



新北市板橋區海山國民小學

106 學年度第 2 學期學校課程計畫

# 四年級英語領域課程教學計畫



# 新北市板橋區海山國民小學 106 學年度第 2 學期 四 年級英語課程計畫

設計者：鍾雨梅老師

一、本領域每週學習節數 3 節。(學習週數共 20 週)

二、本課程使用教材與學習目標：

## (一)、使用教材:

A. 翰林版 Dino on the Go 4!

B. 繪本：

1. Me and My Family Tree



2. Rosie's Walk



C. 歌曲:

1. What makes you beautiful?

2. Seasons in the sun

D. 網路資源 –

YouTube：

1. What time is it now? Four o'clock.

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



2. Different Types of Houses

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



<p><b>3. Where are you? In the kitchen. Bedroom</b></p> <p><a href="https://www.youtube.com/watch?v=JIKANbZ7Vpg">https://www.youtube.com/watch?v=JIKANbZ7Vpg</a></p> 	<p><b>4. The Easter story</b></p> <p><a href="https://www.youtube.com/watch?v=vZqwjiG7i4k&amp;t=50s">https://www.youtube.com/watch?v=vZqwjiG7i4k&amp;t=50s</a></p> 
<p><b>5. What are you doing?</b></p> <p><a href="https://www.youtube.com/watch?v=HrHqq8xJiU4&amp;t=51s">https://www.youtube.com/watch?v=HrHqq8xJiU4&amp;t=51s</a></p> 	<p><b>6. Me and My Family Tree</b></p> <p><a href="https://www.youtube.com/watch?v=7gJYi9V-jtI">https://www.youtube.com/watch?v=7gJYi9V-jtI</a></p> <p><b>校本課程: 源頭的力量(生命力)</b></p> 

## (二)、學習目標:

1. 能聽辨與說出每課的主要句型及單字。
2. 能讀與寫每課的主要句型及單字。
3. 能以自然發音法拼讀生字。
4. 能聽辨並跟讀故事對話。
5. 能聽、說並正確的使用教室用語。
6. 能聽、說並正確的使用日常用語。
7. 能正確的理解並唱出歌謠。
8. 能認識節慶 Easter 的習俗由來及相關用語。

9. 能瞭解及尊重不同的文化及習俗。
10. 能理解繪本內容。
11. 能培養閱讀興趣並建立閱讀策略。
12. 能欣賞歌曲並吟唱歌曲。
13. 樂於參與課堂活動。
14. 能與他人合作學習與分享。

### 三、本學期課程架構：

## 新北市板橋區海山國民小學「學校本位課程」發展架構表

學校願景	<b>關懷、卓越、活力</b>			
核心概念	<b>關懷惜福存善念、創造發展求真理、朝氣蓬勃有活力、尊重包容趨和諧、達觀進取有信心</b>			
學校主題	<b>快樂學習</b>	<b>健康活力</b>	<b>知足感恩</b>	<b>追求卓越</b>
課程內涵	關懷惜福存善念 創造發展求真理 朝氣蓬勃有活力 尊重包容趨和諧	創造發展求真理 朝氣蓬勃有活力 尊重包容趨和諧 達觀進取有信心	尊重包容趨和諧 關懷惜福存善念 達觀進取有信心 創造發展求真理	朝氣蓬勃有活力 尊重包容趨和諧 達觀進取有信心 創造發展求真理
實施週次	上學期 1-10 週	上學期 11-21 週	下學期 1-10 週	下學期 11-20 週

實施年級	年級主題	配合實施時間	年級主題	配合實施時間	年級主題	配合實施時間	年級主題	配合實施時間
一	煥然一新	請參照教學進度表 配合全領域、彈性 課程實施	活力小天使	請參照教學進度表 配合全領域、彈性 課程實施	相知相惜	請參照教學進度表 配合全領域、彈性 課程實施	日新月異	請參照教學進度表 配合全領域、彈性 課程實施
二	知識百寶箱	請參照教學進度表 配合全領域、彈性 課程實施	活力大 FUN 送	請參照教學進度表 配合全領域、彈性 課程實施	感恩的季節	請參照教學進度表 配合全領域、彈性 課程實施	小小智多星	請參照教學進度表 配合全領域、彈性 課程實施
三	歡樂家族	請參照教學進度表 配合全領域、彈性 課程實施	龍虎健兒	請參照教學進度表 配合全領域、彈性 課程實施	幸福的感覺	請參照教學進度表 配合全領域、彈性 課程實施	登峰造極	請參照教學進度表 配合全領域、彈性 課程實施
四	有夢最美	請參照教學進度表 配合全領域、彈性 課程實施	活力四射	請參照教學進度表 配合全領域、彈性 課程實施	有你真好	請參照教學進度表 配合全領域、彈性 課程實施	Super life (超級生 活)	請參照教學進度表 配合全領域、彈性 課程實施
五	海山兒童	請參照教學進度表 配合全領域、彈性 課程實施	生命之泉	請參照教學進度表 配合全領域、彈性 課程實施	送你一個禮	請參照教學進度表 配合全領域、彈性 課程實施	優質 e 世代	請參照教學進度表 配合全領域、彈性 課程實施
六	學海之樂	請參照教學進度表 配合全領域、彈性 課程實施	動出生命	請參照教學進度表 配合全領域、彈性 課程實施	生命的火炬	請參照教學進度表 配合全領域、彈性 課程實施	精益求精	請參照教學進度表 配合全領域、彈性 課程實施

發展中校本課程規劃，教師可參考使用~

課程主題	概念內涵	符應 12 年國教素養
源頭的力量(生命力)	同理心、關懷他人	人際關係與團隊合作的素養
海山好兒童(實踐力)	生活品德涵養	道德實踐與公民意識
海的遼闊(實踐力)	解決問題的能力	系統思考與解決問題(自主學習、主動學習、學習如何學習)
山的視野(實踐力)	溝通的能力	符號應用與溝通表達(表達能力、專案報告能力)
世界的海山(創新力)	展現創意	規劃執行與創新應變

