

新北市新市國民小學 113 學年度三年級第二學期英語課程計畫(三年級英語科專用) 設計者：莊恩惠、蘇香霓

一、學習節數：共(63)節

(一)部定課程：每週(1)節，實施(21)週，共(21)節。

(二)校訂課程：每週(2)節，實施(21)週，共(42)節。

二、校訂課程類別：(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：『語』新市『綜』橫天下 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：_____

三、本課程是否實施混齡教學：☐是 ☒否

四、課程內涵：

總 綱 核 心 素 養	<ul style="list-style-type: none"> ■ A1身心素質與自我精進 ■ A2系統思考與解決問題 <input type="checkbox"/> A3規劃執行與創新應變 ■ B1符號運用與溝通表達 <input type="checkbox"/> B2科技資訊與媒體素養 <input type="checkbox"/> B3藝術涵養與美感素養 <input type="checkbox"/> C1道德實踐與公民意識 ■ C2人際關係與團隊合作 ■ C3 多元文化與國際理解 	領 域 核 心 素 養	英語領域 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-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 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。 英-E-C3 認識國內外主要節慶習俗及風土民情。
			綜合領域 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。 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 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-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。 綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。 綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性。

<p>閱讀素養議題</p> <p>（請參閱「新北市國小英語領域課程綱要暨補充規定」第 55~64 頁撰寫）</p>	<p>閱讀歷程</p> <p>閱 II-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 II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 II-E6 發展向文本提問的能力。</p> <p>閱讀媒材</p> <p>閱 II-E8 低、中年級以紙本閱讀為主。</p> <p>閱讀情境脈絡</p> <p>閱 II-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。</p> <p>閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>閱讀態度</p> <p>閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。</p>
<p>其他議題實質內涵</p>	<p>家庭教育</p> <p>家 E13 熟悉與家庭生活相關的社區資源。</p> <p>國際教育</p> <p>國 E5 體認國際文化的多樣性。</p> <p>生涯規劃</p> <p>涯 E9</p> <p>認識不同類型工 作/教育環境。</p>

具體學習目標	<p>1. 透過繪本 “This is my town” 及多媒體資源等媒材，結合英語與綜合領域學習目標，描述社區中常見地點的功能及特色，且能描述自己與社區地點的相對位置，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養。</p> <p>2. 透過繪本 “What time is it, Mr. Crocodile?” 及多媒體資源等媒材，結合英語與綜合領域學習目標，檢視自身時間運用的方式，訂定符合自己生活目標的時間表，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養。</p> <p>3. 透過繪本 “Whose hands are these?” 和 “Career Day” 及多媒體資源等媒材，結合英語與綜合領域學習目標，認識自身特質，理解不同工作之甘苦，產生對不同職業的好奇心，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養。</p>
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五、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	
My Town	英語	A2 系統思考與解決問題 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	◎1-II-2 能聽辨英語的子音、母音及其基本的組合。 ◎1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。 ◎1-II-5 能聽辨課堂中所學的片語、句子及其重音。 ◎1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-10 能聽懂簡易句型的句子。	◎Ab-II-2 單音節、多音節，及重音音節。 ◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ac-II-3 第二學習階段所學字詞（能聽、讀、說160字詞，其中必須拼寫100字詞）。 ◎Ad-II-1 簡易標點符	

			<p>日常溝通。</p> <p>英-E-C2</p> <p>積極參與課內英語文小組學習活動，培養團隊合作精神。</p>	<p>◎1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-II-2 能唸出英語的語音。</p> <p>◎2-II-3 能說出課堂中所學的字詞。</p> <p>◎2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-4 能看懂課堂中所學的簡易對話。</p> <p>◎3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>◎4-II-5 能拼寫國小階段基本常用字詞。</p> <p>◎4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>◎4-II-7 能正確使用大小寫及簡易的標點符號。</p> <p>◎5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>◎5-II-7 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>◎5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-II-2 積極參與各種課堂練習活動。</p> <p>◎6-II-3 樂於回答老師或同學所提的問題。</p>	<p>號。 ◎Ad-II-2 簡易、常用的句型結構。</p> <p>◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>◎Ae-II-2 繪本故事、兒童短劇。</p> <p>◎B-II-1 第二學習階段所學字詞及句型的生活溝通。</p>	
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	綜合	A2 系統思考與解決問題	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。	2c-II-1 蒐集與整理各類資源，處理個人日常生活問題。	◎Bc-II-1 各類資源的認識與彙整。 ◎Bc-II-2 個人日常生活問題所需的資源。 ◎Bc-II-3 運用資源處理日常生活問題的行動。	家 E13 熟悉與家庭生活相關的社區資源。
	閱讀素養	學習主題及實質內涵	閱讀歷程 閱 II-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。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱讀媒材 閱 II-E8 低、中年級以紙本閱讀為主。			
Having Fun	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	◎1-II-2 能聽辨英語的子音、母音及其基本的組合。 ◎1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。 ◎1-II-5 能聽辨課堂中所學的片語、句子及其重音。 ◎1-II-7 能聽懂課堂中所學的字詞。 ◎1-II-10 能聽懂簡易句型的句子。 ◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎2-II-2 能唸出英語的語音。 ◎2-II-3 能說出課堂中所學的字詞。	◎Ab-II-2 單音節、多音節，及重音音節。 ◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ac-II-3 第二學習階段所學字詞（能聽、讀、說160字詞，其中必須拼寫100字詞）。 ◎Ad-II-1 簡易標點符號。◎Ad-II-2 簡易、常用的句型結構。 ◎Ae-II-1 簡易歌謠、韻	

			積極參與課內英語文小組學習活動，培養團隊合作精神。	<p>◎2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-4 能看懂課堂中所學的簡易對話。</p> <p>◎3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>◎4-II-5 能拼寫國小階段基本常用字詞。</p> <p>◎4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>◎4-II-7 能正確使用大小寫及簡易的標點符號。</p> <p>◎5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>◎5-II-7 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>◎5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-II-2 積極參與各種課堂練習活動。</p> <p>◎6-II-3 樂於回答老師或同學所提的問題。</p>	<p>文、短文、故事及短劇。</p> <p>◎Ae-II-2 繪本故事、兒童短劇。</p> <p>◎B-II-1 第二學習階段所學字詞及句型的生活溝通。</p>	
	綜合	C2 人際關係與團隊合作	<p>綜-E-C2</p> <p>理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p>	<p>α-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。</p> <p>2α-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p>	<p>◎Aα-II-1 自己能做的事。</p> <p>◎Bα-II-2 與家人、同儕及師長的互動。</p> <p>◎Bα-II-3 人際溝通的態度與技巧。</p>	

	閱讀素養	學習主題及實質內涵	<p>閱讀歷程</p> <p>閱 II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 II-E6 發展向文本提問的能力。</p> <p>閱讀媒材</p> <p>閱 II-E8 低、中年級以紙本閱讀為主。</p>			
On Time	英語	<p>A1 身心素質與自我精進</p> <p>B1 符號運用與溝通表達</p> <p>C2 人際關係與團隊合作</p>	<p>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。</p> <p>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。</p> <p>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。</p>	<p>◎1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>◎1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>◎1-II-5 能聽辨課堂中所學的片語、句子及其重音。</p> <p>◎1-II-7 能聽懂課堂中所學的字詞。</p> <p>◎1-II-10 能聽懂簡易句型的句子。</p> <p>◎1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-II-2 能唸出英語的語音。</p> <p>◎2-II-3 能說出課堂中所學的字詞。</p> <p>◎2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-3 能看懂課堂中所學的句子。</p> <p>◎3-II-4 能看懂課堂中所學的簡易對話。</p> <p>◎3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>◎4-II-5 能拼寫國小階段基本常用字詞。</p> <p>◎4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>◎4-II-7 能正確使用大小寫及簡易的標點符</p>	<p>◎Ab-II-2 單音節、多音節，及重音音節。</p> <p>◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>◎Ac-II-3 第二學習階段所學字詞（能聽、讀、說160字詞，其中必須拼寫100字詞）。</p> <p>◎Ad-II-1 簡易標點符號。◎Ad-II-2 簡易、常用的句型結構。</p> <p>◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>◎Ae-II-2 繪本故事、兒童短劇。</p> <p>◎B-II-1 第二學習階段所學字詞及句型的生活溝通</p>	

