

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

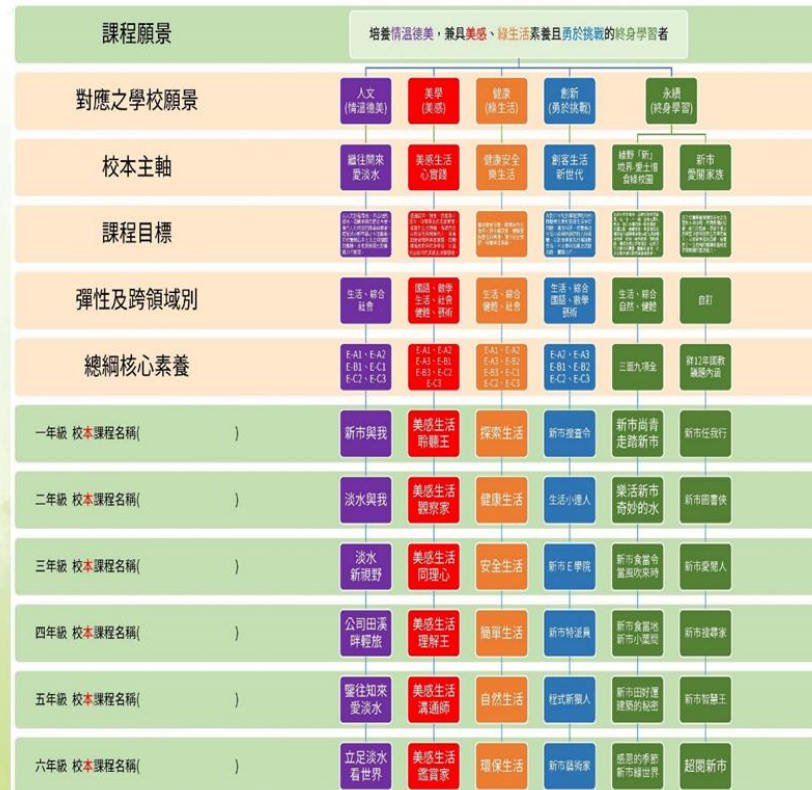
四、本課程是否曾經局端審定為優良校訂課程：☐是( 學年度 第 學期) ☒否  
(若曾多次列為優良課程計畫，請填列最近3年內獲得優良之學期即可)