## 105 海山國小英語檢測結果與改善策略報告與中年級相關題目

題號	新北市	板橋區	海山國小	能力指標	題目	改善策略：
32	76%	79%	78%	B1-1-8 能聽懂中年段所習得的句子。	<p>六、請仔細聽問句，選出最適當的答句。</p> <p>① I don't like bananas.            ② I am swimming.7.1%            ③ I can draw.8.32%            ④ I want some oranges.</p>	1. 中年級未教過 I want ____ 句型, 所以須列入補充教材
38	76%	79%	92%	D7-1-1 能認識課堂中所介紹國外主要節慶習俗	<p>七、請仔細看圖片，選出最適當的單字。</p> <p>① Santa Claus            ② stocking            ③ Christmas tree            ④ candy cane</p>	1. 中年級老師有加強節慶單元的補充與練習，故學生表現優異。

#### 四、課程內涵：


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 1	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 1-1-9 能聽懂簡易的日常生活對話。 1-1-10 能聽懂簡易歌謠和韻文的主要內容。 1-1-11 能聽懂簡	<p style="text-align: center;"><b>Starter</b></p> <p><b>I. Vocabulary Review</b></p> <ol style="list-style-type: none"> <li>Teacher reviews the words they learned in Third grade.</li> <li>Divide students into 9 groups, 3~4 students in one group.</li> <li>Students practicing saying the words with their group members in 3 minutes.</li> </ol> <p><b>【Activity: Secret Box】</b></p> <ol style="list-style-type: none"> <li>Teacher asks a student take out one card from the box.</li> <li>And the student has to read the word aloud.</li> <li>Teacher choose different student to take a card out.</li> </ol> <p><b>II. Phonics Review</b></p> <ol style="list-style-type: none"> <li>Teacher leads students to say the words on page ix to page x.</li> <li>Teacher writes some words with the phonic letters on the blackboard, and students have to try to say them.</li> </ol> <p><b>【Activity: Bingo】</b></p> <ol style="list-style-type: none"> <li>Students make a chart with 25 blanks.</li> <li>Students fill 25 phonic words in the blanks.</li> <li>Teacher chooses one student to read a word aloud, and other students has to circle it.</li> <li>Stop the game until someone gets first 5 lines.</li> </ol> <p><b>III. Story</b></p> <p><b>【Activity: Read , Stick and Say】</b></p>	3 periods	自製學習單: 4 年級單字複習表 4 年級單字小卡 翰林版 Dino on the Go! 4 pp. v-x	觀察評量、 口頭評量、 態度檢核 觀察評量、 口頭評量、 態度檢核	


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備 註
	<p>易兒童故事及兒童短劇的大致內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-2-2 能以簡易的英語參與課堂上老</p>	<ol style="list-style-type: none"> <li>1. Divide students into 9 groups, 3~4 students in one group.</li> <li>2. Teacher gives each group the copy of page 2 and 3 without the sentences. (A4)</li> <li>3. Teacher give students 8 slips of sentences from page 2 -3.</li> <li>4. Students have to discuss where to stick the 8 sentences on the A4 paper. Teacher checks the answers.</li> <li>5. All students have to practice saying all the sentences with their group members.</li> <li>6. Teacher leads all students read aloud the sentences.</li> </ol> <p><b>IV. Phonics Time</b></p> <ol style="list-style-type: none"> <li>1. Teach the phonics, the words on page 4-5.</li> <li>2. Teacher replace the initial letter with different consonants. And students try to say the words.</li> <li>3. Teach the chants on page 4-5.</li> </ol> <p><b>【Activity: Clap hands】</b></p> <ol style="list-style-type: none"> <li>1. Ask students to say the chants and when they say the word with –am or –an, they have to clap hands.</li> <li>2. Do the activity several times. And choose some students to present the chants in front of the class.</li> </ol> <p><b>【Activity: Attention】</b></p> <ol style="list-style-type: none"> <li>1. Teacher raises a number card, and students have to say it quickly.</li> <li>2. Teacher raises number cards faster and fatser, and students have to follow saying</li> </ol>		翰林版 Dino on the Go! 4	實作評量、觀察評量、課堂參與、口頭評量	海的遼闊 (實踐力)



教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>師引導的討論。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合併、改寫句子及造</p>	<p>the number on teacher's cards.</p> <p><b>V. Workbook</b></p> <p>1. Finish the starter unit on workbook.</p>		<p>翰林版 Dino on the Go! 4 習作 pp. 1-4</p>	<p>觀察評量、</p> <p>口頭評量、</p> <p>態度檢核</p> <p>寫作評量</p>	


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備 註
	<p>句</p> <p>5-1-7 能依文字或口語提示寫出重要字詞</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意力。</p>					