				<p>號。</p> <p>◎5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>◎5-II-7 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>◎5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-II-2 積極參與各種課堂練習活動。</p> <p>◎6-II-3 樂於回答老師或同學所提的問題。</p>		
	綜合	<p>A1 身心素質 與自我精進</p> <p>A3 規劃執行與創新應變</p>	<p>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。</p> <p>綜-E-A3 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。</p>	<p>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。</p> <p>1b-II-1 選擇合宜的學習方法，落實學習行動。</p>	<p>◎Aa-II-1 自己能做的事。</p> <p>◎Ab-II-2 學習行動。</p>	<p>家 E12 規劃 個人與 家庭 的 生活 作息。</p>
	閱讀素養	<p>學習主題及實質 內涵</p>	<p>閱讀歷程</p> <p>閱 II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 II-E6 發展向文本提問的能力。</p> <p>閱讀情境脈絡</p> <p>閱 II-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。</p> <p>閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>閱讀態度</p> <p>閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。</p>			

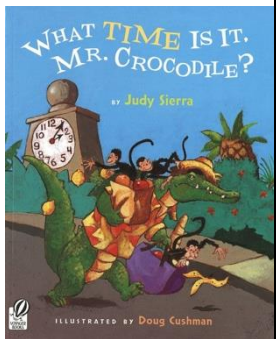
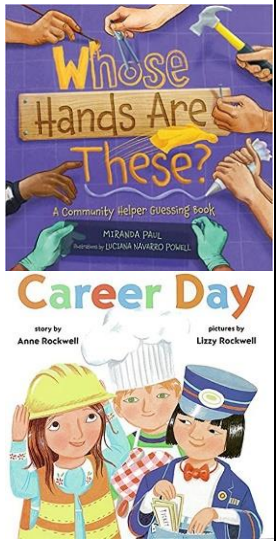
At Work	英語	<p>A1 身心素質與自我精進</p> <p>B1 符號運用與溝通表達</p> <p>C2 人際關係與團隊合作</p>	<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p>	<p>1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>1-II-5 能聽辨課堂中所學的片語、句子及其重音。</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>2-II-2 能唸出英語的語音。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>3-II-4 能看懂課堂中所學的簡易對話。</p> <p>3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>4-II-5 能拼寫國小階段基本常用字詞。</p> <p>4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>4-II-7 能正確使用大小寫及簡易的標點符號。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-7 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答老師或同學所提的問題。</p>	<p>Ab-II-2 單音節、多音節，及重音音節。</p> <p>Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。</p> <p>Ad-II-1 簡易標點符號。 Ad-II-2 簡易、常用的句型結構。</p> <p>Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>Ae-II-2 繪本故事、兒童短劇。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p>	
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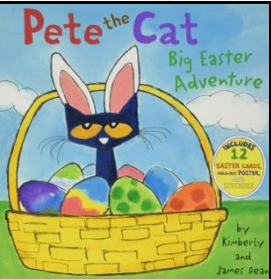
	綜合	A1 身心素質與自我精進 B1 符號運用與溝通表達	綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。	1c-II-1 覺察工作的意義與重要性。	Ac-II-1 工作的意義 Ac-II-2 各種工作甘苦 Ac-II-3 各行業對社會的貢獻	涯 E9 認識不同類型工作/教育環境。
	閱讀素養	學習主題及實質內涵	閱讀歷程 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E6 發展向文本提問的能力。 閱讀情境脈絡 閱 II-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。 閱讀態度 閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。			
Easter	英語	C3 多元文化與國際理解	英-E-C3 認識國內外主要節慶習俗及風土民情。		Cc-II-2 國內外主要節慶習俗。	

	綜合		<p>綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性。</p>	<p>1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>3c-II-1 參與文化活動，體會文化與生活的關係，並認同與肯定自己的文化。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>8-II-2 能了解課堂中所介紹的國內主要節慶習俗。</p>	<p>Cc-II-1 文化活動的參與。</p> <p>Ae-II-2 繪本故事、兒童短劇。</p>	<p>國 E5 體認國際文化的多樣性。</p>
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	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
課程內容	My town		Ss will be able ... <ul style="list-style-type: none"> to identify and talk about places in a town. to talk about location. 	Places: pet store, toy store, bookstore, school, park, restaurant, supermarket, hospital, police station, playground, movie theater Preposition: next to (by), between, across from	<ul style="list-style-type: none"> There is a (park). There are (three restaurants). Is there a (park) in (your town)? Yes, there is. / No, there isn't. Where's the (hospital)? It's (across from) the (supermarket). 	孩子能透過生活經驗，描述社區中常見地點的功能及特色，且能描述社區地點的相對位置，協助需要的人到達正確地點。
	Having fun!		Ss will be able ... <ul style="list-style-type: none"> to identify and talk about sports and games. to talk about activities happening at the moment of speaking. 	Sports and game: basketball, hide and seek, tag, soccer Sports equipment: ball Activities: riding a bike, reading, eating, drinking, jumping rope, playing soccer, catching, chasing, sitting, making, watching TV, listening to music, playing a computer game, sleeping	<ul style="list-style-type: none"> I'm / He's / She's / They're (playing). Are you (jumping rope)? Yes, I am. No, I'm not. Are they (watching TV)? Yes, they are. No, they aren't. Is he/ she (playing tag)? Yes, he/ she is. No, he/ she isn't. I'm not (listening to music). She/ He isn't (sitting). They aren't (sleeping). 	孩子能描述不同種類型的運動所需的技能，並能應用目標句型形容形容當下看到的活動及人物，以及自己和好朋友做的活動。

On time		<p>Ss will be able ...</p> <ul style="list-style-type: none"> to identify and talk about the months of the year. to tell time on the hour. to talk about everyday activities. 	<p>Time: morning, night, o'clock</p> <p>Everyday activities: get up, got to school, go home, go to bed, go to work</p> <p>Months: January, February, March, April, May, June, July, August, September, October, November, December</p>	<ul style="list-style-type: none"> What day is it? It's (Monday). What time is it? It's (nine) o'clock. What time do you (get up)? I (get up) at (seven) o'clock. 	<p>孩子能認識時間管理，檢視自身時間運用的方式，訂定符合自己生活目標的時間表。</p>
At work		<p>Ss will be able ...</p> <ul style="list-style-type: none"> to identify occupations and talk about what someone does. <p>to tell time.</p>	<p>Jobs: police officer, teacher, waiter, doctor, singer, actor, musician, dancer, chef</p> <p>Actions: work, sing, play the piano, dance, cook</p> <p>Time: three thirty, eight thirty</p> <p>Terms of address: Mr., Mrs.</p>	<ul style="list-style-type: none"> What is he / she? He/ She is a (doctor). Where do you work? I work in a (restaurant). Where does he/ she work? He / She works in a (hospital). Do you work in a (school)? Yes, I do. No, I don't. Does he/ she work in a (school)? Yes, he/ she does. No, he/ she doesn't. What does he / she do? He / She (sings). Does he / she (dance)? Yes, he/ she does. No, he/ she doesn't. What time does (Mr. Sanchez go to the hospital)? He (goes to the hospital) at (time). 	<p>孩子能認識自身特質與職業特性並理解不同工作之甘苦，產生對不同職業的好奇心，最後透過訪談家人的活動了解家人工作的辛苦。</p>

Easter		Ss will be able ... <ul style="list-style-type: none"> • to identify the basic vocabulary of Easter. • to experience the celebration activity on Easter. 	Easter, egg hunt, basket, bunny, paint the eggs, hide the eggs,	Happy Easter. Help other's out is what Easter all about.	孩子能認識復活節會進行的活動。
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六、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