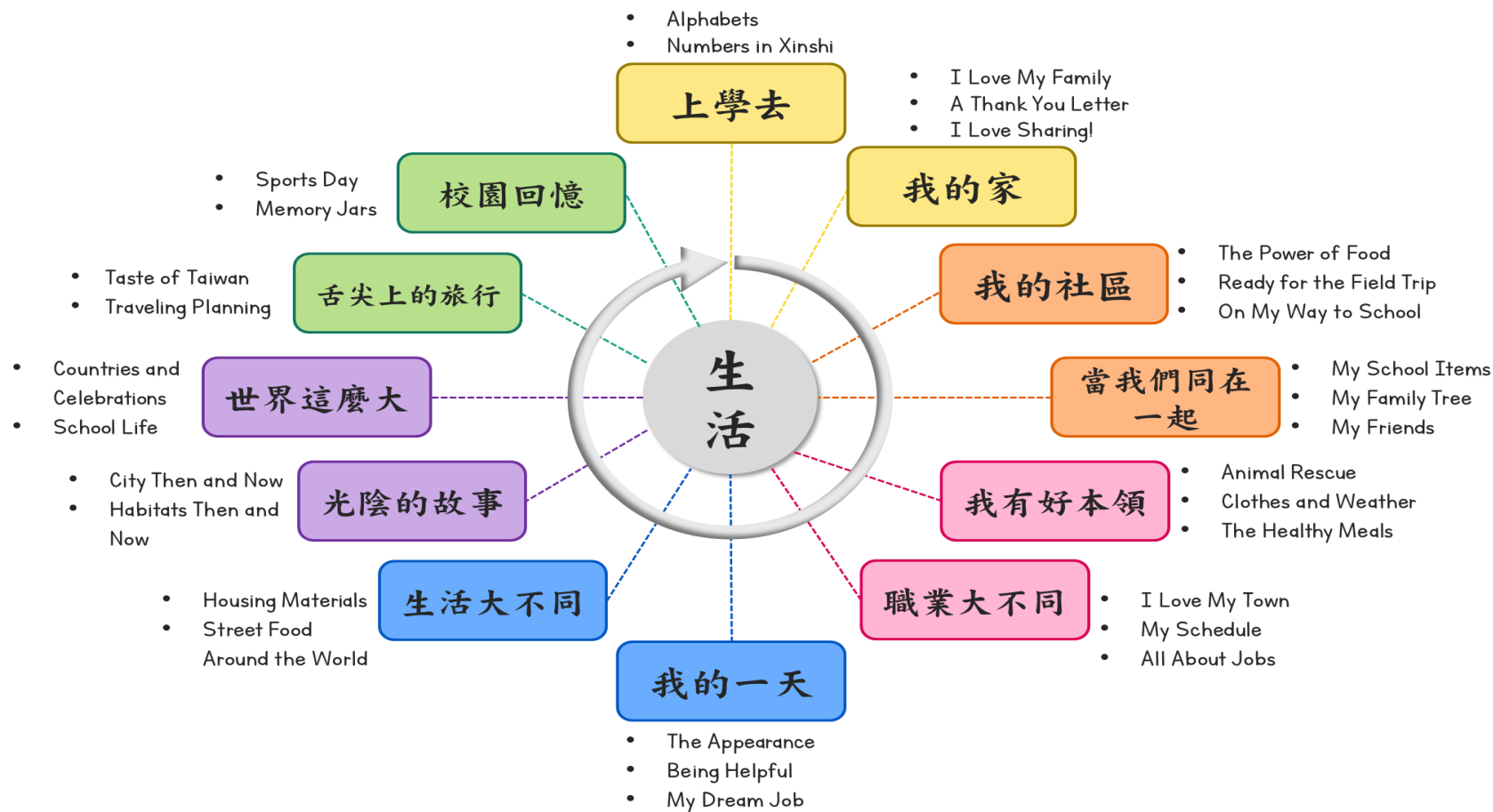
五、課程內涵：

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 type="checkbox"/> B1符號運用與溝通表達</p> <p><input checked="" 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><b>1. 英語領域學習目標</b></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><b>2. 生活課程學習目標</b></p> <p>(1) 透過繪本“Love makes a family”的引導，能夠覺察家庭的不同面貌，以及家人對於自己的付出，並且能夠以謝卡的方式表達對於家人的感謝。</p> <p>(2) 透過繪本“Happy birthday Maisy”學生能夠從自身的生活經驗出發，透過教師和繪本的引導，結合校慶，邀請家人一同參與，並與學校同學一步步的完成校慶活動。</p> <p>(3) 透過繪本“Llama Llama time to share”學生能夠從自己最熟悉的「玩具」出發，搭配課程和繪本的引</p>

### 3. 閱讀素養學習目標

- 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)





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，本學期課程從孩子真實面對的家，認識我的家與家庭成員的主題，進而對家人表達感謝的心、甚至透過自己最熟悉的玩具，學會分享。並與學校校慶結合，學習如何邀請他人參與活動讓語言在有意義、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)

(一)

	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	
Family and Friends	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><b>英-E-A1</b> 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><b>英-E-B1</b> 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><b>英-E-C2</b> 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-I-3 能聽懂課堂中所學的字詞。</p> <p>◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。</p> <p>◎2-I-3 能說出課堂中所學的字詞。</p> <p>◎2-I-5 能使用簡易的日常生活用語。</p> <p>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎6-I-2 積極參與各種課堂練習活動。</p> <p>◎6-I-3 樂於回答老師或同學所提的問題。</p>	<p>Ac-I-2 第一學習階段所學字詞。</p> <p>*Ae-I-2 簡易繪本故事。</p> <p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>	

