

新北市新市國民小學113學年度 五 年級第一學期英語課程計畫(三至六年級英語科專用) 設計者：連美郁、蘇香霓

一、學習節數：

(一)部定課程：每週( 2 )節，實施( 22 )週，共( 44 )節。

(二)校訂課程：每週( 1 )節，實施( 22 )週，共( 22 )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：\_\_\_\_\_

三、本課程是否實施混齡教學：☐是 ☒否

四、課程內涵：

<p>總 綱 核 心 素 養</p>	<p> <input checked="" type="checkbox"/> A1身心素質與自我精進  <input checked="" type="checkbox"/> A2系統思考與解決問題  <input type="checkbox"/> A3規劃執行與創新應變  <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> C1道德實踐與公民意識  <input checked="" type="checkbox"/> C2人際關係與團隊合作  <input checked="" type="checkbox"/> C3多元文化與國際理解                 </p>	<p>領 域 核 心 素 養</p>	<p><b>英語領域</b></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。                      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。</p> <p><b>其他領域</b></p> <p><b>綜合領域</b>                      綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。</p> <p><b>社會領域</b>                      社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。</p>
	<p><b>閱讀素養議題</b></p> <p>(請參閱「<b>新北市國小英語領域課程綱要暨補充規定</b>」第55~64頁撰寫)</p>		<p><b>閱讀歷程</b></p> <p>閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。                      閱 III-E7 發展詮釋、反思、評鑑文本的能力。</p> <p><b>閱讀情境脈絡</b></p> <p>閱 III-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><b>閱讀態度</b></p>

	閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。
其他議題實質內涵	
具 體 學 習 目 標	<p>需兼具部定課程(英語領域)及校訂課程(英閱繪)之具體學習目標，例如：</p> <ol style="list-style-type: none"> <li>1. 能聽懂英語地點與過去式的句子，並使用過去式描述以前的環境。</li> <li>2. 能透過繪本「Then and Now」，結合英語、綜合與社會領域學習目標，以展現閱讀歷程、態度、情境脈絡之素養。理解生活環境和型態會隨著時序而有所變化，進而列舉出生活環境從過去到現在於人、事、地、物的變遷。學生能描述自身的感受，探討變遷對於生活型態的影響。</li> <li>3. 能聽懂英語過去式的休閒活動單字，並使用過去式的句子描述之前做過的休閒活動。</li> <li>4. 能聽懂英語的棲息地與動物名稱，並使用比較級句型描述棲息地，人物與動物。</li> <li>5. 能透過繪本「Welcome Home, Bear」、「Zonia's Rainforest」，結合英語、綜合與社會領域學習目標，以展現閱讀歷程、態度、情境脈絡之素養。認識動物的常見棲息地，並列舉出自然生態環境的變遷原因。透過不同角度的視野討論，學生能理解關懷和維護生態破壞的問題刻不容緩。</li> </ol>

五、本課程課程架構：

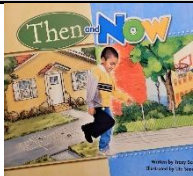
(一)

	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	
Module 8 Where were you yesterday?	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。	◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。 ◎>1-III-6 能聽懂課堂中所學的字詞。 ◎>1-III-8 能聽懂簡易的日常生活用語。 ◎>1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎>2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎>3-III-1 能辨識課堂中所學的字詞。 ◎>3-III-5 能看懂課堂中所學的簡易對話。 ◎>3-III-6 能看懂課堂中所學的簡易短文之主要內容。 *◎3-III-7 能看懂繪本故事的主要內容。 *>4-III-6 能書寫課堂中所學的句子。 ◎>5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 6-III-5 樂於接觸課外英語學習素材。	◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	

	社會	A2 系統思考與解決問題	社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。	2a-III-1 關注社會、自然、人文環境與生活方式的互動關係。	Bb-III-1 自然與人文環境的交互影響，造成生活空間型態的差異與多元。 Ca-III-2 土地利用反映過去和現在的環境變遷，以及對未來的展望。	
	閱讀	學習主題及實質內涵	<b>閱讀歷程</b> 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 <b>閱讀態度</b> 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。			
Module 9 On vacation	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。	◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➤1-III-6 能聽懂課堂中所學的字詞。 ◎➤1-III-8 能聽懂簡易的日常生活用語。 ◎➤1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎➤2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➤3-III-1 能辨識課堂中所學的字詞。 ◎➤3-III-5 能看懂課堂中所學的簡易對話。 ◎➤3-III-6 能看懂課堂中所學的簡易短文之主要內容。 *◎3-III-7 能看懂繪本故事的主要內容。 *➤4-III-6 能書寫課堂中所學的句子。 ◎➤5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 6-III-5 樂於接觸課外英語學習素材。	◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	

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	閱讀	學習主題及實質內涵	閱讀歷程 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱讀態度 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。			
Module 10 The world around us	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。	◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➤1-III-6 能聽懂課堂中所學的字詞。 ◎➤1-III-8 能聽懂簡易的日常生活用語。 ◎➤1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎➤2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➤3-III-1 能辨識課堂中所學的字詞。 ◎➤3-III-5 能看懂課堂中所學的簡易對話。 ◎➤3-III-6 能看懂課堂中所學的簡易短文之主要內容。 *◎3-III-7 能看懂繪本故事的主要內容。 *➤4-III-6 能書寫課堂中所學的句子。 ◎➤5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 6-III-5 樂於接觸課外英語學習素材。	◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	*環 E2 覺知生物生命的美與價值，關懷動、植物的生命。 環 E3 了解人與自然和諧共生，進而保護重要棲地。