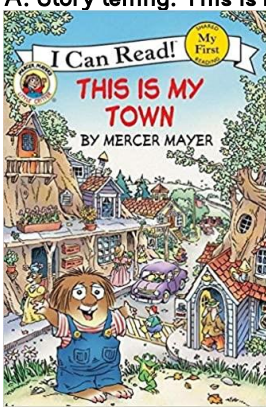
3.是否融入生命教育議題：☐是(第__週) ☒否

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(必勾選)、☒國際教育、☐原住民族教育

☐STEAM

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	1-II-12 能聽懂	Ae- III -1 簡易歌	[Back to school]	3	Materials:	口語評量		<input type="checkbox"/> 實施跨領域

	<p>簡易故事及短劇的主要內容</p> <p>2-II-8 能進行簡易的角色扮演。</p> <p>5-II-6 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答老師或同學所提的問題。</p>	<p>謠、韻文、短文、故事及短劇。</p> <p>Ae-III-2 繪本故事、兒童短劇。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p>	<p>A. Classroom rules review T reviews classroom rules.</p> <p>B. Clock Buddies Ss can walk around to find their clock buddies.</p> <p>C. How was your winter vacation?</p> <p>I. All about my winter vacation. Ss can choose one special event that they want to share with their classmates and write it down on the worksheet.</p> <p>II. Sharing Time Ss can share their works with their classmates.</p> <p>D. Practice reader's theater script.</p> <p>I. Pick the characters. T assigns Ss their characters.</p> <p>II. Group practice. 1. Ss with the same character practice together. 2. T checks each group's fluency, intonation and accuracy.</p>		<p>PPT</p> <p>RT script</p> <p>Worksheet</p>	實作評量 課堂參與 學習態度		<p>或跨科目協同教學(需另申請授課鐘點費)</p> <p>1.協同科目： _____</p> <p>2.協同節數： _____</p>
<p>Week 2 ~ Week 5 2/28 放假</p>	<p>英語</p> <p>1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>1-II-5 能聽辨課堂中所學的片語、句子及其重音。</p> <p>1-II-7 能聽懂課堂中所學的</p>	<p>英語</p> <p>Ab-II-2 單音節、多音節，及重音音節。</p> <p>Ab-II-4 所學的字母拼讀規則(含看字讀音、聽音拼字)。</p> <p>Ac-II-3 第二學習階段所學字詞(能聽、讀、說 160 字詞，其中必須拼寫 100 字詞)。</p> <p>Ad-II-1 簡易標點符號。</p>	<p>[M5- My Town]</p> <p>A. Story telling: This is my town.</p>  <p>https://www.youtube.com/watch?v=vUgOYIVGnk8&t=146s</p> <p>I. Before reading T shows the book cover, and leads Ss to think about the</p>	12	<p>Materials: PPT Worksheet Mini-whiteboards Markers Textbook Workbook</p> <p>Strategies: 1. Questions and answer 2. Group work 3. Pair Share 4. Individual</p>	<p>口語評量</p> <p>實作評量</p> <p>作業評量</p> <p>課堂參與</p> <p>學習態度</p>	<p>閱讀素養</p> <p>Week 4:</p> <p>家 E13 熟悉與家庭生活相關的社區資源。</p>	

	<p>字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>2-II-2 能唸出英語的語音。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>3-II-4 能看懂課堂中所學的簡易對話。</p> <p>3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>4-II-5 能拼寫</p>	<p>Ad-II-2 簡易、常用的句型結構。</p> <p>Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>Ae-II-2 繪本故事、兒童短劇。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>綜合</p> <p>Bc-II-1 各類資源的認識與彙整。</p> <p>Bc-II-2 個人日常生活問題所需的資源。</p> <p>Bc-II-3 運用資源處理日常生活問題的行動。</p>	<p>following questions.</p> <ol style="list-style-type: none"> 1. What do you see? 2. What stores or buildings are there in a town? 3. Do you like our town? Why? <p>II. While reading</p> <ul style="list-style-type: none"> • T tells the story by using PPT. • While telling the story, T can lead the students to think about the following questions. <ol style="list-style-type: none"> 1. What place is this? 2. What can we do in the place? 3. Is there a _____ in our town? <p>III. After reading</p> <p>T leads Ss to share their ideas.</p> <ol style="list-style-type: none"> 1. What place have you been to? 2. What did you do there? <p>B. Places vocabulary</p> <p>T shows a video and ask Ss: What places do you see? https://www.youtube.com/watch?v=EfD2k9beP-4</p> <p>I. Look and guess</p> <ul style="list-style-type: none"> • Ss look at the place icon and guess the place. <p>II. 3 pictures 1 word</p> <ul style="list-style-type: none"> • Ss work as different roles in a group. They look at the different pictures clues, discuss with peers and write down the answers. <div data-bbox="696 991 1301 1161"> </div> <p>III. Vocabulary practice</p> <ul style="list-style-type: none"> • Listen, number, look and write <p>Ss listen to vocabularies, then write numbers and words in order.</p>	work			
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國小階段基本常用字詞。

4-II-6 能依圖畫、圖示填寫簡單字詞。

4-II-7 能正確使用大小寫及簡易的標點符號。

5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。

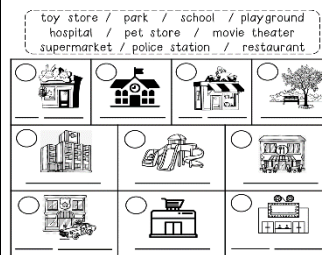
5-II-7 能運用所學的字母拼讀規則讀出英文字詞。

5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。

6-II-2 積極參與各種課堂練習活動。

6-II-3 樂於回答老師或同學所提的問題。

2c-II-1 蒐集與整理各類資源，處理個人



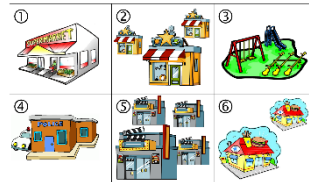
C. Sentences

I. There is / are ...

- Listen and show O/X

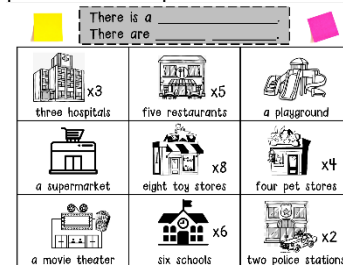
Ss listen to T describing the pictures on PPT, then show O/X in pairs.

There is a _____.
There are _____s.



- Tic-Tac-Toe

Ss work in pairs, take turns making a sentence with different pictures. The quickest one who draws a line wins.

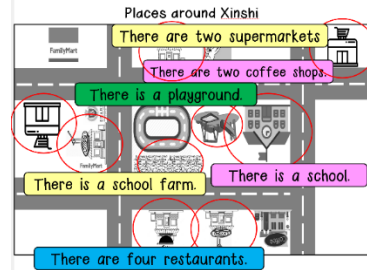


- Information Gap:

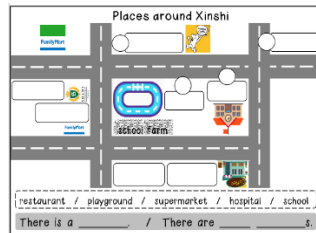
Ss work in pairs and read to each other the description of a town map, and Ss need to listen and fill in the gaps.

日常生活問題。

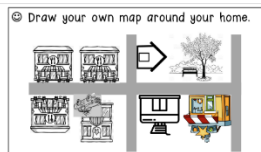
- Jig-Saw:
Ss work in color groups. Look at the pictures and circle the correct description. Ss bring the sentences back to the home group. T gives several maps, and Ss need to use the clues to find out the corresponding map.



- My school map
Ss work in pairs, discuss the places around Xinshi, then write down words in each blank.



- Draw and Write
Ss observe the places in their community, draw the places and complete the sentences in the worksheet.