<p>Week 2</p>	<p>-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。  2-1-11 能以所習得的英語看圖說話。  3-1-4 能辨識歌謠、韻文、故事中的常用字詞。  3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。  3-1-9 能藉圖畫、標題、書名，猜測或推論主題。  4-1-6 能依圖畫、圖示填寫重要字詞。  6-1-6 樂於接觸課外英語學習素材。  6-1-7 不畏犯錯，樂於溝通、表達意見。</p> <p>1-1-1 描述自己以及與自己相關的人事物。  1-1-2 認識自己在家庭與班級中的角色。  1-3-1 欣賞並接納他人。</p>	<p><b>Book : Me and My Family Tree</b></p> <p><b>I. Tell the story</b></p> <ol style="list-style-type: none"> <li>1. First class, teacher reads aloud half of the book.</li> <li>2. Second class, teacher read aloud the last half of the book.</li> <li>3. Teacher asks some question before reading, during reading and after reading.</li> </ol> <p><b>II. Vocabulary and sentence</b></p> <ol style="list-style-type: none"> <li>1. Teacher presents the mood words the vegetable shows.</li> <li>2. Teacher teaches the sentence patterns.</li> </ol> <p>*Teacher presents family members words and let the students know family tree.</p> <p><b>III. Read Aloud</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the video from YouTube about the book.</li> <li>2. Teacher leads students to read aloud the book.</li> </ol> <p><b>IV. English reading room</b></p> <ol style="list-style-type: none"> <li>1. Bring students to the English reading room.</li> <li>2. Teacher leads students to read the book. And students have to finish the worksheet about the book by themselves.</li> </ol> <p><b>V. Comics (Family Tree)</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives students a piece of A4 paper.</li> <li>2. Students divide the paper into 4 blanks.</li> <li>3. And they design their 4-blank comics. Use the family members to be the roles. They write their dialogues and draw their own family members.</li> <li>4. Students show their art to their classmates.</li> </ol>	<p>3 periods</p>	<p>自製學習單:  <b>Me and My Family Tree</b></p> <p>A4 紙</p> <p>Youtube:  </p>	<p>觀察評量、  口頭評量、  態度檢核</p>	<p>生命教育</p> <p>校本課程:源頭的  力量(生命力)</p> <p>世界的海山  (創新力)</p>
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教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 3 to Week 4	1-1-3 能聽辨課堂中所習得的詞彙。  1-1-7 能聽懂常用的教室用語及日常生活用語。  1-1-8 能聽懂簡易句型的句子。  1-1-9 能聽懂簡易的日常生活對話。  1-1-10 能聽懂簡易歌謠和韻文的主要內容。  1-1-11 能聽懂簡易兒童故事及兒童	<p style="text-align: center;"><b>Unit 1: What time is it?</b></p> <p><b>[Warm up]</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the video about the time.</li> <li>2. Students can easily familiar with the sentence.</li> </ol> <p><b>I. Story</b></p> <p><b>【Activity: Read and say】</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to read the story from pp. 7-11, and then teacher plays the CD.</li> <li>2. Teacher group students into 8-9 groups.</li> <li>3. Teacher gives each group a piece of worksheet about the reading story.</li> <li>4. Students have to discuss to finish the worksheet.</li> <li>5. Teacher leads the students to discuss the answers and read aloud the reading story.</li> </ol> <p><b>II. Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the picture cards and the word cards, and teach the words. * twenty/ thirty/ forty/ fifty/ twenty-five/</li> </ol> <p><b>【Activity: Occupy】</b></p> <ol style="list-style-type: none"> <li>1. Divide students into 8-9 groups.</li> <li>2. Each group gest the flower cards in two colors. (2 people are in one team; there are 2 teams in each group; one team one color)</li> <li>3. Then, teacher gives each group one spinner.</li> <li>4. Students have to take turns to spin and say the word they spin. When the student says the word right, he or she can put his or her color flower on the word on page 8 and 9.</li> <li>5. Which team occupies all the words wins</li> </ol>	6 periods	YouTube    翰林版 Dino on the Go 4 p.7-11  翰林版 Dino on the Go 4 CD  flash cards  翰林版 Dino on the Go 4 p. 7-11		

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備 註
	<p>短劇的大致內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-2-2 能以簡易的英語參與課堂上老師引導的討論。</p>	<p>the game. (the same color flower cards)</p> <p><b>III.Song: It's Twelve O'clock?</b></p> <ol style="list-style-type: none"> <li>1. Teacher leads the class to read the lyrics.</li> <li>2. Teacher plays the song and students sing.</li> <li>3. Divide students into groups and then students practice singing the song with their group members.</li> <li>4. Ask each group to sing the song in front of the classroom.</li> </ol> <p><b>IV. Sentence</b></p> <p><b>A. What time is it?</b>  <b>It's __o'clock. / It's _____.</b></p> <ol style="list-style-type: none"> <li>1. Teacher teaches the sentence patterns.</li> </ol> <p><b>【Activity: Ask and Write】</b></p> <ol style="list-style-type: none"> <li>1. Student has to choose two words. Students copy down the two words on their exercise books, and they have to use the two words to make the question sentence and also write them down.</li> <li>2. Students work in pairs. They use the word to ask their partner the question. And the partner answer it.</li> <li>3. After each one gets the answer, they have to write down the answer sentence below their question sentences on the exercise books.</li> </ol> <p><b>【Activity: Arrive at the finish line】</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides the students into 8-9 groups. (4people in one group; and then divide 4 people into 2 small groups)</li> <li>2. Teacher gives each group one piece of worksheet. (with different)</li> <li>3. They throw the small dice (1,3,5=1step; 2,4,6=2step).</li> </ol>		<p>CD player</p> <p>翰林版 Dino on the Go 4 p.13, 7-11</p> <p>sentence strips,</p>		

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>3-1-7 能朗讀課本中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合併、改寫句子及造句</p>	<p>4. And the 2 people have to use the picture they get make the question and answer it by the clue.</p> <p>5. Who gets the finish line first wins.</p> <p><b>V. Phonics: e_e</b></p> <p>1. Teach the letters, sounds and words first.</p> <p>2. Teacher leads students to read aloud the chants.</p> <p><b>【Activity: Sentence Gallery Walk】</b></p> <p>1. Divide students into 8-9 groups.</p> <p>2. Students have to make a sentence including the phonic words.</p> <p>3. If one group finish the sentence, the group members have to let the teacher to check the sentence. (eg. <i>Pete has a pet</i>)</p> <p>4. If the sentence is right, the group members have to write their sentence on the sheet and give it some pictures.</p> <p>5. After all groups finish the sentence sheets, teacher puts the sentences sheets around the classroom.</p> <p>6. Every group takes a walk in the classroom and try to say the sentences from different groups.</p> <p><b>VI. Daily Talk</b> <b>Time for lunch. / Hooray!</b></p> <p>1. Teacher throw a ball to one student. And teacher says, "Time for lunch!". After the student catches the ball, the other students says, "Hooray!"</p> <p>2. And then the student who has the ball throws the ball to another student and say the sentence.</p> <p><b>VII. Workbook</b></p> <p>1. Teacher leads students to finish the</p>		<p>自製學習單:</p> <p>句型圖片大富翁學習單</p> <p>翰林版 Dino on the Go 4 pp.18-19</p> <p>CD player</p> <p>Sentence sheet poster</p> <p>Markers</p>		

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 5	5-1-7 能依文字或口語提示寫出重要字詞 6-1-1 樂於參與各種課堂練習活動。 6-1-2 樂於回答老師或同學所提的問題。 6-1-3 對於老師的說明與演示，能集中注意力。	<p>workbook.</p> <p><b>Festivals: Easter</b></p> <p><b>I. Story</b></p> <ol style="list-style-type: none"> <li>1. Students listen to the story about Easter.</li> <li>2. Students discuss the story with the teacher.</li> <li>3. Teacher tells more about Easter.</li> </ol> <p><b>II. Vocabulary</b></p> <p><u>the Easter bunny, a basket, color the eggs, go egg hunting</u></p> <ol style="list-style-type: none"> <li>1. Teach the words. And divide students into 9 groups.</li> <li>2. Students do turn and talk. If all group members can read the words, the students in that group raise their hands. Teacher checks if persons in that group say well.</li> </ol> <p><b>III. Listen and Read</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the CD2 (51-52). Students listen to the CD and read the story on page 74-75.</li> <li>2. Teacher have some questions about page 74-75. Students have to discuss in groups to answer the questions.</li> </ol> <p><b>【Activity: Role play】</b></p> <ol style="list-style-type: none"> <li>1. Divide students into 8 groups. (4-5 students in one group.)</li> <li>2. Each person choose one role as Dino, Niki, Owen and Danny.</li> <li>3. Do the role play to present the dialogues on pp. 74-75.</li> </ol>	3 periods	<p>翰林版 Dino on the Go 4 p.16</p> <p>翰林版 Dino on the Go 4 習作</p> <p>Youtube: THE EASTER STORY</p>  <p>翰林版 Dino on the Go! 4 pp. 71-76</p>	<p>觀察評量、 口頭評量、 態度檢核</p> <p>實作評量、 觀察評量、 課堂參與、 口頭評量</p>	性別平等教育


