> <p>2. ()</p> <p>3. ()</p> <p>C. Spelling Challenge</p> <p>Find the following words in the grid.</p> <p>1. pen</p> <p>2. book</p> <p>3. pencil</p>	<p>A. Question and Answer: Class _____ Name _____ Number _____</p> <p>1. What are you doing?</p> <p>2. Do you have a pen?</p> <p>3. What does he look like?</p> <p>B. Sentence Making</p> <p>1. ()</p> <p>2. ()</p> <p>3. ()</p> <p>C. Word Search Challenge</p> <p>Find the following words in the grid.</p> <p>1. pen</p> <p>2. book</p> <p>3. pencil</p>

Week 11~ Week 13 4/21-5/9	<u>生活</u> 4-I-1 4-I-2 <u>英語</u> ◎1-I-3 ◎1-I-6 ◎2-I-3 ◎2-I-5 ◎3-I-2 ◎5-I-2 ◎6-I-2 ◎6-I-3	<u>生活</u> A-I-2 C-I-2 <u>英語</u> Ac-I-2 Ae-I-2 B-I-1	<p>[My lovely family tree]</p> <p>A. Draw My Family Tree</p> <p>1. Story Review: The teacher uses PPT to review the story content. When reviewing the story, the vocabulary learned by the children is highlighted in red, and the children are asked to read them out loud.</p> <p>2. Teacher explains that we will draw our family tree, starting with ourselves and slowly adding other family members, similar to the little girl in the picture book.</p> <p>3. After finishing the learning sheet, the teacher assists in checking for errors. If a student cannot complete it in class, it will become their homework for the day.</p> <p>B. New Sentence</p> <p>1. Students work in pairs, practice new sentence with their family trees.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>Is that your mom?</p> <p>Yes, it is. 😊 No, it isn't. ☹️</p> </div> <p>C. Different Families</p> <p>1. Story Review: The teacher uses PPT to review "Me and my family tree."</p> <p>2. Story Time: The family book</p> <p>3. Students, through the picture book and sharing with classmates, understand that every family is different and should learn to respect different family types and compositions.</p>	6	PPT Worksheet Board game boards Notebooks Books Workbooks	口語評量 實作評量 作業評量 課堂參與	<u>家 E2</u> 了解家庭組成與型態的多樣性。	
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		<p>D. Let's Share My Family Tree</p> <ol style="list-style-type: none"> 1. Teacher explains that today each student will share their family tree and distribute the previously completed family tree activity sheet. 2. Students practice reading the content of their "My family tree" worksheet. Students make individual oral presentations, sharing their family trees with other students to listen to. 3. After the students' oral presentations, the teacher can display the students' work in the classroom. Students can view the work of their peers and give feedback with stickers. <p>My Family Tree</p>  <p>[Happy Mother's Day]</p> <ol style="list-style-type: none"> A. Teacher uses a video to introduce the origin of Mother's Day. B. Picture book-My mum 		<p>PPT color paper glue scissors</p>	<p>口語評量 實作評量 課堂參與</p>	<p><u>閱讀素養</u> 閱 I-E12 培養喜愛閱讀的態度。 閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。 <u>家 E7</u> 表達對家庭成員的關心與情感。</p>	
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I. Before reading

Teacher shows the cover and asks the following questions:

1. What do you see?
2. What is this story about?

II. While reading

1. Teacher introduces the story by using ppt.
2. While listening to the story, teacher asks students the following questions –
 - (1) What does your mum like to do?
 - (2) Does your mum get angry? Why and when?

III. After reading

After reading the story, teacher leads students to think:

1. What does your mum do for you?
2. What can we do to show our love to mum?

C. Making thank you card for mum.

<https://www.youtube.com/watch?v=D4XSICCXyvU>

			Teacher guides students to make the heart card. Inside the card, students write “Happy Mother’s Day.” And “I love you.”					
Week 14~ Week 19 5/12-6/20	<u>生活</u> 2-I-1 2-I-6 <u>英語</u> ◎1-I-3 ◎1-I-6 ◎2-I-3 ◎2-I-5 ◎3-I-2 ◎5-I-2 ◎6-I-2 ◎6-I-3	<u>生活</u> C-I-1 D-I-1 <u>英語</u> Ac-I-2 Ae-I-2 B-I-1	<div data-bbox="736 427 983 774" data-label="Image"> </div> <p>A. Warm-up</p> <p>I. Do you have friends?</p> <ul style="list-style-type: none"> Teacher can lead the students to share their friends by using the following sentences. < This is _____. He / She is my friend. <p>B. Story: We are all alike! We are all different!</p> <p>I. Before reading</p> <ul style="list-style-type: none"> Teacher first shows the cover page and introduces the idea of “Alike” and “Different.” Students can also give some examples of “Alike” and “Different” based on their prior knowledge. <p>II. While reading</p>	12	PPT Worksheet Markers Books Notebooks	口語評量 實作評量 作業評量 課堂參與	<u>閱讀素養</u> 閱 I-E12 培養喜愛閱讀的態度。 閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。 <u>人E5</u> 欣賞、包容個別差異並尊重自己與他人的權利。	