	生活	A1 身心素質與自我精進 B1 符號運用與溝通表達	<b>生活-E-A1</b> 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。 <b>生活-E-B1</b> 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。	1-I-1 探索並分享對自己及相關人、事、物的感受與想法。 2-I-3 探索生活中的人、事、物，並體會彼此之間會相互影響。	D-I-1 自我與他人關係的認識 E-I-4 感謝的表達與服務工作的實踐	
	閱讀素養	學習主題及實質內涵	<b>閱讀歷程</b> 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。 <b>閱讀媒材</b> 閱 II-E8 低、中年級以紙本閱讀為主。			
	Party Time!	A1 身心素質與自我精進 B1 符號運用與溝通表達	<b>英-E-A1</b> 具備認真專注的特質及良好的學習習慣，嘗試運用基	◎1-I-3 能聽懂課堂中所學的字詞。 ◎1-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。	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	

	英語	C2 人際關係與團隊合作	<p>本的學習策略，強化個人英語文能力。</p> <p><b>英-E-B1</b> 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><b>英-E-C2</b> 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>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎6-I-2 積極參與各種課堂練習活動。</p> <p>◎6-I-3 樂於回答老師或同學所提的問題。</p>	及用語的生活溝通。	
	生活	C2 人際關係與團隊合作	<p><b>綜-E-C2</b> 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>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。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p>	<p>D-I-4 共同工作並相互協助</p> <p>F-I-1 工作任務理解與工作目標設定的練習</p>	
	閱讀素養	學習主題及實質內涵	<p><b>閱讀歷程</b></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><b>閱讀媒材</b></p> <p>閱 II-E8 低、中年級以紙本閱讀為主。</p>			



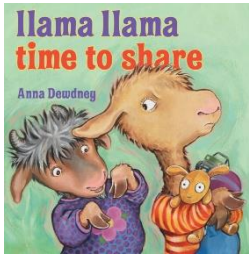
Toys	英語	<p>A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作</p>	<p><b>英-E-A1</b> 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p><b>英-E-B1</b> 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p><b>英-E-C2</b> 積極參與課內英語文小組學習活動，培養團隊合作精神。</p>	<p>◎1-I-3 能聽懂課堂中所學的字詞。</p> <p>◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。</p> <p>◎2-I-3 能說出課堂中所學的字詞。</p> <p>◎2-I-5 能使用簡易的日常生活用語。</p> <p>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎6-I-2 積極參與各種課堂練習活動。</p> <p>◎6-I-3 樂於回答老師或同學所提的問題。</p>	<p>Ac-I-2 第一學習階段所學字詞。</p> <p>*Ae-I-2 簡易繪本故事。</p> <p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>	
	生活	<p>C2 人際關係與團隊合作</p>	<p>生活-E-C2 與人合作：能與人友善互動，願意共同完成工作，展現尊重、溝通以及合作的技巧。</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>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>E-I-3 自我行為的檢視與調整</p>	

	閱讀素養	學習主題及實質內涵	<p><b>閱讀歷程</b></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><b>閱讀媒材</b></p> <p>閱 II-E8 低、中年級以紙本閱讀為主。</p>
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(二)