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備 註
	1-1-3 能聽辨課堂中所習得的詞彙。	<p>*All students can choose the role he or she likes. Don't limit students' roles because of the gender. Boys can choose the female role, and girls can choose the male roles.</p> <p><b>IV. Song</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the CD2 (53-55).</li> <li>2. Students sing the song with the CD.</li> </ol> <p><b>V. Workbook</b></p> <ol style="list-style-type: none"> <li>1. Finish the workbook pp.29-30.</li> </ol> <p><b>【Activity: Gallery walk】</b></p> <ol style="list-style-type: none"> <li>1. After students finish page 30 on the workbook, teacher asks students to open that page and put their workbooks on the tables.</li> <li>2. All the class start to take a walk in the classroom and admire other people's art, and give it a compliment like good, awesome, nice....</li> </ol> <p><b>VI. Poster</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the PPT about what people do onEaster, including the sentence patterens,"I __V.___ on Easter."</li> </ol> <p><b>【Activity: Make a poster】</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives students the worksheet about what they do on Easter.</li> <li>2. Students have to write down the activities they do on Easter. And teacher check the worksheet.</li> <li>3. If the student writes the sentences right, he or she can start draw the worksheet to make a small poster.</li> </ol>		翰林版 Dino on the Go! 4 習作 pp. 29-30  A4 有顏色海報紙	課堂參與、  口頭評量         習作評量         實作評量  作品評量	



教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>1-1-8 能聽懂簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>3-2-7 能從圖畫、圖示或上下文，猜測字義或推論文意。</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老</p>					

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備 註
	<p>師或同學所提的問題。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>7-1-2 能認識課堂中所介紹的國內主要節慶習俗。</p> <p>2-2-1 瞭解不同性別者在團體中均扮演重要的角色。</p>					
<p>Week 6 to Week 7</p>	<p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-7 能聽懂常用的教室用語及日常</p>	<p><b>Unit 2: What are you doing?</b></p> <p><b>I. Vocabulary</b></p> <p>1. Teacher shows the picture cards and the word cards, and teach the words. * drinking/ eating/ / reading/ sleeping/ writing/ running/swimming</p> <p>2. students have to practicing reading the words in their group.</p> <p>3. Teacher checks all the members can say the words.</p> <p><b>【Activity: Occupy】</b></p>	<p>6 periods</p>	<p>翰林版 Dino on the Go 4 p. 22-23</p> <p>翰林版 Dino on the</p>	<p>觀察評量、 課堂參與、 口頭評量、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>1-1-9 能聽懂簡易的日常生活對話。</p> <p>1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的</p>	<ol style="list-style-type: none"> <li>1. Divide students into 8-9 groups.</li> <li>2. Each group get the flower cards in two colors. (2 people are in one team; there are 2 teams in each group; one team one color)</li> <li>3. Then, teacher gives each group one spinner.</li> <li>4. Students have to take turns to spin and say the word they spin. When the student says the word right, he or she can put his or her color flower on the word on page 22 and 23.</li> <li>5. Which team occupies all the words wins the game. (the same color flower cards)</li> </ol> <p><b>II. Sentence</b>  <b>What are you doing? I am eating.</b>  <b>What is he doing? He's swimming.</b>  <b>What is she doing? She's reading.</b></p> <ol style="list-style-type: none"> <li>1. Teacher teaches the sentence patterns.</li> </ol> <p><b>【Activity: Know your friends】</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to the first chart on page 29.</li> <li>2. Students find their one friend and ask the friend, "What are you doing?". And then the student checks his or her friends answer.</li> <li>3. Then Students find another partner. First ask, "Who's your friend?". And write down the name on second line. Then ask, "What's he doing?". Student checks the answer.</li> <li>4. Do the activity again to finish the chart .</li> </ol> <p><b>【Activity: My song】</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the video from YouTube.</li> <li>2. Discuss the sentence used in the video.</li> </ol>		<p>Go 4 CD</p> <p>Flower cards Spinner</p> <p>翰林版 Dino on the Go 4 p. 27, 29</p> <p>Sentence strips</p>	<p>課堂參與、 口頭評量、 實作評量</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-2-2 能以簡易的英語參與課堂上老師引導的討論。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞</p>	<p>3. Students in group make their own songs.</p> <p>4. Each group sings their song in front of the class.</p> <p><b>III. Story</b>  <b>【Activity: Mission Puzzle】</b></p> <ol style="list-style-type: none"> <li>1. Divide students into 8-9 groups. And number the group members 1-4.</li> <li>2. Who has the same number gathers together, so there are four gathering group.</li> <li>3. Different number gets the different part from the story.</li> <li>4. The same number members have to discuss the part they get about how to say the sentence, what is the meaning, even what can they add and tell.</li> <li>5. Each number goes back to their original group. And each number teaches their part to their members. Everyone learns other parts from their members.</li> <li>6. Teacher checks all the students' learning.</li> </ol> <p><b>IV. Song: Come and Join Us?</b></p> <ol style="list-style-type: none"> <li>1. Teacher leads the class to read the lyrics.</li> <li>2. Teacher plays the song and students sing.</li> <li>3. Divide students into groups and then students practice singing the song with their group members.</li> <li>4. Ask each group to sing the song in front of the classroom.</li> </ol> <p><b>【Activity: Pass the Ball】</b></p> <ol style="list-style-type: none"> <li>1. All the class sing the song and pass the ball.</li> <li>2. When teacher says "Stop!", the student who holds the ball makes a sentence by the word teacher shows.</li> </ol>		<p>Youtube: What are you doing?</p>  <p>翰林版 Dino on the Go 4 CD</p> <p>Small ball</p>	<p>實作評量、 觀察評量、 課堂參與、 口頭評量、</p> <p>觀察評量、 課堂參與、</p>	<p>山的視野 (實踐力)</p>