	綜合	C1道德實踐與公民意識	綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。	3d-III-1 實踐環境友善行動，珍惜生態資源與環境。	Cd-III-2 人類對環境及生態資源的影響。 Cd-III-4 珍惜生態資源與環境保護情懷的展現。	
	閱讀	學習主題及實質內涵	<b>閱讀歷程</b> 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E7 發展詮釋、反思、評鑑文本的能力。 <b>閱讀情境脈絡</b> 閱 III-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。 <b>閱讀態度</b> 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。			
Thanksgiving	英語	C3多元文化與國際理解	C3多元文化與國際理解	◎►8-II-3 能了解課堂中所介紹的國外主要節慶習俗。	◎C-III-2 國內外主要節慶習俗。	

	單元	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	Module 8 Where were you yesterday?		<ul style="list-style-type: none"> <li>To identify places in a town</li> <li>To talk about the difference times of day</li> <li>To talk about someone was in the past</li> <li>To talk about life in the past</li> </ul>	<b>Places</b> <u>at home</u> , at school, <u>zoo</u> , <u>park</u> , <u>post office</u> , museum, <u>library</u> , <u>restaurant</u> , <u>hospital</u> , <u>bookstore</u> <u>playground</u> , mall, circus, <u>theater</u> , <u>bank</u> , movie theater, <u>supermarket</u> , amusement park <b>Adjectives</b> <u>bad</u> , <u>great</u> , <u>fun</u> , scary, noisy, <u>quiet</u> , <u>interesting</u> , boring, busy, delicious <b>City Now and Then</b> city, countryside, car(s), bus(es), street(s), building(s), carriage(s), bike(s)	★ Where <b>were</b> <u>you / they</u> yesterday?  <u>I was</u> at (the playground). <u>We / They were</u> at (home). Where <b>was</b> <u>he / she</u> yesterday? <u>He / She was</u> at (the mall).  ★ <b>Were</b> <u>you / they</u> at the (zoo)? Yes, <u>I was</u> . / No, <u>I wasn't</u> .  Yes, <u>we / they were</u> . / No, <u>we / they weren't</u> . <b>Was</b> <u>he / she</u> at (school)? Yes, <u>he / she was</u> . / No, <u>he / she wasn't</u> .	學生於閱讀繪本後，能理解不同時代的生活型態。經由訪問家人，描述社區環境、學校生活、休閒活動、飲食文化從過去到現在的變化，做成訪問紀錄並與全班同學分享。



					<p>★ <b>How</b> was the (bookstore)? It was <b>(quiet)</b>.</p> <p>★ Was <u>the (theater)</u> (boring)? Yes, <u>it was</u>. / No, <u>it wasn't</u>.</p> <p>★ There <b>was</b> a (bank). There <b>wasn't</b> a (bank).</p> <p>There <b>were</b> (buses). There <b>weren't</b> (buses).</p>	
Module 9 On vacation			<ul style="list-style-type: none"> <li>• To talk about vacation activity.</li> <li>• To talk about past events</li> </ul>	<p><b>Actions</b>  <u>pack (packed)</u> the bags, climb (climbed) the tree, pick (picked) fruits, <u>play (played)</u> with friends, <u>listen (listened)</u> to music, <u>watch (watched)</u> TV, <u>walk (walked)</u> to the (bank), <u>kiss (kissed)</u> goodbye, <u>jump (jumped)</u> on the plane, sail the boat, <u>cry (cried)</u>, <u>look (looked)</u> at the stars  <u>go (went)</u> camping, <u>swim (swam)</u> in the pool, <u>eat (ate)</u> street food, <u>have (had)</u> a picnic, buy (bought) souvenirs, find (found) book, catch (caught) insects, <u>make (made)</u> fire, <u>see (saw)</u> the show, <u>ride (rode)</u> the bike, <u>take (took)</u> pictures, sleep (slept) over</p>	<p>★ What <b>did</b> <u>you / they / he / she</u> do on the weekend?</p>	<p>學生能描述自己在學校成長的經驗和變化。低年級的自己常做的活動以及升上高年級後，自己的喜好有沒有改變或是維持不變。學生可以透過同儕分享的方式比較大家的變化。</p>
					<p><u>I / We / They / He / She</u> (<b>picked</b> fruits).</p>	
					<p>★ <b>Did</b> <u>you / they / he / she</u> (sail the boat)?</p>	
					<p>Yes, <u>I / we / they / he / she</u> <b>did</b>.</p>	



					No, <u>I / we / they / he / she</u> <b>didn't</b> .	
					★ <u>I / We / They / He / She</u> <b>didn't</b> (swim in the pool).	
					<u>I / We / They / He / She</u> ( <b>went</b> camping).	
Module 10 The world around us		<ul style="list-style-type: none"><li>• To identify animals</li><li>• To compare people and animals</li><li>• To talk about the change of animal habitats</li><li>• To understand what habitat loss is</li></ul>	<p><b>Habitats</b> forest, underground, mountain, ocean, Arctic, desert, rainforest, river, grassland, jungle</p> <p><b>Animals</b> <u>elephant</u>, <u>bear</u>, mole, <u>goat</u>, whale, dolphin, <u>shark</u>, octopus, polar bear, camel orangutan, <u>hippo</u>, crocodile, <u>lion</u>, <u>horse</u>, cheetah, giraffe, <u>tiger</u>, <u>monkey</u>, <u>zebra</u></p> <p><b>Adjectives</b> <u>big / small, long / short, tall / short, fat / thin, hot / cold</u>, slow / fast, young / old, weak / strong, dry / wet, dangerous</p>	★ <b>Which</b> is (bigger), the <u>goat</u> or the <u>giraffe</u> ?	學生能透過繪本閱讀認識動物的常見棲息地。透過照片對照的方式比較棲地過去和現在的改變。探討造成改變的原因為何，以及未來可能造成的問題。再將問題情境延伸到淡水紅樹林生態圈，讓學生先認識紅樹林生態圈的重要性，在理解目前開發和保護的狀態為何。並應用時事新聞，統整出紅樹林保護和開發的不同立場，最後能表達自己在開發和保護動物棲地的立場為何。	
				<p>The <u>giraffe</u> is (bigger) <b>than</b> the <u>goat</u>.</p> <p>★ Which is (<b>the</b> coldest)? The <u>Arctic</u> is (<b>the</b> coldest).</p> <p>★ <b>Who</b> is (younger), <u>Anna</u> or <u>Greg</u>?</p>		

					<u>Anna</u> is (younger) <b>than</b> <u>Greg</u> .	
					Who is ( <b>the</b> thinnest)? Sam is ( <b>the</b> thinnest).	