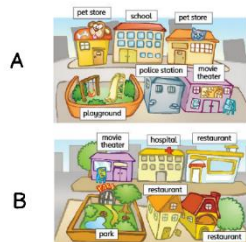


This is my home. Around my home, there are some places.
 There is a supermarket.
 There are three restaurants.
 There is (is / are) a park.
 There is (is / are) a police station.

II. Is there a ...?

- Q&A:

Ss use the target sentences to ask the T. By hearing the answers, Ss need to identify Town A or Town B.



- Places in Tamsui:

Ss work in pairs, take turn asking the questions. They check the boxes and write down the number of each place in Tamsui.

Is there a hospital?



Yes, there is.

There is a hospital.

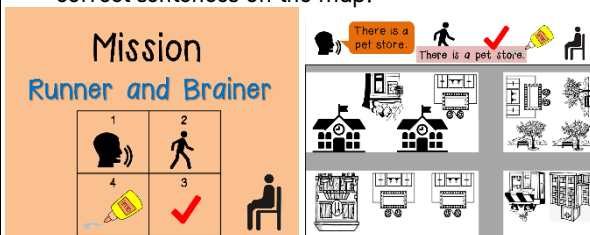
Is there a _____?
 Yes, there is. / No, there isn't.

park		pet store	
playground		toy store	
movie theater		restaurant	
police station		hospital	
school		supermarket	

- Runner & Brainer:

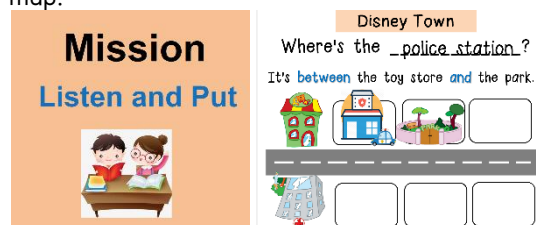
Ss work in groups. They look at the map, go to different corners to read the sentence strips and come back to stick the

correct sentences on the map.

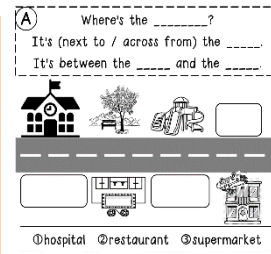
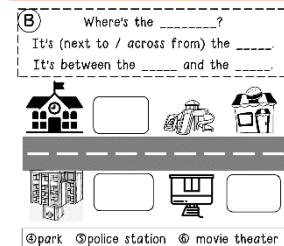


III. Where is the ...?

- Introduce the preposition. (next to, between, across from)
- Board game:
Use snakes and ladders to review the preposition.
- Listen and Put:
Ss work in groups. Ss ask T few questions, and Ss need to take turns to put the places pictures in the correct position on the map.



- Runner & Brainer:
Ss work in groups. Ss go to different corners to look at the picture clue, and come back to write down the answer. Based on the answer, Ss have to identify the correct town map.
- Information Gap: Ask, Listen and Write
Ss work in pairs, take turn asking each other questions and write down the places on the individual worksheet.



D. Textbook

I. Sing a song (p.45)

- Highlight the key words: school and park
- Find and stick. Then listen and match.

II. Smart Kids (p.46-47)

- Look and listen.
- Highlight the key words.
- Answer easy questions: What places do John build in his town?
- Listen and check ().

III. Story time (p.52-p.53)

- Read the story and answer questions.

IV. Revision (p.54)


- Finish the practice.

F. Workbook

I. Sing a song (p.34)

- Unscramble the words and write.
- Read and write.

			<p>II. Smart Kids (p.35)</p> <ul style="list-style-type: none"> • Look and write. <p>III. Let's Play (p.37)</p> <ul style="list-style-type: none"> • Listen and match. • Look at activity 1 and write. <p>IV. Story Time (p.39)</p> <ul style="list-style-type: none"> • Look and match. <p>V. Revision (P.40)</p> <ul style="list-style-type: none"> • Look and write. • Read and circle. • Read and write. <p>E. Learning Centers</p> <p>I. Reading Challenge</p> <ul style="list-style-type: none"> • Read and write. <p>II. Listening Station</p> <ul style="list-style-type: none"> • Listen and choose. <p>III. Spelling Station</p> <ul style="list-style-type: none"> • Circle the vowels. Do the spelling practice with the T. <p>IV. Sentence Writing</p> <ul style="list-style-type: none"> • Look at the map and write. <p>F. Tamsui New Town Maps</p> <p>I. Review the story: This is my town.</p> <p>T reviews the story again. While teacher is telling the story, Ss can read the key words.</p> <p>II. Draw Tamsui New Town Maps</p> <ul style="list-style-type: none"> • T guides Ss to draw the places around Xinshi. • Ss could try to collect the data they need through Google map, or use their daily experiences to draw the map. <p>III. Share</p> <ul style="list-style-type: none"> • Ss can use the simple sentences to introduce the town map. 					
--	--	--	--	--	--	--	--	--

			<p>There is a _____.</p> <p>There are _____s.</p> <p>The _____ is next to the _____.</p> <p>The _____ is behind the _____.</p> <p>The _____ is between the _____ and the _____.</p> <ul style="list-style-type: none"> Ss also introduce what places have they been to, and what did they do there. Ss sticks their town map on workbook p.38. 					
<p>Week 6 ~ Week 8</p>	<p>1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>1-II-5 能聽辨課堂中所學的片語、句子及其重音。</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句</p>	<p>Ab-II-2 單音節、多音節，及重音音節。</p> <p>Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。</p> <p>Ad-II-1 簡易標點符號。</p> <p>Ad-II-2 簡易、常用的句型結構。</p>	<p>[M10- Having Fun!]</p> <p>A. Action Vocabulary</p> <p>I. Introduction</p> <ul style="list-style-type: none"> T introduces the vocabulary. Ss clap out the syllables. T invites Ss act the words out, other Ss write the words on mini-whiteboards.  <p>II. Vocabulary Learning Centers</p> <ul style="list-style-type: none"> Word sorting Picture matching Listen and identify Spelling station <p>III. Writing Relay</p> <ul style="list-style-type: none"> Divide vocabulary into four parts. Ss work in four. Each student is responsible for one part. 	9	<p>Materials: PPT Worksheet Mini-whiteboards Markers Textbook Workbook</p> <p>Strategies: 1. Questions and answer 2. Group work 3. Pair Share 4. Individual work</p>	<p>口語評量 實作評量 作業評量 課堂參與 學習態度</p>		

	<p>子。</p> <p>2-II-2 能唸出英語的語音。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3能看懂課堂中所學的句子。</p> <p>3-II-4 能看懂課堂中所學的簡易對話。</p> <p>3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p> <p>4-II-5 能拼寫國小階段基本常用字詞。</p> <p>4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>4-II-7 能正確使用大小寫及</p>	<p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>綜合</p> <p>Aa-II-1 自己能做的事。</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p> <p>Ba-II-3 人際溝通的態度與技巧。</p>	<ul style="list-style-type: none">Ss have to take turns to help each other to fill in the vocabulary. <p>B. Sentences #1</p> <ul style="list-style-type: none">T shows the song video. https://www.youtube.com/watch?v=Ja0xp2j_JhMT teaches the sentences. <div>I'm / He's / She's / They're (playing).</div> <p>I. Story Bingo</p> <ul style="list-style-type: none">Ss work in groups. Ss choose nine words and write on the paper.T read aloud the story. Ss have to listen to it carefully.If Ss' word meets the story, they can cross out the word.The team can cross the words and make two lines wins! <div><p>This is my class. _____ Is eating breakfast. _____ is reading a book. _____ is drinking milk. _____ is jumping rope. Is _____ playing basketball? No, he isn't. He's playing soccer. How about _____? I think she's playing tag. Some friends are playing hide and seek. And Ms. Madeline is riding a bike in the classroom.</p><table><tr><td>reading</td><td>playing basketball</td><td>eating</td></tr><tr><td>playing tag</td><td>jumping rope</td><td>playing hide and seek</td></tr><tr><td>drinking</td><td>playing soccer</td><td>riding a bike</td></tr></table></div> <p>II. Memory Game</p> <ul style="list-style-type: none">T shows nine pictures on the board. Ss have forty seconds to remember all the pictures. T points to one box of the bingo chart and Ss have to say what the picture is it. <p>III. Connect four</p> <ul style="list-style-type: none">Ss work in group, practice making sentences, who puts 4 chips into a line wins.	reading	playing basketball	eating	playing tag	jumping rope	playing hide and seek	drinking	playing soccer	riding a bike					
reading	playing basketball	eating															
playing tag	jumping rope	playing hide and seek															
drinking	playing soccer	riding a bike															