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>彙。</p> <p>4-1-4 能臨摹抄寫</p> <p>課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合併、改寫句子及造句</p> <p>5-1-7 能依文字或口語提示寫出重要字詞</p> <p>6-1-1 樂於參與各</p>	<p><b>V. Phonics: i_e</b></p> <p>1. Teach the letters, sounds and words first.</p> <p>2. Teacher leads students to read aloud the chants.</p> <p><b>【Activity: Listen and Spell】</b></p> <p>1. Students work in pairs.</p> <p>2. Each pair takes out one whiteboard and one marker.</p> <p>3. Teacher says a word with the sound of “i_e”. Then one student in the pair write down the word, and the other checks the word. And then students take turns.</p> <p><b>VI. Daily Talk</b></p> <p><b>Take a rest. / Come and join us.</b></p> <p>1. Teacher shows the pictures and lets students to guess the meaning.</p> <p>2. Teacher plays the CD, and students follow reading the sentence.</p> <p><b>VII. Workbook</b></p> <p>Teacher leads students to finish the workbook.</p>		<p>Whiteboard</p> <p>Markers</p> <p>翰林版 Dino on the Go 4 p.30</p> <p>翰林版 Dino on the Go 4 習作</p>	<p>口頭評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>寫作評量</p> <p>口頭評量、</p>	


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意力。</p>				寫作評量	
Week 8	<p>1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>3-1-4 能辨識歌謠、韻文、故事中</p>	<p><b>Song : What makes you beautiful?</b></p> <p><b>I. Listen and Fill the words</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives students the song worksheet.</li> <li>2. Teacher plays the audio of the song, and students have to fill the words into the blanks.</li> </ol> <p><b>II. Lyrics Reading</b></p> <ol style="list-style-type: none"> <li>1. Teacher leads students to read the lyrics.</li> <li>2. And teach the words and explain the meaning of the lyrics.</li> <li>3. Students practice reading the lyrics with their group members.</li> </ol> <p><b>【Activity: Lucky Number】</b></p> <ol style="list-style-type: none"> <li>1. Teacher number the lyrics.</li> <li>2. And choose a student to pick up a</li> </ol>	3 periods	<p>自製學習單</p> <p><b>What makes you beautiful?</b></p>		

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 9 to Week 11	<p>的常用字詞。</p> <p>6-1-12 樂於參與有助提升英語能力的活動。</p> <p>1-1-3 能聽辨課堂</p>	<p>number from the bottle.</p> <p>3. After the student picks up a number, he or she has to read the lyric out.</p> <p><b>III. Singing the song</b></p> <p>1. Teacher plays the song and teaches students to sing the song.</p> <p>2. Students practice singing the song in the group.</p> <p>3. Teacher goes to each group to listen to their singing.</p> <p><b>【Activity: Whose turns】</b></p> <p>1. Teacher groups 8 teams.</p> <p>2. All class sings the song and when teacher says “Team __”, the team sings the song. Which team doesn’t sing well loses the game.</p> <p style="text-align: center;"><b>Review 1</b></p> <p><b>I. Student book</b></p> <p><b>【Activity: Listen and Write】</b></p> <p>1. Students listen to CD and finish p. 35.</p> <p><b>【Activity: Ask and Write】</b></p> <p>1. Every student needs to find 3 classmates, ask the question, “Are you _____?” and get the person’s answers. (O or X)</p>	9 periods	翰林版 Dino on the Go 4 pp. 35-38	實作評量 觀察評量、 課堂參與、 口頭評量、	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>中所習得的詞彙。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>1-1-9 能聽懂簡易的日常生活對話。</p> <p>1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p>	<p>2. After students finish the chart, teacher groups students in pairs.</p> <p>3. Students use their chart to ask the partner, "Is he/she _____?". The partner answers by O or X.</p> <p><b>【Activity: Play and Say】</b></p> <p>1. Students are divided into pairs.</p> <p>2. Students play the board game on p. 37.</p> <p><b>【Activity: Try and Say】</b></p> <p>1. Students are divided into pairs.</p> <p>2. Students practice saying all the words.</p> <p>3. Students write the initial letters to make new words.</p> <p>4. Students try to say the new words they make with their partner.</p> <p><b>II. Review</b></p> <p><b>【Activity: The Rich】</b></p> <p>1. Students are divided into 8-9 groups.</p> <p>2. Teacher gives each group one piece of paper. There different price on the worksheet. Below the price, there is a picture to ask student to spell the word , make a question, answer the question or say the sentence.</p> <p>3. Students take turn to solve the problem</p>		<p>自製學習單:</p> <p>桌遊學習單</p>	<p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p>	

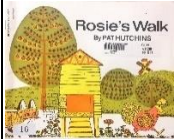


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 12 to Week 14	2-1-3 能說出課堂中所習得的詞彙。	below the price. If the student answers right, he or she can get the price. 4. Who collects the most money, he or she wins.	9 periods	翰林版 Dino on the Go 4 p. 40-41  Flash cards	分組口試          寫作評量          紙筆測驗	
	2-1-4 能以正確的語調說出簡易句型的句子。	<b>III. Oral Test</b> 1. Teacher chooses 6 students to be the test helpers. Each helper sits at a place in the classroom. 2. All the students have to answer the helper's question. And if the student answers right, the helper will sign his or her name. Everyone should gets 6 names.				
	2-1-9 能作簡單的提問、回答和敘述。	<b>IV. Workbook</b> 1. Teacher leads students to finish the workbook. (Review 1)				
	2-1-10 能朗讀和吟唱歌謠韻文。	<b>Mid-term Examination</b> 1. Listening, reading and writing abilities will be evaluated through a written test.				
	2-2-2 能以簡易的英語參與課堂上老師引導的討論。	<b>Unit 3: Where are you?</b> <b>I. Vocabulary</b> 1. Teacher shows the picture cards and the word cards, and teach the words. * bathroom / bedroom/ dining room/ kitchen/ living room/ yard 2. Teacher shows the difference between				
	3-1-7 能朗讀課本					