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
Love makes a family		<p>Ss will be able to ...</p> <ul style="list-style-type: none"> <li>• talk about their family members</li> <li>• describe their family members</li> <li>• understand the idea of family</li> <li>• appreciate others' good work</li> <li>• express their thanks to the people around them</li> <li>• talk about what is love</li> </ul>	<p><b>Family and friend:</b> mom, dad, brother, sister, me, grandma, grandpa, friend, teacher</p> <p><b>Pet:</b> cat, dog, bird, turtle, fish, rabbit</p> <p><b>Adjective:</b> tall, short</p>	<p>Who's that? It's my (grandma). This is my (cat). Is that your (sister)? Yes, it is. No, it isn't. Thank you. I can (clean).</p>	<p>學生透過繪本和課程的引導，能夠覺察家庭的不同面貌，以及家人對於自己的付出，並且能夠以謝卡的方式表達對於家人的感謝。</p>
Party Time		<p>Ss will be able to ...</p> <ul style="list-style-type: none"> <li>• talk about party items</li> <li>• talk about their age</li> <li>• describe the party items</li> <li>• work with each other</li> </ul>	<p><b>Party items:</b> present, doll, yo-yo, teddy bear, guitar, balloon, cake, lollipop, hat</p> <p><b>Colors:</b> orange, pink, brown, black, white</p>	<p>What are these? They're (lollipops). Are they (lollipops)? Yes, they are. No, they aren't. What color are they? They are (white).</p>	<p>學生能夠從自身的生活經驗出發，透過教師和繪本的引導，透過和同儕間的互助合作，一步步的完成校慶邀請與派對準備。</p>



Toys		Ss will be able to... <ul style="list-style-type: none"> <li>• talk about toys</li> <li>• express their ideas</li> <li>• describe their feelings</li> <li>• understand the idea of sharing</li> </ul>	Toys: bike, kite, plane, car, ball, computer game, train, robot	I have a (ball). I don't have a (kite).	學生能夠從自己最熟悉的「玩具」出發，搭配課程和繪本的引導，逐漸體察與人分享的重要和快樂，並且能夠將分享的概念實踐在日常的校園生活中。
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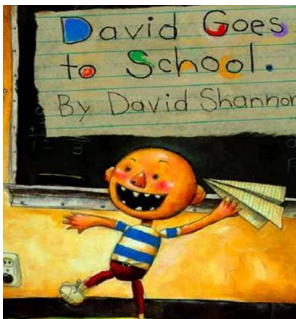
八、本課程融入議題情形(若有融入議題，教學規劃的學習重點一定要摘錄實質內涵)

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	◎1-I-3 能聽懂課堂中所學的字詞。 *◎1-I-6 能聽懂簡易歌	Ac-I-2 第一學習階段所學字詞。 *Ae-I-2 簡易繪本故事。	<b>[Back to school]</b> A. Hello! Friends and teacher! I. Hello song • T plays the video “Hello song” and invites students to sing together.	2	Materials: ➤ PPT ➤ Video ➤ Worksheet  Strategies:	口語評量 實作評量 作業評量 課堂參與 學習態度		<input type="checkbox"/> 實施跨領域或跨科目協同