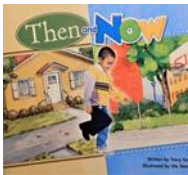
**六、本課程融入議題情形**(若有融入議題，教學規劃的學習重點一定要摘錄實質內涵)

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、☐國際教育、☐原住民族教育

七、素養導向教學規劃：

統整性探究課程或結合校本課程之週次內容，請以綠色字體標示，自編課程請以黑色字體標示，法定議題請以紫色字體標示。

若直接引用廠商內容者，請以紅色字體標示。

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 ~ Week 7	<p><b>英語</b></p> <p>◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。</p> <p>◎&gt;1-III-6 能聽懂課堂中所學的字詞。</p> <p>◎&gt;1-III-8 能聽懂簡易的日常生活用語。</p> <p>◎&gt;1-III-9 能聽懂簡易句型的句子。</p> <p>*◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-III-6 能使用簡易的日常生活用語。</p>	<p><b>英語</b></p> <p>◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>◎Ad-III-2 簡易、常用的句型結構。</p> <p>*◎Ae-III-1 簡易歌謠、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-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p> <p><b>社會</b></p> <p>Bb-III-1 自然與人文環境的交互影響，造成</p>	<p><b>[Back to School]</b></p> <p><b>A. Get to know your teacher</b></p> <p>I. Kahoot</p> <ul style="list-style-type: none"> <li>Teacher shows the personal information. Ss read the description and guess whether it's true or false.</li> <li>T can also design the questions, and Ss can guess which is true.</li> </ul> <p><b>B. Classroom rules</b></p> <p>I. Give Me Five</p> <ul style="list-style-type: none"> <li>Teacher shows the five classroom rules, and leads the students to think about what they can do to reach the goals.</li> </ul> <p><b>[M8- Where were you yesterday?]</b></p> <p><b>A. Picture book: Then and Now</b></p>  <p><b>I. Before reading</b></p> <ul style="list-style-type: none"> <li>Teacher leads the students to think about the following questions and do the prediction about the story:</li> </ul>	21	PPT Worksheet Mini-whiteboards Markers Textbook Workbook Group discussion Check for understanding	學習態度 口語問答 紙筆評量 實作評量 小組協作能力	<p><b>閱讀歷程</b></p> <p>閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p><b>閱讀態度</b></p> <p>閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p>	<p><input type="checkbox"/>實施跨領域或跨科目協同教學（需另申請授課鐘點費）</p> <p>1. 協同科目：——</p> <p>2. 協同節數：——</p>

2-III-7 能作簡易的回答和描述。

◎➤2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。

◎➤3-III-1 能辨識課堂中所學的字詞。

◎➤3-III-5 能看懂課堂中所學的簡易對話。

◎➤3-III-6 能看懂課堂中所學的簡易短文之主要內容。

\*◎3-III-7 能看懂繪本故事的主要內容。

\*➤4-III-6 能書寫課堂中所學的句子。

◎➤5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。

◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。

生活空間型態的差異與多元。

Ca-III-2土地利用反映過去和現在的環境變遷，以及對未來的展望。

- ✧ What do you see on the cover page?
- ✧ Can you point out the title, the writer and the illustrator?
- ✧ What do you think? What might happen in the story?

## II. While reading

- T repeats the similar sentences in the book and guide Ss to read it aloud.
- Teacher first shows the pictures and leads the students to share their ideas. Students can share the places or activities they've seen from the pictures.

## III. After reading

- Teacher can lead the students to think about the following questions:

- ✧ What's the difference between life from the past and life now?
- ✧ Do you like to live in now or the past old days in the picture book? Why?
- ✧ How about in Tamsui? What happened in our town?

## B. Places

### I. Feelings in Summer vacation and School Days

	School Days (now)	Summer Vacation
feelings	happy sad angry	happy sad angry
Sentence Pattern	I am _____.	I was _____.
	You / We / They are _____.	He / She was _____.
	He / She is _____.	You / We / They were _____.

6-III-5 樂於接觸課外英語學習素材。

社會

2a-III-1 關注社會、自然、人文環境與生活方式的互動關係。

- Ss use the feelings chart to circle their feelings in *school days* and *summer vacation*.
- Compare and contrast the sentence patterns in present and past tenses.
- Ss in pairs talk about their feelings in the present and past.

**II. Introduce vocabulary**

- at home, mall, theater, in the afternoon, in the evening, at school, at the bookstore, at the park, at the restaurant, at the zoo, at the toy store, at the circus, at the amusement park.

**III. Read the “Where were you?” article**

- Ss read the article by themselves, and circle the words they don’t know.
- Ss work in pairs and try to explain the unfamiliar words for each other.
- T uses poster to explain the relationship of auxiliary verb *Be* in past tense (was / were) by underlining the “were” and “was.”

**IV. Introduce sentence patterns**

Where were you / they yesterday?  
I was / We were / They were at (the mall).  
Where was he / she yesterday?  
He / She was at (home).  
Were you / they at home?  
Yes, I was. / No, I wasn’t.  
Yes, we/ they were. No, we/ they weren’t.  
Was he / she at home?  
Yes, he / she was. / No, he / she wasn’t.

- Question and Answer” Speaking and Writing Activities:  
Ss use the prompt cards to ask each other questions. Ss

paste the prompt cards in the workbook, and practice writing questions and answers.

prompt cards

theater (front)	they (back)
--------------------	----------------

A: Where were they yesterday?  
B: They were at the theater.