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合併、改寫句子及造句</p> <p>5-1-7 能依文字或</p>	<p>bathroom/ living room...And students have to find out what the difference is.</p> <p>3. Then students have to practicing reading the words in their group.</p> <p>4. Teacher checks all the members can say the words.</p> <p><b>【Activity: Match and Remember】</b></p> <p>1. Teacher divides students into 8-9groups.</p> <p>2. Each group gets the vocabulary cards and pictures cards. (like poker cards)</p> <p>3. Group members turn the cards to the back. Number 1 in the group pick up two cards and say the two cards. If the two cards are matched, the student can collect the cards. If not, the student have to put them back. And then take turns.</p> <p>4. Stop playing the activity until there is no card on the table.</p> <p><b>【Activity: Admire a song】</b></p> <p>1. Teacher plays the video from YouTube.</p> <p>2. Students have to take notes to write down what fruit they see.</p> <p><b>II. Sentence</b></p> <p><b>A. Where are you? I am in the bathroom. Where's Danny? He's in the dining room. Where's Niki? She's in the living room.</b></p> <p>1. Teacher teaches the sentence patterns.</p> <p>2. Students practice saying all the sentences in pairs.</p> <p><b>【Activity: Running Man】</b></p> <p>1. Students are divided into 8-9 groups.</p> <p>2. Each person in the group numbers 1 to 4.</p> <p>3. Teacher sticks 6 cards around the classroom. (3 in the classroom; 3 on the hall)</p> <p>4. Students can see 1, 2, or 3 on the cards,</p>		<p>Poker word cards</p> <p>YouTube</p>  <p>翰林版 Dino on the Go 4 p. 45</p> <p>Sentence strips</p>	<p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量</p> <p>觀察評量、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>口語提示寫出重要字詞</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意力。</p> <p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-7 能聽懂常用的教室用語及日常</p>	<p>which means on the card's other side, there is one room or two, three rooms.</p> <p>5. Number 1 has to ask number 2 "where are you?".</p> <p>6. And number 2 has to find the card and turn to the card's back to see what the room is. Then number 2 goes back to the group and answer the question. "I am in the _____."</p> <p>7. Number 3 has to writes down the answer on the workseet. And number 4 checks whether the writing answer is right.</p> <p>8. Take turns number 2 ask; number 3 go and answer; number 4 write; number 1 check</p> <p>9. Everyone does the different tasks until finsih all the six cards' answers on the worksheet.</p> <p><b>III. Story</b>  <b>【Activity: Big Eyes】</b></p> <p>1. Teacher gives one piece of worksheet about the story. But there are some space in the sentence dialogues.</p> <p>2. And teacher provides a word-bank cards including the missing words on it.</p> <p>3. Students have to read the story worksheet. Read the sentence and the story pictures, and then try to fill the words into the space to complete the story.</p> <p>4. Students show their answers in groups and discuss the right answers.</p> <p>5. Teacher checks the answers and leads students to read aloud the reading dialogues.</p> <p><b>IV. Song: Where is She?</b></p> <p>1. Teacher plays the song and students listen.</p> <p>2. Teacher asks students how to sing sentence 1 ,2 ....Who can sing the sentence gets one stamp.</p> <p>3. After all the lyrics are sung, teacher plays the CD and students sing the song together.</p>		<p>自製學習單</p> <p>翰林版 Dino on the Go 4 p. 45</p> <p>學習單來自課本 p. 39-43 (挖空)</p>	<p>課堂參與、口頭評量</p> <p>課堂參與、口頭評量、實作評量</p> <p>觀察評量、課堂參與、口頭評量、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>1-1-9 能聽懂簡易的日常生活對話。</p>	<p><b>V. Phonics: o_e</b></p> <p><b>【Activity: Induction】</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the CD to say the chants on page 50 and 51.</li> <li>2. Students discuss how to pronounce -o_e</li> <li>3. Next students have to think about other words with -o_e and they have to write the words on the whiteboards.</li> <li>4. Students have to show their whiteboards, and all the class try to say all the words together.</li> </ol> <p><b>VI. Daily Talk</b></p> <p><b>Wake up! / Wait!</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the pictures and lets students to guess the meaning.</li> <li>2. Teacher plays the CD, and students follow reading the sentence.</li> </ol> <p><b>【Activity: Online Book Reading】</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the video from YouTube.</li> <li>2. The video is about wake up and wait.</li> </ol> <p><b>VII. Workbook</b></p> <ol style="list-style-type: none"> <li>1. Teacher leads students to finish the workbook.</li> </ol> <p><b>Book : Rosie's Walk</b></p> <p><b>I. Tell the story</b></p> <ol style="list-style-type: none"> <li>1. First class, teacher read aloud half of the story</li> <li>2. Second class, teacher read aloud the last half of the story.</li> <li>3. Teacher asks some question before reading, during reading and after reading.</li> </ol> <p><b>II. Vocabulary and sentence</b></p>		<p>翰林版 Dino on the Go 4 CD</p> <p>翰林版 Dino on the Go 4 CD</p> <p>whiteboards</p> <p>翰林版 Dino on the Go 4 習作</p>	<p>實作評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
		<p>3. Teacher presents words about Rosie's Walk.</p> <p>4. Teacher teaches the sentence to describe Rosie's Walk.</p> <p><b>【Activity: Vocabulary Finder】</b></p> <p>1. Teacher puts the picture and the words of the vocabulary on students' table or around the classroom.</p> <p>2. When teacher says a word, one student has to find the picture and the word out.</p> <p>3. And the student has to fill the word into the sentences.</p> <p><b>III. Read Aloud</b></p> <p>3. Teacher plays the video from YouTube about the book.</p> <p>4. Teacher leads students to read aloud the book.</p> <p><b>IV. English reading room</b></p> <p>3. Bring students to the English reading room.</p> <p>4. Teacher leads students to read the book. And students have to finish the worksheet about the book by themselves.</p>		<p>繪本教材</p> <p><b>Rosie's Walk</b></p>  <p>閱讀學習單</p>		

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註

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教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>2-1-11 能以所習得的英語看圖說話。</p> <p>3-1-4 能辨識歌謠、韻文、故事中</p>					



教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>的常用字詞。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>3-1-9 能藉圖畫、標題、書名，猜測或推論主題。</p> <p>4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p>6-1-6 樂於接觸課</p>					