簡易的標點符號。

5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。

5-II-7 能運用所學的字母拼讀規則讀出英文字詞。

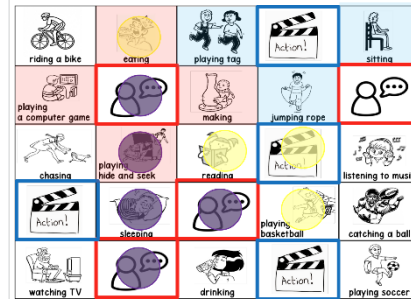
5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。

6-II-2 積極參與各種課堂練習活動。

6-II-3 樂於回答老師或同學所提的問題。

綜合

1a-II-1 展現自己能力、興趣與長處，並表達自己的想



C. Sentences #2

Are you (jumping rope)?

☺ Yes, I am. ☹ No, I'm not.

Are they (watching TV)?

☺ Yes, they are. ☹ No, they aren't.

Is he/ she (playing tag)?

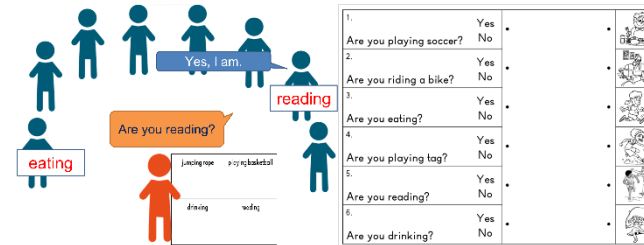
☺ Yes, he/ she is.

☹ No, he/ she isn't.

- I. Runner and Brainer: Ss work in groups. Ss go to different corners to look at the picture clue, and come back to write down the answer. Based on the answer, Ss have to take turns and answer T's question.
- II. Find Leaders: T guides Ss to complete the questions, and assign six Ss as the leaders. The whole class have to go around the classroom and ask the leaders questions. Ss need to listen to the leader and write down the answer.

法和感受。

2a-II-1 覺察
自己的人際溝
通方式，展現
合宜的互動與
溝通態度和技
巧。



III. Information Gap: Ss work with the clock buddy and do the speaking practice.

D. Sentences #3

I'm not (listening to music).
She/ He isn't (sitting).
They aren't (sleeping).

I. Kick it out

- Ss work in groups.
- Use the target sentence to play the board game.

II. Jig-Saw

- Ss work in color groups.
- Leveled Ss read the description, and circle the correct pictures.

Is Gary reading? No, he isn't. He isn't watching TV. He's riding a bike in the park.



- Ss bring the pictures back to the home group. T gives 2 reading paragraphs to each group.
- Ss need to use the picture clues to find out the corresponding paragraph.

- Ss have to stick those pictures to match the sentences.
- III. **Memory Challenge**
- Ss work in a group. They remember each picture, read the question, and write down the answer. The first one makes a line wins.

Challenge your memory 2.



Write and make a line.



Is he sleeping?



No, he isn't.

E. Textbook

I. Sing a song (p.95)

- Listen and write. Highlight the key words, then sing.

II. Smart kids (p.96-97)

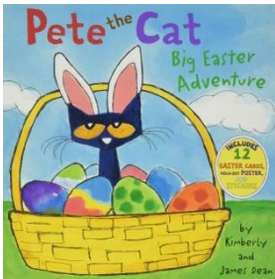

- Look and listen.
- Look at activity 1 and choose.
Find and stick. Then listen and check ()

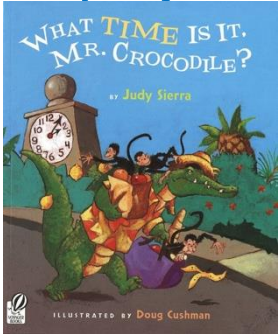
III. Once upon a time (p.98-99)

- Look and listen.
- Read and write
- Look at activity 1 and circle.
- Listen and check ()

IV. Story Time- I don't like sports (p.102-p.103)

			<ul style="list-style-type: none"> Before reading: Do the life experience connection, and then listen to the story. During reading: Highlight the keywords. After reading: Answer the comprehension questions. F. Workbook I. Sing a song (p.76) <ul style="list-style-type: none"> Listen and number (1-4). Look at activity 1 and write. II. Smart kids (P.77) <ul style="list-style-type: none"> Look and write Read and write IV. Once upon a time. Let's play (p.78-79) <ul style="list-style-type: none"> Look and write. Listen and match. Look at activity 1 and write. Draw. Then write. IV. Workbook (p.80-82) <ul style="list-style-type: none"> Look and listen. Who's Tom? Look at activity 1 and match. Read the story again and answer. Look at the pictures and fill in the blanks. Look at the pictures and answer. Look and write. 					
Week 9	1-II-12 能聽懂簡易故事及短劇的主要內容。 3c-II-1 參與文化活動，體會文化與生活	Cc-II-1 文化活動的參與。 Cc-II-2 國內外主要節慶習俗。 Ae-II-2 繪本故事、兒童短劇。	[Easter] A. Story telling: T tells the story.	3	Materials: PPT Worksheet Eggs paints Strategies: 1. Question	口語評量 實作評量 作業評量 課堂參與 學習態度	國 E5 體認國際文化的多樣性。	

	<p>的關係，並認同與肯定自己的文化。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>8-II-2 了解課堂中所介紹的國內主要節慶習俗。</p>		 <p>https://www.youtube.com/watch?v=2K4mTCPyROM</p> <p>Before reading: What do you see on the cover? During reading: What happened? After reading: What do people do on Easter?</p> <p>B. Easter story T introduces the origin of Easter https://www.youtube.com/watch?v=hkMTKYRNp60</p> <p>C. Easter Day</p> <p>I. Facts about Easter</p> <ul style="list-style-type: none"> Easter Word Search <p>II. Easter Celebration</p> <ul style="list-style-type: none"> Easter Egg Coloring Easter Egg Hunting 	<p>and answer</p> <p>2. Individual work</p> <p>3. Implement</p>			
<p>Week 10</p> <p>期中 評量週</p>	<p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p>	<p>Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）</p> <p>B-II-1 第二學習階段</p>	<p>[M5, 10- Test Review]</p> <p>A. Review vocabulary and sentence.</p> <p>I. Pop quiz</p> <p>II. Review Sheet</p> <p>B. Learning stations:</p> <p>I. Reading mission</p>	<p>3</p> <p>Materials: worksheet textbook workbook</p> <p>Strategies:</p>	<p>口語評量 實作評量 作業評量 課堂參與 學習態度</p>		