	<p>謠和韻文的主要內容。</p> <p>◎2-I-3 能說出課堂中所學的字詞。</p> <p>◎2-I-5 能使用簡易的日常生活用語。</p> <p>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎6-I-2 積極參與各種課堂練習活動。</p> <p>◎6-I-3 樂於回答老師或同學所提的問題。</p>	<p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>	<div data-bbox="757 52 1299 343" data-label="Image"> </div> <p><a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <p>II. Let's say hello!</p> <ul style="list-style-type: none"> <li>Each student can get a mission card.</li> <li>Students have to greet their friends and ask their friends to sign on the mission cards.</li> </ul> <div data-bbox="757 558 1310 715" data-label="Text" style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>Hello! How are you? I'm (ok / good / great). Nice to see you!</p> </div> <p>B. All about the rules</p> <p>I. David goes to school</p> <ul style="list-style-type: none"> <li>T tells the story "David goes to school."</li> <li>While telling the story, T can first show the picture, and asks Ss to think about the following questions:</li> </ul> <ol style="list-style-type: none"> <li>What's David doing?</li> <li>Can we do it at school? Why or why not?</li> </ol>		<p>Question prediction</p>			<p>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>
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			 <ul style="list-style-type: none"> <li>Ss can talk to their friends and share their ideas with their group members.</li> </ul> <p>II. Five-Stars Rules</p> <ul style="list-style-type: none"> <li>T can remind the Ss of the classroom rules.</li> </ul>					
<p>Week 2 2/17-2/21</p> <p>-</p> <p>Week 9 4/7-4/11</p>	<p>1-I-1 探索並分享對自己及相關人、事、物的感受與想法。</p> <p>2-I-3 探索生活中的人、事、物，並體會彼此之間會相互影響。</p> <p>◎1-I-3 能聽懂課堂中所學的字詞。</p>	<p>D-I-1 自我與他人關係的認識</p> <p>E-I-4 感謝的表達與服務工作的實踐</p> <p>Ac-I-2 第一學習階段所學字詞。</p> <p>*Ae-I-2 簡易繪本故事。</p> <p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>	<p><b>[Family and friends]</b></p> <p>A. Warm up</p> <p>I. My lovely family</p> <ul style="list-style-type: none"> <li>T first shares her family pictures and briefly introduces the family members.</li> <li>After T's sharing, students can first share their family pictures within their groups.</li> </ul> <div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>This is my (sister). He 's / She 's / It 's (thin / fat / small).</p> </div> <ul style="list-style-type: none"> <li>Then, each group can choose one family picture that they think is special to share with the class.</li> <li>T uses the projector to show Ss' family picture and Ss talk about it.</li> </ul> <p>B. All about my family</p>	18	<p>Materials:</p> <ul style="list-style-type: none"> <li>➤ Ss's family photo</li> <li>➤ PPT</li> <li>➤ Video</li> <li>➤ Worksh-eet</li> <li>➤ Cards</li> <li>➤ Paper</li> <li>➤ Markers</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>➤ Question Prediction</li> </ul>	<p>口語評量 實作評量 作業評量 課堂參與 學習態度</p>	<p>閱讀素養</p> <p><a href="#">閱讀歷程</a></p> <p><a href="#">閱-1-E1-2</a></p> <p><a href="#">閱-1-E1-3</a></p> <p><a href="#">閱讀態度</a></p> <p><a href="#">閱-1-E12-1</a></p> <p><a href="#">閱-1-E13</a></p>	

\*◎1-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。

## I. Family song

- T shows the video and students can listen to it.
- Ss can share what they've seen or heard in the video.



<https://www.youtube.com/watch?v=iiLtHrEiao&t=17s>




<https://www.youtube.com/watch?v=pWepfJ-8XU0>

## II. Introduce family vocabulary

mom / dad / brother / sister / me /

cat / dog / bird / turtle / fish / rabbit

- T presents new words with ppt.
- III. Look and stand
- Ss work in pairs.
  - T shows the pictures and the target words.  
The one who represents the target words has to stand up.



B	A
mom	dad

III. Introduce sentence pattern

Who's that?  
It's my (grandma).

Is that your (sister)?  
Yes, it is. / No, it isn't.

- T plays the video. Ss try to figure out the target sentences from the song.
- T presents the sentence with ppt.



<https://www.youtube.com/watch?v=pnqsFq36ydk>

[ydk](https://www.youtube.com/watch?v=pnqsFq36ydk)

IV. Guess who?

- Students work in small groups.
- In each round, Ss have to first ask the questions.
- Then, T can show a small part of the picture.
- Ss work together to find the right answer card and read it out loud.

V. My special family picture

- Ss can create their own family picture.
- Then, Ss can take turns to be the leader and introduce the family members to their classmates.
- While Ss are listening to others' sharing, they can put the stickers on the one they like, also, they can try to give others some positive language.