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	外英語學習素材。 6-1-7 不畏犯錯，樂於溝通、表達意見。					
Week 15 to Week 17	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 1-1-9 能聽懂簡易的日常生活對話。 1-1-10 能聽懂簡易歌謠和韻文的主要內容。	<p style="text-align: center;"><b>Unit 4: Where's my kite ?</b></p> <p><b>I. Vocabulary</b></p> <ol style="list-style-type: none"> <li>Teacher shows the picture cards and the word cards, and teach the words. * a ball/ a box/ a chair/ a desk/ a key/ a kite/a table</li> <li>Then students have to practicing reading the words in their group.</li> <li>Teacher checks all the members can say the words.</li> </ol> <p><b>【Activity: Star Collecters】</b></p> <ol style="list-style-type: none"> <li>Teacher divides students into 8-9groups.</li> <li>Each group gets two dices.</li> <li>Number the group members 1-4.</li> <li>Students take turns to throw the two dices. One means the student has to say which word; the other shows how many stars the student can get (1-3) or how many bombs the student can get to delete other people's stars (1-3).</li> <li>When teacher says "Time's up.", who gets the most stars wins.</li> </ol> <p><b>II. Sentence</b></p> <p><b>Where is my _____?</b> <b>It's <u>in</u> the <u>box</u>.</b></p> <p><b>Where is the _____?</b> <b>It's <u>on</u> the <u>table</u>.</b></p> <p><b>A.</b></p> <ol style="list-style-type: none"> <li>Teacher teaches the answer sentences first.</li> <li>Teacher leads students to discuss the</li> </ol>	9 periods	翰林版 Dino on the Go 4 p. 54-55  Flash cards  2 dices   翰林版 Dino on the Go 4 p. 59	觀察評量、 課堂參與、 口頭評量、         課堂參與、	海山好兒童 (實踐力)


教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-2-2 能以簡易的</p>	<p>difference between the sentences.</p> <p>3. Teacher teaches the prepositions</p> <p><b>【Activity: Spinner】</b></p> <ol style="list-style-type: none"> <li>1. Students are divided into 8-9 groups.</li> <li>2. Each person in the group numbers 1 to 4.</li> <li>3. Teacher gives each group one spinner. (There are eight words on the spinner.)</li> <li>4. Number 1 spin the spinner first. Which word he or she spins, he or she has to put the word into the right sentence and say it. eg. It's on the box.</li> </ol> <p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. Teacher teaches the sentence patterns.</li> <li>2. Students practice asking the question and answer it in pairs.</li> </ol> <p><b>【Activity: Snake Board】</b></p> <ol style="list-style-type: none"> <li>1. Students are divided into 8-9 groups.</li> <li>2. Teacher gives each group one piece of worksheet (There are some pictures on the snake board.), and give each group one dice.</li> <li>3. Students in the group take turns to throw the dice. (1-3=1step, 4-6=2steps)</li> <li>4. Everyone asks "Where is the ___?" and the student who throws the dice answers by the picture "It's ___ the ___."</li> <li>5. Who arrives at the finish place wins.</li> </ol> <p><b>III. Story</b></p> <p><b>【Activity: Reading Comprehension】</b></p> <ol style="list-style-type: none"> <li>1. Students read the story dialogues by themselves.</li> <li>2. Teacher gives one piece of reading comprehension worksheet about the story.</li> <li>3. Students do the worksheet by themselves including match, T or F and questions.</li> </ol>		<p>Sentence strips</p> <p>spinner</p> <p>Sentence strips</p> <p>自製學習單</p> <p>蛇棋桌遊單</p> <p>dice</p> <p>翰林版 Dino on the Go 4</p>	<p>口頭評量、</p> <p>實作評量</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>觀察評量、</p> <p>課堂參與、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>英語參與課堂上老師引導的討論。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合</p>	<p>4. Students show their answers in groups and discuss the answers.</p> <p>5. Teacher checks the answers and leads students to read aloud the reading dialogues.</p> <p><b>IV. Song: Where's the Ball?</b></p> <p>1. Teacher plays the CD and students sing the song together.</p> <p><b>【Activity: This is my stage】</b></p> <p>1. Teacher divides students into 6 groups.</p> <p>2. One member in the group picks up a piece of paper. ( two kinds of food words on it.)</p> <p>3. Each group use the words to sing the new song.</p> <p>4. Then each group perform their song in front of the class.</p> <p><b>V. Phonics: u-e</b></p> <p>1. Teacher teaches the sounds, words and chants on page 64,65.</p> <p>2. Students practice saying all the words and chants in groups.</p> <p><b>【Activity: Busy Hands】</b></p> <p>1. Students are divided into groups.</p> <p>2. Teacher gives each group a bag of letter cards.</p> <p>3. Teacher says a word, and then student in each group has to take turns to use the letter cards to spell the words.</p> <p><b>VI. Daily Talk</b></p> <p><b>It's here. / It's over there!</b></p> <p>1. Teacher collects all students' books. And hide the books in the different places.</p>		<p>p. 53-57</p> <p>閱讀學習單</p> <p>翰林版 Dino on the Go 4 CD</p> <p>翰林版 Dino on the Go 4 CD</p> <p>字母卡</p>	<p>口頭評量、</p> <p>實作評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>併、改寫句子及造句</p> <p>5-1-7 能依文字或口語提示寫出重要字詞</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意力。</p> <p>6-1-14 具有好奇心，並對教師或同學討論的內容能舉</p>	<p>2. Teacher ask one of the student” Where is the book?” and he or she will answer” it’s here.” or “It’s over there!”</p> <p>3. And then S1 ask S2 and so forth. They work in pairs.</p> <p><b>VII. Workbook</b></p> <p>1. Teacher leads students to finish the workbook.</p> <p style="text-align: center;"><b>Song : Seasons in the sun</b></p> <p><b>I. Listen and Fill the words</b></p> <p>1. Teacher gives students the song worksheet.</p> <p>2. Teacher plays the audio of the song, and students have to fill the words into the blanks.</p> <p><b>II. Lyrics Reading</b></p> <p>4. Teacher leads students to read the lyrics.</p> <p>5. And teach the words and explain the meaning of the lyrics.</p> <p>6. Students practice reading the lyrics with their group members.</p> <p><b>【Activity: Lucky Number】</b></p> <p>4. Teacher number the lyrics.</p> <p>5. And choose a student to pick up a number from the bottle.</p> <p>6. After the student picks up a number, he or she has to read the lyric out.</p> <p><b>III. Singing the song</b></p> <p>4. Teacher plays the song and teaches students to sing the song.</p>		<p>翰林版 Dino on the Go 4 習作</p> <p>歌曲學習單</p>	<p>實作評量</p> <p>觀察評量、 課堂參與、 口頭評量、 實作評量</p> <p>課堂參與、 口頭評量、</p>	