	<p>4-II-5 能拼寫國小階段基本常用字詞。</p> <p>4-II-6 能依圖畫、圖示填寫簡單字詞。</p> <p>6-II-2 積極參與各種課堂練習活動。</p>	<p>段所學字詞及句型的生活溝通。</p>	<p>II. Listening mission</p> <p>III. Spelling mission</p> <p>IV. fun board game station</p> <p>V. worksheet / workbook correction station</p>		1. Individual work			
<p>Week 11 ~ Week 14</p>	<p>1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>1-II-5 能聽辨課堂中所學的字片語、句子及其重音。</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p>	<p>Ab-II-2 單音節、多音節，及重音音節。</p> <p>Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。</p> <p>Ad-II-1 簡易標點符號。</p> <p>Ad-II-2 簡易、常用的句型結構。</p> <p>Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>Ae-II-2 繪本故</p>	<p>[M7- On Time]</p> <p>A. Story-telling: What's the time, Mr. Wolf?</p>  <p>I. Before reading</p> <p>T shows the book cover, and leads Ss to think about the following questions.</p> <ol style="list-style-type: none"> 1. What do you see? 2. What's going to happen in the story? <p>II. While reading</p> <ul style="list-style-type: none"> • T tells the story by using PPT. • While telling the story, T can lead the students to think about the following questions. <ol style="list-style-type: none"> 1. What time is it? 	12	<p>Materials:</p> <p>PPT</p> <p>Worksheet</p> <p>Mini-whiteboards</p> <p>Markers</p> <p>Textbook</p> <p>Workbook</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Questions and answer 2. Group work 3. Pair Share 4. Individual work 	<p>口語評量</p> <p>實作評量</p> <p>作業評量</p> <p>課堂參與</p> <p>學習態度</p>	<p>閱讀素養</p> <p>week 11</p> <p>家 E12</p> <p>規劃個人與家庭的生活作息。</p>	

1-II-12 能聽懂簡易故事及短劇的主要內容。

2-II-2 能唸出英語的語音。

2-II-3 能說出課堂中所學的字詞。

2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。

3-II-2 能辨識課堂中所學的字詞。

3-II-3 能看懂課堂中所學的句子。

3-II-4 能看懂課堂中所學的簡易對話。

3-II-5 能看懂課堂中所學的簡易短文之主要內容。

4-II-5 能拼寫國小階段基本常用字詞。

4-II-6 能依圖

事、兒童短劇。

B-II-1 第二學習階段所學字詞及句型的生活溝通。

綜合

Aa-II-1 自己能做的事。

Ab-II-2 學習行動。

2. What is Mr. Crocodile doing?

III. After reading

T leads Ss to share their ideas.

1. How was Mr. Crocodile day?

2. Do you plan your time?

B. Learn words and sentences.

I. Days of the week

What day is it? It's (Monday).

- Sing days of week song

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

- Review the vocabulary.
- Check the day activity: T gives Ss the calendar, then assigns a date and Ss write the word on mini-whiteboards.
- Use the target sentence as the daily greeting.
- Survey: Ss ask their peers "What's your favorite day of the week". then write down their numbers on the worksheet.

What's your favorite day?
I like _____.

Monday	Wednesday	Friday
Wednesday	Thursday	Saturday
Tuesday	Sunday	Monday

2. Ask, Listen and Write

What's your favorite day? I like <u>Wednesday</u> .		
Sunday	Monday	Tuesday
Thursday	Wednesday	Friday
Tuesday	Friday	Sunday

What's your favorite day? I like <u>Tuesday</u> .		
Tuesday	Wednesday	Friday
Thursday	Tuesday	Saturday
Sunday	Friday	Monday



I'm number 13.

What's your number?



II. Months

- Sing month song

<https://www.youtube.com/watch?v=awOPiYGD3A4>

- Introduce the vocabulary.

畫、圖示填寫簡單字詞。

4-II-7 能正確使用大小寫及簡易的標點符號。

5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。

5-II-7 能運用所學的字母拼讀規則讀出英文字詞。

5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。

6-II-2 積極參與各種課堂練習活動。

6-II-3 樂於回答老師或同學所提的問題。

綜合

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。

1b-II-1 選擇合

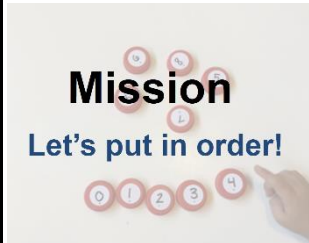
My birthday is in _____.

- Birthday Survey: Ss get a worksheet to ask the classmates when their birthday is.

My birthday is in _____.

January / February / March / April / May / June / July
August / September / October / November / December

- Put months in order: Ss work in pairs and arrange months cards in the correct order.



III. Number 1- 12

- Matching and spelling Game

IV. Tell the time

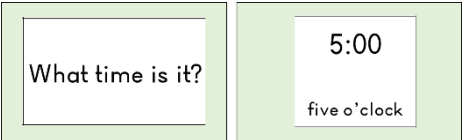
What time is it? It's (nine) o'clock.

- Listen and Write: Ss ask T the question. When T says the time, Ss need to listen and write the correct time.

1. :	2. :	3. :
4. :	5. :	6. :

- Find Partners: Each student will get a talking card. Ss need to use the target sentence to find the partner with the same time.

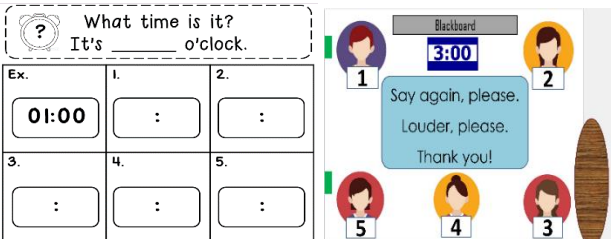
宜的學習方法，落實學習行動。



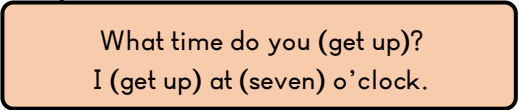
- Guess the time: Ss choose numbers, look at the picture clue and write down the correct time in a sentence.



- Find Leaders: T guides Ss to complete the questions, and assign five Ss as the leaders. The whole class have to go around the classroom and ask the leaders questions. Ss need to listen to the leader and write down the answer.



V. Daily Routine



- Introduce the daily routine vocabulary
- Memory game
- Listen and number.
- **Running dictation**
- Ss work in groups.

- T put a folder at the front.
- Ss need to take turn to come to the front. Memorize the sentences, and tell the partners. The partners have to listen and write down the sentence.
- Pair speaking practice: Ss ask partner to complete the information on the worksheet.

Ask your partner.

What time do you _____ ?
I _____ at _____ o'clock.

1.

2.

3.

4.

:

:

:

:

:

:

:

:

VI. Vocabulary Learning Stations

- Ss go to different stations to complete vocabulary challenge. The quickest one who finishes all the missions get the Sudoku worksheets to write.

12345來關關
Class:
#
Name:

1. Put in order 01-10
☐

2. Put in order 11-20
☐

3. Spell one to ten

one two three four five
six seven eight nine ten

4. Spell eleven to fifteen

eleven twelve thirteen
fourteen fifteen

5. Days of the week
☐

Sudoku

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Monday		Thursday		Wednesday	
	Tuesday		Saturday		Friday
Tuesday		Friday		Thursday	
Saturday	Thursday		Wednesday		
	Monday			Tuesday	
Thursday	Friday	Wednesday	Monday	Saturday	Tuesday

C. Textbook

I. Sing a song (p.65

- Look and write. Then listen and sing.

II. Smart kids (p.66-p.67)

- Look and listen
- Read, look, and write.
- Look at activity 1 and circle Yes or No.
- Listen and draw.

III. Our World

- Look and listen.