- Information gap activity: Ss work in pairs. SA will ask the question 1-1, SB needs to write down question 1-1. SB answers the question, SA needs to write down the answer 1-1.

Student A	Student B
1-1 Q: Where was Dora yesterday afternoon? A: _____ 1-2 Q: How was it? A: _____	1-1 Q: _____ A: She was at the mall. 1-2 Q: _____ A: It was noisy.
1-1 Q: _____ A: They were at the zoo. 1-2 Q: _____ A: It was interesting.	2-1 Q: Where were Kevin and Sandra yesterday morning? A: _____ 2-2 Q: How was it? A: _____

## V. Workbook (p. 60)

- Listen and match.
- Read and write.
- Read and check (✓) the correct pictures.

## C. Adjectives

### I. Introduce new words

scary, funny, boring, delicious, popcorn

### II. Listen and Read

- Ss read the story by themselves and circle the words they don't know.
- T plays CD and Ss listen to the story. At this phase, Ss can try to figure out the meaning.  
T reads the story with the Ss and emphasizes different feelings through intonation.

### III. Introduce sentence patterns

How was it? It was (noisy).

Was (the movie) good?

Yes, it was. / No, it wasn't.

- T uses the sentence structure of present tense as scaffold, and transfer the structure into past tense.
- T shows different pictures of food and movies to drill the sentence structure.



A: Was the movie funny?  
B: Yes, it was.

A: Was the movie scary?  
B: No, it wasn't.



A: Were the pancakes sweet?  
B: Yes, they were.

A: Were the pancakes bad?  
B: No, they weren't.



A: Was Mandy at school?  
B: Yes, she was.



A: Were you at the park?  
B: No, we weren't.

### IV. Grammar point

wasn't = was not

weren't = were not

### V. Workbook (p. 61, 63)

- Read, look and write
- Read and circle. Then look and match.
- Look and write. Use.
- Read and answer about yourself.

### D. Life Now and Then

#### I. Project

- T explains the now and then project.
- Ss have to do the observation about their community in nowadays, and do the family interview about the community in the past 10 years.
- Ss have to do the compare and contrast about the change in the past 10 years by using Venn diagrams.



- Students also interview their parents about their childhood life. What did they eat? What was the school life? What toys did they play?

## II. Project sharing

- After the project writing, T shows few works and guides Ss to discuss the similarity and difference between the works.
- T can also show some old pictures as the supplement to help Ss build up the image about Tamsui New Town in the past.
- Also, students can compare their parents' life as a childhood and nowadays life. They make ppt and share to the whole class.

## III. A City from the Past

- Warm up:  
<https://www.youtube.com/watch?v=Hh5PSp51UGA>
- Ss read the article by themselves and circle the words they don't know.
- T reads the article with the Ss and ask students to explain the meaning of the sentences.
- T uses poster of the article and discuss the grammar of the sentence pattern.

There **was** a theater. There **were** carriages.  
There **wasn't** a bus. There **weren't** many cars.

## IV. Speaking and Writing Activities



malls	cars	buses	carriages	quiet streets	noisy street	boats

- Each S gets a picture of old Tamsui and a table.
- Ss observe what Tamsui was like in the past and write ✓ or × according to the picture.
- Ss share their observation by using “*There was / wasn’t*” and “*There were / weren’t...*”

#### V. Workbook (p.62)

- *Which one was Mr. Miller’s town eighty years ago?*  
Ss label the objects in three pictures, and talk about the differences in pairs.



Ss read the description of Mr. Miller, circle out the key words in the description.

Ss figure out which picture was Mr. Miller’s town eighty years ago.

- Look at the picture of this town from the year 1990 and write.

#### E. Story Time

##### I. Where were you on Saturday?

- T plays the CD, Ss point to the conversation bubbles and follow along the sound.
- T point to each frame to ask some comprehension questions.
- T encourages Ss try to think about some wh- questions, and discusses the answers with the whole class.
- Ss work in groups to discuss the story elements, and share out their answers on the board.

##### II. Workbook (p.65, 66)

- Read the story again and match.

			<ul style="list-style-type: none"> <li>• Read again and circle.</li> <li>• Read and match.</li> <li>• Look and write. How was the town in 1950?</li> </ul>					
Week 8 ~ Week 10 (期中評量)	<b>英語</b> ◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。 ◎>1-III-6 能聽懂課堂中所學的字詞。 ◎>1-III-8 能聽懂簡易的日常生活用語。 ◎>1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎>2-III-9 能以正確的發音及適切的語調	<b>英語</b> ◎Ab-III-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。 ◎Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	<b>[M9 On Vacation]</b> <b>A. All about the summer vacation</b> <b>I. What did the teacher do in the summer vacation?</b> <ul style="list-style-type: none"> <li>• Teacher shows the pictures and leads the students to guess the activities that she did during the summer vacation.</li> <li>• Students can work in small groups and try to write down their ideas on the mini-whiteboards.</li> </ul> <b>B. Activity phrases</b> <b>I. Introduce vocabulary</b> <ul style="list-style-type: none"> <li>• pack bags, jump, walk, play, sail a boat, listen to music, watch TV, climb a tree</li> </ul> <b>II. Back to the board</b> <ul style="list-style-type: none"> <li>• Ss work in two groups.</li> <li>• T invites two ss from each group, and ask them back to the board.</li> <li>• The group members have to do the action as the hint. The two people at the front must guess the correct phrases.</li> </ul> <b>III. Story bingo</b> <ul style="list-style-type: none"> <li>• Students work in pairs. Students first write down the target words on the paper.</li> <li>• Teacher tells the story. Students can cross out the words that they hear from the story.</li> <li>• The first one who gets a line can be the winner.</li> </ul> <b>IV. Introduce past tense and sentence pattern</b> <ul style="list-style-type: none"> <li>• Group activity: Sort out the present tense and past tense verb.</li> </ul>	9	PPT Worksheet Mini-whiteboards Markers Textbook Workbook Group discussion Check for understanding	<b>學習態度</b> <b>口語問答</b> <b>紙筆評量</b> <b>實作評量</b> 小組協作能力	<b>閱讀歷程</b> 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 <b>閱讀態度</b> 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。	<input type="checkbox"/> 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ _____ 2. 協同節數： _____