C. Story: Love makes a family

I. Discussion time

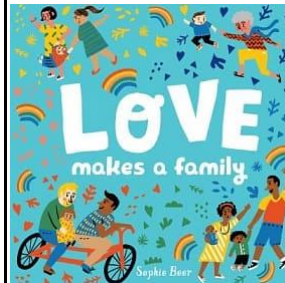
- T leads the Ss to think about the following two questions:



1. What is a family?
2. Who can be in your family?

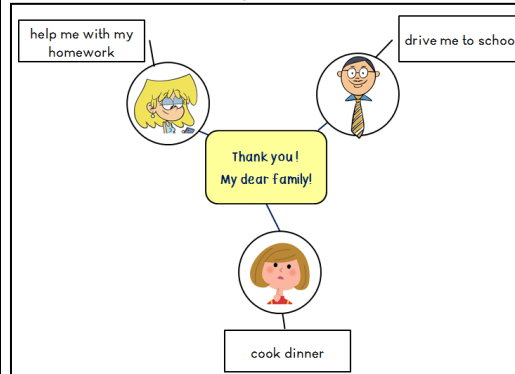
## II. Story-telling

- T tells the story with ppt.
- While telling the story, T can invite Ss to do some predictions.
  1. What is family?
  2. What is love?
  3. Why love can make a family?
- After telling the story, T can lead the Ss to think about the questions:
  1. Do you think your family is important?
  2. Why do you think the family is important to you?
- Ss can first think about their own answers and write them down on the paper.
- Ss can share their ideas within the groups and then T can lead the whole class to think about it. T can list out Ss's ideas on the board.



D. Thank you! My dear family!

- I. My super family members
- T introduces the idea of mind map.
  - On the mind map, Ss first draw the pictures of their family members.
  - Second, Ss have to think about one or two ideas that they want to thank the members.



- II. Let's make a thank card!
- Ss can make thank cards for their family to show their thankful and love toward their families also share what can they do for their family.



- After Ss finish making the thank cards, they can bring them home and give them to their families.

			<b>[Test Review]</b> <b>A. Review vocabulary and sentence.</b> I. Pop quiz II. Review Sheet III. Worksheet and workbook correction					
Week 10 4/14-4/18 - Week 14 5/12-5/16	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。 7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。 ◎1-I-3 能聽懂課堂中所學的字詞。 *◎1-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。	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。	<b>[Party time]</b> <b>A. Warm up</b> I. Sharing time • T asks Ss the following questions, Ss can share their personal ideas: 1. When's your birthday? 2. What do you usually do on your birthday? • While Ss are sharing their answers, T can list out their ideas on the board. <b>B. Story: A Thank You Letter</b> I. Discussion time • T shows only the cover page, Ss can make some predictions. 1. What is this story about? 2. What is the girl going to do? II. Story telling • T tells the story with ppt. • While telling the story, T can ask some comprehension questions or invite Ss to make predictions from the pictures.	10	Materials: ➤ PPT ➤ Cards ➤ Markers ➤ Video ➤ Worksheet ➤ Party items  Strategies: ➤ Question ➤ Prediction ➤ Connection	口語評量 實作評量 作業評量 課堂參與 學習態度	閱讀素養  <a href="#">閱讀歷程</a> <a href="#">閱-1-E1-2</a> <a href="#">閱-1-E1-3</a> <a href="#">閱讀態度</a> <a href="#">閱-1-E12-1</a>	

◎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。

- After telling the story, T leads the Ss to think about “Why does the girl want to write the cards?”



### C. School birthday party

#### I. Introduce number and sentence

How old are you?  
I'm (number).

- T shows the video, Ss watch it and figure out the target sentence.



<https://www.youtube.com/watch?v=qGcoN9fwCuU>

- T presents the sentence and leads the Ss to do the speaking practice with ppt.
- How about our school?

How old is school?  
It's eleven.