			<ul style="list-style-type: none"> • Look at activity 1 and check (). • Find and stick. Then listen and number (1-4). <p>IV. Story time (p.72-p.73)</p> <ul style="list-style-type: none"> • Before reading: Look at the pictures and guess the story. • During reading: Highlight the keywords. • After reading: Answer the comprehension questions. <p>V. Revision (p.74)</p> <ul style="list-style-type: none"> • Write days of the week. • Listen and number 1-4 • Look and write. <p>D. Workbook</p> <p>I. Sing a song, smart kids (p.52, 53)</p> <ul style="list-style-type: none"> • Write the days in the correct order. • Listen and number (1-3). • Read and write. • Put the months in order. Write 1-12. • Read and write. • Read and write. Then listen and say. <p>II. Smart Kids (p.54)</p> <ul style="list-style-type: none"> • Look and write. • Write everyday activities <p>III. Let's play (p.55)</p> <ul style="list-style-type: none"> • Put the months in order. • Read and write. <p>I. Story time and Review (p.57-58)</p> <ul style="list-style-type: none"> • Read the story again and complete. • Find and circle the days. Then write them in order. • Follow the lines and write. <p>E. A day in my life</p> <p>I. Review the story: What time is it, Mr. Crocodile?</p> <p>T reviews the story again. While teacher is telling the story, Ss can read the key words.</p> <p>II. Design a healthy day schedule.</p>					
--	--	--	---	--	--	--	--	--

			<ul style="list-style-type: none"> T explains the concept of a schedule. T explains things have to do and things want to do. T explains 85120 concept. T guides Ss to arrange schedule for a weekend by using things have to do and want to do, then put them in schedule. After the schedule applied, Ss can reflect about their time management. 					
Week 15 to Week 19 期末評量週	1-II-2 能聽辨英語的子音、母音及其基本的組合。 1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。 1-II-5 能聽辨課堂中所學的片語、句子及其重音。 1-II-7 能聽懂課堂中所學的字詞。 1-II-10 能聽懂簡易句型的句子。 1-II-12 能聽懂簡易故事及短劇的主要內容。 2-II-2 能唸出	Ab-II-2 單音節、多音節，及重音音節。 Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 Ad-II-1 簡易標點符號。 Ad-II-2 簡易、常用的句型結構。 Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。 Ae-II-2 繪本故事、兒童短劇。 B-II-1 第二學習階段所學字詞及句型	[M8- At Work] A. Occupation I. Picture Book “Whose Hands are These?” https://www.youtube.com/watch?v=0oygUepvGXw <ul style="list-style-type: none"> During reading: T shows the pictures of the hands, and Ss need to guess the occupation. T can also introduce the vocabulary. After reading: Ss can pick the two most impressive hands in the book, and draw them out. Ss need to write down the reason.  II. Vocabulary Learning Center <ul style="list-style-type: none"> Match the jobs and places. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Who works in a police station?</p>  <p>police officer</p> </div> <div style="text-align: center;"> <p>Who works in a restaurant?</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;"> <p>chef</p> <p>waiter</p> </div> </div> </div> Listen and number the pictures. Job connection Word Sudoku 	15	Materials: PPT Worksheet Mini-whiteboards Markers Textbook Workbook Strategies: 1. Questions and answer 2. Group work 3. Pair Share 4. Individual work	口語評量 實作評量 作業評量 課堂參與 學習態度	閱讀素養 Week 15.16 涯 E9 認識不同類型工作/教育環境。	

英語的語音。

2-II-3 能說出課堂中所學的字詞。

2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。

3-II-2 能辨識課堂中所學的字詞。

3-II-3 能看懂課堂中所學的句子。

3-II-4 能看懂課堂中所學的簡易對話。

3-II-5 能看懂課堂中所學的簡易短文之主要內容。

4-II-5 能拼寫國小階段基本常用字詞。

4-II-6 能依圖畫、圖示填寫簡單字詞。

4-II-7 能正確使用大小寫及簡易的標點符號。

的生活溝通。

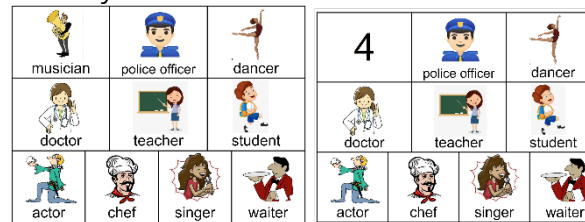
綜合

Ac-II-1 工作的意義

Ac-II-2 各種工作甘苦

Ac-II-3 各行業對社會的貢獻

• Memory Game



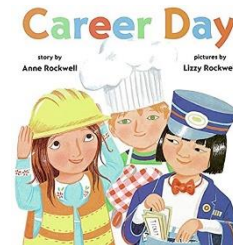
B. Career Day

I. Before reading

- T shows the cover page of the book and asks Ss try to predict what's going to happen in the story.

II. During reading

- T repeats the similar sentences in the book and guide Ss to read it aloud.
- T can guide Ss to observe the picture and think about the setting.
- Ss have to guess what occupation it is.
- T could ask Ss some details about the occupation.
- Ss can talk about if their family members are doing the same jobs as the story



III. After reading

- Ss can share their family members' occupation.
- T can guide Ss to share which occupation they are interested in.

C. Target Sentence

I. What is he / she? He/ She is a (doctor).

- Whisper Time: 4 people in each group are assigned different jobs. They need to ask the question quietly, write down the sentence, check the answers and say the answers.

5-II-3 能以正確的發音及適切的語速朗讀簡易句型的句子。

5-II-7 能運用所學的字母拼讀規則讀出英文字詞。

5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。

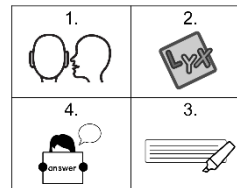
6-II-2 積極參與各種課堂練習活動。

6-II-3 樂於回答老師或同學所提的問題。

綜合

1c-II-1 覺察工作的意義與重要性。

Whisper time



1.	She's a <u>doctor</u> .
2.	
3.	
4.	

- Listen and match.
- Board Game

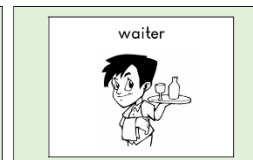
chef	actor	waiter	doctor
dancer	She's a / an _____.		singer
teacher	He's a / an _____.		student
waiter	police officer	actor	musician

II. Where do you work? I work in a (restaurant).

Where does he/ she work? He / She works in a (hospital).

- Board game "Monopoly": Ss work in groups and use the target sentence to practice.
- Talking cards: Every student gets a talking card, and find a partner to do the speaking practice. Ss have to do at least six rounds.

Where do you work?
(I work in a restaurant.)



III. Do you work in a (school)?

Yes, I do.

No, I don't.

Does he/ she work in a (school)?

Yes, he/ she does.

No, he/ she doesn't.

- Review the concept of third-person singular.
- Find someone who: Student gets a worksheet with assigned occupation. Ss need to ask classmates questions to collect different occupations.

Do you work in a police station? Who: _____	Do you work in a school? Who: _____	Do you work in a restaurant? Who: _____
Do you work in a restaurant? Who: _____	Do you work in a hospital? Who: _____	Do you work in a supermarket? Who: _____

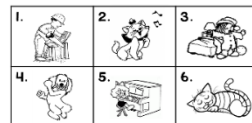
- Find leaders: T guides Ss to complete the questions, and assign six Ss as the leaders. The whole class have to go around the classroom and ask the leaders questions. Ss need to listen to the leader and write down the answer.

IV. What does he / she do? He / She (sings).

- Review the concept of third-person singular.

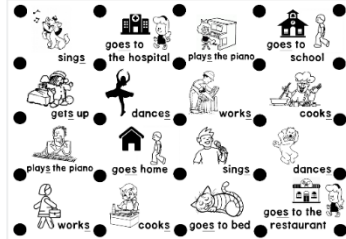
I, You, We, They	He, She, It + V
sing	
cook	
work	
dance	
play the piano	
get up	

- Read, circle and match: Ss have to finish the individual worksheet.



1. He / She _____ (work).
2. It _____ (sing).
3. She _____ (get up).
4. It / He _____ (dance).
5. It / She _____ the piano.
6. _____ to bed.

- Board Game: Ss work in group, make sentences and draw a line. Who makes a box the quickest wins.



- Find Leaders: T guides Ss to complete the questions, and assign four Ss as the leaders. The whole class have to go around the classroom and ask the leaders questions. Ss need to listen to the leader and write down the answer.

Does he / she _____ ?		Yes, he / she does. He / She _____	
		No, he / she doesn't. He / She _____	
		O / X	
1.	sing		
2.			
3.			
4.			