說出簡易句型的句子。

◎>3-III-1 能辨識課堂中所學的字詞。

◎>3-III-5 能看懂課堂中所學的簡易對話。

◎>3-III-6 能看懂課堂中所學的簡易短文之主要內容。

\*◎3-III-7 能看懂繪本故事的主要內容。

\*>4-III-6 能書寫課堂中所學的句子。

◎>5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。

◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。

6-III-5 樂於接觸課外英語學習素材。

社會

2a-III-1 關注社會、自然、人文環境與生

社會

Bb-III-1 自然與人文環境的交互影響，造成生活空間型態

played / sail / listen / climbed / sailed / packed  
walk / listened / climb / watched / jumped /  
walked / watch / pack / jump

do / does	did
pack	packed
jump	jumped
walk	walked

- T shows the sentence “What did you do on the weekend?” and explains the past form of the verb and the auxiliary verb.

### C. Sentence

#### I. Introduce sentence patterns

What did you / they do on the weekend?  
I / We / They packed our bags.  
What did he / she do on the weekend?  
He / She went to the forest.

#### II. Find partner

- Each S gets a talking card, based on the content, Ss practice the sentence pattern with different Ss until he/ she finds the corresponding partner.

#### III. Information gap

- Ss work in pairs and ask each other, and then Ss need to listen and identify the pictures.

#### IV. Jig-saw

- Ss work in color groups. Read and answer the questions. Ss bring the answers back to the home group.
- T gives the schedule form, and Ss need to use the clues to complete the schedule.

### D. Textbook and Workbook

#### I. The vacation(p.83)

- T plays the song once, and Ss circle the action words.

	活方式的互動關係。	的差異與多元。 Ca-III-2土地利用反映過去和現在的環境變遷，以及對未來的展望。	<ul style="list-style-type: none"><li>T invites Ss to circle the words on board, and check the answer together.</li><li>T plays the song again, and Ss number the pictures in order.</li></ul> <b>II. Workbook (p.68)</b> <ul style="list-style-type: none"><li>Unscramble and write.</li><li>Read and write.</li><li>Follow and write.</li></ul> <b>E. Review Centers</b> <b>I. Level groups</b> <ul style="list-style-type: none"><li>Ss work in level groups, and follow the direction to rotate the missions.</li></ul> <div><p>Workbook correction</p><p>Listening quiz</p><p>Reading test</p><p>Crossword puzzle</p></div>																					
Week 11 ~ Week 13	<b>英語</b> ◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➤1-III-6 能聽懂課堂中所學的字詞。 ◎➤1-III-8 能聽懂簡易的日常生活用語。 ◎➤1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠	<b>英語</b> ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。	<b>[M9 On Vacation]</b> <b>A. Activity phrases</b> <b>I. Introduce phrases</b> <table><tr><td>go</td><td>went</td><td>catch</td><td>caught</td></tr><tr><td>have</td><td>had</td><td>make</td><td>made</td></tr><tr><td>take</td><td>took</td><td>eat</td><td>ate</td></tr><tr><td>swim</td><td>swam</td><td>see</td><td>saw</td></tr></table> <ul style="list-style-type: none"><li>Teacher uses the timeline to explain the concept of past tense.</li><li>Teacher shows the phrases on the PPT and leads the students to read aloud the past tense phrases.</li></ul> <b>II. Listen and number</b>	go	went	catch	caught	have	had	make	made	take	took	eat	ate	swim	swam	see	saw	9	PPT Worksheet Mini-whiteboards Markers Textbook Workbook Group discussion Check for understanding	學習態度 口語問答 紙筆評量 實作評量 小組協作能力	<b>閱讀歷程</b> 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E7 發展詮釋、反思、評鑑文本的能力。	<input type="checkbox"/> 實施跨領域或跨科目協同教學（需另申請授課鐘點費） 1. 協同科目：
go	went	catch	caught																					
have	had	make	made																					
take	took	eat	ate																					
swim	swam	see	saw																					