			<p>II. Let's make a Thank You card!</p> <ul style="list-style-type: none"> <li>T introduces the idea: <b>School birthday</b> is coming. We need to invite and say thank you to people in the school that always help us.</li> <li>T leads the students to discuss about "Who" they want to write the cards to.</li> <li>T shows the example and guides the Ss to make the cards.</li> </ul> <p>III. Introduce party item vocabulary</p> <p>present / doll / yo-yo / teddy bear / guitar / balloon / cake / lollipop / hat</p> <ul style="list-style-type: none"> <li>T presents the words with ppt.</li> <li>While introducing the words, T can ask Ss questions that relate to Ss' life experience. <ol style="list-style-type: none"> <li>What color is it?</li> </ol> <p>orange / pink / brown / black / white</p> <ol style="list-style-type: none"> <li>Where can you see it?</li> <li>Do you like it?</li> </ol> </li> </ul>					
<p>Week 15 5/19-5/23</p> <p>-</p> <p>Week 17 6/2-6/6</p>	2-I-6 透過探索與探究人、事、物的歷程，了解其中的道理。	Ac-I-2 第一學習階段所學字詞。 *Ae-I-2 簡易繪本故事。	<p><b>[Toys]</b></p> <p>A. Warm up</p> <p>I. It's my toy!</p> <ul style="list-style-type: none"> <li>Ss can bring their favorite toys to school.</li> </ul>	6	<p>Materials:</p> <ul style="list-style-type: none"> <li>PPT</li> <li>Ss's toys</li> </ul>	<p>口語評量 實作評量 作業評量 課堂參與 學習態度</p>	<p>閱讀素養</p> <p><a href="#">閱讀歷程</a></p> <p>閱-1-E1-2</p> <p>閱-1-E1-3</p> <p><a href="#">閱讀態度</a></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>◎1-I-3 能聽懂課堂中所學的字詞。</p> <p>*◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。</p> <p>◎2-I-3 能說出課堂中所學的字詞。</p> <p>◎2-I-5 能使用簡易的日常生活用語。</p> <p>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎5-I-2 在聽讀時，能辨識書本中相對應的書寫文字。</p>	<p>B-I-1 第一學習階段所學字詞及用語的生活溝通。</p>	<ul style="list-style-type: none"> <li>T puts Ss into small groups according to the toys they have. Ss can take turns to show their toys and try others's toys.</li> </ul> <p>II. My top 3 toys</p> <ul style="list-style-type: none"> <li>After Ss all finish trying the toys, T can invite Ss to share their feelings.</li> </ul> <div data-bbox="770 312 1328 427" style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>I like <u>(Amy's)</u> toy. It's a <u>(teddy bear)</u>.</p> </div> <ul style="list-style-type: none"> <li>Then, Ss can do the ranking activity. They can choose their favorite toys.</li> </ul> <div data-bbox="759 529 1317 845"> </div> <ul style="list-style-type: none"> <li>After the ranking activity, T can invite the Ss that many people are interested in their toys to share a little about the toys.             <ol style="list-style-type: none"> <li>How did you get the toy?</li> <li>Why do you like this toy?</li> <li>Can you show us how to play with this toy?</li> </ol> </li> </ul> <p>B. All about toys</p> <p>I. Sing a song</p> <ul style="list-style-type: none"> <li>T shows the video about toys.</li> </ul>				<p>閱-1-E12-1 閱-1-E13</p>	
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◎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。

- After the video is over, T can invite Ss to share the toys they've seen in the video.



[https://www.youtube.com/watch?v=eb53\\_Kdc1XI](https://www.youtube.com/watch?v=eb53_Kdc1XI)

#### II. Introduce toy vocabulary

bike / kite / plane / car / ball / computer  
game / train / robot

Ss to do the oral practice.

#### III. Introduce target sentence










I have a (robot).  
I don't have a (bike).

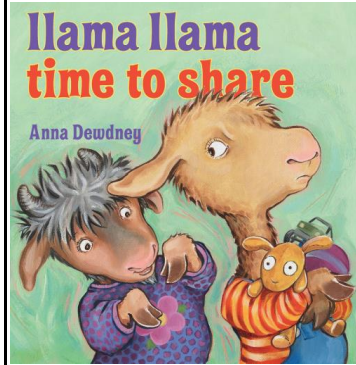
- T presents target sentence with ppt and leads the Ss to do the speaking practice.