- Think and Say: Ss work in groups. T shows the question, and Ss in groups need to write down the answer and stick the paper on PPT. T is going to check the answer with the class.

Think
Say

6. What does she do?

1		8
2	She <u>plays</u> the piano.	7
3	4	5
	6	

- V. Does he / she (dance)?
- Yes, he/ she does. No, he/ she doesn't.
- Whispering: Ss work in groups. Ss take turns to come to the front and ask T the question. Ss have to listen to T's answer

and pass it to the partners.

- Information Gap: Ss work with the clock buddy and do the speaking practice.

Class:	Name:	#
1	2	3
4	1	2
3	4	1
2	3	4

1. Does he work in a restaurant?
☐ Yes, he does. ☐ No, he doesn't.

2. Does she dance?
☐ Yes, she does. ☐ No, she doesn't.

3. Does she work in a hospital?
☐ Yes, she does. ☐ No, she doesn't.

4. Does he sing?
☐ Yes, he does. ☐ No, he doesn't.


1. Does she work in a restaurant?
☐ Yes, she does. ☐ No, she doesn't.

2. Does he dance?
☐ Yes, he does. ☐ No, he doesn't.

3. Does she work in a school?
☐ Yes, she does. ☐ No, she doesn't.

4. Does he play the piano?
☐ Yes, he does. ☐ No, he doesn't.

- Read and Circle: Ss work in a group, take turn reading the folder, go back to the group to complete the worksheet.



Read the folders.

Read and circle.

Read and Circle			
1.			
2.			
3.			
4.			


1.

Hi, I'm Fifi.
 I like to dance.
I dance every day.

Does she dance?

Yes, she does.

No, she doesn't.




VI. What time does (Mr. Sanchez go to the hospital)?

He (goes to the hospital) at (time).


- Review the time. (1-12, o'clock, thirty)
 - Read and Circle: Ss work in pairs. They take turn listening to partner and complete the worksheet.

Read and Circle



Mrs. Sanchez

Mrs. Sanchez is a (dance / doctor). She gets up at seven (o'clock / thirty). She goes to the hospital at seven (o'clock / thirty). She goes home at six thirty. She (sings / dances) at eight thirty. She goes to bed at (seven / eleven) o'clock.







Mr. Smith

Mr. Smith is a (chef / waiter). He goes to the restaurant at (seven / eleven) o'clock. He goes home at four (o'clock / thirty). He cooks at (four / five) o'clock. He plays the piano at nine thirty. He goes to bed at twelve (o'clock / thirty).

- Runner and Brainer: Ss work in groups. Ss go to different corners to look at the picture clue, and come back to write down the answer. Based on the answer, Ss have to identify the correct time schedule.
- Information Gap: Ss work with the clock buddy and do the speaking practice.

one five nine	two six ten	three seven eleven	four eight twelve	thirty o'clock	one five nine	two six ten	three seven eleven	four eight twelve	thirty o'clock
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1.  get up	6:00	4.  play the piano	:	1.  get up	:	4.  play the piano	1:00
2.  go to school	7:30	5.  cook	:	2.  go to school	:	5.  cook	5:30
3.  sing	2:30	6.  go to bed	:	3.  sing	:	6.  go to bed	10:30

D. Textbook

I. Sing a song (p.75)

- Find and stick. Then listen and check ().

II. Smart Kids (p.76-77)

- Look and listen.
- Look at activity 1 and check ().

III. Once upon a time (p.78-79)

- Look and listen.
- Look at activity 1 and check ().

IV. A great dancer (p.82-83)

- Before reading: Listen to the story.
- During reading: Highlight the keywords.
- After reading: Answer the comprehension questions.

V. Revision (p.84)

- Read, look and write.
- Listen and number 1-4
- Look and write

E. Workbook

I. Sing a song (p.60)

- Listen and check ().
- Look and write.

II. Smart Kids (p.61)

- Look and write.
- Find and say.
- Look at activity 2 and number (1-4).

III. Our World (p.62)

- Listen and check ().
- Look and answer.

IV. Let's Play (p.63)

- Listen and match.
- Look at activity 1 and write.

V. Workbook (p.65)

- Read the story again and match.

VI. Revision (P.66)

- Read and circle. Then write the names.
- Read and match.

F. A day in a life of my _____

I. Guided reading

- Writing Sample: T guides Ss to read the writing sample. Based on the questions, Ss have to utilize the reading strategies to highlight the keywords.
- Career interview project: Ss are going to do the interview with one of their family members. Ss have to

Interview Questions

Name _____

Class _____

Part A: Read about Fred the fireman and answer the questions. Write full sentences please.

1. This is Fred. He's a fireman. He's big and strong. He works at the fire station. He helps people.

Name _____

Part B: Interview Questions

A Day in the Life

Career Interview Project

A great way to learn about future careers is to interview someone who currently works in that career. Find ideas here to contact the person you choose ahead of time to plan the best questions to ask. Also, share them the person you interview for taking the time to answer your questions!

Interviewee's Name: _____

How do you know this person? (family, neighbor, etc.): _____

Job Title & Company: _____

How long have they been in this career?: _____

Interview Questions

1. Did you go to college? How did you decide what you wanted to study?
2. What do you like the most about your job?
3. What do you like the least about your job?
4. What would people be surprised to know about your job?
5. What did you want to be when you were a child? How is that the different or same from your current job?
6. What does a typical day look like in your career field?
7. What do you wish you had known about your job before starting?
8. What advice would you give someone interested in your career field?

			<p>use the interview question to collect the information for further writing.</p> <p>II. Guided writing</p> <ul style="list-style-type: none"> Writing Rubrics: T goes through the writing rubrics with Ss. Leveled writing centers: Divide Ss into leveled groups. Ss have to follow the writing bullet points to finish their writing. <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>What's his/ her name?</p> <p>What is he/ she?</p> <p>Where does he/ she work?</p> <p>What does he/ she do when he/ she is at work?</p> <p>What time does he/ she get up?</p> <p>What time does he/ she go to work?</p> <p>What time does he/ she have lunch?</p> <p>What time does he/ she go home?</p> <p>What time does he/ she go to bed?</p> <p>Does he/ she like the job?</p> <p>How do you think about his/ her job?</p> </div> <ul style="list-style-type: none"> Career picture: Ss can draw or stick a picture of the family member while he or she is working. <p>III. Work Sharing</p> <ul style="list-style-type: none"> Writing Correction: T gives Ss the graded worksheet, and Ss have to do the correction. Gallery Walk: Ss walk around the classroom to read each other's work. Ss would have more chances to get to know different careers. 					
<p>Week 20</p> <p>-</p> <p>Week 21</p>	<p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂</p>	<p>Ad-II-2 簡易、常用的句型結構。</p> <p>Ac-II-3 第二學習階段所學字詞（能</p>	<p>[M7, M8- Test Review]</p> <p>A. Review vocabulary and sentence.</p> <p>I. Pop quiz</p> <p>II. Review Sheet</p>	6	<p>Materials:</p> <p>PPT</p> <p>worksheet</p> <p>textbook</p>	<p>口語評量</p> <p>實作評量</p> <p>作業評量</p> <p>課堂參與</p>		

	課堂中所學的句子。 4-II-5 能拼寫國小階段基本常用字詞。 4-II-6 能依圖畫、圖示填寫簡單字詞。 6-II-2 積極參與各種課堂練習活動。 6-II-3 樂於回答老師或同學所提的問題。	聽、讀、說 160 字詞，其中必須拼寫 100 字詞) B-II-1 第二學習階段所學字詞及句型的生活溝通。	B. Learning stations: I. Reading mission II. Listening mission III. Spelling mission IV. fun board game station IV. worksheet / workbook correction station C. Summer Vacation Homework I. Worksheet T explains the content to the Ss.		workbook	學習態度		
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七、素養導向教學規劃：

■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