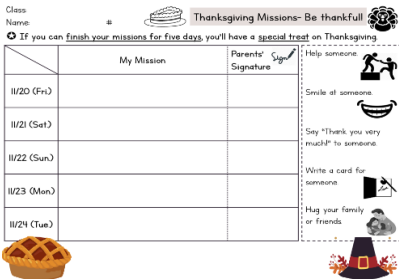
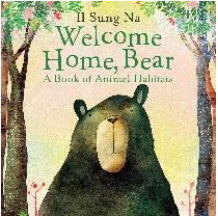
	<p>和韻文的主要內容。</p> <p>*◎1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-III-6 能使用簡易的日常生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎&gt;2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎&gt;3-III-1 能辨識課堂中所學的字詞。</p> <p>◎&gt;3-III-5 能看懂課堂中所學的簡易對話。</p> <p>◎&gt;3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*◎3-III-7 能看懂繪本故事的主要內容。</p> <p>*&gt;4-III-6 能書寫課堂中所學的句子。</p> <p>◎&gt;5-III-4 能聽懂日常生活</p>	<p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p> <p>◎C-III-2 國內外主要節慶習俗。</p>	<ul style="list-style-type: none"> <li>Ss listen to T's story and number the phrases they heard.</li> </ul> <p><b>III. Tiered activity</b></p> <ul style="list-style-type: none"> <li>Ss work in level groups and do the oral practice.</li> <li>High and Mid level group: Monopoly game</li> <li>Low level group: Connect four with teacher</li> </ul> <p><b>B. Sentence</b></p> <p><b>I. Introduce sentence patterns</b></p> <div data-bbox="680 432 1247 778" style="border: 1px solid black; padding: 5px;"> <p>What did you / they do on the weekend?  I / We / They packed our bags.  What did he / she do on the weekend?  He / She went to the forest.  He didn't swim.  Did you / they / he / she watch TV?  Yes, I / we / they / he / she did.  No, I / we / they / he / she didn't.</p> </div> <p><b>II. From dots to boxes</b></p> <ul style="list-style-type: none"> <li>Ss work in pairs. Ss have to say the phrases and try to connect to dots into boxes.</li> <li>The more boxes the student has, the student is the winner.</li> </ul> <p><b>III. Find leaders</b></p> <ul style="list-style-type: none"> <li>T assigns few Ss as the leaders.</li> <li>The other Ss have to find the leaders to do the oral practice.</li> <li>Leaders will ask the questions and check other Ss' answer.</li> <li>After the practice, leaders need to find the teacher to do the oral practice.</li> </ul> <p><b>IV. Ladder game</b></p> <ul style="list-style-type: none"> <li>T gives Ss the worksheet. Ss can design their own routes on the worksheet.</li> </ul>				<p><b>閱讀情境脈絡</b></p> <p>閱 III-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><b>閱讀態度</b></p> <p>閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p>	<p>——</p> <p>——</p> <p>2. 協同節數：</p> <p>——</p> <p>——</p>
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	<p>應對中常用語句，並能作適當的回應。</p> <p>◎5-III-8 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-III-5 樂於接觸課外英語學習素材。</p> <p>◎8-II-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p><b>社會</b></p> <p>2a-III-1 關注社會、自然、人文環境與生活方式的互動關係。</p>	<p><b>社會</b></p> <p>Bb-III-1 自然與人文環境的交互影響，造成生活空間型態的差異與多元。</p> <p>Ca-III-2 土地利用反映過去和現在的環境變遷，以及對未來的展望。</p>	<ul style="list-style-type: none"> <li>Ss have to follow the route to answer the questions.</li> </ul> <p><b>V. Runner and brainer</b></p> <ul style="list-style-type: none"> <li>Ss work in groups. Ss go to different corners to look at the picture clue, and come back to write down the answer.</li> <li>Based on the answer, Ss have to take turns and answer T's question.</li> </ul> <p><b>C. Textbook and Workbook</b></p> <p><b>I. Textbook</b></p> <ul style="list-style-type: none"> <li>Smart Kids (p.86): T plays the sound, Ss point to the conversation bubbles and follow along the sound. T asks some comprehension question. Finish reading activity 2, 3 and 4.</li> <li>Our World (p.88): 2 students as a group, T read aloud the diary, and Ss listen to the missing words and fill the words in the blanks. After filling the blanks, the group can check their answers by themselves. Use "What did you do?" to ask the Ss comprehension questions. Finish reading activity 2.</li> </ul> <p><b>II. Workbook (p.69-72)</b></p> <ul style="list-style-type: none"> <li>Look and circle, then write.</li> <li>Read and match.</li> <li>Read and write.</li> <li>Look and correct the sentences.</li> <li>Listen and number.</li> <li>Look and answer the questions.</li> <li>Answer about yourself.</li> <li>Read and write.</li> </ul> <p><b>D. Life Now and Then</b></p> <p><b>I. Project</b></p>					
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			<ul style="list-style-type: none"> <li>• T explains the now and then project.</li> <li>• Ss have to think about their growth from 1<sup>st</sup> grade to 5<sup>th</sup> grade.</li> <li>• The writing could relate to their hobbies, feelings and Ss can give the examples about the past and now.</li> <li>• Ss can work in level groups to do the writing mission. T would walk around to see if Ss need help.</li> </ul> <p><b>II. Project sharing</b></p> <ul style="list-style-type: none"> <li>• After the project writing, Ss have to do the sharing with at least 4 people.</li> <li>• T guides Ss to share their growth from the past till now.</li> </ul> <p><b>E. Story Time</b></p> <p><b>I. The Cub</b></p> <ul style="list-style-type: none"> <li>• T plays the CD, Ss point to the conversation bubbles and follow along the sound.</li> </ul> <p><b>II. Learning Stations</b></p> <ul style="list-style-type: none"> <li>• Ss work in level groups, and follow the direction to rotate the missions.</li> </ul> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> <li>1. Workbook (p.73, 74) <ul style="list-style-type: none"> <li>✧ Read the story and match</li> <li>✧ Look and write.</li> <li>✧ Read and match.</li> <li>✧ Look and write.</li> </ul> </li> <li>2. Comprehension question</li> <li>3. Listen and fill in the blanks</li> <li>4. Reading relay with T</li> </ol> </div> <p><b>[Thanksgiving]</b></p> <p><b>I. Concept Introduction</b></p> <ul style="list-style-type: none"> <li>• What do people do on Thanksgiving?</li> <li>• What festivals do we do the same things in Taiwan?</li> </ul>					
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國 E1  
了解我國與世界其他國家的文化特質。