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	<p>出示例或反例。</p>	<p>5. Students practice singing the song in the group.</p> <p>6. Teacher goes to each group to listen to their singing.</p> <p><b>【Activity: Whose turns】</b></p> <p>3. Teacher groups 8 teams.</p> <p>4. All class sings the song and when teacher says “Team __”, the team sings the song. Which team doesn’t sing well loses the game.</p>			<p>寫作評量</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p>6-1-12 樂於參與有助提升英語能力的活動。</p>					

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
Week 18	<p>7-1-4 能認識外國風土民情。 6-1-1 樂於參與各種課堂練習活動。 5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 2-1-10 能朗讀和吟唱歌謠韻文。 2-1-3 能說出課堂中所習得的詞彙。</p> <p>3-2-3 尊重不同族群與文化背景對環境的態度及行為。</p>	<p style="text-align: center;"><b>Houses Around the World</b></p> <p><b>I. Listen and Read</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays the CD and teache students to read aloud page 78-81.</li> <li>2. Teacher presents the PPT to introduce the different countries and the country's houses.</li> </ol> <p><b>【Activity: Foreigners】</b></p> <ol style="list-style-type: none"> <li>1. Teacher divided students into 8 groups.</li> <li>2. And teacher gives each group different countries, and provides each country some information about the country.</li> <li>3. Students have to fill the words into the sentences which teacher provides to introduce the country.</li> <li>4. They have to make a poster to do oral presentation.</li> </ol> <p><b>II. Listen and Sing</b></p> <ol style="list-style-type: none"> <li>1. Teacher leads students to say the lyrics and plays the CD.</li> <li>2. Students sings the song together.</li> </ol> <p><b>III. Houses around the world</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the video from YouTube to introduce the differences of houses around the world.</li> <li>2. Teacher leads students to discuss what kind of houses they live.</li> </ol> <p><b>【Activity: My House】</b></p> <ol style="list-style-type: none"> <li>1. Teacher sticks the houses around the world poster on the blackboard.</li> <li>2. Teacher gives everyone one piece of A4 paper.</li> <li>3. Everyone draw their own house and use</li> </ol>	3periods	<p>YouTube:</p> 	<p>口頭評量、 態度檢核</p> <p>實作評量、 口頭評量、 態度檢核</p>	<p>多元文化及 國際文教</p> <p>重要議題：國際教育</p> <p>環境教育</p>



教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
		English words to table them.				
Week 19 To Week 20	1-1-3 能聽辨課堂中所習得的詞彙。  1-1-7 能聽懂常用的教室用語及日常生活用語。  1-1-8 能聽懂簡易句型的句子。  1-1-9 能聽懂簡易的日常生活對話。  1-1-10 能聽懂簡易歌謠和韻文的主要內容。  1-1-11 能聽懂簡易	<p style="text-align: center;"><b>Review 2</b></p> <p><b>I. Student book</b></p> <p><b>【Activity: Listen and Write】</b></p> <p>1. Students listen to CD and finish p. 67.</p> <p><b>【Activity: Ask and Write】</b></p> <p>1. Every student needs to find 3 classmates, ask the question, “Where is the ___?” and get the person’s answers. (O or X)</p> <p><b>【Activity: Play and Say】</b></p> <p>1. Students are divided into pairs. 2. Students use the spinner to ask the question and answer it.</p> <p><b>【Activity: Try and Say】</b></p> <p>1. Students are divided into pairs. 2. Students practice saying all the words. 3. Students write the initial letters to make new words. 4. Students try to say the new words they make with their partner.</p> <p><b>II. Review</b></p>	6 periods	翰林版 Dino on the Go 4 pp.67-70	實作評量  觀察評量、  課堂參與、  口頭評量、	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>兒童故事及兒童短劇的大致內容。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-2-2 能以簡易的英語參與課堂上老</p>	<p><b>【Activity: Chess】</b></p> <ol style="list-style-type: none"> <li>Students are divided into 8-9 groups.</li> <li>Teacher gives each group one piece of paper. There are 25 blanks on the worksheet.</li> <li>Teacher gives each group two bags, one including flower cards, the other including leaf cards.</li> <li>In each group, two people are in one team. One takes the flower cards, the other the leaf cards.</li> <li>Each team takes turn to solve the problems on the chart. When the student answer right, he or she can put his or her flower or leaf card on it. Who gets the four blanks in one line wins. (The 25 blanks include saying a word, saying sentences, spelling, or answering questions.)</li> </ol> <p><b>III. Oral Test</b></p> <ol style="list-style-type: none"> <li>Teacher chooses 6 students to be the test helpers. Each helper sits at a place in the classroom.</li> <li>All the students have to answer the helper's question. And if the student answers right, the helper will sign his or her name. Everyone should gets 6 names.</li> </ol>		<p>自製學習單:</p> <p>桌遊學習單</p> <p>習作</p>	<p>觀察評量、</p> <p>課堂參與、</p> <p>口頭評量、</p> <p>分組口試</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>師引導的討論。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞(至少180 個)。</p> <p>4-2-2 能依提示合併、改寫句子及造</p>	<p><b>IV. Workbook</b></p> <p>1. Teacher leads students to finish the workbook. (Review 2)</p> <p><b>Final Examination</b></p> <p>1. Listening, reading and writing abilities will be evaluated through a written test.</p>			<p>寫作評量</p> <p>紙筆測驗</p>	

教學期程	領域及議題能力指標	主題或單元活動內容	時間	使用教材	評量方式	備註
	<p>句</p> <p>5-1-7 能依文字或口語提示寫出重要字詞</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意力。</p> <p>6-1-14 具有好奇心，並對教師或同學討論的內容能舉出示例或反例。</p>					

表五

106 學年度 重要工作 教育工作	納入課程規劃實施情形				備 註
	學 期	年 級	彈性學習節數或領域別	週次	
環境教育	下	四	英語領域	第 18 週	每學年至少 4 小時
性別平等 教育	下	四	英語領域	第 5 週	每學期至少 4 小時
生命教育	下	四	英語領域	第 2 週	1 小時
多元文化 及	下	四	英語領域	第 18 週	每學期至少 4 小時