- Teacher tells the story by using PPT.
- While listening to the story, teacher can lead the students to discuss the following questions:
 - Do they look alike or different?
 - What are the same parts between them?
 - What are differences between them?

III. After reading

- After telling the story, teacher can invite students to share their ideas:
 - Do you think you and your friends are alike or different? Why?

C. All about your friends: Appearance

I. What does your friend look like? – Flipbook Activity

He / She has big eyes.

ity

Teacher passes down flipbooks and students look at the picture to make a sentence to describe his/her friend.

II. Let's describe our friends.

Does he / she have big eyes?

Yes, he / she does. 😊

No, he / she doesn't. ☹️

III. Venn Diagram

Teacher introduces Venn Diagram and leads

			<p>students to compare between themselves and their friends.</p> <p>IV. Writing Practice: My friend and I</p> <p>Teacher guides students to complete the writing about their best friends by using the Venn Diagram.</p> <p>Writing Practice: Venn Diagram Class: 20_ No. ___ Name: _____</p> <div><div><div>ears</div><div>eyes</div><div>a mouth</div><div>a nose</div><div>a head</div><div>arms</div><div>a tail</div><div>legs</div><div>hands</div></div><div><div>Me</div><div>big eyes</div><div>small hands</div><div>Monster</div></div><div><div>feet</div><div>fingers</div><div>toes</div><div>teeth</div><div>feet</div><div>small</div><div>big</div><div>short</div><div>long</div></div><div><div>1. small hands</div><div>2. big eyes</div><div>3.</div><div>4.</div><div>5.</div><div>6.</div></div><div><div>Me</div><div></div></div><div><div>Monster</div><div><div>1. She has small hands.</div><div>2. She has short legs.</div><div>3. She has big teeth.</div><div>4. She has a big head.</div><div>5. She has big eyes.</div><div>6. She has small feet.</div></div></div></div> <p>IV. Galley Walk</p> <p>Students choose their favorite work by giving stickers.</p>					
Week 20~ Week 21 6/23-7/4	<p><u>生活</u></p> <p>3-I-1</p> <p>英語</p> <p>◎1- I-4</p> <p>◎1- I-5</p>	<p><u>生活</u></p> <p>D-I-1</p> <p>D-I-4</p> <p>英語</p> <p>◎2- I-3</p> <p>◎2- I-4</p> <p>◎2- I-5</p>	<p>[Final exam review]</p> <p>A. Review activity</p> <p>I. Review bingo</p> <ul style="list-style-type: none">Teacher leads the students to review the target words and sentences by using the bingo activity. <p>II. Workbook correction</p> <ul style="list-style-type: none">Teacher leads the students to correct the workbooks.	4	<p>PPT</p> <p>Worksheet</p> <p>Workbooks</p> <p>Books</p>	<p>口語評量</p> <p>紙筆評量</p> <p>課堂參與</p>		

			<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td><u>5</u></td> <td><u>6</u></td> <td><u>7</u></td> <td><u>8</u></td> </tr> <tr> <td><u>9</u></td> <td><u>10</u></td> <td><u>11</u></td> <td><u>12</u></td> </tr> <tr> <td><u>13</u></td> <td><u>14</u></td> <td><u>15</u></td> <td><u>16</u></td> </tr> </table> <p>[Final reflection]</p> <p>A. What did we do in this semester?</p> <ul style="list-style-type: none"> Teacher can lead the students to review the activities that they've done in this semester. <p>B. My new wishes for 3th grade</p> <p>Each student can get a small card, they can write down their wishes for next year's English class.</p>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>					
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>																					
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>																					
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>																					
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>																					

十、本課程是否有校外人士協助教學

☒ 否，全學年都沒有(以下免填)

☐ 有，部分班級，實施的班級為：_____

☐ 有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		<input type="checkbox"/> 簡報 <input type="checkbox"/> 印刷品 <input type="checkbox"/> 影音光碟 <input type="checkbox"/> 其他於課程或活動中使用之教學資料，請說明：			

*上述欄位皆與校外人士協助教學與活動之申請表一致