			<ul style="list-style-type: none"> <li>The meaning of Thanksgiving <a href="https://youtu.be/YeSdQmO51Ps">https://youtu.be/YeSdQmO51Ps</a></li> </ul> <p>II. Thanksgiving missions</p> <ul style="list-style-type: none"> <li>Explain the missions.</li> <li>Fill in the mission cards</li> <li>Put into practice.</li> </ul> 					
<p>Week 15 ~ Week 20 (期末評量)</p>	<p>英語</p> <p>◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。</p> <p>◎&gt;1-III-6 能聽懂課堂中所學的字詞。</p> <p>◎&gt;1-III-8 能聽懂簡易的日常生活用語。</p> <p>◎&gt;1-III-9 能聽懂簡易句型的句子。</p> <p>*◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-III-6 能使</p>	<p>英語</p> <p>◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。</p> <p>◎Ad-III-2 簡易、常用的句型結構。</p> <p>*◎Ae-III-1 簡易歌謠、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-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p>	<p><b>[M10 The World Around Us]</b></p> <p>A. Picture book: Welcome Home, Bear</p> <p>I. Before reading</p> <ul style="list-style-type: none"> <li>Teacher leads the students to think about the following questions and do the prediction about the story:</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>What do you see on the cover page?</li> <li>Can you point out the title, the writer and the illustrator?</li> <li>What do you think? What might happen in the story?</li> </ul> </div> <p>II. While reading</p> <ul style="list-style-type: none"> <li>T repeats the similar sentences in the book and guide Ss to read it aloud.</li> <li>Teacher first shows the pictures and leads the students to share their ideas. Students can share the places or activities they've seen from the pictures.</li> </ul> <p>III. After reading</p> <ul style="list-style-type: none"> <li>Teacher can lead the students to think about the following</li> </ul>		<p>18 PPT Worksheet Mini-whiteboards Markers Textbook Workbook Group discussion Check for understanding</p>	<p>學習態度 口語問答 紙筆評量 實作評量 小組協作能力</p>	<p>閱讀歷程</p> <p>閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 III-E7 發展詮釋、反思、評鑑文本的能力。</p> <p>閱讀情境脈絡</p> <p>閱 III-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><input type="checkbox"/> 實施跨領域或跨科目協同教學（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>用簡易的日常生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎&gt;2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎&gt;3-III-1 能辨識課堂中所學的字詞。</p> <p>◎&gt;3-III-5 能看懂課堂中所學的簡易對話。</p> <p>◎&gt;3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*◎3-III-7 能看懂繪本故事的主要內容。</p> <p>*&gt;4-III-6 能書寫課堂中所學的句子。</p> <p>◎&gt;5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>◎5-III-8 能以正確的發音及適切的語速朗讀簡易故事及短劇。</p>	<p>◎C-III-2 國內外主要節慶習俗。</p>	<p>questions:</p> <div data-bbox="683 172 1245 520"> <p>✧ Why does the bear want to find a new home?</p> <p>✧ What problems does the bear have in every new home?</p> <p>✧ Why does the bear go back to his home in the end?</p> <p>✧ How do you name those new homes?</p> </div> <p><b>B. Animal habitats &amp; animals</b></p> <p><b>I. Introduce animal habitats and animals</b></p> <div data-bbox="622 606 1245 737"> <p>cheetah / rat / horse / lion / tiger / elephant / hippo / giraffe / zebra / crocodile / whale / dolphin / shark</p> </div> <p><b>II. Habitat matching</b></p> <ul style="list-style-type: none"> <li>Ss work in groups and try to match the animal and their habitats.</li> <li>T checks the answer with the Ss.</li> </ul> <p><b>III. Animal Jeopardy</b></p> <ul style="list-style-type: none"> <li>Ss work in groups, and take turns to choose the points.</li> <li>Ss need to follow the directions and write their answer on the mini-whiteboards.</li> </ul> <p><b>C. Comparing animals</b></p> <p><b>I. Introduce adjectives</b></p> <div data-bbox="622 1166 1245 1265"> <p>strong / big / small / thin / tall / short</p> <p>angry / good / bad / ugly / pretty</p> </div> <p><b>II. What's comparative?</b></p>				<p>閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p>*環 E2 覺知生物生命的美與價值，關懷動、植物的生命。</p> <p>環 E3 了解人與自然和諧共生，進而保護重要棲地。</p>	
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6-III-5 樂於接觸課外英語學習素材。

◎8-II-3 能了解課堂中所介紹的國外主要節慶習俗。

### 綜合

3d-III-1 實踐環境友善行動，珍惜生態資源與環境。

### 綜合

Cd-III-2 人類對環境及生態資源的影響。

Cd-III-4 珍惜生態資源與環境保護情懷的展現。



- T shows a picture, and asks Ss to talk about the differences.
- Explain how we use the comparative form to compare two people, animals or things.
- T guides Ss to sort out the comparative adj. in the graphs.

-er	doubled + er	y + ier	irregular
strong	big	pretty	good
fast	thin	ugly	
small	fat	angry	
tall	hot	scary	

### III. Introduce sentence

Which is stronger, the tiger or the lion?

The tiger is stronger than the lion.

Is the cheetah (faster than) the rat?

Yes, it is. / No, it isn't.

- PK Game: Divide the Ss into two teams. Each team randomly picks one animal, and T will show the questions. The team with the matching answer wins the game.
- Dots to boxes: Ss work in pairs. Ss have to say the phrases and try to connect to dots into boxes. The more boxes the student has, the student is the winner.

### IV. What's superlatives?

- Teacher shows the examples and introduces the rules of superlative.
- After introducing the rules, students have to take notes on the worksheet.

### V. Introduce sentence

Which is the (oldest)?  
(The elephant) is the (oldest).  
Is the cheetah (the fastest)?  
Yes, it is. / No, it isn't.

D. **Picture book: Zonia's Rainforest**

I. **Before reading**

- Teacher leads the students to think about the following questions and do the prediction about the story:



- ✧ What do you see on the cover page?
- ✧ Can you point out the title, the writer and the illustrator?
- ✧ What do you think? What might happen in the story?

II. **While reading**

- T repeats the similar sentences in the book and guide Ss to read it aloud.
- Teacher first shows the pictures and leads the students to share their ideas. Students can share the places or activities they've seen from the pictures.

III. **After reading**

- Teacher can lead the students to think about the following questions:

- ✧ What animals live in the rainforest?
- ✧ What happened to the rainforest?
- ✧ How can we help the rainforest?
- ✧ Do you have the same problems in Taiwan, too?
- ✧ Why is it hard to protect the habitats in Taiwan?