#### IV. Tic-Tac-Toe

- Ss work in pairs.
- Each group can get an activity board.
- Ss take turns to make sentences and draw the marks.
- The first who get a line can be the winner.

			<div>  car  train  computer game </div> <div>  plane  teddy bear  ball </div> <div>  kite  bike  robot </div>					
			<p>C. Story: Llama Llama time to share</p> <p>I. Discussion time</p> <ul style="list-style-type: none"> <li>Before telling the story, T can print out some pictures from the story.</li> <li>Ss work in groups, they can make some prediction by thinking the following questions: <ol style="list-style-type: none"> <li>Who are in the story?</li> <li>What are they doing?</li> </ol> </li> <li>Ss write down their ideas and T can show them on the board.</li> </ul> <p>II. Story telling</p> <ul style="list-style-type: none"> <li>T presents the story with ppt. While telling the story, T can keep asking the questions for Ss to do the prediction and connection.</li> <li>T can also stop at the key pictures and ask Ss to think about the characters' feeling in the story. <ol style="list-style-type: none"> <li>If you were the character, how do you feel?</li> </ol> </li> </ul>					



D. Time to share

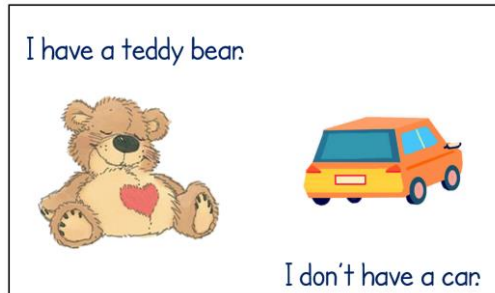
I. Time for the teacher to share!

- T can bring her favorite toy and introduce it to Ss.
- After that, T invites some Ss and share the toy with them.
- Then, T can ask the Ss the following questions:
  1. When the T shares the toy with you, how do you feel?
  2. If you are the one that doesn't have a chance to try the T's toy, how do you feel?
- After Ss share their feeling, T can also share her own feeling to make Ss understand the idea "Sharing is good! It can make everyone feel good!"

II. I share! You share!

- Ss first make a poster about their toys.

- On the poster, they can write down one toy that they want to share with others. Also, they can write down one toy that they want others to share with them.



- Ss can bring the toys to school again, but this time, they learn to share the toys with others.
- T divides the Ss into groups according to the poster they make. T can make sure every Ss has a chance to share with each other.
- After the sharing activity, T can lead the Ss to think about the following questions:
  1. How do you feel when you share your toys?
  2. How do you feel when your classmates share the toys with you?
  3. Besides toys, how can we do the sharing in the class?

When I share, I am (happy).

I can share my (pencils).

Week18 6/9-6/13 - Week19 6/16-6/20	◎➤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。 ◎➤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。	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。	<b>[Test Review]</b> <b>A. Review vocabulary and sentence.</b> I. Pop quiz II. Review Sheet <b>B. Learning stations:</b> I. Listening mission III. Spelling mission IV. Fun board game station V. worksheet / workbook correction station	2	Materials: ➤ Worksheet ➤ Textbook ➤ Workbook	口語評量 實作評量 作業評量 課堂參與 學習態度		
Week 20 6/23-6/27 - Week 21 6/30-7/4	◎➤3-II-2 能辨識課堂 中所學的字 詞。	Ac-I-2 第一學 習階段所學 字詞。 *Ae-I-2 簡易 繪本故事。	<b>[Review]</b> <b>A. Summer Vacation Homework</b> <b>I. Worksheet</b> T explains the content to the Ss.	2	Materials: ➤ PPT ➤ Worksheet	口語評量 課堂參與 學習態度		

	◎➤3-Ⅱ-3能看懂課堂中所學的句子。 ◎➤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。	B-I-1 第一學習階段所學字詞及用語的生活溝通。						
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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