			<p><b>IV. Project</b></p> <ul style="list-style-type: none"> <li>• T describes some animals and plants in mangrove.</li> <li>• T prepares reading materials about mangrove habitats and Danbei Road, Ss read and answer the following questions. (1) What views do you find from the news? (2) How does the government going to do with the mangrove? (3) Why does the group against the development? (4) Do you support the development? Why or why not?</li> <li>• Ss write down their feeling about the development around the mangrove on the worksheet and share their ideas.</li> </ul> <p><b>VI. Project sharing and reflection– Danbei road project</b></p> <ul style="list-style-type: none"> <li>• After the project writing, Ss have to do the sharing with at least 4 people.</li> <li>• T shows a quadrant on the board, and give name stickers to Ss.</li> <li>• Ss need to come up the stage and stick their stickers on the board.</li> <li>• T checks the result with Ss.</li> <li>• Based on the result, Ss have to complete the reflection sheet.</li> </ul> <p><b>E. Textbook and workbook</b></p> <p><b>I. Textbook</b></p> <ul style="list-style-type: none"> <li>• Smart Kids (p.96): T plays the CD, Ss point to the conversation bubbles and follow along the sound. T asks some comprehension question. Finish reading activity 2, 3 and 4.</li> </ul> <p><b>II. Workbook (p.76, 77, 78, 79)</b></p> <ul style="list-style-type: none"> <li>• Look and write. Read and write the sentence.</li> <li>• Look and write. Write the sentences.</li> <li>• Listen and number (1-3). Look at activity 2 and answer</li> </ul>					
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			<p>the questions.</p> <ul style="list-style-type: none"> <li>Look and circle. Read and answer about yourself.</li> </ul> <p><b>F. Story time</b></p> <p><b>I. Story elements</b></p> <ul style="list-style-type: none"> <li>Ss do the silent reading.</li> <li>T plays the CD, Ss point to the conversation bubbles and follow along the sound.</li> <li>T explains the story elements, and guides Ss to complete the worksheet.</li> </ul> <p><b>II. Workbook (p.81-82)</b></p> <ul style="list-style-type: none"> <li>Read the story again and match.</li> <li>Read and complete.</li> <li>Look and find.</li> <li>Who is who? Write the names.</li> </ul> <p>Look and write. Use the superlative.</p>					
<p>Week 21 ~ Week 22</p>	<p>英語</p> <p>➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通</p> <p>◎➤5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	<p>英語</p> <p>◎Ac-III-3 簡易的生活用語。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p>	<p><b>[Review]</b></p> <p><b>A. Revision</b></p> <p><b>I. Class Feedback</b></p> <ul style="list-style-type: none"> <li>Ss are going to finish the feedback form.</li> </ul> <p><b>II. My Expectation</b></p> <ul style="list-style-type: none"> <li>After the semester review, Ss have to write down their expectation in the following year.</li> </ul> <p><b>B. Winter Vacation Homework</b></p> <p><b>I. Worksheet</b></p> <p>T explains the content to the Ss.</p>	6	<p>PPT</p> <p>Worksheet</p> <p>Group discussion</p> <p>Check for understanding</p>	<p>學習態度</p> <p>口語問答</p> <p>紙筆評量</p> <p>實作評量</p> <p>小組協作能力</p>		<p><input type="checkbox"/>實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目：</p> <p>—</p> <p>2. 協同節數：</p> <p>—</p> <p>—</p>



八、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

附件

新北市淡水區新市國民小學113學年度學習節數分配表

年級			一	二	年級		三	四	五	六	
學習領域					學習領域						
部定課程	本國語文	國語文 (含閱讀寫作)	6	6	本國語文	國語文 (含閱讀寫作)	5	5	5	5	
		本土語言/ 新住民語	1	1		本土語言/ 新住民語	1	1	1	1	
		英語		0	0		英語		1	1	2
		數學		4	4	數學		4	4	4	4
	健康與體育	健康	1	1	健康與體育	健康	1	1	1	1	
		體育	2	2		體育	2	2	2	2	
	生活課程		6	6	社會		3	3	3	3	
					自然科學		3	3	3	3	
					藝術	視覺藝術 表演藝術	2	2	2	2	
						音樂	1	1	1	1	
					綜合活動		2	2	2	2	
	彈性學習課程 校訂課程	彈性資訊 (市資轉)		0	0	彈性資訊 (市資轉)		1	1	1	1
彈性英語 (市英轉)		2	2	彈性英語 (市英轉)		2	2	1	1		
彈性雙語		1	1	彈性雙語		1	1	1	1		
彈性(導師)		0	0	彈性(導師)		0	0	3	3		
節數			23	23	節數		29	29	32	32	

說明：

- 校訂課程規畫原則：「校訂課程」以形塑學校教育願景及強化學生適性發展，學校務必規劃符合十二年國教課綱規定之四類課程，四類課程分別是：①「跨領域統整性主題/專題/議題探究課程」，②「社團活動與技藝課程」，③「特殊需求領域課程」，以及④「其他類課程，包括本土語文／新住民語文、服務學習、戶外教育、班際或校際交流、自治活動、班級輔導、學生自主學習、領域補救教學等」。請落實彈性學習課程實施，不得為領域學習(部定)課程單一科目的重複學習，以符應總綱強調之跨域、適性及選修等原則。
- 各年級跨域統整性主題/專題/議題探究課程安排：
  - 各年級「英轉」及「資轉」為轉化以英語及資訊為主的統整性主題/專題/議題探究課程，配合校本課程主題做規劃。
  - 各年級「雙語課程」於彈性學習課程時數安排統整性主題/專題/議題探究課程，配合校本課程主題做規劃。
  - 低年級：「生活課程」設計「統整性主題/專題/議題探究」第一類課程，全自編教材。
  - 中年級：「綜合領域」設計「統整性主題/專題/議題探究」第一類課程。
  - 高年級：「彈性學習課程」設計「統整性主題/專題/議題探究」第一類課程及第四類課程。